



**GSA Schedule 70 GS-35-0327L
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INCIDENT MANAGEMENT TEAMS
RAPID DEPLOYMENT OF TRAINING
FOCUS GROUP REPORT**

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(Corrected Copy)

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Table of Contents

Executive Summary	3
Background	5
Incident Management Team Focus Group 1 Meeting	6
Meeting Purpose and Expectations	6
Processes and Procedures	6
Closing of Focus Group 1	6
Focus Group 1 Outcomes.....	7
IMT Foundation	7
Recommendations for Overall IMT Curriculum Plan	9
IMT Course Assessment and Design Recommendations	11
Proposed IMT Course Outline	15
Supporting IMT Recommendations.....	24
Incident Management Team Focus Group 2 Meeting	26
Meeting Purpose and Expectations	26
Processes and Procedures	26
Closing Focus Group 2	27
Focus Group 2 Outcomes.....	27
Issues/Questions Facing the National Capital Region IMT.....	30
Compliance with Sections 504 and 508 of the Rehabilitation Act	32

Appendix A: List of Participants

Appendix B: Meeting Agenda

Appendix C: Focus Group Daily Deliberation Summations

Executive Summary

The United States Fire Administration (USFA) convened 2 groups of over 30 Subject Matter Experts (SMEs) July 14 through July 16, 2003, and July 19 and 20, 2003, at Gettysburg, Pennsylvania. The purpose of the meeting was to assess the training needs, and develop and determine implementation strategies for the delivery of curricula in order to complete the rapid deployment of a training program on the principles of all-risk Incident Management Team (IMT) operations. The two focus groups considered the process for IMT training, application, and certification.

A very strong and diverse group of SMEs was selected to participate in the assessment phase of this training. Attendees were led through a structured agenda that allowed for a systematic and comprehensive development process. The process began with the group reviewing the definition of an IMT. The focus group constantly reinforced the notion that an IMT requires all-risk hazard considerations and training across various emergency service, law enforcement, fire service, and community disciplines. It was also noted that multijurisdictional cooperation is required and should be persistently sought in order for the IMT to succeed.

The group discussion led to determining the basic goal of and the target audience for the training. The focus group recommended prerequisite training for ICS members based on the type of IMT.

The focus group agreed to five types of IMTs that correspond to the severity of the incident. The five types of IMTs are:

- Type 5 City and Township Level – Jurisdiction specific or by mutual aid agreement
- Type 4 County or Fire District Level – Multi-agency/jurisdiction
- Type 3 State or Large Metropolitan Area Level – State, region, or area with multijurisdictions or mutual aid agreements
- Type 2 National Level – Federally certified, less staffing and experience than Type 1, smaller scale incident, now in existence
- Type 1 National Level – Federally certified, most experience, most equipped, now in existence

The type of IMT developed will depend upon the following considerations:

- The needs of the agency, region, or state.
- Available resources that the organization is willing or able to commit.
- The response commitment that the agency, region, or state is able or willing to assume in terms of providing critical resources, that is, staff hours, fiscal support, and training.
- The willingness and/or capability of the agency, region, or state to meet the necessary training requirements for the desired level of IMT.

Consequently, the operations of IMTs are highly dependant on the local community needs, available resources, and the level of training and experience.

Local jurisdictions establish, train, and control Type 4 and Type 5 IMTs at their respective levels. Type 1 and Type 2 IMTs are currently in existence at the federal level. Therefore, the

focus group based its finding on training the Type 3 IMT for regional or state level incidents. The focus group determined local authorities can use this training as a guide for Type 4 and Type 5 IMTs but are not mandated to follow it. The focus group developed a proposed Type 3 organizational chart for minimal manning and determined which positions required ICS trained individuals and which positions did not. Local authorities can require all members to be ICS trained if they so choose.

IMT training recommends that local authorities ensure each candidate assigned to critical positions completes various prerequisite ICS-specific training and specific IMT coursework, which is the new curriculum proposed in this report. This requirement will reduce the amount of IMT training necessary and set the IMT training at a baseline. Once established, continued training and education of the IMTs were also proposed as additional requirements of IMT training. The teams should participate periodically in exercises and simulations. Additionally, individual team members should shadow experienced individuals for experience during actual incidents. The focus group recommended compiling a task book by position to record and track an individual's progress for certification.

The focus group's suggested certification process is based on the National Wildfire Coordinating Group's methodology. For Type 3 certification, the focus group suggested that states determine certification requirements based on this report and suggested using NFPA 1561, Standard Emergency Services Incident Management System, as a guideline.

The second focus group's mission was to establish consensus of the draft materials from the first focus group for the appropriateness of the intended IMT training. The second focus group, members of the National Capital Region (NCR), which is the Washington, D.C. metro area, was ideally selected for this review, as this is the exact target audience for Type 3 IMT training. The consensus from the second group reinforced the first group's work by agreeing with and approving the training material. However, the fresh eyes of the second group provided valuable content suggestions that will make the training even more robust and appropriate.

The second focus group had the same concerns about certification. Recommendations for certification and accreditation must be established at higher levels than these focus groups recommended. These issues need to be discussed during the training, but the training should not be held up for years waiting on federal agencies yet un-named to produce the accreditation requirements.

Much of the training can be extracted from current courses. Approximately 40 percent of the training development is for new training aimed at the IMT and all-risk hazards.

Background

As an organizational component of the United States Federal Government's Department of Homeland Security (DHS), the United States Fire Administration (USFA) works to support fire and emergency services personnel and emergency management officials across the nation. Among its activities in support of the DHS mission, the USFA trains the nation's emergency services leaders, including fire service officers, law enforcement officers, emergency medical services officers, emergency managers, public officials, and others who respond to emergencies and disasters affecting local communities. In so doing, the USFA seeks to minimize the damage to lives and property brought on by such events by enabling response personnel to prevent foreseeable events, to anticipate and mitigate the negative effects of incidents caused by all hazards, and to respond promptly and effectively to disasters once they have occurred.

The USFA's National Fire Programs (NFP) Division develops national training programs for fire service personnel presenting effective ways to reduce life and property losses from fire. The NFP develops courses in various subject areas to be delivered at the National Emergency Training Center (NETC) campus; across the country at various regional, state and local training sites; and in cooperation with institutions of higher learning.

The Consequence Management Team (CMT) of the NFP Response Branch has been tasked with curriculum development and delivery responsibilities for the rapid deployment of training to provide its constituents with extensive knowledge and experience in the function and operation of an Incident Management Team (IMT)—a concept previously introduced in the NFP course, Command and General Staff Functions in the Incident Command System (ICS).

The overall goal of the project is to develop metropolitan and regional IMTs by providing students with the necessary knowledge, skills, and abilities that would allow them to effectively perform as an IMT during a major incident. The purpose of this report is to support the NFP in the planning, development, and delivery of curricula in order to complete the rapid deployment of a training program on the principles of all-risk IMT operations and the process for IMT certification.

The NFP Response Branch felt the participation of the Subject Matter Experts (SMEs) was critical to establishing a successful analysis and assessment process.

The first focus group meeting of SMEs was convened at Gettysburg, Pennsylvania, from July 14 through July 16, 2003, while the second focus group meeting was convened July 19 and July 20, 2003 at the same location. A list of participants is included in Appendix A. The USFA-approved agenda that provided the meeting structure and decision-making process is found in Appendix B. Several NFP personnel with emergency management background attended and assisted as needed during the meeting. In addition, several instructional systems designers and specialists assisted the facilitators in discussions during each segment of the agenda. The group moved towards a consensus, a decision, or recommendation and recorded each.

This report summarizes the focus groups' purposes and expectations, processes for conducting their meetings, the outcomes, and multiple recommendations that arose from their highly productive discussions. This report also presents a plan for the IMT Curriculum and includes a proposed IMT Training Course outline.

Focus Group Meetings

Incident Management Team Focus Group 1:

I. Meeting Purpose and Expectations

The meeting began with a welcome by Mr. Romey Brooks from Eagle Systems and Mr. Robert Murgallis on behalf of FEMA, the USFA, and in particular, the NFP Consequence Management Team. Members of the group took turns introducing themselves, giving particular attention to professional backgrounds, areas of expertise, and the organizations they represented. Mr. Murgallis gave a brief history of the project and described the careful development of the SME criteria and the selection process.

In addition, Mr. Charlie Dickinson, Mr. Cortez Lawrence, and Mr. Hugh Wood from the USFA spoke on the importance of the meeting. Facilitators spent time to ensure participants understood the meeting's purpose. The facilitator also took time to establish a consensus on the general ground rules for interaction and on the proposed schedule for the meeting.

II. Processes and Procedures

The morning session of the first day began with a group discussion of the merits of IMT and which way the DHS should lead the efforts. This discussion actually helped the focus group to voice their opinions before the work at hand began.

After lunch, the facilitator divided the SMEs into smaller working groups. Eagle Systems personnel visited with each small group to aid and assist with their work. This assistance helped keep the small groups focused and provided instructional design support to them. This afternoon session brought in a wealth of data and information for use in the development of the IMT Training Course.

The second and third day deliberations continued to produce more critical information. Participants continued to work in the small groups they had formed the first day. The facilitator brought the SMEs back together several times throughout both the second and third days to ensure that the whole group could discuss and collaborate on the work of each small group and that a consensus could be sought where applicable. The focus group became better adept at compiling the requested information. Due to time constraints, the SMEs were unable to locate acceptable activities or to design and develop new activities for the training, though several general suggestions were mentioned for these activities in the course of both the large- and small-group discussions.

III. Closing of Focus Group 1

The facilitator led the conclusion of the focus group meeting by thanking the participants for their opinions. Then members of the USFA thanked the SMEs for their assistance. From USFA were:

Mr. Charlie Dickinson

Dr. Denis Onieal

Mr. Robert Murgallis

Mr. Lou Bloom

IV. Focus Group 1 Outcomes

This section contains the results of the first focus group meeting as outlined in the Statement of Work (SOW).

IMT Foundation

Definition

The IMT comprises appropriate Command and General Staff (C&GS) personnel assigned to an incident or major event.

The IMT is structured to provide incident management assistance to complement and support the existing Incident Command System (ICS) organization for events that exceed local capabilities or other reasons. A local agency can request the IMT to either perform incident support or incident management of the overall emergency. A local agency can request (through appropriate channels) all or part of an IMT by position of a Type 1 to Type 5 IMT.

IMT Types

The focus group recommended listing IMTs by types based on the level of the incident and the capability (resources, staff, and training) of the appropriate jurisdiction that can handle the incident. (The smaller the incident, the higher number of the type.) Type 1, 2, and 3 are based on the federal system.

- Type 5 City and Township Level—Locally certified, jurisdiction specific or by mutual aid agreement
- Type 4 County or Fire District Level—County or regionally certified, multi-agency/jurisdiction
- Type 3 State or Large Metropolitan Area Level—State certified; state, region, or area with multijurisdictions or mutual aid agreements
- Type 2 National Level—Federally certified, less staffing and experience than Type 1, smaller scale incident, now in existence
- Type 1 National Level—Federally certified, most experience, most equipped, now in existence

Goal Statement

Provide the necessary tools for individuals to perform as members of a Type 5, 4, or 3 IMT. This training will focus on the Type 3 IMT. The IMT Training Course will provide potential or existing networks of emergency personnel the opportunity to learn to function as a team.

Target Audience

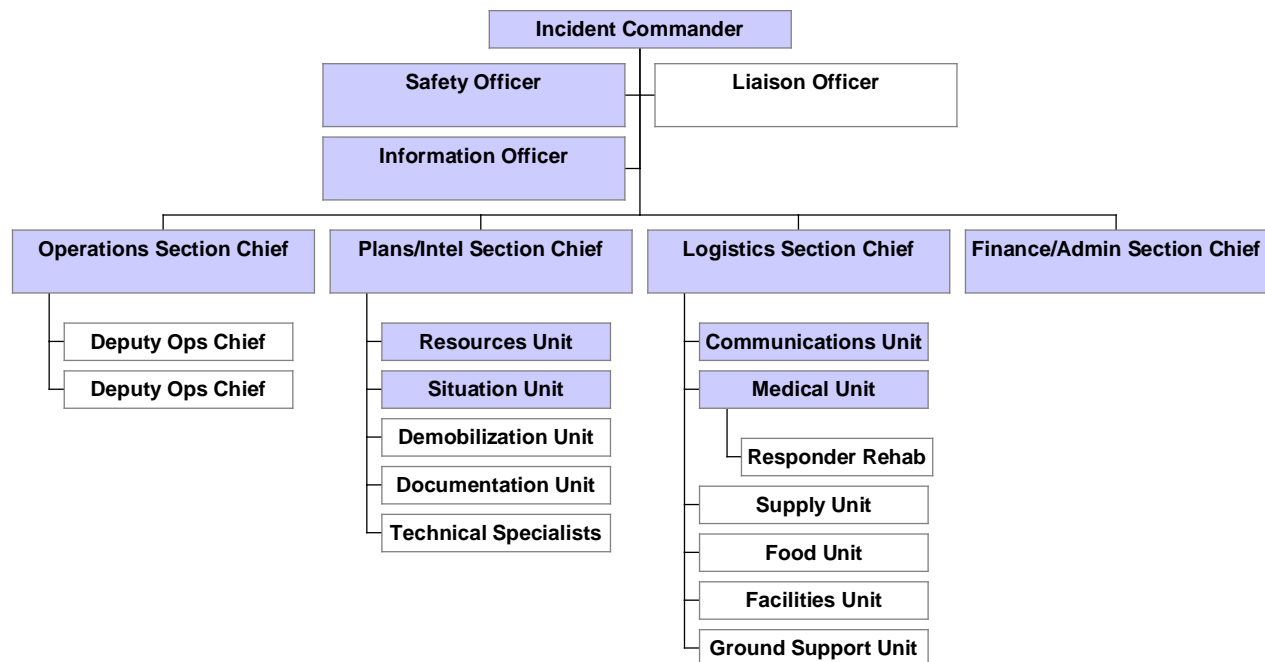
The target audiences for the IMT Training Course are personnel likely to serve on an IMT. These individuals will come from many government agencies (not just the fire service) at the local,

state, and federal levels. Personnel from various civilian agencies or groups may participate, especially in areas served by volunteer fire departments, where resources may be more limited.

Proposed Type 3 IMT

The proposed Type 3 IMT is found in the following organizational chart. The chart represents the proposed minimum staffing of the Type 3 IMT. The shaded positions are essential and represent individuals who must be ICS trained. The nonshaded boxes represent individuals who are not required to be ICS qualified. These positions could be staffed or augmented by local personnel with the appropriate experience. Local personnel should be as appropriately qualified as the person they are replacing.

NOTE: The Authority Having Jurisdiction (AHJ) determines the Incident Commander on-scene. The IMT Commander can be in a supportive role to the local Incident Commander or, in some cases, the AHJ can relinquish incident command to the IMT.



Prerequisites

Prerequisite training recommendations or equivalents for the IMT Training Course are based on the level of IMT being trained.

- Type 5. National Wildfire Coordinating Group (NWCG) I-100 Introduction to Incident Command, NWCG I-200 Basic Incident Command, technical expertise as determined by AHJ.
- Type 4. NWCG I-300 Intermediate Incident Command (required), NWCG I-400 Advanced Incident Command (desired) in addition to training requirements of Type 5.
Position-specific training.

Technical expertise and hands-on experience (as determined by designated regional agency).

Type 3. NWCG I-400 and/or USFA's *Command and General Staff Functions in ICS* course (desired) and the IMT Training Course with "Skill Indicator" or "Endorsement" for the specific discipline.

Additional prerequisites are determined by the appropriate regional agency/group.

Certification

The AHJ should determine the requirement for Type 4 and Type 5 IMT certification. Since the Type 4 and Type 5 IMTs will generally not leave their home jurisdictions, state or nationally recognized certification may not be needed.

For Type 3 IMT, state certification is recommended. The focus group suggested that the state establish a shadowing requirement in addition to formal training. This shadowing will allow students to observe an experienced IMT during an actual incident. The AHJ should control the number of shadowing individuals at an incident.

Because Type 1 and Type 2 IMTs are certified at the federal level, the focus group maintained there was no need to discuss these IMTs.

Recommendations for Overall IMT Curriculum Plan

The focus group recommended additional training besides the IMT Training Course. This additional training includes prerequisite training and additional follow-on training once the team is established.

The IMT training curriculum "roadmap" is based on over 100 hours of training for individuals and collective training for the team. Most of these hours are prerequisites. These courses are currently available except for the IMT Training Course proposed in this report. Many individuals in the target audience have completed the recommended prerequisite training or some equivalent in the past.

The AHJs need to establish their own accrediting bodies to determine which training and past experiences apply to their particular IMTs. For example, key positions on the Type 5 IMTs only need I-100 and I-200 ICS or equivalent training while key positions on the Type 3 IMTs are recommended to have at least I-400 ICS or equivalent training. AHJs are the most qualified and reasonable choice for determining the training requirements for their areas since local resources vary greatly from location to location, as do the frequencies and types of emergency situations requiring IMT specialization.

Prerequisites

Team members can complete or receive credit for the prerequisite training from other sources; however, existing curriculum from other emergency response agencies should be used and revised into the IMT training for all-hazard, multidiscipline, and multijurisdiction teams. These courses need revision to avoid an over-reliance on the fire service within the IMT structure. The focus group recommended that prerequisite training (beginning with the lower-level I-100 and I-200 courses) could be CD-ROM-based with the final test on the USFA internet site. Eventually,

the prerequisites may be entirely web-based so that individuals can train from their home stations.

- ICS Training based on Type (or equivalent, since many individuals have this training). Each individual team member wishing to complete the IMT Training Course should have these courses (or their equivalents) completed before beginning the team training aspect of the IMT curriculum:
 - ◆ I-100 Introduction to Incident Command (16 hours)
 - ◆ I-200 Basic Incident Command (24 hours)
 - ◆ I-300 Intermediate Incident Command (40 hours)
 - ◆ I-400 Advanced Incident Command (40 hours)
- USFA's Command and General Staff Course or equivalent (some have completed this, and it can be taught at the home station for others)

Team Training

After completing the prerequisite coursework, the individual would be ready to move into the team-training aspect of the IMT curriculum, the IMT Training Course. The team-training course for the IMT will be new course consisting of approximately 50 percent new material. Some courses from USFA and other jurisdictions can be used for exercises and activities to design and develop this new IMT course.

Because this training is scheduled for state or metro regions, the focus group thought that having a USFA team teach this material using instructor-led, paper based methods by traveling to the actual state or region would provide this critical training much more quickly. Later, USFA could improve the training through the electronic media.

- IMT Training Course focuses on team functions and operations (delivered in 40 hours of instruction over 5 days—preferably not in modular form for the National Capital Region (NCR) examined in this report or for other large metro areas where large group instruction is preferred).

The IMT Training Course should be based on current curriculum whenever possible, such as the USFA's resident course, "Executive Analysis of Fire Service Operations In Emergency Management", and Integrated Emergency Management System (IEMS) courses and exercises. The new exercises must focus on all-hazard, multijurisdictional situations in order to support the IMT process.

Prerequisites for the IMT Training Course include I-100 and I-200 (or equivalent) for Types 4 or 5. I-300 and above are highly recommended for training Type 3 teams. These courses should be completed as prerequisites to admission, or they should be provided during training.

The focus group also suggested that a qualifying exam be administered to govern admission to this course. This exam could be modeled after USFA's Command and General Staff Test currently available on the Internet. Any qualifying exam should be evaluated by appropriate authorities, which should be determined by state or regional AHJs.

Additional Training (Continuing Education)

Post-course refresher training should occur in some form using traditional as well as current learning technologies, such as independent study manuals, CD-ROMSs, computer-based training, distance learning, or other e-learning methods, if follow-up classroom training is not practical. Periodic exercises ranging from simple table-top exercises to more elaborate simulations should occur to keep the IMT as ready as possible to deploy.

This additional training can be modified from the USFA IEMS training currently available. These exercises can also be adapted to electronic simulations as time and funding becomes available:

- Team Position Training (members may attend as time and funding permit)
- Periodic Team Training and Exercising
 - ◆ Throughout the first year, at least on a quarterly basis
 - ◆ Out years on a semi-annual basis

IMT Course Assessment and Design Recommendations

Training Outcomes

The focus group developed a list of training outcomes. This list is a prioritized consensus of the focus group. This list was then used to develop a Knowledge, Skills, and Attitudes (KSAs) list by each proposed content area.

- Record a curriculum and development process for the local and state level that will permit development of personnel to fill the functional areas in an IMT.
 - ◆ A familiarization with the processes and procedures for identifying, requesting, and incorporating ICS resources.
 - ◆ How to deal with an incident complexity.
 - ◆ A general understanding of when or why you will request an IMT at varying levels.
 - ◆ Incorporate the IMT concept into the Local Emergency Planning Committee (LEPC), Comprehensive Emergency Management Plan (CEMP), and the Civilian Emergency Response Team (CERT).
- Standardization of positions and resources for the IMT.
 - ◆ Trained cadre of people that can function at a standard national level IMT.
 - ◆ Certification and maintenance method of each function so as to stay current.
- Individuals within the community who will fill ICS-qualified positions on the IMT are identified, trained, and mentored.
- Encourage agencies and multijurisdictions at all levels to develop IMTs.
- Provide an understanding among National Response Plan (NRP), state and local response plans, National Incident Management Systems (NIMS), and nationally recognized standards.

- ◆ Understand the benefits and consequences of the IMT Development process.
 - ◆ Familiarization with resources available at local, state, and national levels.
 - ◆ Understand the political and legal implication of responding to another jurisdiction.
 - ◆ Formalize acknowledgement of the benefits of the IMT for future funding.
 - ◆ Integrate local personnel resources into Type 1 and 2 positions to promote personnel development and enhance cooperation.
- Identify levels of expertise of personnel for use on the IMT.
 - Evaluate proficiencies of those joining the IMT and within the IMT.

Evaluation Strategies

The focus group recommended global evaluation strategies for training. The focus group felt one or more of the following instruments would be sufficient. The evaluation instrument used will depend on financial and other situational constraints. The following recommendations are based and are grouped on the Kirkpatrick Model.

Level 1 Reaction

- Instructor feedback
- Student feedback

Level 2 Learning

- Objective-based test
- In-class activities and simulations
- Task-book completion (at all levels)

Level 3 Behavior

- Assignment as “trainee”
- Shadowing (at levels 1, 2, 3)
- Oral board—peer review
- Performance ratings (include team evaluations)
- Performance-based evaluation for on-the-job tasks

Level 4 Results

- Participation in preplanned events (any special event) during the After Action Report (AAR) process
- Simulations (for the entire team)
- Post Incident Analysis (PIA)

Sequencing and Time

Many members of the IMT have credit for the prerequisite or equivalent courses. The focus group recommended that newer members take the prerequisites before attending the IMT Training Course. However, some members could attend the IMT Training Course before completing the prerequisites depending on the AHJ in order not to slow down the IMT building process.

The sequence for the IMT Training Course should follow the outline provided. The follow-on training occurs after the IMT is formed and trained.

The focus group believes the preferred method should be approximately 40 hours over a 5-day period for the IMT Training Course. However, the course should be designed modularly for field delivery when a jurisdiction cannot teach the IMT course within a 5-day period. The focus group members believe this time is sufficient for the new course based on similar courses now being taught at various campuses and field locations. The time is dependent on the amount of training finally decided upon.

There is no set time to complete all the prerequisites. It may take 2 or 3 months for an IMT to meet the training prerequisites before the week-long IMT Training Course. The follow-on training has no set time, as refresher training will occur as long as the IMT is organized.

Learning Strategies

The focus group provided terminal objectives for IMT training as noted in the outline. The enabling objectives will be developed as is customarily done during the design and development phase.

The methodology will include a minimum of lecturing and consist mostly of instructor-led discussion and interactive activities to help the student discover the content.

Throughout each module there will be various learning activities that engage the student in applying the course content to scenario-based situations. The T-card system (currently used in the simulation center for accountability purposes) may be valuable here as a learning tool and a way in which to document training.

Each module will conclude with some form of an all-risk, simulated exercise recapitulating the points emphasized in the module, weaving together the earlier module exercises. The current ICS/C&GS training modules contain materials adaptable to these exercises. The final activity of Module 2 will build on Module 1, and that of Module 3 on Modules 1 and 2. In other words, the training will be incremental and will continually build upon the knowledge and activities presented in previous modules.

After Module 4, there will be an all-inclusive simulation exercise recapitulating the four modules. Various all-risk simulations exist in current USFA IEMS courses, but the simulations will be tailored to address specific concerns of Type 3, Type 4, and Type 5 teams. The simulations should include Emergency Operations Center (EOC) operations.

Proposed IMT Course Outline

I. Module One: Introduction

Knowledge

- Threats and vulnerabilities of the community
- Structure and interaction of community agencies
- IMT as a management support instrument
- Local and regional resource capabilities
- Working knowledge of local emergency plans
- Understanding of Emergency Operation Center (EOC) interface

Skills

- Competent in basic ICS concepts
- Ability to work in teams under pressure
- Analytical and problem solving abilities

Attitudes

- Flexibility
- Cooperativeness and receptiveness toward new concepts of operations
- Seeing the big picture
- Anticipating potential problems

Terminal Objectives

- ◆ Students will be able to explain the nature, purpose, and advantages of establishing and using an IMT at the local and regional levels.
- ◆ Students will be able to compare and contrast the benefits of an IMT to government administrators as well as local and regional agencies.

A. The nature and purpose of an IMT

1. *Definition of IMT:* The IMT is comprised of appropriate C&GS personnel assigned to an incident or major event. The IMT is structured to provide incident management assistance to complement and support the existing ICS organization for events that exceed local capabilities or for other reasons. A local agency can request the IMT to either perform incident support or incident management of the

overall emergency. A local agency can request (through appropriate channels) all or part of an IMT by position from any type of IMT.

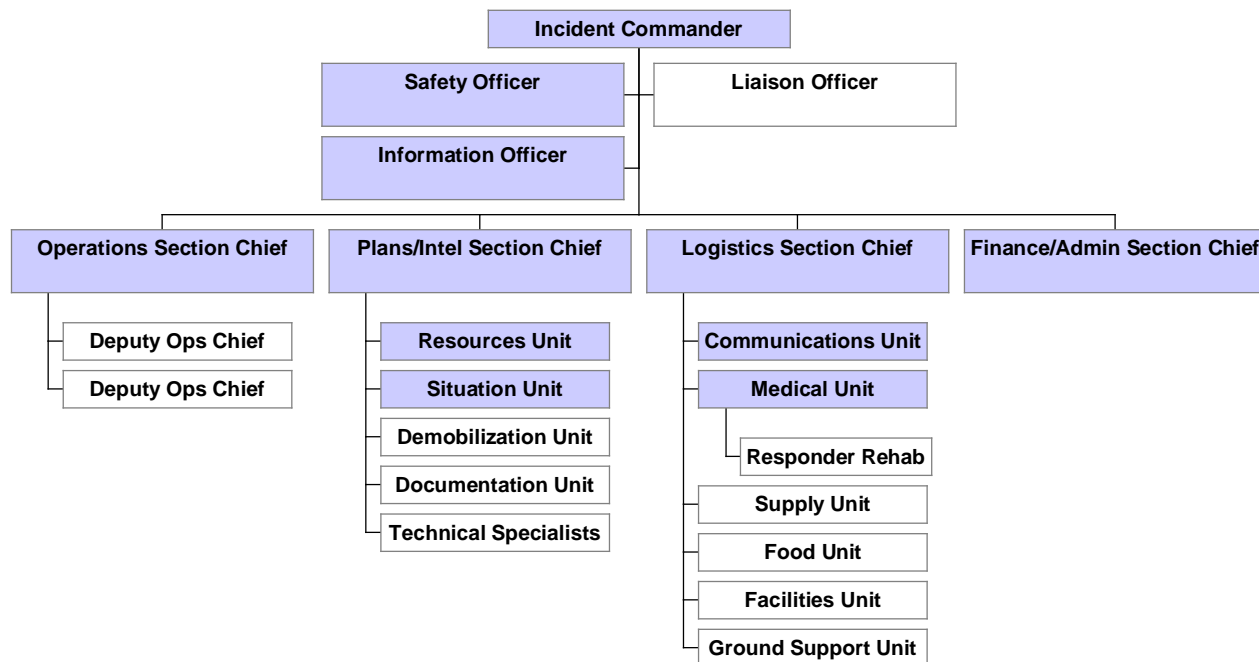
2. *Purpose of IMT:*

- a. Many emergency response organizations recognize that large-scale incidents, disasters, and preplanned events will overwhelm their incident management and staffing abilities. Development of an IMT will aid in the emergency management of the following situations:
 - 1) Natural disasters
 - 2) Train derailments, airplane crashes, and other large-scale accidents
 - 3) Public/civil unrest (such as college disturbances and celebrations)
- b. Training and working together will maximize limited resources and capabilities of local EMS, fire service, law enforcement, and related community assets.

B. Advantages of well-defined IMTs in the incident management system:

1. Prevents potential crisis events
2. Prepares rural areas to better meet the emergency needs of their communities
3. Offers enhanced community preparedness from an all-hazards approach
4. Offers enhanced personnel accountability, as well as more efficient allocation and use of resources
5. Facilitates sharing of community and emergency service resources
6. Promotes more efficient interaction with other local and state agencies

C. Basic structure of the IMT: This training will focus on Type 3 IMTs.



NOTE: The Authority Having Jurisdiction (AHJ) determines the Incident Commander on-scene. The IMT Commander can be in a supportive role to the local Incident Commander or, in some cases, the AHJ can relinquish Incident Command to the IMT.

II. Module Two: Team Dynamics/Human Relations

Knowledge

- USFA's Command and General Staff and Module 17, Incident Command System for Executives from the ICS National Training Curriculum or equivalents
- Basic competency in oral and written forms of communication
- Familiar with ICS forms and other critical forms for key community members of IMT
- Awareness of role of communication in establishing and maintaining an IMT

Skills

- Competent in basic ICS concepts
- Ability to form and function in teams, particularly when under pressure
- Ability to accomplish fundamental tasks of position while working toward overall achievement of incident management
- Recognize and handle conflict in team environments

- Proficient in dealing with human relations in an emergency situation
- Willingness to accept authority as well as exert authority in incident management as required

Attitudes

- Flexibility
- Tact in conjunction with candor
- Cooperativeness in team environment
- Desire to effectively present self within team and appropriately represent team to local community

Terminal Objective

- ◆ Students will perform as IMT members (interacting with other team members) during an incident.

A. Communication skills

1. Oral communication skills
 - a. Briefing and other public speaking situations
 - b. Issuing and receiving orders
2. Written communication skills
 - a. Using ICS forms to introduce the importance of the forms and aspects of properly completing them
 - b. Writing reports, AAR, PIA, press releases, and other forms of written communication
3. Nonverbal communication skills
 - a. Positive and negative aspects of nonverbal communication on incident management recognizing importance of nonverbal communications; example of non-verbal communication both positive and negative
 - b. Implications of stressful conditions on professional demeanor
4. Organizational communications—touch on different institutions (Public Works, Public Health)
 - a. Model of organizational communications by fundamental principles
 - b. Examples of organization charts for DHS, Public Works, Public Health, and city government

- B. Interpersonal relations in an emergency situation
2. Interacting with other IMT members in an environment of diversity (interagency relations)
 - a. Interacting with new people in the IMT network (Uncertainty Reduction Theory)
 - b. Dealing with different culture, organizational structures of other agencies
 3. Forming and maintaining interpersonal relationships under pressure
 - a. Negotiating and problem solving
 - b. Good listening skills
 4. Dealing with potential conflicts of interest
 - a. Interteam, for example, problems that occur during transition
 - b. Intrateam, for example, problems that occur when adding a new team member
 5. Leadership
 - a. Types of leadership
 - b. Specific leadership skills
 - c. Establishing and maintaining authority

C. Team dynamics

1. The collaborative nature of team building
2. Recognizing and managing conflict
3. Problem solving
4. Team transition needs to emphasize how team building, management conflict, and problem solving are manifested in team transition
 - a. Team interfacing during demobilization
 - b. Incident management during demobilization
 - c. Nonownership of information
 - d. “Letting go”—handing over authority

III. Module Three: IMT Development

Knowledge

- Specific individual ICS position training
- Concepts of team development
- Traits of a good team

- Aware of the challenges to good teamwork
- Team development techniques
- Team maintenance techniques (membership maintenance protocols)
- Member replacement protocols

Skills

- Work cooperatively in team environment
- Put the team before oneself (understands importance of prioritizing team efforts over individual agendas)
- Accept individual responsibility
- Perform at one's optimum level
- Accept group decisions in the decision-making process
- Work well within a dynamic environment

Attitudes

- Flexibility, capability of dealing with change
- Cooperativeness
- Receptiveness to own and other team members' relationships, IMT structure, as well as the overall mission of incident management
- Risk/gain evaluation
- Positive attitude, especially in the face of stressful challenges
- Supportiveness of other members' rolls in the IMT structure as well as the role of IMT in incident management
- Self-effacing
- Self-motivated as well as team oriented

Terminal Objective

- Students will be able to demonstrate individual skills and strategies to function effectively as a team member during the initial team formation and throughout the team development process.

NOTE: Module 3 will be expanded with USFA guidance and assistance.

A. Minimum requirements for individual IMT positions (ICS prerequisites)

1. Prerequisite depends on Type of IMT
2. Type 1 should have I-100 and I-200
3. Type 2 should have I-300 and preferably I-400

4. Type 3 should have I-400
- B. Training on individual positions (USFA Command and General Staff Course)
 1. Commander
 2. Operations Section
 - a. Deputy Ops
 - b. Deputy Ops
 3. Command Staff
 - a. Information Officer
 - b. Safety Officer
 - c. Liaison Officer
 4. Planning/Intelligence Section
 - a. Resources Unit
 - b. Situation Unit
 - c. Demobilization Unit
 - d. Documentation Unit
 - e. Technical Specialists
 5. Logistics Section
 - a. Communications Unit
 - b. Medial Unit
 - i. Responder Rehab
 - c. Supply Unit
 - d. Food Unit
 - e. Facilities Unit
 - f. Ground Support Unit
 6. Finance/Administration Section
- C. Team maintenance principle strategies and techniques requesting and acquiring additional team members
 1. Working together as a team
 2. Leadership positions counseling, teaching, and guiding subordinates
 3. Accepting person assigned the leadership positions
 4. Accepting new members
 - a. Mentoring

- b. Sharing knowledge and experience of the team with new members
- D. Periodic follow-up training
 - 1. Semi annual training exercises
 - 2. Participation in pre-planned events (good way to build team experience without real disaster occurring)

[Much of the information for this module currently exists in USFA's C&GS course that needs to be adapted to all-risk.]

IV. Module Four: IMT On-Scene Operations

Knowledge

- ICS forms
- Operational phases
- Operational tasks
- Demobilization plan elements and processes from start to finish
- IAP and its components, including the safety plan
- AAR elements
- Impact of delegation of authority on demobilization
- Relationship of demobilization and financial reimbursement

Skills

- Follow orders carefully
- Communicate clearly both orally and in writing
- Use appropriate information technologies
- Analyze and synthesize plans and reports
- Process pertinent incident information
- Document IMT activities

Attitudes

- Display a team spirit
- Recognize the importance of personal accountability
- Focus on problem resolution
- Self-motivated

Terminal Objective

- Students will be able to produce as a team member of an IMT during all operational phases of an incident using the concepts of team formation, maintenance, and transition to effectively function.

A. Interjurisdictional policy issues

1. Lines of authority
2. Accountability procedures
3. Other protocols

B. Interaction between teams

1. Deployment
 - a. Mobilization requirements
 - b. Rostering
 - c. Personnel accountability
 - d. Coordination with other units
 - e. Matching team skills to incident requirements
2. On-scene operations
 - a. Management and coordination
 - b. Procedures of assigned functional area
 - c. Use of ICS forms
 - d. Communications and technological resources
3. Demobilization
 - a. Demobilization plan
 - b. Team demobilization
 - i. Debriefing of outgoing team
 - ii. Briefing of incoming team
 - c. Incident demobilization
 - i. AAR
 - ii. Close-out session
 - d. Impact upon “passing back” incident operations
 - i. AHJ
 - ii. Other agencies involved

- e. Documentation
 - i. Activities
 - ii. Financial claims

C. Supplementary team elements (the addition of individuals for specialty concerns within the IMT framework; for example, the Home Depot manager for logistics)

Supporting IMT Recommendations

The group presented over the 3 days the recommendations listed below. The first section contains recommendations concerning policies and procedures. The second section contains recommendations pertaining to the training and delivery of the IMT curriculum.

Recommendations for Policies and Procedures

- For DHS, there needs to be a formalized structure for identifying all-risk Type 1 through Type 5 teams; this structure should include rostering, activation, deployment, and demobilization at the national level using the National Wildland Mobilization Guide (NWMG) and the FEMA Urban Search and Rescue (US&R) Incident Support Team (IST) Operations Manual as models.
- Fund and sustain the regional teams.
- Fund regional team training.
- Include the IMT in the NRP.
- USFA should include scope of deployment for each level of IMT.
- USFA should consider the development of task books, templates, or outlines for IMT Types 3, 4, and 5 qualifications.
- USFA needs to incorporate an IMT component into the IEMS courses and exercises.
- Make a generic all-risk document for all levels of IMT training based on the NWCG 310-1 document (this document should be simplified and include equivalencies for training already taken).
- USFA (in cooperation with partnerships) facilitates shadowing opportunities for Type 3 IMTs.
- Incorporate the IMT concept into the Comprehensive Emergency Management Plan (CEMP) development (see NFPA 1600).
- Provide input to the National Fire Protection Association (NFPA) 1561, making 1561 consistent with IMT training development.
- Recommend that states develop an organization structure for the purpose of team and individual certification for Type 3 IMT.
- Create or establish a representative guiding body to review training qualifications or standards.

- Recognize the existence and continue the support of existing Type 1 and 2 teams.

Recommendations for Training and Delivery

- Develop a CD-ROM marketing package to send to states and local communities to sell the IMT philosophy and training process (may be based on Module 1).
- Deliver IMT training at regional field sites.
- Use a delivery process similar to the IEMS course delivery model for USFA IMT training and simulations.
- Ensure that state and provincial training directors and other stakeholders are represented in the training curriculum development.
- Emphasize the interface between an IMT and EOC operation and the potential use of IMTs to support EOCs.
- Develop a training guide to highlight how and when to provide the IMT training from the prerequisites through the post-training exercises.

Incident Management Team Focus Group 2:

I. Meeting Purpose and Expectations

Mr. Robert Murgallis and Mr. Romey Brooks welcomed the second focus group. Mr. Murgallis presented the history of the project and the general results of the first focus group. He also emphasized that the role of the second focus group was to examine what was done by the previous SMEs and to contribute specific recommendations on the implementation and delivery of this proposed course to actual emergency personnel.

The second focus group members were from the National Capital Region (NCR) Washington, D.C. metro area. The NCR is a prime candidate for developing the prototype regional Type 3 IMT as outlined by the first focus group. Mr. Murgallis asked this second focus group to appraise the course proposal from two perspectives: as NCR emergency services personnel, in order to consider specific ways in which this program could potentially be implemented in a later pilot program, and as general IMT Type 3 members, in order to determine how this course's content could be delivered to other similar organizations nationwide.

The goal of the second focus group was to have the players from a regional team meet to discuss how to train their personnel on the IMT curriculum and, specifically, on the IMT Training Course. The second focus group members reviewed the first focus group's report before they began deliberations on their assigned tasks, which were to recommend:

- ◆ Training time
- ◆ Instructional mechanisms
- ◆ Delivery mechanisms
- ◆ Certification
- ◆ Other concerns

The fresh set of eyes from the second group spotted numerous areas for content improvement. Suggestions from the second focus group are incorporated into the Focus Group 1 Outcomes. During the discussions, additional suggestions were made and are noted below in the Focus Group 2 Outcomes section.

II. Processes and Procedures

Since the second focus group consisted of seven SMEs, the participants maintained a large-group discussion for the entire meeting. After introductions were made and the ground rules were established, Mr. Murgallis gave a brief welcome and overview of the project. Mr. Brooks then distributed copies of the initial Focus Group 1 outcomes to each attendee and allowed the participants a half hour to review the report and make notes on any corrections they felt were necessary. The focus group spent the remainder of the morning discussing the Focus Group 1 outcomes in detail, noting several suggestions for improvement and correction.

After the lunch break, the group reconvened to discuss their specific recommendations for the IMT Training Course. The proceedings of this group were exceptional. The second focus group offered much useful information and finished their task discussions well ahead of schedule. After

Mr. Bloom and Mr. Murgallis determined that the appropriate information was collected, the group was left to discuss specific implementation strategies for their respective areas.

The group and the facilitators decided to meet the next morning (July 20) to briefly discuss the second focus group's progress and to answer any questions or address any concerns that may have arisen during the proceedings. After a brief overview from the SMEs, the second focus group was thanked, and the meeting was adjourned.

III. Closing of Focus Group 2

The second focus group concluded their meeting by holding a private discussion on how to present the IMT concept to the NCR, the first converts to the IMT system and to IMT training.

The second focus group compiled a list of issues and questions for USFA and other authorities to address on the implementation of the IMT in the NCR. Other metropolitan areas will have similar concerns.

Mr. Mugallis thanked the SMEs for giving their free time to attend the focus group. He also thanked them for their dedication and hard work in such a short time.

IV. Focus Group 2 Outcomes

Training Time

The facilitator asked the group to estimate by module the amount of time training would take. There were no time line suggestions made by module. The focus group suggested that the IMT Training Course would take approximately 40 hours. They also recommended that the training be presented within one calendar week. The focus group felt that the students would not learn the IMT process as well by breaking up the training by modules. However, the group did make numerous suggestions for course improvement that directly affect training time.

Precourse

- A questionnaire should be sent to the IMTs before training in order to customize the training.
 - ◆ Where does this training fit into the individual development process?
 - ◆ What experiences and equivalent education do the IMT members already possess?
- Spell out what the prerequisites are: Prospective IMT students should know what they must do in order to attend the course as well as what types of equivalent training and experience would be acceptable.
- Use promotional requirements as a way of verifying KSA's.
 - ◆ Documentation of prerequisites and equivalent experience is critical for the certification process.
 - ◆ Some sort of pretest sent to local departments along with the promotional materials for an IMT may suffice.
- Need to factor in on-the-job experience of IMT members.

- ◆ The second focus group was greatly concerned with establishing some sort of phase-in process that would account for the fact that many of their personnel have already completed many of the prerequisites and have much valuable on-the-job equivalent experience.
- Create shadow positions to allow new IMT members' experience.
- KSAs listed in the outline should annotate what the prerequisites are and which skills are to be taught to the students.

Module 1

- Completion of the prerequisites will determine how much time is needed to teach each module.

Module 2

- This module should emphasize the importance of team dynamics.
- Critical use of ICS forms must be stressed—improper use results in incorrect documentation for financial reimbursement and potential fines by government regulatory agencies.

Module 3

- Emphasize the roadmap for IMT training development in order to give students a “big picture” to focus on during team development.
- This module presents critical information on the development, maintenance, and transition of IMTs. It deserves particular emphasis in determining overall time for training.

Module 4

- Module 4 should exercise all functions of the IMT as a team effort, preferably through simulations.

Instructional Methodology

- Final simulation should cover different operational periods to test the IMT at various times of incident management.
- The class should comprise of at least one team divided into two operational shifts.
- Specialty positions should have the opportunity to observe other positions (during training); however, they should assume their roles at shift changes without knowing what was going on in the exercise previously.
- Training should take place with personnel assigned to an IMT. The IMT Training Course should be for IMT teams.
- Interaction should be with multiple teams throughout the U.S. through distance learning.
- Include role-playing (interpersonal dynamics) for outsiders to add reality problems or situations to the simulation.

Delivery Mechanisms

- On-demand training for the IMT Training Course should be listed in the catalog for team training and not for individuals to attend. Anticipate that this training will be on demand for primarily off-campus delivery.
- Possibly broken down into smaller modules for those who want modular training.
- 40 hours in a week (if possible) for continuous training. “Get the training done in the shortest time.”
- Move training from the jurisdiction’s work place. Conduct training away from the office.
- Consider technology for training delivery such as CD-ROM-based instruction and an on-line test for certificate of completion. Consider as many options as possible.

Certification

- Accrediting organization should be identified.
- Jurisdiction that is going to use the IMT will set standards as to whether they will accept the IMT.
- Historical recognition for experience (grandfathering) must be used to establish the IMTs in a short time.
- IMT members need to maintain certification through periodic training as an individual and with the IMT as a team member.

Other concerns

- Community involvement needs to be stressed.
- Build team and solicit participation with training and commitment.
- Fire service needs to constantly court allied professionals for support and participation.

The second focus group essentially accepted the results of the first focus group with additional comments. Comments made by the second focus group were incorporated after consultation with USFA and Eagle Systems’ representatives.

The second focus group provided many suggestions; some reinforced the recommendations of the first focus group. While the second focus group did not make specific recommendations on their assigned tasks, the USFA members and Eagle Systems obtained the gist of their intentions in order to complete the report and provide the basis for a plan of instruction.

V. Issues/Questions Facing the National Capital Region (NCR) IMT

The NCR IMT made many comments and asked many questions. The first two comments/questions pertain to the scope of the focus group. The others are questions the NCR needs answers to. Nevertheless, these questions need to be captured so the authorities can review them for action.

- ◆ Assumption is made that NCR members will already be proficient to the I-300 level. Members will need to attend:
 - Command and General Staff class
 - Unified Command class
 - USFA IMT Team Training class
 - Position-specific training
- ◆ How will the IMT conduct continuing education? Recommend that the group train collectively on a quarterly basis the first year and twice per year thereafter. The group should also train during large-scale exercises.
- ◆ Notification and activation process. How will the members be alerted, will they respond to an assembly point or go directly to the scene? What is the expectation regarding “wheels up” time?
- ◆ The jurisdiction where the incident occurs will not be expected to participate in the IMT.
- ◆ The best person for the position should be selected regardless of his or her rank.
- ◆ Who will pay when the IMT is activated if there is no declaration or reimbursement?
- ◆ Do we need one jurisdiction to be responsible for administering the team, such as documentation and fiscal management (similar to Arlington County and the NMRT)?
- ◆ Should the IMT have a separate cache of equipment similar to the US&R-IST?
- ◆ Do we need a unique uniform or vest system?
- ◆ What type of schedule or rotation should the team use, that is, standing teams (for example red and white), or will members call in if available to make up the team?
- ◆ How many positions are required to make up the team (suggest 12 or 13 for each operational period)? How deep for redundancy? How many teams?
- ◆ Will the NCR IMT be deployable?
- ◆ How long will the members be expected to stay onscene for the event, for example, 5 days?
- ◆ The NCR jurisdictional agencies and allied agencies will need to be trained about the capabilities of the IMT and how they will interact.
- ◆ What happens if the NCR goes to Level Orange or Red? Will the agencies allow the members to leave the jurisdictions and participate?

- ◆ A minimum of one law enforcement official will be included in each IMT from the beginning.
- ◆ Who will review the credentials of the applicants for the IMT and set the standards for membership or certification?
- ◆ The IMT may have to work with volunteer officers who are not as familiar with ICS or the IMT concept.

VI. Compliance with Sections 504 and 508 Rehabilitation Act

Eagle Systems will comply with Section 504 of the Rehabilitation Act for all paper-based courses by designing activities that can be altered for persons with disabilities. The alterations will depend on the activity planned. If the person with disabilities is a part of the IMT, then the IMT training will be paced to the capabilities of that individual so the team can function. Extra time will be allocated to the person with disabilities based on the AHJ's decision for assignment to the team.

We designed our Standing Operating Procedures for 508 Compliance based on the National Emergency Training Center (NETC) Style Guide. Eagle Systems has experience in 508 compliant courses as we have completed two web-based courses that are compliant. We use accessibility software to build the courseware and then screen readers (for example JAWS, Bobby, and Microsoft XP) to check for compliance.

The exact details of compliance will depend on the final type of course delivery. Eagle Systems will ensure the deliverables will be in compliance with the NETC standards.