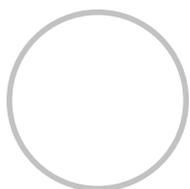




NIMS Resource Management

Instructor Guide

August 2010



FEMA

**IS-703.A: NIMS RESOURCE MANAGEMENT –
INSTRUCTOR GUIDE**

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PREPARING TO TRAIN

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COURSE OVERVIEW AND OBJECTIVES**Course Description**

This course introduces resource management as described in the National Incident Management System (NIMS), and shows how systems for managing resources can be used to improve incident response. The course includes examples of best practices, lessons learned, and job aids to assist the participant in planning for resource management.

Course Goals

At the conclusion of this course, participants should be able to:

- Establish systems for describing, inventorying, requesting, and tracking resources.
- Activate these systems prior to and during an incident.
- Dispatch resources prior to and during an incident.
- Deactivate or recall resources during or after incidents.

Target Audience

The target audience is Federal, State, tribal, and local emergency managers; first responders to include incident commanders from all emergency management disciplines; private industry personnel responsible for coordination activities during a disaster; and voluntary agency personnel.

Course Prerequisites

There are no prerequisites for this course. However, completion of IS 700.a, National Incident Management System (NIMS), An Introduction, is recommended.

Unit Lengths and Objectives

Unit Title	Unit Summary and Objectives	Length
Unit 1: Course Overview	The Course Overview includes a preview of the course goals and agenda, instructor and participant introductions, and administrative information.	30 minutes
Unit 2: Resource Management Overview	This unit presents an overview of the concepts and principles that are the foundation of National Incident Management System (NIMS) resource management.	1 hour
Unit 3: Resource Management Planning	This unit focuses on the relationship between planning and resource management. Jurisdiction and agency planning processes should include identifying resource needs based on the threats to and vulnerabilities of the jurisdiction and developing alternative strategies to obtain the needed resources.	2 hours 30 minutes

Preparing To Train

Unit Title	Unit Summary and Objectives	Length
Unit 4: Resource Typing and Readiness	Emergency management and incident response activities require that resources (personnel, teams, facilities, equipment, and/or supplies) are prepared to meet incident needs. This unit covers standardized resource management concepts—such as typing, credentialing, training, and exercising—that facilitate the efficient and effective deployment of resources.	3 hours
Unit 5: Resource Management During Incidents	Following an incident, NIMS promotes the use of a standardized seven-step cycle for managing resources. This unit discusses managing resources during an incident.	3 hours 30 minutes
Unit 6: Resource Management and Complex Incidents	This unit expands upon the content of the previous units to include the issues related to managing complex incidents.	2 hours
Unit 7: Tabletop Exercise	This unit involves a simulated incident to allow students to apply what they have learned throughout this course to their resource management systems.	2 hours 30 minutes
Unit 8: Course Summary and Final Exam	The final unit includes a brief review activity and provides the students with an opportunity to complete a self-assessment of their organizations' resource management preparedness. They will then complete the final exam and course evaluation	1 hour
	TOTAL	16 hours

METHODOLOGY AND INSTRUCTORS

Instructional Methodologies

Instructional methodologies include:

- Interactive lectures with PowerPoint visuals for presenting key concepts to participants.
- Group discussions.
- Small-group activities to promote creative thinking and problem-solving.
- Tabletop exercise with a simulated incident response.

Instructor Qualifications

It is recommended that this training be taught by instructors with the following minimum qualifications:

- Experience managing resources at a complex incident.
- Successfully completion of ICS-100, ICS-200, IS-700, and IS-800.
- Experience as an instructor teaching adults.

A minimum of two instructors is recommended.

Instructor Expectations

Participants benefit when instructors actively participate and inject their diverse experiences, expertise, and knowledge throughout the course. To achieve this, all instructors should:

- Remain in the classroom during all course delivery, even when they are not the lead instructor. Discussions may occur that require their input.
- Restrict the use of computers, phones, and other devices while class is in session.
- Maintain a positive, productive work environment.
- Set up the room for lectures and activities.
- Follow the agenda and time schedule.
- Manage PowerPoint, handouts, and course materials.
- Lead and facilitate class discussions.
- Inject “real world” experiences, knowledge, and examples into the course.

COURSE MATERIALS

Instructor Guide

The Instructor Guide is intended for double-sided printing and includes:

- All course visuals.
- Key points and detailed course content.
- Notes to the instructors.
- Suggested answers for discussion questions and activities.

Student Manual (one per participant)

The Student Manual is intended for double-sided printing and includes:

- All course visuals.
- Key points.
- Space to record answers to discussion questions.

Course Visuals

The course visuals have been developed in Microsoft PowerPoint 2007 and are compatible with Microsoft PowerPoint 97 and 2003. These visuals can be projected using PowerPoint software. These files also can be used to produce slides or transparencies for overheads.

Handouts

Handouts are provided for the tabletop exercise in Unit 7.

PREPARATION GUIDANCE

The instructors' preparation and conduct of the course impact its effectiveness. This introductory section provides guidelines for preparing to instruct this course. Completing the following steps will help you prepare to conduct the course:

- Read the Instructor Guide (IG) and the Student Manual thoroughly.
- Complete all activities and be prepared to answer the questions that the participants will likely ask while completing the activities.
- Draft your own notes in the margins of the IG. Adding personal experiences helps to explain the concepts in the course.
- Draft or copy any supplemental materials from which you feel the participants will benefit. (**Note:** Be sure to obtain copyright releases when necessary.)

PREPARING THE CLASSROOM

As an instructor, you are responsible for preparing the classroom and ensuring that the general supplies that you will need for this course are available. Use the list on the following page to ensure that you have all of the materials and equipment required.

Room Setting

Set up the room so that the participants can work in small groups of 4 to 6 (depending on class size) during selected activities. Ensure that the tables are organized so that all participants can see the instructors, the visual display, and easel pads.

Place a table at the front of the room so that you can organize your materials. If you will be displaying other resources for the participants, be sure to add a table for the display, allowing for traffic past the table without interfering with the small-group setup.

Equipment and Materials

You will need the equipment and materials listed in the following chart to conduct this course. Be sure to test all of the equipment so that you feel comfortable with its operating requirements and are sure that all of the equipment is functional.

Preparing To Train

Unit Title	Equipment and Materials	Preparation Notes
All Units	<ul style="list-style-type: none"> • Student Manual, one per participant, double-sided • Computer projection system or overhead projector • Chart paper, easels, and markers • Pencils, pens, and writing tablets • Name tents 	<ul style="list-style-type: none"> • Set up the room to accommodate table group activities (4 to 6 per group). • Distribute one copy of the Student Manual, course agenda, and a name tent to each participant. • Distribute chart paper, an easel, and markers to each table group. • Test all equipment and have an extra projector bulb on hand.
Unit 1: Course Overview	<ul style="list-style-type: none"> • Unit visuals • Sign-in sheet 	
Unit 2: Resource Management Overview	<ul style="list-style-type: none"> • Unit visuals 	
Unit 3: Resource Management Planning	<ul style="list-style-type: none"> • Unit visuals 	
Unit 4: Resource Typing and Readiness	<ul style="list-style-type: none"> • Unit visuals 	
Unit 5: Resource Management During Incidents	<ul style="list-style-type: none"> • Unit visuals 	
Unit 6: Resource Management and Complex Incidents	<ul style="list-style-type: none"> • Unit visuals 	
Unit 7: Tabletop Exercise	<ul style="list-style-type: none"> • Unit visuals • Handouts: <ul style="list-style-type: none"> ○ Exercise Inject 1 ○ Exercise Inject 2 ○ Exercise Inject 3 	
Unit 8: Course Summary and Final Exam	<ul style="list-style-type: none"> • Unit visuals • Course Evaluation form • IS Test 	

TIPS AND REMINDERS FOR INSTRUCTORS

As an instructor, you are setting an example for the participants. You will lose credibility with the class if you are not knowledgeable about the subject matter, if you appear unprepared, or if your instructional skills are poor. Some instructional tips to help you present the course effectively are shown below:

- **Don't answer questions if you are not sure of the answers.**

If a participant asks you a question to which you do not know the answer:

- Tell the participant that you do not know the answer.
- Explain that you will find the answer and get back to the participant.

- **Make yourself part of the group.**

Do not separate yourself physically from the group by standing behind a podium, an overhead projector, or a table. By physically separating yourself, you look as if you are trying to hide, and worse, as if you are not interested in or open to input from the group. Feel free to walk around the room while you are speaking.

- **Model activities and responses.**

Verbal and written instructions should be models for the groups. Giving specific methods for completing the activity (e.g., walking through one example and writing a response on chart paper) and providing detailed sample responses will help the participants understand what is expected of them.

- **Remember that you are working with adults.**

Value the resources that your participants bring to the group. Encourage them to share their experiences, knowledge, and ideas.

- **Observe how the group works together.**

- Who participates most? Who participates least?
- Do certain students try to dominate? Does anyone withdraw?
- Are there any negative undercurrents in the group?
- How do individuals react to one another in small groups?

Watch for both verbal and nonverbal responses and clues. Use your observations to keep the session running smoothly. Share your observations with the group when appropriate.

- **Check for understanding.**

Sticking to the agenda is important, but do not move to the next activity or lecture before ensuring that the group understands what has already been discussed. You can check understanding by asking for volunteers to summarize concepts and fill in gaps during your transitions.

- **Do not read or lecture to the group.**

Think back to the last class that you attended. If the instructor lectured incessantly, chances are that you tuned out and did not learn much. This package is a *guide*, not your script. Flexibility is the key to success. You may modify discussion questions to meet the needs of the group. If you do not like or do not understand a question, change it.

- **Do not go too long without a break.**

As a general rule, groups need a break every hour for about 10 minutes. Although most participants will let you know when they need a break, you should watch for nonverbal signs, including glazed eyes or shifting in seats as indicators that a break is needed. Try to find natural breaking points in the course as needed. Adjust the timing of breaks as necessary according to what is going on in the class. **It is important to enforce break time limits. Resume training promptly at the end of a break!**

- **Use each group you instruct as a resource for the next group.**

Consider the reaction of previous groups when you present the course to a new group. Do not be afraid to augment the materials or change your approach based on experience.

Glossary

Accessible: Having the legally required features and/or qualities that ensure easy entrance, participation, and usability of places, programs, services, and activities by individuals with a wide variety of disabilities.

Acquisition Procedures: A process used to obtain resources to support operational requirements.

Agency: A division of government with a specific function offering a particular kind of assistance. In the Incident Command System, agencies are defined either as jurisdictional (having statutory responsibility for incident management) or as assisting or cooperating (providing resources or other assistance). Governmental organizations are most often in charge of an incident, though in certain circumstances private-sector organizations may be included. Additionally, nongovernmental organizations may be included to provide support.

Agency Administrator/Executive: The official responsible for administering policy for an agency or jurisdiction. An Agency Administrator/Executive (or other public official with jurisdictional responsibility for the incident) usually makes the decision to establish an Area Command.

Agency Dispatch: The agency or jurisdictional facility from which resources are sent to incidents.

Agency Representative: A person assigned by a primary, assisting, or cooperating Federal, State, tribal, or local government agency, or nongovernmental or private organization, that has been delegated authority to make decisions affecting that agency's or organization's participation in incident management activities following appropriate consultation with the leadership of that agency.

All-Hazards: Describing an incident, natural or manmade, that warrants action to protect life, property, environment, and public health or safety, and to minimize disruptions of government, social, or economic activities.

Allocated Resource: Resource dispatched to an incident.

Area Command: An organization established to oversee the management of multiple incidents that are each being handled by a separate Incident Command System organization or to oversee the management of a very large or evolving incident that has multiple Incident Management Teams engaged. An Agency Administrator/Executive or other public official with jurisdictional responsibility for the incident usually makes the decision to establish an Area Command. An Area Command is activated only if necessary, depending on the complexity of the incident and incident management span-of-control considerations.

Assessment: The process of acquiring, collecting, processing, examining, analyzing, evaluating, monitoring, and interpreting the data, information, evidence, objects, measurements, images, sound, etc., whether tangible or intangible, to provide a basis for decisionmaking.

Assigned Resource: Resource checked in and assigned work tasks on an incident.

Assignment: Task given to a personnel resource to perform within a given operational period that is based on operational objectives defined in the Incident Action Plan.

Glossary

Assistant: Title for subordinates of principal Command Staff positions. The title indicates a level of technical capability, qualifications, and responsibility subordinate to the primary positions. Assistants may also be assigned to Unit Leaders.

Assisting Agency: An agency or organization providing personnel, services, or other resources to the agency with direct responsibility for incident management. See Supporting Agency.

Available Resource: Resource assigned to an incident, checked in, and available for a mission assignment, normally located in a Staging Area.

Badging: The assignment of physical incident-specific credentials to establish legitimacy and limit access to various incident sites.

Branch: The organizational level having functional or geographical responsibility for major aspects of incident operations. A Branch is organizationally situated between the Section Chief and the Division or Group in the Operations Section, and between the Section and Units in the Logistics Section. Branches are identified by the use of Roman numerals or by functional area.

Cache: A predetermined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.

Camp: A geographical site within the general incident area (separate from the Incident Base) that is equipped and staffed to provide sleeping, food, water, and sanitary services to incident personnel.

Categorizing Resources: The process of organizing resources by category, kind, and type, including size, capacity, capability, skill, and other characteristics. This makes the resource ordering and dispatch process within and across organizations and agencies, and between governmental and nongovernmental entities, more efficient, and ensures that the resources received are appropriate to their needs.

Certifying Personnel: The process of authoritatively attesting that individuals meet professional standards for the training, experience, and performance required for key incident management functions.

Chain of Command: The orderly line of authority within the ranks of the incident management organization.

Check-In: The process through which resources first report to an incident. All responders, regardless of agency affiliation, must report in to receive an assignment in accordance with the procedures established by the Incident Commander.

Chief: The Incident Command System title for individuals responsible for management of functional Sections: Operations, Planning, Logistics, Finance/Administration, and Intelligence/Investigations (if established as a separate Section).

Command: The act of directing, ordering, or controlling by virtue of explicit statutory, regulatory, or delegated authority.

Command Staff: The staff who report directly to the Incident Commander, including the Public Information Officer, Safety Officer, Liaison Officer, and other positions as required. They may have an assistant or assistants, as needed.

Common Operating Picture: An overview of an incident by all relevant parties that provides incident information enabling the Incident Commander/Unified Command and any supporting agencies and organizations to make effective, consistent, and timely decisions.

Common Terminology: Normally used words and phrases—avoiding the use of different words/phrases for same concepts—to ensure consistency and to allow diverse incident management and support organizations to work together across a wide variety of incident management functions and hazard scenarios.

Communications: The process of transmission of information through verbal, written, or symbolic means.

Communications/Dispatch Center: Agency or interagency dispatch centers, 911 call centers, emergency control or command dispatch centers, or any naming convention given to the facility and staff that handles emergency calls from the public and communication with emergency management/response personnel. The center can serve as a primary coordination and support element of the Multiagency Coordination System(s) (MACS) for an incident until other elements of the MACS are formally established.

Complex: Two or more individual incidents located in the same general area and assigned to a single Incident Commander or to Unified Command.

Comprehensive Preparedness Guide 101: A guide designed to assist jurisdictions with developing operations plans. It promotes a common understanding of the fundamentals of planning and decisionmaking to help emergency planners examine a hazard and produce integrated, coordinated, and synchronized plans.

Continuity of Government: A coordinated effort within the Federal Government's executive branch to ensure that National Essential Functions continue to be performed during a catastrophic emergency (as defined in National Security Presidential Directive 51/Homeland Security Presidential Directive 20).

Continuity of Operations: An effort within individual organizations to ensure that Primary Mission Essential Functions continue to be performed during a wide range of emergencies.

Cooperating Agency: An agency supplying assistance other than direct operational or support functions or resources to the incident management effort.

Coordinate: To advance an analysis and exchange of information systematically among principals who have or may have a need to know certain information to carry out specific incident management responsibilities.

Corrective Actions: The implementation of procedures that are based on lessons learned from actual incidents or from training and exercises.

Credentialing: The authentication and verification of the certification and identity of designated incident managers and emergency responders.

Critical Infrastructure: Assets, systems, and networks, whether physical or virtual, so vital to the United States that the incapacitation or destruction of such assets, systems, or networks would have a debilitating impact on security, national economic security, national public health or safety, or any combination of those matters.

Delegation of Authority: A statement provided to the Incident Commander by the Agency Executive delegating authority and assigning responsibility. The delegation of authority can include objectives, priorities, expectations, constraints, and other considerations or guidelines, as needed. Many agencies require written delegation of authority to be given to the Incident Commander prior to assuming command on larger incidents. (Also known as Letter of Expectation.)

Demobilization: The orderly, safe, and efficient return of an incident resource to its original location and status.

Department Operations Center (DOC): An Emergency Operations Center (EOC) specific to a single department or agency. The focus of a DOC is on internal agency incident management and response. DOCs are often linked to and, in most cases, are physically represented in a combined agency EOC by authorized agent(s) for the department or agency.

Deputy: A fully qualified individual who, in the absence of a superior, can be delegated the authority to manage a functional operation or to perform a specific task. In some cases a deputy can act as relief for a superior, and therefore must be fully qualified in the position. Deputies generally can be assigned to the Incident Commander, General Staff, and Branch Directors.

Director: The Incident Command System title for individuals responsible for supervision of a Branch.

Dispatch: The ordered movement of a resource or resources to an assigned operational mission, or an administrative move from one location to another.

Division: The organizational level having responsibility for operations within a defined geographic area. Divisions are established when the number of resources exceeds the manageable span of control of the Section Chief. See Group.

Emergency: Any incident, whether natural or manmade, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

Emergency Management Assistance Compact (EMAC): A congressionally ratified organization that provides form and structure to interstate mutual aid. Through EMAC, a disaster-affected State can request and receive assistance from other member States quickly and efficiently, resolving two key issues up front: liability and reimbursement.

Emergency Management/Response Personnel: Includes Federal, State, territorial, tribal, substate regional, and local governments, NGOs, private-sector organizations, critical infrastructure owners and operators, and all other organizations and individuals who assume an emergency management role. (Also known as emergency responder.)

Emergency Operations Center (EOC): The physical location at which the coordination of information and resources to support incident management (on-scene operations) activities normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction. EOCs may be organized by major functional disciplines (e.g., fire, law enforcement, medical services), by jurisdiction (e.g., Federal, State, regional, tribal, city, county), or by some combination thereof.

Emergency Operations Plan: An ongoing plan for responding to a wide variety of potential hazards.

Emergency Public Information: Information that is disseminated primarily in anticipation of or during an emergency. In addition to providing situational information to the public, it frequently provides directive actions required to be taken by the general public.

Evacuation: The organized, phased, and supervised withdrawal, dispersal, or removal of civilians from dangerous or potentially dangerous areas, and their reception and care in safe areas.

Event: See Planned Event.

Federal: Of or pertaining to the Federal Government of the United States of America.

Field Operations Guide: Durable pocket or desk guide that contains essential information required to perform specific assignments or functions.

Finance/Administration Section: The Incident Command System Section responsible for all administrative and financial considerations surrounding an incident.

Function: The five major activities in the Incident Command System: Command, Operations, Planning, Logistics, and Finance/Administration. A sixth function, Intelligence/Investigations, may be established, if required, to meet incident management needs. The term function is also used when describing the activity involved (e.g., the planning function).

General Staff: A group of incident management personnel organized according to function and reporting to the Incident Commander. The General Staff normally consists of the Operations Section Chief, Planning Section Chief, Logistics Section Chief, and Finance/Administration Section Chief. An Intelligence/Investigations Chief may be established, if required, to meet incident management needs.

Group: An organizational subdivision established to divide the incident management structure into functional areas of operation. Groups are composed of resources assembled to perform a special function not necessarily within a single geographic division. See Division.

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Incident: An occurrence, natural or manmade, that requires a response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, civil unrest, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, tsunamis,

war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

Incident Action Plan: An oral or written plan containing general objectives reflecting the overall strategy for managing an incident. It may include the identification of operational resources and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods.

Incident Base: The location at which primary Logistics functions for an incident are coordinated and administered. There is only one Base per incident. (Incident name or other designator will be added to the term Base.) The Incident Command Post may be co-located with the Incident Base.

Incident Command: The Incident Command System organizational element responsible for overall management of the incident and consisting of the Incident Commander (either single or unified command structure) and any assigned supporting staff.

Incident Commander (IC): The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

Incident Command Post (ICP): The field location where the primary functions are performed. The ICP may be co-located with the Incident Base or other incident facilities.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Incident Management Team (IMT): An Incident Commander and the appropriate Command and General Staff personnel assigned to an incident. The level of training and experience of the IMT members, coupled with the identified formal response requirements and responsibilities of the IMT, are factors in determining "type," or level, of IMT.

Incident Objectives: Statements of guidance and direction needed to select appropriate strategy(s) and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow strategic and tactical alternatives.

Information Management: The collection, organization, and control over the structure, processing, and delivery of information from one or more sources and distribution to one or more audiences who have a stake in that information.

Integrated Planning System: A system designed to provide common processes for developing and integrating plans for the Federal Government to establish a comprehensive approach to national planning in accordance with the Homeland Security Management System as outlined in the National Strategy for Homeland Security.

Intelligence/Investigations: An organizational subset within ICS. Intelligence gathered within the Intelligence/Investigations function is information that either leads to the detection, prevention, apprehension, and prosecution of criminal activities—or the individual(s) involved—including terrorist incidents or information that leads to determination of the cause of a given incident (regardless of the source) such as public health events or fires with unknown origins. This is different from the normal operational and situational intelligence gathered and reported by the Planning Section.

Interoperability: Ability of systems, personnel, and equipment to provide and receive functionality, data, information and/or services to and from other systems, personnel, and equipment, between both public and private agencies, departments, and other organizations, in a manner enabling them to operate effectively together. Allows emergency management/response personnel and their affiliated organizations to communicate within and across agencies and jurisdictions via voice, data, or video-on-demand, in real time, when needed, and when authorized.

Job Aid: Checklist or other visual aid intended to ensure that specific steps of completing a task or assignment are accomplished.

Joint Field Office (JFO): The primary Federal incident management field structure. The JFO is a temporary Federal facility that provides a central location for the coordination of Federal, State, tribal, and local governments and private-sector and nongovernmental organizations with primary responsibility for response and recovery. The JFO structure is organized, staffed, and managed in a manner consistent with National Incident Management System principles. Although the JFO uses an Incident Command System structure, the JFO does not manage on-scene operations. Instead, the JFO focuses on providing support to on-scene efforts and conducting broader support operations that may extend beyond the incident site.

Joint Information Center (JIC): A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media. Public information officials from all participating agencies should co-locate at the JIC.

Joint Information System (JIS): A structure that integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, accurate, accessible, timely, and complete information during crisis or incident operations. The mission of the JIS is to provide a structure and system for developing and delivering coordinated interagency messages; developing, recommending, and executing public information plans and strategies on behalf of the Incident Commander (IC); advising the IC concerning public affairs issues that could affect a response effort; and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort.

Jurisdiction: A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be

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political or geographical (e.g., Federal, State, tribal, local boundary lines) or functional (e.g., law enforcement, public health).

Jurisdictional Agency: The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.

Key Resource: Any publicly or privately controlled resource essential to the minimal operations of the economy and government.

Letter of Expectation: See Delegation of Authority.

Liaison: A form of communication for establishing and maintaining mutual understanding and cooperation.

Liaison Officer: A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies or organizations.

Local Government: Public entities responsible for the security and welfare of a designated area as established by law. A county, municipality, city, town, township, local public authority, school district, special district, intrastate district, council of governments (regardless of whether the council of governments is incorporated as a nonprofit corporation under State law), regional or interstate government entity, or agency or instrumentality of a local government; an Indian tribe or authorized tribal entity, or in Alaska a Native Village or Alaska Regional Native Corporation; a rural community, unincorporated town or village, or other public entity. See Section 2 (10), Homeland Security Act of 2002, Pub. L. 107-296, 116 Stat. 2135 (2002).

Logistics: The process and procedure for providing resources and other services to support incident management.

Logistics Section: The Incident Command System Section responsible for providing facilities, services, and material support for the incident.

Management by Objectives: A management approach that involves a five-step process for achieving the incident goal. The Management by Objectives approach includes the following: establishing overarching incident objectives; developing strategies based on overarching incident objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable tactics or tasks for various incident-management functional activities and directing efforts to attain them, in support of defined strategies; and documenting results to measure performance and facilitate corrective action.

Manager: Individual within an Incident Command System organizational unit who is assigned specific managerial responsibilities (e.g., Staging Area Manager or Camp Manager).

Mitigation: Activities providing a critical foundation in the effort to reduce the loss of life and property from natural and/or manmade disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect.

Mobilization: The process and procedures used by all organizations—Federal, State, tribal, and local—for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.

Mobilization Guide: Reference document used by organizations outlining agreements, processes, and procedures used by all participating agencies/organizations for activating, assembling, and transporting resources.

Multiagency Coordination (MAC) Group: A group of administrators or executives, or their appointed representatives, who are typically authorized to commit agency resources and funds. A MAC Group can provide coordinated decisionmaking and resource allocation among cooperating agencies, and may establish the priorities among incidents, harmonize agency policies, and provide strategic guidance and direction to support incident management activities. MAC Groups may also be known as multiagency committees, emergency management committees, or as otherwise defined by the Multiagency Coordination System.

Multiagency Coordination System (MACS): A system that provides the architecture to support coordination for incident prioritization, critical resource allocation, communications systems integration, and information coordination. MACS assist agencies and organizations responding to an incident. The elements of a MACS include facilities, equipment, personnel, procedures, and communications. Two of the most commonly used elements are Emergency Operations Centers and MAC Groups.

Multijurisdictional Incident: An incident requiring action from multiple agencies that each have jurisdiction to manage certain aspects of an incident. In the Incident Command System, these incidents will be managed under Unified Command.

Mutual Aid Agreement or Assistance Agreement: Written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain emergency assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate rapid, short-term deployment of emergency support prior to, during, and/or after an incident.

National: Of a nationwide character, including the Federal, State, tribal, and local aspects of governance and policy.

National Essential Functions: A subset of government functions that are necessary to lead and sustain the Nation during a catastrophic emergency and that, therefore, must be supported through continuity of operations and continuity of government capabilities.

National Incident Management System (NIMS): A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

National Response Framework (NRF): A guide to how the Nation conducts all-hazards response.

Nongovernmental Organization (NGO): An entity with an association that is based on interests of its members, individuals, or institutions. It is not created by a government, but it may work cooperatively with government. Such organizations serve a public purpose, not a private benefit. Examples of NGOs include faith-based charity organizations and the American Red Cross. NGOs, including voluntary and faith-based groups, provide relief services to sustain life, reduce physical and emotional distress, and promote the recovery of disaster victims. Often these groups provide specialized services that help individuals with disabilities. NGOs and

Glossary

voluntary organizations play a major role in assisting emergency managers before, during, and after an emergency.

Officer: The Incident Command System title for a person responsible for one of the Command Staff positions of Safety, Liaison, and Public Information.

Operational Period: The time scheduled for executing a given set of operation actions, as specified in the Incident Action Plan. Operational periods can be of various lengths, although usually they last 12 to 24 hours.

Operations Section: The Incident Command System (ICS) Section responsible for all tactical incident operations and implementation of the Incident Action Plan. In ICS, the Operations Section normally includes subordinate Branches, Divisions, and/or Groups.

Organization: Any association or group of persons with like objectives. Examples include, but are not limited to, governmental departments and agencies, nongovernmental organizations, and the private sector.

Personal Responsibility: The obligation to be accountable for one's actions.

Personnel Accountability: The ability to account for the location and welfare of incident personnel. It is accomplished when supervisors ensure that Incident Command System principles and processes are functional and that personnel are working within established incident management guidelines.

Plain Language: Communication that can be understood by the intended audience and meets the purpose of the communicator. For the purpose of the National Incident Management System, plain language is designed to eliminate or limit the use of codes and acronyms, as appropriate, during incident response involving more than a single agency.

Planned Event: A scheduled nonemergency activity (e.g., sporting event, concert, parade, etc.).

Planning Meeting: A meeting held as needed before and throughout the duration of an incident to select specific strategies and tactics for incident control operations and for service and support planning. For larger incidents, the Planning Meeting is a major element in the development of the Incident Action Plan.

Planning Section: The Incident Command System Section responsible for the collection, evaluation, and dissemination of operational information related to the incident, and for the preparation and documentation of the Incident Action Plan. This Section also maintains information on the current and forecasted situation and on the status of resources assigned to the incident.

Portability: An approach that facilitates the interaction of systems that are normally distinct. Portability of radio technologies, protocols, and frequencies among emergency management/response personnel will allow for the successful and efficient integration, transport, and deployment of communications systems when necessary. Portability includes the standardized assignment of radio channels across jurisdictions, which allows responders to participate in an incident outside their jurisdiction and still use familiar equipment.

Pre-Positioned Resource: A resource moved to an area near the expected incident site in response to anticipated resource needs.

Preparedness: A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Within the National Incident Management System, preparedness focuses on the following elements: planning; procedures and protocols; training and exercises; personnel qualification and certification; and equipment certification.

Preparedness Organization: An organization that provides coordination for emergency management and incident response activities before a potential incident. These organizations range from groups of individuals to small committees to large standing organizations that represent a wide variety of committees, planning groups, and other organizations (e.g., Citizen Corps, Local Emergency Planning Committees, Critical Infrastructure Sector Coordinating Councils).

Prevention: Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. It involves applying intelligence and other information to a range of activities that may include such countermeasures as deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of the threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators and bringing them to justice.

Primary Mission Essential Functions: Government functions that must be performed in order to support or implement the performance of National Essential Functions before, during, and in the aftermath of an emergency.

Private Sector: Organizations and individuals that are not part of any governmental structure. The private sector includes for-profit and not-for-profit organizations, formal and informal structures, commerce, and industry.

Protocol: A set of established guidelines for actions (which may be designated by individuals, teams, functions, or capabilities) under various specified conditions.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Public Information Officer: A member of the Command Staff responsible for interfacing with the public and media and/or with other agencies with incident-related information requirements.

Publications Management: Subsystem that manages the development, publication control, publication supply, and distribution of National Incident Management System materials.

Recovery: The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons

learned; postincident reporting; and development of initiatives to mitigate the effects of future incidents.

Recovery Plan: A plan developed to restore an affected area or community.

Reimbursement: A mechanism to recoup funds expended for incident-specific activities.

Resource Management: A system for identifying available resources at all jurisdictional levels to enable timely, efficient, and unimpeded access to resources needed to prepare for, respond to, or recover from an incident. Resource management under the National Incident Management System includes mutual aid agreements and assistance agreements; the use of special Federal, State, tribal, and local teams; and resource mobilization protocols.

Resource Tracking: A standardized, integrated process conducted prior to, during, and after an incident by all emergency management/response personnel and associated organizations.

Resources: Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an Emergency Operations Center.

Response: Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.

Retrograde: To return resources back to their original location.

Safety Officer: A member of the Command Staff responsible for monitoring incident operations and advising the Incident Commander on all matters relating to operational safety, including the health and safety of emergency responder personnel.

Section: The Incident Command System organizational level having responsibility for a major functional area of incident management (i.e., Operations, Planning, Logistics, Finance/Administration, and Intelligence/Investigations (if established)). The Section is organizationally situated between the Branch and the Incident Command.

Single Resource: An individual, a piece of equipment and its personnel complement, or a crew/team of individuals with an identified work supervisor that can be used on an incident.

Situation Report: Confirmed or verified information with specific details regarding an incident.

Span of Control: The number of resources for which a supervisor is responsible, usually expressed as the ratio of supervisors to individuals. (Under the National Incident Management System, an appropriate span of control is between 1:3 and 1:7, with optimal being 1:5, or between 1:8 and 1:10 for many large-scale law enforcement operations.)

Special Needs Population: A population whose members may have additional needs before, during, and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; who live in institutionalized settings; who are elderly; who are children; who are from diverse cultures, who have limited English proficiency, or who are non-English-speaking; or who are transportation disadvantaged.

Staging Area: Temporary location for available resources. A Staging Area can be any location in which personnel, supplies, and equipment can be temporarily housed or parked while awaiting operational assignment.

Standard Operating Guidelines: A set of instructions having the force of a directive, covering those features of operations that lend themselves to a definite or standardized procedure without loss of effectiveness.

Standard Operating Procedure: A complete reference document or an operations manual that provides the purpose, authorities, duration, and details for the preferred method of performing a single function or a number of interrelated functions in a uniform manner.

State: When capitalized, refers to any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and any possession of the United States. See Section 2 (14), Homeland Security Act of 2002, Pub. L. 107-296, 116 Stat. 2135 (2002).

Status Report: Information specifically related to the status of resources (e.g., the availability or assignment of resources).

Strategy: The general plan or direction selected to accomplish incident objectives.

Strike Team: A set number of resources of the same kind and type that have an established minimum number of personnel, common communications, and a leader.

Substate Region: A grouping of jurisdictions, counties, and/or localities within a State brought together for specified purposes (e.g., homeland security, education, public health), usually containing a governance structure.

Supervisor: The Incident Command System title for an individual responsible for a Division or Group.

Supporting Agency: An agency that provides support and/or resource assistance to another agency. See Assisting Agency.

Supporting Technology: Any technology that may be used to support the National Incident Management System, such as orthophoto mapping, remote automatic weather stations, infrared technology, or communications.

System: Any combination of facilities, equipment, personnel, processes, procedures, and communications integrated for a specific purpose.

Tactics: The deployment and directing of resources on an incident to accomplish the objectives designated by strategy.

Task Force: Any combination of resources assembled to support a specific mission or operational need. All resource elements within a Task Force must have common communications and a designated leader.

Technical Specialist: Person with special skills that can be used anywhere within the Incident Command System organization. No minimum qualifications are prescribed, as technical specialists normally perform the same duties during an incident that they perform in their everyday jobs, and they are typically certified in their fields or professions.

Technology Standards: Conditions, guidelines, or characteristics that may be required to facilitate the interoperability and compatibility of major systems across jurisdictional, geographic, and functional lines.

Technology Support: Assistance that facilitates incident operations and sustains the research and development programs that underpin the long-term investment in the Nation's future incident management capabilities.

Terrorism: As defined in the Homeland Security Act of 2002, activity that involves an act that is dangerous to human life or potentially destructive of critical infrastructure or key resources; is a violation of the criminal laws of the United States or of any State or other subdivision of the United States; and appears to be intended to intimidate or coerce a civilian population, to influence the policy of a government by intimidation or coercion, or to affect the conduct of a government by mass destruction, assassination, or kidnapping.

Threat: Natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Tools: Those instruments and capabilities that allow for the professional performance of tasks, such as information systems, agreements, doctrine, capabilities, and legislative authorities.

Tribal: Referring to any Indian tribe, band, nation, or other organized group or community, including any Alaskan Native Village as defined in or established pursuant to the Alaskan Native Claims Settlement Act (85 Stat. 688) [43 U.S.C.A. and 1601 et seq.], that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

Type: An Incident Command System resource classification that refers to capability. Type 1 is generally considered to be more capable than Types 2, 3, or 4, respectively, because of size, power, capacity, or (in the case of Incident Management Teams) experience and qualifications.

Unified Approach: The integration of resource management, communications and information management, and command and management in order to form an effective system.

Unified Area Command: Version of command established when incidents under an Area Command are multijurisdictional. See Area Command.

Unified Command (UC): An Incident Command System application used when more than one agency has incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the UC, often the senior persons from agencies and/or disciplines participating in the UC, to establish a common set of objectives and strategies and a single Incident Action Plan.

Glossary

Unit: The organizational element with functional responsibility for a specific incident planning, logistics, or finance/administration activity.

Unit Leader: The individual in charge of managing Units within an Incident Command System (ICS) functional Section. The Unit can be staffed by a number of support personnel providing a wide range of services. Some of the support positions are preestablished within ICS (e.g., Base/Camp Manager), but many others will be assigned as technical specialists.

Unity of Command: An Incident Command System principle stating that each individual involved in incident operations will be assigned to only one supervisor.

Vital Records: The essential agency records that are needed to meet operational responsibilities under national security emergencies or other emergency or disaster conditions (emergency operating records), or to protect the legal and financial rights of the government and those affected by government activities (legal and financial rights records).

Volunteer: For purposes of the National Incident Management System, any individual accepted to perform services by the lead agency (which has authority to accept volunteer services) when the individual performs services without promise, expectation, or receipt of compensation for services performed. See 16 U.S.C. 742f(c) and 29 CFR 553.10.

Your Notes:

UNIT 1. COURSE OVERVIEW

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Unit 1. Course Overview

Unit Objectives

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

- Their expectations for the course.
 - The course objectives.
-

Scope

- Unit Overview
 - Course Structure
 - Course Objectives
 - Introductions
 - Expectations
 - Course Logistics
 - Course Completion
-

Methodology

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.

Materials

- PowerPoint visuals 1.1 – 1.8
 - Instructor Guide
 - PowerPoint slides and a computer display system
 - Student Manual
-

Unit 1. Course Overview

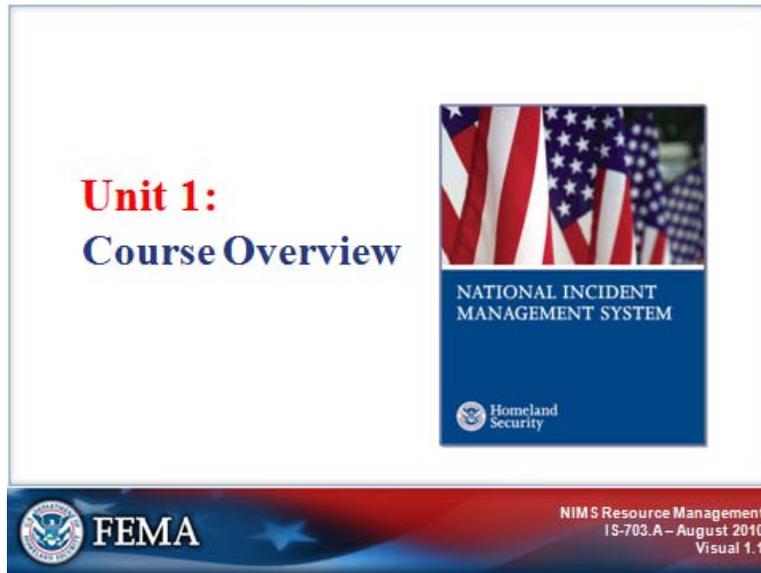
Time Plan

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 Overview	3 minutes
Course Structure	3 minutes
Course Objectives	2 minutes
Introductions	10 minutes
Expectations	5 minutes
Course Logistics	5 minutes
Course Completion	2 minutes
Total Time	30 minutes

UNIT OVERVIEW

Visual 1.1



Instructor Notes: Present the following key points.

Welcome the students to the course.

This course introduces resource management as described in the National Incident Management System (NIMS), and shows how systems for managing resources can be used to improve incident response.

The course includes examples of best practices, lessons learned, and job aids to assist the participant in planning for resource management.

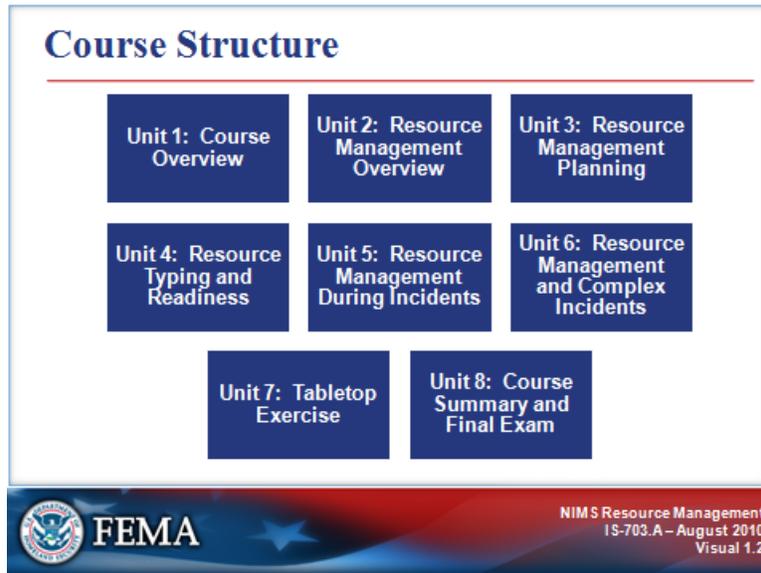
Introduce yourself by providing:

- Your name and organization.
- A brief statement of your experience with resource management.

Ask each of the other instructors to introduce himself or herself in the same way.

COURSE STRUCTURE

Visual 1.2



Instructor Notes: Present the following key points.

This course is divided into the following units:

- Unit 1: Course Overview
- Unit 2: Resource Management Overview
- Unit 3: Resource Management Planning
- Unit 4: Resource Typing and Readiness
- Unit 5: Resource Management During Incidents
- Unit 6: Resource Management and Complex Incidents
- Unit 7: Tabletop Exercise
- Unit 8: Course Summary and Final Exam

COURSE OBJECTIVES

Visual 1.3

Course Objectives

After completing this course, you should be able to:

- Establish systems for describing, inventorying, requesting, and tracking resources.
- Activate these systems prior to and during an incident.
- Dispatch resources.
- Deactivate or recall resources during or after incidents.



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Visual 1.3

Instructor Notes: Present the following key points.

At the conclusion of this course, you should be able to:

- Establish systems for describing, inventorying, requesting, and tracking resources.
- Activate these systems prior to and during an incident.
- Dispatch resources prior to and during an incident.
- Deactivate or recall resources during or after incidents.

INTRODUCTIONS

Visual 1.4

Participant Introductions



- Name, job title, and department, agency, or jurisdiction
- Overall experience with emergency or incident response, including resource management
- One special issue that you would like to be able to resolve.

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Visual 1.4

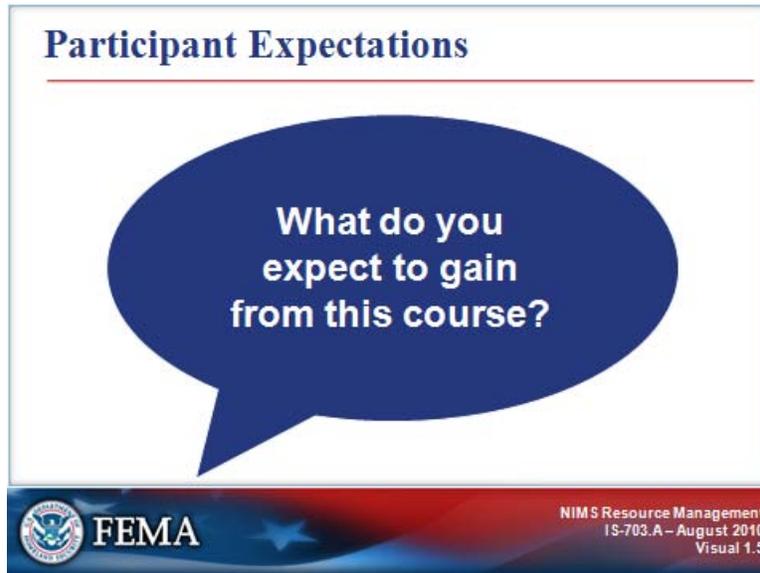
Instructor Notes: Present the following key points.

Ask the students to introduce themselves by providing:

- Their names and organizations.
- A brief statement of their experience with emergency or incident response, including resource management.
- One special issue about resource management that they would like to be able to resolve by taking this course.

EXPECTATIONS

Visual 1.5



Instructor Notes: Present the following key points.

Ask the participants: What do you expect to gain from this course?

Allow the group time to respond.

Record their responses on chart paper.

If possible, hang the list of responses in the training room. Revisit the list at the end of the course to ensure that participants have met their learning objectives.

EXPECTATIONS

Visual 1.6

Instructor Expectations

- Cooperate with the group.
- Be open minded to new ideas.
- Participate actively in all of the training activities and exercises.
- Return to class at the stated time.
- Use what you learn in the course to effectively manage incidents requiring multiagency coordination.

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Visual 1.6

Instructor Notes: Present the following key points.

Explain that like the participants, you, as the instructor, also have expectations for the course.

You expect that everyone will:

- Cooperate with the group.
- Be open minded to new ideas.
- Participate actively in all of the training activities and exercises.
- Return to class at the stated time.
- Apply the course material to effectively manage incidents that require multiagency coordination.

COURSE LOGISTICS

Visual 1.7

Course Logistics

- Course agenda
- Sign-in sheet
- Housekeeping:
 - Breaks
 - Message and telephone location
 - Cell phone policy
 - Facilities
 - Other concerns



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Visual 1.7

Instructor Notes: Present the following key points.

Review the following information with the group:

- Course agenda
- Sign-in sheet

Review the following housekeeping issues:

- Breaks
- Message and telephone location
- Cell phone policy
- Facilities
- Other concerns

COURSE COMPLETION

Visual 1.8

Successful Course Completion

- Participate in unit activities/exercises.
- Achieve 75% or higher on the final exam.
- Complete the end-of-course evaluation.



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Visual 1.8

Instructor Notes: Present the following key points.

Tell participants that in order to successfully complete this course, they must:

- Participate in unit activities/exercises.
- Achieve 75% or higher on the final exam.
- Complete the end-of-course evaluation in accordance with your agency's policies and practices.

UNIT 2. RESOURCE MANAGEMENT OVERVIEW

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Unit 2. Resource Management Overview

Unit Objectives

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

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

Scope

- Unit Overview
 - Resource Management Mandates
 - NIMS Overview
 - Resource Management Introduction
 - Resource Management Concepts
 - Unit Summary
-

Methodology

After introducing this unit and providing the unit objectives, the instructor will review the differences between command and coordination, providing examples of each and stressing that both are needed for effective resource management.

Then, the instructor will introduce resource management specifically, describing what resources are, why effective resource management is important to incident managers, where resource management generally takes place, and the NIMS resource management concepts.

The instructor will summarize the key points of this unit and transition to Unit 3.

Materials

- PowerPoint visuals 2.1 – 2.18
 - Instructor Guide
 - PowerPoint slides and a computer display system
 - Student Manual
-

Unit 2. Resource Management Overview

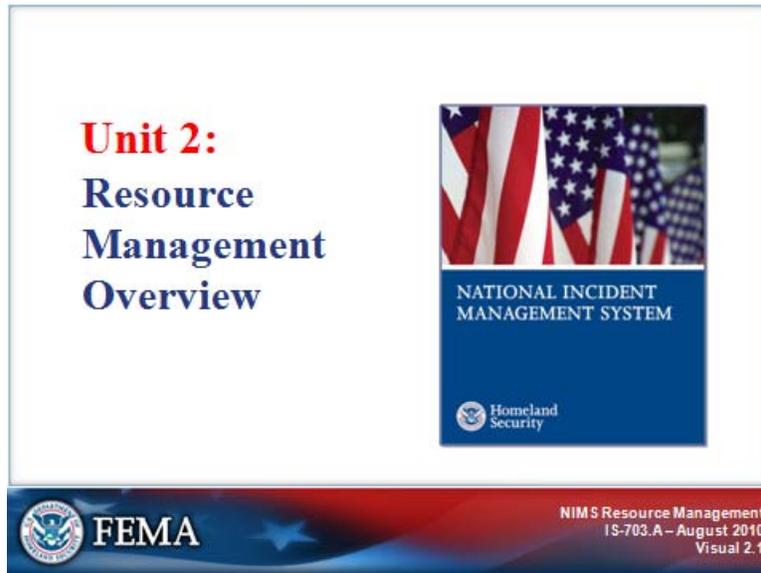
Time Plan

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 Overview	5 minutes
Resource Management Mandates	10 minutes
NIMS Overview	10 minutes
Resource Management Introduction	10 minutes
Resource Management Concepts	20 minutes
Unit Summary	5 minutes
Total Time	1 hour

UNIT OVERVIEW

Visual 2.1



Instructor Notes: Present the following key points.

Unit 2 will present an overview of the concepts and principles that are the foundation of National Incident Management System (NIMS) resource management.

UNIT OVERVIEW

Visual 2.2

Unit 2 Objectives

Describe:

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



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Visual 2.2

Instructor Notes: Present the following key points.

Tell the participants that at the end of this unit, they should be able to describe:

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

Ask if anyone has any questions about what will be covered in this unit.

RESOURCE MANAGEMENT MANDATES

Visual 2.3



Instructor Notes: Present the following key points.

- Complex 21st century threats demand that all Americans share responsibility for homeland security. All levels of government, the private sector, and nongovernmental agencies must be prepared to prevent, protect against, respond to, and recover from a wide spectrum of major events that exceed the capabilities of any single entity. These hazards require a unified and coordinated national approach to planning and to domestic incident management.
- To address this need, Homeland Security Presidential Directive 5: Management of Domestic Incidents (HSPD-5) and Homeland Security Presidential Directive 8: National Preparedness (HSPD-8) establish national initiatives that develop a common approach to preparedness and response.
- The National Incident Management System (NIMS) and the National Response Framework (NRF) provide the process and structures for meeting these mandates. Together, these related efforts align Federal, State, local, tribal, private-sector, and nongovernmental preparedness, incident management, and emergency response plans into an effective and efficient national structure.

RESOURCE MANAGEMENT MANDATES

Visual 2.4



Instructor Notes: Present the following key points.

The NRF:

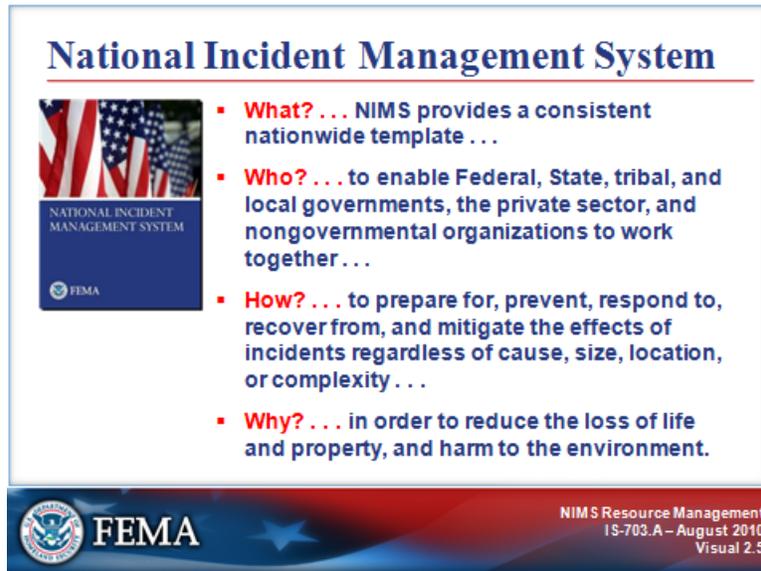
- Is a guide to how the Nation conducts all-hazards response.
- Builds upon the NIMS coordinating structures to align key roles and responsibilities across the Nation, linking all levels of government, nongovernmental organizations, and the private sector.

The NRF is comprised of:

- The **Core Document**, which describes the doctrine that guides our national response, roles and responsibilities, response actions, response organizations, and planning requirements to achieve an effective national response to any incident that occurs.
- **Emergency Support Function Annexes** that identify Federal resources and capabilities that are most frequently needed in a national response (e.g., Transportation, Firefighting, Mass Care).
- **Support Annexes** that describe essential supporting aspects that are common to all incidents (e.g., Financial Management, Volunteer and Donations Management, Private-Sector Coordination).
- **Incident Annexes** that address the unique aspects of how we respond to seven broad categories or types of incidents (e.g., Biological, Nuclear/Radiological, Cyber, Mass Evacuation).
- **Partner Guides** that provide ready references describing key roles and actions for local, tribal, State, Federal, and private-sector response partners.

RESOURCE MANAGEMENT MANDATES

Visual 2.5



National Incident Management System

What? . . . NIMS provides a consistent nationwide template . . .

Who? . . . to enable Federal, State, tribal, and local governments, the private sector, and nongovernmental organizations to work together . . .

How? . . . to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity . . .

Why? . . . in order to reduce the loss of life and property, and harm to the environment.

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Visual 2.5

Instructor Notes: Present the following key points.

The NRF provides the broad response doctrine, while NIMS includes greater detail on the processes used to manage a response.

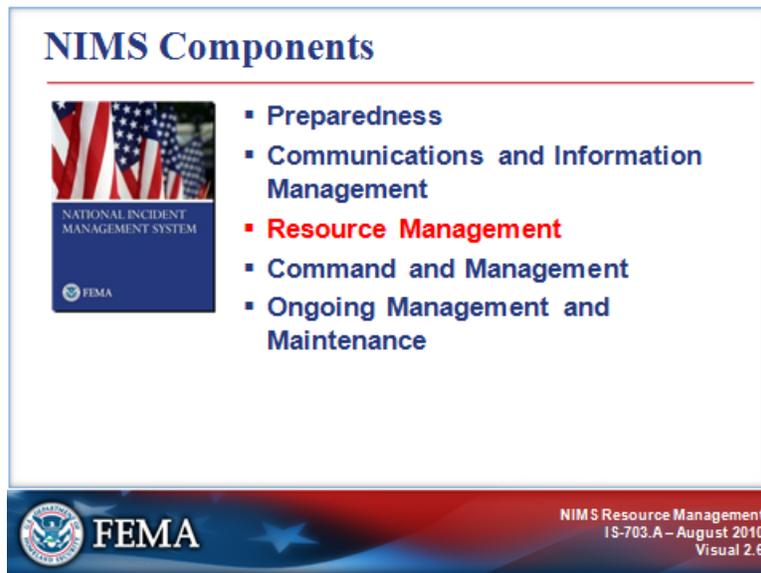
NIMS:

- Defines what needs to be done to prepare for, prevent, protect against, respond to, and recover from a major event, how it needs to be done, and how well it needs to be done.
- Provides a systematic approach for all levels of government, the private sector, and nongovernmental organizations to work seamlessly together.
- Applies to all incidents regardless of cause, size, location, or complexity.
- Integrates existing best practices into a consistent, nationwide approach to domestic incident management.
- Is applicable at all jurisdictional levels and across functional disciplines in an all-hazards context.

Note that the NRF reinforces that incidents should be managed using NIMS principles and structures.

NIMS OVERVIEW

Visual 2.6



Instructor Notes: Present the following key points.

Resource management is only one facet of NIMS. Following is a synopsis of each major component of NIMS:

- **Preparedness**
Effective emergency management and incident response activities begin with a host of preparedness activities conducted on an ongoing basis, in advance of any potential incident. Preparedness involves an integrated combination of assessment; planning; procedures and protocols; training and exercises; personnel qualifications, licensure, and certification; equipment certification; and evaluation and revision.
- **Communications and Information Management**
Emergency management and incident response activities rely on communications and information systems that provide a common operating picture to all command and coordination sites. NIMS describes the requirements necessary for a standardized framework for communications and emphasizes the need for a common operating picture. This component is based on the concepts of interoperability, reliability, scalability, and portability, as well as the resiliency and redundancy of communications and information systems.
- **Resource Management**
Resources (such as personnel, equipment, or supplies) are needed to support critical incident objectives. The flow of resources must be fluid and adaptable to the requirements of the incident. NIMS defines standardized mechanisms and establishes the resource management process to identify requirements, order and acquire, mobilize, track and report, recover and demobilize, reimburse, and inventory resources.

(Continued on next page.)

NIMS OVERVIEW

Visual 2.6 (Continued)

- **Command and Management**

The Command and Management component of NIMS is designed to enable effective and efficient incident management and coordination by providing a flexible, standardized incident management structure. The structure is based on three key organizational constructs: the Incident Command System, Multiagency Coordination Systems, and Public Information.

- **Ongoing Management and Maintenance**

Within the auspices of Ongoing Management and Maintenance, there are two components: the National Integration Center (NIC) and Supporting Technologies.

RESOURCE MANAGEMENT INTRODUCTION

Visual 2.7

Understanding Command and Coordination



Command is the act of directing, ordering, or controlling by virtue of explicit authority.

Coordination is the process of providing support to the command structure.

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NIMS Resource Management
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Visual 2.7

Instructor Notes: Present the following key points.

Command is the process of directing and controlling resources to address the needs of a particular incident or event. In NIMS, responsibility for this process is delegated to the on-scene Incident Commander by the Agency Administrator.

Coordination includes the activities that must be performed to ensure that the ICS organization(s) receive the resources and support they need when they need them.

Coordination takes place in a number of entities and at all levels of government. Examples of coordination entities include:

- Dispatch center or office (local and/or regional levels).
- Emergency Operations Center (EOC) (local, State, and/or regional levels).
- Regional Response Coordination Center (RRCC) (FEMA/Federal regional level).
- Joint Field Office (JFO) (Federal resources).

RESOURCE MANAGEMENT INTRODUCTION

Visual 2.8

Definition: Resources

Resources include:

- Personnel.
- Teams.
- Facilities.
- Equipment.
- Supplies.



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NIMS Resource Management
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Visual 2.8

Instructor Notes: Present the following key points.

Resources include:

- Personnel.
- Teams.
- Facilities.
- Equipment.
- Supplies.

During an incident, getting the right resources, to the right place, at the right time, can be a matter of life and death. NIMS establishes a standardized approach for managing resources before, during, and after an incident.

RESOURCE MANAGEMENT INTRODUCTION

Visual 2.9

What Is Resource Management?

NIMS Resource Management:

- Provides a system for identifying available resources at all jurisdictional levels.
- Enables timely, efficient, and unimpeded access to resources needed to prepare for, respond to, or recover from an incident.



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NIMS Resource Management
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Visual 2.9

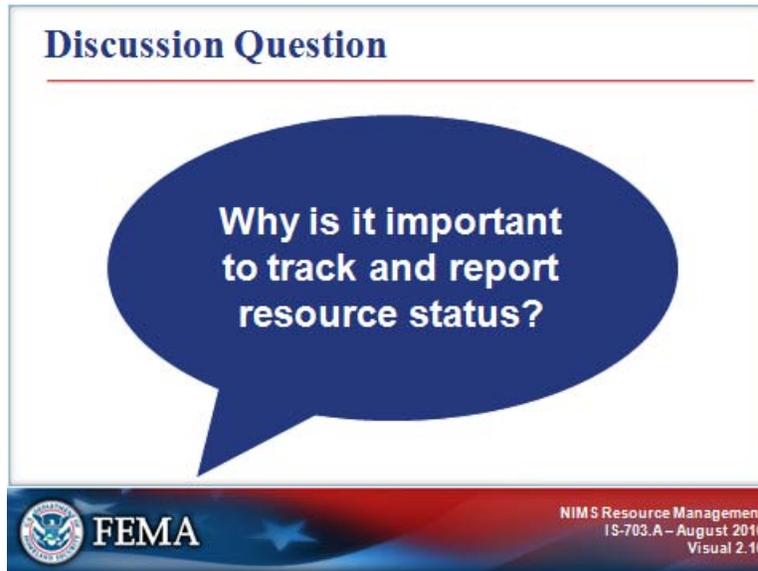
Instructor Notes: Present the following key points.

Resource management involves coordinating and overseeing the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident.

Generally, resource coordination activities take place within EOCs. As incidents grow in size or complexity, other multiagency coordination (MAC) entities such as JFOs and MAC Groups may be established to prioritize and coordinate resource allocation and distribution.

RESOURCE MANAGEMENT INTRODUCTION

Visual 2.10



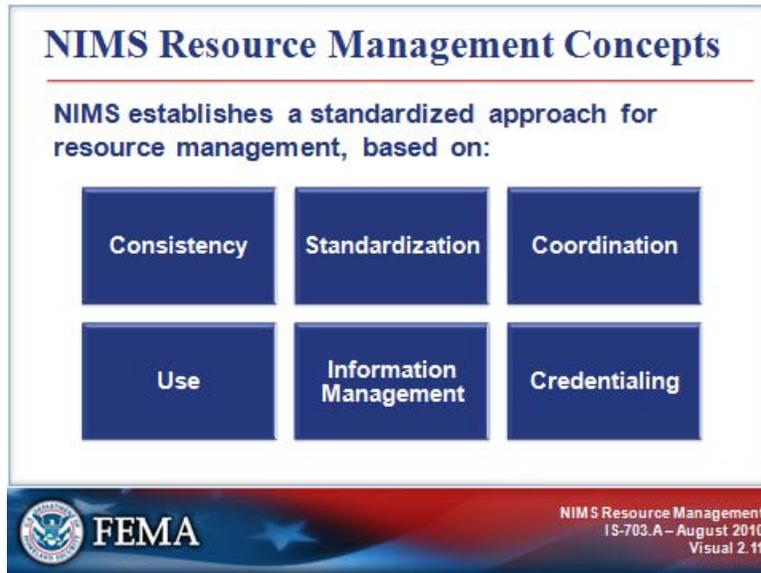
Instructor Notes: Present the following key points.

Ask the participants: Why is it important to track and report resource status?

Acknowledge the participants' responses. If not mentioned by the group, include the following:
The purpose of tracking and reporting is accountability. Resource accountability helps ensure responder safety and effective use of incident resources.

RESOURCE MANAGEMENT CONCEPTS

Visual 2.11



Instructor Notes: Present the following key points.

NIMS establishes a standardized approach for resource management, based on:

- Consistency
- Standardization
- Coordination
- Use
- Information Management
- Credentialing

The remainder of this lesson covers each of these concepts in more detail.

RESOURCE MANAGEMENT CONCEPTS

Visual 2.12

Consistency

Resource management provides a **consistent** way to:

- Identify what resources are needed to meet incident objectives.
- Acquire needed resources.
- Allocate resources according to priority.
- Track resource availability and status.



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Visual 2.12

Instructor Notes: Present the following key points.

Resource management provides a **consistent** method for identifying, acquiring, allocating, and tracking resources.

RESOURCE MANAGEMENT CONCEPTS

Visual 2.13

Standardization

Resource management includes **standardized** systems for classifying resources by:

- Category.
- Type.
- Kind.

You'll learn more about standardization in Unit 4: Resource Typing and Readiness.



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Visual 2.13

Instructor Notes: Present the following key points.

Resource management includes **standardized** systems for classifying resources to improve the effectiveness of mutual aid agreements and assistance agreements.

Unit 4: Resource Typing and Readiness covers this concept in more detail.

RESOURCE MANAGEMENT CONCEPTS

Visual 2.14

Coordination

Resource management includes **coordination** to:

- Allocate scarce resources.
- Mobilize resources.
- Ensure interagency and interjurisdictional coordination.
- Make policy decisions to support incidents.

You'll learn more about coordination in Unit 5: Resource Management During Incidents.



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Visual 2.14

Instructor Notes: Present the following key points.

Resource management includes **coordination** to facilitate the integration of resources for optimal benefit.

The MAC System is responsible for coordinating support to the incident(s). This may include prioritizing incidents for the purpose of allocating scarce resources, mobilizing resources, ensuring interagency and interjurisdictional coordination, and making policy decisions to support incidents, but not decisions reserved for Area Commands and Incident Commanders.

Unit 5: Resource Management During Incidents covers coordination in more detail.

RESOURCE MANAGEMENT CONCEPTS

Visual 2.15

Use

Resource management planning efforts incorporate **use** of all available resources from:

- All levels of government.
- Nongovernmental organizations.
- The private sector.

You'll learn more about planning in Unit 3: Resource Management Planning.



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Visual 2.15

Instructor Notes: Present the following key points.

Resource management planning efforts incorporate **use** of all available resources from all levels of government, nongovernmental organizations, and the private sector, where appropriate.

Unit 3: Resource Management Planning covers this concept in more detail.

RESOURCE MANAGEMENT CONCEPTS

Visual 2.16

Information Management

Resource management integrates communications and **information management** elements into its:

- Organizations.
- Processes.
- Technologies.
- Decision support.



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Visual 2.16

Instructor Notes: Present the following key points.

Resource management integrates **communications and information management** elements into its organizations, processes, technologies, and decision support.

The FEMA IS-704 Communications and Information Management course covers this concept in much greater detail.

RESOURCE MANAGEMENT CONCEPTS

Visual 2.17

Credentialing



Resource management includes **credentialing** to ensure consistent standards for:

- Current certification, license, or degree.
- Training and experience.
- Competence or proficiency.

You'll learn more about credentialing in Unit 4: Resource Typing and Readiness.

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NIMS Resource Management
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Visual 2.17

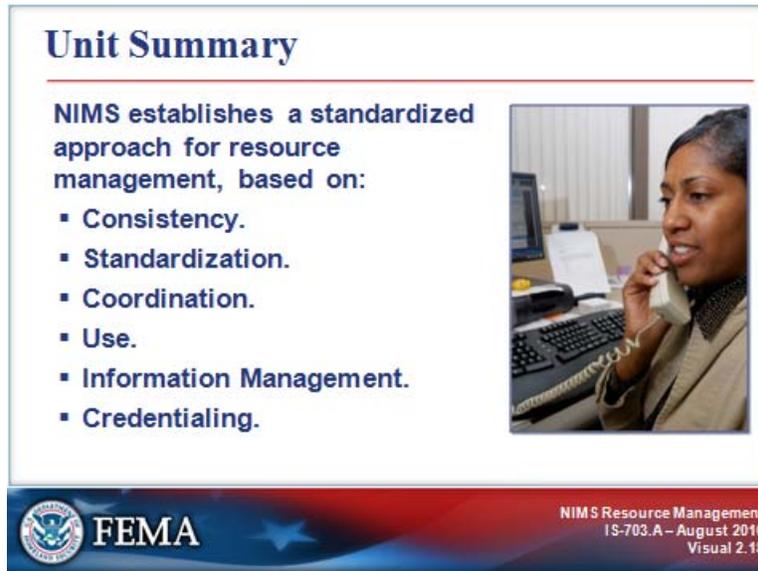
Instructor Notes: Present the following key points.

Resource management includes the use of **credentialing** criteria that ensure consistent training, licensure, and certification standards.

Unit 4: Resource Typing and Readiness covers this concept in more detail.

UNIT SUMMARY

Visual 2.18



Unit Summary

NIMS establishes a standardized approach for resource management, based on:

- Consistency.
- Standardization.
- Coordination.
- Use.
- Information Management.
- Credentialing.



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Visual 2.18

Instructor Notes: Present the following key points.

This lesson introduced you to NIMS Resource Management. In the next lesson, you will learn how jurisdictions work together in advance of an incident to develop plans to:

- Identify resource needs based on the threats to and vulnerabilities of the jurisdiction.
- Develop alternative strategies to obtain the needed resources.
- Align policies, procedures, and protocols to ensure effective resource management.

Your Notes:

UNIT 3. RESOURCE MANAGEMENT PLANNING

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Unit 3. Resource Management Planning

Unit Objectives

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

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

Scope

- Unit Overview
 - Risk-Based Planning
 - Resource Needs
 - Activity
 - Resource Typing
 - Potential Sources
 - Activity
 - Procedures, Systems, and Protocols
 - Acquisition Strategies and Purchase Authority
 - Controlling Access to the Scene
 - Activity
 - Legal Review of Procedures
 - Inventory
 - Interorganizational Issues
 - Activity
 - Unit Summary
-

Methodology

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 identifying associated risks and consequences.

Next, they'll describe step 2, which is projecting resource needs. The instructors will lead an exercise 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.

Unit 3. Resource Management Planning

Methodology (Continued)

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. The instructors will summarize the unit and answer questions before moving to the next unit.

Materials

- PowerPoint visuals 3.1 – 3.32
- Instructor Guide
- PowerPoint slides and a computer display system
- Student Manual

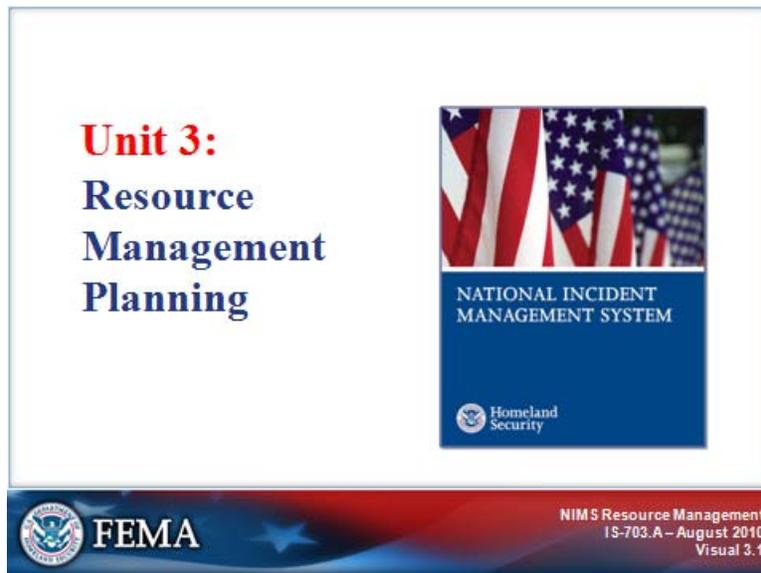
Time Plan

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 Overview	4 minutes
Risk-Based Planning	5 minutes
Resource Needs	10 minutes
Activity	10 minutes
Resource Typing	4 minutes
Potential Sources	30 minutes
Activity	30 minutes
Procedures, Systems, and Protocols	10 minutes
Acquisition Strategies and Purchase Authority	2 minutes
Controlling Access to the Scene	2 minutes
Activity	10 minutes
Legal Review of Procedures	3 minutes
Inventory	3 minutes
Interorganizational Issues	3 minutes
Activity	20 minutes
Unit Summary	4 minutes
Total Time	2 hours 30 minutes

UNIT OVERVIEW

Visual 3.1



Instructor Notes: Present the following key points.

Any jurisdiction's or agency's emergency management activities should be based on a thorough planning process, which is documented in its Emergency Operations Plan (EOP).

Jurisdiction and agency planning processes should include identifying resource needs based on the threats to and vulnerabilities of the jurisdiction and developing alternative strategies to obtain the needed resources.

This unit will focus on the relationship between planning and resource management.

UNIT OVERVIEW

Visual 3.2

Unit Objectives

Describe:

- The relationship of advance planning to resource requirements.
- Sources for emergency resources.
- Mechanisms for ensuring resources are available.
- Relationships among and integration of various entities.



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Visual 3.2

Instructor Notes: Present the following key points.

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

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

UNIT OVERVIEW

Visual 3.3



Instructor Notes: Present the following key points.

This unit is organized around the following planning steps:

- Step 1: Identify associated risks and consequences.
- Step 2: Project resource needs.
- Step 3: Identify potential sources.
- Step 4: Review procedures.
- Step 5: Maintain resource inventory.

RISK-BASED PLANNING

Visual 3.4

Risk-Based Planning

Risk assessments determine:

- What might happen?
- How likely is it to happen?
- How bad is it likely to be?
- How many people might be injured or killed?
- How much damage is there likely to be?



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Visual 3.4

Instructor Notes: Present the following key points.

The planning process should include identifying resource needs based on the threats to and vulnerabilities of the jurisdiction and developing alternative strategies to obtain the needed resources.

There are a number of methodologies that can be used for identifying your risks, but all methodologies should:

- Identify possible kinds of incidents and their related threats, risks, or consequences. (What might happen?)
- Quantify the likelihood of an occurrence of any given incidents. (How likely is it to happen?)
- Assess the most likely magnitude of any given incident. (How bad is it likely to be?)
- Assess the percent of the population at risk from any given incident. (How many people might be injured or killed?)
- Assess the severity of impact or likely consequences of any given incident. (How much damage is there likely to be?)

This analysis will result in a picture of the most likely incidents, their potential consequences, and needed resources.

RISK-BASED PLANNING

Visual 3.5

Step 1: Identify Risks and Consequences

The first step in establishing resource needs is to consider:

- Threats and consequences your jurisdiction might face.
- Possible cascading events.
- Related emergencies that may follow an incident.



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Visual 3.5

Instructor Notes: Present the following key points.

The first step in establishing resource needs is to consider the related risks, including threats and consequences that your jurisdiction may face.

In identifying risks, it is important to consider the cascading events or related emergencies that may follow an incident.

For example, an earthquake may cause:

- Building and bridge collapses.
- Hazardous materials spills.
- Utility outages.

Your jurisdiction's EOP should include hazard analysis information.

RESOURCE NEEDS

Visual 3.6

Step 2: Project Resource Needs

Determine what resources are needed by:

- Analyzing risks and consequences.
- Reviewing case histories.
- Interviewing managers of similar incidents.



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Visual 3.6

Instructor Notes: Present the following key points.

After analyzing the risks, next determine what resources are needed to manage incidents. Some resources will be specific to only one risk or consequence; others may be useful for multiple risks or consequences.

For example, urban rescue resources would likely only be needed for building collapses following a hurricane, but resources associated with traffic control would be needed to assist with debris removal, security, and damage to bridges and roads.

Reviewing case histories or interviewing managers of similar incidents can be helpful in researching infrequent or unfamiliar incidents. Sometimes needed resources are not immediately apparent.

For example, emergency managers in Oklahoma City had not considered the need to dispose of large quantities of biohazardous waste prior to the bombing of the Alfred P. Murrah Building.

Another frequently overlooked or underestimated category is the needs associated with ethnic groups, such as special dietary requirements.

RESOURCE NEEDS

Visual 3.7

Common Resources



Resources fall into seven general groupings:

- Personnel
- Facilities
- Equipment
- Vehicles
- Teams
- Aircraft
- Supplies

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Visual 3.7

Instructor Notes: Present the following key points.

Resources you identify fall into seven general groupings:

- **Personnel:** Includes Incident Command System “overhead” or management staff, technical specialists, Emergency Operations Center staff, operations staff, etc.
- **Facilities:** Includes office space, shelters, warehouses, etc.
- **Equipment:** Refers to pieces of equipment, with or without the personnel needed to operate them.
- **Vehicles:** Includes automobiles, buses, etc.
- **Teams:** Refers to groups of specially trained and equipped personnel, including needed equipment and supplies.
- **Aircraft:** Includes surveillance platforms, medevac, or cargo configurations.
- **Supplies:** Can span an enormous range from potable water to plywood. It is impossible to develop and maintain complete lists. A more efficient way to plan is to develop and maintain a current list of suppliers with comprehensive inventories.

ACTIVITY

Visual 3.8

Activity: Projecting Resource Needs

Instructions: Working with your table group . . .

1. Read the scenario in your Student Manual.
2. Consider what resources would be needed for the response.
3. Write your answers on chart paper.
4. Select a spokesperson.
5. Be prepared to share your answers with the group in 5 minutes.



Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Read the scenario in the Student Manual and consider what resources would be needed for the response.
2. Write your answers on chart paper.
3. Select a spokesperson.
4. Be prepared to share your answers with the group in 5 minutes.

Instructor Debrief Instructions:

1. Monitor the time. Notify the groups when 2 minutes remain.
2. When time is up, ask each group's spokesperson to present the group's response.
3. Discuss any differences between responses, making the additional points presented on the following page if necessary.

ACTIVITY

Visual 3.8 (Continued)

Instructions: Read the following scenario and discuss potential resource needs with your table group. Select a spokesperson and record the group's responses. When 5 minutes have elapsed, be prepared to present your group's answers.

Scenario: Following a heavy rainstorm, your community has experienced a massive landslide.

Acknowledge the participants' responses. If not mentioned by the group, add the following:

- Earthmoving equipment such as dozers, loaders, and dump trucks
- Traffic control resources such as signs, cones, and barricades
- Soil stabilization supplies
- Technical assistance, such as engineering support

RESOURCE TYPING

Visual 3.9

Resource Typing



Resource typing helps:

- Incident Commanders to make their resource requests.
- Emergency responders to know the capabilities of resources they are using.
- Resource managers to locate, mobilize, and track resources.

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Visual 3.9

Instructor Notes: Present the following key points.

Thinking ahead about the appropriate configuration and capabilities of emergency resources can ensure that incidents receive the right resource for the job.

Using consistent resource typing:

- Enhances emergency preparedness, response, and recovery at all levels of government.
- Helps the Command request and deploy needed resources.
- Enables emergency management personnel to identify, locate, request, order, and track outside resources quickly and effectively.
- Improves the ability of resource managers in the Multiagency Coordination (MAC) System and/or Emergency Operations Centers (EOCs) to locate, mobilize, and track resources.

