Unit 6: The Functional Exercise

UNIT 6

THE FUNCTIONAL EXERCISE

Introduction

This unit focuses on the functional exercise. We will look closely at the characteristics of the functional exercise—how it differs from the tabletop, who participates, how it works, and key design considerations. This unit is pivotal, because later in the course you will develop a functional exercise based on what you have learned here.

Unit 6 Objectives

After completing this unit, you should be able to:

- Describe the purpose and characteristics of a functional exercise.
- Explain how designing a functional exercise differs from designing a tabletop exercise.
- Describe the physical requirements and participant roles in a functional exercise.

What Is a Functional Exercise?

The functional exercise simulates an emergency in the most realistic manner possible, short of moving real people and equipment to an actual site. As the name suggests, its goal is to test or evaluate the capability of one or more **functions** in the context of an emergency event.

It is important not to confuse "functional exercises" with emergency "functions." All exercises (tabletop, functional, and full-scale) test and evaluate functions contained in the Emergency Operations Plan (EOP). In this course, "functions" refers to actions or operations required in emergency response or recovery. The thirteen functions recognized by FEMA were introduced earlier, in Unit 1, are:

- Alert Notification (Emergency Response).
- Warning (Public).
- Communications.
- Coordination and Control.
- Emergency Public Information.
- Damage Assessment.
- Health and Medical
- Individual/Family Assistance.
- Public Safety.
- Public Works/Engineering.
- Transportation.
- Resource Management.
- Continuity of Government.

The key characteristics of functional exercises were discussed in Unit 2. You may wish to refer back to that discussion now. Below is a brief summary of the main points.

Key Characteristics
▪ Interactive exercise, designed to challenge the entire emergency management system. Can test the same functions and responses as in a full-scale exercise without high costs or safety risks. ▪ Usually takes place in an EOC or other operating center. ▪ Involves controller(s), players, simulators, and evaluators. ▪ Geared for policy, coordination, and operations personnel (the players). ▪ Players practice their response to an emergency by responding in a realistic way to carefully planned and sequenced messages given to them by simulators. ▪ Messages reflect a series of ongoing events and problems. ▪ All decisions and actions by players occur in real time and generate real responses and consequences from other players. Guiding principle: Imitate reality. ▪ The atmosphere is stressful and tense due to real-time action and the realism of the problems. ▪ Exercise is lengthy and complex; requires careful scripting, careful planning,

and attention to detail.

What Is a Functional Exercise? (Continued)

Best Uses

The functional exercise makes it possible to test the same functions and responses as would be tested in a full-scale exercise, without the high costs or safety risks. The functional exercise is well-suited to assess the:

- Direction and control of emergency management.
- Adequacy of plans, policies, procedures, and roles of individual or multiple functions.
- Individual and system performance.
- Decision-making process.
- Communication and information sharing among organizations.
- Allocation of resources and personnel.
- Overall adequacy of resources to meet the emergency situation.

Activity: Compare Tabletop and Functional Exercises

In the following table, compare tabletop and functional exercises by writing a brief description in each of the cells.

	Tabletop	Functional
Degree of Realism		
Format/Structure		
Atmosphere		
Participants		
Who Leads		
Where Held		
Equipment Deployed		
Test Coordination		
Test Adequacy of Resources		
Test Decision-Making Process		
Relative Complexity/Cost		
Formal Evaluation		

Activity: Compare Tabletop and Functional Exercises (Continued)

Suggested Answers:

	Tabletop	Functional
Degree of Realism	Lacks realism	As realistic as possible without deploying resources
Format/Structure	Group discussion, based on narrative and problem statements/messages	Interactive; simulators deliver "problem" messages, players respond in real time
Atmosphere	Low-key, relaxed	Tense, stressful
Who Takes Part	Facilitator, participants (decision-making level); may use recorders	Controller, players (policy, coordination, and operations personnel), simulators, evaluators
Who Leads	Facilitator	Controller
Where Held	EOC, other operations center, or conference room	EOC or other operations center
Equipment Deployed	No	No
Test Coordination	Yes, on a discussion level	Yes
Test Adequacy of Resources	No	Yes
Test Decision-Making Process	Yes	Yes
Relative Complexity/Cost	Small group; simple format; modest cost	Large scale; complex format; moderate cost to design and implement (higher than tabletop, lower than full-scale)
Formal Evaluation	No (self-assessment by participants)	Yes

Participant Roles

As noted earlier, the functional exercise involves players, simulators, a controller, and evaluators. In a small jurisdiction or organization, one or two people may serve as controller, simulator, and evaluator. In larger jurisdictions, many more people will be necessary.

Let's take a closer look at what is involved in each role and how participants are selected.

Players

The players in a functional exercise are people who hold key decision-making or coordinating positions and would normally function in the operations center.

By operations center, we mean the central location that is designated in a real emergency for policy decisions, coordination, control, and overall planning. For a governmental jurisdiction, it would be the EOC; for a volunteer agency or private sector entity it would be the central location from which key decision makers operate in an emergency situation.

Decision makers. Key decision makers would normally include leaders in government and key responding organizations: The mayor or other chief executive, and chiefs and coordinators of emergency services such as Fire, Police, EMS, Public Information Officer (PIO), and so on. In a nongovernmental organization, the CEO and other organizational leaders would participate.

Coordination and operations. Serving in the coordination and operations groups are people from various departments who work with policy makers. In large exercises, a separate operations group carries out directives. In small exercises, the coordination and operations roles may be taken by the policy makers.

The best guide in selecting who should participate in an exercise is the emergency plan.

Duties. The only job of the players is to respond as they would in a real emergency to the messages that they receive during the exercise. All of the decisions and actions of the players take place in real time and generate real responses and consequences from other players.

Participant Roles (Continued)

Simulators

In order to create a real-life environment, simulators portray the organizations that would normally interact with the players in the operations center. They do this by delivering messages—descriptions of events or problems which require players to act.

Some messages are scripted in advance; others are spontaneous responses to player decisions. They are input into the exercise by means of radio or telephone, or by written notes simulating radio and telephone transmissions.

Duties: Simulators are responsible for all actions taken by organizations or individuals outside of the EOC. They:

- Send the players prescripted messages representing private citizens, agencies, or other organizations, according to scheduled times in the sequence of events.

- Simulate all actions taken by an agency or other organization.

- Ad lib spontaneous messages as needed. Examples of times when a simulator may need to respond spontaneously include:

  - When a member of the operations center issues a directive that results in events not anticipated in the scenario.
  - When a player asks for more information.
  - When a player decision is not logically linked to the next event in the scenario.

- Inform the controller of any deviations from the scenario, or special problems.

Once given directives, simulators are required to follow through and implement the directives in a professional manner.

Participant Roles (Continued)

Selection: Simulators must be able to ad lib intelligently in the situations just described, so it is important that they be familiar with the organization(s) they are simulating and with the sequence of events and messages. It is useful, therefore, to draw simulators from the organizations they will portray, and/or from the design team.

Numbers: It is difficult to give a rule of thumb concerning specific numbers of simulators needed for an exercise. The number of simulators will vary according to the:

- Number of players.
- Length of the exercise.
- Knowledge and training of the simulators.
- Communication channels available.

For best results, try to have at least one simulator per organization represented in the operations center, with extras to play the part of citizens or other private organizations.

Organizing: It is a good idea to group simulators according to function, in order to simplify the exercise and reduce the number of simulators needed. One approach is to organize them into three groups:

- Government agencies not participating in the exercise.
- Participating organizations: Field units of organizations participating in the exercise (police, fire, public works, etc.) and private medical and support organizations.
- Other private facilities and individuals: Citizens and nongovernment organizations.

The following table illustrates how this approach could be used for a community.

Participant Roles (Continued)

Nonparticipating Government Entities	Participating Organizations	Other Private Facilities/ Individuals
One or two persons simulating: ▪ Federal regulators. ▪ State or state area EOC. ▪ County EOC. ▪ Other city EOC. ▪ State/Federal officers. ▪ Care and shelter. ▪ Resources and support.	One person per organization simulating: ▪ City departments and agencies. ▪ County departments. ▪ Medical/health services. ▪ Volunteer organizations.	One or two persons simulating: ▪ Industries. ▪ Commercial business. ▪ Media. ▪ Private citizens.

Controller

The controller supervises the simulation or overall conduct of the exercise, making certain that it proceeds as planned and that objectives are reached.

The controller must be able to view the exercise as a whole and to think quickly on his or her feet. Players often make unanticipated decisions, and the controller must be able to respond to these.

Duties: The main duties of the controller are to:

- Ensure that the simulators and evaluators are properly trained before the exercise.
- Orient the participants to the exercise and present the narrative.
- Monitor the sequence of events and supervise the input of messages, using the Master Scenario of Events List as a guide.
- Make decisions in the event of unanticipated actions or resource requirements.
- Adjust the pace of the exercise when needed—inserting more messages when it drags and discarding messages when the pace is too frantic.
- Maintain order and professionalism throughout the exercise.

Participant Roles (Continued)

Selection: Controllers can usually be drawn from the exercise design team. Because the team members are already familiar with the exercise, they are well suited to the task of keeping the exercise moving toward the anticipated conclusion.

Preparation: To properly prepare for the event, the controller should have the following items available:

- List of objectives.
- Master Scenario of Events List.
- Messages.
- List of players.
- List of resources available to the jurisdiction or organization.

It is usually helpful to hold a briefing before the exercise to orient the staff members. At the briefing, the controller should train the simulators, ensuring that they are familiar with the scenario, objectives, resources, and the messages they will be responsible for delivering. The evaluation team leader should provide similar training to the evaluators, including exercise objectives, evaluator duties, and schedule.

Evaluators

The evaluators observe the actions and decisions of the players in order to later report what went well and what did not. To do this, evaluators need to be familiar with the objectives, the exercise scenario, and the jurisdiction or organization that is undertaking the exercise.

Duties: Key duties of the evaluators include the following:

- Observing exercise progress and recording observations (usually on provided evaluation forms), taking care to remain unobtrusive in the process.
- Noting how well the exercise is fulfilling objectives and trying to identify problems if objectives are not met.
- Evaluating the actions of the players, not the players themselves. Documenting both positive and negative observations.

Participant Roles (Continued)

- Informing the controller during the exercise of any problems.

- Preparing brief written comments that can be included in the final evaluation and recommendation report that will be prepared by the emergency manager or other responsible party.

Unit 8 will provide more detailed information about the role of the evaluators.

How a Functional Exercise Works

A brief review of how a functional exercise works is given below. Keep in mind, however, that you will gain a better understanding of how a functional exercise works if you look for opportunities to observe one or—better yet—to participate in one.

The Beginning

When a functional exercise begins will depend on its objectives. If testing the notification function is one of the objectives, then a "no-notice" exercise is useful. In this case, participants are given only the approximate timeframe scheduled for the exercise—anywhere from one day to several weeks). The exact time when it begins will be a surprise, allowing the exercise evaluators to observe how effectively notification and assembly at the command point take place.

In exercises where notification is not an objective, the exercise time is usually announced in advance.

How a Functional Exercise Works (Continued)

Briefing

Exercise participants may arrive on the scene of a functional exercise with only a vague notion of what is to take place. The exercise is much more likely to be successful if the participants receive a briefing that covers the following:

- Overview of objectives
- How the exercise will be carried out
- Time period to be simulated
- Ground rules and procedures

Keep the Briefing Short. Avoid anything that distracts from the atmosphere of a real emergency. (For example, include a written announcement in the exercise materials to cover any administrative details such as restrooms and break times.)

Narrative

The exercise formally begins with the presentation of the narrative. It can be read aloud; presented on TV, computer, or slides; or dramatized.

Message Delivery and Response

The action begins as simulators and players interact with one another:

- Simulators communicate messages to players, and players respond as they would in a real emergency.
- Players make requests of simulators, and simulators react convincingly.

This ongoing exchange takes place according to the carefully sequenced scenario of events that governs what takes place, when each event occurs, and the messages used to inform the players.

How a Functional Exercise Works (Continued)

Example: Message Delivery/Response

A message comes in from the incident site commander (a simulator) to the police chief (a player—a real police chief). The message informs the chief of a traffic accident blocking emergency evacuation routes. The chief confers with aides, quickly plans a new traffic route, and telephones the incident site commander (simulator) with the instructions. The simulator carries out the instructions and reports back.

Because the police chief might not react to the message as planned, simulators need to be prepared for a different response. They also must ensure that key events are kept active. For example, a player, not recognizing the importance of a key message, might delay action or fail to act. The simulator must then do something to cause the player to retrieve the event. If the situation reaches a point where the exercise cannot proceed until a decision has been made, the controller must force the issue.

Messages can arrive on paper, by telephone, by radio, or in person. Using telephones, where possible, increases the feeling of a real emergency, but whispered messages or written notes can also work well.

The success of the exercise depends on the extent to which the participants are able to carry out their functions as if they were in a real emergency. Exercise participants should be encouraged to think of each message as an actual event.

Encouraging Spontaneity

The players should be able to decide among the full range of responses normally available to them during an emergency. Their ability to make decisions, communicate, or otherwise carry out their responsibilities should not be constrained by the exercise situation.

To allow the participants spontaneity, exercise controllers, and simulators must be well trained and prepared to handle the unexpected. While this provides a better exercise for participants, it does place a burden on controllers and simulators who must be ready to "go with the flow" to some degree when the situation calls for it.

How a Functional Exercise Works (Continued)

Controlling the Action

While simulators and players are transmitting messages and responding to them, the controller carefully monitors the interaction and progress.

Dealing with spontaneous decisions: The controller should be made aware of significant spontaneous decisions and make adjustments in the scenario where necessary.

> **Example**
>
> If a fire chief anticipated a later message by sending fire trucks into an area, the controller might need to stop a simulator from inputting a later message asking for fire trucks.

Adjusting the pace: The controller can control the pace of the exercise by adjusting the message flow—slowing things down when the pace is too frantic or speeding it up when the exercise drags. The controller can also even out the pace among participants. Remember, one inactive organization can distract others and bring down the intensity of the exercise. Avoid boredom by ensuring a smooth flow of messages.

Some specific suggestions for adjusting the pace are given on the next page.

How a Functional Exercise Works (Continued)

Ways to Ensure a Smooth Flow of Messages

- **Slow the pace** by:
  - **Rescheduling events** to allow more reaction time. Have the simulators wait before sending messages.
  - **Discarding messages** that are relatively unimportant or do not greatly impact other decisions. Throw away messages that don't contribute to the objectives.
- **Increase the pace and fill gaps** by:
  - **Speeding up the delivery pace** (varying from the planned schedule).
  - **Determining what is causing gaps** and being ready to add or alter messages spontaneously when needed. Look at organizations with gaps to see if they have been unintentionally ignored. If so, add messages. (It may be, however, that the organization simply has little to do during a particular period.)
  - **Keeping a supply of optional messages** on hand that can be added when needed.
  - **Adding side events**—routine actions a department would have to continue throughout an emergency. (For example, insert a routine traffic accident to put stress on police and fire departments. Report an unrelated heart attack to challenge medical personnel.)
  - **Adding secondary emergencies**—events that develop out of the main flow of exercise events. (For example, insert utility outages, water main breaks, gas leaks, media calls, and similar events to keep players involved between their own major events.)
  - **Adding special planning requirements** that would cause an inactive group to engage in a short-term preparedness activity. (For example, have hospitals test emergency generators.)
  - **Adding misdirected messages**—messages given to the wrong agency. Such messages can be used to gauge the agency's clarity of role definition and to test whether they forward the message properly.
- **Relieve overloads** on particular organizations by:
  - **Reassigning.** Verify that all messages are assigned to the right organizations. Then reassign any messages that could be used by another organization.
  - **Thinning.** Divide the overloaded messages into two piles: (1) Essential to the flow of the exercise and (2) Nice to have. Then get rid of some from the latter group.
- **Maintain an even message flow** by maintaining a chart similar to the following.

How a Functional Exercise Works (Continued)

Planning an Even Flow of Messages						
Check the times when messages are scheduled for delivery to each organization.						
	Participating Agency/Organization					
	Fire	EMS	Public Works	EOC	Facility CEO	School
Exercise Start						
10:00	4	4				
10:03			4			
10:06		4		4		
10:09	4			4		
10:12			4	4		4
10:15		4			4	4
etc.						

(**Note:** A blank planning chart is provided as Job Aid 16 in Appendix A.)

Skipping Time

Functional exercises can depict events and situations that would actually occur over an extended time period (one or two weeks or more). In order to include multiple phases of the emergency (preparation, response, recovery, mitigation) in a two-day exercise, it would be necessary to stop the exercise periodically and advance the time by a number of hours or days.

These skip-time transitions should be kept to the minimum necessary to cover the scope of the exercise. They can usually be planned to coincide with a natural break point.

Who handles the time skips? The controller is responsible for managing skip-time transitions and preparing transition updates to be presented to the participants before resuming the exercise.

Simulators are responsible for updating simulation displays to reflect the results of the previous events and participant actions. Actions that would have been undertaken during the transition period will be indicated as accomplished on the transition date.

The following table illustrates a skip-time schedule for a functional exercise.

How a Functional Exercise Works (Continued)

Sample Skip-Time Schedule for a Two-Day Functional Exercise

Actual Time		Period Simulated		Time/Activity Simulated
Day 1	0900			
	1200	Alert (mobilization)	3 hrs	First 3 hours (in real time) of Alert (mobilization)
			SKIP	**Transition Statement**
	1300			
	1600	Movement	3 hrs	First 3 hours (in real time) following evacuation order
		ACTUAL TIME LAPSE OF 15 HOURS		
Day 2	0800			**Situation Update**
	1100	Movement	3 hrs	3 hours (in real time) of movement
			SKIP	Transition Statement
	1200			
			2 hrs	2 hours (in real time) of early sustaining period
		Sustaining	**SKIP**	**Transition Statement**
			1.5 hrs	1½ hours (in real time) of later sustaining period
	1530			

Facilities and Materials

Location

Exercise where you operate. To the extent possible, the functional exercise should take place in the same facility and in the same operational configuration that would occur in a real emergency—usually the EOC or other operations center.

A frequent objection to exercising at the operations center is that there are not enough phones, or chairs, or restrooms. If that is the case, it is wise to find out in an exercise, not an emergency. If you can't practice there, don't expect to be able to conduct an emergency response there.

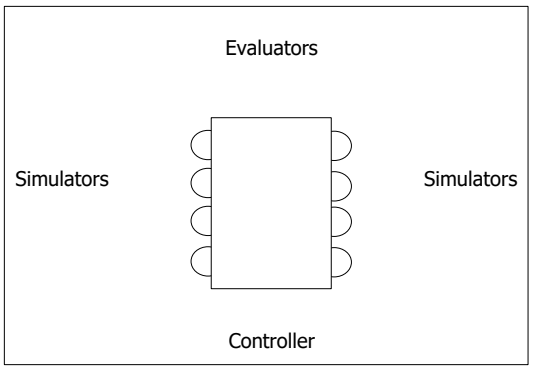
Room Arrangement

Various room arrangements can work for a functional exercise, depending on the size of the exercise. These are the basic requirements:

- Space for players—usually a table with plenty of work space
- Area(s) set aside for simulators
- Room for evaluators to observe
- A place from which the controller can operate

Small exercises: In very small exercises, a single room can work. The diagram below shows a simple layout for a small functional exercise.

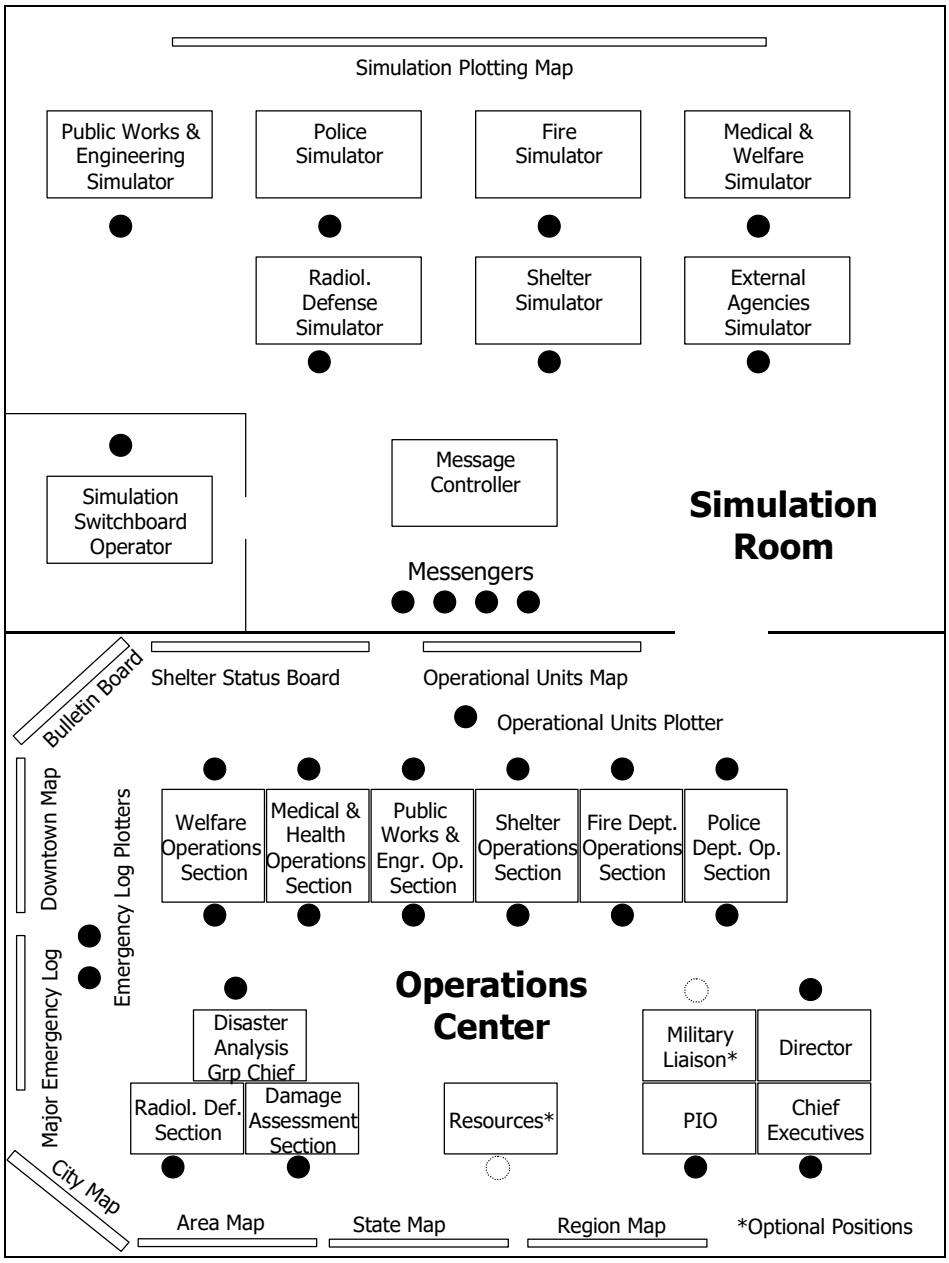
Sample Arrangement for a Small Functional Exercise



Facilities and Materials (Continued)

Complex exercises: The following layout would be appropriate for an elaborate functional exercise. Two rooms are shown: The simulation room and the operations center, where the players are located.

Sample Arrangement for a Complex Functional Exercise



Facilities and Materials (Continued)

Simulation room: If more than one or two organizations or functions are being exercised, a simulation room is highly recommended. This room should comfortably house all of the simulators so that they can send, receive, and track messages and other communications with the players. It should be equipped with telephones or radios if they are to be used in the exercise. If message traffic is to be sent by hand, the situation room must be near the players.

Any layout should be adapted to the particular exercise and your local physical facilities. Whatever the layout, participant work spaces should be predesignated and working supplies made available. (In the previous diagram, notice the work space assignments of the simulators and players.)

What About Communications Equipment?

Communications equipment is useful when full simulation is the goal. However, often it is wise to use both electronic equipment and written messages. When working in compressed time, it is easy for problems to arise concerning:

- Development of telephone banks for the simulators.
- Telephone overload for the players.
- Equipment breakdown.

For these reasons, some managers leave extensive use of communications equipment for a drill. In any case, the use of electronic communication should be carefully—and perhaps selectively—planned.

Equipment installation: When telephones will be the primary means of communication during an exercise, it may be possible to use existing phones. Or, it may be necessary to install special lines and extensions to provide the necessary communication links. In some facilities, where a central switching system is used, an operator may handle all calls.

Facilities and Materials (Continued)

Suggestions for Successful Communication Links

- Prepare a special exercise directory of telephone numbers.
- Include communications procedures in the directory.
- If you don't have telephones, use a variety of other formats, such as:
  - Written messages.
  - Simulated calls (sender whispers message in receiver's ear).
  - Hand signals (player who wants to call a simulator raises a hand to bring the simulator over).
  - Simulated speaker phone or radio (simulator speaks loudly to the players).
- If you use written messages, provide standardized message forms.

Displays and Materials

Displays and materials—maps, charts, message forms, lists, etc.—are important in a functional exercise. (In the room arrangement diagram for a complex exercise, notice the variety of maps available to the players.) These materials are used to provide details for the scenario and keep track of activities.

Generally speaking, it's best to use what you use every day. An exercise is no time to get new maps and message forms. Test the ones that you are currently using.

Unit 9 will provide more detailed guidance about exercise enhancements, including communications equipment, displays and materials, and other matters.

On the next page is a checklist of facilities and materials suggested for a functional exercise. Depending on the scope and complexity of the exercise, specific items may or may not apply.

Designing a Functional Exercise

Design Process

The full eight-step design process outlined in Unit 4 is used to develop a functional exercise. Whereas a simplified version of that process can be used to develop a tabletop exercise, a functional exercise—even a small one—requires careful attention to every step.

Exercise Materials

The success of a functional exercise rests on a carefully scripted scenario package that includes:

- A convincing narrative.
- Major and minor events which grow out of the narrative and are carefully chosen to support the objectives.
- Arrangement of the events in a realistic and convincing sequence from the beginning to the end of the exercise.
- Expected actions which are tied closely to the objectives.
- A great number of specific messages (perhaps 100 or more in a larger exercise) that are so well conceived that players will respond with the expected actions.

Expect the Unexpected

No matter how good you are at writing convincing messages, sometimes players will respond in unexpected ways. Although you should try to limit the unexpected as much as possible, occasionally a spontaneous reaction is better than the response prescribed in the emergency plan.

- A master scenario of events list that includes all of the messages/events, delivery times, and expected actions.

When you have completed the scenario package, you will use the developed materials to create materials for the exercise participants, including the Exercise Plan, Control Plan, Evaluation Plan, and Player Handbook.

Designing a Functional Exercise (Continued)

Job Aids and Samples

Job Aids 7, 8, 9, 10, 11, 12, 13, and 14 are provided in Appendix A. They are the job aids introduced in Unit 4. They are well suited to the design of functional exercises. In addition, a Functional Exercise Checklist is provided on the following pages. This checklist (which also appears as Job Aid 17 in Appendix A) summarizes the special considerations for designing a functional exercise.

In Unit 10, you will have an opportunity to develop a functional exercise using similar instruments.

Designing a Functional Exercise (Continued)

Functional Exercise Design Checklist: Special Considerations

Facilities and Equipment

- ☐ Sufficient work space for simulators and players
- ☐ Simulation room (if needed) near player room
- ☐ Space for message center, control center, observers (as needed)
- ☐ Clear work surfaces
- ☐ Communication equipment (telephones, switchboard)
- ☐ Parking
- ☐ Adequate ventilation and lighting
- ☐ Restrooms

Displays and Materials

- ☐ Displays easily visible or accessible
- ☐ Maps (regional, state, local, area, downtown, operational units)
- ☐ Major events log, bulletin board, status boards, simulation plotting board
- ☐ Easels, chart paper
- ☐ Message forms
- ☐ Pencils/Paper
- ☐ Name cards

Beginning:

- ☐ "No-notice" or scheduled (according to objectives)

Briefing (short):

- ☐ Objectives
- ☐ Process
- ☐ Time period portrayed
- ☐ Ground rules and procedures

Narrative:

- ☐ Verbal, print, TV, computer, slides, or dramatization
- ☐ Time-skips if needed

Messages:

- ☐ Large number (depends on scope)
- ☐ Prescripted
- ☐ Optional prescripted for adjusting flow

Message Delivery:

- ☐ Written
- ☐ Phone
- ☐ Other (verbal, speaker phone/radio, hand signals)
- ☐ Simulators prepared for spontaneous message development
- ☐ Standardized forms for written messages

Strategies for Adjusting Pace:

- ☐ Rescheduling
- ☐ Adding/Deleting messages
- ☐ Misdirecting messages
- ☐ Reassigning messages

Activity: Identify Functional Exercise Roles

For each of the following activities, indicate who has primary responsibility by placing a check mark in the appropriate column.

	Controller	Simulator	Player	Evaluator
1. Present the briefing.				
2. Observe and record exercise progress.				
3. Control the pace.				
4. Decide how to implement emergency plan procedures.				
5. Track progress.				
6. Ad lib in response to unplanned player actions.				
7. Decide how to handle unexpected situations in the exercise.				
8. Respond to events.				
9. Ensure that simulators and evaluators are trained.				
10. Coordinate with other organizations on joint responses.				
11. Deliver messages.				
12. Present the narrative.				
13. Inform the controller of deviations from the scenario.				
14. Act the part of organizations participating in the exercise.				
15. Act the part of organizations not participating in the exercise.				
16. Ensure that activities run smoothly.				
17. Supervise message input.				
18. Portray private citizens and facilities.				
19. Make decisions about departing from the planned event sequence.				
20. Compare exercise conduct to objectives.				
21. Update the situation board during skip-time transitions.				

Activity: Identify Functional Exercise Roles (Continued)

Suggested Answers:

	Controller	Simulator	Player	Evaluator
1. Present the briefing.	4			
2. Observe and record exercise progress.				4
3. Control the pace.	4			
4. Decide how to implement emergency plan procedures.			4	
5. Track progress.	4			
6. Ad lib in response to unplanned player actions.		4		
7. Decide how to handle unexpected situations in the exercise.	4			
8. Respond to events.			4	
9. Ensure that simulators and evaluators are trained.	4			
10. Coordinate with other organizations on joint responses.			4	
11. Deliver messages.		4		
12. Present the narrative.	4			
13. Inform the controller of deviations from the scenario.		4		
14. Act the part of organizations participating in the exercise.			4	
15. Act the part of organizations not participating in the exercise.		4		
16. Ensure that activities run smoothly.	4			
17. Supervise message input.	4			
18. Portray private citizens and facilities.		4		
19. Make decisions about departing from the planned event sequence.	4			
20. Compare exercise conduct to objectives.				4
21. Update the situation board during skip-time transitions.		4		

Summary and Transition

Unit 6 was the second of three units providing in-depth information about specific types of exercises. This unit provided information about the functional exercise, including key characteristics, participants, format, strategies for conducting the exercise, and key design considerations. Unit 7 will discuss the full-scale exercise.

For More Information

Many of the information resources cited in Units 1–4 also contain information about functional exercises.

Knowledge Check

Carefully read each question and all of the possible answers before selecting the most appropriate response for each test item. Circle the letter corresponding to the answer that you have chosen.

1. The functional exercise:

   a. Simulates an emergency response in an actual field setting.
   b. Simulates an emergency situation in a relaxed group discussion.
   c. Simulates an emergency as realistically as possible without deploying people and equipment to the site.
   d. Simulates an emergency involving all of the functions, organizations, and personnel that would respond to an actual emergency.

2. The goal of a functional exercise is to test or evaluate the capability of one or more functions in the context of an emergency event.

   a. True
   b. False

3. An exercise that tested only notification procedures in response to a terrorist bombing would be:

   a. A drill.
   b. A tabletop exercise.
   c. A functional exercise.
   d. A full-scale exercise.

4. A functional exercise can test the same functions and responses as in a full-scale exercise without high costs or safety risks.

   a. True
   b. False

5. A functional exercise is similar to a tabletop exercise except that the functional exercise requires less scripting, planning, and attention to detail.

   a. True
   b. False

6. In a functional exercise, events are presented via problem statements or messages and then discussed by the group.

   a. True
   b. False

Knowledge Check (Continued)

7. A functional exercise is a good way to assess:

   a. Communication and information sharing among organizations.
   b. Response time of field personnel.
   c. Adequacy of response resources (personnel and equipment).
   d. Hazard analysis for developing the EOP.

8. _____ is the best location for a functional exercise.

   a. A field site similar to where an actual incident might occur
   b. The Mayor's office
   c. A 911 dispatch center
   d. The Emergency Operations Center

9. Key decision makers in the jurisdiction or organization being exercised would normally assume the role of:

   a. Players.
   b. Simulators.
   c. Controllers.
   d. Evaluators.

10. Which of the following is NOT true of a simulator?

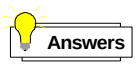
    a. He or she may deliver written messages.
    b. He or she is often called upon to rate the performance of key players.
    c. He or she may deliver messages verbally.
    d. He or she sometimes needs to make up a response to a player.

11. It may be necessary to delete planned messages if the pace of the exercise starts to drag.

    a. True
    b. False

12. When designing a functional exercise, the eight-step design process can usually be significantly shortened or simplified.

    a. True
    b. False



Knowledge Check (Continued)

1. c
2. a
3. a
4. a
5. b
6. b
7. a
8. d
9. a
10. b
11. b
12. b