

USFA O-305, Type 3 All-Hazards Incident Management Team (AHIMT) Introduction

Instructor Guide

October 2019



Unit 1: Course Overview and Introduction
U.S. Fire Administration (USFA)
Type 3 All-Hazards Incident Management Team
(AHIMT) Introduction

STUDENT MANUAL

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Acknowledgements

U.S. Fire Administration (USFA)

The United States Fire Administration (USFA) has been tasked with oversight responsibility over the Type 3 All-Hazards Incident Management Team Technical Assistance Program since 2003. The program has grown significantly since 2003, and its foundation continues to be the Type 3 All-Hazards Incident Management Team (AHIMT) initial training program. USFA Type 3 AHIMTs continue to be deployed locally, statewide, within tribal nations, and federally, to manage incidents which range from weather-related to national-level exercises, wildland fires, and support of FEMA operations. The term AHIMT is used for Type 3 AHIMT throughout this course.

The significant value of this program has been recognized by the National Wildfire Coordinating Group (NWCG) in referencing the USFA Type 3 AHIMT Program as a core building block in their national Incident Management Team succession planning.

Unit Overview and Objectives

Unit Objectives

By the end of this unit, students will be able to:

- Describe the goals and objectives of the course.
- Identify basic characteristics of an AHIMT.

Methodology

The methodologies include lecture and group and individual activities.

Materials

- Student Manual (SM).
- Easel and paper.

Unit Agenda



A suggested time frame for this unit is shown below. More time or less may be required, based on the experience level of the group.

Task	Duration
■ Introductions and Course Structure Overview	30 minutes
■ Activity 1-1: Establishing Expectations	45 minutes
■ What an AHIMT Does and IMT Types	10 minutes
■ Who Participates in an AHIMT?	5 minutes
■ Typical AHIMT Organization	5 minutes
■ Incidents Benefiting from an AHIMT	5 minutes
■ AHIMT Credentialing	15 minutes
■ Factors Influencing Response	5 minutes
Total Duration	2 hours, 00 minutes

Unit 1: Course Overview and Introduction

**USFA Type 3
All-Hazards Incident Management
Team Introduction**

Unit 1
Course Overview and Introduction


  USFA Type 3 All-Hazards Incident Management Team Introduction

Notes:

Unit Objectives

Unit Objectives

- Describe the goals, objectives, and expectations of the course.
- Identify basic characteristics of a Type 3 All-Hazards Incident Management Team (AHIMT).



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Notes:

Course Materials

Course Materials

Every student should have a Student Manual (SM) that includes:

- Four units.
- Supplemental material.
- At a Glance Guides.
- Glossary/Acronyms.
- Appendices.

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Notes:

Administrative Details


Administrative Details

- Attendance.
- Promptness.
- Participation.

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FEMA



U.S. Fire
Administration



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Notes:

Facility Details

Facility Details

- Classroom access.
- Restrooms.
- Break area.
- Emergency exits.
- Security measures and evacuation procedures.





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Notes:

Course Agenda

Course Agenda		
Day	Course Unit	Duration
1	Unit 1: Course Overview and Introduction.	2 hours, 00 min
	Unit 2: Leadership and Team Dynamics.	4 hours, 45 min
2	Unit 3: The All-Hazards Planning Cycle.	6 hours, 15 min
3	Unit 3: The All-Hazards Planning Cycle (continued).	6 hours, 15 min
4	Unit 3: Activity 3.8 Cypress tornado.	6 hours, 30 min
5	Unit 4: Simulation.	6 hours, 30 min



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Notes:

Course Purpose

Course Purpose

Upon completion of this course, students will be able to understand and participate in, at the entry level, the management and planning processes used by Type 3 AHIMT.

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Notes:

- The main purpose is to introduce the Type 3 All-Hazards Incident Management Team (AHIMT) process.
- The course is intended for entry-level personnel.
- Students should concentrate on becoming comfortable with the overall process, not the specifics of their position. Position-specific training is available in other courses.
- This course alone does not automatically qualify students to participate in an AHIMT.


Introductions

Introductions

- Instructors.
- Mentors.



FEMA



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Notes:

Course Objectives

Course Objectives

- Identify major characteristics of a Type 3 AHIMT.
- Apply principles of teamwork and leadership.
- Understand the components of the All-Hazards Planning Cycle.
- Perform basic tasks associated with each position on a Type 3 AHIMT.





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Notes:

Instructional Methodology

Instructional Methodology

- Presentations and lectures.
- Facilitated discussions.
- Demonstrations.
- Scenario-based activities.

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Notes:

- Content will be presented using several different design strategies. This maximizes opportunities for students to learn and practice new skills.
- A key feature of this course will be large-scale activities and hands-on scenarios, including an extended scenario on the final two days of class.
- Many of the activities in this course are team-based. Teamwork and leadership are important to successful participation in class activities.

Testing and Evaluation Process

Testing and Evaluation Process

- Final exam.
 - Evaluated by instructors.
- Instructor assessment of student performance.

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Notes:



- A final exam will be given at the end of the course. It will be evaluated by instructors to evaluate how much students have learned.
- Participation is also important. Constantly stepping out of the class to take calls or engaging in non-course activities will negatively impact evaluations.

Activity 1-1: Establish Expectations

Activity 1-1: Establish Expectations

25 min	<ol style="list-style-type: none"> 1. Working in their assigned teams, students will introduce themselves and develop a plan to introduce their team. 2. Teams will list three to five expectations that members have for the course.
15 min	<ol style="list-style-type: none"> 3. Teams will introduce themselves and present team expectations to the class.
5 min	<ol style="list-style-type: none"> 4. Instructors will respond to student expectations and share their additional expectations with the class.

Total Time: 45 minutes

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Notes:

Purpose

This activity allows teams to identify and share their expectations for the course and introduce themselves to their team. This allows the instructors to determine which topics may need extra emphasis. Each team will introduce itself to the remainder of the class and present their expectations. These expectations will also be reviewed at the end of the course to determine how well they were met.

Duration

Duration	Task
25 minutes.	Work in teams.
15 minutes.	Team member debrief.
5 minutes.	Instructor debriefs.
45 minutes	

Directions

1. Students will identify their positions and introduce themselves – indicating where they come from, types of position(s) held and years of experience, and expectations for future response assignments.
2. Students will determine how to introduce their team to the rest of the class.

3. This activity is the first opportunity for students to work together as a team.
4. Teams should work together to establish three to five expectations for the course. A team member should write these expectations down on an easel pad.
5. The teams will each introduce themselves to the class.
6. A member from each team will briefly present their team's expectations to the class.
7. Instructors should briefly address the student's expectations and share their own expectations for the course.

What an Incident Management Team Does

What an Incident Management Team Does

- Provides enhanced incident management capabilities.
- Responds to more complex incidents, disasters, and planned events.
- Strengthens command, control, and management.
- Assists responders at multiple levels.
 - Local.
 - Regional.
 - State.
 - Tribal.
 - Federal.





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Notes:

- Often the AHIMT will be transitioned in when the initial response is overwhelmed.
- Key reasons for transition: complexity or duration of the incident.
- A key feature of the AHIMT is its ability to shrink or grow in size in response to an incident.

IMT Types

IMT Types	
Type 1	National or State team for incidents of national significance.
Type 2	National or State team for incidents of regional significance.
Type 3	Multi-agency/Multi-jurisdiction team for extended incidents and multiple operation periods.
Type 4	Single and/or multi-agency team for expanded incidents.
Type 5	Single-discipline team for initial action and small incidents.



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Notes:

Who Participates in an AHIMT?

Who Participates in an AHIMT?

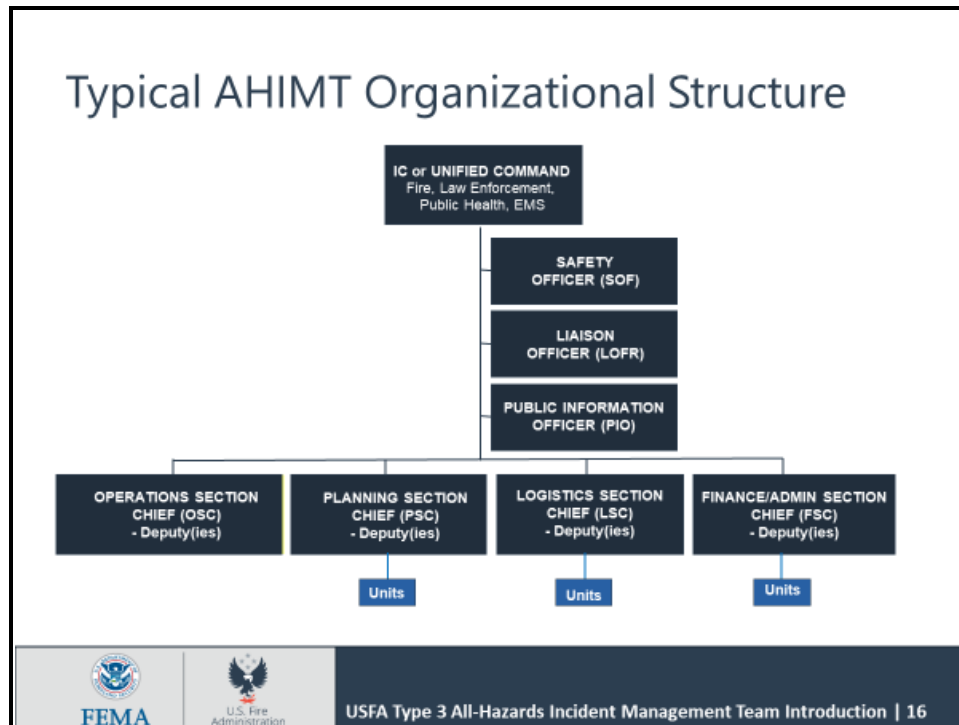
- Command and General Staff members and support personnel (Unit Leaders and subordinate personnel).
- Team can be resized based on the complexity of the incident.
 - Expanded as incident escalates.
 - Compressed as incident is mitigated.

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Notes:

- The Type 3 AHIMT is a resource that should be available 24 hours per day, 7 days per week, 365 days per year for response. It consists of Command and General Staff members and support personnel. To accomplish this availability will require more than one individual to be trained in each of the AHIMT positions.
- At the Type 3 AHIMT level, the qualifications and credentials will be vetted at the State, local, or tribal level.
- The team can be resized based on need.

Typical AHIMT Organizational Structure



Notes:

- **Incident Commander (IC)** is responsible for the overall management of the incident.
- **Safety Officer (SOF)** develops and recommends measures for assuring personnel safety and assesses and/or anticipates hazardous and unsafe situations.
- **Liaison Officer (LOFR)** is the contact for the personnel assigned to the incident by assisting or cooperating agencies.
- **Public Information Officer (PIO)** develops and releases information about the incident to the news media, incident personnel, and other appropriate agencies and organizations.
- **Operations Section Chief (OSC)** manages tactical operations.
- **Planning Section Chief (PSC)** collects, evaluates, processes, and disseminates information for use at the incident.
- **Logistics Section Chief (LSC)** provides all incident support needs, with the exception of aviation support.
- **Finance/Administration Section Chief (FSC)** is responsible for managing all financial aspects of an incident.

Kinds of Incidents That May Benefit From an AHIMT Response

Kinds of Incidents That May Benefit From an AHIMT Response

- Natural disasters.
- Terrorist incidents.
- Train derailments, aircraft incidents, and other more complex accidents.
- Civil unrest.
- Planned events.
- Planned exercises.



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Notes:

Examples include:

- 2001 terrorist attacks.
- 2005 hurricanes Katrina, Rita.
- 2007 hurricane Gustav.
- 2012 Superstorm Sandy.
- 2017 hurricanes Harvey, Maria, Irma.
- 2018 hurricanes Florence, Michael.
- 2019 Midwest floods.

And many more responses for planned events and unplanned incidents.

How an AHIMT is Credentialed

How an AHIMT is Credentialed

- ICS qualifications and credentialing are performance based.
- Best Practices and guidelines are found in the National Qualifications System (NQS) and the All-Hazards Incident Management Team Association (AHIMTA) Qualifications and Credentialing Guides.
- The Authority Having Jurisdiction (AHJ) determines the specific procedures to implement credentialing.



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Notes:

ICS qualifications are based on a performance-based approach that focuses on verifying the capabilities of personnel to perform as required in the various incident-related positions. This approach incorporates education, training, and experience to build proficiency and establishes performance as the primary qualification criterion. This approach differs from training-based systems, which use the completion of training courses or passing scores on examinations as qualification criteria.

The National Qualifications System (NQS) and the All-Hazards Incident Management Teams Association (AHIMTA) Interagency Incident Management Qualifications System (IIMQS) both establish standard minimum qualifications for specific incident-related positions to provide consistency across the Nation and support nationwide interoperability. Using the NQS or IIMQS approach to qualify, certify, and credential incident management and support personnel ensures personnel deploying through mutual aid agreements and compacts have the capabilities to perform the duties of their assigned roles. In addition to the guidance document the following documents are part of the credentialing process.

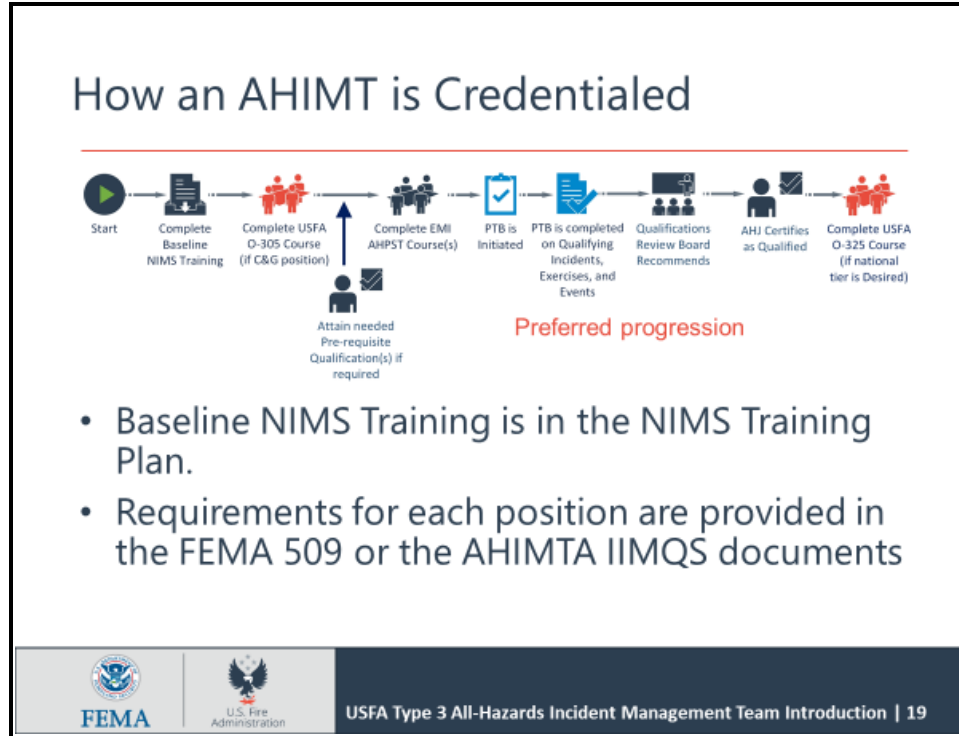
- **Job Titles/Position Qualifications** define the minimum criteria that personnel serving in specific incident-related positions must attain before deploying to an incident. These criteria describe not only required capabilities, but also describe specific education, training, experience, physical/medical fitness, currency, and professional and technical licenses and certifications, when appropriate.
- **Position Task Books (PTB)** identify the competencies, behaviors, and tasks personnel must demonstrate to qualify for specific incident-related positions. PTBs are a standardized tool for observing and documenting the trainee's performance and are

widely used by organizations, associations, and governmental entities to qualify incident management and support personnel. A key tool of the NQS qualification process, PTBs:

- Provide an observable, measurable, and standardized means to document the trainee's proficiency by describing specific tasks, behaviors, and competencies for each position; and
- Streamline and standardize the evaluation process by enabling evaluators to observe and document the trainee's performance during qualifying incidents, events, job activities, exercises, or classroom activities.

Resource Typing Library Tool (RTLTL) – The RTLTL is the online catalogue of all NIMS resource typing definitions and job titles/position qualifications (known as the 509's) that have been released by FEMA as final publication or interim guidance. The 509's can be found on the FEMA website at <https://rtlt.preptoolkit.fema.gov/Public>.

How an AHIMT is Credentialed (cont'd.)



Notes:

An example of a best practice is summarized below using a seven-step process to become certified as qualified and then credentialed for a given position. These are identified in the NQS and AHIMTA guidelines. In summary, these seven steps are:

Step 1: Complete Prerequisite Training and Attain any Prerequisite Qualifications. The position candidate completes NIMS Core Curriculum specific to their level (i.e. ICS-100, ICS-200, IS-700) and attains any prerequisite experience and/or qualification criteria for the position as identified in the respective 509 or Position Qualification Requirement

Step 2: Complete Required Training. The AHJ develops a process for the position candidate to complete the Required Training as identified in the appropriate 509 or Position Qualification Requirement.

Step 3: Position Task Book Initiation. The AHJ develops a process where once the individual starts their required training, a Position Task Book (PTB) for the position the individual desires to attain is initiated in accordance with their guidelines. Individuals who have initiated PTBs are identified as trainees for the position and are permitted to function as a trainee on qualifying incidents and events.

Step 4: Gain Experience and Complete Position Task Book. Experience is gained and performance is evaluated while completing the initiated PTB.

Step 5: Applicant Assembles Documentation. As directed by the AHJ's application process, after the Final Evaluation and completion of the PTB, the trainee assembles their application, incident and event records, documentation.



Step 6: Qualification Committee Review. The application is evaluated following the AHJ procedures.

Step 7: State Credentialing Officer Issues Credential. The AHJ develops a process where the applications recommended for certification are forwarded to the State Credentialing Officer who signs credential, notifies applicant, and issues applicant a Qualifications Card.

Factors Influencing Response

Factors Influencing Response

- Human Health and Safety.
- Information Management.
- Political Environment.
- Stakeholder Support.
- Economy.
- Organization.
- Operational Environment.

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Notes:

Examples of issues include, but are not limited to, the following:

- Human Health and Safety (responder and public).
- Information Management – Communications.
 - New technology.
 - Internal Communication.
 - Real-time information reporting requirements.
 - Interoperability of communication systems (secure communications).
 - External Communication.
 - Meeting public perceptions and expectations.
 - Very aggressive media during initial response.
 - Too many retired “talking heads” on TV.
 - Social media.
- Political Environment Management (election cycle, limited response knowledge, competing goals).
- Stakeholder Support.
 - Interagency requirements and management.
 - Well-informed stakeholders.

- Economy
 - Accountability for funds spent.
 - Impacts on the economy.
- Organization
 - Unified Command (UC) is the norm instead of the exception.
 - UC Makeup (who wants to be in UC and who should be there).
 - Training and qualification standards – Training levels.
 - National Incident Management System (NIMS) adoption by the federal government (lack of ICS qualifications).
 - Security for responders and facilities (badging requirements, non-Government facilities).
 - Potential for litigation.
 - Integration of law enforcement into the unified response effort.
 - More robust Incident Command Post (ICP) requirements (more and different staffing).
 - Increased emphasis on having good documentation (classified material).
 - More organizations forming in the Response Hierarchy (Area Command, Joint Field Officer (JFO)).
 - Increased response oversight.
 - Critical Resources (sufficient, remote locations, cascading timeframes).
 - Geography (remote locations, distance to ICP, communications).
- Operational Environment.
 - Impacts on National Security.
 - More complex disasters (populations in high-risk zones).
 - Weapons of Mass Destruction (WMD) and terrorism.
 - Increased consequences.
 - More sophisticated perpetrators.
 - All-Hazards response environment.
 - Environmental sensitivities.
 - Non-traditional incident.

Objectives Review

Objectives Review

- Describe the goals, objectives, and expectations of the course.
- Identify basic characteristics of a Type 3 AHIMT.



Notes:

Unit 2: Leadership and Team Dynamics
U.S. Fire Administration (USFA)

Type 3 All-Hazards Incident Management Team
(AHIMT) Introduction

STUDENT MANUAL

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Unit Overview and Objectives

Unit Objectives

By the end of this unit, students will be able to:

- Demonstrate the ability to formulate leader's intent.
- Identify positive and negative leadership behaviors and their effects on team performance.
- Identify common symptoms of stress and the effects stress can have on performance.
- Demonstrate effective communication methods that promote a Common Operating Picture (COP).
- Identify examples of interaction between the functional positions of the All-Hazards incident Management Team (AHIMT).

Methodology

The methodologies include lecture and group and individual activities.

Materials

- Student Manual (SM).
- Easel and paper.
- Materials included in the manual:
 - Handout 2-1: Agency Administrator Briefing.
 - Handout 2-2: Issues/Concerns Worksheet.
 - Handout 2-3: Stress Self-Assessment.
 - Handout 2-4: Command and General Staff Interaction.

Unit Agenda



A Notes frame for this unit is shown below. More time or less may be required, based on the experience level of the group.

Task	Duration
■ Leadership and Leader's Intent	25 minutes
■ Activity 2-1: Identifying Issues/Concerns	45 minutes
■ Leadership and Decision Making	25 minutes
■ Activity 2-2: Leadership Behaviors	15 minutes
■ Stress	15 minutes
■ Activity 2-3: Stress Self-Assessment	30 minutes
■ Communication Methods	30 minutes
■ Activity 2-4: Communication with a Team	25 minutes
■ Activity 2-5: Command and General Staff Interactions	75 minutes
Total Duration	4 hours, 45 minutes

Unit 2: Leadership and Team Dynamics

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Team Introduction**

Unit 2
Leadership and Team Dynamics

  USFA Type 3 All-Hazards Incident Management Team Introduction

Notes:

Unit Objectives

Unit Objectives

- Demonstrate the ability to formulate leader's intent.
- Identify positive and negative leadership behaviors and their effects on team performance.
- Identify common symptoms of stress and the effects stress can have on performance.
- Demonstrate effective communication methods that promote a Common Operating Picture (COP).
- Identify examples of interaction between the functional positions of the AHIMT.





Notes:

Leadership

Leadership

- All Command and General Staff members are leaders.
 - Face an environment filled with challenges.
 - Require Common Operating Picture.
 - Depend on each other for information and leadership.
 - Information (gather, vet, disseminate, act upon).
- Building an effective team is the responsibility of all members.
- Framed by leader's intent.

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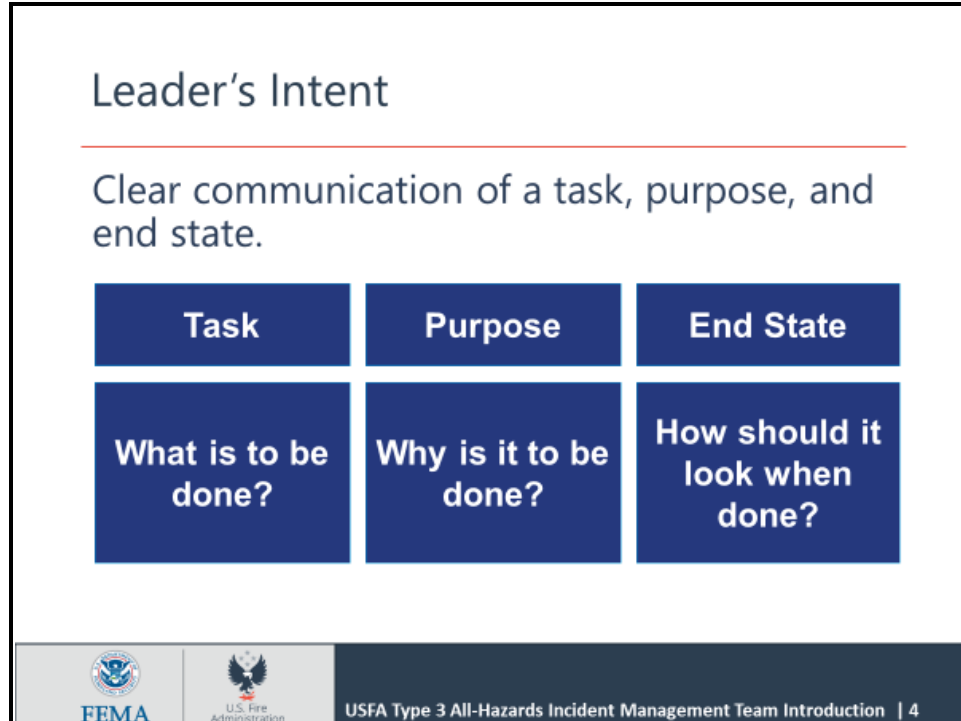
Notes:

All members of the AHIMT are leaders, and building an effective team is the responsibility of all members.

The AHIMT environment is filled with challenges—a driving sense of urgency, imprecise situational awareness, missing or conflicting information, complex problems, and intense pressure to make good decisions are all examples. Despite these obstacles, the rewards of success—and the costs of failure—are considerable.

- Access to accurate and timely vetted information is critical to maintaining a Common Operating Picture.
- Communication is key. Team members must communicate with each other clearly to convey information and intent.
- Leader's intent frames the parameters of success. It defines what needs to be accomplished.
- Effective teams maintain good situational awareness, analyze objectives, make good decisions, and clearly convey the leader's intent.

Leader's Intent



Notes:

- **Task** defines what is to be done.
- **Purpose** defines why it should be done.
- **End state** defines how it should look when the assignment is successfully completed.



Leader's intent should be definitive but flexible. In other words, it should provide specific expectations, but not be so rigid that team members are unable to respond in a dynamic situation. Leader's intent that is too inflexible can create bureaucracy.

It is the responsibility of both leader and subordinates to evaluate the effectiveness of leader's intent and to challenge it with healthy conflict when appropriate.

Leader's Intent: Example

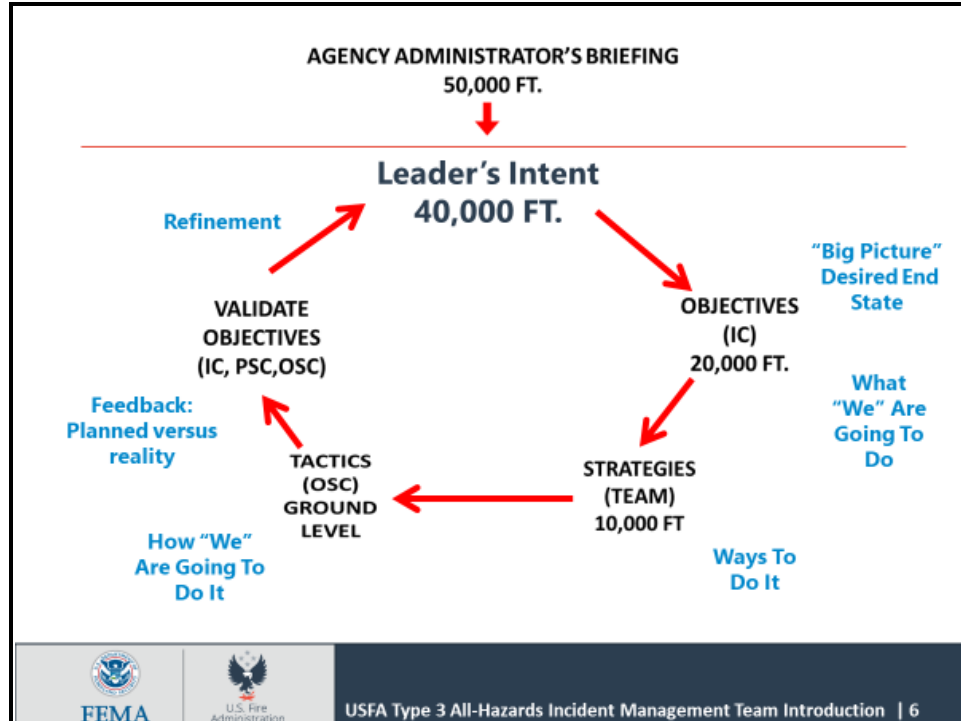
Leader's Intent: Example

Task	Purpose	End State
Treat the Injured.	Provide pre-hospital care to the injured.	Patients are treated, stabilized and transported.

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Notes:

Formulating Leader's Intent



Notes:

Purpose

In fast-moving, dynamic situations, top-level decision makers cannot always incorporate new information into the formal planning process and redirect people to action within a reasonable timeframe. We provide leader's intent so people closest to the scene of action can adapt plans and exercise initiative to accomplish the objective when unanticipated opportunities arise or when the original plan no longer suffices.

Refining Leader's Intent throughout the Chain of Command

Each leader goes through the process of understanding and refining the intent from above and expressing their intent to their people.



At the Division/Group or Unit level, the leader focuses on the incident objectives affecting their assignment, rather than overall management goals, but they use the same process to define task, purpose, and end state. At the single-resource or crew level, the leader zeroes in on the tactical objectives to develop intent.

Leaders narrow their focus at each level, identifying the objectives that apply to each level. We make sure that each person understands the end state and the purpose behind the task.

Leader's Intent: Achieving Buy-In

Leader's Intent: Achieving Buy-In

- Establish credibility of process.
- Be realistic regarding time, difficulty, and capability.
- Can be refined through healthy conflict.
- Reinforce through effective command presence.
- Reflects aspects of the mission-driven culture (bias for action).

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Notes:



- Recipients are more likely to perform the task well if they share ownership in it.
- Achieving buy-in establishes credibility in the process and turns an “I” decision into a “we” decision.
- Leader's intent should set realistic expectations.
- Conflict is healthy. Part of achieving buy-in means resolving conflicts as they arise.
- Leaders should be aware of how their command presence affects the interpretation of the message.
- People evaluate leaders constantly and are quick to pick up on incongruities between what a leader says and what he or she does. Dress, body language, and poise all contribute to the image and message conveyed.
- Recognition of the specific culture of the team can help greatly in achieving buy-in from the team's members.

In order for leaders to encourage initiative, they communicate what is to be done, why it ought to be done, and how it should look when done. Leader's intent describes the quality of direction from the leader to followers, whether it is an informal discussion, an Incident Action Plan (IAP), or a Delegation of Authority (DoA). Incident Command System (ICS) formalizes the process of developing and communicating direction to the team and the community.

Leader's Intent: Mission-Driven Culture

Leader's Intent: Mission-Driven Culture

- Common good.
- High-trust state.
- Pursuit of truth.
- Form and function serve the end state.
- Individual initiative.
- Continuous improvement.

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Notes:

- **Service for the common good** reinforces the need for everyone in the incident organization to maintain perspective on the larger context of the incident.
- **High-trust state** is confidence that fellow team members value service to the common good enables and promotes synergistic action, including the ability to challenge team dysfunction and hold one other accountable. If people believe that the mission itself is not worth doing, they may not give wholesale commitment.
- **Pursuit of truth** is the need to identify the common good in a situation, as well as what ought to be done to accomplish it; this compels all team members to acquire the best possible situational awareness and COP.
- **Form and function serve the end state** means teams should have goals and be organized in the way that best accomplishes those goals.
- **Individual initiative** means individuals should have freedom of action, but still also have meaningful boundaries through well-articulated intent.
- **Continuous improvement** is the need for both the individual and organizations to grow. Meaningful feedback and honest appraisals of performance help perfect the team.

Leader's Intent: Methods to Formulate



Leader's Intent: Methods To Formulate

- Directing (Instruction).
- Participating (Interaction).
- Delegating (Trust).

WHAT-WHY-HOW

- At any level:
You must get Situational Awareness. You must perceive, recognize and understand the **Issues and Concerns** confronting team prior to formulating your intent. Your intent may be implied.

Life Safety - Incident Stabilization - Property/Environment Conservation

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Notes:

How one formulates leader's intent with the appropriate level of specificity for a situation depends on the situation. The spectrum of specificity is reflected in the spectrum of leadership styles. Judging the most appropriate type of leadership requires a flexible, principles-based approach. Three leadership styles that represent this spectrum are:

- **Directing**—In its purest form, the directing style requires specifying all parts of a task—who, what, when, where, and how. It is the leadership style most closely aligned with a rules-based approach. Certain conditions warrant using this approach. For example, it is appropriate when the timeframe is short, and the particulars of the task are straightforward or known only to the person providing the direction. It is also appropriate to use this style dealing with people who lack experience and competence at a task.
- **Participating**—The participating style entails involving those assigned to a task to determine what to do and how to do it, asking for recommendations and information. This kind of give-and-take builds confidence and increases ownership in the plan. It also increases team cohesion. This style is appropriate when the timeframe is less restricted, and the task is being assigned to operators who have a reasonable amount of experience in similar circumstances.
- **Delegating**—The delegating style calls for entrusting someone else with decisions about how to carry out a task. In contrast to the directing style, delegating is appropriate when the person receiving the assignment has the competence and experience required to for success.

Determining which leadership style is appropriate in any given situation requires judgment about numerous factors: the experience and trustworthiness of the person receiving the assignment, the values at risk, time available, stability of the environment, amount of clarity regarding possible risks.

Activity 2-1 Identifying Issues/Concerns

Activity 2-1: Identifying Issues/Concerns	
10 min	1. Instructors will introduce the Jefferson County Hazmat scenario.
25 min	2. Teams will work together to fill out the Issues/Concerns Worksheet based on the Agency Administrator Briefing and transfer them to an easel pad.
10 min	3. A spokesperson from each team will provide a debrief.
Total Time: 45 minutes	
	
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Notes:

Purpose

This activity allows students to identify issues and concerns from an Agency Administrator (AA) Briefing. **Refer to Handout 2-1: Agency Administrator Briefing and Handout 2-2: Issues/Concerns Worksheet.**

Duration	Task
10 minutes	Introduce the activity and play the video of the AA Briefing.
25 minutes	Identify the Issues and Concerns based on the AA Briefing.
10 minutes	Debrief.
45 minutes	

Directions

1. The instructor will introduce the activity and play the AA Briefing section of the Planning P digital video disc (DVD). Teams will view the briefing video.
2. Working in teams the students will list on an easel pad the issues and concerns found at the incident, based on the AA Briefing.
3. A representative from each team will brief the rest of the class.

About the Scenario Used in This Unit



The scenario in the video segment involves an overturned tractor trailer containing 15 300-gallon containers (referred to as “totes”) of the pesticide diazinon. In addition, the trailer has about 200 gallons of diesel from the truck’s fuel tanks.

Jefferson County (a fictional county in the Commonwealth of Virginia) is in Unified Command (UC) with the ICs from the Virginia Department of Environmental Quality (DEQ) and U.S. Environmental Protection Agency (EPA). The Virginia State Police and Virginia Department of Transportation (VDOT) act as Assisting Agencies and are not in UC. The Jefferson County AHIMT is filling all Command and General Staff positions under the Unified Commanders.

Sample of Leader's Intent

Sample of Leader's Intent

End State: Return the community to its pre-incident condition. Protect the water supply and the environment. Restore normal traffic flow. Conduct all activities in a cost-efficient manner.

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Notes:



End State

On the slide is a sample of what a Leader's Intent End State might be for the incident as described in the video.

Decision Maker's Models

Decision Maker's Models

- Consensus.
- Simple majority.
- Autocracy/Authoritative.
- Formula.
- Delegated decision.
- Authority with input/Consultative.
- Groupthink.

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Notes:

Briefly describe each of the models provided and add some of your own if you like. Briefly discuss the pros and cons for each model and how each relates to emergency management. Tell the students that we will take a very close look at Groupthink in just a few minutes.

Consensus– “We decide.” Consensus is collective agreement, a shared decision by all team members. Commitment to supporting a decision is more than just living with it.

- Advantages: Respects individual opinion while establishing one collective decision that everyone agrees with and supports.
- Disadvantages: Reaching consensus takes time and a great deal of discussion and facilitating. It requires group understanding of the issues and the willingness of team members to share their opinions openly.
- When to use: Consensus is appropriate when the decision has major impact on the team's direction. Ground rules are one example.

Simple Majority–Democratic. More than half the votes that were cast. In the team setting, democracy may not always be the best method.

- Advantages: It's fast.
- Disadvantages: With no input, risks not considering impact on other people and systems.
- When to use: When there are critical time pressures, crises, or inconsequential matters with little impact.

Autocratic/Authoritative– “I decide.” One person making the decision alone.

- Advantages: It's fast.
- Disadvantages: No input; risks not considering how decisions will affect other people and systems.
- When to use: When there are critical time pressures, crises, or inconsequential matters with little impact.

Formula–Contingent plans, evacuation plans.

Delegation means giving someone in the group explicit authority over making a decision, often with some guardrails.

Delegated decision–One of the greatest leadership traits you can develop is removing yourself from the decision-making process. Giving members of the group the authority to make a call independently will help your group act faster and give you more time to focus on the high-priority decisions that do require your attention.

- Advantages: It's fast. Frees up your time and energy. Owning decisions motivates your team members.
- Disadvantage: May require more handholding than anticipated. They definitely won't do exactly what you would do.

Authority with input/Consultative– “I decide with input from you.” One person still makes the decision, but others are solicited for ideas and suggestions.

- Advantages: Input is invaluable. This approach allows the team leader to use an analytical approach after receiving input from team members. In the AHIMT environment, this is perceived to be the most effective approach.
- Disadvantages: People may mistakenly assume that they will have a say in the final decision.
- When to use: When the decision lies in another area, but still has some impact on the team, or when specific expertise is required.

Groupthink

Groupthink occurs when a group makes faulty decisions because group pressures have led to a deterioration of “mental efficiency, reality testing, and moral judgment” (Victims of Groupthink by Irving Janis, 1972, p. 9).

Symptoms of Groupthink:

1. Illusion of invulnerability.
2. Collective rationalization.
3. Belief in inherent morality.
4. Stereotyped views of out-groups.
5. Direct pressure on dissenters.
6. Self-censorship.
7. Illusion of unanimity.
8. Self-appointed “mindguards”.

Remedies to Groupthink:

1. The leader should assign the role of critical evaluator to each member.
2. The leader should avoid stating preferences and expectations at the outset.
3. Each member of the group should routinely discuss the group's deliberations with a trusted associate and report back to the group on the associate's reactions.
4. One or more experts should be invited to each meeting on a staggered basis and be encouraged to challenge views of the members.
5. At least one member should be given the role of devil's advocate (to question assumptions and plans).
6. The leader should make sure that a sizable block of time is set aside to survey warning signals.

Leadership: Anatomy of an Effective Team



Notes:

The inspiration for this graphic is *The Five Dysfunctions of a Team: A Leadership Fable*,¹ by Patrick Lencioni. The pyramid shown is slightly modified from Lencioni's model, to better reflect the environment of an AHIMT.

Elements at the base of the pyramid, such as communication, form the foundation of team success. To reach each successive level of the pyramid, a team must first attain the step below it.


¹ Patrick Lencioni. *The Five Dysfunctions of a Team: A Leadership Fable*. Jossey-Bass, 2002.

Leadership: Outcomes of Effective Leadership Behaviors

Leadership: Outcomes of Effective Leadership Behaviors

<p>• Promotes:</p> <ul style="list-style-type: none">• Common good.• High-trust state.• Pursuit of truth.• Form and function serve the end state.• Initiative.• Continuous improvement.	<p>• Discourages:</p> <ul style="list-style-type: none">• Low morale.• Distrust.• Groupthink.• Bureaucracy.• Stagnation.
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FEMA


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Notes:

Activity 2-2: Leadership Behaviors

Activity 2-2: Leadership Behaviors

5 min	1. Discuss how the behaviors of leaders can affect performance of a team.
10 min	2. On an easel pad, list positive behaviors and negative behaviors.
	3. Shout-out exercise.

Total Time: 15 minutes



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Notes:

Purpose

This activity allows students to discuss how leader behavior affects Command Presence on incidents.

Duration

Duration	Task
5 minutes	Discuss Leadership Behavior.
10 minutes	Identify Positive and Negative Outcomes.
15 minutes	


Directions

1. Students will consider which behaviors of leaders are negative and which are positive.
2. The instructor will solicit responses from the students for positive and negative behaviors that detract from a positive Command Presence in an incident environment.
3. The instructor will capture these on an easel pad.

Stress

Stress

- What is stress?
 - Can be an operational risk.
 - Possible barrier to effective leadership.
- What are some common stress reactions?
- What effects can these have on a team?



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Notes: 5



Stress reactions cause problems and pose operational risk. For this reason, stress and stress reactions should be managed, just as other types of risks are managed.

In the incident environment, stress reactions can cause errors in decision making or cloud judgment; they can inhibit team performance and damage cohesion.

Common Causes of Stress

Common Causes of STRESS

- Continual information... Information overload... Last in-first out... Fail to analyze any input... Cognitive tunneling.
- Incidents that change exponentially, not linearly.
- Incomplete information... Paralysis by analysis... Does your perception of reality match reality?

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Notes:


From a physiological perspective, stress is an arousal response to some form of stimulus or provocation—the fight-or-flight response in its primitive form. All animals experience and react to stress. Dogs bite when stressed; cattle lose weight; birds take flight. The response is natural, immediate, and primitive.

- Stress is a natural human instinct.
- Stress is not always a bad thing—sometimes it can even be a motivating factor. However, stress that is not managed can result in operational risks and less effective teams.

Stress

Stress

- Is all stress bad?
- Everyone is different; some people need a little stress to motivate them.
"No Pressure, No Diamond."
- However, ***"Fear makes the wolf larger."***



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Notes:

Stress is an operational risk. While people may recognize that they are stressed, it is less likely that they recognize the risk and mitigate it. It is assumed that most people are at least familiar with stress, so the purpose is primarily to emphasize that it represents a risk to accomplishing the mission and, therefore, that they have a duty to mitigate it.



Stress reactions are potential risks to team performance, and thus to the quality of communication, decisions, and interactions with other team members. Recognizing your stress reactions is the first step to identifying mitigations and maintaining team performance.

Activity 2.3: Stress Self-Assessment

Activity 2-3: Stress Self-Assessment

10 min	1. Students should work independently to complete the provided self-assessment.
20 min	2. Students will share outcomes of the assessment with their teams.

Total Time: 30 minutes



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Notes:

Purpose

This activity will allow students to identify stress reactions that pose risks to team performance by affecting the quality of communication, decision making, and interaction among team members. Also, students will identify mitigations to help team members when experiencing stress reactions.

Duration

Duration	Task
10 minutes	Complete the Stress Self-Assessment.
20 minutes	Share the Stress Assessment.
30 minutes	

Directions



1. Each student will work independently to complete the stress self-assessment using **Handout 2-3: Stress Self-Assessment**.
2. Students will discuss results of the assessment with the rest of their team.

Communication Methods

Communication Methods

How do we communicate on incidents?

- Radio, fax, email, telephone, face to face, etc.
- What are some advantages of each?
- For direct communication, the best method is face-to-face.

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Notes:



What are some common situations in which an AHIMT leader is responsible for communicating?

- Briefing.
- Debriefing.
- Communicating hazards to others.
- Active listening.
- Asking if you don't know.

Communication Methods

Communication Methods

- Direct communication.
- Active listening.
- Professional handling of disagreements.

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Notes:



- Three methods of communication that are important to master are direct communication, active listening, and professional handling of disagreements.
- The topic is too big for any one course.
- What is important to keep in mind is how critical communication is to teamwork and leadership.

Communication Methods: Direct Communication Techniques

Communication Methods

Direct Communication Techniques:

- Use listener's name.
- Start with "I."
- Get to the point, state the facts.
- Use the appropriate emotion.
- Require a response.
- If it doesn't work the first time, keep trying.

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Notes:


- Direct communication is vital to situational awareness. In times of stress when many factors compete for attention, direct statements cut through distractions.
- Using the listener's name grabs attention.
- Rather than emphasizing that it is only an opinion, using "I" is meant to emphasize that the point is important enough for the speaker to take ownership and encourage the listener to respond. Suggested change: Start statements with "I." For example, say "I think..." or "I see..."
- State the point quickly and directly.
- Show the appropriate emotion, particularly during conflicts. Do not lose your temper, but if, for example, the situation is urgent, display emotions that communicate urgency.
- Ask questions that require a response. For example, "Do you agree?"
- Some situations and stress reactions are more difficult to deal with. It may take multiple tries to get the message across. Keep trying!

Communication Methods: Active Listening Techniques

Communication Methods

Active Listening Techniques:

- Encouragement.
- Decoding.
- Restatement.
- Inquiry.
- Summarizing.
- Silence.

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Notes:



- **Encouragement**—Listeners encourage speakers by sending clear signals that they are paying attention. For example, shut off distractions like televisions or radios and make eye contact.
- **Decoding**—Decoding, or reflective, statements relay the emotion behind the speaker's statement, build trust, and draw out information. Someone with strong feelings may convey emotion imprecisely, pairing inconsistent verbal and nonverbal cues that must be decoded and interpreted. Decoding requires a conscious effort to identify the emotion and say it out loud for verification.
- **Restatement**—Restate the factual part of a message using one's own words to verify facts, show respect, and build trust. Restatement reaffirms understanding of the situation, providing focus that keeps the sender engaged and calms people down.
- **Inquiry**—Open-ended questions force the sender to provide more detailed information. Judgments of seasoned responders are so automatic they often don't realize they distilled meaning from a vast amount of information. Inquiries help translate or explain decisions across disciplines. Questions should confirm or eliminate possibilities. Use objective questions that don't appear to lead, interrogate, or take sides.
- **Summarizing**—Summarizing indicates that a conclusion was reached, allowing the discussion to move on. Summarize the larger portions and final points, making mental or written notes. Verify conclusions and establish a common baseline so that discussions of solutions can begin.
- **Silence**—Sometimes saying nothing is the best communication of all. It demonstrates that you are listening and encourages the speaker to continue.

Communication Methods: Respectful Disagreement Techniques

Communication Methods

Respectful Disagreement Techniques:

- Raise issues as they emerge.
- Use direct statements to communicate the situation.
- Encourage and expect peers and teammates to do the same.
- Don't let anger or pride interfere.
- Walk away briefly if you have to.

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Notes:

In the heat of an incident, leaders tend to filter and focus heavily. It's easy to default to a no-news-is-good-news mentality where a lack of new information contributes to an assumption that everything is going well. However, this attitude can perpetuate faulty situational awareness, and all team members must be vigilant about preventing this attitude from taking hold.


Team members have two responsibilities in relation to respectful disagreement:

- Raise issues when they emerge. Use direct statements to communicate the situation.
- Encourage and expect peers and teammates to do the same.



Any disagreement should always contain a recommendation for an alternative course of action that better serves the mission. And if the recommendation is rejected? All team members have an obligation to follow their leader's direction, even if they believe the leader is following the wrong course of action. However, if the leader's decision places people in a position of doing something illegal, unprincipled, or unsafe, the ethical approach is to refuse the assignment and accept the consequences later.

Schwanke Creek Activity 2-4 Communicating with a Team

Activity 2-4: Communicating with a Team



Schwanke Creek Exercise

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The image shows a paved road leading through a wooded area. In the distance, a fire is visible, with smoke rising into the air. A white banner with red text 'Schwanke Creek Exercise' is overlaid on the road. Below the image are logos for FEMA and the U.S. Fire Administration, and a footer with the text 'USFA Type 3 All-Hazards Incident Management Team Introduction | 25'.

Activity 2-4: Communicating with a Team

Activity 2-4: Communicating with a Team

15 min	1. Teams will work together to assemble the information possessed by each member in order to reach a decision. Some math will be involved.
10 min	2. Mentors assigned to each team will debrief the activity with the team.

Total Time: 25 minutes

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Notes:

Purpose

This activity allows teams to share, organize, and prioritize information to accomplish a team objective in the face of communications challenges commonly found on incidents.

Duration

Duration	Task
15 minutes	Develop Plan for Schwanke Creek.
10 minutes	Debrief.
25 minutes	

Directions

1. There is a house fire near Schwanke Creek. Teams need to determine whether their engines can safely use the most efficient access route to the fire by crossing the bridge over Schwanke Creek within 1 mile of the fire or should use an alternate route that will delay the response by 2 hours.
2. Team members will be given information slips. The only rule to sharing the information is that the information slips cannot be passed between team members. Information may be written down or shared orally.

3. Each team will use effective communication to develop a plan to ascertain whether the engines can cross the bridge safely and, if so, to justify their answer.
 - Students must not show each other their slips of information. The information on the slips may only be shared orally or written.
 - Teams should use the process of respectful communication and other tools to facilitate a common operating picture and reach a decision.

Activity 2-4: Communicating with a Team

- Your engine crew is assigned to a house fire.
- While en route to the fire your engine comes to a bridge with no posted weight limit.
 - Going across bridge: 5-minute response.
 - Alternate route around: 2-hour delay.
- Each of your team members has enough information to share about this situation for you to decide.
- You can share this information but can't swap slips.

Start







Activity 2-5 Command and General Staff Interactions

Activity 2-5: Command and General Staff Interactions

10 min	Team members will work individually to identify their 5 most important responsibilities. Wait for further instructions after each step.
15 min	Team members will identify two items they need from the other Command and General Staff members in order to do their job.
50 min	Each member will share their list with the remainder of the Team.

Total Time: 75 minutes


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Notes:

Purpose

This activity allows each member of the Command and General Staff to identify their five most important position responsibilities. Identify two items/pieces of information each position needs from each of the other members of the Command and General Staff to complete their position responsibilities and what two items/pieces of information the other Command and General Staff members need from them.

Refer to **Handout 2-4: Command and General Staff Interactions**

Duration

Duration	Task
10 minutes	Identify five most important position responsibilities.
15 minutes	Identify two items needed from the other Command and General Staff.
50 minutes	Command and General Staff members all share their lists of items with the Team.
75 minutes	

Directions

There are five steps to this activity. After completing each step, students should wait for instructions on the next step before proceeding.

This activity is designed to demonstrate to the students the interaction that is necessary among team members. This activity starts with students identifying their respective position responsibilities.

When completed, each team member should have a list of the most important responsibilities they have identified for their position, two items/pieces of information they need from the other Command and General Staff members to do their job, as well as what other Command and General Staff members need from them to complete their responsibilities.

Objectives Review

Objectives Review

- Demonstrate the ability to formulate leader's intent.
- Identify positive and negative leadership behaviors and their effects on team performance.
- Identify common symptoms of stress and the effects stress can have on performance.
- Demonstrate effective communication methods that promote a Common Operating Picture (COP).
- Identify examples of interaction between the functional positions of the AHIMT.



Notes:

Unit 3: The All-Hazards Planning Cycle
U.S. Fire Administration (USFA)
Type 3 All-Hazards Incident Management Team
(AHIMT) Introduction

STUDENT MANUAL

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Unit Overview and Objectives

Unit Objectives

By the end of this unit, students will be able to:

- Identify components of the All-Hazards Planning Cycle.
- Respond to leadership challenges within the context of an incident.
- Identify characteristics of Specific, Measurable, Action-Oriented, Realistic, Time-sensitive (SMART) objectives.
- Identify the purpose of the meetings and briefings in the All-Hazards Planning Cycle.
- Identify and perform the major processes involved in Strategy, Tactics, and Planning Meetings and an Operational Briefing.

Methodology

The methodologies include lecture, discussion, demonstration, small and large group activities.

Materials

- Student Manual (SM).
- Easel pads.
- Incident Command System (ICS) 215 Operational Planning Worksheet and ICS 215A IAP Safety Analysis (wall size).
- (ICS) forms 8 ½ x11 (blank forms for completing Incident Action Plans (IAPs)).
- Materials included in the manual:
 - Appendix A: At a Glance Guides Numbers 1–17.
 - Handout 3-1: All-Hazards Planning Cycle.
 - Handout 3-2: Agency Administrator (AA) Briefing.
 - Handout 3-3: ICS 201: Incident Briefing.
 - Handout 3-4: Leadership Challenges.
 - Handout 3-5: Initial Strategy Meeting Agenda.
 - Handout 3-6: Tactics Meeting Agenda.
 - Handout 3-7: Planning Meeting Agenda.
 - Handout 3-8 Incident Action Plan (IAP) Checklist
 - Handout 3-9: Operational Period Briefing Agenda
 - Handout 3-10: Incident Map Jefferson County Hazmat.

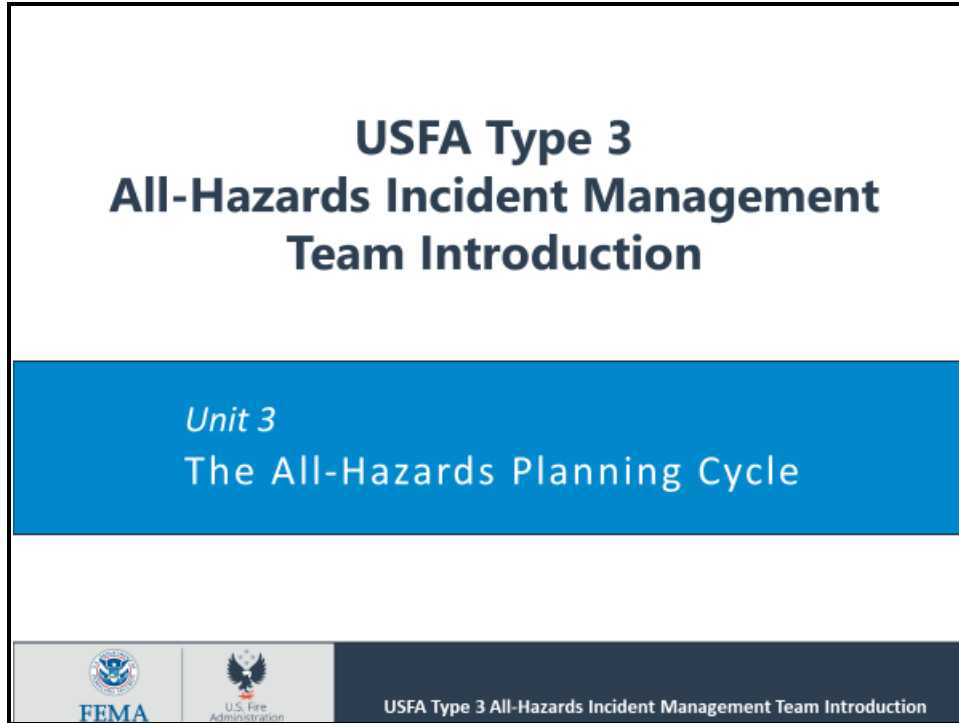
Unit Agenda

A suggested time frame for this unit is shown below. More time or less may be required, based on the experience level of the group.

Task	Duration
■ Introduction	5 minutes
■ Incident Action Planning Process	5 minutes
■ NIMS Planning P	5 minutes
■ Planning Cycle Comparison	5 minutes
■ What is the All-Hazards Planning Cycle?	5 minutes
■ Operational Period	5 minutes
■ Stem of the Planning P	5 minutes
■ Transfer of Command	5 minutes
■ Incident Timeline	5 minutes
■ Agency Administrator (AA) Briefing	10 minutes
■ Incident Briefing ICS-201	10 minutes
■ Initial Unified Command Meeting	10 minutes
■ Early Leadership Challenges	5 minutes
■ Activity 3-1: Responding to Leadership Challenges	30 minutes
■ IC/UC Set Initial Incident Objectives	10 minutes
■ Setting Objectives	15 minutes
■ Activity 3-2: Developing Incident Objectives	55 minutes
■ Initial Strategy Meeting and Information Sharing	10 minutes
■ Planning Cycle Video Chapters 4–5	8 minutes
■ Operational Periods	5 minutes
■ Planning Cycle Meeting Schedule	15 minutes
■ Operations Section – Organizational Elements	10 minutes
■ Preparing for the Tactics Meeting	25 minutes
■ Tactics Meeting (with Planning Cycle Video Chapter 6)	20 minutes
■ Relationship Between the ICS Forms 215 and ICS 215A	5 minutes
■ Activity 3-3: ICS Forms 215 and 215A Demonstration	45 minutes
■ Activity 3-4: Tactics Meeting Simulation	1 hour 45 minutes
■ Ordering Resources	5 minutes
■ Preparing for the Planning Meeting	10 minutes
■ Planning Meeting	20 minutes

Task	Duration
■ Planning Cycle Video Chapters 7–8	15 minutes
■ Activity 3-5: Planning Meeting Simulation	60 minutes
■ IAP Preparation and Approval	15 minutes
■ ICS Forms Relationship: ICS Forms 215, 215A, 205 and 204	5 minutes
■ ICS Forms – Information Sources	10 minutes
■ Activity 3-6: Demonstration ICS Forms 203 and 204	30 minutes
■ ICS Forms Common to the IAP (ICS 205, 206, 208)	15 minutes
■ Operational Period Briefing	10 minutes
■ Planning Cycle Video Chapters 9–11	12 minutes
■ Begin the Operational Period	5 minutes
■ Execute Plan and Assess Process	10 minutes
■ IC/UC Validates or Adjusts the Objectives	5 minutes
■ Strategy Meeting (if Objectives Are Adjusted)	10 minutes
■ Preparing for the Tactics Meeting	5 minutes
■ Additional Meetings	10 minutes
■ Activity 3-7: IAP Preparation and Operational Period Briefing Simulation	2 hours 15 minutes
■ Activity 3-8: Simulation Cypress Tornado	6 hours
Total Duration	19 hours 45 minutes

Unit 3: The All-Hazards Planning Cycle



Notes:

Unit Objectives

Unit Objectives

- Identify components of the All-Hazards Planning Cycle.
- Respond to leadership challenges within the context of an incident.
- Identify characteristics of Specific, Measurable, Action-oriented, Realistic and Time-sensitive (SMART) Objectives.
- Identify the purpose of the meetings and briefings in the All-Hazards Planning Cycle.





Notes:

Unit Objectives (cont'd)

Unit Objectives

- Identify and perform the major processes involved in Strategy, Tactics, Planning Meetings, and an Operational Period Briefing.

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Notes:

Incident Action Planning Process

Incident Action Planning Process

Five phases:

- Understand the situation.
- Establish Incident Objectives, strategies, and tactics.
- Develop the plan.
- Disseminate the plan.
- Execute, evaluate, and if necessary, revise the plan.





Notes:

Incident Action Planning Process (cont'd)

Incident Action Planning Process

- Is central to managing incidents.
- Culminates with the completion of an Incident Action Plan (IAP).
- Contains sequential steps.
- Is repeated every Operational Period.

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Notes:

Incident Action Planning Process

An effective IAP provides clear direction. It contains the tactics, resources, and support needed to accomplish the Incident Objectives. The various steps in the process, executed in sequence, help ensure a comprehensive IAP.

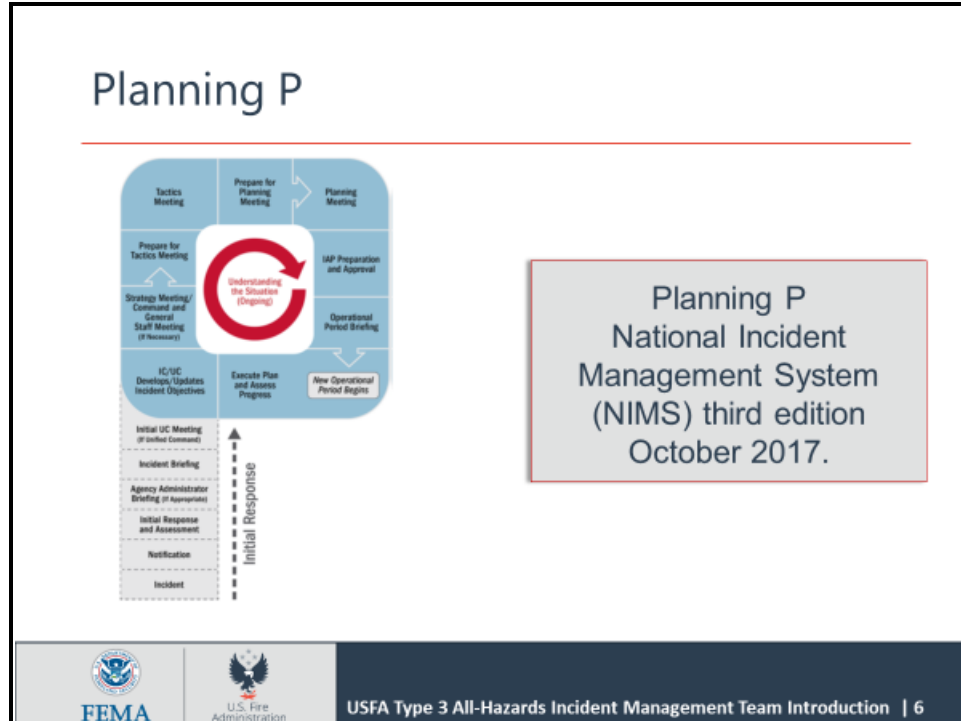
The development of IAPs is a cyclical process, and personnel repeat the planning steps every Operational Period. Personnel develop the IAP using the best information available during the development of the IAP.

During the initial stage of incident management, the Incident Commander (IC) typically develops a simple plan and communicates the plan through concise oral briefings.

In the beginning of an incident, the situation can be chaotic and Situational Awareness hard to attain, so the IC often develops this initial plan very quickly and with incomplete situation information.

As the incident management effort evolves, additional lead time, staff, information systems, and technologies enable more detailed planning and cataloging of events and lessons learned. The steps of the planning process are essentially the same for the first responders on-scene determining initial tactics and for personnel developing formal written IAPs.

Planning P



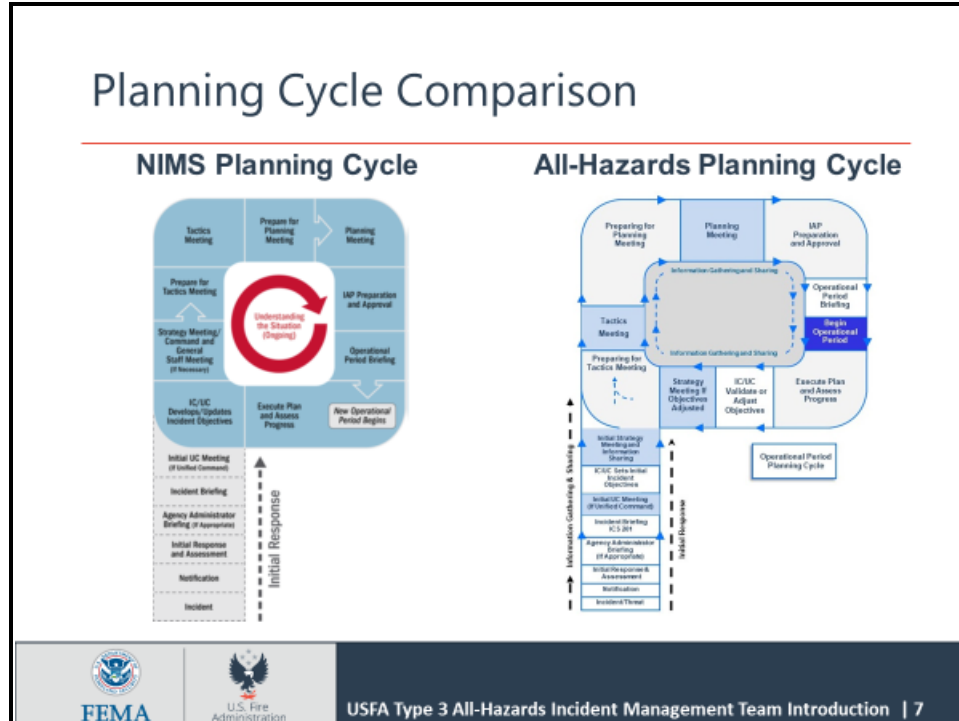
Notes:

Planning P – National Incident Management System (NIMS) October 2017

This graphic is the Planning P found in NIMS third edition (p. 106). Incident management organizations use a formal Planning Cycle with established meetings and deliverables to mark their progress through the planning process and enable coordination of the entire team.

This Planning P is a graphical representation of the sequence and relationship of the meetings, work periods, and briefings that comprise the Planning Cycle.

Planning Cycle Comparison



Notes:

Planning Cycle Comparison

Most incident management organizations use a formal Planning Cycle with established meetings and deliverables to mark their progress through the planning process and enable coordination of the entire team. The term “Planning P” refers to a graphical representation of the sequence and relationship of the meetings, work periods, and briefings that comprise the Planning Cycle.

There are several versions of the graphical representation of the Planning Cycle that comply with the concepts outlined in the NIMS Planning Process. The most widely used are referred to as the NIMS Planning Cycle and the All-Hazards Planning Cycle, both shown above. The United States Coast Guard (USCG) uses a version that varies slightly from those pictured above and is commonly referred to as the National Contingency Plan (NCP) version.

The use of different versions of the Planning Cycle (the All-Hazards and USCG version) is acceptable as stated in NIMS, Version 3, published in October 2017: “...**Other versions of the Planning P may be used as training and operational aids.**”

The Planning Cycle consists of two parts. The first part is completed only once during each incident or event and is represented by the “stem” portion of the Planning P.



The second part of the Planning Cycle is represented by the circular part of the P and is completed once each Operational Period. If properly followed, the primary product of the Planning Cycle will be a completed IAP which contains the Incident Objectives, Operational Period command emphasis, priorities, work assignments, safety considerations, and incident support needed for the Operational Period.

It is also very important to note that one version is not inferior or superior to the other version, but that each version represents critical, unique, and necessary differences within the Planning Cycle.

What Is the All-Hazards Planning Cycle?

What Is the All-Hazards Planning Cycle?

- Represented by the All-Hazards Planning P.
- A standardized approach to organizing the operational cycle.
 - Indicates which meetings/briefings to conduct.
 - Indicates which Incident Command System (ICS) forms/worksheets to complete.
 - Outlines each All-Hazards Incident Management Team (AHIMT) member's action/products.

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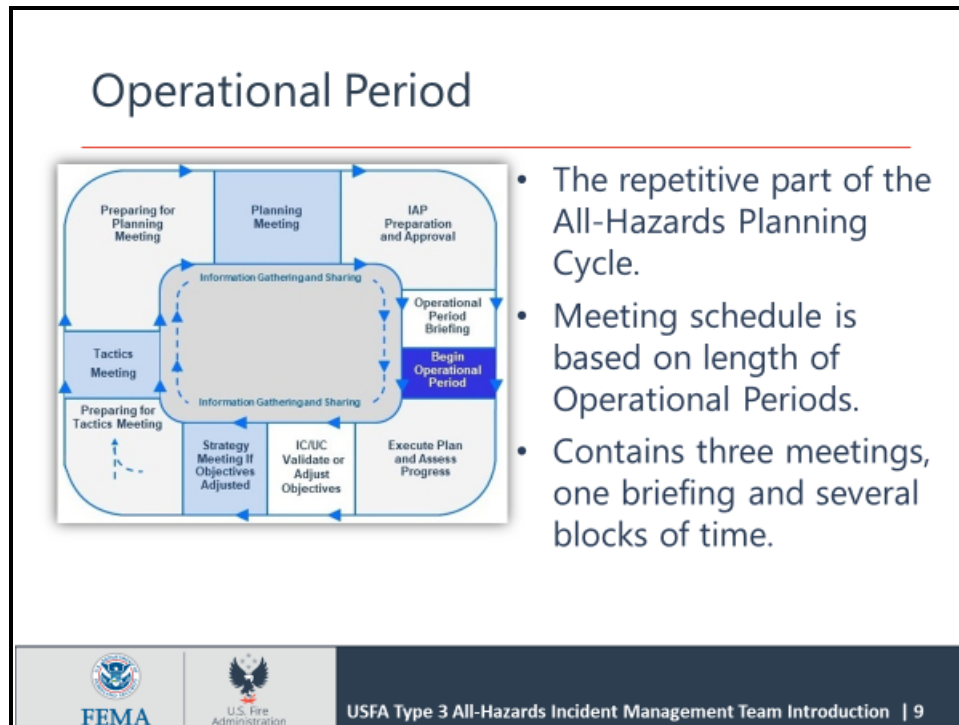
Notes:

The All-Hazards Planning Cycle consists of the detailed steps necessary to guide the AHIMT through the five phases of the planning process to develop, disseminate, implement, and adjust an IAP based on the Incident Objectives.

The All-Hazards Planning Cycle provides a systematic, standardized, and effective approach to organizing an operational cycle. It:

- Prescribes the order in which meetings or briefings occur.
- Prescribes when and which ICS forms should be used.
- Assists in bringing order to chaotic situations by establishing expectations for each team member and providing a list of their duties and responsibilities during the process.

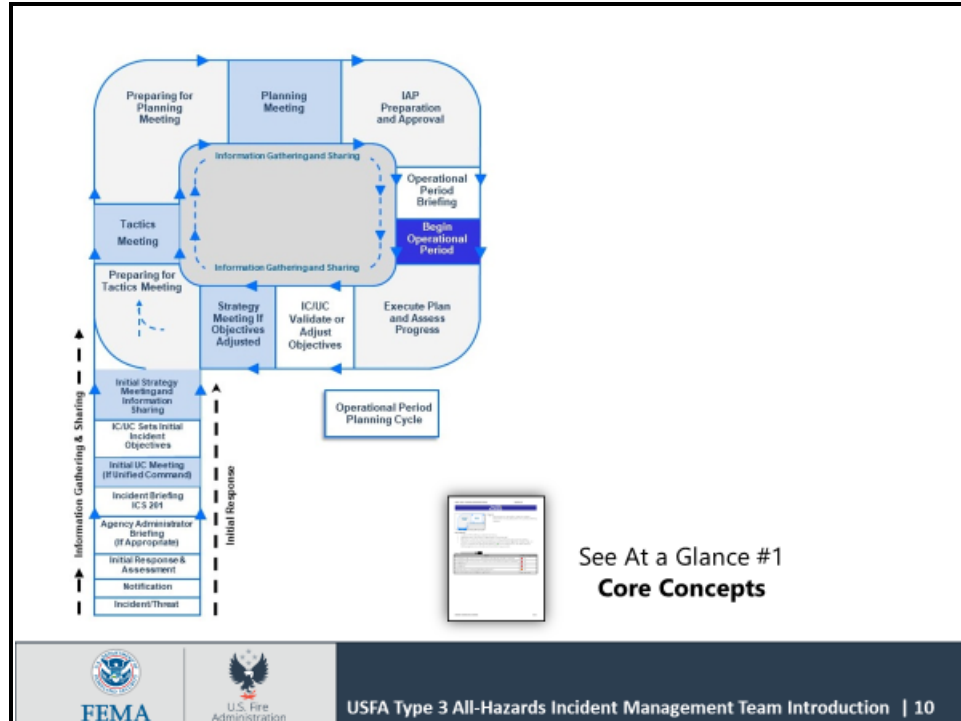
Operational Period



Notes:

- The duration of the cycle is based on the length of the Operational Period.
- An Operational Period is defined as the period of time scheduled for the execution of an IAP.
- Operational Periods can be of various lengths but are not usually longer than 24 hours.
- The Operational Cycle contains three standard meetings and one briefing, which will be discussed shortly.

The Planning P Graphic



Notes:

The process begins when the incident/threat occurs, shown at the bottom of the stem of the Planning P.

The Incoming AHIMT immediately begins to gather information about the incident.

The incoming AHIMT is briefed by the Agency Administrator (AA) and Initial Response IC.

The Incident Objectives are developed by the IC/UC as an extension of the Initial IC/UC Meeting. This occurs just before the Initial Strategy Meeting and Information Sharing which is at the top of the stem of the P.

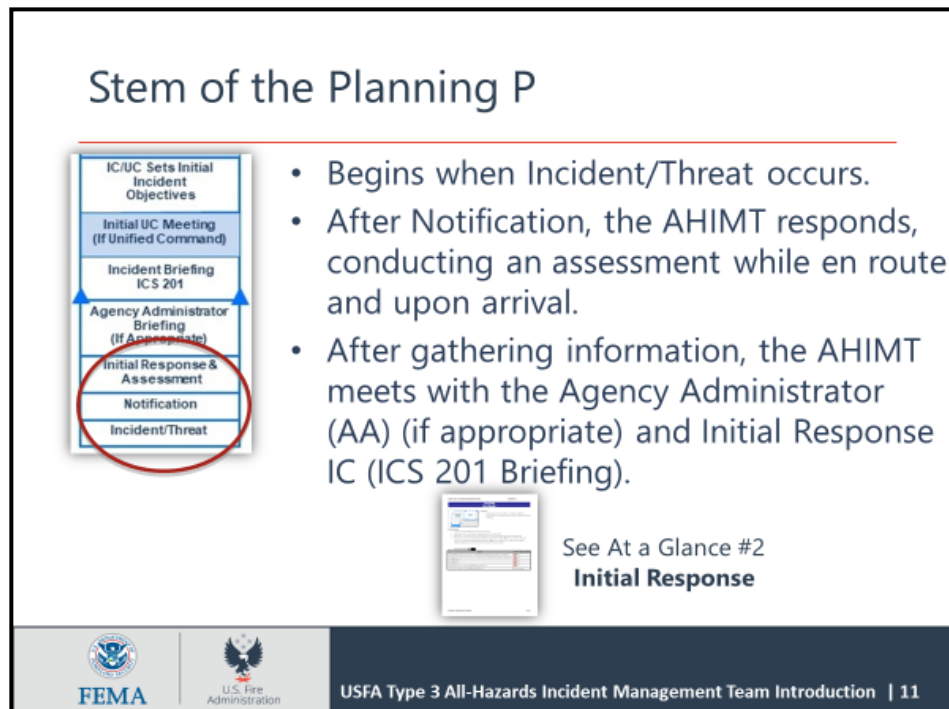
These Incident Objectives are presented to the Command and General Staff at the Initial Strategy Meeting.

During the Operational Cycle, there are three standard meetings and one briefing; these are: The Strategy Meeting, the Tactics Meeting, the Planning Meeting, and the Operational Period Briefing.

The amount of time a cycle takes depends on the length of the Operational Period. This can change during an incident.

Refer to the Appendix A: At a Glance 1 **Core Concepts** in the back of the SM.

Stem of the Planning P



Notes:

All the incoming AHIMT members immediately begin to gather information about the incident as they are notified, respond, and arrive at the incident. Sometimes they obtain critical information that is important to other members of the AHIMT; this information is then shared at the Initial Strategy Meeting.

The stem of the Planning Cycle represents the AHIMT's entry to the incident/event. It begins with the Incident/Threat. A key component while navigating the stem of the Planning Cycle is the gathering of information and the sharing of information of the AHIMT's Command and General Staff at the Initial Strategy Meeting.

Refer to the Appendix A: At a Glance #2 **Initial Response and Assessment** in the back of the SM.

Incident/Threat – All incidents start as a local response. Incidents usually occur without warning. Events may have months of lead time during which training, practice, drills, planning, and rehearsals may be conducted.

Notification – The AHIMT is notified and dispatched to the incident. AHIMT members begin to gather information. Information-gathering should be done without disrupting the Initial Response IC (IRIC) or other personnel.



Initial Response and Assessment (Upon Arrival) – AHIMT members should conduct an individual size-up to develop Situational Awareness.

Initial Response and Assessment – The period of Initial Response and Assessment occurs in all incidents. Short-term responses, which are small in scope and/or duration (e.g., a few resources working during one Operational Period), can often be coordinated using only an Incident Briefing Form (ICS 201).

Transfer of Command

Transfer of Command

- Category of Transfer of Command:
 - From initial response.
 - Team-to-team.
 - Team to a higher-capability IMT.
 - Team back to local authority.
- May be assigned a management or support role.
- Must not affect safety or productivity.
- Most successful where a shadow period is included.

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Notes:

Categories of Transfer of Command – There are several categories of Transfer of Command.

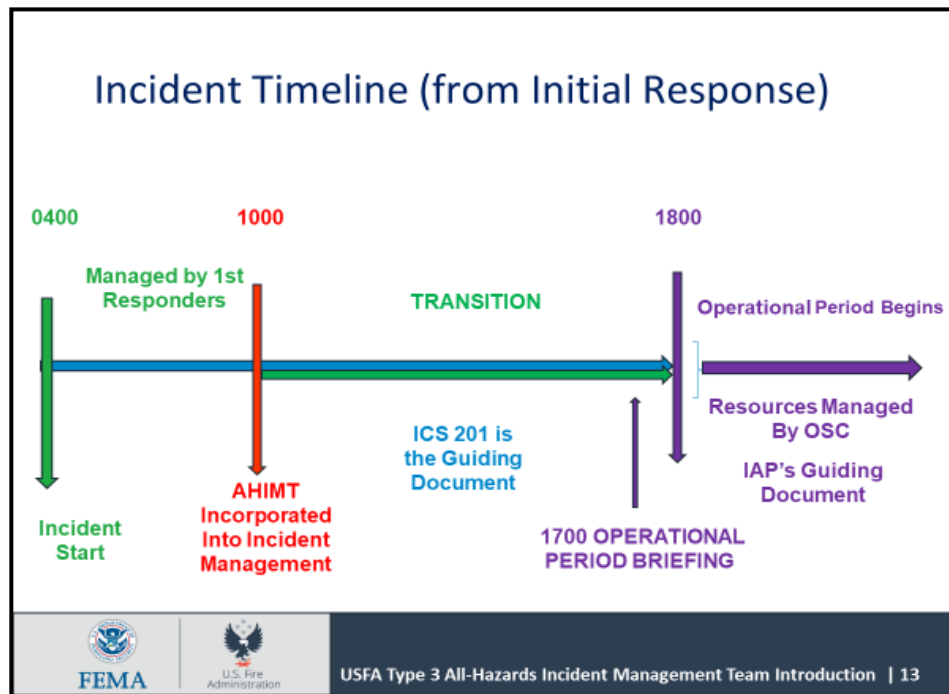
Initial Response to an AHIMT — Occurs when an initial response organization is taxed beyond its capabilities or recognizes that either the length of time to mitigate the incident or the complexity of the incident indicates that deploying an AHIMT would be beneficial. The incoming AHIMT is assigned to either 1) function in an incident management role where the AHIMT assumes management of the incident, or 2) function in a support role to assist the current organization by providing experience, structure, and staffing.

From an AHIMT to an AHIMT — Occurs when an AHIMT is nearing its agreed-to maximum length of commitment on an incident and a replacement AHIMT needs to continue management or support of the incident.

From an AHIMT to a higher-capability Incident Management Team (IMT) — Occurs because the incident escalates to the point at which the capability and experience level of the current AHIMT are taxed beyond their capabilities and qualifications. Under these situations it is standard practice to request a higher-typed team (i.e., higher qualifications and experience) to assume management or assist the current AHIMT in managing the incident. This is a common occurrence in the wildland fire discipline and the IMTs used there.

From an AHIMT returning management back to the local entity — Occurs when the AHIMT has completed its assignment or has mitigated the incident to the point where the local entity desires to resume the management of the remaining response or recovery effort.

Incident Timeline (from Initial Response)



Notes:

All incidents start as local. Typically, responders arrive and begin to take action. The great majority of incidents are addressed and completed by these local response organizations. On occasion, the scope, complexity, or duration of the incident moves beyond their capability. This often results in the request for an AHIMT.

During transition an AHIMT may also find itself in the position where the initial ICS organization managing the incident is understaffed and/or inexperienced and without a counterpart for some or many of the Command and General Staff positions or without any staff in most Units within the ICS Sections. This may require the AHIMT to engage in management of the incident shortly after their arrival. When this situation occurs the incoming AHIMT will often face the challenge of engaging and accounting for assigned resources without complete situational awareness.



The timeline above is an example of the engagement of an AHIMT at an incident.

Agency Administrator Briefing

Agency Administrator Briefing

IC/UC Sets Initial Incident Objectives
Initial UC Meeting (If Unified Command)
Incident Briefing ICS 201
Agency Administrator Briefing (If Appropriate)
Initial Response & Assessment
Notification
Incident/Threat

- Necessary when the Incident Command (IC) assumes incident management duties outside normal position description or is from a jurisdiction that doesn't possess authority to manage the incident.
- Used to convey critical information needed to achieve management's goals.

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Notes:

This meeting is only necessary when the IC assumes incident management duties outside their normal position description or is from an entity or jurisdictional area that does not possess authority to manage the incident they are being assigned.

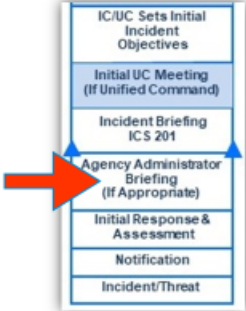
In those cases, the incoming IC must be delegated that authority from an official responsible for administering policy for the agency, jurisdiction, or entity that has authority or responsibility for the incident.

The AA Briefing is not only valuable to the AHIMT, but also shows how AA(s) fit into the process and how their role is critical to the success of the AHIMT. This interaction with AHIMT at the beginning and throughout the incident ensures that the agency policies and regulations are met.


The AA Briefing is used to convey critical information that the incoming IC or AHIMT needs to safely and efficiently assume command of the incident and achieve the management goals and objectives of the AA(s).

Agency Administrator Briefing (cont'd)



Agency Administrator Briefing



- The incoming AHIMT first briefing
 - Find out details of incident.
 - Briefed on Agency Administrator's (AA) intentions, restrictions (leader's intent).
 - Delegation of Authority (DoA).
 - Team role (management or support).
 - Political considerations the team needs to be aware of (back story).



See At a Glance #3
Agency Administrator Briefing

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Notes:

The scope of the incident and/or the experience of the AA may alter the process through which an IC receives information and direction. An IC may be required to explain what the AA's role is within the context of incident management and the IC's capabilities and responsibilities. There is the possibility that the IC may receive verbal direction and authority from the AA to be followed up with a written Delegation of Authority (DoA). It is important that this process be clear and that a written DoA be signed as soon as possible. The team should ask about any political, fiscal, operational, and public perception (media) concerns.

An important part of the Transfer of Command process is receiving some type of DoA. A DoA contains statements provided to the IC by the AA(s) who is or are responsible for the incident, delegating authority and assigning responsibility for managing or assisting in the management of an incident or event.

The DoA can include objectives, priorities, expectations, constraints, and other considerations or guidelines as needed. Many agencies require a written DoA to be given to Incident Commanders prior to their assuming command on larger incidents.

At times, other terms are used in place of DoA, such as:

- Mission assignment.
- Memorandum of Understanding (MOU).
- Letter of Expectation.
- Financial Spending Authority.



Refer to the Appendix A: At a Glance #3 **Agency Administrator Briefing** in the back of the SM.

Refer to **Handout 3-2: Agency Administrator Briefing** in Supplemental Materials Unit 3.

Incident Briefing ICS 201

Incident Briefing ICS 201

- The ICS 201 Incident Briefing contains overview information about the incident.
- Used as a briefing tool.
- Provides information on:
 - Map/Sketch (area of responsibility).
 - Situation Summary and Health and Safety Briefing.
 - Current and Planned Objectives.
 - Current and Planned Actions, Strategies and Tactics.
 - Current Organization.
 - Resources Summary (assigned and en route).

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Notes:

In the beginning phases of every incident, there is an initial response organization and IC. When this initial organization must be replaced by an AHIMT, the process is called a “Transfer of Command.” To maintain continuity and safety of the current responders and the public, the Transfer of Command must be controlled and orderly. The ICS Form 201 is a tool used to share information about the incident, briefing the incoming AHIMT.

ICS 201: Incident Briefing

- Incident Briefing is to the incoming AHIMT delivered by the initial response IC/UC using an ICS 201.
- The ICS 201 provides basic current information regarding the incident.
- ICS 201 includes:
 - Map/Sketch (Area of responsibility).
 - Situation Summary and Health and Safety Briefing.
 - Current and Planned Objectives.
 - Current and Planned Actions, Strategies, and Tactics.
 - Current Organization.
 - Resource Summary (assigned and en route).


Refer to **Handout 3-3: ICS 201: Incident Briefing**. This handout is in Unit 3 Supplemental Materials.

Incident Briefing-Considerations


Incident Briefing-Considerations

IC/UC Sets Initial Incident Objectives
Initial UC Meeting (If Unified Command)
Incident Briefing ICS 201
Agency Administrator Briefing (If Appropriate)
Initial Response & Assessment
Notification
Incident/Threat


- The AHIMT receives the incident briefing from the current IC or Operations Section Chief (OSC).
- Used to assess the situation.
- Assist the Team in evaluating and validating the incident situation vs. the Incident Briefing.



See At a Glance #4
Incident Briefing



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Notes:

During the Transfer-of-Command process, the Initial Response IC (IRIC) can use the ICS 201 to brief the incoming IC/UC with basic information regarding the incident situation and the resources requested/assigned to the incident. Most important, the ICS 201 Incident Briefing serves as the Incident Action Plan (IAP) for the initial response until either the planning process results in a completed IAP for the next Operational Period, or the response ends.

When the AHIMT is first engaging, incident information may be incomplete or missing and the General Staff functions are just starting to become operational.

The ICS 201 facilitates documentation of the current situation, initial response objectives, current and planned actions, resources assigned and requested, on-scene organizational structure, and incident potential. This form is essential for future planning and the effective management of initial response activities.


Refer to Appendix A: At a Glance #4 **Incident Briefing** in the back of the SM.

Initial UC Meeting (If Unified Command)



Initial UC Meeting (If Unified Command)

IC/UC Sets Initial Incident Objectives
Initial UC Meeting (If Unified Command)
Incident Briefing ICS 201
Agency Administrator Briefing (If Appropriate)
Initial Response & Assessment
Notification
Incident/Threat

- Is necessary when in Unified Command (UC).
- Provides the ICs the opportunity to discuss and concur on important issues.
- Documents decisions and directions.



See At a Glance #5
Initial UC Meeting

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Notes:

The Initial UC Meeting (if Unified Command) provides the IC(s) working in UC an opportunity to discuss and concur on important issues affecting UC. The meeting should be brief and document all important decisions and directions. Prior to the meeting, the IC(s) should have an opportunity to review and prepare to address the meeting points and agenda items.

The Initial UC Meeting should occur as soon as feasible after UC is selected and prior to setting initial UC objectives, and may be facilitated by a member of UC or the PSC.

At the meeting, Unified Commanders (UC) must:

- Negotiate who will participate in the UC.
- Come to consensus on their agency/jurisdiction's priorities.
- Resolve any agency/mission conflicts.
- Determine the lead spokesperson for the UC.
- Negotiate and agree on key decisions:
 - Area(s) of responsibility, and boundaries.
 - Name of the incident.
 - Overall response organization.
 - Location of the ICP, facilities and support needed.
 - Determine who will be the OSC.
 - Determine Command and General Staff composition.

Refer Appendix A: At a Glance #5 **Initial UC Meeting** in the back of the SM.

Early Leadership Challenges

Early Leadership Challenges

AHIMTs need to recognize sensitive political, legal, and security issues.

- Lines of authority.
- Accountability Procedures.
- Delegation of Authority.
- Personnel relief and rehabilitation.
- Situational awareness.
- Environmental considerations.
- Evacuations.
- Financial constraints.
- Incident-within-an-incident.

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Notes:



Refer to **Handout 3-4: Leadership Challenges** this Handout is in Unit 3 Supplemental Material.

Activity 3-1: Responding to Leadership Challenges

Activity 3-1: Responding to Leadership Challenges

10 min.	Using the list of Issues/Concerns from Activity 2-1 teams will work together to select two issues to be addressed.
10 min.	Teams will propose strategies to address each selected issue.
10 min.	Teams will present their strategies for each selected issue to the rest of the class.

Total Time: 30 minutes

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Notes:

Purpose

Provide practice in anticipating and planning for leadership challenges that may arise during an incident and developing strategies to address these issues/concerns.

Duration

Duration	Task
10 minutes	Identify challenges.
10 minutes	Identify solutions.
10 minutes	Debrief.
30 minutes	

Directions

1. Using the list of issues/concerns developed in Activity 2-1 Identifying Issues/Concerns as a reference teams will work together to select two issues/concerns that need to be addressed.
2. Teams will propose strategies to address each selected issue/concern.
3. Teams will present their strategies for each of the selected issues to the rest of the class.

IC/UC Sets Initial Incident Objectives

IC/UC Sets Initial Incident Objectives

IC/UC Sets Initial Incident Objectives

Initial UC Meeting
(If Unified Command)

Incident Briefing
ICS 201


Agency Administrator
Briefing
(If Appropriate)

Initial Response &
Assessment



Notification

Incident/Threat

- Develop Incident Objectives within the scope of the DoA.
- Take into consideration Incident Priorities, strategies, limitations, concerns, and constraints.



See At a Glance #6
IC/UC Sets Initial Incident Objectives

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Notes:

IC/UC Sets Initial Incident Objectives

The IC or UC members (if in UC), develop Incident Objectives within the scope of their DoA, Incident Priorities, strategies, limitations, and constraints.

The Incident Objectives, priorities, and strategies from this meeting, along with decisions and direction from the Initial UC meeting (if needed), will be presented during the Initial Strategy Meeting and Information Sharing step.



Refer to Appendix A: At a Glance #6 **IC/UC Sets Initial Incident Objectives** in the back of the SM.

Setting Objectives

Setting Objectives

Set by the IC (or UC if Unified Command)
Follows the **SMART** format

- **S**pecific - is the wording precise and unambiguous?
- **M**easurable - How will achievements be measured?
- **A**ction-oriented - Is an action verb used to describe expected accomplishments?
- **R**ealistic - Is the outcome achievable with given available resources?
- **T**ime-sensitive - What is the timeframe? (if applicable)

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Notes:

- **Specific** stresses the need for concrete goals. The goal must be clear and unambiguous. Goals must tell a team exactly what is expected, why it is important, who is involved, where it is going to happen, and which attributes are most important.
- **Measurable** emphasizes criteria for measuring progress toward the attainment of the objective. If a goal is not measurable, it is not possible to know whether a team is making progress toward completion.
- **Action-oriented** stresses the importance of setting goals that prescribe a specific course of action. Action-oriented objectives outline a specific course of action to follow to meet the objective.
- **Realistic** stresses that objectives must represent goals that teams are realistically able to work towards. Unrealistic goals come in two forms: those that are too low, and those that are too high. Either does a disservice to the team.
- **Time-sensitive** stresses the importance of grounding objectives within a specific time frame. A commitment to a deadline helps a team focus their efforts on completion of the objective.

Operational vs. Management Objectives

Operational vs. Management

- Objectives can be categorized as Operational or Management Objectives.
- Operational Objectives will need to be addressed in the tactical plan using the ICS 215 Operational Planning Worksheet.
- Management Objectives are usually addressed by other AHIMT members.

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Notes:

Most IMTs categorize Incident Objectives into two areas, Operational or Management related.

Operational Objectives are those Incident Objectives that are mission-oriented and need to be addressed by the Tactical Plan as developed by the Operations Section. The other members of the AHIMT (particularly the Planning, Logistics, and Finance Sections) offer support to the Operations Section in accomplishing the Operational Objectives (mission) by accomplishing the responsibilities of their functional units.

Management Objectives are those Incident Objectives that are not primarily operational by nature, but still critical to the overall success of managing the incident/event. Management Objectives are carried out by other members of the Command and General staff.


Management Objectives typically include the Public Information Officer, Safety Officer, and the Finance/Administration Section Chief. Examples of management objectives may be.


- The Public Information Officer may have an objective of “keep the affected public and stakeholders informed of the incident and its potential affects to them.
- The Safety Officer may have a safety related objective of “provide for the safety of the responders throughout the duration of the incident.”
- The Finance/Administration Section Chief may have a fiscally related management objective of “maintain costs commensurate with the values at risk.”

Operational vs. Management Objectives (cont'd)

Operational vs. Management Objectives

Operational Objectives	Management Objectives
<ul style="list-style-type: none">• Provide protection of environmentally sensitive areas, including wildlife, and historic properties throughout the incident.• Initiate actions to control the source of the leak and minimize the volume released by 1300 hours.	<ul style="list-style-type: none">• Keep the public, stakeholders, and elected officials informed of operational activities throughout the incident.• Ensure that appropriate financial accounting practices are established by 1300 hours.


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Notes:


The above are examples of Operational and Management Objectives.

SMART Objectives: Example 1 of 3


SMART Objectives Example 1 of 3

“Get the situation under control.”

- Is this statement
 - **S**pecific?
 - **M**easurable?
 - **A**ction-oriented?
 - **R**ealistic?
 - **T**ime-sensitive?



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Notes:


Is this a SMART Objective?

SMART Objectives: Example 2 of 3


SMART Objectives Example 2 of 3

“Establish a secure perimeter as soon as possible and maintain perimeter control throughout the incident.”

- Is this statement
 - **S**pecific?
 - **M**easurable?
 - **A**ction-oriented?
 - **R**ealistic?
 - **T**ime-sensitive?



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Notes:



Is this a SMART Objective?

SMART Objectives: Example 3 of 3

SMART Objectives Example 3 of 3

“Establish a medical treatment group to provide medical care for victims throughout the incident.”

- Is this statement
 - **S**pecific?
 - **M**easurable?
 - **A**ction-oriented?
 - **R**ealistic?
 - **T**ime-sensitive?

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Notes:


Is this a SMART Objective?

Activity 3-2: Developing Incident Objectives


Activity 3-2: Developing Incident Objectives

45 min.	<p>Using the list of Issues/Concerns developed in Activity 2-1, and completed ICS 201 as a reference:</p> <ul style="list-style-type: none"> • Develop SMART Incident Objectives on an easel pad. • Determine whether the Objective is an Operational or Management Objective.
10 min.	<p>Each team's spokesperson will report out their Incident Objectives.</p>

Total Time: 55 minutes



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Notes:

Purpose

Develop SMART Incident Objectives. Teams will use the scenario described in the Planning P DVD, **Handout 3-2 the Agency Administrator Briefing**, and **Handout 3-3 the ICS 201: Incident Briefing** included in the student manual.

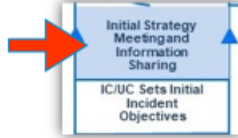
Duration	Task
45 minutes	Development of Incident Objectives.
10 minutes	Report out.
55 minutes	

Directions

1. Teams will review the incident information found in Handout 3-2 the Agency Administrator Briefing, and Handout 3-3 the ICS 201: Incident Briefing to develop a complete set of Incident Objectives. Objectives should be identified as Operational or Management Objective.
2. A spokesperson will report out the team's Incident Objectives.


Initial Strategy Meeting and Information Sharing - Purpose

Initial Strategy Meeting and Information Sharing – Purpose




See
At A Glance #7
Initial Strategy Meeting

- Communicate priorities, Incident Objectives.
- Discuss the Strategies to be used to meet the Incident Objectives.
- Discuss issues observed during transition.
- Establish Operational Periods.
- Establish the Planning Cycle meeting and briefing schedule.
- Communicate additional resource needs.



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Notes:

The Initial Strategy Meeting and Information Sharing is a forum for the ICs to issue their decisions and direction, as well as for all AHIMT members to share any critical information they have obtained up to that point.

The most successful AHIMTs are the ones that have developed highly effective communication skills. Information-sharing and follow-up cannot be overemphasized.

The IC/UC meets with the Command and General Staff to brief them and discuss the IC/UC's priorities, issues/concerns, and Incident Objectives and the strategies to be used to accomplish the objectives. During this Initial Strategy Meeting, the team will agree on the length and starting times of Operational Periods, the time frames and meeting schedule needed to support the Operational Periods, the strategies needed to meet the objectives, and other critical information gained from previous briefings, issues that surfaced during the transition, and observations.

The information discussed, and decisions agreed to, will form a COP of the incident/event situation and the IC/UC's expectations during the management of the incident/event.

“The initial Strategy Meeting, which is held the first time through the planning cycle, is particularly important, because it allows team members to share information and jointly determine the initial approach to response operations. The initial Strategy Meeting may include the initial Incident Commander and a representative from the Agency Administrator.” NIMS 2017 third edition, p. 108.

Refer to the Appendix A: At a Glance #7 **Initial Strategy Meeting and Information-Sharing Meeting** in the back of the SM.

Initial Strategy Meeting and Information Sharing – Considerations

Initial Strategy Meeting and Information Sharing – Considerations

- May be facilitated by the Planning Section Chief (PSC).
- Provides the first opportunity of the Command and General Staff to share critical incident information.
- Makes specific assignment to AHIMT members for tasks not included in normal duties.



Notes:


The Initial Strategy Meeting and Information Sharing should occur as soon as feasible after incoming incident management personnel have received their Incident Briefing and have had an opportunity to assess the incident situation.



The meeting is facilitated by either the IC/UC or the Planning Section Chief (PSC). IC/UC can make specific assignments to AHIMT members for tasks not included in checklists of normal duties.

Initial Strategy Meeting and Information Sharing - Actions

Initial Strategy Meeting and Information Sharing – Actions

- Share concerns, assessments, and observations necessary for the AHIMT to form a Common Operating Picture (COP).
- Describe resource ordering procedure.
- Clarify issues and/or concerns.
- Share information.



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Notes:

All members of the Command and General Staff:

Share concerns, assessments, and observations necessary for the team to form a COP and manage the incident successfully.

IC/UC:

- Identify Incident Priorities.
- Present the Incident Objectives.
- Discuss strategies.
- Discuss resource ordering procedures.
- Describe public information release procedures.

Operational Period- Considerations

Operational Period- Considerations

- Safety concerns, unsafe conditions.
- Conditions of resources.
- Length of time necessary or available to achieve the tactical assignments.
- Availability of resources.
- Future involvement of additional jurisdictions or agencies.
- Environmental conditions.
- Planned event schedule.



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Notes:


The specific length of time and start time of the Operational Period varies based on a list of factors, such as:

- Safety concerns, unsafe conditions.
- Condition of resources.
- The length of time necessary or available to achieve tactical assignments.
- Availability of resources.
- Future involvement of additional jurisdictions or agencies.
- Environmental conditions.
- Planned events schedule.

At times Operational Periods are scheduled for the duration of a planned event (e.g. 8, 10, or 14 hours.) Other incident may limit operations to daylight hours. The needs of the incident/event drive duration and start times of the Operation Planning Cycle.

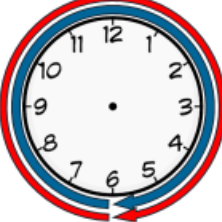
Operational Period Examples

Operational Period Examples




Dawn to Dusk

- Often used if only working during the daylight hours.
- Risk versus reward; safety concerns.
- No life safety, e.g. Recovery mission.




12-hour Operational Periods

- Two 12-hour Operational Periods; one during the day, one at night enabling continuous work.
- Life safety, e.g. missing person.
- Often 0600-1800 hrs., 1800-0600 hrs.



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Notes:



Common lengths of Operational Periods are:

- Daylight to dusk-often used if only working daylight hours.
 - Risk versus reward, safety concerns, e.g. recovery mission.
- Two 12-hour Operational Periods, one during the day one at night.
 - Continuous operations, dynamic incident, life safety issues, e.g. missing person.
 - Often 0600-1800 hours and 1800-0600 hours.
- 4, 6, 8-hour duration for hazardous materials incident (dictated by the incident).
- 24-hour Operational Periods for relatively stable situations or conditions.

Planning Cycle Meeting Schedule

Planning Cycle Meeting Schedule

- Developed by the PSC after discussion with the OSC, LSC and IC/UC.
- Approved by the IC/UC.
- PSC works backward from the start of the Operational Period.
- Allow time to accomplish each step.

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Notes:

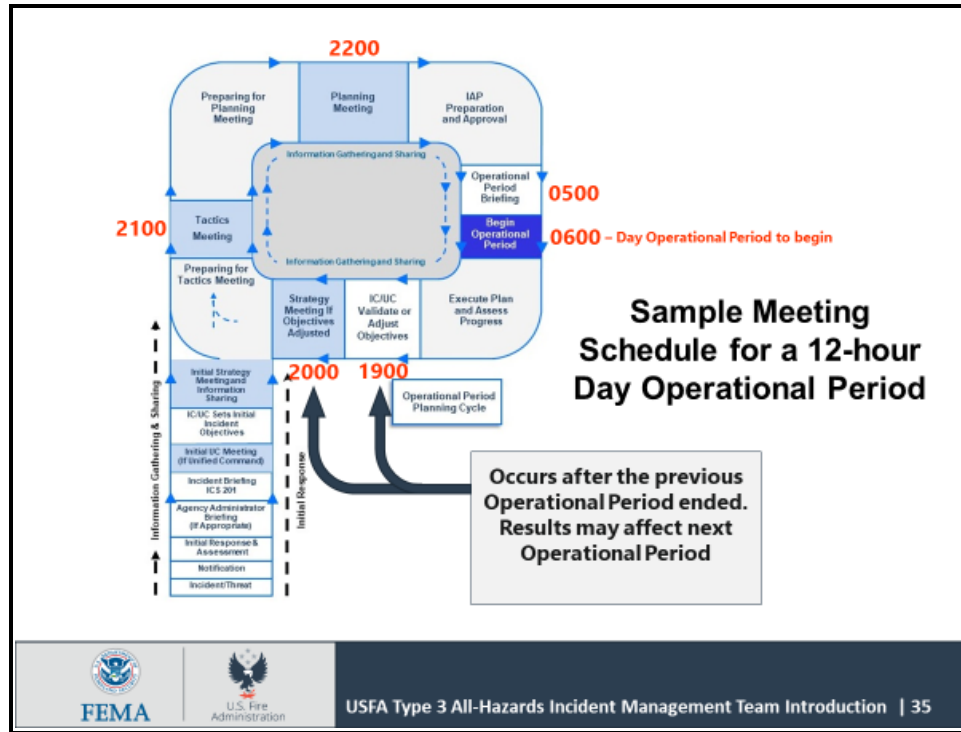
Planning Cycle Meeting Schedule

The Operational Period is a designated length of time in which a team wants to achieve a specific amount of work or a set of operational actions.

The purpose of the Operational Period Planning Cycle is to follow a standard sequence of meetings, briefings, and timeframes for completion of an IAP.

During the Initial Strategy Meeting the team must agree on the length and starting times of Operational Periods. Once the Operational Periods are agreed to the PSC will develop the meeting schedule working backward from the time selected for the start of the Operational Period after discussing it with the OSC, LSC, and IC/UC. The IC/UC approves the meeting schedule and then the PSC is responsible for ensuring the Operational Period Planning Cycle meeting schedule, process, and time frames are adhered to.

Sample Meeting Schedule 12-Hour Day Operational Period

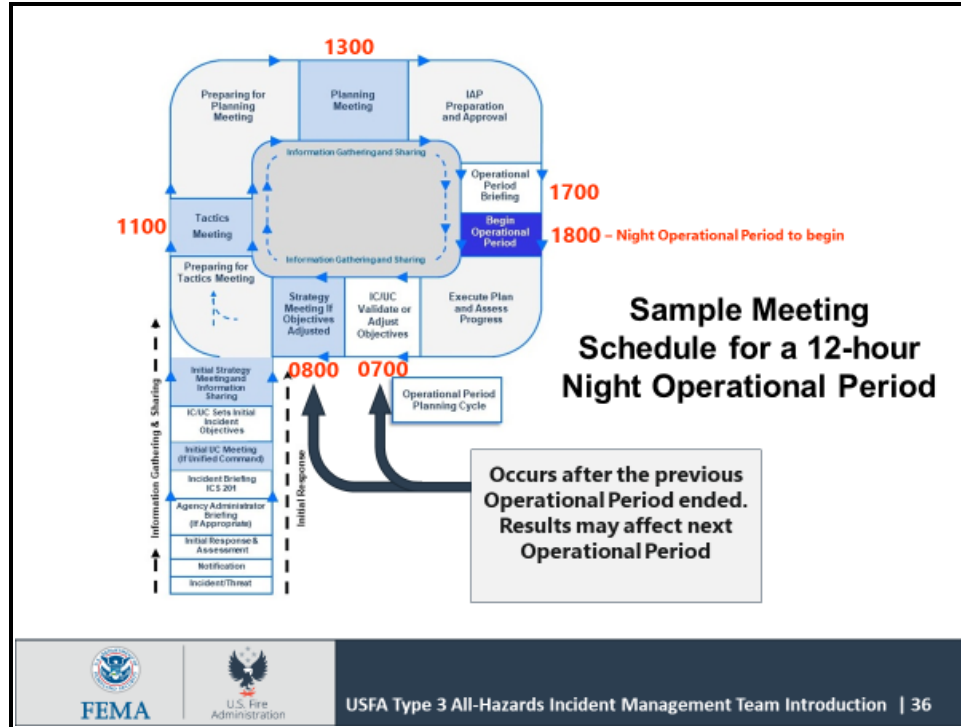


Notes:

The graphic above represents an example of a meeting schedule for a 12-hour Operational Period which begins at 0600 and ends at 1800, often referred to as a day Operational Period. A day Operational Period would be used if resources needed to work around the clock following a night Operational Period or operations are only during daylight hours. In this case the duration of the Operational Period would be adjusted to match the hours of daylight.

In this example, the operational period starts at 0600 hrs. To achieve an 0600 hour start time the Operational Period Briefing must start at 0500. Back-tracking through the timing of the meetings and the time needed to complete each step will result in the time schedule that must be adhered to.

Sample Meeting Schedule 12-Hour Night Operational Period



Notes:

The graphic above represents an example of a meeting schedule for a 12-hour Operational Period which begins at 1800 and ends at 0600 the next morning, often referred to as a night Operational Period. A night Operational Period would be used if resources needed to work all night during rescues, searches for a missing or escaped individual, etc. A night Operational Period would be followed by the Day Operational Period when new resources would continue the work.

In this example, the operational period starts at 1800 hrs. To achieve an 1800 start time the Operational Period Briefing must start at 1700. Back-tracking through the timing of the meetings and the time needed to complete each step will result in the time schedule that must be adhered to.

Operations Section – Organizational Elements

Operations Section-Organizational Elements

Single Resource – an individual, equipment, personnel, crew or team.

Strike Team/Resource Team – same kind and type of resources.

Task Force – a combination of single resources.

Division – divides an incident into geographical areas.

Group – divides an incident into functions.

Branch – found between Operations Section Chief and Divisions/Groups (can be functional or geographic).



Notes:

Single Resource: An individual, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified work supervisor that can be used on an incident.

Strike Team/Resource Team: A specified combination of the same kind and type of resources with common communications and a leader.

Task Force: A combination of single resources assembled for a particular tactical need with common communications and a leader.


Division: Divisions are used to divide an incident into geographical areas of operation. A Division is located within the ICS organization between the Branch (when activated) and the Task Force and Strike Team/Resource Team (See Group below.) Divisions are identified by alphabetic characters for horizontal applications and often by floor numbers when used in buildings.

Group: Groups are established to divide the incident into functional areas of operation. Groups are composed of resources assembled to perform a special function not necessarily within a single geographic Division. (See Division above.) Groups are located between Branches (when activated) and resources in the Operations Section.


Branch: The organizational level having functional or geographic responsibility for major parts of the Operations or Logistics functions. The Branch (when activated) level is organizationally between Section and Division/Group in the Operations Section and the Section and the Units in the Logistics Sections.


Preparing for the Tactics Meeting

Preparing for the Tactics Meeting



- This is a block of time, not a meeting:
 - OSC consults with section personnel to determine current situation, progress.
 - OSC documents proposed work assignments and required resources using the ICS 215.


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Notes:

During this block of time, the OSC gathers input from the Branch Directors or Division and/or Group Supervisors on their needs for the next Operational Period, consolidates it into a Draft Tactical Plan, and typically documents it on an ICS 215 Operational Planning Worksheet.

Preparing for the Tactics Meeting (cont'd)

Preparing for the Tactics Meeting

- Identify the strategy and tactics needed to meet the Operational Incident Objectives.
- Address all the Operational Objectives should be addressed on the ICS 215.
- Develop the organization, work assignments, and required resources.

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Notes:

After the Initial Strategy Meeting, the OSC identifies the strategy and tactics needed to meet the Operational Incident Objectives developed by the IC/UC and develops the Operations Organization, work assignments, requires resources. These are the objectives the OSC will have to address in the Draft Tactical Plan.


Preparing for the Tactics Meeting (cont'd)

Preparing for the Tactics Meeting


- Logistics Section Chief (LSC) assesses logistical support capabilities.
- PSC determines resource availability, what displays, projections, etc. the OSC requires.
- Safety Officer (SOF) identifies/updates the hazards/risks and mitigation measures.



See At a Glance #8
**Preparing for the
Tactics Meeting**



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Notes:

The Safety Officer (SOF), in coordination with the OSC, begins development of the ICS 215A Incident Action Plan Safety Analysis, while the Logistics Section Chief (LSC) assesses logistical support capabilities.

The PSC determines the available resources and directs staff to develop any projections, displays, etc., the OSC requires.



Refer to the Appendix A: At a Glance #8 **Preparing for the Tactics Meeting** in the back of the SM.

Preparing for the Tactics Meeting (cont'd)

Preparing for the Tactics Meeting

Prior to the Tactics Meeting, the OSC should have:

1. Operational Incident Objectives.
2. Map (large enough to draw boundaries).
3. Wire chart (Divisions/Groups/Branches).
4. ICS 215 Operational Planning Worksheet.
5. ICS 215A IAP Safety Analysis being completed by the SOF.

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Notes:

Once the OSC has identified the Operational Incident Objectives, they begin the development of the Draft Tactical Plan. Using a map or chart, the OSC looks at the incident to determine if there are any logical boundaries. The OSC then starts to develop the Operations Section organization, namely, Divisions, Groups, and/or Branches.

The OSC uses the ICS 215 Operational Planning Worksheet to identify the:



- Resources (kind and type).
- Quantity of resources.
- Work assignment.
- Overhead.
- Special equipment.
- Reporting location and time.

The OSC works in conjunction with the SOF, who is completing the ICS 215A IAP Safety Analysis. Based on the ICS 215 worksheet, the SOF will use the ICS 215A to identify hazards and risks and the necessary mitigation measures for those hazards and risks.

Prior to the Tactics Meeting

Prior to the Tactics Meeting

1. Set the incident perimeter.
2. Create work assignments to address Objectives.
3. Determine required resources (kind/type) and overhead.
4. Build the organization within span-of-control limits.
5. Review the map/chart to identify boundaries (Division/Branch).
6. Determine Staging Area location(s), Drop Points, Helispots, etc.

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Notes:

Preparing for the Tactics Meeting: Considerations

Operations:

- Consults with Operations personnel to determine current situation, progress, **C**onditions, **A**ctions, and **N**eeds (the “CAN Report”) for current and next Operational Period.
- Document proposed work assignments and required resources.
- Develop/outline Operations Section organization for next Operational Period.
- Develop alternative and/or contingency strategies and tactics as necessary.

Planning:

- Needs to verify the resources (kind/type, quantity) available for the next Operational Period.
- Needs to provide resource information for placement on the ICS 215.
- Needs to create necessary projections, displays (maps, charts, etc.) as requested by the OSC.

Safety Officer:


- Identify/Update the hazards/risks and mitigation measures and document on the ICS 215A.

Logistics:


- Needs to assess current and potential logistical support capabilities.
- Needs to contact the ordering point to assess availability of additional resources and supplies.

Tactics Meeting – Purpose


Tactics Meeting – Purpose




- OSC communicates and establishes support for Draft Tactical Plan from a small group:
 - SOF.
 - LSC.
 - PSC (Resources Unit Leader (RESL) if staffed).
 - Others by invitation only.



See At a Glance #9
Tactics Meeting



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Notes:

The purpose of the Tactics Meeting is for the OSC to communicate tactics and receive support from the PSC, LSC, and SOF for the Draft Tactical Plan. The Resources Unit Leader (RESL) (if staffed) generally represents the Planning Section at the Tactics Meeting.

The size of the meeting is deliberately kept small.

An effective Tactics Meeting is critical because it helps prevent major revisions from occurring later in the process.


Reiterate that a common understanding, agreement, and Situational Awareness can avoid disagreement during later phases of the All-Hazards Planning Cycle.


Refer to Appendix A: At a Glance #9 the **Tactics Meeting** in the back of the SM.


Tactics Meeting – Actions

Tactics Meeting – Actions

- OSC completes/presents the ICS 215 Operational Planning Worksheet.
- SOF completes/presents the ICS 215A Incident Action Plan Safety Analysis.




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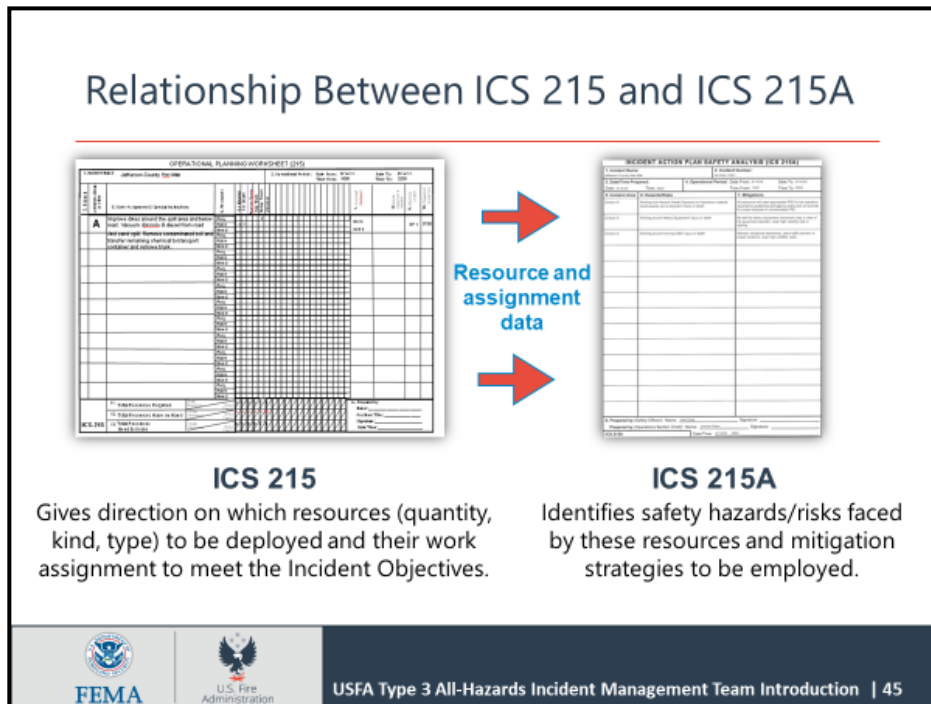

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Notes:

The attendees at the Tactics Meeting include the OSC, LSC, SOF, a representative from Planning Section, - typically the RESL, and other Technical Specialists (THSPs) or team members if requested by the OSC, LSC or SOF.

Relationship Between ICS 215 and ICS 215A



Notes:


- The ICS 215 determines the deployment of resources (quantity, kind, and type) and their work assignment to accomplish the Incident Objectives. A draft of this document may be brought to the meeting by the OSC, and the document is completed during the meeting.
- The ICS 215A lists safety hazards/risks and mitigation strategies. These list items are based on deployed resources considering the work they are performing as well as the environment they will be working in.

Activity 3-3: ICS Form 215 and 215A Demonstration


**Activity 3-3: ICS 215 and 215A
Demonstration**

45 min.	Instructors will demonstrate how to complete ICS Forms 215 and 215A.
---------	--

Total Time: 45 minutes



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Notes:

Purpose

Demonstration the completion of the ICS Form 215 and an ICS Form 215A.

Duration

Duration	Task
45 minutes	Observe demonstration.
45 minutes	

Directions

Students will watch the animated ICS Forms 215 and 215A demonstrations.

Activity 3-3 (cont'd): ICS 215A Demo

INCIDENT ACTION PLAN SAFETY ANALYSIS (ICS 215A)			
1. Incident Name: Jefferson County Haz-Mat		2. Incident Number: VA-FAX-1101	
3. Date/Time Prepared: Date: 8/14 Time: 1130		4. Operational Period: Date From: 8/14 Date To: 8/15 Time From: 1800 Time To: 0600	
5. Incident Area	6. Hazards/Risks	7. Mitigations	
Division A	Working with Hazardous Waste/ Exposure to Hazardous material could expose you to long term injury, or possible death.	All personnel will wear appropriate PPE for the operation as required by MDSH guidelines and agency policy. Follow accepted protocol for proper disposal of used PPE.	
Division A	Working around heavy equipment/ injury or death.	Be alert for heavy equipment movement; stay in view of the equipment operator; wear high visibility vests and clothing. Use lighting.	
Division A	Working around moving traffic/ injury or death.	Maintain situational awareness; place traffic barriers in proper locations; wear high visibility vests and clothing.	
8. Prepared by (Safety Officer): Name: <u>Jon Olney</u> Signature: <u>Jon Olney</u>			
ICS 215A		Date/Time: 8/14, 1130 hrs	



Notes:

Activity 3-4: Tactics Meeting Simulation

Activity 3-4: Tactics Meeting Simulation

1 hour, 30 min.	Teams will work in their breakout rooms to complete ICS Forms 215 and 215A as part of a practice Tactics Meeting.
15 min.	The Instructor will debrief the activity.

Total Time: 1 hour 45 min.



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Notes:

Purpose

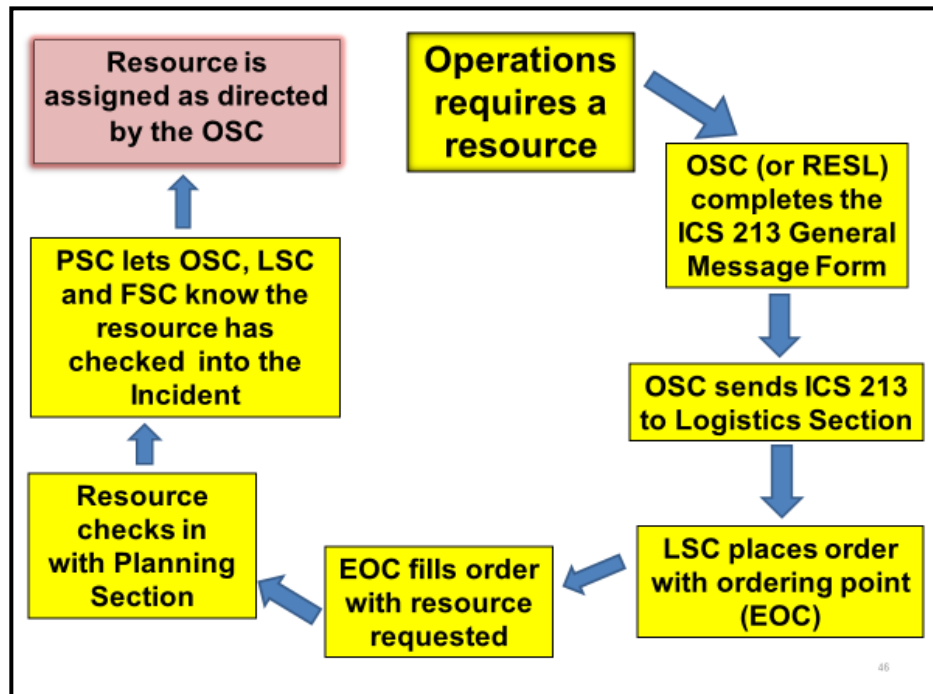
Complete drafts of the ICS 215 and ICS 215A. Teams will share their draft forms with the class.

Duration	Task
1 hour 30 minutes	Work in teams.
15 minutes	Debrief.
1 hour 45 minutes	

Directions

1. Each team will move to a breakout room with a Mentor.
2. Teams will use the Incident Objectives they previously developed to determine the Operations Section Organization and complete the ICS Forms 215 and 215A to address the Operational Incident Objectives.
 - a. Completed on wall-sized ICS 215 and 25A.
 - b. Teams can use Appendix A: At a Glance Guides, Mentor guidance, and SM materials to complete this activity and Incident Objectives developed in Activity 3-2 Developing Incident Objectives.
3. After 90 minutes, teams will bring their organizational charts into the classroom and share with the class.

Ordering an Operational Resource



Notes:

Resource Ordering

Operational resources are requested by the OSC. These are identified in the **required** row of the ICS 215. The Planning Section (typically the Resources Unit Leader – RESL) will identify available resources and place this information in the **have** row of the ICS 215. Shortages are displayed in the **need** row of the ICS 215, and needed resources are requested by sending to the Logistics Section an ICS 213 General Message Form completed by the RESL and signed by the OSC.

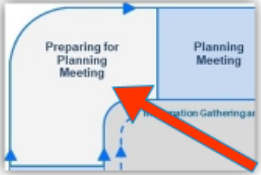
Logistics orders the needed resource from the ordering point. Once the order is filled by the ordering point, the identity and estimated time of arrival (ETA) of the resource are shared with the Logistics Section. The Logistics Section will share this information with others on the AHIMT.

Upon arriving at the incident, the resources check-in with the Planning Section. The Planning Section shares this information with the OSC, LSC, and FSC.


The Resource(s) is then assigned as directed by the OSC.

Preparing for the Planning Meeting



Preparing for the Planning Meeting



- This is a block of time.
- IC/UC meets informally with members or stakeholders as necessary.
- OSC prepares ongoing update on current operations.
- PSC assists setting up the meeting room and visual displays.



See At a Glance #10
Preparing for the Planning Meeting

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Notes:

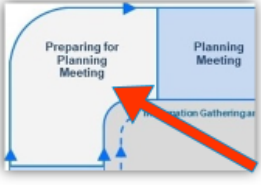
This is a block of time not a meeting or briefing. During the time frame between the Tactic Meeting and the Planning Meeting the OSC must finalize the ICS 215 Operational Planning Worksheet and deliver it to the PSC in sufficient time for the PSC to prepare a display version for the Planning Meeting.

The OSC must also coordinate and work with other team members involved in or affected by the plan. The SOF must complete the ICS 215A Incident Action Plan Safety Analysis and deliver to the Planning Section in sufficient time for the PSC to prepare a display version for the Planning Meeting. The PSC ensures that the material, intelligence, resources, displays, etc., that will be used or discussed in the Planning Meeting are prepared, displayed, and ready for presentation during the meeting. These preparations include posting the agenda, Incident Objectives, updated map, ICS 215, ICS 215A, etc.

Refer to Appendix A: At a Glance #10 **Preparing for the Planning Meeting** in the back of the SM.


Preparing for the Planning Meeting (cont'd)

Preparing for the Planning Meeting




The diagram illustrates the relationship between 'Preparing for Planning Meeting' and 'Planning Meeting'. A red arrow points from the 'Preparing for Planning Meeting' box to the 'Planning Meeting' box. A blue arrow points from the 'Planning Meeting' box back to the 'Preparing for Planning Meeting' box. A third blue arrow points from a box labeled 'Information Gathering' to the 'Preparing for Planning Meeting' box.

- LSC verifies support requirements.
- The IC and Command and General Staff should exchange information about the proposed plan.
- If possible, conflicts should be resolved or mitigated prior to the meeting.



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Notes:

The IC and Command Staff and General Staff members should exchange information about the proposed plan to ensure that all members are able to support the plan when presented at the Planning Meeting. If possible, all conflicts should be resolved or mitigated prior to the actual Planning Meeting.

Planning Meeting—Purpose

Planning Meeting – Purpose

- OSC presents the Draft Tactical Plan and PSC solicits support for the proposed plan from the Command and General Staff and approval of the IC/UC.

See At a Glance #11
Planning Meeting

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Notes:

The Planning Meeting provides the opportunity for the Command and General Staff, as well as other AHIMT personnel, to review and validate their ability to support the Draft Tactical Plan as proposed by the OSC. Other agency officials and assisting/cooperating agencies and organizations also have the opportunity to hear the tactical work assignments, the hazard mitigations, and the support solutions.



The PSC facilitates the meeting. The critical portion of the meeting is that in which the OSC outlines the Draft Tactical Plan and describes the work assignments, quantity, kind, and type of resources needed for each Division and Group using the ICS 215. The SOF then describes the hazards/risks and mitigation measures identified using the ICS 215A.

Refer to Appendix A: At a Glance #11 the **Planning Meeting** in the back of the SM.

Planning Meeting – Considerations

Planning Meeting – Considerations

- Final opportunity for the Command and General Staff to hear the proposed plan and provide input.
- All Operational Objectives must be addressed by the proposed work assignments/organization.
- Logistical support is adequate.
- Hazards/Risks are identified and mitigated.
- Meeting is documented.
- Financial and administrative reporting requirements are met.

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Notes:




This meeting provides the final opportunity for the Command and General Staff to hear all details of the Draft Plan and provide any needed or requested input. After hearing the details, input, and updates, the Command and General Staff and appropriate subordinates then commit to supporting the Draft Plan.

After they have agreed to support the Draft Plan and the IC/UC approves the Plan, the PSC indicates when all forms, support documents, and attachments to the plan must be submitted. The IC/UC may then offer some closing remarks prior to the PSC adjourning the meeting.

Planning Meeting – Actions

Planning Meeting – Actions

- OSC presents ICS 215.
- SOF presents ICS 215A.
- Team develops alternative plans if necessary.
- Team shares critical information.
- Team members indicate support of the proposed plan.
- IC/UC approves the plan.



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Notes:


Everyone on the team must demonstrate his or her leadership ability. The Draft Tactical Plan represented by the ICS 215(s) developed in the Tactics Meeting is approved during the Planning Meeting. The Planning Meeting is designed to create mutual understanding and give attending VIPs the team's vision for accomplishing the Incident Objectives for the next Operational Period.

Activity 3-5: Planning Meeting Simulation


Activity 3-5: Planning Meeting Simulation

1 hour	<ol style="list-style-type: none"> 1. Teams will work in their breakout rooms to conduct a Planning Meeting (using the Planning Meeting Agenda as a guide) 2. Rooms will be organized for the meeting with necessary displays, maps, and agenda posted.
--------	---

Total Time: 1 hour



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Notes:

Purpose

Conduct a Planning Meeting.

Duration


Duration	Task
1 hour	Work in teams.
1 hour	

Directions


1. Each team will move to a breakout room with a Mentor.
2. Teams will use their incident map, agenda, Incident Objectives, draft ICS Forms 215 and 215A created during Activity 3-4 the Tactics Meeting simulation.
 - a. Teams may use Handout 3-7 Planning Meeting Agenda or the Planning Meeting Agenda from Appendix A: At a Glance #11 **Planning Meeting**.
 - b. Teams can use Appendix A: At a Glance Guides, Mentor guidance, and SM materials to complete this activity.

IAP Preparation and Approval


IAP Preparation and Approval




- This is a block of time where the details and documentation of the IAP are completed.
- Components of the IAP are delivered to the Planning Section to the location and time frame determined by the PSC.
- The IAP is assembled by the Planning Section.



See At a Glance #12
**IAP Preparation
Approval**



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Notes:

Command and General Staff members and appropriate Unit Leaders who have deliverables needed to complete the IAP, finalize their products and provide their completed documents(s) and product(s) within the time schedule.

The PSC/Planning Section Units assemble the IAP components and check for clarity and completeness. The deadline should be early enough to permit timely IC/UC review, approval, and duplication of sufficient copies for the Operational Period Briefing and other AHIMT members.


During the conclusion of the Planning Meeting, the PSC indicates the time when all documents and products that support the IAP are due.

The PSC usually supervises the process to ensure that the IAP components are ready on time.


Refer to Appendix A: At a Glance #12 the ***IAP Preparation and Approval*** in the back of the SM.

IAP Preparation and Approval (cont'd)


IAP Preparation and Approval



- After the PSC reviews it, the IAP is delivered to the IC/UC for review and approval.
- IC/UC reviews and signs the IAP.
- The approved IAP is then duplicated for distribution at the Operational Period Briefing.



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Notes:

Items Included in an IAP

Required	Optional
- ICS 202: Incident Objectives.	- Cover.
- ICS 203: Organization Assignment List.	- Traffic Plan.
- ICS 204: Assignment List.	- Weather Forecast.
- ICS 205: Incident Radio Communications Plan.	- Demobilization List.
- ICS 206: Medical Plan.	- Incident and/or Base Plan.
- ICS 208: Safety Message/Plan.	- Site Safety Plan.
- Incident Map.	- Fire Behavior Forecast.
	- Human Resource Statement.
	- ICS 205A: Communication List.
	- ICS 214: Activity Log (blank).

Working together as a team can help ensure that deadlines are met. Each AHIMT member must recognize the tasks they must accomplish and must understand what interactions will be necessary to complete the job. The Planning Section has the bulk of the responsibility for the completion and duplication of the IAP.

Action during the block of time IAP Preparation and Approval**IC/UC:**

- Review, approve, and sign IAP.

Safety:

- If necessary, provide safety direction in the Situational Awareness section of the ICS 202 Incident Objectives.

Liaison:

- Develop/Confirm the list of stakeholders, assisting and cooperating agencies.
- Coordinating with the Logistics Section, verify the location/time for the cooperators' meeting.
- Communicate with the AHIMT members needed to attend the cooperators' meeting to answer questions.

Public Information Officer:

- Develop/Review the media strategy.
- Develop/Review the critical media messaging points.

Operations:

- Provide required information for inclusion in IAP, including ICS 220: Air Operations Summary, if required.
- Work with Planning Section to ensure that preferences for resource placement are identified and accomplished.

Planning:

- Facilitate gathering of required components and assemble IAP.
- Review IAP for completeness.
- Provide completed IAP to IC/UC for review/approval.
- Make sufficient copies of the IAP.
- Distribute IAP to appropriate team members and file originals with the Documentation Unit.

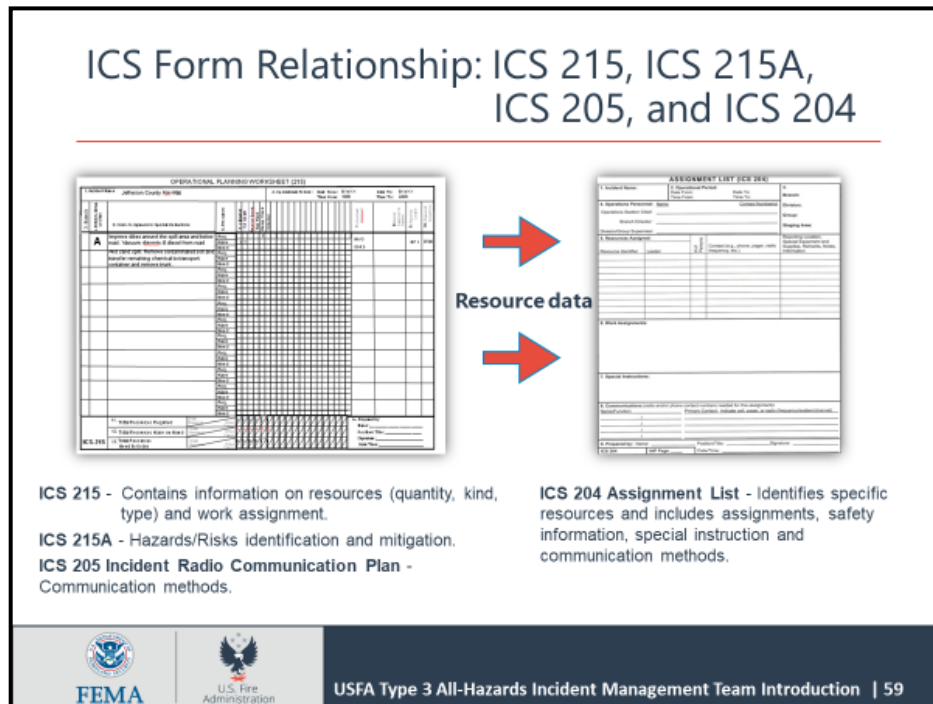
Logistics:

- Review Logistics Section products for completeness (ICS 205, ICS 205A, ICS 206, etc.).
- Provide logistical support information for IAP.
- Verify resources ordered/status.

Finance/Administration:

- Verify financial and administrative requirements for IAP.

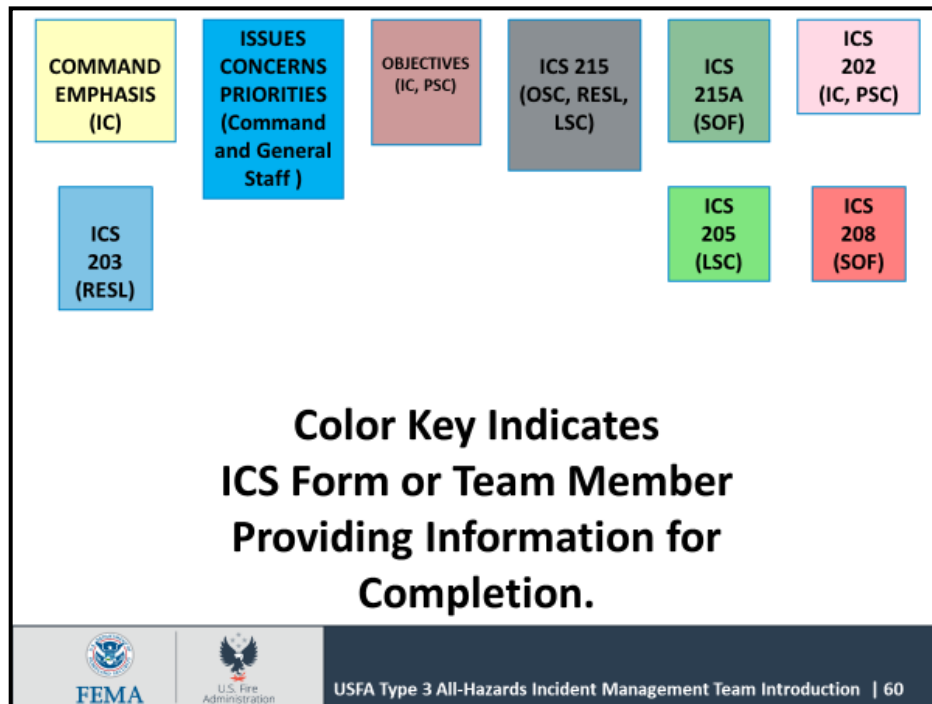
ICS Forms Relationship: ICS 215, ICS 215A, ICS 205, ICS 204



Notes:

- The ICS 215 lists the kinds, types, quantities, and work assignments of the resources to be deployed.
- The ICS 215A identifies the hazards/risks and mitigation for those resources, given their work assignments and environment.
- The ICS 205 identifies the assigned Communication Plan – specifically, Tactical, Command, Air to Ground, Air to Air, and Support Frequencies.
- The ICS 204 specifies how these resources will be assigned.

ICS Forms – Information Sources

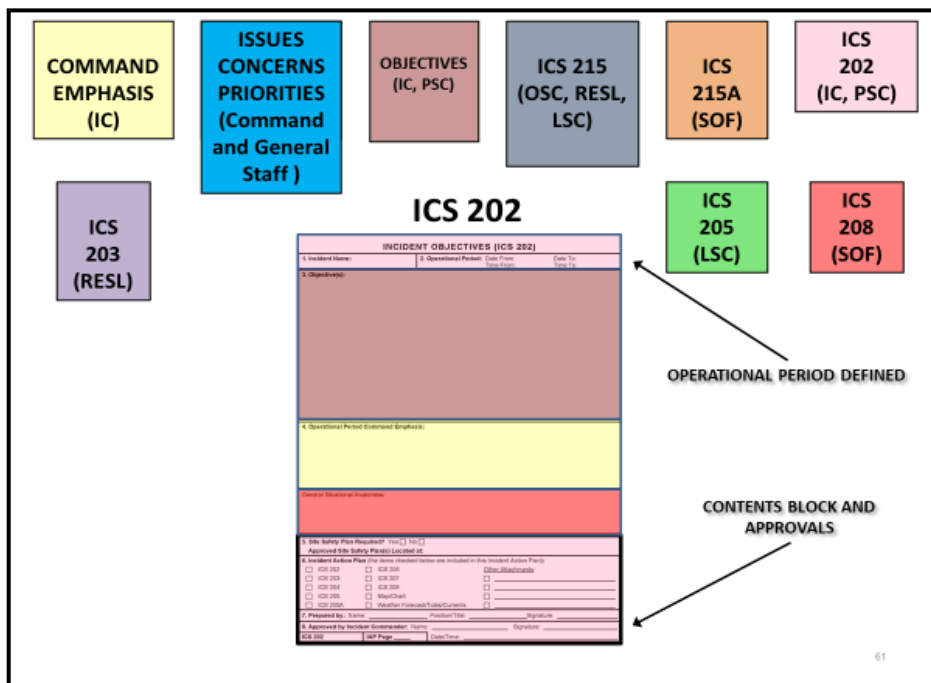


Notes:

Color Key for ICS Forms

The next few slides will show the sources documents/team members where the information is found to place on the ICS forms.

ICS 202 – Incident Objectives

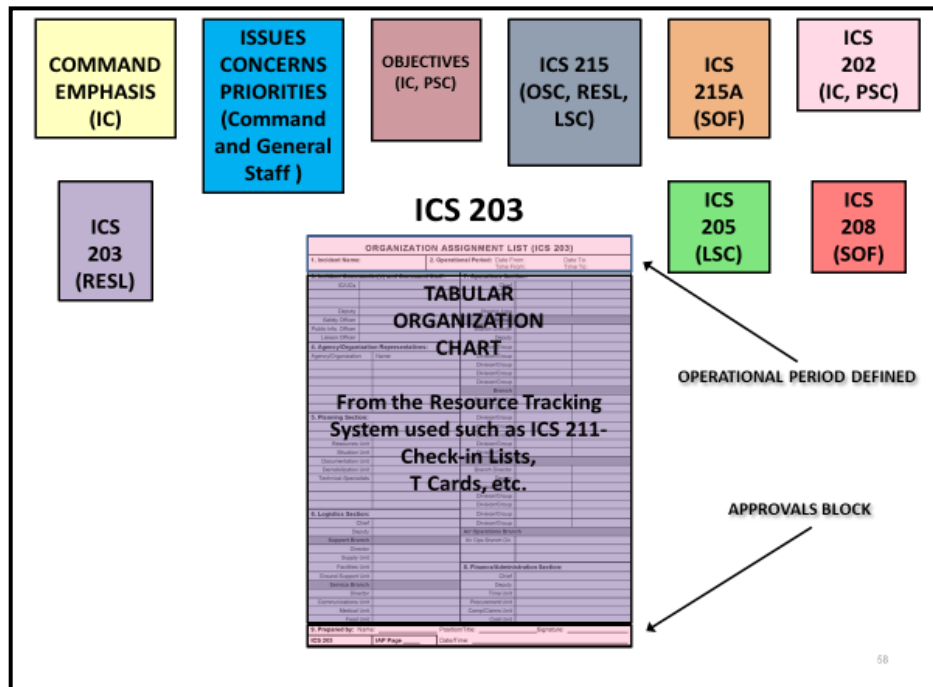


Notes:

ICS 202 Incident Objectives

The colored boxes depict the source of the information needed to complete the ICS 202 Incident Objectives.

ICS 203 – Organization Assignment List

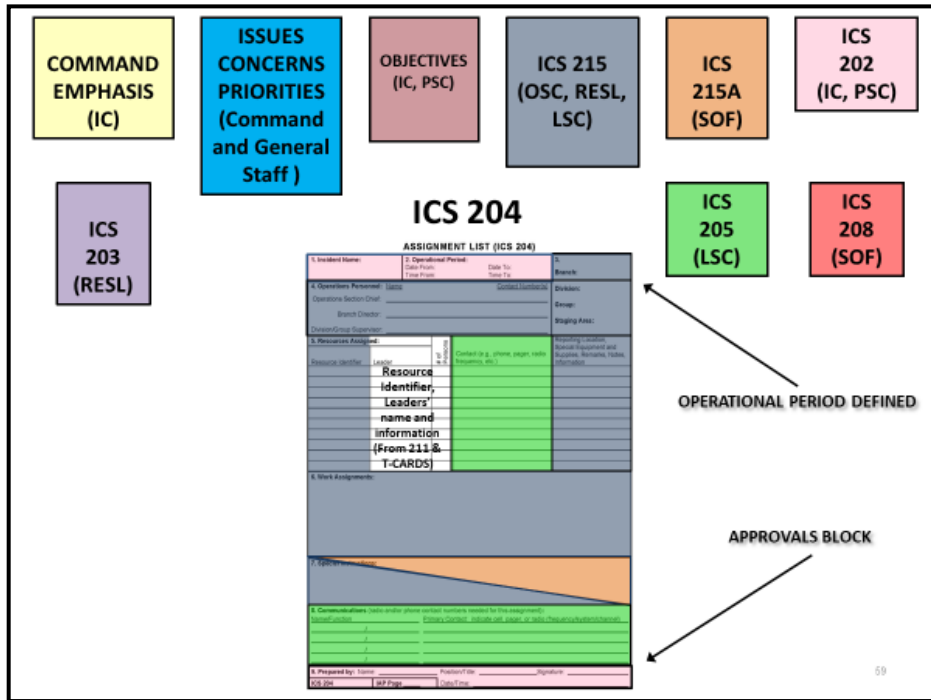


Notes:

ICS 203 Organizational Assignment List

The colored boxes depict the source of the information needed to complete the ICS 203 Organizational Assignment List.

ICS 204 – Assignment List



Notes:

ICS 204 Assignment List


The colored boxes depict the source of the information needed to complete the ICS 204 Assignment List.

Activity 3-6: Demonstration: ICS 203 Organization Assignment List and ICS 204 Assignment List


Activity 3-6: Demonstration ICS Forms 203
and 204

30 min.	The Instructors will demonstrate information transfer to the ICS 203 Organization Assignment List and ICS 204 Assignment List.
---------	--

Total Time: 30 minutes



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Notes:

Purpose

Demonstration how to transfer information from the ICS 215 to the ICS 204. The ICS 204 will be included in the IAP. Watch the Information build on the ICS 203 and the ICS 204.

Duration

Duration	Task
30 minutes	Watch demonstration and ask questions.
30 minutes	

Directions

1. Students will watch the animated ICS 203 and ICS 204 demonstration.
2. Students will have the opportunity to ask questions about the transfer and can go into further detail with Mentors in breakout rooms during the next activity.

Activity 3-6: (cont'd): Organization Assignment List

ORGANIZATION ASSIGNMENT LIST (ICS 203)					
1. Incident Name: Jefferson County Haz Mat		2. Operational Period: Date From: 8/14 1800 Time From:		Date To: 8/15 Time To: 0600	
3. Incident Commander(s)/Command Staff:			7. Operations Section:		
ICU/Us			Chief Deputy		
Deputy			Staging Area		
Safety Officer			Branch		
Public Info. Officer			Branch Director		
Liaison Officer			Deputy		
4. Agency/Organization Representatives:			Division		
Agency/Organization Name			Division/Group		
			Division/Group		
			Division/Group		
			Division/Group		
			Branch		
			Branch Director		
			Deputy		
5. Planning Section:			Division/Group		
Chief			Division/Group		
Deputy			Division/Group		
Resources Unit			Division/Group		
Situation Unit			Division/Group		
Documentation Unit			Branch		
Demobilization Unit			Branch Director		
Technical Specialist			Deputy		
			Division/Group		
			Division/Group		
			Division/Group		
6. Logistics Section:			Division/Group		
Chief			Division/Group		
Deputy			Air Operations Branch		
Support Branch			Air Ops. Branch Dir		
Director					
Supply Unit					
Facilities Unit			8. Finance/Administration Section:		
Ground Support Unit			Chief		
Service Branch			Deputy		
Director			Time Unit		
Communications Unit			Procurement Unit		
Medical Unit			Comp/Claims Unit		
Food Unit			Cost Unit		
9. Prepared by: Name: Kate Magn		Position/Title: REL		Signature: Kate Magn	
ICS 203		IAP Page		Date/Time: 8/14 1435 hours	

Notes:

ICS 203 Organization Assignment List

Purpose. The ICS 203 Organization Assignment List provides ICS personnel with information on the Sections and Units that are currently activated and the names of personnel staffing each position/unit. It is used to complete the ICS 207 Incident Organization Chart, which is posted on the ICP display. An actual organization will be incident- or event-specific. **Not all positions need to be filled.** Some blocks may contain more than one name.

Preparation. The Resources Unit prepares and maintains this list under the direction of the PSC. Complete only the blocks for the positions that are being used for the incident. If a trainee is assigned to a position, indicate this with a “t” in parentheses after the name (e.g., “Andrea Smith (t)”).

Distribution. The ICS 203 is part of the IAP, which is distributed at the Operational Period Briefing. The original and a “redlined” corrected copy of the IAP are given to the Documentation Unit for inclusion in the incident file.

Notes:

- The ICS 203 serves as part of the IAP.
- If needed, more than one name can be put in each block by inserting a slash.
- If additional pages are needed, use a blank ICS 203 and repaginate as needed.
- ICS allows for organizational flexibility, so the Intelligence/Investigations function can be embedded in several different places within the organizational structure.

Activity 3-6: (cont'd): Assignment List

ASSIGNMENT LIST (ICS 204)				
1. Incident Name: Jefferson County Haz-Mat		2. Operational Period: Date From: 8/14 Time From: 1800		3. Date To: 8/15 Time To: 0600
4. Operations Personnel: Name Operations Section Chief: Rich Olson			Contact Number(s) 555-512-1212	
Branch Director: Division Supervisor: Ronnie Hamm			555-512-1313	
5. Resources Assigned:				Reporting Location, Special Equipment and Supplies, Remarks, Notes, Information
Resource Identifier	Leader	# of Persons	Contact (e.g., phone, pager, radio frequency, etc.)	
Fairfax Eng. 2102	Ray Holbrook	5	555-512-1111	DP-1 1800
Fairfax Dozer 1	Regina Smith	1	555-512-1001	DP-1 1800
Fairfax Dump 1	Kevin Harrelson	1	555-512-1222	DP-1 1800
Fairfax Dump 2	Mary Williams	1	555-512-1232	DP-1 1800
Grey's Vac. Truck #30	Joe Calvert	2	555-512-3332	DP-1 1800
Fairfax P/U #76	Alan Moffett	1	555-512-1234	DP-1 1800
Corey's Tow Srv #121	Fran Varner	1	555-512-2233	DP-1 1800
ASO-HM	Brian Shield	1	555-512-7777	DP-1 1800
6. Work Assignments: Improve dikes around the spill area and below the road. Vacuum diazinon & diesel from roadway. Remove absorbent sand. Remove the contaminated soil and transfer remaining chemical to transport container and removal truck. Wrecker will be released from incident as soon as it removes truck from the scene. The truck will be delivered to the transport company.				
7. Special Instructions: Personnel working near water must wear PFD; appropriate PPE for Haz-Waste operation required, proper disposal of contaminated PPE; Watch for heavy equipment movement; situational awareness of deteriorating weather conditions; Provide appropriate work/rest periods				
8. Communications (radio and/or phone contact numbers needed for this assignment):				
Name/Function		Primary Contact: indicate cell, pager, or radio (frequency/system/channel)		
Motorola Jeff. Co. / Tactical		Channel 1 - 154.280		
Motorola Jeff. Co. / Command		Channel 5 - 152.875		
9. Prepared by: Name: Katie Magin Position/Title: RESL Signature: <i>Katie Magin</i>				
ICS 204	IAP Page	Date/Time:	8/14 1400	

Notes:

ICS 204 Assignment List

Purpose. The ICS 204 Assignment List informs Division and Group Supervisors of incident assignments that have been approved through the planning process.

Preparation. The ICS 204 is normally prepared by the Resources Unit, using guidance from the ICS 215, ICS 215A and ICS 205. It must be approved by the IC but may be reviewed and initialed by the PSC and OSC as well.


Distribution. The ICS 204 is part of the IAP, which is distributed at the Operational Period Briefing. The original and a "redlined" corrected copy of the IAP are given to the Documentation Unit for inclusion in the incident file.

Notes:



- If additional pages are needed, use a blank ICS 204 and renumber as needed.

ICS 205 Incident Radio Communication Plan

ICS 205 Incident Radio Communication Plan



- Completed by the Communications Unit (COML) Leader or LSC if COML unstaffed.
- Outlines how the responders will communicate on the incident.



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Notes:

ICS 205 Incident Radio Communications Plan

Purpose. The ICS 205 Incident Radio Communications Plan provides information on all radio frequency (or trunked radio system talkgroup) assignments for each Operational Period. Information from the Incident Radio Communications Plan on frequency or talkgroup assignments is normally placed on the ICS 204s.

Preparation. The ICS 205 is prepared by the Communications Unit Leader (COML) (or LSC if unstaffed) and given to the PSC for inclusion in the IAP.


Distribution. The ICS 205 is part of the IAP, which is distributed at the Operational Period Briefing. The original and a “redlined” corrected copy of the IAP are given to the Documentation Unit for inclusion in the incident file.

Notes:

- Information from the ICS 205 is placed on the Assignment List ICS 204.

ICS 206 Medical Plan



ICS 206 Medical Plan



The image shows the ICS 206 Medical Plan form, which is a structured document for incident medical planning. It includes sections for:

- 1. Incident Name:** Incident Name, Operational Period, Date From, Date To, Time From, Time To.
- 2. Medical Aid Stations:** A table with columns for Name, Location, Capacity, Number of Responders, and Personnel on Staff.
- 3. Transportation (on-site or en route):** A table with columns for Ambulance Service, Location, Capacity, Number of Responders, and Level of Service.
- 4. Hospitals:** A table with columns for Hospital Name, Address, Location, Contact, Number of Responders, and various service checkboxes (e.g., Trauma, Burn, etc.).
- 5. Special Medical Emergency Procedures:** A section for detailing specific emergency protocols.

- Completed by the Medical Unit Leader (MEDL) or LSC if MEDL is unstaffed.
- Approved by the SOF.
- Outlines Special Medical Emergency Procedures for responders.
- Many jurisdictions and agencies have specific protocols and procedures.

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Notes:

ICS 206 Medical Plan

Purpose. The ICS Medical Plan provides information on incident medical aid stations, transportation services, hospitals, and emergency medical procedures for all incident management personnel. This form is not for describing the procedures for rendering aid to civilians, non-responders, or the public at large; it should be considered as “force protection” for the responders and incident management personnel only.

Preparation. The ICS 206 is prepared by the Medical Unit Leader (MEDL) (or LSC if unstaffed) and reviewed and approved by the SOF to ensure ICS coordination. If aviation assets are used, their use must be coordinated with the Air Operations Branch Director (AOBD) or OSC if the Branch Director position has not been established.



Distribution. The ICS 206 is part of the IAP, which is distributed at the Operational Period Briefing. The original and a “redlined” corrected copy of the IAP are given to the Documentation Unit for inclusion in the incident file.

Special Medical Emergency Procedures (ICS 206 block 6)

Special Medical Emergency Procedures (ICS 206 block 6)

In the event of a medical emergency, provide the following information:

1. Declare the nature of the emergency.
 - a. Medical injury/illness? Life-Threatening?
2. If life-threatening, request frequency be cleared for emergency traffic.
3. Identify the on-scene point of contact (POC) by resource and last name.
4. Identify nature of incident, number injured, location patient assessment(s).

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Notes:

Special Medical Emergency Procedures

For non-emergency incident: work through the chain of command to report and transport injured personnel as necessary.

For medical emergency: Identify on-scene POC by name and Position and announce “Medical Emergency” to initiate response from the IMT Communication/Dispatch. Note (some organizations identify this individual as an on-scene Incident Commander for an Incident-within-an incident).

Note that some organizations and jurisdictions may have specific medical procedures and protocols that must be followed.

Special Medical Emergency Procedures (cont'd)

Special Medical Emergency Procedures (ICS 206 block 6)

5. Identify on-scene medical personnel by position and name.
6. Identify preferred method of patient transport.
7. Request additional resources/equipment.
8. Document all information received/transmitted on the radio/phone.
9. As they occur, POC identifies any changes in:
 - a. On-scene POC or medical personnel.
 - b. Patient status.
 - c. Situation.




Notes:

Special Medical Emergency Procedures



Note that some organizations and jurisdictions may have specific medical procedures and protocols that must be followed.

ICS 208 Safety Message/Plan

ICS 208 Safety Message/Plan



- Completed by the SOF.
- Addresses an issue the SOF would like to highlight.
- The message often changes from one Operational Period to the next.
- Bullet items work best.

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Notes:

ICS 208 Safety Message/Plan


Purpose. The ICS 208 Safety Message/Plan is used to communicate safety information for the Operational Period activities, both operational and support. The ICS 208 is used to identify hazards, risks, and approved methods used to mitigate those hazards and risks.

Preparation. The ICS 208 is a form completed by the SOF for inclusion in the IAP.

Distribution. The ICS 208 is part of the IAP, which is distributed at the Operational Period Briefing. The original and a “redlined” corrected copy of the IAP are given to the Documentation Unit for inclusion in the incident file.


Operational Period Briefing – Purpose

Operational Period Briefing – Purpose





The diagram shows a vertical flow. At the top, a box labeled 'Operational Period Briefing' has a red arrow pointing to it from the right. Below this box is a blue box labeled 'Begin Operational Period'. Blue arrows point downwards from the top and bottom of the 'Operational Period Briefing' box, and from the top and bottom of the 'Begin Operational Period' box.

- Command and General Staff communicate details of IAP to Tactical Supervisors and representatives of supporting and cooperating agencies.
- Should be short—it's called a "briefing" for a reason!



See At a Glance #13
Operational Period Briefing

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Notes:

The IAP will be presented at the Operational Briefing. It must be completed, approved, and duplicated prior to the start of the briefing. This duplication can take hours on large incidents and depending on the number of copies required.


The Operational Period Briefing communicates the decisions, planning, and preparation to the Tactical Supervisors. The briefing must be complete and efficient, so the responders feel they are executing a logical, safe, well-thought-out plan.

A common practice after the Operational Period Briefing is to hold a short breakout session for each Division or Group on the incident. This allows that Division or Group Supervisor to review, work assignment, safety concern, etc., with their respective subordinate supervisors.

Refer to Appendix A: At a Glance #13 the ***Operational Period Briefing*** in the back of the SM.


Operational Period Briefing – Actions



Operational Period Briefing – Actions



The diagram consists of two stacked rectangular boxes. The top box is white with a blue border and contains the text 'Operational Period Briefing'. The bottom box is solid blue with white text and contains 'Begin Operational Period'. A red arrow points from the right side of the top box to the right side of the bottom box. Blue arrows on the left and right sides of both boxes indicate a flow or sequence.

- Presentations by the Command and General Staff and select Unit Leaders.
- Highlights important components of the IAP.
- Focused, relevant, and directed toward Operations Supervisory personnel.





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Notes:

The briefing highlights all important components of the IAP and should be focused, relevant, and directed towards the operations personnel who will be implementing the IAP.

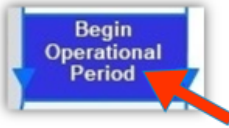

Generally, this briefing occurs 1 hour prior to the start of the Operational Period.

Specific Tactical Supervisors that attend the Operational Period Briefing:

- Branch Directors.
- Division/Group Supervisors.
- Strike Team/Task Force Leaders.
- Single Resource Bosses.


Begin the Operational Period – Actions


Begin the Operational Period – Actions

- Resources travel to their assigned location.
- Starts with a face-to-face briefing from the individual being relieved.
- Operational resources begin the task of implementing their portion of the IAP.
- Specific tasks are assigned to individuals and individual resources as appropriate.

See At a Glance #14
Begin the Operational Period


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Notes:

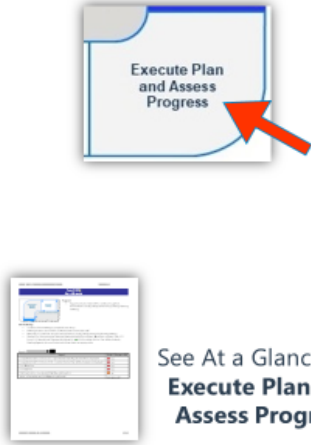
At the conclusion of the Operational Period Briefing and breakout sessions, resources travel to their assigned work locations. An important step once they arrive at their work locations is for each to meet face-to-face with the individual, being relieved to receive a clear, current, detailed briefing of conditions at their assigned work location.

Command and General Staff Members check in with their staff, checking on progress, issues/concerns with an emphasis on solving those that arise. Command and General Staff members also prepare for their upcoming meetings.

Refer to Appendix A: At a Glance #14 the ***Begin the Operational Period*** in the back of the SM.

Execute Plan and Assess Progress

Execute Plan and Assess Progress



- This is a block of time.
- Resources execute their assigned portion of the tactical plan and note and report their progress in completing their assigned tasks.
- This progress and recommended changes in actions or resources (kind/type, quantity) are passed on to the next level of supervision.
- These recommendations are then incorporated into the planning process for the next Operational Period.

See At a Glance #15
Execute Plan and Assess Progress

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Notes:

Assessment is an ongoing, continuous process to help adjust current operations as appropriate or required and to help plan the future operations needed to meet the Incident/Event Objectives.

Resources begin their work assignments as outlined in the IAP. Strike Team and Task Force Leaders or Single Resource Bosses give assignments to the people working for them.

This progress and recommended changes in actions or resources (kind/type, quantity) are passed on to the next level of supervision.



These recommendations are then incorporated into the planning process for the next Operational Period.

Refer to the Appendix A: At a Glance **Execute Plan and Assess Progress** in the back of the SM.

Execute Plan and Assess Progress – Actions

Execute Plan and Assess Progress - Actions

- After the Operational Period change the off-going supervisors are interviewed to validate the IAP's effectiveness.
- Command and General Staff members each evaluate progress and make recommendations.

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Notes:

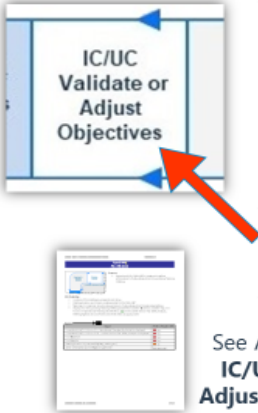
After the Operational Period change Supervisors should be interviewed by their relief and by the OSC and/or the Situation Unit in order to validate the previous IAP's effectiveness. Division/Group Supervisors may make last-minute adjustments to tactics over which they have purview. Similarly, a Supervisor may reallocate resources within that Division/Group to adapt to changing conditions.

Following the Operational Briefing, all Command and General Staff members review the progress of the incident management and make recommendations to the IC/UC. This feedback/information is continuously gathered from various sources, including Field Observers (FOBS), Assistant Safety Officer(s), responder debriefs, stakeholders, etc.



The IC/UC should encourage Command and General Staff members to view first-hand the areas of the incident they are supporting. If feedback indicates that it's necessity to adjust the Incident Objectives, a Strategy Meeting will be held to discuss current objectives, strategy, and priorities, and the necessity of modifying them to meet changing conditions.

IC/UC Validate or Adjust the Incident Objectives

IC/UC Validate or Adjust the Objectives



- Based on input from the Command and General Staff particularly the OSC, the IC/UC will determine if the Objectives need to be modified or altered.
- If needed, the IC/UC will draft the changes.
- The PSC may facilitate this discussion.

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Notes:


Based on input from the Command and General Staff members (particularly the OSC), the IC/UC will determine whether any of the Incident Objectives have been completed or need to be modified or altered. If the Incident Objectives require adjustment, amendment, or alteration, the IC/UC will meet to draft the changes.

The IC/UC meet to discuss, validate, or adjust the current Incident Objectives, making the necessary adjustments. If there is a single command, rather than a UC, the IC reviews the Incident Objectives, considering the input received from members of the AHIMT to determine whether the Incident Objectives need adjustment.


Refer to the Appendix A: At a Glance #16 **IC/UC Validate or Adjust the Objectives** “in the back of the SM.


Strategy Meeting (If Objectives Adjusted)

Strategy Meeting (If Objectives Adjusted)



- A Strategy Meeting must be scheduled if the IC/UC adjust/modify the Incident Objectives.
- Meeting should occur as soon as practical after the Incident Objectives have been adjusted.


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Notes: 5

If the validation of Incident Objectives in the previous step, “IC/UC Validate or Adjust Objectives,” results in adjustment or modification to the current Incident Objectives, a Strategy Meeting must be held.

IC/UC will task the PSC with scheduling a Strategy Meeting, notifying the required attendees, and preparing the Incident Objectives for display at the Strategy Meeting.


Strategy Meeting – Actions

Strategy Meeting – Actions




Strategy Meeting If Objectives Adjusted


- Present the revised Incident Objectives and/or new strategies.
- Evaluate Operational Periods/Meeting Schedule.
- Discuss limitations, issues and concerns.



**See At a Glance #17
Strategy Meeting**



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Notes:

The Strategy Meeting, if required, should be scheduled as soon as practical after the Incident Objectives have been adjusted during the previous step. The OSC needs the results of this meeting to prepare for the next Tactics Meeting.

If the Incident Objectives change, there will be a corresponding change to the strategies. This information needs to be communicated to the Command and General Staff to provide a COP for all.


Discussion includes:

An update on the Current Incident Situation (review). The reasons for adjusting the Incident Objective(s), key decisions, the adjusted Incident Objectives, strategies, response priorities, limitations, constraints, and progress made.


Refer to the Appendix A: At a Glance #17 **Strategy Meeting** in the back of the SM.

Preparing for the Tactics Meeting


Preparing for the Tactics Meeting



- Start the planning cycle once again.
- Adjust the plan as needed.
- The AHIMT continues to enhance their COP.
- OSC continues gathering updated incident information.
- The Draft Tactical Plan must reflect any changes to the Incident Objectives.



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Notes:



Start the cycle once again. Adjust the plan as needed. The AHIMT continues to enhance their COP; OSC continues gathering updated incident information

The new Draft Tactical Plan must reflect any changes made to the Incident Objectives.

Additional/Optional Meetings

Additional/Optional Meetings

- Command and General Staff Meetings.
- Section Meetings.
- Public Meetings.
- Stakeholder Meetings.
- Transition Meeting.
- Team Closeout Meeting.
- Team Debriefing Meeting.

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Notes:

Command and General Staff Meeting: The IC often schedules a meeting of the Command and General Staff to assess general morale, ensure teamwork and communication, or provide additional direction. Most teams will schedule a daily Command and General Staff Meeting to “take the pulse” of the team members and the incident. The time of the meeting varies team to team.

Section Meeting: Section Chiefs may also schedule meetings of their staff at any time and for the same reasons as Command and General Staff Meetings. It is a time for the Section Chief to assess progress, address concerns, or disseminate information to the personnel in their section.

Public Meetings: The IC may find it useful or necessary to schedule or be asked to attend public meetings or focus group meetings to brief the public or special interest groups on incident activities. Such meetings should be planned carefully in advance and have a formal agenda. Usually the PIO is involved in advertising, organizing, and facilitating such public meetings.

Stakeholders Meeting: This meeting is held to provide specific information to the stakeholders involved or impacted by the incident to address and satisfy their concerns. The level of stakeholder concerns, types of concerns, and their perceived solutions will determine who is the most appropriate person from the AHIMT to conduct the meeting; – the IC/UC and/or the Liaison Officer (LOFR).

Transition Meeting: A Transition Meeting is a tool whereby one AHIMT transfers the management of the incident to another AHIMT. Transition Meetings are a good way to ensure that all information is shared between members of incoming and departing AHIMTs. A Transition Plan is the briefing tool used for these meeting.

Team Closeout: The AHIMT may want to hold a Team Closeout Meeting with the AA for whom the team worked. This would be a time for the team to present to the AA their observations of

the team's priorities, accomplishments, and challenges. The team should also look for input from the AA as to their thoughts on the team's performance at the incident.



Team Debriefing: The AHIMT may hold a debriefing of the team's performance at the incident. This is a meeting for team members only. It is a time to discuss lessons learned, performance issues, changes in team practices, etc. It should be an open and frank discussion among members, sections, units, etc. The intent of this debriefing is to improve team performance in the future.

Activity 3-7: IAP Preparation and Operational Period Briefing

Activity 3-7: IAP Preparation and Operational Period Briefing

1 hour 30 min.	Teams will work in their breakout rooms to complete ICS Forms and other items included in the IAPs.
25 min.	Mentors will review the teams' IAP and offer feedback.
20 min.	Teams will practice an Operational Period Briefing in their breakout rooms.

Total Time: 2 hours 15 minutes



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Notes:

Purpose

Practice building an IAP and then conduct an Operational Period Briefing.

Duration

Duration	Task
1 hour 30 minutes	Complete IAP Forms.
25 minutes	Review IAP with Mentor.
20 minutes	Conduct Operational Period Briefing.
2 hours 15 min	

Directions

1. Teams will go to their breakout rooms with their Mentors.
2. Teams will use the Appendix A: At a Glance #12 ***IAP Preparation and Approval*** and #13 ***Operational Period Briefing*** during this activity to prepare an IAP.
3. Teams may use **Handout 3-8 Incident Action Plan Checklist** when reviewing/approving their IAP.

4. Teams may use **Handout 3-9 Operational Period Briefing Agenda**, or the agenda found in Appendix A: At a Glance #13 **Operational Period Briefing**.

Part 1: IAP Preparation:

Using the Roles and Responsibilities listed on the back of the Appendix A: At a Glance' #12 **IAP Preparation and Approval**, team members will complete their assigned forms on 8.5"x11" blank ICS forms.

- Forms that must be filled out during this activity include:
 - a. Cover Sheet
 - b. ICS 202: Incident Objectives
 - c. ICS 203: Organization Assignment List
 - d. ICS 204(s): Assignment List(s)
 - e. ICS 205: Incident Radio Communications Plan
 - f. ICS 206: Medical Plan
 - g. ICS 208 Safety Message/Plan
 - h. Incident Map
- At the discretion of the instructor/mentor, the following documents may also be required: Traffic Plan; Incident and Base Plan; Weather Forecast.

The PSC will determine when IAP materials are due. The IC will approve the IAP.

Once the IAP is complete, the Mentor will review the plan and offer feedback.

Part 2: Operational Period Briefing


After their IAPs are turned in, teams will practice an Operational Period Briefing. The Mentor will provide guidance throughout the briefing as needed.


Activity 3-8: Cypress Tornado

Activity 3-8: Cypress Tornado

4 hours 30 min.	Teams will work in their breakout rooms to manage the incident, prepare an IAP, and conduct an Operational Period Briefing.
	Mentors manage the simulation distribution injects and monitor the team's response to the injects.
30 min.	Mentors will review the team's IAPs and offer feedback.
30 min.	Teams will practice an Operational Period Briefing.
30 min.	One or more teams will be selected to demonstrate the Operational Period Briefing to the rest of the class.

Total Time: 6 hours 00 minutes


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- Notes:

Purpose

Develop an IAP for an ongoing incident while responding to incident conditions received via injects and delivering an Operational Period Briefing.

Duration

Duration	Task
4 hours 30 minutes	Work in teams manage the incident and IAP development.
30 minutes	IAP review and debriefing.
30 minutes	Operational Period Briefing (practice).
30 minutes	Operational Period Briefing.
6 hours	

Directions


1. Instructors will provide an overview of the incident.
2. Each team will move to a breakout room with a Mentor.
3. Teams will complete a full IAP for the next Operational Period. Team members can use all Appendix A: At a Glance **Guides** and Student Manuals during this activity.


4. Mentor will provide team with injects during this activity. Team members must respond in a timely manner to complete the activity.
5. Upon completion of this activity, teams will return to the main classroom and may be called upon to present their work.

Objectives Review

Objectives Review

- Identify components of the All-Hazards Planning Cycle.
- Respond to leadership challenges within the context of an incident.
- Identify characteristics of Specific, Measurable, Action-oriented, Realistic and Time-sensitive (SMART) Objectives.
- Identify the purpose of the meetings and briefings in the All-Hazards Planning Cycle.


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Notes:

Objectives Review

Objectives Review

- Identify and perform the major processes involved in Strategy, Tactics, Planning Meetings, and an Operational Period Briefing.



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Notes:

Unit 4: Simulation
U.S. Fire Administration (USFA)
Type 3 All-Hazards Incident Management Team
(AHIMT) Introduction

STUDENT MANUAL

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Unit Overview and Objectives

Unit Objectives

By the end of this unit, students will be able to:

- Demonstrate and perform leadership and team organization functions within the context of an incident.
- Recognize and perform the major components of the overall All-Hazards Planning Cycle.
- Review expectations for the course.

Methodology

The methodologies include lecture, demonstration, and individual and team activities.

Materials

- Wall-sized ICS Form 215 Operational Planning Worksheet.
- Wall-sized ICS Form 215A Incident Action Plan Safety Analysis.
- Student Manual (SM).
- At a Glance Guides.
- Easel and paper.
- Blank ICS Forms for Simulation.

Unit Agenda

A suggested time frame for this unit is shown below. More time or less may be required, based on the experience level of the team.



Topic	Duration
▪ Introduction	5 minutes
▪ Activity 4-1: Incident Simulation	5 hours, 30 minutes
▪ Activity 4-2: Final Exam	30 minutes
▪ Activity 4-3: Reviewing Expectations	15 minutes
▪ Course Closeout	10 minutes
Total Duration	6 hours, 30 minutes

Unit 4: Simulation

The slide features a white background with a blue horizontal band in the middle and a dark grey footer. The main title is centered in bold, dark blue text. The blue band contains the text 'Unit 4 Simulation' in white. The footer contains logos for FEMA and U.S. Fire Administration on the left, and the title 'USFA Type 3 All-Hazards Incident Management Team Introduction' on the right.

**USFA Type 3
All-Hazards Incident Management
Team Introduction**

Unit 4
Simulation



  USFA Type 3 All-Hazards Incident Management Team Introduction

Notes:

Unit Objective

Unit Objectives

- Demonstrate and perform leadership and team organization functions within the context of an incident.
- Recognize and perform the major components of the overall All-Hazards Planning Cycle.
- Review expectations for the course.



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Notes:

Activity 4-1: Simulation

Activity 4-1: Simulation

5 hours	Teams will work in their breakout rooms to conduct a full response simulation.
30 min.	Mentors will lead a debrief and discuss outcomes of the activity.

Total Time: 5 Hours, 30 minutes

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Notes:

Purpose

This activity allows students to demonstrate the basic processes used to develop a full IAP, from the beginning of an incident to the end. This activity also allows students to demonstrate the ability to apply leadership and teamwork skills in order to remain calm under pressure.

Duration

Duration	Task
4 hours, 30 minutes	Work as a team to respond to injects
30 minutes	Exercise Debriefing
30 minutes	Operational Briefing
5 hours, 30 minutes	

Directions

1. Each team will move to their breakout room with their mentors.
2. The Lead Instructor will play the role of Agency Administrator introducing basic incident information and will explain their expectations for how the AHIMT should respond.
3. The team should organize themselves and respond to the incident. To do this, they must conduct all appropriate meetings prescribed by the Planning Cycle and complete all required forms.


4. As the team is working, mentors will relay developing information about the incident to the team. The team should try to remain calm and organized, and keep their focus on the main goal, while simultaneously being flexible to new information.
5. After the Planning Meeting is held, the team should complete all the ICS forms that are needed to develop an IAP and submit it to the mentor.
6. The mentor will evaluate the IAP and offer guidance to the team.
7. Mentors will debrief the team's performance.
8. Instructors will lead the class in a discussion of outcomes from the activity.

Activity 4-2: Final Exam


Activity 4-2: Final Exam

30 min. | Students will work individually to complete the final exam.

Total Time: 30 minutes



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Notes:

Purpose

The purpose of this activity is to allow instructors to gauge how much students learned throughout the course.

Duration	Task
30 minutes	Work individually
30 minutes	

Directions


Students should complete the final exam individually. When they are finished, students should turn their finished exams in to their mentors.

Activity 4-3: Review Expectations


Activity 4-3: Review Expectations

15 min.	Instructors will review and discuss the expectations established on Day 1.
---------	--

Total Time: 15 minutes



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Notes:

Purpose

To allow students and instructors to review expectations set for the course on Day 1

Duration

Duration	Task
15 minutes	Review expectations as a team
15 minutes	



Directions

1. Each team will retrieve the list of expectations established in Activity 1-1: Establish Expectations.
2. The instructor will review each of the expectations and indicate in what ways those expectations have been met.

Objectives Review

Objectives Review

- Demonstrate and perform leadership and team organization functions within the context of an incident.
- Recognize and perform the major components of the overall All-Hazards Planning Cycle.
- Review expectations for the course.



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Notes:

Closing Remarks

Closing Remarks

**Congratulations on completing
the USFA Type 3 AHIMT
Introductory course!**



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Notes:
