

**UNIVERSITY OF CALIFORNIA,  
BERKELEY (EXTENSION)**

# Emergency Preparedness Planning and Management

This unique eight-course program provides you with a strategic perspective on the planning and management processes for emergency preparedness.

The courses offered this term are described below.

**For a detailed brochure, please call (510) 642-4231.** Or write to Emergency Preparedness Planning and Management Program, UC Berkeley Extension, 2223 Fulton St., Berkeley, CA 94720.

*Courses may be taken in any order (except for the final course, in which you integrate skills learned in previous courses).*

## **Financial Preparedness Planning**

X456.4 (2 semester units in Business Administration)

This course provides an overview of contingency and trade-off accounting; business impact analysis; paying for preparedness planning, training, and response; budget preparation and techniques for presentation; critical path and multiyear budgeting disaster economics; and cost-benefit of risk/responses.

JOSHUA LICHTERMAN,  
Ph.D.

- Jan. 10-14, Mon.-Fri. 9 am-4 pm
- San Francisco: UC Extension Downtown, 150 Fourth St. (near Moscone Center at Howard)
- \$595 (EDP 173211)

## **Strategic Planning and Implementation in Emergency Management**

X456 (2 semester units in Business Administration)

What are the strategic elements of an emergency preparedness program? In this course you examine the process of administering a preparedness program using the strategic management process that is popular in business environments. The instructor discusses organizational strengths and weaknesses vis-à-vis various hazard and risk threats. He examines the threat analysis process, focusing on strategies for resource acquisition and allocation. Policy and plan development, goal setting, and the role of organizational values in strategic decision making are also covered.

This course is of particular relevance for emergency management professionals who need to influence the organizational decision makers who allocate resources and determine program effectiveness. It can also benefit business managers who need additional skills in the specialized area of emergency preparedness management.

JOHN LAYE, M.A.

- Jan. 24-28: Mon.-Fri., 9 am-4 pm

- San Francisco: UC Extension Downtown, 150 Fourth St. (near Moscone Center at Howard)
- \$595 (EDP 173278)

## **Crisis Information Management**

X456.2 (2 semester units in Business Administration)

This course focuses on building and managing crisis information systems, the use of technology within these systems, and intelligence collection and dissemination. Dealing with the media and various constituent groups is also covered, and the role of documentation in emergency response and recovery is discussed.

Emergency preparedness planners, managers who have little background in information management, and communications specialists with limited experience in emergency preparedness will find this course of particular value.

PAUL MORTON, B.A.  
DIANE FRASER, J.D.

- Feb. 7-11: Mon.-Feb., 9 am-4 pm
- San Francisco: UC Extension Downtown, 150 Fourth St.

(near Moscone Center at Howard)

- \$595 (EDP 173286)

**Emergency Management:  
Organization and Structure**

X456.1 (2 semester units in Business Administration)

This course provides an overview of the structure of the emergency management function within private and public sector organizations. It provides a foundation for understanding the complexities and political realities associated with competing interests and multiple demands for resources. Specific attention is given to the elements of planning, decision making policy development, and emergency preparedness in an organizational context. Topics examined include EOC design and functions, ICS structuring, mutual aid, crisis versus day-to-day management, and roles and responsibility differentiation.

The course is intended for experienced emergency management professionals who need to refresh their skills and knowledge, and for newly assigned managers seeking to build a foundation for new responsibilities.

CAROLYN HAY-  
McMULLEN, M.P.A.

- April 11-15: Mon.-Fri., 9 am-4 pm
- San Francisco: UC Extension Downtown, 150 Fourth St. (near Moscone Center at Howard)
- \$595 (EDP 173294)

**Corporate/Public Agency  
Coordination in Emergency  
Management**

X456.5 (2 semester units in Business Administration)

This course covers allocation of services; issues of access; communications, transport, and utility priorities; legal considerations and liabilities; political factors; accountability; communications; systems and processes; federal and state agencies—roles and capabilities; the corporate role in crisis response; and emergencies in which other than local agencies are in charge of response.

BARBARA FOSTER, AAS,  
BSN

- May 2-6: Mon.-Fri., 9 am-4 pm
- San Francisco: UC Extension Downtown, 150 Fourth St. (near Moscone Center at Howard)
- \$595 (EDP 173229)

**Scholarships are available for public agency employees. Fax information requests to (510) 642-9948**

UNIVERSITY OF CALIFORNIA, BERKELEY

CONTINUING EDUCATION IN BUSINESS AND MANAGEMENT  
UNIVERSITY EXTENSION  
2223 FULTON STREET  
BERKELEY, CALIFORNIA 94720

Telephone: (510) 642-4231  
Fax: (510) 642-8683

November 22, 1993

Dear Colleague;

Over the past ten years emphasis has been placed on training emergency preparedness responders. To date, there have been few programs that focus on the strategic management skills needed by the contingency planner in business. These skills—in planning, negotiating, and partnering—have become essential as responsibility for preparedness has shifted from the public sector to joint private/public efforts; as the complexity and nature of emergency response has changed; and as emergency preparedness itself has evolved into a sophisticated, demanding profession.

We would like to invite you to participate in an exciting new certificate program in Emergency Preparedness Planning and Management offered by the University of California at Berkeley. Now is the time to obtain a respected academic credential in this emerging new profession.

Our eight course program is unique. It is the only one of its kind in the country. Each course carries full academic credit and is offered in a five day intensive format once a quarter, so you can participate in the program from anywhere in the country. The next series begins in January with Strategic Planning and Implementation in Emergency Management. While you can join the program at any point along the way, Strategic Planning lays a solid foundation upon which to build your future coursework.

This program has been designed for mid and upper level managers. Whether you are a seasoned manager or just moving into this emerging field, the program offers formal academic preparation as well as practical experience. It focuses on planning for, prioritizing, and responding to emergencies to insure rapid business recovery. The program focuses on the efficient use of internal resources, and how to build strategic partnerships with the public sector.

We are proud of the fact that this program is firmly rooted in both practice and theory. It has been developed under the supervision of the most prominent public and private emergency managers in California. Instruction is offered by a team of professional emergency managers, consultants and academics.

What better way to start the New Year than by investing in your future, the future of your company or public agency, and the future of the people who will depend on you when the next disaster strikes. Enroll now in the only university-based certificate program in the country in

Emergency Preparedness Planning and Management. Call now (510-642-4231) for more information or to register for the January class.

Sincerely,

John Ebersole  
Chairman  
Department of Business and Management

## ***EMERGENCY PREPAREDNESS PLANNING AND MANAGEMENT***

***This unique eight-course program provides you with a strategic perspective on the planning and management processes for emergency preparedness.***

***Enroll now with Visa or MasterCard;  
call (510) 642-4231 or fax (510) 642-0374.***

### ***COURSE DESCRIPTIONS***

#### **Strategic Planning and Implementation in Emergency Management**

X456 (2 semester units in Business Administration)

In this course participants examine the process of administering a preparedness program using the strategic management process that is popular in business environments. They discuss organizational strengths and weaknesses by examining various hazard and risk threats. Participants examine the threat analysis process, focusing on strategies for resource acquisition and allocation. Policy and plan development, goal setting, and the role of organizational values in strategic decision making are also covered.

This course is of particular relevance for emergency management professionals who need to influence the organizational decision makers who allocate resources and determine program effectiveness. It can also benefit business managers who need additional skills in the specialized area of emergency preparedness management.

#### **Emergency Management: Organization and Structure**

X456.1 (2 semester units in Business Administration)

This course provides an overview of the structure of the emergency management function within private and public sector organizations. It provides a foundation for understanding the complexities and political realities associated with competing interests and multiple demands for resources. Specific attention is given to the elements of planning, decision making, policy development, and emergency preparedness in an organizational context. Topics examined include EOC design and functions, ICS structuring, mutual aid, crisis versus day-to-day management, and roles and responsibility differentiation. The course is intended for experienced emergency management professionals who need to refresh their skills and knowledge, and for newly assigned managers seeking to build a foundation for new responsibilities.

#### **Crisis Information Management**

X456.2 (2 semester units in Business Administration)

This course focuses on building and managing crisis information

systems, the use of technology within these systems, and intelligence collection and dissemination. Dealing with the media and various constituent groups is also covered, and the role of documentation in emergency response and recovery is discussed.

Emergency preparedness planners, managers who have little background in information management, and communications specialists with limited experience in emergency preparedness will find this course of particular value.

#### **The Human Element in Preparedness Planning**

456.3 (2 semester units in Business Administration)

This course examines the psychology of crisis from both an individual and a group perspective. It helps participants develop the interpersonal skills for meeting individual needs, dealing with victims/survivors, and responding to customers, community, and external constituents. Participants will also learn how to deal with groups of volunteers and teams of support service providers. They will examine the tendency for conflict to erupt more quickly in crisis situations and how to handle it. They will also look at the impact of corporate

culture on an organizations capacity to respond and recover from crisis.

### **Financial Preparedness Planning**

X456.4 (2 semester units in Business Administration)

This course provides an overview of contingency and trade-off accounting; business impact analysis; paying for preparedness planning, training, and response; budget preparation and techniques for presentation; critical path and multiyear budgeting; disaster economics; and cost-benefit of risk/responses.

### **Corporate/Public Agency Coordination**

X456.5 (2 semester units in Business Administration)

This course covers allocation of services; issues of access; communications, transport, and utility priorities; legal considerations and liabilities; political factors, accountability; communications; systems and processes; federal and state agencies-roles and capabilities; the corporate role in crisis response; and emergencies in which other than local agencies are in charge of response.

### **Operational Recovery**

X456.6 (2 semester units in Business Administration)

The topics covered in this course include: safeguarding records; data protection; site restoration and relocation planning; prioritizing allocation of resources and services; development of alternative resources and distribution systems; resumption/restoration

of revenue production; and market loss assessment and restoration.

### **Practicum**

The practicum is an integrative project combined with an evaluation exercise which is designed by the student with the assistance of a faculty advisor.

Certificate In Emergency Preparedness Planning

**Proposed Curriculum**

<i>COURSE #</i>	<i>COURSE NAME</i>
I	Strategic Planning and Implementation
II	Emergency Management: Organization & Structure
III	Crisis Information Management
IV	The Human Element in Preparedness Planning
V	Financial Preparedness Planning
VI	Corporate/Public Agency Coordination
VII	Operational Recovery
VIII	Practicum



## STRATEGIC EMERGENCY PREPAREDNESS PLANNING AND IMPLEMENTATION

University of California Berkeley Extension

Spring 1993

### Course Description:

This course introduces students to concepts of strategic planning and implementation as applied to emergency preparedness. It is intended to enable students to distinguish strategic planning from other management skills, to make them familiar with strategic planning, and to provide them with techniques they can use in developing and implementing emergency preparedness programs.

Because it will be the first structured learning opportunity on these topics for some, it begins with basic strategic planning to provide a common background for all class members. After a background in strategic planning is established, the course turns to basic implementation and long-term support. The first third of the course covers fundamentals. During the mid part, Multi-hazard Functional Planning is introduced, and the course transitions through more advanced strategic planning to implementation. The instruction integrates the knowledge gained into real world practical situations through participative exercises.

### Course objectives:

Students will gain knowledge of:

1. Policy development.
2. Reasons and methods for setting preparedness goals (often called standards in large corporations).
3. Objectives of strategic planning.
4. Importance of, and ways to maintain a multi-year focus.
5. A strategic planning process.
6. The roles of managers in strategic planning and implementation.
7. Recognizing organizational values.
8. Threat analysis and ranking methods.
9. Ways to determine internal strengths and weaknesses.
10. Steps to develop emergency preparedness program plans.
11. How to acquire and allocate resources and logistics.
12. Planning for crises with and without warnings.
13. Implementing preparedness programs.

Working as management teams, students will develop skills in:

1. Goal setting.
2. Establishing objectives.

3. Integrating a multi-year focus during planning.
4. Facilitating strategic planning.
5. Integrating organizational values into planning.
6. Analyzing and ranking threats.
7. Determining an organization's internal strengths and weaknesses.
8. Developing an emergency preparedness planning outline.

#### Instructional Methods:

I. Reading select business periodicals' articles before the first session will provide a basis for early participative discussion. Timely articles appearing in the business press will continue to be reproduced and assigned for discussion as opportunities present during the course.

II. Lectures will be linked to assigned reading in order to impart knowledge early in the course. In addition to the principal lecturer, lecturers from a pool of diverse business cultures will be chosen for their expertise and stature. The instructor will link lectures to the course objectives. Reading assignments in the texts will continue through the course.

III. Students will use case studies and projects to apply course principles. These will challenge students who are also active managers and reinforce learning by timely application. The teams will: read and present problem analyses, form management teams to develop alternative solutions, present them, and facilitate class discussions to choose a solution.

IV. An out-of-class reading assignment and report will permit students to pursue specific areas of interest while expanding their knowledge of material not specifically covered in class.

#### Expected Learning Outcomes:

Students will become familiar with business literature ranging from contemporary *Harvard Business Review* articles to text authors with the stature of Peter Drucker and with books considered classics because of their continuing value in business management. They will gain experience by integrating that information in emergency preparedness project management.

Students will benchmark knowledge about strategic planning and hone presentation skills used in transitioning from strategic planning to implementation; they will also get practice as facilitators of group discussions on planning and implementing organizational preparedness in this low threat environment.

Students will gain insight into motivations of senior executives who approve emergency preparedness projects.

Students will develop and review strategic planning and implementation presentations applicable to the real business world.

Subject Matter Outline:

*I. Policy Development*

Values of emergency preparedness to corporations

Strategic planning vs. other management techniques

Tie strategic planning to corporate vision statement

Corporate vision statement ) basis for policy development

Corporate mission statement)

Scenarios as initiators of strategic planning part of emergency preparedness - quiz.

Policy's logical development from strategic planning

Expand policy development:

Impact factors integrated to policy level risk analysis

Goal/Standards setting—reasons and methods connectivity - senior management's continuing active support

Selecting objectives:

In support of goals/standards

Practical recommendations

Capture others' objectives to obtain support

Real world examples:

Objectives in strategic planning

Introductions:

Bases for multi-year planning

Strategic planning technique

Expectations for managerial staff support

Implementation fundamentals

Reviews:

Strategic planning objectives

Implementation fundamentals

Student teams' assignments:

Consider scenarios requiring strategic planning

Research bases for strategic planning

Develop basis for strategic planning

Strategic planning process

Presentations to the class

Introduce maintaining multi-year focus

Tie to goal/standard setting and senior management's ongoing active support

Staffing patterns:

- Research and scenario development

- Response to policy, through training and incorporation into routine planning

- Program maintenance level

Student teams presentations:

- Basis for strategic planning

- The strategic plan

- Lead class discussions - select strategies

Review implementation

Students choose reading for reports

Recognizing and applying organizational values during strategic planning and implementation

Determining internal strengths and weaknesses

## *II. Transition*

Review to date.

Risk analysis/threat ranking methods quiz.

Student teams assignment:

- Develop a risk analysis based on actual hazard identification and impact data, then make a class presentation.

Introduction to multi-hazard functional planning as a systematic method to develop emergency plans and to integrate:

- Mitigation

- Preparation

- Response

- Recovery

Student teams' presentations:

- Risk analyses/threat rankings

## *III. Implementation*

Student teams' assignments:

- Review and discuss prior strategic planning - incorporate:

  - Organizational values

  - Internal strengths and weaknesses

Acquiring and allocating resources/logistics.

Planning for crises:

    With warnings

    Without

Student teams' assignments:

    Outline corporate emergency plans

Student team' presentations:

    Emergency preparedness programs' outlines matching implementation strategies

Review and discussion of entire course as desired by class.

*IV. Post-course*

Reading reports

Develop implementation strategy

## Readings:

### Pre-Course:

“Are You Ready to Meet a Disaster?”  
Virgil M. Dissmeyer, in *Harvard Business Review*, May-June 1983  
HBR reprint no. 83302. 7 pp.

“Are You a Strategist or Just a Manager?”  
Hans H. Hinterhuber and Harvey A. Thomson, in *Harvard Business Review*, January-February  
1992  
HBR reprint no. 92104 8 pp.

*Emergency Preparedness and Response Program*  
(planning standard - booklet)  
Pacific Bell, 1989. 134 pp.

### During the course:

*The Art of The Long View - Planning for the Future In an Uncertain World*  
Peter Schwartz  
A Currency book (Doubleday, New York) 1991; 258 pp.  
ISBN 0-385-26731-2.

“Planning as Learning”  
Arie P. de Geus, in *Harvard Business Review*, March-April 1988  
HBR reprint no. 88202. 4 pp.

#### Reader

“*Multihazard Functional Planning Guidance*”, Loren Fields  
State of California Office of Emergency Services  
Ed. John Laye, Moraga, 1992; 65 pp.

*Getting the Job Done—Managing Project Teams and Task Forces for Success - Revised Edition*  
W. Alan Randolph and Barry Z. Posner  
Prentice Hall, New York, 1988 & 1992; 142 pp.  
ISBN 0-13-616285-1.

Bibliography:

*Public Administration: Concepts and Cases*

Stillman

Houghton-Mifflin Co., New York; 542 pp.

ISBN: 0-395-59015-9

*Risk Analysis and the Security Survey*

James F. Broder, CPP

Butterworth Publishers, Boston 1984, 235 pp.

ISBN 0-409-95085-9

*The Art of War*

SunTzu-Ed. James Clavell

Dell Publishing (Bantam Doubleday Dell, New York) 1988; 82 pp.

ISBN 0-385-29985-0.

*The Prince*

Nicolo Machiavelli-Trans. W.K. Marriott

Great Books of the Western World No. 23 (Encyclopedia Britannica, Chicago) 1952; 37 pp.

*The Mind of the Strategist*

Kenichi Ohmae

McGraw-Hill, Inc., New York; 283 pp.

ISBN: (paperback); 0-07-047004-6

(hardcover); 0-07-047595-4.

*Emergency Management: Principles and Practice for Local Government*

Ed. Thomas E. Drabek

International City Management Association, Washington D.C. 1991; 353 pp.

ISBN 0-87326-082-1.

*Corporate Tragedies* Product tampering, Sabotage, and Other Catastrophes

Ian I. Mitroff and Ralph H. Hilmann

Praeger Publishers, New York, 1984; 140 pp.

ISBN 0-03-064104-7.

*Project Management* – How to Plan and Manage Successful Projects

Joan Knutson and Ira Bitz

AMACOM, New York, 1992; 250 pp.

ISBN 0-8144-5043-1.

“EMERGENCY MANAGEMENT ORGANIZATION AND STRUCTURE”  
X456.1

## COURSE DESCRIPTION

This course provides an introduction and an overview of emergency management organization in the public and private sectors. It provides the foundation upon which the student will develop an understanding of the complexities and the political realities of emergency management organization in the corporate and government cultures. The course is intended to dissect the multiple elements of corporate emergency management organization and structure. The development of a comprehensive emergency management organization involves many layers of planning and an in-depth knowledge of the manner in which each portion of the planning process fits into the whole. Specifically, the course will deal with the physical elements of disaster planning, disaster decisionmaking including field, administrative, and policy level decision-making, and the components of emergency management program development.

The course will benefit emergency management program professionals involved in pursuing emergency management.

## COURSE OBJECTIVES:

Students will develop an understanding of:

- Disaster decision making at all levels of an organization
- The crisis team and organizational management interface
- Day-to-day responsibilities and relationships versus disaster only responsibilities and relationships
- Physical planning and organization (plan formatting)
- Emergency Operations Center design and function
- Incident Command System structure and operation
- Mutual Aid agreements
- Review of planning structures-private and public

## INSTRUCTIONAL METHODS:

This course instructor will present didactic material which covers key points related to the class subject matter. This material will be reinforced on a practical level in several ways:

*Pre-Course Reading:* The students will be asked to read identified material prior to arriving for the course. This will facilitate course learning as it will create a foundation upon which the course will build.

*Small Group Process:* The groups of students will be responsible for developing a model emergency management program for a hypothetical emergency management organization. Each



student will be assigned to the same project group for the duration of the course. The groups will develop all aspects of a comprehensive model emergency management program including program formatting, program advisory structure, planning document outlines, plan and program maintenance and training. The project parts will parallel the course teaching points. Each group will be responsible for making a presentation on the last day of class. Some time will be required each day for project organization and discussion, this may involve some of our class time.

*Student Expertise:* The students, many of whom are practitioners in the field of emergency management, will be encouraged to discuss and analyze their own emergency program information and experiences.

*Guest Lecturing:* Local emergency program managers and professionals will be utilized as speaker resources as available and appropriate.

*Independent Research Paper:* A post class meeting assignment will be given to the students. They will be assigned a research paper dealing with an existing corporate or local emergency management program. The program of their choice cannot be one in which they are currently employed. The students will be asked to analyze the program in terms of applicability for the perceived needs, identification of the organizational components and the program structure, an assessment of the viability and success of the program, and recommendations for changes to the program.

#### EXPECTED LEARNING OUTCOMES:

- Students will be exposed to the theoretical basis for successful emergency management organization and structure. These theories will be presented from current literature and first hand knowledge.
- Students will contribute to the development of a model emergency management program. The development of the model will provide each student with an opportunity to consider all levels of the program including crisis management teams, day-to-day emergency management program administration and the interface with top management. Basic theoretical issues including program roles and relationships will be explored and presented through this process. The dilemmas of day-to-day program development and reporting and the changing role in crisis management will be examined.
- Students will be able to analyze and critique an existing emergency management program. This analysis will include an in-depth look at the organization and structure of the program, the components of the program in terms of its applicability to the perceived threat, appropriateness for the organization, integration throughout the entire organization, and program management and executive level support.
- Students will have read a collection of current literature dealing with the subject matter. After reading the literature and listening to lecture material students will be able to incorporate the lessons learned into: 1) their model emergency management project, 2) into an analysis of a

program for their post-course project, and 3) into their day-to-day emergency management environment.

- Students will be given an opportunity to discuss the emergency management programs they have been a part of or have seen in passing. This subject area is young enough that current literature does not include an abundance of good case studies and/or a comprehensive approach to organization and structure, thus a moderated exchange of experience will be included as appropriate.
- The students will learn from subject experts from local corporations and government. These practitioners will be used as resources for specific topics throughout the course and will present actual approaches to problems associated with emergency management organization and structure.

**GRADING WILL BE BASED ON:**

- Small group model emergency management program.....40
- Class participation.....20
- Analysis of a local emergency management program.....40

**CLASS ACTIVITIES:**

- I. Class overview, expectations and introductions. Emergency management programs: overall program components to include building planning; site planning; recovery planning; emergency operations center planning; disaster decision making.
- II. The politics of emergency management program implementation: Gaining upper management support; visibility throughout the organization; making things happen; day-to-day program management; crisis management; policy level management; “trickle-down” authority.
- III. Emergency operations center design and functions: Physical location(s); use of alternates; activation criteria; notification of activation; floor planning; operations, coordination and policy decision making; designs that work; functional groups.
- IV. Emergency operations center information management: maps, displays, communications, use of computers, message forms, disaster information dissemination.
- V. Incident Command System (ICS): history; structural components; common usage; politics and ICS.
- VI. Command posts, ICS, and emergency operations centers (EOC’s): unified field command – and interface with the emergency operations center; problems with the incident command system and the emergency operations center; applicability to organizational culture.

- VII. Mutual Aid: traditional government mutual aid; recent turmoil around mutual aid; corporate mutual aid; legal considerations; mutual aid interface between corporations and local government.
- VIII. Employee program orientation and training: importance of a comprehensive program orientation; employee role clarification strategies; employee family preparedness; family disaster notification considerations.
- IX. Disaster Recovery Planning: Components of recovery planning; organizing to recover; transition from operations to recovery; case studies in recovery.
- X. Group project work and presentations.

#### COURSE TEXT AND REFERENCE MATERIAL

“Corporate Comprehensive Earthquake Preparedness Planning Guidelines,” Southern California Earthquake Preparedness Project, September 1988.

“Emergency Planning- A Guide for Business and Industry”, Student Text, Emergency Response Institute, Inc., 4537 Foxhall Drive, NE, Olympia, WA 98506.

“Earthquake Preparedness Training for Businesses” Bay Area Regional Earthquake Preparedness Project, June, 1990.

“Emergency Management Principles and Practice for Local Government”, International City Management Association, 1991.

## **Crisis Information Management X456.2**

### **Course Description**

This course provides an overview of strategic and tactical communication in crisis situations and how to integrate the communication planning function in emergency preparedness planning for corporations and government agencies. The course will explain and demonstrate how basic communication planning can enhance overall operational response to an emergency.

The class will explore principles of communication theory and how they apply in practice. Starting at the strategic level, the course will address setting objectives, defining audiences, creating messages, selecting vehicles and gathering feedback as key components of successful communication. The class also will demonstrate and involve students in the tactical implementation of these same elements.

In applying these tactics, the course will address the high-tech/systems side of communication, as well as the human aspects.

### **Course Objectives**

Students will gain knowledge, understanding and practice in:

- theories and components of communication.
- the relationship of communication to operational crisis management and the different roles each plays.
- the benefit/risk of communicating or not.
- the integration of corporate objectives and values in communication and emergency response planning.
- the process of setting communication objectives and strategies.
- audience/message/vehicle analysis and identification
- gathering feedback in support of ongoing communication.

## **Instructional Methods**

- Pre-Course Reading*** Selected reading from textbooks, business periodicals and general interest press will provide a foundation context for class discussion. Students also will be asked to bring a copy of their employer's communication plan for emergencies.
- Lecture*** As an extension to the reading and a catalyst for group discussion, the instructors and selected guest lecturers with specific expertise will make presentations throughout the course.
- Videotapes*** Excerpts from commercial training tapes, current and classic broadcast clips will illustrate specific learning points.
- Small Group Exercises*** Students will create respond to crisis situations using companies developed for the class in Emergency Management Organization Structure (Spring 1993, X456.1).
- On-Camera Experience*** In various situations throughout the class, (ambush interview, press conference, planned one-on-one,) students will practice communication techniques on camera in a supportive environment.
- Student Projects*** Using the communication plans they were asked to bring in from their employers, students will critique these plans and suggest improvements. They will develop a communication plan for the company they created and use it in the small group exercises.

## **Learning Outcomes**

Students will be better able to integrate communication, emergency response and management functions in a crisis.

Students will become familiar with different types of communication media (internal, external, print, electronic), their different needs and characteristics.

Students will gain practical experience in dealing with the media through on-camera experience and in-class critique.

Students will receive sample plans, forms and support materials to use in their organizations.

Students will become better communicators in general, learning skills they can apply in their day-to-day jobs.

## **Subject Matter Outline**

- I. Crisis Communications in Perspective
  - A. What is a crisis
    - 1. Examples
    - 2. Reactions
  - B. Why communicate during a crisis
    - 1. Control of information
    - 2. Cost benefit analysis
  - C. Example of crisis communication
- II. Communication Theory
  - A. Sender/receiver models
  - B. Under normal circumstances
  - C. In crisis mode
- III. Setting objectives and designing strategies
  - A. Corporate objectives, values and strategies
  - B. Crisis specific objectives, values and strategies
  - C. Integrating them all
- IV. Audiences
  - A. Types—who are they
  - B. Relationships and overlap between audiences
- V. Messages
  - A. Types—what do you say
  - B. Consistency with objective and strategies
- VI. Vehicles
  - A. Types
  - B. Back-up systems
  - C. Role of technology and equipment
- VII. Feedback
  - A. Management of information/information for management
  - B. Time factors
  - C. Documentation
- VIII. Summary

## ASSIGNED READING

### *Corporate Tragedies, Product Tampering, Sabotage, and Other Catastrophes*

Ian I. Mitroff and Ralph H. Kilmann, 1984  
Prager Publishers, CBS Educational & Professional Publishing  
CBS, Inc.  
531 Fifth Avenue  
New York, NY 10175  
ISBN 0-03-064104-7

Reproduction rights will be needed.

Required Reading: Introduction, Chapters 5 and 8

### *Crisis Communication Handbook*

Communication Bank  
International Association of Business Communicators  
One Hallidie Plaza, Suite 600  
San Francisco, CA 94102  
(415) 433-3400

Reproduction rights will be needed.

Required reading:

p. 27	“Crisis Communication: My View: Sometimes just say no, but most often say yes”
pp. 31, 32	“Crisis Communication: If It Had a Precedent, It Wouldn’t be a Crisis”
pp. 33, 34	“Report to our Shareholders”
pp. 57 - 60	“Communicating with Employees During a Time of Tragedy”
pp. 61 - 67	“Crisis Communication Paper—Schweppes”
pp. 108, 109	“Questions You Can Expect”

### *On The Spot*

Dow Corning Corporation  
Midland, MI 48686-0994

Reproduction rights will be needed.

Required Reading:

pp. 1-5, 1-6	“Defining Crisis”
pp. 1-12-1-14	“A Model Code of Conduct”

*Emergency Management: Principles and Practice for Local Government\**  
editors, Thomas E. Drabek and Gerard J. Hoetmer

\* This is the text used by Carolyn Hay-McMullen in her class, so they should have it.

Required reading:

pp. 93 - 97	Postdisaster communication and Postdisaster impact of the media
pp. 318, 319	Perception of risk and communication

Supplementary reading will be assigned in class as necessary.

### **IN-CLASS VIDEO SUPPORT**

A representative sample, all to be provided by The Communication Center:

The Newhart Show	Stage setting
Interviews from various news and talk shows	Examples of good and bad interviews, the role of preparation
First Interstate Fire Response	Step-by-step through a crisis
In-class, on-camera video experiences	opportunities for class members to practice their skills

### **ANTICIPATED GUEST LECTURERS**

Bud Coale, National Sales Manager, NovAlert  
Subject: Communication systems and vehicles

Pete Olinger, Lockheed Corporation, Emergency Manager  
Subject: Managing information

William Ihle, Vice President, National Medical Enterprises  
Subject: What the media wants

Mary Ellen Ittner, Public Affairs, PG&E  
Subject: Speaking to different audiences



Sources for selected readings from *Crisis Communication Handbook*, published by the  
Communication Bank  
International Association of Business Communicators  
One Hallidie Plaza, Suite 600  
San Francisco, CA 94102  
(415) 433-3400

“Crisis Communication: My View: Sometimes just say no, but most often yes”  
written by Martin Arnold

Source: *IABC Communication World*, June 1989

“Crisis Communication: If It Had a Precedent, It Wouldn’t be a Crisis”  
written by Albert J. Tortorella

Source: *IABC Communication World*, June 1989

“Report to our Shareholders”, no author cited

Source: Exxon Corporation, no other reference provided

“Communicating with Employees During a Time of Tragedy” written by Lynn Fisher and  
William Briggs, Ed.D.

Source: *IABC Communication World*, February 1989

“Crisis Communication Paper—Schweppes” written by Diane M. Plummer, then Manager of  
Corporate Public Affairs Dept., Cadbury Schweppes Pty., Ltd.\*

Source: paper presented to IABC Conference, London, England, July 16, 1987

\*most recent address Dianne M. Plummer

Managing Director

DMP Public Affairs Consulting

16 Young Street

Brighton, Victoria

3186 Australia

“Questions You Can Expect”

Source: C&P Telephone Company’s Crisis Communication Plan, Revised  
December 10, 1991

Contact Michael L. Daley

Manager, Media Relations & Corporate Communication

1710 H Street, NW, 5<sup>th</sup> Floor

Washington, DC 20006 (202) 392-1021

## **THE HUMAN ELEMENT IN PREPAREDNESS PLANNING X456.3**

### **COURSE DESCRIPTION:**

This course provides an overview of how people behave during disasters. This knowledge gives the disaster planner and manager a realistic view of what to expect in a disaster, how to plan accordingly, and how to manage more effectively a disaster. This course will delineate basic philosophies of planning and response based upon the scientific disaster research literature. General issues of planning and response are the same for all organizations. However, the course will provide examples for students from both the public and private sector.

### **EXPECTED LEARNING OUTCOMES:**

- 1) Students will learn the basic behavioral responses of people in disaster. The course will focus on behaviors of emergency managers, emergency responders, and victims.
- 2) Students will be exposed to current and key readings related to the human element in disaster planning. In addition, they will be made aware of various types of resources available to them.
- 3) Students will be able to take their classroom knowledge and apply it. This will primarily be accomplished through readings, discussions, and a table top exercise at the end of the class.

### **CLASS UNITS:**

- I. Class Introduction
  - A) Greetings and Introductions
  - B) Overview of Course
- II. Reading from the Same Sheet of Music
  - A) What is a Disaster?
  - B) Phases of Disaster

*Reading: Introduction, Drabek and Hoetmer*

III. Disaster Myths—Individuals in Disaster

- A) Panic and Hysteria
  - 1) In closed places
  - 2) Disaster warnings
- B) Looting
- C) Mental Health Issues
  - 1) Victims
  - 2) Responders
- D) Massive Sheltering
  - 1) Where do victims go?
  - 2) Roles and functions of shelters
- E) Disasters Strike Victims at Random
  - 1) Who are the victims?
  - 2) The political economy of disasters

*Reading: Chapter 1, Drabek and Hoetmer  
Neal, 1990, "Human Behavior in Disaster..."  
Neal, 1991, "Mental Health Issues..."*

IV. Disaster Myths—Organizations in Disasters

- A) Agent Specific Planning
- B) Role Abandonment
- C) Command and Control
  - 1) Assumptions
  - 2) Problems
  - 3) The flexible model alternative
- D) Mass Convergence
  - 1) Crowd control
  - 2) Organizing and managing volunteers
- E) Computers

*Reading: Drabek and Hoetmer, Chapters 2, 8  
Neal, 1991, "Organizational Response..."*

V. Your Own Plans—A Hands on Analysis

- A) Discussion of Students' Plans
  - 1) Good aspects of plan
  - 2) Poor aspects of plan
- B) What Makes a Good Plan?
  - 1) Plan as a piece of paper
  - 2) Planning as a process

*Reading: Drabek and Hoetmer, Chapter 7*

- VI. Civil Disturbances and Disaster Planning
  - A) Indicators and Conditions of Civil Disturbances
  - B) Planning for Civil Disturbances
  - C) Considering Your Own Facility
  
- VII. Rumor and Disaster—Getting out the Truth
  - A) Call of Rumor
  - B) Case Studies
  - C) Examples from Students
  - D) Solutions
  
- VIII. Getting the Boss' Attention
  - A) Before Disaster Strikes
  - B) After Disaster Strikes
  
- IX. Dealing with Conflict  
(guest lecturer)
  
- X. Table Top Exercise  
Class members will participate in a table top exercise. The purpose of this exercise will focus on applying key concepts learned from the course.
  
- XI. Debrief of Exercise
  
- XII. Where Do I Begin?
  - A) Strategies
  - B) Sources of Information
  
- XIII. Summary and Closure

**CLASS FORMAT:**

Various methods will be used during the week. At some times, emphasis will be in lecture format. At other times, class discussion. Discussions should integrate reading materials and your own personal experiences. Instruction will use visual aids (e.g., photographic slides, overhead slides, video) to illustrate points during lectures or discussions.

**GRADES:**

- 30% Three response papers on any substantive unit discussed in class. Each paper will be no longer than two typed pages (due one week after class).
- 30% Analysis of Disaster Plans for Company (due one week after class is over).
- 20% Paper on disaster exercise focusing upon participants' view of events (due two weeks after class).
- 10% Group presentation on disaster exercise.
- 10% Class participation.

## READING MATERIALS AND ASSIGNMENTS:

Below are listed the reading materials for the course. Specific reading assignments related to course materials are listed above in the course outline. Most of the material should be read in advance of the course, and then briefly reviewed the night before each meeting.

### *Assigned Readings*

Drabek, Thomas E. and Gerald Hoetmer. 1991. *Emergency Management: Principles and Practices for Local Government*. Washington D.C.: ICMA.

FEMA. 1998. *The CEO's Disaster Survival Kit*. Washington D.C.: FEMA.

Neal, David M., 1990. "Human Behavior in Disaster: Fact and Fiction," *Contingency Journal* 1 (2): 60-61.

Neal, David M., 1991. "Organizational Response during a Disaster" *Contingency Journal* 2 (2): 52-53.

Neal, David M., 1991. "Mental Health Issues Following a Disaster" *Contingency Journal* 2 (4): 36-37.

### *Supplemental Readings Provided*

Neal, David M. 1991. "Long-Term Disaster Recovery," *Contingency Journal* 2 (1): 22-23.

Neal, David M. 1990. "Disaster Warnings: Stay Tuned to Your Business," *Contingency Journal* 1 (3): 60-61.

Neal, David M. 1990. "Short-Term Recovery from Disaster," *Contingency Journal* 1 (4): 39-40.

Neal, David M. 1990. "Preparation, Experience, and Response during the San Francisco Earthquake," *Contingency Journal* 1 (1): 57-59.

## **Course Objectives:**

Students will develop an understanding of:

- How to secure management support, financial commitment, and human resources for the development of an emergency management program.
- How to conduct business impact analysis for both private sector and public sector organizations.
- How to determine the costs for individual components of the emergency management program.
- How to prepare budgets and determining critical components to keep the process on track over multi-year budgets.
- How to determine the costs of goods and services in the post-disaster environment and how to plan and budget for these eventualities.
- How to analyze disaster risk, appropriate responses, and the cost benefit of various options.
- How to analyze the strengths and weaknesses of Business Interruption Insurance.
- How to prepare for the careful documentation requirements for reimbursement by FEMA following Federally declared events.
- How to utilize consortium schemes for emergency management.

## **Instructional Methods:**

The course instructor will present didactic material which covers key points related to the class subject matter. This material will be reinforced on a practical level in several ways:

## **Pre-Course Reading:**

The students will be asked to read identified material prior to arriving for the course. This will facilitate course learning as it will create a foundation upon which the course will be built. This reading will include books mentioned in this syllabus as well as a prepared reader giving examples of various kinds of plans and budgets.

## **Small Group Process:**

The class will be broken down into 5 groups each of which will be responsible for developing a model financial justification for their particular hypothetical emergency management organization. The 5 groups will represent 3 public sector types—Federal (or State), County, & City; and 2 private sector types—Large, complex corporation, & medium/small organizations. Each student will be assigned to the same project group for the duration of the course.

The groups will develop all aspects of a financial justification for the emergency management organization of their group. The project parts will parallel the course teaching points. Individual students will be responsible for development of discreet portions of the total group effort. Each group will be responsible for making a presentation on the last day of the class. Some time will be allotted each day for project organization and discussion.

## **Student Expertise:**

The students, many of whom are practitioners in the field of emergency management, will be encouraged to discuss and analyze their own emergency program financial and budgetary information and experiences.

## **Guest Lecturing:**

A variety of emergency management professionals from public and private sector organizations will be brought in to provide their unique view point where applicable.

## **Independent Research Efforts:**

Each student will be responsible for a discreet portion of the small group presentation. These individual assignments will be determined based on the size of the small group and the particular type of organization they are working on. These assignments will be made following group consultations with the instructor.

## **Course Segments:**

### **Introduction**

A brief introduction of the tools necessary to justify the cost of the development of an emergency management process in relationship to existing on-going processes within their agencies or organizations such as strategic planning, cost-accounting, labor relations, etc. The introduction will also briefly discuss the course segments, requirements for student participation and projects, readings, and grading.

### **Business Impact Analysis**

Business Impact Analysis provides two important roles for the emergency management professional. The initial pass provides important data for convincing senior management of the importance of the emergency management planning process and helps justify the commitment of human and financial resources to the project.

Once the senior management buy-in has been secured, business impact analysis will be conducted on a more in-depth fashion in order to understand fully the financial ramifications of the impact of particular disaster events and the mitigation strategies necessary to alleviate their impact.

Examples of both “hard dollar” (figures directly taken from the bottom line) or “soft dollars” such as reduced productivity, low morale, absenteeism, stress, unrest, negative public opinion, etc. will be explored. Discussions will include approaches for private sector and public sector organizations and will give relevant examples for a variety of organizational sizes and types. Students will be asked to read *Crisis & Management: Planning for the Inevitable* by Steven Fink.

### **Paying for Preparedness**

Many individuals asked by their managers to develop an emergency management plan have limited experience in this field. Therefore, an important segment of this course will be an exploration in the costs of developing segments of the emergency management program such as:

- Planning
- Training
- Response
- Recovery

Examples will be given from both public and private sector emergency management efforts.



## **Budget Preparation**

Once the emergency management professional has an understanding of the cost components of the emergency management process under consideration, a budget can begin to be assembled. This segment will help students analyze the emergency management process in terms of workable components that can be costed out so that ongoing progress can be achieved spread over a time period which reflects the budgetary cycles and financial realities of their particular organizations or jurisdictions. Examples of budget preparation and presentation will be given, but students will be encouraged to develop their budgets modeled after the methods utilized in their own organizations.

## **Disaster Economics**

The cost of conducting business activities and securing materials and professional services rises precipitously in the period immediately following a disaster. While there are some efforts by governmental agencies to restrict ‘price gouging,’ simple supply and demand forces drive the cost of material and services higher within the disaster area, and to some extent within the region as a whole. This segment of the class will examine the nature of disaster economics and methods for reducing the impact of these forces on organizations through pre-planning, pre-disaster contractual arrangements, and stockpiling of certain materials.

## **Cost Benefit of Risk/Responses**

Risk perception is a difficult and complicated issue for policy makers in both public and private sector organizations. Without attempting to provide a full semester course in probability and risk, this course segment will examine some of the misconceptions of people regarding risk and the implications for decision making. These misconceptions are particularly important when considering the risks of disaster events and their secondary impacts. This discussion will then continue into the issue of cost benefit analysis of particular types of responses for particular types of risks in order to improve the ability of the emergency management professional to better structure the plan and budget arguments for presentation to senior management. Students will be asked to read portions of *Taking Risks: The Management of Uncertainty* by Kenneth R. MacCrimmon & Donald A. Wehrung and *Decision Making: A Psychological Analysis of Conflict, Choice, and Commitment* by Irving L. Janis and Leon Mann.

## **Business Interruption Insurance**

Many private sector companies rely on business interruption insurance as a means of mitigating some of the impact of disasters on their operations. This course segment will provide a brief review of these kinds of insurance policies and describe their strengths and weaknesses. Typical policies will be reviewed.

## **Federal Disaster Aid**

Recent major disaster events such as Hurricane Hugo, Hurricane Andrew, the Loma Prieta Earthquake, and the Berkeley-Oakland Hills Fire have provided striking case histories about the importance of careful record keeping by local government agencies in order to be reimbursed by the Federal Emergency Management Agency in Federally declared events. This segment of the course will review the kind of record keeping that is necessary and training programs to be developed prior to the onset of the disaster so that personnel will be equipped to handle these complex issues when the disaster occurs. A guest lecturer from FEMA will be invited to make this presentation.

## **Consortium Schemes for Emergency Planning, Response & Recovery**

The complexity of emergency response and recovery activities following major disasters and the extreme demand for materiel, equipment, and skilled personnel by multiple jurisdictions and private sector corporations within a large region have produced some innovative relationships between jurisdictions and corporations. This course segment will review examples of these disaster consortiums and explore their strengths and weaknesses. Guest speakers from the relevant agencies and companies will be secured.

## **Group Project Work and Presentations**

The final meeting of the course will allot a brief period for the groups to finish their projects and coordinate between their members. Presentations will then be made by each group to the class as a whole and invited guests.

### **Grading will be based on:**

- Small group model financial justification development .....40%
- Individual student discreet project preparation.....50%
- Class participation and attendance .....10%

## **Course Text and Reference Material**

*Taking Risks: The Management of Uncertainty* by Kenneth R. MacCrimmon & Donald A. Wehrung, Free Press, 1986.

*Strategic Planning*, George Steiner, Free Press, 1989.

*Crisis Management: Planning for the Inevitable* by Steven Fink, Amacom, 1989.

## CORPORATE/PUBLIC AGENCY COORDINATION

### COURSE DESCRIPTION

This course provides an examination of the theoretical and practical aspects of inter- and multi-agency coordination and mutual assistance during each emergency management phase. The course explores the internal and external factors that influence multi-agency coordination efforts; actual and potential interdependencies; and intra- and inter-public/private sector coordination and mutual assistance models. Participants will obtain a working knowledge of each model and emphasis will be placed on applying these models to specific government and business environments.

### COURSE OBJECTIVES

Students will acquire an understanding of:

1. The concept of coordination, including mandated versus voluntary coordination, and factors that facilitate and impede inter- and multi-agency coordination efforts.
2. Emergency management organizational structures/interfaces of federal, state, local governments, and business organizations.
3. Types of emergencies, levels of response, and formal disaster declarations, and how these influence public/private sector coordination.
4. Authority and responsibility for command and control of multi-agency incidents.
5. Regional Multi-Agency Coordination System (MACS) as it relates to Incident, Unified and Area Command Systems and Emergency Operations Centers.
6. Potential sources, interdependencies, and allocation control authorities and mechanisms for essential disaster response and recovery resources, including lifeline utilities.
7. Legal, regulatory, contract, and financial obligations associated with resource sharing during declared disasters.
8. Forms of formal and informal mutual assistance agreements, including the components of each.
9. The utilization of planned and spontaneous voluntary agencies and individual volunteers during disasters.
10. Alternative approaches for implementing inter- and multi-agency coordination plans and agreements.
11. Public and private sector information exchange and networking resources.
12. Methods for evaluating the effectiveness of coordination plans and mutual assistance agreements.

## **INSTRUCTIONAL METHODS**

### ***Reading Assignments***

Students will be given specific reading assignments to review theoretical background and practical case studies to prepare for in-class presentations and discussions. Reading selections will be drawn from emergency management related text books, monographs, journals, a course reader, and other published documents. Press and other reports concerning actual recent emergency events will also be utilized.

### ***Video Presentations***

Video presentations will be utilized to introduce topical issues and actual incidents for in-class review and discussion.

### ***Lectures***

Each class will include lectures by the principal instructor and/or subject-specialist guest lecturers to review theory, coordination models, and key issues associated with the topic(s) to be covered.

### ***Small Group Discussions***

Throughout the course, small groups of students, acting as a coordination planning group, will be assigned planning scenarios, problems, and case studies for in-class review and discussion. Each group will be expected to identify inter-agency coordination requirements and suggested methods, interdependencies, and how legal, financial, and political implications might be addressed. Each group will present its findings to the class to identify alternative coordination resources and strategies. Group composition will change from class to class in order to expose students to diverse views and group facilitation processes.

### ***Independent Project***

At the beginning of the course, each student will be assigned a theoretical government, business or industry for which he/she must develop a coordination plan as a final paper. Throughout the course, each student will be required to represent the assigned organization's perspective in all small group discussions. Specific readings and research on the designated organizations will be assigned for each class.

## EXPECTED LEARNING OUTCOMES

- ❑ Students will possess a clear understanding of the emergency management structures and interfaces of government and private sector agencies, and will have identified potential public and private sector coordination information exchange and networking resources.
- ❑ Students will have the knowledge necessary to develop a draft multi-agency coordination plan and mutual assistance agreement(s) for their respective agencies, and will recognize alternative methods for implementation and evaluation.
- ❑ As a result of the small group discussions, students will gain practical experience in the group planning and problem-solving processes required for implementation of an effective multi-agency coordination plan and progressive exercise program to evaluate the plan.

## GRADING CRITERIA

Class Attendance .....	10%
Class Participation.....	15%
Small Group Contribution.....	25%
Independent Project.....	50%

## CLASS ACTIVITIES

- Class 1*** Student introductions; review course content, expectations and learning outcomes; make specific student business/government assignments; review coordination theory; discuss the forms of coordination appropriate for each emergency management phase.
- Class 2*** Review public and private sector emergency management organizational structure and interfaces, types and levels of emergencies, disaster declarations, command and control function, and emergency authorities and powers; video presentation: “Quake ‘89 – Interdependency” (15 min.); assign out-of-class reading and research.
- Class 3*** Review lifeline utility vulnerabilities and inter-dependencies; identify essential disaster response and recovery resources for each designated business/government; identify potential sources and the external influences that could affect the availability and allocation of these resources.
- Class 4*** Review legal, regulatory, contract, and financial obligations associated with resource sharing; discuss examples of positive and negative inter- and multi-agency coordination efforts; small group case study discussions to apply reading/research assignments; assign out-of-class reading and research.

- Class 5* Review Unified Command and Regional Multi-Agency Coordination System (MACS) concepts of operation at incident and EOC levels; discuss positive and negative examples of multi-agency coordination in actual incidents.
- Class 6* Video presentation: “National Communication System”, (9 min.); discuss public and private sector information exchange and resource network examples; small group case study discussions to apply reading/research assignments; assign out-of-class reading and research.
- Class 7* Review mutual assistance theory and forms; discuss components of mutual assistance agreements and specific examples of mutual aid in the public and private sectors.
- Class 8* Discuss development and implementation strategies for inter- and multi-agency coordination plans and mutual assistance agreements; small group case study discussions to apply reading/research assignments; assign out-of-class reading and research.
- Class 9* Discuss the use of voluntary agencies and individual volunteers; review methods for evaluating the effectiveness of coordination plans and mutual assistance agreements; small group discussions to develop multi-agency progressive exercise plan.
- Class 10* Conduct a tabletop exercise based on a multi-agency response incident scenario; review independent project requirements; course evaluation.

## **COURSE TEXTS**

“Emergency Management: Principles and Practice for Local Government., International City Managers Association, 1991.

“Disaster Planning Guide for Business and Industry”, Federal Emergency Management Agency.

Course Reader (to be provided by principal instructor)

## Operational Recovery X456.6

### *Course Description*

This course provides an overview of planning and management principles applicable to business or operational resumption following an emergency. The course will cover disaster recovery planning, the stages of recovery and the process of prioritizing various business functions for recovery action and resource allocation. The emphasis of the course will be on minimizing the impact of a disaster, or other emergency, on business operations. Data and system protection; relocation planning; alternative and backup system development; market impact; liability; and preservation or restoration of revenue production operations will be discussed in this course.

### *Course Objectives*

Students will:

- Develop an understanding of:
  - Business site restoration and/or relocation considerations
  - Techniques for safeguarding records, data and equipment
  - Human factors to be considered in resumption of operations
  - The legal and financial considerations in business resumption.
  
- Be able to
  - Identify critical business functions
  - Evaluate market share loss and revenue impact of a disaster
  - Develop a risk assessment model
  - Design a strategy for operational recovery

### *Instructional Methods*

This course will feature a variety of teaching methodologies. Lecture, case studies, exercises, guest speakers and group activities will be employed.

*Pre-Course Reading* - The students will be asked to read several articles covering case studies before attending class. The emphasis is on obtaining knowledge of a wide variety of disasters and how to recover from them before coming to class.

*Small Group Process* - Discussions will be held within small student teams which will report their findings to the class. The emphasis will be on students assimilating the material, which is enhanced through small group interaction.

*Guest Lecturing* - Guest lecturers will make short presentations on topics pertinent to operational recovery.

*Student Expertise* - Wherever possible student expertise will be called upon during class to illustrate class subject matter. Of particular interest will be first hand accounts from

students who have actually gone through a disaster and had responsibility to perform recovery services.

*Independent Research Paper* - Each student will be expected to research and produce a research paper on a case study of an actual disaster, and the recovery from it.

### *Evaluation*

Class participation and attendance	- 10%
Arrival assignment	- 20%
Group Project	- 30%
Research Paper	- 40%

### *Course Requirements*

Students will read selected case studies prior to course commencement and prepare an analysis of the recovery operations illustrated in the cases. This work will be evaluated on the basis of (1) depth of analysis; (2) comprehensiveness in considering factors involved; and (3) clarity of expression.

Student will participate in a series of exercises that will present recovery challenge from varying types of emergencies. Working in small groups, individuals will participate in an analysis of a potential disaster and its impact on a specified business. The recovery strategy developed by the group will be evaluated on the basis of their ability to integrate course concepts, breadth and depth of analysis and presentation organization.

Each student will research and present a 10-15 page paper that analyzes an actual disaster and the recovery actions which followed. Both positive and negative factors in the recovery will be addressed along with lessons learned that can be broadly applied. Evaluation will consider extent of research, depth of insights developed, applicability of lessons learned and clarity of expression (i.e. well written & edited).

### *Course Texts and Reference Materials*

Disaster Mitigation Guide for Business and Industry, FEMA Publication 190, Feb. 1990, FEMA.

Emergency Planning - A guide for Business and Industry, Student Text, Emergency Response Institute, Inc., 4537 Foxhall Drive, NE., Olympia, WA 98506. This text was required for the "Emergency Management: Organization and Structure" course and students should already own it. It will be referred to as reference.

Alvin Arnell, Handbook of Effective Disaster Recovery Planning, McGraw-Hill Publishing Company, NY., 1989. ISBN 0-07-002394-8. This will be a reference text only, some material will be covered in class from this text but it is not required reading. It is given here only as reference.



## *Course Outline*

### I. Risk Assessment and Control

#### A. Understand Loss Potentials

- Natural
- Manmade
- Accidental
- Intentional
- Internal
- External

#### B. Determine The Organization's Vulnerability To Such Loss Potentials

#### C. Identify Controls And Safeguards To Prevent or Minimize The Effect of The Loss Potential

- Location
- Physical construction
- Facilities infrastructure
- Protection
  - detection
  - notification
  - suppression
- Security and access controls
- Personnel procedures
- Information backup and protection
- Information security
  - hardware
  - software
  - data
  - network
- Preventative maintenance and equipment preplanning
- Utilities
  - duplication
  - redundancy
- Interface with outside agencies

#### D. Utilize Risk Analysis Tools

- Qualitative and quantitative
- Advantages and disadvantages
- Reliability/confidence factor
- Basis of mathematical formulas

#### E. Utilize Information Gathering Activities

- Forms and questionnaires

- Interviews
- Meetings
- Documentation review
- Analysis

F. Determine The Probability Of Events

- Information sources
- Credibility

G. Evaluate The Effectiveness Of Controls And Safeguards

- Cost/benefit
- Implementation procedures and control
- Testing
- Auditing functions and responsibilities

II. Business Impact Analyst

A. Determine The Effect Of Disruptions

- Loss of assets
  - physical
  - information
  - intangible
- Continuity of
  - service
  - operations
- Violation of law/regulation
- Public perception

B. Understand The Impact

- Financial
- Customers and suppliers
- Public relations/credibility
- Legal
- Regulatory requirements/considerations
- Environmental
- Operational
- Personnel
- Other resources

C. Understand Assessment Techniques

- Quantification
- Qualification

D. Define Criticality

E. Determine Loss Exposure

- Quantitative
  - market share
  - property loss
  - revenue loss
  - fines
  - cash flow
  - accounts receivable
  - accounts payable
  - legal liability
  - human resources
  - additional expenses

F. Determine Loss Exposure (canted)

- Qualitative
  - human resources (key Personnel)
  - social
  - morale
  - confidence

G. Determine Critical Functions

- Business
- Support
- Interdependencies

H. Prioritize Functions

I. Determine Minimum Resource Requirements

- Internal
- External
- Owned
- Non-owned
- Existing
- Additional

J. Identify Resource Recovery Time Frames

III. Recovery Strategies

A. “Operational Recovery” Defined

- “Emergency Restoration” vice “back to normal”
- Target levels of performance, resource requirements and incident severity; elements in strategy formulation.

B. Identify Recovery Strategy Requirements

- Time Frames
- Type
- Location
- Personnel
- Communications

C. Identify Alternative Recovery Strategies

- Do nothing
- Defer action
- Manual procedures
- Reciprocal agreements
- Alternative site or business facility
- Service bureau
- Consortium
- Distributed processing
- Alternative communications

D. Select Alternate Site(s) And Off-Site Storage

- Criteria
- Communications
- Agreement considerations
- Comparison techniques
- Acquisition
- Contractual consideration

E. Prepare Cost/Benefit Analysis

IV. Recovery Management Planning

A. Define Recovery Management And Control Requirements

- Recovery team concept
  - team description
  - team organization
  - responsibilities
    - recovery coordinator
    - group coordinators
  - support staff
  - emergency operations center

B. Administration Component

- Identify recovery functions for specific support functions
  - personnel/human resources
  - security
  - insurance/risk management

- equipment/supplies purchasing
- transportation
- legal
- Understand need for public relations/media communications coordinator
  - qualifications
  - responsibilities
  - communicating with government, public media, customers, employers
- Other specialist coordinator/team responsibilities
  - government relations
  - investor relations
  - other
- Identify components of vital records program
- Action sections
  - recovery team
    - personnel
    - responsibilities
    - resources
- Action plans
  - department/individual plans
  - checklists
  - technical procedures

### C. Develop The Business Operations Plan

- Operating department plans
  - essential business functions
  - information protection and recovery
  - activation actions
  - disaster site recovery/restoration actions
  - end user computing needs
- Identify components of a vital records program
- Action sections
  - Recovery Team
  - Personnel
  - responsibilities
  - Resources

- Action plans
- specific department/individual plans
- checklists
- technical procedures

## V. Systems Recovery

### A. Develop Information Technology Recovery Plan

- Protecting Data Center
  - Hot Sites
  - Relocation
  - Process of Declaration
- Recovery site activation
  - management
  - administration/logistics
  - new equipment
  - technical services
  - application support
  - network communications
  - network engineering
  - operations
  - inter-site logistic and communications
  - data preparation
  - production control
  - end user liaison
- End user requirements
- Identify components of vital records program
- Action sections
  - recovery team
  - personnel
  - responsibilities
  - resources

### B. Develop Communication Systems Plan

### C. Develop End-User Applications Plan

### D. Establish Plan Distribution And Control Procedures

## VI. Recovery Actions

### A. Damage Assessment

- Hazard evaluation
- Hazard - priority matching
- Damaged facility access

### B. Facility Recovery

- Imminent Hazard Issues
- Dealing With Debris
- Access Policies
- Liability
- Repair/rebuild Issues
- Fast Tracking Design and Permit Processes

### C. Recovery Accounting

- Keeping Track of Losses
- Insurance and government requirements

### D. Establishing Recovery Coordination Committees

### E. Managing Undamaged Operations (in tandem with recovery)

- Issues
- Priorities

## VII. Summary & Evaluation

### A. Create test scenarios to approximate the most probable

### B. Train for new rules and new forms of decision-making

### C. Exercise the opening, communications, logging and documentation requirements of the EOC.

### D. Establish Regular Review Criteria

### E. Maintain the Plan

- Establish update process
- Link to by change events
- Audit and Control

**University of California, Berkeley Extension  
Department of Business & Management  
Course in Emergency Management**

**PRACTICUM**

*PURPOSE*

This course will provide the opportunity to integrate the knowledge and skills studied during the preceding courses.

*LEARNING OBJECTIVES*

The student will be able to:

- Articulate concepts, principles, standards, and practices studied in the previous courses.
- Develop a portion of an emergency preparedness program for their own or another organization. With the instructor's approval, a hypothetical organization may be used.
- Develop and deliver reports to the instructor or a management member of the student's organization agreed to by the instructor.
- Deliver a presentation on each of the required elements below, emphasizing integration of the knowledge and skills studied during the preceding courses.

*INSTRUCTIONAL METHOD*

Small group discussions, individual instructor meetings, written projects, and individual or group oral presentations comprise the instructional methods of the course.

*STRUCTURE*

The Course will meet over one semester with a combination of in-classroom group instruction and individual contacts between instructor and students.

[please see next page]



### **First and Second Classroom Meetings:**

The instructor shall inform the students of the purpose, objectives, and methods for this course. Small group collaborative projects are permitted, provided each student meets the criteria described below.

The students will consult individually or in small groups with the instructor to select the project and organization.

The instructor will remain available for student consultation as students do preliminary project development.

The students will develop a work plan outline, and deliver it to the instructor.

### **Third and Fourth Classroom Meetings:**

Each student will make a presentation not to exceed 15 minutes on each of the required elements above, emphasizing integration of the knowledge and skills studied during the preceding courses. The presentation will be made before the class, and may be scheduled in sections if class size requires.

To be scheduled between 75 and 90 working days after first day.

#### **Individual Instructor Contacts**

The instructor will establish individual contacts to:

- evaluate, provide feedback, and approve at each milestone
- review and evaluate the draft of the basic emergency plan, hazard specific annexes, and instructions for the two phases, alternatively, to review and evaluate drafts of the steps in exercise development.
- consult with each student as needed during any step of the process

[please see next page]

## *PROJECT*

The student may elect to write a plan as part of an organization's emergency preparedness program, or an exercise, or another project with the potential to achieve the learning objectives within the above instructional method and structure. The project is to be appropriate for the state of development within the organization's program. If a plan is chosen, it shall include emergency management guidelines for the response phase and guidelines for either the mitigation or restoration phase. If an exercise is chosen, it shall include: a goal supporting the program's goal, objectives, scenario, the initial expected developments and messages, instructions for controllers, evaluation criteria, and critique guidelines.

The organizational setting for the project may be: hypothetical, the student's own, or another organization; subject to agreement by all parties to be involved and the instructor.

Milestones (not in classroom):

- I. Written progress report describing the management environment with sufficient detail to frame the resources and limitations the instructor or organization's manager will use to evaluate succeeding milestones' reports. Organization's: name, mission, size, structure, resources, and pre-existing allocations of resources are required.

Due to instructor and organizations manager four working days after first day.

- II. For the partial program: a list of the internal resources required to develop the preparedness program, including: space, staffing, equipment, budget, and milestones.

Due to instructor or organization's manager fifteen working days after first day.

For the exercise: a choice of exercise type and scale, together with a description of the organization's emergency preparedness program and its progress, sufficient to match the exercise to the organization's progress.

Due to instructor and organization's manager fifteen working days after first day.

[please see next page]

- III. For the partial program: a risk analysis for the organization described, with two hazards and three business units or departments.

Due to instructor or organization's manager thirty working days after first day.

For the exercise: a presentation of the exercise's goal, objectives, scenario supporting the objectives, and participating organizations.

Due to instructor or organization's manager thirty working days after first day.

- IV. For the partial program: a written progress report on the project element selected by the student and previously agreed upon by the instructor.

Due to instructor or organizations manager forty-five working days after first day.

For the exercise: a written list of expected developments and Master Scenario Events List (MSEL).

Due to instructor and organization's manager forty-five working days after first day.

- V. For the partial program: a draft basic emergency plan and two hazard specific annexes, to include emergency management guidelines for the response phase, and guidelines for either mitigation or restoration.

Due to instructor or organizations manager sixty working days after first day.

For the exercise: written instructions for the exercise controllers and evaluators; to include: messages to be input for the first 15 minutes, messages which require closure to complete the exercise objectives, criteria for evaluation, and guidelines for the review and analysis (critique).

Due to instructor and organization's manager sixty working days after first day.

[please see next page]

## *CRITERIA*

Does the student:

- demonstrate that he or she has learned and can integrate the concepts, principles, standards, and practices taught in the previous seven classes?
- produce professional-level written reports and documentation in support of his or her recommendations for the proposed project?
- demonstrate knowledge of the essential elements and clarity of expression in drafting an emergency plan to be implemented by others in his or her organization?
- develop a preparedness program that is: feasible, effective, efficient, and acceptable to management?

## *GRADING*

Grades shall be based on the above four evaluation CRITERIA applied to the two specific submissions required under First and Second Classroom Meetings and the five under Milestones above.

Management members of the student's organization agreed to by the faculty advisor to evaluate the student's preparedness program or exercise and presentations shall comment specifically on the four evaluation criteria.

Students who elect to participate in small group collaborative projects will be assigned identical grades.

The instructor is responsible for assigning grades based on the four criteria applied to seven specific submission requirements described above, in this manner:

A:	all are present.	C:	13-14
A-:	25-27	C-:	11-12
B+:	22-24	D+:	9-10
B:	21-23	D:	7-8
B-:	18-20	D-:	5-6
C+:	15-17	F:	4 or fewer.

## *RESOURCES*

Students are encouraged to review the texts and notes from the previous seven courses, and to contact faculty and guest speakers for advice when questions arise during the process.