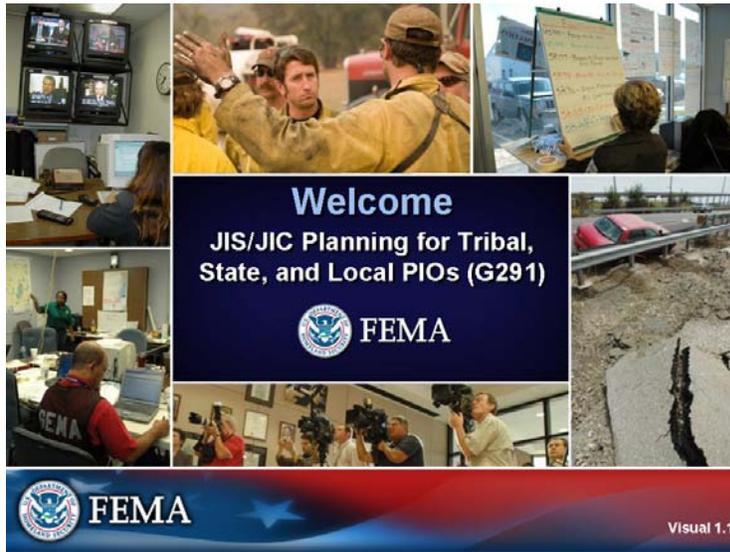

Unit 1:
Welcome and Overview



Visual 1.1

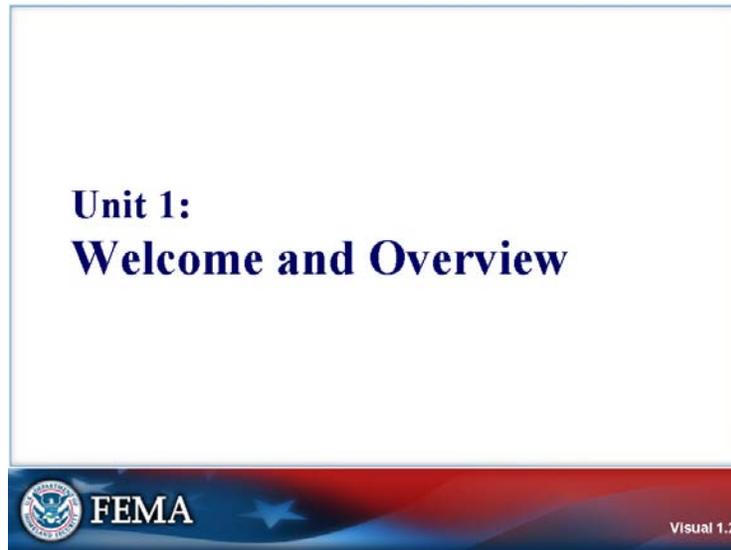


Visual Description: Course Title Slide

Key Points



Visual 1.2



Visual Description: Unit Title Slide

Key Points

This first unit will provide an overview of the course and cover emergency management concepts that are important for a PIO to know.



Visual 1.3

Course Administration

- **Course/site logistics:**
 - Emergency procedures
 - Schedule
 - Breaks and lunch
 - Restrooms
 - Cell phones/BlackBerrys® (silent)
- Other ground rules?

Limit Acronyms!

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Visual 1.3

Visual Description: Course Administration

Key Points

Course administrative information:

- Emergency procedures
- Course schedule
- Breaks and lunch times
- Location of restrooms

Ground rules:

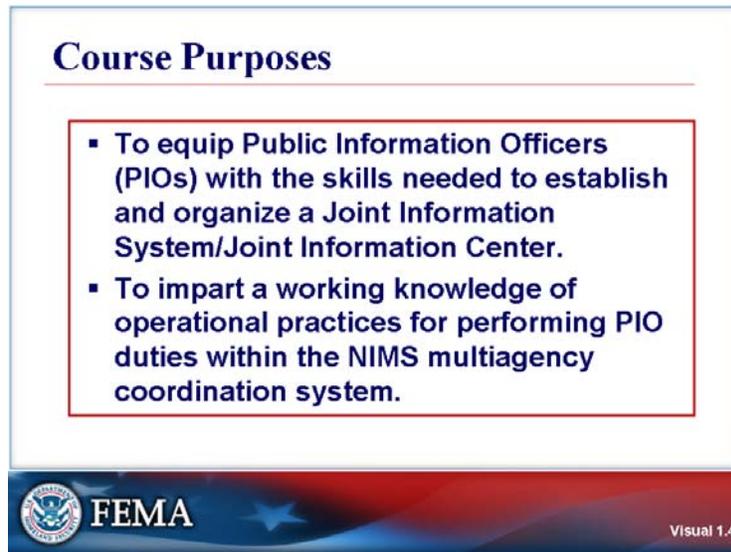
- Cell phones and BlackBerrys® should be turned off or turned to silent.
- Acronyms will not be used in class with a few exceptions. Make the point that acronyms are not helpful if you are trying to communicate with reporters or members of the public who are not familiar with the acronyms that may be common to us.

The following exceptions are allowable acronyms in this class:

- NRF (National Response Framework)
- ICS (Incident Command System)
- NIMS (National Incident Management System)
- PIO
- JIS (Joint Information System)
- JIC (Joint Information Center)



Visual 1.4



Course Purposes

- To equip Public Information Officers (PIOs) with the skills needed to establish and organize a Joint Information System/Joint Information Center.
- To impart a working knowledge of operational practices for performing PIO duties within the NIMS multiagency coordination system.

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Visual 1.4

Visual Description: Course Purposes

Key Points

This training has been designed to prepare you to establish and organize a Joint Information System and Joint Information Center. The course also will provide you with a working knowledge of operational practices for performing PIO duties within the NIMS multiagency coordination system.



Visual 1.5

Introductions

Tell us:

- Your name.
- Your title, organization, and jurisdiction.
- One question you hope to have answered by this training.

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Visual 1.5

Visual Description: Introductions

Key Points

Introduce yourself by standing and telling the class your:

- Name;
- Title, organization, and jurisdiction;
- Role in public information; and
- One question they would hope to have answered through this training.



Visual 1.6

Course Agenda

- Unit 1:** Welcome and Overview
- Unit 2:** The JIS Approach to Managing Information
- Unit 3:** Organizing and Leading a Local JIC
- Unit 4:** Integrating With State and Federal Partners
- Unit 5:** Putting It All Together
- Unit 6:** Course Summary



Visual 1.6

Visual Description: Course Agenda

Key Points



Visual 1.7

Course Resources

- Student Manual and Toolkit
- Instructors
- Your collective experience and expertise
- Building the JIS/JIC Worksheet

JIS/JIC Planning for Tribal, State, and Local PIOs (G291)
Student Manual
October 2009
FEMA

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Visual 1.7

Visual Description: Course Resources

Key Points

Course resources:

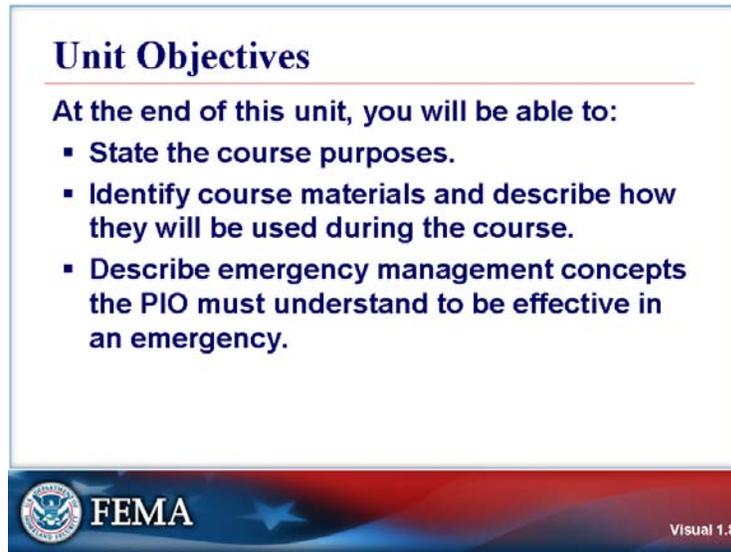
- The Student Manual includes the visuals you will see in class and major content points, as well as room to take notes. The Toolkit includes job aids, checklists, and other materials that may be used on the job.
- The instructors are available to answer questions during class and at breaks.
- The collective experience and expertise of the group is an important resource for this training. Please participate fully and share your ideas.

Refer to the Building the JIS/JIC Worksheet at the back of your Student Manual and note the following points:

- This worksheet is a starting point for developing a strong JIS/JIC.
- You will be using this worksheet throughout this course and back on the job.



Visual 1.8



Unit Objectives

At the end of this unit, you will be able to:

- State the course purposes.
- Identify course materials and describe how they will be used during the course.
- Describe emergency management concepts the PIO must understand to be effective in an emergency.

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Visual 1.8

Visual Description: Unit Objectives

Key Points

The objectives of this unit are to:

- State the course purposes.
- Identify course materials and describe how they will be used during the course.
- Describe emergency management concepts the PIO must understand to be effective in an emergency.



Visual 1.9

Why Is Information So Important?

During an emergency, getting the right information to the right people at the right time helps them to make the right decisions.

What does a PIO need to know to be effective in an emergency?



 **FEMA** 

Visual 1.9

Visual Description: Why Is Information So Important?

Key Points

- During any type of crisis, the public needs information in order to make informed and rational decisions.
- Whether the information involves saving lives, protecting property, or calming fears, the public must have accurate, easy-to-understand information delivered to them in a rapid fashion.



What does a PIO need to know to be effective in an emergency?



Visual 1.10

Emergency Management Knowledge

The PIO must know:

- Local emergency operations plans and the organization's role.
- State emergency management systems.
- Basic emergency management concepts:
 - National Response Framework (NRF).
 - Incident Command System (ICS).
 - National Incident Management System (NIMS).

 **FEMA**  Visual 1.10

Visual Description: Emergency Management Knowledge

Key Points

The PIO should have a good grasp of local, State, and national emergency management concepts and systems.

This brief review is not intended to be a complete summary of the National Response Framework (NRF), Incident Command System (ICS) or the National Incident Management System (NIMS).

Local PIOs are guided by local emergency operations plans (EOPs):

- Become familiar with your local EOP, your organization's role in that plan, and provisions in the plan for establishing a JIC.



Visual 1.11



Visual Description: National Response Framework (NRF)

Key Points

The National Response Framework (NRF) establishes a comprehensive, national, all-hazards approach to domestic incident response.



Visual 1.12

NRF Premises

- The Framework is **always in effect** and can be implemented at any level at any time.
- Incident management activities are initiated and conducted using the principles contained in the **NIMS**.



Visual 1.12

Visual Description: NRF Premises

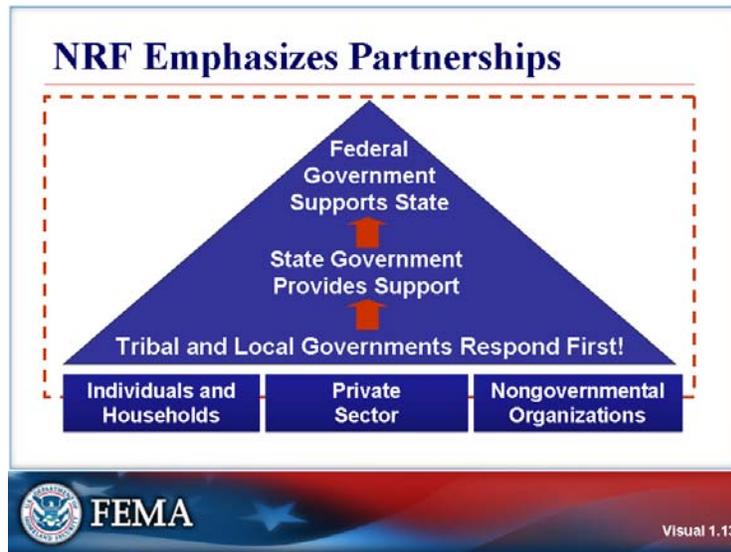
Key Points

Point out that the NRF is always in effect, and can be implemented at any level at any time in a domestic response.

Tell the group that the NRF is based on the principles contained in the National Incident Management System (NIMS).



Visual 1.13



Visual Description: NRF Emphasizes Partnerships

Key Points

The NRF describes the importance of establishing partnerships between local, tribal, State, and Federal partners in incident response. Response always begins at the lowest level.



Visual 1.14

NRF Summary

The NRF:

- Focuses on all-hazards response.
- Joins elected and appointed executives with dedicated practitioners.
- Articulates standard structures.
- Describes effective unity of effort among all responses.
- Outlines shared objectives.
- Guides effective response to save lives, protect property, and meet basic human needs.

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Visual 1.14

Visual Description: NRF Summary

Key Points



Visual 1.15

Emergency Support Functions (ESFs)

- Primary operational-level mechanism to provide assistance.
- Organized around functional capabilities (e.g., firefighting, public health, search and rescue, etc.).



Visual 1.15

Visual Description: Emergency Support Functions (ESFs)

Key Points

Emergency Support Functions are the primary, functionally organized mechanism to provide assistance during an incident.

Different States have different ESF structures, refer to the relevant aspects of your specific State.



Visual 1.16

Emergency Support Functions

- ESF #1 – Transportation
- ESF #2 – Communications
- ESF #3 – Public Works and Engineering
- ESF #4 – Firefighting
- ESF #5 – Emergency Management
- ESF #6 – Mass Care, Emergency Assistance, Housing, and Human Services
- ESF #7 – Logistics Management and Resource Support
- ESF #8 – Public Health and Medical Services



Visual 1.16

Visual Description: Emergency Support Functions

Key Points



Visual 1.17

Emergency Support Functions (Cont'd)

- ESF #9 – Search and Rescue
- ESF #10 – Oil and Hazardous Materials Response
- ESF #11 – Agriculture and Natural Resources
- ESF #12 – Energy
- ESF #13 – Public Safety and Security
- ESF #14 – Long-Term Community Recovery
- ESF #15 – External Affairs



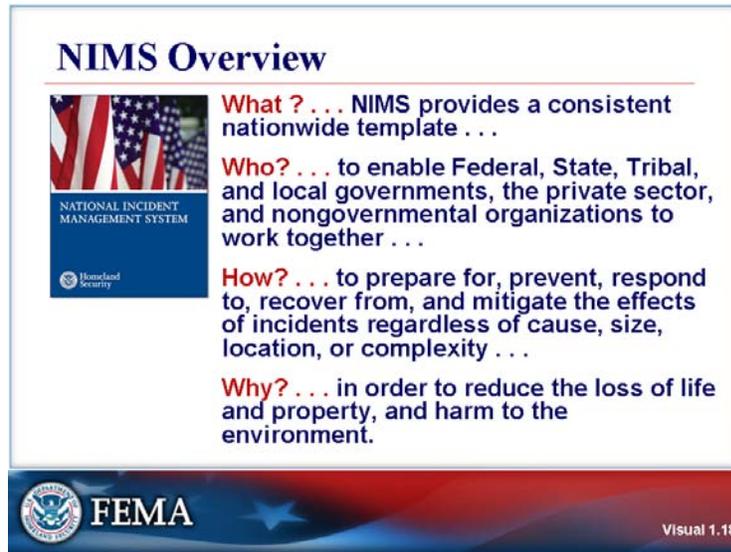
Visual 1.17

Visual Description: Emergency Support Functions (Continued)

Key Points



Visual 1.18



NIMS Overview

What? . . . NIMS provides a consistent nationwide template . . .

Who? . . . to enable Federal, State, Tribal, and local governments, the private sector, and nongovernmental organizations to work together . . .

How? . . . to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity . . .

Why? . . . in order to reduce the loss of life and property, and harm to the environment.

 **FEMA**

Visual 1.18

Visual Description: NIMS Overview

Key Points

National Incident Management System (NIMS) includes a Public Information component.



Visual 1.19

ICS Overview

ICS:

- Is a standardized, on-scene, all-hazards incident management concept.
- Allows its users to adopt an integrated organizational structure that matches the complexities and demands of incidents.
- Permits seamless integration of responders from all jurisdictions.
- Can be used for incidents of any type, scope, and complexity.



Visual 1.19

Visual Description: ICS Overview

Key Points



Visual 1.20

Incident Commander



The Incident Commander:

- Provides overall leadership for incident response.
- Delegates authority to others.
- Takes general direction from agency administrator/official.



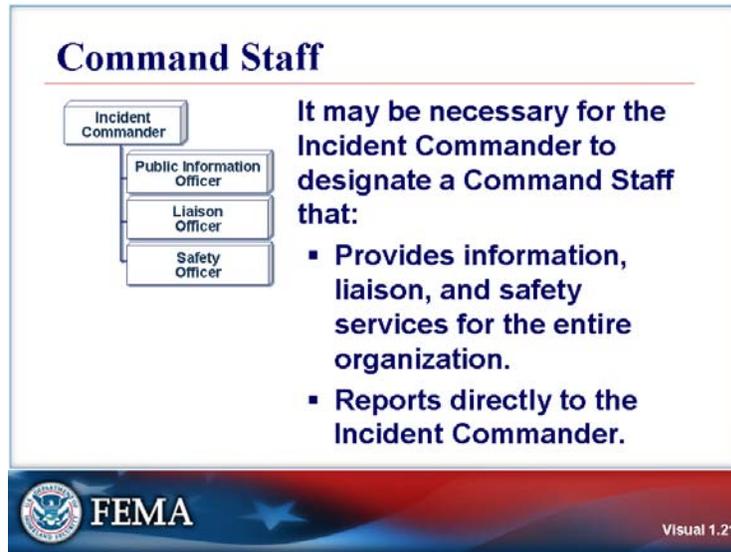
Visual 1.20

Visual Description: Incident Commander

Key Points



Visual 1.21



Visual Description: Command Staff

Key Points

Key points about the relationship between the PIO and the Incident Commander:

- The PIO serves as advisor to the Incident Commander on public information implications of the incident and the response/recovery effort.
- The PIO also looks for opportunities to advance leadership's goals—for example, by setting up interviews with the news media and preparing talking points for the Incident Commander.



Visual 1.22

Managing Public Information



The Public Information Officer (PIO):

- Represents and advises the Incident Command.
- Manages on-scene media and public inquiries.
- Works with audiences and partners to assure unified messaging.



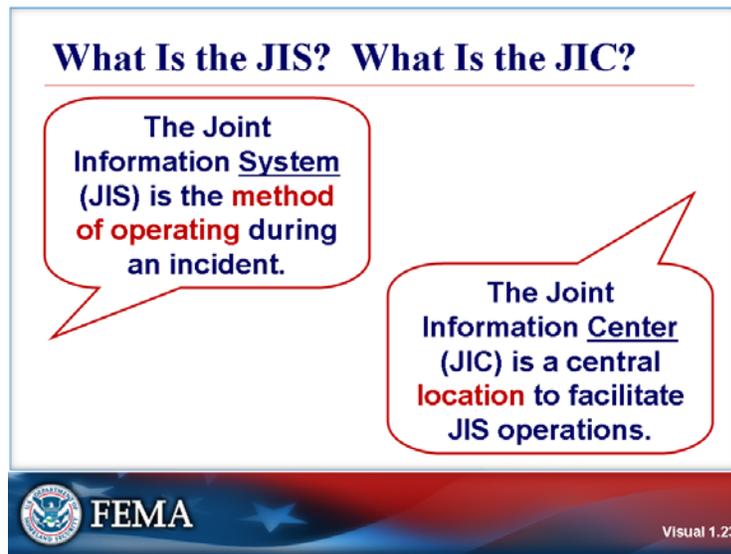
Visual 1.22

Visual Description: Managing Public Information

Key Points



Visual 1.23



Visual Description: What Is the JIS? What Is the JIC?

Key Points

- **The Joint Information System, or JIS**, is the method of operating that allows multiple sources to coordinate efficiently and consistently. The JIS can be as simple as two PIOs talking across the hood of a truck or a multi-location operation with many PIOs from many agencies.
- **The Joint Information Center, or JIC**, is the central location that supports the operation. The JIC enhances information coordination, reduces misinformation, and maximizes resources by co-locating PIOs as much as possible.

The following definitions come from the NIMS document:

- The Joint Information System (JIS) provides the mechanism to organize, integrate, and coordinate information to ensure timely, accurate, accessible, and consistent messaging across multiple jurisdictions and/or disciplines with nongovernmental organizations and the private sector. The JIS includes the plans, protocols, procedures, and structures used to provide public information.
- The Joint Information Center (JIC) is a central location that facilitates operation of the JIS, where personnel with public information responsibilities perform critical emergency information functions, crisis communications, and public affairs functions.
- Federal, State, tribal, territorial, regional, or **local** (emphasis added) Public Information Officers and established JICs are critical supporting elements of the JIS.



Visual 1.24



Visual Description: How Do You Build It?

Key Points

You can compare building a strong JIS/JIC to building a house.

- Begin with a plan, based on a worksheet you will start completing in this training and finish back on the job.
- The most important “tool” you have is your own expertise and that of the other PIOs and staff with whom you will be working.
- The necessary materials will vary. Depending on the needs of the incident you may need nothing more than a cell phone to activate your JIS by coordinating with another PIO. In another incident you may need a location to operate a 10-person JIC and all the associated equipment and supplies required to function.
- And, just like building a house, a JIS/JIC starts with a strong foundation. That strong foundation, in this case, is the effective public information program each of you has already established for your organization and a solid understanding of your local EOP.



Visual 1.25



Visual Description: Tiered Training Approach

Key Points

This course is part of a tiered training approach in that it provides the foundation for more advanced training that takes participants from the awareness level to the mastery level in their public information careers. Development of this curriculum has been a joint effort involving the National Emergency Management Association (NEMA), the National Information Officers Association (NIOA), and FEMA.

This course:

- Builds on the PIO Awareness course (G289) and the Basic PIO Course (G290); and
- Is a prerequisite for the Advanced PIO course (E388).



Visual 1.26

Unit Summary

In this unit, we discussed:

- The course purposes, agenda, and materials.
- Emergency management concepts PIOs need to understand to be effective in an emergency.



Visual 1.26

Visual Description: Unit Summary

Key Points

You can get the maximum value out of this training by using what you are learning back on the job.



Visual 1.27

Activity: Building the JIS/JIC – Part I

Instructions: Use the worksheet provided to begin building your organization's capacity for a strong JIS/JIC.

- Turn to **Part I** of the worksheet.
- Begin by assessing your current knowledge base.
- Identify actions you will take to enhance your knowledge in the areas listed.

You will use this worksheet throughout the course.



Visual Description: Activity: Building the JIS/JIC – Part I

Key Points

Total Time for the Activity: 10 minutes.

Purpose of the Activity: To have participants begin to assess their current capacity for developing and maintaining a JIS/JIC and identify strategies to enhance that capacity. This worksheet will be used throughout the course to reinforce the teaching points of each unit.

Activity Instructions:

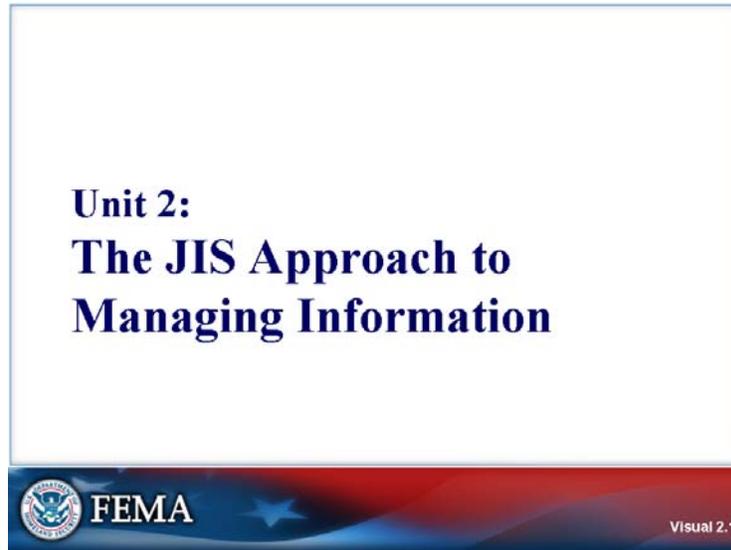
- Refer to the Building the JIS/JIC Worksheet in the Appendix of your Student Manual.
- You will be working individually to complete Part I of the worksheet.
- Part I concerns emergency management concepts, some of which were reviewed in this unit. Completing Part I of the worksheet is a two-step process:
 - First, you should objectively assess your personal knowledge of emergency management concepts and check either “Already quite knowledgeable” or “Would like to learn more.”
 - Next, if you want to learn more (or maintain your level of knowledge), you should identify resources you will use or actions you will take to enhance your knowledge. For example, you may want to take a class in ICS fundamentals.
- The worksheet will be yours to keep. Complete only Part I at this time.

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Unit 2:
The JIS Approach to
Managing Information



Visual 2.1



Visual Description: Unit Title Slide

Key Points

Unit 2 will discuss the Joint Information System (JIS) concept and how it relates to information management.



Visual 2.2

Unit Objectives

At the end of this unit, you will be able to:

- Identify communication challenges that PIOs may face in an emergency.
- Describe and differentiate between the JIS and the JIC.
- Describe how building relationships with PIOs and the media before an emergency can enhance JIS/JIC effectiveness.



Visual Description: Unit Objectives

Key Points



Visual 2.3

Activity: Managing Information

Instructions: Work in your table group to list the agencies that might be involved in response and recovery for the pictured incident.

You have **5 minutes**.



Visual 2.3

Visual Description: Activity: Managing Information

Key Points

Activity Instructions: You will be working in your table groups to identify all of the organizations that might be involved in one particular incident.

Topic

Activity: Managing Information



Visual 2.4



Visual Description: Graphic of Tornado Scenario

Key Points

Activity Instructions:

- A tornado has touched down during the night causing severe damage across two communities and two adjoining jurisdictions.
- Look at the image on the screen—which is also in your Student Manual—and discuss in your table groups. Identify all the agencies that might be involved in the response and recovery efforts for the scenario depicted.
- List the organizations on chart paper and be prepared to report out in 5 minutes.



If the PIOs are not working in proximity to each other, do you still have a JIS?



Visual 2.5

Barriers to Getting Information Out

- Disruption of communication systems.
- Inability of public to absorb information.
- Not enough information; information not timely.
- Uncoordinated communication from multiple sources.



 **FEMA**  Visual 2.5

Visual Description: Barriers to Getting Information Out

Key Points

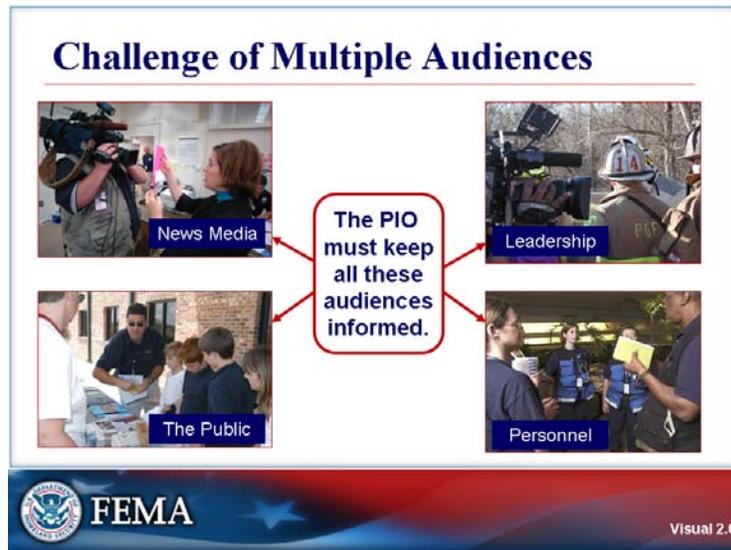
- During any type of crisis, the public needs information in order to make informed and rational decisions.
- Whether the information involves saving lives, protecting property, or calming fears, the public must have accurate, easy-to-understand information delivered to them in a rapid fashion.



What other barriers might make it difficult for a PIO to get information to the public?



Visual 2.6



Visual Description: Challenge of Multiple Audiences

Key Points

Another challenge for PIOs is communicating with multiple audiences, each of which will have different information needs:

- Leadership (including elected officials and leadership from other agencies)
- Personnel
- News Media
- The Public

PIOs must ensure they are reaching all target audiences—including those with limited English proficiency. There are things PIOs can do before an incident to ensure they will be able to reach these audiences:

- Translate basic information—such as weather-safety fact sheets—in advance.
- Identify translation services and obtain 24-hour contact information.
- The most important step: Develop a thorough knowledge of the community so you know what languages are spoken.



Visual 2.7

How the JIS Meets These Challenges

The JIS facilitates the coordination and integration of public information:

- Across organizations and jurisdictions, and
- Among all levels of government and nongovernment entities.



Visual 2.7

Visual Description: How the JIS Meets These Challenges

Key Points

With multiple agencies and jurisdictions, the best way to address these challenges and communicate coordinated messages to the public is through a JIS. The JIS accommodates any number of agencies; public, private, and nongovernmental organizations; and all levels of government.

The JIS:

- Facilitates coordination and integration of public information among the entities involved in an incident; and
- Is an information network of PIOs working together to deliver accurate and timely information the public needs and wants.



Visual 2.8

Benefits of the JIS

The JIS:

- Facilitates coordination.
- Ensures timely, accurate, accessible, and consistent messaging.
- Allows participating organizations to retain individual autonomy and responsibilities.



When we sing off the same sheet, our separate “notes” are in harmony.

 **FEMA**          

Visual 2.8

Visual Description: Benefits of the JIS

Key Points

The JIS:

- Integrates incident information to provide consistent, coordinated, accurate, accessible, timely, and complete information during crisis or incident operations.
- Provides a structure and system for:
 - Developing and delivering coordinated interagency messages.
 - Developing, recommending, and executing public information plans and strategies.
 - Advising the Incident Commander concerning public affairs issues that could affect a response effort.
 - Controlling inaccurate information that could undermine public confidence in the incident response effort.

The JIS can be:

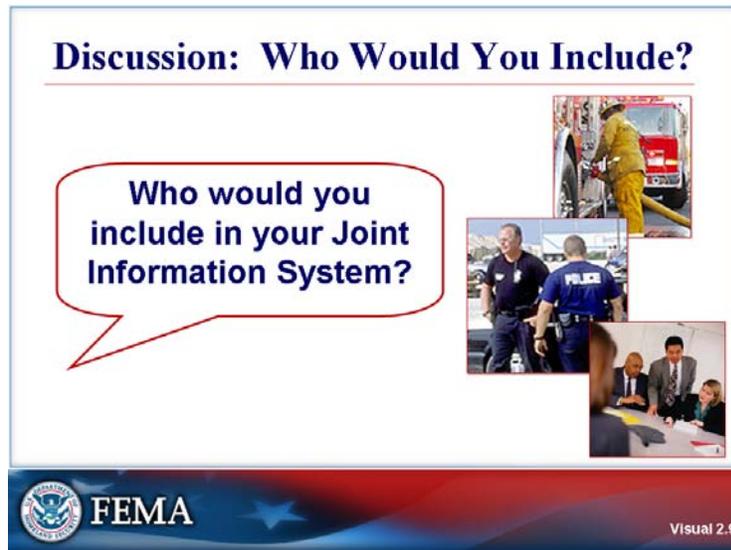
- As simple as two PIOs talking to each other on the phone about a news story that involves both of their agencies.
- One PIO talking by phone to an “on-scene” PIO to confirm the number of responders at the scene prior to an initial news release.
- Three PIOs on the scene of a crisis “huddling” prior to making a statement to the media.
- As complex as 150 PIOs working a major disaster, many times from different locations—all striving to ensure clear and accurate information is being delivered amid the confusion of a disaster response.

How a JIS works.

- A frequent question from those unfamiliar with the JIS concept is: **Who's in charge?**
- Ultimately all PIOs are responsible for their own department/jurisdiction and what information they release. But a JIS is a cooperative effort, and it benefits everyone to release consistent messages that don't contradict. Also, knowing what other departments or jurisdictions are saying lessens the chance that you will be surprised by reporters' questions in the field. Finally, with the JIS approach, if one agency or jurisdiction is busy or overwhelmed, other PIOs can help out by supporting them.
- The JIS does mirror the Incident Command System (ICS), so the primary responding agency will most likely take the lead in releasing information. But each agency involved in a JIS retains its autonomy and continues to speak for itself.
- No one will tell you what you can or cannot say. All PIOs in a JIS work together to support each other in disseminating and gathering information. And working with other PIOs in a JIS can only have beneficial results.



Visual 2.9



Visual Description: Discussion: Who Would You Include?

Key Points

- The components of a JIS must be put into place **before** an emergency occurs. This includes the plans, protocols, and structures used to provide information during incident operations, and encompasses all public information efforts related to an incident, including those undertaken at Federal, State, tribal, and local levels of government, as well as by private organizations involved in the incident.
- The best first steps in forming a JIS are to start a dialog with other PIOs in your area. A bit of “face time” with your counterpart PIOs now will greatly enhance the ability to work together during a crisis later! Some PIOs support their JIS with regular (e.g., quarterly) meetings with PIOs from other agencies or jurisdictions.



Who would you include in your Joint Information System?



Visual 2.10

How the JIS and JIC Are Different

- The Joint Information System (JIS) is the **method of operating** during an incident.
- The Joint Information Center (JIC) is a central **location** to facilitate operation of the JIS.



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Visual 2.10

Visual Description: How the JIS and JIC Are Different

Key Points

Difference between the JIS and the JIC:

- The Joint Information System (JIS) is the **method of operating** during an incident.
- The Joint Information Center (JIC) is a central **location** to facilitate operation of the JIS.



Visual 2.11

Benefits of a JIC

The JIC:

- Provides a central location to facilitate operation of the JIS during and after an incident.
- Enhances information coordination, reduces misinformation, and maximizes resources.



 FEMA 

Visual 2.11

Visual Description: Benefits of a JIC

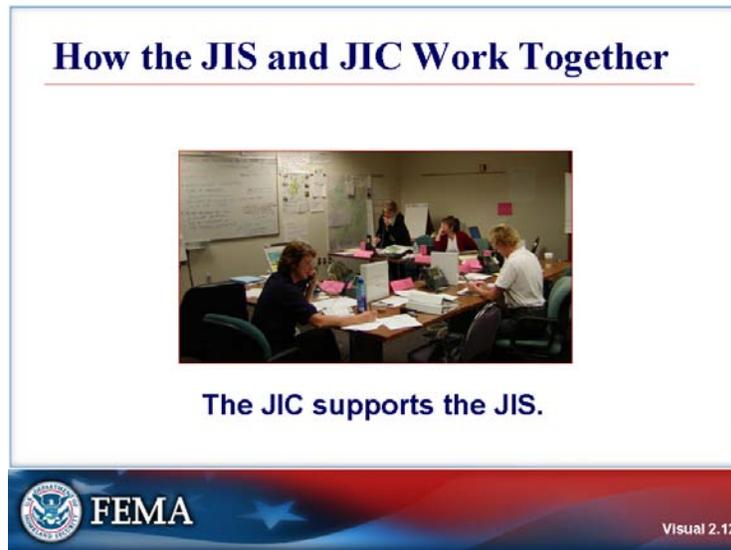
Key Points

The JIC **facilitates** the work of the JIS by:

- Providing a central location from which the JIS can operate during and after an incident.
- Enhancing information coordination, reducing misinformation, and maximizing resources.



Visual 2.12



Visual Description: How the JIS and JIC Work Together

Key Points

Although the JIS and JIC are different, they work together: **The JIC supports the JIS.**



Visual 2.13

“The Very Best Thing . . .”

Watch the video and be prepared to discuss questions.



 **FEMA** 

Visual 2.13

Visual Description: “The Very Best Thing . . . “

Key Points

- In the summer of 2005 during the aftermath of Hurricane Katrina, a group of evacuees were transported across the country to Salt Lake City on the invitation of the State’s Governor. Anticipating significant local media interest, PIOs determined that there would be a need to establish and operate a JIC.
- During the operation of the JIC, a film crew—who happened to be in the area on another assignment—videotaped the operation of a real, functioning JIC and interviewed the key players.
- Six months later the same crew returned and interviewed members of the local media and the Governor’s staff to see if the establishment of a JIC was helpful to both policy makers and the media.

Transcript: "The Very Best Thing We Could Have Done" – A JIC Case Study

Newscaster 1

Well, good afternoon. The conditions in New Orleans are getting worse by the day.

Newscaster 2

And as we learn more and we see more video it's incredibly getting even worse, the situation in New Orleans and Mississippi, the whole Gulf Coast area, parts of it are just wiped out.

Newscaster 3

New Orleans is a city in ruins. Black smoke from a warehouse billows into the sky and the floodwaters, though neutralized, run deep with the stench of rotting corpses and raw sewage.

Newscaster 4

Governor Huntsman has upped Utah's offer from a thousand to two thousand refugees, still remember fifty thousand may go to Texas and eventually will probably get some . . .

Newscaster 1

First refugees are in Utah from the hurricane-struck regions of the south.

Newscaster 2

Governor Huntsman declares a state of emergency in Utah . . .

Newscaster 1

Camp Williams is housing several hundred people evacuated from New Orleans.

Verdi White, Utah Commissioner of Public Safety

Our objective immediately is to get them back with their families wherever they are, help them get to where they want to go and that's . . . over the next couple of days we're going to put huge efforts into that.

Newscaster 5

Several of the evacuees say they are grateful for Utah's hospitality.

Victim

With Utah, I'm so glad we came here. Everybody has been so nice. It's just been wonderful.

Newscaster 6

The Governor says Utah's response to the disaster has been effective and officials from other areas are coming here to take notes.

Jon Huntsman, Jr., Governor of Utah

Well, I want to make sure that officials in Portland are coming here to see how we've done it before they accept people. I think they want to learn how to do it right.

Transcript: "The Very Best Thing We Could Have Done" – A JIC Case Study (Continued)

Derrick Jensen, PIO, Utah Division of Emergency Services

Well, this is obviously a big story, nationwide, and the fact that when we found out that our Governor had agreed to house a thousand to two thousand evacuees here in Utah, we knew pretty early on that we're probably going to have a lot of media attention and not just local media attention.

Tammy Kikuchi, Director of Communications, Utah

The Lieutenant Governor for the State of Louisiana is a good friend of our Lieutenant Governor and in fact, he sent an e-mail basically said, you know, we know you hosted the Olympics, you might have some facilities in case that we might want to send some people because we're evacuating.

Lieutenant Doug McCleve, PIO, Utah

Initially we did not know how many were coming. Anywhere from five hundred to two thousand. We anticipated that this would probably be a significant media event.

Verdi White

Usually we make plans for evacuating people out of the hazard area. Now we're actually receiving people coming out of a hazard area in another State and we've never done anything like this.

Angie Welling, Reporter, Deseret Morning News

They started coming Saturday night, the first people got to camp Williams Saturday night. I was out there Monday, things were a little crazy.

Brian Hyer, Editor, KSL-TV

When we learned that Utah had the possibility of accepting the evacuees from the Gulf States at the Governor's press conference, we were able to get in touch with their public information officers quickly, and one of their first ideas was we need to do a Joint Information Center. I was very happy about that. I've worked with one or two before. They are very helpful and I knew that this would be something that would be ongoing for several days.

Lieutenant Doug McCleve

One of the reasons why we felt it was so important to put together a joint information in the first, center in the first place is because we know that there would be all aspects of State government involved in this process, from providing basic food and clothing and shelter for these people who have had nothing for up to a week.

Angie Welling

Pretty much every State agency was involved, and that's when we found out pretty early on that the Governor had involved every aspect of State government.

Lieutenant Doug McCleve

So what we felt like it would be best to do is provide a one-stop calling center for the news media to be able to access whoever they needed to in this process.

Transcript: "The Very Best Thing We Could Have Done" – A JIC Case Study (Continued)

Verdi White

The way that we set this particular operation up is we took the Incident Command System and made it an overlay onto the National Guard that had the infrastructure to be able to do all the functions that we needed to accomplish to do this, and of course one of the central components of, of an Incident Command System is the public information piece.

Tammy Kikuchi

The response was overwhelming. It was four, five, and six teams from every news, particularly the TV stations sending out that many cameras with that many reporters from each station and it just was incredible, not to mention the newspapers, the radio stations, the smaller papers in the area plus national media.

Brian Hyer

I think for those who organized the Joint Information Center, it was very difficult and a lot of work to set those things up. On the other hand for us, it was very easy. We had three phone numbers to call and we were able to get to a person and have the question answered regardless of who it was.

Lieutenant Doug McCleve

One of the most important pieces for us to be able to even start this process was to be able to have the Governor's office support in performing this Joint Information Center.

Derrick Jensen

Everyone came and were willing to do whatever we asked and we were able to utilize talents that people had and people really checked their egos in at the door.

Tammy Kikuchi

The flexibility is paramount, and for people to be able to let go of their turf, let go of their own needs, and focus on the greater good, if you will, is critical.

Lieutenant Doug McCleve

What we've tried to do here is follow some of the national policy as far as incident command. We have key people in key positions to help maintain the functionality of our Joint Information Center.

Angie Welling

Someone always answered the phone. I never called and didn't have it answered on the second or third ring, and if they didn't have the information they were very good about saying let me find out and I'll call you.

Derrick Jensen

The biggest lesson I think we learned is information doesn't just automatically come in to a JIC. We sometimes like to think it does but really it was up to us to be a little bit aggressive in going out and gathering that information.

Transcript: "The Very Best Thing We Could Have Done" – A JIC Case Study (Continued)

Brian Hyer

It's vital that you have someone that's trained in public information. In my job I have the responsibility in making those phone calls to the Joint Information Center, to set up the story, to gather the information that's needed. When I reach someone in the Joint Information Center that's not trained in public information, then I will most likely go to other resources.

Lieutenant Doug McCleve

When we first started we had, we were trying to go meet with every news crew, one escort per news crew, and we became overwhelmed.

Angie Welling

One of the problems that we ran into was the Joint Information Center was closed on the weekends. We don't take weekends. During Hurricane Katrina I worked for 14 days straight without taking a day off, so I think number one is you have to be available when the media needs you.

Brian Hyer

They answer the questions we have and they helped us to find story ideas that we might not have thought about had there not been a Joint Information Center. That allowed us to get on top of the story much faster and cover it even better for our viewers.

Lieutenant Doug McCleve

You have to have the support of the people who are in charge . . . which we have had one hundred percent support, which has made things much easier for us, because it's easier to be able to organize and disseminate information when you have support from the top.

Angie Welling

Reporters understand change really well because our days are always changing, but just have that plan in place, know basically what you want to do, who's going to staff it, what will be available, what hours you will be available for the meeting.

Tammy Kikuchi

The Joint Information Center and the command staff out there would hold daily briefings for the media, and quite honestly that took much of the heat off the Governor's office.

Lieutenant Doug McCleve

The feedback that I'm getting, at least from my local news media, is that they've been very pleased with the access they've had. It's not complicated, it's very easy for them, which makes for better reporting.

Tammy Kikuchi

I would say it, whatever expense it takes for your Public Information Officers to get the training, spend it. Because it's money spent in the end and if your PIOs can learn from other areas of the Nation that are doing things well, send them there, let them learn from the people who have done it before, so that when they come back they can build a system that works for you.

Transcript: “The Very Best Thing We Could Have Done” – A JIC Case Study (Continued)

Verdi White

The two functions and people that I need to have with me when I’m out here doing anything is I need to have a finance person and I need to have the Joint Information Center.

Brian Hyer

We had all kinds of questions. We wanted questions answered, we wanted stories to be able to do, and we had one place to go to and that was great.

Derrick Jensen

The feedback we received from them, from the local media that we work with on a regular basis and have a pretty good relationship from them . . . the feedback has been, you know, we appreciate this.

Verdi White

And I believe that that has helped in our relationship with the media.

Tammy Kikuchi

Having the Joint Information Center for this event was critical. It was absolutely the very best thing we could have done.



Visual 2.14

Unit Summary

In this unit, we discussed:

- Communication challenges that PIOs may face in an emergency.
- The JIS and JIC—how they are different and how they relate.
- How relationships with PIOs and the media can enhance JIS/JIC effectiveness.

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Visual 2.14

Visual Description: Unit Summary

Key Points



Visual 2.15

Activity: Building the JIS/JIC – Part II

Instructions: Use the worksheet provided to assess the key relationships you have built that will lead to a strong JIS.

- Turn to **Part II** of the worksheet.
- Begin by assessing your relationships with other PIOs and the news media.
- Identify actions you will take to further develop these relationships.

 **FEMA**  Visual 2.15

Visual Description: Activity: Building the JIS/JIC – Part II

Key Points

Overview of Activity: You will be using your JIS/JIC worksheet again to assess the relationships that are important to building your current capacity for a strong JIS/JIC.

Activity Instructions:

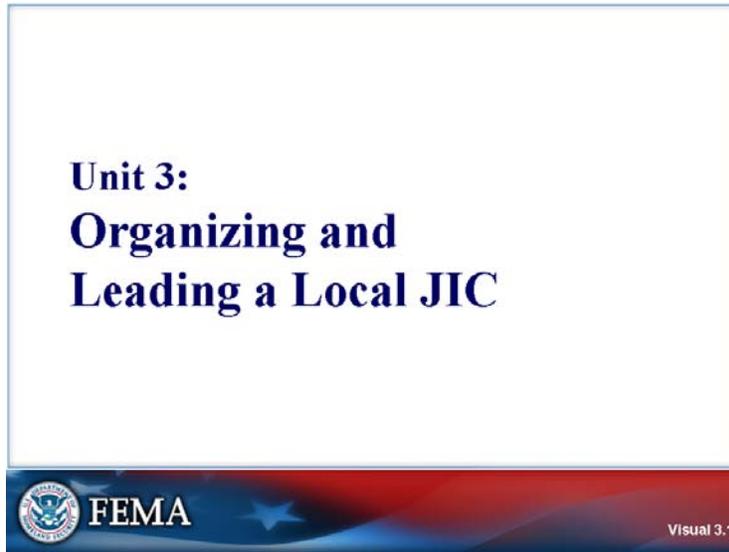
- Refer to the Building the JIS/JIC Worksheet in the Appendix of your Student Manual.
- You will be working individually to complete **Part II** of the worksheet.

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Unit 3:
Organizing and Leading a Local JIC



Visual 3.1



Visual Description: Unit Title Slide

Key Points

This unit will focus on the situations in which you might need to organize a JIC and how to do so effectively.



Visual 3.2

Unit Objectives

At the end of this unit, you will be able to:

- Describe triggers for JIC activation.
- Relate the information management cycle to roles and functions that are common components of a JIC.
- Describe flexible and scalable structures for organizing a JIC based on incident needs.
- Identify best practices for managing JIC functions.



Visual Description: Unit Objectives

Key Points



Visual 3.3

Triggers for JIC Activation

- Emergency Management Assistance Compact (EMAC) activation.
- Impact of the incident.
- Potential level of media attention.
- Duration of the incident, response, and recovery.
- Activation of Emergency Operations Center (EOC).



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Visual 3.3

Visual Description: Triggers for JIC Activation

Key Points

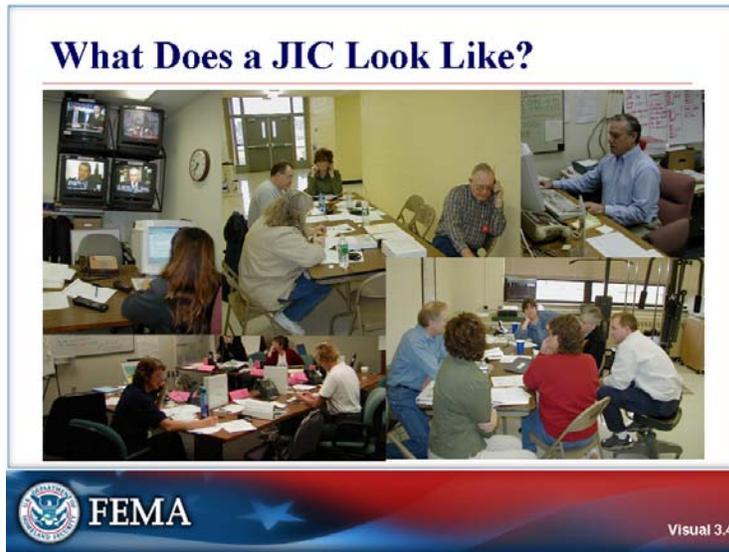
- The concept of using a JIC to facilitate the dissemination of emergency public information is not new. The idea initially emerged in the late 1970s after unsuccessful attempts to communicate crisis information to the media and public during the Three Mile Island Nuclear Power Plant incident.
- It is important to remember that the JIC is simply a tool to facilitate the JIS. The JIS is the key to any crisis communication effort.
- Through the co-location of public information professionals, the JIC speeds information release time, enhances information coordination and analysis, reduces misinformation, maximizes resources, and helps build public confidence in response efforts.



What prompted you to activate the JIC?



Visual 3.4



Visual Description: What Does a JIC Look Like?

Key Points

Since the Three Mile Island incident, the concept and structure of the JIC has grown and evolved—often taking a shape necessary to accomplish the task and necessitated by various local emergency plans, politics, and the resources that are available.



Visual 3.5

Types of JICs

- **Incident:** single location; typical JIC
- **Virtual:** when physical collocation not feasible
- **Satellite:** smaller; supports incident JIC
- **Area:** supports multiple-incident, widespread event
- **Support:** supplements several incident JICs
- **National:** for incidents requiring Federal coordination of long duration



Visual 3.5

Visual Description: Types of JICs

Key Points

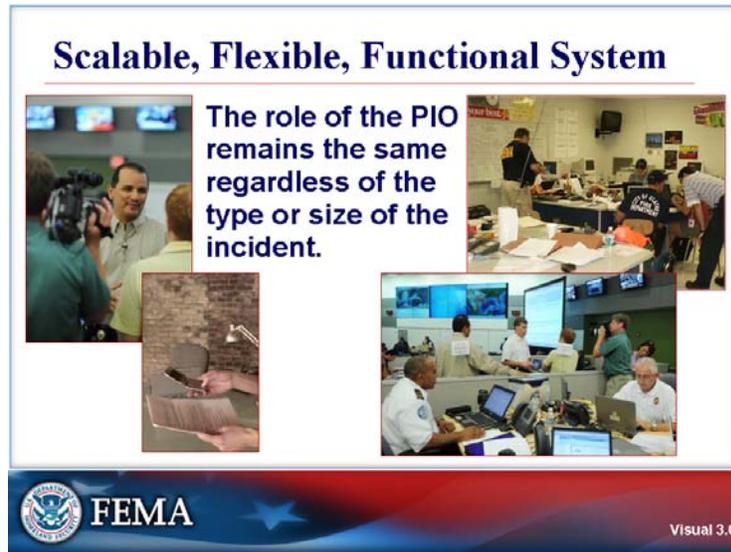
The NIMS document describes six types of JICs.

Refer to the JIC types and descriptions in your Student Manual.

JIC Type	Description
Incident	Typically, an incident-specific JIC is established at a single, on-scene location in coordination with Federal, State, tribal, and local agencies, or at the national level, if the situation warrants. An incident JIC provides easy media access, which is paramount to success. An incident JIC is the typical JIC.
Virtual	A virtual JIC is established when a physical co-location is not feasible. It connects PIOs through e-mail, cell/landline phones, faxes, video teleconferencing, Web-based information systems, etc. For a pandemic incident where PIOs at different locations communicate and coordinate public information electronically, it may be appropriate to establish a virtual JIC.
Satellite	A satellite JIC is smaller in scale than other JICs. It is established primarily to support the incident JIC and to operate under its direction; a satellite JIC is not independent of the incident JIC. A satellite JIC is typically located closer to the scene.
Area	An area JIC supports multiple-incident ICS structures that are spread over a wide geographic area. It is typically located near the largest media market and can be established on a local, State, or multistate basis. Multiple States experiencing storm damage may participate in an area JIC.
Support	A support JIC is established to supplement the efforts of several incident JICs in multiple States. It offers additional staff and resources outside of the disaster area.
National	A national JIC is established when an incident requires Federal coordination and is expected to be of long duration (weeks or months) or when the incident affects a large area of the country. A national JIC is staffed by numerous Federal departments and/or agencies, as well as State agencies and nongovernmental organizations.



Visual 3.6



Visual Description: Scalable, Flexible, Functional System

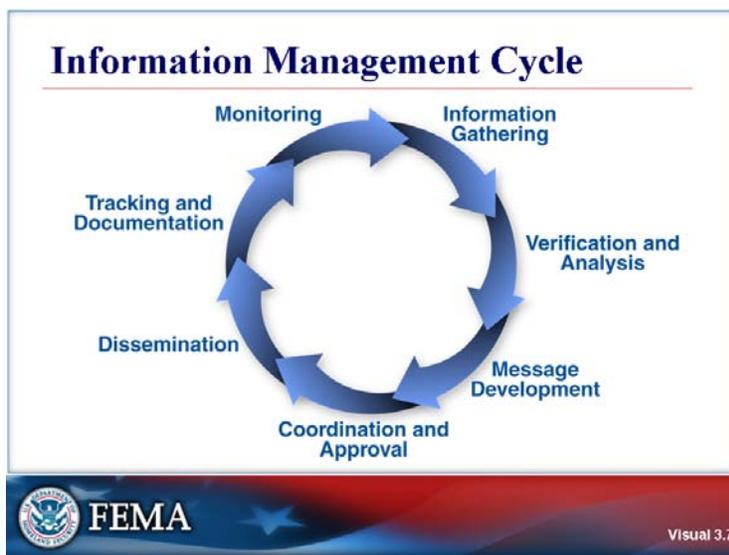
Key Points

Regardless of the size or type of incident—or the size or type of JIC—the role of the PIO remains the same.

Note that the JIS/JIC concept provides a scalable, flexible, functional system to accommodate the needs of any incident.



Visual 3.7



Visual Description: Information Management Cycle

Key Points

The role of the PIO in an incident is to manage information. The process of managing information can best be depicted as a seven-function cycle in which:

1. Information is **gathered**.
2. Information is then **verified and analyzed**.
3. Next, during **message development**, the information is put in a form best suited to the audience.
4. The **coordination and approval** process will vary, depending on the number of organizations involved and each agency's approval process.
5. The message is **disseminated** in a variety of ways—including through the news media as a news release, interview, or briefing.
6. Then the information is **tracked and documentation is kept** to record the process.
7. Finally, **media monitoring** ensures that the message got out and was accurately conveyed. Information gathered through media monitoring feeds back into the information-gathering process and the cycle continues.

NOTE: The NIMS document describes the act of getting information out as a four-step process: Gathering, Verifying, Coordinating and Disseminating. The seven-step process described here expands the model and provides greater detail on the role of the PIO.



Visual 3.8

Getting Information to the Public

NIMS describes an ongoing cycle that involves four steps:

- Gathering
- Verifying
- Coordinating
- Disseminating

How do you get it done?

 FEMA  Visual 3.8

Visual Description: Getting Information to the Public

Key Points

NIMS describes an ongoing cycle that involves four steps in getting information to the public:

- Gathering
- Verifying
- Coordinating
- Disseminating.



How would you accomplish these steps?



Visual 3.9

Lead PIO

- Manages the JIC.
- Reports to and advises Incident Commander.
- Provides overall direction.
- Recommends and develops strategy.
- Obtains approval for releases.
- Conducts JIS/JIC briefings.



If leading a team, don't micromanage—delegate and support!



Visual 3.9

Visual Description: Lead PIO

Key Points

- The Lead Public Information Officer (PIO) comes from the agency that has the lead in handling the crisis. This individual reports to the Incident Commander/Unified Command and acts as an advisor on all issues relating to public information.
- The Lead PIO is a management function and should provide overall direction and policy rather than getting involved in “hands-on” details. Unlike other functions, there can be only one Lead PIO.
- PIOs from other agencies do not report to the Lead PIO. They represent their own agency but work with the Lead PIO to provide support.
- The Lead PIO provides overall guidance and direction to the Group Supervisors of the various functional areas in the JIC.
- He/she acts as a liaison between the function and other sections in the organization. The Lead PIO reports directly to the EOC Director or Incident Commander.
- If at all possible, the Lead PIO should NOT be the on-camera spokesperson or the JIC Manager/Logistics Liaison. He/she will not have the time to both lead the JIC and perform these functions.
- The Lead PIO must make the big decisions needed, such as overall strategy, wording in critical releases, staffing, and resolving conflicts.

Staffing:

- If the PIO team is small, the Lead PIO has no choice but to fulfill most of the functions needed.
- If he/she has a good-sized team, the Lead PIO must be careful not to overmanage, but to rely on Group Supervisors to manage their units.
- Ultimately the Lead PIO is responsible for:
 - Managing the JIC.
 - Advising the Incident Command.
 - Providing overall communication policy direction.
 - Recommending and developing strategy for messages, briefings, and news releases.
 - Obtaining approval from those in authority before releases are made.
 - Conducting JIS/JIC internal briefings (live or virtual) to update staff regarding Incident Command activities.



Visual 3.10

Facility Liaison

- Coordinates opening, setup, and closing of JIC.
- Ensures adequate equipment and supplies.
- Coordinates JIC security and other services.
- Manages JIC support services.



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Visual 3.10

Visual Description: Facility Liaison

Key Points

- In NIMS, the Logistics Facilities Unit is responsible for all facilities used in the crisis response. Because the JIC is often seen as a separate entity from the other parts of the organization, the JIC needs someone for each shift to be responsible for the operational aspects.
- This function receives requests for people or equipment and relays the requests to Logistics.
- The Facility Liaison reports to the Lead PIO and is responsible for the JIC facility and operations. The Facility Liaison keeps the JIC running smoothly from a logistical standpoint and provides support, as needed, to the Lead PIO, agency public information staff, Group Supervisor, and all functional areas of the JIC. Support includes everything from toilet paper to security to computers. Facility Liaison responsibilities may include:
 - Coordinating the opening, setup, and closing of the JIC.
 - Ensuring all JIC equipment is operational.
 - Ensuring adequate supplies are on hand.
 - Coordinating JIC security, janitorial support, equipment maintenance/repair, and food services.
 - Assigning staff to copy and distribute materials to JIC staff and other designated locations.
 - Maintaining a resource library accessible to JIC members for reference of all hard copy coming into and going out of the JIC.



Visual 3.11

Information Gathering

- **Goal: To gather, analyze, and triage information. To research and develop all written, print, photographic, audio, and video material for use by the JIC.**

What resources
could you call upon?
Be creative!





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Visual 3.11

Visual Description: Information Gathering

Key Points

- The Information Gathering function is responsible for gathering, analyzing, and triaging information. This function is responsible for the research and development of all written, print, photographic, audio, video, and Web-based material for use by the JIC.
- In the initial stages of an emergency, the Lead PIO may be required to gather information and produce all materials for the media and public. However, as the complexity of the incident expands and the Lead PIO duties grow, ideally every organization participating in the JIC will attempt to recruit and/or provide personnel that are trained to assist with this function. Such personnel may be drawn from various agency administrative support staff. Additionally, many organizations have information technology staff with considerable skill in Web site design, working with digital images, and video production.



Where could you go for additional staffing to supplement your Information Gathering function?

Response partners are an important component of the Information Gathering function.

- Not all information gatherers need to be (or should be) in the JIC. Often gatherers are stationed at an Emergency Operations Center (EOC) or Incident Command Post (ICP), in the field, or at other agencies involved in the crisis.
- Gatherers may be employees of the agencies that have critical information that needs to get to the JIC. The gatherers use any means possible to quickly feed information back to the group at the JIC.



Visual 3.12

Information Gathering (Continued)

<p>Sources include:</p> <ul style="list-style-type: none">▪ Documentation (Situation Reports, IAPs)▪ Response Partners▪ Media Monitoring	<p>Analysis should be:</p> <ul style="list-style-type: none">▪ Strategic▪ Proactive
--	--

What sources of information would you rely upon?

What trends would you look for?

Visual 3.12

Visual Description: Information Gathering (Continued)

Key Points



What sources of information would you rely upon?



Visual 3.13

Creating the Message

Research and Writing: <ul style="list-style-type: none">▪ News releases, fact sheets, talking points, Web stories, etc.▪ Graphic support Audio/Visual: <ul style="list-style-type: none">▪ Broadcast operations▪ Photo/video	Coordination/Approval: <ul style="list-style-type: none">▪ Coordinate for accuracy and to ensure partners are informed.▪ Know protocol and process for approval.
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FEMA Visual 3.13

Visual Description: Creating the Message

Key Points

- Research and writing activities under the Information Gathering function include:
 - Writing materials such as media releases, fact sheets, flyers, etc.
 - Providing graphics support, such as designing layouts, developing PowerPoint presentations, and creating graphics for a range of materials (e.g., newsletters, flyers, etc.).
- Audio/visual activities include:
 - Broadcast operations, which entails developing video documentation, special productions, remote live interview feeds, and logistical support of public meetings and presentations.
 - Photo/video, which entails providing still photography documentation to support print and Internet media needs, and video documentation to support broadcast media.
- Coordination among JIS/JIC members is vital to ensure clear communication and avoid confusion. The type of incident and number of agencies involved will determine who needs to be involved in the coordination/approval process.



Visual 3.14

Information Dissemination

- Goal: To provide written and oral communication to the news media, public, and other organizations.

What resources could you call upon?
Be creative!



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Visual 3.14

Visual Description: Information Dissemination

Key Points

- Information Dissemination involves providing written and oral information to the media, public, and other organizations.



Where could you go for additional staffing to supplement your Information Dissemination function?



Visual 3.15

Information Dissemination (Cont'd)

Proactive:	Responsive:
<ul style="list-style-type: none">▪ Media distribution (e.g., news releases, media advisories)▪ News briefings or conferences; interviews▪ Media/public distribution (e.g., Web stories)	<ul style="list-style-type: none">▪ Media Relations/News Desk▪ Public Inquiry Centers▪ Internal (e.g., briefings, media monitoring reports)

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Visual 3.15

Visual Description: Information Dissemination (Continued)

Key Points

Information Dissemination function is both proactive and responsive.

Proactive activities (outreach initiated by the JIC) include:

- Dissemination of news releases, public service announcements, media advisories, etc., to the news media.
- Briefing/special events, including handling events such as news conferences, media briefings, VIP visits, and tours for senior officials of affected areas.
- Spokesperson who prepares and conducts regular news briefings and conferences.
- Web support, including creating and maintaining Web pages and blogs containing information about the incident, posting images and video, and monitoring server logs.
 - If your JIC does not have the resources or staff to produce a Web site to support your public information efforts, consider using individuals from an agency information technology group or students from a local college or university, or hire someone.
 - Make sure you have a host server that can handle the expected surge in traffic.
 - Ensure that whoever you have working on your site has full access to that site prior to the occurrence of any incident.
 - If possible, Web page templates for use by your JIC should be developed and utilized prior to an event.

Responsive activities (responding to requests for information) include:

- Media relations activities such as responding to questions from traditional news media, making referrals, and developing a log of telephone calls, e-mails, etc., containing names, addresses, the type of calls, and any necessary followup actions.
- News desk that serves as the primary point of contact for the media.
- Public inquiry activities including responding to questions from citizens, making referrals, and developing a log of telephone calls, e-mails, etc., containing names, addresses, the type of calls, and any necessary followup actions.

It is also important for the JIC to reach out to internal audiences through:

- Internal dissemination, making sure that all approved information is circulated internally to all JIC staff. One of the most common challenges in a JIC is keeping everyone up to date on the latest approved information.
- Status boards, updating traditional or digital JIC status boards with current, relevant, and accurate information. It is advised that only releasable information be posted to the JIC status boards to mitigate the accidental release of any inaccurate or withheld information.



Visual 3.16

Tracking and Documenting

What is **coming in**?

- Information (including media monitoring).
- Requests (internal and external audiences).

What is **going out**?

- News releases.
- Briefings and interviews.

How do you track efficiently?
What records do you keep?

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Visual 3.16

Visual Description: Tracking and Documenting

Key Points

Tracking and documenting what comes in and goes out are also activities under the Information Dissemination function.



Visual 3.17

Media Monitoring & Rapid Response

To address inaccuracies in the media, the PIO should:

1. Analyze the error and research the cause.
2. Evaluate the possible damage.
3. Determine the best way to mitigate the damage.
4. Act calmly and quickly.



 FEMA  Visual 3.17

Visual Description: Media Monitoring & Rapid Response

Key Points

Make the following points about Media Monitoring:

- Media Monitoring is an important step in the information management cycle and a vital function in the JIC.
- Depending on how the JIC is organized, the Media Monitoring function may be placed solely in Information Gathering. Another option is to split the monitoring and analysis activities from the “rapid response” (what you do to respond to inaccuracies in the media). With this option, monitoring and analysis is typically conducted as part of the Information Gathering function and rapid response is under Information Dissemination.

Review the steps to addressing inaccuracies in the news media.

It is important to consider whether the error is important or inconsequential (e.g., a wrong phone number for a citizen complaint line or the wrong middle initial for the department’s spokesperson).

- If the point is essential to the message and the reporter gets it wrong, explain and insist on a correction.
- But if the mistake is not crucial, instead of demanding a correction, try using the opportunity to educate and build a positive relationship with the reporter.



Visual 3.18

Operations Support

- Goal: To ensure information reaches those with special needs, including those with limited English proficiency.

What are the special needs in your community?

How will you reach these audiences?

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Visual 3.18

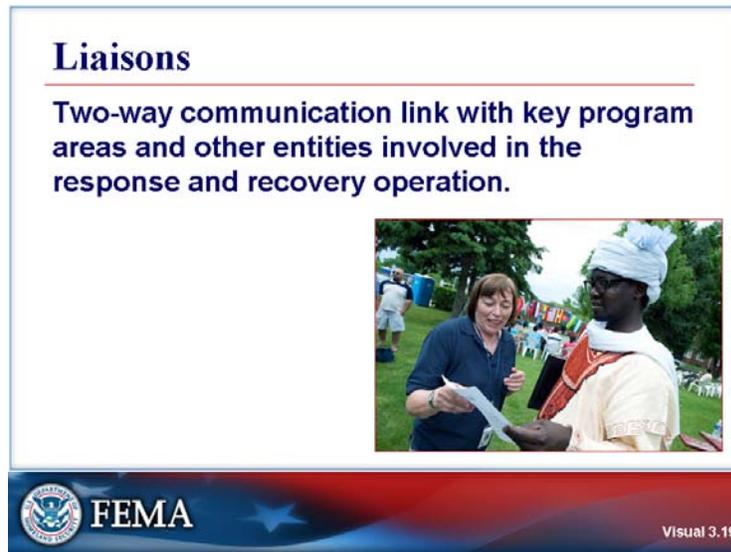
Visual Description: Operations Support

Key Points

The Operations Support function is designed to make sure the message gets to audiences with special needs, including people with limited English proficiency.



Visual 3.19



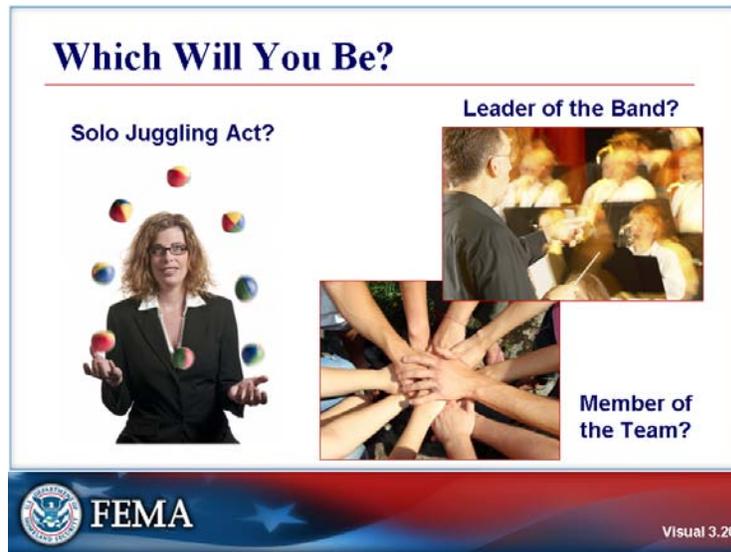
Visual Description: Liaisons

Key Points

- The Liaison function provides a coordinated, two-way communication link with key program areas and other entities involved in the response and recovery operation (e.g., elected officials, community leaders, VIPs, and other governmental and nongovernmental support agencies).
- The liaisons are the “human face” of the crisis response. The power of the liaison is in face-to-face contact with the people (and the media) in the affected area.
- The liaisons report back to the JIC information they observe or receive while out in the affected area. This includes community concerns, media issues, or direct observations such as crowded highways, unruly crowds, or problems in shelters.
- In addition to Field Liaisons (Field PIOs), a JIC may have **VIP Liaisons** who:
 - Work closely with VIPs (e.g., high-level political or other visitors) in the field.
 - Provide VIPs with the latest information.
 - Send information back to the JIC—issues, activities, and concerns.
 - Help brief and prepare VIPs prior to interviews.
 - Coordinate with VIPs’ staffs at all times.
- Liaisons will also work with PIOs from other agencies who may be in the field but not represented at the JIC (and at the scene of major interest) to coordinate information and provide a unified front for media stories.



Visual 3.20



Visual Description: Which Will You Be?

Key Points

- Sometimes you may be the sole PIO handling all of the functions we've discussed. This is particularly true in the earliest stages of response to an incident.
- Other times—or as an incident evolves—you may be joined by other PIOs.
- Sometimes you may be leading the JIC; other times you may be a member of the team.



Visual 3.21

JIC Location

JIC location must be arranged and a memorandum of understanding signed with the site operator. Requirements include:

- Sufficient size and appropriate space
- Sufficient power/communication
- Sufficient parking
- Security

What options do you have for JIC location?

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Visual 3.21

Visual Description: JIC Location

Key Points

- A JIC can be as simple as a small office or the corner of a command center or as complex as a pre-established facility with multiple phone lines, full media monitoring, and a news conference stage.
- The JIC facility should be located close to the best sources of information, such as an EOC, without compromising security. Also, the facility should:
 - Have sufficient size and appropriate space (e.g., room for VIP interviews).
 - Have sufficient power and communication (particularly important if it is not possible to locate in or near the EOC).
 - Be located in a safe area and provide special parking for media vehicles (including satellite trucks).
 - Display signs directing the media to the JIC.

Ensuring JIC safety and security is an important consideration when arranging for the JIC location.

- A location filled with government staff, cameras, and various officials can be an opportunity for someone who may want to cause a disturbance or promote an “alternative” viewpoint. Also, media satellite/live trucks contain a considerable amount of high-value equipment. Security should be provided both for members of the media and for the JIC staff.
- Often local law enforcement may offer to assist in providing security. Security staffing should be visible but not intrusive, and can be stationed at the facility entrance and possibly out by the news media satellite/live trucks.



Visual 3.22

Logistics and Equipment

JIC logistics and equipment needs can include:

- Incoming and outgoing telephone lines
- Cellular phones
- Computers with Internet access
- Printers and copiers
- Lectern and PA system
- Video equipment
- Office furniture and supplies
- Plus . . .



Visual 3.22

Visual Description: Logistics and Equipment

Key Points

The time to think about the logistical needs of a JIC is before one is needed.

Refer to the JIC Readiness Assessment in the Appendix. This checklist is designed to help you assess what you have—and what you might need—in areas such as equipment, supplies, and staffing for a JIC.



Visual 3.23

Dealing With Stress

Be aware of the signs of stress in yourself and others.

- Cognitive
- Emotional
- Physical
- Behavioral

Used with first responders, Critical Incident Stress Debriefing (CISD) may be equally beneficial for PIOs exposed to a traumatic event.

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Visual 3.23

Visual Description: Dealing With Stress

Key Points

In the capacity of Lead PIO, you will have responsibility for the staff serving under you.

- These responsibilities will include the common administrative duties associated with any supervisory position.
- Incident response/recovery operations, however, are not normal working environments for most employees.
- This unique situation may require you to adjust your communication style and to be even more observant of staff than you would normally be. In particular, you want to be aware of the signs of stress in yourself and others. These signs include:
 - Cognitive reactions to stress: Confusion or disorientation, indecisiveness, worry, shortened attention span or difficulty concentrating.
 - Emotional reactions to stress: Numbness/denial, panic or anxiety attacks, fear, anger, despair, or depression.
 - Physical reactions to stress: Fatigue, gastrointestinal problems, headaches, changes in appetite or sleeping patterns.
 - Behavioral reactions to stress: Increased alcohol/drug use, absenteeism, mistakes, low morale and productivity.

- As a supervisor, you need to be mindful of changes in staff behavior and ask for help, if needed.
- Critical Incident Stress Debriefing (CISD) is a useful tool with first responders and should be considered as an option for PIOs who have experienced a traumatic event and may need help.
- This course cannot give you all the information you may need about leading a staff and dealing with employee stress. Ask your supervisor and the instructor about additional training on these topics.



Visual 3.24

Unit Summary

In this unit, we discussed:

- Triggers for JIC activation.
- Relating the information management cycle to roles and functions that are common components of a JIC.
- Flexible and scalable structures for organizing a JIC based on incident needs.
- Best practices for managing JIC functions.



Visual Description: Unit Summary

Key Points



Visual 3.25

Activity: Building the JIS/JIC – Part III

Instructions: Use the worksheet provided to assess the key relationships you have built that will lead to a strong JIS.

- Turn to **Part III** of the worksheet.
- Begin by assessing your current capabilities to staff and operate a JIC.
- Identify staff and logistical resources you might be able to tap, if needed.

 **FEMA**  Visual 3.25

Visual Description: Activity: Building the JIS/JIC – Part III

Key Points

Activity Overview: You will be using your JIS/JIC worksheet again to assess your capacity for a strong JIS/JIC in the areas of staffing and logistics.

Activity Instructions:

- Refer to the Building the JIS/JIC Worksheet in the Appendix of your Student Manual.
- You will be working individually to complete **Part III** of the worksheet.

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Unit 4:
Integrating With State and
Federal Partners



Visual 4.1



Visual Description: Unit Title Slide

Key Points

This unit will focus on how local PIOs integrate with State and Federal partners in an evolving incident.



Visual 4.2

Unit Objectives

At the end of this unit, you will be able to:

- Describe circumstances when State and Federal partners might be integrated into the JIS/JIC.
- Describe the State JIC organizational structures and resources.
- Describe the Federal ESF #15 organizational structures and resources.
- Identify strategies for building partnerships at all levels.



Visual Description: Unit Objectives

Key Points



Visual 4.3

Public Safety Responsibility

State, tribal, and local governments:

- Are generally responsible for the health, welfare, and safety of their citizens.
- Carry out these mandates using authorities enumerated in their laws and codes.



Visual 4.3

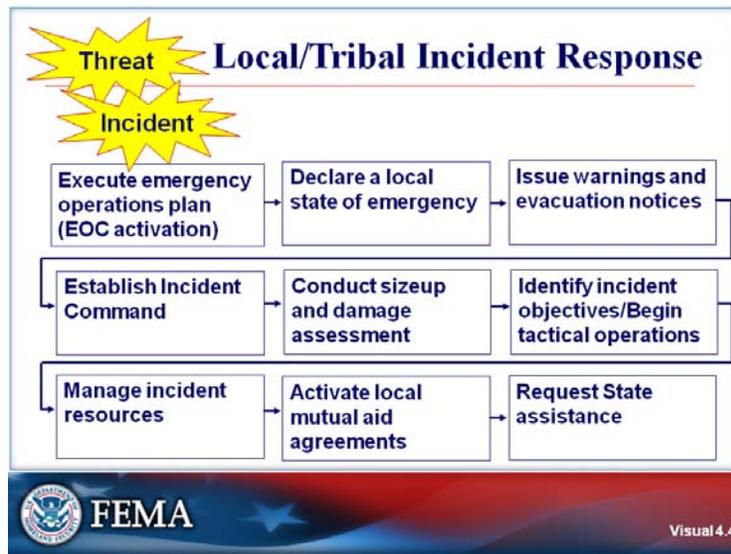
Visual Description: Public Safety Responsibility

Key Points

- State, tribal, and local governments are generally responsible for the health, welfare, and safety of their citizens.
- They carry out these mandates using authorities enumerated in their laws and codes.



Visual 4.4



Visual Description: Local/Tribal Incident Response

Key Points

This graphic depicts the actions taking place at the local level when there is an imminent threat (such as a hurricane) or an incident has occurred.

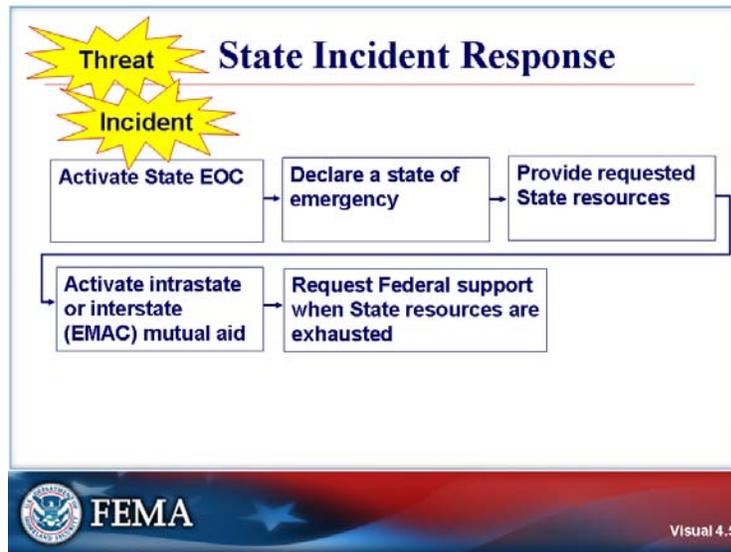


At what point would you expect the JIS to be activated?

When might you organize a JIC?



Visual 4.5



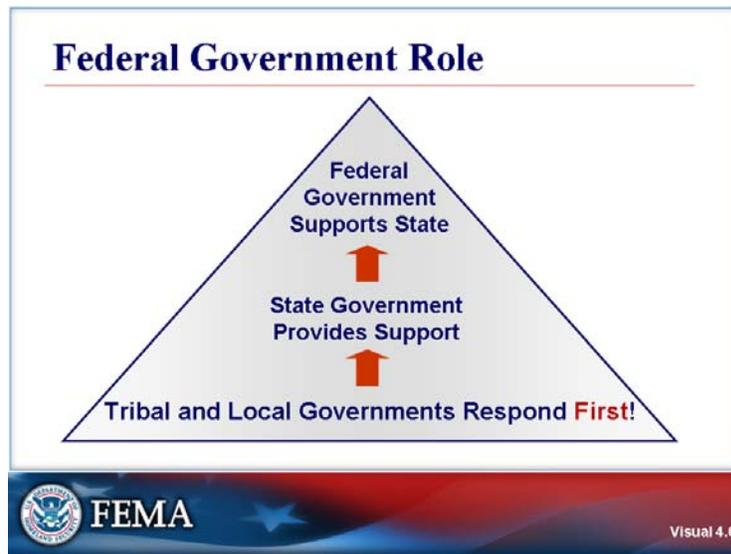
Visual Description: State Incident Response

Key Points

- The Emergency Management Assistance Compact (EMAC) is an important response resource for States.
- EMAC is a national interstate mutual aid agreement that enables States and territories to share resources—such as personnel and equipment—during times of disaster.
- EMAC can be used when Federal assistance is not warranted, or to complement Federal resources when activated.



Visual 4.6



Visual Description: Federal Government Role

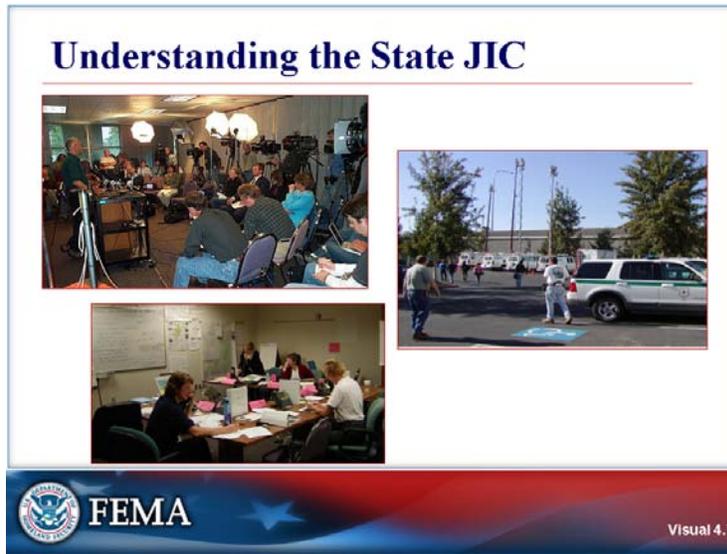
Key Points

- Disaster response always begins at the tribal and local level, with the State providing support as needed, and the Federal Government becoming involved when the incident exceeds local and State response capabilities.

When State and Federal partners become involved, the local PIO's responsibilities do not end. The local PIO is still closest to the event and an important part of the response effort.



Visual 4.7



Visual Description: Understanding the State JIC

Key Points



Visual 4.8

Understanding ESF #15

- The NRF groups Federal resources into functional areas (Emergency Support Functions, or ESFs) most often needed in a national response.
- DHS/FEMA is the primary agency for ESF #15 – External Affairs.



Visual Description: Understanding ESF #15

Key Points

- The National Response Framework (NRF) groups Federal resources most often needed in a national response into functional areas or Emergency Support Functions (ESFs).
- ESF #15 includes Federal External Affairs resources. FEMA is the primary agency for this ESF.



Visual 4.9



Visual Description: External Affairs Early Response Roles

Key Points

- When an incident occurs—or a threat is imminent—that will likely require Federal involvement, ESF #15 – External Affairs will likely be involved in certain early response roles, including:
 - Representation at the National Response Coordination Center (NRCC) or Regional Response Coordination Center (RRCC).
 - Support for Search and Rescue.
 - Support for Preliminary Damage Assessment (to be available to respond to media inquiries about the process).



Visual 4.10

Joint Information Center (JIC)

Media Relations

- News Desk
- Media Analysis
- Field Operations
- Special Events/Projects

Operations

- Broadcast
- Photo/Video
- Administration



 **FEMA**

Visual 4.10

Visual Description: Joint Information Center (JIC)

Key Points

- These are functional elements—not position descriptions.
- Just as with local and State functional organizations, the functions that will be staffed and the number of personnel assigned will be based on the needs of the incident.



Visual 4.11

Community Relations

- Outreach to disaster victims
- Multilingual capabilities
- Speakers Bureau



Visual 4.11

Visual Description: Community Relations

Key Points



Visual 4.12

Congressional Affairs

- Provides information to congressional members and their staffs.
- Responds to congressional inquiries.
- Coordinates congressional visits.



Visual 4.12

Visual Description: Congressional Affairs

Key Points



Visual 4.13

Intergovernmental Affairs

- Establishes effective working relationships with local, tribal, and State officials.
- Provides “one-stop shopping” and maintains open lines of communication.



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Visual 4.13

Visual Description: Intergovernmental Affairs

Key Points



Visual 4.14

Plans and Products

- Develops communication products for external and internal audiences.
- Develops and directs all strategic planning and messaging for the Joint Field Office.



Visual 4.14

Visual Description: Plans and Products

Key Points



Visual 4.15

Private Sector

- Coordinates with business networks and industry-specific related groups.
- Identifies issues that directly affect the private sector and the business community.



Visual 4.15

Visual Description: Private Sector

Key Points



Visual 4.16

Local/State/Federal JIC Integration

- More people and more resources are added.
- More space, equipment, and supplies are needed.
- Mission remains: To get the right information to the right people at the right time.
- JIS remains flexible and scalable to meet the needs of the incident.



Visual 4.16

Visual Description: Local/State/Federal JIC Integration

Key Points

FEMA and other Federal agencies are there to provide support to the local agencies, unless they have been given command of the incident (e.g., Federal law dictates that the FBI would be the primary agency in a case of terrorism). That means that all the staff and resources provided under ESF #15 should be available to help the local PIO during a crisis.

If an incident evolves to the point where Federal involvement is required, some things will change but some things will remain the same.

What Changes:

- Generally speaking, with Federal involvement in the JIS/JIC, you will have more people and resources, but you will need more space, equipment, and supplies.
- During an incident or planned event that requires a coordinated Federal response, DHS/FEMA will contact the affected State, tribal, or local jurisdictions to identify their public information needs. Based on this information, DHS/FEMA and ESF #15 will support State, tribal, and local communications plans with staff and other resources, which may include:
 - Satellite trucks;
 - Communications equipment;
 - Items for a media center such as TVs, computers, podiums, microphones, etc.; and
 - Personnel.

What Stays the Same:

- The JIS/JIC remains flexible and scalable to meet the needs of the incident.
- The mission remains the same: To get the right information to the right people at the right time so that they may make good decisions.



Visual 4.17

Strengthening the Partnerships

- **Before** an incident, maintain ongoing communication, participate in joint training and exercises.
- **During** response and recovery, use collaborative approach to planning, decisionmaking, and assignments.
- **After** an incident, share lessons learned.

FEMA

Visual 4.17

Visual Description: Strengthening the Partnerships

Key Points

Strengthening partnerships:

- Local/State/Federal integration is easier to accomplish when you understand the systems and know the people before an incident occurs. Specific actions to consider include:
 - Before an incident, participate in joint training and exercises.
 - During response and recovery, use collaborative approach to planning, decisionmaking, and assignments.
 - After an incident, share lessons learned.
- Also, preidentified incident communications protocols are established and ready for use during large-scale incidents and incidents requiring a coordinated Federal response. Two primary tools are described below.
- The **National Incident Communications Conference Line (NICCL)** was created to be a single source of coordination for DHS with all other Federal agencies. It can work as a call-in conference or as an open line that can be monitored 24 hours a day for the exchange of information and updates. The NICCL is primarily for Federal-to-Federal information sharing but can also include communicators from the primarily impacted State and local community. Specifically, the NICCL:
 - Is used for transmission and exchange of information primarily targeted to support senior State and local officials;
 - Originates with DHS Public Affairs and is an executive call to discuss happening events and their agencies' roles, activities, and response; and
 - Is typically conducted twice daily, but it could be staffed 24 hours a day and used as an open line for information dissemination if required by an incident.

- The **State Incident Communications Conference Line (SICCL)** was created primarily to bring States together to share information and discuss issues that have an effect on all of them following an incident. This line is typically used during a multiple-State disaster such as a hurricane where impacted States may request support from other States. The SICCL is not a 24/7 line. Instead, it is a scheduled conference call, which would be set up as needed to address issues. In summary, the SICCL is:
 - Used for the transmission and exchange of information primarily targeted to State and local communicators; and
 - Typically activated with a multiple-State incident, when there is need for cross-border coordination.



Visual 4.18

Unit Summary

In this unit, we discussed:

- Circumstances when State and Federal partners might be integrated into the JIS/JIC.
- State JIC organizational structures and resources.
- Federal ESF #15 organizational structures and resources.
- Strategies for building partnerships at all levels.



Visual Description: Unit Summary

Key Points



Visual 4.19

Activity: Building the JIS/JIC – Part IV

Instructions: Use the worksheet provided to assess the key relationships you have built that will lead to a strong JIS.

- Turn to **Part IV** of the worksheet.
- Begin by assessing your current relationships with State and Federal partners.
- Identify actions you can take to enhance these relationships.



Visual Description: Activity: Building the JIS/JIC – Part IV

Key Points

Activity Overview: You will be using your JIS/JIC worksheet again to assess your capacity for a strong JIS/JIC in the areas of local/State/Federal partnerships.

Activity Instructions:

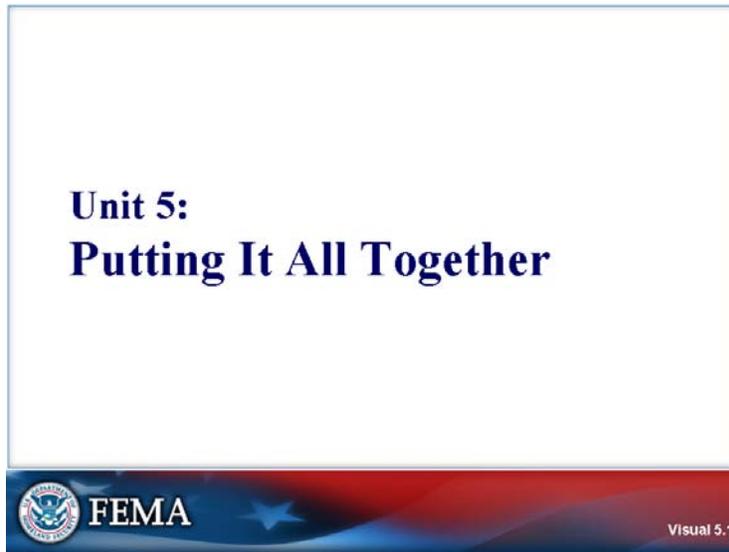
- Refer to the Building the JIS/JIC Worksheet in the Appendix of your Student Manual.
- You will be working individually to complete **Part IV** of the worksheet.

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Unit 5:
Putting It All Together



Visual 5.1



Visual Description: Unit Title Slide

Key Points

This unit focuses on everything you have discussed in class today and allows you to apply what you have learned.



Visual 5.2

Unit Objective

At the end of this unit, you will be able to:

- Given a scenario, organize and operate a JIC.



Visual Description: Unit Objective

Key Points



Visual 5.3

Activity: Putting It All Together

Instructions: Given a scenario, use what you have learned in this class to develop a JIS/JIC:

- Identify who will be part of the JIS;
- Decide whether to create a JIC and, if so, what type;
- Identify the functions you will need and describe how they will be staffed; and
- Identify a location for the JIC and list the equipment and resources you will need immediately.



FEMA

Visual 5.3

Visual Description: Activity: Putting It All Together

Key Points

Activity Overview:

You will be working in your table groups to organize a JIS/JIC to meet the needs of a scenario.

Activity Instructions:

- After reading and discussing the scenario, you will be answering several questions:
 - Who will be in the JIS?
 - Will you establish a JIC? Why or why not? If yes, what type?
 - What functions will you need? How will you staff the functions?
 - Where will you locate the JIC? What equipment and supplies will you need immediately?
- Refer to Unit 5 Handout: JIS/JIC Scenario.
- Select a recorder/reporter and record your answers on chart paper
- Be prepared to report out in 45 minutes.

QUESTION:	ANSWERS:
Who will be in the JIS?	
Will you establish a JIC? Why or why not? If yes, what type?	
What functions will you need? How will you staff the functions?	
Where will you locate the JIC? What equipment and supplies will you need immediately?	



Visual 5.4

Unit Summary

In this unit, we:

- Applied what we have learned in this course to a scenario to activate and organize a JIS/JIC.



Visual 5.4

Visual Description: Unit Summary

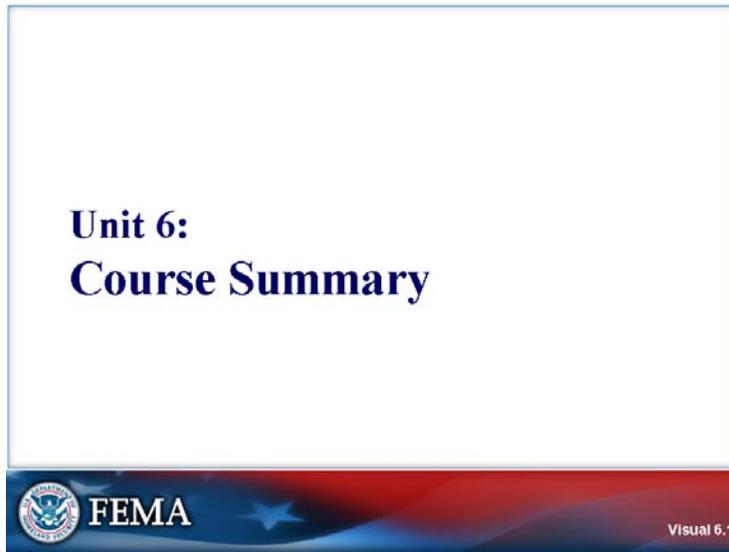
Key Points

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Unit 6:
Course Summary



Visual 6.1



Visual Description: Unit Title Slide

Key Points

This unit summarizes the course and gives you an opportunity to provide feedback.



Visual 6.2

Unit Objectives

At the end of this unit, you will be able to:

- State key lessons learned.
- Complete a Level 1 evaluation of the training.



Visual Description: Unit Objectives

Key Points



Visual 6.3

Course Purposes

- To equip PIOs with the skills needed to establish and operate a JIS/JIC.
- To impart a working knowledge of operational practices for performing PIO duties within the NIMS multiagency coordination system.

Did we achieve our goal and meet your expectations?

FEMA

Visual 6.3

Visual Description: Course Purposes

Key Points



Did we achieve our goal and meet your expectations?



Visual 6.4

Knowledge Assessment

- Write your name on the test.
- Read each item carefully.
- Circle the letter that corresponds to your answer.
- You have 15 minutes.



Visual Description: Knowledge Assessment

Key Points



Visual 6.5



Visual Description: Continuing Your Development

Key Points

You can continue your professional development by progressing through the PIO curriculum.



Visual 6.6

Feedback

- Tell us what you thought of the training.
- Please complete the course evaluation form.
- **Your comments are important!**



 **FEMA** 

Visual 6.5

Visual Description: Feedback

Key Points

Thank you for your attendance and participation.

Appendix

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Topic	Glossary of Terms and Acronyms
--------------	---------------------------------------

Following are some terms and acronyms used in this course or in emergency management activities.

Term	Meaning
<i>Associated Press Stylebook and Briefing on Media Law</i>	Stylebook used by most news media and schools of journalism (see Stylebook).
Crisis	A major occurrence with a potentially negative outcome affecting an organization, company, or industry, as well as its publics, products, services, and/or good name. A crisis occurs unexpectedly, might not be in the organization's control, and, if left unaddressed, might threaten life, safety, property, or cause irreparable harm to an organization's reputation or viability. A crisis lasts a finite period of time.
Crisis communication	The dissemination of messages in response to a crisis, which explain the severity of the situation and action steps to take.
Emergency	A subcategory of crisis that is characterized by an immediate threat to the health or safety of an individual, group, or community. An emergency requires those at risk to make the best possible decisions about their well-being within extreme time constraints and often with imperfect or incomplete information. In an emergency, the organization is usually not overtly judged as a possible participant in the creation of the event, although it may have an important role to play in mitigating its effects. The process of communicating about emergencies is addressed by emergency public information.
Emergency public information	Developed and disseminated in anticipation of, during, or after an emergency to provide specific life- and health-saving information, including the severity of the situation and any action steps that individuals and communities should take.
Freedom of Information Act	The Freedom of Information Act (FOIA) was signed into law by President Lyndon Johnson in 1966. This act allows for the full or partial disclosure of information and documents of the U.S. Government, defines Federal agency records subject to disclosure, and outlines mandatory disclosure procedures. Similar legislation—generally called Sunshine Laws—provides access to State and local documents. Information on State freedom of information laws may be found at www.nfoic.org/foi-center .
Go-Kit	A go-kit is what a PIO might need when functioning away from the normal place of operation (e.g., incident site) for an initial period of 12-24 hours. What is in a go-kit will vary from situation to situation and from person to person, but might include such things as a cell phone and charger, laptop computer, paper/pens/pencils, media and agency contact lists, basic personal care items, etc.
Incident Command System	The Incident Command System (ICS) is a standardized, on-scene, all-hazard approach to incident management. It provides a common framework within which people can work together effectively, even when they are drawn from multiple agencies that do not routinely work together. ICS has been called a “first-on-scene” structure, where the first responder on the scene has charge of the scene until the incident has been declared resolved, a superior-ranking responder arrives on scene and seizes command, or the Incident Commander appoints another individual Incident Commander.

Term	Meaning
Inverted pyramid	The inverted pyramid illustrates how information should be arranged in a news release. The pyramid's broad base is at the top, representing the most important information. Other information follows in order of diminishing importance.
Joint Information Center	The Joint Information Center—or JIC—is a physical location with tools to enhance the flow of public information. By collocating PIOs, the JIC speeds information release time, enhances information coordination and analysis, reduces misinformation, maximizes resources, and helps build public confidence in response efforts.
Joint Information System	The Joint Information System—or JIS—is an information network of PIOs working together to deliver accurate and timely information to the public. The JIS provides a structure and system for developing and delivering coordinated interagency messages; and for developing, recommending, and executing public information plans and strategies. The JIS can be as simple as two PIOs talking to each other on the phone about a news story that involves both of their agencies, or as complex as 150 PIOs working a major disaster.
Marketing	Identifying audience needs and communicating about/delivering products and services to fill those needs. Emphasis is on the sale of products or services (hence the term: market).
Media pool	A media pool is one representative from each of the types of media (television, radio, print, Web) who will be allowed access to a restricted area. These representatives are allowed access with the understanding that any video, audio, or interviews they acquire will be shared with all of the rest of the media.
National Incident Management System	The National Incident Management System (NIMS) provides a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS works hand in hand with the National Response Framework (NRF). NIMS provides the template for the management of incidents, while the NRF provides the structure and mechanisms for national-level policy for incident management.
National Response Framework	The National Response Framework (NRF) presents the guiding principles enabling all levels of domestic response partners to prepare for and provide a unified national response to disasters and emergencies. The NRF's coordinating structures are always in effect for implementation at any level and at any time for local, State, and national emergency or disaster response.
News briefing	An exchange of information on a single topic to include a question-and-answer session.
News conference	A gathering at which media representatives expect to be able to ask questions on a variety of topics.
Public awareness	Also called “public education,” public awareness campaigns focus on informing the public about services that typically are not for sale. Public awareness campaigns are typically conducted by government and nongovernmental organizations.
Public information	Collected, assembled, or maintained by an organization in connection with the transaction of official business and available for dissemination to the public.

Term	Meaning
Public relations	Managing the flow of information between an organization and its audiences, often to build rapport or positive public image.
Risk	The probability that a natural, technological, or civil threat to people, property, and the environment will occur.
Risk communication	The design and delivery of information about a risk so the public can take appropriate action. Risk communication is an opportunity when we can deliver our messages and establish credibility and trust.
Sound bite	A short, striking, quotable statement well suited to a television news program.
Stylebook	A stylebook (also called a style guide or style manual) is a set of standards for design and writing of documents for a specific publication, organization, or group. The AP Stylebook contains the guidelines for punctuation, capitalization, professional titles, etc. used by most news media.
Sunshine Laws	Most States have legislation—generally referred to as Sunshine Laws—that provides access to State and local documents, much as the Freedom of Information Act (FOIA) provides access to Federal documents. Information on State freedom of information laws may be found at www.nfoic.org/foi-center .
Talking points	Talking points are used to prepare yourself or someone else for a telephone or broadcast interview. Written as sound bites, they should be concise, memorable, and easy to understand.

Acronym	Meaning
AP	Associated Press
ARC	American Red Cross
CBO	Community-Based Organization
DHS	Department of Homeland Security
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESF	Emergency Support Function
FCO	Federal Coordinating Officer
FEMA	Federal Emergency Management Agency
GAR	Governor's Authorized Representative
HM	Hazard Mitigation
HMGP	Hazard Mitigation Grant Program
IA	Individual Assistance
IAFC	International Association of Fire Chiefs
IAFF	International Association of Fire Fighters
IAP	Incident Action Plan
ICS	Incident Command System

Acronym	Meaning
IHP	Individuals and Households Program
JFO	Joint Field Office
JIC	Joint Information Center
JIS	Joint Information System
MOU	Memorandum of Understanding
NEMA	National Emergency Management Association
NFIP	National Flood Insurance Program
NGO	Nongovernmental Organization
NIMS	National Incident Management System
NIOA	National Information Officers Association
NRCC	National Response Coordination Center
NRF	National Response Framework
NWS	National Weather Service
PA	Public Assistance
PDA	Preliminary Damage Assessment
PIO	Public Information Officer
PNP	Private Nonprofit
PSA	Public Service Announcement
RRCC	Regional Response Coordination Center
SCO	State Coordinating Officer
SITREP	Situation Report
VOAD	Voluntary Organizations Active in Disaster
VOLAG	Voluntary Agency

While not all-inclusive, this glossary offers definitions and examples of many components of today's "New Media." The following content was compiled in March of 2009. Due to the rapidly changing landscape of communication technology and trends, it is important to frequently review, update, and add new information to maintain the value of this glossary.

Blog

A blog (a contraction of the term weblog) is a Web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog.

Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs.

Citizen journalism

Citizen journalism is the act of nonprofessionals "playing an active role in the process of collecting, reporting, analyzing and disseminating news and information," according to the seminal report *We Media: How Audiences are Shaping the Future of News and Information*, by Shayne Bowman and Chris Willis. They say, "The intent of this participation is to provide independent, reliable, accurate, wide-ranging and relevant information that a democracy requires."

According to Mark Glasser, a longtime freelance journalist who frequently writes on new media issues, "The idea behind citizen journalism is that people without professional journalism training can use the tools of modern technology and the global distribution of the Internet to create, augment or fact-check media on their own or in collaboration with others."

Digital Emergency Alert System

The Digital Emergency Alert System (DEAS) is a system designed to alert first responders and civilians in the event of a national emergency. It is based upon and supplements the Emergency Alert System (EAS) by sending out text, voice, video, and other digital messages to mobile phones, pagers, radios, and televisions.

The system, managed by the Federal Emergency Management Agency (FEMA), is in development.

Facebook (see Social network service)

Mashup (Web application hybrid)

In Web development, a mashup is a Web application that combines data from one or more sources into a single integrated tool. The term Mashup implies easy, fast integration, frequently done by access to open data sources to produce results that were not the original goal of the data owners. An example of a mashup is the use of cartographic data from Google Maps to add location information to real estate data, thereby creating a new and distinct Web service that was not originally provided by either source.

Micro-blogging

Micro-blogging is a form of multimedia blogging that allows users to send brief text updates (say, 140 characters or fewer) or micromedia (such as photos or audio clips) and publish them, either to be viewed by anyone or by a restricted group that can be chosen by the user. These messages can be submitted by a variety of means, including text messaging, instant messaging, e-mail, digital audio, or the Web.

For example, Twitter is a free social networking and micro-blogging service that enables its users to send and read other users' updates known as *tweets*. Tweets are text-based posts of up to 140 characters that are displayed on the user's profile page and delivered to other users who have subscribed to them (known as *followers*). Senders can restrict delivery to those in their circle of friends or, by default, allow anybody to access them.

MySpace (see **Social network service**)**New Media**

New media is a term meant to encompass the emergence of digital, computerized, or networked information and communication technologies in the later part of the 20th century. Most technologies described as "new media" are digital, often having characteristics of being manipulable, networkable, dense, compressible, and impartial.

Photo sharing

Photo sharing is the publishing or transfer of a user's digital photos online through both Web sites and applications that facilitate the upload and display of images. The term can also be loosely applied to the use of online photo galleries that are set up and managed by individual users, including photoblogs.

Podcast

A podcast is a series of visual or sound files that are distributed over the computer by syndicated download, through Web feeds, to portable media players and personal computers. Though the same content may also be made available by direct download or streaming, a podcast is distinguished from most other digital media formats by its ability to be syndicated, subscribed to, and downloaded automatically when new content is added. Like the term broadcast, podcast can refer either to the series of content itself or to the method by which it is syndicated; the latter is also called podcasting. The host or author of a podcast is often called a podcaster.

Really Simple Syndication (RSS)

RSS (abbreviation for Really Simple Syndication) is a family of Web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video—in a standardized format. An RSS document (which is called a “feed,” “Web feed,” or “channel”) includes full or summarized text, plus metadata such as publishing dates and authorship. Web feeds benefit publishers by letting them syndicate content automatically. They benefit readers who want to subscribe to timely updates from favored Web sites or to aggregate feeds from many sites into one place. The user subscribes to a feed by clicking an RSS icon in a browser that initiates the subscription process. The RSS reader checks the user’s subscribed feeds regularly for new work, downloads any updates that it finds, and provides a user interface to monitor and read the feeds.

Short Message Service (SMS)

Short Message Service (SMS) is a communication service standardized in mobile communication systems, using standardized communications protocols allowing the interchange of short text messages between mobile communication devices. SMS text messaging is the most widely used data application on the planet, with 2.4 billion active users, or 74 percent of all mobile phone subscribers sending and receiving text messages on their phones. The SMS technology has facilitated the development and growth of text messaging. The connection between the phenomenon of text messaging and the underlying technology is so great that in parts of the world the term “SMS” is used as a synonym for a text message or the act of sending a text message, even when a different protocol is being used.

Smartphone

A smartphone is a mobile phone offering advanced capabilities beyond a typical mobile phone, often with PC-like functionality. There is no industry standard definition of a smartphone. For some, a smartphone is a phone that runs complete operating system software providing a standardized interface and platform for application developers. For others, a smartphone is simply a phone with advanced features like e-mail and Internet capabilities, and/or a built-in full keyboard or external USB keyboard and VGA connector.

Social media

Social media are primarily Internet- and mobile-based tools for sharing and discussing information. The term most often refers to activities that integrate technology, telecommunications, and social interaction; and the construction of words, pictures, videos, and audio. This interaction, and the manner in which information is presented, depends on the varied perspectives and “building” of shared meaning among communities, as people share their stories and experiences. Businesses also refer to social media as user-generated content (UGC) or consumer-generated media (CGM).

Social network service

A social network service focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are Web-based and provide a variety of ways for users to interact, such as e-mail and instant messaging services.

The main types of social networking services are those that contain directories of some categories (such as former classmates), means to connect with friends (usually with self-description pages), and recommender systems linked to trust.

For example, [Facebook](#) is a free-access social network service that is operated and privately owned by Facebook, Inc. Another example is [MySpace](#), which is owned by News Corporation.

Twitter (see Micro-blogging)**User-generated content (UGC) (see Social media)****Video blogging**

Video blogging, sometimes shortened to vlogging or vidblogging, is a form of blogging for which the medium is video. Entries are made regularly and often combine embedded video or a video link with supporting text, images, and other metadata. Video logs (vlogs) also often take advantage of Web syndication to allow for the distribution of video over the Internet using either the RSS or Atom syndication formats, for automatic aggregation and playback on mobile devices and personal computers

Video hosting service

A video hosting service allows individuals to upload video clips to an Internet Web site. The video host will then store the video on its server, and show the individual different types of code to allow others to view this video. The Web site, mainly used as the video hosting Web site, is usually called the video sharing Web site.

For example, [YouTube](#) is a video sharing Web site where users can upload, view, and share video clips. YouTube is a subsidiary of Google.

Web 2.0

The term “Web 2.0” refers to a perceived second generation of Web development and design that aims to facilitate communication, secure information sharing, interoperability, and collaboration on the World Wide Web. Although the term suggests a new version of the World Wide Web, it does not refer to an update to any technical specifications, but rather to changes in the ways software developers and end-users utilize the Web.

Web 2.0 concepts have led to the development and evolution of Web-based communities, hosted services, and applications such as social networking sites, video-sharing sites, wikis, and blogs.

Webcast

A Webcast is a media file distributed over the Internet using streaming media technology. A Webcast may either be distributed live or on demand. Essentially, Webcasting is “broadcasting” over the Internet. A Webcast uses streaming media technology to take a single content source and distribute it to many simultaneous listeners/viewers. The largest “Webcasters” include existing radio and TV stations that “simulcast” their output, as well as a multitude of Internet only “stations.”

Web mapping

Web mapping is the process of designing, implementing, generating, and delivering maps on the World Wide Web. Although the terms Web GIS and Web mapping are used synonymously, they don’t mean exactly the same thing. Web maps are often a presentation media in Web GIS, and Web maps are increasingly gaining analytical capabilities. A special case of Web maps are mobile maps, displayed on mobile computing devices, such as mobile phones, smart phones, personal digital assistants (PDAs), global positioning system (GPS) units, and other devices. If the maps on these devices are displayed by a mobile Web browser or Web user agent, they can be regarded as mobile Web maps. If the mobile Web maps also display context- and location-sensitive information, such as points of interest, the term location-based services is frequently used. Customizable Web maps are usually more complex Web mapping systems that offer application programming interfaces (APIs) for reuse in other people’s Web pages and products. Examples of such a system are Yahoo! Maps and Google Maps.

Wiki

A wiki is a page or collection of Web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified markup language. Wikis are often used to create collaborative Web sites and to power community Web sites. The collaborative encyclopedia Wikipedia is one of the best-known wikis.

A defining characteristic of wiki technology is the ease with which pages can be created and updated. Generally, there is no review before modifications are accepted. Many wikis are open to alteration by the general public without requiring them to register user accounts. Sometimes logging in for a session is recommended, to create a “wiki-signature” cookie for signing edits automatically. Many edits, however, can be made in real-time and appear almost instantly online. This can facilitate abuse of the system. Private wiki servers require user authentication to edit pages, and sometimes even to read them.

YouTube (see Video hosting service)

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Writing It Right

Effective writing is an essential part of any job, but it is particularly important in emergency public information. Getting the right information to the right people at the right time is the goal of emergency public information, whether the message is conveyed through talking points, a news release, or a fact sheet. The following pages include tips for avoiding some common mistakes and producing written material that is clear, simple, and concise for the public to understand.

Arranging Information in Logical Order

Written information is easier to understand and remember when it is arranged in logical order. Use the method below that is most compatible with the information you are trying to convey.

Relative Importance	
<ul style="list-style-type: none"> ▪ Most important first ▪ Inverted pyramid 	<p>Details: When arranging information by relative importance, the most important data come first, followed by supporting information.</p> <p>This is sometimes referred to as an inverted pyramid because the base—the most significant information—is at the top.</p> <p>Journalists were taught to write this way so editors could literally trim the typeset pages from the bottom to get them to fit the space available without losing the most important parts of the story.</p> <p>Arranging information by relative importance is well suited to reports and much of the other writing supervisors produce because they often have to convey key information in a limited number of lines.</p>
Chronological	
<ul style="list-style-type: none"> ▪ What happened first ▪ What happened next ▪ . . . and so on 	<p>Details: Information is often organized chronologically, or by time.</p> <p>Chronological order is a very comfortable way for most people to review and process information because it follows the natural order of life. It is also helpful because it can convey the relationship between prior and subsequent events.</p>
Spatial	
<ul style="list-style-type: none"> ▪ Paints a picture: <ul style="list-style-type: none"> ▪ Foreground and background ▪ Near to far ▪ Left to right ▪ Helps reader envision the scene 	<p>Details: Some information is best presented spatially—which describes where things are or where they happened in proximity to each other.</p> <p>Spatial organization is helpful when it is important for the reader to envision a scene and there isn't the option to include photos or illustrations.</p>
Alphabetical and Numerical	
<ul style="list-style-type: none"> ▪ Alpha: Useful when listing names or data ▪ Numeric: Can indicate sequence of steps or quantifiable relationship (i.e., big to small, most to least) 	<p>Details: Alphabetical and numerical ordering have a place in many written documents.</p> <p>Alphabetical order is particularly helpful when including long lists of names or other data.</p> <p>Numeric lists can indicate the sequence of steps taken or the relationship among elements (i.e., biggest to smallest item, most to least important, most to least impact).</p>

Avoiding Grammar Pitfalls

Some rules of grammar are more likely than others to trip us up from time to time.

The following chart describes some of the more common problem areas, providing the grammatical rule that applies and examples.

Subject-Verb Agreement

Rule: Subjects and verbs must agree in number.

- Singular *subject* and verb = *She is* buying a car.
- Plural *subject* and verb = *They are* buying a car.
- Compound *subject* and plural verb = *Meat and potatoes are* the basic meal in the dining hall.
- Nouns of quantity, distance, time take a singular verb = *Five hundred dollars is* a lot to pay for ring-side tickets, but *eighty miles isn't* too far to drive to see the fight.
- Collective nouns can be singular or plural, depending on their meaning = The jury were divided on the vote. (The jury as **individuals** were divided.) The jury has completed its deliberations. (The jury as **a whole** has come to a decision.)

Noun-Pronoun Agreement

Rule: Nouns and pronouns must agree in number and gender.

- Compound *noun* and plural pronoun = *Bob and Sue* presented their report to the Chief.
- Single *noun* and single pronoun = *Carlos* played his best game of golf for the tournament. (Pronoun is correct in both number and gender.)

Fragments and Run-On Sentences

Fragments are incomplete thoughts.

- Subject or verb is missing = Heavier suspension, towing package, steel wheels, and over-sized tires all part of the special price. (The verb "are" is missing.)
- A word indicates something is missing = Although Pete was late to work. ("Although" indicates something is missing. Either "Although Pete was late to work today he is usually on time" or "Pete was late to work" would be correct.)

Run-on sentences are two complete thoughts improperly joined.

- We moved from New York we like San Diego. (WRONG)

Punctuation or a connecting word can correct the sentence:

- We moved from New York. We like San Diego. (two sentences)
- We moved from New York; we like San Diego. (complete thoughts joined by semicolon)
- We moved from New York and we like San Diego. (complete thoughts joined by a conjunction)

Spotting Punctuation Problems

Just as with spelling errors, faulty punctuation can undermine your credibility and confuse the reader. There are entire courses taught on punctuation and numerous books devoted to the subject. Some of the more common problem areas appear below:

Apostrophes

Use apostrophes to indicate:

- Letters omitted
 - Don't (for "do not")
 - Let's (for "let us")
- Possession
 - Mary Brown's car (apostrophe + "s" with a singular noun)
 - The Browns' car (apostrophe after the "s" in plural nouns)
- "It" can be tricky! Consider the following:
 - It's going to rain. (indicating letter is omitted); **but**
 - The cat lost its tail. (no apostrophe used to show possession with "it")

Commas

Use commas to:

- Introduce
 - Stopping to smell the roses, Bob was stung by a bee.
- Separate
 - Bob needed tweezers, antiseptic, and a bandage. (separate items in a list)
 - Bob was on his way to work, and the bee's attack was unprovoked. (separate independent clauses joined by a conjunction)
 - Bob said, "I'll never again sniff a flower with my eyes closed." (separate a quotation from the rest of the sentence)

Quotation Marks

Use quotation marks to indicate:

- New term
 - "Blogging" can be a source for identifying developing issues.
- Titles of short printed works
 - The magazine article, "Punctuation Tips for Writers," was a big help.
- Direct quotations
 - "I am leaving," said Sue.

Choosing the Right Words

Making your writing clear, concise, and easy-to-understand sounds simple, but it can be a challenge. Consider the following tips:

Use the fewest words that will effectively convey your message.

Instead of saying . . .

- At the present time
- Due to the fact
- Has the ability to
- In the event of
- Is a justification for
- In the process of making plans

Say . . .

- Now
- Because
- Can
- If
- Justifies
- Planning

Use parallel construction.

In other words, express parallel ideas in parallel grammatical forms.

- John enjoys boating, swimming, and to fish. (WRONG)
- John enjoys boating, swimming, and fishing. (RIGHT)

Use active voice.

Consider the following:

- The analyst wrote the report. (ACTIVE)
- The report was written by the analyst. (PASSIVE)

Active voice is clear, direct, and concise. The subject is the **doer** of the action.

Although active voice is preferred and is more interesting, passive voice may be appropriate when the doer is unknown or you want to focus on the receiver of the action. With passive voice, the subject is the **receiver** of the action.

Use easy-to-understand language.

- Write to express, not impress.
- Avoid acronyms. If you use an acronym, make sure your audience understands it. Write out the full term on first usage, as appropriate.
- Use examples and comparisons to help convey unfamiliar information, to paint a picture, or to help the reader relate to the information. (For example: The suspicious package was the size of a laptop computer.)

Tackling Troublesome Words

Two or more words that sound the same (or similar) but have different meanings can trip us all up. Do not let these words give you trouble:

Accept = verb: to receive or to agree

Except = preposition meaning all but (EXAMPLE: Everyone went to lunch except for Bill.)

Advise = verb: to recommend

Advice = noun: an opinion or recommendation

Affect = verb: to influence

Effect = noun: consequence OR **verb:** to bring about change (EXAMPLE: Her research effected a modification of the policy to allow for inclement weather closings.)

Cite = verb: to quote

Site = noun: place or setting

Sight = noun: ability to see

Conscious = adjective: awake

Conscience = noun: awareness of obligation to be good (EXAMPLE: He could not steal because his conscience would not let him.)

Its = possessive form of pronoun (EXAMPLE: The committee has served its purpose.)

It's = contraction for "it is"

Lead = noun referring to metal

Led = past tense of verb "to lead"

Than = compares things (i.e., "bigger than")

Then = a time other than the present

Their = possessive pronoun

There = a place other than here

They're = contraction for "they are"

To = preposition or first part of the infinitive form of a verb (EXAMPLE: She scheduled time at the range to practice shooting.)

Too = very, also

Two = the number 2

Where = location

Were = past tense of verb "to be"

We're = contraction for "we are"

Your = possessive pronoun

You're = contraction of "you are"

Topic **Go-Kit Checklist**

A go-kit is a mobile response kit that allows PIOs to function in the event that they are working outside of their normal place of operation. Refer to the list below. Check off the things you would plan to include in your go-kit and add other items as you see fit.

	HAVE THIS	NEED THIS	N/A
Equipment			
▪ Computer(s) capable of linking to the Internet/e-mail			
▪ Cell phone(s) or satellite phone(s)			
▪ Pager(s)			
▪ PDA/palm computer with wireless e-mail capability			
▪ Digital camera and batteries			
▪ Other:			
Information			
▪ Flash drives and CDs* containing the elements of the crisis communication plan (including news media contact lists, PIO team contact lists, information materials, etc.) * Redundancy is important in case the computer you are using doesn't have an available or operating USB port or CD drive.			
▪ Manuals and background information necessary to provide needed information to the public and media			
▪ Topic-specific fact sheets, backgrounders, talking points, and news release templates (hard copy and electronic)			
▪ Other:			

Topic **Go-Kit Checklist**

	HAVE THIS	NEED THIS	N/A
<i>Other Resources</i>			
▪ Business cards with 24/7 contact information			
▪ Funding mechanism (i.e., credit card, etc.) that can be used to purchase operational resources as needed			
▪ Other:			
<i>Personal Care and Comfort Items</i>			
▪ Glasses/contacts (spares)			
▪ Prescription medications, basic first-aid supplies			
▪ Weather gear (e.g., rain poncho, gloves, sunscreen)			
▪ Hand sanitizer, "wipes," paper towels			
▪ Energy and nutrition bars, water			
▪ Other:			

Topic Tips for Managing Media Staging Areas

At the scene of an incident, the news media's most basic needs are access to information and images. If you anticipate what they will want, you will have a better chance to control the scene and help guide the story.

Many times at the scene of an incident a staging area can be set up to facilitate the enhanced flow of information between the PIO and the media. Prior to establishing the location for this staging area, ask yourself the following questions:

Does the staging area infringe on the scene?

- Many times the site of a crisis or disaster may be considered a crime scene and needs to be processed by forensic units. In order to maintain the "integrity" of the scene and enhance the possibility for a successful investigation and subsequent prosecution, the scene must be kept clear of all nonessential personnel.

Does the news media presence interfere with the work being done (e.g., rescue, cleanup, investigation, etc.)?

- The ultimate goal of all public safety endeavors is to save lives, protect property, and preserve the environment—and almost all reporters would agree that their needs will come after these important tasks. Members of the media do not want to interfere with these tasks, but if they can get close enough to observe and/or photograph they will be happy.

Does the location of the staging area place the media in danger or will they be in a position to endanger others?

- In their zeal to "get the story" reporters may not always recognize the potential for danger to themselves. Work to keep them out of danger as you would any member of the public. Also, it may be necessary to explain to them the danger, and how if they fail to heed the warnings and become injured, they may endanger others who would have to then go in to rescue them (e.g., passing into the plume of a Hazmat area, traveling over an unsafe structure that may collapse, or moving into the line of fire of an armed suspect).

Is the staging area convenient for you and policymakers?

- In order to keep a consistent two-way flow of information with the media at the scene, it is important to make it relatively easy to communicate with them face to face.

Will the reporters be too close—will they have access to sensitive/protected information?

- Zoom lenses, parabolic microphones, and just plain observant reporters may be able to discover sensitive or protected information from your incident command post (e.g., zoom shots of maps, recorded conversations, etc.). Make sure the staging area is far enough away and/or your workspaces are shielded from prying cameras, microphones, and eyes.

Topic **Tips for Managing Media Staging Areas**

Will the staging area give reporters a clear line of sight to satellite or microwave towers?

- Depending on where the staging area is, the media will need to be able to connect with their microwave towers or uplink with a satellite. Check with them to see if the location selected for a staging area will allow them to accomplish this connection.

Can the media get images they want?

- The media will want to get as close as possible to get pictures/audio/interviews. If there is a reason that the media cannot be allowed access to the scene, consider using a media pool to restrict access while allowing them to get the images and interviews they desire. (A media pool refers to a group of news-gathering organizations pooling their resources in the collection of news.) If a media pool is not an option, consider providing professional quality images to the media in the form of video and stills.

Are there “convenience” facilities available for media (restrooms, food, electrical outlets, etc.)?

- While it is not the responsibility of the PIO to provide food or facilities for the media, a little kindness in this area can go far in building a positive relationship with the media—especially if the incident occurs in a remote area where few if any comfort facilities exist (e.g., if the incident is in a remote field, a porta-john will go a long way in making friends!).

How can you keep them at the staging area?

- You can't—and don't expect them to stay there all of the time. They will go other places to get other information (local citizen reactions, sidebar stories, etc.).
- You can entice them to stay by giving them regular “official” updates and letting them know that if they are absent they may miss something important or interesting.

The media's role: The traditional news media paint the image of the incident response in the eyes of the public. They create the perception of the agency and their response to the incident, and perception is reality to the public. The news media is your organization's link to the public before, during, and after an incident requiring emergency response.

Why do we want to build relationships with the news media?

- The news media are the PIO's conduit to the public.
- Working better with the news media means developing relationships before an incident occurs.

How can we work better with the news media?

1. Understand that the media wants and needs access:

- The First Amendment provides for freedom of the press.
- At the Federal level, the Freedom of Information Act (FOIA) defines agency records subject to disclosure and outlines mandatory disclosure procedures.
- Local Sunshine Laws also ensure that the news media have access to information. Information on State freedom of information laws may be found at www.nfoic.org/foi-center.

2. Understand the things you can do to build relationships with the news media:

- Be accessible and return calls and e-mails promptly. Even if you don't have all the information immediately, being accessible and responsive builds your credibility.
- Coordinate access to the scene and to policymakers, responders, and victims.
- Treat all media fairly—meaning you don't play favorites with media or reporters.
- If the media have set up a pool, be prepared to monitor and mediate, if necessary.
- If you have breaking news, share it with everyone.
- Learn and respect deadlines.

3. Understand the types of news media and their needs:

All print media, especially newspapers:

- For longer stories, may need more detailed information.
 - Stories can vary from brief to highly detailed. For example, a newspaper will run personnel items such as appointments and promotions when other media may not.
 - For longer stories, print media may need help in collecting long-term statistics, biographies, etc.
- Need information several hours before going to press, BUT . . . online editions of print media change this limitation as deadlines are reduced or eliminated.

Magazines:

- Are issued on a less frequent basis and require more advance planning.
- Can be a good option for some indepth feature stories.
- May be more targeted to a particular audience you want to reach.

Television:

- Seeks stories with drama or dramatic visual content. One producer described his evening news as "The was and the fuzz," because it focused on deaths and law enforcement.
- Is less likely to want an indepth feature, although it can happen.
- May want a staging area for live broadcasts from the scene of a story.
- May accept your video clips (this is market-dependent; know your market!).

Radio:

- May or may not have a field reporter, so is more likely to rely on you to contact them. Nationally, it is becoming more and more common for local radio stations to have no news staff or even live announcers.
- Usually likes telephone sound clips or telephone interviews.
- Likes to receive recorded public service announcements (PSAs) or to have a PIO record the announcement by phone or in the studio. A variety of voices is important to radio.
- Wants you to pay attention to the station's theme or strong focus, such as news, farm, or youth orientation.

Internet:

- Can add news items very quickly, but may edit its Web site at only certain hours of the day. Be aware of the site's operating procedures.
- Often tied to print or television outlet and prefers to pick up news from that outlet.
- In terms of news releases and content, should be treated like a newspaper.

4. Understand the impact of changing technology:

- Local media of **all formats** now use Web sites and want breaking news fast! They want to be the first with the headline, Tweet, or RSS feed and often seek a quick rundown as the incident breaks. And they post "breaking" news to their Web site long before their newscast takes place.
- They may not wait for validation of information, which means that media monitoring is essential. Fact checking is now ongoing rather than required. Information is published/broadcast first, then "updated" later.
- This local development follows the national trend. Think of CNN's iReport.com, the user-generated site where the stories come from users. CNN marks those stories it has vetted "On CNN" and uses them in CNN's news coverage.

Insert Organizational Seal or logo	<h1 style="margin: 0;">APPROVAL SHEET</h1> <h2 style="margin: 0;">Office of Public Information</h2>
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Keep with original and subsequent drafts at all times.

1. Check one:

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> News Release | <input type="checkbox"/> Media Advisory | <input type="checkbox"/> Talking Points |
| <input type="checkbox"/> PSA | <input type="checkbox"/> Fact Sheet | <input type="checkbox"/> Other |

2. Complete the following:

Number:	Title/Topic:
	Writer:

3. Insert the names/titles of those who need to review/approve content and circulate:

Name/Title	Signature/Initials	Date/Time
Name/Title	Signature/Initials	Date/Time
Name/Title	Signature/Initials	Date/Time

4. Final Approval

- | | | |
|---|--|--|
| <input type="checkbox"/> Okay to release as is. | <input type="checkbox"/> Make changes and release. | <input type="checkbox"/> Make changes and reroute. |
|---|--|--|

Name/Title	Signature/Initials	Date/Time

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Tips for Creating and Maintaining a Media List

<p>STEP 1: Create the List</p>	<ul style="list-style-type: none"> ▪ Your list should include reporters at the local newspaper, television and radio news outlets, and Internet news media. Include assignment editors, editorial page editors, news managers, producers, and reporters who may cover stories associated with your agency. It is also important to know the photographers from each news outlet because you may be working with them as much as the reporters. ▪ Include news services like the Associated Press, Knight-Ridder, Reuters, and States News Service. News services—also called “wire services”—are news outlets that transmit their stories to subscriber news outlets nationwide (or worldwide). ▪ Also include national news outlets, including the major national newspapers and news magazines, broadcast news, CNN, and NPR. ▪ Ideally, you will be able to sort your list depending on the needs of the situation. For some messages your distribution will be limited to local media only; for other messages you will want broader distribution.
<p>STEP 2: Verify and Refine the List</p>	<ul style="list-style-type: none"> ▪ Once you have your basic media list, you’ll still want to make some phone calls to make sure the information is current and complete. You will want: <ul style="list-style-type: none"> ✓ Names of assignment editors, editorial page editors, news managers, producers, and reporters who may cover stories associated with your agency. (Get correct spellings of first and last names.) ✓ Phone numbers (office, cell, the best number to reach the news room 24/7). ✓ Know how to get into contact with each news outlet during times when they are normally shut down (e.g., you may need to get evacuation or other emergency public information out after they have shut down for the night). ✓ Fax number. ✓ E-mail address. ✓ Accurate mailing address (sometimes a post office box). ✓ Deadlines. ✓ Preferences for receiving news releases. Do they want releases e-mailed to them, and if so, what document format do they prefer? (Do they want it cut and pasted into the body of an e-mail or sent as an attachment? In what format—Word, PDF, or both?) ▪ Asking these questions gives you good information and also helps to develop a positive working relationship with the news media.

Tips for Creating and Maintaining a Media List**STEP 3: Maintain the List**

- Media outlets often have high turnover rates. The reporter who covered your last story may no longer be there or may be assigned to a different beat.
- If feasible, call each outlet before sending a news release to ensure your contact information is still accurate. (While you may not be able to do this during an emergency, you can do this before sending out nonemergency news releases.)
- Plan to update your list at least once a year.
- Try to schedule a visit to each local news outlet once a year to meet new news staff and get some “face time” with reporters and news management. This is also a good time to pitch story ideas.

Do's and Don'ts for Online Media Rooms

Online media rooms can be powerful tools, **if** they are easy to access and are up-to-date. Consider the following when setting up or revamping your online resources for reporters:

DO:	DON'T:
<ul style="list-style-type: none"> ▪ Provide one-click access—a direct link from your home page. ▪ Post an after-hours administrative number for reporters on deadline. ▪ Organize material in a logical manner. Provide bulleted, easy-to-understand fact sheets. ▪ Provide frequently asked questions and base them on actual questions—ones you hear repeatedly from reporters. ▪ Provide downloadable logos. ▪ Group news releases by year. ▪ Offer useful search functions. Reporters want to be able to search your news releases, not merely see a listing. ▪ Offer print-friendly options so reporters don't have to print out unneeded pages. ▪ Keep it fresh—update your material regularly and have a way to highlight what is new. ▪ Link to your Web site in news releases and other materials. 	<ul style="list-style-type: none"> ▪ Hide your online media room. Don't make reporters hunt through other sections. ▪ Make your media room a dumping ground for old material or too-lengthy documents (post executive summaries instead). ▪ Post too many PDF documents. In some environments reporters can't launch plug-ins (like Adobe Acrobat); reporters on deadline will move on if they can't easily access your information. ▪ Leave old releases up forever; archive them.

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Do's and Don'ts for On-Camera Performance

The following “do’s” and “don’ts” are helpful reminders of what works and what doesn’t when you are in front of the camera.

DO:

- **Know what you want to say.** It is the best way to control the interview and accomplish your objectives.
- **Know your main point and stick to it.** Too many messages will be confusing to the reporter and the public.
- **Be positive, yet realistic.** Turn a negative question around and answer it in the positive. If asked, “Why didn’t the police department use search dogs immediately?” Instead of saying, “We didn’t use search dogs earlier because . . .,” say: “We have used a full range of search strategies, including search dogs.”
- **Show compassion and empathy.**
- **Know when to stop.** Stop talking when you’ve made your point. Don’t speculate and don’t feel that you have to fill empty air space.
- **Whenever possible, summarize your key points at the end of the interview.**

DON'T:

- **Speculate.** If you don’t know the answer to something, say so. Don’t offer your opinion.
- **Answer hypothetical questions.** Hypothetical questions often begin: “What if” Don’t answer questions that require you to make assumptions.
- **Comment on other organizations, unless to thank them for their efforts.**
- **Comment on what others have said,** particularly if you haven’t heard or read it yourself. It may cause you to verify something that might not be true.
- **Lose your temper.** You can stand your ground without losing it.
- **Lie. NEVER!**
- **Say anything to a reporter you don’t want to see in print or on TV.** Always assume that microphones are turned on.
- **Use “off the record.”** Even if you have a long-standing relationship with a reporter consider this: if the information gets out from a source other than you, other reporters may run with the information while the reporter you trusted misses out on the story by respecting your request to keep the information off the record!
- **Say “no comment”!** There is always a better alternative, such as admitting you don’t have an answer, but promising to get one.

Managing Your Nervousness

Most people experience at least some nervousness in front of the camera, but there are things you can do to reduce those “butterflies.”

- **Prepare.** The more prepared you are, the less nervous you will feel.
- **Anticipate questions.** Think like a reporter and anticipate the questions you might be asked. Reducing the “surprise” factor will reduce your nervousness.
- **Do something to relax yourself.** Take a few deep breaths, stretch, or walk around. Find out what technique works best to help you relax.
- **Use your nervousness as positive energy.** Nervousness is not all bad! A bit of nervousness can energize your performance on camera.
- **Realize the reporter wants you to succeed.** In most cases, the reporter is not out to get you and really doesn’t want you to stumble over words or misspeak. If the interview is being taped, don’t hesitate to say, “I’d like to try that again” if your answer to a question came out tongue-tied.
- **Know it is okay to pause to gather thoughts.** A pause will always seem longer to you than the audience, so don’t ramble or use fillers like “um” to take up dead air. Gather your thoughts and give your best answer.

Topic **Tips for Managing Briefing Logistics**

When setting up a briefing, you may not have many choices of location or other logistical needs, but for planning purposes you should always consider the following questions:

Will it be covered live?

Most TV media carry from 500 to 1,000 feet of cable. Satellite or “live” trucks will need an unobstructed area to park in. Satellite trucks need a clear southern exposure to access their satellite. Live trucks will need to access their station repeater—find out where it is and try to plan for where the trucks may park.

What can you control in the environment?

- Rain, snow, wind, and other environmental conditions can all serve to detract from what the speaker is saying.
- An indoor, controlled environment is usually the best option if one large enough is available.
- Pick a place with a clean backdrop.
 - Is the area behind where the news conference is to be held free from distractions (e.g., people milling about, vehicles moving, smoke or flames, etc.)?
 - Make sure cameras cannot move behind the speakers for a “reverse shot” of the news conference.
- Make sure speakers have clear access and egress without having to pass through reporters.
 - If speakers do not have a clear exit, the media will continue to ask questions, sometimes even trying to physically position themselves so that the speaker has to stop.
- Think about sound issues.
 - Try to minimize background noise so speakers can be heard clearly. If at all possible, select a place for your news conferences where external noise can be reduced or eliminated. Sounds from heavy machinery, airplanes, trains, or other sources can be distracting to the public who may need to hear the information you are sending out.
 - Occasionally these noises can be so loud as to drown out what is being said by the speaker entirely.
 - If you are inside a building, consider the “echo” factor.
 - Have an audio “multi box”—This allows just one microphone to be placed in front of the speaker, eliminating a microphone “tree” and providing clearer audio.
 - Make sure you get your own recording of the news conference for transcription and possible legal issues.

What do you need to do to facilitate the cameras?

- Make sure that the cameras have a clear line of sight to the speakers.
- Try to set up in an area where the cameras will be at the same level as the speakers.
- When the camera is shooting down from a position of higher elevation, the image tends to diminish the speaker and the message being presented.
- When the camera is shooting up from a position of lower elevation, the image tends to place the speaker in a position of greater authority—which is not recommended.

What do you need in terms of security?

- A location filled with cameras and various officials about to make a statement can be an opportunity for someone who may want to cause a disturbance or promote an “alternative” viewpoint. Also, media satellite/live trucks contain a considerable amount of high-value equipment. Security should be provided both for members of the media and for the news briefing participants.
- Security staffing should be visible but not intrusive, and can be stationed near where the news briefing will take place or possibly out by the news media satellite/live trucks.
- Often local law enforcement may offer to assist in providing security.

On-Scene Nightmares

At the scene of an incident, things can quickly turn against you and your organization if they are not properly handled.

Providing No Information

- This can lead to the media turning on you and your agency. They will not want to work with you and may begin to portray your agency as incapable of doing its job. If you don't have answers, the media will go elsewhere for a response.

Providing the Wrong Information

- You cannot “take back” statements made to the media. Make sure that what is said is correct if you want to develop and maintain credibility. As Warren Buffett said, “It takes 20 years to build a reputation and 5 minutes to ruin it.”

Losing Your Cool

- Failure to remain calm and in control will make **you** the story. Not only will you look foolish, but you will lose credibility with your co-workers, the media, and the public.

Playing Favorites

- When the incident is large enough, national media will show up. Sometimes these are very famous people and you may be tempted to “help” them more than other members of the media. Remember that these people leave as soon as the incident is over, but your local media will be there for a long time to come. Treat everyone the same—but make sure that your local professional media are taken care of.

Calm vs. Chaos

- The role of the PIO is to help your organization by working with the news media. If someone is being difficult to work with or does not understand the importance of media relations, try to educate them calmly.

Deadlines vs. Safety

- The ultimate goal of all public safety endeavors is to save lives, protect property, and preserve the environment—and almost all reporters would agree that their needs will come after these important tasks. Members of the media do not want to interfere with these important tasks, but they will always try to get the information or access that they want if it is safe and does not interfere with work at the scene. One caution is that the increase in amateur “reporters” may lead to individuals with more camera gear than sense appearing at the scene. Make sure they know the same rules apply to them as to anyone else there.

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Topic	Types of JICs
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JIC Type	Description
Incident	Typically, an incident-specific JIC is established at a single, on-scene location in coordination with Federal, State, tribal, and local agencies or at the national level, if the situation warrants. It provides easy media access, which is paramount to success. This is a typical JIC.
Virtual	A virtual JIC is established when a physical co-location is not feasible. It connects PIOs through e-mail, cell/land-line phones, faxes, video teleconferencing, Web-based information systems, etc. For a pandemic incident where PIOs at different locations communicate and coordinate public information electronically, it may be appropriate to establish a virtual JIC.
Satellite	A satellite JIC is smaller in scale than other JICs. It is established primarily to support the incident JIC and to operate under its direction. These are subordinate JICs, which are typically located closer to the scene.
Area	An area JIC supports multiple-incident ICS structures that are spread over a wide geographic area. It is typically located near the largest media market and can be established on a local, State, or multistate basis. Multiple States experiencing storm damage may participate in an area JIC.
Support	A support JIC is established to supplement the efforts of several Incident JICs in multiple States. It offers additional staff and resources outside of the disaster area.
National	A national JIC is established when an incident requires Federal coordination and is expected to be of long duration (weeks or months) or when the incident affects a large area of the country. A national JIC is staffed by numerous Federal departments and/or agencies, as well as State agencies and nongovernment organizations (NGOs).

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Topic **PIO and JIC Activities in Response to an Evolving Incident**

	Initial Response	Situation Expanded; EOC Activated
	PIO will . . .	JIC will . . .
STEP 1: Information Gathering	<ul style="list-style-type: none"> ✓ Ask responders on scene, and call other sources as needed. ✓ Observe news media coverage for accuracy of reporting and rumors. 	<ul style="list-style-type: none"> ✓ Have access to the scene (Field PIOs and Incident Command). ✓ Ask EOC staff. ✓ Ask Public Inquiry Center staff (if activated). ✓ Attend regular briefings. ✓ Use reports issued by communications and information management. ✓ Observe news media coverage for accuracy of reporting and rumors.
	Initial Response	Situation Expanded; EOC Activated
	PIO will . . .	JIC will . . .
STEP 2: Analysis and Verification	<ul style="list-style-type: none"> ✓ Consult with Incident Command. 	<ul style="list-style-type: none"> ✓ Consult with other PIOs in the JIC. ✓ Consult with other sources in the EOC. ✓ Consult with PIOs in the field. ✓ Consult with other PIOs in the JIS but not working out of the JIC.
	Initial Response	Situation Expanded; EOC Activated
	PIO will . . .	JIC will . . .
STEP 3: Message Development	<ul style="list-style-type: none"> ✓ Get critical (i.e., life-saving and property protecting) information out. 	<ul style="list-style-type: none"> ✓ Consult with other PIOs in the JIS to identify key messages. ✓ Coordinate message development. (PIOs retain authority and responsibility, but work collectively so each knows the other's messages.) ✓ Expand production options with more people and other resources.
	Initial Response	Situation Expanded; EOC Activated
	PIO will . . .	JIC will . . .
STEP 4: Approval	<ul style="list-style-type: none"> ✓ Get approval of Incident Command (verbal okay). 	<ul style="list-style-type: none"> ✓ Coordinate with other PIOs in the JIS. ✓ Use prescribed protocol; use additional review as needed and as time allows. ✓ Document the process.

Topic PIO and JIC Activities in Response to an Evolving Incident

	Initial Response	Situation Expanded; EOC Activated
	PIO will . . .	JIC will . . .
STEP 5: Dissemination Information	<ul style="list-style-type: none"> ✓ Primarily respond to reporters' questions and give interviews. ✓ Distribute pre-scripted information such as backgrounders or fact sheets, if possible. 	<ul style="list-style-type: none"> ✓ Schedule media briefings. ✓ Give interviews (face-to-face; phone). ✓ Arrange news conferences with multiple spokespersons. ✓ Issue news releases—based on templates and unique to the incident (distributed electronically and by other means). ✓ Use other technology as appropriate.
	Initial Response	Situation Expanded; EOC Activated
	PIO will . . .	JIC will . . .
STEP 6: Tracking and Documentation	<ul style="list-style-type: none"> ✓ Keep notes; keep copies of information released. 	<ul style="list-style-type: none"> ✓ Use prescribed SOP, which will likely include: <ul style="list-style-type: none"> ✓ Media logs. ✓ News release tracking list. ✓ Other documentation required by ICS. ✓ Use other technology as appropriate.
	Initial Response	Situation Expanded; EOC Activated
	PIO will . . .	JIC will . . .
STEP 7: Media Monitoring	<ul style="list-style-type: none"> ✓ Review print and electronic media. ✓ Advise leadership of issues as they arise. 	<ul style="list-style-type: none"> ✓ Use prescribed SOP. ✓ Have additional staff who will offer greater flexibility and coverage potential. ✓ Formalize media reports to leadership, to some extent.

Instructions: Answering the questions on this checklist will help you determine your capacity for activating a JIC. The questions are arranged in three sections: (1) Plans, (2) People, and (3) Logistics.

PLANS		
Do you have systems and procedures for:	Yes	No
<ul style="list-style-type: none"> ▪ Developing an emergency response or crisis communication plan for public information and media relations? 	<input type="checkbox"/>	<input type="checkbox"/>
Does your emergency response or crisis communication plan have systems and procedures for:	Yes	No
<ul style="list-style-type: none"> ▪ Designating and assigning line and staff responsibilities for the public information team? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Identifying and updating current contact numbers for PIO staff and other public information partners in your plan? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Identifying and updating current contact numbers for regional and local news media (including after-hours news desks)? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Establishing the JIC at the Emergency Operations Center (if activated)? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Securing needed resources (space, equipment, people) to conduct the public information operation during an incident 24 hours a day, using such mechanisms as Memorandums of Understanding, contracts, etc.? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Creating messages for the news media and the public under severe time constraints, including methods to clear these messages within the emergency response operations of your organization (including multijurisdiction and/or agency cross-clearance)? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Disseminating information to news media, the public, and partners (e.g., Web site capability 24/7, listservs, broadcast fax, printed news releases, door-to-door leaflets, etc.)? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Verifying and clearing/approving information prior to its release to the news media and the public? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Operating a public inquiry hotline with trained staff available to answer questions from the public and control rumors? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Activating the Emergency Alert System, including the use of pre-scripted messages? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Coordinating your public information systems planning activities with other response organizations? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Coordinating your public information systems planning activities with other sections within the Emergency Operations Center? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Testing the plan through drills and exercises with other response team partners? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Updating the plan as a result of lessons learned through drills, exercises, and incidents? 	<input type="checkbox"/>	<input type="checkbox"/>

PEOPLE		
Do you have systems and procedures for:	Yes	No
<ul style="list-style-type: none"> ▪ Identifying staffing capabilities needed to maintain public information operations for 24 hours per day for at least several days? (Note: Staff may include regular full- and part-time staff as well as PIOs from other agencies or departments, disaster employees, volunteers, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Establishing and maintaining agreements for acquiring or borrowing temporary staff? (Note: Such agreements may be mutual aid arrangements or Memorandums of Understanding.) 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Granting emergency authority to hire or call up temporary staff or those on loan from other organizations? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Establishing and maintaining job descriptions and qualifications for individuals serving as your organization's PIO and other roles during an incident? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Assigning a staff member and at least one alternate the role and responsibilities of PIO? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Determining if the assigned PIO(s) is qualified? Sample qualifications include: <ul style="list-style-type: none"> ▪ Experience and skills in providing general and emergency public information. ▪ Ability to represent your organization professionally (can articulate public information messages well when dealing with the media and the public, and can handle on-camera interviews). ▪ Written and technical communication skills (writing/editing, photography, graphics, and Internet/Web design proficiency). ▪ Management and supervision experience and skills needed to run a JIC. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Establishing and maintaining a list of language translators available to assist with public information? (Note: Such network should include sign language interpreters and individuals capable of writing and speaking the non-English language(s) used by individuals in your jurisdiction.) 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Establishing and maintaining working relationships with PIO partners from other organizations that you might need to work with during an incident (e.g., PIOs from other jurisdictions, other government agencies or departments, nongovernmental organizations, and private entities)? 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Developing and maintaining working relationships with your local and regional media, and established procedures for providing information to those media entities effectively and efficiently during incidents? 	<input type="checkbox"/>	<input type="checkbox"/>

LOGISTICS		
Do you have a go-kit for PIO use during an incident, including:	Yes	No
▪ Laptop computer capable of linking to the Internet/e-mail?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Cell or satellite phone, pager, and/or PDA/palm computer with wireless e-mail capability?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Digital camera, photo storage media, and charger/backup batteries?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Flash drives, CDs, and/or disks containing the elements of the crisis communication plan (including news media contact lists, PIO contact lists, and information materials such as topic-specific fact sheets, backgrounders, talking points, and news release templates)? REMEMBER: Redundancy is important in case the computer you are using doesn't have a USB port, CD, or floppy drive.	<input type="checkbox"/>	<input type="checkbox"/>
▪ Office supplies such as paper, pens, self-stick notes, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Manuals and background information necessary to provide information to the media and the public (e.g., your Smart Book)? (Note: A Smart Book is a compilation of factual information assembled about your jurisdiction, such as population, number of schools and hospitals, size and description of geographic or infrastructure features, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Hard copies of all critical information?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have systems for:	Yes	No
▪ Acquiring and maintaining go-kits with a funding mechanism (e.g., credit card) that can be used to purchase operational resources? (Note: A go-kit is a mobile response kit that allows PIOs to maintain communications in the event that they are working outside of their normal place of operation.)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Ensuring PIOs can access the go-kit when serving at an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Acquiring and maintaining portable communications equipment, critical up-to-date information, and supplies?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Acquiring and maintaining essential media production equipment (cameras, digital storage, laptops, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Acquiring and maintaining a Smart Book (or equivalent technologies) to assist PIOs in accurately informing the media and the public during an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Identifying a dedicated location to house the JIC? (Note: The location selected must be wired for telephone, Internet access, cable, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Securing and maintaining the necessary JIC equipment and supplies to allow information to be disseminated to the media and the public?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Inventorying and restocking the PIO go-kit after an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Inventorying and restocking JIC equipment and supplies after an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Periodically updating your Smart Book with current information?	<input type="checkbox"/>	<input type="checkbox"/>

LOGISTICS (Continued)		
Do you have equipment and supplies needed for a JIC, including:	Yes	No
▪ Computers on LAN with Internet access and e-mail listservs designated for news media and partner entities?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Laptop computers?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Electric and manual typewriter(s) in case power outage or other problems interfere with computer/printer usage?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Fax machine pre-programmed for broadcasting fax releases to news media and partner entities?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Printers and copy machines, with supplies such as toner and paper?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Paper shredder and trash bags?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Televisions with access to cable hookups and VHS VCRs?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Cell or satellite phones, pagers, and/or PDAs/palm computers with wireless e-mail capability?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Digital camera, photo storage media, and charger/backup batteries?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Audio recorder and batteries?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Flash drives, CDs, and/or disks containing the elements of the crisis communication plan (including media contact lists, PIO contact lists, and information materials such as topic-specific fact sheets, backgrounders, talking points, and news release templates)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Office furniture/accessories such as desks, chairs, file cabinets, bulletin boards, white boards, trash cans, lights, in/out baskets, landline phones, clocks, large calendars, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Audio equipment and furniture necessary for conducting news conferences (e.g., wireless microphones, lectern, mult box, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Office supplies (e.g., white and colored paper, pens, self-stick notes, folders, blank tapes, binders, overnight mail supplies, tape, poster board, erasable and permanent markers, chart paper, easels, staplers and staples, press kit folders, binders, computer disks/CDs, hole punch, organization logo on stickers, letterhead, postage stamps, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Manuals, directories, and background information necessary to provide information to the media and the public (e.g., your Smart Book)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Hard copies of all critical information?	<input type="checkbox"/>	<input type="checkbox"/>



Building the JIS/JIC Worksheet

October 2009

Instructions: This worksheet asks you to assess your current situation in four areas and to identify resources you can tap or actions you can take to enhance your capabilities to develop and maintain a strong Joint Information System (JIS)/Joint Information Center (JIC).

PART I: Building a Strong Knowledge Base		
Knowledge of emergency management concepts (e.g., ICS, NIMS)	Current Assessment: <input type="checkbox"/> Already quite knowledgeable <input type="checkbox"/> Would like to learn more	How I will enhance knowledge of NIMS and ICS:
Knowledge of local emergency management (e.g., local EOP and your organization's role)	Current Assessment: <input type="checkbox"/> Already quite knowledgeable <input type="checkbox"/> Would like to learn more	How I will enhance knowledge of local emergency management:
Knowledge of organization's programs, operations, and SOP (e.g., can speak knowledgably; have contact information for key personnel)	Current Assessment: <input type="checkbox"/> Already quite knowledgeable <input type="checkbox"/> Would like to learn more	How I will enhance knowledge of my organization:



Building the JIS/JIC Worksheet

October 2009

PART II: Developing Positive Working Relationships With PIOs and the News Media		
Relationships with PIOs within your jurisdiction	Current Assessment: <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	How I will further develop relationships with PIOs within my jurisdiction:
Relationships with PIOs from neighboring jurisdictions and at the State level	Current Assessment: <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	How I will further develop relationships with PIOs from neighboring jurisdictions and the State:
Relationships with the news media (e.g., conduct regular outreach; have current contact information)	Current Assessment: <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	How I will further develop relationships with the news media:



Building the JIS/JIC Worksheet

October 2009

PART III: Identifying Resources for Organizing and Leading a Local JIC

<p>JIC staffing from within your own organization (consider all positions that could supplement PIO staff) and from outside your organization (e.g., other agencies, higher education institutions, professional organizations)</p>	<p>Current Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Already have sufficient staffing <input type="checkbox"/> Would like to have additional staffing capability 	<p>Potential JIC staffing I have identified for:</p> <ul style="list-style-type: none"> ▪ Information gathering and analysis: ▪ Writing: ▪ Graphics: ▪ Photography: ▪ Videography: ▪ Media relations: ▪ Dissemination: ▪ Media monitoring: ▪ Support:
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Building the JIS/JIC Worksheet

October 2009

PART III: Identifying Resources for Organizing and Leading a Local JIC (Continued)		
Possible JIC location	Current Assessment: <ul style="list-style-type: none"> <input type="checkbox"/> Already have designated location <input type="checkbox"/> Would like to identify/secure a location 	Potential JIC location I have identified, or actions I will take to identify a location:
Possible JIC equipment and supplies (consult the JIC Readiness Assessment checklist in your Student Manual for ideas)	Current Assessment: <ul style="list-style-type: none"> <input type="checkbox"/> Already have sufficient equipment and supplies <input type="checkbox"/> Would like to identify/secure equipment and supplies 	Potential source(s) of JIC equipment and supplies I have identified, or actions I will take to identify source(s):



Building the JIS/JIC Worksheet

October 2009

PART IV: Developing Relationships With State and Federal Partners		
Relationships with State partners	Current Assessment: <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	How I will further develop relationships with State partners:
Relationships with Federal partners	Current Assessment: <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	How I will further develop relationships with Federal partners:

