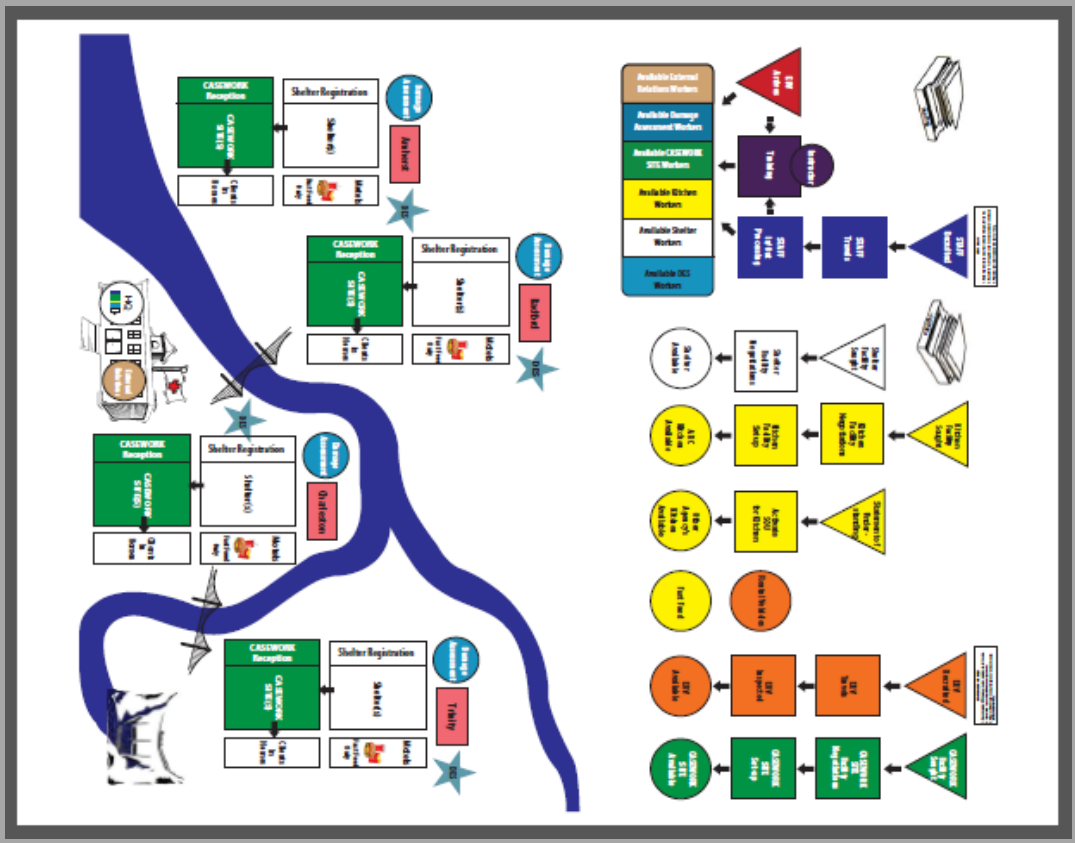
Disaster Response Management Simulation

Disaster Cycle Services

Participant Handbook

March 2017



American Red Cross

Agenda

DAY 1

- Opening and Introductions
- Discipline in Language
- Introduction to the board game
- Simulation – Preparedness
- Simulation – Disaster Day 1
- Simulation – Disaster Day 2
- Transition
- Personal Styles

- **DAY 2**
- Service Delivery Planning
- Simulation- Disaster Day 3
- Service Delivery Plans and Reports
- Simulation – Disaster Day 4
- Simulation – Disaster Day 5 to conclusion
- Debrief in breakouts
- Evaluation of a Disaster Relief Operation from a Systems Perspective
- Leadership
- Simulation Conclusion

Overview:

Service quality, public trust and collaborative relationships are the result of highly effective coordinated action among all Red Cross paid and volunteer staff. American Red Cross commitments to service quality, public trust and collaborative relationships are the driving forces for management actions. While these commitments are not new to the paid and volunteer staff of the American Red Cross, the standards of performance for fulfilling each commitment continue to change and present new demands on the organization. As with any change, the commitment to new standards of performance means that some of what we have been doing in the past is obsolete. As a result, we must increase our capacity for **Learning to Learn**. Learning is not simply having knowledge to be applied to a situation. Our distinct approach to learning is that learning is an assessment we make about a person's increased capacity to think analytically and to take more effective action.

Our Commitment:

The purpose of this simulation is to prepare you to become a member of the disaster leadership team in your region or division and a leader as a disaster responder. During the next two days, our commitment is to increase your capacity to produce coordinated action on a disaster relief operation. We will do this by taking a high level view of a disaster relief operation, looking beyond the scope of any one activity to explore the interdependencies of some key systems.

How the Simulation Is Organized

- At the beginning of the simulation, you will play the roles of chapter/regional leadership staff engaged in a planning meeting. At some point, a disaster will occur and each team will initiate a disaster response. The rest of the simulation will evolve as you sustain and close down the disaster relief operation.
- At appropriate points throughout the simulation, we will provide lessons on specific skills. These teaching episodes will explain how to perform fundamental activities such as developing a service delivery plan.
- By the conclusion of the course, you should have a clear idea of the organization's expectations of leaders and the tools available to assist you.
- Each of you has been provided with a participant's workbook that we will be referring to throughout the course. Please make a point to follow along. Additional information will be handed out throughout the simulation.

It's a Game with Rules

This simulation is designed as a game with playing pieces and rules. It does not replicate an actual disaster operation. Keep the focus on game play. This is a safe environment and keeping an open mind and communicating plainly will make the game more meaningful.

