The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities

Participant Manual

Western Community Policing Institute
Western Oregon University
Office of Grants and Training
Homeland Security Training Program

The Leader's Role in
Creating Vigilant, Prepared, and Resilient Communities

Module	Topic
I.	INTRODUCTIONS AND LOGISTICS • Welcome • Overview and Objectives • Course Logistics • Introductions • Course Goal and Objectives • Pre-Test
II.	DEFINING THE NEW EXPECTATIONS • Overview and Objectives • Review of Federal Laws, Rules, and Directives • The Public Safety and Community Leader's Role • Grant Opportunities
III.	PLAN FORWARD BY LOOKING BACK • Overview and Objectives • Real Hazards Case Study • Gap Analysis
IV.	ORGANIZATIONAL CHANGE AND LEADERSHIP • Overview and Objectives • Organizational Change • Critical Thinking • The Leader's Role • Community Resources
V.	COMMUNITY PARTNERSHIPS • Overview and Objectives • Identifying Resources • Evaluating Partnerships
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WELCOME

Western Community Policing Institute

- Funded by the U.S. Department of Homeland Security, Office of Grants and Training and the U.S. Department of Justice, Office of Community Oriented Policing (COPS)
- Delivering training since 1996
- Located on the campus of Western Oregon University
- Part of a national network of regional community policing institutes (27 in the U.S.)

MODULE I OVERVIEW AND OBJECTIVES

Overview: This module provides an overview of *The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities* workshop. Activities include the distribution and completion of workshop sign-in roster, introductions, establishment of ground rules, identification of participant expectations, and the administration of a pre-test.

Terminal Learning Objective: To provide participants with an overview of *The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities* workshop.

Enabling Objectives: At the conclusion of the module, participants are able to:

1-1 Describe cognitive course goals and summarize major module objectives in this workshop
1-2 Explain how course materials can be applied by public safety and community leaders, in creating vigilant, prepared, and resilient communities
1-3 Complete a written pre-test to gauge pre-class knowledge and to focus participant's attention on the workshop content

COURSE LOGISTICS

Provide housekeeping details and an overview of the participant manual and its use.

INTRODUCTIONS

Each of you are asked to introduce yourselves, including your name, title, agency affiliation, and community toy represent.

COURSE GOAL AND OBJECTIVES

Cognitive Course Goal: This workshop is designed to train and equip public safety and community leaders with the skills necessary to create vigilant, prepared, and resilient communities for homeland security.

Workshop Overview:

- Scenario-based
- Designed for public safety and community leaders
- Training focuses on gap analysis and community partnerships
- Requires active participation and problem-solving

Terminal Learning Objective Module I: To provide participants with an overview of *The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities* workshop.

Terminal Learning Objective Module II: To define the new and evolving roles and expectations for public safety and community leaders in terms of homeland security with a focus on community collaboration and partnerships.

Terminal Learning Objective Module III: To implement the 'Gap Analysis' process, to analyze, compare, and rate jurisdictional needs and community capacity to respond to an event.

Terminal Learning Objective Module IV: To recognize the new roles for public safety and community leaders, in homeland security and to actively engage participants in identifying their partners and communities, to achieve higher levels of preparation and response capacity for significant events.

Terminal Learning Objective Module V: To implement a methodology for public safety and community leaders to seek out and encourage active citizen, business, and private infrastructure participation for homeland security.

Terminal Learning Objective Module VI: To provide participants an opportunity to demonstrate their understanding of course material, by presenting and evaluating their proposed action plan.

What are your expectations from this workshop?

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How can the material covered in this workshop be used to create vigilant, prepared, and resilient communities for homeland security?

_____

The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities

Pre-Test

1. In 2002 homeland security was defined as a concerted national effort to prevent terrorist attacks within the United States. The _____ expanded the definition to include the response and recovery to natural disasters as well. (Fill-in the blank).

    a. National Response Plan
    b. National Strategy For Homeland Security
    c. Robert T. Stafford Disaster Relief and Emergency Assistance Act
    d. Workforce Investment Act

2. In accordance with HSPD-5 and other relevant statutes and directives, who has lead responsibility for criminal investigations of terrorist acts or terrorist threats?

    a. Attorney General
    b. Secretary of Defense
    c. Secretary of Homeland Security
    d. National Security Advisor

3. In accordance with HSPD-5 and other relevant statutes and directives, generally who has the responsibility for managing domestic incidents?

    a) Attorney General
    b) Secretary of Defense
    c) Secretary of Homeland Security
    d) State and local authorities.

4. The National Preparedness Guidelines only applies to Federal and state government agencies.

    a. True
    b. False

5. Which of the following are Federal programs that support homeland security?

    a. Fire Corps
    b. Neighborhood Watch
    c. CERT
    d. Medical Reserve Corps
    e. VIPS
    f. All of the above

6. Organizational theory recognizes organizations are slow to change and in order for change to occur, an organization must overcome barriers to implement change. The following is a notable barrier to change:

    a. Lack of management visibility and support
    b. Employee enthusiasm for change
    c. Non-Global issues
    d. Managements vision statement

7. The tenets of Homeland Security include:

    a. Vigilance
    b. Preparation
    c. Resilience
    d. All of the above

8. Change management includes:

    a. Determining what are the destabilizing forces causing the change
    b. Avoiding adjusting or modifying behavior in response to change
    c. Discounting any methods of change that are required
    d. Design a defense strategy to avoid change

9. The Mind Mapping Process identifies “what needs to be done” to achieve desired response efforts that will produce the all encompassing event response managed through an emergency response plan.

    a. True
    b. False

10. Fusion is the merging of diverse elements into a unified whole; forming a political partnership or coalition.

    a. True
    b. False

Module I Wrap-Up:

- ✓ **How would you describe the cognitive course goals and summarize the major module objectives in this workshop?**
- ✓ **How can the course materials in this workshop be applied in creating vigilant, prepared, and resilient communities?**
- ✓ **Were you able to complete the workshop pre-test?**

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MODULE II: DEFINING THE NEW EXPECTATIONS

MODULE II OVERVIEW AND OBJECTIVES

Overview: This module provides a structured lecture and large group discussion on the vision of homeland security from the national level, as it applies to state and local government and their communities. This module narrows the scope of the discussion on homeland security, to look at the role of public safety and community leaders, within the national vision. Ultimately this module focuses on the efforts of public safety and community leaders, charged to develop community-based partnerships, to better prepare the community to respond to an incident of national significance or a domestic incident. Participants will be provided with a basic overview of Federal policies as they relate to programs that support homeland security. An all-hazards approach is presented to demonstrate the need for community preparedness for domestic incidents that pose serious harm.

Also, participants are made aware of the companion course, *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security*, that applies problem-based learning to a local issue and includes exploring the concepts of group dynamics, community policing, homeland security, fear, all-hazards preparedness, special-needs populations, and community ethics, by creating an action plan to address an assigned community problem.

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Terminal Learning Objective: To define the new and evolving roles and expectations for public safety and community leaders in terms of homeland security with a focus on community collaboration and partnerships.

Enabling Objectives: At the conclusion of the module, participants are able to:

2-1 Demonstrate familiarity with Federal laws, rules, and Presidential directives (Federal mandates)

2-2 List the community leaders' roles as described in the Federal mandates

2-3 Discuss grant opportunities

REVIEW OF FEDERAL LAWS, RULES, AND DIRECTIVES

Homeland Security Defined

"Homeland security is a concerted national effort to prevent terrorist attacks within the United States, reduce America's vulnerability to terrorism, and minimize the damage and recovery from attacks that do occur." (The White House, National Strategy for Homeland Security, 2002)

The U.S. Department of Homeland Security (DHS) has expanded the homeland security definition to embrace an "all-hazards" approach for assuring preparedness, response and recovery to a wide range of disasters as well terrorist acts. DHS recently published the National Response Framework which "systematically incorporates public-sector agencies at all levels, the private sector, and nongovernmental organizations (NGOs). It also emphasizes the importance of personal preparedness by individuals and households." (DHS, National Preparedness Guidelines, September 2007)

So what does "homeland security" mean to you?

_____

_____

National Preparedness Vision

"A NATION PREPARED with coordinated capabilities to prevent, protect against, respond to, and recover from all hazards in a way that balances risk with resources and need." (DHS, National Preparedness Guidelines, September 2007)

Has the relationships between the Federal Government and local organizations related to homeland security changed since 911, Hurricanes Katrina, and Rita as identified in the National Preparedness Vision?

_____

_____

What can we identify as the tenets of homeland security in the context of the National Preparedness Guidelines?

_____

_____

Tenets of Homeland Security:

- Vigilance
- Preparedness
- Resiliency

What does this mean to me?

_____

_____

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National Preparedness Guidelines

- Capabilities Based Preparedness
- National Planning Scenarios
- Target Capabilities List
- Universal Task List

National Strategy for Homeland Security

Critical Mission Areas:

- Intelligence and Warning
- Border and Transportation Security
- Domestic Counterterrorism
- Protecting Critical Infrastructures and Key Assets
- Defending against Catastrophic Threats
- Emergency Preparedness and Response

National Response Framework

- National Response Framework: Evolution
- Roles and Responsibilities
- Response Actions
- Response Organization
- Planning: A Critical Element of Effective Response
- Additional Resources and NRF Resource Center

Homeland Security Presidential Directive/HSPD-5
Purpose: To enhance the ability of the United States to manage domestic incidents by establishing a single, comprehensive national incident management system.

Applicability: HSPD 5, Subsection 6:
The Federal Government recognizes the roles and responsibilities of State and local authorities in domestic incident management. Initial responsibility for managing domestic incidents generally falls on State and local authorities. The Federal Government will assist State and local authorities when their resources are overwhelmed, or when Federal interests are involved. The Secretary will coordinate with State and local governments to ensure adequate planning, equipment, training, and exercise activities. The Secretary will also provide assistance to State and local governments to develop all-hazards plans and capabilities, including those of greatest importance to the security of the United States, and will ensure that State, local, and Federal plans are compatible.

Homeland Security Presidential Directive/HSPD-7
Purpose: This directive establishes a national policy for Federal departments and agencies to identify and prioritize United States critical infrastructure and key resources and to protect them from terrorist attacks.

Applicability: HSPD 7, Subsection 8
Federal departments and agencies will identify, prioritize, and coordinate the protection of critical infrastructure and key resources in order to prevent, deter, and mitigate the effects of deliberate efforts to destroy, incapacitate, or exploit them. Federal departments and agencies will work with State and local governments and the private sector to accomplish this objective.

Homeland Security Presidential Directive/HSPD-8
Purpose: To establish policies to strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies by requiring a national domestic all-hazards preparedness goal, establishing mechanisms for improved delivery of Federal preparedness assistance to State and local governments, and outlining actions to strengthen preparedness capabilities of Federal, State, and local entities.

Applicability: HSPD 8, Subsection 22:
The Secretary shall work with other appropriate Federal departments and agencies as well as State and local governments and the private sector to encourage active citizen participation and involvement in preparedness efforts. The Secretary shall periodically review and identify the best community practices for integrating private citizen capabilities into local preparedness efforts.

GRANT OPPORTUNITIES

DHS Grant Programs

The Department of Homeland Security enhances the ability of states, local and tribal jurisdictions, and other regional authorities in the preparation, prevention, and response to terrorist attacks and other disasters, by distributing grant funds. Localities can use grants for planning, equipment, training, and exercise needs. These grants include, but are not limited to areas of:

- Port Security
- Critical Infrastructure Protection
- Regional and Local Mass Transit Systems
- Equipment and Training for First Responders
- Homeland Security (See Grants.gov)

NOTES: _____

_____

THE PUBLIC SAFETY AND COMMUNITY LEADER'S ROLE

Community partnerships are a key component in the National Strategy for Homeland Security and other Federal policies, and these partnerships are critical to defining the public safety and community leader's role in homeland security efforts. As noted in the National Response Plan responses to domestic incidents are most effective when managed at the local level. Another key component is the involvement of the private sector in responding to domestic incidents. Community partnerships between community leaders and the community are central to creating vigilant, prepared, and resilient communities.

What are the roles of public safety and community leader, as described in the Federal mandates?

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_____

Community policing is one tool that is available to establish community partnerships. The components of community policing – community partnerships, problem solving, organizational change, prevention, ethics and integrity – are applicable to all public safety sectors, not just law enforcement.

Community Policing Definition

"Police, at all times should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only the members of the public that are paid to give full-time attention to the duties which are incumbent on every citizen in the interest of community welfare and existence."
(Sir Robert Peel, c 1835)

Community Policing is a "philosophy wherein the police and the community share resources and responsibility for solving recurring problems that directly or indirectly threaten community safety or livability." (Western Community Policing Institute, 2004)

CREATING VIGILANT, PREPARED, AND RESILIENT COMMUNITES FOR HOMELAND SECURITY: AN ALL-HAZARDS COMMUNITY APPROACH TO EVENTS OF NATIONAL SIGNIFICANCE COURSE

This course is designed to provide awareness-level information, problem-based learning experiences, and "hands-on" practical training activities that lead to creating vigilant, prepared, and resilient communities for homeland security. The course consists of nine modules which are identified below. These modules include classroom instruction, problem-based learning strategies, and practical activities.

Module I: Introductions and Logistics

Overview: In this module, participants will receive an overview of the *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security* course. Activities include the distribution and completion of required course administrative requirements, introductions, establishment of ground rules, identification of participant expectations, and the administration of a pre-test.

Module II: Problem to Plan

Overview: In this module, participants will learn the definition and application of Problem-Based Learning (PBL). Participants will also be provided with an understanding of the relationship between PBL and community problem solving, recognizing that PBL can be an effective tool in addressing homeland security problems that arise in their communities. Activities include considering the assigned community problem to identify "Ideas" related to the problem.

Module III: Group Dynamics

Overview: In this module, participants will be introduced to the stages, basic components, and importance of group dynamics and effective team building, characteristics and application of critical thinking and emotional quotient skills, and the development of leadership skills. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. Activities include personal assessment of critical thinking and emotional intelligence skills to identify individual strengths and weaknesses.

Module IV: Community Policing

Overview: In this module, participants will be introduced to the philosophy of community policing. This module illustrates the evolution of community policing, by examining the characteristics and principle components of each era of policing. This module also introduces and defines the concept of change and demonstrates its impact in addressing homeland security issues in our ever-changing environment. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. Activities include relating the tenets of community policing to homeland security.

Module V: Homeland Security

Overview: In this module, participants will further clarify the relationship between homeland security and community policing. Participants will be provided with a basic overview of the National Preparedness Guidelines, the Department of Homeland Security, and Federal programs that support homeland security. This module also presents the principle components and sources of fear, the relationship between fear and terrorism, and the relationship between terrorism and criminal activity. The all-hazards approach is presented to demonstrate the similarities between community preparedness for terrorist acts and other potential hazards that pose serious harm. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. Activities include exploring the concepts of homeland security, fear, all-hazards preparedness, special-needs populations, and defining the assigned community problem to identify the “Known Facts” related to the problem.

Module VI: Community Responsibility

Overview: In this module, participants explore the concept of community responsibility in addressing homeland security. Participants will become familiar with attributes of community vigilance, preparedness, and resiliency and how these attributes relate to the National Preparedness Guidelines. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. Activities include asking participants to evaluate their community's vigilance, preparedness, and resiliency.

Module VII: Ethical Issues

Overview: In this module, participants explore the ethical issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security. The foundational elements of conflict resolution, ethical issues germane to international relationships, and personal and professional ethical responsibilities are also explored. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. Activities include individual reflection and group debate on the issue of civil liberties and security, developing listening skills, and exploring the assigned community problem to identify "Learning Issues" related to the problem.

Module VIII: Action Plan

Overview: In this module, participants begin by defining their team vision. Then they are given the opportunity to apply what they have learned throughout the course (group dynamics, community policing, homeland security, community responsibility, and ethical issues) to build upon their team vision, or reason for coming together, to create their action plan. Activities include defining team vision and solving the assigned community problem by developing an "Action Plan" related to the problem.

Module IX: Team Presentation and Evaluation

Overview: This module provides participants with the opportunity to demonstrate their levels of internalization of the course material. Participants present and evaluate their team's proposed solution to the assigned community problem. An interactive critique of the presentations by the other teams fosters the follow-up and follow-through ingredients that are necessary for the development and initiation of plans that promote the creation of vigilant, prepared, and resilient communities for homeland security. Activities include team presentations and "Evaluation" of the proposed solutions (action plan) to the assigned community problem, the administration of post-test, "Proposed Best Practices" and course evaluation.

Module II Wrap-Up:

- ✓ **How would you summarize the Federal laws, rules, and Presidential Directives presented in this module?**
- ✓ **What would you list as the community leader's role, as described in the Federal mandates?**
- ✓ **Were you able to identify grant opportunity information that could be useful in your community?**

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MODULE III OVERVIEW AND OBJECTIVES

Overview

This module uses an event adapted from a real incident in Miamisburg, Ohio, or another incident prepared for the workshop. The participants are asked how well the significant event would be managed if it were to occur today. After reflection the participants are asked ”If you could go back 18 months, knowing that this event would actually happen in your jurisdiction, what would you do for the next 18 months to prepare for the event?”

Terminal Learning Objective: To implement the ‘Gap Analysis’ process, to analyze, compare, and rate jurisdictional needs and community capacity to respond to an event.

Enabling Objectives: At the conclusion of the module, participants are able to:

3-1 Analyze and list the “Real Hazards” for the given event
3-2 Identify and list the “Desired Responses” for the listed hazards; one requiring an infrastructure partnership, one a community partnerships, and one an increased agency personal/individual preparation)
3-3 Identify and list “Action/Tasks” or “what needs to be done” to accomplish each of the selected “Desired Responses”
3-4 Analyze, compare, and rate the “Action/Tasks” and current “Community Capacity” of the participant’s jurisdiction or region, for the selected “Actions/Tasks” identified in Objective 3-3
3-5 Plot the ratings from Objective 3-4, to complete the community gap analysis – the gap between jurisdictional need and community capacity

GAP ANALYSIS PROCESS

In this portion of the training you visually chart community emergency preparedness needs against the community's capacity necessary to fill the needs.

Background:

The National Preparedness Guidelines (the Guidelines) outline capabilities and establishes priorities to help transform efforts to achieve national preparedness. The Guidelines are "a call to action" and provide the means for the nation to answer three fundamental questions:

- How prepared are we?
- How prepared do we need to be?
- How do we prioritize efforts to close the gap?"[1]

Each community and level of government is required to prepare for significant events. Events include natural disasters, terrorism incidents, and health emergencies. Additionally, communities that are not directly affected by a calamity may be affected when a significant event strikes a neighboring community or region. For example, evacuees leaving one community or region may cause traffic jams or strain emergency centers in neighboring communities.

"The Guidelines recognize that national preparedness is a shared responsibility. Government entities are responsible for leading efforts within their borders and involving the private sector, non-governmental organizations and citizens, in a systematic and prioritized collective effort."[2] Public safety officials should be asking the preparedness questions to enlist their communities and infrastructure partners in developing higher levels of community response capacity. Homeland Security Presidential Directive 8, Section 22 specifically tasks the Secretary of Homeland Security to work with …."State and local governments and the private sector to encourage active citizen participation and involvement in preparedness efforts."[3]

A scenario and charting tool provides a means for public safety officials and their partners to envision a situation and to then ask and answer the three fundamental questions.

The scenario and charting tool:

The charting tool is a visual product developed from the scenario and guided discussion. The methods use group processes to discover emergency response needs and then compare those needs against the capacity of the community to provide for the

[1] Adapted from the National Preparedness Goal
[2] Ibid
[3] Homeland Security Presidential Directive / HSPD 8, http://www.whitehouse.gov/news/releases/2003/12/print/20031217-6.html. Downloaded 1/13/2006

need. The process sets the stage for you to explore the use of collaborative partnerships to “fill the gaps’ in deficits in response capacity.

The scenario methodology does not replace all hazards emergency planning. In the all hazards planning approach, the planner(s) must plan for all types of hazards in the community and plan, using a standard emergency operations plan methodology and format, with incident annexes.

The scenario-based methodology differs from classical “all hazards planning” methodology. The scenario itself drives the identification of the hazards and issues present. You are asked how the hazards should be managed. For some untrained public safety executive, the all hazards approach can be overwhelming. The scenario method and charting tool does not replace the all hazards process employed by trained emergency planners. Rather, it is a tool for use by people who are not trained in the classical elements of all hazards planning. As such, the tool opens the emergency planning process to public safety executives, their staffs, the public, and infrastructure partners. Public safety employees may not be emergency planners, but they are emergency responders and managers. They have experience in responding to events, especially in the operations side of incident command. By using a scenario and then charting the findings, it allows you to share knowledge and experience to answer the preparedness questions.

The methodology and tool used in this class is not a quantitative analysis methodology. It can, however, transition to become quantitative when used to actually measure levels of preparedness capacity. For example, an initial “needs” list identified fresh (potable) water was a high need, with a corresponding low capacity to deliver potable water. The issue can be quantified by investigating how much water would be needed, for how long, for how many people, in what types of containers, under what conditions of distribution, etc. the result of that analysis will quantify exactly what needs to be done to deliver water.

However, the methodology employed in the workshop is an overview of high order needs and capacities topics and does not get to the level of quantitative analysis. It will be up to the agencies and communities to develop specific capacity to deliver the services, e.g. water. This may be a topic or problem covered in the companion two-day course titled “Creating Vigilant, Prepared, and Resilient Communities for Homeland Security.”

The scenario and charting process can be used for other applications in public and private sectors to focus attention, create a vision for future performance, or to create shared understanding. It has been successfully used to develop a needs statement for grant applications and in budget preparation.

REAL HAZARDS CASE STUDY
Case Study:
Terrorist Initiated Train Derailment, Your Town, U.S.A.[4]

Background:

Your Town, U.S.A. is your city. Your Town is a suburban area, surrounded by unincorporated residential and business districts. It is located about ten miles from a larger city and lies next to a major state highway. Your Town has a rail line serving the freight transportation needs of manufacturing, agriculture and businesses in your community and state. The rail line lies along the main highway and adjoins residential, business and school areas of town.

Your Town and the unincorporated area surrounding the city limits are served by a City Police Department, a Sheriff's Office, a State Police outpost, and a Fire District / Emergency Medical Services Department that serve the incorporated and unincorporated areas.

The Threat:

Timber sales and forest management practices have been in the forefront of the western USA news. The extremist group, World Awareness Network (WAN) has protested for years regarding forest policy. An extreme and violent element of the WAN group has broken off. The spin off group, Extremist World Awareness Network (EWAN) now espouses direct action against the timber industry and businesses that support timber production and use.

EWAN is targeting the use of lumber in construction and the rail line that supports the timber industry. Their plan is to detonate a large explosive as a lumber laden train enters town. Unknown to the terrorists is the fact that the freight train is an assembly of cars carrying chemicals as well as lumber. This morning, at about 7:30 AM, the EWAN terrorists park a pickup truck, loaded with four plastic drums of fertilizer-fuel mix based explosives, next to the rail track at the edge of town. As they position the vehicle a local businessman complains to them about how they are parking in a "no parking" zone. Without comment the two EWAN members get in an awaiting car and speed away, striking the businessman's personal vehicle, but do not stop. The businessman calls the police with a hit and run complaint. No officers are available, but dispatch radios a description of the hit and run vehicle to the Sheriff's Office and State Police.

The Event:

At 9:00 AM this morning, a city officer is able to respond to the hit and run complaint. The officer is interviewing the businessman and inspecting the damaged vehicle. The railroad train is entering town, crossing a trestle over a creek at the city limits of Your Town. At 9:10 AM, as the train is just entering the city limits of town, the terrorist pickup detonates, next to the train tracks. The explosion derails three lumber laden railcars. Tanker cars just behind the lumber cars slam into the derailed lumber cars rupturing the lead chemical car. The car, containing 12,000 gallons of white phosphorus (a toxic substance that ignites in the presence of air at 86 degrees F) is left on the embankment, propped against a pier, with a gash in its side. White phosphorus is water reactive. Water cannot be used to put out the fire.

[4] Adapted from "Train Derailment in Miamisburg, Ohio" FEMA, Principles of Emergency Management IG 4-17

Slowly at first, the phosphorus begins to burn. The orange fire produces a thick, billowing cloud. In only a half an hour it is visible for miles and begins to drift towards the populated areas. Initial reports from the hospital indicate citizens are entering the hospital with breathing problems. The capacity of the hospital to treat the injured is quickly reached.

The first responder to the scene, a fire captain, learned from the conductor that the burning tank contains phosphorus. Within five minutes the Fire Chief arrives and establishes a command post. He consults a hazardous materials handbook in his car to learn the effects of the burning phosphorus. At the very least it causes eye and skin irritation and short-term respiratory problems. He immediately calls for evacuation of residents within the guidelines set by the handbook. This involves people in residential and business areas inside and outside of the city limits. This includes a nursing home, two schools and the police headquarters. The city manager, who has decision making authority, concurred with the decision. The city enacted its emergency operations declaration and plan. City officials drove down neighborhood streets to begin the initial evacuation while dispatchers summoned the city's entire emergency response force to aid in the effort. The county emergency management was immediately notified. The county enacted its emergency operations declaration and plan. The State emergency operation center is notified of the event.

The Fire Chief, Police Chief, Sheriff, activate existing mutual aid agreements to augment their resources. (By the time the crisis is over more than thirty departments will lend assistance and medic units from more than 50 organizations will be available.) A hazardous materials team is summoned and will bring its experience in fighting chemical fires.

Time: 1.5 hours into the event:

The Police Chief and Sheriff notify the local FBI that a suspected terrorist event has occurred, based on the preliminary witness statements of a truck bomb explosion. FBI and joint terrorism task force members (JTTF) including city, county, state and federal law enforcement officers are traveling to the scene.

The City Manager's authority, under the emergency declaration, is soon challenged by the train master, who wants to begin clearing derailed cars from the scene before JTTF investigators arrive. When the City Manager asks the trainmaster if he was willing to take responsibility for the safety of the citizens of the city, he said he was not. The City Manager then "introduces him" to the Police Chief and has him removed from the on-scene command post. (More senior railroad officials will arrive later and will be more helpful.)

Time: 12 hours into the event (Darkness)

The Incident Command / Unified Command Center is fully operational. Fire fighters report and confirm that another tank car containing sulfur is burning eight feet from the phosphorus car, making an already poisonous mix potentially more deadly. Chemical Emergency Transportation Center (CHEMTREC) provides valuable information concerning chemical and fire behavior. Several key decisions stand out: when to stabilize the precariously perched phosphorus car, risking an even greater problem, how to manage the evacuation, management of the criminal investigation, when to allow evacuated persons to return home, and how to manage the incoming resources.

The City Manger resists pressure to end the evacuation order within town, when it is believed the toxic cloud is under control. This decision turns out to be right, for a pylon gave way and the car slipped before it can be stabilized, sending a huge plume of smoke over the area. City and county residents, not evacuated, are telephoning city hall and the courthouse asking about safety and trying to locate evaluated or missing persons. Emergency responders are working in shifts at the scene, evacuated areas, perimeter locations, traffic re-routing points, and the Incident / Unified Command Center.

Time: 24 hours

Traffic problems arose immediately after the detonation and continue, as responding assistance struggle with traffic congestion and gridlock created by residents and tourists leaving the area in response to evacuation orders and panic. One complete road-blocking fatal collision has occurred.

Time 36 hours

Public safety employee families are calling the police station, sheriff's office and fire department asking about their family members. Several families are separated and are trying to find other members of their family.

Citizens are calling the emergency operations center trying to find family members. Some fear that their family members have been killed in the attack and complain that they cannot get answers. Several citizens have gone to the media to complain about lack of information concerning their families.

Time: 72 hours into the event:

Fire fighting and hazardous materials response continue for 72 hours before the scene is finally stabilized. Evacuees are allowed to return home. The FBI Joint Terrorism Task Force (JTTF) has arrived and established a coordinated criminal investigation and scene examination.

If this event, or a similar event, were to occur in your community, would you be able to deal with it right now? How would it go?

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GAP ANALYSIS: PLANNING FORWARD BY LOOKING BACK

Assuming you could go back 18 months from today and start over, what else would you do to be prepared for this event?

_____

_____

How could I improve my jurisdictions performance?

_____

_____

How will I identify where to put my efforts?

_____

_____

Where will I work with my community?

_____

_____

Model Process for Needs and Capacity Gap Identification

- *Identify REAL HAZARDS*
- *Identify DESIRED RESPONSES*
- *Identify WHAT NEEDS TO BE DONE*
- *Rate my CAPACITY to do the necessary functions Identify where to prioritize our efforts*

Gap Analysis Process - EXAMPLE

Step One: Identify the "Real Hazards" for the event:

Type of event: Terrorist initiated rail car derailment with toxic hazardous materials release. You may also choose to list issues.

Real Hazards / Issues List	*Notes*
Hazardous smoke inhalation by citizens	Record desired responses in Step Two
Hazardous chemicals in the waterway	
Fire	
Destruction of livestock and wildlife	
Public safety responder's safety	
Criminal activity	

Gap Analysis Process

Step One: Identify the "Real Hazards" for the event:

Type of event: Terrorist initiated rail car derailment with toxic hazardous materials release.

Real Hazards / Issues List	*Notes*

Step Two: Identify Desired Responses – EXAMPLE

Describe, (by list format), your desired operational responses for this event	Notes
Safely and efficiently evacuate citizens, with attention to special needs citizens, to protect them from hazards	This response corresponds to Step One threat
Stop leak of rail car; Contain chemical release into the waterway	
Suppress fire	
Evacuate, shelter, and protect livestock and wildlife	
Implement emergency safety and health plans that are coordinated with public safety response plans	
First responders' families are able to support themselves for 3 days	
Secure residential area from potential criminal activity	

Step Two: Identify Desired Responses

Describe, (by list format), your desired operational responses for this event	Notes

Step Three: Mind map process

The mind map process is a tool to specifically identify ACTIVITIES ("what needs to be done") before an event, to appropriately respond to the event? Remember, a mind map is a diagram used to illustrate an idea or concept in order to aid in problem-solving and/or decision making.

Task: What do I have to do with my agency, community, region, and partners to be tactically competent and have capacity to respond to this event? Identify "what specifically needs to be done" before this event that you and your community and region must do for you to achieve your desired responses (concept of operations) for this event.

Directions:

1. Select three "desired responses" from your list in step two, which you feel are important for your jurisdiction.

    - One that can be achieved with a regional partnership
    - One involving an infrastructure partnership.
    - One involving individual preparedness

2. Write your selected "desired response" in the large oval on the side of the page.

3. Think for several minutes as to what has to be done in your jurisdiction for these desired responses. Be prepared to work individually and in your table group to compile a list of "what needs" for each desire response.

4. On your worksheet, record at least six "what needs" for each desire response theme. Three must involve the regional partners or resources.

5. Share your "what needs" with your group and refine your own list as you learn from them.

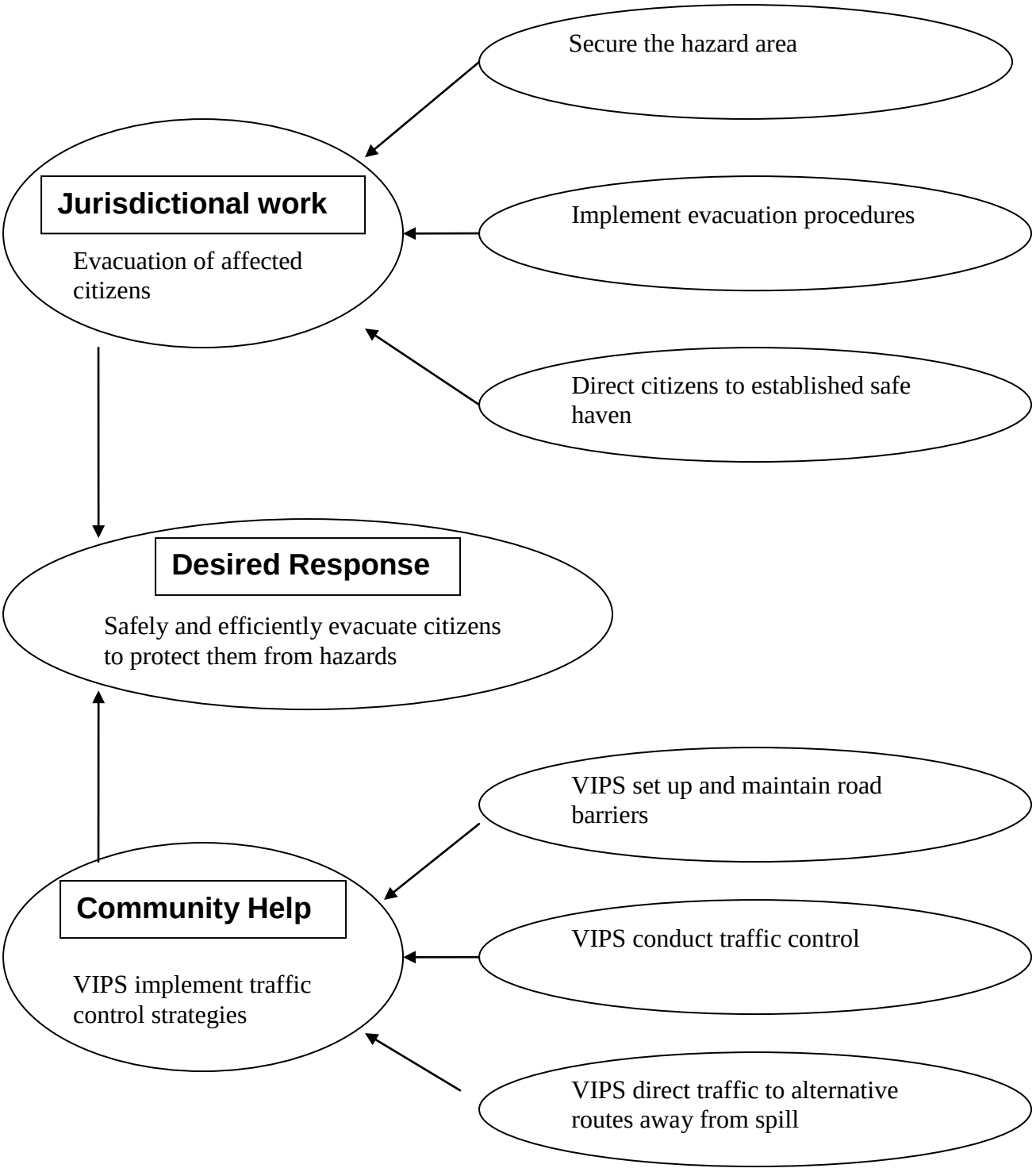
6. When you have completed identifying your "what needs", because of time constraints we will address only 18. Write the "what needs" on the work sheet. They need not be in any prioritization order. You may add more to the list if you wish.

7. The definition of critical infrastructure includes 13 sectors examples include agriculture and food; public health and healthcare; drinking water and waste water treatment system; energy; banking and finance; national monuments and icons; defense industrial base; information technology; telecommunications; chemical; transportation systems; and others. For a complete list refer to the Interim National Preparedness Goal, HSPD 8: National Preparedness.

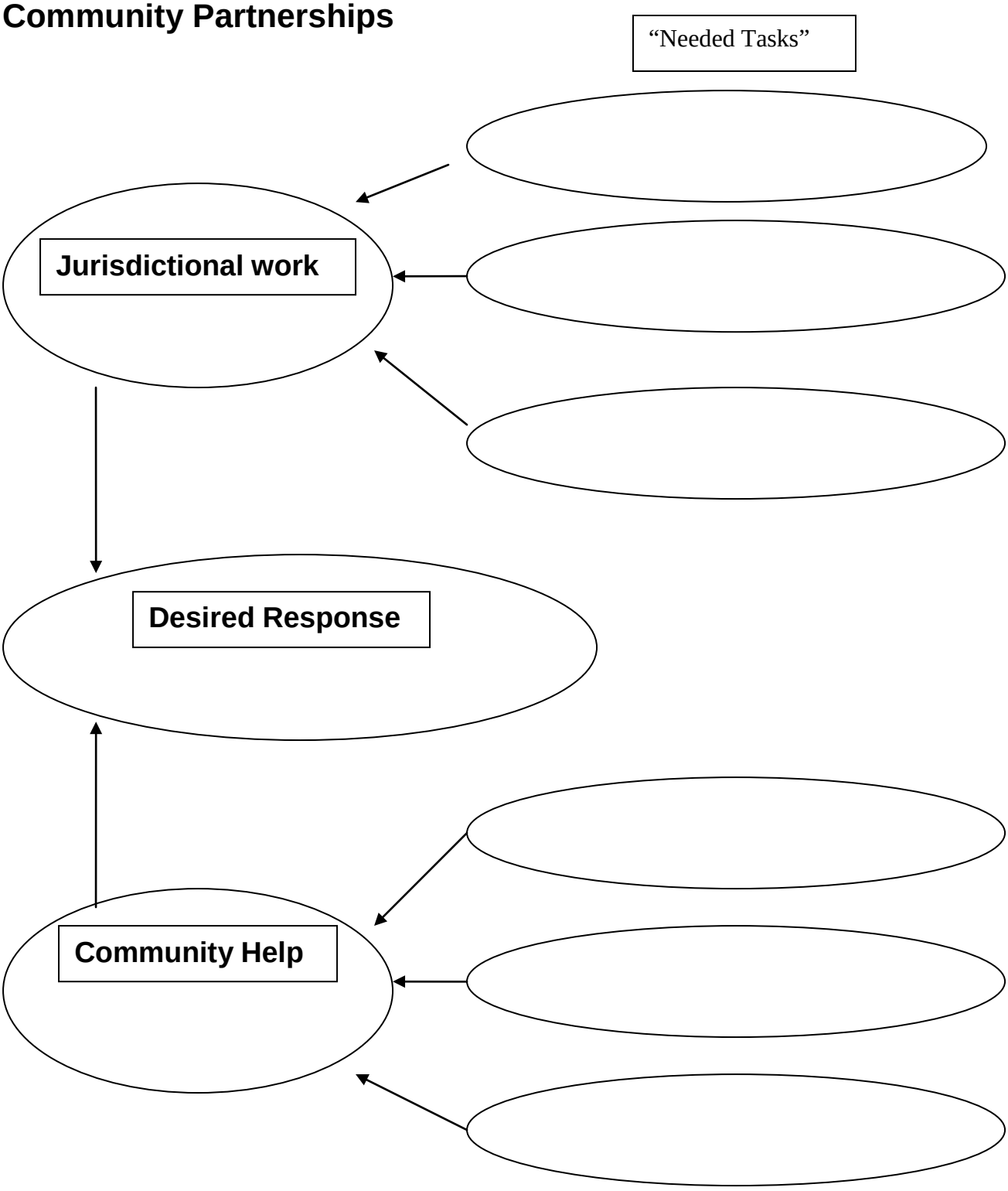
8. A community partnership includes those organizations, both public safety and private/non-profit, that can be called upon to assist your community in responding to an event that goes beyond the capabilities of your community.

9. Individual preparedness are those actions you can take to assure you and your family is taken care of during the course of a response to an event.

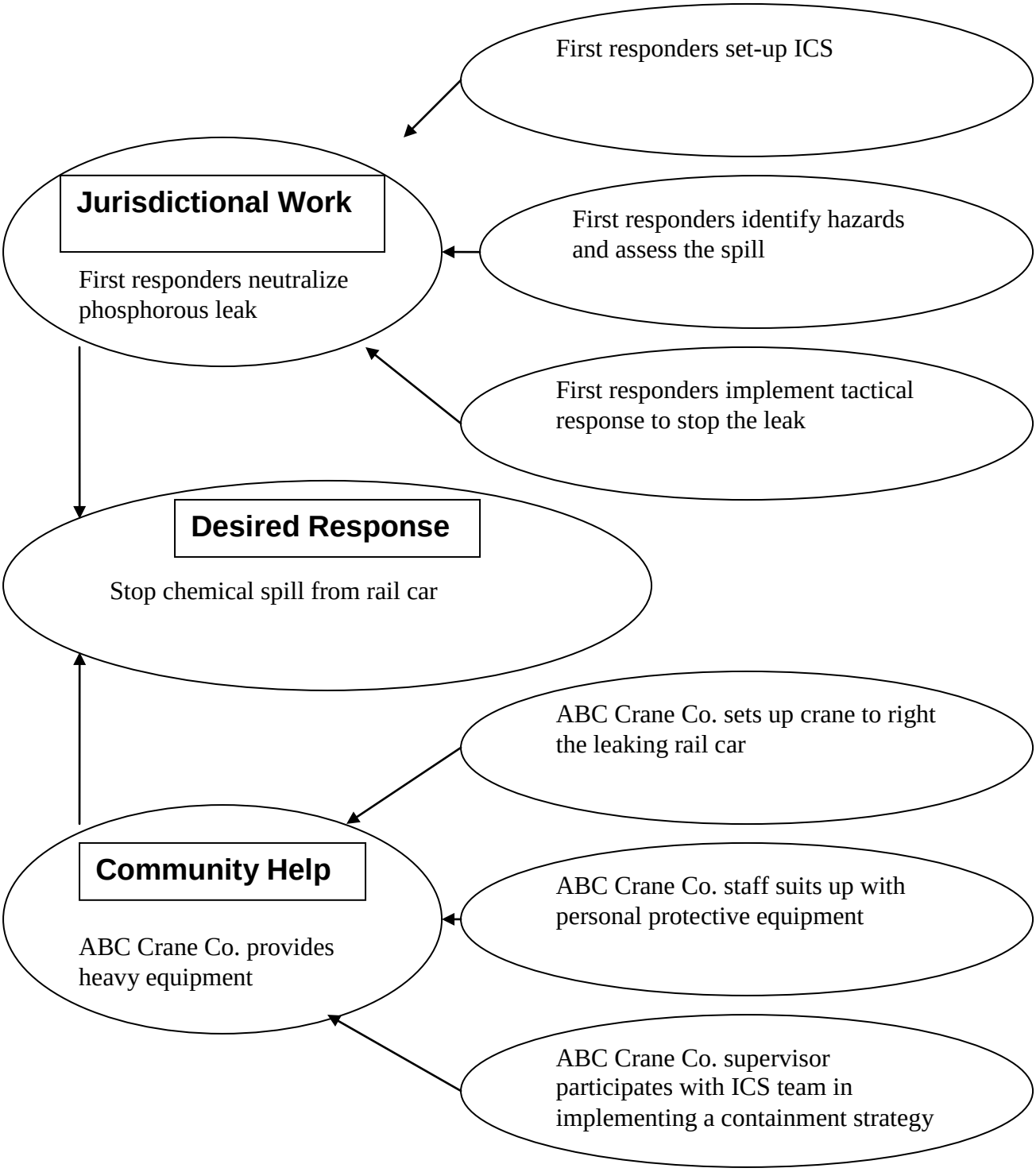
Community Partnership – EXAMPLE



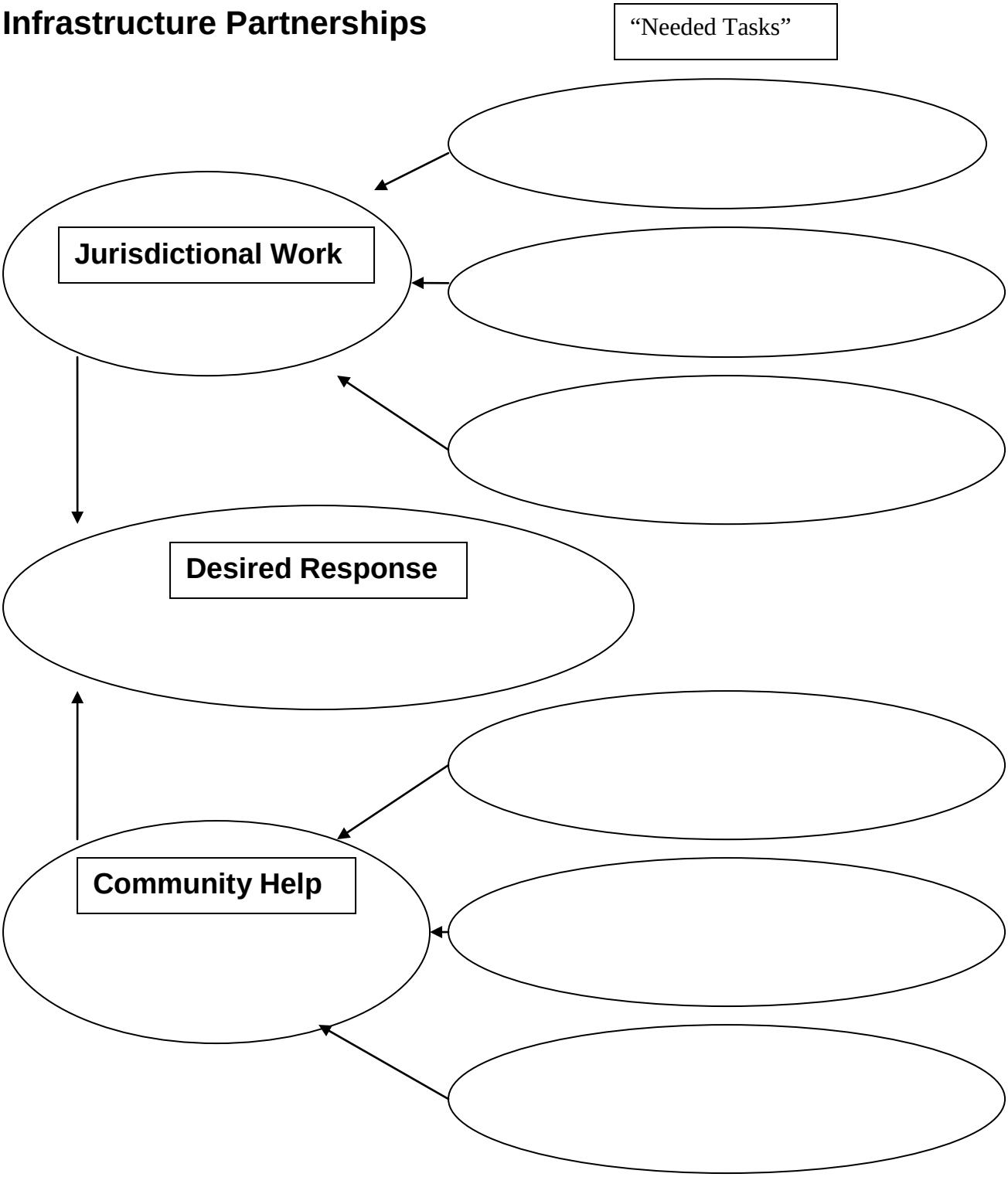
Community Partnerships



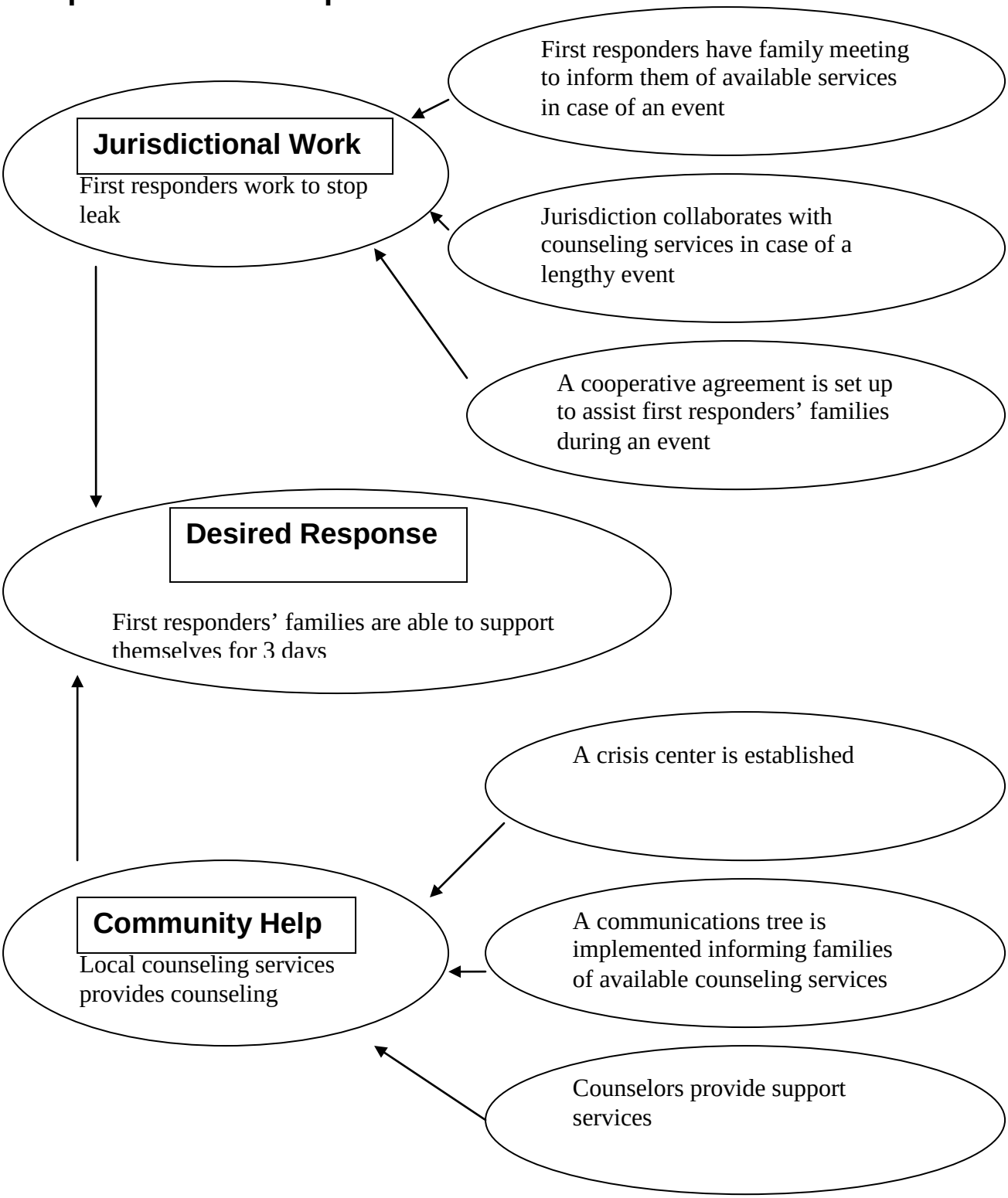
Infrastructure Partnership – EXAMPLE



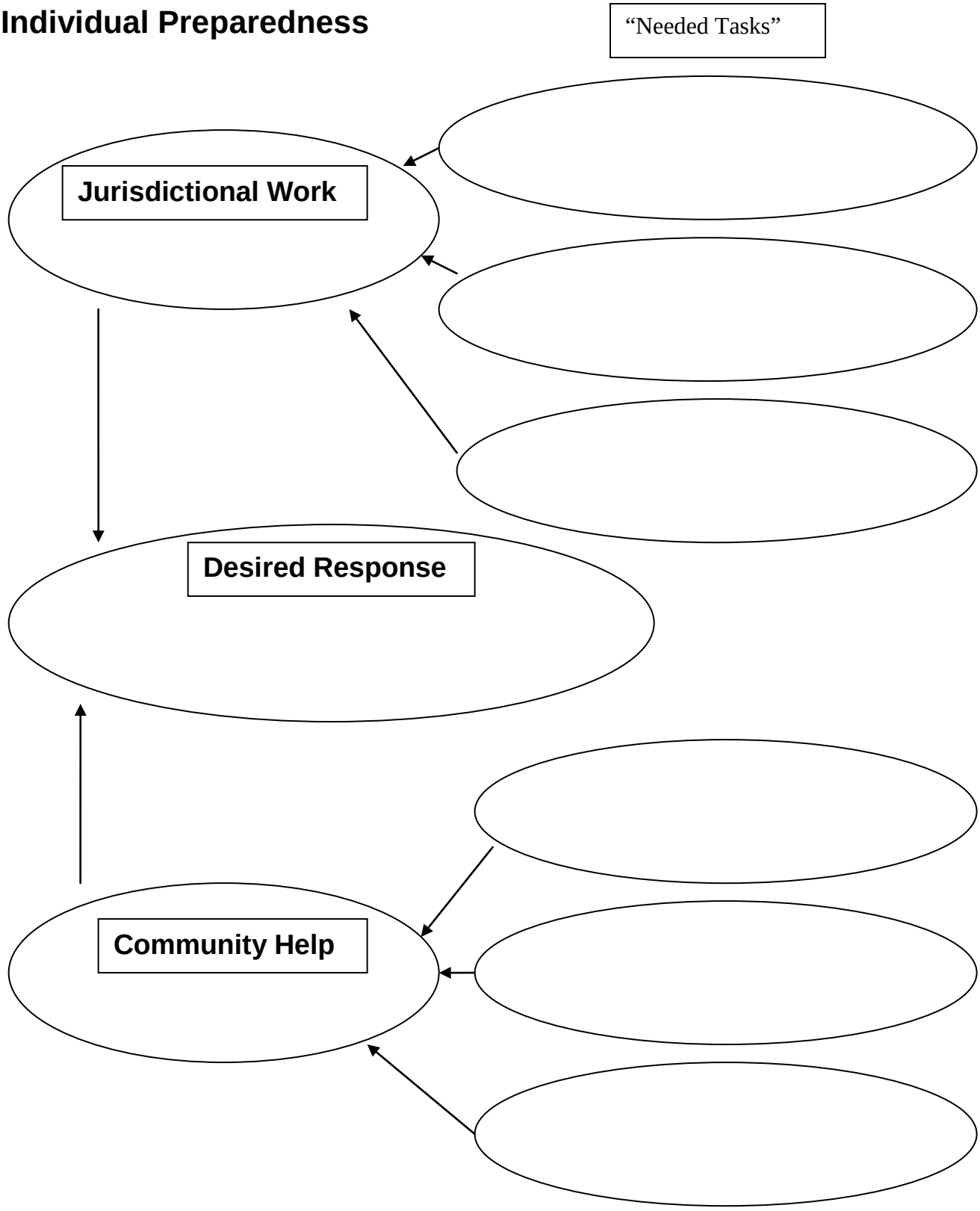
Infrastructure Partnerships



Sample Individual Preparedness – EXAMPLE



Individual Preparedness



Step 4: Rate the needs and capacity of your region – EXAMPLE

Sample

Step 2: Rate the "**need**" your jurisdiction has for this "what needs" activity in the event over a 3 day period. 0-5 scale. 0- none 5- High	**Step 1:** Copy the list of "What needs to be done" specifically, developed from the mind map exercise (Limit to 18 "What Needs" for class exercise) **"examples"**		**Step 3:** Rate your region's actual **capacity** to do the work for each "What needs" over a 3 day period. 0-5 scale 0-Cannot Full-5
5	**A**	Traffic control	1
5	**B**	Establish an evacuee location center	4
3	**C**	In field/scene fuel delivery	3
4	**D**	Sustain evacuation perimeter for 3 days	1
2	**E**	Immediate crisis counseling at perimeter	1
	F		
	G		
	H		
	I		
	J		
	K		
	L		
	M		
	N		
	O		
	P		
	Q		
	R		
	S		
	T		
	U		
	V		
	W		
	X		
	Y		

Step 4: Sample Needs Rating

Begin Step 4, by asking you to analyze, compare, and rate the Actions/Tasks and current Community Capacity

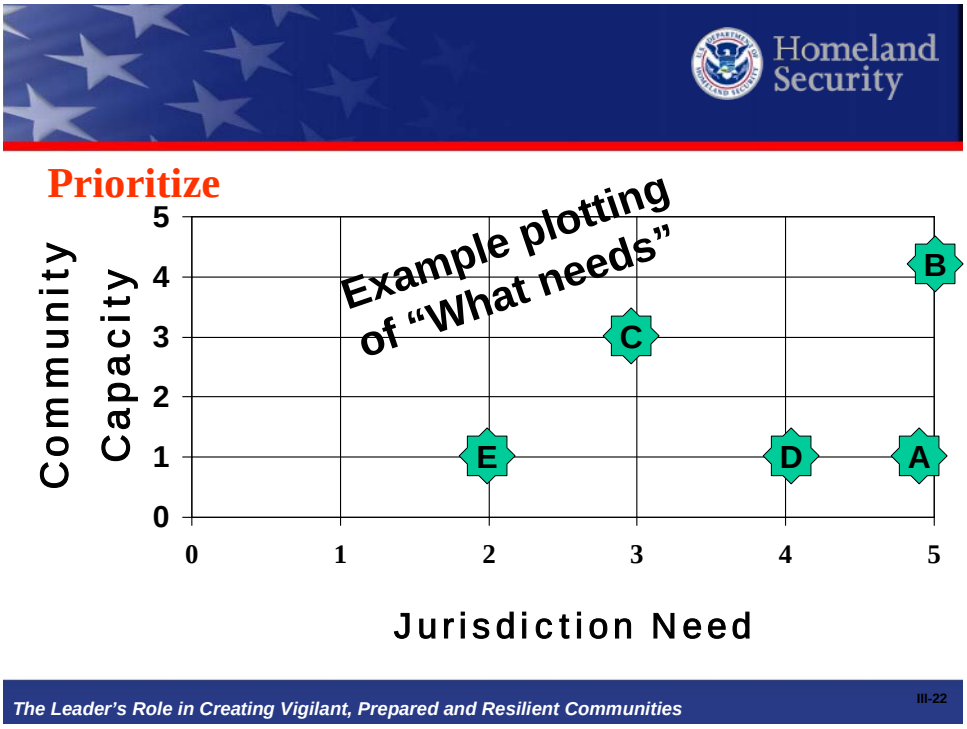
- *Rate the "need" your jurisdiction has for this need (activity) in the event over a three day period*

  0 to 5 scale
  0- none *5- High*
  (If you do not know, it is a zero rating)

- *Rate your community's actual capacity to do the work for each need over a three day period*

  0 to 5 scale
  0-Cannot *5- High*

Write each letter on the chart according to its need and capacity (X,Y) axis value.



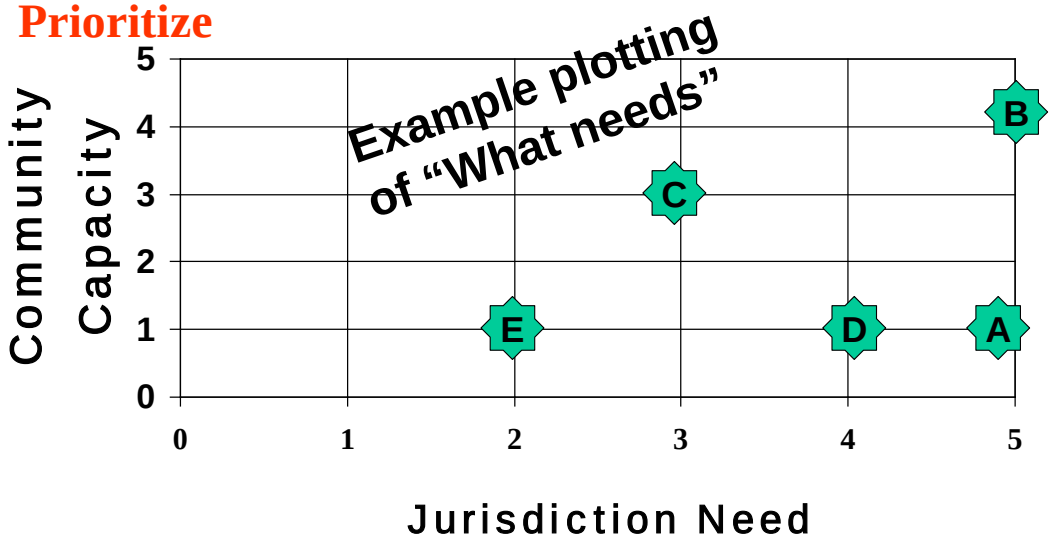
Step 4: Rate the needs and capacity of your region – EXAMPLE

Step 2: Rate the "**need**" your jurisdiction has for this "what needs" activity in the event over a 3 day period. 0-5 scale. 0- none 5- High	**Step 1:** Copy the list of "What needs to be done" specifically, developed from the mind map exercise (Limit to 18 "What Needs" for class exercise) **"examples"** **(See page 31)**		**Step 3:** Rate your region's actual **capacity** to do the work for each "What needs" over a 3 day period. 0-5 scale 0-Cannot Full-5
	A		
	B		
	C		
	D		
	E		
	F		
	G		
	H		
	I		
	J		
	K		
	L		
	M		
	N		
	O		
	P		
	Q		
	R		
	S		
	T		
	U		
	V		
	W		
	X		
	Y		

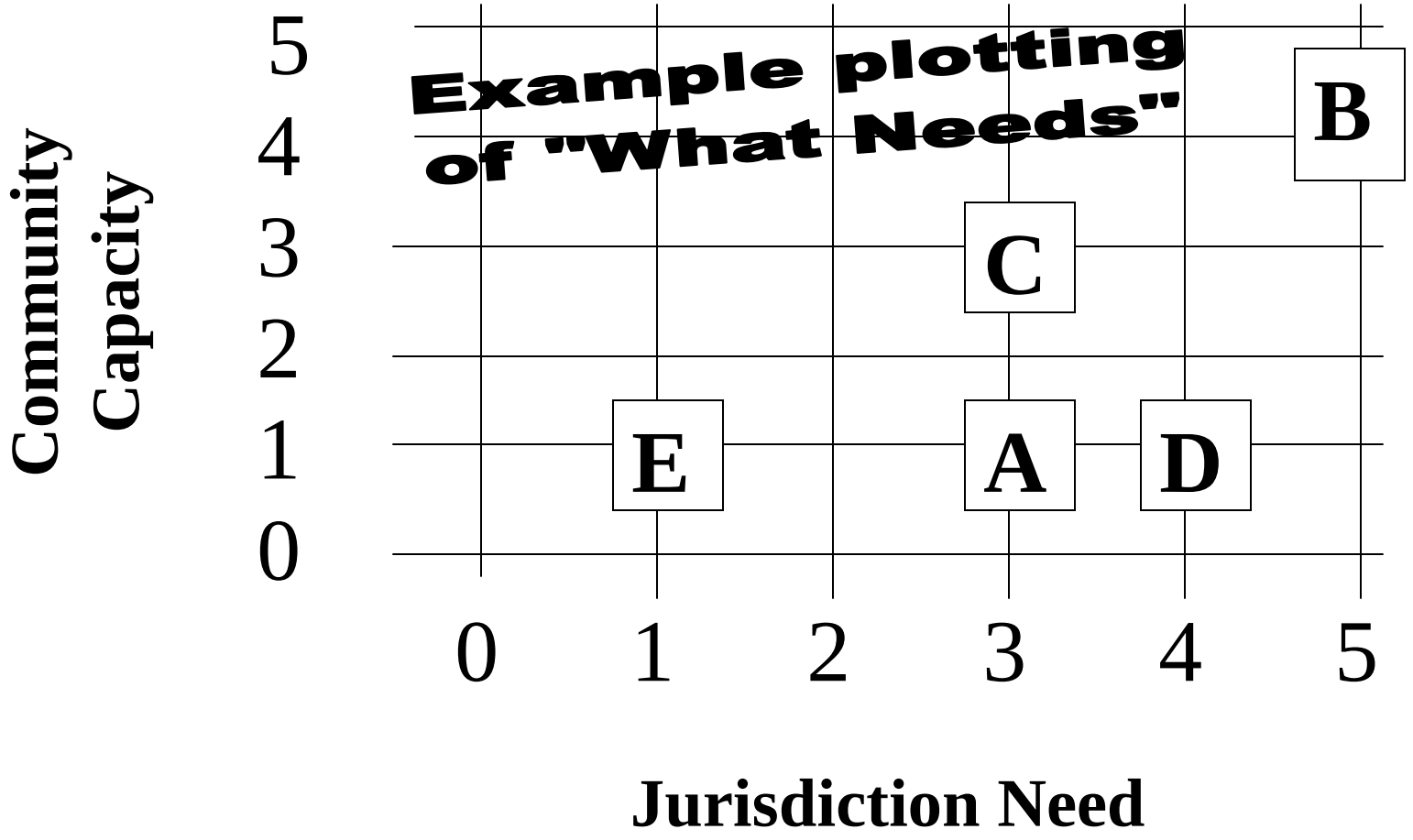
The Gap Analysis Process

Homeland Security

Prioritize



Prioritize


Example plotting of "What Needs"
Community Capacity
5
4
3
2
1
0
B
C
E
A
D
0
1
2
3
4
5
Jurisdiction Need

Plot your priorities

Module III Wrap-Up:

- ✓ **Were you able to list the "real hazards" for the given event?**
- ✓ **Were you able to identity and list the "desired responses" for the listed hazards?**
- ✓ **Were you able to identify and list the "actions/tasks" that must be done to accomplish each of the selected "desired responses?"**
- ✓ **Were you able to analyze, compare, and rate the "actions/tasks" and current "community capacity" of your jurisdiction or region?**
- ✓ **Were you able to plot the ratings to determine your community gap analysis?**

_____

_____

_____

_____

_____

_____

_____

_____

MODULE IV OVERVIEW AND OBJECTIVES

Overview: This module explores change, leadership, and community resources necessary in creating vigilant, prepared, and resilient communities. Through discussion of the Federal mandates (described in Module 2), participants explore their responsibilities in assuring community public safety and welfare, with the assistance of the public, through viable community partnerships. This includes: examining the necessity for change, initiating organizational change, assessing the way public safety and community leaders can facilitate cooperative and collaborative approaches for change, and exploring efforts to develop community-based partnerships.

Terminal Learning Objective: To recognize the new roles for public safety and community leaders, in homeland security and to actively engage participants in identifying their partners and communities, to achieve higher levels of preparation and response capacity for significant events.

Enabling Objectives: At the conclusion of the module, participants are able to:

4-1 Describe the leader's role in homeland security, including new change factors, critical thinking, and leadership
4-2 Describe the process of leadership fusion, necessary between various agencies and the public to achieve greater levels of preparedness and response to a significant event
4-3 Review Infragard services, to develop liaison with agencies and the private sector involved in homeland security efforts
4-4 Identify resources to assess where unique groups are located and how they can engage them in meeting community safety goals

ORGANIZATIONAL CHANGE

Paradigms: Widely agreed upon assumptions that form the basis for our actions and decision. Paradigms are the lens through which we view the world.

Has your worldview changed since 9-11, Katrina and Rita?

_____

_____

How have the events of 9-11, Katrina and Rita influenced how you function and interact in your community?

_____

_____

How have the events of 9-11, Katrina and Rita influenced your assumptions about homeland security?

_____

_____

Change is all around us:

- Demographics (diversity)
- Technology
- Economy
- Global issues
- Federal law, rules, and presidential directives
- Education
- Families
- Communities
- Travel

How does the video Die Hard and the event apply to the types of changes all around us?

_____

_____

_____

_____

When have you experienced change, either personally or professionally?

_____

_____

What occurred during the change and what made it difficult?

_____

_____

Discuss the notion of change and the differences between change as it impacts individuals and organizations as a whole.

Continuum of change and leadership

The continuum of change and leadership includes change factors, critical thinking, and leadership theory.

With managed change, leaders can implement a fusion philosophy. Fusion is defined as the bringing together of groups from different cultures, communities, and organizations for the common purpose of homeland security.

Generally, organizations are slow to change, and in order for change to occur, an organization must overcome barriers to implement change. The following are the most notable barriers to successful planned change:

- Lack of management visibility and support.
- Employee resistance to change.
- Inadequate change-management skills.

If we accept that change is the norm rather than the exception "then the job of organizational leaders is not so much managing the day-to-day operations of an organization, but rather guiding it through constant change." (Conner, et al)

People are naturally resistant to change, and in order for change to occur, a group must experience the following:

1. Be uncomfortable with the current situation

2. Have a vision for something better

3. See the change as 'doable' because they understand the required steps

CRITICAL THINKING

Critical Thinking:

- helps uncover bias and prejudice
- is a path to freedom from half-truths and deceptions
- Requires the willingness to say “I don’t know.”

Institutions in any society – courts, governments, schools, businesses – are the products of a certain way of thinking.

(Ellis, D., 1997)

“We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual consideration upon which that judgment is based.”
(Facione, 2004)

Approaches to life and living which characterize critical thinking:

- Inquisitiveness with regard to a wide range of issues
- Concern to become and remain well informed
- Alertness to opportunities to use critical thinking
- Trust in the processes of reasoned inquiry
- Self-confidence in one’s own abilities to reason
- Open-mindedness regarding divergent worldviews
- Flexibility in considering alternatives and opinions
- Understanding of the opinions of others
- Fair-mindedness in appraising reasoning
- Honesty in facing one’s own biases, prejudices, stereotypes, or egocentric tendencies
- Prudence in suspending, making, or altering judgments
- Willingness to reconsider and revise views where honest reflection suggests that change is warranted

(Facione, 2006)

THE LEADER'S ROLE

Leader Defined

FEMA defines a leader as "someone who sets direction and influences people to follow that direction." (FEMA, "Leadership and Influence," December 2005)

NOTE: FEMA offers a certified independent study titled "Leadership and Influence." This study is available on the Web at: http://training.fema.gov/EMIWeb/IS/is240.asp.

ACTIVITY: Relating to Homeland Security

What does _____ have to do with homeland security?

- **Leadership**
- **Change Management**
- **Community Partnerships**
- **Problem Solving**
- **Ethics**
- **Prevention**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COMMUNITY RESOURCES

How do you find out now, where to find resources to do the work expected to increase homeland security in your communities?

Activity: Identifying Community Based Volunteer Resources

Community Resources

Community Resources	Where do I find these community resources?
Citizen Corps Councils	
VOAD (Volunteer Organizations Assisting in Disasters)	
VIPS (Volunteers in Police Service)	
CERT (Community Emergency Response Teams)	
Medical Reserve Corps	
Seniors and Law Enforcement Together	
Fire Corps	

Infragard Mission Station: It is our goal to improve and extend information sharing between private industry and the government, particularly the FBI, when it comes to critical national infrastructures.

Infragard allows private industry, the academic community, and the public sector to receive and exchange information with the FBI via secure Internet connections about possible threats as well as to receive tool to help deal with those threats.

InfraGard is a Federal Bureau of Investigation (FBI) program that began in the Cleveland Field Office in 1996. It was a local effort to gain support from the information technology industry and academia for the FBI's investigative efforts in the cyber arena. The program expanded to other FBI Field Offices, and in 1998 the FBI assigned national program responsibility for InfraGard to the former National Infrastructure Protection Center (NIPC) and to the Cyber Division in 2003. InfraGard and the FBI have developed a relationship of trust and credibility in the exchange of information concerning various terrorism, intelligence, criminal, and security matters. Participants should add any local community based volunteer agencies specific to their jurisdictions. (www.Infragard.net).

Module IV Wrap-Up:

- ✓ **How would you describe the leader's role in homeland security, including change factors, critical thinking, and leadership?**
- ✓ **How and why is the process of leadership fusion necessary between various agencies and the public?**
- ✓ **What resources are available through Infragard?**
- ✓ **Were you able to identify resources in your community?**

_____

_____

_____

_____

_____

_____

_____

_____

Figure 1.1 Unmanaged Change

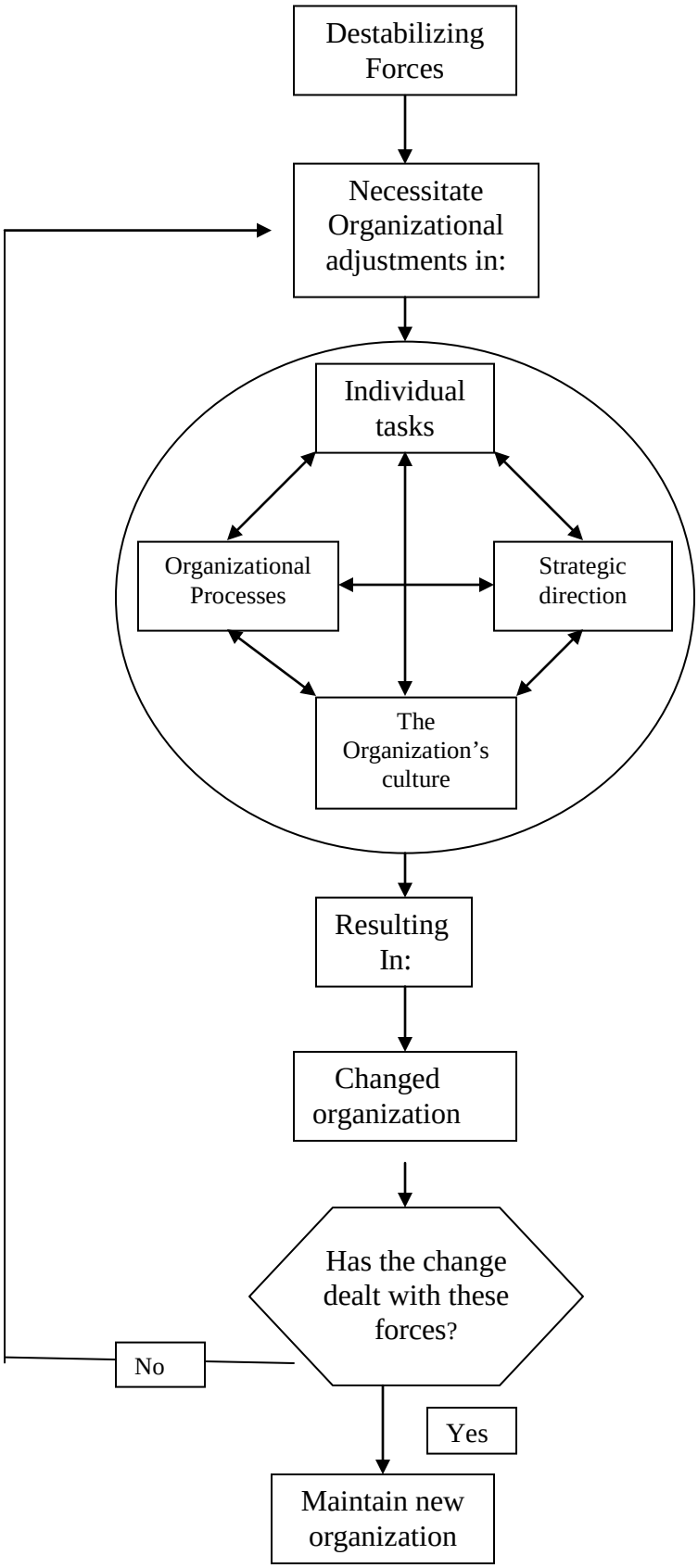
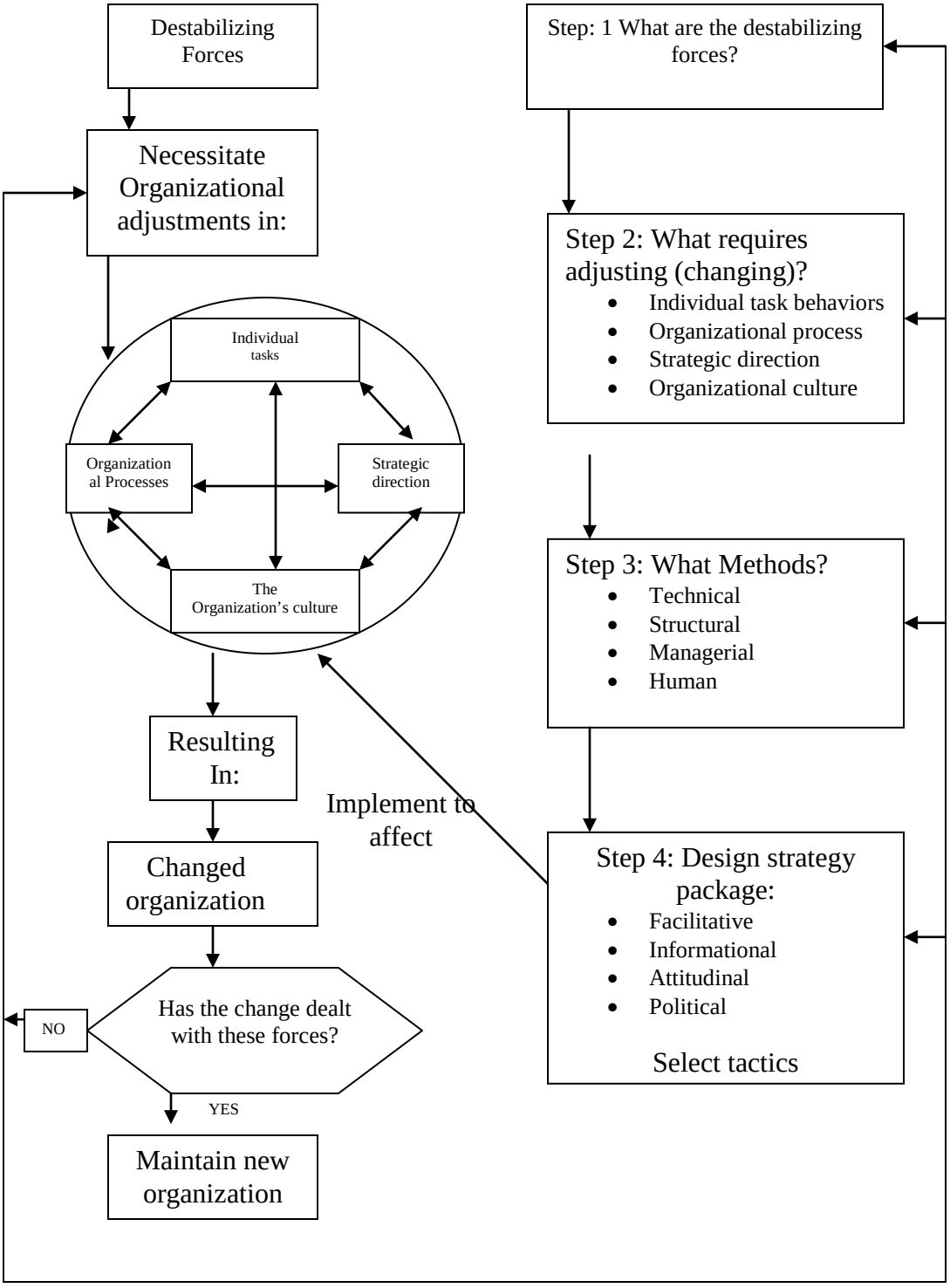


Figure 1.2 Managed Change



MODULE V OVERVIEW AND OBJECTIVES

Overview: This module provides participants with an opportunity to identify the homeland security efforts and activities that are already underway in their community. From this, partnership potentials may be explored and used as action steps in the planning process.

Terminal Learning Objective: To implement a methodology for public safety and community leaders to seek out and encourage active citizen, business, and private infrastructure participation for homeland security.

Enabling Objectives: At the conclusion of the module, participants are able to:

5-1 Identify existing homeland security resources at the community level
5-2 Evaluate the current level of community partnerships and collaboration, that already exist in the community
5-3 Identify and list community partners that may/will fill preparedness gaps, determined through the gap analysis process

IDENTIFYING RESOURCES

What homeland security resources are available in your community?

Activity: Alphabet Partners

Some homeland security partners are more obvious than others. However, it is not necessarily the experts and powers that can best serve the immediate, local need.

ALPHABET PARTNERS

A	Example: American Red Cross
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

EVALUATING PARTNERSHIPS

Community Partners

What I know: In my jurisdiction, who is currently working on homeland security / all hazards? Do I need to be working with them now?	
Are there other existing partners I can work with?	
What I do not know: In my jurisdiction who might (directly or indirectly) be involved in some homeland security / all hazards efforts? How will I find out?	
What are some **examples provided by partners** from my group that I can look at in my jurisdiction?	

Module V Wrap-Up:

- ✓ **Describe how you were able to identify existing homeland security resources at the community level?**
- ✓ **Describe how you were able to evaluate the current level of community preparedness and collaboration that already exists in your community?**
- ✓ **What community partners were you able to identify, that many/will fill preparedness gaps?**

_____

_____

_____

_____

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MODULE VI OVERVIEW AND OBJECTIVES

Overview: This module provides participants with the opportunity to demonstrate their levels of internalization of the course material. Participants present and evaluate their team's Jurisdictional Need/Community Capacity Chart to the assigned event. Then the team presents their gap analysis, to identify preparedness gaps that community partners can fill. An interactive critique of the Gap Analysis by the other teams fosters the follow-up and follow-through ingredients that are necessary for the development and initiation of plans that promote the creation of vigilant, prepared, and resilient communities for homeland security. Activities include group presentations and feedback on the proposed solutions (action planning instrument) to the assigned event, the administration of post-test, and course evaluation.

Terminal Learning Objective: To provide participants an opportunity to demonstrate their understanding of course material, by presenting and evaluating their proposed action plan.

Enabling Objectives: At the conclusion of the module, participants are able to:

6-1 Present and support their action plan
6-2 Evaluate their team's action plan
6-3 Offer evaluation feedback to the other teams' proposed action plan

ACTION PLAN PRESENTATION

Use the following team planning instrument form (next page) to develop your action plan and presentation that reflect the four steps of the team action plan.

- Step One: Our team's initial ideas
- Step Two: Our resources/partnerships
- Step Three: What we still need to know
- Step Four: Our solution/action planning
    - What specifically will we do?
    - How will we operate the plan?
    - Who will help?
    - Is there community buy-in?
    - What are the possible consequences?

Team Action Planning Instrument Form

Step One: The Team's Initial Ideas

_____

_____

_____

_____

_____

_____

_____

_____

Step Two: Our Resources/Partnerships

A. Community Partnerships

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

B. Infrastructure Sector Partnerships

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

C. Individual Partnerships

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

Step Three: What we still need to know

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

Step Four: Our solution/action planning

- **What specifically will we do?**

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

- **How will we operate the plan?**

  (1) _____

  (2) _____

  (3) _____

  (4) _____

  (5) _____

  (6) _____

  (7) _____

  (8) _____

  (9) _____

  (10) _____

- **Who will help?**

  _____

  _____

  _____

  _____

  _____

- **Is there community buy-in?**

  _____

  _____

  _____

  _____

  _____

- **What are the possible consequences?**

_____

_____

_____

_____

_____

_____

_____

Examples for completing the partnership forms:

Community Partnerships
- Relief services to persons assigned to the perimeter
- Remember—scene has to be maintained for 3-days or 72 hours
- The "What' specifically
- We will identify specific support functions a community group could do.

Infrastructure Sector Partnerships
- Third item from desired response example list
  - Coordinated railroad response
- The "What" specifically
  - We will meet with railroad, review, and coordinate elements of the railroad emergency plan and my jurisdiction plan

Individual Partnerships
- Individual Preparedness
- The "What" specifically
  - We will define 72 hour preparedness for our agency, or
  - We will have the Red Cross conduct "Are you Ready" classes for all members of the agency

Action Planning Instrument
- "Pencil-out" the plan outlines for your jurisdiction
  - Community partnership
  - Infrastructure partnership
  - Preparedness

EVALUATION OF ACTION PLAN

Participants return to the assigned community problem for the final time to evaluate their proposed action plan, to determine if they have solved the problem. Through self and group evaluation, participants evaluate both the product and the process.

Some questions to ask might be:

- **Will our plan work?**
- **How will we know if we have been successful?**
- **What did I learn from this process?**
- **How much did I contribute to solving the problem?**

Module VI Wrap-Up:

- ✓ **Were you able to present and support your team's action plan?**
- ✓ **Were you able to evaluate your team's action plan?**
- ✓ **Did you offer evaluation feedback to the other team's action plan?**

_____

_____

_____

_____

_____

_____

_____

_____

POST-TEST

The Leader's Role in Creating Vigilant, Prepared, and Resilient Communities

1. In 2002 homeland security was defined as a concerted national effort to prevent terrorist attacks within the United States. The _____ expanded the definition to include the response and recovery to natural disasters as well. (Fill-in the blank).

    a. National Response Plan
    b. National Strategy For Homeland Security
    c. Robert T. Stafford Disaster Relief and Emergency Assistance Act
    d. Workforce Investment Act

2. In accordance with HSPD-5 and other relevant statutes and directives, who has lead responsibility for criminal investigations of terrorist acts or terrorist threats?

    a. Attorney General
    b. Secretary of Defense
    c. Secretary of Homeland Security
    d. National Security Advisor

3. In accordance with HSPD-5 and other relevant statutes and directives, generally who has the responsibility for managing domestic incidents?

    a) Attorney General
    b) Secretary of Defense
    c) Secretary of Homeland Security
    d) State and local authorities

4. The National Preparedness Guidelines only applies to Federal and state government agencies.

    a. True
    b. False

5. Which of the following are Federal programs that support homeland security?

    a. Fire Corps
    b. Neighborhood Watch
    c. CERT
    d. Medical Reserve Corps
    e. VIPS
    f. All of the above

6. Organizational theory recognizes organizations are slow to change and in order for change to occur, an organization must overcome barriers to implement change. The following is a notable barrier to change:

    a. Lack of management visibility and support
    b. Employee enthusiasm for change
    c. Non-Global issues
    d. Managements vision statement

7. The tenets of Homeland Security include:

    a. Vigilance
    b. Preparation
    c. Resilience
    d. All of the above

8. Change management includes:

    a. Determining what are the destabilizing forces causing the change
    b. Avoiding adjusting or modifying behavior in response to change
    c. Discounting any methods of change that are required
    d. Design a defense strategy to avoid change

9. The Mind Mapping Process identifies “what needs to be done” to achieve desired response efforts that will produce the all encompassing event response managed through an emergency response plan.

    a. True
    b. False

10. Fusion is the merging of diverse elements into a unified whole; forming a political partnership or coalition.

    a. True
    b. False

References

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