

Unit 1: Course Overview and Introduction

U.S. Fire Administration (USFA)

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

STUDENT MANUAL

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Acknowledgements

U.S. Fire Administration (USFA)

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

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

Unit Overview and Objectives

Unit Objectives

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

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

Methodology

The methodologies include lecture and group and individual activities.

Materials

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

Unit Agenda



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

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

Unit 1: Course Overview and Introduction

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

Unit 1
Course Overview and Introduction

  USFA Type 3 All-Hazards Incident Management Team Introduction

Notes:

Unit Objectives

Unit Objectives

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



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Course Overview and Introduction
USFA Type 3 All-Hazards Incident Management Team

Notes:

Course Materials

Course Materials

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

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



Notes:

Administrative Details

Administrative Details

- Attendance.
- Promptness.
- Participation.

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electronic devices or
set to vibrate*



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Administrative Details

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Course Overview and Introduction
USFA Type 3 Incident Management Team

Notes:

Facility Details

Facility Details

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



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Course Overview and Introduction
USFA Type 3 Incident Management Team

Notes:

Course Agenda

Course Agenda

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



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Course Agenda

Day	Course Unit	Duration
1	Unit 1: Course Overview and Introduction.	1 hour, 50 min
	Unit 2: Leadership and Team Dynamics.	4 hours, 45 min
2	Unit 3: The All-Hazards Planning Cycle.	6 hours, 15 min
3	Unit 3: The All-Hazards Planning Cycle (continued).	6 hours, 15 min
4	Unit 3: Activity 3.8 Cypress tornado.	6 hours, 30 min
5	Unit 4: Simulation.	6 hours, 30 min



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Course Agenda

Day	Course Unit	Duration
1	Unit 1: Course Overview and Introduction.	1 hour, 50 min
	Unit 2: Leadership and Team Dynamics.	4 hours, 40 min
2	Unit 3: The All-Hazards Planning Cycle.	6 hours, 15 min
3	Unit 3: The All-Hazards Planning Cycle (continued).	6 hours, 15 min
4	Unit 3: Activity 3.8 Cypress tornado.	6 hours, 30 min
5	Unit 4: Simulation.	6 hours, 30 min



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Course Agenda

Day	Course Unit	Duration
1	Unit 1: Course Overview and Introduction.	2 hours, 10 min
	Unit 2: Leadership and Team Dynamics.	5 hours, 10 min
2	Unit 3: The All-Hazards Planning Cycle.	6 hours, 15 min
3	Unit 3: The All-Hazards Planning Cycle (continued).	6 hours, 15 min
4	Unit 3: Activity 3.8 Cypress tornado.	6 hours, 30 min
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USFA Type 3 All-Hazards Incident Management Team | 6

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	Unit 2: Leadership and Team Dynamics	4 hours, 10 min
2	Unit 3: The Planning Cycle	6 hours, 15 min
3	Unit 3: The Planning Cycle (continued)	6 hours, 15 min
4	Unit 3: Activity 3.8 Cypress tornado	6 hours, 30 min
5	Unit 4: Simulation	6 hours, 30 min



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Notes:

Course Purpose

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



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USFA Type 3 All-Hazards Incident Management Team

Notes:


- The main purpose is to introduce the Type 3 All-Hazards Incident Management Team (AHIMT) process.
- The course is intended for entry-level personnel.


- Students should concentrate on becoming comfortable with the overall process, not the specifics of their position. Position-specific training is available in other courses.
- This course alone does not automatically qualify students to participate in an AHIMT.

Introductions

Introductions

- Instructors.
- Mentors.


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Notes:

Course Objectives

Course Objectives

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



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USFA Type 3 All-Hazards Incident Management Team | 9

Course Objectives

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



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Course Overview and Introduction
USFA Type 3 All-Hazards Incident Management Team

Notes:

Instructional Methodology

Instructional Methodology

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



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USFA Type 3 Incident Management Team

Notes:

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

Testing and Evaluation Process

Testing and Evaluation Process

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



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Testing and Evaluation Process

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Testing and Evaluation Process

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USFA Type 3 Incident Management Team

Notes:

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

Activity 1-1: Establish Expectations

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

Total Time: 45 minutes



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USFA Type 3 Incident Management Team

Notes:

Purpose

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

Duration

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

Directions

1. Students will identify their positions and introduce themselves – indicating where they come from, types of position(s) held and years of experience, and expectations for future response assignments.
2. Students will determine how to introduce their team to the rest of the class.
3. This activity is the first opportunity for students to work together as a team.
4. Teams should work together to establish three to five expectations for the course. A team member should write these expectations down on an easel pad.

5. The teams will each introduce themselves to the class.
6. A member from each team will briefly present their team's expectations to the class.
7. Instructors should briefly address the student's expectations and share their own expectations for the course.

What an Incident Management Team Does

What an Incident Management Team Does

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



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Notes:

Often the AHIMT will be transitioned in when the initial response is overwhelmed.

Key reasons for transition: complexity or duration of the incident.

A key feature of the AHIMT is its ability to shrink or grow in size in response to an incident.

IMT Types

IMT Types

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



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USFA Type 3 Incident Management Team

Notes:

Who Participates in an AHIMT?

Who Participates in an AHIMT?

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



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Notes:

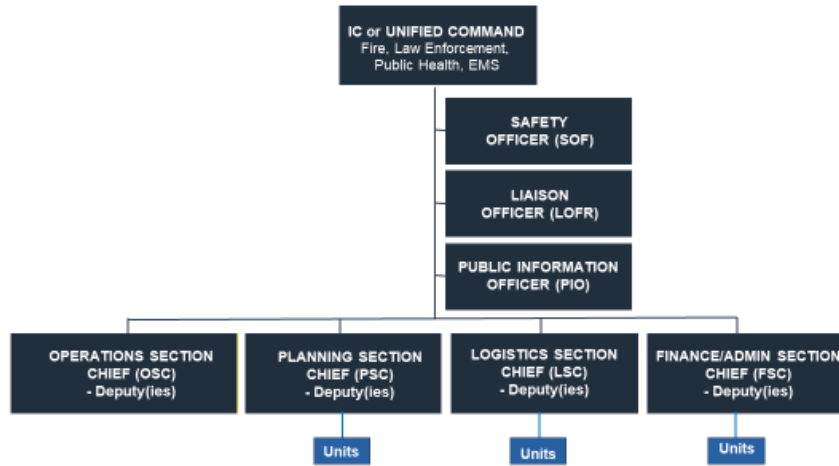
- The Type 3 AHIMT is a resource that should be available 24 hours per day, 7 days per week, 365 days per year for response. It consists of Command and General Staff members

and support personnel. To accomplish this availability will require more than one individual to be trained in each of the AHIMT positions.

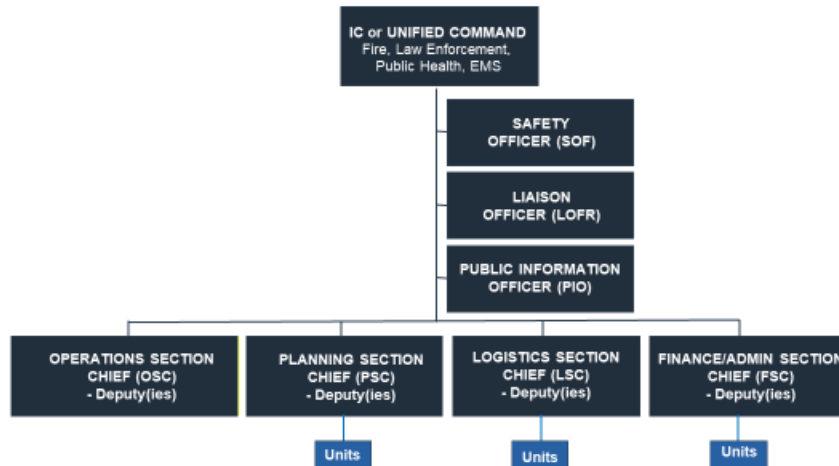
- At the Type 3 AHIMT level, the qualifications and credentials will be vetted at the State, local, or tribal level.
- The team can be resized based on need.

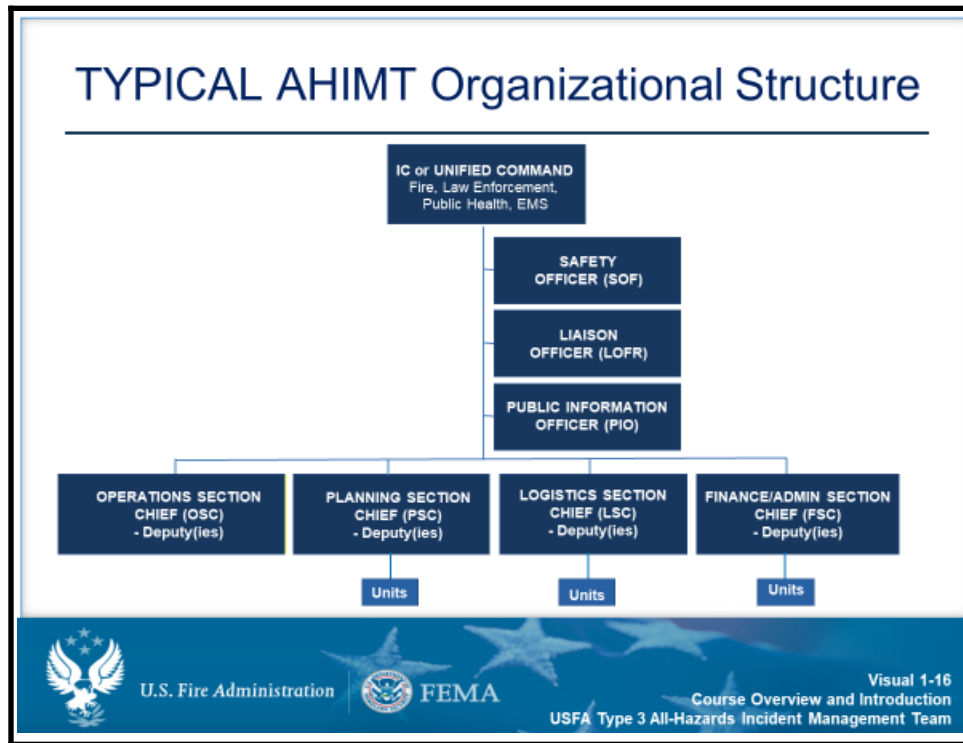
Typical AHIMT Organizational Structure

Typical AHIMT Organizational Structure



Typical AHIMT Organizational Structure



**Notes:**

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

Kinds of Incidents That May Benefit From an AHIMT Response

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



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- Terrorist incidents
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- Civil unrest
- Planned events
- Planned exercises



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Notes:

Examples include:

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

And many more responses for planned events and unplanned incidents.

How an AHIMT is Credentialed

How an AHIMT is Credentialed

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



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Notes:

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

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

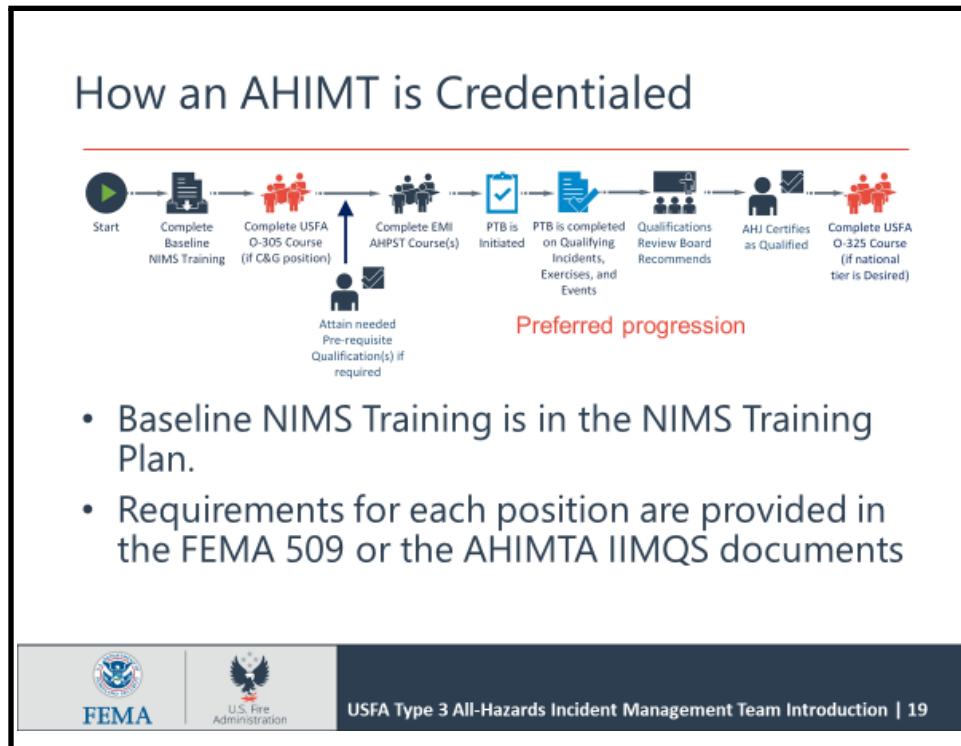
- **Job Titles/Position Qualifications** define the minimum criteria that personnel serving in specific incident-related positions must attain before deploying to an incident. These criteria describe not only required capabilities, but also describe specific education, training, experience, physical/medical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

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

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

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

How an AHIMT is Credentialed (cont'd.)



Notes:

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

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

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

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

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

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



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

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

Factors Influencing Response

Factors Influencing Response

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

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Notes:

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

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


- Economy


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

Objectives Review

Objectives Review

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


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Notes:
