



Resource Inventory Management

Participant Guide

March 2010



FEMA



The Rural Domestic Preparedness Consortium (RDPC) was established by Congress and the U.S. Department of Homeland Security (DHS) to develop and deliver relevant all-hazards training in support of rural homeland security requirements. All training delivered by the RDPC is certified by DHS and offered tuition-free to the nation's emergency response community and associated stakeholders. Visit www.ruraltraining.org to view the course catalog and training schedule or call 859-622-8994 for more information.

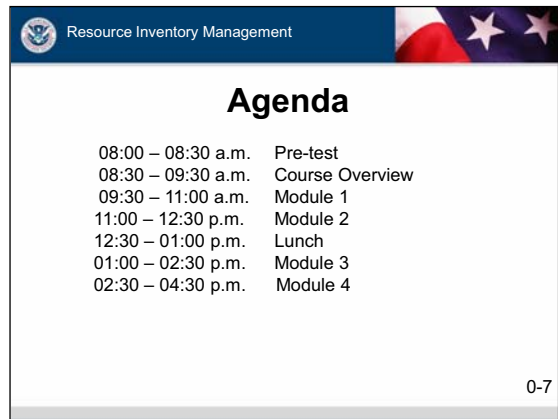


This program of instruction was developed by **NorthWest Arkansas Community College (NWACC)**, a member of the Rural Domestic Preparedness Consortium. The Institute for Corporate and Public Safety (ICPS), a department of NorthWest Arkansas Community College, is a comprehensive education, training, and research institute tasked with preparing both the public and private sectors regarding methodologies and best practices for a crisis event. It is the belief of ICPS that it is essential for communities to pre-plan for crisis events to mitigate the effects, lessening the long-term effects on the community. This can only be done through collaboration of both the public and private sectors, utilizing all available resources.

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Resource Inventory Management—Agenda



Agenda

08:00 – 08:30 a.m.
Pre-test

08:30 – 09:30 a.m.
Course Overview

09:30 – 11:00 a.m.
Module 1: Inventorying and
Assessing Resources

11:00 – 12:30 p.m.
Module 2: Identifying Needs and
Compensating for Shortfalls

12:30 – 01:00 p.m.
Lunch

01:00 – 02:30 p.m.
Module 3: Effectively Managing
Resources

02:30 – 04:30 p.m.
Module 4: Practicing and Evaluating
Techniques



Course Overview– Resource Management as a Component of NIMS

Administration Page

Duration

One hour

Scope Statement

This overview is intended to provide learners with a big-picture understanding of resource management as the third component of the National Incident Management System (NIMS), which provides public and private sector entities with a common systematic approach to managing resources before, during, and after emergencies of all types. Additionally, this overview will give participants an opportunity to identify their respective roles in the emergency management process.

Terminal Learning Objectives (TLO)

By the end of this overview participants will have a general understanding of resource inventory management as a component of the National Incident Management System (NIMS).

Enabling Learning Objectives (ELO)

At the completion of this overview participants will be able to:

- 0.1 Relay the purpose of the NIMS resource typing system;
- 0.2 Describe the purpose and benefits of the NIMS-IRIS;
- 0.3 List and examine the five interwoven principles that serve as foundations of resource management;
- 0.4 Compare and contrast the two parts of resource management;
- 0.5 Describe resource management during an incident as a finite process with a beginning and an end;
- 0.6 Explain “command” and “coordination” as two distinct emergency management processes;
- 0.7 Explain the resource-related functions carried out by each section of the ICS.



Course Overview– Resource Management as a Component of NIMS

Resources

- Pad and easel, paper, pens, tables, chairs for 25 people
- Participant Guides

Instructor to Participant Ratio

1:20-30

Reference List

IS-703 NIMS Resource Management

IS-195 Incident Command System (ICS), Independent Study

NIMS Online. Retrieved June 2008 from <http://www.fema.gov/emergency/nims/>

Practical Exercise Statement

Participants will be called upon to engage in a series of learning activities that emphasize key concepts.

Assessment Strategy

- Observation of student participation
- Instructor-facilitated verbal review of module



Module 1– Inventorying and Assessing Resources – Administration Page

Duration

One hour and 30 minutes

Scope Statement

This module is intended to enable public and private sector organizations to conduct well integrated and effective incident management operations. Providing these organizations with a common resource terminology that will enable them to share resources and personnel will strengthen the nation’s capability to rapidly and easily exchange disaster resources during times of need.

Terminal Learning Objectives (TLO)

By the end of this module you will have a general understanding of the National Incident Management System (NIMS) resource typing system.

Enabling Learning Objectives (ELO)

At the completion of this module you will be able to:

- 1.1. Assign the four “type” levels to resources based on power, size, and capacity.
- 1.2. Categorize three like resources in accordance to “kind.”
- 1.3. Provide at least three examples of resource components.
- 1.4. Describe resource capability with regard to “measures.”
- 1.5. Group and identify one resource in accordance to “kind,” “components,” “measures,” and “type.”
- 1.6. List and describe three resource groupings.
- 1.7. List and describe three resource combinations.



Module 1– Inventorying and Assessing Resources

Resources

- Pad and easel, paper, pens, tables, chairs for 25 people
- Participant Guides

Instructor to Participant Ratio

1:25

Reference List

IS-703 NIMS Resource Management

IS-195 Incident Command System (ICS), Independent Study

NIMS Online. Retrieved June 2008 from <http://www.nimsonline.com>

Practical Exercise Statement

Participants will be called upon to engage in a series of learning activities that emphasize key concepts.

Assessment Strategy

- Observation of student participation
- Instructor-facilitated verbal review of module



Module 2: Identifying Resource Needs and Compensating for Shortfalls -- Administration Page

Duration

One hour, 30 minutes

Scope Statement

This module will help participants identify emergency management resource needs in accordance with community risk and vulnerability assessments and will teach them how to expand their resource base through the use of various inter-agency agreements.

Terminal Learning Objectives (TLO)

By the end of this module participants will be able to identify resource needs and strategies as well as compensate for shortfalls and gaps.

Enabling Learning Objectives (ELO)

At the completion of this module participants will be able to:

- 2.1 Identify resource needs in accordance with community risk and vulnerability assessments.
- 2.2 Compare existing resources against required resources.
- 2.3 Define and describe three benefits of inter-agency agreements.
- 2.4 List six steps to follow when establishing an inter-agency agreement.
- 2.5 List five components of inter-agency agreements.

Resources

Easel and paper, pens, tables, chairs for 25 people

Instructor to Participant Ratio

1:25

Reference List

IS-650, IS-703



Practical Exercise Statement

Students will be prompted to engage in activities throughout the module that will allow for sharing of best practices and brainstorming for solutions to problems.

Assessment Strategy

- Observation of student participation
- Instructor-facilitated verbal review of module



Module 3 – Effectively Managing Resources -- Administration Page

Duration

One hour, 30 minutes

Scope Statement

This module is intended to teach participants how to effectively manage resources before, during, and after an incident. In the course of this module, participants will receive an 8-step guide to managing resources, from the initial size-up of the incident to demobilizing resources. Additionally, the module relays strategies on how to expand day-to-day operations to handle large incidents and how to prevent convergence.

Terminal Learning Objectives (TLO)

By the end of this module you will be able to effectively manage resources.

Enabling Learning Objectives (ELO)

At the completion of this module you will be able to:

- 3.1 Define six entities used to coordinate resources.
- 3.2 List the eight steps to manage resources throughout incident.
- 3.3 List and describe five incident types.
- 3.4 Name the three priorities for establishing incident objectives.
- 3.5 List advantages/disadvantages of single and multi-point ordering.
- 3.6 Define mission-tasking.
- 3.7 List at least four strategies to prevent convergence.

Resources

Pad and easel, paper, pens, tables, chairs for 25 people.

Instructor to Participant Ratio

1:25

Reference List

National Incident Management System, December 2008. Retrieved June 2009 from <http://www.nimsonline.com>.

Practical Exercise Statement

Students will be prompted to engage in activities throughout the course that will allow for sharing of best practices and brainstorming for solutions to problems.

Assessment Strategy

- Instructor-facilitated verbal review of material
- Course post-test



Module 4– Practicing and Evaluating Techniques -- Administration Page

Duration

1 hour and 30 minutes

Scope Statement

This module will help you apply the resource inventory management techniques you have learned throughout this course to a simulated emergency.

Terminal Learning Objectives (TLO)

By the end of this module you will be able to identify and resolve emergency management issues.

Enabling Learning Objectives (ELO)

At the completion of this module, given a scenario and injects, you will be able to:

- 4.1 Categorize the incident type.
- 4.2 Identify one incident recovery goal.
- 4.3 Identify a strategy and tactic for resolving an incident.
- 4.4 List at least two resource needs.
- 4.5 List at least three strategies on how to compensate for resource shortfalls.

Resources

Easel and pad, paper, pens, tables, chairs for 25 people, a Green County map, ICS Form 201 pgs.3 and 4, ICS Form 202, and list of 120 typed resources.

Instructor to Participant Ratio

1:25

Reference List

IS-650, IS-703

Practical Exercise Statement

Students will be prompted to engage in activities throughout the module that will allow for sharing of best practices and brainstorming for solutions to problems.

Assessment Strategy

- Green County resource gap analysis
- After action-review (AAR)