

E/L 0984

NIMS ICS All-Hazards Task Force/Strike (Resource) Team Leader Course



FEMA

Student Manual

March 2025

Version 1.0



FEMA's Task Force Search and Rescue work their way across the river after conducting searches of homes now in the river at the mouth of Left Hand Canyon.

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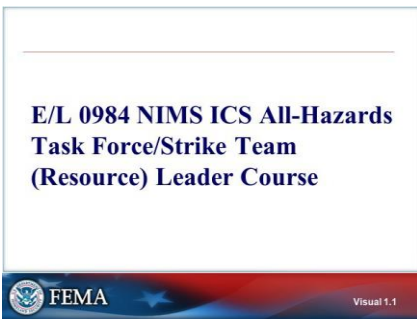
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Unit 1: Course Introduction

STUDENT MANUAL

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Visual 1.1

E/L 0984 NIMS ICS ALL-HAZARDS TASK FORCE/STRIKE (RESOURCE) TEAM LEADER COURSE



Visual 1.2

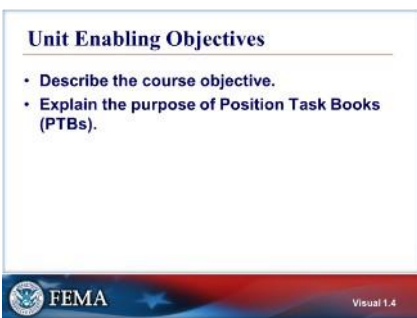
UNIT 1: COURSE INTRODUCTION



Visual 1.3

UNIT TERMINAL OBJECTIVE

Identify the course objectives and position-specific resource materials for the position of Task Force/Strike (Resource) Team Leader.

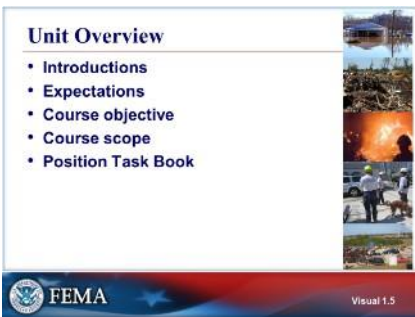


Visual 1.4

UNIT ENABLING OBJECTIVES

- Describe the course objective.
- Explain the purpose of Position Task Books.

The Pretest and Final Exam are based on the Unit Enabling Objectives from Units 2 - 7.

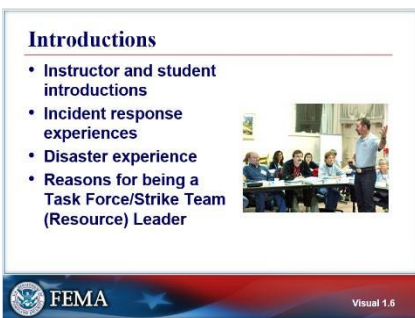


Visual 1.5

UNIT OVERVIEW

This visual provides a general overview of the topics to be covered in the unit.

Through this unit, students will learn the objectives of the course, be instructed on the use and purpose of Position Task Books and receive a Task Force/Strike (Resource) Team Leader version of this resource.



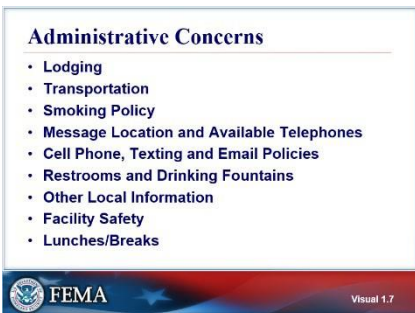
Visual 1.6

INTRODUCTIONS

The instructor gives an overview of their personal experience as a Task Force/Strike (Resource) Team Leader and the agencies in which they have worked.

You will be asked to introduce yourself and provide an overview of your incident response experiences and ICS background as well as your reasons for wanting to be a Task Force/Strike (Resource) Team Leader.

After the introductions, the instructor will administer the Pretest.



Visual 1.7

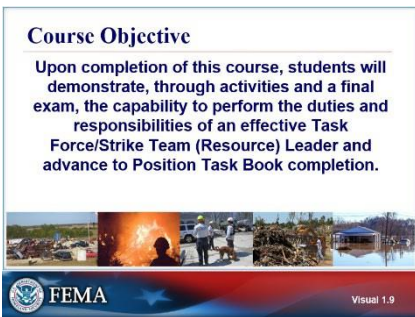
ADMINISTRATIVE CONCERNS



Visual 1.8

EXPECTATIONS

Share your expectations for the course.



Visual 1.9

COURSE OBJECTIVE

Upon completion of this course, students will demonstrate, through activities and a final exam, the capability to perform the duties and responsibilities of an effective Task Force/Strike (Resource) Team Leader and advance to Position Task Book completion.



Visual 1.10

COURSE DESIGN

The course is scheduled to be three (3) days in length. Through a combination of lecture, discussion, and activities, students, upon course completion, will be provided the knowledge to meet the objectives of the course. Student interaction and participation will be integral to this process. The course materials were developed as a position-specific course focusing on the duties and responsibilities of one member of IMT (in this course, Task Force/Strike (Resource) Team Leader) in an all-hazards context.

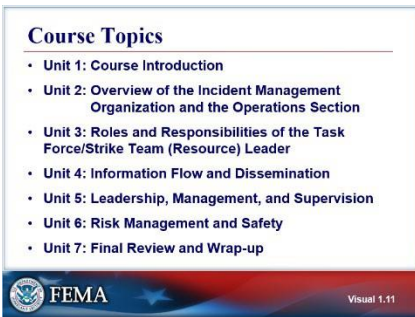
Course Prerequisites:

- IS 0100 An Introduction to the Incident Command System, ICS 100
- IS 0200 Basic Incident Command System for Initial Response, ICS 200
- E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS 300
- IS 0700 An Introduction to the National Incident Management System
- IS 0800 National Response Framework (NRF)

Course Recommendations:

- E/L/G 0191 Emergency Operations Center/Incident Command System Interface
- E/L/G 0400 Advanced Incident Command System for Complex Incidents, ICS 400

Closed-Book Final Exam - To receive a certificate of completion for the course, students must obtain a 75% or higher on the Final Exam. The Final Exam will be closed-book, 50 minutes will be allotted for its completion, and the Final Exam's questions will be based on the Unit Enabling Objectives in Units 2 - 7.



Visual 1.11

COURSE TOPICS

- Unit 1: Course Introduction
- Unit 2: Overview of the Incident Management Organization and the Operations Section
- Unit 3: Roles and Responsibilities of the Task Force/Strike (Resource) Team Leader
- Unit 4: Information Flow and Dissemination
- Unit 5: Leadership, Management, and Supervision
- Unit 6: Risk Management and Safety
- Unit 7: Final Review and Wrap-up

| | Day 1 | Day 2 | Day 3 |
|-------------|---|--|--|
| 0830 - 1200 | Unit 1 Course Introduction (2 hrs, 30 min) | Unit 2 (cont.) Roles and Responsibilities of the Task Force/Strike Team (Resource) Leader (1 hr, 30 min) | Unit 5 Leadership, Management, and Supervision (2 hrs, 30 min) |
| 1200 - 1300 | Unit 2 Overview of the ICS Organization and the Operations Section (30 min) | Unit 4 Information Flow and Dissemination (1 hr, 30 min) | Unit 6 Risk Management and Safety (30 min) |
| 1300 - 1700 | LUNCH | LUNCH | LUNCH |
| | Unit 2 (cont.) Overview of the ICS Organization and the Operations Section (1 hr) | Unit 4 (cont.) Information Flow and Dissemination (2 hrs) | Unit 6 (cont.) Risk Management and Safety (1 hr, 30 min) |
| | Unit 3 Roles and Responsibilities of the Task Force/Strike Team (Resource) Leader (2 hrs) | Unit 7 Course Review and Wrap Up (1 hr) | Unit 7 Course Review and Wrap Up (1 hr) |
| | Expectations Review | Expectations Review | Final Exam (30 min) |
| | | | Award Certificate |

Visual 1.12

COURSE AGENDA

Day 1

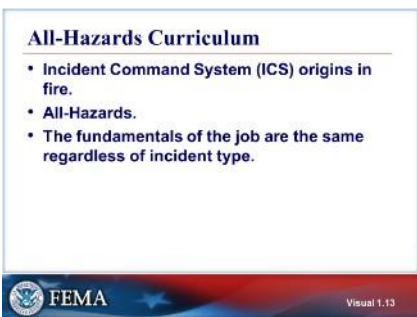
- 0830 – 1200: Unit 1; Unit 2
- 1200 – 1300: Lunch
- 1300 – 1700: Unit 2 (Cont.); Unit 3

Day 2

- 0830 – 1200: Unit 3 (Cont.); Unit 4
- 1200 – 1300: Lunch
- 1300 – 1700: Unit 4 (Cont.)

Day 3

- 0830 – 1200: Unit 5; Unit 6
- 1200 – 1300: Lunch
- 1300 – 1700: Unit 6 (cont.); Unit 7; Final Exam



Visual 1.13

ALL-HAZARDS CURRICULUM

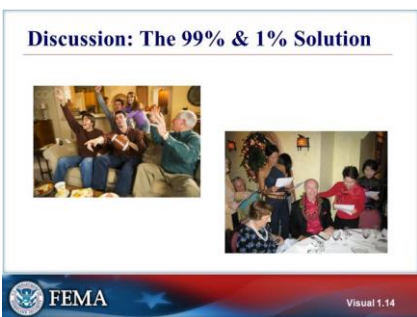
NIMS ICS All-Hazards Position Specific training: It was born out of the terrorist attacks on the World Trade Center and the Pentagon on September 11, 2001, and was reinforced by the natural disasters of Hurricanes Katrina and Rita in 2005.

These incidents underscored the need for the nation's emergency managers and first responders to develop an improved posture for protection, prevention, mitigation, response, and recovery through an "All-Hazards" strategy. At the core of this realization is the need for standardized training in systems and performance competencies that enable emergency management and response resources to execute the essential tasks needed to overcome any challenge.

This curriculum was validated by a varied cadre of course developers with Task Force/Strike (Resource) Team Leader backgrounds.

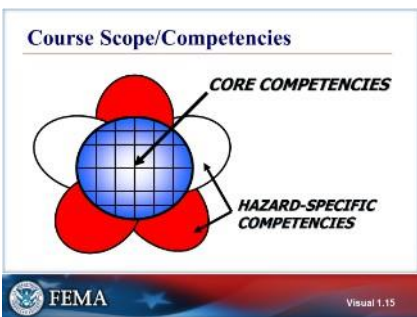
Given our personal incident experiences, each of us - instructors included – have a limited perspective (by no means All-Hazards).

A Task Force/Strike (Resource) Team Leader needs to fundamentally possess the same core knowledge, skills, and abilities whether they are responding to civil unrest, a fire, an oil spill, a mass-casualty incident, etc. In other words, regardless of the hazard/discipline/incident, the essential job of a Task Force/Strike (Resource) Team Leader is the same.



Visual 1.14

DISCUSSION: THE 99% & 1% SOLUTION



Visual 1.15

COURSE SCOPE/COMPETENCIES

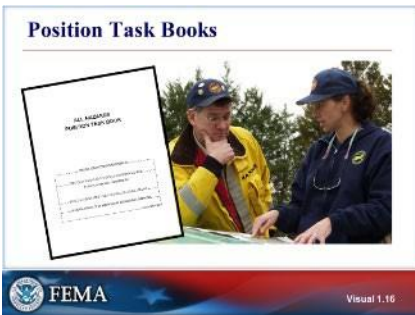
Competency is a broad description that groups core behaviors necessary to perform a specific function.

The Flower Diagram illustrates the concept that successful performance of the tasks, duties, activities in any position requires both core and incident-specific competencies.

Key Points:

- Core competencies are the competencies required of a Task Force/Strike (Resource) Team Leader regardless of discipline.
- Hazard-specific competencies are those technical skills required to perform in a particular discipline, such as law enforcement, fire, public health, hazmat, EMS, public works, etc.
- The center of the flower represents the core competencies of the position.
- The petals represent the hazard-specific competencies associated with specific disciplines.
- You cannot be competent as a Task Force/Strike (Resource) Team Leader with only the center of the flower or only the petals. While Task Force/Strike (Resource) Team Leaders are not expected to be qualified in every all-hazard discipline, they are expected to be qualified in the discipline for which they have been trained.

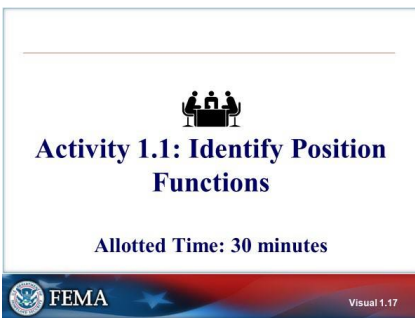
This course will help to establish core competencies (center of the flower) for the Task Force/Strike (Resource) Team Leader position. The hazard-specific competencies will have to be developed through additional agency or discipline training, field training, and the completion of the Task Force/Strike (Resource) Team Leader Position Task Book, to be discussed in next visual.



Visual 1.16

POSITION TASK BOOKS

PTBs are the primary tools for observing and evaluating the performance of trainees aspiring to a new position within ICS. PTBs allow documentation of a trainee's ability to perform each task, as prescribed by the position. Successful completion of all tasks is the basis for recommending certification.

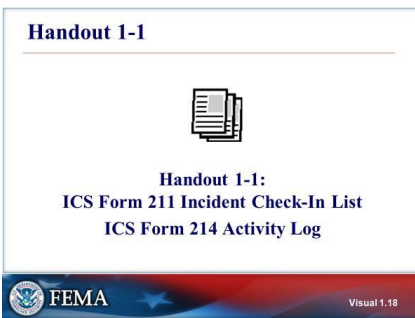


Visual 1.17

ACTIVITY 1.1: IDENTIFY POSITION FUNCTIONS

The instructor will explain Activity 1.1.

You will have 30 minutes to complete the activity.

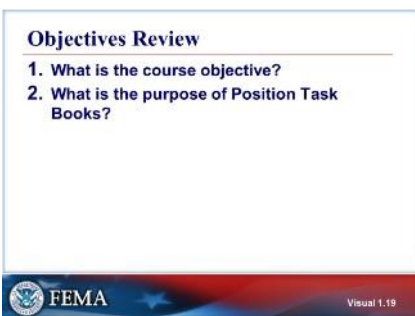


Visual 1.18

HANDOUT 1-1

The ICS Form 214 should document important factors, decisions, and elements such as the “three A’s” – **A**ctions, **A**greements, and **A**ccidents:

- **Actions** taken to prevent hazardous activities.
- **Agreements** made with Supervisors or others to correct unsafe conditions.
- **Accidents** that occurred at the incident site.



Visual 1.19

OBJECTIVES REVIEW

Unit Enabling Objectives

- Describe the course objective.
- Explain the purpose of Position Task Books.

Supplemental Materials

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Activity 1.1: Identify Position Functions

Activity 1.1 Overview—Unit 1

Purpose

This activity will familiarize students with a position's functions as defined in a position task book (PTB).

Objectives

Students will:

- Identify functions performed as part of their job that match the responsibilities of the IMT position.
- Be able to identify basic requirements of the IMT position as identified in the Position Task Book.

Activity Structure

This activity is scheduled to last approximately 30 minutes, including small group discussion and presentation of group findings. Students will review the Position Task Book (PTB) associated with this course and identify their current job responsibilities that are like those identified in the PTB. This analysis should stay at the Competencies level. Each group will present their findings to the rest of the group.

References

FEMA's National Qualification System (NQS) PTBs identify the competencies, behaviors, and tasks that personnel should demonstrate to become qualified for a defined incident position. A copy of the NQS PTB for the position in this course is included as a separate PDF file in the course materials. NQS PTBs can also be downloaded from <https://www.fema.gov/national-qualification-system>. NQS is not the only PTB in common use and other PTBs may be used for this activity. The All-Hazards Incident Management Team Association (AHIMTA) has developed All-Hazards IMT PTBs which are available at <https://www.ahimta.org/ptb>. The National Wildfire Coordination Group (NWCG) has developed wildland firefighting PTBs which are available at <https://www.nwcg.gov/publications/position-taskbooks>.

Rules, Roles, and Responsibilities

Following are the specific activities / instructions for your participation in the activity:

1. Within your work group, select a group spokesperson.
2. Review the PTB. Looking at the Competencies (do not delve into Behaviors or Tasks), identify functions and duties that you perform during your regular job and that are listed in the PTB.
3. Write the common functions/duties/responsibilities on easel pad paper.
4. Present your list to the rest of the class.

Instructors moderate discussions, answer questions and provide additional information as required.

Activity 1.1 Schedule

| Activity | Duration | Participation Type |
|------------------------------------|------------|--------------------|
| Activity Introduction and Overview | 2 minutes | Classroom |
| Discussion / Documentation | 15 minutes | Small Groups |
| Debrief / Review | 15 minutes | Classroom |

Handout 1-1: Completed ICS Form 214

Refer to EL_984_HO_1-1_ICS_Form_214.pdf

Key points about information logged on the ICS Form 214 Activity Log.

The purpose of the ICS Form 214 is to provide documentation of 'significant' activities you have worked on when on-duty. As with all documentation about an incident, it serves as a record of actions and activities that are part of the official documentation and timeline of the incident.

There is therefore a dual use for this documentation. First as your personal reminder list / memory jog; and second as proof of action taken in fulfilling your official duties.

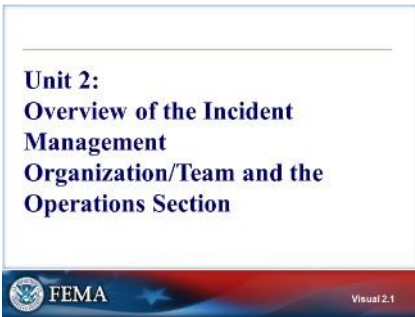
1. 0730 Noted the briefing and my announcement of contact info. This is my personal record of having provided this critical information. Benefits of noting this are that it is my proof that I provided the info in case someone claims to have not received it.
2. 0800 Assigned Ed Gross to track down AREP from Tri-County Ambulance Service....
 - a. This serves as a reminder to me to follow up later if I haven't heard back from Ed and/or Tri-County Ambulance.
 - b. Also, a documentation that we have tried to establish contact and have not yet done so.
3. 0930 Baker County Commissioner called...
 - a. Noted who I informed and the assignment of responsibilities
4. 0945 Ed contacted ambulance AREP
 - a. Noted completion of task assignment #2 above.
 - b. Noted cause of problem for later AAR follow-up and possible system change on future incidents.
5. 1200 SO told me...
 - a. Any safety issue is potentially critical. Noted my involvement in this issue.
 - b. Potential follow-up with both SO and AREP later on
6. 1300 Parker County AREP wants fire engines back
 - a. Very significant issue
 - b. Documented that I informed the two critical C&G staff about this development.
 - c. May need to follow-up later.

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Unit 2: Overview of the Incident Management Organization/Team and the Operations Section

STUDENT MANUAL

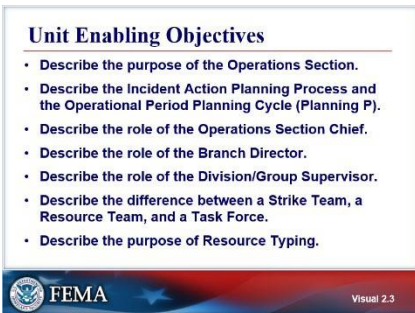
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Visual 2.1



Visual 2.2



Visual 2.3

UNIT 2: OVERVIEW OF THE INCIDENT MANAGEMENT ORGANIZATION/TEAM AND THE OPERATIONS SECTION

Through this unit, you will gain a general understanding of the organization and functions of the Incident Management Organization/Team and the Operations Section. You will also gain insight into the broader context of the Task Force/Strike (Resource) Team Leader's work.

UNIT TERMINAL OBJECTIVE

Describe the function and components of the Incident Management Organization/Team and the Operations Section.

UNIT ENABLING OBJECTIVES

- Describe the purpose of the Operations Section.
- Describe the Incident Action Planning Process and the Operational Period Planning Cycle (Planning P).
- Describe the role of the Operations Section Chief.
- Describe the role of the Branch Director.
- Describe the role of the Division/Group Supervisor.
- Explain the difference between a Strike Team, a Resource Team, and a Task Force.
- Describe the purpose of Resource Typing.

The Final Exam are based on the Unit Enabling Objectives from Units 2 - 7.



Visual 2.4

ORGANIZATION OF THE OPERATIONS SECTION

This organizational chart provides an example and overview of a possible structure of the Operations Section and illustrates where in the Operations Section hierarchy the Task Force/Strike (Resource) Team Leader position is located. Although the graphic shows Division or Group Supervisor positions that do not have anyone listed underneath them, this is only to make the graphic easier to read.

In ICS, the Operations Section includes (as appropriate) subordinate Branches, Divisions, and/or Groups and possibly strike teams, task forces, and single resources under the direction of the Operations Section Chief. Explain that if a Strike Team is composed of Law Enforcement Resources, it could also be called a Resource Team.

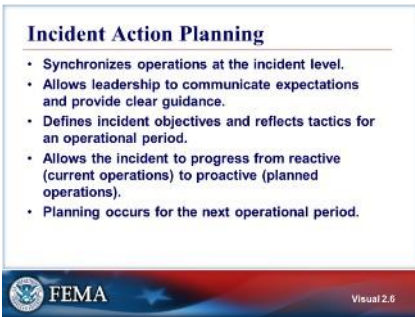


Visual 2.5

THE OPERATIONS SECTION

Key responsibilities of the Operations Section.

- All tactical incident operations
- The development and implementation of the Operations portion of the Incident Action Plan (IAP).



Visual 2.6

INCIDENT ACTION PLANNING

The Incident Action Planning Process is a tool for synchronizing operations at the incident level.

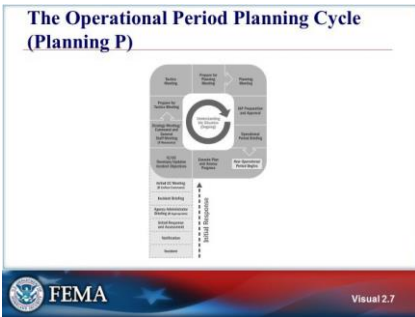
It ensures that incident strategies and tactical operations are conducted in support of incident objectives and enables all responders involved in incident management operations to manage incidents. The process is repeated each operational period until the incident is finished. The Operations Section plans for the next operational period to progress from a reactive posture (current operations) to a proactive posture (planned operations) to identify work assignments, resource needs, hazards and mitigations, etc..

Incident management personnel involved in an operation use the Incident Command System (ICS) Incident Action Planning Process to develop Incident Action Plans (IAPs). All partners involved in the incident achieve unity of effort through the Planning Process. Additionally, the IAP is the vehicle by which the senior leaders of an incident communicate their expectations and provide clear guidance to those managing an incident. The Incident Action Planning Process requires collaboration and participation among all incident management leaders and their staffs.

An IAP is a written plan that articulates the incident objectives and reflects the tactics necessary to manage an incident during an operational period. There is only one IAP for each operational period and that IAP is developed at the incident level. The IAP is developed through the incident action planning process.

The IAPs ensure that clear objectives are set for every operational period and that everyone is working in concert toward the objectives identified in the plan. The IAP provides a way to communicate and implement the tactical operations and support activities necessary to achieve the incident objectives.

A consolidated IAP is a very important component of the ICS that helps ensure a coordinated response.

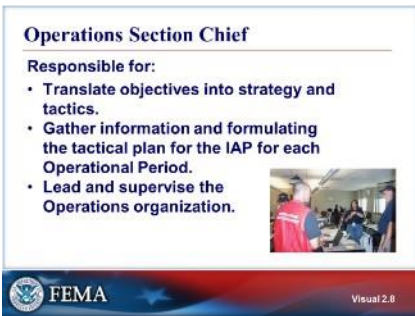


Visual 2.7

THE PLANNING P

- Agency Administrator (AA) Briefing – IC/UC and C&GS receive a briefing on the incident from the AA. The AA will provide their priorities, direction, and “rules of engagement” for the incident.
- ICS Form 201 Incident Briefing – The IC/UC and C&GS will receive a briefing on the incident from the initial IC.
- Initial Unified Commanders Meeting (if in unified command) – the members of the UC will make a determination on a number of incident specific issues, e.g. who will be appointed the OSC, operational periods, name of the incident, what positions will be filled, etc.
- Initial Objectives Meeting – the IC/UC will develop incident objectives (operational/control and management) for the incident.
- Initial Strategy Meeting/Command and General Staff Meeting – The IC/UC provides incident objectives, direction, decisions, and shares information with the Command and General Staff.
- Tactics Meeting – determine the work assignments, resource needs, hazards and mitigations, radio frequencies, etc. for the next operational period.
- Planning Meeting – The OSC will present his/her tactical plan for the next operational period for the C&GS members to support and the IC/UC to approve. After approval, the IAP will be developed.
- Operational Period Briefing – The on-coming shift will be briefed on the IAP, e.g. incident objectives, work assignments, resources, safety issues/mitigations, communications, maps, medical plan, etc. before starting to work on the operational period.
 - Execute plan and evaluate progress.
 - The planning process then begins again for the next operational period.

The product of the Incident Action Planning Process is a well-conceived, complete IAP that facilitates successful incident operations. This plan provides a basis for evaluating the extent to which incident objectives have been achieved. The IAP identifies incident objectives and



Visual 2.8

provides essential information about incident organization, resource allocation, work assignments, safety and weather.

OPERATIONS SECTION CHIEF

The Operations Section Chief has responsibility for the management of all operations directly applicable to the primary mission.

The Operations Section Chief's responsibilities include:

- Translate objectives into strategy and tactics to be employed on the incident
- Gather information and formulating the tactical plan for the IAP for each Operational Period
- Lead and supervise the Operations organization, including the:
 - Branch Directors
 - Division/Group Supervisors
 - Task Force/Strike (Resource) Teams if not assigned to a subordinate supervisor
 - Air Operations Organization
 - Staging area(s), if used



Visual 2.9

OPERATIONS SECTION CHIEF (CONT.)

The Operations Section Chief is also responsible for coordinating or interacting with:

- Command staff
- General staff
- Subordinates
- Agency representatives
- Resource advisors
- Local officials
- Media
- Public
- Technical Specialists
- Training Specialists



Visual 2.10

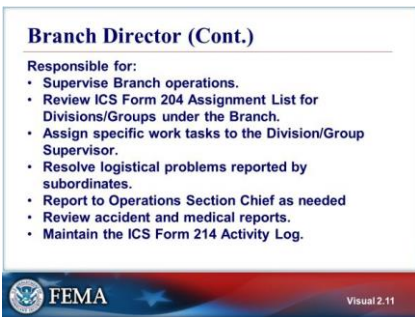
BRANCH DIRECTOR

Branches are used to address span of control issues within the Operations Section.

Branch Directors, when activated, are under the direction of the Operations Section Chief, and are responsible for the implementation of the portion of the Incident Action Plan (IAP) appropriate to the Branches.

Responsibilities of Branch Director:

- Lead, manage, and supervise subordinates assigned to the Branch.
- Provide updates and feedback to the OSC relating to Branch conditions, situations, and operations.
- Assist the OSC in developing the tactical plan for the Branch for the next operational period.
- Implement the portion of the IAP appropriate to their Branches.
- Develop (with subordinates) alternatives for Branch operations.
- At the request of the Operations Section Chief, attend the Planning Meeting; and
- Coordinate activities with adjacent Branch Directors.



Visual 2.11

BRANCH DIRECTOR (CONT.)

Additional responsibilities of Branch Director:

- Supervise Branch operations.
- Review ICS Form 204 Assignment List – Division/Group Assignment List for Divisions/Groups under the Branch and modifying lists based on effectiveness of current operations.
- Assign specific work tasks to the Division/Group Supervisor.
- Resolve logistical problems reported by subordinates.
- Report to Operations Section Chief when:
 - The IAP needs to be modified.
 - Additional resources are needed.
 - Surplus resources are available.
 - Hazardous situations or significant events occur.
- Review accident and medical reports (home agency forms) originating within the Branch.
- Maintain ICS Form 214 Activity Log.



Visual 2.12

DIVISION/GROUP SUPERVISOR

The Division/Group Supervisor reports to the Operations Section Chief (or Branch Director when activated). The Supervisor is responsible for the implementation of the assigned portion of the Incident Action Plan (IAP), assignment of resources within the Division/Group, and for reporting on the progress of control operations and the status of resources within the Division/Group.

Responsibilities of Division/Group Supervisor:

- Lead, manage, and supervise assigned subordinates.
- Translate directions from the Operations Section Chief or Branch Director into on-the-ground tactical operations.
- Implement the IAP for the Division or Group.
- Provide the IAP to Strike (Resource) Team Leaders whenever possible.
- Review assignments and incident activities with Task Force/Strike (Resource) Team Leaders and assign tasks.

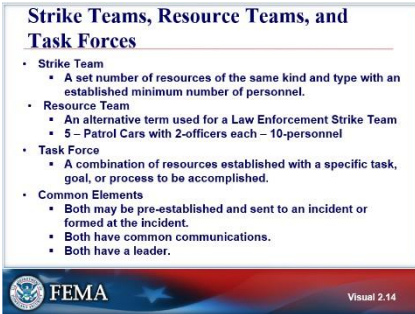


Visual 2.13

DIVISION/GROUP SUPERVISOR (CONT.)

Additional responsibilities of Division/Group Supervisor:

- Communicate and follow-up with assigned resources on a regular basis to determine progress, address and problems/issues, and obtain information to plan for the next operational period.
- Coordinate activities with adjacent Division or Groups.
- Determine the need for assistance on assigned tasks.
- Submit situation and resource status information to Branch Director or Operations Section Chief.
- Resolve logistical problems within the Division or Group.
- Provide information up the chain of command to assist in the development of tactical plans for next Operational Period.



Visual 2.14

STRIKE TEAMS, RESOURCE TEAMS, AND TASK FORCES

A **Strike Team** consists of a set number of resources of the same kind and type with an established minimum number of personnel.

- 5 – Type-1 Engines with 20-personnel
- 5 – ALS Ambulances with 10-personnel

A **Resource Team** is an alternative term for a Strike Team that is used by some Law Enforcement. A Resource Team consists of a set number of Law enforcement resources of the same kind and type with an established minimum number of personnel.

- 5 – Patrol Cars with 2-officers each – 10-personnel

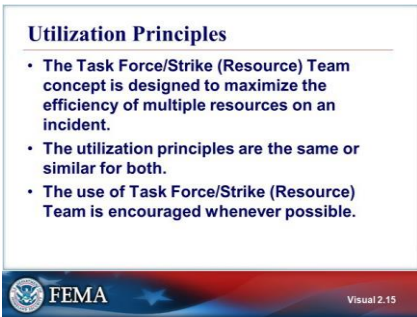
A **Task Force** is a combination of resources established with a specific task, goal or process to be accomplished, e.g. Debris Removal Task Force:

- 2 – Frontend Loaders
- 3 – Dump Trucks
- 1 – 20-person Hand Crew

Units may be deployed in a Task Force/ Strike (Resource) Team configuration from their home agency or region, or may be assembled on the scene of the incident by the Resources Unit in the Planning Section.

Common Elements:

- Both may be pre-established and sent to an incident or formed at the incident.
- Both have common communications.
- Both have a leader.



Visual 2.15

UTILIZATION PRINCIPLES

When requesting and managing resources, the Task Force/Strike (Resource) Team concept is used to maximize the efficiency of multiple resources on an incident.

The utilization principles – how and why Task Force/Strike (Resource) Teams are used – as well as many of the tactical concepts, are the same or similar for Task Force/Strike (Resource) Teams.

The use of Task Force/Strike (Resource) Teams is encouraged whenever possible.

Task Force/Strike (Resource) Teams should be used when there is a common or complementary mission for the units, e.g. debris removal, perimeter control, structural protection, medical treatment and transport, etc.

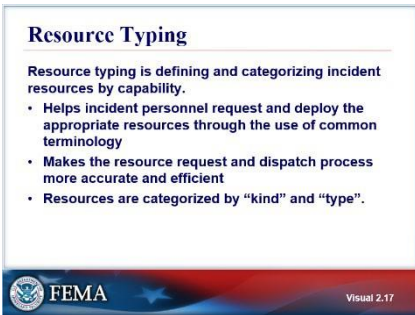


Visual 2.16

UTILIZATION PRINCIPLES (CONT.)

Task Force/Strike (Resource) Teams are used to maximize the use of available resources and reduce a manager's span of control, enabling managers to work more efficiently and effectively.

They also simplify communication since, for each team, there is only one point of contact (POC). Safety and accountability are enhanced due to the direct supervision and proximity of the supervisor.



Visual 2.17

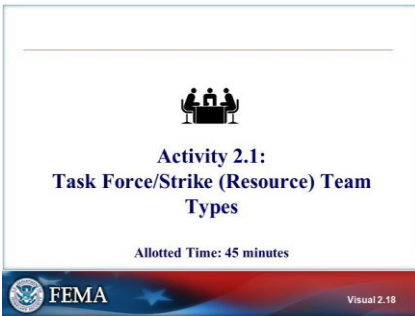
RESOURCE TYPING

As defined by FEMA, resource typing is defining and categorizing incident resources by capability.

Resource Typing:

- Helps incident personnel request and deploy the appropriate resources during an emergency or disaster through the use of common terminology
- Makes the resource request and dispatch process more accurate and efficient
- Resources are categorized by “kind” of resource, e.g. mobile field force, ambulance, frontend loader, fire engine, etc. and the “type” of resource, or capability. Type-1 resources have the highest capability

Website (<https://rtlt.preptoolkit.fema.gov/Public>) has information about the current state of national typing.

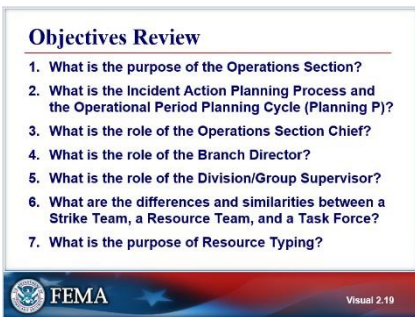


Visual 2.18

ACTIVITY 2.1: TASK FORCE/STRIKE (RESOURCE) TEAM TYPES

The instructor will explain Activity 2.1.

You will have 25 to complete the activity, and then 25 minutes of debriefing.



Visual 2.19

OBJECTIVES REVIEW

Unit Enabling Objectives

- Describe the purpose of the Operations Section.
- Describe the Incident Planning Process and the Operational Period Planning Cycle (Planning P).
- Describe the role of the Operations Section Chief.
- Describe the role of the Branch Director.
- Describe the role of the Division/Group Supervisor.
- Explain the difference between a Strike Team, a Resource Team, and a Task Force.
- Describe the purpose of Resource Typing.

Supplemental Materials

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Activity 2.1: Task Force/Strike (Resource) Team Types

Activity 2.1—Unit 2

Purpose

The purpose of the activity is to provide participants with an opportunity to identify the resources and the kind of team(s) (Strike Team, Resource Team, or Task Force) that might be deployed for an incident.

Objectives

Students will:

- Identify the resources required for a given incident.
- Identify the kind of team(s) (Strike Team, Resource Team or Task Force) needed for the incident.

Activity Structure

This activity is scheduled to last approximately 45 minutes, including small group discussion and the presentation of group findings. Participants will review their assigned scenario(s) and document their responses.

Rules, Roles, and Responsibilities

Following are the specific activities / instructions for your participation in the activity:

1. Within your work group, select a group spokesperson.
2. Review your assigned scenario(s).
3. As a group, discuss and agree on answers to the following questions:
 - a. What kinds of resources are required to respond to the scenario(s)? (For each scenario, list at least 2)
 - b. What kind of team (Strike (Resource) Team or Task Force) might best be deployed? (Explain why.)
4. The group spokesperson will document and present the group's findings to the rest of the class.

Instructors will moderate discussions, answer questions and provide additional information as required.

Activity 2.1 Schedule

| Activity | Duration | Participation Type |
|------------------------------------|------------|--------------------|
| Activity Introduction and Overview | 5 minutes | Classroom |
| Review scenario(s) | 5 minutes | Small Groups |
| Discussion/Documentation | 15 minutes | Small Groups |
| Debrief | 20 minutes | Classroom |

Activity 2.1 Scenarios

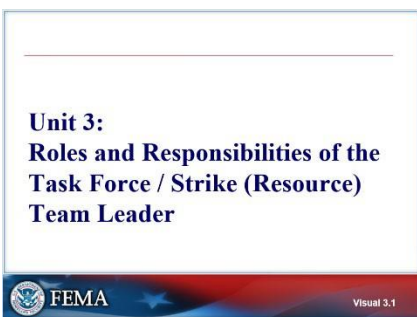
1. **Flash Flood:** A flash flood has hit the area and more rain is expected in the next few hours. Fatalities have been reported, but not confirmed. The flooding has caused home and vehicle damage, and there are reports about several trapped victims. The water has caused a train derailment, which could potentially cause the spread of hazardous materials. The potential for chemical waste also exists.
2. **Flu Pandemic:** A flu pandemic is unfolding faster than expected. Prisons are reporting high numbers of flu cases, and many students are out of school. Hospitals are at patient saturation, and there have already been some fatalities. The flu is spreading to other communities, and several responders have reported that they are starting to experience flu-like symptoms.
3. **Hostage:** A hostage situation has suddenly occurred at a crowded high school basketball game. The cause is believed to be a domestic issue between the parents of one of the basketball team players. There is a potential for escalation. Injuries occurred when people evacuated the gym.
4. **Mass Casualty Incident (MCI):** A large explosion causes the collapse of a 4-story building and restaurant. The fireball could be seen from a very long distance. The affected area is a 2-block zone. Injured people are awaiting transportation to the hospital. There are still people trapped in the collapsed building.
5. **Power Outage:** There was a power outage 6 hours ago, and it's expected to last for another 24 hours. There is a high heat index. Hospitals are reaching saturation. There are many vehicle accidents and people are stuck in elevators in several different buildings. Looting is occurring. There are fuel shortages for backup generators.
6. **Civil Unrest:** During a routine traffic stop, a police officer realized that the driver, a young man in his 20s, has a warrant out for his arrest. As the police officer attempted to get the man into custody, a crowd surrounded them and began to riot. Individuals started shouting obscenities at the officer, breaking windows, looting nearby stores, and attempted to prevent the arrest. The affected area is an 8-square block zone. A number of fires have now been set by the rioters. Searches are being conducted for any bystanders who may have become trapped or are unable to leave the area due to the unrest. Local hospitals are near capacity.

7. **Sewage Release:** A major power outage has resulted in a loss of water distribution pressure throughout the city. Water for firefighting is much diminished, and a fire has occurred at the wastewater treatment plant, disrupting its ability to treat the city's wastewater. Backup water supplies have been exhausted. Three million gallons of untreated sewage has been discharged directly into the lake. Reports of foul air quality are being reported throughout the area, and there is a potential for exposure to the public. Utility officials are not able to predict when power will be restored.
8. **Tornado:** An F-3 tornado has touched down. The area involved includes the business community, city buildings, and residential areas. Considerable damage has been done in these areas. Two local schools have experienced partial roof collapses, and it's possible that students and faculty are trapped under the rubble at both locations. Many residences and businesses have experienced severe damage or are totally destroyed. There is a chemical spill near the railroad tracks - believed to be fuel oil - that has been free flowing for about an hour and a half. Local hospitals are near capacity.
9. **Train Hazmat:** Two hours ago, a 25,000-gallon tank ruptured and began spilling fluid. A HAZMAT assessment is currently being made. There is potential exposure to the public so both evacuation and shelter orders are underway. Slow-moving thunderstorms are predicted to build up over the next 24 hours. These storms are predicted to have high water content and result in heavy rain. Although this has not yet been confirmed, there is concern that the content may be flammable, and the accumulated vapors have the potential to ignite and explode. There are fires in at least one locomotive and maybe other rail cars.

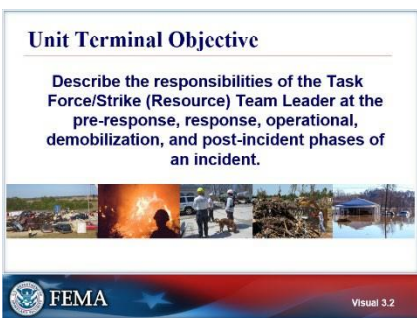
Unit 3: Roles and Responsibilities of the Task Force/Strike (Resource) Team Leader

STUDENT MANUAL

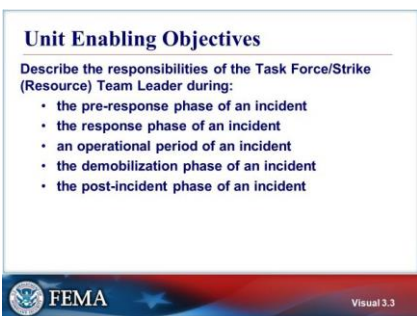
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Visual 3.1



Visual 3.2



Visual 3.3

UNIT 3: ROLES AND RESPONSIBILITIES OF THE TASK FORCE/STRIKE (RESOURCE) TEAM LEADER

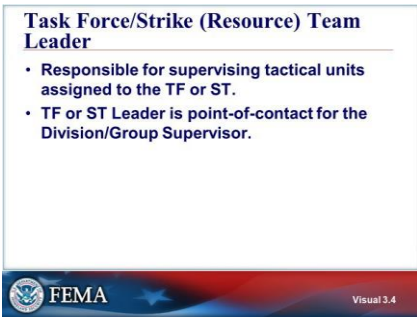
UNIT TERMINAL OBJECTIVE

Describe the responsibilities of the Task Force/Strike (Resource) Team Leader at the pre-response, response, operational, demobilization, and post-incident phases of an incident.

UNIT ENABLING OBJECTIVES

1. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **pre-response phase** of an incident.
2. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **response phase** of an incident.
3. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during an **operational period** of an incident.
4. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **demobilization phase** of an incident.
5. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **post-incident phase** of an incident.

The Final Exam questions are based on the Unit Enabling Objectives.

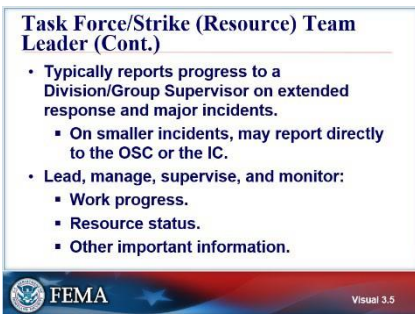


Visual 3.4

TASK FORCE/STRIKE (RESOURCE) TEAM LEADER

Roles and responsibilities of the Strike (Resource) Team (ST) or Task Force (TF) Leader.

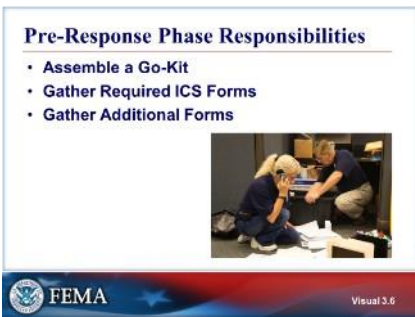
- Supervises tactical assignments assigned to the Task Force/Strike (Resource) Team.
- Serves as the point-of-contact (POC) for the Division/Group Supervisor. Having a single point of contact for a team saves time and reduces the chance of miscommunication (maintains unity of command).
- Review common ICS responsibilities with personnel.
- Review assignments with subordinates and assigning tasks.
- Review safety hazards and mitigations to address them.
- Monitor work progress and making changes when necessary.
- Coordinate activities with adjacent Strike (Resource) Teams, Task Forces, and single resources.
- Travel to and from the assignment area with assigned resources.
- Retain control of assigned resources while in available or out-of-service status.
- Maintain the ICS Form 214 Activity Log.
- Submit situation and resource status information to the Division/Group Supervisor.



Visual 3.5

TASK FORCE/STRIKE (RESOURCE) TEAM LEADER (CONT.)

The Task Force/Strike (Resource) Team Leader typically reports to a Division/Group Supervisor on extended response and major incidents. On smaller incidents, they may report directly to the Operation Section Chief or the Incident Commander.



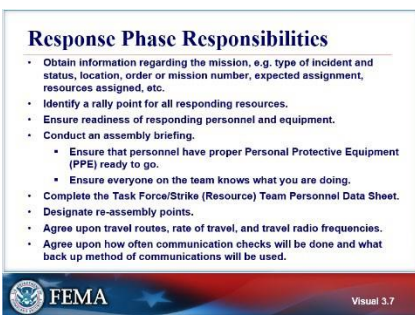
Visual 3.6

PRE-RESPONSE PHASE RESPONSIBILITIES

During the pre-response phase of the incident (the time before leaving for the incident), the Task Force/Strike (Resource) Team Leader is responsible for the following tasks:

- Assemble a Go-Kit
 - Should be assembled prior to receiving an assignment
 - Should contain enough critical information and materials to last 72 hours
 - Should be easily transportable
- Gather Required ICS Forms
 - ICS Form 201 Incident Briefing, ICS Form 211 Incident Check-In List, ICS Form 213 General Message, and ICS Form 214 Activity Log
 - Evaluation - ICS Form 224 Crew Performance Rating and ICS Form 225 Incident Personnel Performance Rating
- Gather Additional Forms
 - Payroll Documents
 - Injury/Accident Report Forms
 - Workers' Compensation Forms

Refer to Handout 3-1: Go-Kit Contents Brainstorming Worksheet to use during the class activity.



Visual 3.7

RESPONSE PHASE RESPONSIBILITIES

The TF/ST Leader may be deployed with the Task Force/Strike (Resource) Team and travel with them to the incident. In that situation, the bullets below are applicable. It is also possible that the units were ordered as single resources and will be “packaged” into Task Force/Strike (Resource) Teams at the incident by the Resources Unit. In that case, the TF/ST Leader will be ordered as “overhead” and be assigned to a Task Force/Strike (Resource) Team at the incident.

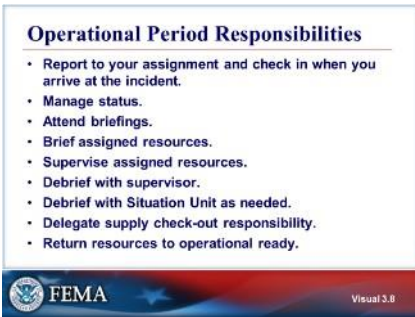
The initial role of the TF/ST Leader can vary depending on the type of assignment. If the TF/ST is assisting with initial response, (e.g. immediate mutual aid to an adjoining jurisdiction) the closest resources would be dispatched with an on-duty supervisor, e.g. 5-patrol cars with a patrol Sergeant, or 5-ALS ambulances with an EMS supervisor, or 1-industrial foam unit, 2-engines, 2-water tenders, and a battalion chief.) In this case, the TF/ST Leader and units would assemble at a rally point, and the response would be rapid. Conversely, the order may be for a “planned need” for the next operational period and the TF/ST may have to travel 100-miles. In this case, the TF/ST Leader has more time to ensure that the proper units are assembled, they have all of the necessary equipment for their assignment, and the response is well planned.

During the response phase of the incident (which occurs while you are going to the incident, but not yet there), the Task Force/Strike (Resource) Team Leader is responsible for the following tasks:

- Obtain information regarding the mission, e.g. type of incident and status, location, order or mission number, expected assignment, resources assigned, etc.
- Identify a rally point for all responding resources.
- Ensure readiness of responding personnel and equipment.
 - Verify training levels.
 - Ensure that personnel are appropriate for the response.

- Conduct vehicle inspections to ensure vehicles are safe for travel and will pass inspection at check-in.
- Ensure personnel have their go-bag of personal clothes, toiletries, sleeping bags, tents, etc.
- Conduct an assembly briefing.
 - Ensure that personnel have proper personal protective equipment (PPE) ready to go.
 - Ensure everyone on the team knows what you are doing.
- Complete the Task Force/Strike (Resource) Team Personnel Data Sheet.
- Designate re-assembly points.
- Agree upon travel routes, rate of travel, and travel radio frequencies.
- Agree upon how often communication checks will be done and what back up method of communications will be used.

Refer to Handout 3-2: Example Task Force/Strike (Resource) Team Personnel Data Sheet.



Visual 3.8

OPERATIONAL PERIOD RESPONSIBILITIES

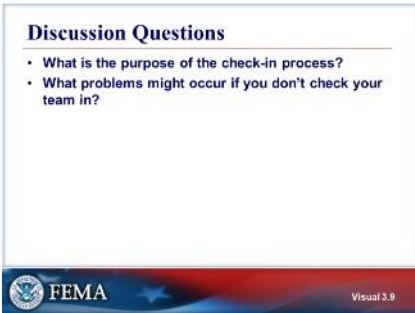
During the operational periods of the incident (which occur while in the incident), the Task Force/Strike (Resource) Team Leader is responsible for the following tasks:

- Report to your assignment and check in when you arrive at the incident.
 - At the ICP
 - At Staging
 - At Helibase
 - At Incident Base
- Manage status.
 - Available – Ready for assignment.
 - Assigned – To a division, group, staging.
 - Out of Service – Mechanical problems, lack of staffing.
- Attend briefings. – Operational briefing or sub-briefings with Division/Group Supervisor
- Brief assigned resources.
- Supervise assigned resources.
- Debrief with supervisor. - Division/Group Supervisor
- Debrief with Situation Unit as needed.
- Delegate supply check-out responsibility.
- Return resources to operational ready.
 - Ensure that resources are fueled, supplies are replenished, etc.

The TF/ST Leader must ensure that the TF/ST is ready at all times. Even when unassigned (off-duty), the incident conditions may change rapidly and require assigning units.

At the end of the operational period, the TF/ST Leader still must lead/supervise/manage the units.

- Ensure they are professional and ready for duty at the hotel or incident base even when off-duty.
- Ensure the personnel are well cared for, e.g. rest, lodging, meals, etc.
- The TF/ST Leader will be expected to report back to the home agencies/jurisdiction periodically and provide updates and status reports.



Visual 3.9

DISCUSSION QUESTION



Visual 3.10

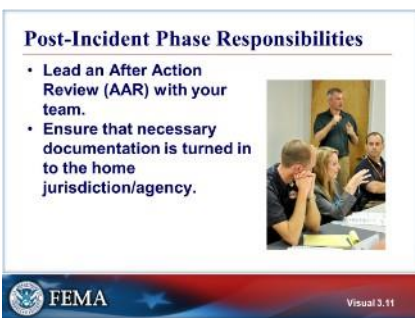
DEMOBILIZATION PHASE RESPONSIBILITIES

Typically, the TF/ST Leader coordinates demobilization with Division/Group Supervisor. If these are not in place, then coordinate with the Operations Section Chief.

The IMT will list the resources that are to be released on a bulletin board, or in an area that everyone has access to. The TF/ST may be demobilized because the incident is stabilizing and resources are no longer required, or the units have worked their maximum allowable time. Either way, the information will be posted with adequate time to plan for the demobilization and to ensure your resources obtain adequate rest before they depart and travel.

During the demobilization phase of the incident (which occurs when a resource is released from the incident), the Task Force/Strike (Resource) Team Leader must:

- Ensure resources and equipment are ready / in shape to travel.
- Ensure all documentation is completed.
 - Pay records
 - ICS Form 21s Activity Log Note: The TF/ST Leader should make copies of the ICS Form 214's for their own personal documentation/records and any future questions regarding the incident.
 - Evaluations. ICS Form 225 Incident Personnel Performance Rating is normally prepared by the supervisor for each subordinate, using the evaluation standard given in the form. The ICS Form 225 will be reviewed with the subordinate, who will sign at the bottom. It will be delivered to the Planning Section before the rater leaves the incident.
 - PTBs
 - ICS Form 221 Demobilization Check-out
 - Documentation of any injuries of TF/ST personnel
- Ensure all non-consumable resources have been checked back in with Logistics.



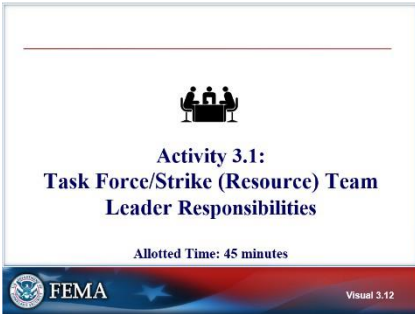
Visual 3.11

- Determine travel routes, travel rates, travel radio frequencies.
- Identify rally points for route back in the event of separation.
- Identify final rally point from which resources will disperse.
- Call home jurisdiction/agency to let them know the team has been released.
- Provide for the health and welfare of your team.

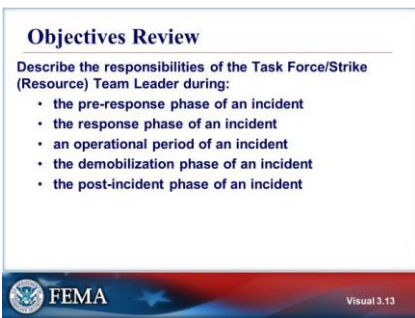
POST-INCIDENT PHASE RESPONSIBILITIES

During the post-incident phase of the incident (which occurs after a resource has been released from the incident and returned back to home base), the Task Force/Strike (Resource) Team Leader must:

- Lead an After Action Review (AAR) with your team - A debriefing designed to get people to talk about what happened during the incident. An AAR focuses on both the successes and failures of individuals and the team; the goal is to learn from the experience and ensure that performance improves during subsequent incidents.
- Ensure that necessary documentation is turned in to the home jurisdiction/agency.
 - Pay Records
 - Evaluations
 - PTBs
 - AAR
 - ICS Form 214 – Note: The original ICS-214's are turned into the Documentation Unit at the incident. Copies can be turned into the home jurisdiction/agency and the TF/ST Leader should retain a copy for their personal records.



Visual 3.12



Visual 3.13

ACTIVITY 3.1: TASK FORCE/STRIKE (RESOURCE) TEAM LEADER RESPONSIBILITIES

The instructor will explain Activity 3.1.

You will have 15 minutes to review the scenarios and then 30 minutes to complete the activity.

OBJECTIVES REVIEW

Unit Enabling Objectives

1. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **pre-response phase** of an incident.
2. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **response phase** of an incident.
3. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during an **operational period** of an incident.
4. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **demobilization phase** of an incident.
5. Describe the responsibilities of the Task Force/Strike (Resource) Team Leader during the **post-incident phase** of an incident.

Supplemental Materials

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Handout 3-1: Go-Kit Contents Brainstorming Worksheet

“What would you need in your Go-Kit for your assignment?”

- _____
- _____
- _____
- _____
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- _____
- _____
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- _____

Handout 3-2: Example Strike Team Engine and Crew Data Sheet

| STRIKE TEAM ENGINE & CREW DATA SHEET | | | | |
|--|-----------------|-------------|-------------|-------------|
| Engine Data: Lic. number: _____ ICS Engine Type: <input type="radio"/> 01 <input type="radio"/> 02 <input type="radio"/> 03 <input type="radio"/> 04 | | | | |
| Home Agency: _____ 3-Letter: _____ Unit Designator: _____ | | | | |
| Vehicle Make: _____ Engine Horsepower: _____ GVW: _____ Mileage: _____ | | | | |
| 4-Wheel Drive <input type="radio"/> yes <input type="radio"/> no Fuel: <input type="radio"/> diesel <input type="radio"/> gas Water Tank: _____ gallons | | | | |
| Main Pump GPM: _____ Pump & Roll Capable: <input type="radio"/> yes <input type="radio"/> no Drafting Capable: <input type="radio"/> yes <input type="radio"/> no | | | | |
| Communications Capabilities: Cell Phone: _____ Pager: _____ | | | | |
| <input type="radio"/> WF-1 154.280 <input type="radio"/> WF-2 154.265 <input type="radio"/> WF-3 154.295 <input type="radio"/> CalCord 156.075 <input type="radio"/> CA Travel Net 169.125 | | | | |
| Frequency Capabilities of: _____ Field Programable _____ | | | | |
| On-Board Radio: _____ <input type="radio"/> yes <input type="radio"/> no | | | | |
| Portable Radio(s) _____ Qty _____ <input type="radio"/> yes <input type="radio"/> no | | | | |
| Class-A Foam Capability: <input type="radio"/> CAFS <input type="radio"/> Proportioner <input type="radio"/> Educator <input type="radio"/> Batch Mix <input type="radio"/> none | | | | |
| Foam Concentrate Qty: _____ gal. Foam Nozzles: <input type="radio"/> Low Expansion <input type="radio"/> Med. Expansion | | | | |
| Hose Qty: Pencil: _____ 1" _____ thread type: <input type="radio"/> pipe <input type="radio"/> NS 1½" SJRL _____ | | | | |
| 1½" DJRL _____ 1¾" _____ 2 ½" / 3" _____ LDH: _____ Suction: _____ | | | | |
| Equipment: <input type="radio"/> Ground Ladder(s) Qty: _____ Length(s): _____ <input type="radio"/> Drip torch <input type="radio"/> Fusees | | | | |
| <input type="radio"/> Chain Saw - Bar length: _____ <input type="radio"/> Floto Pump <input type="radio"/> Portable Pump <input type="radio"/> Portable Tank | | | | |
| <input type="radio"/> Brush Nozzles <input type="radio"/> 1½" to 1" In-Line T's <input type="radio"/> Forester's Hose Clamps <input type="radio"/> Headlamps | | | | |
| Tool Qty: McLeod _____ Pulaski _____ Round Pt. Shovel _____ EMS: <input type="radio"/> ALS <input type="radio"/> ILS <input type="radio"/> BLS | | | | |
| Other/Specialized Equip: _____ | | | | |
| Drinking Water: _____ day(s) supply Rations: _____ day(s) Sleeping Bags qty: _____ | | | | |
| Safety: <input type="radio"/> Wildland PPE for each crew member (fire shelter, shirt, pants, gloves, helmet with face protector, goggles, boots (high top, all leather, lace-up, sewn lug sole) | | | | |
| <input type="radio"/> Structure PPE for each Type-1 crew member (turnout coat & pants, boots, helmet, hood, gloves) <input type="radio"/> SCBA qty: _____ | | | | |
| Crew Data | Company Officer | Crew Member | Crew Member | Crew Member |
| Name | | | | |
| SocSec # (last 4) | | | | |
| E-Mail Address | | | | |
| Phone | | | | |
| Medical Problems | | | | |
| Emerg. Contact/Ph | | | | |
| ICS Qualifications | | | | |
| EMS Cert. Level | | | | |
| Other | | | | |

Handout 3-2: Sample Strike Team / Task Force Personnel Data Sheet

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Activity 3.1: Task Force/Strike (Resource) Team Leaders Responsibilities

Activity 3.1—Unit 3

Purpose

The purpose of the activity is to provide participants with an opportunity to identify whether the Task Force/Strike (Resource) Team Leaders in these scenarios either fulfilled or neglected their responsibilities.

Objectives

Students will:

- Identify whether the Task Force/Strike (Resource) Team Leader in each scenario fulfilled or neglected one of the leader responsibilities discussed in this unit.
- If appropriate, describe what the Task Force/Strike (Resource) Team Leader might have done differently.

Activity Structure

This activity is scheduled to last approximately 45 minutes, including small group discussion and the presentation of group findings. Participants will review the three scenarios and document their responses.

Rules, Roles, and Responsibilities

Following are the specific activities / instructions for your participation in the activity:

1. Within your work group, select a group spokesperson.
2. Review the three scenarios.
3. As a group, discuss and agree on answers to the following questions:
 - a. Did the Task Force/Strike (Resource) Team Leader in each scenario fulfill or neglect one of the leader responsibilities discussed in this unit? (Be prepared to support your decision.)
 - b. What might the Task Force/Strike (Resource) Team Leader have done differently?
4. The group spokesperson will document and present the group's findings to the rest of the class.

Instructors will moderate discussions, answer questions and provide additional information as required.

Activity 3.1 Schedule

| Activity | Duration | Participation Type |
|------------------------------------|------------|--------------------|
| Activity Introduction and Overview | 5 minutes | Classroom |
| Review scenario(s) | 10 minutes | Small Groups |
| Discussion/Documentation | 15 minutes | Small Groups |
| Debrief | 15 minutes | Classroom |

Activity 3.1 Scenarios

Scenario 1

A Strike Team Leader for several crews did not want to walk the hillsides with his team, so he volunteered to be the lookout for the crews from a higher elevation. Though having a lookout providing steady communication would have been beneficial, the crews received no radio response from their leader. The Leader made no effort throughout the day to make contact, despite continued attempts from the crew. In addition, the Strike Team Leader was always the first one back to the buses at the end of every day.

Scenario 2

A Law Enforcement Strike Team (which could also be called a Resource Team) Leader with a group of tactical officers was assigned to maintain a perimeter around a governmental building during a civil unrest incident. The Strike (Resource) Team Leader immediately put one of his Sergeants in charge of the Strike (Resource) Team to enable himself to be more directly involved in the tactical operations. As issues and challenges came up during the assignment, they were referred to the Sergeant. In one case, an issue was brought directly to the Strike (Resource) Team Leader, and he commented that he was too busy taking care of the “real issues”.

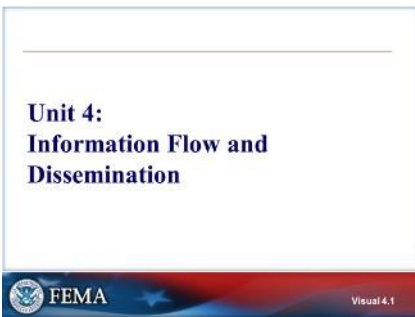
Scenario 3

A Task Force of loaders and dump trucks was working on debris removal after a tornado touched down in a rural community. Several other similar Task Forces were also deployed to this area. After the second operational period, it became apparent that the work being produced by this Task Force was only half of what the other Task Forces were producing. When this was brought to the attention of the Operations Section Chief, several comments were conveyed indicating that “those guys always leave the incident base camp well after 0900 and take several long breaks during their work shift”.

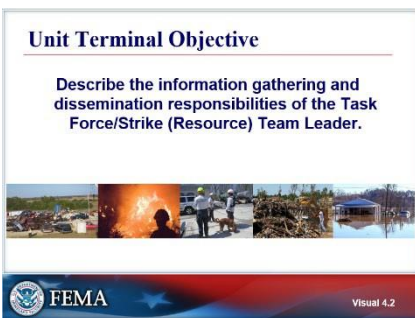
Unit 4: Information Flow and Dissemination

STUDENT MANUAL

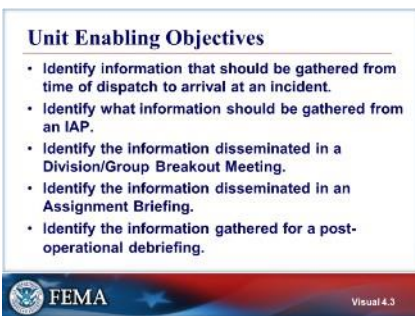
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Visual 4.1



Visual 4.2



Visual 4.3

UNIT 4: INFORMATION FLOW AND DISSEMINATION

This unit outlines the Task Force/Strike (Resource) Team Leader's responsibility to collect, analyze, process, evaluate, disseminate, and manage information.

UNIT TERMINAL OBJECTIVE

Describe the information gathering and dissemination responsibilities of the Task Force/Strike (Resource) Team Leader.

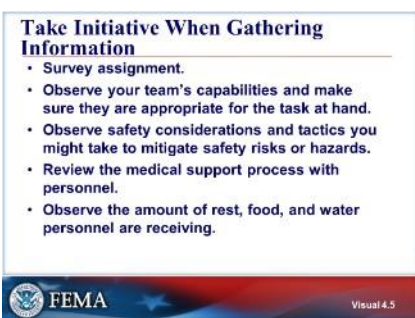
UNIT ENABLING OBJECTIVES

- Identify information that should be gathered from time of dispatch to arrival at an incident.
- Identify what information should be gathered from an IAP.
- Identify the information disseminated in a Division/Group Breakout Meeting.
- Identify the information disseminated in an Assignment Briefing.
- Identify the information gathered for a post-operational debriefing.

The Final Exam questions are based on the Unit Enabling Objectives.



Visual 4.4



Visual 4.5

THE VALUE OF INFORMATION GATHERING

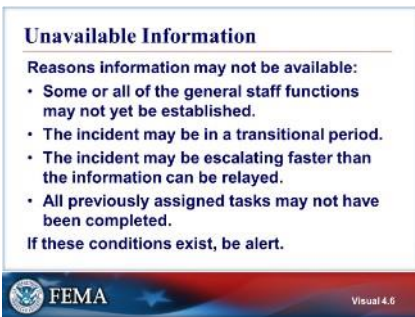
Obtaining information is essential to your success as a Task Force/Strike (Resource) Team Leader. Since a key part of your job is the implementation of tactics, you need to know where and how to gather necessary information. The information you obtain will help you:

- Develop Situational Awareness.
- Maintain Situational Awareness and a Shared Situational Picture (sometimes referred to as a Common Operating Picture) with your resources and supervisor.
- Make timely, well-informed decisions.
- Create a plan of action.
- Use resources effectively.
- Anticipate future developments and plan ahead.

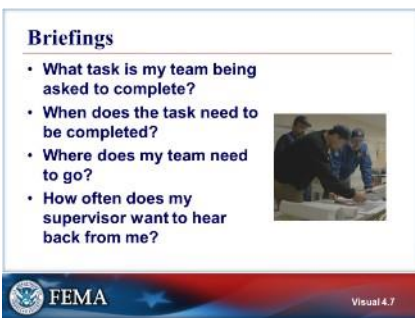
TAKE INITIATIVE WHEN GATHERING INFORMATION

The Task Force/Strike (Resource) Team Leader should show initiative and be proactive when gathering the information needed to do the job.

- Survey your assignment– size-up and Hazard and Risk Assessment.
- Observe your team's capabilities and make sure they are appropriate for the task at hand– remember, you may not have worked with these units or individuals before.
- Observe safety considerations and tactics you might take to mitigate safety risks or hazards– ICS Form 204 Assignment List, ICS Form 208 Safety Message/Plan.
- Ensure you understand the medical support process and review with personnel– ICS Form 206 Medical Plan.
- Observe the amount of rest, food, and water personnel are receiving.



Visual 4.6



Visual 4.7

UNAVAILABLE INFORMATION

If any of these conditions exist, the TF/ST Leader should be alert as information is incomplete or non-existent.

BRIEFINGS

One of the most important tools for gathering and disseminating information during an incident is the briefing. During an operational period, you will both attend and deliver various briefings.

The purpose of a briefing is to share specific information about an incident. Ideally, the TF/ST Leader will complete the following each operational period:

- Attend the Operational Briefing.
- Participate in the Division/Group sub-briefing or breakout.
- Deliver the Resource Briefing to his/her units.

An effective briefing should provide the “who, what, when, where and how” of the incident.

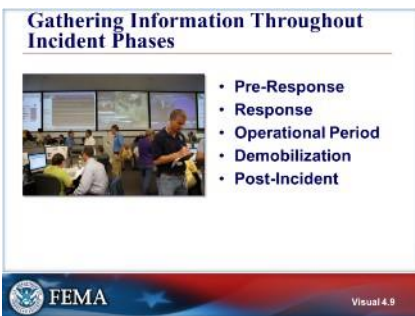


Visual 4.8

CORE BRIEFING ELEMENTS

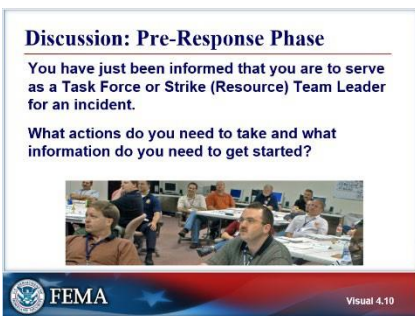
While the nature and purpose of each briefing will vary depending upon the type and the phase of the incident, an effective briefing will generally include the following elements:

- Situation – provided by Situation Unit Leader or Operations Section Chief
- Mission/Execution – Leader's intent, IAP, ICS Form 204 Assignment List
- Communications – IAP, ICS Form 204 Assignment List and ICS Form 205 Incident Radio Communications Plan
- Service/Support – Logistics Section Chief
- Risk Management – Safety Officer
- Questions or Concerns – Addressed at the Division/Group sub-briefing or breakout



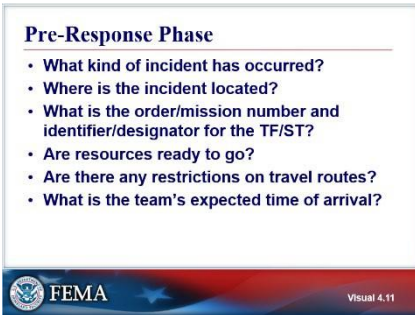
Visual 4.9

GATHERING INFORMATION THROUGHOUT INCIDENT PHASES

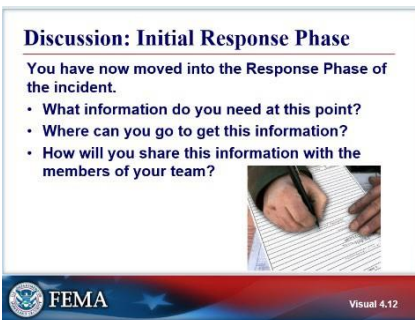


Visual 4.10

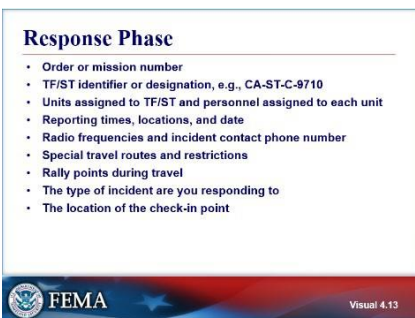
DISCUSSION: PRE-RESPONSE PHASE



Visual 4.11



Visual 4.12



Visual 4.13

PRE-RESPONSE PHASE

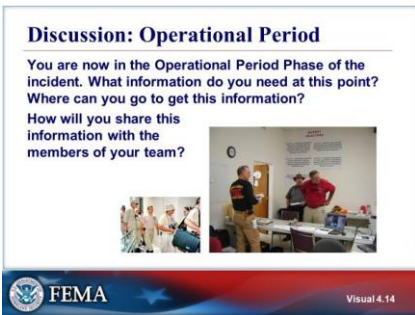
During the pre-response phase of an incident, Leaders must gather information that will develop their pre-response Situational Awareness of the incident.

DISCUSSION: INITIAL RESPONSE PHASE

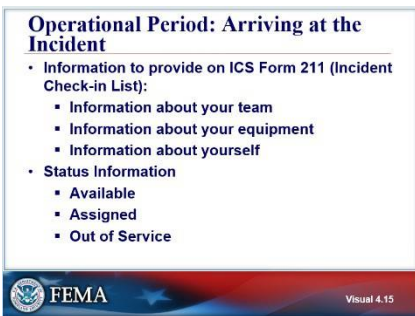
RESPONSE PHASE

You should get as much information about the incident as you can from your agency dispatch, including:

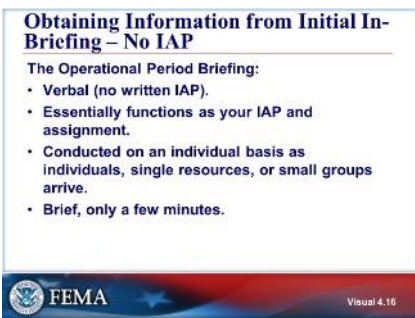
- Order or mission number (or other agency tracking information).
- TF/ST identifier or designation, e.g., CA-ST-C-9710.
- Units assigned to the TF/ST and personnel assigned to each unit – used to develop TF/ST manifest for check-in at incident.
- Reporting times, locations, and date.
- Radio frequencies and incident contact phone number.
- Special travel routes and restrictions.
- Rally points during travel.
- The type of incident to what you are responding.
- The location of the check-in point.



Visual 4.14



Visual 4.15



Visual 4.16

DISCUSSION: OPERATIONAL PERIOD

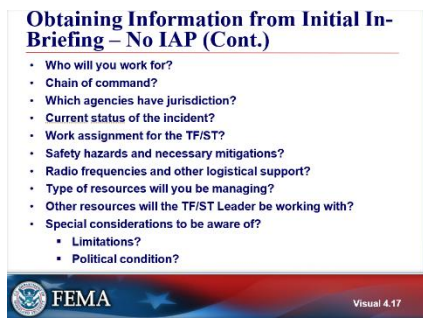
OPERATIONAL PERIOD: ARRIVING AT THE INCIDENT

Upon check-in, the following should be provided by completing ICS Form 211 Incident Check-in List:

- Information about your team
- Information about your equipment
- Information about yourself
- Status information for self and team:
 - Available
 - Assigned
 - Out of Service

OBTAINING INFORMATION FROM INITIAL IN-BRIEFING – NO IAP

As a Task Force/Strike (Resource) Team Leader, you are required to attend the Operational Period Briefing. However, if you arrive in the middle of an Operational Period or before a written IAP is available, you may instead receive a briefing from your supervisor.

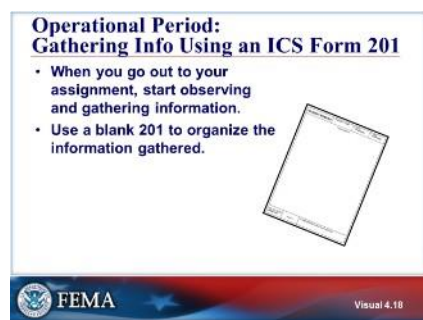


Visual 4.17

OBTAINING INFORMATION FROM INITIAL IN-BRIEFING – NO IAP (CONT.)

The Operational Period Briefing should provide answers to the following questions:

- Who will you work for?
- What is the chain of command?
- Which agencies have jurisdiction?
- What is the current status of the incident?
- What is the work assignment for the TF/ST?
- What are the safety hazards and necessary mitigations?
- What are the radio frequencies and other logistical support?
- What type of resources will you be managing?
- What other resources will you be working with and what are their identifiers?
- Are there any special considerations to be aware of?
 - Are there any limitations?
 - What is the political condition?



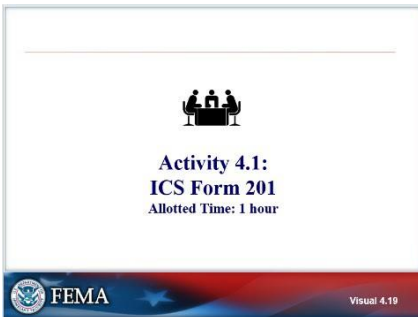
Visual 4.18

OPERATIONAL PERIOD: GATHERING INFORMATION USING AN ICS FORM 201

If an Incident Action Plan (IAP) has not yet been created, an ICS Form 201 Incident Briefing, a “command board,” a or “tactical worksheet” should be used to document current activities of initial response.

During this phase of the incident, you need to get out to your assignment, develop Situational Awareness, and then brief your assigned resources on what you have found.

The ICS Form 201, command board, or tactical worksheet is an organizational tool for facilitating this task.



Visual 4.19

ACTIVITY 4.1: ICS FORM 201

The instructor will explain Activity 4.1.

You will have 1 hour to complete the activity.



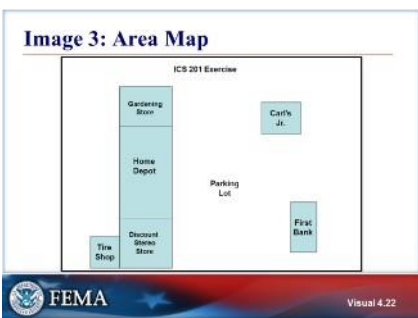
Visual 4.20

IMAGE 1: COLLAPSED DISCOUNT MUSIC STORE



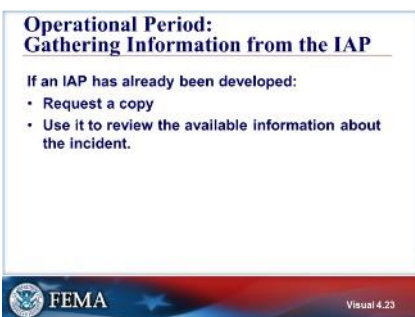
Visual 4.21

IMAGE 2: FIRE IN A TIRE SHOP

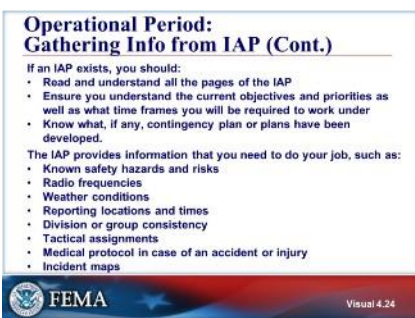


Visual 4.22

IMAGE 3: AREA MAP



Visual 4.23



Visual 4.24

OPERATIONAL PERIOD: GATHERING INFORMATION FROM THE IAP

If an IAP has already been developed, you should request a copy and use it to review the available information about the incident. The IAP is extremely valuable whether you arrive in the middle of an operational period and receive it during the initial in-briefing, or you are attending the full Operational Briefing at the beginning of the operational period.

OPERATIONAL PERIOD: GATHERING INFO FROM IAP (CONT.)

If an IAP exists, you should:

- Read and understand all the pages of the IAP.
- Ensure you understand the current objectives and priorities as well as what time frames you will be required to work under – ICS Form 202: Incident Objectives.
- Know what, if any, contingency plan or plans have been developed.

The IAP provides information that you need to do your job, such as information about:

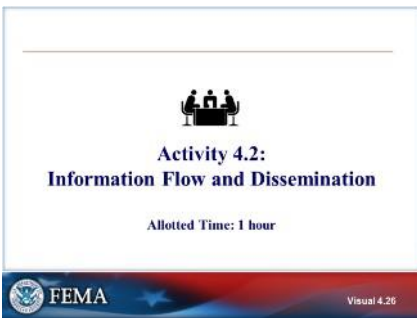
- Known safety hazards and risks- ICS Form 204 Assignment List (Special Instructions), ICS Form 208 Safety Message/Plan, ICS Form 202 Incident Objectives (General Safety Message)
- Radio frequencies – ICS Form 204 Assignment List and ICS Form 205: Incident Radio Communications Plan
- Weather conditions – ICS Form 202 Incident Objectives or Weather page
- Reporting locations and times – ICS Form 204 Assignment List
- Division or group consistency – ICS Form 204 Assignment List
- Tactical assignments – ICS Form 204 Assignment List
- Medical protocol in case of an accident or injury – ICS Form 206 Medical Plan
- Incident maps



Visual 4.25

VIDEO: OPERATIONAL PERIOD BRIEFING

The instructor will show the Operational Period Briefing vignette from the Planning P video.

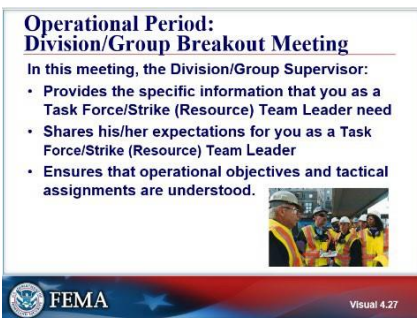


Visual 4.26

ACTIVITY 4.2: INFORMATION FLOW AND DISSEMINATION

The instructor will explain Activity 4.2.

You will have 1 hour to complete the activity.



Visual 4.27

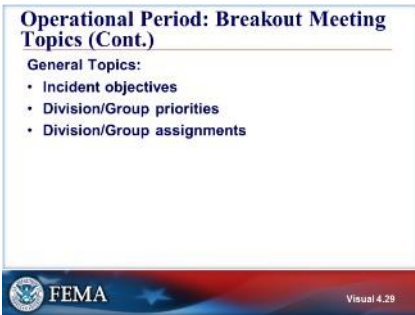
OPERATIONAL PERIOD: DIVISION/GROUP BREAKOUT MEETING

Prior to going out to the incident, you will attend a Division/Group Breakout Meeting.



Visual 4.28

OPERATIONAL PERIOD: BREAKOUT MEETING TOPICS



Visual 4.29

OPERATIONAL PERIOD: BREAKOUT MEETING TOPICS (CONT.)

The Division/Group Supervisor will provide information about the:

- Incident objectives (ICS Form 202 Incident Objectives)
- Division/Group priorities (ICS Form 204 Assignment List)
- Division/Group assignments (ICS Form 204 Assignment List) –
 - The tactical work assignments are the primary mission of the TF/ST. It is essential that the TF/ST Leaders fully understand the assignments of the TF/ST's. Ideally, the TF/ST's will have the same work assignment (e.g., perimeter security, pre-hospital medical care, debris removal, structural fire protection, etc.) and work in the same general area so the TF/ST Leader can supervise the units.
- The personnel accountability system used.
- Emergency communication procedures exist regarding:
 - How to order incident-related medical help.
 - Who to notify of incident-related injuries or accidents.



Visual 4.30

OPERATIONAL PERIOD: BREAKOUT MEETING TOPICS (CONT.)

Both the TF/ST Leader and the DIVS provide safety topics and information during the Breakout Meeting.

The Task Force/Strike (Resource) Team Leader is expected to verify the following information:

- Their team's state of readiness
- Fatigue levels
- Experience levels
- Equipment and capabilities
- Physical conditions
- All responders have proper Personal Protective Equipment (PPE) for the type of incident

Types of information the Division/Group Supervisor will provide:

- Specific safety hazards and threats in the Division or Group work area.
- Safety mitigations or controls necessary to reduce the risk, e.g., PPE, lighting, hydration, use of spotters around heavy equipment.
- The state of weather and forecast.
- Travel to drop points or meeting places.
- The expected shift and any rest requirements that may be needed:
 - Operational Periods vary by hazard.
 - Normally, Operational Periods are 12 hours.
 - While Operational Periods can be 24-hours long, it is usually only for a good reason (for example, Operational Periods may be 24 hours if the travel time to the incident response site is significant).
 - For every 2 hours of work, responders should get 1 hour of rest.



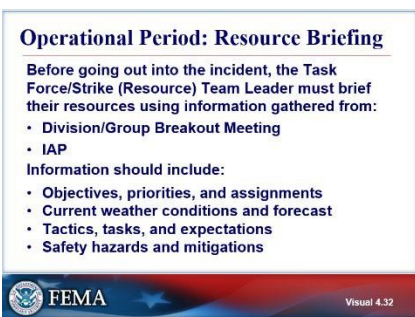
Visual 4.31

OPERATIONAL PERIOD: BREAKOUT MEETING TOPICS (CONT.)

The Division/Group Supervisor will:

- Review his/her expectations of Division/Group resources.
- Define evaluation criteria for success.
 - Measure of assigned task versus progress.
 - Provide periodic updates of progress.
 - Set timeframes when reports are required from the ST/TF Leaders.
- Identify significant events or critical reporting thresholds that should be reported immediately:
 - Use ICS Form 214 Activity Log.
 - Identify injuries, illnesses, accidents requiring more treatment than first aid, serious tactical problems, anything that draws media attention, etc.
- Discuss additional needs you may have and how to obtain them (e.g., obtain from Staging or order through DIVS).
- Discuss air operations and support (e.g., authority to order and procedures to interface with aircraft, e.g., communications).
- Discuss medical emergencies and care – Review ICS Form 206 Medical Plan, e.g., immediate treatment of injuries, notifications to DIVS, ground and air transportation procedures.
- Reassign excess resources – This is a procedure for notifying DIVS if you have excess resources.
- Discuss out-of-service equipment.

The Task Force/Strike (Resource) Team Leader should regularly update their supervisor on progress made or issues encountered.



Visual 4.32

OPERATIONAL PERIOD: RESOURCE BRIEFING

Before going out to the incident, the Task Force/Strike (Resource) Team Leader must use the information they have received to brief their assigned resources on their operational assignment. This information could come from any of the following sources:

- Division/Group Breakout Meeting
- IAP

This briefing should include information such as the following:

- General incident information, such as objectives, priorities, and assignments.
- Safety information, such as hazards and mitigations/controls required to reduce the risk, e.g., PPE, lighting, spotters around heavy equipment, hydration, etc.
- Current weather conditions and forecast.
- Operations information, such as tactics, tasks, and expectations.
- Radio frequencies and emergency communications protocols.
- Procedures for medical emergencies – ICS Form 206 Medical Plan.
- Logistical support, e.g., fuel, meals, etc.

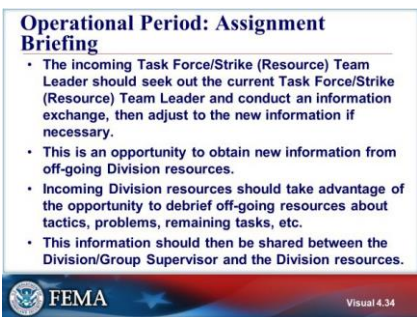


Visual 4.33

ACTIVITY 4.3: RESOURCE BRIEFING

The instructor will explain Activity 4.3.

You will have 1 hour to complete the activity.

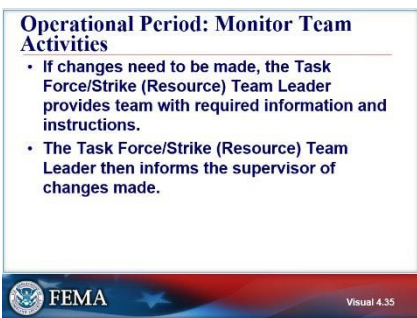


Visual 4.34

OPERATIONAL PERIOD: ASSIGNMENT BRIEFING

The exchange of information with off-going shift and final assignments is sometimes referred to as the Assignment Briefing:

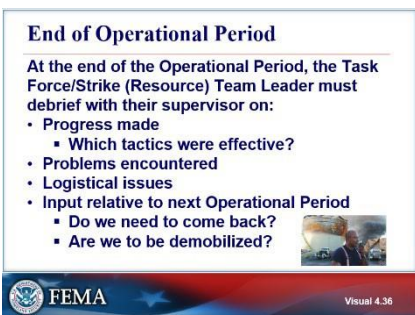
- The incoming Task Force/Strike (Resource) Team Leader should seek out the current Task Force/Strike (Resource) Team Leader and conduct an information exchange.
- This is also an opportunity to obtain new information from off-going Division resources. If the information provided by the off-going shift leader is different than what was provided in the Operational Period Briefing, then the incoming leader will adjust to the new information. The incident action planning process for the IAP was conducted 12 to 24 hours before the IAP is implemented. Conditions can change during that time period, so it is very important to obtain the current situation and conditions from the off-going TF/ST Leader.
- Incoming Division resources should also take advantage of the opportunity to debrief off-going resources about tactics, problems, remaining tasks, etc.
- This information should then be shared between the Division/Group Supervisor and the Division resources.



Visual 4.35

OPERATIONAL PERIOD: MONITOR TEAM ACTIVITIES

The TF/ST Leader must evaluate the incident conditions, situation, safety issues, work progress, and condition of his/her units on a regular and on-going basis. If changes need to be made, the Task Force/Strike (Resource) Team Leader provides team with required information and instructions. The Task Force/Strike (Resource) Team Leader then informs the supervisor of changes made.

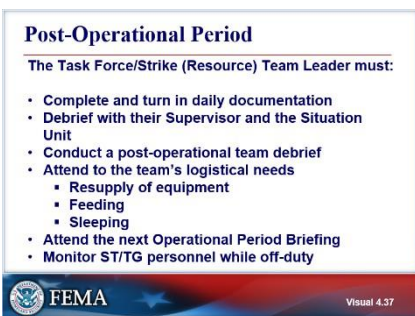


Visual 4.36

END OF OPERATIONAL PERIOD

At the end of the operational period, the Task Force/Strike (Resource) Team Leader must debrief with their supervisor on:

- Progress made
 - Which tactics were effective?
- Problems encountered
- Logistical issues
- Input relative to next operational period
 - Do we need to come back?
 - Are we to be demobilized?

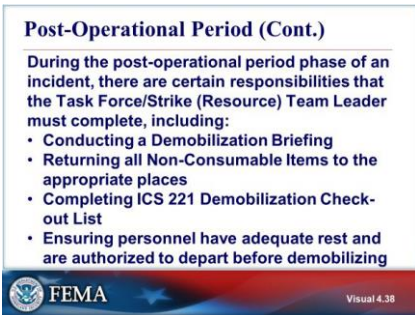


Visual 4.37

POST-OPERATIONAL PERIOD

At the end of an operational period, the Task Force/Strike (Resource) Team Leader (and their team members) will either be retained for an additional operational period or demobilized. In preparation for beginning the next operational period or demobilizing, the Task Force/Strike (Resource) Team Leader must: Complete and turn in daily documentation, e.g., ICS Form 214s, time sheets, equipment tickets, etc.

- Debrief with their Supervisor and possibly the Situation Unit.
- Conduct a post-operational team debrief.
- Attend to the team's logistical needs.
 - Resupply of equipment and fuel
 - Feeding
 - Sleeping
- The TF/ST Leader must monitor and supervise personnel while they are off-duty as well. If the members are staying in camp or in a hotel, there is a possibility of inappropriate behavior, e.g., fighting, drinking, etc. The TF/ST Leader must ensure that personnel act in a professional manner and obtain appropriate rest while off-duty.
- Attend the next Operational Period Briefing.



Visual 4.38

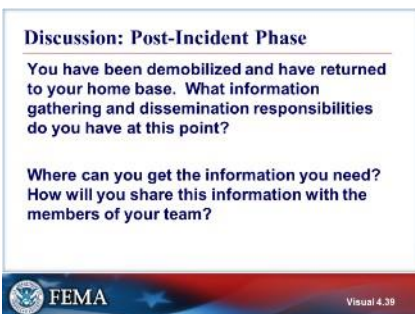
POST-OPERATIONAL PERIOD (CONT.)

During the post-operational period phase of an incident, there are certain responsibilities that the Task Force/Strike (Resource) Team Leader must complete, including:

- Conducting a Demobilization Briefing
- Returning all Non-Consumable Items to the appropriate places (e.g., the Supply or Communications Units)
- Completing ICS Form 221 Demobilization Check-out List (if the Task Force/Strike (Resource) Team is being released)
- Ensure personnel have adequate rest and are authorized to depart before demobilizing

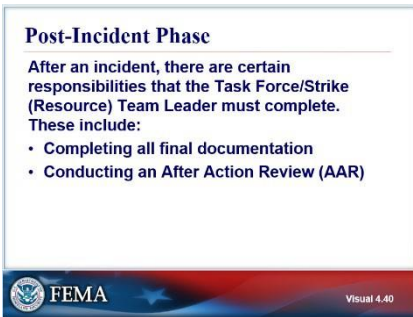
The Task Force/Strike (Resource) Team Leader should create a list of equipment and materials ahead of time to ensure that they are able to account for and return all items.

Refer to Handout 4-1: ICS Form 221.



Visual 4.39

DISCUSSION: POST-INCIDENT PHASE



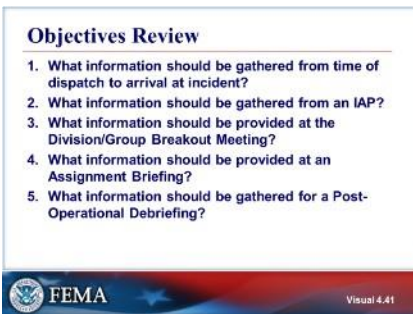
Visual 4.40

POST-INCIDENT PHASE

- Complete all final documentation.
 - Pay records of the team members
 - Completed evaluations
 - Vehicle records
 - Information from the team AAR if appropriate
 - Any other agency specific documentation
- Conduct an After Action Review (AAR).

Final documentation should be collected before they leave the incident and the Task Force/Strike (Resource) Team Leader should file this documentation for reference should an issue come up later. (It is suggested that they retain documentation for 3 to 5 years.)

The AAR is not required; however, if a Task Force/Strike (Resource) Team Leader does one, it is a good document that summarizes their effort on the incident.



Visual 4.41

OBJECTIVES REVIEW

Unit Enabling Objectives

- Identify information that should be gathered from time of dispatch to arrival at an incident.
- Identify what information should be gathered from an IAP.
- Identify the information disseminated in a Division/Group Breakout Meeting.
- Identify the information disseminated in an Assignment Briefing.
- Identify the information gathered for a post-operational debriefing.

Supplemental Materials

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Activity 4.1 – ICS Form 201

Activity 4.1—Unit 4

Purpose

The purpose of Activity 4.1 is to give students an opportunity to practice using an ICS Form 201: Incident Briefing. Students will review a scenario and capture current information on an ICS Form 201. One person from each group will then present their group's answers to the class for discussion. The instructor will discuss and provide feedback about the activity to ensure that students have identified and captured information correctly on the form.

Objectives

Students will:

- Review a scenario and gather information about the incident.
- Document the information on an ICS Form 201.

Activity Structure

This activity is scheduled to last approximately 1 hour, including small group discussion and presentation of group findings. Students will review the Mall Collapse scenario (below) and gather information about the incident. They will then document this information on an ICS Form 201 as one way to collect the information in an organized manner. One person from each group will then present their group's answers to the class for discussion.

Rules, Roles, and Responsibilities

Following are the specific activities / instructions for your participation in the activity:

1. Within your work group, select a group spokesperson.
2. Review the Mall Collapse scenario (below) and gather information about the incident.
3. Document information on an ICS Form 201.
 - a. Record the current situation at the Mall on your ICS Form 201 whether the conditions affect your Task Force/Strike (Resource) Team or not. A Division Supervisor has been assigned but he/she may not have a clear perspective of what is happening throughout the Mall Area.
 - b. Develop a set of questions that need to be answered in order to make your Task Force/Strike (Resource) Team most effective.
 - c. Survey the area to determine what conditions would influence the operation of your Task Force/Strike (Resource) Team.

- d. Formulate some basic objectives and tactical assignments to guide your Task Force/Strike (Resource) Team.
 - e. Identify some basic safety considerations to consider based on the current situation.
 - f. Determine what additional resources would need to be requested.
4. Present your findings to the class.

Activity 4.1 Schedule

| Activity | Duration | Participation Type |
|---|------------|--------------------|
| Activity Introduction and Overview | 5 minutes | Classroom |
| Review scenario and complete ICS Form 201 | 25 minutes | Large Group |
| Presentations/Debrief | 30 minutes | Classroom |

Refer to EL_984_ACT_4.1_ICS_Form_201.pdf

Activity 4.1 Scenario

INTRODUCTION:

This activity is based on a Mall Collapse and Fire caused from a major earthquake. The activity is based on a limited verbal briefing (face-to-face or radio) and the incident is in an early transitional state; the first operational period.

Your instructor will assign you into groups as the Leader of one of the following:

- Ambulance Strike Team Type 2 (5 Ambulances w/ Leader, 11 personnel total)
- Fire Engine Strike Team Type 2 (5 Engines w/ Leader, 16 personnel total)
- Task Force comprised of 2 Police Patrol Cars and 3 Fire Engines w/ Leader (14 personnel total)
- Law Enforcement Strike Team (may also be referred to as a Resource Team) Type 4 (11 Officers w/ Leader, 6 patrol cars)
- Heavy Equipment Task Force (2 Track Loaders, 3 Dump Trucks w/ Leader, 6 personnel total)
- Urban Search and Rescue Task Force (35 personnel w/ Leader for the current operational period, capable of staffing the next operational period also)
- Hazardous Materials Task Force (2 Hazmat Teams and 2 Type-1 engine companies with Leader, 23 personnel total)

Scenario

On September 6th, you are dispatched as a Strike (Resource) Team or Task Force to a nearby jurisdiction as part of the initial response. Preliminary news reports indicate that the earthquake registered at 6.6 and that reports of injuries, building collapses, possible looting, access issues and fires are starting to filter in.

You are told to report to the Incident Command Post at Central High School.

You arrive at the ICP and the Operations Section Chief, a local battalion chief, assigns your Strike (Resource) Team or Task Force to an outlying mall that has not been treated as a priority and scant information has been received on the status in that Division. The Operations Section Chief has assigned a Division Supervisor for the Division, but he/she has not evaluated the Mall area yet.

Mall Details

Occupancy: Discount Music Store
Tire Shop
Big Box Hardware
Gardening Supply
Bank (set away from other structures)
Fast Food (Fred's Burgers. Building)

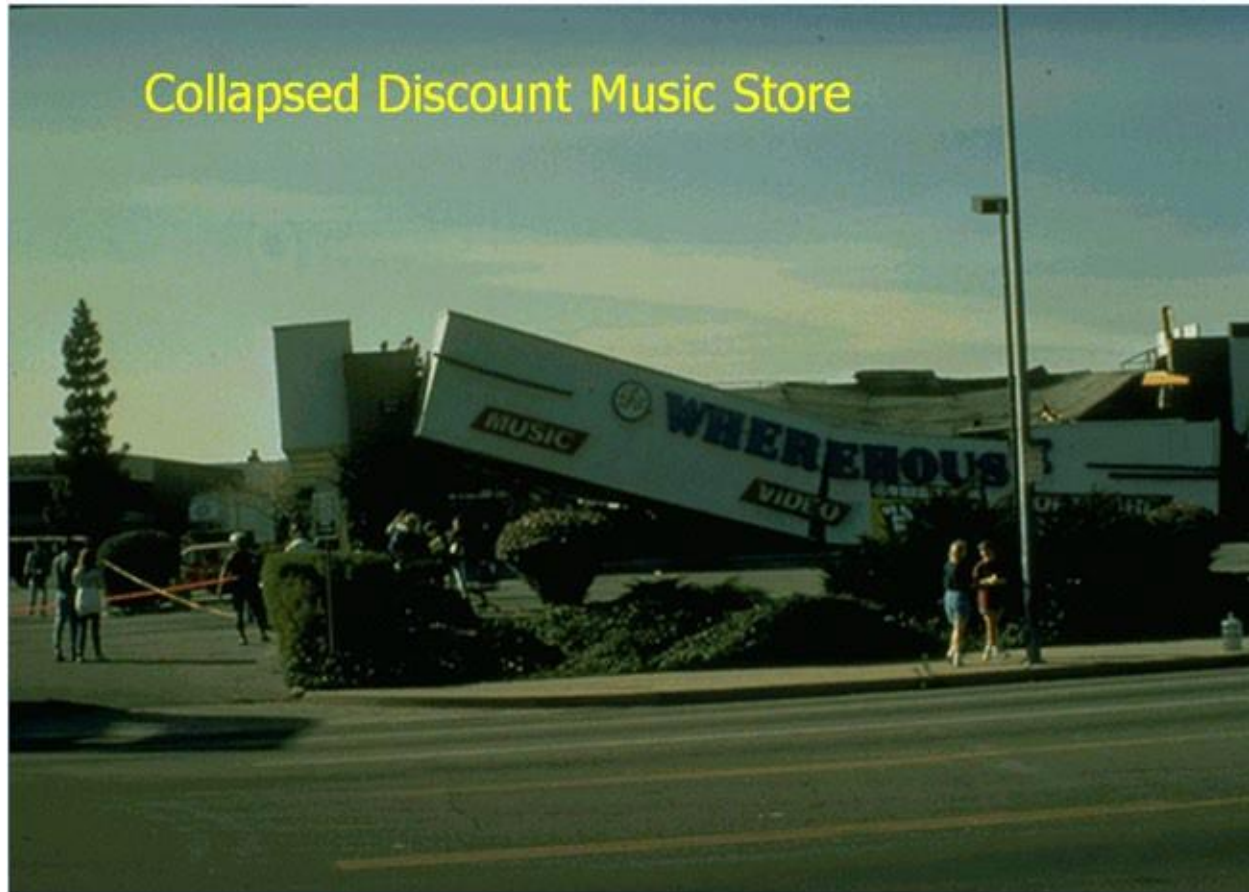
Date: September 6th Time: 1435 hours

Weather: Temp. 102 degrees, Wind West/ 13 MPH
Upon your arrival, you observe smoke showing from the tire shop.

Several bystanders and a security guard advise you that they have 1 fatality, an elderly woman that was trampled at the exit to the Discount Music Store when the crowd ran out of the building when the quake hit. Eight (8) additional injured persons are present in front of the store.

The interior shelving in the Discount Music Store has collapsed and no one has been able to make access for an interior search. Store employees report that some employees and customers are still in the building. The water supply is marginal and the sprinkler system in the building is damaged but operable.

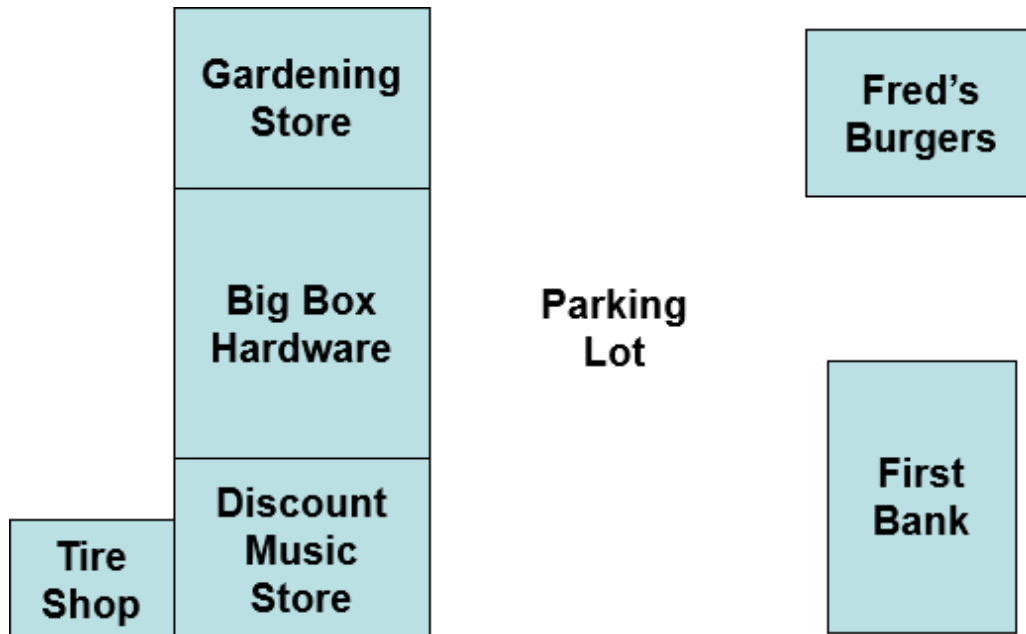
Additional resources requested have not arrived. Several reports from citizens indicate additional injuries and damage throughout the Mall, but a complete survey of the Mall area has not been completed.





Fire in Tire Shop

ICS Form 201 Exercise



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Activity 4.2 – Information Flow and Dissemination

Activity 4.2—Unit 4

Purpose

The purpose of Activity 4.2 is to give students an opportunity to review an IAP and identify the information pertinent to their operations as a TF/ST Leader. Students will review the Central City Civil Unrest IAP and answer questions about the IAP. The instructor will discuss and provide feedback for any pertinent elements to ensure that the students understand the answers and explanations for each of the questions.

Objectives

Students will:

- Review the Central City Civil Unrest IAP.
- Answer questions about the IAP.

Activity Structure

This activity is scheduled to last approximately 1 hour, including small group discussion and presentation of group findings. Students will review the Central City Civil Unrest IAP and answer questions about the IAP. One person from each group will then present their group's answers to the class for discussion.

Rules, Roles, and Responsibilities

Following are the specific activities / instructions for your participation in the activity:

1. Each group will be assigned one of the following:
 - a. Division A
 - b. Division B
 - c. Perimeter Group
 - d. Division L
 - e. Access Group
2. As a group, review the Central City Civil Unrest IAP.
3. Within your group, answer the activity questions about the IAP.
4. Select a spokesperson to present your group's findings to the class.

Refer to EL_984_ACT_4.2_ICS_Form_202.pdf

Refer to EL_984_ACT_4.2_ICS_Form_203.pdf

Refer to EL_984_ACT_4.2_ICS_Form_204_1_of_7.pdf

Refer to EL_984_ACT_4.2_ICS_Form_204_2_of_7.pdf

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Refer to EL_984_ACT_4.2_ICS_Form_204_7_of_7.pdf

Refer to EL_984_ACT_4.2_ICS_Form_205.pdf

Refer to EL_984_ACT_4.2_ICS_Form_206.pdf

Refer to EL_984_ACT_4.2_ICS_Form_208.pdf

Activity 4.2 Schedule

| Activity | Duration | Participation Type |
|--|------------|--------------------|
| Activity Introduction and Overview | 5 minutes | Classroom |
| Review the Central City Civil Unrest IAP /answer questions | 25 minutes | Large Group |
| Presentations/Debrief | 30 minutes | Classroom |

Activity 4.2 Questions

1. What are the incident objectives?
2. What is the weather forecast?
3. What is the reporting location?
4. What are my assigned resources?
5. What are my work assignments?

6. What are the safety ramifications of what I am asked to do, and are there mitigations I need to put in place?

7. What radio frequencies are assigned, both command and tactical?

8. What are the general safety issues incident-wide and specific to the Division or Group the TF/ST is assigned to?

9. What are the procedures that need to take place if there is an injury on my Division/Group?

10. Do my resources have any special logistical needs?

11. What are the Teams around me doing?

12. Any special expectations of me from the Division/Group Supervisor?

13. If there is any information I can't find in the IAP, how could I go about getting it?

14. Who do you call if a TV news team shows up on your jobsite?

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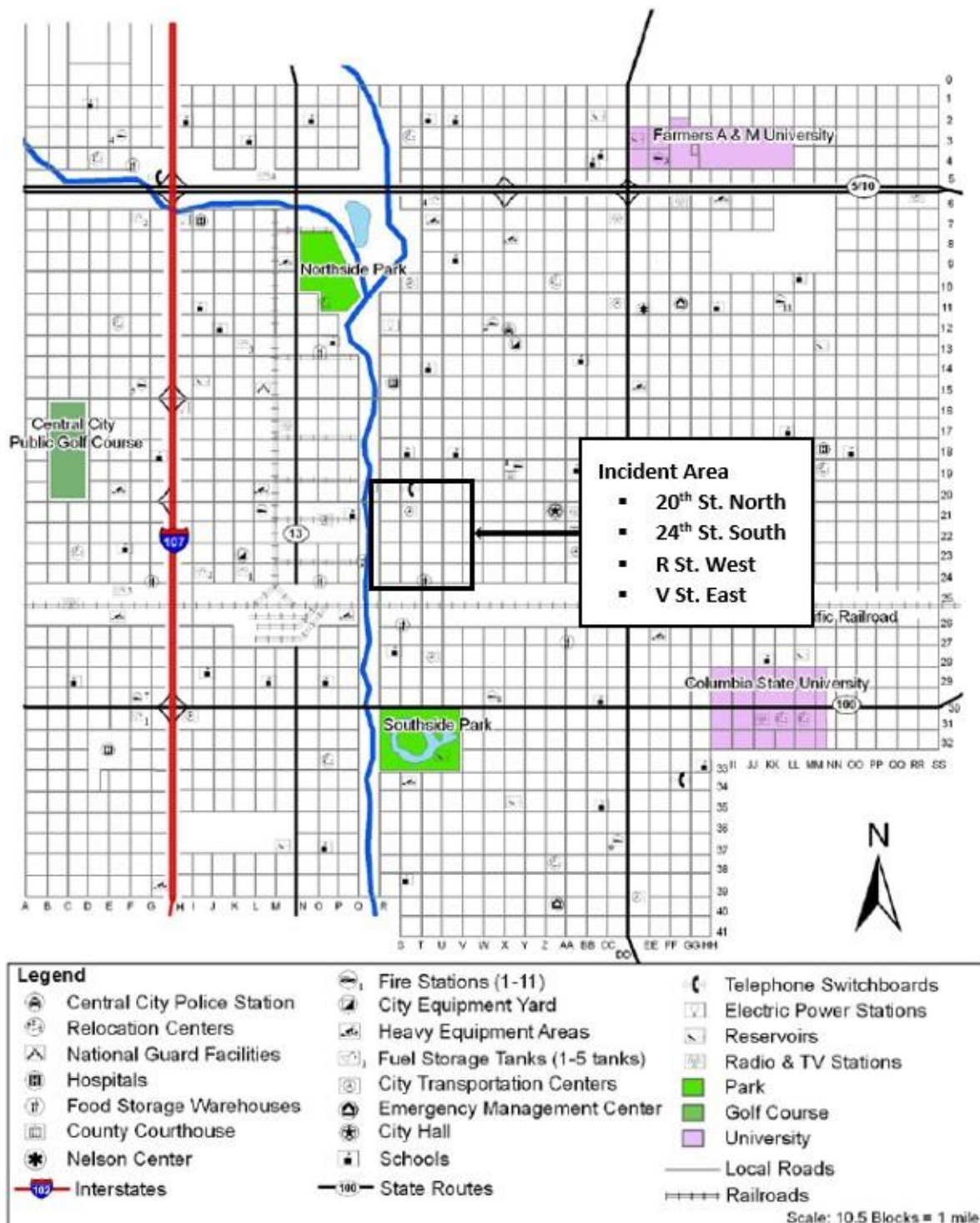
Use of Force

Officers shall use or allow to be used, only that amount of force reasonable and necessary to accomplish the mission. Authorization for use of force for "target specific" purposes will be dictated by Central City Police Department Use of Force Policy & Procedure. Squad, Team, and Platoon Leaders shall closely monitor the use of force by their members.

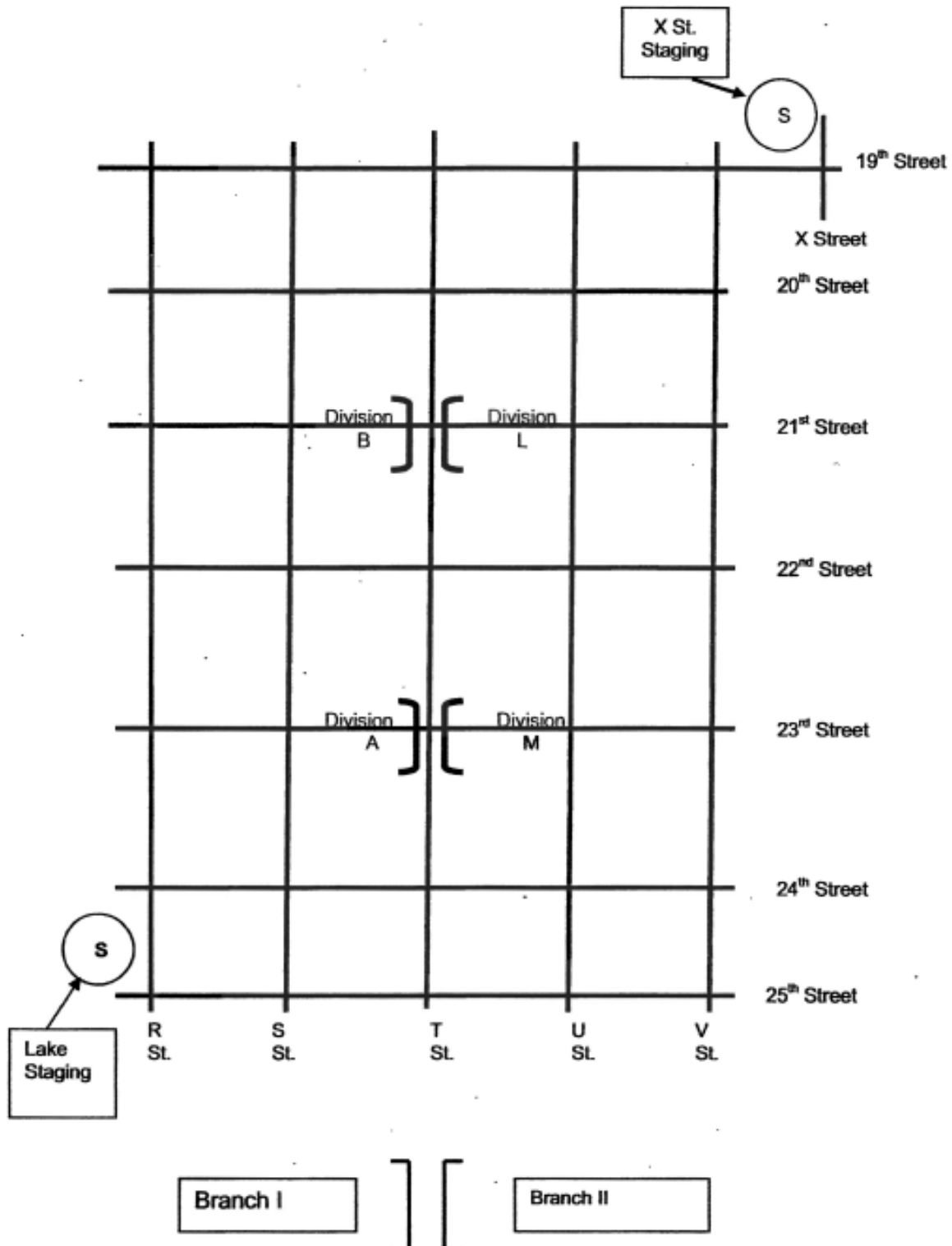
Prior to the deployment of any specialty weapons, the Incident Commander shall be contacted and provided with an update and assessment of the situation. The Incident Commander's authorization shall be required prior to deployment of special munitions. Once authorized by the Incident Commander, particular deployment of target specific specialty and chemical munitions (i.e. pepperball) by any Team shall require prior authorization by the Operations Section Chief. The deployment of non-target specific specialty munitions (i.e. stinger balls) shall require authorization by the Operations Section Chief. The deployment of chemical munitions for other than target specific purposes will require prior authorization from the Operations Section Chief who, if practicable, will first consult with the Incident Commander. A Technical Specialist shall be available to commanders for consultation with regard to the use of chemical or specialty munitions.

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Central City



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Activity 4.3 – Resource Briefing

Activity 4.3—Unit 4

Purpose

The purpose of Activity 4.3 is to give students an opportunity to conduct a simulated Resource Briefing. Students will utilize information from the Central City Civil Unrest IAP to practice planning and delivering the briefing.

Objectives

Students will:

- Demonstrate their ability to identify pertinent information in an IAP.
- Develop an agenda and talking points for a Resource Briefing.
- Deliver a Resource Briefing.

Activity Structure

This activity is scheduled to last approximately 1 hour, including small group discussion and presentation of group findings. Students will develop an agenda and talking points for their own Resource Briefing based on the Central City Civil Unrest IAP (from Activity 4.2). A spokesperson from the group will then deliver the briefing to the class.

Rules, Roles, and Responsibilities

Following are the specific activities/instructions for your participation in the activity:

1. The instructor will assign each group a Strike (Resource) Team or Task Force from the Central City Civil Unrest IAP (Activity 4.2).
2. Within your work group, select a group spokesperson to act as the Task Force/Strike (Resource) Team Leader.
3. Develop (as a group) an agenda and talking points for the Resource Briefing.
4. The spokesperson will then deliver the Resource Briefing to the class.

Activity 4.3 Schedule

| Activity | Duration | Participation Type |
|------------------------------------|------------|--------------------|
| Activity Introduction and Overview | 5 minutes | Classroom |
| Resource Briefing Preparation | 25 minutes | Small Groups |
| Presentations / Debrief / Review | 30 minutes | Classroom |

Handout 4-1: Demobilization Check-Out (ICS Form 221)

Refer to EL_984_HO_4-1_ICs_Form_221.pdf

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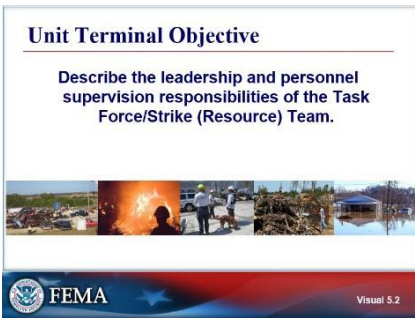
Unit 5: Leadership, Supervision, and Management

STUDENT MANUAL

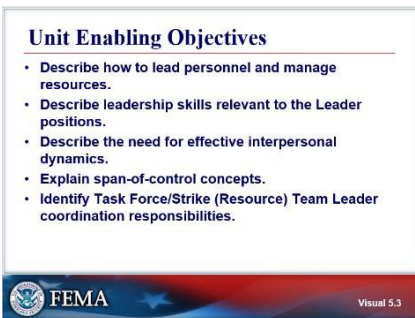
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Visual 5.1



Visual 5.2



Visual 5.3



Visual 5.4

UNIT 5: LEADERSHIP, SUPERVISION, AND MANAGEMENT

This unit covers leadership and management concepts such as effective team building, leadership skills, and span of control. It also provides information about the importance of building strong relationships with the various ICS positions and among other resources assigned.

UNIT TERMINAL OBJECTIVE

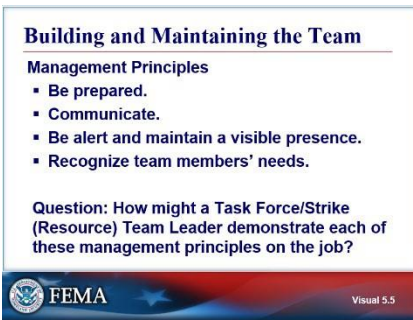
Describe the leadership and personnel supervision responsibilities of the Task Force/Strike (Resource) Team.

UNIT ENABLING OBJECTIVES

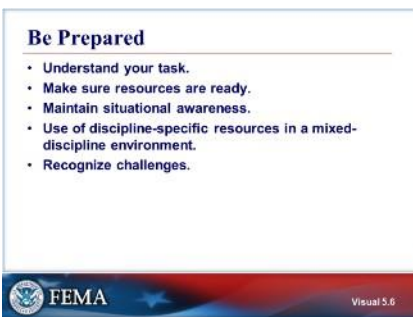
- Describe how to lead personnel and manage resources.
- Describe leadership skills relevant to the Task Force/Strike (Resource) Team Leader positions.
- Describe the need for effective interpersonal dynamics.
- Explain span-of-control concepts.
- Identify Task Force/Strike (Resource) Team Leader coordination responsibilities.

The Final Exam will be based on the Unit Enabling Objectives for Units 2-7.

LEADERSHIP PRINCIPLES



Visual 5.5



Visual 5.6

BUILDING AND MAINTAINING THE TEAM

Building and maintaining an effective team requires both skill and effort. As a Task Force/Strike (Resource) Team Leader, you must:

- Be prepared at all times.
- Communicate effectively and often.
- Be alert and maintain a visible presence during the operational period and off-duty.
- Recognize team members' needs.

BE PREPARED

As a Task Force/Strike (Resource) Team Leader, you need to be ready to quickly put your team to work. This means that you must clearly understand your task and be sure that all of your resources (both people and equipment) are prepared and ready to go to work.

It also means that you must maintain situational awareness at all times and be ready to change course if situational needs and requirements change.

Task Forces are more challenging to manage than a Strike (Resource) Team. Mixed discipline Task Forces are even more difficult to manage than one comprised of a single discipline. The Task Force Leader must be technically competent for the mission and tactical assignment.



Visual 5.7

COMMUNICATE

As a Task Force/Strike (Resource) Team Leader, you must be able to communicate effectively both up and down the chain of command. You are the linchpin that ensures all members of your team understand and are able to perform their duties and that your co-workers and supervisors are continuously apprised of any information you have that could have an impact on the mission.

Additionally, you must ensure that your subordinate units provide feedback to you on a regular basis to ensure situational awareness and status and progress reports.

Effective communication is a two-way process. If the person you are communicating with does not understand, there is no communication.



Visual 5.8

BE ALERT AND MAINTAIN A VISIBLE PRESENCE

The Task Force/Strike (Resource) Team Leader is a tactical supervisor and he/she should be close proximity to their respective units. Task Force/Strike (Resource) Team units should work on the same tactical assignments and be close enough for the Leader to monitor and supervise them.

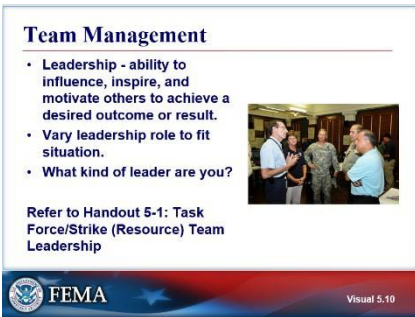
On occasion, units will separate from the Task Force/Strike (Resource) Team, (e.g. an ALS unit transporting patients to the hospital) but they should re-join the Task Force/Strike (Resource) Team as soon as possible.



Visual 5.9

RECOGNIZE TEAM MEMBERS' NEEDS

The Task Force/Strike (Resource) Team Leader is responsible for his/her personnel even when off shift. This includes addressing their needs as well as their behavior. Our TF/ST members are professionals and they need to act this way during the entire assignment.



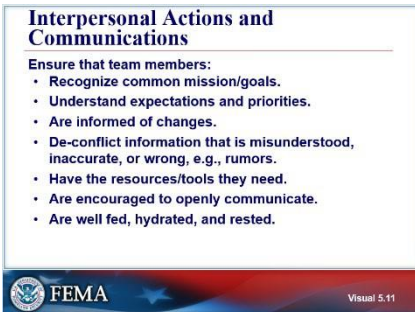
Visual 5.10

TEAM MANAGEMENT

Leadership is the ability to influence, inspire, and motivate others to achieve a desired outcome or result. Leadership is “half science and half art.” You must adapt/adjust your leadership skill and techniques based on the people involved and the specific situation you encounter. Your ability to provide leadership to your Strike (Resource) Team or Task Force personnel is based on applying the appropriate skills, qualities, and attributes at the proper time and in the proper amount.

As a Task Force/Strike (Resource) Team leader, you may be leading and supervising personnel that you do not know and have never worked with before. Additionally, you will be working under challenging and demanding conditions and possibly in an unfamiliar environment and location. This requires the Task Force/Strike (Resource) Team Force leader to exhibit strong leadership skills and adapt to different situations they may encounter.

Refer to Handout 5-1 Task Force/Strike (Resource) Team Leadership.

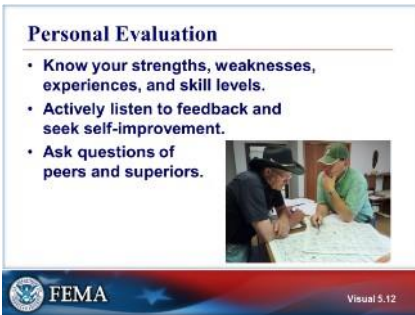


Visual 5.11

INTERPERSONAL ACTIONS AND COMMUNICATIONS

Responders frequently operate in a very high-stress environment, a fact that often makes response personnel vulnerable to physical and emotional exhaustion. It is important for a Task Force/Strike (Resource) Team Leaders to recognize signs of stress and to understand the environment their team members work in. When Task Force/Strike (Resource) Team Leaders recognize signs of stress or tension within the team, they can take steps to alter or eliminate those factors.

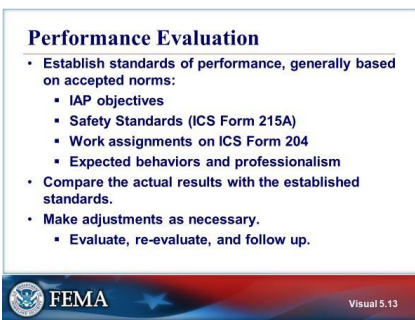
There are a number of different personality types in this field. This can sometimes cause difficulties when trying to create a unified team. Getting people to work together is a necessity; everyone needs to be mission focused. As long as you can communicate that common goal, you will be able to get the team moving in the same direction.



Visual 5.12

PERSONAL EVALUATION

It is important for the Task Force/Strike (Resource) Team Leader to pay attention to personal capabilities and limitations as well as interpersonal ones, and continually seek to improve their performance.



Visual 5.13

PERFORMANCE EVALUATION

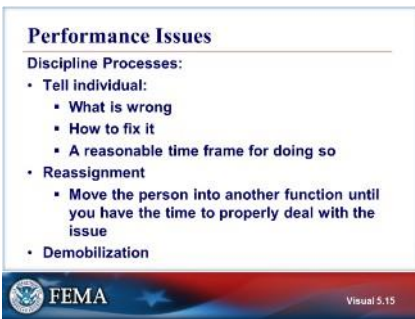


Visual 5.14

RECOGNIZE ACCOMPLISHMENTS

It is important for the Task Force/Strike (Resource) Team Leader to acknowledge individual and team accomplishments.

Recognize individual and team accomplishments, and reward them appropriately.

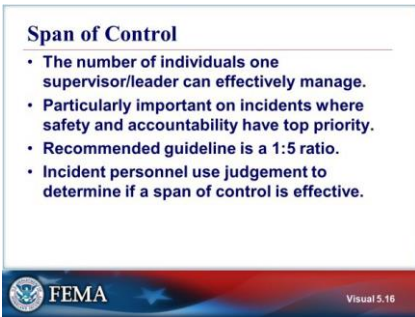


Visual 5.15

PERFORMANCE ISSUES

Discipline Processes:

- Communicate:
 - Clearly explain the standards or expected performance and the deficiencies.
 - Provide coaching/mentoring, and direction or suggestions for improving performance (e.g., retraining).
 - Provide a reasonable time frame for doing so.
- Reassignment.
 - If the performance does not improve, consider moving the person into another function until you have the time to properly deal with the issue.
- Demobilization.
 - If the individual or unit cannot meet the performance standards or expectations after previous attempts to correct the issues, they should be demobilized from the incident.



Visual 5.16

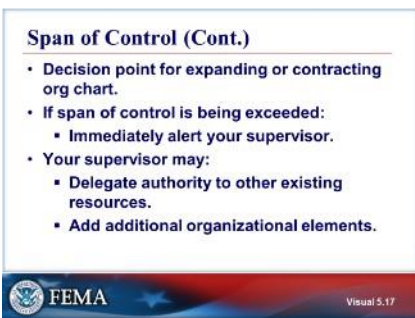
SPAN OF CONTROL

Span of control refers to the number of individuals one supervisor can effectively manage. Maintaining an effective span of control is particularly important on incidents where there is a high degree of risk for responders.

According to NIMS, the optimal span of control for incident management is one supervisor to five subordinates; however, effective incident management frequently necessitates significantly different ratios. The 1:5 ratio is a guideline, and incident personnel use their best judgment to determine the actual distribution of subordinates to supervisors for a given incident or EOC activation.

- Span of control is impacted by the hazards and threats, level of risk, scope and complexity of the incident.
- It is also impacted by the role and type of work involved. As an example, the span of control for traffic control points at an outer perimeter may be higher than an inner perimeter with hostile activities.

The 1:5 ratio is a guideline for establishing span of control. Incident scope and complexity, the activities being supervised and the experience level of leaders all play a role in determining an effective span of control.



Visual 5.17

SPAN OF CONTROL (CONT.)

Span of control is the decision point for expanding or contracting the organizational chart. If span of control is being exceeded, you should immediately alert your supervisor. This is not necessarily at the point when you exceed the 1:5 guideline; it is when the span of control in place is becoming less manageable. If you notice excessive units assigned on the ICS Form 204 IAP, notify your supervisor during the Division/Group breakout meeting and have it addressed before beginning the operational period.

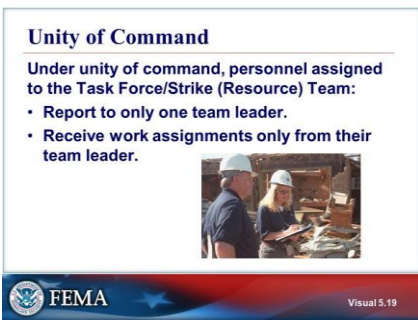


Visual 5.18

ACTIVITY 5.1: IDENTIFY AND RESPOND TO SPAN OF CONTROL ISSUES

The instructor will explain Activity 5.1.

You will have 45 minutes to complete the activity.

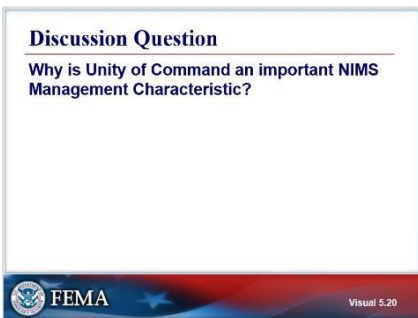


Visual 5.19

UNITY OF COMMAND

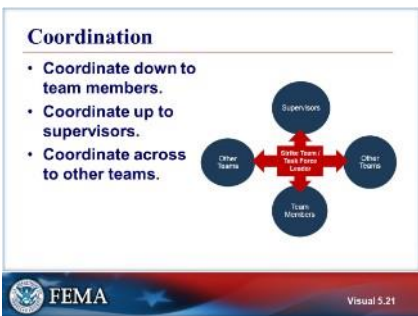
Under Unity of Command, personnel assigned to the Task Force/Strike (Resource) Team:

- Report to only one team leader.
- Receive work assignments only from their team leader.



Visual 5.20

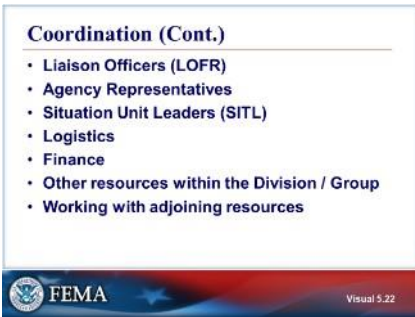
DISCUSSION QUESTION



Visual 5.21

COORDINATION

A Task Force/Strike (Resource) Team Leader has responsibility to coordinate down to team members, up to supervisors, and also across to other Strike (Resource) Teams and Task Forces or single resources.



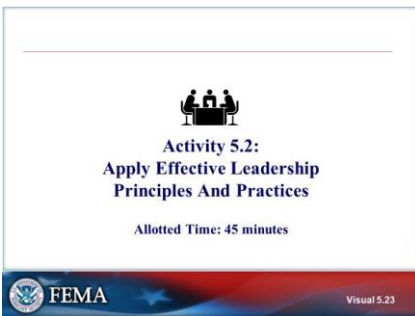
Visual 5.22

COORDINATION (CONT.)

During the course of an incident, you will coordinate closely not only with the members of your team, but with the members of other teams as well. This might include interaction with any or all of the following positions:

- Liaison Officers (LOFR) - If the Task Force/Strike (Resource) Team is made up of resources from multiple agencies.
 - Provide agency-specific operating procedures and any limitations, e.g., use of force, medical protocols, etc.
 - Clarify/monitor work/rest requirements.
 - Payroll reporting requirements.
 - Contractual considerations, e.g., 24-hour "portal-to-portal" pay, lodging in hotels, etc.
- Agency Representatives
 - Will address your agencies or members issues with incident officials.
- Situation Unit Leaders (SITL)
 - Mapping updates.
 - Weather observations.
 - Identifying problem areas, access issues, drop points, etc.
 - Often debriefs the Task Force/Strike (Resource) Team Leader.
- Geographic Information Systems (GIS)
 - Provides current GIS data and maps as needed.
- Logistics Section
 - Facilities Unit
 - Ensures there are adequate places to sleep.
 - Medical Unit
 - May assist team members who are injured or become ill or need prescriptions.
 - Food Unit

- Providing information about the number and quality of meals.
- Advising when a Task Force/Strike (Resource) Team may be late in returning to the Base and requesting them to hold meals.
- Ground Support Unit
 - Vehicle inspections, repairs and fueling; transportation, could even be provision of vehicles as needed.
- Communications Unit
 - Radio supply, radio cloning, radio repairs, batteries, GPS, satellite phones.
- Supply Unit
 - Supplies equipment as needed.
 - Provides supplies, such as bottled water, gloves, batteries, small tools etc.
- Finance
 - Ensures resources get adequate rest by identifying excess work hours.
 - Processes pay records.
 - Handles workers compensation issues.
- Other resources within the Division or Group, or adjoining Divisions/Groups, as appropriate.

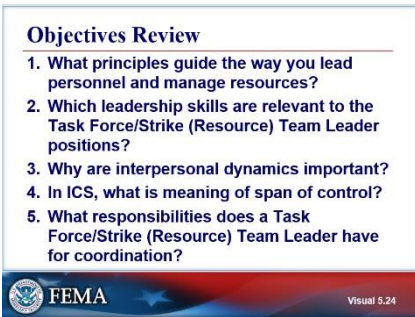


Visual 5.23

ACTIVITY 5.2: APPLY EFFECTIVE LEADERSHIP PRINCIPLES AND PRACTICES

The instructor will explain Activity 5.2.

You will have 45 minutes to complete the activity.



Visual 5.24

OBJECTIVES REVIEW

Unit Enabling Objectives

- Describe how to lead personnel and manage resources.
- Describe leadership skills relevant to the Task Force/Strike (Resource) Team Leader positions.
- Describe the need for effective interpersonal dynamics.
- Explain span-of-control concepts.
- Identify Task Force/Strike (Resource) Team Leader coordination responsibilities.

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Supplemental Materials

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Handout 5-1: Task Force/Strike (Resource) Team Leadership

Leadership is the ability to influence, inspire, and motivate others to achieve a desired outcome or result. Leadership is “half science and half art.” You must adapt/adjust your leadership style and techniques based on the people involved and the specific situation you encounter. Your ability to provide leadership to your Division or Group personnel is based on applying the following skills, qualities, and attributes at the proper time and in the proper amount:

- Develop and clearly articulate your expectations (performance, behavior, etc.) for the Division/Group.
- Establish, and maintain a culture within the Division/Group that reflects the team’s core values, priorities, interpersonal relationships, teamwork, ethics, respect for others and their opinions, and operational discipline and safety.
- Encourage “shared leadership” at all levels within your Division/Group.
- Interact with your Task Force/Strike (Resource) Team leaders, crew bosses/leaders, single resource bosses, etc. on a regular basis. Encourage participation and communications - be open to suggestions, feedback, and dissenting opinions. Avoid “group think” and encourage “crew resource management.”
- Demonstrate passion and commitment for your mission.
- Inspire, positively influence, and motivate others.
- Coach, mentor, and develop your personnel.
- Delegate, empower and trust your personnel (trust but verify), but monitor/verify and support their efforts.
- Embrace and “live” the team’s core values...set the example
- Develop strong working relationships with your Division/Group personnel, branch director, Operations Section Chief, Safety Officer, etc.
- Be approachable, listen with understanding, and communicate openly and honestly.
- Develop trust with subordinates, team members/co-workers.
- Communicate often to maintain situational awareness and a shared situational picture for all Division/Group members.
- Maintain strong moral and ethical standards. “Character matters 24/7” for personal and professional integrity. Do the “right thing.”

- Demonstrate a “command presence” (professional, competent, confident, calming, organized) at all times. Know when it is appropriate to be highly visible and have a strong presence and when it is more appropriate to be humble and discreet.
- Be understanding, empathetic, and supportive.
- Never exhibit hubris or be condescending to your Division/Group personnel, team members or others.
- Be flexible and adapt to changing environments. Demonstrate “adaptive leadership” based on the environmental factors and challenges, (e.g. current situation, public perception and expectations, crew make-up, performance or behavior personnel challenges, media attention, etc.) involved. During complex incidents and decisions, there are many more “shades of grey” than absolute black and white answers/solutions.
- Work collaboratively and develop consensus solutions with others.
- Know when to take warranted and calculated risks when necessary and appropriate and when to be cautious and protect your personnel from unsafe conditions and inappropriate risks.
- Be decisive and make decisions after evaluating all relevant factors.

Remember, we LEAD people and manage things

Activity 5.1: Identify and Respond to Span-Of-Control Issues

Unit 5: Activity 5.1 - Identify and Respond to Span-Of-Control Issues

Purpose

The purpose of Activity 5.1 is to give students the opportunity to evaluate an ICS Form 204 and identify span-of-control issues. Students will receive ICS Form 204's that contain spans of control that are unmanageable. The students will identify the issues, prepare solutions, and report these solutions to their Division Supervisor (the instructor). Students will create solutions that can be implemented in the current operational period.

Objectives

Students will:

- Review ICS Form 204's and collect important information.
- Identify span-of-control issues in an ICS Form 204.
- Prepare solutions to specific span-of-control issues.
- Report span-of-control issues and solutions to a Division Supervisor (the instructor).

Activity Structure

This activity is scheduled to last approximately 30 minutes, including small group discussion and presentation of group findings. Each group will be assigned an ICS Form 204 that contains some degree of span-of-control encroachment. Groups will identify the span-of-control issue and devise solutions to establish a more effective span of control on the particular incident. Groups will then report their solutions to their Division Supervisor (the instructor).

Rules, Roles, and Responsibilities

Following are the specific activities/instructions for your participation in the activity:

1. Instructors will assign groups to review one of the following five ICS Form 204's (204's are located behind this sheet):
 - a. Murray
 - b. Coastal Oil Spill
 - c. Riot
 - d. Big Fire
 - e. Halderon Building
2. Within your work group, select a group spokesperson.

3. Review the ICS Form 204 and identify the span-of-control issue. Write the issue on easel pad paper.
4. Devise a solution to the span-of-control issue that can be implemented in the current operational period. Record the solution on easel pad paper as well.
5. Present your findings and solutions to your supervisor (your instructor).

Activity 5.1 Schedule

| Activity | Duration | Participation Type |
|------------------------------------|------------|---------------------------|
| Activity Introduction and Overview | 2 minutes | Classroom |
| Discussion/Documentation | 30 minutes | Small Groups |
| Debrief/Review | 15 minutes | Instructor / Classroom |

Refer to EL_984_ACT_5.1_ICS_Form_204_1_of_5.pdf

Refer to EL_984_ACT_5.1_ICS_Form_204_2_of_5.pdf

Refer to EL_984_ACT_5.1_ICS_Form_204_3_of_5.pdf

Refer to EL_984_ACT_5.1_ICS_Form_204_4_of_5.pdf

Refer to EL_984_ACT_5.1_ICS_Form_204_5_of_5.pdf

Activity 5.2: Apply Effective Leadership Principles and Practices

Unit 5: Activity 5.2 - Apply Effective Leadership Principles and Practices

Purpose

The purpose of Activity 5.2 is to give students the opportunity to apply their knowledge of effective leadership, supervisory, and management principles and practices to several real-world scenarios. Students will work together in small groups to identify the management issue in each scenario and document their proposed solution. One person from each group will then present their group's answers to the class for discussion.

Objectives

Students will:

- Review two of the five scenarios.
 - Identify the management issues presented.
 - If appropriate, identify the personnel with whom they should communicate or coordinate.
 - Identify and document their proposed solutions for the issues.
- Present their answers to the class for discussion.

Activity Structure

Activity 5.2 is scheduled to last approximately 45 minutes, including small group discussion and presentation of group findings. Each group will review two of the five scenarios. As a group, students will identify the leadership, supervisory, or management issue presented in each of the scenarios, identify (if appropriate) the personnel with whom they should communicate or coordinate when dealing with each issue, and identify and document a proposed solution for each issue. Groups will then report their solutions to the class.

Rules, Roles, and Responsibilities

Following are the specific activities/instructions for your participation in the activity:

1. Review two of the five scenarios.
2. Within your work group, select a group spokesperson.

3. For each scenario:
- Identify the leadership, supervisory, or management issue. Write the issue on easel pad paper.
 - Identify (if appropriate) the personnel with whom you would communicate or coordinate when dealing with each issue. Record this information on easel pad paper as well.
 - Identify and document a proposed solution. Record the solution on easel pad paper as well.

Activity 5.2 Schedule

| Activity | Duration | Participation Type |
|-------------------------------------|------------|--------------------|
| Activity Introduction and Overview | 5 minutes | Classroom |
| Review scenarios / Document answers | 20 minutes | Small Groups |
| Presentations / Discussion | 20 minutes | Classroom |

Activity 5.2 Scenarios

Scenario #1

You are the Task Force Leader for a team that includes seven resources. You and your team have been working 10-hour shifts for the last four days. The Division Supervisor has just notified you that another Task Force Leader is ill and has been hospitalized.

The Division/Group Supervisor has asked you to take over as Task Force Leader for this second team in addition to your current team.

What should you do?

Scenario #2

You are the Task Force Leader on an incident and have been working with the same team members for over two weeks. All members of the team were initially performing well; lately, however, you notice that Jim, a team member whose attitude is normally very upbeat and positive, has begun to exhibit personality and work performance changes that are of concern to you.

You spoke with Jim yesterday, and he repeatedly told you that, “nothing was wrong”. However, he is late for work again today.

What should you do? If he won’t talk, what are your options?

Scenario #3

You and your team have just arrived at the incident site. You are prepared to check your team in but are told that the person you need to see is not available now. You are told that someone will brief you about the incident and your assignment later tonight.

You and your team have spent the entire day traveling to the site and are tired and hungry. You learn that sleeping arrangements for your team have not been finalized but are told where you should go to get something to eat. As you and your team head off to get some dinner, you consider how you should deal with this situation.

What should you do? Who do you need to contact?

Scenario #4

You are the newly assigned Task Force Leader of a Task Force that has been operating for five operational periods. The Task Force is providing water to engine companies operating at structural fires in an area flooded by a major hurricane. The Task Force consists of 5 water tenders, 1 type 2 engine, and 1 support vehicle serving as a transport for firefighters supporting interior operations. The support vehicle has 3 riding positions. There are 6 firefighters and 1 officer on the support vehicle.

What should you do?

Scenario #5

You are the Strike Team Leader of law enforcement Strike Team (can also be called a Resource Team). Two of your officers who have served efficiently for numerous periods have recently been making derogatory remarks regarding the impacted civilians in the area. This behavior started yesterday following five successful operational periods and is increasing.

What should you do? Who can you contact?

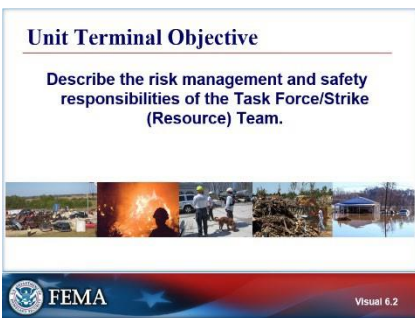
Unit 6: Risk Management and Safety

STUDENT MANUAL

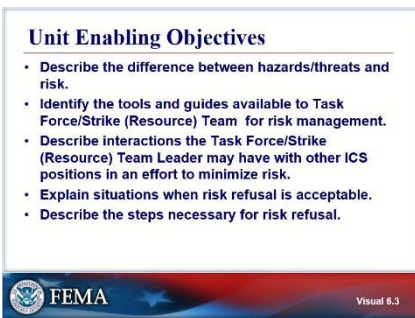
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Visual 6.1



Visual 6.2



Visual 6.3

UNIT 6: RISK MANAGEMENT AND SAFETY

The unit outlines the terms related to risk management, pre-emergency risk management techniques, and how the Task Force/Strike Team Leader can demonstrate a personal commitment to safety.

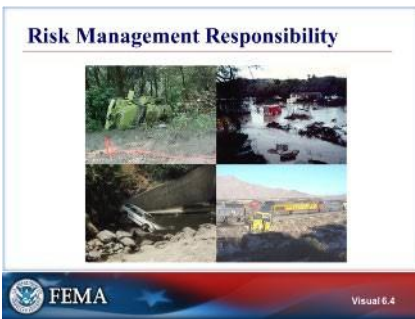
UNIT TERMINAL OBJECTIVE

Describe the risk management and safety responsibilities of the Task Force/Strike (Resource) Team Leader.

UNIT ENABLING OBJECTIVES

- Describe the difference between hazards/threats and risk.
- Identify the tools and guides available to Task Force/Strike (Resource) Team Leaders for risk management.
- Describe interactions the Task Force/Strike (Resource) Team Leader may have with other ICS positions in an effort to minimize risk.
- Explain situations when risk refusal is acceptable.
- Describe the steps necessary for risk refusal.

The Final Exam questions are based on the Unit Enabling Objectives.

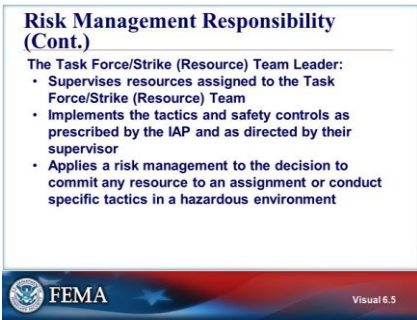


Visual 6.4

RISK MANAGEMENT RESPONSIBILITY

Ultimate responsibility for the safe conduct of incident management rests with the Incident Commander or Unified Command and supervisors at all levels. As a Task Force/Strike (Resource) Team Leader, your primary responsibility is to ensure that everyone who showed up to work leaves in the same shape they arrived in.

To be effective, the Task Force/Strike (Resource) Team Leader must have a strong personal commitment to safety and hazard mitigation. Attention to established safety guidelines such as watch out situations, Lookouts, Communications, Escape Routes, Safety Zones (LCES), common denominators or contributing factors, OSHA regulations, agency Standard Operating Guidelines (SOGs), agency policies and industry standards is essential.



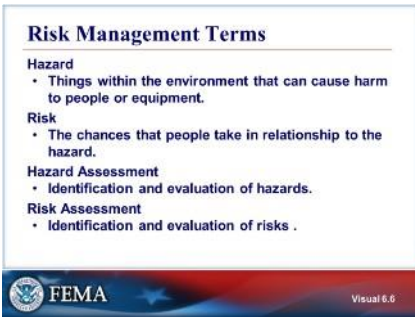
Visual 6.5

RISK MANAGEMENT RESPONSIBILITY (CONT.)

As a Task Force/Strike (Resource) Team Leader, you are responsible for supervising personnel and equipment assigned to the Strike (Resource) Team or Task Force.

Implement the tactics as prescribed by the IAP and as directed by your supervisor (e.g., Incident Commander (IC), Operations Section Chief (OSC), Division/Group Supervisor (DIVS), etc.). Specific safety information in the IAP is contained on the ICS Form 204 Assignment List and other safety information is provided on the ICS Form 202 Incident Objectives and ICS Form 208 Safety Message Plan. Part of the implementation of tactics means a risk management process must be applied to the decision to commit any resource to an assignment or utilize a specific tactic in a hazardous environment.

The Safety Officer works closely with the Operations Section Chief to identify potential hazards in the specific work areas and then implement mitigations, (e.g., PPE, lighting, spotters, PFDs, etc.) to reduce the risk to an acceptable level. The mitigations measures developed as a result of the process directly affect the activities of the Task Force/Strike (Resource) Team Leader. However, it is important to remember that the plan was developed 12 to 24-hours before the IAP is implemented. As such, incident or environmental conditions may have changed during that period. A risk management process cannot truly be planned and implemented until you see the work site and associated emergency environment.



Visual 6.6

RISK MANAGEMENT TERMS

A Hazard is something potentially dangerous or harmful, often the root cause of an unwanted outcome. Common classifications of hazards are:

- Natural hazards, which result from acts of nature, such as hurricanes, earthquakes, tornadoes, animal disease outbreak, pandemics, or epidemics.
- Technological hazards, which result from accidents or the failures of systems and structures, such as hazardous materials spills or dam failures.
- Human-caused incidents, which result from the intentional actions of an adversary, such as a threatened or actual chemical attack, biological attack, or cyber incident.

Hazards refer to things within the environment that can cause harm to people or equipment.

- Hazards are things; they may or may not be modified.
- Hazards are the source of danger.

Risk refers to the chances that people take in relationship to a hazard.

- Risks result from human actions that can be changed to either reduce or increase the risk.
- Risk represents the probability of harm, loss, or injury.

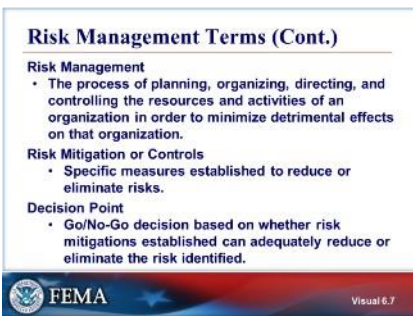
Hazard Assessment refers to the identification and evaluation of hazards. As an example, during flash flood conditions, the hazards may include: swift moving water, floating debris, damaged utilities, unstable roads and buildings, hazardous materials, sewage, etc.

Risk Assessment refers to the identification and evaluation of risks. Using the example of the flash flood, if the responders stay well away from the water, the risk is minimal. However; if they have to engage in rescue operations, they can reduce the risk if they are properly

trained and equipped, wearing PFDs, utilizing downstream safety systems, etc.

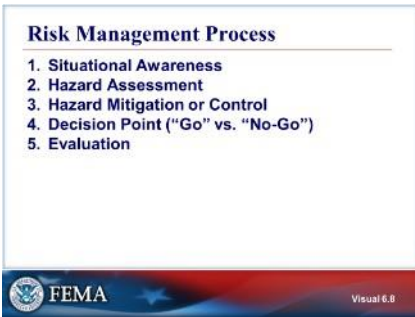
When a hazard or risk is identified, measures must be implemented to reduce or eliminate the hazard or risk by:

- Identifying the severity of the hazard.
- Evaluating their severity of the risk.
- Exercising good judgment.



Visual 6.7

RISK MANAGEMENT TERMS (CONT.)

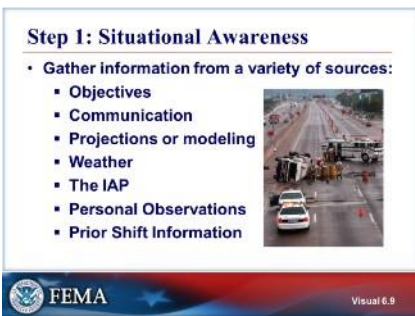


Visual 6.8

RISK MANAGEMENT PROCESS

There are five steps in the Risk Management Process. Each step has actions.

1. Situational Awareness
 - Gather information
2. Hazard Assessment
 - Determine what safety hazards exist
 - Consider severity versus probability
3. Hazard Mitigation or Control
 - Determine what controls are necessary to eliminate or reduce risk to an acceptable level.
4. Decision Point ("Go" vs. "No-Go")
 - Determine whether controls are in place for identified hazards.
5. Evaluation
 - On-going and continuous process
 - Determine if safety controls, strategies, and tactics are working

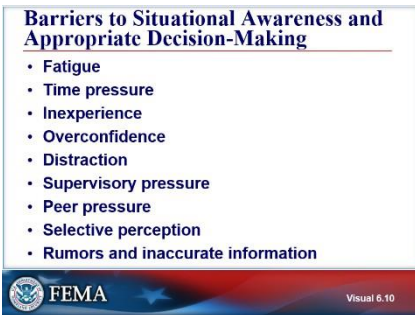


Visual 6.9

STEP 1: SITUATIONAL AWARENESS

Effective risk management requires being aware of the hazards and risks in your working environment. You should always take time to gather situational awareness.

Situational Awareness: Determine the incident type, hazards, status, e.g. stable or escalating, resources available, strategy and tactics, etc. There must be a shared situational picture between the OSC, DIVS, TF/ST Leader and the assigned units.

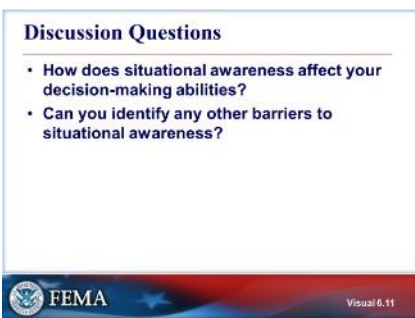


Visual 6.10

BARRIERS TO SITUATIONAL AWARENESS AND APPROPRIATE DECISION-MAKING

Without a clear perception of the current situation, your efforts to manage risk, your personal safety and the safety of your personnel may be severely compromised or misdirected.

Barriers can interfere with accurate information gathering and distort the perception of the current situation. These barriers can also adversely influence appropriate decision-making.



Visual 6.11

DISCUSSION QUESTIONS

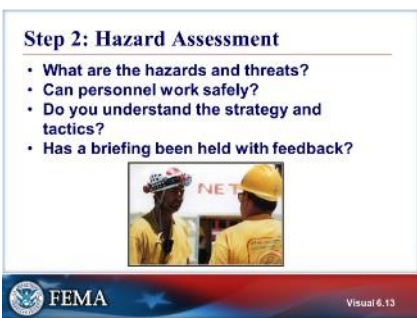


Visual 6.12

HAZARDOUS ATTITUDES THAT IMPACT APPROPRIATE DECISION MAKING

Hazardous attitudes affect your decision-making process and can especially impact your ability to mitigate risk.

- Anti-authority: Disregards procedures and directions
- Impulsive: Acts without adequate situational awareness
- Invulnerable: Does not think about the worst-case scenario
- Macho: Overconfident, takes on difficult tasks for admiration
- Resignation: Lets events occur without taking actions
- Failure to engage or solicit input from co-workers and subordinates: Failure to use "Crew Resource Management" principles.
- Not seeing the big picture: Can add to the tunnel vision acquired during stress of the incident and you will not be aware of the Hazards/Risk that you are challenged with.



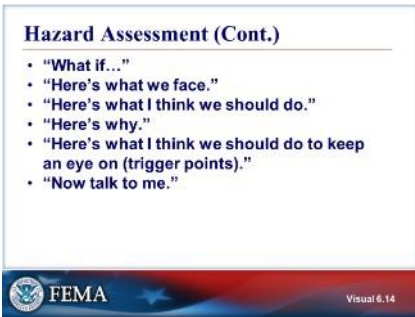
Visual 6.13

STEP 2: HAZARD ASSESSMENT

There are several questions you should consider to ensure effective risk management.

- What are the hazards and threats associated with the incident?
- Can the personnel assigned to you work safely?
 - How will you know they are working safely?
- Do you understand the strategy and tactics?
- Has a briefing been held with feedback?

Feedback implies the TF/ST Leader is soliciting input from his/her personnel. This is a form of "crew resource management" where co-workers and subordinates are encouraged to share information, observations, insight, etc., regarding the hazards/threats.

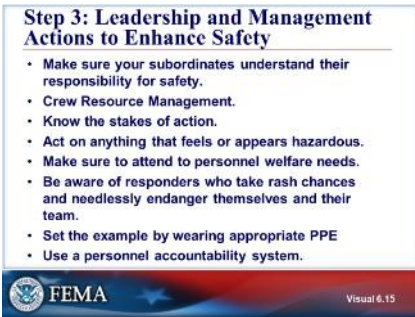


Visual 6.14

HAZARD ASSESSMENT (CONT.)

The following key questions the Task Force/Strike (Resource) Team Leader should consider to ensure effective risk management:

- Discuss the "what if's" to maintain alertness
- Include the following in their situational transition briefings:
 - "Here's what we face."
 - "Here's what I think we should do."
 - "Here's why."
 - "Here's what I think we should keep an eye on" (e.g., trigger points to cease or modify tactical operations).'
 - "Now talk to me." Feedback and Crew Resource Management concept.



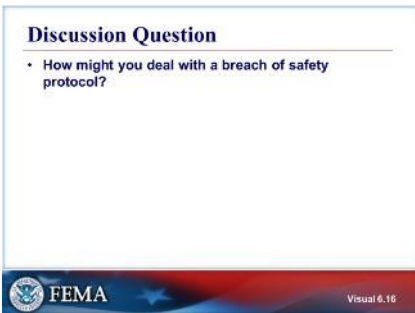
Visual 6.15

STEP 3: LEADERSHIP AND MANAGEMENT ACTIONS TO ENHANCE SAFETY

When planning for the safety of your team, you should:

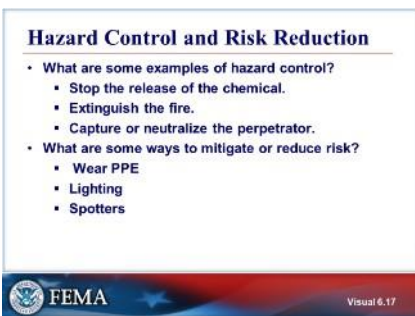
- Make sure your subordinates understand their individual and crew responsibility for safety. Do more than repeatedly say, "Be safe out there." Responders at briefings may tune this message out.
- Crew Resource Management - Listen actively. Take your subordinates' comments and feedback seriously. Take immediate action to address safety concerns from incident personnel.
- Understand the consequences of your actions or inactions. Do not endanger your life or the lives of others unless the benefits and values at risk warrant it.
- Act on anything that feels or appears hazardous. The law will protect your decisions, even in the absence of supporting regulations, if your decisions are similar to the way a prudent, responsible person would act in the same situation.
- Make sure to attend to personnel welfare needs. If people are tired, hungry, angry, frustrated, or psychologically shaken, they will be more likely to make rash decisions. Make sure everyone on your team had adequate:
 - Food
 - Liquids
 - Rest
 - Critical incident stress debriefing
 - Rehabilitation
- Be aware of responders who take unnecessary or inappropriate chances and needlessly endanger themselves and their team. Coach, counsel, and discipline them, monitor their activities, and demobilize them if behavior does not change.
- Set the example by wearing appropriate PPE correctly.

- Use a personnel accountability system. Being able to account for the location of each team member at an emergency incident is imperative in the event a problem develops that requires the tracking of all personnel on scene. Remind students that while their actions will not eliminate risk, they can reduce the likelihood of its occurrence or mitigate its severity.



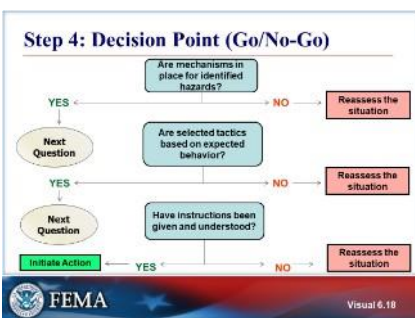
Visual 6.16

DISCUSSION QUESTION



Visual 6.17

HAZARD CONTROL AND RISK REDUCTION



Visual 6.18

STEP 4: DECISION POINT (GO/NO-GO)

Step 5: Evaluation

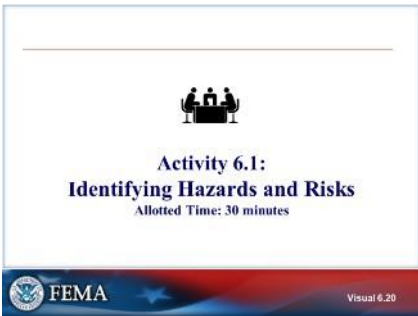
Continual Assessment of Your Situation

- Maintain situational awareness and shared situational picture.
- What has changed?
- Every time the situation changes, restart the evaluation process.



Visual 6.19

STEP 5: EVALUATION



Visual 6.20

ACTIVITY 6.1: IDENTIFYING HAZARDS AND RISK

The instructor will explain Activity 6.1.

You will have 30 minutes to complete the activity.



Visual 6.21

SCENARIO 1 – MCI INCIDENT

Large MCI (Multi Casualty Incident) on a freeway. This accident occurred in the fog with near zero visibility.



Visual 6.22

SCENARIO 2 – TRAIN DERAILMENT

A train derailment, near a freeway, in a small rural community.

Scenario 3 – Wind Event



Visual 6.23

SCENARIO 3 – WIND EVENT

A wind event that resulted in significant damage to a small community as a result of outflow winds from collapsing thunderstorms.

Scenario 4 – Fire Event



Visual 6.24

SCENARIO 4 – FIRE EVENT

A large recycling yard in a metro city that caught on fire.

Scenario 5 - Earthquake



Visual 6.25

SCENARIO 5 – EARTHQUAKE

A commercial structure that collapsed as a result of an earthquake in a small community.

Scenario 6 – Mud Slide



Visual 6.26

SCENARIO 6 – MUD SLIDE

A mud slide that impacted a small subdivision after a series of storms dumped heavy amounts of rainfall.



Visual 6.27

SCENARIO 7 - TORNADO

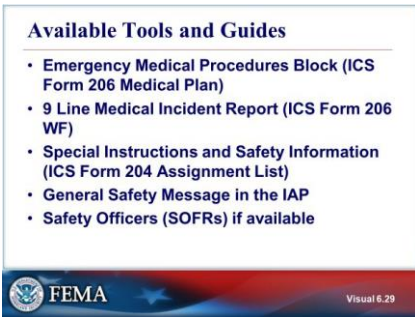
A tornado that touched down in a small community during the night.



Visual 6.28

SCENARIO 8 - WILDLAND FIRE

Recent wildland fire that moved into an area with several homes.



Visual 6.29

AVAILABLE TOOLS AND GUIDES

There are several tools and guides available to help Task Force/Strike (Resource) Team Leader mitigate risk and maintain team safety.

- **Emergency Medical Procedures Block (ICS Form 206 Medical Plan)** - describes exactly, step by step, what a responder should do if someone is injured. The form provides information on the closest transport unit, air ambulance, medical facilities, etc.
- **A “9 Line Medical Incident Report” (ICS Form 206 WF)** – clearly outlines how to request medical assistance if a responder is injured. The form and process provide the information that is needed in the proper detail to obtain assistance.
- **Special Instructions and Safety Information (ICS Form 204 Assignment List)** - much of what is developed on the ICS 215A specific to a Division or Group is communicated through the “special instructions” box on the ICS Form 204. This includes special PPE, (e.g., HazMat, PFDs) precautions, safety measures, etc. specific to the division or group.
- **General Safety Message in the IAP** - addresses hazards, risks and mitigations incident-wide
- **Safety Officers (SOFRs) if available** - Task Force/Strike (Resource) Team Leaders have direct contact with SOFRs while implementing tactics in the field



Visual 6.30

INTERACTIONS WITH OTHER ICS POSITIONS REGARDING SAFETY

As you work to avoid or minimize risks and hazards for your team you will find yourself interacting with a number of other ICS positions including:

- Liaison Officer (LOFR) - may provide agency specific operating procedures, limitations (e.g. training equipment), work/rest requirements, and other information for Task Force/Strike (Resource) Team personnel.
- Agency Representative (AREP) - provides assistance with assignments, logistics, personnel issues, specific capabilities and limitations, etc.
- Situation Unit Leader (SITL) - provides maps with Safety Zones and other pertinent information identified; may also provide up-to-the minute weather forecasts.
- Geographic Information Systems (GIS)
 - Verifies the accuracy of maps.
 - Provides SPOT weather forecasts.
- Technical Specialists
 - Access and Functional Needs Advisor
 - Community Representative
 - Environmental Impact Specialist
 - Flood Control Specialist
 - Industrial Hygienist
 - Legal Advisor
 - Meteorologists
 - Pharmacist
 - Toxicologist
 - Agricultural Specialist
 - Decontamination Specialist
 - Epidemiologist
 - Health Physicist
 - Behavioral Health Specialist



Visual 6.31

- Science and Technology Advisor
- Veterinarian
- HazMat Specialist
- Structural Engineer
- Rail car specialist
- Food Unit Leader Support
 - Ensures adequate water and hydration.
 - Ensures food has the correct amount of calories.
 - Ensures food is safely packaged.

INTERACTIONS WITH OTHER ICS POSITIONS REGARDING SAFETY (CONT.)

You may also interact with:

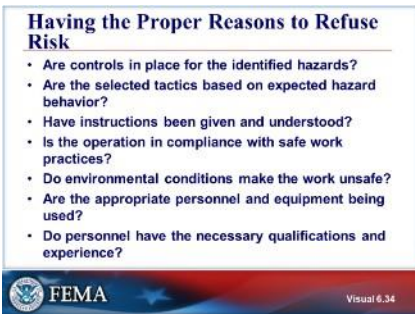
- Logistics
 - Facilities Unit
 - Ensures there are adequate places to sleep.
 - Ensures temperatures are cool enough.
 - Medical Unit
 - May check team members to ensure they do not become ill, or provide medical care for minor injuries/illness.
 - Supply Unit
 - Can provide safety equipment and PPE, such as masks that protect against dust.
- Finance
 - Compensation/Claims Unit
 - Documents injuries and provides worker's compensation assistance.



Visual 6.32



Visual 6.33



Visual 6.34

REFUSING RISK

It may sometimes be necessary to refuse risk to ensure the safety of your team. When such a situation arises, you should consider:

- Having the Right to Refuse
- Having the Proper Reasons
- Providing the Appropriate Notification

HAVING THE RIGHT TO REFUSE RISK

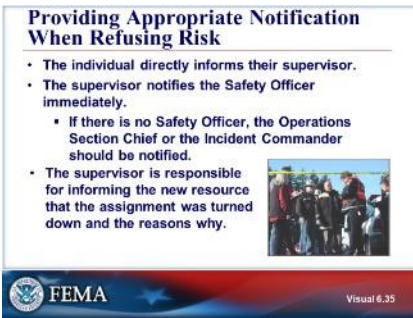
For incidents beyond the first operational period, a significant amount of planning, risk analysis, and risk control/mitigation is used before tactical assignments are developed. It is possible that conditions can change from the time of the planning to the execution, or the wrong resources, (e.g., not properly trained or equipped) are assigned. However, turning down an assignment should be a rare and justified event.

Turn Down is a situation where an individual has determined they cannot undertake an assignment as given and they are unable to negotiate an alternative solution.

HAVING THE PROPER REASONS TO REFUSE RISK

The following questions provides a decision tree to help the ST / TF Leader to make their Go/No-Go decisions.

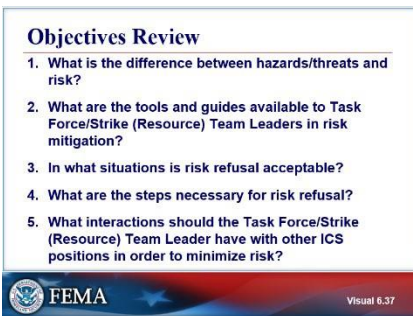
- Are controls in place for the identified hazards?
- Are the selected tactics based on expected hazard behavior?
- Have instructions been given and understood?
- Is the operation in compliance with safe work practices?
- Do environmental conditions make the work unsafe, e.g., weather, terrain, lack of lighting, etc.?
- Are the appropriate personnel and equipment being used?
- Do personnel have the necessary qualifications and experience?



Visual 6.35



Visual 6.36



Visual 6.37

PROVIDING APPROPRIATE NOTIFICATION WHEN REFUSING RISK

This protocol is integral to the effective management of risk as it provides timely identification of hazards to the chain of command, raises risk awareness for both leaders and subordinates, and promotes accountability.

ACTIVITY 6.2: MITIGATING OR ELIMINATING RISKS

The instructor will explain Activity 6.1.

You will have 30 minutes to complete the activity.

OBJECTIVES REVIEW

Unit Enabling Objectives

- Describe the difference between hazards/threats and risk.
- Identify the tools and guides available to Task Force/Strike (Resource) Team Leaders for risk management.
- Describe interactions the Task Force/Strike (Resource) Team Leader may have with other ICS positions in an effort to minimize risk.
- Explain situations when risk refusal is acceptable.
- Describe the steps necessary for risk refusal.

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Supplemental Materials

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Activity 6.1: Identifying Hazards and Risk

Activity 6.1—Unit 6

Purpose

The purpose of Activity 6.1 is to allow students to practice identifying hazards and risks. Students (in groups) will be presented with a scenario (a picture) of an incident and will be asked to complete steps one and two of the Risk Management Process: 1) Situation awareness and 2) Hazard Assessment. Students will review the scenario picture to gather situational awareness and identify potential hazards and risks. Students will then report their findings to the class for discussion.

Objectives

Students will:

- Review the incident scenario (picture) to gather situational awareness
- Identify the hazards and risks presented in the incident scenario

Activity Structure

This activity is scheduled to last approximately 30 minutes, including small group discussion and presentation of group findings. Students will review their assigned incident scenario (picture), gather situational awareness about the incident, and identify the apparent and potential hazards and risks in the scenario (picture).

Rules, Roles, and Responsibilities

Following are the specific activities / instructions for your participation in the activity:

1. Within your work group, select a group spokesperson.
2. Review your assigned incident scenario (picture) on the next pages with your group. Document your understanding of the incident (situational awareness). Then make a list (on easel pad paper) of the apparent and potential hazards and risks in the scenario.
3. Present your findings to the class.

Instructors will moderate discussions, answer questions and provide additional information as required.

Activity 6.1 Schedule

| Activity | Duration | Participation Type |
|------------------------------------|------------|--------------------|
| Activity Introduction and Overview | 2 minutes | Classroom |
| Discussion/Documentation | 15 minutes | Small Groups |
| Debrief/Review | 15 minutes | Classroom |

Activity 6.1 Scenarios

1. Large MCI (Multi Casualty Incident) on a freeway. This accident occurred in the fog with near zero visibility.



2. A train derailment, near a freeway, in a small rural community.



3. A wind event that resulted in significant damage to a small community as a result of outflow winds from collapsing thunderstorms.



4. A large recycling yard in a metro city that has caught on fire.



5. A commercial structure that collapsed as a result of an earthquake in a small community.



6. A mud slide that impacted a small subdivision after a series of storms dumped heavy amounts of rainfall.



7. A tornado that touched down in a small community during the night.



8. Recent wildland fire that moved into an area with several homes



Activity 6.2 – Mitigating or Eliminating Risks

Activity 6.2—Unit 6

Purpose

The purpose of Activity 6.2 is to give students the opportunity to determine ways to mitigate (or eliminate) the risks identified in Activity 6.1. Using the assigned scenarios from Activity 6.1, students will complete steps three and four of the Risk Management Process: 3) Hazard control and 4) Decision point. Students will determine what hazard and/or risk controls they would implement and then decide whether they would engage in tactical operations with the controls in place (GO/NO GO decisions). One person from each group will then present their group's answers to the class for discussion.

Objectives

Students will:

- Identify controls or mitigation for the hazards and risks they identified in their Activity 6.1 incident scenario (picture).
- Given each of the hazards and risks identified, decide whether these controls have been (or could be) put into place to enable the team to engage in tactical operations (GO/NO GO decision).

Activity Structure

This activity is scheduled to last approximately 30 minutes, including small group discussion and presentation of group findings. Using the assigned scenarios from Activity 6.1, students will complete steps three and four of the Risk Management Process: 3) Hazard control and 4) Decision point. Students will determine what hazard and risk controls/mitigations they would implement and then decide whether they would engage in tactical operations with the controls in place (GO/NO GO decisions). One person from each group will then present their group's answers to the class for discussion.

Rules, Roles, and Responsibilities

Following are the specific activities / instructions for your participation in the activity:

1. Within your work group, select a group spokesperson.
2. Identify possible controls/mitigations for the hazards and risks you identified for the Activity 6.1 incident scenario (picture) assigned to your group. Then decide whether controls/mitigations for each of the identified hazards and risks have (or could) be put into place in order to enable the team to engage in tactical operations.
3. Document your solutions on easel pad paper.
4. Present your findings to the class.

Activity 6.2 Schedule

| Activity | Duration | Participation Type |
|------------------------------------|------------|--------------------|
| Activity Introduction and Overview | 5 minutes | Classroom |
| Discussion/Documentation | 15 minutes | Small Groups |
| Debrief/Review | 15 minutes | Classroom |

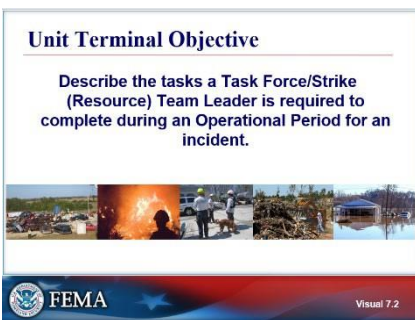
Unit 7: Final Review and Wrap-up

STUDENT MANUAL

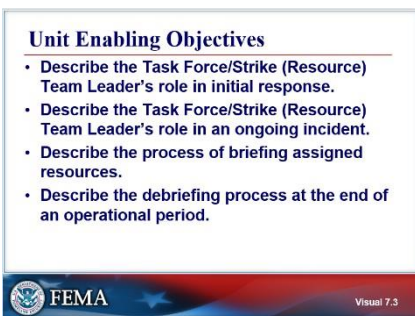
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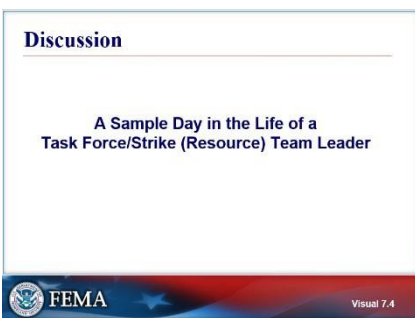
Visual 7.1



Visual 7.2



Visual 7.3



Visual 7.4

UNIT 7: FINAL REVIEW AND WRAP-UP

In this unit, you will review the tasks a Task Force/Strike (Resource) Team Leader is required to complete during an Operational Period for an incident.

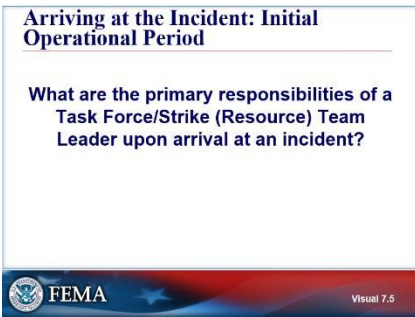
UNIT TERMINAL OBJECTIVE

Describe the tasks a Task Force/Strike (Resource) Team Leader is required to complete during an Operational period for an incident.

UNIT ENABLING OBJECTIVES

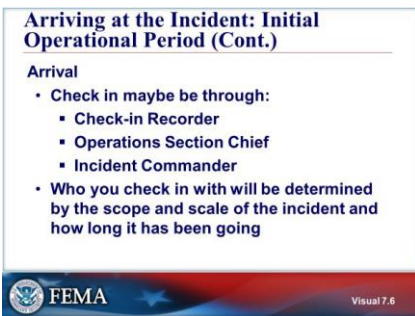
- Describe the Task Force/Strike (Resource) Team Leader's role in initial response.
- Describe the Task Force/Strike (Resource) Team Leader's role in an ongoing incident.
- Describe the process of briefing assigned resources.
- Describe the debriefing process at the end of an operational period.

DISCUSSION



Visual 7.5

ARRIVING AT THE INCIDENT: INITIAL OPERATIONAL PERIOD



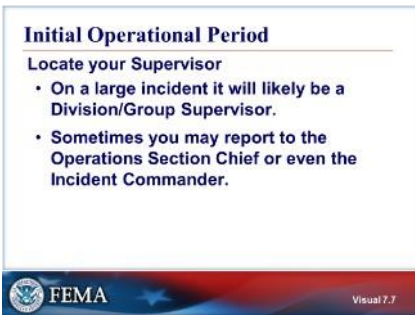
Visual 7.6

ARRIVING AT THE INCIDENT: INITIAL OPERATIONAL PERIOD (CONT.)

Upon arrival, a TF/ST Leader's responsibilities include: Checking in the team via:

- Check-in Recorder
- Operations Section Chief
- Incident Commander

Who you check in with is determined by the scope and scale of the incident and how long it has been going on.

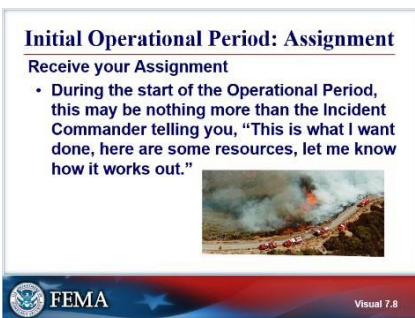


Visual 7.7

INITIAL OPERATIONAL PERIOD

The TF/ST Leader's next responsibility upon arrival is to locate their Supervisor:

- On a large incident it will likely be a Division/Group Supervisor.
- Sometimes you may report to the Operations Section Chief or even the Incident Commander.



Visual 7.8

INITIAL OPERATIONAL PERIOD: ASSIGNMENT

After locating the Supervisor, the TF/ST Leader will receive the assignment. During the initial response phase, this may be nothing more than the Incident Commander telling you, "This is what I want done. Here are some resources; let me know how it works out."

Initial Operational Period: Resources

Locate or validate your resources:

- You may arrive as a Task Force/Strike (Resource) Team or it may be assembled at the incident.
- You may have been requested to be a Leader for resources that are already on scene.
- If your resources are already in the field, you must locate them and advise them of the change in their status from single resources to parts of Task Force/Strike (Resource) Team.



Visual 7.9

INITIAL OPERATIONAL PERIOD: RESOURCES

After receiving the assignment, the TF/ST Leader must locate or validate their resources.

Initial Operational Period: What's Next

After locating or validating your resources, what should you do?



Visual 7.10

INITIAL OPERATIONAL PERIOD: WHAT'S NEXT

Initial Operational Period: Update Resources

Update Your Resources

- Brief them on what you have been told by your supervisor.
- Debrief them as to what they know about their assignment and the incident.
- Remain in contact with your supervisor with regular updates of progress.



Visual 7.11

INITIAL OPERATIONAL PERIOD: UPDATE RESOURCES

After finding your resources, the TF/ST Leader must provide updates to resources.

Established/Ongoing Incident

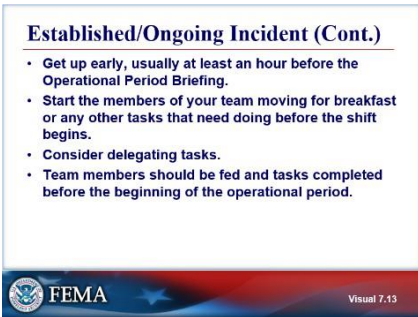
Established/Ongoing Incident:

- An incident that is continuing into subsequent operational periods.
 - You arrived with your Task Force/Strike (Resource) Team or you acquired them at the incident.
 - You are working an incident that has the Command and General Staff positions occupied.
 - A written IAP is in place and being used.



Visual 7.12

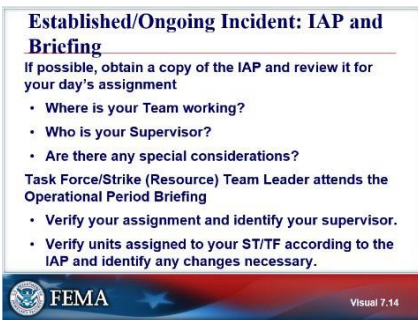
ESTABLISHED/ONGOING INCIDENT



Visual 7.13

ESTABLISHED/ONGOING INCIDENT (CONT.)

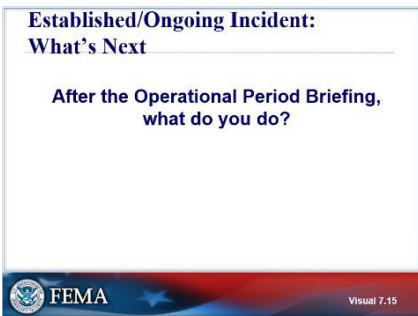
Team members should be fed and tasks completed before the beginning of the Operational Period.



Visual 7.14

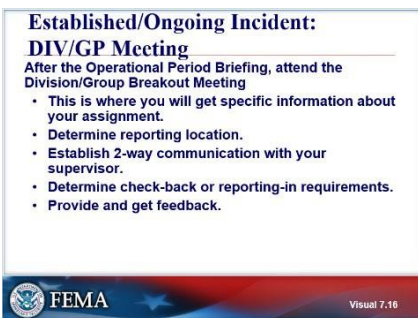
ESTABLISHED/ONGOING INCIDENT: IAP AND BRIEFING

To address questions early, review the Communications Plan or the IAP with their team as early as possible.



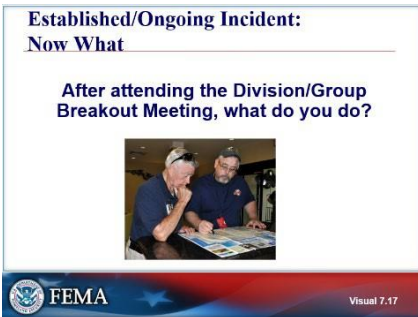
Visual 7.15

ESTABLISHED/ONGOING INCIDENT: WHAT'S NEXT?



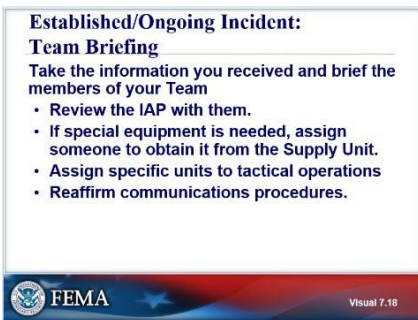
Visual 7.16

ESTABLISHED/ONGOING INCIDENT: DIV/GP MEETING



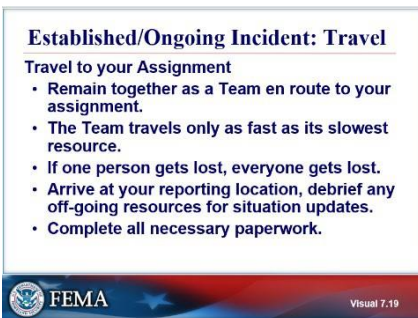
Visual 7.17

ESTABLISHED/ONGOING INCIDENT: NOW WHAT?



Visual 7.18

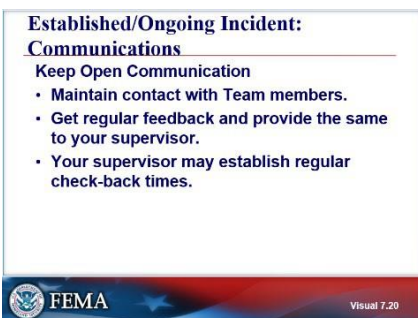
ESTABLISHED/ONGOING INCIDENT: TEAM BRIEFING



Visual 7.19

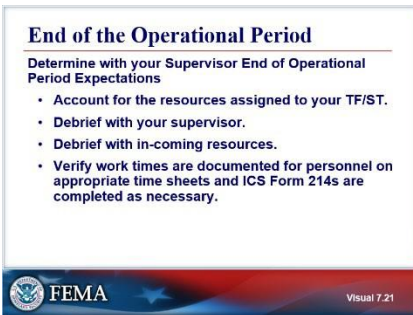
ESTABLISHED/ONGOING INCIDENT: TRAVEL

After briefing your team, the TF/ST Leader travels to their assignment.

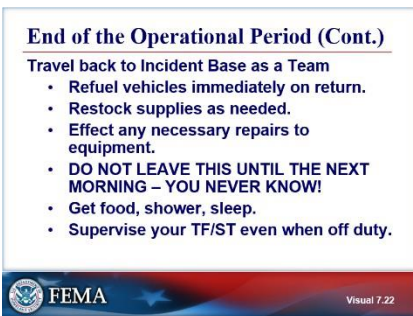


Visual 7.20

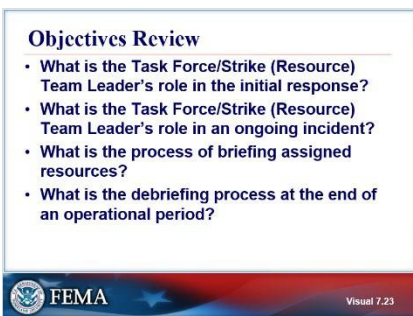
ESTABLISHED/ONGOING INCIDENT: COMMUNICATIONS



Visual 7.21



Visual 7.22



Visual 7.23



Visual 7.24

END OF THE OPERATIONAL PERIOD

END OF THE OPERATIONAL PERIOD (CONT.)

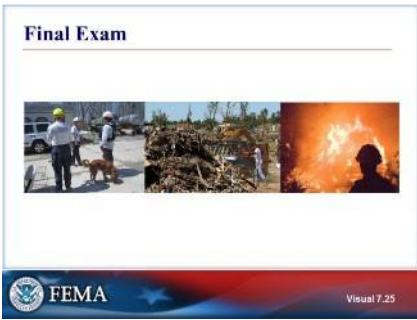
You are still responsible for your TF/ST even when they are off-duty at the incident base, camp, hotel, etc. You need to provide leadership and supervision and ensure their behavior is appropriate and that they are well rested for work the next operational period.

OBJECTIVES REVIEW

Unit Enabling Objectives

- Describe the Task Force/Strike (Resource) Team Leader's role in initial response.
- Describe the Task Force/Strike (Resource) Team Leader's role in an ongoing incident.
- Describe the process of briefing assigned resources.
- Describe the debriefing process at the end of an operational period.

REVIEW COURSE EXPECTATIONS



Visual 7.25

FINAL EXAM

END OF COURSE

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