To support State, territorial, tribal, and local governments in their resource typing efforts, the FEMA National Preparedness Directorate has coordinated the development, vetting, and publication of resource typing definitions. Jurisdictions should compare their resources to the NIMS resource typing definitions. Tier I response assets should be reported for incorporation into the national resource inventory. Jurisdictions are encouraged to inventory and type Tier II resources as well.

The next unit presents additional information on resource typing.

POTENTIAL SOURCES

Visual 3.10

Step 3: Identify Potential Sources

Resources come from a variety of sources, including:

- Within your agency or jurisdiction.
- Mutual aid and assistance.
- Other levels of government.
- Volunteer organizations.
- Private-sector sources.
- Donations.



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Visual 3.10

Instructor Notes: Present the following key points.

Resources come from a variety of sources, including:

- Within your agency or jurisdiction.
- Mutual aid and assistance.
- Other levels of government.
- Volunteer organizations.
- Private-sector sources.
- Donations.

The next portion of this unit covers each of these sources.

POTENTIAL SOURCES

Visual 3.11

Agency or Jurisdiction Resources

- What kinds and types of resources are already owned by your agency?
- Are they suitable for use in emergencies?
- What kinds of supplies does your agency usually warehouse?
- What training and experience do agency personnel have?



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Visual 3.11

Instructor Notes: Present the following key points.

The first source to consider is the current capability and inventory of your own agency or jurisdiction. During an incident, you must exhaust your own resources before you approach the next level of government for assistance. Consider:

- What kinds and types of resources are already owned by your agency, and are they suitable for use in emergencies?
- What kinds of supplies does your agency usually warehouse?
- What training and experience do agency personnel have?

Analysis of personnel should include not only their job-related training, skills, and experience, but additional experience, hobbies, or part-time job skills that might be useful.

Keep in mind that outside-the-job experience can be both an asset and a liability. Existing knowledge provides a foundation for new learning. However, existing assumptions and beliefs can be a barrier if the new knowledge and skills are contradictory or unfamiliar.

POTENTIAL SOURCES

Visual 3.12

Mutual Aid and Assistance

Mutual aid and assistance agreements:

- Allow neighboring jurisdictions to support one another during an incident.
- Are formal documents that identify the resources that jurisdictions are willing to share during an incident.

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Visual 3.12

Instructor Notes: Present the following key points.

Mutual aid agreements and assistance agreements are agreements between agencies, organizations, and jurisdictions that provide a mechanism to quickly obtain emergency assistance in the form of personnel, equipment, materials, and other associated services.

The primary objective is to facilitate rapid, short-term deployment of emergency support prior to, during, and after an incident. A signed agreement does not obligate the provision or receipt of aid, but rather provides a tool for use should the incident dictate a need.

Preincident agreements among all parties providing or requesting resources are necessary to enable effective and efficient resource management during incident operations.

Formal preincident agreements are established between parties (both governmental and nongovernmental) that might provide or request resources during incidents. These agreements ensure the efficient deployment of standardized, interoperable equipment and other incident resources during incident operations.

One example of a formal preincident agreement between States is the Emergency Management Assistance Compact (EMAC). EMAC is a congressionally ratified organization that provides form and structure to interstate mutual aid. Through EMAC, a disaster-affected State can request and receive assistance from other member States quickly and efficiently, resolving two key issues up front: liability and reimbursement.

Note: The following pages contain more information about the types of agreements and typical provisions of an agreement.

POTENTIAL SOURCES

Types of Mutual Aid and Assistance Agreements

There are several types of these kinds of agreements, including but not limited to the following:

- **Automatic Mutual Aid:** Agreements that permit the automatic dispatch and response of requested resources without incident-specific approvals. These agreements are usually basic contracts; some may be informal accords.
- **Local Mutual Aid:** Agreements between neighboring jurisdictions or organizations that involve a formal request for assistance and generally cover a larger geographic area than automatic mutual aid.
- **Regional Mutual Aid:** Substate regional mutual aid agreements between multiple jurisdictions that are often sponsored by a council of governments or a similar regional body.
- **Statewide/Intrastate Mutual Aid:** Agreements, often coordinated through the State, that incorporate both State and local governmental and nongovernmental assets in an attempt to increase preparedness statewide.
- **Interstate Agreements:** Out-of-State assistance through formal State-to-State agreements such as the Emergency Management Assistance Compact, or other formal State-to-State agreements that support the response effort.
- **International Agreements:** Agreements between the United States and other nations for the exchange of Federal assets in an emergency.
- **Other Agreements:** Any agreement, whether formal or informal, used to request or provide assistance and/or resources among jurisdictions at any level of government (including foreign), NGOs, or the private sector.

Jurisdictions should be party to agreements with the appropriate jurisdictions and/or organizations (including NGOs and the private sector, where appropriate) from which they expect to receive, or to which they expect to provide, assistance. States should participate in interstate compacts and look to establish intrastate agreements that encompass all local jurisdictions. Authorized officials from each of the participating jurisdictions and/or organizations should collectively approve all mutual aid agreements and assistance agreements.

Memorandums of understanding and memorandums of agreement are needed with the private sector and NGOs, including community-based, faith-based, and national organizations such as the American Red Cross and the Salvation Army, to facilitate the timely delivery of assistance during incidents.

POTENTIAL SOURCES

Content of Mutual Aid and Assistance Agreements

Agreements, preferably written, should include the following elements or provisions:

- Definitions of key terms used in the agreement
- Roles and responsibilities of individual parties
- Procedures for requesting and providing assistance
- Procedures, authorities, and rules for payment, reimbursement, and allocation of costs
- Notification procedures
- Protocols for interoperable communications
- Relationships with other agreements among jurisdictions
- Workers' compensation
- Treatment of liability and immunity
- Recognition of qualifications, licensure, and certifications
- Sharing agreements, as required
- Termination clause

POTENTIAL SOURCES

Visual 3.13



Instructor Notes: Present the following key points.

Ask the participants: What agreements has your agency or jurisdiction entered into?

Select a volunteer to answer the question. Facilitate a brief discussion of the various ways that mutual aid and assistance agreements can be developed and implemented. Point out that, while some jurisdictions prefer informal agreements, it is preferable to develop formal written agreements.

POTENTIAL SOURCES

Visual 3.14

Other Levels of Government

When requesting resources from other levels of government, consider that:

- Resource availability is not guaranteed.
- Resources may not be available for 72 hours or longer.
- You must follow established request procedures.



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Visual 3.14

Instructor Notes: Present the following key points.

Public-sector emergency managers should have a good idea of resources available at all levels of government, their capabilities and support needs, and response times. Availability is not guaranteed. Members of the National Guard and military reserve units may not be available as incident resources if they have been deployed elsewhere.

You should assume that resources outside the incident area (State and Federal resources) will take up to 72 hours or longer to arrive. In addition, remember that all resource requests to other levels of government must follow the established request procedures.

POTENTIAL SOURCES

Visual 3.15

Volunteer Organizations

During the planning process, determine:

- What voluntary agencies are active in the area.
- The resources they can provide.
- How to activate and incorporate their resources.



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Visual 3.15

Instructor Notes: Present the following key points.

Many volunteer nongovernmental organizations (NGOs) play major roles in emergency response. Commonly referred to as Volunteer Organizations Active in Disasters, or VOAD, the number and degree of formal organizations vary from State to State.

Knowing what volunteer agencies are active in your area, what resources they can provide, and how to effectively activate and incorporate these resources is critical to your resource analysis process. It is helpful to include these organizations in your planning process.

Some jurisdictions have VOAD Councils designed to coordinate with each other and with public-sector entities. Such councils can be an extremely useful tool in both the planning and the activation processes, especially if resource requests can be forwarded to the council for resolution.

POTENTIAL SOURCES

Visual 3.16

Involving Voluntary Agencies

Including voluntary agencies helps to avoid:

- Duplication of effort.
- Resource shortfalls.
- “Spontaneous” volunteers.
- Loss of accountability.
- Potential safety issues.
- Public relations problems.
- Lack of confidence in emergency management ability.

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Visual 3.16

Instructor Notes: Present the following key points.

Failure to include voluntary organizations in your planning and exercises will result in duplication of effort and/or resource shortfalls. Many will show up as “spontaneous volunteer organizations” and will not check in with either the Incident Commander or the Emergency Operations Center.

This will result in:

- Failure to integrate VOAD resources into formal response, leading to loss of accountability.
- Potential safety issues.
- Public relations problems.
- Lack of confidence in the jurisdiction’s entire emergency management ability to respond to an incident.

POTENTIAL SOURCES

Visual 3.17

Private-Sector Partners

Private-sector organizations:

- Can provide resources that the jurisdiction doesn't have.
- Should be involved in the local crisis decisionmaking process.



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Visual 3.17

Instructor Notes: Present the following key points.

Private-sector organizations play a key role before, during, and after an incident. First, they must provide for the welfare and protection of their employees in the workplace. In addition, emergency managers must work seamlessly with businesses that provide water, power, communication networks, transportation, medical care, security, and numerous other services upon which both response and recovery are particularly dependent.

During an incident, key private-sector partners should be involved in the local crisis decisionmaking process, or at least have a direct link to key local emergency managers. Communities cannot effectively respond to or recover from incidents without strong cooperative relations with the private sector.

Note: The following pages include more information about the roles and responsibilities of private-sector partners.

POTENTIAL SOURCES**Private-Sector Response Roles**

Participation of the private sector varies based on the nature of the organization and the nature of the incident. The five distinct roles that private-sector organizations play are summarized in the table below:

Category	Role in This Category
Impacted Organization or Infrastructure	Private-sector organizations may be impacted by direct or indirect consequences of the incident. These include privately owned critical infrastructure, key resources, and other private-sector entities that are significant to local, regional, and national economic recovery from the incident. Examples of privately owned infrastructure include transportation, telecommunications, private utilities, financial institutions, and hospitals. Critical infrastructure and key resources (CIKR) are grouped into 18 sectors that together provide essential functions and services supporting various aspects of the American government, economy, and society.
Regulated and/or Responsible Party	Owners/operators of certain regulated facilities or hazardous operations may be legally responsible for preparing for and preventing incidents from occurring and responding to an incident once it occurs. For example, Federal regulations require owners/operators of nuclear powerplants to maintain emergency plans and facilities and to perform assessments, prompt notifications, and training for a response to an incident.
Response Resource	Private-sector entities provide response resources (donated or compensated) during an incident—including specialized teams, essential service providers, equipment, and advanced technologies—through local public-private emergency plans or mutual aid and assistance agreements, or in response to requests from government and nongovernmental-volunteer initiatives.
Partner With State/Local Emergency Organizations	Private-sector entities may serve as partners in local and State emergency preparedness and response organizations and activities.
Components of the Nation's Economy	As the key element of the national economy, private-sector resilience and continuity of operations planning, as well as recovery and restoration from an actual incident, represent essential homeland security activities.

POTENTIAL SOURCES

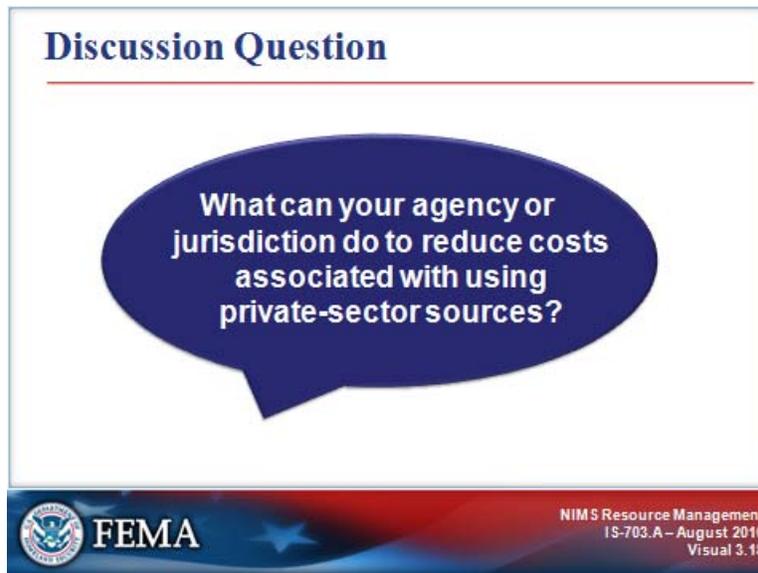
Private-Sector Responsibilities

Essential private-sector responsibilities include:

- Planning for the protection of employees, infrastructure, and facilities.
- Planning for the protection of information and the continuity of business operations.
- Planning for, responding to, and recovering from incidents that impact their own infrastructure and facilities.
- Collaborating with emergency management personnel before an incident occurs to ascertain what assistance may be necessary and how they can help.
- Developing and exercising emergency plans before an incident occurs.
- Where appropriate, establishing mutual aid agreements and assistance agreements to provide specific response capabilities.
- Providing assistance (including volunteers) to support local emergency management and public awareness during response and throughout the recovery process.

POTENTIAL SOURCES

Visual 3.18



Instructor Notes: Present the following key points.

Ask the participants: What can your agency or jurisdiction do to reduce costs associated with using private-sector sources?

Facilitate a discussion. Emphasize the need to identify all costs associated with locally procured resources. Some costs, such as fuel, operators, or standby time, may not be readily apparent in a price quote. Point out that many jurisdictions use **standby contracts** as a cost-effective way of getting the emergency resources they need from commercial sources.

POTENTIAL SOURCES

Visual 3.19

Standby Contracts

Standby contracts:

- Are negotiated before an emergency.
- Can be activated, if necessary, following an emergency.
- Guarantee delivery of a specified quantity and quality of resource.
- Guarantee delivery at the price in effect the day before the emergency occurred.

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Visual 3.19

Instructor Notes: Present the following key points.

Standby contracts offer several large benefits to jurisdictions using them because they:

- Are negotiated before an emergency occurs so that a contract does not have to be executed during a response.
- Can be activated, if necessary, by authorized personnel following an emergency.
- Guarantee delivery of a specified quantity and quality (e.g., kind and type) of resource and within a specified timeframe.
- Guarantee delivery at the price in effect on the day before the emergency occurred.

POTENTIAL SOURCES

Visual 3.20

Private-Sector Donations

Specify:

- What goods and services will be accepted.
- How goods must be packed and shipped.
- How and where goods will be received and distributed.
- The conditions under which goods and services will be accepted.



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Visual 3.20

Instructor Notes: Present the following key points.

During incidents, private-sector sources frequently wish to contribute goods and services free or at a reduced cost. We will discuss unsolicited donations later in this course.

However, it is also important to have a procedure in place that clearly defines and documents the conditions under which goods and services are being offered. It is not unusual for jurisdictions to be billed at a later date for resources that were offered “free” in the initial response to the emergency. Making certain that the circumstances are clear helps ensure that donors are recognized for being good neighbors, and that there are no misunderstandings later.

ACTIVITY

Visual 3.21

Activity: Identifying Potential Sources

Instructions: Working with your table group . . .

1. Choose an incident that is likely to occur in your community, and use the diagram in your Student Manual to identify cascading effects of the incident.
2. Use the resource analysis worksheets on the following pages to identify requirements and logical sources to meet these needs.
3. Select a team spokesperson and be prepared to share your answers in 20 minutes.

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Visual 3.21

Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Choose an incident that is likely to occur in your community, and use the diagram in your Student Manual to identify cascading events resulting from the incident. To focus your group's discussion, define a specific population that the incident would affect (i.e., how many people in a small, medium, or large jurisdiction).
2. Use the resource analysis worksheets to identify requirements and logical sources to meet these needs.
3. Select a team spokesperson and be prepared to share your answers in 20 minutes.

Note: One purpose of letting students choose their own incident is to allow them to apply personal experience and expertise to the learning point being made. However, encourage all types of incidents to be considered, including natural (e.g., flood, hurricane, earthquake) or human-caused/technological (e.g., hazmat, nuclear powerplant accident, terrorism event).

Instructor Debrief Instructions:

1. Monitor the time. Notify the groups when 5 minutes remain.
2. When all have finished, ask one of the groups to report out.
3. Request that subsequent groups list only the effects and resource requirements specific to their incident, rather than repeating items mentioned by earlier groups. Be sure to emphasize how the ability to accurately predict the escalating effects of an incident helps to ensure that you have adequately planned for the resource demands resulting from the incident.

ACTIVITY

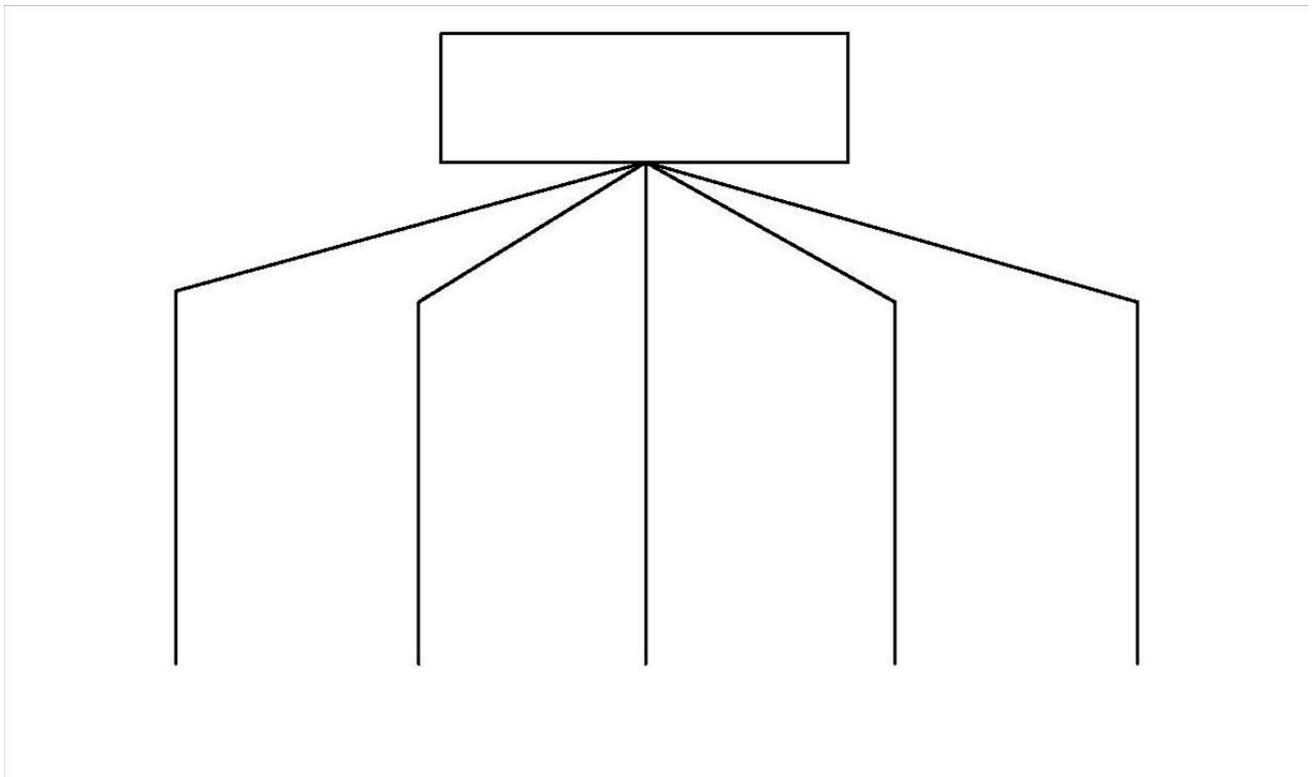
Ordering Resources

Instructions: Select an incident, and define a specific population that will be affected (i.e., how many people in a small, medium, or large jurisdiction).

In the diagram below, identify the cascading effects of that incident. Then, on the worksheets that follow, determine the likely resource requirements for responding to the hazard.

You will have 20 minutes to complete this activity.

A Cascade of Disasters From One Triggering Incident



PROCEDURES, SYSTEMS, AND PROTOCOLS

Visual 3.22

Step 4: Review Procedures

- How do you get that resource in the middle of the night on a weekend?
- Do you have phone numbers and addresses?
- Will you have to pay for this resource?
- Is purchasing authority delegated to the appropriate personnel in sufficient amounts to meet emergency needs?
- What emergency declarations or legal frameworks must be activated or invoked?
- How will the resource gain access to the incident scene?



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Visual 3.22

Instructor Notes: Present the following key points.

Procedures and protocols should detail the specific actions to implement a plan or system. All emergency management/response personnel and their affiliated organizations should develop procedures and protocols that translate into specific, action-oriented checklists for use during incident response operations.

You may want to make sure that your procedures address the following resource management questions:

- How do you get that resource in the middle of the night on a weekend when the owner/supervisor is out of town?
- Do you have access to the necessary phone numbers and addresses?
- Will you have to pay for this resource? If so, what is the rate? Are there additional costs associated with emergency use or after-hours activation?
- Is purchasing authority delegated to the appropriate personnel in sufficient amounts to meet emergency needs?
- What emergency declarations or legal frameworks must be activated or invoked?
- How will the resource gain access to the incident scene?

PROCEDURES, SYSTEMS, AND PROTOCOLS

Visual 3.23

Systems and Protocols

Effective resource management includes:

- Systems to collect, update, and process resource data and track the status and location of resources.
- Protocols to request resources, prioritize requests, activate and mobilize resources, and return resources to normal status.



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Visual 3.23

Instructor Notes: Present the following key points.

Effective resource management includes:

- **Systems:** Management information systems collect, update, and process resource data and track the status and location of resources.

It is critical to have redundant information systems or backup systems to manage resources in the event that the primary system is disrupted or unavailable.

- **Protocols:** Preparedness organizations develop standard protocols to request resources, prioritize requests, activate and mobilize resources to incidents, and return resources to normal status.

ACQUISITION STRATEGIES AND PURCHASE AUTHORITY

Visual 3.24

Acquisition Strategies

Resource acquisition procedures include:

- Acquiring critical resources in advance and storing them in a warehouse (i.e., “stockpiling”).
- Supplying resources “just in time,” typically using a preincident contract.



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Visual 3.24

Instructor Notes: Present the following key points.

Effective resource management includes establishing resource acquisition procedures. It is important to consider the tradeoffs (e.g., shelf life, warehousing costs) and determine the optimal acquisition strategies, including:

- Acquiring critical resources in advance and storing them in a warehouse (i.e., “stockpiling”).
- Supplying resources “just in time,” typically using a preincident contract.

Planning and resource accounting procedures should accommodate both types of resource supply.

An important part of the process is managing inventories with shelf-life or special maintenance considerations. Strict reliance on stockpiling raises issues concerning shelf life and durability; however, strict reliance on “just in time” resources raises its own concerns related to timely delivery.

Assets that are counted on for “just in time” need to be accurately accounted for to ensure that multiple jurisdictions or private-sector organizations are not relying solely on the same response asset, which can lead to shortages during a response. Those with resource management responsibilities should build sufficient funding into their budgets for periodic replenishment, preventive maintenance, and capital improvements. An integral part of acquisition procedures is developing methods and protocols for the handling and distribution of donated resources.

ACQUISITION STRATEGIES AND PURCHASE AUTHORITY

Visual 3.25

Purchase Authority

Each organization must:

- Determine who has what amount of purchasing authority.
- Ensure that appropriate financial controls are observed at all levels.
- Ensure that appropriate training on jurisdiction purchasing and documentation procedures is completed.



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Visual 3.25

Instructor Notes: Present the following key points.

Most jurisdictions limit purchasing authority to specific people and specific limits. While administrative rules addressing financial issues may work fine in the 40-hour/daylight-only workweek, it may not serve the organization well in an off-hour emergency. Stories abound of responders forced to purchase supplies with personal credit cards because official fiscal support was not available. Each organization must:

- Determine who, at what level in the organization, has what amount of purchasing authority.
- Ensure that appropriate financial controls are observed at all levels.
- Ensure that appropriate training and refresher training on jurisdiction purchasing and documentation procedures is completed.

CONTROLLING ACCESS TO THE SCENE

Visual 3.26

Controlling Access to the Scene

Plans address how to:

- Identify authorized personnel from other jurisdictions, volunteer organizations, or commercial vendors.
- Clear the incident scene of spectators, unauthorized volunteers, and victims.
- Secure the cleared scene and limit access points.



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Visual 3.26

Instructor Notes: Present the following key points.

Planning efforts must consider the issues related to incident scene access. Convergence and self-dispatching represent a significant threat to scene safety and resource management. Your plans should include:

- A method for identifying authorized personnel from other jurisdictions, volunteer organizations, or commercial vendors.
- Procedures for clearing the incident scene of spectators, unauthorized volunteers, and victims.
- Methods for securing the cleared scene and limiting access points.

Personnel qualifications and certification will be discussed in Unit 4: Resource Typing and Readiness.

ACTIVITY

Visual 3.27

Activity: Ordering Resources

Instructions: Working with your table group . . .

1. Read the scenario in your Student Manual.
2. Identify at least three issues that will need to be addressed in order to use the construction company's resources.
3. Write your answers on chart paper and be prepared to present in 5 minutes.



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Visual 3.27

Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Read the scenario in the Student Manual and consider what would need to be addressed in order to use the construction company's resources.
2. Write your answers on chart paper.
3. Select a spokesperson.
4. Be prepared to share your answers with the group in 5 minutes.

Instructor Debrief Instructions:

1. Monitor the time. Notify the groups when 2 minutes remain.
2. When time is up, ask each group's spokesperson to present the group's response.
3. Discuss any differences between responses, making the additional points presented on the following page if necessary.

ACTIVITY

Visual 3.27 (Continued)

Instructions: Read the following scenario and discuss issues that will need to be addressed in order to use the construction company's resources. Select a spokesperson and record the group's responses. When 5 minutes have elapsed, be prepared to present your group's answers.

Scenario: Ajax Construction Company has a good selection of heavy equipment that you can foresee needing to respond to a hurricane-caused landslide. The owner is eager and willing to do anything he can to assist.

Acknowledge the participants' responses. If not mentioned by the group, add the following:

- Cost
- Emergency contacts
- Response times
- Support needs
- Prequalification
- Who can order

LEGAL REVIEW OF PROCEDURES

Visual 3.28

Legal Review of Procedures

You may want to have legal counsel review your:

- Legal foundations for resource management.
- Resource management plan.
- Associated annexes to the Emergency Operations Plan.



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NIMS Resource Management
IS-703.A – August 2010
Visual 3.28

Instructor Notes: Present the following key points.

You may want to have your legal counsel review your organization's legal foundations for resource management as well as your resource management plan and/or annex to the Emergency Operations Plan. For example:

- Goods and services frequently make a major leap in price following an incident. Many jurisdictions have put in place ordinances to prevent price gouging.
- Contracting procedures, such as the amount of time contracts must be advertised, may need to be suspended following an incident.
- Emergency purchasing authority may need to be delegated to Incident Commanders, department heads, Logistics Section Chiefs, or emergency managers.

Additional legal questions to consider include:

- Under what circumstances (if any) can personal property be commandeered?
- Are liability measures in place to protect both your jurisdiction and volunteers and their organizations?
- Does your organization have an incident contingency fund? Who can access it, and under what conditions?
- Do you have sufficient intergovernmental agreements in place to provide and receive mutual aid?

Note: The following pages include a sample resolution to contract during a special emergency and an example of emergency purchasing authority.

LEGAL REVIEW OF PROCEDURES

Sample Resolution To Contract During a Special Emergency

Whereas, the city council of _____ (City name) _____ has declared that a special emergency is in effect;

And Whereas, immediate action to respond to the situation is needed in order to protect the health, safety, and welfare of the community;

And Whereas, the immediate purchase of _____ (goods/equipment/supplies) _____ is required to respond to the emergency;

And Whereas, _____ (applicable statutes) _____ provide that the emergency contract is not subject to the normal purchasing and competitive bidding requirements because of the emergency;

Therefore, be it resolved that the city council resolves to purchase the following _____ (goods/equipment/supplies) _____ from _____ (person or company selling the item) _____ for the sum of \$ _____:

[Describe the specific goods/equipment/supplies that will be purchased.]

Be it further resolved that the Mayor and the City Clerk are directed to contract on behalf of the city for the _____ (goods/equipment/supplies) _____.

Passed by vote of the council on _____ (date) _____

Mayor

Unit 3. Resource Management Planning

LEGAL REVIEW OF PROCEDURES

Sample Emergency Purchasing Authority

Dollar Thresholds – What To Do – Attachment B-1

Non-Competitively Bid (NCB) Contracts IT Goods and Services	
Amendments	Amendments to contracts must be in compliance with this MM 03-10 paragraph 7 and Attachment D, paragraph 7.a.
SPECIAL CATEGORY NCB All \$\$ levels Pre-Approval by Category/Type	1) Only source (PCC 12102(a)(1)) 2) Emergency (PCC 12102(a)(2)) 1. See Attachment D, paragraph 11. 2. Departments must use the Special Category NCB Request (SCR) document provided by PD (available on PD's webpage at www.dgs.ca.gov/pd). 3. DGS must execute all contracts for approved SCR's for departments without delegated purchasing authority and for transactions exceeding a department's delegated purchasing authority. Procurement requests must be submitted to PD on a Purchase Estimate (Std. 66) for IT goods and on a memo for IT services and must include the approved SCR number.
Emergency contracts All \$\$ levels	1) Emergency (PCC 12102(a)(2)) Departments may contract for emergencies regardless of dollar limits. Departments must obtain prior approval via the Form 42 process except for natural disasters – contact DGS-PD. The department must submit the Notice of Contract Award (NCA) within 5 working days of award. If the emergency purchase is required to be made by the department in response to a natural disaster (earthquake, fire, flood, etc.) the department must submit the NCA within 20, rather than 5, working days. All NCAs must include a justification describing the nature of the emergency.
\$25,000.01 and above	1) Only source (PCC 12102(a)(1)) 1. Requires approval by Agency Secretary and Department Director or immediate next ranking official OR, for entities not reporting to an Agency Secretary, approval authority is limited to the highest two ranking executive officials. Approval by DGS-PD is required. 2. Departments with delegated authority will submit NCBs \$25,000.01 and above to DGS-PD for approval. DGS-PD will return approved NCBs to departments for execution of contracts. Notice of Contract Award (NCA) reports must be submitted to DGS-PD for all DGS-PD approved NCBs for IT goods and services within 5 days of award of the contract. 3. If the contract exceeds delegated purchasing authority, the contract must be approved and issued by DGS-PD. Procurement requests must be submitted to PD on a Purchase Estimate (Std. 66) for IT goods and on a memo for IT services and must include the approved NCB contract justification and, for services, must include an Exemption from Advertising (Std. 821).
\$5,000.00 to \$25,000.00	1) Only source (PCC 12102(a)(1)) When only one source is known, an NCB is required. Requires approval by Agency Secretary and Department Director or immediate next ranking official OR, for entities not reporting to an Agency Secretary, approval authority is limited to the highest two ranking executive officials. Departments with delegated purchasing authority do not need DGS approval up to this limit; however, the approved NCB contract justification must be maintained in the transaction file.
Under \$5,000.00	1) Only source (PCC 12102(a)(1)) No NCB justification is required if fair and reasonable pricing has been established and documented. If fair and reasonable pricing cannot be established and documented or two bids cannot be obtained, an NCB justification is required (see \$5,000 to \$25,000). Departments without IT delegated purchasing authority must submit a procurement request to PD and attach an approved NCB contract justification.

*Non-Competitively Bid Contracts (NCBs) over \$500,000 may reference CMAS/Master terms and conditions but can only be awarded by DGS.

Unit 3. Resource Management Planning

LEGAL REVIEW OF PROCEDURES

Sample Emergency Purchasing Authority (Continued)

Dollar Thresholds – What To Do – Attachment B-2

Non-Competitively Bid (NCB) Contracts Non-IT Services	
Amendments	Amendments to contracts must be in compliance with MM 03-10 paragraph 7.a. and Attachment D, paragraph 7.b.
SPECIAL CATEGORY NCB All \$\$ levels Pre-Approval by Category/Type	1) PCC 10340 Only source or DGS Director determines compliance with the state's best interest 1. See Attachment D, paragraph 11. 2. Departments must use the Special Category NCB Request (SCR) document provided by PD (available on PD's webpage at www.dgs.ca.gov/pd).
Emergency contracts All \$\$ levels	1) PCC 10340 Departments may contract for emergencies regardless of dollar limits. The department must submit the Notice of Contract Award (NCA) within 5 working days of award. If the emergency purchase is required to be made by the department in response to a natural disaster (earthquake, fire, flood, etc.) the department must submit the NCA within 20, rather than 5, working days.
\$5,000.00 and above	1) PCC 10340 Only source or DGS Director determines compliance with the state's best interest. Requires approval by Agency Secretary and Department Director or immediate next ranking official OR, for entities not reporting to an Agency Secretary, approval authority is limited to the highest two ranking executive officials. All Non-Competitively Bid Contract requests must be submitted to DGS-PD for approval. Attach a Std. 821.
Under \$5,000.00	1) GC 14838.5 DGS approval not required. However, fair and reasonable pricing must be established and documented. If fair and reasonable cannot be established and documented, an NCB is required and the signed form must be maintained in the transaction files for documentation purposes.

Note: NCBs for non-IT services do not require submission of a Notice of Contract Award, except for emergencies.

Unit 3. Resource Management Planning

LEGAL REVIEW OF PROCEDURES

Sample Emergency Purchasing Authority (Continued)

Dollar Thresholds – What To Do – Attachment B-3

Non-Competitively Bid (NCB) Contracts Non-IT Goods	
Amendments	Amendments to contracts must be in compliance with this MM 03-10 paragraph 7.a. and Attachment D, paragraph 7.a.
SPECIAL CATEGORY NCB All \$\$ levels Pre-Approval by Category/Type	1) Only source (PCC 10301) 2) Emergency (PCC 10302) 1. See Attachment D, paragraph 11. 2. Departments must use the Special Category NCB Request (SCR) document provided by PD (available on PD's webpage at www.dgs.ca.gov/pd). 3. DGS must execute all contracts for approved SCRs for departments without delegated purchasing authority and for transactions exceeding a department's delegated purchasing authority. Procurement requests must be submitted to PD on a Purchase Estimate (Std. 66) and must include the approved SCR number.
Emergency contracts All \$\$ levels	1) Emergency (PCC 10302) Departments may contract for emergencies regardless of dollar limits. Departments must obtain prior approval via the Form 42 process except for natural disasters – contact DGS-PD. The department must submit the Notice of Contract Award (NCA) within 5 working days of award. If the emergency purchase is required to be made by the department in response to a natural disaster (earthquake, fire, flood, etc.) the department must submit the NCA within 20, rather than 5, working days. All NCAs must include a justification describing the nature of the emergency.
\$25,000.01 and above	1) Only source (PCC 10301) 1. Requires approval by Agency Secretary and Department Director or immediate next ranking official OR, for entities not reporting to an Agency Secretary, approval authority is limited to the highest two ranking executive officials. Approval by DGS-PD is required. 2. Departments with delegated authority over \$25,000 will submit NCBs \$25,000.01 and above to DGS-PD for approval. DGS-PD will return approved NCBs to departments for execution of contracts. Notice of Contract Award (NCA) reports must be submitted to DGS-PD for all DGS-PD approved NCBs for IT goods and services within 5 days of award of the contract. 3. Notice of Contract Award (NCA) reports must be submitted to DGS-PD for all DGS-PD approved NCBs for non-IT goods within 5 days of award of the contract. 4. If the contract exceeds delegated purchasing authority, the contract must be approved and issued by DGS-PD. Procurement requests must be submitted to PD on a Purchase Estimate (Std. 66) and must include the approved NCB contract justification.
\$5,000.00 to \$25,000.00	1) Only source (PCC 10301) When only one source is known, an NCB is required. Requires approval by Agency Secretary and Department Director or immediate next ranking official OR, for entities not reporting to an Agency Secretary, approval authority is limited to the highest two ranking executive officials. Departments with delegated purchasing authority do not need DGS approval up to this limit; however, the approved NCB contract justification must be maintained in the transaction file.
Under \$5,000.00	1) Only source (PCC 10301) No NCB justification is required if fair and reasonable pricing has been established and documented. If fair and reasonable pricing cannot be established and documented or two bids cannot be obtained, an NCB justification is required (see \$5,000 to \$25,000). All departments have purchasing authority up to \$100; however, departments without goods delegated purchasing authority must submit a procurement request (Purchase Estimate, Std. 66) to DGS-PD and attach an approved NCB contract justification for NCBs above \$100.

Note: Non-Competitively Bid Contracts (NCBs) over \$500,000 may reference CMAS/Master terms and conditions but can only be awarded by DGS.

INVENTORY

Visual 3.29

Step 5: Maintain Resource Inventory



Resource inventories should:

- Include the type of resource, its owner, location, and procurement procedures.
- Be available in different formats stored at different locations.
- Be updated regularly.

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Visual 3.29

Instructor Notes: Present the following key points.

After you have determined what you need, where you can find it, and how to procure it, the information needs to be organized, made accessible to those who need it, and maintained. Most organizations develop their own versions of “the yellow pages,” including the type of resource, its owner, location, and procurement procedures.

Accessibility is also an issue. The most detailed inventory in the world is useless if staff can’t access it. Inventories should be available in different formats stored at different locations. If the primary inventory is electronic, it may be advisable to have paper copies available for key Logistics and Finance/Administration workers, dispatchers, and Multiagency Coordination (MAC) System/Emergency Operations Center (EOC) staff.

Maintaining such resource inventories is time-consuming work. It takes time and attention to detail to make sure all information is up to date, but there are few things more frustrating than discovering you do not have an after-hours contact for hardware stores when you need plywood at 3:00 a.m.

Most organizations update on an annual or semiannual basis. There is software available that will email your contacts and ask for updates automatically.

INTERORGANIZATIONAL ISSUES

Visual 3.30

Planning for Interorganizational Issues



Think through the relationships between:

- ICS organization on incident.
- Dispatch organizations.
- Mutual aid cooperators.
- Unified Command.
- Area Command.
- Emergency service districts or other special mission governmental entities.
- Local, county, regional, and State EOCs.
- Multiagency Coordination System entities.
- FEMA Regional Response Coordination Centers.
- Joint Field Offices.
- Joint Information Centers.

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IS-703.A – August 2010
Visual 3.30

Instructor Notes: Present the following key points.

It is critically important to think through the relationships between and among the various command and coordination entities that are likely to be activated during an incident. Included in this analysis should be:

- ICS organization on incident.
- Dispatch organizations.
- Mutual aid cooperators.
- Unified Command.
- Area Command.
- Emergency service districts or other special mission governmental entities.
- Local, county, regional, and State EOCs.
- Multiagency Coordination (MAC) System entities such as MAC Groups, VOAD Councils, State Emergency Boards, etc.
- FEMA Regional Response Coordination Centers (RRCCs).
- Joint Field Offices (JFOs).
- Joint Information Centers (JICs).

A solution that works in one jurisdiction might be inappropriate (or illegal!) in another.

Dispatch centers or offices and agency ordering points manage resources on a day-to-day basis. Therefore, it is important to establish procedures that allow those who are unfamiliar with resource management procedures to integrate smoothly into these administrative structures during the stress and uncertainty inherent in an incident.

It is important that planners consider carefully the relationships among these structures as they relate to resource management.

ACTIVITY

Visual 3.31

Activity: Addressing Interorganizational Issues

Instructions: Working with your table group . . .

1. Select an interorganizational issue you have encountered.
2. Brainstorm potential solutions and make a list on chart paper.
3. Select a team spokesperson and be prepared to share your answers with the class in 15 minutes.



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Visual 3.31

Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Select an interorganizational issue you have encountered.
2. Brainstorm potential solutions and make a list on chart paper.
3. Select a team spokesperson and be prepared to share your answers with the class in 15 minutes.

Instructor Debrief Instructions:

1. Monitor the time. Notify the group when 2 minutes remain.
2. When time is up, ask each group's spokesperson to present the group's response.
3. Facilitate a discussion, encouraging the group to offer different solutions for each other's issues.
4. Note that the next unit covers typing, training, and exercises—all of which can help resolve interorganizational issues.

ACTIVITY

Interorganizational Issues Worksheet

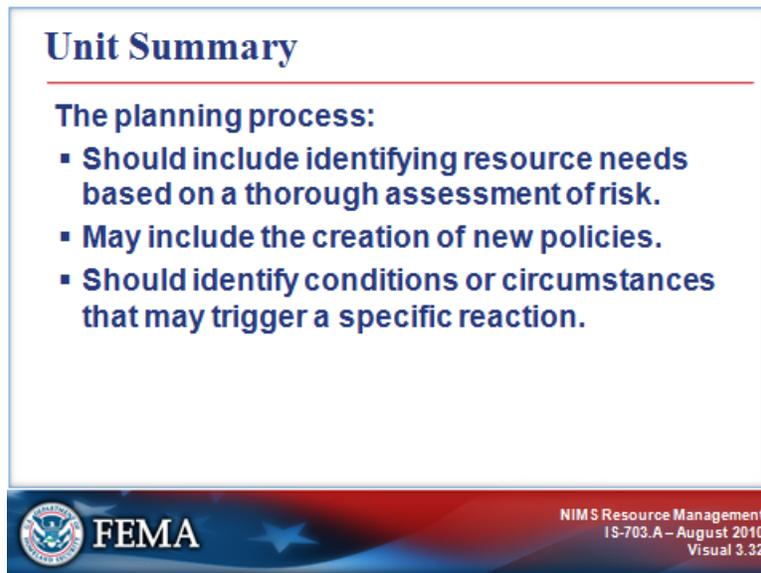
Instructions: Work with your assigned small group to complete this activity. Select an interorganizational issue that you have faced during a disaster or emergency. Working with your group, brainstorm some potential solutions to the issue. You have 15 minutes to complete this activity. Be prepared to discuss your group's issue and potential solutions with the class.

Interoperability Issue:

Proposed Solutions:

UNIT SUMMARY

Visual 3.32



Unit Summary

The planning process:

- **Should include identifying resource needs based on a thorough assessment of risk.**
- **May include the creation of new policies.**
- **Should identify conditions or circumstances that may trigger a specific reaction.**

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IS-703.A – August 2010
Visual 3.32

Instructor Notes: Present the following key points.

In this lesson, you learned that the planning process:

- Should include identifying resource needs based on the threats to and vulnerabilities of the jurisdiction and developing alternative strategies to obtain the needed resources.
- May include the creation of new policies to encourage positioning of resources near the expected incident site in response to anticipated resource needs.
- Should identify conditions or circumstances that may trigger a specific reaction, such as the restocking of supplies when inventories reach a predetermined minimum.

The next unit focuses on ensuring interoperability and compatibility of resources through typing, training, and exercising.

Your Notes:

UNIT 4. RESOURCE TYPING AND READINESS

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Unit 4. Resource Typing and Readiness

Unit Objectives

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

- Define resource typing and describe its purpose.
 - Describe the importance of training and exercising resource capabilities prior to an incident.
-

Scope

- Unit Overview
 - Resource Typing
 - Information Management
 - Equipment Preparedness
 - Interoperability
 - Standard Operating Procedures
 - Personnel Qualifications and Certification
 - Credentialing
 - Testing, Training, and Exercises
 - Activity
 - Unit Summary
-

Methodology

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 explain the difference between Tier I and Tier II typing and 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.

The instructor will summarize the key points of this unit and transition to Unit 5. (**Note:** This unit includes a sample Resource Management Annex.)

Materials

- PowerPoint visuals 4.1 – 4.27
 - Instructor Guide
 - PowerPoint slides and a computer display system
 - Student Manual
-

Unit 4. Resource Typing and Readiness

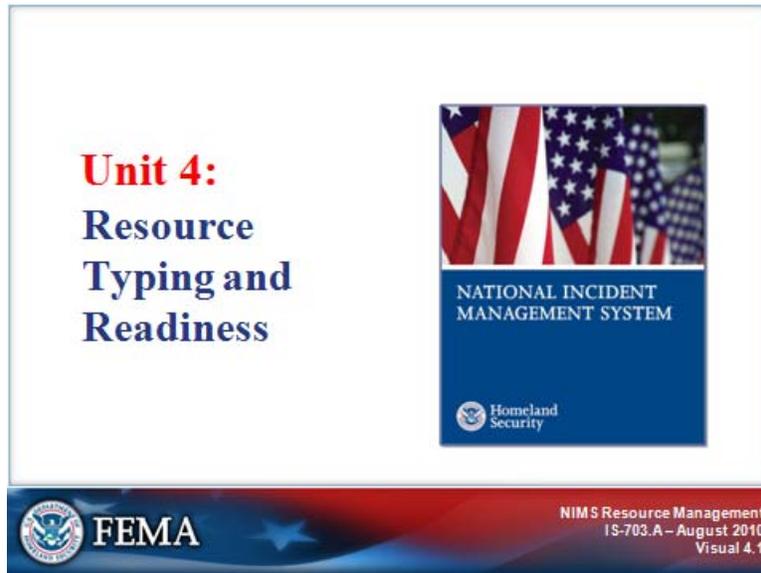
Time Plan

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 Overview	5 minutes
Resource Typing	1 hour
Information Management	15 minutes
Equipment Preparedness	10 minutes
Interoperability	5 minutes
Standard Operating Procedures	5 minutes
Personnel Qualification and Certification	5 minutes
Credentialing	25 minutes
Testing, Training, and Exercises	25 minutes
Activity	20 minutes
Unit Summary	5 minutes
Total Time	3 hours

UNIT OVERVIEW

Visual 4.1



Instructor Notes: Present the following key points.

Emergency management and incident response activities require that resources (personnel, teams, facilities, equipment, and/or supplies) are prepared to meet incident needs. Utilization of standardized resource management concepts such as typing, credentialing, training, and exercising facilitates the efficient and effective deployment of resources.

UNIT OVERVIEW

Visual 4.2

Unit Objectives

Describe:

- Resource typing.
- The importance of training and exercising resource capabilities.



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Visual 4.2

Instructor Notes: Present the following key points.

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

- Define resource typing and describe its purpose.
- Describe the importance of training and exercising resource capabilities prior to an incident.

UNIT OVERVIEW

Visual 4.3

Resource Management Preparedness Activities



- **Resource Typing:** Assigning a standardized typing designation to each resource that allows Incident Commanders to request and deploy resources.
- **Credentialing, Training, and Exercising:** Ensuring personnel are qualified, trained, and exercised to common standards that provide a foundation for the interoperability and compatibility of resources.

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Visual 4.3

Instructor Notes: Present the following key points.

It is essential for preparedness organizations to inventory and maintain current data on their available resources.

The inventory process involves:

- **Resource Typing:** Assigning a standardized typing designation to each resource that allows Incident Commanders to request and deploy resources.
- **Credentialing, Training, and Exercising:** Ensuring personnel are qualified, trained, and exercised to common standards that provide a foundation for the interoperability and compatibility of resources.

RESOURCE TYPING

Visual 4.4

Resource Typing

To ensure that responders get the right personnel and equipment, ICS resources are categorized by:

- **Kind:** Describe what the resource is (e.g., medic, firefighter, Planning Section Chief, helicopter, ambulance, combustible gas indicator, bulldozer).
- **Type:** Describe the size, capability, and staffing qualifications of a specific kind of resource.



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Visual 4.4

Instructor Notes: Present the following key points.

Resource typing is the categorization, by capability, of the resources requested, deployed, and used in incidents. Measurable definitions identifying the capabilities and performance levels for resources serve as the basis for categories.

Resource **kinds** may be divided into subcategories to define more precisely the resource capabilities needed to meet specific requirements.

Resource **typing** is a continuous process designed to be as simple as possible to facilitate frequent use and accuracy in obtaining needed resources.

For example, a construction dump truck and a dump truck with a snow plow have different capabilities, capacities, and purposes. They would, therefore, be of different kinds and types.

FEMA has identified, promoted, and published resource typing definitions for the most commonly requested interstate resources. Resource typing definitions provide information to emergency managers and response personnel to ensure that they request and receive the appropriate resources.

NIMS encourages States, tribes, and local governments to take the necessary action to **inventory** and **type** Tier I response assets within the State that may be identified in the national inventory.

For example, resource typing definitions help ensure that generators used for pumping water are not confused with generators that provide electricity to buildings.

RESOURCE TYPING

Visual 4.5

Tier I and Tier II Resources

- **Tier I** represents resources that are included in the national resource typing definitions.
- **Tier II** includes all typed resources defined by the States, tribal and local jurisdictions, NGOs, and others that are not predefined in the Tier I definitions.

Urban Search and Rescue
Tier I Resource

Local Red Cross Chapter
Tier II Resource

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Visual 4.5

Instructor Notes: Present the following key points.

FEMA, in cooperation with all levels of government, tribes, nongovernmental organizations (NGOs), and private-sector entities, has developed the following levels of national resource typing definitions:

- **Tier I** represents resources that are included in the national resource typing definitions.
- **Tier II** includes all typed resources defined by the States, tribal and local jurisdictions, NGOs, and others that are not predefined in the Tier I definitions. (For example, local police usually are inventoried as Tier II resources.)

During the inventory process, States and tribes are encouraged to identify any resources that qualify as Tier I resources. Note that some States have expanded the national definitions to support intrastate and regional mutual aid agreements, assistance agreements, and compacts.

RESOURCE TYPING

Visual 4.6

Tier I Typing



Type I resource criteria:

- Have been developed by the National Preparedness Directorate (NPD) and its partners.
- May serve as a useful guide for States when developing their Tier II resource typing definitions.

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Visual 4.6

Instructor Notes: Present the following key points.

At the national level, FEMA and its partners have developed criteria for Tier I resource typing definitions. These criteria may serve as a useful guide for States when developing their Tier II resource typing definitions.

States should inventory their assets to determine if Tier I resources are in the State. FEMA does not require States to report the number of resources—only that the States maintain an inventory in the event of an incident. States that do not have Tier I resources in their inventories are not required to purchase them.

Urban search and rescue task forces are an example of Tier I resources that must be inventoried for NIMS compliance.

The next page includes more information about Tier 1 resource typing criteria.

RESOURCE TYPING

Tier 1 Criteria for NIMS National Resource Typing Definitions

To meet the Tier I criteria for national resource typing definitions, the resource must:

- Already exist as a defined, deployable interstate response resource for first responders.
- Be exchanged and deployed with usage governed through interstate mutual aid agreements or compacts.
- Be of sufficient capability to warrant being allocated and/or physically deployed nationally, if requested.
- Have performance capability levels that can be identified as to **category, kind, and type**.
- Be identified, inventoried, and tracked to determine availability status for response operations by the jurisdiction having authority.
- Allow for command and control utilization under the NIMS Incident Command System (ICS).
- Be sufficiently interoperable or compatible to allow for deployment through a defined system for resource ordering as authorized under interstate mutual aid and assistance agreements, compacts, and appropriate contracting mechanisms.

States and territories wishing to submit their Tier II resource typing definitions for consideration to be added to the Tier I national resource typing definitions need to:

- Email FEMA at: FEMA-NIMS@dhs.gov.
- Have an accompanying narrative that sufficiently explains the justification for a modification to be made to the Tier I resources.
- Include, where appropriate, the category, kind, and types, as well as any credentialing requirements related to personnel or teams.
- Include an electronic document that addresses points one through seven under Part A (i.e., using the format found in Appendix B of the National Incident Management System document).
- Provide point of contact information for FEMA.

Upon receipt of the above information, FEMA will:

- Conduct an internal review to reach a decision or to determine if any further guidance is needed by the appropriate external subject-matter experts.
- Issue a public notification (if the decision is to proceed) along with a period for public comments, followed by an additional review process and then formal issuance of any addition or modification to Tier I NIMS national resource typing definitions.

Source: NIMS

RESOURCE TYPING

Visual 4.7

Tier II Typing



Inventorizing Type II resources:

- Is done at the State, local, and tribal level.
- Makes resource sharing under mutual aid agreements, assistance agreements, the Emergency Management Assistance Compact (EMAC), and other agreements more efficient.

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Visual 4.7

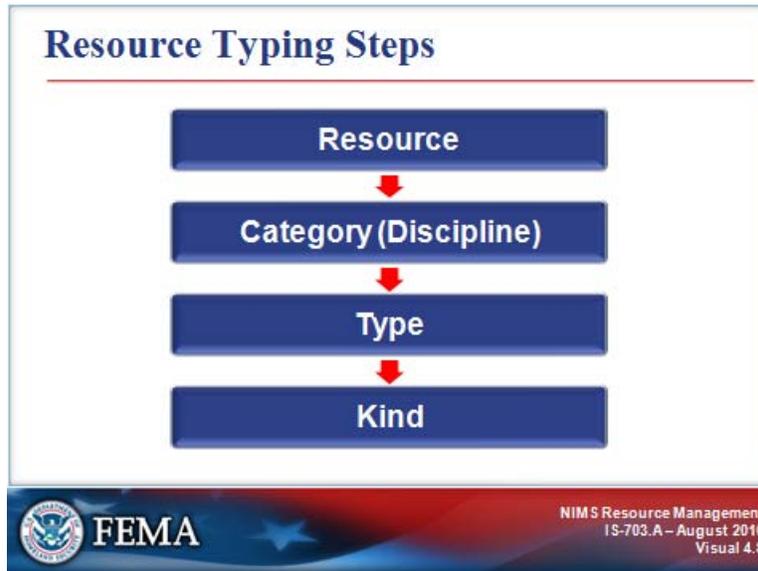
Instructor Notes: Present the following key points.

State, local, and tribal governments should inventory their Type II resources. Inventorizing Type II resources makes resource sharing under mutual aid agreements, assistance agreements, the Emergency Management Assistance Compact (EMAC), and other agreements more efficient.

Forklifts are an example of Tier II resources.

RESOURCE TYPING

Visual 4.8



Instructor Notes: Present the following key points.

Resources are categorized by type definition. Measurable definitions identifying the capabilities and performance levels of resources are the basis for each category. Emergency management and response personnel may apply these definitions to inventory their resources.

Resources may be classified by kind. Resource kinds are broad classes that characterize like resources. The NIMS resources include the following kinds:

- Teams
- Equipment
- Supplies
- Vehicles
- Aircraft

The next page includes more information about each of the steps in resource typing.

RESOURCE TYPING

Identifying and Typing Resources

Resource typing categorizes, by **capability**, the resources sought and mobilized in incident response and management. Measurable definitions identifying the capabilities and performance levels of resources serve as the basis for categories. Resource users at all levels utilize these definitions to identify and inventory resources easily. Resource typing is a continual process designed to be as simple as possible to facilitate frequent use and accuracy in obtaining needed resources. To allow resources to be deployed and used on a national basis, FEMA is responsible for facilitating the development of national guidance for the typing of resources and ensuring that these typed resources reflect operational capabilities.

Type specifically defines the level of capability a resource has. Type may vary by power, size, or capacity. Therefore, assigning a Type 1 label to a resource implies that it has a greater level of capability than a Type 2 of the same resource. The National Resource Typing definitions are broken into four distinct types. In some cases, a resource may have less than or more than four types. The type assigned to a resource or a component is based on a minimum level of capability described by the identified metric(s) for that resource.

Resource typing ensures that the Incident Command requests, receives, and deploys the resources it needs. Typing also ensures that emergency management and response personnel have the correct definitions available to request and/or deploy the correct resources to the incident.

Category describes the function for which a resource would be most useful. The table below lists the categories used in the national resource typing protocol (as of June 2007).

Category	
<ul style="list-style-type: none">• Transportation• Communications• Public works and engineering• Firefighting• Information and planning• Law enforcement and security• Mass care• Resource management	<ul style="list-style-type: none">• Health and medical• Search and rescue• Hazardous materials response• Food and water• Energy• Public information• Animals and agricultural issues• Volunteers and donations

Kind refers to broad classes that characterize like resources, such as teams, equipment, supplies, vehicles, and aircraft.

Measures (definitions) are used based on the kind of resource being typed. The mission envisioned determines the specific measure selected. The measure must be useful in describing a resource’s capability to support the mission. Measures should identify the capability and/or capacity.

Resources are also designated in terms of tiers. **Tier I** resources include those resources that could be requested for deployment to a national incident. **Tier II** resources include those resources that do not have the capability to be requested as national resources but that may be deployed to State, tribal, or local incidents.

RESOURCE TYPING

Visual 4.9

Implementing Resource Typing

FEMA's resource typing requirements include:

- Creating, updating, and maintaining an inventory of resources in accordance with the NIMS resource typing definitions.
- Matching their resources/teams with the typing definitions.



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Visual 4.9

Instructor Notes: Present the following key points.

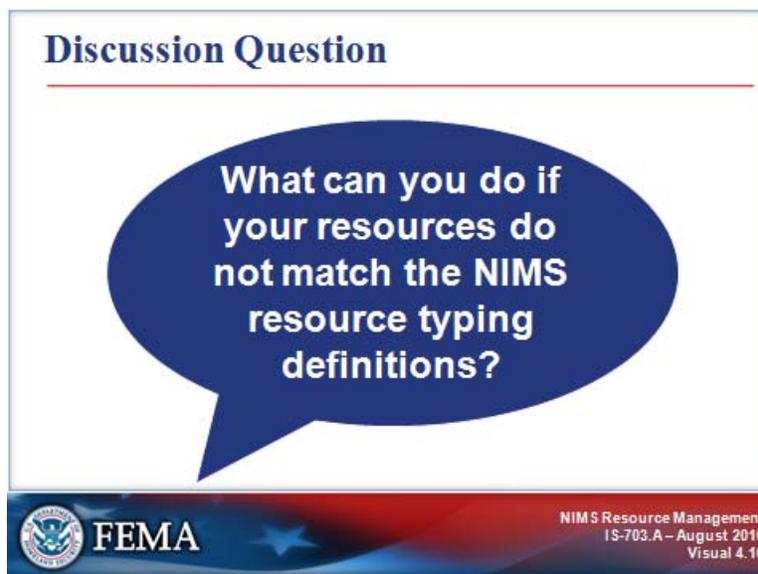
FEMA has developed specific resource typing requirements for State, tribal, and local governments. These requirements include:

- Creating, updating, and maintaining an inventory of their resources in accordance with the NIMS resource typing definitions.
- Matching their resources/teams with the typing definitions.

Additionally, the State, tribal, or local agency conducting the inventory will make the determination that a specific resource meets the resource typing requirements and certify the resource as necessary.

RESOURCE TYPING

Visual 4.10



Instructor Notes: Present the following key points.

Ask the participants: What can you do if your resources do not match the NIMS resource typing definitions?

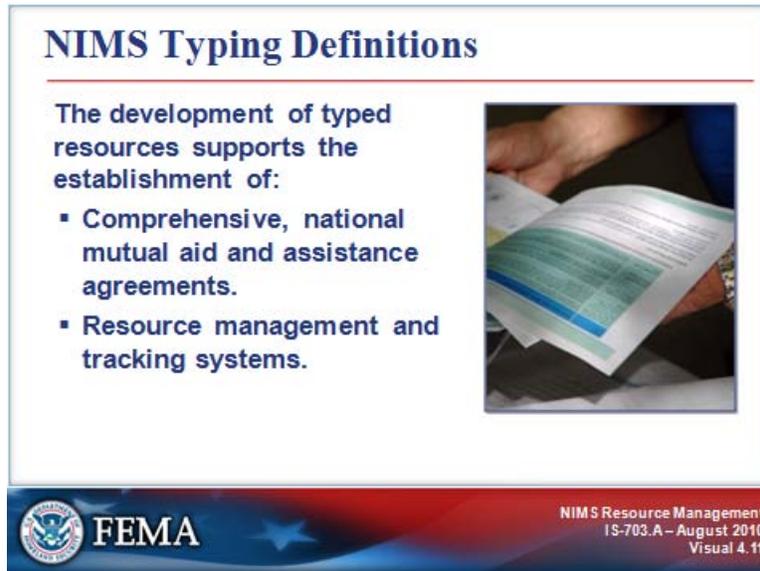
Acknowledge the participants' responses. If not mentioned by the group, explain that if your resources do not match the NIMS resource typing definitions, you have two options:

- Work with your mutual aid and assistance agreement partners, State counterparts, etc., to inventory and type your resources within a Type II definition.
- Create and inventory all resources for local use only. Include these resources in the Resource Management Annex of your Emergency Operations Plan (EOP).

Do **not** try to force your resources into the NIMS resource typing definitions if they clearly don't fit. States and tribes should **not** purchase new resources to comply with the NIMS resource typing definitions.

RESOURCE TYPING

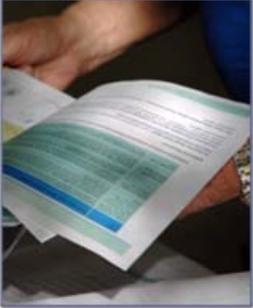
Visual 4.11



NIMS Typing Definitions

The development of typed resources supports the establishment of:

- Comprehensive, national mutual aid and assistance agreements.
- Resource management and tracking systems.



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Visual 4.11

Instructor Notes: Present the following key points.

As described previously, FEMA is working with discipline-specific working groups to develop typing definitions that serve as the standard for Tier I resources across the country.

The development of typed resources supports the establishment of:

- Comprehensive, national mutual aid and assistance agreements.
- Resource management and tracking systems.

Through resource typing, disciplines examine their resources and identify the capabilities of a resource's components (teams, equipment). Because resource typing provides information about resource capabilities, emergency managers and others know the capability required for a requested resource to respond efficiently and effectively.

For some resources, FEMA working groups had typing definitions to use as a starting point. In other cases, no typing definitions existed. In these cases, the experts on each working group examined common types of resources and developed definitions by category and capability.

Typing definitions include all of the information needed for State, tribal, and local jurisdictions to determine whether their resources meet the minimum capabilities for each typing level.

The next page includes an example of a resource typing definition.

Unit 4. Resource Typing and Readiness

RESOURCE TYPING

Typing Definition Example

Resource: Hydraulic Excavator (Compact–Short Radius 1.75 cy to 0.61 cy Buckets)

Category: ESF #3: Public Works and Engineering

Kind: Equipment

	Type I	Type II	Type III	Type IV	Other
Manufacturer	Model	Model	Model	Model	Model
Bobcat	442		430		
Hitachi			ZX27U		
John Deere				27C ZTS	
Kobelco	245SRLC, 200SRLC, 135SRLC, ED150, 115SRDZ, 70SR	50SR-3, 35SR-3, 30SR-3	27SR-3	13SR	
New Holland	E80	E50.2SR, E30.2SR, E27.2SR			

INFORMATION MANAGEMENT

Visual 4.12

Information Management Systems

Information Management Systems are used to:

- Collect, update, and process data.
- Track resources.
- Display resource readiness status.



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Visual 4.12

Instructor Notes: Present the following key points.

Information Management Systems are used to:

- Collect, update, and process data;
- Track resources; and
- Display their readiness status.

These tools enhance information flow and provide real-time data in a fast-paced environment where different jurisdictions and functional agencies are managing different aspects of the incident life cycle and must coordinate their efforts.

Examples include:

- Geographical information systems (GISs).
- Resource tracking systems.
- Transportation tracking systems.
- Inventory management systems.
- Reporting systems.

EQUIPMENT PREPAREDNESS

Visual 4.13

Equipment Preparedness

It is critical to:

- Acquire equipment that will perform to certain standards, including interoperability with other organizations.
- Develop a common understanding of the abilities of distinct types of equipment.



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Visual 4.13

Instructor Notes: Present the following key points.

A critical component of preparedness is to:

- Acquire equipment that will perform to certain standards (as designated by organizations such as the National Fire Protection Association or National Institute of Standards and Technology), including the capability to be interoperable with equipment used by other jurisdictions or participating organizations.
- Develop a common understanding of the abilities of distinct types of equipment, to allow for better planning before an incident and rapid scaling and flexibility in meeting the needs of an incident.

INTEROPERABILITY

Visual 4.14



Interoperability

Emergency communications systems should:

- Be the same or linked to the same system used for nonemergency procedures.
- Effectively interface with national standards.
- Allow data sharing among key players.

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Visual 4.14

Instructor Notes: Present the following key points.

Interoperability ensures that resources can be moved and assigned across jurisdictional boundaries. No jurisdiction has all of the resources that could conceivably be needed during a major incident. Interoperable resources expand the resource pool and ensure an effective response.

Strategies to ensure interoperability include:

- Where national standards exist for connections, fittings, and hardware, these should be adopted by all jurisdictions.
- When possible, combine orders for standardized equipment.
- Where possible, make collective bulk orders to help ensure both best price and interoperability.

Interoperability may be a major issue with communications equipment. While matching hardware may not be necessary in all cases, those who use 800 or 900 MHz systems may discover that their hardware is proprietary, making communication with others not on the system more difficult.

(Continued on next page.)

INTEROPERABILITY

Visual 4.14 (Continued)

It is important to ensure that agencies share enough frequencies to provide communication during incidents. Many States have established statewide emergency frequencies that can be used for major mobilizations.

Another major issue with communications equipment is backup power and redundancy, as well as alternative communication methods for alert and warning systems.

IS-704 presents additional information on NIMS Communications and Information Management including interoperability.

Short of actual incident activation, the final test of all planning activities is to assess whether or not equipment and systems work under simulated conditions.

Testing equipment and systems should be incorporated into training and comprehensive exercises.

STANDARD OPERATING PROCEDURES

Visual 4.15

Standard Operating Procedures (SOPs)

Mutual aid and assistance partners should:

- Consider coordinating SOPs where they might affect how a resource can be deployed.
- Agree on such policies where possible.
- Know the differences up front if SOPs cannot be reconciled.



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Visual 4.15

Instructor Notes: Present the following key points.

Consideration should be given to coordinating standard operating procedures (SOPs) where they might affect how a resource can be deployed.

For example, law enforcement agencies vary in restrictions on the use of arrest authorities and other procedures. Where possible, mutual aid and assistance partners should agree on such policies. When SOPs cannot be reconciled, it is important that mutual aid and assistance partners know the differences up front.

PERSONNEL QUALIFICATIONS AND CERTIFICATION

Visual 4.16

Personnel Qualifications and Certification

National standards for qualification, licensure, and certification:

- Help ensure that response personnel possess needed knowledge, skills, and experience.
- Include training, experience, credentialing, validation, and physical and medical fitness.



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Visual 4.16

Instructor Notes: Present the following key points.

A critical element of NIMS preparedness is the use of national standards that allow for common or compatible structures for the qualification, licensure, and certification of emergency management and response personnel.

Standards:

- Help ensure that these personnel possess the minimum knowledge, skills, and experience necessary to execute incident management and emergency response activities safely and effectively.
- Include training, experience, credentialing, validation, and physical and medical fitness.

Federal, State, tribal, and local certifying agencies, and professional and private organizations with personnel involved in emergency management and incident response, are encouraged to credential those individuals in their respective disciplines or jurisdictions.

CREDENTIALING

Visual 4.17

Credentialing

Credentialing includes evaluation and documentation of an individual's:

- Current certification, license, or degree.
- Training and experience.
- Competence or proficiency.

Credentialing is separate from badging, which takes place at the incident site.



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Visual 4.17

Instructor Notes: Present the following key points.

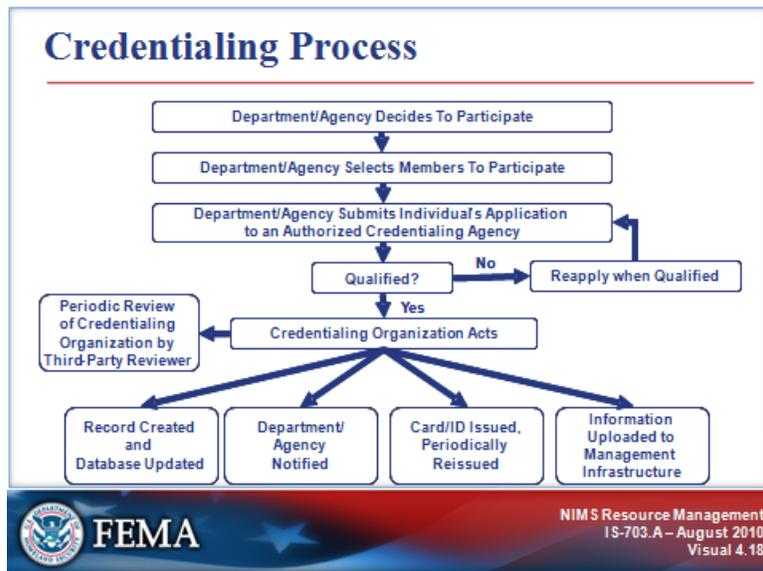
The credentialing process involves an objective evaluation and documentation of an individual's:

- Current certification, license, or degree;
- Training and experience; and
- Competence or proficiency.

Credentialing personnel ensures that they meet nationally accepted standards and are able to perform specific tasks under specific conditions. Credentialing is separate from badging, which takes place at the incident site in order to control access.

CREDENTIALING

Visual 4.18



Instructor Notes: Present the following key points.

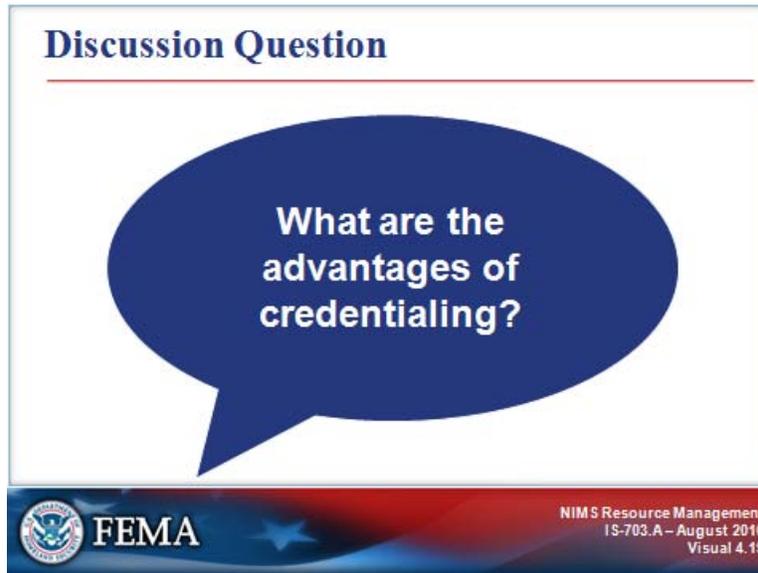
The process begins with the department/agency deciding to participate in the credentialing effort. Next the department/agency selects members to participate in the credentialing effort.

The department/agency submits each individual's application to an authorized credentialing agency. That credentialing agency determines if the individual is qualified for the applied-for credential(s).

- If the individual is found not qualified, he/she can reapply when qualified.
- If the individual is found qualified, the credentialing agency acts as follows:
 - Creates a record and updates the database.
 - Issues a card/ID (and periodically reissues the card/ID as appropriate).
 - Notifies the department/agency.
 - Uploads the information to the management infrastructure.
- The credentialing organization undergoes periodic review by a third-party reviewer.

CREDENTIALING

Visual 4.19



Instructor Notes: Present the following key points.

Ask the participants: What are the advantages of credentialing?

Acknowledge the participants' responses. If not mentioned by the group, include the following:

Some advantages of credentialing are that it:

- Ensures qualification.
- Makes ordering personnel resources easier.
- Assists incident personnel.
- Allows integration of outside personnel.
- Reduces liability.

TESTING, TRAINING AND EXERCISES

Visual 4.20

Testing, Training, and Exercises

Many coordination issues can be identified through:

- Testing
- Training
- Discussion-based exercises
- Operations-based exercises

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Visual 4.20

Instructor Notes: Present the following key points.

Personnel with roles in emergency management and incident response—including persons with leadership positions—should be trained to improve all-hazards capabilities.

The format for training depends on the skills and capabilities to be acquired and may include:

- Self-study or Web-based courses.
- Classroom sessions.
- Mentoring or shadowing during incidents.

The exercise objectives provide a framework for scenario development, guide development of individual organizational objectives, and supply evaluation criteria. The objectives help you select from the following types of exercises:

- **Discussion-based exercises** familiarize participants with current plans, policies, agreements, and procedures, or may be used to develop new plans, policies, agreements, and procedures.
- **Operations-based exercises** validate plans, policies, agreements, and procedures; clarify roles and responsibilities; and identify resource gaps in an operational environment.

TESTING, TRAINING AND EXERCISES

Visual 4.21

Exercise and Evaluation Program



The Homeland Security Exercise and Evaluation Program (HSEEP):

- Offers a common exercise policy.
- Provides program guidance.
- Fosters consistent terminology.
- Provides useful tools to improve preparedness.

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Visual 4.21

Instructor Notes: Present the following key points.

The DHS Homeland Security Exercise and Evaluation Program (HSEEP):

- Offers a common exercise policy.
- Provides program guidance that constitutes a national standard for exercises.
- Fosters consistent terminology that can be used by all exercise planners, regardless of the nature and composition of their sponsoring agency or organization.
- Provides useful tools that exercise managers can use to plan, conduct, and evaluate exercises to improve overall preparedness.

TESTING, TRAINING AND EXERCISES

Visual 4.22

Comprehensive Exercise Program

A comprehensive exercise program:

- Incorporates all types of exercises.
- Includes all important players.
- Increases in complexity.

Benefits include:

- Fostered communication.
- Tested capabilities.
- Personnel kept current.



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Visual 4.22

Instructor Notes: Present the following key points.

Effective exercises are an essential element of the preparedness cycle. Exercises:

- Raise the general awareness of potential crisis situations.
- Ensure that key staff members are familiar with the plans and understand their roles and expected actions.
- Help identify shortcomings in the plans, leading to possible improvements.

Discussion-based exercises include **seminars, workshops, tabletop exercises, and games.**

These types of exercises are used:

- As a starting point in the building-block approach of escalating exercise complexity.
- To highlight existing plans, policies, interagency/interjurisdictional agreements, and procedures.
- As valuable tools for familiarizing agencies and personnel with current or expected capabilities of an entity.
- To focus on strategic, policy-oriented issues.

Operations-based exercises include **drills, functional exercises, and full-scale exercises.**

These types of exercises are:

- Used to validate the plans, policies, agreements, and procedures solidified in discussion-based exercises.
- Used to clarify roles and responsibilities, identify gaps in resources needed to implement plans and procedures, and improve individual and team performance.
- Characterized by actual reaction to simulated intelligence; response to emergency conditions; mobilization of apparatus, resources, and/or networks; and commitment of personnel, usually over an extended period of time.

The next page provides more details about each type of operations-based exercise.

TESTING, TRAINING, AND EXERCISES

Operations-Based Exercises

Drill

A drill is a low-level exercise that tests, develops, or maintains skills in a single incident response procedure. A drill:

- Is a coordinated, supervised activity usually used to validate a specific operation or function in a single agency or organization.
- May be part of a training program to provide instruction on new equipment, develop or validate new policies and procedures, or maintain current skills.
- Has a narrow focus but is conducted within a realistic environment.
- Provides instant feedback using established standards to measure performance.
- May be used to prepare personnel for larger scale exercises.

Functional Exercise

A functional exercise is the highest level exercise you can conduct without fully activating all aspects of your emergency action plan or evacuating residents. A functional exercise:

- Involves various levels of response agencies and emergency management personnel.
- Involves the simulation of a facility failure or other specified events that require rapid responses by trained personnel “acting out” their actual roles.
- Takes place in a stress-induced environment with time constraints.
- Evaluates both the internal capabilities and responses of all levels of responders and emergency management officials.
- Evaluates the coordination activities between all levels of responders and emergency management personnel.

Full-Scale Exercise

A full-scale exercise:

- Is an interactive exercise designed to evaluate the operational capability of all facets of the emergency management system under review in a highly realistic and stressful environment.
- Differs from a functional exercise by involving actual field movement and mobilization, instead of simulation.
- The realism of the full-scale exercise can be conveyed through on-scene actions and decisions, simulated “disaster survivors,” communication devices, equipment deployment, and resource and personnel allocation.

TESTING, TRAINING, AND EXERCISES

Visual 4.23

Planning Effective Exercises

When developing exercises:

- Define the purpose.
- Assemble the planning team.
- Develop the scenario.
- Develop guidelines.
- Prepare materials and evaluator guides.
- Complete post-exercise evaluation.



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Visual 4.23

Instructor Notes: Present the following key points.

Although the exercise types will vary significantly in terms of scope and scale, the same general framework can be applied when planning most of the exercise types.

When developing exercises, it is important to:

- Define the purpose of the exercise.
- Assemble the planning team.
- Develop the scenario.
- Develop exercise guidelines.
- Prepare exercise materials and evaluator guides.
- Complete a post-exercise evaluation.

The next page includes more detail about each of these steps, including examples from successful exercises.

TESTING, TRAINING, AND EXERCISES

Exercise Development Framework

Define the Purpose of the Exercise

A clear definition of the need for the exercise and the purpose for conducting it will aid the planning process by clarifying who should be involved and exercise scope (e.g., tabletop, game, full-scale).

The following need and purpose statements were based on a tabletop exercise template provided by Alliant Energy: “Our business is highly dependent on moving information across telecommunication networks. We need to be prepared to continue important business activities even if telecommunication networks stop functioning. The purpose of this exercise is to ensure that business groups can adapt to unpracticed emergency situations, like loss of telecommunication networks, and understand the actions that may be needed to keep important business functions operating.”

Assemble the Planning Team

The size of the planning team and representation on it is dependent on the scope of the exercise. The team should include representatives from all the major facility organizations involved in the exercise and local law enforcement and first responders.

Develop the Scenario

The planning team’s initial task is development of the exercise scenario. The scenario should be a plausible event scaled to the purpose of the exercise.

The following sample scenario was developed for a full-scale exercise: “An individual wearing a backpack was found lying unconscious inside the north gate. The backpack was leaking an orange liquid. A security officer approached the individual and has been rendered unconscious. An unidentified individual was seen running from the vicinity of the administration building and has caused an explosion resulting in a fire inside the building. His current whereabouts are unknown but he is believed to be somewhere on the site.”

Develop Exercise Guidelines

Depending on the type of exercise and the scenario, the planning team should describe any limitations placed on the design, development, and implementation of the exercise. Limitations could be the ability of responders to participate, lengthy authorization protocols, areas that may be off-limits for safety reasons, or financial constraints.

The following is an example of a guideline: “No personnel may enter the switchyard at any time because it will continue to be energized.”

Prepare Exercise Materials and Evaluator Guides

Participants should receive invitation letters describing the exercise purpose and goal; scenario descriptions pertaining to their role; and safety, health, and logistics plans. Equally important are the guidelines developed for the observers who will be evaluating actions and decisions as the exercise unfolds.

Complete Post-Exercise Evaluation

Post-exercise evaluations provide the basis for improving the plans or procedures that were tested as part of the exercise.

TESTING, TRAINING, AND EXERCISES

Visual 4.24

Post-Exercise Evaluation

Post-exercise evaluations include:

- Hot washes.
- Debriefs.
- After-action reports.
- Improvement plans.



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Visual 4.24

Instructor Notes: Present the following key points.

A post-exercise evaluation is completed following all exercises. Post-exercise evaluations include the following elements:

- **Hot Wash**
A hot wash is a facilitated discussion held immediately following an exercise among exercise players from each functional area. It is designed to capture feedback about any issues, concerns, or proposed improvements players may have about the exercise. The hot wash is an opportunity for players to voice their opinions on the exercise and their own performance. This facilitated meeting allows players to participate in a self-assessment of the exercise play and provides a general assessment of how the jurisdiction performed in the exercise. At this time, evaluators can also seek clarification on certain actions and what prompted players to take them. Evaluators should take notes during the hot wash and include these observations in their analysis. The hot wash should last no more than 30 minutes.
- **Debrief**
A debriefing is a forum for planners, facilitators, controllers, and evaluators to review and provide feedback after the exercise is held. It should be a facilitated discussion that allows each person an opportunity to provide an overview of the functional area they observed and document both strengths and areas for improvement. Debriefs should be facilitated by the exercise planning team leader or the exercise program manager; results should be captured for inclusion in the after-action report and improvement plan. A debriefing is different from a hot wash, in that a hot wash is intended for players to provide feedback.

(Continued on next page.)

TESTING, TRAINING, AND EXERCISES

Visual 4.24 (Continued)

- **After-Action Report**

An after-action report (AAR) should be developed upon conclusion of the exercise. The purpose of an AAR is to provide feedback to participants on their performance during the exercise. The AAR summarizes exercise events and analyzes performance of the tasks identified as important during the planning process. It also evaluates achievement of the selected exercise objectives and demonstration of the overall capabilities.

- **Improvement Plan**

The last step is to develop an improvement plan to convert lessons learned from the exercise into concrete, measurable steps that result in improved response capabilities. The improvement plan lists the corrective actions that will be taken, the responsible party or agency, and the expected completion date. The improvement plan is incorporated into the final after-action report.

ACTIVITY

Visual 4.25

Activity: Assessing Readiness

Instructions:

1. Review the Resource Management Annex to your jurisdiction's Emergency Operations Plan (EOP).
2. Complete the checklist in your Student Manual to assess your jurisdiction's resource management capability.
3. Be prepared to discuss your assessment with the class in 15 minutes.



Instructor Notes: Present the following key points.

Instructions:

1. Review the Resource Management Annex to your jurisdictions Emergency Operations Plan (EOP). (**Note:** If you do not have a copy of your jurisdiction's annex, use the sample provided at the end of this unit.)
2. Complete the checklist on the next page in your Student Manual to assess your jurisdiction's resource management capability.
3. Be prepared to discuss your assessment with the class in 15 minutes.

Unit 4. Resource Typing and Readiness

ACTIVITY

Resource Management Assessment

Does your organization . . .	Yes	No	Unclear
Have needed resources identified based on a thorough hazard analysis and the Emergency Operations Plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize resources by category, kind, and type, including size, capacity, capability, skill, and other characteristics that allow for more efficient ordering and use of mutual aid agreements or assistance agreements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and maintain standing agreements and contracts for services and supplies that may be needed during an incident?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate available resources from all levels of government, nongovernmental organizations, and the private sector (where appropriate) in resource management planning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use standard protocols for requesting resources, prioritizing requests, activating and mobilizing resources to incidents, and returning resources to normal status?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have standard methods for identifying, acquiring, allocating, and tracking resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish incident perimeters and other measures to protect resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have plans for managing unaffiliated volunteers and unsolicited donations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use systems to provide accurate resource status information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain backup systems to manage resources in the event that the primary resource management information system is disrupted or unavailable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use credentialing processes and criteria for ensuring consistent training, licensure, and certification standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have processes for rehabilitating, replenishing, disposing of, and/or retrograding resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow established mechanisms for collecting bills, validating costs against the scope of the work, ensuring that proper authorities are involved, and accessing reimbursement programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a current and accurate inventory and data on available resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT SUMMARY

Visual 4.26

Unit Summary

Ensuring effective deployment of resources requires:

- Typing.
- Credentialing.
- Training.
- Exercising.
- Evaluating.

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Visual 4.26

Instructor Notes: Present the following key points.

In this unit, you learned that effective resource management requires typing, credentialing, training, exercising, and evaluating to facilitate the efficient and effective deployment of resources.

Exercises help ensure that key staff members are familiar with the plans and understand their roles and expected actions. In addition, exercises can help identify best practices and shortcomings in the plans, leading to continuous improvements.

The next lesson covers resource management during an incident.

SAMPLE RESOURCE MANAGEMENT ANNEX

JEFFERSON COUNTY CEMP
Annex 7
Resource Management

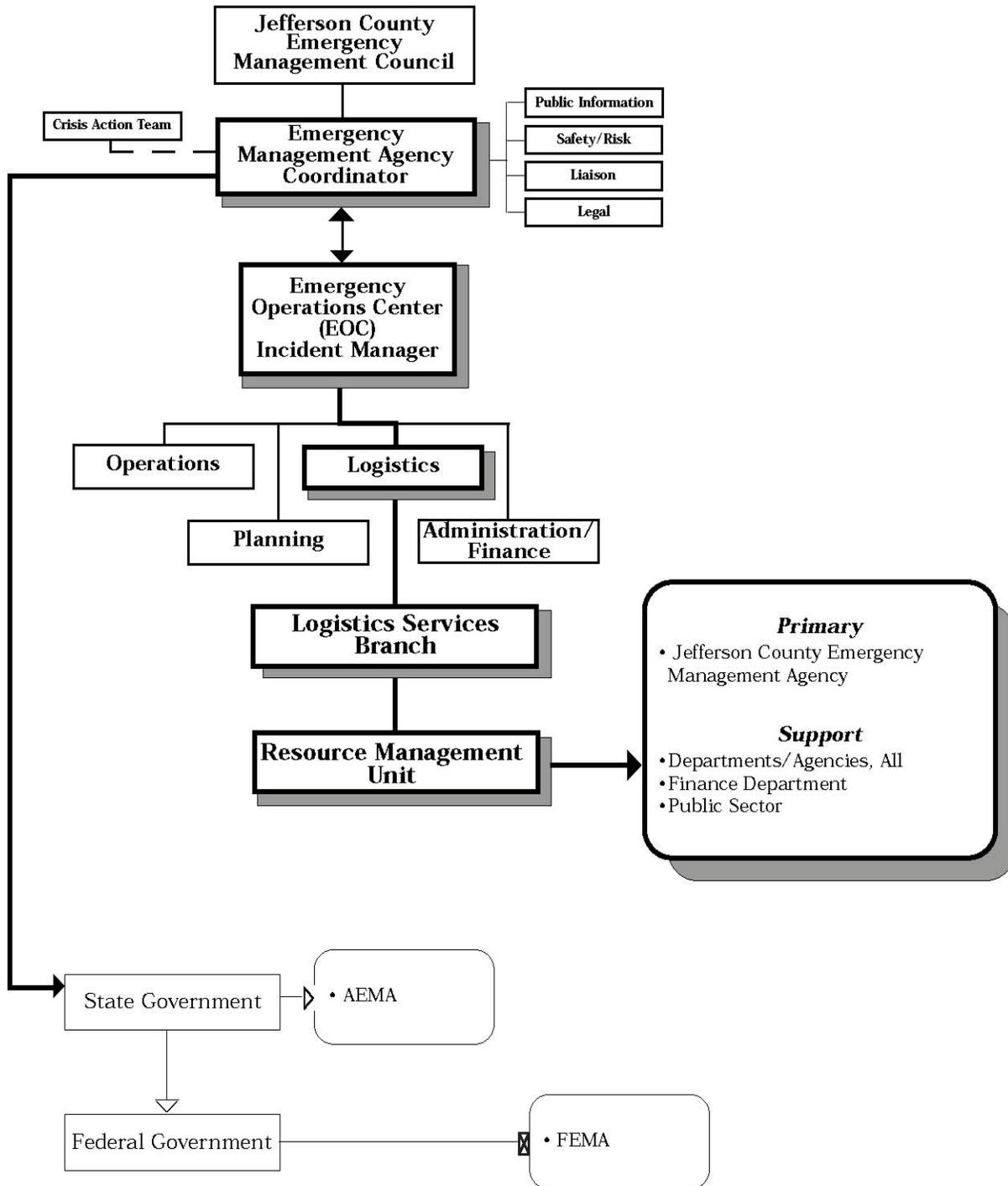
Preface

When disaster threatens or strikes, a community must marshal its resources since prompt and effective response and recovery efforts may require more personnel, equipment, and supplies than the local government possesses. Local officials may find it necessary to use their government's personnel and equipment in extraordinary ways, to call upon private citizens and organizations for assistance, and even to request help from neighboring jurisdictions and state and federal agencies to aid in the community's emergency operations. Therefore, planning for coordinating such resources, including the development of procedures to inventory available community resources, must be an integral part of a community's comprehensive emergency management plan development process.

Primary

Jefferson County Emergency Management Agency

Annex 7: Resource Management



This diagram illustrates the concept of operations for this function, particularly how departments/agencies/organizations are to be coordinated. The diagram assumes a full EOC activation. The EOC position(s) responsible for the coordination of this function is indicated. Likely primary and support resource providers are listed.

*Jefferson County, Alabama
Comprehensive Emergency Management Plan*

ANNEX 7

RESOURCE MANAGEMENT

I. PURPOSE.

To provide for the effective utilization, prioritization, and conservation of available local resources (equipment and supplies) during emergencies or disasters. The coordination and use of human resources is discussed in Annex 8.

II. POLICY.

It is the policy of the Jefferson County Emergency Management Council that:

- A. Resources will be inventoried, prioritized and utilized in the most efficient manner possible, and be applied to functions and areas of greatest need.
- B. Disaster victims will take precedence in the allocation of resources.
- C. After all available local resources have been utilized, additional resources will be requested from state and federal government agencies when necessary to save lives and protect property.
- D. The Emergency Council, in extraordinary circumstances, may convene advisory groups of public and private sector representatives to coordinate and manage the emergency use of community resources.
- E. The Emergency Council may invoke temporary controls on local resources and establish priorities when a local State of Emergency is proclaimed. These may include, but not be limited to, fuel, food, shelter and other resources necessary for human needs. The EOC will coordinate dissemination of information concerning any emergency measures, and voluntary controls or rationing.
- F. This annex may be utilized singularly, or in conjunction with a Crisis Action Team (CAT) or full Emergency Operations Center (EOC) activation.

III. DEPARTMENTS/AGENCIES/ORGANIZATIONS INVOLVED AND THEIR RESPONSIBILITIES.

In the fullest context, these responsibilities assume a full Emergency Operations Center (EOC) activation. In the interest of time and efficiency, the departments / agencies / organizations involved with this function may or may not be utilized in smaller Crisis Action Team (CAT) situations. Note: During a CAT situation, the Jefferson County EMA and / or other CAT members, in the interest of saving lives and property, will liaison direct to the agencies with resources and capabilities. As the situation grows larger and more complex, your agency may be called upon to perform some or all its stated responsibilities.

A. Local Government.

Local governments are encouraged to develop their own procedures to guide their initial response to emergency events occurring within their jurisdiction. They should consider the following responsibilities in their emergency planning efforts. Responsibilities that a local government cannot fulfill can be deferred to the Jefferson County CEMP.

- Jefferson County EMA is the lead agency responsible for organization and mobilization of this function during emergencies. Each local government should identify a point of contact for implementation.
- Designate a resource coordinator.
- Develop procedures for inventory, storage, maintenance, and replacement of administrative and logistical support items.
- List available public and private community resources.
- Describe sources and methods for obtaining and using facilities, equipment, supplies, services, and other resources to support emergency response.

B. Jefferson County Emergency Organization.

If local government capabilities are exceeded, support may be available upon request through the Jefferson County EMA from the following departments/agencies/organizations that comprise the emergency organization for this function:

Primary:

1. Jefferson County Emergency Management Agency.
 - Coordinate and use all available resources during an emergency or disaster.
 - Prepare and maintain lists of emergency resources and key points of contact.
 - Coordinate resources with other agencies and volunteers in order to maintain adequate resources.
 - Develop mutual aid agreements.
 - Assess impact of the emergency on the available resources and identifiable needs.
 - Keep records of services and resources rendered during an emergency.

Support:

2. Departments/Agencies, All.
 - Develop and maintain appropriate resource lists for inclusion in department procedures.
 - Provide supplies, equipment, and personnel as requested.
3. Finance Department.
 - Process emergency purchases/procurement.
4. Public Sector.
 - Provide supplies and equipment as requested.

C. State Responsibilities.

1. If local capabilities are exceeded, and a local emergency has been declared, state government agencies can augment assistance to local government to meet the emergency needs of victims during declared emergencies/disasters. Requests for state assistance are processed through the Jefferson County EMA.
2. The Alabama Emergency Management Agency (AEMA) receives and coordinates requests for state assistance. The Governor may declare a “state of emergency” to authorize use of state resources. Additionally, AEMA will:
 - Coordinate the use of state resources.

D. Federal Responsibilities.

1. Federal government agencies can provide supplemental assistance to local and state government to meet the emergency needs of victims during declared emergencies/disasters. Requests for federal assistance are processed through Alabama Emergency Management Agency (AEMA).
2. The Federal Emergency Management Agency (FEMA) receives and coordinates requests for federal assistance. The President may declare an “emergency” or “disaster” to authorize use of federal resources.

IV. CONCEPT OF OPERATIONS.

A. General.

1. When disaster threatens or strikes, a community must marshal its resources since prompt and effective response and recovery efforts may require more personnel, equipment, and supplies than the local government possesses. Local officials may find it necessary to use their government’s personnel and equipment in extraordinary ways, to call upon private citizens and organizations for assistance, and even to request help from neighboring jurisdictions and state and federal agencies to aid in the community’s emergency operations. Therefore, planning for coordinating such resources, including the development of procedures to inventory available community resources, must be an integral part of a community’s Comprehensive Emergency Management Plan (CEMP) development process.

B. Role of Local Government.

1. Local government should commit all locally available resources as necessary to protect the lives and property of its citizens. After local and county resources have been expended or committed, assistance will be sought from the state EOC through the Jefferson County EOC.
2. Local government should maintain a list of local resources available for emergency use. The list should indicate the quantity, location, and contact person.
3. Local government will maintain records of all resources expended in an emergency or disaster, such as personnel, equipment, and materials.

C. Role of Jefferson County EMA.

1. The Jefferson County EMA is responsible for the overall coordination of emergency resources. The major responsibility is to identify available sources from which needed resources can be obtained during an emergency situation. Major duties include:
 - Identify and maintain current resource inventories.
 - Establish inventory, control, and delivery systems.
 - Develop agreements with resource providers as necessary.
 - Identify staging area locations and resources needed.
 - Procure and allocate essential resources to support emergency operations.
2. Resource management includes:
 - Distribution of food and other essential supplies.
 - Procurement, allocation of transportation resources. (See Annex 18, Transportation.)
 - Water, electrical, sanitation, and other utility systems and services.
 - Supplies for mass care facilities, multipurpose staging areas and medical facilities.
3. Organizations locally available to provide resources and other support are contained in the EMA Resource Listing. Coordination of these resources during emergencies will be from the EOC.
 - When local resources and mutual aid resources are insufficient to support an emergency operation, the Jefferson County EMA can request state assistance through the State EOC.
4. The Finance Department is the lead agency for coordinating emergency purchases/procurement. Purchases shall be made in accordance with emergency purchasing/procurement policies.
5. The Emergency Council may invoke controls on resources and establish resource allocation priorities during a state of emergency.

D. EOC Operations.

1. If the situation warrants, the EMA Coordinator or EOC Incident Manager may establish a “Resource Management UNIT” within the Logistics Services Branch. Responsibilities include:
 - Coordinate with the “EOC Incident Manager” and/or “EOC Planning/Intelligence Section Chief” to determine resource needs. Essential information includes:
 - WHAT is needed and WHY?
 - HOW MUCH is needed?
 - WHO needs it?
 - WHERE is it needed?
 - WHEN is it needed?
 - Advise and assist the “Emergency Council” with determining priorities.

Unit 4. Resource Typing and Readiness

- In general:
 - Receive, document, prioritize, and track requests for resources.
 - Use resource inventory/lists to match and meet needs.
 - Coordinate supply distribution points, reception, storage, and deployment.
 - Coordinate with other functions within the “EOC Logistics Section.”
 - Maintain financial and legal accountability.
 - Sources for resources can include:
 - All personnel, equipment, and supplies.
 - State EOC.
 - Volunteer organizations.
 - General public.
 - Businesses, industry.
2. As needed, the Resource Management Unit Leader may establish the following units:
- Equipment, Supplies Unit.
 - Food, Water, Commodities Unit.
 - Energy, Utilities Unit.
 - Facilities, Maintenance Unit.
3. The EOC will develop and use a zone system for staging emergency personnel and equipment responding in an emergency or disaster.
- a. Staging areas should be identified in each zone for both local resources to gather or for outside resources entering the county by major transportation routes/systems.
 - b. This staging concept may support staging areas set by incident commanders at individual sites.
 - c. Communications should be established between staging areas and the EOC.
 - d. If feasible, staging areas and zones should be predesignated.

E. Donated Goods.

1. After a major disaster has occurred, it can be anticipated that resources may be sent in from outside the county without them being requested. Information should be disseminated to send these resources to appropriate staging areas for registering, inventorying, assignments, and distribution.
2. Management of donated supplies, food, clothing, medicine, and other items is discussed in “Annex 20: Donated Goods and Services.”

F. Economy.

After a major disaster, the free market economy and normal distribution, transportation, warehousing, and retail systems will be encouraged and maintained to the maximum extent possible. If a disaster causes a shortage of essential resources, Jefferson County will endeavor to cooperate with the private sector and with the State in encouraging voluntary controls and to enforce mandatory controls as may be needed and when necessary.

Your Notes:

UNIT 5. RESOURCE MANAGEMENT DURING INCIDENTS

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Unit 5. Resource Management During Incidents

Unit Objectives

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

- Describe the activities and procedures to order, acquire, mobilize, track/report, and demobilize resources.
 - Describe the resource management process for accounting for each resource from request to final demobilization.
-

Scope

- Unit Overview
 - Identify Requirements
 - Order and Acquire
 - Activity
 - Order and Acquire
 - Activity
 - Order and Acquire
 - Mobilize
 - Activity
 - Track and Report
 - Recover/Demobilize
 - Reimburse
 - Inventory
 - Unit Summary
-

Methodology

After introducing the unit objectives, the instructor will briefly overview the standardized seven-step cycle for managing resources. The instructor will point out that the first step is to identify resources 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, recover/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.

Unit 5. Resource Management During Incidents

Methodology (Continued)

Finally, the instructor will describe step 7, inventory, which encompasses inventory preparedness activities and systems.

The instructor will wrap up by summarizing the key points of this unit and transition to Unit 6.

Materials

- PowerPoint visuals 5.1 – 5.42
 - Instructor Guide
 - PowerPoint slides and a computer display system
 - Student Manual
-

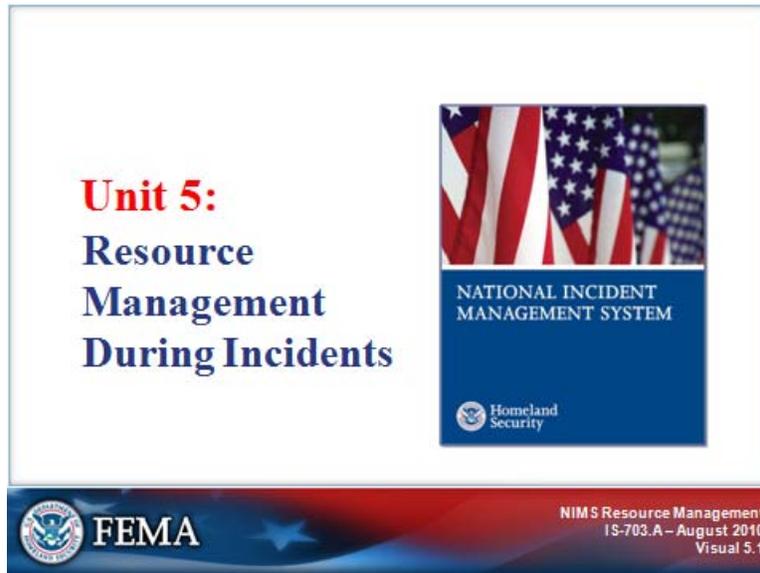
Time Plan

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 Overview	15 minutes
Identify Requirements	20 minutes
Order and Acquire	25 minutes
Activity	15 minutes
Order and Acquire	25 minutes
Activity	10 minutes
Order and Acquire	10 minutes
Mobilize	15 minutes
Activity	30 minutes
Track and Report	10 minutes
Recover/Demobilize	10 minutes
Reimburse	10 minutes
Inventory	10 minutes
Unit Summary	5 minutes
Total Time	3 hours 30 minutes

UNIT OVERVIEW

Visual 5.1



Instructor Notes: Present the following key points.

This unit discusses managing resources during an incident.

UNIT OVERVIEW

Visual 5.2

Unit Objectives

Describe:

- Activities and procedures to order, acquire, mobilize, track/report, and demobilize resources.
- The resource management process for accounting for each resource from request to final demobilization.



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Visual 5.2

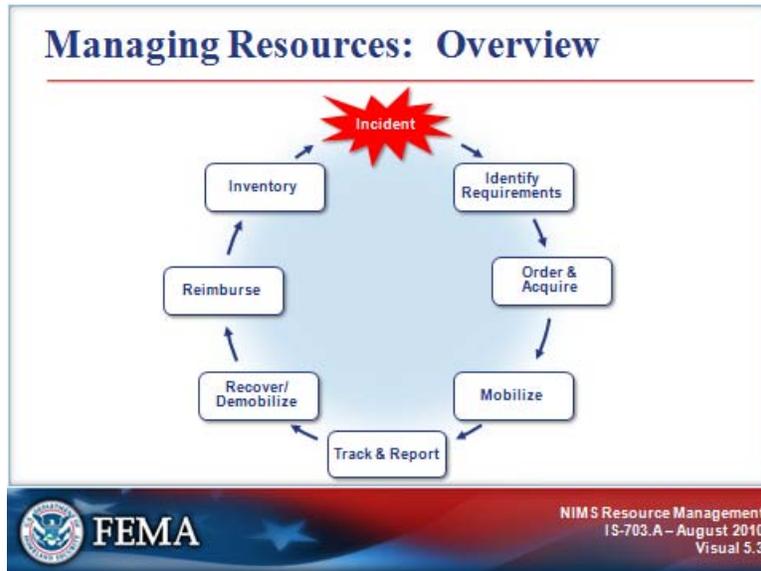
Instructor Notes: Present the following key points.

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

- Describe the activities and procedures to order, acquire, mobilize, track/report, and demobilize resources.
- Describe the resource management process for accounting for each resource from request to final demobilization.

UNIT OVERVIEW

Visual 5.3



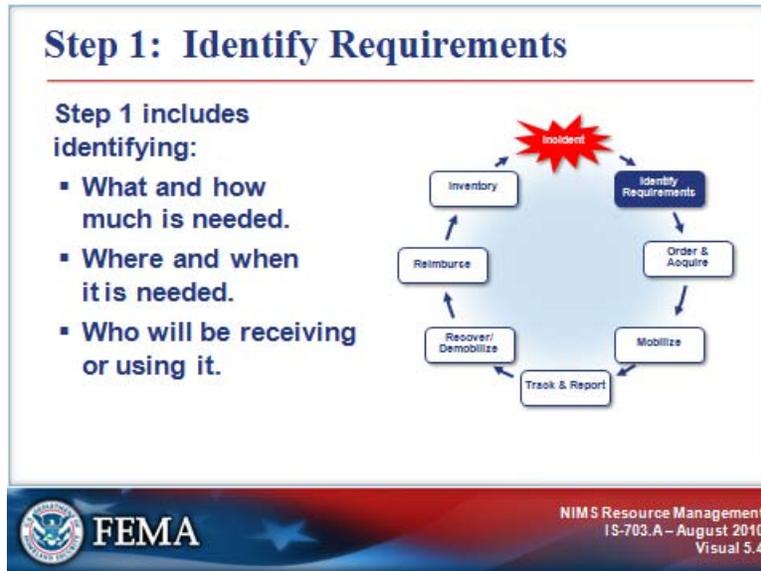
Instructor Notes: Present the following key points.

Following an incident, NIMS promotes the use of a standardized seven-step cycle for managing resources.

It is important to remember that resource management activities must occur on a continual basis to ensure that resources are ready for mobilization.

IDENTIFY REQUIREMENTS

Visual 5.4



Instructor Notes: Present the following key points.

When an incident occurs, personnel who have resource management responsibilities should continually identify, refine, and validate resource requirements. This process includes identifying:

- What and how much is needed.
- Where and when it is needed.
- Who will be receiving or using it.

Resource availability and requirements constantly change as the incident evolves. Coordination among all response partners should begin as early as possible, preferably prior to incident response activities.

IDENTIFY REQUIREMENTS

Visual 5.5

Sizeup

The first step in determining resource needs is to:

- “Size up” the current incident situation.
- Predict future incident potential.



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Visual 5.5

Instructor Notes: Present the following key points.

The first step in determining resource needs is a thorough assessment or “sizeup” of the current incident situation and future incident potential.

This assessment provides the foundation for the incident objectives, and without it, it is impossible to identify the full range of resources that will be needed.

A solid hazards/risk analysis will give the jurisdiction an idea of the kind of resources that might be needed during incidents that are likely to occur. This can be the basis for planning as well as training and exercises with the partners that “own” resources.

IDENTIFY REQUIREMENTS

Visual 5.6

Establish Incident Objectives



Incident objectives are established based on the priorities of:

1. Life safety.
2. Incident stabilization.
3. Property/environmental conservation.

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Visual 5.6

Instructor Notes: Present the following key points.

The Incident Commander develops **incident objectives**—a statement of what is to be accomplished on the incident. Not all incident objectives have the same importance. Incident objectives can be prioritized using the following simple “LIP” mnemonic:

- **Life Safety:** Objectives that deal with immediate threats to the safety of the public and responders are the first priority.
- **Incident Stabilization:** Objectives that contain the incident to keep it from expanding and objectives that control the incident to eliminate or mitigate the cause are the second priority.
- **Property/Environmental Conservation:** Objectives that deal with issues of protecting public and private property or damage to the environment are the third priority.

Incident objectives are not necessarily completed in sequence determined by priority. It may be necessary to complete an objective related to incident stabilization before a life safety objective can be completed. Using the LIP mnemonic helps prioritize incident objectives. This device can also be used to prioritize multiple incidents, with those incidents having significant life safety issues being given a higher priority than those with lesser or no life safety issues.

IDENTIFY REQUIREMENTS

Visual 5.7

Incident Action Planning Process

- Develop incident objectives and strategy.
- Develop tactics and resource assignments.
- Conduct incident and resource assessment.
- Identify required logistical support.
- Consider public information and interagency issues.
- Document assignments and required support.
- Monitor implementation.



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Visual 5.7

Instructor Notes: Present the following key points.

The management by objectives focus of ICS is reinforced and implemented through the planning process. The Incident Action Planning (IAP) process steps include:

- Development of incident objectives and strategy.
- Development of tactics and resource assignments.
- Detailed incident and resource assessment, including safety concerns.
- Required logistical support.
- Consideration of public information and interagency issues.
- Documentation of assignments and required support on the written IAP.
- Monitored implementation.

Implementing the formal planning process early in the incident, and maintaining the discipline imposed by it, helps the ICS organization attain its objectives.

IDENTIFY REQUIREMENTS

Visual 5.8

Strategies, Tactics, and Resources

The Operations Section Chief:

- Develops strategies and tactics to accomplish objectives.
- Uses this information to identify resource needs.
- Uses ICS Form 215 to indicate kinds and types of resources needed.



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Visual 5.8

Instructor Notes: Present the following key points.

The Operations Section Chief develops strategies and detailed tactics for accomplishing the incident objectives. By assigning resources to execute each tactic, the Operations Section Chief can identify resource needs.

The Operational Planning Worksheet (ICS Form 215) is used to indicate the kind and type of resources needed to implement the recommended tactics to meet the incident objectives. This worksheet includes the number of resources onsite, ordered, and needed.

The next page includes graphics illustrating how to complete the ICS Form 215.

Unit 5. Resource Management During Incidents

IDENTIFY REQUIREMENTS

ICS Form 215 Operational Planning Worksheet

Below is the first part of the form. Note that each work assignment is described along with the types of resources required, number of resources at the scene, and total number of additional resources.

OPERATIONAL PLANNING WORK SHEET Incident Name: **Winter Storm**

Division/Group or Other Unit	Work Assignments	Resource by Type (Show Strike Team as ST)																							
		Engines				Police Officers				Snow Piles				Spading Trucks				Dump Trucks							
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4						
Parking Lot Group	Remove snow from I/O, Fire Stations, Police Dept., and Hospital Parking Lots. See maps for snow pile location. 6" max. accumulation.													4				4							
Division A	Remove snow from all primary and secondary roads/streets in Div. Monitor all north/south roadways for drifting. 6" max. accumulation.													3				1							
														2											

Operations Section Organizational Element (points to Division A)

Tactical Assignment (points to Work Assignments)

Kind/Type of Resources (points to Spading Trucks)

Resources Needed Next Operational Period (points to Dump Trucks)

The other half of the form specifies where and when resources should arrive at the incident scene.

Winter Storm Date Prepared: **2-10** Time Prepared: **1100** Operational Period (Date/Time): **2-10/11 1800/0600**

Resource by Type (Show Strike Team as ST)	Reporting Location	Requested Arrival Time
Spading Trucks	Public Works Shop	1700
Dump Trucks	Public Works Shop	1700
Front End Loaders	Public Works Shop	1700

Operational Period Being Planned (points to 2-10/11 1800/0600)

Kind/Type of Resources (points to Spading Trucks)

Reporting Location and Requested Arrival Time (points to Public Works Shop 1700)

IDENTIFY REQUIREMENTS

Visual 5.9

Supervisory and Support Resources



Supervisory and support resources:

- May be needed to maintain adequate span of control.
- May be added to ensure adequate planning and logistics.
- Must be considered in determining tactical operations.
- Can mean the difference between success and failure.

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Visual 5.9

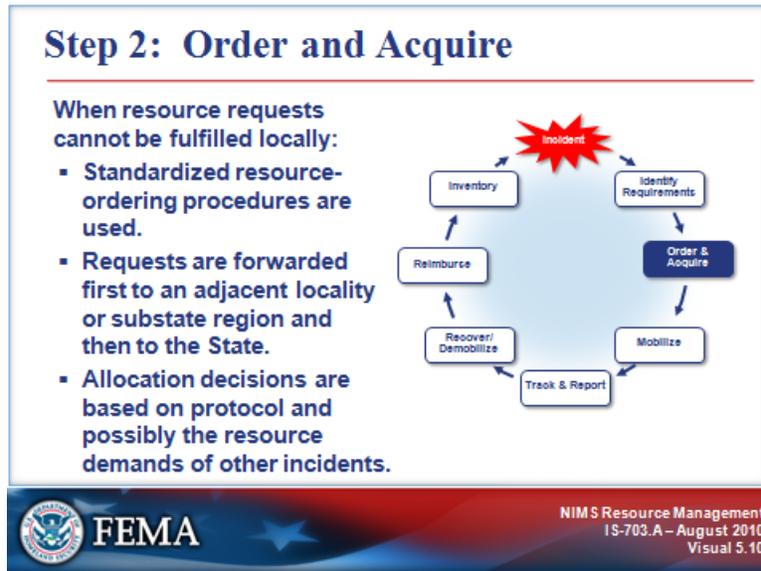
Instructor Notes: Present the following key points.

It is important that the incident organization's ability to supervise and support additional resources is in place prior to requesting them. As a consequence, more supervisory personnel may be needed to maintain adequate span of control, and support personnel may be added to ensure adequate planning and logistics.

Personnel and logistical support factors (e.g., equipping, transporting, feeding, providing medical care, etc.) must be considered in determining tactical operations. Lack of logistical support can mean the difference between success and failure.

ORDER AND ACQUIRE

Visual 5.10



Instructor Notes: Present the following key points.

Typically, incidents will have an initial commitment of resources assigned.

As incidents grow in size and/or complexity, more tactical resources may be required and the Incident Commander may augment existing resources with additional personnel and equipment.

Dispatch organizations service incidents on a first-come, first-served basis with the emergency response resources in the dispatch pool. Ordinarily, dispatchers have the authority to activate first-tier mutual aid and assistance resources.

Standardized resource-ordering procedures are used when requests for resources cannot be fulfilled locally. Typically, these requests are forwarded first to an adjacent locality or substate region and then to the State.

Decisions about resource allocation are based on organization or agency protocol and possibly the resource demands of other incidents.

Mutual aid and assistance resources will be mobilized only with the consent of the jurisdiction that is being asked to provide the requested resources. Discrepancies between requested resources and those available for delivery must be communicated to the requestor.

ORDER AND ACQUIRE

Visual 5.11

Formalized Resource-Ordering Protocols

Formalized resource-ordering protocols may be required when:

- The organization does not have the authority to request resources beyond the local mutual aid and assistance agreements.
- The dispatch workload increases to the point where additional resources are needed to coordinate resource allocations.
- It is necessary to prioritize limited resources among incidents.



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Visual 5.11

Instructor Notes: Present the following key points.

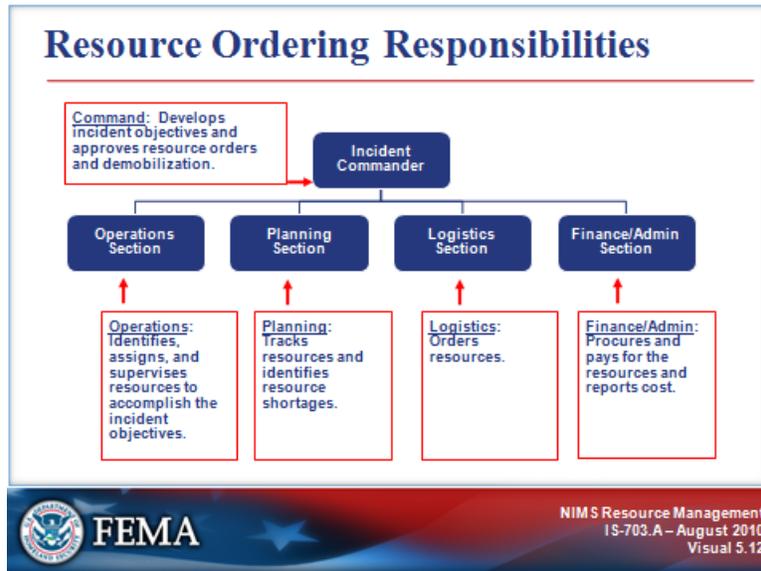
More formalized resource-ordering protocols and the use of a Multiagency Coordination (MAC) Group or policy group may be required when:

- The organization does not have the authority to request resources beyond the local mutual aid and assistance agreements.
- The dispatch workload increases to the point where additional resources are needed to coordinate resource allocations.

It is necessary to prioritize limited resources among incidents.

ORDER AND ACQUIRE

Visual 5.12



Instructor Notes: Present the following key points.

The chart on the visual illustrates that:

- The Incident Commander is responsible for developing incident objectives and approving resource orders and demobilization.
- The Operations Section is responsible for identifying, assigning, and supervising resources to accomplish the incident objectives.
- The Planning Section is responsible for tracking resources and identifying resource shortages.
- The Logistics Section is responsible for ordering resources.
- The Finance/Administration Section is responsible for procuring and paying for resources and reporting on costs.

ORDER AND ACQUIRE

Visual 5.13

Avoid Bypassing Systems



Reaching around the official resource coordination process:

- Creates serious problems.
- Puts responders at risk.
- Leads to inefficient use and/or lack of accounting of resources.

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IS-703.A – August 2010
Visual 5.13

Instructor Notes: Present the following key points.

Those responsible for managing resources, including public officials, should recognize that reaching around the official resource coordination process within the Multiagency Coordination System supporting the incident creates serious problems.

In other words, even if you think it is helpful, never send resources to the scene that have not been requested through the established system.

Requests from outside the established system for ordering resources can put responders at risk, and at best typically lead to inefficient use and/or lack of accounting of resources.

ORDER AND ACQUIRE

Visual 5.14

Resource Ordering Guidelines

The Incident Commander should communicate:

- Who within the organization may place an order with Logistics.
- What resource requests require the Incident Commander's approval.
- What resource requests may be ordered without the Incident Commander's approval.



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Visual 5.14

Instructor Notes: Present the following key points.

The Incident Commander should communicate:

- **Who within the organization may place an order with Logistics.** This authority may be restricted to Section Chiefs and/or Command Staff, or may be delegated further down the chain of command.
- **What resource requests require the Incident Commander's approval.** The Incident Commander may want to review and approve any nonroutine requests, especially if they are expensive or require outside agency participation.
- **What resource requests may be ordered without the Incident Commander's approval.** It may not be efficient for the Incident Commander to review and approve all resource orders for routine supplies, food, etc., on a major incident.

ORDER AND ACQUIRE

Visual 5.15

Purchasing Guidelines

Emergency purchasing guidelines should be:

- Established by the Incident Commander.
- Understood by Finance/Admin and Logistics staff.
- Written in a formal delegation of authority to ensure appropriate fiscal controls are in place.



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Visual 5.15

Instructor Notes: Present the following key points.

The Incident Commander should establish guidelines for emergency purchasing. Finance/Administration and Logistics staff must understand purchasing rules, especially if different rules apply during an emergency than day to day.

Writing these guidelines in a formal delegation of authority ensures that appropriate fiscal controls are in place, and that the Incident Management Team expends funds in accordance with the direction of the jurisdiction’s agency administrator.

ACTIVITY

Visual 5.16

Activity: Resource Management

Instructions: Working with your table group . . .

1. Read the scenarios in your Student Manual.
2. Determine the optimal action for each resource management issue.
3. Write your answers on chart paper.
4. Select a spokesperson and be prepared to present your answers in 10 minutes.



Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Read the scenarios on the next page in your Student Manual.
2. Determine the optimal action for each resource management issue.
3. Write your answers on chart paper.
4. Select a spokesperson and be prepared to present your answers in 10 minutes.

Instructor Debrief Instructions:

1. Monitor the time. Notify the groups when 2 minutes remain.
2. Have each group present their answers to one of the scenarios, asking them to explain their reasoning.
3. Facilitate a discussion, asking the other groups if they had different answers.
4. If necessary, present the suggested answers on the following page.

ACTIVITY

Resource Management Scenarios

Scenario 1: Dispatch centers have been flooded with competing resource requests from multiple incidents occurring within the jurisdiction.

Optimal Action: The Emergency Operations Center policy group should activate more formal resource ordering and allocation protocols.

Explanation: Dispatch organizations service incidents on a first-come, first-served basis with the emergency response resources in the dispatch pool. Ordinarily, dispatchers have the authority to activate first-tier mutual aid and assistance resources. When additional resources are needed or when resources need to be prioritized among incidents, more formal resource ordering protocols should be implemented.

Scenario 2: The media are reporting that a large evacuation effort is being hampered by a lack of traffic control personnel.

Optimal Action: The police chief should request mutual aid to assist officers at the scene.

Explanation: Even when it seems to be helpful, no one should send resources to the scene that have not been requested through the established system. Requests from outside the established system for ordering resources can put responders at risk, and at best typically lead to inefficient use and/or lack of accounting of resources.

Scenario 3: The Incident Management Team has been responding to expanding floodwaters that are engulfing the county.

Optimal Action: The Incident Commander should delegate authority to approve resource orders for routine supplies, food, etc., to the Logistics Section Chief.

Explanation: It may not be efficient for the Incident Commander to review and approve all resource orders for routine supplies, food, etc., on a major incident. However, the Incident Commander may want to review and approve any nonroutine requests, especially if they are expensive or require outside agency participation.

ORDER AND ACQUIRE

Visual 5.17

Resource Order Documentation

Resource orders should document:

- **Contacts with sources or potential sources for the resource request.**
- **Source for the responding resource.**
- **Identification of the responding resource.**
- **Estimated time of arrival.**
- **Estimated cost.**
- **Changes to the order made by Command, or the position placing the order.**



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Visual 5.17

Instructor Notes: Present the following key points.

Resource orders should document action taken on a request, including but not limited to:

- Contacts with sources or potential sources for the resource request.
- Source for the responding resource.
- Identification of the responding resource (name, ID number, transporting company, etc.).
- Estimated time of arrival.
- Estimated cost.
- Changes to the order made by Command, or the position placing the order.

Such detailed information is often critical in tracking resource status through multiple staff changes and operational periods.

The resource order is used to request personnel, tactical, and support resources. Even though different formats exist, every resource order should contain the following essential elements of information:

- Incident name
- Order and/or request number
- Date and time of order
- Quantity, kind, and type of resources needed (include special support needs as appropriate)
- Reporting location and contact (specific)
- Requested time of delivery (specific, not simply ASAP)
- Communications system to be used
- Person/title placing request
- Callback phone number for clarification or additional information
- For State and Federal agencies, a way to reference the originating office's order number

Unit 5. Resource Management During Incidents

ORDER AND ACQUIRE

Visual 5.18

Resource Order (ICS 308)

1. RESOURCE ORDER		INITIAL DATE/TIME	2. INCIDENT/PROJECT NAME		3. INCIDENT/PROJECT ORDER NUMBER		4. OFFICE REFERENCE NUMBER	
Personnel		04-05-03	Mormon Cricket #1		10-03-E6-1234		USDA-APHIS-14	
5. DESCRIPTIVE LOCATION/RESPONSE AREA			6. SEC.	7. IN	8. IN	9. IN	8. INCIDENT BASEPHONE NUMBER	
Southern Elmore County							308-123-4567	
10. AIRCRAFT INFORMATION:			11. MAP REFERENCE			12. JURISDICTION AGENCY		
11. BEARING			12. MAP REFERENCE			13. INCLUDING OFFICE		
12. DISTANCE			13. MAP REFERENCE			14. Dept. of Ag.		
13. BASE OR ORN			14. MAP REFERENCE			15. Dept. of Ag.		
14. AIR CONTACT			15. MAP REFERENCE			16. OTHER AIRCRAFT/HAZARDS		
15. FREQUENCY			16. MAP REFERENCE			17. OTHER AIRCRAFT/HAZARDS		
16. FREQUENCY			17. OTHER AIRCRAFT/HAZARDS			18. OTHER AIRCRAFT/HAZARDS		
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Visual 5.18

Instructor Notes: Present the following key points.

The Logistics Section may use the Resource Order form (ICS 308) to record the type and quantity of resources requested to be ordered. In addition, this form is used to track the status of the resources after they are received.

A sample of the ICS Form 308 is provided on the following page.

Unit 5. Resource Management During Incidents

INCIDENT/PROJECT ORDER NUMBER	1C	RESOURCE ORDER		INITIAL DATE/TIME	2. INCIDENT/PROJECT NAME			3. INCIDENT /PROJECT ORDER NUMBER			4. OFFICE REFERENCE NUMBER				
	2C	-----		04-05-03	Mormon Cricket #1			10-03-E6-1234			USDA-APHIS-I4				
	3C	Personnel													
	4C	5. DESCRIPTIVE LOCATION/RESPONSE AREA				6. SEC.	TWN	RNG	Base MDM	8. INCIDENT BASE/PHONE NUMBER			9. JURISDICTION/AGENCY ID - Dept. of Ag.		
	5C	Southern Elmore County				7. MAP REFERENCE			208-123-4567			10. ORDERING OFFICE ID - Dept. of Ag.			
	6C	11. AIRCRAFT INFORMATION				LAT.			LONG.						
	7C	BEARING	DISTANCE	BASE OR OMNI	AIR CONTACT	FREQUENCY		Ground Contact	FREQUENCY	RELOAD BASE	OTHER AIRCRAFT/HAZARDS				
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	9C														
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13. ORDER RELAYED				ACTION TAKEN				ORDER RELAYED				ACTION TAKEN			
Req. No.	Date	Time	To/From					Req. No.	Date	Time	To/From				
0-1/2	04/05	1030	T. Pole/C. Davis	Request filled. ETA 04-07 <input type="checkbox"/>								Will be met in BOI by Kelly <input type="checkbox"/>			
				1030 UA 235 departs LAX <input type="checkbox"/>								Phone#: 208-344-7825. <input type="checkbox"/>			
				0800 arrives BOI 1100. Plane.				04/05	1030 M. Smith/T.Pole			Relayed. Confirmed phone #.			

ACTIVITY

Visual 5.19

Activity: Ordering Resources

Instructions: Working with your table group . . .

1. Read the scenario in your Student Manual.
2. Review the resource orders and identify missing information that would be needed for each order to be successfully processed.
3. Write your answers on chart paper.
4. Select a spokesperson and be prepared to present your answers in 5 minutes.

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Visual 5.19

Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Read the scenario below in your Student Manual.
2. Review the resource orders on the next page and identify missing information that would be needed for each order to be successfully processed.
3. Write your answers on chart paper.
4. Select a spokesperson and be prepared to present your answers in 5 minutes.

Instructor Debrief Instructions:

1. Monitor the time. Notify the groups when 2 minutes remain.
2. Ask each group to present their answers for one of the resource orders.
3. When all of the groups have finished, facilitate a discussion, asking the participants to explain any differences in their answers.
4. If necessary, mention the information provided in the suggested answers provided on the next page.

Scenario: A dam has broken in Mission County. The Mission County Dispatch is receiving orders for resources from the Incident Management Team.

Unit 5. Resource Management During Incidents

ACTIVITY

ORDERING RESOURCES

Resource Order 1: At 1300 2-22, the Incident ordered 3,000 sandbags. They want them delivered to the Incident Command Post (ICP) by 1200 on 2-23.

Missing Information:

- Kind/type sandbag.
- Person ordering.
- Delivery contact (position and contact number).
- Method of communication.

Resource Order 2: The Incident Commander has ordered a 10-yard dump truck with driver. He wants him at 1300. Communication will be by cell phone at 111-222-3333.

Missing Information:

- Date and time of order.
- Where the resource should report, and to whom.

Resource Order 3: At 1130, 2-22, the Operations Section Chief orders lunches for everyone at the ICP.

Missing Information:

- How many lunches.
- What kind of lunches.
- When they should be delivered.
- Communications and contact information.

ORDER AND ACQUIRE

Visual 5.20

Placing Orders

Methods for placing orders may include:

- Voice (by telephone or radio) or fax.
- Computer or digital display terminal.



For all incidents, using a single-point ordering system is the preferred approach.

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Visual 5.20

Instructor Notes: Present the following key points.

During smaller incidents, where only one jurisdiction or agency is primarily involved, the resource order is typically prepared at the incident, approved by the Incident Commander, and transmitted from the incident to the jurisdiction or agency ordering point.

Methods for placing orders may include:

- Voice (by telephone or radio) or fax.
- Computer or digital display terminal.

For all incidents, using a single-point ordering system is the preferred approach.

The following pages include an explanation of the differences between single-point and multipoint resource ordering.

ORDER AND ACQUIRE

Single-Point vs. Multipoint Resource Ordering

Single-Point Resource Ordering: The concept of single-point resource ordering is that the burden of finding the requested resources is placed on the responsible jurisdiction/agency dispatch/ordering center and not on the incident organization.

Single-point resource ordering (i.e., ordering all resources through one dispatch/ordering center) is usually the preferred method.



However, single-point resource ordering may not be feasible when:

- The dispatch/ordering center becomes overloaded with other activity and is unable to handle new requests in a timely manner.
- Assisting agencies at the incident have policies that require all resource orders be made through their respective dispatch/ordering centers.
- Special situations relating to the order necessitate that personnel at the incident discuss the details of the request directly with an off-site agency or private-sector provider.

ORDER AND ACQUIRE

Single-Point vs. Multipoint Resource Ordering (Continued)

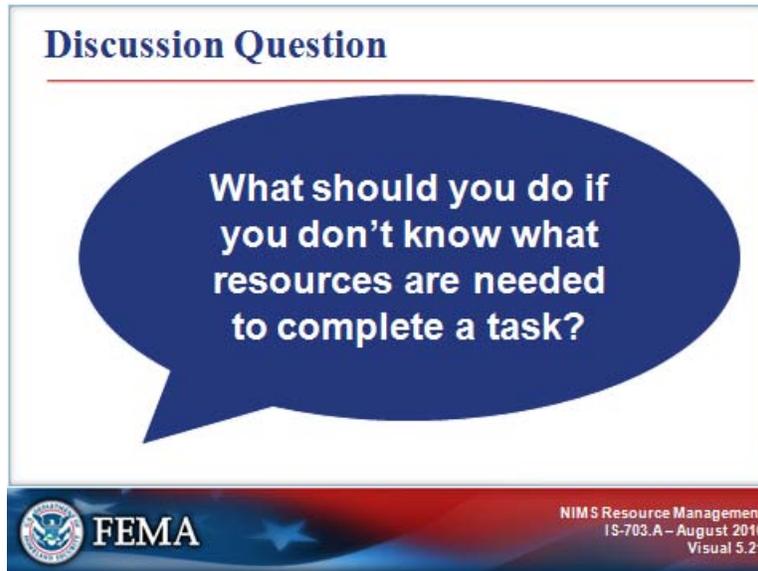
Multipoint Resource Ordering: Multipoint ordering is when the incident orders resources from several different ordering points and/or the private sector. **Multipoint off-incident resource ordering should be done only when necessary.**



Multipoint ordering places a heavier load on incident personnel by requiring them to place orders through two or more ordering points. This method of ordering also requires tremendous coordination between and among ordering points, and increases the chances of lost or duplicated orders.

ORDER AND ACQUIRE

Visual 5.21



Instructor Notes: Present the following key points.

Ask the participants: What should you do if you don't know what resources are needed to complete a task?

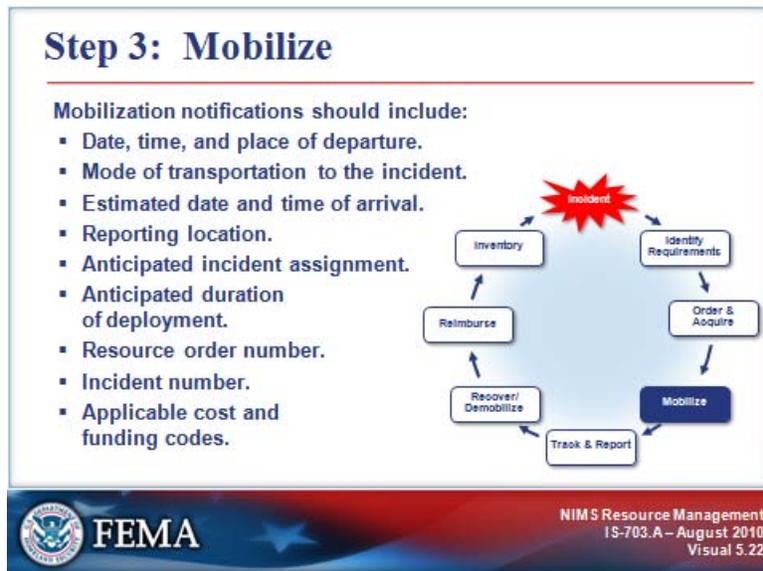
Acknowledge the participants' responses. If not mentioned by participants, include the following:

Occasionally, incident personnel may not know the specific resource or mix of resources necessary to complete a task. In such situations, it is advisable to state the requirement rather than request specific tactical or support resources. By clearly identifying the requirement, the agency fulfilling the order has the discretion to determine the optimal mix of resources and support needed.

For example, many local governments use a requirements-based approach with the American Red Cross for providing shelter services. The order describes the population needing shelter (location, size, special needs, and estimated timeframe) and the American Red Cross selects an appropriate facility and provides staff, equipment and supplies, and other resources.

MOBILIZE

Visual 5.22



Instructor Notes: Present the following key points.

Incident resources mobilize as soon as they are notified through established channels. Mobilization notifications should include:

- The date, time, and place of departure.
- Mode of transportation to the incident.
- Estimated date and time of arrival.
- Reporting location (address, contact name, and phone number).
- Anticipated incident assignment.
- Anticipated duration of deployment.
- Resource order number.
- Incident number.
- Applicable cost and funding codes.

When resources arrive on scene, they must be formally checked in.

MOBILIZE

Visual 5.23

Mobilization Procedures

Mobilization procedures should detail:

- How staff should expect authorized notification.
- Who will physically perform the call-out.
- The agency's policy concerning self-dispatching and freelancing.



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Visual 5.23

Instructor Notes: Present the following key points.

Mobilization procedures should detail how staff should expect authorized notification, and designate who will physically perform the call-out. Procedures should also describe the agency's policy concerning self-dispatching and freelancing.

There are a number of software programs that can perform simultaneous alphanumeric notifications via pager, or deliver voice messages over the telephone. Backup procedures should be developed for incidents in which normal activation procedures could be disrupted by utility failures, such as an earthquake or hurricane.

Mobilization procedures must be augmented with detailed checklists, appropriate equipment and supplies, and other job aids such as phone trees or pyramid re-call lists so that activation can be completed quickly.

ACTIVITY

Visual 5.24

Activity: Mobilization and Notification

Instructions: Working with your table group . . .

1. Review the likely emergencies listed in your jurisdiction's hazard analysis.
2. For each incident type, describe the mobilization and notification method.
3. Identify alternate mobilization and notification methods for incidents likely to affect telephones, pagers, and other electronic systems.
4. Write your answers on chart paper, select a spokesperson, and be prepared to present in 15 minutes.



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Visual 5.24

Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Review the likely emergencies listed in your jurisdiction's hazard analysis.
2. For each incident type, describe the mobilization and notification method.
3. Identify alternate mobilization and notification methods for incidents likely to affect telephones, pagers, and other electronic systems.
4. Write your answers on chart paper, select a spokesperson, and be prepared to present your answers to the class in 15 minutes.

Instructor Debrief Notes:

1. Monitor the time. Notify the groups when 5 minutes remain.
2. Ask each group to share their answers.
3. Remind the participants that if they cannot answer these questions, they should plan to research the answers upon completion of this course.

ACTIVITY

Notification and Mobilization

Instructions: Review the likely emergencies listed in your jurisdiction's hazard analysis, and answer the questions below.

For each emergency, what is the mobilization and notification method?

For those emergencies that are likely to affect telephones, pagers, and other electronic notification systems, does the plan outline alternate methods of mobilization and notification?

Does your plan have alternate methods of activation for emergencies that are likely to affect telephones, pagers, and other electronic notification systems?

Could you describe the mobilization and notification methods for each potential emergency?

TRACK AND REPORT

Visual 5.25



Instructor Notes: Present the following key points.

Resource tracking is a standardized, integrated process conducted prior to, during, and after an incident to:

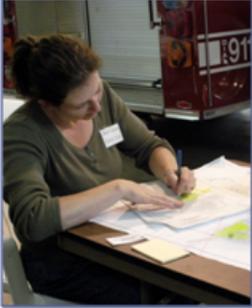
- Provide a clear picture of where resources are located.
- Help staff prepare to receive resources.
- Protect the safety and security of personnel, equipment, and supplies.
- Enable resource coordination and movement.

Resources are tracked using established procedures continuously from mobilization through demobilization.

TRACK AND REPORT

Visual 5.26

Tracking and Reporting Responsibilities



- **Planning Section** tracks all resources assigned to the incident and their status (assigned, available, out of service).
- **Operations Section** tracks the movement of resources within the Operations Section itself.
- **Finance/Admin Section** ensures the cost-effectiveness of resources.

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Visual 5.26

Instructor Notes: Present the following key points.

Resource tracking responsibilities are shared as follows:

- The **Planning Section** is responsible for tracking all resources assigned to the incident and their status (assigned, available, out of service).
- The **Operations Section** is responsible for tracking the movement of resources within the Operations Section itself.
- The **Finance/Administration Section** is responsible for ensuring the cost-effectiveness of resources.

TRACK AND REPORT

Visual 5.27

Accounting for Responders

Securing a perimeter allows the incident response organization to:

- Establish resource accountability.
- Provide security and force protection.
- Ensure safety of responders and the public.



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Visual 5.27

Instructor Notes: Present the following key points.

As soon as the incident is discovered and reported, and often even before responders are dispatched, volunteers, victims, and spectators will converge at the scene. When responders arrive, they must separate first spectators and then volunteers from disaster survivors, and secure a perimeter around the incident.

Securing a perimeter allows the incident response organization to:

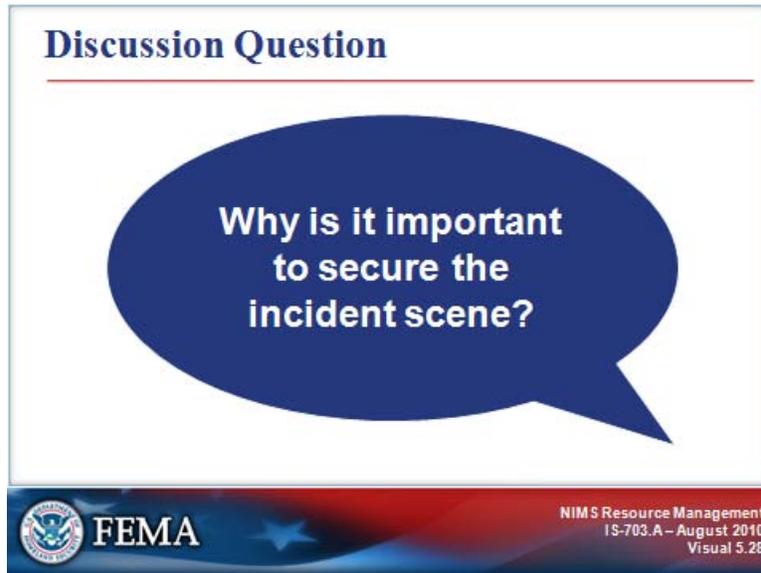
- Establish resource accountability.
- Provide security and force protection.
- Ensure safety of responders and the public.

It is important to have advanced procedures in place for:

- Establishing controlled points of access for authorized personnel.
- Distinguishing agency personnel who have been formally requested from those who self-dispatched.
- Verifying the identity, qualifications, and deployment authorization of personnel with special badges.
- Establishing affiliation access procedures to permit critical infrastructure owners and operators to send in repair crews and other personnel to expedite the restoration of their facilities and services.

TRACK AND REPORT

Visual 5.28



Instructor Notes: Present the following key points.

Ask the participants: Why is it important to secure the incident scene?

Acknowledge the participants' responses. If not mentioned by participants, include the following:

- Establish resource accountability.
- Provide security and force protection.
- Ensure safety of responders and the public.

TRACK AND REPORT

Visual 5.29

Check-In Process



Information includes:

- Date and time of check-in.
- Name of resource.
- Home base.
- Departure point.
- Order number and resource filled.
- Resource Leader name and personnel manifest (if applicable).
- Other qualifications.
- Travel method.

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Visual 5.29

Instructor Notes: Present the following key points.

The Incident Command System uses a simple and effective resource check-in process to establish resource accountability at an incident.

The Planning Section Resources Unit establishes and conducts the check-in function at designated incident locations. If the Resources Unit has not been activated, the responsibility for ensuring check-in will be with the Incident Commander or Planning Section Chief. Formal resource check-in may be done on an ICS Form 211 Check-In List.

A copy of the ICS Form 211 is provided on the next page.

Information collected at check-in is used for tracking, resource assignment, and financial purposes, and includes:

- Date and time of check-in.
- Name of resource.
- Home base.
- Departure point.
- Order number and resource filled.
- Resource Leader name and personnel manifest (if applicable).
- Other qualifications.
- Travel method.

Depending on agency policy, the Planning Section Resources Unit may contact the dispatch organization to confirm the arrival of resources, personnel may contact their agency ordering point to confirm their arrival, or the system may assume on-time arrival unless specifically notified otherwise.

TRACK AND REPORT

Visual 5.30

Resource Status-Keeping Systems



Resource-tracking systems should:

- Account for the overall status of resources at the incident.
- Track personnel movement into and out of the incident "hot zone."
- Be able to handle large or small incidents.
- Have a backup mechanism.

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Visual 5.30

Instructor Notes: Present the following key points.

There are many resource-tracking systems, ranging from simple status sheets to sophisticated computer-based systems. Regardless of the system used, it must:

- Account for the overall status of resources at the incident.
- Track movement of Operations personnel into and out of the incident "hot zone."
- Be able to handle day-to-day resource tracking, and also be flexible enough to track large numbers of multidisciplinary resources that may respond to a large, rapidly expanding incident.
- Have a backup mechanism in the event on-scene tracking breaks down.

The more hazardous the tactics being implemented on the incident, the more important it is to maintain accurate resource status information.

The next page includes more information about different types of resource status-keeping systems.

TRACK AND REPORT

Types of Resource Status-Keeping Systems

Manual Recordkeeping on Forms. The following ICS forms can be used for resource tracking: the resources summary of the Incident Briefing (ICS Form 201), Check-In List (ICS Form 211), and Assignment List (ICS Form 204).

Card Systems. Several versions are available that allow for maintaining status of resources on cards. One of these systems has different-colored T-shaped cards for each kind of resource. The cards are formatted to record various kinds of information about the resource. The cards are filed in racks by current location.

Magnetic Symbols on Maps or Status Boards. Symbols can be prepared in different shapes, sizes, and colors with space to add a resource designator. The symbols are placed on maps or on boards indicating locations designated to match the incident.

Computer Systems. A laptop computer can be used with a simple file management or spreadsheet program to maintain information on resources. These systems can be used to compile check-in information and then be maintained to reflect current resource status.

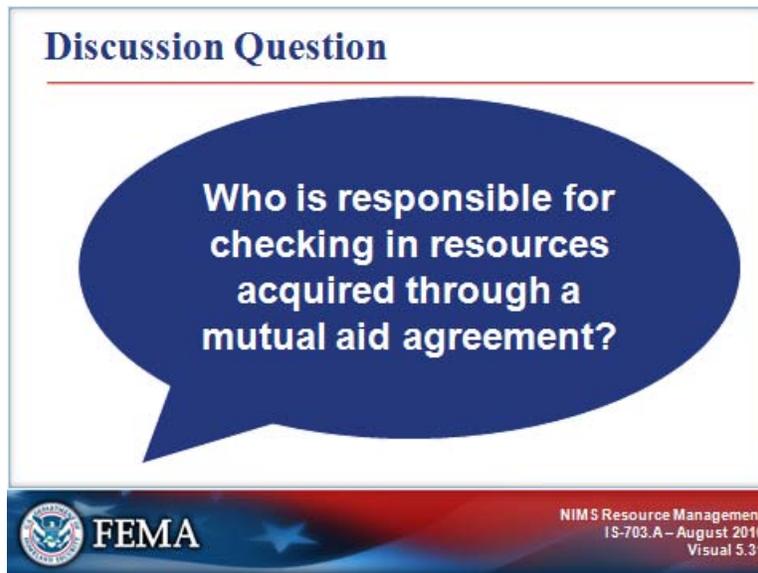
The “Passport” system is an on-scene resource-tracking system that is in common use in fire departments across the country. The system includes three Velcro-backed name tags and a special helmet shield for each employee. When the employee reports for work, he or she places the name tags on three “passports.” The primary passport is carried on the driver’s-side door of the apparatus to which the employee is assigned. The secondary passport is carried on the passenger-side door, and the third is left at the fire station.

Upon arrival at an incident, the apparatus officer gives the primary passport to the Incident Commander, or the Division/Group Supervisor to which the resource is being assigned. The Incident Commander or Division/Group Supervisor will keep the passport until the resource is released from his or her supervision, when it will be returned to the company officer. The secondary passport may either remain with the apparatus, or be collected by the Resources Unit to aid overall incident resource tracking. The third passport serves as a backup mechanism documenting what personnel are on the apparatus that shift.

The helmet shield is placed on the employee’s helmet upon receiving an incident assignment. The shield provides an easy visual indication of resource status and helps control freelancing.

TRACK AND REPORT

Visual 5.31



Instructor Notes: Present the following key points.

Ask the participants: Who is responsible for checking in resources acquired through a mutual aid agreement when they arrive at the incident scene?

Acknowledge the participants' responses. If necessary, include the following:

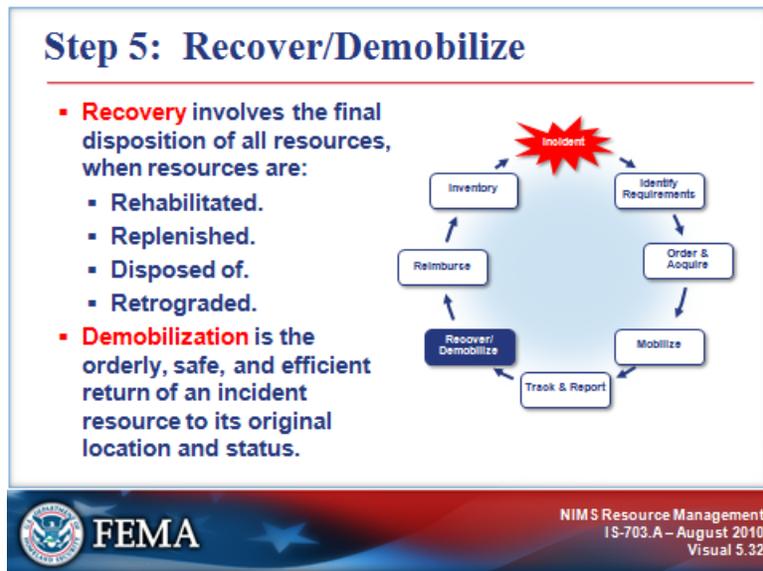
The Planning Section Resources Unit establishes and conducts the check-in function at designated incident locations. If the Resources Unit has not been activated, the responsibility for ensuring check-in will be with the Incident Commander or Planning Section Chief. Formal resource check-in may be done on an ICS Form 211 Check-In List.

Resource-tracking systems must:

- Account for the overall status of resources at the incident.
- Track movement of Operations personnel into and out of the incident "hot zone."

RECOVER/DEMOBILIZE

Visual 5.32



Instructor Notes: Present the following key points.

Recovery involves the final disposition of all resources, including those located at the incident site and at fixed facilities. During this process, resources are rehabilitated, replenished, disposed of, and/or retrograded.

Demobilization is the orderly, safe, and efficient return of an incident resource to its original location and status. Demobilization planning should begin as soon as possible to facilitate accountability of the resources. During demobilization, the Incident Command and Multiagency Coordination System elements coordinate to prioritize critical resource needs and reassign resources (if necessary).

The next page includes more information about nonexpendable and expendable resources.

RECOVER/DEMOBILIZE

Expendable vs. Nonexpendable Resources

Nonexpendable Resources

Nonexpendable resources (such as personnel, firetrucks, and durable equipment) are fully accounted for both during the incident and when they are returned to the providing organization. The organization then restores the resources to full functional capability and readies them for the next mobilization.

Broken or lost items should be replaced through the appropriate resupply process, by the organization with invoicing responsibility for the incident, or as defined in existing agreements. It is critical that fixed-facility resources also be restored to their full functional capability in order to ensure readiness for the next mobilization.

In the case of human resources, such as Incident Management Teams, adequate rest and recuperation time and facilities should be provided. Important occupational health and mental health issues should also be addressed, including monitoring the immediate and long-term effects of the incident (chronic and acute) on emergency management/response personnel.

Expendable Resources

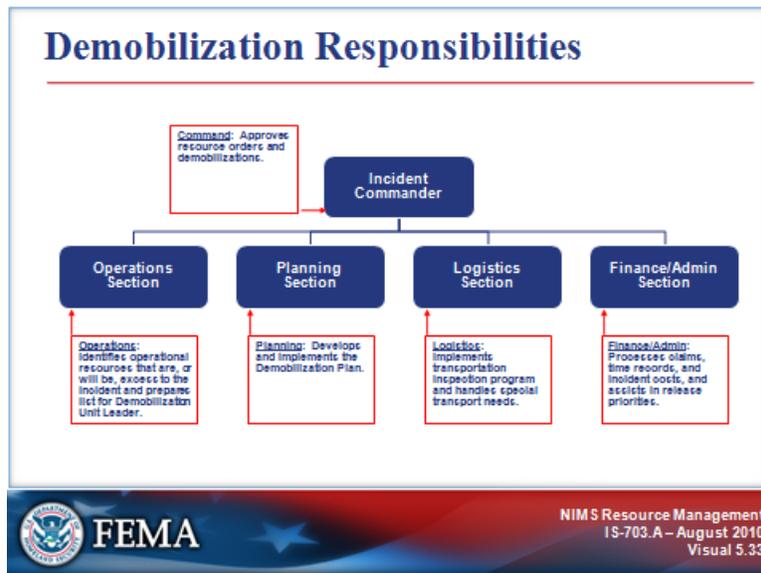
Expendable resources (such as water, food, fuel, and other one-time-use supplies) must be fully accounted for. The incident management organization bears the costs of expendable resources, as authorized in financial agreements executed by preparedness organizations. Restocking occurs at the point from which a resource was issued.

Returned resources that are not in restorable condition (whether expendable or nonexpendable) must be declared as excess according to established regulations and policies of the controlling jurisdiction, agency, or organization.

Waste management is of special note in the process of recovering resources, as resources that require special handling and disposition (e.g., biological waste and contaminated supplies, debris, and equipment) are handled according to established regulations and policies.

RECOVER/DEMOBILIZE

Visual 5.33



Instructor Notes: Present the following key points.

Demobilization planning is informal and is executed by the Incident Commander, who follows agency protocols. However, on a complex incident, a formal demobilization plan and process should be followed.

The chart on the visual illustrates the following demobilization responsibilities on a complex incident:

- The **Incident Commander** is responsible for approving resource orders and demobilizations.
- The **Operations Section** identifies operational resources that are, or will be, excess to the incident and prepares a list for the Demobilization Unit Leader.
- The **Planning Section** develops and implements the Demobilization Plan.
- The **Finance/Administration Section** processes claims, time reports, and incident costs, and assists in release priorities.

RECOVER/DEMOBILIZE

Visual 5.34

Early Demobilization Planning

Indicators that the incident may be ready to implement a demobilization plan include:

- Fewer resource requests being received.
- More resources spending more time in staging.
- Excess resources identified during planning process.
- Incident objectives have been accomplished.



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Visual 5.34

Instructor Notes: Present the following key points.

Managers should plan and prepare for the demobilization process at the same time that they begin the resource mobilization process. Early planning for demobilization facilitates accountability and makes the transportation of resources as efficient as possible—in terms of both costs and time of delivery.

Indicators that the incident may be ready to implement a demobilization plan include:

- Fewer resource requests being received.
- More resources spending more time in staging.
- Excess resources identified during planning process.
- Incident objectives have been accomplished.

After the incident is controlled, and tactical resources are beginning to be released, the incident management organization should begin to monitor the number of support and management staff that are assigned. The next page presents information about position-specific demobilization considerations.

RECOVER/DEMOBILIZE

Position-Specific Demobilization Considerations

Public Information Officer

Press interest may taper off toward the end of the incident, especially when tactics turn from life safety to cleanup. As the incident demobilizes, the need for interagency coordination of information may also decline. While it is important that the press continue to have a contact at the incident, it may be possible for the Public Information Officer to scale back operations.

Safety Officer

As the number of tactical operations at an incident decreases, the demand on the Safety Officer will also decline. However, some incidents require post-incident debriefings that will require the input of the Safety Officer. While the workload may level out, it may remain until the end of the incident.

Liaison Officer

As Cooperating and Assisting Agency resources are demobilized, the Liaison Officer's job will become less complex. The Liaison Officer is also likely to be involved in interagency post-incident review activities that may require continued presence at the incident and involvement after final demobilization.

Operations Section

The Operations Section Chief should be able to reduce support staff such as Deputies and Staging Area Managers as the Operations Section is demobilized.

Planning Section

In the Planning Section, the later workload falls on the Demobilization and Documentation Units. The Demobilization Unit will develop the Demobilization Plan and monitor its implementation. The Documentation Unit will package all incident documentation for archiving with the responsible agency or jurisdiction. Both of these processes are finished late in the incident.

Logistics Section

The Supply Unit and the Facilities Unit play major roles as the incident winds down. The Facilities Unit will need to demobilize the incident facilities, such as the command post and incident base. The Supply Unit must collect, inventory, and arrange to refurbish, rehabilitate, or replace resources depleted, lost, or damaged at the incident.

Finance and Administration Section

Many of the activities of the Finance and Administration Section continue well after the rest of the organization has been demobilized. Much of the paperwork needed to document an incident is completed during or after demobilization.

RECOVER/DEMOBILIZE

Visual 5.35

Demobilization: Safety and Cost

When planning to demobilize resources, consider:

- **Safety:** Organizations should watch for "first in, last out" syndrome.
- **Cost:** Expensive resources should be monitored carefully to ensure that they are released as soon as they are no longer needed, or if their task can be accomplished in a more cost-effective manner.



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Visual 5.35

Instructor Notes: Present the following key points.

When planning to demobilize resources, consideration must be given to:

- **Safety.** Organizations should watch for "first in, last out" syndrome. Resources that were first on scene should be considered for early release. Also, these resources should be evaluated for fatigue and the distance they will need to travel to their home base prior to release.
- **Cost.** Expensive resources should be monitored carefully to ensure that they are released as soon as they are no longer needed, or if their task can be accomplished in a more cost-effective manner.

RECOVER/DEMOBILIZE

Visual 5.36

Written Demobilization Plans

Use formal demobilization plans when resources:

- Have traveled a long distance and/or require commercial transportation.
- Are fatigued, causing potential safety issues.
- Should receive medical and/or stress management debriefings.
- Are required to complete task books or other performance evaluations.
- Need to contribute to the after-action review and identification of lessons learned.



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Visual 5.36

Instructor Notes: Present the following key points.

