

# **APPENDICES**

**Example: Table Top Exercise Development**

**Facilitator and Coordinator Checklists**

**Glossary of Acronyms and Terms**

**References**

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## **Example: Tabletop Exercise Development**

The following pages provide examples of the design and development phases for a tabletop exercise.

### **Goal of the Tabletop Exercise**

Identify the elements of the exercise package required to meet the purpose of the exercise.

### **The Exercise Package**

The training developer must have a clear understanding of each of the listed elements of the package:

- Scope and Purpose
- Exercise Objectives
- Participants and Responsibilities
- Instructions
- Scenario
- Administrative/Logistics
- Acronyms

### **Exercise Scope**

To determine the scope, the developer must get answers to the following questions:

Who? When? What? Where?

### **Exercise Purpose**

It is necessary to know what is driving the training.

- Regulatory requirements
- DOE Order requirements
- Local training requirements

## **Example: Tabletop Exercise Development (continued)**

### **Exercise Objectives**

After identifying, what training is to be presented, why the training is needed, who is to be trained, and where the training is to occur, the training developer begins to write the learning objectives.

Objectives include three distinct parts:

- Define condition
- Performance or action
- Standard

NOTE: Check the references section for further assistance in writing objectives.

### **Participants and Responsibilities**

The roles include the following:

1. Coordinator - makes the training and logistical arrangements
2. Team members who respond in their designated roles as:
  - a. Emergency response personnel who are recognized as subject matter experts (SMEs) in their specialty areas (which may include an immediate supervisor and/or safety analyst).
  - b. Recorder - records the tabletop activities
  - c. Observer - optional
3. Facilitator(s) - orchestrates the tabletop training activity

### **Instructions**

- Safety
- Limitations
- Players
- Facilitators
- Recorder

## Example: Tabletop Exercise Development (continued)

### Scenario

Represented in exercise package by:

- Narrative summary
  - Time line of key events and anticipated responses
  - Master Scenario Events List (MSEL)
  - Exercise data
- **Narrative Summary**
    - Executive summary of scenario, major driving events, and major expected response actions
    - Initial facility condition
    - Initiating events
    - General discussion of initial response
  - **Time Line**
    - Timed outline of key scenario events
    - Major events or critical actions
    - Major anticipated response activities
  - **Master Scenario Events List**
    - Exercise time for message to be injected
    - Message identifier or code
    - Who delivers message and to whom
    - Summary of the event
    - Expected response
  - **Messages or Injects**
    - Scripted communications to players and facilitators
  - **Exercise Data**
    - Plant data
    - Maps
    - System diagrams
    - Hazardous materials data
    - Medical data
    - Site diagram
    - Photos
    - Audiovisual support
    - Meteorological data

## **Example: Tabletop Exercise Development (continued)**

### **Administrative Information**

- Public Affairs
- Site access and clearance
- Security
- Requests for external facilitators and recorders
- Support personnel
- Arrangements for VIPs
- Pre-exercise training
- Exercise documentation

### **Logistical Information**

- Schedule facilities to support the exercise
- Procurement of equipment, materials, and supplies
- Communications
- Transportation
- Meals

### **Acronyms**

Covers all acronym definitions used in exercise

### **Designing and Developing Effective Injects**

Objective:

Assist in understanding the effective design and use of injects to guide the direction of the exercise and the interaction of players

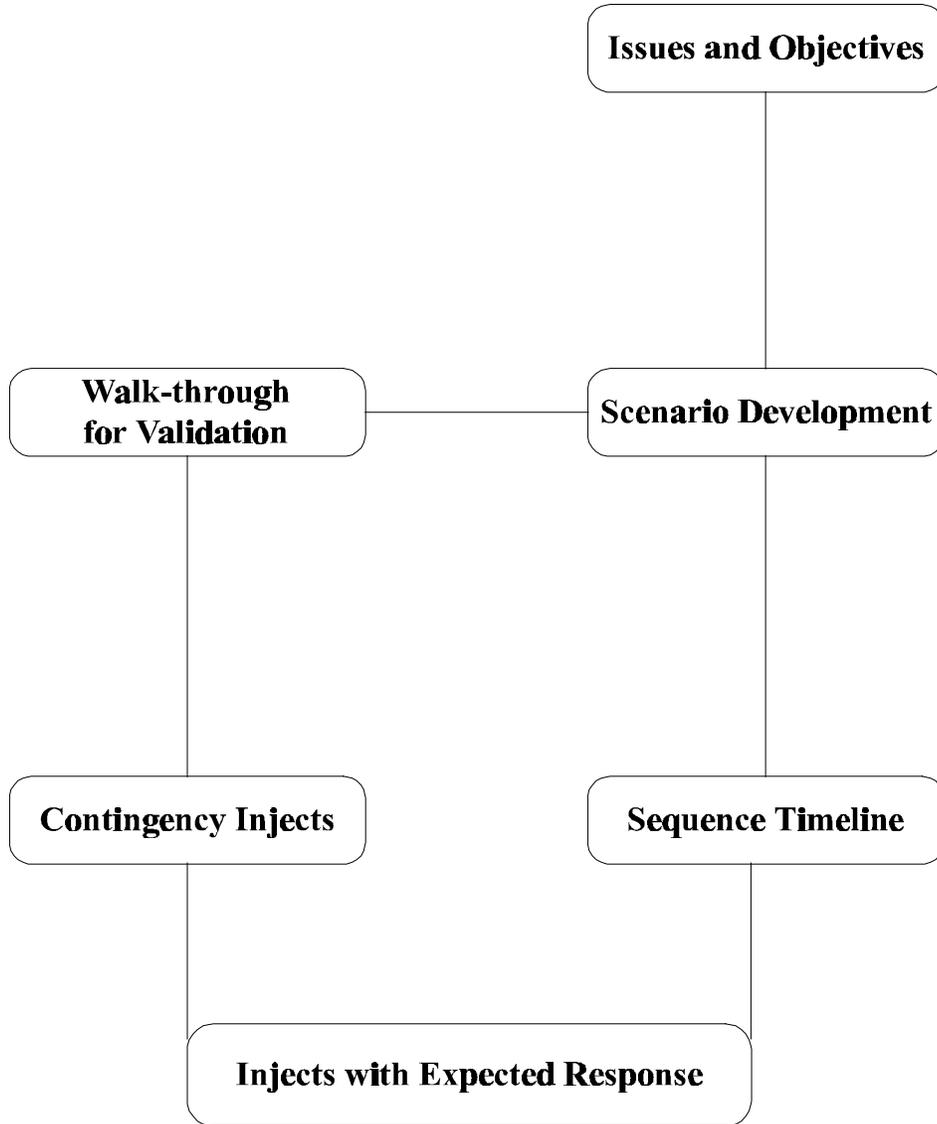
### **Purpose of Exercise Injects**

- Set the scene and drive exercise play to satisfy objectives
- Control the flow of simulated exercise time

### **Types of Injects**

- Injects can range from a telephone call to a meter reading.
- Injects introduce situations designed to generate player responses and interactions.
- Contingency injects are designed to prompt players if expected responses do not occur.

# Inject Development Process



## **Example: Tabletop Exercise Development (continued)**

### **Pertinent Issues Driving Objectives (Examples)**

- Need to test or verify part of a facility's operations
- Fulfill annual training for the Emergency Response Organization
- Address areas of substandard performance in past exercises

### **Exercise Objectives (Example)**

Given an operational emergency, accomplish all required notification in accordance with site emergency plans and implementation procedures.

#### **INJECT #3**

TIME: 8:20 (+20)  
FROM: Incident Response  
TO: Emergency Director (ED)  
SUBJECT: Report from C-303

“The fire in C-303 has spread to the entire east side of the facility. Hydrogen fluoride being released from the building, as well as uranium dioxide. The fire suppression system doesn’t seem to be functioning properly, and we’re having trouble containing the fire.”

#### **EXPECTED RESPONSE:**

ED should declare emergency and classify at Alert Level. EOC should be activated and begin required notifications.

#### **CONTINGENCY INJECT #3c**

TIME: 8:35 (+35)  
FROM: Senior Controller  
TO: Emergency Director (ED)  
SUBJECT: Declaration of Alert Emergency  
Declare an emergency and classify it at the Alert Level.

#### **SPECIAL INSTRUCTIONS:**

Facilitators should use this inject only if exercise participants have not declared an emergency at the Alert Level by +35.

## **Example: Tabletop Exercise Development (continued)**

### **CONTINGENCY INJECT #4c**

TIME: 8:40 (+40)

FROM: Senior Controller

TO: Emergency Director

SUBJECT: Required notifications

Make required notifications for an operational emergency at Alert Level.

#### **SPECIAL INSTRUCTIONS:**

Facilitators should use this inject only if exercise participants have not completed required notifications by +40.

### **Review Injects to Ensure Expected Results Meet Exercise Objectives**

- Revisit Exercise Objectives and Requirements
- Ensure injects raise pertinent issues
- Walk through injects to verify proper sequence

### **Further Considerations**

- Use clear, appropriate language and terminology
- Don't prompt players
- Provide adequate supporting information
- Generate supporting technical data for multiple decisions

### JOB AID: FACILITATOR'S CHECKLIST

Date	Steps to Perform	Notes:
<b>Before the Tabletop Activity - Preparing</b>		
	1. Review tabletop process to improve your familiarity and comfort level.	
	2. Review emergency plan, procedures, and other documents needed to support the tabletop activity.	
	3. Read the tabletop training materials from "cover to cover."	
	4. Develop intimate knowledge of the scenario: <ul style="list-style-type: none"> <li>• Understand beyond the focused sequence</li> <li>• Understand data thoroughly</li> <li>• Understand how data are inserted into play</li> </ul>	
	5. Review the tabletop activity materials to ensure a clear understanding of each of the elements of the package.	
	6. Review purpose. What is driving the training? <ul style="list-style-type: none"> <li>• Regulatory requirements</li> <li>• DOE Order requirements</li> <li>• Local training requirements <ul style="list-style-type: none"> <li>- Need to test or verify part of a facility's operations</li> <li>- Fulfill annual training for the Emergency Response Organization</li> <li>- Address areas of substandard performance in past exercises</li> </ul> </li> </ul>	
	7. Review scope. <ul style="list-style-type: none"> <li>• Who is to be involved?</li> <li>• When and where is the training needed?</li> <li>• What are the limitations?</li> </ul>	
	8. Review the objectives.	
	9. Become familiar with the list of participants and their responsibilities.	
	10. Review all instructions. <ul style="list-style-type: none"> <li>• Safety</li> <li>• Limitations</li> <li>• Players</li> <li>• Coordinator</li> <li>• Facilitator</li> <li>• Assessors</li> </ul>	
	11. Review the scenario including supporting elements. <ul style="list-style-type: none"> <li>• Narrative summary <ul style="list-style-type: none"> <li>- Executive summary of scenario, major driving events, and expected response actions</li> <li>- Initial facility conditions</li> <li>- Initiating events</li> <li>- General discussion of initial response</li> </ul> </li> </ul>	
	12. Review timeline of key events and anticipated responses. <ul style="list-style-type: none"> <li>• Timed outline of key scenario events</li> <li>• Major events or critical actions</li> <li>• Major anticipated response activities</li> </ul>	
	13. Become familiar with the injects and contingency messages.	
	14. Review messages or injects. <ul style="list-style-type: none"> <li>• Provide scripted communication to players.</li> <li>• Guide the direction of the tabletop and the interaction of players.</li> <li>• Set the scene and drive the tabletop play to satisfy objectives.</li> <li>• Control the flow of simulated tabletop time.</li> <li>• Range from a telephone call to a meter reading.</li> <li>• Introduce situations designed to generate player responses and interactions.</li> <li>• Design contingency injects to prompt players if expected responses do not occur.</li> </ul>	
	15. Review Master Scenario Events List (MSEL). <ul style="list-style-type: none"> <li>• Time for message to be injected</li> <li>• Message identifier or code</li> <li>• Who delivers message and to whom</li> <li>• Summary of the event</li> </ul>	

### JOB AID: FACILITATOR'S CHECKLIST

Date	Steps to Perform	Notes:
	<ul style="list-style-type: none"> <li>• Expected response</li> </ul>	
	16. Review tabletop activity data. <ul style="list-style-type: none"> <li>• Plant data</li> <li>• Site diagram</li> <li>• Maps</li> <li>• Photos</li> <li>• System diagram</li> <li>• Audiovisual support</li> <li>• Hazardous materials data</li> <li>• Meteorological data</li> <li>• Medical data</li> </ul>	
	17. Review administrative information. <ul style="list-style-type: none"> <li>• Public affairs</li> <li>• Site access and clearances</li> <li>• Requests for external facilitator, assessor or recorder</li> <li>• Security</li> <li>• Support personnel</li> <li>• Arrangements for VIPs</li> <li>• Tabletop activity documentation</li> </ul>	
	18. Review logistics information. <ul style="list-style-type: none"> <li>• Schedule facilities to support the exercise</li> <li>• Meals</li> <li>• Procurement of equipment, materials and supplies</li> <li>• Lodging and shelter</li> <li>• Communications</li> <li>• Transportation</li> </ul>	
	19. Review acronyms and definitions used in the tabletop activity.	
	20. Conduct a mental dry-run of the tabletop activity.	
	21. Explain to the facility trainer(s) how to follow along.	
	22. Ask facility management about the parking policy, smoking policy, location of restrooms, and availability of phones.	
<b>Immediately before the tabletop training activity - setting up</b>		
	1. Ensure that training supplies are available as needed: chalk, dry markers, felt-tip markers, flipchart and paper, whiteboard, chalkboard, overhead projector, video cassette recorder (VCR), masking tape, stapler and staples, scissors, pointer, participant roster, pens, etc.	
	2. Post a "Training in Session" sign on the outside of the door.	
	3. Write the facilitator and coordinator names and phone numbers on flipchart paper.	
	4. Determine how you will use the walls of the room you will be using.	
	5. Write and post the tabletop objectives.	
	6. Arrange the tables, chairs, overhead projector, etc.	
	7. Prepare the overheads and set up flipcharts.	
	8. Ensure that copies of handouts for the tabletop activity are adequate in number and quality. Elements needed to meet the purpose of the tabletop activity provided as handouts may be: <ul style="list-style-type: none"> <li>• Tabletop activity scope and purpose</li> <li>• Tabletop activity objectives</li> <li>• Participants and responsibilities</li> <li>• Instructions</li> <li>• Scenario</li> <li>• Administrative/logistics</li> <li>• Acronyms</li> </ul>	
	9. Place material on the tables for each participant.	
	10. Ensure that several copies of needed documentation (such as procedures, emergency plan, reference manuals, etc.) are in the room.	
<b>Day of the Tabletop Activity - Completing Administrative Tasks</b>		

### JOB AID: FACILITATOR'S CHECKLIST

Date	Steps to Perform	Notes:															
	The facilitator guides the team members through the tabletop activities. Remember to exude enthusiasm for how well the tabletop process works and seek to create a relaxed, risk-free, congenial environment for all participants.																
	1. Inform participants about the parking policy, smoking policy, locations of restrooms, availability of phones, and locations of emergency exits.																
	2. Circulate the participant roster for signature, office address, and phone number.																
	3. Review the tabletop activity process.																
	4. Make supervisors aware of the potential for unknowingly influencing the participants.																
	5. Assign the recorder to take notes during the tabletop activity.																
	6. Request that observers move to the back of the room.																
<b>Day of the Tabletop Activity - Conducting the Tabletop Activity</b>																	
	1. Use clear, appropriate language and terminology.																
	2. Do not prompt players.																
	3. Establish hierarchy of control.																
	4. Set rules for interfacing with all participants.																
	5. Provide adequate supporting information.																
	6. Present the goal or purpose of the tabletop activity.																
	7. Present the scope of the tabletop activity.																
	8. Present the objectives of the tabletop activity.																
	<i>EXAMPLE: Given an operational emergency, accomplish all required notifications in accordance with the Site Emergency Plans and Implementing Procedures.</i>																
	9. Identify the activity parameters.																
	10. Identify the performance measures.																
	11. Direct the tabletop activity.																
	12. Present selected information from the scenario as an introduction to the players. Facilitator may simulate Duty Officer or Emergency Director's initial briefing.																
	<i>EXAMPLE: "At 9:00 AM today, a tanker truck carrying 1,000 gallons of chlorine collided with a passenger car. The tanker turns over just outside the South gate to the Vinceville Site. The truck driver is unconscious, and the driver of the car is trapped in the vehicle. Security personnel on duty at the gate have reported the incident to the Duty Officer, and the Initial Response Team is en route. Chlorine is leaking from the truck at a rate of approximately 10 gallons per minute. (Continues)"</i>																
	13. Generate supporting technical data for multiple decisions.																
	14. Keep a running log of activities.  <div style="text-align: center;"><i>Example: Time Line</i></div> <table style="margin-left: auto; margin-right: auto;"><thead><tr><th style="text-align: left;"><u>EXPECTED</u></th><th style="text-align: left;"><u>ACTUAL</u></th><th style="text-align: left;"><u>EVENT</u></th></tr></thead><tbody><tr><td>0901</td><td>—</td><td>Call received from South gate</td></tr><tr><td>0903</td><td>—</td><td>IRT responds</td></tr><tr><td>0905</td><td>—</td><td>Initial assessment of chlorine leak: Duty Officer declares Site Area Emergency, requests mutual aid.</td></tr><tr><td>0906</td><td>—</td><td>EOC activated.</td></tr></tbody></table>	<u>EXPECTED</u>	<u>ACTUAL</u>	<u>EVENT</u>	0901	—	Call received from South gate	0903	—	IRT responds	0905	—	Initial assessment of chlorine leak: Duty Officer declares Site Area Emergency, requests mutual aid.	0906	—	EOC activated.	
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	15. Set the pace through controlling flow of messages, injects, and discussion among players. (See the following example, which shows the process for the development																

**JOB AID: FACILITATOR'S CHECKLIST**

Date	Steps to Perform	Notes:
	<p>of inject and the insertion points in the tabletop activity.)</p> <p><i>EXAMPLE:</i>  <i>INJECT #3</i>  <i>TIME: 8:20 (+20)</i>  <i>FROM: Incident Response</i>  <i>TO: Emergency Director (ED)</i>  <i>SUBJECT: Report from C-303</i></p>	
	<p>16. Disseminate information and preplanned messages.</p> <p><i>“The fire in C-303 has spread to the entire east side of the facility. Hydrogen fluoride being released from the building, as well as uranium dioxide. The fire suppression system doesn’t seem to be functioning properly, and we’re having trouble containing the fire.”</i></p> <p><i>EXPECTED RESPONSE:</i>  <i>ED should declare emergency and classify at Alert Level. EOC should be activated and begin required notifications.</i></p>	
	17. Ensure objectives are achieved.	
	18. Keep play on track with the timeline.	
	19. Serve as safety observer.	
	20. Be prepared to discuss “on-the-fly” problems.	
	21. Set clear limits on independent decision making and scenario modifications.	
	22. Adjust flow to team/player proficiency.	
	23. Ensure communication among the team members.	
	<p>24. If the expected response is not performed, the facilitator should submit a contingency inject.</p> <p><i>EXAMPLE:</i>  <i>CONTINGENCY INJECT #3c</i>  <i>TIME: 8:35 (+35)</i>  <i>FROM: Senior Controller</i>  <i>TO: Emergency Director (ED)</i>  <i>SUBJECT: Declaration of Alert Emergency</i>  <i>Declare an emergency and classify it at the Alert Level.</i></p> <p><i>SPECIAL INSTRUCTIONS: Facilitators should use this inject only if participants have not declared an emergency at the Alert level by +35.</i></p>	
	<p>25. Review injects to ensure expected results meet the tabletop objectives.</p> <ul style="list-style-type: none"> <li>• Revisit tabletop objectives and requirements.</li> <li>• Ensure injects raise pertinent issues.</li> <li>• Walk through injects to verify proper sequence.</li> </ul>	
	26. Encourage the team to look at the objectives in order to stimulate their thoughts and to direct them toward the expected responses.	
	27. Halt the play according to schedule.	
<b>After the Tabletop Activity - Conducting the Critique</b>		
	1. Set up a flipchart stand with a pad of paper at the front of room for the post-tabletop discussion.	
	2. Assemble all participants and observers.	
	3. Encourage participation by all team members.	
	4. Review the objectives of the tabletop activity.	
	5. Review the purpose of the tabletop activity.	
	6. Distribute critique sheets and/or assessment forms, if used, to observers and participants.	

**JOB AID: FACILITATOR'S CHECKLIST**

Date	Steps to Perform	Notes:
	7. Remind participants that lessons learned during the activity and the critique discussion will be documented and a report generated. Input from participants is greatly appreciated.	
	8. Direct the team's attention to the tabletop objectives and scope to identify positive outcomes and possible disconnects.	
	9. Were the objectives clear? Measurable? Attainable?	
	10. Were the objectives met? _____ If not, why? _____ What is needed to meet the objectives? _____ If the objectives were met, what improvement are suggested?	
	11. Was the scenario reasonable? How could it be improved?	
	12. Did all emergency response team members understand their role on the team?	
	13. How well did the team members interact?	
	14. Lead discussion concerning whether and/or the information flow should be changed. Be sure management is present to contribute to the discussion.	
	15. Was technical information shared in a timely manner?	
	16. Did all team members appropriately participate in making decisions?	
	17. Did team members demonstrate a sincere interest in the ideas of others?	
	18. What is needed to improve the integration of the elements of the tabletop activity?	
	19. Determine if the content level of the tabletop activity materials is appropriate.	
	20. Determine whether the priority of events was appropriate.	
	21. Were needed resources available?	
	22. Collect critique sheets and/or assessment forms, if used, from observers and participants.	
<b>Tabletop Activity Summary</b>		
	1. Sincerely thank team members and observers for their cooperation and persistence.	
	2. Re-emphasize the important of the team's contributions to the facility's training efforts.	
	3. Explain that everyone will receive a certificate for their efforts.	
	4. Complete your critique sheet and/or assessment form.	

### JOB AID: COORDINATOR'S CHECKLIST

Date	Steps to Perform	Notes:
<b>Complete 30 DAYS OR MORE BEFORE the Tabletop Activity</b>		
	1. Make <u>sure you</u> understand intent of the tabletop activity.	
	2. Secure <u>management approval</u> .	
	3. Establish dates for the tabletop activity and critique.	
	4. Select facilitator (unless the facilitator is the coordinator).	
	5. Gather information for review by facilitator.	
	- scenarios	
	- objectives	
	- other supporting materials	
	- procedures to support the tabletop activity	
	- relevant regulatory documents (Orders, guides, etc.)	
	6. Contact all participants in the tabletop activity and observers to explain the purpose of the upcoming tabletop activity, their role, the dates, and attendance requirements.	
	7. Select and schedule a meeting room in accordance with requirements.	
<b>Complete 20-30 DAYS BEFORE the Tabletop Activity</b>		
	1. Send tabletop activity materials to facilitator for review (refer to Step 5, 30 Days BEFORE, for a list of information to be included).	
	2. Confirm arrangements with all participants by letter, including meeting time and location. Send copies of these letters to the appropriate supervisors or managers.	
<b>Complete 5-10 DAYS BEFORE the Tabletop Activity</b>		
	1. Call all participants to confirm their involvement and answer remaining questions.	
	2. Gather supplies.	
	3. Confirm details with facilitator: how early the room will be open, how to get to the meeting, security requirements?	
<b>Complete DAY BEFORE the Tabletop Activity</b>		
	1. Make a final check of the room, supplies, equipment, refreshments, and all other arrangements.	
	2. Put in the meeting room all procedure manuals, 3-5 copies of the valid list of tasks selected for training and other documents related to the job, such as Technical Safety Requirements, Safety Analysis Reports, manufacturer's documents, etc.	
<b>Complete DAY OF the Tabletop Activity</b>		
	1. Participate in the tabletop activity as a team member or an observer.	
<b>Complete AFTER the Tabletop Activity</b>		
	1. Participate in the critique and lessons learned discussion.	
	2. Document lessons learned.	
	3. Gather any documentation that will aid in generating the Lessons Learned Report.	
	4. Express thanks to all participants, including facilitator and observers.	
	5. Ensure Lessons Learned Report is available to all participants.	

## Glossary of Acronyms and Terms

**case study.** A presentation of real life or hypothetical situations used to stimulate analytical and problem solving approaches. Discussions are guided conversations between trainees with direction provided by an instructor or group leader; typically used in a classroom situation with small groups of trainees. A case study usually has no right or wrong answers but rather a number of different solutions, each with particular advantages and disadvantages.

**coordinator.** The person who plans the table-top training activity; manages the logistical arrangements; manages the development, design, and delivery of the training activity; arranges the validation of the training; and ensures post-training documentation.

**critique.** A meeting of the participants of a drill or exercise, usually held shortly after its conclusion, during which drill instructors, coaches, exercise facilitators, and/or group recorders review the operation and the performance of individuals and groups.

**drill.** A supervised, hands-on instruction period intended to test, develop, and maintain a specific emergency response capability. A drill is often a component of an exercise.

**emergency.** An emergency is the most serious event and consists of any unwanted operational, civil, natural-phenomenon, or security occurrences that could endanger or adversely affect people, property, or the environment.

**emergency management** The development, coordination, and direction of planning, preparedness, and readiness assurance activities.

**Emergency Management Issues Special Interest Group (EMI SIG)** A Training Resources and Data Exchange (TRADE) special interest group. The members of the EMI SIG are emergency managers, coordinators, and trainers.

**emergency planning** The development and preparation of emergency plans and procedures and the determination of availability of resources to provide an effective response.

**emergency preparedness** The training of personnel, acquisition of resources and facilities, and testing of emergency plans and procedures to ensure an effective response.

**emergency response** The action(s) taken to cope with and minimize the effects of any emergency.

**Emergency Response Organization (ERO)** The designated group(s) of personnel responsible for coping with and minimizing or mitigating the effects of any emergency.

**event.** Any real-time occurrence or significant deviation from planned or expected behavior that could endanger or adversely affect people, property, or the environment.

## Glossary of Acronyms and Terms (continued)

**exercise.** A scheduled and planned large-scale activity that tests the integrated capability and most aspects of the emergency management program associated with a particular DOE facility.

**Exercise Coordinator (director)** The individual with overall responsibility for an exercise.

**exercise/drill package** The cumulative documentation prepared for facilitators and evaluators that provides the information necessary to prepare, conduct, and assess a drill or exercise. The information includes: (1) scope, (2) objectives, (3) participants, (4) administrative and logistic details, (5) safety precautions and limitations, (6) narrative summary of the scenario, (7) time line of key scenario events, (8) scenario messages, (9) maps, diagrams, and/or data tables supplemental to scenario messages, (10) instructions for controllers and evaluators, and (11) assessment criteria.

**Facility Manager.** That individual, or his or her designee, usually but not always a contractor, who has direct line responsibility for operation of a facility or group of related facilities, including authority to direct physical changes to the facility.

**Facilitator.** The person who ensures participation of all trainees during delivery of the table-top training activity, but does not provide technical contributions. A trained individual responsible for controlling aspects of a drill or exercise by distributing information (messages, indications, or data) to players. Facilitators are also responsible for ensuring players adhere to established safety precautions and limitations.

**group discussion** A group discussion is a planned opportunity for participants to freely exchange ideas or opinions in a large group or in subgroups.

**incident.** Any deviation from normal operations or activities that has the potential to result in an emergency. An incident usually refers to a malevolent act.

**lesson.** A lesson is a cohesive unit of instruction with a specific learning objective: the acquisition by the learner of defined knowledge or skills.

**lesson objective.** The lesson objective is what the trainee will know and be able to do at the end of a particular lesson.

**lesson plan.** The lesson plan is an instructor's tool that defines the learning objective, describes the activities (learning experiences) and instructional materials, and provides an evaluation of the degree to which the objective was achieved by the trainee.

**observer (visitor)** An individual participating in a drill or exercise solely for the purpose of observing the activities for official and/or educational reasons. An observer's participation is limited to passive observation of the activities, and an observer has no interface with any of the players.

## Glossary of Acronyms and Terms (continued)

**performance objective** A performance objective is a description of the performance the trainee is expected to exhibit before being considered competent.

**player.** An individual participating in a drill or exercise responsible for responding in accordance with operational procedures and/or the emergency plan and implementing procedures as if the simulated emergency event were real.

**recorder/assessor** A list of general and specific duties and responsibilities each recorder or assessor has for supporting pre-exercise set up, exercise conduct, and exercise assessment.

**responsibility.** Obligation, based on statutory or executive authority, that a federal agency must meet in response to a radiological emergency.

**scenario.** The comprehensive information prepared for a drill or exercise that depicts the simulated emergency. A scenario includes the narrative scenario, overall sequence and timing of events, the detailed messages, technical data tables, illustrations, maps, and/or additional information necessary to realistically depict events.

**simulation.** A simulation is an exercise that represents a real job situation and allows the learners to practice skills or application of knowledge within a limited time frame and in a risk-free environment (the classroom). As defined for drills and exercises, applies to the overall emergency or event being staged. Emergency response actions, that is, the actual procedural actions, utilization of emergency equipment, checking instrument and meter readings, etc., are to actually be performed, not simulated.

**simulator.** A machine that incorporates detailed modeling of the systems of a facility, with which the operator interfaces in a control room environment. The control room operating consoles are included. Such a simulator demonstrates expected plant response to normal and abnormal conditions.

**SME.** Subject Matter Experts are job incumbents who use their expertise to validate the technical accuracy of the training activity. SMEs are considered to be full-time "role models."

**table-top training activity.** (1) A method of training delivery that focuses on both individual and the team performance. An instructional process that uses rule-governed play to help trainees achieve objectives. It provides a specialized, cost-effective alternative to formal training. (2) An emergency preparedness training activity, that takes place in a classroom environment or emergency response facility, during which emergency response personnel are presented with simulated events, and the participants talk through the response actions. A table-top uses a discussion format to provide training, development, and team building, as differentiated from an exercise in which the players actually respond to the simulated event to demonstrate their performance.

## Glossary of Acronyms and Terms (continued)

**task.** A measurable, well-defined unit of work, with an identifiable beginning and end.

**Training Group.** A contractor functional unit or structure that provides job-related training and is responsible for ensuring the quality of the training.

**Training Resources and Data Exchange (TRADE)** A Department of Energy (DOE) sponsored network for DOE and Contractor personnel established to encourage and facilitate the exchange of ideas, techniques, and resources for improving training and development and to serve as a forum for the discussion of issues of interest to the DOE community. It is managed for DOE by Oak Ridge Associated Universities.

**validation.** Concurrence, by persons other than the training development team, of the accuracy of technical content, logical sequence of activities, and realistic time line projections.

Validation is the process that confirms that the information gathered in the task analysis process is consistent with the circumstances of actual job performance.

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