Welcome to Project Phoenix 2:0 The Recovery –

Supported by the U.S. Department of Commerce, Economic Development Administration, and in coordination with emergency management staff from our six-county region, the Tampa Bay Regional Planning Council is once again in the forefront by providing an educational resource that facilitates collaboration between local governments and businesses in the arena of community preparedness.

Everyone has a role to play to prepare for a disaster. This Exercise Playbook provides you, as a community leader or employer, with tools and resources to support your preparedness efforts and to help you conduct a Project Phoenix 2.0: The Recovery tabletop exercise. Your leadership to prepare others will make the Tampa Bay region stronger and more resilient when challenged with the threat of a major hurricane.

Thank you for your leadership.

Sean Sullivan
Executive Director
Tampa Bay Regional Planning Council
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**AN INTRODUCTION**

“It’s not a matter of if, but when,” the adage goes. Hurricanes and the State of Florida seem to go hand in hand. The Tampa Bay Regional Planning Council (TBRPC) is pursuing both preparedness and resiliency for the greater Tampa Bay Area. In the case of Project Phoenix 2.0: The Recovery, the TBRPC is bringing together the emergency management community and the small business community to learn about preparedness and resiliency together.

This Playbook is intended for use by any community who wishes to conduct a localized tabletop exercise. It is designed for those that will plan and conduct the exercise versus those that will participate in the exercise. This package, along with the Project Phoenix 2.0 Situation Manual (SitMan) and supporting PowerPoint template with updated videos, will give you the tools to conduct an exercise in your community.

Project Phoenix 2.0: The Recovery is a continuation of the original Project Phoenix tabletop exercise conducted in August 2010. The focus of that exercise was the validation of the Tampa Bay Catastrophic Plan during a worst-case scenario, a Category 5 hurricane with a direct hit on the Tampa Bay area. Project Phoenix 2.0: The Recovery utilizes the original scenario, however the focus is now on recovery from the day after the storm carrying through a year post storm.

Planning and preparing can make a big difference in being safe and keeping local businesses’ doors open after a disaster. The ability to maintain or quickly reestablish business operations or organization processes requires a focus on preparedness, advance planning, and relationships with external partners, community leaders and emergency managers.

Everyone has a role to play to prepare for a disaster. All employers and organizations—from local businesses and municipalities to schools, universities, and faith- and community-based organizations—are essential components of the community and can help people and groups to be more prepared.

**GOALS AND OBJECTIVES.**

Project Phoenix 2.0: The Recovery is intended to bring together the small business community and emergency managers to identify pre- and post-hurricane recovery actions to ensure recovery occurs as quickly as possible.

- Increase the understanding of small business and business organizations of how local governments respond to hurricanes and how recovery proceeds.
- Improve communication between local governments and the business community.
- Increase understanding of emergency managers of the problems facing small businesses in a major hurricane.
- Discuss how to return economic and business activities (including food and agriculture) to a healthy state and develop new business and employment opportunities that result in an economically viable community.
A tabletop exercise is a facilitated discussion about what the participants would do in response to a disaster. The exercise leads participants through a simulated disaster scenario and prompts them to examine their plans, policies, and procedures without disrupting the work environment. It allows for a facilitated discussion of roles, procedures, and responsibilities in the context of a Category 5 hurricane in the Greater Tampa Bay Area.

The goals for the exercise are as follows:
- To assess your organization’s ability to respond using your current plans, policies, capabilities, and resources.
- To help identify improvements that could make the difference in keeping your people safe and doors open after a disaster.

For businesses or organizations that do not currently do this type of planning, conducting this exercise alongside your local emergency managers can be an important next step in improving your business’ and your employees’ preparedness and resiliency.

This Exercise Playbook provides guidance on how to hold a tabletop exercise to help emergency managers and small business owners assess and improve their abilities to maintain or reestablish operations when affected by a hurricane. Use this Playbook, along with the companion Project Phoenix 2.0: The Recovery Situation Manual and supporting PowerPoint template to help you. All of these resources are available at http://www.tbrpc.org/phoenix/.

This exercise aligns with guidance provided by the Federal Emergency Management Agency’s (FEMA) Homeland Security Exercise and Evaluation Program (HSEEP) which was used in development of this Playbook. We encourage those that will be conducting the exercise to utilize the tools available to you such as the Homeland Security Exercise and Evaluation Program (HSEEP) 2020 guidelines and additional templates available in the Preparedness Toolkit. Another resource available is the Prepare Your Organization for a Hurricane Playbook, which this document is partially based on and can be found on the Ready.gov website.

Our goal is to greatly reduce the level of effort your local exercise planning team must spend on exercise development by providing you with the tools needed to conduct the exercise. There are some actions necessary by your team – such as selecting dates and times, localizing materials as you deem necessary, confirming or changing objectives to meet your requirements – and these will be discussed below.
To simulate an actual event, the tabletop exercise begins with an initial scenario description and proceeds with four scenario updates. Each phase of the scenario includes discussion questions to allow participants to focus on problem solving as a leadership team in a low-stress, consequence-free environment.

This exercise is not meant to assess individual performance, but rather, it is an opportunity to identify and resolve problems, improve understanding between emergency managers and the small business community, and bolster your organization’s continuity of operations and resiliency.

GOALS AND OBJECTIVES

These tabletop exercises are designed to help your organization identify strengths and weaknesses in the following areas:

- **Increase Collaboration and Communication:** Increase understanding between small business owners and local emergency managers; increase communications; and increase understanding of small business issues and recovery tools.

- **Human Resources Policies:** Employee notification and alerts; policies; flexible work schedules; employee insurance policies; and capacity to ensure accessibility for individuals with disabilities or access and functional needs.

- **Continuity of Operations Plans:** Plans to operate at an alternate location; access to important data; roles and responsibilities; insurance policies; supplier and customer relationship management; and plans and processes to resume operations.

- **Emergency Operations:** Ability to provide critical information and updates during the emergency through multiple notification systems; identification of lifeline status and where small business owners can find assistance.

- **Facilities:** Structural maintenance considerations; flood mitigation; storm shutters; back-up power supplies; supplies for staying on-site; accessibility considerations; and emergency repairs.

TIME COMMITMENT

The tabletop exercise may last approximately three to four hours and can be lengthened or shortened, depending on the amount of discussion, number of participants and needed breaks. This includes time for introductions, an overview of the process, the exercise, and a hotwash. The exercise may be broken into multiple days with a different module on each day. A Chamber of Commerce may sponsor a monthly lunch where a module is covered at each session.
Once the sponsor’s leadership agrees to hold the Project Phoenix 2.0 exercise, the following steps will lead you through the planning process and help your community get the most value from the exercise. We recommend that the local emergency manager, small business development center, chamber of commerce or similar co-sponsor this effort.

EXERCISE PLANNING TEAM CONSIDERATIONS

The exercise planning team manages and is responsible for exercise design, development, conduct, and evaluation. The membership of an exercise planning team fits the type and scope of an exercise and is a manageable size yet represents the full range of participating jurisdictions/organizations and stakeholders. For multi-jurisdictional/organizational exercises, planning team members include representatives from each functional area or relevant discipline.

Typically, planning team members are not exercise players; they are trusted agents. With limited resources, exercise planning team members may act as both planners and players but must be careful not to divulge sensitive exercise information. Planning team members also help with producing and distributing pre-exercise materials and conducting exercise planning meetings, briefing, and training sessions.

SELECTING A LEAD PLANNER

The lead planner has primary responsibility for executing the exercise, to include working with both the emergency manager and representatives of the business community to select participants, customizing the Project Phoenix 2.0 materials and questions to fit your community and your organization, and planning logistics. The lead planner serves as the primary point of contact for participants who have questions about the exercise and materials.

PREPARE FOR THE INITIAL PLANNING MEETING

The Initial Planning Meeting is generally combined with the Concept & Objectives meetings and should be conducted no later than 60 days before the exercise.

Collect and prepare the following:
- Project Phoenix 2.0: The Recovery read-ahead documents (SitMan, PowerPoint)
- Agenda material
- Briefing for presenting an overview of the exercise and meeting discussion points
- Proposed room layout
- Copy of proposed timeline and milestones for design and development
• Copies of presentation briefing for meeting
• Sign-in sheets

The goal of this combined meeting is to:
• Consider conducting this meeting three months from projected exercise date, distribute Project Phoenix 2.0 (PP2.0) materials to meeting invitees at least one week in advance (avoid sending materials to those who will be exercise participants)
• Validate PP2.0 provided materials to include objectives, scenario, modeling and simulation as it applies to your community
• Establish location, date and duration of the exercise
• Identify exercise participants (small business owners, emergency management, chamber of commerce, etc.)
• Identify Exercise Planning Team members make-up, who will not be exercise players
• Identify Planning Team roles and responsibilities, for example: edit documents, identify location for exercise, determine attendees, etc.
• Planning timeline and milestones, establishing a date for the Mid-Term Planning Meeting (MPM), approximately 60 days from exercise date
• Local issues, concerns or sensitivities
• Assign planning team members to develop sign-in sheets and feedback forms for the exercise
• For more information on conducting this or the following meetings, please review the Homeland Security Exercise and Evaluation Program resources available at https://preptoolkit.fema.gov/web/hseep-resources.
• Discuss involving or inviting elected and appointed officials
• Determine if this will be an evaluated exercise, if so Exercise Evaluation Guides (EEGs) must be developed and templates can be found at https://preptoolkit.fema.gov/web/hseep-resources/evaluation.
• Determine format for an After-Action Report if being developed.
  *This report typically includes an improvement plan which assigns tasks and deadlines to participating organizations, a difficult endeavor when considering the small business community is its own authority. Consider an Executive After-Action Summary Report which identifies lessons learned stemming from the exercise and highlighting initiatives that are being used successfully in a condensed document. If this exercise is grant funded check with your grant provider to ensure the Executive After-Action Summary Report is an acceptable deliverable.

After the meeting, have planning team members begin working on assigned tasks with the goal of having all draft materials prepared for the Mid-Term Planning Meeting. Communicate with team members frequently or as needed. Develop meeting minutes and distribute to planning team members.
PREPARE FOR THE MID-TERM PLANNING MEETING

The MPM is a continuation of the development phase. This meeting is primarily focused on the PP2.0 scenario and ensuring it meets the needs of your community and serves as a check-in for exercise product development. This should be completed between one week and one month before the exercise.

In preparation for the MPM, consider the following:

- Sending out agenda material
- Develop briefing for presenting an overview of the exercise and meeting discussion points
- Review Initial Planning Meeting minutes
- Draft scenario timeline if not using the provided PP2.0 timeline
- Review and send out any changes to draft documentation or new documentation (PP2.0 Playbook, SitMan, PowerPoint, feedback forms, EEGs if evaluated etc.) to planning team members
- Other selected documentation needed to illustrate exercise concepts and provide planning guidance

The goal of the MPM is to:

- Review exercise documentation (SitMan, PowerPoint, etc.)
- Review and adjust this playbook as needed
- Well-developed scenario (PP2.0 scenario provided)
- Agreement on the exercise site, date and time (consider those who have special needs requirements)
- Identified logistics planning requirements
- Finalization of date, time, and location on the Final Planning Meeting (FPM)
- Identify evaluators or notetakers and determine if training is needed
- Consider if IT support for systems is needed along with sound and video
- Determine facilitators, recommend two facilitators with one having emergency management experience and experience with Community Lifelines knowledge and the second, someone familiar with small business disaster recovery.
- Identify registration and participant sign-in location and staffing if needed (recommended)
- Determine when to send out invitations, to who and how. Consider local elected and appointed officials
- Consider guest speakers and invitations

After the meeting, have planning team members begin completing work on assigned tasks with the goal of having all draft materials prepared for the Final Planning Meeting. Communicate with team members frequently or as needed. Compile and distribute the MPM meeting minutes, including the next meeting date, time, and location. The FPM is where all documentation is finalized. Distribute draft documentation prior to the next scheduled meeting.
Prepare for the Final Planning Meeting

The Final Planning Meeting should ensure that all elements of the exercise are ready for conduct. Prior to the FPM, the planning team receives final drafts of all exercise materials. No major changes to the exercise’s design, scope, or supporting documentation should take place at or following the FPM. Venue and facilitators have been selected. IT support has been confirmed as well as audio-video support identified to include microphones for facilitators if needed.

Also consider:
- Agenda materials
- Briefing for presenting an overview of the exercise and meeting discussion points
- Previous meeting minutes from the IPM, and the MPM, if needed
- All draft exercise documents and documentation
- Previously finalized documents

The goal of the Final Planning Meeting is to:
- Conduct a comprehensive final review of exercise documents and material for production
- Attendees understand and approve exercise processes and procedures
- Task assignments and logistical elements, including facilities, equipment, and schedules are confirmed
- Approve all remaining draft documents (for example, SitMan, Playbook) and presentation materials
- Resolve any open planning issues and identify last-minute concerns
- Review all exercise logistical activities (for example, schedule, registration, attire, special needs)
- Re-engage with senior leaders to ensure alignment with guidance and intent

After the Final Planning Meeting:
- Finalize all publications
- Consider if delivering the PP2.0 SitMan in print or electronic form
- Prepare all supporting materials
- Rehearse presentations and briefings
- Prepare to conduct the exercise
- Disseminate documentation and any additional instructions to all appropriate personnel prior to the exercise
- Conduct evaluator or notetaker training prior to the exercise
- Compile and distribute the FPM meeting minutes
With the provided Project Phoenix 2.0: The Recovery Situation Manual, supporting PowerPoint template, this Playbook and completing the planning steps above to include identification of experienced facilitators, you have all the tools needed to conduct the exercise! The below Exercise Planning Checklist will help you each step of the way.

<table>
<thead>
<tr>
<th>Exercise Planning Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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<td>I. Design and Development</td>
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<td>Foundation</td>
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<tr>
<td>Review exercise program guidance, including:</td>
<td>[Exercise Program Manager]</td>
<td>[Exercise Program Manager]</td>
<td>[Prior to design of exercise concepts and objectives. 6-8 months before exercise]</td>
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<td>Elected and appointed officials’ intent and guidance</td>
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<td>Multi-year Training and Exercise Plan (TEP)</td>
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<td>Existing plans and procedures</td>
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<td>Risk, threat, and hazard assessments</td>
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<td>Relevant After-Action Report/Improvement Plan (AARs/IPs)</td>
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<td>Grant or cooperative agreement requirements</td>
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<td>Exercise Planning Team and Events</td>
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<tr>
<td>Identify elected and appointed officials and representatives from the sponsor organization for potential Exercise Planning Team membership</td>
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<td>[3-4 months before exercise]</td>
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<tr>
<td>Identify participating organizations for potential Exercise Planning Team membership</td>
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<td>[3-4 months before exercise]</td>
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<tr>
<td>Exercise Planning Tasks</td>
<td>Responsible Party</td>
<td>Contact Information</td>
<td>Suggested Timeline</td>
<td>Date Completed</td>
<td>Remarks</td>
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<tr>
<td>Officially stand up Exercise Planning Team with Exercise Planning Team Leader and section chiefs, as appropriate</td>
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<td>[3-4 months before exercise]</td>
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<td>Develop exercise budget</td>
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<td>[3-4 months before exercise]</td>
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<tr>
<td>Schedule first planning meeting (C&amp;O or IPM as needed or combined)</td>
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<td>[3 months before exercise]</td>
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<tr>
<td>Identify/review PP2.0 provided materials, additional topics or issues to be covered during the first planning meeting (C&amp;O or IPM as needed)</td>
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<td>[3-4 weeks before C&amp;O Meeting or IPM]</td>
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**Planning Meetings**

<table>
<thead>
<tr>
<th>Planning Meetings</th>
<th>Recommended</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Concepts and Objectives (C&amp;O) Meeting (optional)</td>
<td>Recommend combining the C&amp;O and IPM meetings</td>
<td>[Prior to or concurrent with IPM. 3 months before exercise]</td>
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<tr>
<td>Coordinate meeting logistics, prepare and send invitations and read-ahead packets</td>
<td></td>
<td>[2-3 weeks before C&amp;O Meeting]</td>
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<tr>
<td>Review PP2.0 draft exercise scope, objectives, and aligned core capabilities</td>
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<td>During C&amp;O</td>
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<tr>
<td>Identify/confirm Exercise Planning Team</td>
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<td>During C&amp;O</td>
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<tr>
<td>Develop and distribute meeting minutes</td>
<td></td>
<td>[No later than (NLT) 1 week after C&amp;O Meeting]</td>
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<p>| Initial Planning Meeting (IPM)                                                   |                    | [3 months before exercise] |                |         |
| Coordinate meeting logistics, prepare and send invitations and read-ahead packets |                   | [2-3 weeks before IPM]    |                |         |</p>
<table>
<thead>
<tr>
<th>Exercise Planning Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
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<tr>
<td>Review existing PP2.0 exercise design and development elements and begin development of localizing PP2.0 exercise documentation Scope, objectives, and core capabilities as needed Determine if evaluating or using notetakers Scenario threat/hazard Participants and extent of play Exercise staffing requirements Exercise logistics (date, location, including breakout locations or specific exercise play sites, if needed)</td>
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<td>During IPM</td>
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<td>Assign responsibilities and due dates for tasks and determine date for next planning meeting</td>
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<td>During IPM</td>
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<td>Develop and distribute meeting minutes</td>
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<td>[NLT 1 week after IPM]</td>
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<td><strong>Midterm Planning Meeting (MPM) (as needed)</strong></td>
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<td>[3 months before exercise]</td>
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<td>Coordinate meeting logistics, prepare and send invitations and read-ahead packets</td>
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<td>[2-3 weeks before MPM]</td>
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<td>Review and refine all exercise materials, documents, and tasks</td>
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<td>During MPM</td>
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<tr>
<td>Assign responsibilities and due dates for tasks, and determine date for next planning conference</td>
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<td>During MPM</td>
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<tr>
<td>Develop and distribute meeting minutes</td>
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<td>[NLT 1 week after MPM]</td>
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<tr>
<td>Coordinate meeting logistics, prepare and send invitations and read-ahead packets</td>
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<td>[2-3 weeks before FPM Meeting]</td>
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<td>Exercise Planning Tasks</td>
<td>Responsible Party</td>
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<td><strong>Final Planning Meeting (FPM)</strong></td>
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<td>[6 weeks before exercise]</td>
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<tr>
<td>Coordinate meeting logistics, prepare and send invitations and read-ahead packets</td>
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<td>[1-3 weeks before exercise]</td>
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<td>Facilitate meeting</td>
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<td>During FPM</td>
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<td>Review and approve all exercise documents</td>
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<td>During FPM</td>
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<td>Finalize exercise staffing (including facilitators/controllers, evaluators/notetakers, and support staff)</td>
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<td>During FPM</td>
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<td>Confirm all exercise logistical elements (including exercise site(s), equipment, and schedule)</td>
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<td>During FPM</td>
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<td>Assign responsibilities and due dates for tasks</td>
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<td>Develop and distribute meeting minutes</td>
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<td>[NLT 1 week after FPM]</td>
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<td><strong>Documentation</strong></td>
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<td>Develop Situation Manual (SitMan)</td>
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<td>Review and revise the PP2.0 Playbook as needed</td>
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<td>Develop exercise evaluation packets (including Exercise Evaluation Guides (EEGs)) if evaluating exercise</td>
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<td>Develop multimedia exercise presentation</td>
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<td>Develop Participant Feedback Forms</td>
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<td><strong>Exercise Site Areas</strong></td>
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<td>Designate media/observer area</td>
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<td>Designate registration area</td>
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<td>Designate parking area</td>
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<td><strong>Media/Public Information</strong></td>
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<td>Develop media policy</td>
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<tr>
<td>Exercise Planning Tasks</td>
<td>Responsible Party</td>
<td>Contact Information</td>
<td>Suggested Timeline</td>
<td>Date Completed</td>
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<tr>
<td>Develop Press Release and/or Public Announcements as needed</td>
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<tr>
<td><strong>Logistics</strong></td>
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<tr>
<td>Identify exercise venue</td>
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<tr>
<td>Arrange for use of exercise venue (reserve room/use of facility)</td>
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<tr>
<td>Arrange for participant parking at venue</td>
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<td>Arrange for audio/visual equipment (e.g., microphones, screens, projectors)</td>
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<tr>
<td>Arrange for exercise supplies (e.g., pens, markers, flipcharts)</td>
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<tr>
<td>Develop mailing lists (players, facilitators, Exercise Planning Team)</td>
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<tr>
<td>Develop ID badges, name/table tents, and sign-in sheets</td>
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<td>Arrange for restrooms</td>
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<td>Develop signage</td>
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<td><strong>Exercise Staffing</strong></td>
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<td>Determine exercise staff requirements</td>
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<td>Select and train exercise staff</td>
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<tr>
<td><strong>II. Conduct</strong></td>
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<tr>
<td>Exercise Play Preparation</td>
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<tr>
<td>Distribute exercise documentation</td>
<td></td>
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<td>[1 week before exercise]</td>
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<tr>
<td>Set up exercise site</td>
<td></td>
<td></td>
<td>[1 day before exercise]</td>
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<tr>
<td>Present pre-exercise Elected and Appointed Official Briefing (as needed)</td>
<td></td>
<td></td>
<td>As requested</td>
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</tbody>
</table>
## PROJECT PHOENIX 2.0: THE RECOVERY

### Exercise Planning

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>Conduct pre-exercise briefings: Evaluator/Notetaker Training Observer Briefing (as needed)</td>
<td></td>
<td></td>
<td>[NLT 1 day before exercise (Notetaker training), or before STARTEX]</td>
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</table>

### Exercise Conduct

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Facilitate/Control exercise play</td>
<td></td>
<td></td>
<td>During Exercise</td>
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<tr>
<td>Collect data</td>
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<td></td>
<td>During Exercise</td>
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</table>

### Wrap-Up Activities

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Conduct post-exercise player Hotwash</td>
<td></td>
<td></td>
<td>Immediately following ENDEX</td>
<td></td>
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<tr>
<td>Conduct Facilitator and Notetaker debriefing</td>
<td></td>
<td></td>
<td>Immediately following ENDEX and Hotwash</td>
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</table>

### III. Evaluation

#### After-Action Report

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Complete and submit all EEGs/Notetaker notes</td>
<td></td>
<td></td>
<td>Immediately following exercise</td>
<td></td>
<td></td>
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<tr>
<td>Develop draft Executive After Action Summary (EAAS)</td>
<td></td>
<td></td>
<td>[NLT 30 days after exercise]</td>
<td></td>
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<tr>
<td>Distribute draft EAAS to participating organizations’ policy and decision makers for review</td>
<td></td>
<td></td>
<td>[NLT 30 days after exercise]</td>
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### IV. Improvement Planning

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>Receive feedback on Draft AAR, make any revisions, and develop draft list of corrective actions</td>
<td></td>
<td></td>
<td>[1 week before AAM]</td>
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<tr>
<td>Finalize EAAS</td>
<td></td>
<td></td>
<td>[NLT 1 week after AAM]</td>
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<tr>
<td>Distribute final EAAS</td>
<td></td>
<td></td>
<td>[NLT 1 week after AAM]</td>
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</table>

### Continuous Improvement

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Contact Information</th>
<th>Suggested Timeline</th>
<th>Date Completed</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Share lessons learned, best practices, and successes identified</td>
<td></td>
<td></td>
<td>Ongoing</td>
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There are a few things that must be done in order to have a successful tabletop exercise in your community. Please consider the following suggestions for coordination of your tabletop exercise.

**FACILITATOR RESPONSIBILITIES**

Selecting facilitator(s) for your tabletop is one of the most important decisions for the success of the exercise. A facilitator must understand the dynamics of the organizations involved, provoke thoughtful discussion, and remain neutral throughout the discussion.

The below responsibilities are suggestions from the Homeland Security Exercise and Evaluation Program for a tabletop exercise facilitator:

- Introducing the narrative
- Facilitating the problem solving
- Controlling the pace and flow of the exercise
- Distributing messages
- Stimulating discussion and drawing answers and solutions from the group (rather than supplying them)

Dependent on the complexity and number of participants attending the exercise, more than one facilitator may be appropriate; consider assigning a facilitator to each functional group (may be a participant with strong interpersonal skills or an external person). The functional group facilitator can also help document discussion visually using flip charts or whiteboards.

**VENUE CONSIDERATIONS**

Selecting an appropriate venue for your exercise depends on the complexity and number of participants attending. In a small group setting with 10 -15 participants, a large conference room in your facility may be a comfortable choice for the discussion. In a larger group with 15+ participants, a more appropriate venue choice would be a large open space, such as a conference hall or auditorium, designed to accommodate large meetings. The design of this exercise is scalable to suit the needs of your community, but for your convenience, a room diagram is included below for consideration of a larger county-wide tabletop exercise.

A few other considerations for selecting a venue include the audio/visual requirements, table selection and seating arrangements. Round tables or rectangular tables in a “U” shape allow for the functional groups to easily discuss topics and allows for function specific breakout group discussions throughout the exercise. Leaving a large open space in the middle of the functional group tables allows for ease of movement of the exercise control staff (evaluators, facilitators,
and controllers). Additionally, the diagram has a standard large conference room visual layout with multiple projection screens for all participants to comfortably view the presentation. This can be adjusted based on the venue, number of participants, or any other reason at your discretion.

Other items to consider include:

- Encouraging partners to bring their plans, policies and procedures to share with partners
- Establishing a resource table in your venue with extra copies of local plans or checklists, Chamber of Commerce Guidance, emergency management flyers and any other guidance at your discretion
- Evaluator or Notetaker Responsibilities

**OTHER CONSIDERATIONS**

- **Selecting Evaluators:** Selecting evaluators for the tabletop exercise is crucial to the success of the documentation provided after the discussion if producing an After-Action Report/Improvement Plan.
  - Evaluators or notetakers should be subject matter experts with knowledge of participating organizations plans, policies and procedures and be able to anticipate the emergency management or small business response to the scenario.
  - Specifically, evaluators or notetakers should have well-rounded knowledge of local continuity of operations guidance. Evaluators should also be familiar with the exercise evaluation guides provided for the tabletop if utilized. Typically a lead evaluator is assigned for larger exercises and is responsible for collecting all of the evaluation materials at the end of the discussion.

- **Invitations:** Send invitations to participants with an explanation of what a tabletop exercise is and what role they will play. You should consider sending a save-the-date as soon as the exercise date is determined, followed by a more detailed invitation once the lead planner establishes the objectives, agenda, and logistics (e.g., event location).

- **Equipment and Materials:** Unless relying on electronic delivery, print enough copies of any materials (e.g., agenda, PowerPoint presentation, and an evaluation form) in advance for all attendees. Collect any other materials you would like to have in the room for easy reference during the exercise, such as existing policies, plans, local emergency management information, and Ready.gov/business as examples. If you are using white boards or chart paper, make sure you have the easels and markers on hand. Videos are a key piece of the delivery of the exercise ensure A/V equipment is able to support the presentation.
• **Other Responsibilities**: Lastly, you may require additional support to hold a successful tabletop exercise. Consider requesting an information technology (IT) representative in advance to set up all of the audio/visual requirements. An exercise controller may also be required in a larger tabletop to help the facilitator with distribution and collection of materials, setting up the room, and other issues that may occur during your exercise. Notetakers can be also be used for this function.

**ROOM SET-UP OPTIONS**

Below are two examples of how your room for the exercise can be laid out dependent on the number of participants. The diagram below shows a group seating arrangement for larger groups. Our goal is to maximize interface between emergency managers and small business owners. Take this into consideration when assigning seating along with those he may have special needs requirements. Ensure the room has been properly set up so that all participants, observers, and note-takers have adequate visibility of the screen and hear the discussions.
EXERCISE FACILITATION TIPS

The below list of suggestions is for improving facilitation performance. Three things are of utmost importance:

1. Know and understand the subject area at hand, meaning what emergency management priorities are and what community lifelines are and understanding small business owners needs and resources available;
2. First impressions count, dress a level higher or at a minimum to the level of the participants; and
3. Practice running through every slide and what you will say for each, then practice again.

The audience can read the slides so each slide should add value. Some slides may not need any input from you at all.

Be prepared for Murphy’s Law “Everything that can possibly go wrong will go wrong” is one adaptation. This means be prepared, and double-check 24 hours before the exercise if possible:

- Ensure you have access to the venue
- Check power, lighting controls
- Ensure your PowerPoint is loaded into the system and runs through the A/V equipment
- Test sound and videos in your PowerPoint and where to adjust volume
- Have all printed materials on hand and set-up room if possible
- Test facilitator microphone if utilized
- Test slide advancer remote if being utilized
- Have extra AA or AAA batteries available
- Be prepared to continue the exercise if the projector bulb blows.
- If using your laptop make sure it is compatible with the host system
- Ensure internet is available for all participants (there is an address look-up tool that shows damage to their locations and requires internet access)

Characteristics and skillsets of a good facilitator as identified by FEMA’s Emergency Management Institute include:

- Negotiator
- Has a sense of humor
- Good communicator
- Flexible
- Decisive
- Tactful
- Inclusive
- Analytical thinker
- Leader
• Thick skinned
• Thinks outside the box
• Good project planner
• Gets things done
• Organized
• Good networker
• Politically savvy
• Impartial
• Helps group set and follow ground rules
• Allows participants to own the process and topics
• Keeps discussion focused
• Asks clarifying questions
• Ensures no one player dominates conversation
• Helps players prioritize ideas for action

Tips for facilitating include:

• Review the information at www.ready.gov/individuals-access-functional-needs
  o Consider the needs of individuals in your organization with disabilities or other access challenges, and consider functional needs
• Review the list of participants and make sure you know their role in the organization
• It’s okay to let go of the podium and walk around the room
• Don’t favor one part of the room over another
• Discuss the exercise with the note-taker(s) so that they are prepared for the topics to be addressed in the discussion
• Everyone thinks they can speak loudly to reach the back of the room, be prepared to use a microphone, not everyone can hear you even if you are loud
• Skip the “Umms” and “Ahhhs” and let silence fill the void while you get back on track
• Make eye contact
• Reward participation verbally
• If a group or person is being interruptive move closer to them, this will typically shut it down
• Set ground rules up-front and enforce them (starting on time, raising hands, being respectful, etc.)
• If asked a question it’s OK to ask the group or another individual to answer it.
• Spread participation around, get everyone involved.
• Stay on time, start without them if they’re not back from break on time
• Remove keys, coins or other things you may fidget with from your pockets
• Ask open-ended questions, using the words “what,” “when,” “where,” “how,” and “why.” If necessary, direct questions to specific participants or areas of the organization
• Elicit suggestions for how to improve issues that arise during the exercise discussion
• Involve all participants. Do not let one or two participants monopolize the discussions
• Assist the group by summarizing a point, restating a key discussion point, and asking specific individuals to comment
• Watch for signs of frustration or conflict. Remember that the exercise is not a test, but an opportunity to identify areas for improvement. If you see mounting frustration or conflict, pause the exercise and suggest a break
• Ensure you complete all the scenario updates to meet the exercise objectives. Monitor the time per module. If the discussion is relevant and meaningful, consider continuing the discussion past the agenda time, and make up time in the next module. Moving too quickly may not allow solutions to come forward. Conversely, moving along so slowly that nothing of substance is decided defeats the purpose of the exercise
• Ensure that discussions remain within the scope of the given discussion area. Sometimes the conversation may begin to drift to topics more appropriate for discussion in later periods of the exercise, or the conversation may get stuck on a problem area that will need to be resolved later. To keep the discussion moving, use a “parking lot” technique to record difficult issues that can be discussed more fully later
Slide-1: Facilitator notes: Introduce the exercise. Typically, you would announce “Hello everyone, if you would please take your seats, we are about to begin the exercise, you are about to experience Hurricane Phoenix.” If participants continue to talk, or don’t get into their seats, you may just play the video and dim the lights.

Slide 2: Facilitator notes: After the video plays, again tell the participants that “this is Project Phoenix 2.0 A Recovery Tabletop Exercise.” You may wish to tell participants the genesis of the exercise. “In 2010 The Tampa Bay Regional Planning Council developed Project Phoenix, an exercise designed to assist preparedness efforts in the Tampa Bay area. The exercise materials were used for years, to encourage residents and governments to prepare for the inevitability of a hurricane in Tampa Bay. This exercise, Project Phoenix 2.0, targets small businesses in the area, encouraging participants to identify what actions they need to take before and after a hurricane.

Slide-3: Facilitator notes: “Project Phoenix 2.0: The Recovery was created by the Tampa Bay Regional Planning Council with support by the U.S. Department of Commerce, the Economic Development Administration, and in coordination with emergency management staff from our six-county region. Exercise design, facilitation and technical services were provided by Critical Integrated Solutions, Inc. and Frame – A Production Company.
**Slide-4:** Facilitator notes: Update this list to depict the exercise players you expect to attend your exercise to include small businesses and other government and non-governmental organizations.

**Exercise Participants**
- Tampa Bay Regional Planning Council
- Citrus County Emergency Management
- Hernando County Emergency Management
- Hillsborough County Emergency Management
- Manatee County Emergency Management
- Pasco County Emergency Management
- Pinellas County Emergency Management
- Small Businesses
- Other Government and Non-Government Participants

**Slide-5:** Facilitator notes: As the facilitator for the exercise you should be aware the format for the exercise that your planning team or sponsor has chosen. Those parameters should be included in this slide. The exercise is intended to be flexible so the planning team for your exercise can make it as short or long as needed. The original format was for the exercise to last four hours with a brief introduction and conclusion.

**Agenda and Schedule**
- Welcome & Review Objectives
- Background & Exercise Guidelines
- Exercise Begins – Module 1
  - Break
- Exercise Continues – Module 2
  - Break
- Exercise Continues – Module 3
  - Break
- Exercise Continues – Module 4
  - Hotwash
- Exercise Concludes

**Slide 6:** Facilitator notes: This slide is a description of who is present, and you should take a minute to explain the role of each group. Specifics about players, facilitators, evaluators/notetakers/ and observers should be determined by the planning team prior to the exercise.

**Participant Roles and Responsibilities**
- **Players:** Players are personnel who are active in discussing roles and responsibilities during the exercise.
- **Facilitators:** Facilitators provide situational updates to control the pace of the exercise and moderate discussions.
- **Evaluators/Notetakers:** Evaluators are assigned to observe and document certain objectives during the exercise.
- **Observers:** Observers do not directly participate in the exercise but participate to gain situational awareness on key stakeholders' response activities.
Slide-7: Facilitator notes: This slide is an overview of the Preparedness Cycle. Preparedness begins with developing a PLAN to prepare for, protect from, mitigate against respond to, and recover from a disaster. Plans can be developed by individuals, groups, businesses, organizations, governments – everyone.

Once the plan is in place we should ORGANIZE AND EQUIP those affected so they can efficiently and effectively implement the plan. Once the organization knows the plan, we need to TRAIN people so they commit the plan to mental and muscle memory.

We EXERCISE AND IMPROVE the plan to validate that everyone affected can translate what they know into what they do and then to rewrite the plan or retrain where needed to correct problems identified in the exercise or improve performance.

Slide-8: Facilitator notes: Discuss objectives of the exercise. Ask: “What are objectives? Answer: What we hope to accomplish in the exercise. Read or paraphrase the objectives for this exercise – increase understanding of small business and business organizations of how governments respond and Improve communication between governments and businesses.
**Slide-9:** Facilitator notes: Continue discussion of objectives. Read or paraphrase – increase understanding of emergency managers of problems facing small businesses in a major hurricane and discuss how to return economic and business activities to a healthy state and develop new business and employment opportunities.

**Objectives**
- **Economic Recovery:** Increase understanding of emergency managers of problems facing small businesses in a major hurricane.
- **Economic Recovery:** Discuss how to return economic and business activities (including food and agriculture) to a healthy state and develop new business and employment opportunities that result in an economically viable community.

**Assumptions and Artificialities**
- Exercise players will use existing plans, policies, procedures, and resources to conduct recovery planning and operations.
- The scenario is plausible, and events occur as they are presented.
- There is no hidden agenda, and there are no trick questions.
- All players receive information at the same time.
- Damages are estimates based on the modeling program Hazus-MH and combines science, engineering and mathematical modelling with GIS technology to estimate losses of life and property, and shows those losses on a map.

**Exercise Structure**
- **Module 1:** Short-term recovery operations
  ONE DAY after landfall
- **Module 2:** Short-term recovery operations
  ONE WEEK after landfall
- **Module 3:** Long-term recovery operations
  ONE TO SIX MONTHS after landfall
- **Module 4:** Long-term recovery operations
  ONE YEAR after landfall.

**Slide-10:** Facilitator notes: Explain to players This exercise will ask participants to test their plans, policies, procedures and resources. We will use a challenging but realistic scenario to validate those plans. The exercise will provide information to all players at the same time and there are no hidden agendas. Computer modeling is used to provide estimates of losses.

**Slide-11:** Facilitator notes: The exercise is broken up into four modules – One Day later, One week later, One to six months later, and one year later. They are designed to present players with situations they would face at those junctures in the recovery processes.
Slide-12: Facilitator notes: Be respectful to the other players.

Exercise/Player Guidelines
- This exercise is designed to be held in an open, low-stress, no-fault environment.
- Varying viewpoints, even disagreements, are expected.
- Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.
- Decisions are not precedent setting and may not reflect your organization’s final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.

Slide-13: Facilitator notes: Do not fight the scenario focus on the process.

Exercise/Player Guidelines
- Issue identification is not as valuable as suggestions and recommended actions that could improve facility protection, information coordination, and response efforts. Problem-solving efforts should be the focus.
- Today’s scenario encompasses multiple complex issues that may occur during a crisis, please focus on today’s questions and don’t get sidetracked.
- There will be small and large group discussions, so please follow instructions.

Slide-14: Facilitator notes: Your exercise planning team should have determined whether you will be conducting a formal evaluation. Take time to explain what process is being used to evaluate performance in the exercise.

Evaluation
- This exercise can be executed with or without a formal evaluation process.
- If evaluated, the evaluation should be based on exercise-specific objectives to identify key issues and strengths.
- If not evaluated, an Executive After Action Summary Report is recommended to document innovative ideas and areas of improvement or other recommendations.
Slide-15: Facilitator notes: Explain to participants:
In 2018, FEMA adopted Lifelines as a method of tracking damages. The categories are safety and security, Food, water and shelter, health and medical, energy, communications, transportation, and hazardous materials.

Slide-16: Facilitator notes: Explain to participants:
Each lifeline is categorized as a color. Green means services to customers are available as normal: Gray means there is not a clear understanding of the disruption; Red means there is no solution identified or plan in place to deliver a solution; if there is a solution identified but not developed into an action plan, it is rated yellow. The lifelines will be reviewed in each module. Quickly walk them through the process.

Slide-17: Facilitator notes: So why are we here?
FEMA reports that 40 percent of small businesses won’t re-open after a disaster. Another 25 percent will close within a year, and fully 90 percent – 9 out of 10 – will fail within two years. So, understanding how to improve business resilience is vital.
Slide-18: Facilitator notes: Prior to showing video tell players “We’re now moving from discussing how and why we exercise into the exercise itself. The video we’re about to watch kicks off the exercise.”


Slide-20: Facilitator notes: Review timeline with group.
**Slide-21:** Facilitator notes: Review timeline with group.

**Slide-22:** Facilitator notes: Your planning team should have determined how the group will be organized to conduct the exercise. If players have not already moved to assigned groups you should do that now. The following six slides are designed to provide local damage information on a county-by-county basis and may be adjusted to fit your needs. An additional slide has been included so you can provide additional information to customize your exercise. If you choose to provide the information for one county you may choose to hide the slides for the counties that are not participating.

**Slide-23:** Facilitator notes: Replace location as needed. The storm has knocked out communications, television and most radio stations.
Slide-24: Facilitator notes: Replace location as needed. Provide overview of slide. Enormous amounts of debris have damaged critical infrastructure, blocking roadways and delayed emergency response.

Slide-25: Facilitator notes: Replace location as needed. The storm pushed a massive volume of water into Tampa Bay, surge levels climbed to at least 20 feet above normal at St. Petersburg, 23 feet at Oldsmar, 24 feet at Apollo Beach, and 26 feet above the normal tide level near Downtown Tampa.

Slide 26: Facilitator notes: Replace location as needed. Provide overview of slide.

Response: Hernando County
- Approximately 49 percent of the 175,057 residential and commercial structures have been impacted.
- Approximately 49 percent have no electrical power.
- Fifty percent of businesses are affected, with average businesses suffering severe damage.

Response: Hillsborough County
- About 90 percent of the 873,711 residential and commercial structures have no power.
- 81.4 percent of businesses are affected with average damage being total loss/destroyed.

Response: Manatee County
- The county has 292,332 commercial and residential structures.
- Approximately 75 percent have no electricity.
- 26.8 percent of businesses are affected with average business suffering moderate damage.
Slide 27: Facilitator notes: Replace location as needed. Social media is reporting catastrophic damage to MacDill Air Force Base and the Port Tampa Bay. Due to debris and power lines down, you are unable to travel.

Response: Pasco County
- None of the 438,958 residential and commercial structures have power.
- 52.7 percent of businesses are a total loss/destroyed.

Response: Pinellas County
- Approximately 758,244 residential and commercial structures are in the county; none of them have power.
- 72.7 percent of businesses are affected with average damage being total loss/destroyed.

Slide 28: Facilitator notes: Replace location as needed. Across the region, economic damage will be catastrophic. Businesses will need an incredible amount of resources and help to recover and begin to rebuild.

Slide 29: Facilitator notes: Your planning team may choose to focus on a segment of your community or provide specific information to supplement the exercise. Examples may be focus on a particular business, cascading local event or additional closures. If they choose not to add information you should hide this slide.

Insert Your Local Information
Slide 30: Facilitator notes: The link provided in the electronic SitMan allows participants to enter their home or business address to see what the hurricane was like at that address. Allow participants a few minutes to use it. In the top right corner once they are in the tool, will allow them to toggle between wind and surge. The address bar is very specific.

Wind/Surge Tool

Slide 31: Facilitator notes: This is a short exercise (a couple of minutes). Ask players to assign a color to each of the lifelines for their community. Each lifeline is categorized as a color. Green means services to customers are available as normal; Gray means there is not a clear understanding of the disruption; Red means there is no solution identified or plan in place to deliver a solution; if there is a solution identified but not developed into an action plan, it is rated yellow. The lifelines will be reviewed in each module.

Community Lifelines

➢ What is the status of Community Lifelines in your community?

Slide-32: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to re-arrange questions to match those priorities. In a small group setting the facilitator may ask the questions.

Response: One Day Later

Emergency Managers: Ask Small Business Owners
1. What are the priorities of small business owners at this point?
2. What were you able to do in preparation for Hurricane Phoenix?
3. What are your immediate actions after the disaster?
4. Do you have a disaster plan? If so, is it updated regularly? If not, what steps could you take to put one together?
5. Do you have any safe space to shelter if an emergency happened during the work day?
6. If not, do you have a plan in place to make sure your employees are able to shelter somewhere safely?
**Slide-33:** Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to re-arrange questions to match those priorities. In a small group setting the facilitator may ask the questions.

**Slide-34:** Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to re-arrange questions to match those priorities. In a small group setting the facilitator may ask the questions.

**Slide-35:** Facilitator notes: Check with your exercise planning team to determine how long this break should be.
Slide-36: Facilitator notes: Introduce this module to participants as taking place one week after the hurricane. The next slide is the video and then the following six slides are designed to provide local damage information on a county-by-county basis. An additional slide has been included so you can provide additional information to customize your exercise. If you choose to provide the information for one county you may choose to hide the slides for the counties that are not participating. After the video, make sure participants are back in their exercise working groups.

Slide-37: Facilitator notes: Introduce video, and in their groups show the following slides with damage information for each of the six counties or as otherwise determined.

Aftermath: Citrus County
- Almost 36,000 residential and commercial structures are still without electricity.
- Storm surge has begun to recede, and portions of US 19 are now open.
- PODS and shelters are open.
- As water has receded in the west, the rivers in the east side of the county began to rise and the county began preparations for river flooding.

Slide-38: Facilitator notes: A week after landfall, the region is just beginning to understand recovery efforts; schools remain closed. Shelters continue to be full, untold numbers of the population have left, at least temporarily.
Slide-39: Facilitator notes: Media coverage of recovery efforts has been critical of ongoing challenges in providing housing.

Aftermath: Hernando County
- More than 78,000 residences and businesses still do not have electricity.
- Portions of US 19 are open.
- PODS and shelters are open.
- As water receded in the west, the rivers on the east side of the county began to rise and the county emergency management office begins preparing for river flooding.

Slide-40: Facilitator notes: Ask what impacts the Port closure will have, you can ask the same about MacDill AFB.

Aftermath: Hillsborough County
- Power has been restored to about 20 percent of residences and businesses.
- The Port of Tampa remains closed, and damage to the equipment has halted offloading of petroleum tankers.
- Virtually all downtown businesses remain closed.
- The farms on the east side of the county are struggling to continue operations because workers have not come back since the storm.

Slide-41: Facilitator notes: Debris continues to block major highways and fuel is scarce.

Aftermath: Manatee County
- Nearly 200,000 residences and commercial structures are still without power.
- City buildings and Manatee State College have received major water damage and are unusable.
**Slide-42:** Facilitator notes: The most important private sector businesses will be those involving health and medical care; food, water and ice; clothing; pharmaceuticals; gas and other fuel; and lumber, tarps and other building materials to begin repairs.

**Aftermath: Pasco County**
- 10 percent of residences and commercial structures have had power restored.
- Officials are struggling to find thousands of Pasco County residents.
- Mobile home communities west of US 19 have been destroyed, but search and rescue teams have found fewer than 100 bodies and less than 1,000 residents from those areas have shown up in local shelters.

**Slide-43:** Facilitator notes: If emergency managers can help get these critical businesses back open, then the businesses can begin to directly help the community recover.

**Aftermath: Pinellas County**
- 10 percent of residences and commercial structures have power.
- Portions of the beachside communities remain isolated as storm surge washed away parts of the beach road.
- A lift station is out of service, preventing beachside hotels and restaurants from opening.

**Slide-44:** Facilitator notes: Your planning team may choose to focus on a segment of your community or provide specific information to supplement the exercise. Examples may be focus on a particular business, cascading local event or additional closures. If they choose not to add information you should hide this slide.

**Insert Your Local Information**
**Slide-45**: Facilitator notes: This is a short exercise (a couple of minutes). Ask participants to rate the damages in their area from this point in the scenario. Each lifeline is categorized as a color. Green means services to customers are available as normal; Gray means there is not a clear understanding of the disruption; Red means there is no solution identified or plan in place to deliver a solution; if there is a solution identified but not developed into an action plan, it is rated yellow. The lifelines were explained in the introduction.

**Community Lifelines**

- What is the status of Community Lifelines in your community?

![Community Lifelines Image]

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**Aftermath: One Week Later**

**Emergency Managers: Ask Small Business Owners**

1. What are your priorities at this point in recovery?
2. What kind of assistance do you plan to provide your employees after a disaster? Can you help them with lost wages, housing, medical needs or even mental health needs through an Employee Assistance Program? If not, do you know resources to refer them to?
3. How do you conduct a damage assessment on your business? Have you identified another business location that could house your business if there is long-term damage?
4. What would you communicate to suppliers to ensure your business has items needed for recovery and sustainability? What if your suppliers have been severely impacted by the storm?

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**Slide-46**: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to re-arrange questions to match those priorities.

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**Slide-47**: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to re-arrange questions to match those priorities.

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**Aftermath: One Week Later**

**Emergency Managers: Ask Small Business Owners**

5. What partnerships have you cultivated in the community, such as with other businesses, government, Chamber of Commerce and nonprofits? How can they help?
6. Do you have insurance on your business? Do you know what and how much, dollar-wise you are covered for? When was the last time you reviewed your policy? Does your company have vehicles required to complete your work? What is your plan to protect the vehicles and or continue your work if the vehicles are damaged?
7. How would you communicate with customers post-disaster on if your business is open, running at regular capacity or capability, has moved to a new location, etc.?
**Slide-48:** Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to re-arrange questions to match those priorities.

**Aftermath: One Week Later**

**Small Business Owners: Ask Emergency Managers**
1. What are emergency management priorities at this time?
2. What programs exist at the state level that can provide additional resources (financial and technical) to the small business community? At the federal level?
3. How does your plan outline restoring and improving the resilience and sustainability of the small business community?
4. During your recovery planning process and recovery plan development, who is involved to support the needs and concerns for small business?
5. What governmental and/or non-governmental organizations are involved in the planning process?

**Slide-49:** Facilitator notes: Check with your exercise planning team to determine how long this break should be.

**Break**

**Slide-50:** Facilitator notes: Introduce this module to participants as taking place one to six months after the hurricane. The next slide is the video and then the following six slides are designed to provide local damage information on a county-by-county basis. An additional slide has been included so you can provide additional information to customize your exercise. If you choose to provide the information for one county you may choose to hide the slides for the counties that are not participating. After the video, make sure participants are back in their exercise working groups.
**Slide-51:** Facilitator notes: Introduce video, then break people into groups as needed.

**Slide-52:** Facilitator notes: At some point, a community makes a transition from short-term to long-term recovery. So what are the factors that tell when the transition happens and when does that happen? It may be days, week, months, or even years, depending upon the magnitude of the disaster. (Continue discussion on next slide.)

**Slide-53:** Facilitator notes: “Here are some factors that tell us when short term recovery has ended and long term recovery has begun.” The following six slides are designed to provide local damage information on a county-by-county basis. An additional slide has been included so you can provide additional information to customize your exercise. If you choose to provide the information for one county you may choose to hide the slides for the counties that are not participating.
Slide-54: Facilitator notes: One month after landfall, some counties in the region have begun to grasp the scope of recovery efforts; for other counties, the damage is so devastating they may take up to six months to have a plan to rebuild.

Slide-55: Facilitator notes: Employees are hard to find, and the cost of available housing has increased. Small businesses are having a hard time finding employees even if they have been able to overcome storm damage.

Slide-56: Facilitator notes: The Department of Children and Families is reporting that Baker Acts are on the rise. The Baker Act allows for involuntary examination (what some call emergency or involuntary commitment), which can be initiated by judges, law enforcement officials, physicians, or mental health professionals for those that are a danger to themselves or others.

Digging Out: Citrus County
- More than 5,000 residential and commercial structures are still without electricity.
- Most major roads are now clear.
- Crystal River High School, Middle School and Primary Schools have re-opened in the past week.
- Citrus Memorial hospital is scheduled to re-open within the next two weeks
- Striving for normalcy on the west side of the county, but the Withlacoochee River continues to flood in the eastern part of the county.
- Thousands of people are still unaccounted for; most are believed to have left the area.

Digging Out: Hernando County
- More than 12,000 residences and businesses still do not have electricity.
- More than two-thirds of all structures in the county have been destroyed.
- All four hospitals in the county received severe damage in the hurricane. None have, as of yet, re-opened their facilities. Temporary medical facilities have been set up in the parking lots of each.
- Temporary classrooms have also been set up to resume classes.
- School buildings are not expected to be re-opened for at least six months.
- Pods and shelters have been opened in the eastern part of the county to assist residents affected by river flooding.

Digging Out: Hillsborough County
- More than 700,000 residences and businesses are still without power.
- Almost two-thirds of all structures in the county have been destroyed.
- Most downtown businesses remain closed.
- Many farms on the east side of the county are closed because workers have not come back since the storm.
- The farms that remain open have consolidated operations to utilize available workers.
- Several small hospitals have re-opened, as have a few schools, but it appears temporary medical facilities and classrooms will be needed for at least a year.
Slide-57: Facilitator notes: The Florida Department of Health has recently sent in a Disaster Behavioral Health Assessment Team, and the initial impression from the team is that while the community as a whole is stable, there is a need for both long and short-term mental health needs, especially among children.

Slide-58: Facilitator notes: Small businesses will be struggling to reopen during this phase, and some will be making the decision to stay closed, depending on individual circumstances.

Slide-59: Facilitator notes: Fortunately, there are options available to aid small businesses struggling with recovery. Businesses can take advantage of state loan programs, especially the Florida Small Business Emergency Bridge Loan Program, which will provide emergency short-term, interest-free loans in small amounts, generally up to $50,000 or $100,000, depending on the industry and the disaster.

Digging Out: Manatee County
- Just over 10 percent of the nearly 300,000 residences and commercial structures have power.
- The county appears to be the least impacted of the six counties, with just over a third of its structures destroyed.
- A few schools have re-opened, and high schools are using split schedules to accommodate additional students from closed schools.
- Hospitals are either re-opened or near re-opening.

Digging Out: Pasco County
- Approximately 15 percent of residences and commercial structures have had power restored.
- Officials are struggling to find thousands of Pasco County residents.
- Two-thirds of all structures in the county have been destroyed.
- Like Hernando and Citrus counties, pods and shelters are set up in the eastern part of the county for residents affected by flooding.
- Temporary medical facilities will be phased out in the next 30 days.
- Temporary classrooms are expected to remain for a year or more.
- Almost 900 businesses in the county are not expected to re-open.

Digging Out: Pinellas County
- 15 percent of residences and commercial structures have power.
- Over 80 percent of all structures in the county have been destroyed.
- Though it received extensive damage, Tropicana Field and the area around it has been set up as a shelter, POD location and general operations center.
- Temporary medical facilities and temporary classrooms are expected to remain for at least a year.
- County officials are struggling to re-open beach hotels and other facilities due to lack of water and sewer systems.
Slide-60: Facilitator notes: Your planning team may choose to focus on a segment of your community or provide specific information to supplement the exercise. Examples may be focus on a particular business, cascading local event or additional closures. If they choose not to add information you should hide this slide.

Slide-61: Facilitator notes: This is a short exercise (a couple of minutes). Ask participants to rate the updated damages in their area from the scenario. Each lifeline is categorized as a color. Green means services to customers are available as normal: Gray means there is not a clear understanding of the disruption; Read means there is no solution identified or plan in place to deliver a solution; if there is a solution identified but not developed into an action plan, it is rated yellow. The lifelines were explained in the introduction.

Slide-62: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to re-arrange questions to match those priorities.
**Slide-63:** Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to rearrange questions to match those priorities.

**Slide-64:** Facilitator notes: Check with your exercise planning team to determine how long this break should be. Adjust break length in relation to when the end of exercise is to occur. **Hand-out Participant Feedback Forms if not already done.**

**Slide-65:** Facilitator notes: Introduce this module to participants as taking place one year after the hurricane. After the video, make sure participants are back in their exercise working groups.

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**Digging Out: 1-6 Months Later**

**Small Business Owners: Ask Emergency Managers**

1. Which organization has the lead role for monitoring the community’s economic viability to include small business? Who in the community is involved?
2. What local funding or programs exist for private and non-profit business recovery and who is responsible for managing these?
3. During your recovery planning process and recovery plan development, who is involved to support the needs and concerns for small businesses?
4. What programs exist at the state level that can provide additional resources (financial and technical) to local small business or non-profit organizations? At the federal level?
5. What resources and programs are available to support the development and implementation of sustainable recovery strategies that you can or do leverage?
6. What programs are available to help with stress induced behavioral health issues?
Slide-66: Facilitator notes: Show video of recovery.

Slide-67: Facilitator notes: Optional question “How will MacDill remaining open impact the region and small business? As communities begin their long-term recovery, how is the economic infrastructure? Discuss problematic long-term response, including relying on the long timeframes of recovery funding from the state and/or federal government.

Slide-68: Facilitator notes: Here’s a snapshot of Florida’s Panhandle one year after Hurricane Michael. As you can see, more than $1.9 billion in federal funds had been dispersed through FEMA Hazard Mitigation Grants, SBA Loans, and Flood Insurance. However, as of mid-2020, federal housing, infrastructure and economic development funding through Community Development Block Grant- Disaster Recovery still has not been distributed.
Project Phoenix 2.0: The Recovery

Slide-69: Facilitator notes: Your planning team may choose to focus on a particular segment of your community or provide specific information to supplement the exercise. If they choose not to add information you should hide this slide.

Slide-70: Facilitator notes: This is a short exercise (a couple of minutes). Ask participants to rate the damages in their area from the scenario. Each lifeline is categorized as a color. Green means services to customers are available as normal: Gray means there is not a clear understanding of the disruption; Read means there is no solution identified or plan in place to deliver a solution; if there is a solution identified but not developed into an action plan, it is rated yellow. The lifelines were explained in the introduction.

Slide-71: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to rearrange questions to match those priorities.
Slide-72: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to rearrange questions to match those priorities.

Slide-73: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to rearrange questions to match those priorities.

Slide-74: Facilitator notes: Your planning team should have made decisions about how long each module will be. Depending upon time, you may wish to prioritize the questions to ensure the ones that you regard as most important will be discussed in the time available. You may wish to rearrange questions to match those priorities.

Recovery: One Year Later

Emergency Managers: Ask Small Business Owners
3. One year later, will your staff and business be back to where it was before the damage occurred. Do you have the financial resources to weather a one-year recovery period (or more)?
4. One year later, will your business be prepared to bring new business and employment opportunities to the community?
5. What do you see as a model for successful business recovery?
6. Discuss the different recovery rates for small businesses in various industries: retail, restaurant, agriculture, for example.

Recovery: One Year Later

Small Business Owners: Ask Emergency Managers
1. Does the county have a vision for what the community will look like?
2. What mitigation efforts is the county making to reduce future hurricane impacts?
3. What is the county doing to promote renewal and growth of small businesses?
4. Which department/organization has the lead role for monitoring the community’s economic viability to include small business? Who in the community is involved?
5. What local funding or programs exist for private and non-profit business recovery and who is responsible for managing these?
Slide-75: Facilitator notes: Contingency Planning and Resilience is a continuum of activities that is not just focused on hurricanes. It is important for small businesses to take into consideration critical infrastructure, information technology, cyber incidents and other business continuity challenges.

Slide-76: Facilitator notes: There are many, many resources for small business for disaster preparation and implementation of recovery plans. A list of resources will be provided to you. Here are the top tips that can be discussed among your group.

- Implement your disaster plan; assess damage and determine if a backup location is needed.
- Execute your communications strategy to ensure employees, suppliers, customers and media are getting facts.
- Document damage, file an insurance claim and track your recovery.
- Provide employee support and assistance.
- Connect with chambers of commerce, economic development, local and state government, and others that can help you recover.
- Document lessons learned, and update your disaster recovery plan.

Slide-78: Facilitator notes: “Before we wrap up for the day, let’s conduct a “Hotwash” to see where we can improve collectively, organizationally and as a small business.”

Slide-79: Facilitator notes: What is a hotwash? It is a mechanism to collect feedback and is a part of the Preparedness Cycle. A hotwash allow us to collect innovative ideas, paths to improvement, and take-aways that may make an immediate difference for organizations. It will also help inform the After-Action Report.

Follow up is critical. How can we better prepare ourselves after lessons learned from today? Get audience thinking about immediate and longer-term next steps.

(Prior to this slide you should have at least one easel, chart paper, and markers to help collect and record feedback items) Ask the group: What did we (players not exercise designers and controllers) do well in this exercise? Once ideas appear to have slowed, ask what are areas of improvement? What training, equipment, planning, support is needed?

Slide-80: Facilitator notes: Thank the audience for their participation and provide them direction on where to turn in their Participant Feedback Forms. Explain leadership’s commitment to making small businesses in the Tampa Bay region more resilient in the face of disasters.