Our Offer (Learning objectives):

We will provide a landscape for learning in which you will work as a team to manage a set of relief operation systems. By the conclusion of this simulation, we hope you will be able to:

- Describe the interdependencies of disaster relief operation systems
- Explore what leadership and leading mean to you
- Develop integrated service delivery plans
- Demonstrate problem-solving with quality services as a goal
- Identify ways that you can contribute to a disaster response leadership team

Engaging in the simulation and teaching episodes will enhance the required supervisor competencies of:

- Being able to anticipate and plan staffing requirements
- Making decisions in a participative style
- Creating and maintaining an environment that encourages teamwork
- Being willing to try new ideas and take risk
- Listening effectively and limiting barriers to communication

Conditions of Learning

- We are more concerned with what you learn while here than what you knew before you walked through the door.
- Be prompt and listen attentively.
- Request coaching from others who have experience.
- Enter into discussions enthusiastically.
- Allow and encourage others to contribute.
- Ask questions.
- Appreciate other points of view.
- Confine discussion to topic.
- Practice leadership skills.

Successful Leaders

Power of Five for Excellence

Five Constituents

- Clients
- Donors
- Partners
- Employees and Volunteers
- The Public

Five Key Responsibilities

- Sheltering
- Feeding
- Government Partners (EOC)
- Disaster Assessment & Reporting
- Fund Raising and Public Affairs

Five Exemplary Leadership Practices

- Model the Way
- Inspire a shared vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

Five Elements of Disciplined Language

- Assertion (facts)
- Assessment (perspective, opinion)
- Offers (proposals, suggestions)
- Requests (invitations, demands)
- Promises (agreement, acceptance)

Five Supervisory Responsibilities

- Be able to anticipate and plan staffing requirements
- Make decisions in a participative style
- Create and maintain an environment that encourages teamwork
- Be willing to try new ideas and take risk
- Listen effectively and limit barriers to communication

Discipline in Language

> *Managers … are absorbed in many short interactions, most of them lasting between two and twenty minutes. We may say that managers engage in conversations in which they create, take care of, and initiate new commitments with an organization.*
>
> - Winograd and Flores, 1986

We often hear that problems on disaster relief operations were caused by communications breakdown or a lack of communication. What does this really mean? What do we mean when we say communications? We say that fundamentally communication is a conversation. A speaker and a listener engaged in coordinating action. We have identified some core elements of these conversations, which can support you in your efforts to have effective conversations.

Clarify the Purpose of Your Conversation

Conversations are used to describe our understanding of and reaction to situations, to identify possibilities and to create action. We find that being –clear about your purpose in a conversation is important to achieving an effective conversation.

Types of Conversations

Any time we speak we are having one of three types of conversations. All are important, and a combination of all three is required to innovate. When we get stuck in one type of conversation, we are often stuck in old and habitual ways of doing things. When we learn to engage in all three types of conversation more consciously, our actions become more effective:

- Conversations for Understanding
- Conversations for Possibilities
- Conversations for Action

Mastering the Art Of Powerful Conversations\

When interacting with your staff, your supervisor, partner agencies, or others in your environment, you can improve your effectiveness as a leader by learning to use language in a much more conscious way. Effectiveness in language helps to ensure that you get what you want in the way you are expecting it, and creates a mood that increases the likelihood that others will want to work with you now and in the future. As you recognize and practice new distinctions relating to everyday conversation, you will become more adept at giving and receiving good information and building trusting relationships.

Here are five elements of disciplined language you will need to understand to master the art of powerful conversations:

Assertions
Assessments
Offers + *(Acceptance)*
Requests+ (*Acceptance)* ➡ **Promises**

Requests can be made in a variety of ways, from invitations to demands. Both can produce results in the short run. A demand however; may diminish our predisposition to coordinate action in the future. In disaster, demands may be required. Be aware of the possibility that you may have diminished future coordination. Be an observer of mood and be ready to take action to rebuild that coordination.

Separate "Facts" And "Opinions"

We describe situations and identify possibilities by speaking "facts" or "opinions." When you are presenting your observations, be clear whether you are presenting "facts" or your "opinion" or your reaction to a situation.

A "fact" is something that two or more observers could measure using a common standard. As an example, "It is seventy-two degrees Fahrenheit" is a fact.

An "opinion" or evaluation is your reaction to a situation. "I think it is hot in here!" is your evaluation of the temperature. It is how you react to the conditions in the room. When you are speaking your opinion – own it! Say "I think" or "I feel," not "it is."

For both "facts" and "opinions," provide the observations that support your speaking. For example, "According to the thermometer, it is seventy-two degrees …" or "I am cold, I keep shivering."

What are some ways to state opinions so that others are clear that they are opinions?

Creating Action

We create action through our conversations by using two kinds of statements – requests and offers. When you have agreement between your requests and offers, it is called a promise.

Promise

When you have agreement between your requests and offers, it is called a promise,

Owning Problems

We describe problems as situations in which we cannot fulfill our commitments. Problems belong to the persons who have commitments to fulfill. Since we have common commitments on relief operations we share problems. As an example, "My problem is how to provide a comfortable environment to do our work ..." not, "The problem is that it is too hot in here!"

Preventing Breakdowns

- Focus on the content of the conversation in order to deliver our message more clearly
- Claim there is a problem with the listener (e.g., inability to understand, no concern for understanding, or no ambition to act on our requests)
- Promise to communicate better in the future

All of these actions are intended to reduce communication breakdowns and increase our ability to coordinate action. And they are all based on the assumption that we are competent in our ability to communicate, and that all we need is more communication. Our claim is that rigorous conversation -- conversation based on discipline and commitment -- is missing from these communications.

The types of conversations you have and the language you use can help or hinder your ability to coordinate focused and productive action. There is no avoiding it. Holding effective conversations is a fundamental skill that directly contributes to the effectiveness of a leader. Learning a few fundamental principles about language and speaking can greatly increase the efficiency and effectiveness of our communication. Following these principles, we can get more done, in less time, with fewer problems.

Prevent Breakdowns:

- By being clear about the purpose of the conversation
- By identifying facts and opinions
- By providing supporting observations
- By making requests
- By dealing with conflict and identifying unfulfilled fundamental commitments.

Disaster Team Culture

3 critical dimensions of the "disaster team culture:"

- *Get to Yes* Be responsive to our clients and partners, don't get between the client and the assistance.
- *Embrace a Culture of Nice* Take care of and be considerate of each other.
- *In speech, writing, and acts, make us all proud to represent the world's largest humanitarian movement*.

Customer Service

Helping your "customer" understand your service:

- Start on positive note,
- Set expectations clearly
- Listen actively.

Worker Satisfaction on Relief Operations

Top factors that contribute to worker satisfaction:

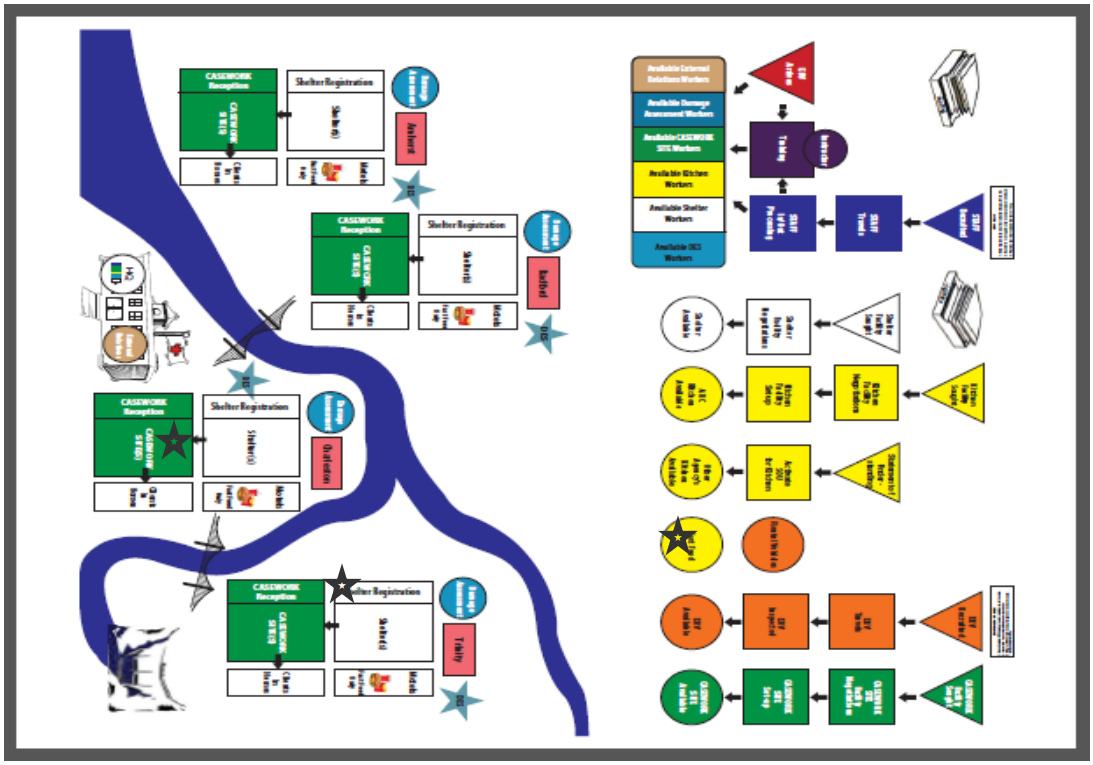
- A sense of accomplishment
- Valued member of a team – treated kindly
- Meeting client needs
- Variety of tasks and assignments
- Meaningful work experiences
- Wise use of time and skills
- Support, guidance and information necessary to carry out work
- Valued by supervisor

What are the implications for you as a leader?

About the Simulation

- All groups but not each activity will be represented in the exercise
- Everyone will learn the necessity of working together
- Please be open to learning
- Play an active role throughout the game
- Keep the focus on game play
- Remember - This is a safe environment and keeping an open mind and communicating plainly will make the game more meaningful.

Introduction to The Board Game


CASEWORK Reception
Shelter Registration
Tally
Shelter
Shelter
Shelter
Shelter
Available External Relations Workers
Available Damage Assessment Workers
Available CASEWORK SITE Workers
Available Kitchen Workers
Available Shelter Workers
Available DES Workers
Tally
Available
Available
Available

Playing Pieces

Clear Cups – Shelters

Yellow Cups – Kitchens

Green Cups – Casework Sites

Cupcake wrappers or French Fry Baskets – ERVs

1 Blue Chip = Trained Disaster workers

1 Red Chip = Event Based Volunteers

2 Untrained Red Chips = 1 Blue Chip

1 Trained Red Chip = 1 Blue chip

1 White Chip = 2 Families

Hershey Kisses – Represent food. **<u>One Kiss</u>** provides all meals for **<u>10 chips</u>** for one day.

Food can come from the following sources if they are open:

Fast Food (Restaurant or Catered Meals) – Cost is $500 per day per Kiss

Other Agency Kitchens – Cost is $300 per day per Kiss

Red Cross Kitchens – Cost is $250 per day per Kiss

Money is in denominations of $50, $100, $500, $1,000, $5,000

Each relief operation will receive $20,000 to pay for Kisses and Hotel Rooms (Your Relief Operation Expenses)

Staffing Requests

Logistical Requests

Stick-on-Stars

Daily Reports

1 – 6 Sided Die

Rules of the Simulation

People

- Staff must be requested
- Before you open a facility, you must have staff available
- Any day that staff enters the Disaster recruited triangle; roll the die to see if any staff is delayed. If you roll a 1, some staff will be delayed. Roll the die again to see how many chips are delayed. Those chips must sit in the delay box for one day before they can travel.
- Local event based volunteers that are not assigned or placed in training do not return. One day in training means the worker has received an orientation and training for the activity to which they have been assigned.
- 2 Red Chips without training = 1 Blue Chip
- 1 Red Chip + 1 day of training = 1 Blue Chip (place star on chip).
- Facilities should not be staffed by untrained Local Workers without trained disaster responders (Blue Chips) to supervise / support them.
- Trained Disaster Responders (Blue Chips) who have been assigned to one activity may be transferred to another activity. It takes one day for them to do the paperwork needed to complete the assignment, get a job induction at headquarters, and travel to the new work site. Place the chip in the Training Square (just for tracking purposes) for one day.
- In order to train workers, you must have 1 Blue Chip in the Instructor Circle on the board.
- Before they can out process, Blue Chips must spend 1 day in the In-Processing /Out-Processing Square.
- You must staff the HQ Circle in the chapter (this represents your table group – 2 Blue Chips)

Disaster Assessment – Information Management

- Disaster Assessment information will be available if you assign Disaster Assessment Workers to that community. This information indicates the number of families affected in the community and the extent of the damage to their homes. This can be useful when trying to determine how long shelters might be open and who might need assistance from the Casework Site.

External Relations

- If there is one Blue Chip in the External Relations Circle in the chapter, you will receive information from the liaison activities and improve your fundraising and public relations capabilities. The equivalent of 2 Chips improves your capacity and may increase the results of these activities.

Distribution of Emergency Supplies

- Distribution information will be available if you assign Distribution Workers to that community. This information indicates the number of people receiving product. This information can be useful to help determine if our distribution efforts are successful and when we might consider closing down the distribution of emergency supplies system.
- You do not need a vehicle to provide bulk product at the site.
- To staff distribution sites use either 1 Blue Chip or 1 Red Chip with a star

Shelters

- Shelters must be requested
- **A shelter can only house clients from the community where it is located**
- Shelters must have a minimum of the equivalent of 2 Blue Chips in order to provide 24-hour coverage.
- 1 shelter holds up to **20 White Chips.** You cannot overcrowd shelters. If there is no room at a shelter facility, you must pay to put clients in motels
- You must give 24 or 48 hour notice before you close a shelter

Kitchens

- Meals are represented by Hershey Kisses. **One Hershey Kiss** provides all meals for **10 Chips**
- Kitchens must be requested
- Red Cross kitchens must have a minimum of the equivalent of 2 Blue Chips
- You must provide meals for all workers and clients on the board including the trained disaster responders (Blue Chips) and Event Based Volunteers (Red Chips) coming into the system
- One kitchen can prepare meals for **100 Chips** (Red, Blue & White Chips) Kitchens can feed chips in shelters, but require an ERV to deliver meals to Casework Sites or clients in homes
- **You must feed clients in motels with fast food/catered meals**
- A kitchen may serve adjacent communities
- Hershey Kisses cannot be split between communities
- You must give 24 or 48hour notice before you close a Red Cross Kitchen
- Partner kitchens do not need any chips they come fully staffed

ERVs:

- ERVs must be requested
- ERVs come with the staff to run them. You do not need to request additional staff
- From the time that ERVs are recruited, they may break down. Roll the die each day you have ERVs on the board. If you roll a 1, then an ERV has broken down. Place a flag on that ERV with the day it will return to service. It sits where it is and cannot serve food for one day while it is repaired
- 1 ERV can carry 4 Hershey Kisses (food for 40 Chips)
- **An ERV can only serve 1 town**
- You must give 24-48 -hour notice before you end a mobile feeding route

Vehicles

- Always available
- Never break down
- Carry the same load of food as an ERV.
- Costs twice as much per day as an ERV
- Must be requested – available the next day
- Must assign 1 Mass Care Chip

Casework Sites and Outreach

- Casework Sites must be requested
- Casework Sites should have a minimum of the equivalent of 4 Blue Chips. These include Financial and Statistical Information, Health Services, Mental Health Services, Client Caseworkers, and Disaster Assessment
- 1 Casework Site can serve 40 Chips per day
- You may provide assistance through outreach. Outreach teams require the equivalent of (3 Blue Chips and can see 15 White Chips per day
- If clients cannot be seen, they stay overnight in the Casework Site Registration Area
- **A Casework Site may serve adjacent communities**
- **Do not need a vehicle for outreach**
- You must give 24-hours notice before you close a Casework Site.

Non-Red Cross Services

- Motels/Rental Units require no Red Cross staff and there are always rooms available - $**100 per chip**
- Others organizations will open kitchens to prepare food for the Red Cross. These kitchens require no Red Cross staff and can provide all meals **for 10 Hershey Kisses per day**. There is a greater charge to use these services
- Commercially Prepared Food – Caterers, Restaurants, Fast Food, of course, require no Red Cross staff and can prepare as many meals as requested, immediately. Again, there is a <u>greater charge</u> for these services..
- You must pay for all Kisses

Community Impact

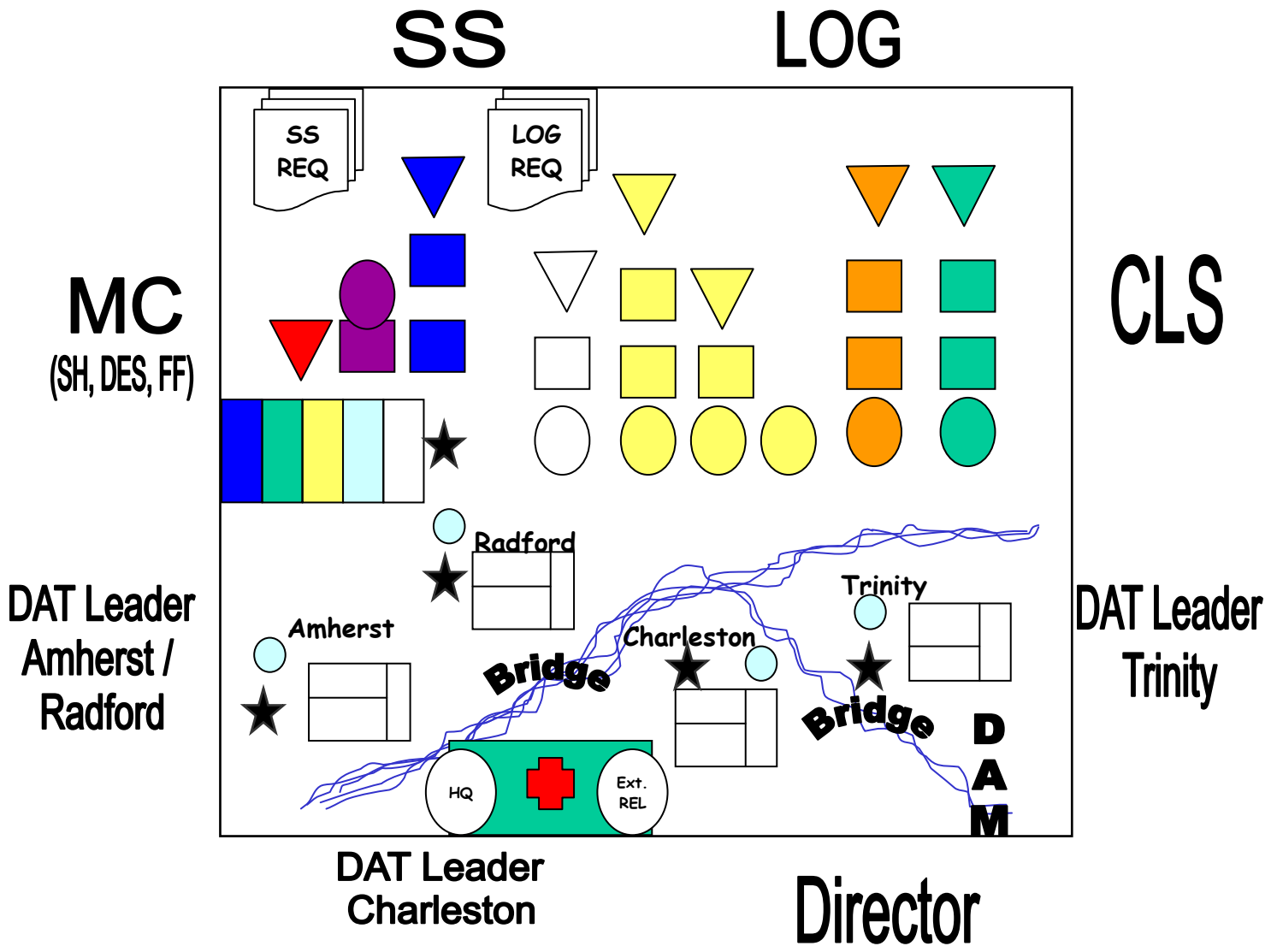
- Shelters without food complain
- If Casework cannot serve all clients waiting, clients complain
- Neighborhoods with ERV deliveries praise the Red Cross
- Donors support the relief efforts when communities receive Distribution of Emergency Supplies.

Other Game Pieces:

- $20,000 – used to pay for Hershey Kisses and motel rooms
- Daily Report (simplified version of the ARC 5266)
- Staffing and Logistical Requests
- 1 - 6 sided die

Follow all the steps in the order they are listed!

Steps in the situation updates that appear in *italics* require information from your facilitators.



SUGGESTED ROLES:

AT THE SUPPLY CHAIN MAP:

- Mass Care
- Staff Services
- Logistics
- Individual Client Services

AT THE COMMUNITY MAP:

- DRO Disaster Director
- DAT Leader – Trinity
- DAT Leader – Charleston
- DAT Leader – Amherst & Radford

Community Profiles

Trinity

- Located where two rivers join....is a community chapter
- Oldest of the cities - population 55,000
- Second largest city
- History of flooding, last significant flooding was three years ago. The Red Cross opened 22 cases. Since that time, several new housing developments have been built along the river
- Dam located on the river above the city
- Mid-income families

Charleston

- Built on several hills that slope down to the river
- Largest of the cities - population 75,000
- Metropolitan center of the area has renovated and revitalized shops and museums downtown. The airport is located on the outskirts of town
- Location of a mid-sized Red Cross chapter that is the Regional Chapter
- In the flooding three years ago, there were 35 cases in this city
- Charleston has access to Trinity and Radford via bridges
- Low to mid-income families

Radford

- Built on rolling hills...is a community chapter
- Industrial town, with a paper mill, a chemical plant, and several large factories - population 45,000
- Many mid to low-income families
- In the flooding three years ago, less than 10 cases were opened; however, the population has grown and there is a new factory

Amherst

- Generally very flat.....is a community chapter
- Rural community with some commuters to Radford - population 15,000
- Many low to mid-income families
- In the flooding three years ago, less than 10 cases were opened - however, with the new factory in Radford, the population has grown slightly

Simulation Episode:
Strategies and Resources For Preparedness

You will be working in your table teams to develop a preparedness strategy for the chapter/region. Imagine that you are at a Disaster Preparedness Meeting for the chapter/region. There is no disaster threatening at the time of the meeting. You will be looking at your resources and deciding on a training strategy for the paid and volunteer staff at the chapter/region.

Debrief for the Preparedness Round

At the conclusion of play, we invite you to share your observations about:

- What were the shared commitments?
- How did you recognize differing points of view?
- Did the group come to a decision, give up or just run out of time?
- Were there dissenting members? How was this handled?
- Give some examples of team members identifying their opinions and providing observations to support them.

Simulation Episode:
Disaster Day One – Initial Response

You knew it was coming. This episode is the start of a disaster relief operation. Your team will be managing the initial response. You will receive a separate situation report and task assignment sheet.

- Initial Notification
- Planning "P"

Debrief for the Operations Day One Round

At the conclusion of play, we invite you to share your observations about:

- How was the shared commitment different in this round?
- Did you have a different sense of urgency? How did this affect your participation?
- Give some examples of team members identifying their opinions and providing observations to support them.
- Were requests perceived as demands or invitations? Give some examples of clear and explicit requests.
- Were there dissenting members? How was this handled?
- What is the overall mood of the group? What factors contributed towards the mood?

Simulation Episode
Disaster Day Two – Scaling Up & Transition of Responsibilities

A challenge for managers is the effective transition from one set of established operating routines or activities to another. This passage between what has been and what will be is an area of rough seas, full of potential for breakdown. Transition is difficult for us because it usually requires that we give up preferred routines, in which we have established some competence, for a new set of routines in which we may not have any evidence of competence. This is the case whether we are changing our routines or changing the people carrying out those routines or changing both routines and people, as in the case of establishing a DRO. Our tendency, unless we have evidence suggesting otherwise, is not to trust the new routines or the people.

