



Livestock Emergency Response Plan Facilitator's Guidebook Workshop Planning Guide

September 2014



To be used in conjunction with the
Livestock Emergency Response Plan Template v1.0

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ABOUT THE WORKBOOK

This facilitator's workbook is designed to accompany the Livestock Emergency Response Template and the Livestock Emergency Response Supplement and provides instructions and guidelines in preparation for a multi-agency cooperative, discussion-based planning workshop. Every attempt has been made to provide information and materials that greatly reduce the time and effort this undertaking demands and creates a single source reference for all preparatory material.

In addition to this guidebook, it is recommended that the facilitator have an understanding of Livestock Emergency Response and a working knowledge of state government structure and processes. It is helpful if the facilitator has previous experience leading group discussions. The relevant content will be provided in each section. Certified trainers, managers, supervisors, team leaders, consultants and group leaders are all good candidates to facilitate this workshop.

FACILITATION GUIDELINES

A Facilitator's Role

As a group facilitator, you help a group discuss an issue, make a decision, or solve a problem. You keep the group moving forward toward its (not your) stated goals. You maintain an awareness of individual needs and desires by listening, observing, and using your intuition. While the group focuses on the task, you focus not only on the process, but also on the people. With proper facilitation skills and knowledge, you can help the group achieve its goals efficiently and enjoyably.

Knowledge and Skills of a Good Facilitator

An effective facilitator:

- Listens and observes
- Uses visual aids effectively (slides, flip charts, etc.)
- Assures ideas are recorded legibly
- Asks probing questions
- Thinks quickly
- Acknowledges and responds to emotions
- Paraphrases
- Summarizes
- Resolves conflict
- Uses humor
- Knows a variety of techniques for group discussions, including problem solving and decision-making
- Understands people and groups
- Energizes the group

Values and Attitudes of a Good Facilitator

Demonstrate the following values and attitudes yourself and you will help foster them in the group:

Respect and empathy

All ideas are important. No idea or individual is more important than another.

Cooperation

Your group members must work together to reach the goals. As a facilitator, you cannot force individuals to work together, but you can create an environment for it to happen.

Honesty

You and the group need to be honest and open about your feelings, values, priorities, and capabilities.

Additional Facilitation Guidelines for Conducting a Successful Planning Session

1. Make introductions so everyone knows which agencies are present and what resources may be available during the planning process.
2. Establish and maintain clear ground rules. Allow participants to add ground rules if desired.
3. Be clear about both the desired outcome and the process. Review the agenda so the expectations of what will be accomplished during the session are clear.
4. Maintain a safe environment. Allow participants the opportunity to provide input without judgment or unhealthy feedback. Address dysfunction in a manner that reduces tension.
5. Establish and maintain a high energy level. A high energy level will engage the group by getting their attention, gaining their interest, and keeping it fun. At the end of each break, start the next session at the same energy level you started the day. Demonstrate enthusiasm and interest in the process.
6. Maintain a posture of self confidence. (Facilitators with low energy are perceived as having low self-confidence.)
7. Ask starting questions that draw a vivid image and know when to stop speaking. Look for the group to provide the relevant input and recommendations.
8. Accept the responses given by participants and summarize key points when necessary. Ask follow-up questions to verify or clarify what was said.
9. Write what was said, not what was heard, regardless of the perception of value and use follow-up questions to get participants to clean up the language. Remain neutral and allow the discussion to go where it will as long as it stays on the topic and the ground rules are not broken. Step back from your own personal views and focus purely on the group process.
10. Carry the group through the process. Smoothly transition from one agenda item to the next. With each new agenda item, review what has been done, preview what is going to be done, and explain how the new agenda item contributes to the objective of the planning session. Always give accurate, clear, and concise instructions. Do not assume universal understanding of the topic.
11. Manage disruptive behaviors using eye contact or stand near those who may be talking on the side. This is often a sufficient enough behavior to bring those who may be disrupting conversation back to the group.
12. Close the meeting by summarizing decisions and recommendations, and provide an overview of remaining issues. Manage all follow up actions. Evaluate the meeting. Thank everyone for their participation and identify individuals who provided assistance, including scribes.

WORKSHOP PLANNING

Pre-Workshop Steps

1. Thoroughly plan the session in advance. (See “Workshop Planner” Appendix C)
2. Determine the format for the plan (stand-alone, annex, appendix, or emergency support function).
3. Determine the response capabilities that will be the focus of the workshop and identify the sections of the LERP that coincide with this focus.
4. Determine which tasks and levels of expertise coincide with the focus of the workshop; then, identify the specific personnel necessary to participate in the discussion.

The lead agency should identify all supporting agencies, organizations, and individuals needed to carry out animal disease emergency response. Each individual entity should then recommend participants for the workshop from within the organizational structure. These individuals should be very familiar with the roles and responsibilities of their agency and come to the workshop prepared to engage in discussion.

The workshop organizers may find it helpful to review the “Principal Parties” section of the LERP Template (pg. 17) and the Supplement (pg. 18). The Proposed Principal Parties tables in the Appendix may provide assistance in organizing key representatives.

5. Using the sections of the LERP identified in Step 3, select questions* that best focus on the objective of the workshop. Avoid questions that do not support the workshop objectives as they may lead the discussion on a time-consuming tangent. Also, avoid questions that are overly repetitive. Multiple questions are provided on the same topic, but it is not necessary to ask all of them. Questions are provided as guidelines and may be modified for individual use. (See Question Checklist in Appendix D).

*It is suggested that limited questions be used during the planning workshop. The facilitator and/or planning team should select questions relevant to the workshop goals and objectives. For instance, if the objective of the meeting is to address only the Incident Management portion of the Concept of Operations, then relevant questions should be gleaned from this portion of the template.

HELPFUL HINT:

An advanced list of the selected questions can be provided to participants using the Facilitator’s Power Point slides. This will allow participants to focus their pre-planning efforts.

In Power Point, hide all of the slides not being used during the planning process. Then, provide a handout version of those slides in advance of the meeting. The option for printing handouts can be found in the Print window dialogue box. These handouts may be distributed as a PDF file. Participants can review the selected questions and discuss the answers within their agency prior to the workshop, if necessary. Allowing for an advanced review of the questions increases the comfort level of the participants and allows for the opportunity to come to the workshop fully prepared. It may also assist agencies in selecting the most appropriate participants.

6. Using the Question Checklist, identify the Power Point slides that will be used during the planning session and hide any questions that will not be used. **Do not renumber the questions on the slides as they are aligned with the question numbers in the LERP.**
7. Maintain ongoing communication with invitees so as to foster increased interest and enthusiasm. Send reminders and encourage participants to collect the Agency Resource Checklist (Appendix B) in advance of the workshop.

Establishing Workshop Objectives

It is important for the planning team to establish a clear focus regarding the purpose of the planning session. The following questions represent portions of the Introduction, Purpose, Scope, Situations, and Assumptions section of the LERP. While the workshop may focus on other areas of planning, it may be necessary to review these sections to assure a common frame of reference prior to beginning the planning process. This may involve reviewing selected questions from this section at the beginning of the workshop or providing answers to these questions to participants prior to arrival. Select questions from the LERP have been provided in the following sections to aid in establishing this focus.

This section provides insight about why the plan is written or updated, how it is implemented, what response capabilities it addresses, and who will participate in the planning process. The facilitator should have a solid grasp of the workshop objectives identified prior to inviting attendees. This will assist in identifying the proper participants.

1. Why is the state developing a LERP?
2. What will the plan cover?
3. How is the plan intended to be used?
4. Who is the primary audience for the plan?

Purpose of the Planning Session

This section must provide the overarching principles and goals used to guide the plan's development. The planning group should consider various perspectives and reach a general consensus on expectations for the planning session. Below are questions to consider when developing the Purpose Section of a LERP.

1. What is the significance livestock production in the state (e.g., employment, economic, social, cultural)?

2. What types of emergencies will the plan cover (foreign, emerging animal diseases, zoonoses, livestock feed contamination)?

3. How will this plan fit into the structure of the state plan and other contributing or related plans (i.e. agriculture, emergency management, natural resources, etc.)?

Scope

The Scope must identify the general application of the LERP and its limitations. The Scope should briefly introduce any coordinated efforts between federal, state or local entities.

5. What will the plan cover

6. How will each objective be attained in a measurable manner?

7. What types of incidents are addressed (i.e., deliberate or unintentional)?

8. How will the plan assist with coordinating a response between local, state, and federal responders?

WORKSHOP PARTICIPANTS

An important part of preparing for the workshop is the identification of all agencies, organizations, and principal parties needed to participate in the planning process. It is extremely important to include representation from all agencies associated with the portion of the plan being developed or updated. Without full participation, it may be extremely difficult to determine if all aspects a response are reflected in the final response plan. The Situations and Assumptions sections of the LERP contain questions that are helpful in identifying participating entities. The questions included in this Guidebook address the following:

State

- What state agency or agencies will be leading the response?
- What state agencies will be supporting the response?

Federal

- What federal agencies support livestock emergency response?

Tribal

- What tribal entities support livestock emergency response?

Local

- What local agencies support livestock emergency response?

Private Sector

- What private organizations and individuals (i.e., trade or commodity groups, agricultural partners, companies, veterinarians or other professionals) are involved in support of livestock emergency response?

Use the following questions to assist with identification of workshop participants. An identification checklist has been provided in Appendix A to assist in the organization of individuals that will represent each participating entity. Appendix B can be used as a sign in sheet for participants during the workshop.

Situations

Some situations identified in the planning process may have consequences on workshop participants or objectives. The following questions may helpful in selecting subject matter experts or assist in determining the sections of the LERP to include in the planning process. Organizations or agencies impacted by the following questions should be considered when identifying workshop participants.

1. What key livestock production systems exist within your state?

2. What vulnerabilities related to livestock production are associated with the greatest potential negative consequences?

3. Where are livestock production, transportation, distribution, and processing area located within the state?

4. What areas of livestock concentration within the state may lack biosecurity plans or formal institutionalized procedures (backyard flocks, fairgrounds)?

5. How might working relationships between partners and stakeholders impact FEAD response activities?

6. What cultural aspects of the state could influence response activities?

7. What is the expected jurisdictional or municipality level of involvement during a response (e.g., city, county, or state)?

8. How might non-agricultural activities be affected by a livestock/FEAD incident?

9. How will a FEAD emergency impact public services (public access, transportation, business continuity, essential public health services, etc.)?

10. What unique institutional authorities or barriers exist that could affect response activities (vertical or horizontal integration within varying production systems)?

11. What are the political or international trade implications of a livestock/FEAD incident?

Assumptions

This section should identify assumptions which exist in response to a livestock emergency. These assumptions may be in regard to responsibilities, availability of resources, priorities and/or constraints.

1. What surveillance systems currently exist which play a role in detecting a FEAD emergency?

2. What agency or department is primarily responsible for livestock surveillance and the identification of an emergency?

3. Which agency is identified as lead in a livestock response?

4. Will Unified Command be implemented and, if so, which agencies may be involved?

5. How will the Incident Command System (ICS) be integrated with local or other state's Unified Command during a FEAD emergency?

6. Who is responsible for assigning general ICS roles?

7. What state agencies play a supportive role in the response?

8. How are interstate response efforts coordinated and who is responsible for primary communications between states?

9. What federal agencies and services support a state's response?

10. What specific commodities might be impacted by a FEAD emergency?

11. What other sectors of livestock production are likely to be involved in a FEAD emergency?

12. What other industries and associated integrated systems are impacted by a FEAD emergency?

13. What agency or department is primarily responsible for the environmental aspects of a FEAD emergency?

14. Who will be responsible for on-site environmental health assessments and control measures?

15. What equipment and personnel (volunteer veterinary corps, state animal response teams) does the state have available for response to a FEAD emergency?

16. What existing communication capabilities require coordination during a FEAD emergency response (e.g., government, academic institutions, private sector)?

17. What agencies are involved in recovery and what is the general scope of their involvement?

18. What existing legal capabilities are in place? Which are missing? When multiple state/local agencies are involved, are mechanisms in place to appropriately use these authorities (i.e., MOU, EMAC, etc.)?

WORKSHOP MATERIALS

Once the participants have been identified, each attendee should receive the Agency Resource Checklist provided in Appendix C. Each participating agency must provide a copy of any documentation that identifies agency policies, roles, responsibilities, and authorities that may impact participation in a livestock emergency. This documentation should be available for possible reference during the planning process. Consideration should be made for determining if the documentation should be included in the LERP appendix.

PLANNING CHECKLISTS

Proper planning and preparation is key to delivery of a successful workshop. To assist with these efforts, checklists have been provided in Appendix D and E to assist in workshop planning. These documents are designed to support the efforts of the workshop planning team in the delivery of an organized, well planned event.

QUESTION SELECTION

The LERP includes more than 400 questions designed to assist in leading a discussion relative to a given section of a response plan. The questions are not intended to be used in their entirety. Instead, workshop planners should select questions based on the focus of the workshop and avoid questions that are not relevant. Appendix F provides a checklist of the number questions by section of the LERP. Workshop planners should circle the questions on the checklist that will be included in the workshop facilitation and discussion. Using this checklist, the facilitator may then hide the Power Point slides that will not be used during the planning session. (Do not delete slides as the slide question numbers coincide with those in the LERP. Also, it may be necessary to “unhide” a slide to expand a discussion during the workshop). Workshop planners may wish to provide this list of identified questions and a copy of the LERP to all participants in advance of the workshop. This will allow agency participants the opportunity to collect all relevant information or documentation prior to the event and reduce the anxiety of possibly being unprepared to answer questions on behalf of their agency.

WORKSHOP FORMAT

At some point in the workshop planning process it will become necessary to identify the discussion-based format the facilitator will use in order to meet the goals and objectives of the workshop. The facilitator may choose to introduce the questions in an open discussion session, or apply the questions to a specific exercise scenario. It is possible to work through the questions as topics of discussion in a group that is highly vocal and has experience working together. However, for groups that may not have worked together or collaborated in the past, it may be helpful to provide a more structured environment. In this case, it may be best to ask the questions within the framework of an exercise.

An exercise may provide a framework for discussion for groups that are new to the planning process or those who have limited experience dealing with livestock emergency response activities. Facilitators may find an entire exercise helpful or draw on sections of an exercise to focus on specific planning areas or response capabilities. Possible sources for livestock tabletop exercises include those previously conducted, exercises gleaned from neighboring states, or those listed on the Center for Public Health and Food Safety website at <http://www.cfsph.iastate.edu>



INFORMATION GATHERING

The information discussed during the workshop is used in the development of response plan; therefore, it is critical to glean the key points addressed while answering the discussion question. It is recommended that at least two scribes be used to take notes during the discussion using the Participant Workbook. In addition, participants may submit their workbooks at the end of the day to assure the information included in the plan accurately reflects their comments or concerns. These books may then be returned to the participant prior to their final review of the draft document, once again assuring their information is accurately represented. The workshop facilitator should not be responsible for taking notes during the planning session as this may interfere with the flow of the discussion. However, it is recommended that the facilitator review the scribe's workbook and fill in any information they feel was missed or understated. This should be done as soon as possible following the workshop while the content of the conversation is still fresh in the facilitator's mind.

APPENDICES

The following materials have been developed to assist workshop planners in preparing for a planning workshop.

- A. Principal Party Identification List
- B. Participant Roster
- C. Agency Resource Checklist
- D. Workshop Planner Sheet
- E. Closing Checklist
- F. Question Identification Checklist

Appendix A Principal Parties Identification List

State Agency	Position	Name	Email/Phone
Executive Branch/Gov. Office			
Agriculture - Commissioner/ Secretary's office			
Agriculture - Animal Health			
Agriculture - Emergency response coordinator			
Agriculture - Inspection services			
Agriculture - Laboratory services			
Agriculture -			
Agriculture -			
Public Health - Inspection services			
Public Health Preparedness			
Public Health - acute and comm. disease programs			
Public Health Laboratories			
Natural Resources			
Homeland Security			
National Guard			
Cooperative Extension			
Transportation			
Public Information Officers			
Administrative Services			

Federal Agency	Position	Name	Email/Phone
DHS			
USDA			
USDA			
FBI			
DHHS - FDA			
DHHS - FDA			
EPA			

Local	Position	Name	Email/Phone
Tribal Representative	Position	Name	Email/Phone
Industry Representatives	Position	Name	Email/Phone

APPENDIX C

Agency Resource Checklist

The following information should be provided by each agency in advance of the planning workshop:

- Department statutory authority or administrative rules pertaining to livestock emergency response.

- Department emergency response plans

- Emergency contact lists

- Response team policies and procedures

- Department communication plans

- Department or division organizational chart

Workshop Planner

Contact Name and Title _____

Telephone _____ Email _____

Date and Time of Workshop _____

Workshop Location _____

Have you:

- Reserved the room
- Reviewed the agenda
- Verified the participants
- Sent a workshop packet to each participant
- Considered the seating protocol
- Requested the correct number of tables and chairs
- Produced name tents and name tags
- Considered lighting
- Implemented distraction safeguards
- Considered ventilation
- Planned refreshments/meals
- Scheduled notetakers (scribes)

Packed extra supplies:

- Markers, pens
- Flip charts
- Post-it pads
- Participant Workbooks

Handouts and other items:

Equipment:

- Screen
- Projector
- Participant manuals
- Audio equipment
- Laptop

Additional Equipment:

Closing Checklist

- Debrief any processes that occurred before the closure of the meeting.
- Review the agenda; note what content the group covered and what the group accomplished.
- Summarize the conclusions, decisions, and recommendations the group has agreed to.
- Determine whether any issues remain; if so, decide how to address them. Write the decisions on a flip chart.
- Determine if more data or information is needed to complete the plan.
- Ask the scribes if there is need for follow up information or clarification on any key points.
- Determine what information, if any, should be communicated to people outside the group and how to communicate it.
- Determine the next steps and assign responsibilities and deadlines for these steps. Write them on a flip chart and obtain commitment from responsible parties.
- Identify agenda items for the next meeting and pre-work.
- Do focused reflection on the workshop, either by yourself or with the group.

Appendix F

Question Identification Checklist

Using the tables below, circle the number for each question that will be included in the Workshop discussion. This document should be distributed along with the FERP to each participating agency in advance of the Workshop to obtain suggestions on recommended questions and/or to notify agencies of questions that will be addressed during the discussion.

Sections I - V

I. Introduction		II. Purpose		III. Scope		IV. Situations		V. Assumptions		
1		1		1		1	10	1	10	19
2		2		2		2	11	2	11	20
3		3		3		3	12	3	12	21
4		4		4		4	13	4	13	22
5		5		5		5	14	5	14	23
6		6		6		6	15	6	15	24
7				7		7	16	7	16	25
8				8		8	17	8	17	26
9				9		9	18	9	18	27
10				10						
				11						

VI. Concept of Operations

Incident Identification		Incident Management		Defining Response Actions	
1	10	1	14	1	7
2	11	2	15	2	8
3	12	3	16	3	9
4	13	4	17	4	10
5	14	5	18	5	11
6	15	6	19	6	
7	16	7	20		
8	17	8	21		
9	18	9	22		
	19	10	23		
		11	24		
		12	25		
		13	26		

VI. Concept of Operations (cont.)

Communication and Coordination		Assessment, Control and Containment		Recovery	
<i>Communication, Internal</i>		<i>Assessment</i>		1	9
1	7	1	8	2	10
2	8	2	9	3	11
3	9	3	10	4	12
4	10	4	11	5	13
5	11	5	12	6	14
6	12	6	13	7	15
<i>Communication, External</i>		7	14	8	16
13	19	<i>Control</i>			
14	20	15	19		
15	21	16	20		
16	22	17	21		
17	23	18			
18		<i>Containment</i>			
<i>Coordination</i>		22			
24	29	23			
25	30	24			
26	31	25			
27	32	26			
28	33				

VII. Principal Parties

State	Federal	Tribal	Local	Private Sector
1	1	1	1	1
2	2	2	2	2
3		3	3	3
4		4		4
5		5		
		6		

IX. Organizations and Assignment of Responsibilities

Governor	Lead Agency	Support Agency	Tribal
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9		
10	10		
11	11		
12	12		
13	13		
14	14		
15	15		

Sections XI - XIV

Direction, Control and Coordination	Information Collection and Resources	Communications	Administration, Finance and Logistics	EMACs and MAAs	Plan Development and Maintenance	Authorities and References
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	
5	5		5	5	5	
6	6		6	6	6	
	7		7	7	7	
			8		8	
			9		9	
			10		10	
					11	
					12	
					13	
					14	
					15	
					16	
					17	
					18	

NOTES

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