Incident personnel are considered under incident management and responsibility until they reach their home base or new assignment. In some circumstances this may also apply to contracted resources. For reasons of liability, it is important that the incident organization mitigate potential safety issues (such as fatigue) prior to letting resources depart for home.

On large incidents, especially those that may have personnel and tactical resources from several jurisdictions or agencies, and where there has been an extensive integration of multijurisdiction or agency personnel into the incident organization, a Demobilization Unit within the Planning Section should be established early in the life of the incident. A written demobilization plan is essential on larger incidents.

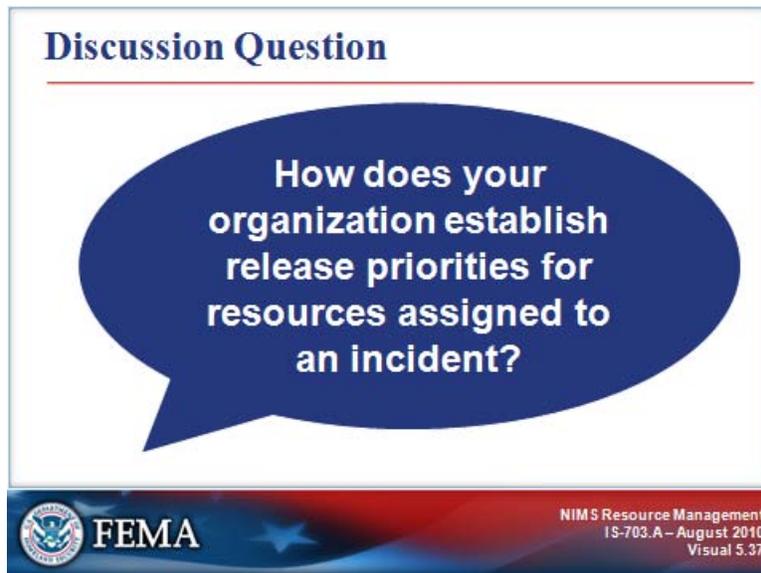
A formal demobilization process and plan should be developed when personnel:

- Have traveled a long distance and/or require commercial transportation.
- Are fatigued, causing potential safety issues.
- Should receive medical and/or stress management debriefings.
- Are required to complete task books or other performance evaluations.
- Need to contribute to the after-action review and identification of lessons learned.

In addition, written demobilization plans are useful when there is equipment that needs to be serviced or have safety checks performed.

RECOVER/DEMOBILIZE

Visual 5.37



Instructor Notes: Present the following key points.

Agencies will differ in how they establish release priorities for resources assigned to an incident.

Ask the participants: How does your organizations establish release priorities for resources assigned to an incident?

Acknowledge the participants' responses. If necessary, include the following:

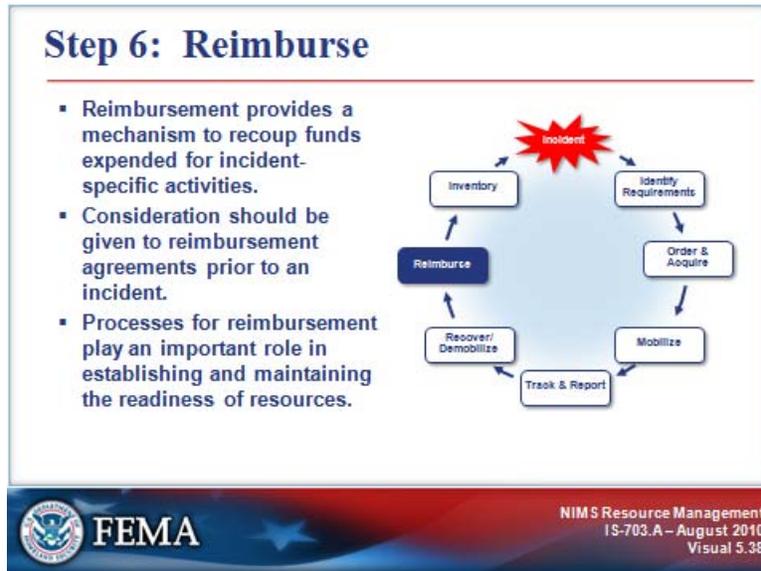
An example of release priorities might be (in order of release):

- Contracted or commercial resources.
- Mutual aid and assistance resources.
- First-in agency resources.
- Resources needed for cleanup or rehabilitation.

Agency policies, procedures, and agreements must be considered by the incident management prior to releasing resources. For example, if the drivers of large vehicles carry special licenses (commercial rating, for example), they may be affected by local, tribal, State, and Federal regulations for the amount of rest required before a driver can get back on the road.

REIMBURSE

Visual 5.38



Instructor Notes: Present the following key points.

Reimbursement provides a mechanism to recoup funds expended for incident-specific activities. Consideration should be given to reimbursement agreements prior to an incident.

Processes for reimbursement play an important role in establishing and maintaining the readiness of resources.

REIMBURSE

Visual 5.39

Reimbursement Terms & Arrangements

Plans and agreements should specify terms for:

- Collecting bills and documentation.
- Validating costs against the scope of the work.
- Ensuring that proper authorities are secured.
- Using proper procedures/forms and accessing any reimbursement software programs.



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Visual 5.39

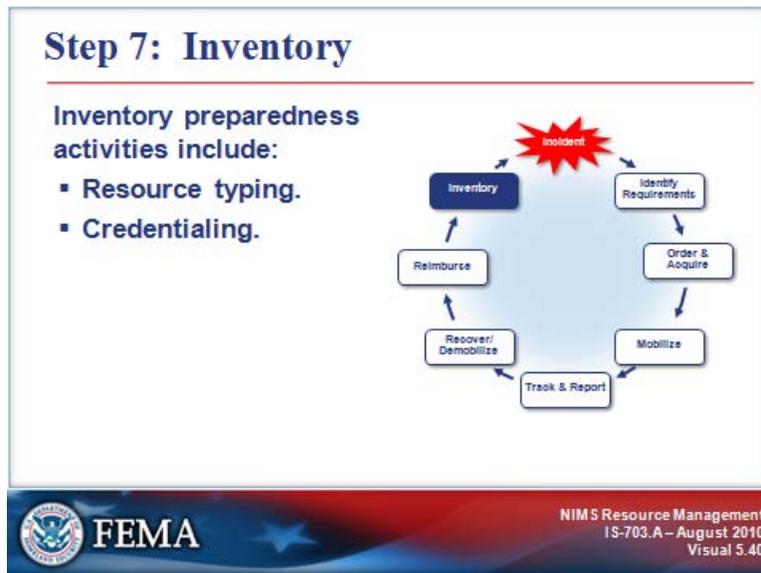
Instructor Notes: Present the following key points.

Preparedness plans, mutual aid agreements, and assistance agreements should specify reimbursement terms and arrangements for:

- Collecting bills and documentation.
- Validating costs against the scope of the work.
- Ensuring that proper authorities are secured.
- Using proper procedures/forms and accessing any reimbursement software programs.

INVENTORY

Visual 5.40



Instructor Notes: Present the following key points.

Resource management uses various resource inventory systems to assess the availability of assets provided by jurisdictions.

The previous lesson covered the preparedness activities of resource typing and credentialing.

Credentialing: The credentialing process entails the objective evaluation and documentation of an individual's current certification, license, or degree; training and experience; and competence or proficiency to meet nationally accepted standards, provide particular services and/or functions, or perform specific tasks under specific conditions during an incident.

Resource Typing: Resource typing is categorizing, by capability, the resources requested, deployed, and used in incidents. Measurable standards identifying resource capabilities and performance levels serve as the basis for categories. Resource users at all levels use these standards to identify and inventory resources. Resource kinds may be divided into subcategories to define more precisely the capabilities needed to meet specific requirements. Resource typing is a continuous process designed to be as simple as possible; it facilitates frequent use and accuracy in obtaining needed resources.

INVENTORY

Visual 5.41

Inventory Systems



- Inventory systems should:
 - Be adaptable and scalable.
 - Account for the potential of double-counting personnel and/or equipment.
 - Reflect single resources with multiple skills, taking care not to overstate the total resources.

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Visual 5.41

Instructor Notes: Present the following key points.

Preparedness organizations should inventory and maintain current data on their available resources. The data are then made available to communications/dispatch centers, Emergency Operations Centers, and other organizations within the Multiagency Coordination System.

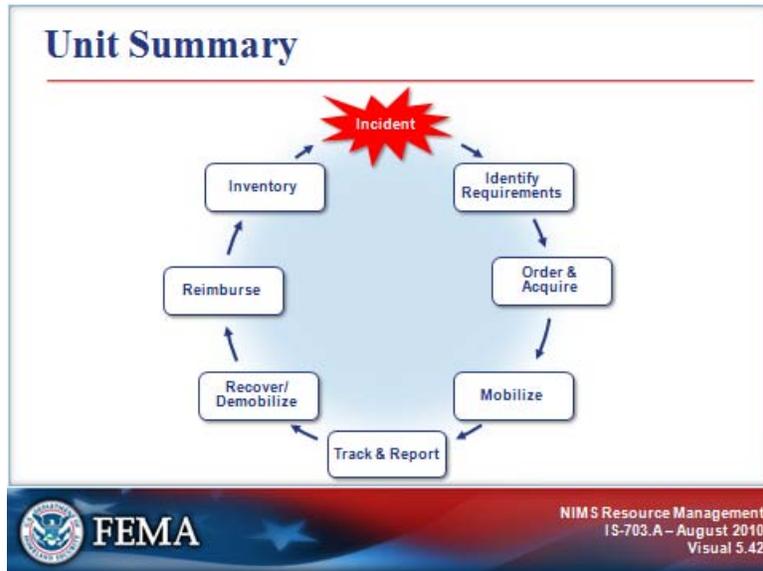
Resources identified within an inventory system are not an indication of automatic availability. The jurisdiction and/or owner of the resources have the final determination on availability.

Inventory systems for resource management should be adaptable and scalable and should account for the potential of double-counting personnel and/or equipment. In particular, resource summaries should clearly reflect any overlap of personnel across different resource pools. Personnel inventories should reflect single resources with multiple skills, taking care not to overstate the total resources.

For example, many firefighters also have credentials as emergency medical technicians (EMTs). A resource summary, then, could count a firefighter as a firefighter or as an EMT, but not as both. The total should reflect the number of available personnel, not simply the sum of the firefighter and EMT counts.

UNIT SUMMARY

Visual 5.42



Instructor Notes: Present the following key points.

This lesson focused on the resource management steps followed during an incident.

The next lesson covers specialized considerations for managing resources during complex incidents.

Your Notes:

UNIT 6. RESOURCE MANAGEMENT AND COMPLEX INCIDENTS

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Unit 6. Resource Management and Complex Incidents

Unit Objectives

At the end of this unit, the participants 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

- Unit Overview
 - Command vs. Coordination
 - Multiagency Coordination
 - Resource Coordination Process
 - Assessing the Situation
 - Developing Incident Objectives
 - Prioritizing and Allocating Resources
 - Activity
 - Determining Additional Steps
 - Mobilizing Resources
 - Convergence Issues
 - Emergency Responder Convergence
 - State and National Mobilizations
 - Donations and Volunteer Assistance
 - VIP Visits
 - Self-Dispatched Resources
 - Summary; Learning From Past Incidents
-

Methodology

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 7.

Unit 6. Resource Management and Complex Incidents

Materials

- PowerPoint visuals 6.1 – 6.30
 - Instructor Guide
 - PowerPoint slides and a computer display system
 - Student Manual
-

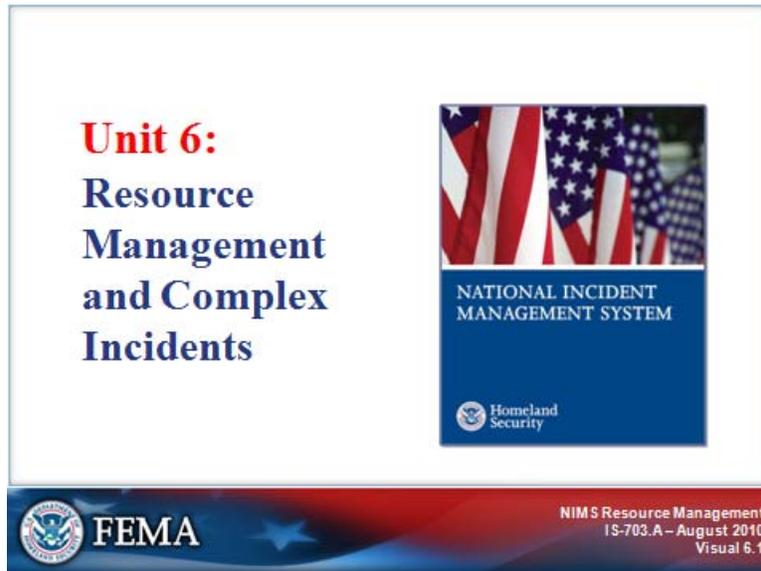
Time Plan

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 Overview	5 minutes
Multiagency Coordination	5 minutes
Resource Coordination Process	20 minutes
Mobilizing Resources	10 minutes
Convergence Issues	1 hour
Summary: Learning From Past Incidents	20 minutes
Total Time	2 hours

UNIT OVERVIEW

Visual 6.1



Instructor Notes: Present the following key points.

In previous lessons, we have described the evolution of incidents from routine operations through major events. We have also described the resource ordering process from the incident to the Multiagency Coordination (MAC) System elements, and the flow of information that ensures resource accountability is present at all levels.

In this unit, we will expand that discussion to include the issues related to managing complex incidents.

UNIT OVERVIEW

Visual 6.2

Unit Objectives

- Describe 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 complications with and strategies for managing donations and spontaneous volunteers.



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Visual 6.2

Instructor Notes: Present the following key points.

At the end of this lesson, you should 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.

MULTIAGENCY COORDINATION

Visual 6.3

Review: Command vs. Coordination



Command is the act of directing, ordering, or controlling by virtue of explicit authority.

Coordination is the process of providing support to the command structure.

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Visual 6.3

Instructor Notes: Present the following key points.

The following MAC System elements play a role in the **command** system:

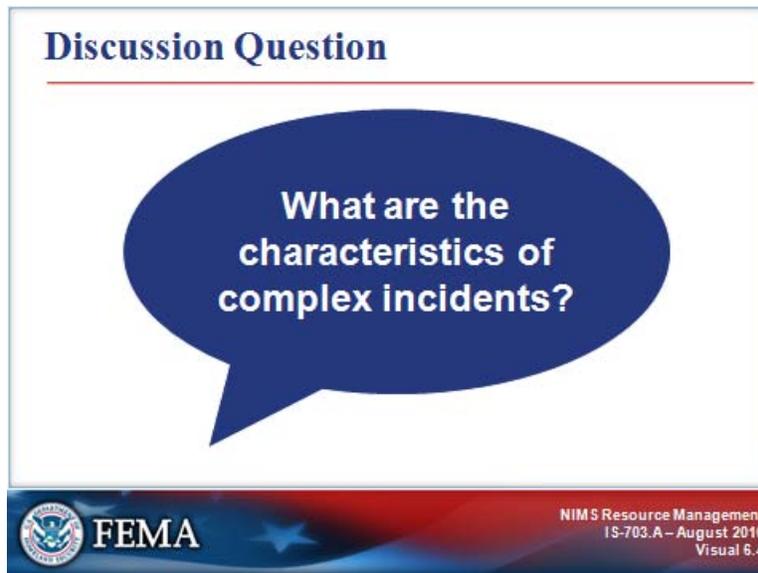
- Area Command
- Unified Command

The following MAC System elements play a role in the **coordination** system:

- Joint Field Office Leadership
- MAC Group
- Emergency Operations Center Policy Group

MULTIAGENCY COORDINATION

Visual 6.4



Instructor Notes: Present the following key points.

Ask the participants: What are the characteristics of complex incidents?

Acknowledge the participants' responses. If not mentioned by the group, include the following:

Complex incidents are those beyond business as usual. Their characteristics may include most, if not all, of those listed below:

- Involve more than one agency (often many).
- May involve more than one political jurisdiction.
- Have the most complex management and communication problems.
- Require more experienced, qualified supervisory personnel.
- Require the long-term commitment of large numbers of tactical and support resources.
- Cause more injury, illness, and death.
- Produce the most damage to property and the environment.
- Have extreme elements of crisis/psychological trauma that diminish human capacity to function.
- Last longer.
- Are the most costly to control.
- Require extensive mitigation, recovery, and rehabilitation.
- Have greater media interest.
- May require management of volunteers and donations, both solicited and unsolicited.

MULTIAGENCY COORDINATION

Visual 6.5

Multiagency Coordination

Resources are coordinated among various entities, including:

- Local, State, and Federal Emergency Operations Centers (EOCs).
- MAC System Groups.
- FEMA Regional Response Coordination Centers.
- Joint Field Offices (JFOs).
- Department of Homeland Security.

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Visual 6.5

Instructor Notes: Present the following key points.

The process for coordinating resources for complex incidents dovetails with that used for individual, smaller incidents. However, most of the action takes place within the entities that comprise the Multiagency Coordination (MAC) System. Elements of MAC Systems may include:

- Local, State, and Federal Emergency Operations Centers (EOCs).
- MAC System Groups.
- FEMA Regional Response Coordination Centers.
- Joint Field Offices (JFOs).
- Department of Homeland Security.

It must be remembered that the authority and structure of EOCs, MAC System elements, etc., vary from agency to agency and jurisdiction to jurisdiction. However, it is important also to remember the difference between command and coordination.

Remember: The Incident Management Team (IMT) has authority for **command** of the incident. This authority is delegated directly from the Agency Administrator. The Incident Management Team determines incident objectives and tactics, and assigns resources to carry them out. The MAC System is responsible for **coordinating** support to the incident(s). This may include prioritizing incidents for the purpose of allocating scarce resources, mobilizing resources, ensuring interagency and interjurisdictional coordination, and making policy decisions to support incidents, but not decisions reserved for Area Commands and Incident Commanders.

RESOURCE COORDINATION PROCESS

Visual 6.6



Instructor Notes: Present the following key points.

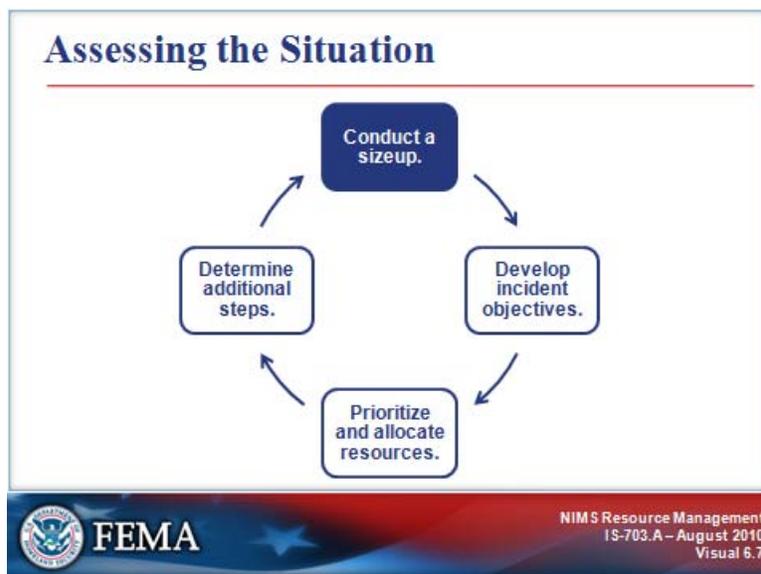
The visual shows the four-step process used to coordinate incident resources:

1. Complete a thorough assessment or sizeup.
2. Develop incident objectives.
3. Prioritize and allocate scarce resources.
4. Determine additional steps required.

Each step in the process will be covered in this unit.

RESOURCE COORDINATION PROCESS

Visual 6.7



Instructor Notes: Present the following key points.

The first step in coordinating resource needs is a thorough assessment or “sizeup” of the current incident situation and future incident potential. The scope and details of this assessment depend on the jurisdictional level of the organization.

For example, a County EOC must have a detailed understanding of the status of all jurisdictions and current incidents within its purview, plus a good understanding of the status of surrounding counties. The EOC should also maintain a general awareness of national conditions, especially for situations that may affect resource availability.

RESOURCE COORDINATION PROCESS

Visual 6.8



Instructor Notes: Present the following key points.

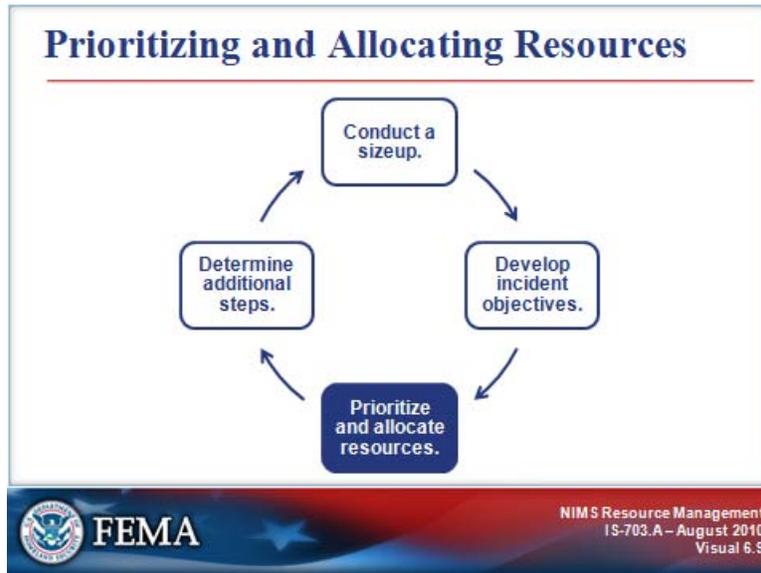
The Command develops incident objectives. For the supporting coordination entities, these objectives may translate into requests for additional resources.

One of the characteristics of complex incidents is that there may be competition for limited critical resources. In order to allocate resources appropriately, the MAC System must be able to prioritize multiple incidents happening simultaneously.

Life safety is always the first priority when making resource allocation decisions.

RESOURCE COORDINATION PROCESS

Visual 6.9



Instructor Notes: Present the following key points.

The third step is to prioritize and allocate scarce resources according to priority. Wherever incident prioritization is being accomplished, the MAC System uses life safety issues as the highest priority.

ACTIVITY

Visual 6.10

Activity: Prioritization Considerations

Instructions: Working with your table group . . .

1. Read the scenario in your Student Manual.
2. Prioritize the incidents in your jurisdiction, based on the overall priorities of life safety, incident stabilization, and property/environmental conservation.
3. Write your answers on chart paper.
4. Select a spokesperson and be prepared to present in 10 minutes.
5. Be prepared to explain your group's reasoning.



Instructor Notes: Present the following key points.

Instructions: Working with your table group . . .

1. Read the scenario on the next page in your Student Manual.
2. Prioritize the incidents in your jurisdiction, based on the overall priorities of life safety, incident stabilization, and property/environmental conservation.
3. Write your answers on chart paper.
4. Select a spokesperson and be prepared to present in 10 minutes.
5. Be prepared to explain your group's reasoning.

Instructor Debrief Instructions:

1. Monitor the time. Notify the groups when 2 minutes remain.
2. Ask volunteers to present their answers and explain their reasoning.
3. If necessary, refer to the sample answers that follow the scenario on the following pages.

ACTIVITY

Scenario and Incidents

Scenario: The hurricane passed directly over your jurisdiction. There are several major incidents underway. Many of the Incident Commanders are calling for additional law enforcement officers to secure affected areas. Multiple incidents have hazardous materials issues, and there is only one hazmat team available. Power is still out in most of your jurisdiction, and there is also a shortage of ice and potable water.

Assisted-Living Incident: An assisted-living center has collapsed. Four elderly residents remain trapped. Response has been hampered by the well-meaning but dangerous and ineffective help from residents of the neighborhood. Power lines are down in the area, and it is not clear whether any of them are hot. The Incident Commander has requested additional law enforcement and the Fire Department's Technical Rescue Task Force.

Chemical Incident: Apex Chemical Company is a major employer in the city. Support for their chemical holding tanks was eroded by flooding that accompanied the storm. One tank is leaking into its containment pond, which is already full of storm water. If the containment pond overflows, the excess will run into the creek. The chemical is very toxic, and can persist in the environment for years. If the chemical escapes containment, plants and wildlife in the area will be killed, and the creekbed will suffer long-term contamination. The company has pumps to drain the containment pond, but no generator to run them. They are requesting a generator, and the assistance of the local hazardous materials response team.

Storm Surge Incident: The storm surge has washed away access to an exclusive beach-front community. Power, water, and sewer service are out here, and residents are concerned about security for the community. The sewage system has been damaged at a major service junction, and although there has been no sewage spill, service cannot be restored until it is fixed. Repair will require a technical confined-space operation. Only the local hazardous materials response team is qualified to conduct a confined-space operation. Residents have been trying to convince the Incident Commander to allow them back into their houses. She has so far refused, but has promised to increase security while the utility companies attempt to restore service. The Incident Commander has requested additional law enforcement, and the local hazardous materials response team.

ACTIVITY

Sample Incident Prioritization

Prioritization of incidents is challenging. Based on the overall incident priorities (#1 Life Safety, #2 Incident Stabilization, and #3 Property/Environmental Conservation), one might prioritize the incidents as follows:

PRIORITY #1: Assisted-Living Incident

Reasoning: This incident has the most urgent life-safety needs and incident stabilization needs.

PRIORITY #2: Chemical Incident

Reasoning: This incident has urgent incident stabilization needs and potential life safety and property/environmental conservation consequences.

PRIORITY #3: Storm Surge Incident

Reasoning: This incident's needs are related to incident stabilization and property/environmental conservation.

RESOURCE COORDINATION PROCESS

Visual 6.11



Instructor Notes: Present the following key points.

Determine additional steps that need to be taken. These additional steps could include:

- Mission-tasking other organizations for resources.
- Making policy decisions to assist in the response.
- Allocating donated goods and services, etc.

MOBILIZING RESOURCES

Visual 6.12

Mobilizing Resources (1 of 2)

During complex incidents:

- More agencies and levels of government become involved.
- More incidents require assistance.
- Supply lines and response times get longer.
- More resources mobilize.



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Visual 6.12

Instructor Notes: Present the following key points.

During complex incidents, resource mobilization becomes complicated, as:

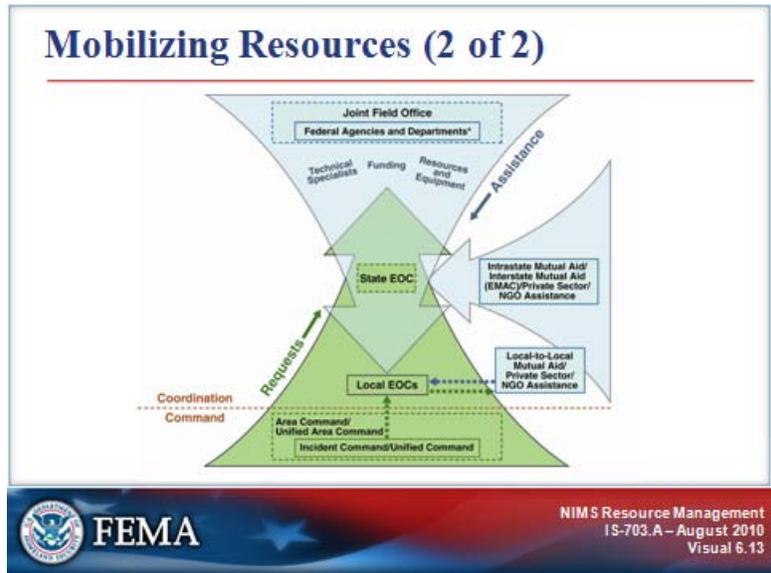
- More agencies and levels of government become involved.
- More incidents require assistance.
- Supply lines and response times get longer.
- More resources mobilize.

This increased workload is often underestimated.

Maintaining ordering discipline and the coordination chain will assist in avoiding duplication of effort, additional expense, and lost requests. However, it is important to remember that, in some complex incidents, State and Federal resources may take some time to arrive.

MOBILIZING RESOURCES

Visual 6.13



Instructor Notes: Present the following key points.

The Incident Command/Unified Command identifies resource requirements and communicates needs through the Area Command (if established) to the local Emergency Operations Center (EOC). The local EOC fulfills the need or requests assistance through mutual aid agreements and assistance agreements with private-sector and nongovernmental organizations.

In most incidents, local resources and local mutual aid and assistance agreements will provide the first line of emergency response and incident management. If the State cannot meet the needs, they may arrange support from another State through an agreement, such as the Emergency Management Assistance Compact (EMAC), or through assistance agreements with nongovernmental organizations.

If additional resources and/or capabilities are required beyond those available through interstate agreements, the Governor may ask the President for Federal assistance.

The Joint Field Office is used to manage Federal assistance (technical specialists, funding, and resources/equipment) that is made available based on the specifics and magnitude of the incident. In instances when an incident is projected to have catastrophic implications (e.g., a major hurricane or flooding), States and/or the Federal Government may position resources in the anticipated incident area.

In cases where there is time to assess the requirements and plan for a catastrophic incident, the Federal response will be coordinated with State, tribal, and local jurisdictions, and the pre-positioning of Federal assets will be tailored to address the specific situation.

*Note that some Federal agencies (U.S. Coast Guard, Environmental Protection Agency, etc.) have statutory responsibility for response and may coordinate and/or integrate directly with affected jurisdictions.

CONVERGENCE ISSUES

Visual 6.14

Dealing With Convergence

Convergence:

- Is the result of unstructured response to an incident.
- May severely hamper response activities.
- Can place an enormous logistical burden on an already burdened system.
- May also provide unexpected benefits.



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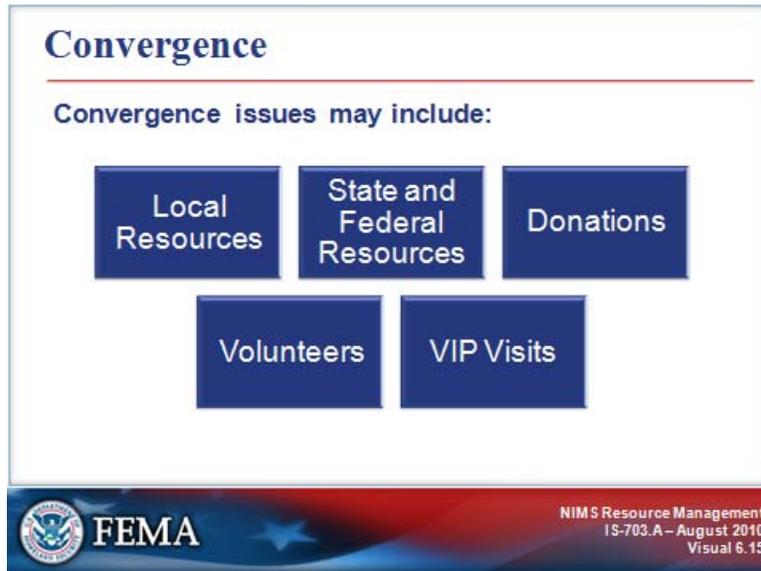
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Visual 6.14

Instructor Notes: Present the following key points.

Convergence is the result of unstructured response to an incident. Convergence can come from several sources, and may severely hamper incident response activities, as well as place an enormous logistical burden on an already burdened system. It may also provide unexpected benefits, especially in the period of time between the occurrence of the incident and the arrival of State and Federal resources.

CONVERGENCE ISSUES

Visual 6.15



Instructor Notes: Present the following key points.

Convergence issues may include any or all of the following:

- Local resources (requested resources, and also well-intentioned freelancing and self-dispatched emergency responders)
- State and Federal agency resources (requested resources, as well as self-dispatched resources from field offices close to the incident)
- Donations
- Volunteer assistance
- VIP visits

CONVERGENCE ISSUES

Visual 6.16

Emergency Responder Convergence

Convergence:

- Causes unnecessary exposure to hazards.
- Makes access difficult for resources that are needed for the response.
- Complicates resource accountability and tracking.



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Visual 6.16

Instructor Notes: Present the following key points.

Even under “normal” incident conditions, the incident scene can rapidly become clogged with apparatus, command staff vehicles, and bystanders.

Such congestion:

- Causes unnecessary exposure to hazards (including incidents where responders may be the primary or secondary target).
- Makes access difficult for resources that are needed for the response.
- Complicates resource accountability and tracking.

During major events, this “normal” congestion can become aggravated by self-dispatched and freelancing emergency responders. Self-dispatched resources and freelancing cause serious problems. Personnel should NOT respond to the scene unless requested or dispatched.

In addition to creating the problems noted earlier, emergency responder convergence may:

- Deplete reserve resources that are needed to provide continued services to the community.
- Compromise service provided under mutual aid and assistance agreements and disrupt orderly backup/moveup coverage.
- Make it impossible to track resources or maintain resource accountability.
- Interfere with evacuation.
- Hamper access of formally requested resources.
- Make it impossible to protect responders from additional threats

CONVERGENCE ISSUES

Visual 6.17

Dealing With Convergence Issues



- Develop capability to sustain a reinforced response for 72 hours.
- Develop a plan for continued public safety service.
- Establish inner and outer perimeters.
- Enforce a controlled access plan for authorized personnel.
- Enforce a coordinated traffic management and evacuation plan.
- Establish Staging Areas.

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Visual 6.17

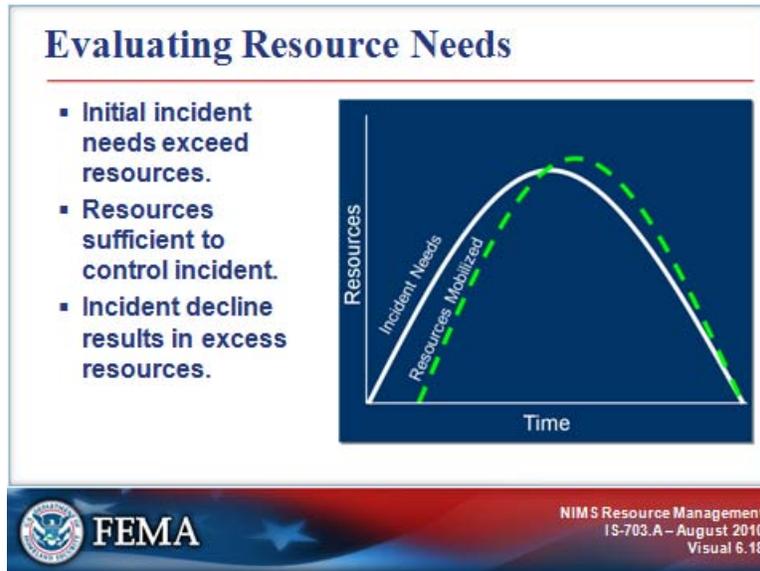
Instructor Notes: Present the following key points.

Strategies for dealing with responder convergence include:

- Developing a local and regional capability to augment and sustain a reinforced response for at least 72 hours. This capability should be accompanied by policies governing self-dispatch and freelancing. Self-dispatch may be unavoidable—even necessary under certain extreme conditions—and should be part of the planning process.
- Developing a plan for continued public safety service. This plan should include an organized policy and procedure for the orderly recall of additional personnel, as well as a policy to define the deployment of personnel to assist other agencies in times of crisis. Don't forget to include backup for EOC personnel as well as emergency responders and ICS staff.
- Establishing and enforcing inner and outer perimeters. Exclude freelancing or self-dispatched resources as well as unauthorized civilian or volunteer access.
- Establishing and enforcing a controlled access plan for authorized personnel. This may require immediate access to large quantities of fencing materials.
- Developing, establishing, and enforcing a coordinated traffic management and evacuation plan.
- Establishing and enforcing Staging Areas.

CONVERGENCE ISSUES

Visual 6.18

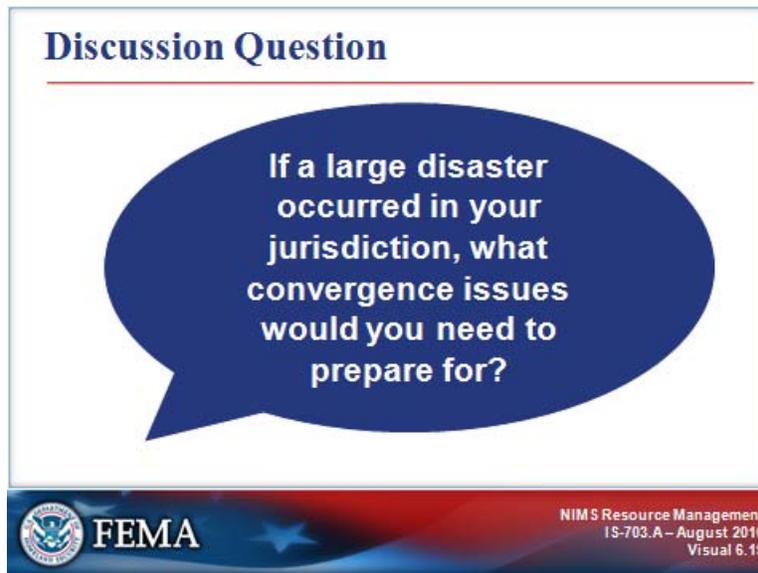


Instructor Notes: Present the following key points.

- On every incident, resource needs follow a predictable arc compared to the arc followed by the incident itself.
- Initially, the incident may build faster than resources can arrive. Eventually, the sufficient resources arrive and begin to control the incident. As the incident declines, resources then exceed incident needs and demobilization can begin.

CONVERGENCE ISSUES

Visual 6.19



Instructor Notes: Present the following key points.

Ask the participants: If a large disaster such as an earthquake occurred in your jurisdiction, what are some potential convergence issues you would need to prepare for?

Acknowledge the participants' responses. If not mentioned by the group, include the following:

- Local resources (requested resources, and also well-intentioned freelancing and self-dispatched emergency responders)
- State and Federal agency resources (requested resources, as well as self-dispatched resources from field offices close to the incident)
- Donations and volunteer assistance
- VIP visits

Refer the students to the example on the next page that describes convergence issues during the response to the September 11, 2001, terrorist attacks.

CONVERGENCE ISSUES

Visual 6.19 (Continued)

The events of 9/11 taught the New York City Fire Department many important lessons about dealing with emergency responder convergence. All three jurisdictions responding to the 9/11 attacks faced freelancing emergency responders from the home agency and from nearby mutual aid cooperators.

As a result of this, the New York Fire Department has implemented the following policies:

- Only on-duty members shall respond to alarms on apparatus.
- Persons other than members of the New York Fire Department are to be excluded from the response. This includes former members of the department, members of other fire departments, friends, and relatives.
- Members who have arrived at incidents prior to responding companies, and those whose assistance has been accepted by authorized Fire Officers, are subject to the direction and control of the Incident Commander. It is the policy of the department that such members are relieved as soon as sufficient on-duty, properly equipped, and protected resources have arrived. The Incident Commander's authority in this matter is absolute.
- In response to recall, members shall report to their assigned quarters. They shall not respond directly to the incident.

CONVERGENCE ISSUES

Visual 6.20

State and National Mobilizations



State and national teams may need:

- Space to store equipment, conduct planning, eat, and sleep.
- Support from local government.
- Special facilities/utilities.
- Security assistance.

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Visual 6.20

Instructor Notes: Present the following key points.

While interstate Emergency Management Assistance Compacts (EMAC system) and the National Response Framework provide vital resources to overwhelmed jurisdictions, their arrival can cause additional convergence issues. Even resources such as Urban Search and Rescue (US&R) Task Forces, who come prepared to be self-sufficient for 72 hours, will need a secure location in which to store equipment, conduct planning, eat, and sleep. Other teams, such as a Disaster Mortuary Team (DMORT) or National Transportation Safety Board (NTSB) accident investigation teams, may need specific kinds of support from local government, including special facilities and utility needs, and security assistance.

In order to be able to deploy immediately, most Federal resources arrive with a full contingent of personnel, equipment, and supplies.

CONVERGENCE ISSUES

Visual 6.21

Strategies for State and National Deployments

- Assess/update mutual aid and assistance agreements.
- Review and assess the support requirements of frequently deployed national resources.
- Plan to integrate State and Federal assets into incident operations.
- Build relationships with State and Federal officials.
- Preidentify locations suitable for incident facilities.



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Visual 6.21

Instructor Notes: Present the following key points.

Strategies for managing State and national deployments include:

- Making sure that statewide mutual aid and assistance agreements include instructions on staging, standards for ensuring interoperability of equipment and communication, the expected degree of self-sufficiency, and the specific support expected from the host jurisdiction.
- Reviewing and assessing the support requirements of frequently deployed national resources.
- Developing a plan to integrate State and Federal assets into incident operations. Plan for the use of Unified Command and interdisciplinary tactical operations.
- Building relationships with State and Federal officials likely to respond to complex incidents by training and exercising together.
- Identifying locations suitable for remote Staging Areas, Incident Bases, Receiving and Distribution Centers, and Mobilization Centers.
- It is important to preidentify facilities necessary to support State and Federal mobilizations.

(Continued on next page.)

CONVERGENCE ISSUES

Visual 6.21 (Continued)

Facilities will be required for the incident itself, including the Incident Command Post, Staging Areas (run by Operations), and Incident Bases (managed by Logistics).

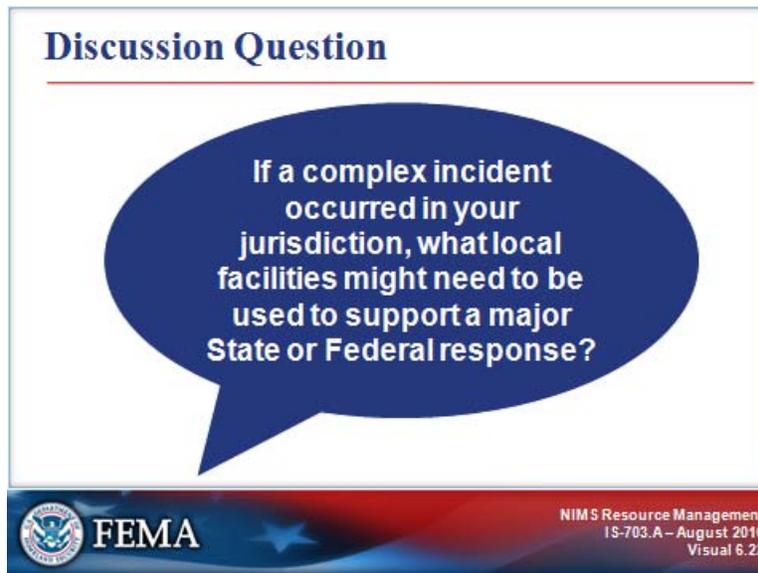
Facilities are also needed “off-incident,” such as Receiving and Distribution and Mobilization/Demobilization Centers, where resources are gathered, housed, and supported while awaiting specific incident assignments, and locations for Disaster Recovery Centers (DRCs), Joint Operations Centers (JOCs), and Joint Information Centers (JICs).

In addition to the facilities themselves, resource considerations should include:

- Security.
- Parking.
- Access.
- Utilities.
- Access to commercial sources of food, sanitation, lodging.
- Janitorial and garbage service.

CONVERGENCE ISSUES

Visual 6.22



Instructor Notes: Present the following key points.

Ask the participants: If a complex incident occurred in your jurisdiction, what local facilities might need to be used to support a major State or Federal response?

Acknowledge the participants' responses. If not mentioned by the group, include the following:

- Airports and heliports
- Aircraft hangers
- Warehouses
- Large parking lots
- Campgrounds
- Hotels, motels, and dormitories
- Office space
- Conference space

In addition, consideration should be given to the following support needs:

- Security
- Parking
- Access
- Utilities
- Access to commercial sources of food, sanitation, and lodging
- Janitorial and garbage service

CONVERGENCE ISSUES

Visual 6.23

Donations and Volunteer Assistance

- Plan for soliciting, gathering, prioritizing, and distributing appropriate donations.
- Prepare to deal with inappropriate donations without bogging down the distribution of essential goods and services.



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Visual 6.23

Instructor Notes: Present the following key points.

It is difficult to overstate the monetary and psychological importance of donations and volunteer assistance during a major disaster. Successfully managing and tracking donations and coordinating the efforts of volunteers (solicited or unsolicited) can be a significant political, psychological, and logistical opportunity—and a problem.

Donations take the form of either funds, or donations of goods and services. The key to successful management of these assets is having a preincident plan for soliciting, gathering, prioritizing, and distributing appropriate donations.

The system must also be prepared to deal with inappropriate donations without bogging down the distribution of essential goods and services.

The inability to manage donations can lead to an “emergency within an emergency.” It may even become necessary for the jurisdiction to protect itself from charges of mismanagement, or from being billed at a later date for goods and services presented as “donations” at the time.

CONVERGENCE ISSUES

Visual 6.24

Strategies for Dealing With Donations



- Consult with experienced organizations.
- Train resources to assist with donations and volunteer management.
- Develop public information and media releases.
- Implement a structure to manage large-scale donations.

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Visual 6.24

Instructor Notes: Present the following key points.

Strategies for managing donations include:

- Consulting with organizations that are used to solicit, manage, and distribute donated goods and funds.
- Developing and training volunteer resources to assist with donations and volunteer management.
- Developing public information and media releases that provide direction for those who wish to donate.
- Developing and implementing an effective management structure to receive, warehouse, inventory, organize, distribute, and account for large-scale donations.

CONVERGENCE ISSUES

Visual 6.25

Unaffiliated Volunteers

Unaffiliated volunteers:

- Are individuals who offer to help or self-deploy without coordinating their activities.
- Can be significant resources.
- Present difficulty verifying their training or credentials and matching them with the appropriate service areas.



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Visual 6.25

Instructor Notes: Present the following key points.

Unaffiliated volunteers, also known as spontaneous volunteers, are individuals who offer to help or self-deploy to assist in emergency situations without fully coordinating their activities. These volunteers are considered “unaffiliated” in that they are not part of a disaster relief organization.

Unaffiliated volunteers can be significant resources, but because they do not have preestablished relationships with emergency response organizations, verifying their training or credentials and matching them with the appropriate service areas can be difficult.

EMI offers a self-study course in Developing and Managing Volunteers, available at <http://training.fema.gov/EMIWeb/IS/is244.asp>.

CONVERGENCE ISSUES

Visual 6.26

Strategies for Managing Volunteers

- Establish relationships with National VOAD and Citizen Corps organizations.
- Develop a CERT capability.
- Make sure agreements with voluntary organizations spell out requirements and relationships.
- Develop and implement an effective management structure for spontaneous volunteers.
- Develop public information and media releases.



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Visual 6.26

Instructor Notes: Present the following key points.

The first strategy for managing volunteers is to establish working relationships with the local organizations representing National Voluntary Organizations Active in Disaster (National VOAD) and Citizen Corps. More information is provided about these organizations on the next page.

Consider:

- Developing a Community Emergency Response Team (CERT) capability if your jurisdiction does not have one.
- Making sure agreements with volunteer organizations clearly spell out required training, experience, and equipment, as well as liability and employment relationship to the jurisdiction.
- Developing and implementing an effective management structure to receive spontaneous volunteers, catalog their skills, provide on-the-job training, deploy, and supervise activities.
- Developing public information and media releases that provide direction for those who wish to volunteer.

(Continued on next page.)

CONVERGENCE ISSUES

Visual 6.26 (Continued)

National Voluntary Organizations Active in Disaster (National VOAD) is the forum where organizations share knowledge and resources throughout the disaster cycle—preparation, response, and recovery—to help disaster survivors and their communities. National VOAD members are the primary coordinating nonprofit organizations for the management of unaffiliated volunteers.

Citizen Corps helps coordinate volunteer activities that will make our communities safer, stronger, and better prepared to respond to any emergency situation. It provides opportunities for people to participate in a range of measures to make their families, their homes, and their communities safer from the threats of crime, terrorism, and disasters of all kinds.

Volunteers such as amateur radio operators, search and rescue teams, CERTs, police and fire auxiliaries, and reserves are valued members of emergency management organizations in many jurisdictions.

Such resources are known quantities that train and exercise to play specific roles in an incident. These volunteers have long-standing formal relationships that are spelled out in written agreements and standard operating procedures. Individual members have credentials and identification issued by the volunteer organization itself and/or the emergency management organization with which it has the agreement.

CONVERGENCE ISSUES

Visual 6.27

VIP Visits

- Cause yet another convergence issue for incidents.
- Can disrupt incident operations, cause additional traffic congestion, and attract a larger media presence.
- Are valuable in providing VIPs with a realistic view of the problems posed by the disaster.
- May result in enhanced resources and provide a morale boost to responders and victims.



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Visual 6.27

Instructor Notes: Present the following key points.

VIP visits cause yet another convergence issue for incidents. Depending on who the visitors are and where they want to go, these visits can disrupt incident operations, cause additional traffic congestion, and attract a larger media presence.

On the other hand, such visits are valuable in providing VIPs with a realistic view of the problems posed by the disaster, and they may result in enhanced resources and provide a morale boost to responders and victims. Most VIPs are aware of the impact their presence may have on operations, and are willing to coordinate visits with the incident management organization.

CONVERGENCE ISSUES

Visual 6.28

Strategies for Dealing With VIP Visits

- Encourage waiting until after 72 hours have passed.
- Avoid visits to time-sensitive operations.
- Preidentify appropriate background shots, photo opportunities, etc.
- Confirm availability of key personnel prior to the VIP's arrival.
- Limit time spent on scene.
- Conduct business away from the scene if possible.



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Visual 6.28

Instructor Notes: Present the following key points.

Strategies for dealing with VIP visits include the following:

- When possible, encourage such visitors to wait until after the 72-hour window for successful rescues has passed.
- If visits must be scheduled before then, attempt to schedule visits to less time-sensitive operations.
- Identify appropriate background shots, photo opportunities, etc., before the visit.
- Confirm availability of key personnel (Public Information Officers, Incident Commanders, etc.) prior to the VIP's arrival.
- Try to limit time spent on scene. Conduct business away from the scene if possible.
- Share this information with your local elected officials since they will be talking with the VIPS.

CONVERGENCE ISSUES

Visual 6.29

Self-Dispatched Resources

The use of self-dispatched resources:

- Is highly discouraged.
- May make your organization liable for their actions, accidents, or injuries.
- May make your organization responsible for expenses or reimbursement.

Self-dispatched resources may be trained and capable, but the risks outweigh the advantages.



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Visual 6.29

Instructor Notes: Present the following key points.

The use of self-dispatched resources is highly discouraged. If your incident assigns a resource outside of the normal activation and request process, it is possible that your agency or jurisdiction may become liable for their actions, or for any accidents or injuries they incur while working. Your agency or jurisdiction may also be responsible for any expenses or reimbursement.

Although these resources may be trained and capable, the risks associated with assigning self-dispatched resources outweigh the advantages.

CONVERGENCE ISSUES

Visual 6.30

Dealing With Self-Dispatched Resources

- Instruct perimeter personnel to refer self-dispatched resources to staging/mobilization points.
- Share information with the Command and General Staff.
- Inspect nongovernmental and private-sector resources.
- Complete formal agreements as soon as possible.
- Report the presence and status of public-sector resources to their home agency.



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Visual 6.30

Instructor Notes: Present the following key points.

If self-dispatched resources must be used, consider the following strategies:

- Self-dispatched resources may become freelancers if the incident organization cannot organize to use them. Instruct perimeter personnel to refer self-dispatched emergency resources to staging or mobilization points. Staging Area Managers and Resource Unit Check-In Recorders must be ready to inventory resources for skills and readiness, check them in, organize them into appropriate tactical configurations, and assign them to the incident. If their skills are not needed, they should return to normal status to avoid unnecessary impact on overall public safety coverage.
- A self-dispatched resource that has been accepted and assigned to the incident must be included in the resource tracking and incident planning process.
- Information about the resource should be shared with the rest of the Command and General Staff, especially the Liaison Officer, and the Planning, Logistics, and Finance/Administration Section Chiefs.
- Nongovernmental and private-sector resources should be inspected and formal agreements completed as soon as possible.
- The presence and status of public-sector resources on the incident should be reported to their home agency.
- Work with JIC/PIO to get message out that individuals who want to help should donate to local chapters of national level organizations that are helping. Explain that necessary resources are arriving and that "uninvited" resources create significant problems at the incident site.

SUMMARY: LEARNING FROM PAST INCIDENTS

Visual 6.31

Summary: Learning From Past Incidents

Instructions:

1. Think about complex incidents that you have experienced.
2. Consider:
 - Resource-related issues that arose during the incident.
 - How those issues could be handled more effectively.
 - How you could incorporate the lessons learned into your planning process.
3. Participate in a class discussion around the lessons learned.



Instructor Notes: Present the following key points.

Planning and organizing to provide management and logistical support to complex incidents requires a level of detail well beyond “normal” incident response. Effective preparedness actions are required to:

- Organize, support, and integrate large quantities of resources from local, tribal, regional, State, and Federal sources.
- Anticipate and manage convergence issues resulting from self-dispatching and freelancing responders, unsolicited donations, and unaffiliated volunteerism.
- Ensure scene safety.

The next unit is the Tabletop Exercise.

UNIT 7. TABLETOP EXERCISE

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Unit 7. Tabletop Exercise

Unit Objective

At the end 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 and Exercise Scenario
 - Exercise Inject 1
 - Exercise Inject 2
 - Exercise Inject 3
 - Debrief
 - Summary
-

Methodology

Note: 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 decisionmaking 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 8.

Unit 7. Tabletop Exercise

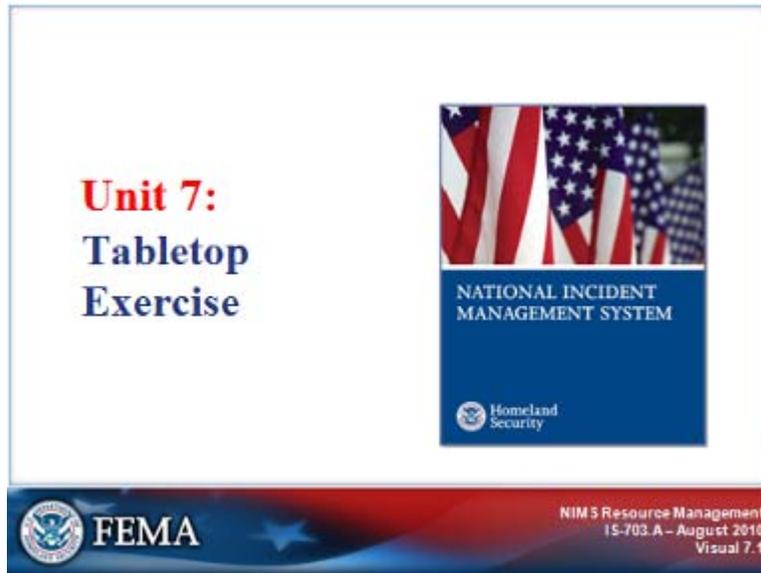
Time Plan

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
Exercise Introduction Unit Objective	10 minutes
How To Conduct This Exercise Exercise Guidelines Background Information and Exercise Scenario	110 minutes
Debrief	25 minutes
Summary	5 minutes
Total Time	2 hours 30 minutes

EXERCISE INTRODUCTION

Visual 7.1



Instructor Notes: Present the following key points.

Introduce this unit by telling the students that this tabletop is intended to help them apply what they have learned throughout this course to the resource management system in their jurisdictions in response to a simulated emergency.

UNIT OBJECTIVE

Visual 7.2

Unit Objective

Apply what you have learned throughout this course to the resource management system in your jurisdiction.



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Visual 7.2

Instructor Notes: Present the following key points.

This tabletop exercise is intended to allow the students to apply what they have learned throughout this course. The exercise describes a severe weather event and resultant response issues. The exercise provides the opportunity to identify the resource management issues that could arise in an emergency and make the decisions to resolve those issues.

The exercise simplifies and orders the event during a period of time that, in reality, would be characterized by confusion and complexity. The incident is presented as an unfolding event with the initial incident scenario introducing the emergency and new information being introduced by means of injected messages throughout the exercise.

The scenario and injects presented in this exercise are not intended to reflect a jurisdiction's political context, but the participants should consider how political issues might influence their actions and decisions.

HOW TO CONDUCT THIS EXERCISE

Instructor Notes

The success of this exercise depends on the total concentration of all the students throughout the exercise. Tell the students that they should not leave the room during the exercise, and ask all students to ensure that their cell phones and pagers are turned off or set to vibrate.

The students should work in small groups to complete this exercise. The groups may include all members from a single jurisdiction or from a jurisdiction and its mutual aid partners.

You will not need any special equipment to conduct this exercise. All of the written material the students will require is included in the Student Manual and in the three exercise inject handouts. (You should print out a set of injects for each student.) If students wish, they can also consult:

- Their jurisdiction's EOP. (**Note:** If students have not brought their jurisdiction's EOPs, in this exercise they can use the sample Resource Management Annex that appears at the end of Unit 4 in their Student Manuals.)
- Any SOPs dealing with resource management that they would use during an incident.
- Resource analysis worksheets and cascading event worksheets.

HOW TO CONDUCT THIS EXERCISE

Guidelines for Presenting the Incident Scenario

General guidelines for presenting the incident scenario are listed below. Specific guidance for introducing the initial scenario and the injects are provided in the exercise itself.

- The incident scenario, as provided, describes an escalating, complex incident that starts with a flooding event and includes two additional events. The exercise participants are located at the county EOC.
- The incident scenario and injects are designed to focus on resource management issues that might be encountered during a severe weather event. However, addressing resource management issues will necessarily involve issues encountered at the scene.
- The Controller should introduce the scenario by briefing the students. Following the introduction, each student should consider the information presented from the point of view of his or her role and responsibilities during the emergency. The students should participate in a discussion within their groups to respond to the information provided in the scenario (e.g., request resources, establish priorities, request additional information, etc.).
- At specified points in the exercise, the Controller should read exercise injects to the class. These injects will build on the initial scenario to provide additional information, relate cascading events, or transmit requests for information from other jurisdictions. Following each inject, the students should discuss the new information within their groups and respond to the information provided.
- The Controller may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented. The Controller may also ask additional questions of the group or provide information that is tailored to the exercise players.

At the end of the exercise, the Controller will debrief the groups, asking them to evaluate their resource management procedures, decisionmaking process, and overall lessons learned. Finally, the groups will develop a list of tasks that they need to complete to improve their resource management capability.

EXERCISE GUIDELINES

Visual 7.3

Exercise Guidelines

Instructions:

1. Review the background information and scenario materials in your Student Manual.
2. Consider the information from the point of view of your role and responsibilities during the emergency.
3. Participate in a discussion with your table group to respond to the questions in your Student Manual.
4. Use the additional scenario information your instructors provide as injects to respond to the questions on the handouts you'll receive.
5. Note that your instructors may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented.

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Visual 7.3

Instructor Notes: Present the following key points.

Instructions:

1. Review the background information and scenario materials in your Student Manual.
2. Consider the information from the point of view of your role and responsibilities during the emergency.
3. Participate in a discussion with your table group to respond to the questions in your Student Manual.
4. Use the additional scenario information your instructors provide as injects to respond to the questions on the handouts you'll receive.
5. Note that your instructors may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented.

BACKGROUND INFORMATION AND EXERCISE SCENARIO

Background Information

The Murkey River flows south through the Granite Mountain foothills and then through Prosperous Valley. Severe weather followed by flooding caused by the emergency release of water at a weakened upstream dam has caused several major incidents along the east bank of the river in Jackson County. More rain and wind are expected during the next several days.

Jackson County is located in the State of New Columbia. The county seat is Jackson City, where the county Emergency Operations Center (EOC) and county jail are located. Jackson City has a population of 48,552 and covers 12.5 square miles. To the southeast are the towns of Baytown, with a population of 8,012, and Fryville, with a population of 20,499. There are three major highways running through the county: Highway 57, Highway 23, and Highway 46. There is one train track that crosses Highway 57 and Highway 46. Jackson County has mutual aid agreements with Washington County to the north, Adams County to the south, Wilson County to the east, and Taft County to the west.

BACKGROUND INFORMATION AND EXERCISE SCENARIO**Resources**

Jackson City

10 School Buses
20 Police Vehicles
5 Fire Engines
4 Fire Trucks
1 Ambulance (ALS)
4 Ambulances (BLS)
20,000 Sandbags
3 Dump Trucks
1 Backhoe
2 Dozers
5 Message Boards

Baytown

4 School Buses
3 Police Vehicles
1 Fire Engines
1 Fire Truck
1 Ambulance (BLS)
500 Sandbags
1 Dump Truck

Fryville

10 School Buses
12 Police Vehicles
2 Fire Engines
2 Fire Trucks
1 Ambulance (BLS)
10,000 Sandbags
1 Dump Truck
1 Backhoe
2 Message Boards

Jackson County

16 School Buses
32 Sheriff Vehicles
1 Mobile Command Vehicle
8 Fire Engines
6 Fire Trucks
2 400-Gallon Tenders (nonpotable water)
1 HAZMAT Team
3 Ambulances (ALS)
5 Ambulances (BLS)
1 Medical Airlift Helicopter
45,000 Sandbags
8 Dump Trucks
3 Backhoes
2 Dozers
1 County Multiagency Type III Incident Management Team
12 Message Boards

Washington County

10 School Buses
24 Sheriff Vehicles
1 Mobile Communications Trailer
5 Fire Engines
4 Fire Trucks
1 400-Gallon Tender (nonpotable water)
1 HAZMAT Team
2 Ambulances (ALS)
2 Ambulances (BLS)
50,000 Sandbags
2 Dump Trucks
4 Backhoes
8 Dozers
3 Message Boards

(Continued on next page.)

BACKGROUND INFORMATION AND EXERCISE SCENARIO

Resources (Continued)

Taft County

15 School Buses
21 Sheriff Vehicles
1 Mobile Command Vehicle
5 Fire Engines
5 Fire Trucks
1 Ambulance (ALS)
1 Ambulance (BLS)
2 Dump Trucks
1 Backhoe
1 Dozer
9 Message Boards

Wilson County

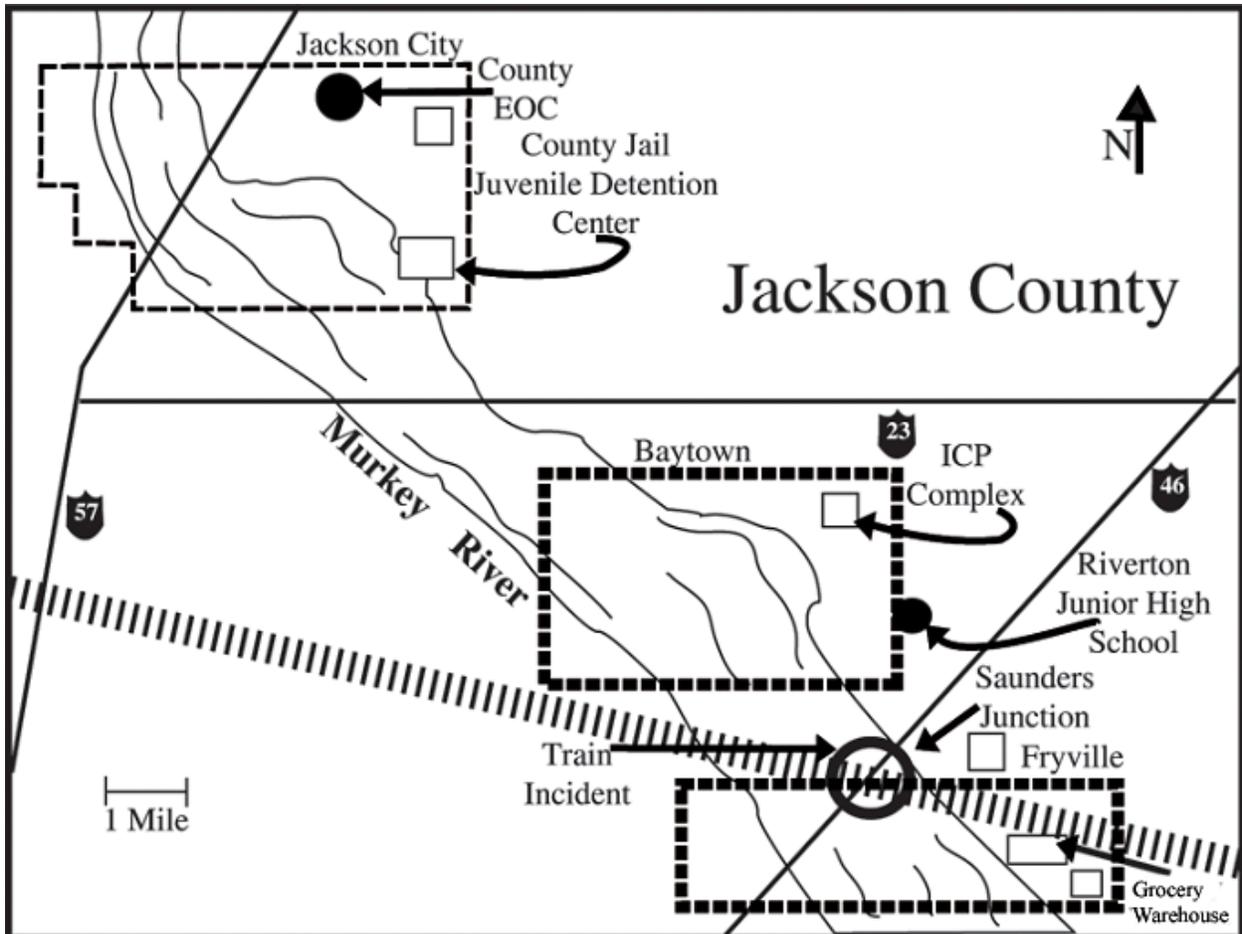
15 School Buses
1 Mobile Communications Trailer
21 Sheriff Vehicles
3 Fire Engines
3 Fire Trucks
2 Ambulances (ALS)
5 Ambulances (BLS)
2 Dump Trucks
2 Backhoes
2 Dozers
10 Message Boards

Adams County

19 School Buses
42 Sheriff Vehicles
7 Fire Engines
8 Fire Trucks
2 Hazmat Teams
4 Ambulances (ALS)
3 Ambulances (BLS)
2,500 Sandbags
3 Dump Trucks
3 Backhoes
2 Dozers
16 Message Boards

BACKGROUND INFORMATION AND EXERCISE SCENARIO

Jackson County Map



DEBRIEF

Visual 7.4

Debrief

Instructions:

1. Evaluate your team's:
 - Resource management procedures.
 - Decisionmaking process.
 - Overall lessons learned.
2. Develop a list of tasks to improve your resource management capability.

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Visual 7.4

Instructor Notes: Present the following key points.

Instructions:

1. Evaluate your team's:
 - Resource management procedures.
 - Decisionmaking process.
 - Overall lessons learned.
2. Develop a list of tasks to improve your resource management capability.

DEBRIEF

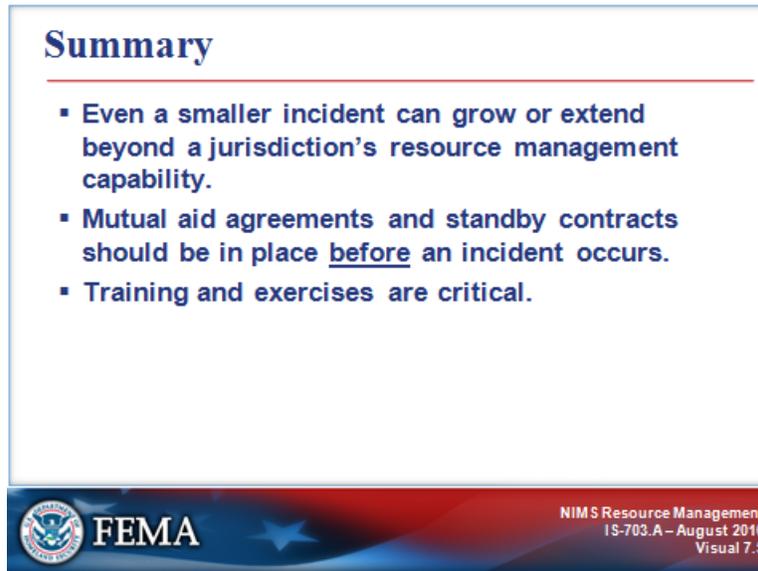
Lessons Learned

Controller's Note: Allow the students approximately 20 minutes to record their lessons learned from the exercise.

Lessons Learned From This Exercise. Record the lessons you learned from the exercise so you can use them back on the job.

SUMMARY

Visual 7.5



The slide is titled "Summary" and contains three bullet points. At the bottom, there is a FEMA logo on the left and text on the right: "NIMS Resource Management IS-703.A - August 2010 Visual 7.5".

Summary

- Even a smaller incident can grow or extend beyond a jurisdiction's resource management capability.
- Mutual aid agreements and standby contracts should be in place before an incident occurs.
- Training and exercises are critical.

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Instructor Notes: Present the following key points.

Summarize this exercise by emphasizing that even a smaller incident can grow or extend beyond a jurisdiction's resource management capability. Urge the group to ensure that they have mutual aid and other agreements (including agreements with private-sector entities) in place and that they are trained and exercised before an incident occurs.

Answer any questions that the students have before continuing.

Transition to the next unit by telling the group that Unit 8 will include the course summary and final examination.

UNIT 8. COURSE SUMMARY AND FINAL EXAM

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Unit 8. Course Summary and Final Exam

Unit Objectives

At the end 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.

Materials

- PowerPoint visuals 8.1 – 8.6
 - Instructor Guide
 - PowerPoint slides and a computer display system
 - Student Manual
-

Unit 8. Course Summary and Final Exam

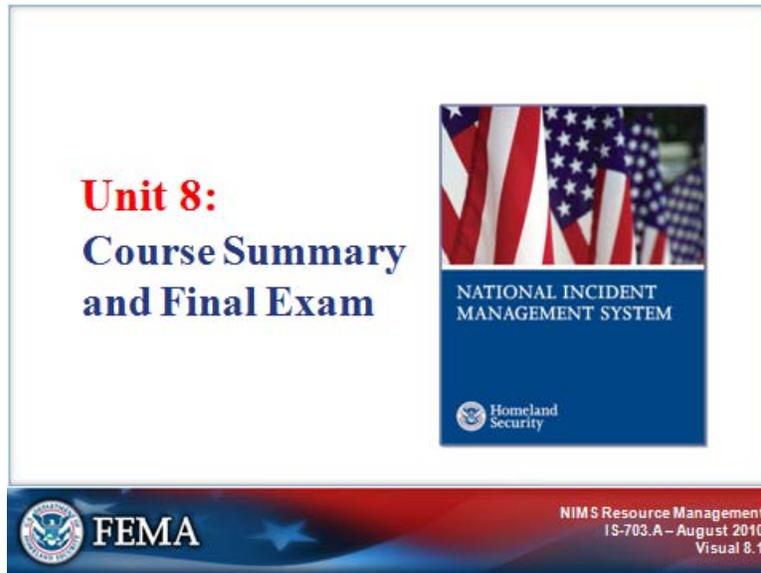
Time Plan

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 Overview	5 minutes
Additional Resources	5 minutes
Review	15 minutes
Final Exam	30 minutes
Course Evaluation	5 minutes
Total Time	1 hour

UNIT OVERVIEW

Visual 8.1



Instructor Notes: Present the following key points.

Introduce this unit by reminding the participants that the course discussed resource management planning, typing and readiness, resource management during incidents, and resource management in complex incidents. The tabletop exercise that they completed gave them the opportunity to apply what they learned throughout the course to a simulated incident.

UNIT OVERVIEW

Visual 8.2

Unit Objective

Demonstrate your knowledge of resource management by passing a final exam.



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Visual 8.2

Instructor Notes: Present the following key points.

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

Explain that before beginning the summary activity, you will review a couple of online sources for information on resource management.

ADDITIONAL RESOURCES

Visual 8.3



Instructor Notes: Present the following key points.

Refer the participants to the NIMS Resource Center, www.fema.gov/nims, for more information, additional reference materials, related training, and links to other resources.

REVIEW

Visual 8.4

Activity: Summary of Key Points

Instructions: Working with your table group . . .

1. Review the material covered in this course.
2. Identify the three most critical points from the course and record your answers on chart paper.
3. Select a spokesperson and be prepared to share your answers with the class in 10 minutes.



Instructor Notes: Present the following key points.

Instructions: Working in groups . . .

1. Review the material covered in this course.
2. Identify the three most critical points from the course and write your answers on chart paper.
3. Select a spokesperson and be prepared to share your answers with the class in 10 minutes.

Instructor Debrief Instructions:

1. Monitor the time. Notify the class when 2 minutes remain.
2. Ask each group's spokesperson to present the group's key points to the class.
3. Solicit input from the class and elaborate on the points based on your experience.

FINAL EXAM

Visual 8.5

Taking the Exam

Instructions:

1. Take a few moments to review your Student Manuals and identify any questions.
2. Make sure that you get all of your questions answered prior to beginning the final test.
3. When taking the test . . .
 - Read each item carefully.
 - Circle your answer on the test.
 - Check your work and transfer your answers to the computer-scan (bubble) answer sheet or enter the answers online.

→ You may refer to your Student Manuals and the NIMS document when completing this test.

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Instructor Notes: Present the following key points.

Present the following IS-703.A test instructions:

1. Take a few moments to review your Student Manuals and identify any questions.
2. Make sure that you get all of your questions answered prior to beginning the final test.
3. When taking the test . . .
 - Read each item carefully.
 - Circle your answer on the test.
 - Check your work and transfer your answers to the computer-scan (bubble) answer sheet or take the test online.

Tell the participants that they may refer to their Student Manuals and the NIMS document when completing this test. When the review is completed, distribute the exams. Remain in the room to monitor the exam and to be available for questions. Collect the completed exams.

The next page contains an important instructor note about exam submission.

FINAL EXAM

Visual 8.5 (Continued)

Instructor Note: To receive a certificate of completion, participants must take the 25-question multiple-choice posttest, submit an answer sheet (to EMI's Independent Study Office), and score 75 percent on the test. Two options exist for test submission:

- Participants submit their tests online, and upon successful completion receive an email message with a link to their electronic certification.
 - Go to <http://training.fema.gov/IS/crslist.asp> and click on the link for ICS-703.A.
 - Click on "Take Final Exam."
- Instructions for group delivery: Tests can be provided upon request by calling (301) 447-1200. Answer sheets can be requested online at <http://training.fema.gov/IS/ansreq.asp>.

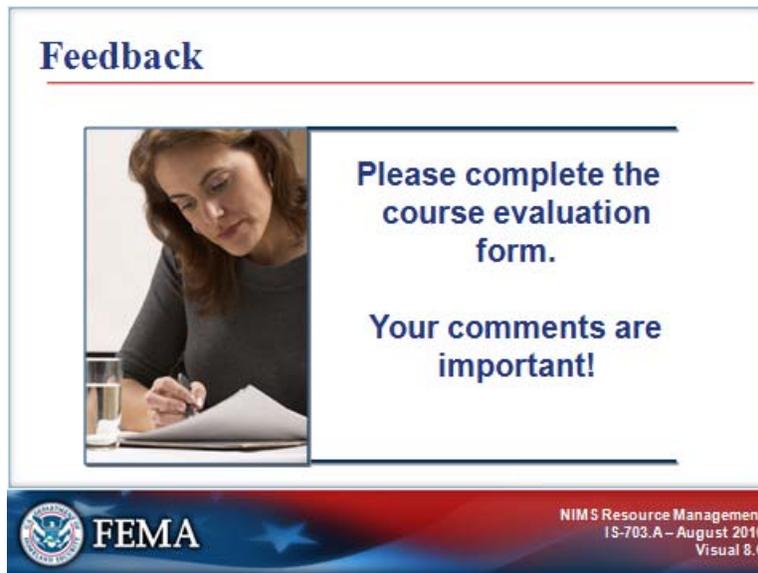
Note that this must be done well in advance of the course.

The completed answer sheets can then be submitted as a group to:

EMI Independent Study
16825 South Seton Ave.
Emmitsburg, MD 21727

COURSE EVALUATION

Visual 8.6



Instructor Notes: Present the following key points.

Emphasize that completing the course evaluation form is important. Participants' comments will be used to evaluate the effectiveness of this course and make changes for future versions.

Please use the course evaluation form provided by the organization sponsoring the course.

Your Notes: