Unit 5: The Tabletop Exercise
Introduction

Now that you have the “big picture” of the exercise process and the steps in designing an exercise, you’re ready to take a closer look at specific kinds of exercises. This unit focuses on the tabletop exercise.

First, we’ll review how a tabletop exercise works and the role of the facilitator. At some point you will probably be called upon to serve in this role, so we will discuss some guidelines for successfully facilitating a tabletop exercise. Finally, we’ll examine how the design steps you learned in the previous unit are applied to this type of exercise.

Unit 5 Objectives

After completing this unit, you should be able to:

- Describe the purposes and characteristics of a tabletop exercise.
- Describe the steps in facilitating a tabletop exercise.

Characteristics of the Tabletop Exercise

As learned in Unit 2, a tabletop exercise simulates an emergency situation in an informal, stress-free environment. The participants—usually people on a decision-making level—gather around a table to discuss general problems and procedures in the context of an emergency scenario. The focus is on training and familiarization with roles, procedures, or responsibilities.
Characteristics of the Tabletop Exercise (Continued)

**Purpose**

The tabletop is largely a discussion guided by a facilitator (or sometimes two facilitators who share responsibilities). Its purpose is to solve problems as a group. There are no simulators and no attempts to arrange elaborate facilities or communications. One or two evaluators may be selected to observe proceedings and progress toward the objectives.

The success of a tabletop exercise is determined by feedback from participants and the impact this feedback has on the evaluation and revision of policies, plans, and procedures.

**Advantages and Disadvantages**

The tabletop exercise is a very useful training tool that has both advantages and disadvantages, as summarized in the following table.

| Advantages and Disadvantages of Tabletop Exercises |
|---|---|
| **Advantages** | ▪ Requires only a modest commitment in terms of time, cost, and resources  
▪ Is an effective method for reviewing plans, procedures, and policies  
▪ Is a good way to acquaint key personnel with emergency responsibilities, procedures, and one another |
| **Disadvantages** | ▪ Lacks realism and thus does not provide a true test of an emergency management system’s capabilities  
▪ Provides only a superficial exercise of plans, procedures, and staff capabilities  
▪ Does not provide a practical way to demonstrate system overload |
How a Tabletop Works

In many respects, a tabletop exercise is like a problem-solving or brainstorming session. Unlike a functional exercise, problems are tackled one at a time and talked through without stress.

Problem Statements and Messages

A tabletop is not tightly structured, so problem statements can be handled in various ways:

- The facilitator can verbally present general problems, which are then discussed one at a time by the group.
- Problems can be verbally addressed to individuals first and then opened to the group.
- Written detailed events (problems) and related discussion questions can be given to individuals to answer from the perspective of their own organization and role, then discussed in the group.
- Another approach is to deliver prescripted messages to players. The facilitator presents them, one at a time, to individual participants. The group then discusses the issues raised by the message, using the EOP or other operating plan for guidance. The group determines what, if any, additional information is needed and requests that information. They may take some action if appropriate.
- Occasionally, players receiving messages handle them individually, making a decision for the organization they represent. Players then work together, seeking out information and coordinating decisions with each other.

Some facilitators like to combine approaches, beginning the exercise with general problems directed to key individuals and then passing out messages one at a time to the other players.

Handling Problems: It is usually wise to take the time to resolve problems, rather than hurry from one problem or message to the next, even though players sometimes will want to bypass the tough problems.
How a Tabletop Works (Continued)

Facilities and Materials

It is recommended that the EOC or other operations center be used for the tabletop exercise, for two reasons:

- It provides the most realistic setting.
- Needed plans, displays, and maps are available on the premises.

However, any conference facility that will comfortably accommodate the expected number of participants in a face-to-face setting will be adequate.

The number of participants and the scenario will determine the number and arrangement of tables for the exercise. Some facilitators like to arrange small groups around separate tables. Others prefer a U-shaped layout.

Provided reference materials should include emergency plans, maps, and other reference materials that would normally be available in the EOC.

Facilitating a Tabletop Exercise

A tabletop exercise provides a relaxed environment of team problem solving. Whereas functional and full-scale exercises are interactive, a tabletop is managed by a facilitator. The facilitator has a number of responsibilities, including:

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

The facilitator must have good communication skills and be well informed on local plans and organizational responsibilities. Although the facilitator can be thought of as a discussion leader, the role can be much more. What follows are some guidelines for facilitating a tabletop exercise.

Setting the Stage

The opening remarks and activities influence the whole experience. Players need to know what will happen and to feel comfortable about being there. Below are some guidelines for setting the stage for a successful tabletop exercise.

Guidelines for Setting the Stage

- **Welcome.** Begin by sincerely welcoming participants and putting them at ease.

- **Briefing.** Brief the participants about what will happen. This includes a clear explanation of:
  - Purposes and objectives.
  - Ground rules.
  - Procedures.

- **Narrative.** Start the exercise by reading (or having someone read) the narrative and introducing the first problem or message.

- **Ice Breaker.** Try breaking the ice by beginning with a general question directed at one or two high-ranking officials or to the group as a whole. Later, other problem statements or messages can be addressed to other individuals or organizations.
Facilitating a Tabletop Exercise (Continued)

**Involving Everyone**

It is important that everyone participates and that no one person or organization dominates the discussion. Tips for involving all of the participants are summarized below.

<table>
<thead>
<tr>
<th>Ways to Involve All of the Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Organize the messages so that all organizations must deal with a question or problem.</td>
</tr>
<tr>
<td>- Give extra encouragement to those who are a little reticent.</td>
</tr>
<tr>
<td>- Avoid the temptation to jump in with the right solutions when players are struggling. This will often hamper the discussion. Instead, try to draw out the answers from the players. They will be more likely to participate if they feel people are listening intently and sympathetically.</td>
</tr>
<tr>
<td>- Model and encourage the behaviors you want from the participants:</td>
</tr>
<tr>
<td>- Give eye contact.</td>
</tr>
<tr>
<td>- Acknowledge comments in a positive manner.</td>
</tr>
</tbody>
</table>

**In-Depth Problem Solving**

The purpose of tabletop exercises is usually resolving problems or making plans as a group. That means going after real solutions—not superficialities.

Some facilitators make the mistake of trying to move too fast through the scenario, believing that they have to meet all of the objectives and get through all of the messages. However, that is not a good approach if nothing gets settled.

Remember: If you spend all the time on one big problem, maintain interest among players, and reach consensus, then the tabletop is a success! *Push the players past superficial solutions.* A few carefully chosen, open-ended questions can keep the discussion going to its logical conclusion.
Facilitating a Tabletop Exercise (Continued)

Controlling and Sustaining Action

To maintain a high level of interest and keep everyone involved, the facilitator needs to control and sustain the action. There are several ways to do this.

Ways to Control and Sustain Action

- **Use multiple event stages.** Develop the scenario narrative in event stages. (For example, the initial narrative may involve warning. A later one could deal with search and rescue.) Then, as discussion begins to fade on one issue, introduce the next segment.

- **Vary the pace.** Add or delete problem statements and messages to alter the speed of the action. Occasionally give two messages at the same time to increase pace and interest.

- **Maintain a balance.** Maintain a balance between overly talking about a problem to death and moving along so fast that nothing gets settled. Don’t hesitate to control the exercise tightly!

- **Watch for signs of frustration or conflict.** Always remember that the tabletop is basically training, not testing. People may come with fragile egos and little exercise experience. If you see mounting frustration or conflict, stop the exercise. Reach into your experience as a discussion leader to help the players resolve conflicts and feel comfortable.

- **Keep it low-key.** Avoid a bad experience by keeping in mind the low-key nature of the tabletop.
Activity: Your Ideas for Facilitating a Tabletop

You have read about many techniques for facilitating a tabletop exercise. But group facilitation styles and techniques are as varied as the facilitators who use them, and you may have some additional ideas about group techniques that would help you facilitate a successful tabletop exercise. Jot your ideas below.

Setting the Stage:

Involving Everyone:

In-Depth Problem Solving:

Controlling and Sustaining Action:
Designing a Tabletop Exercise

The eight-step process outlined in Unit 4 is used to design a tabletop exercise:

1. Assess needs.
2. Define the scope.
3. Write a purpose statement.
4. Define objectives.
5. Compose a narrative.
6. Write major and detailed events.
7. List expected actions.
8. Prepare messages.

You can use the job aids provided in Unit 4. For a tabletop exercise, however, the process can be somewhat simplified. Because a tabletop is only partially simulated, it requires little scripting. The only roles are the facilitator, the participants (who respond in their real-life roles), and one or two recorders. Recorders take minutes and record decisions and usually do not need formal evaluation forms.

Applying the Design Steps

The first four steps are handled just as described in Unit 4. The remaining steps can be simplified as follows:

- **Narrative:** The tabletop narrative is sometimes shorter. It is nearly always given to the players in printed form, although it can be presented on TV or radio. When the purpose of the tabletop is to discuss general responses, the narrative can be presented in parts, with a discussion of problems after each part.
Designing a Tabletop Exercise (Continued)

- **Events:** The events should be closely related to the objectives of the exercise. Most tabletop exercises require only a few major or detailed events, which then can easily be turned into problem statements.

- **Expected actions:** A list of expected actions is useful for developing both problem statements and messages. It is always important to be clear about what you want people to do. However, in a tabletop, sometimes the “expected action” will be a discussion that will eventually result in consensus or ideas for change.

- **Messages:** A tabletop can succeed with just a few carefully written messages or problem statements. As always, messages should be closely tied to objectives and should be planned to give all participants the opportunity to take part.

The messages might relate to a large problem (almost like an announcement of a major event) or a smaller problem, depending on the purpose of the exercise. Usually they are directed to a single person or organization, although others may be invited to join in the discussion.

<table>
<thead>
<tr>
<th>Message Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Problem Statement:</strong></td>
</tr>
<tr>
<td>During a relocation process, what do you feel is needed for the support of your functions?</td>
</tr>
<tr>
<td><strong>Specific Message:</strong></td>
</tr>
<tr>
<td>A call from Southside Nursing Home: They do not have enough transportation for all of their patients.</td>
</tr>
</tbody>
</table>

**How many messages?** It is a good idea to write a few more messages than you think you will need. However, if messages are carefully thought through, they will create a rather lengthy discussion. It’s better to have 10 or 15 good messages than 20 or 30 hastily written ones.
(Note: A job aid for designing and facilitating a tabletop exercise is provided on the next page and also appears as Job Aid 15 in Appendix A.)
Designing a Tabletop Exercise (Continued)

Design
- Needs assessment, scope, statement of purpose, and objectives developed
- Narrative:
  - May be shorter
  - Presented all at once or incrementally
- Events:
  - Limited number
  - Presented as problem statements
- Expected actions:
  - May involve identification of appropriate responses, identification of gaps in procedures, reaching group consensus, developing ideas for change, etc.
- Messages:
  - Limited number (e.g., 10-15)
  - Involve everyone
  - Tied to objectives

Facilitation
- Welcome participants
- Briefing:
  - Purpose and objectives
  - Ground rules and procedures
  - Narrative presentation (printed, verbal, TV, radio)
- Ice breaker questions directed at high-ranking officers
- Messages organized to involve all organizations
- Strategies to encourage the reticent
- Facilitate—don’t dominate
- Model positive behaviors (eye contact, positive reinforcement)
- Aim for in-depth problem solving
- Strategies for sustaining action
  - Multiple event stages
  - Varied pace
  - Balanced pace
  - Conflict resolution
  - Low-key atmosphere
Designing a Tabletop Exercise (Continued)

**Exercise Examples**

Examples of two approaches to tabletop exercises—“scenario development” and “single narrative with messages”—are provided in the activities that follow. Review the plans carefully for similarities and differences.

A third approach is illustrated in the sample tabletop exercise provided in the *Exercise Design* Tool Box in the “Samples” Directory. In this exercise program, local governments in a jurisdiction conduct concurrent tabletop exercises and report their actions via situation reports, Emergency Management Exercise Reporting System (EMERS) forms, and Participant Narrative Summary forms. The local exercises are followed by a regional exercise based on outcomes from the local exercises.
Activity: Develop Tabletop Exercise Problem Statements

The following example illustrates one tabletop exercise design approach—the “scenario development” approach. The goal of this exercise (based on an earthquake scenario) is to generate general solutions to problems. To accomplish this, it presents the narrative in sections, with each section followed by a few problem statements. The facilitator would have participants discuss each problem statement until reasonable solutions have been reached, then proceed to the next narrative section and its accompanying problem statements.

Review the sample plan. Problem statements for the third narrative section have been omitted. In the spaces provided, develop two problem statements related to the third narrative section that would help achieve the objectives of the exercise.

### Tabletop Plan: Example 1 (Scenario Development Approach)

<table>
<thead>
<tr>
<th>Organization:</th>
<th>Department of Management Services</th>
</tr>
</thead>
</table>
| Objectives:   | 1. Heighten awareness of city plan and standard operating procedures.  
                2. Identify and prioritize response activities.  
                3. Identify plans, policies, and procedures which are specific for this department and its various divisions.  
                4. Identify resources available to the department team.  
                5. Identify critical operations. |
| Participants: | Department Level  
                - Department of Management Services; Department Director  
                - Assistant to Mayor  
                - City Treasurer  
                Division Level  
                - Division of Human Resources Management  
                - Division of Labor Relations  
                - Division of Accounting  
                - Division of Budget  
                - Treasurer  
                - Division of Purchasing  
                - City Recorder |
### Activity: Develop Tabletop Exercise Problem Statements (Continued)

#### Tabletop Plan: Example 1 (Continued)

### Scenario Development 1 (Narrative, Part 1)

It is 9:00 a.m. on Tuesday, January 15. You have just felt a moderate earthquake as you worked at your desk in the City Office Building. You hid under your desk as plaster and glass flew around your office. After the shaking had stopped, you left the building from the nearest exit. Everyone is shocked, but apparently there are no serious injuries. You see several cracks in the rock fascia and wonder whether it is safe to reenter the building. Your assistant comes up to you and tells you that he could not get a dial tone on his phone before exiting the building. Near panic, he asks these questions: “What do we do? How do we get help? How do we call the emergency command center? How bad do you think the quake is?”

It occurs to you that these are questions that need to be answered.

**Problem Statements:**

A. As Division heads, what are our primary and secondary priorities and responsibilities? What are the time constraints on these activities?

B. As a Department Command Team, what are our priorities and responsibilities?

C. How is this department prepared to sustain division support/activity throughout a lengthy response? What about shifts for the command post members?

### Scenario Development 2 (Narrative, Part 2)

Because of possible structural damage to the building, the group decides to relocate the Department Command Post to __________. It appears that the earthquake was not too severe; however, it will require a serious effort to keep the department services available and respond to the city’s needs. Since the City Command Post is expecting the department to be located at the City Office Building in Roger Brown’s office, it is necessary to discuss what to do and how to do it.

**Problem Statements:**

A. If there is damage to this building, how do we select where we will relocate?

B. Roger Brown, at the City EOC, has to know of your whereabouts. How do you contact him at the City EOC to let him know where you are relocating? If radios are used, where did they come from? Are they operational?

C. During a relocation process, what do you feel as a team is needed for the support of your functions (administrative support, personnel, facilities, etc.)?
Activity: Develop Tabletop Exercise Problem Statements (Continued)

Tabletop Plan: Example 1 (Continued)

Scenario Development 3 (Narrative, Part 3)

It is now 1½ days since the earthquake. None of you have been able to go home. Because of debris removal, all of the city response agencies, including public works, have been working almost nonstop. You hear of a street worker who was injured falling out of a tree while cutting down a broken branch. Also, last night a secretary complained that she was doing purchasing/contract procurement while only being paid as a secretary. She joked with her supervisor, but Frank was alerted to this concern by the supervisor for policy guidance.

Problem Statements: (Develop your problem statements in the spaces below.)

A.

B.

Note: The scenario may continue through two or three more problem areas. The problem statements need not be addressed in sequence.
Activity: Develop Tabletop Exercise Problem Statements
(Continued)

Suggested Answers

A wide variety of problem statements could be developed based on the provided narrative section. Below are two examples. Yours will probably be different, but they should reinforce the exercise objectives given at the beginning of the example.

Examples of Problem Statements:

A. Does this body have the power to make policy decisions with regard to contract violation, shift problems for extended response periods, and injuries related to personnel performing functions outside their normal duties? Have liability issues been fully addressed?

B. What plan is in place to assist city responders (this group included) with family information assistance to reduce the stress of employees not knowing how their families are?
Activity: Develop a Tabletop Exercise Message

The following example illustrates another tabletop exercise design approach—a single narrative with messages. This plan focuses the participants on more specific responses to problems through the use of printed messages. The facilitator would present the entire narrative, then distribute the messages to specific players for discussion.

Review the plan. Imagine that your organization is included among the players. In the space provided, develop a message related to a communications issue that would affect your organization’s ability to meet the stated objectives of the exercise.

Tabletop Plan: Example 2 (Message Approach)

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Participants will demonstrate the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Coordinate effective evacuation.</td>
</tr>
<tr>
<td></td>
<td>2. Establish and maintain shelters for evacuees.</td>
</tr>
<tr>
<td></td>
<td>3. Coordinate round-the-clock field operations.</td>
</tr>
<tr>
<td></td>
<td>4. Ascertain safety levels needed to allow reentry into affected areas.</td>
</tr>
</tbody>
</table>

| Players:    | City/County Manager                          |
|            | Emergency Manager                            |
|            | Law Enforcement Representative               |
|            | Fire Services Representative                 |
|            | Health/Environmental Representative          |
|            | Public Works Director                        |
|            | Public Information Officer                   |
|            | Volunteer Shelter Coordinator               |

| Narrative: | Steady rain has been falling in the region due to a moisture-laden low pressure system. Early into the storm, a Flood Watch was issued by the National Weather Service (NWS). Within 10 hours after the rain began to fall, the NWS issued a Flood Warning for low-lying areas along small streams. Some roads had to be closed and a small number of residents had to be evacuated along overflowing streams located northwest of the city. |

Sixteen hours have elapsed since the rain began. Based on reports from designated citizens with rain gauges, total rainfall across the jurisdiction ranges from 4.1 to 4.7 inches. The soil has reached the saturation point, causing extensive runoff. Designated river spotters, water level gauges, and/or electronic river rise warning devices indicate that the river has risen to a dangerous level.

The 24-hour forecast calls for continued rainfall, with a clearing trend possible. Based on this data, the NWS issues a Flood Warning for areas along the river basin. Police report additional road closings due to high water, and a couple dozen more residents have been evacuated. Water levels are rising steadily, as a driving rain continues to fall. It is now 3:00 p.m. The EOC has been opened and the staff has been assembled.
Activity: Develop a Tabletop Exercise Message (Continued)

Tabletop Plan: Example 2 (Continued)

Messages:

<table>
<thead>
<tr>
<th>Message #</th>
<th>Time</th>
<th>To:</th>
<th>From:</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4:15 pm</td>
<td>Public Works</td>
<td>Water Treatment Plant</td>
<td>Water continues to rise. River approaching flood stage. Debris is piling up at bridges. Water is now to top step of plant.</td>
</tr>
<tr>
<td>2</td>
<td>5:00 pm</td>
<td>Police Chief</td>
<td>Police Officer</td>
<td>Motorists stranded in high water along Riverside Drive, south of bridge. They are on top of their cars in about 3 feet of water. The water is rising and moving faster.</td>
</tr>
<tr>
<td>3</td>
<td>5:30 pm</td>
<td>Fire Chief</td>
<td>Battalion Chief</td>
<td>House on Nelson Drive contains 6 children under age 4, babysitter is only 11. They are in an upstairs bedroom. Water is over 2 feet deep in house. The sitter refuses to let the kids leave until the mother returns.</td>
</tr>
<tr>
<td>4</td>
<td>6:45 pm</td>
<td>Public Works</td>
<td>Public Works Crew</td>
<td>Heart attack victim in River Oaks. Ambulance cannot get to him because of high water.</td>
</tr>
<tr>
<td>5</td>
<td>7:30 pm</td>
<td>Dispatch</td>
<td>Citizen</td>
<td>Power line down near the Riverside City Park. One person appears dead, at least 3 others trapped in vehicles. Water is rising rapidly.</td>
</tr>
<tr>
<td>6</td>
<td>7:30 pm</td>
<td>Emergency Manager</td>
<td>Dispatch</td>
<td>Switchboard and dispatch are overwhelmed. We are short of replacement personnel.</td>
</tr>
<tr>
<td>7</td>
<td>8:45 pm</td>
<td>Volunteer Coordinator</td>
<td>Incident Coordinator</td>
<td>Emergency workers have been on job for many hours. They are in need of food and refreshments.</td>
</tr>
<tr>
<td>8</td>
<td>11:00 pm</td>
<td>Public Information Officer</td>
<td>Public Utilities</td>
<td>Many parts of the city have lost power and telephone service, including many city agencies. Utilities do not know which agencies need repair first. Setting priorities is difficult.</td>
</tr>
</tbody>
</table>
### Activity: Develop a Tabletop Exercise Message (Continued)

#### Tabletop Plan: Example 2 (Continued)

<table>
<thead>
<tr>
<th>Message #</th>
<th>Time</th>
<th>To:</th>
<th>From:</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11:30 pm</td>
<td>City Manager</td>
<td>Incident Commander</td>
<td>Emergency personnel have been working for many hours and are exhausted.</td>
</tr>
<tr>
<td>10</td>
<td>1:00 am</td>
<td>Volunteer Shelter Coordinator</td>
<td>Red Cross</td>
<td>Shelters are running low on supplies, especially food. Evacuees have forgotten to bring vital medications.</td>
</tr>
<tr>
<td>11</td>
<td>3:30 am</td>
<td>Health/Environment Representatives</td>
<td>Policeman</td>
<td>Flood waters recede. Some residents are wanting to get back in their homes. Some lack proper ID. Some areas are still too dangerous.</td>
</tr>
<tr>
<td>12</td>
<td>9:00 am</td>
<td>Health/Environment Representatives</td>
<td>Citizen</td>
<td>There is a shortage of potable water.</td>
</tr>
</tbody>
</table>

**Your Message:**

<table>
<thead>
<tr>
<th>Message #</th>
<th>Time</th>
<th>To:</th>
<th>From:</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Message:

Message: ________________
Summary and Transition

This unit provided an overview of the tabletop exercise: how it works, how to facilitate one, and how to design one using the eight design steps. Unit 6 will provide a similar overview of the functional exercise.

For More Information

- FEMA’s Emergency Management Exercise Reporting System (EMERS)
  
  www.fema.gov/onp/emers

- FEMA: Descriptions of past tabletop exercises:
  - Virtual tabletop exercise (Internet): http://www.fema.gov/pte/98365.htm

- U.S. Department of Energy/Oak Ridge Associated Universities, Emergency Management Laboratory:
  - Design course: Beyond the Traditional Tabletop Exercise: www.orau.gov/eml/manage.htm
Knowledge Check

Carefully read each question and all of the possible answers before selecting the most appropriate response for each test item. Circle the letter corresponding to the answer that you have chosen.

1. A tabletop exercise:
   a. Involves a controller, players, and evaluators.
   b. Is an informal discussion guided by a facilitator.
   c. Requires a formal evaluation to determine its success.
   d. Must achieve all of the stated objectives to be considered a success.

2. A tabletop exercise:
   a. Provides a true test of an emergency management system’s capabilities.
   b. Provides a practical way to demonstrate system overload.
   c. Is an effective method for reviewing plans, procedures, and policies.
   d. Is better suited for field operations personnel than planners and policy makers.

3. In a tabletop exercise, problems can be addressed to individuals, the group, or both.
   a. True
   b. False

4. It is more important to engage in in-depth problem solving than to meet all objectives and get through all of the problem statements.
   a. True
   b. False

5. If possible, a tabletop exercise should be run:
   a. At several field locations to simulate a real emergency.
   b. At a selected field location where an incident might occur.
   c. At a central location such as an operations center.
   d. As a teleconference.

6. An important part of the facilitator’s job is to:
   a. Maintain an even pace and consistent approach.
   b. Adhere to a highly structured agenda.
   c. Sustain action and keep everyone involved.
   d. Make sure the entire set of problem statements is discussed.
Knowledge Check (Continued)

7. Most tabletop exercises:
   a. Require 50 to 100 detailed events.
   b. Are designed without identifying expected actions.
   c. Use general discussion in place of problem statements and messages.
   d. Require only a few major or detailed events.

8. The first four steps of the eight-step design process can be omitted when developing tabletop exercises.
   a. True
   b. False

9. Introducing multiple event stages is a good way to keep the action moving in a tabletop exercise.
   a. True
   b. False

10. A tabletop exercise should be:
    a. Low-key.
    b. Highly stressful.
    c. Formal and highly structured.
    d. Narrowly focused on field operations.
Knowledge Check (Continued)

1. b
2. c
3. a
4. a
5. c
6. c
7. d
8. b
9. a
10. a