- The challenge is to be in the current relief operation, responsive to current needs and using current procedures instead of simply repeating the last relief operation.

Debrief for the Disaster Day Two Round

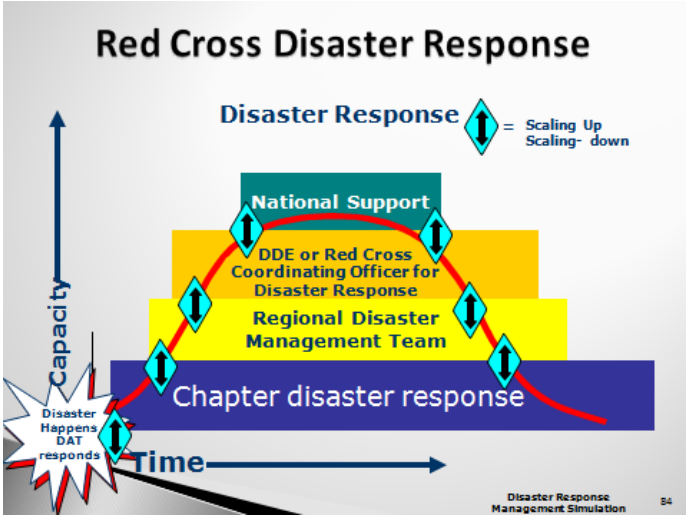
At the conclusion of play, we invite you to share your observations about:

- What specific actions or conversations contributed towards an effective transition?
- What lessons will you apply on the next real disaster relief operation?
- Give some examples of team members identifying their opinions and providing observations to support them.
- Were requests perceived as demands or invitations? Give some examples of clear and explicit requests.
- Were there dissenting members? How was this handled?
- How did the team, or how could the team, foster an environment where members could comfortably ask for coaching or admit they did not understand?
- What is the overall mood of the group? What factors contributed to the mood?

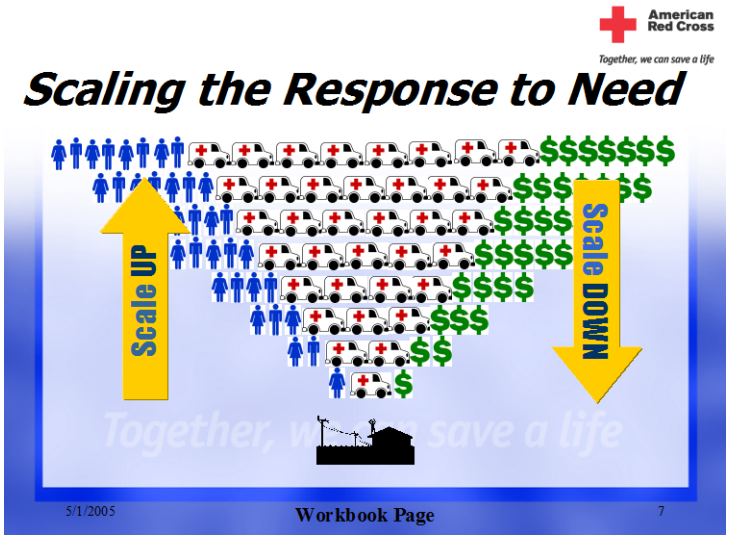
Scaling The Response To The Need

One of the most significant challenges a director will experience is that of scaling the relief operation. To scale the relief operation means to adjust its size and scope proportionally to the disaster-affected needs of the community.

When we scale up, we increase the human, material and financial resources available to the response. When we scale down, we decrease only the human and material resources, because the finances have already been committed.



The scope of a disaster relief operation is directly related to its cost; the bigger the scope, the higher the cost. So it is important to be able to assess the present and future needs accurately and adjust the scope of the relief operation accordingly.



Elements to Promote Smooth Scaling Up / Down

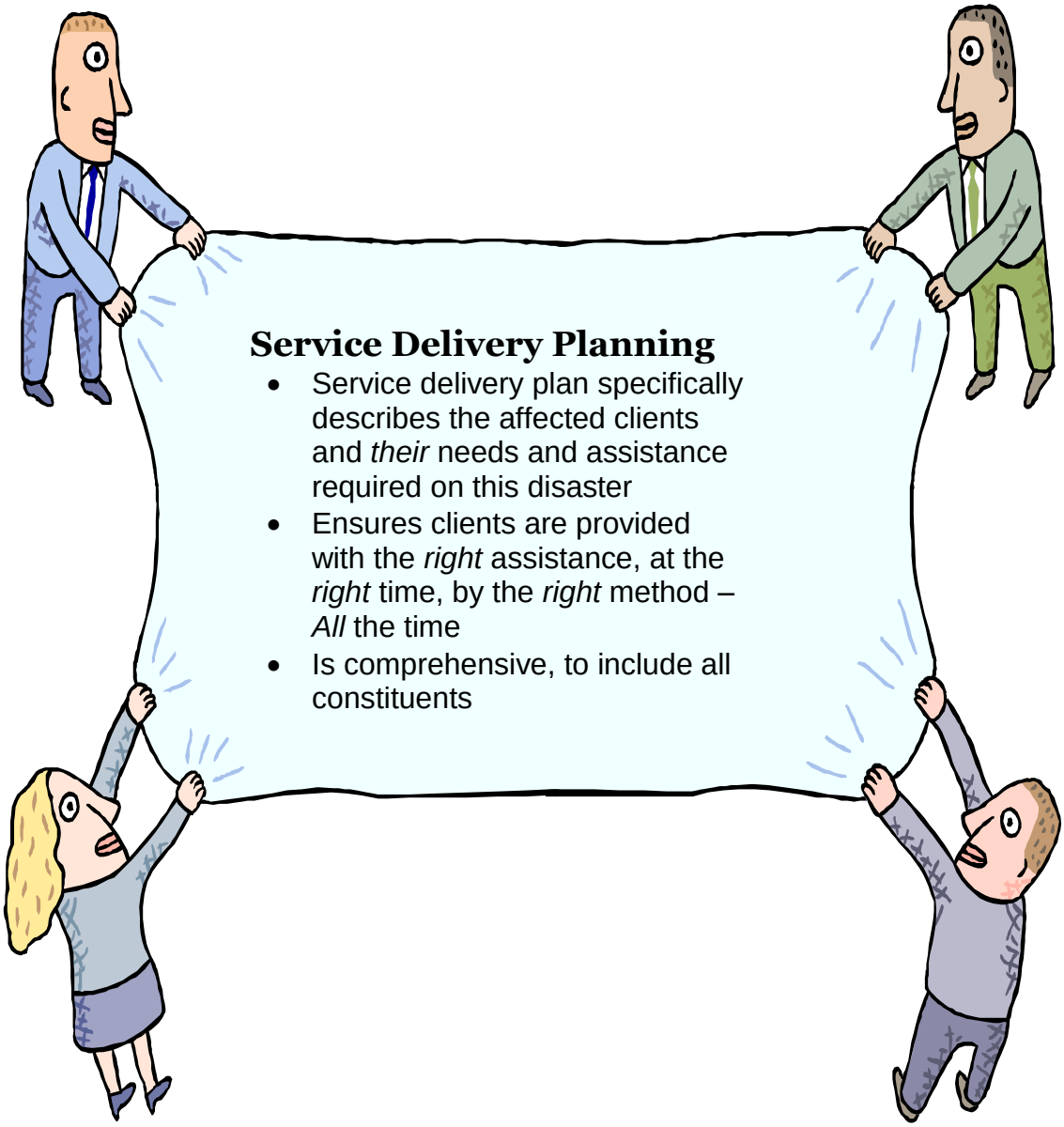
- Personnel who started the job stay involved.
- Offer mentoring / coaching opportunities.
- Key relationships (good and bad) are shared with the DRO staff.
- Utilize the local region's plans and resources.
- Daily conversations held with the chapter(s).
- We remember we are guests in their chapter.
- Treat workers with respect.
- Communicate, communicate, communicate.
- All records and bills are transferred from the chapter to the DRO.
- Get up to speed quickly (track everything).
- "Notice" what's going on and intervene to support.
- Recognize and own your discomfort.
- Provide direction and orientation.
- Be a learner.

Successful Scaling Back To The Region(s) – Integrating

- Personnel who were involved in the beginning continue to be involved and assume responsibilities in the transition.
- Agree when transition of responsibilities should occur.
- Detailed reports from each Group / Activity providing an overview and a list of outstanding activities with written recommendations for follow-up
- Formal notification.
- Ensure there is a process for how bills are to be paid.
- Ensure stock has been replenished (for what you have receipts for).
- Make it clear that the Red Cross is not leaving town.

Key Concepts for the Successful Service Delivery Process

- A customized service delivery plan is developed for disaster relief operations.
- Integration exists, at some level, on all disaster relief operations.
- The clients' needs and the type of assistance to be provided must be matched with the readiness of the clients.
- Service delivery must be seamless and holistic.
- All activity groups must be involved in the planning process.
- Service delivery cannot wait for the plan to be completed.
- Rapid direct client contact and services are essential.



<u>ALL</u> Groups are Part of Service Delivery Planning

- Region representatives
- Information Planning- Disaster Assessment (EEI information)
- Mass Care (SH, FF, DES, S&W)
- Individual Client Services, which includes:
- Client Casework
- Health Services
- Mental Health
- External Relations
- Logistics, which includes
    - Logistics
    - Staff Services

SAMPLE Service Delivery Calendar						
		Shelters Open	Distribution Starts →			Distribution ends
				Kitchens open →		
					Casework sites open →	
Shelters Close Workers Out-Process →	Casework Sites Close	Integration to Region				

Determine the Appropriate Methods for Providing Service

- **Casework Sites**

  To provide clients all direct services at a fixed site.

- **Distribution of Emergency Supplies**

  To provide necessary clean-up and salvage supplies to the victims of a disaster as soon as recovery begins via distribution method. Meet needs without regard to damage

- **Direct Distribution**

  *** Casework is required**

  To provide essential items which cannot readily be purchased from a local merchant which will quickly meet disaster victims' needs.

- **Emergency Aid Stations**

  To provide assistance and bring services to clients that will support salvaging activities. Services include, but are not limited to, crisis counseling, first aid, education, prevention, food and supplies.

- **Integrated Care Teams**

  To facilitate the recovery of individuals and families who – because of loss of life, debilitating injury or illness, or profound emotional and/or financial losses following a disaster event – have a decreased ability to obtain and utilize assistance without intensive American Red Cross intervention.

- **Outreach**

  To provide assistance at the time of contact to clients whose homes suffered damage in the *major* and *destroyed* categories in areas where service centers are not efficient, feasible, or cost effective.

- **Shelter Casework**

  To enable shelter residents to obtain needed emergency assistance items, and/or temporary or permanent housing as a family unit; and ultimately to close the shelter.

- **Other**
  - Safe and Well Linking
  - Call Center
  - Disaster Recovery Center Representation
  - Respite Center
  - MARCC - Multi Agency Resource Coordination Center
  - Virtual

Simulation Episode
Disaster Day Three

In addition to managing service delivery, in this episode, your team will identify service delivery requirements for the total operation.

Determine the appropriate method and function to provide the service and items of assistance.

- What items of assistance are needed?
- How are items of assistance and service(s) going to be provided?
- How long will the service(s) be needed?
- How many sites will offer the service(s)?
- Consider Demographics

Debrief for the Operations Day Three Round

At the conclusion of play, we invite you to share your observations about:

- What are some of the challenges to effective planning on the Disaster Relief Operation? How were these handled?

Reports

- Situation reports
- Disaster Operations Control Form (5266)
- Field Operations Budget
- Incident Action Plan

Operations Reporting

- Reports are a conversation to describe a situation.
- Reports are designed to provide the “facts” about an operation.
- Reports help to monitor how we are fulfilling our commitments.
- Talk with the RDO or DDD about the reporting requirements.
- Start at the beginning of the operation.
- Do not worry about incomplete data on the first reports.

Field Operations Budgeting

Based on the input in the SDP:

- Calculates losses
- Estimates cost of emergency assistance
- Estimates cost of mass care services for clients and workers
- Estimates administrative costs including fundraising, public affairs, and conduct of an after action review

Simulation Episode
Disaster Day Four

In conversation with your divisional staff or the Disaster Operations Coordination Center, it has been determined that your relief operation is a high level three or a small level four operation. In addition to managing the relief operation, for this exercise, you are being asked to project you anticipated costs of direct and support services by completing a budget development worksheet.

Use the experience of the group to develop the budget worksheet. Facilitators will play the role of resources available to you from the Disaster Operations Coordination Center or from within your division.

Debrief for the Operations Day Four Round

At the conclusion of play, we invite you to share your observations about:

- What specific actions or conversations contributed towards an effective cost estimate?
- Give some examples of team members identifying their opinions and providing observations to support them.
- Were requests perceived as demands or invitations? Give some examples of clear and explicit requests.
- What is the overall mood of the group? What factors contributed towards the mood?

Simulation Episode
Disaster Day Five - Closing

In these episodes you will be bringing the relief operation to a close. Staff will be released and facilities returned. As you finish each day of the relief operation, ask your facilitator for the next situation report with information about the operation.

After the final day of simulation, complete the final report.

Please Record on Newsprint:

A final report to share with other teams that gives the following:

- Total cost of the operation
- Total donations
- All Trained Volunteers
- Decisions supporting quality
- Team satisfaction

Discuss the overall satisfaction with the team's performance. Review the decisions the team made in support of capacity building, quality services and budgeting.

Each person should then share new ideas that he/she has as a result of the simulation.

The team uses newsprint and markers to create a final report for the operation. A team spokesperson will present the report to the group.

THE FIVE PRACTICES AND TEN COMMITMENTS OF EXEMPLARY LEADERSHIP

1 MODEL the Way

1. **FIND YOUR VOICE** by clarifying your personal values.
2. **SET THE EXAMPLE** by aligning actions with shared values.

2 INSPIRE a Shared Vision

3. **ENVISION THE FUTURE** by imagining exciting and ennobling possibilities.
4. **ENLIST OTHERS** in a common vision by appealing to shared aspirations.

3 CHALLENGE the process

5. **SEARCH FOR OPPORTUNITIES** by seeking innovative ways to change, grow, and improve.
6. **EXPERIMENT AND TAKE RISKS** by constantly generating small wins and learning from mistakes.

4 ENABLE Others to Act

7. **FOSTER COLLABORATION** by promoting cooperative goals and building trust.
8. **STRENGTHEN OTHERS** by sharing power and discretion.

5 ENCOURAGE the Heart

9. **RECOGNIZE CONTRIBUTIONS** by showing appreciation for individual excellence.
10. **CELEBRATE THE VALUES AND VICTORIES** by creating a spirit of community.

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How Will I Implement What I Have Learned …?

This simulation is one step in your development as a Leader for Disaster Relief Operations. Our commitment was to increase your capacity to produce coordinated action on a disaster relief operation.

Personal Development Plan

My current position(s) as a disaster worker are:

-
-
-

Strengths in current position(s)

-
-
-

The position(s) I am seeking to achieve

-
-
-

How can I be more effective as a leader?

Next Steps for Career Development

- Work with a partner to review your personal development plan. Based on the current region/division capacity determine how you want to contribute to the state's capacity goals.
- Review the disaster requirements listed for your position. What additional training or operational experiences are required for your position?
- Review your completed personal development plans, your goals, and additional training or experience requirements with the Regional Disaster Officer/designee and her/his team.

Additional Tools and Resources

NOTES

The next steps include talking with your region to determine additional experiential learning opportunities on disaster relief operations or internship assignments. We encourage you to share your personal development plan with your region.

COMMUNITY PROFILES:

Trinity

- Located where two rivers join....is a community chapter
- Oldest of the cities - population 55,000
- Second largest city
- History of flooding, last significant flooding was three years ago. The Red Cross opened 22 cases. Since that time, several new housing developments have been built along the river
- Dam located on the river above the city
- Mid-income families

Charleston

- Built on several hills that slope down to the river
- Largest of the cities - population 75,000
- Metropolitan center of the area has renovated and revitalized shops and museums downtown. The airport is located on the outskirts of town
- Location of a mid-sized Red Cross chapter that is the Regional Chapter
- In the flooding three years ago, there were 35 cases in this city
- Charleston has access to Trinity and Radford via bridges
- Low to mid-income families

Radford

- Built on rolling hills...is a community chapter
- Industrial town, with a paper mill, a chemical plant, and several large factories - population 45,000
- Many mid to low-income families
- In the flooding three years ago, less than 10 cases were opened; however, the population has grown and there is a new factory

Amherst

- Generally very flat.....is a community chapter
- Rural community with some commuters to Radford - population 15,000
- Many low to mid-income families
- In the flooding three years ago, less than 10 cases were opened - however, with the new factory in Radford, the population has grown slightly

Rules Guide

Food	Provides meals for **10 chips** **Cannot split kisses**
Fast Food (Restaurant /catered) (Gold kiss)	$500 per day per Kiss
Other Agency Kitchens (Purple kiss)	$300 per day per Kiss
Red Cross Kitchen (Silver kiss)	$250 per day per kiss
Shelter	Must have minimum of the equivalent 2 blue chips
Population	Holds up to 20 White Chips
Kitchens	One Kiss per 10 chips
ARC Kitchen Staff	Minimum of the equivalent of 2 blue chips
Meals	Prepare meals for 100 chips
ERV	Can carry 4 Kisses (food for 40 chips)
Hotels	$100 per white chip, per day
Casework Sites	Can serve 40 Chips per day Minimum of the equivalent of 4 blue chips
Outreach	Can Serve 15 Chips per day Minimum of the equivalent of 3 blue chips

- **DO NOT** move chips until you are instructed to do so by the facilitator
- Minimum of 24 hours to mark a facility for closing