

FINAL REPORT

Crosswalk/Gap Analysis of NIMS/ICS All Hazard Position Specific Courses with the National Integration Center (NIC) Core Competencies

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1. Introduction and Project Overview

ICF International (ICF) was contracted by the Federal Emergency Management Agency (FEMA) Emergency Management Institute (EMI) in July 2011 to conduct a comprehensive review of the FEMA EMI 15 National Incident Management System (NIMS)/Incident Command System (ICS) All Hazard Position Specific courses (referred to as the FEMA EMI courses) and other Federal government agency NIMS/ICS Position-Specific courses (referred to as other agency courses) that are considered equitable in intent to the FEMA EMI courses. A list of the 15 FEMA EMI courses reviewed is in the table below:

15 FEMA EMI NIMS/ICS All-Hazard Position-Specific Courses	
<ul style="list-style-type: none"> • Incident Commander • Liaison Officer • Safety Officer • Public Information Officer • Operations Section Chief • Logistics Section Chief • Planning Section Chief • Finance/Admin Section Chief 	<ul style="list-style-type: none"> • Resources Unit Leader • Situation Unit Leader • Facilities Unit Leader • Supply Unit Leader • Communications Unit Leader • Finance/Administration Unit Leaders (all) • Division/Group Supervisor

The purpose of the project was threefold:

1. **Competency/Behavior Gap Analysis of FEMA EMI Courses:** To review FEMA EMI course materials, conduct a gap analysis, and develop recommendations using the FEMA National Integration Center (NIC) NIMS core competencies and associated behaviors as a standard (see Annex A).
2. **Comparative Analysis of Other Agency Courses:** To compare and contrast course objectives and content between the FEMA EMI courses with their equivalent National Wildfire Coordinating Group (NWCG), U.S. Coast Guard (USCG), and Environmental Protection Agency (EPA) courses to identify similarities and differences that would inform an understanding of how well these courses align with the NIC core competencies and behaviors. See Annex B for a list of all courses submitted by the NWCG, USCG, and EPA for this project.
3. **Development of recommendations based on review of content in FEMA EMI and Other Agency Courses:** To document any differences in overall course approach or strategy identified during earlier reviews of each participating agency course, as well as recommendations for consideration during future course revisions and updates.

The first portion of this project, the competency/behavior gap analysis, was completed on September 30th and was summarized in an Interim Report dated October 3, 2011. The gaps analysis resulted in a list of recommendations designed to refine the content in the FEMA EMI courses as they continue to satisfy NIC standards for position-specific training. The second and third parts of this project were completed in October. All findings and recommendations are included in this Final Gap Analysis and Course Comparison Report (also referred to as the Final Report).

2. Project Steps

The following project steps were followed to achieve the project objectives.

1. Conduct a review of the course materials for 15 FEMA EMI courses and verify that the course materials address the core competencies and behaviors (competencies/behaviors) identified by the NIC. Note where course materials do not fully address the NIC NIMS core competencies/behaviors and provide corresponding recommendations.
2. Obtain course materials from NWCG, EPA, and USCG for review and comparison as part of this project.
3. Review course materials for each of the NWCG courses against the objectives and content of the equivalent FEMA EMI courses. Use this comparison to document similarities and differences that relate to the NIC core competencies/behaviors.
4. Review course materials developed and presented by the USCG and the EPA and make a comparison to the content in the corresponding FEMA EMI course materials. Use this comparison to document similarities and differences that relate to the NIC core competencies/behaviors.
5. Document the results of all reviews in a Final Gap Analysis and Course Comparison Report. This Final Report includes differences identified between FEMA EMI and other agency courses and informed suggestions for future course updates and revisions.

The overall intention of this project is to bolster consideration for a consistent nationwide course of instruction for NIMS/ICS All Hazard Position Specific courses.

3. Project Approach

Competency/Behavior Gap Analysis of FEMA EMI Courses

Overview

The competency/behavior analysis was a qualitative analysis. The task objectives were to:

- Identify possible gaps between course content and the NIC NIMS core competencies;
- Provide recommendations for closing any gaps in the course content.

The methodology used was a spreadsheet that allowed a subject matter expert (SME) reviewer a visual comparison between a description of the competency/behavior and the course objectives. Each reviewer had access to the Instructor Guides (which included copies of the course slides) and the supplemental materials (handouts, exercises, etc.) to conduct their review and recorded their findings in the spreadsheet.

Competency Crosswalk

To conduct this analysis a spreadsheet was created for each FEMA EMI course. The spreadsheet is referred to as a competency crosswalk. This section describes the competency crosswalk in general terms and how this tool was used by the SME reviewers (referred to as reviewers) to gauge the quality and quantity of course content against the competencies and behaviors.

The competency crosswalk included the FEMA EMI course objectives listed by unit along the top of the spreadsheet and the master NIC competency and behavior list along the left side of the spreadsheet in columns A and B respectively. Course objectives varied from one course to the next and from one unit to the next. The same competency and behavior list was included in the competency crosswalk for each course; however, because each position did not rely on exactly the same set of behaviors the list reflected this position-specific application of behaviors by shading rows for certain behaviors. Reviewers could still see all the behaviors but the shading was an indication to them that those behaviors were not as strongly emphasized in the course material by design.

In June 2006 the NIC and NWCG jointly published "competency sheets" which tailored the master competency and behavior list for each position by identifying subsets of competencies and behaviors that applied specifically to each position. The competencies and behaviors reflected the work of over 100 SMEs with qualifications in the positions. Although the behaviors that were not included in the competency sheet for each position were shaded within the competency crosswalk, the reviewers did evaluate all the behaviors they each concluded were appropriate for the position being evaluated even if the behaviors were not included in the competency sheets. The final competency crosswalks provided with this Final Report include all the behaviors evaluated for each position.

Steps

The competency crosswalk allowed a two-dimensional comparison of the content within each course unit against each competency and behavior. Reviewers used the Instructor Guides and supplemental materials to conduct their reviews.

1. For each position specific course the reviewer entered the page number and the section title in the Instructor Guide where the behavior could reasonably be expected to be demonstrated by students of the FEMA EMI course during discussion or participation in an exercise.
2. If the reviewer found that a behavior was not illustrated or expressed to the extent they thought necessary for the mastery of the position (either in quantity or quality/depth), then a comment was entered for that behavior in the far right column of the spreadsheet. The comment included a description of the perceived gap and a recommended correction to the course materials.
3. After the primary reviewer completed the competency crosswalk, a full secondary review was conducted with a separate reviewer. The second reviewer attempted to confirm, add to, or clarify the initial reviewer's findings.
4. The two reviewers then discussed their reviews to adjudicate their findings and agree upon each course reference that they considered encouraging of discussion or demonstration of a competency/behavior. This adjudication ensured that individual biases were not injected into the comparison.
5. Competency crosswalks completed for each course were all reviewed a fourth and final time for validity of the recommendations. All final recommendations from these 15 competency crosswalks are included in Section 4 of this Final Report. The competency crosswalks are also provided to FEMA EMI as a deliverable.

Comparative Analysis of Other Agency Courses

Overview

To obtain an understanding of how well NWCG, USCG, and EPA courses align with the NIC core competencies and behaviors, reviewers conducted a comparative analysis process using the FEMA EMI courses. The FEMA EMI courses served as a baseline for comparison and allowed reviewers to draw parallels to the previously mapped NIC core competencies and behaviors. Other agency course materials were reviewed in comparison to corresponding FEMA EMI courses to find content- and objectives-based similarities, overlaps, gaps, discrepancies, and other issues. If the courses were determined to cover the same content and address the same objectives, then it followed that they would be likely to address the same core competencies and behaviors.

The use of this methodology allowed reviewers to draw logical parallels between the NIC core competencies and behaviors and the course materials provided by other agencies. As no direct analysis or comparison with the NIC core competencies and behaviors was conducted, the findings of this comparative analysis should be understood within the context of several assumptions:

- Findings represent what a direct comparison of other agency courses to the NIC core competencies and behaviors would be likely to find *if conducted*, not that a definitive determination or correlation has been made.
- Comparisons were conducted using materials provided (i.e., written instructor or student materials) which differed in style, depth, and organization.
- Reviewers compared the stated objectives and course content of the other agency courses against the corresponding stated objectives and course content of the FEMA EMI courses, which served as a baseline for the comparative analysis. The FEMA EMI courses were not selected to serve as best practices or model approaches, but rather as a method for standardization and the ability to draw parallels to the previously-conducted comparison to NIC core competencies and behaviors.
- The comparative analysis was conducted as a qualitative and subjective evaluation. Reviewers were asked to use their professional experience and judgment to interpret whether stated course objectives and course materials were basically equivalent, compatible, or consistent with the FEMA EMI course. The analysis was not conducted to compare the courses to each other in terms of quality, effectiveness, or preferred style and approach.
- Where stated objectives and course materials were deemed equivalent to the FEMA EMI position-specific courses, the parallel was drawn that the other agency course would likely correspond to the same NIC core competencies and behaviors that had previously been matched to that FEMA EMI course content.
- Any findings should serve as a starting point for future comparisons or a reasonable baseline for identifying where further analysis and actions may be justified. This Final Report focuses on larger trends and patterns observed, while the associated spreadsheet tools provide a detailed look at each course comparison conducted.

Comparative Analysis Process and Tools

Reviewers were provided with all available course materials and a spreadsheet tool to facilitate the collection and “scoring” of the comparative analysis. Each reviewer attempted to correlate the other agency course content with the stated objectives and content of the associated FEMA EMI course. As course style and organization differ greatly from one agency to another, these correlations were not always “one-to-one” comparisons where one course unit aligned neatly with another; reviewers were required to look across the breadth of the other agency course to identify where subject and content overlaps occurred. To facilitate a standard approach to these evaluations, a dashboard-style scoring system was developed. Reviewers were asked to first identify where content and objectives overlapped, and then assign a score of green, yellow, or red. If no content or objectives overlap was noted, then reviewers indicated N/A (gray).

As FEMA EMI courses were used as the starting point or baseline for comparison, the reader should start at the top of each spreadsheet column and review downward across the associated rows representing the other agency course content and objectives. A green, yellow, or red score means that there was some correlation between the FEMA EMI baseline unit and that particular unit in the other agency course. It is possible for one FEMA EMI course unit to correspond to multiple units in the other agency courses, or vice versa. The actual score and associated

comments provide the reader with an understanding of how well the content and objectives actually correlate to the baseline established by the FEMA EMI course and, therefore, correlate to the underlying NIC core competencies and behaviors.

- Green – other agency course content and objectives are roughly equivalent to the FEMA EMI course content and objectives. One would expect that a direct comparison of the other agency course to the NIC core competencies and behaviors would reveal similar results to the FEMA EMI course comparison already completed. Courses are not necessarily identical, but any differences are very minor and would not have the effect of cancelling out correlation to the associated NIC core competencies and behaviors.
- Yellow – other agency course content and objectives are generally similar to the FEMA EMI course content and objectives. There are no major differences noted, but a direct comparison of the other agency course to the NIC core competencies and behaviors may or may not reveal similar results to the FEMA EMI course comparison already completed. A more thorough comparison would be needed to determine whether differences between the courses would affect the correlation to the associated NIC core competencies and behaviors. This does not mean that the course is deficient or inappropriate, only that there is not direct correspondence to the FEMA EMI course.
- Red – other agency course content and objectives conflict with or vary substantially from the FEMA EMI course content and objectives. The other agency course materials may be missing or incomplete in comparison to the FEMA EMI course content and objectives. A more thorough comparison is required to determine whether differences between the courses require resolution before an effective correlation to the associated NIC core competencies and behaviors can be determined. This does not mean that the course is deficient or inappropriate, only that there is not direct correspondence to the FEMA EMI course.
- N/A (Gray) – The other agency course content/objectives are not relevant for comparison against this FEMA EMI unit.

4. Project Findings

Executive Summary

This Final Report includes findings for the competency/behavior gap analysis of the 15 FEMA EMI courses and the comparative analysis of the other agency courses. The first part of this project involved the comparison of one set of agency (FEMA EMI) All Hazard Position Specific courses with NIC NIMS competencies and associated behaviors. These courses are targeted towards first responders and emergency management personnel who use ICS to respond to all types of disasters and large-scale planned events. The next two parts of this project brought into focus All Hazard Position Specific courses developed and taught by other federal agencies: NWCG, EPA, and the U.S. Coast Guard. Representatives from each of these agencies have agreed to adhere to the same NIMS competencies and behaviors within their training and qualification process. The appraisal of these findings forms the basis for a discussion starter in the conclusion section (see section titled: "Overall Recommendation") concerning approach and strategy for the refinement or development of future federal agency courses.

Competency/Behavior Gap Analysis

A total of 34 gaps were identified within 8 of the 15 position specific FEMA EMI courses that were evaluated. These 34 gaps represent 22 of the 35 behaviors listed on the NIC ICS position competency and behavior guidance master list. Two trends were identified in the gaps. Reviewers noted in multiple locations that EMI courses were found to place inconsistent emphasis, and in some cases, a very weak emphasis on the following competencies and associated behaviors:

Competency	Behavior
2. Lead assigned personnel.	1. Model leadership values and principles.
4. Ensure completion of assigned actions to meet identified objectives.	17. Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity.

Aside from these trends, each recommendation must be reviewed independently by the original course designers and course owners (FEMA EMI) and, if deemed appropriate, incorporated into course material based on its own merits.

Comparative Analysis

Findings from the comparative analysis of other agency courses follow the EMI gap analysis and associated recommendations in this Final Report. Findings are summarized in two sections:

- Conclusions from Comparative Analysis of Other Agency Courses (a table of findings specific to certain courses).
- Conclusions and Recommendations for Alignment of All Hazard Position Specific Courses (a list of general findings that represent overarching issues between or across courses to inform future course revisions and development).

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Competency/Behavior Gap Analysis and Recommendations

Overview

Gaps are grouped by position in the tables and alphabetically organized within this section. The tables include a row at the top showing the competency under which the evaluated behaviors are grouped in the first column. Gap descriptions and corresponding recommendations are included as a second and third column respectively next to each behavior.

No gaps were identified in the FEMA EMI All Hazard courses for the following positions:

- Communications Unit Leader (E-969)
- Facilities Unit Leader (E-971)
- Finance/Admin Section Chief (E-973)
- Finance/Admin Unit Leaders (E-975)
- Incident Commander (E-950)
- Safety Officer (E-954)
- Supply Unit Leader (E-970)

For the most part (over 60%), identified gaps are unique to the position and the behavior as in the example below from the review of the EMI Public Information Officer course (E-952).

Competency 1: Assume position responsibilities		
Behavior	Gap	Recommendation
5. Ensure ability to use tools necessary to complete assignment.	Social media is not incorporated in the course.	Recommend that more information be included in Unit 5 (Effective Media Relations) on how to use social media as a tool (Facebook, Twitter, etc.).

Thirty-eight percent of the identified gaps refer to the amount of representation of a certain behavior in the course content. Within this latter category reviewers identified a gap when a behavior was not well represented in the course material or when a portion of the behavior (underlined) or a certain aspect of the behavior was not represented (examples below are from EMI Division/Group Supervisor course, E-960; Resources Unit Leader course, E-965; and Situation Unit Leader course, E-964 in the order listed).

Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behaviors	Gaps	Recommendations
17. Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity.	Behavior is not adequately represented in course material.	Recommend adding additional information on how to conduct an appropriate transfer of position for a field assignment in Units 4 (Division/Group Management and Personnel Management) and/or 8 (Coordination).
5. Utilize information to produce outputs.	Responsibility for preparation of ICS Form 207 is not clearly stated.	Recommend that ICS Form 207 be added to slide 7-7 (p. 7-10). Explicitly note on slide 7-28 (p. 7-32) that the Resources Unit prepares ICS Form 207 (add a bullet that states "Prepared by the Resources Unit").
2. Gather, analyze, and validate information pertinent to the incident or event and make <u>recommendations for setting priorities.</u>	Behavior (underlined portion) is under-represented.	Recommend a clearer description of the Situation Unit Leader's role with respect to setting priorities for the incident response or event activities. An appropriate location would be Unit 3 (Situation Unit Overview) and Unit 4 (Intelligence).

Some of the evaluated behaviors were not from the original competency sheet created for the position as discussed in the Project Approach. These behaviors were added to the evaluation process at the judgment of the reviewer.

Reviewers found that most positions contained sufficient course content representation of these added behaviors. Only four cases within the 34 identified gaps were for added behaviors. These added behaviors are listed below and also marked with a note in the recommendation tables:

Position	Behavior Added - not from the Original Competency Sheet
Operations Section Chief	Competency 4: Ensure completion of assigned actions to meet identified objectives. Ensure completion of assigned actions to meet identified object 16. Develop appropriate information releases and conduct media interviews according to established protocol.
Planning Section Chief	Competency 4: Ensure completion of assigned actions to meet identified objectives. 8. Anticipate, recognize and mitigate unsafe situations.

Position	Behavior Added - not from the Original Competency Sheet
Public Information Officer	Competency 1: Assume position responsibilities. 5. Ensure ability to use tools necessary to complete assignment.
	Competency 4: Ensure completion of assigned actions to meet identified objectives. 1. Administer and/or apply agency policy, contracts and agreements.

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Gaps and Recommendations

Division/Group Supervisor (E-960)

Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behaviors	Gaps	Recommendations
17. Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity.	Behavior is not adequately represented in course material.	Recommend adding additional information on how to conduct an appropriate transfer of position for a field assignment in Units 4 (Division/Group Management and Personnel Management) and/or 8 (Coordination).
18. Plan for demobilization and ensure demobilization procedures are followed.	Behavior is not adequately represented in course material.	Recommend additional instructor notes on demobilization and demobilization procedures for slide 8-12 (p. 8-16) in Unit 8 (Coordination).

Liaison Officer (E-956)

Competency 3: Communicate effectively		
Behavior	Gap	Recommendation
2. Ensure documentation is complete and disposition is appropriate.	Handout 9-1 underutilized.	Recommend a note to the instructor in Unit 9 to weave Handout 9-1 (Train Derailment Scenario Demobilization Plan) into coursework discussion and to emphasize understanding through the exercise. Instructor Guide currently calls for distribution of Handout 9-1 at the end of the Unit after the conclusion of the exercise.
Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behavior	Gap	Recommendation
17. Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity.	Behavior is not adequately represented in course material.	The Resources Unit Leader course, Unit 3 (Overview of the Resources Unit), is one of the few units that has a slide on "Transfer of Position." Recommend the use of this slide (visual 3-29), modified for the Liaison Officer position in Unit 2 or Unit 9 of the Liaison Officer course.

Logistics Section Chief (E-967)

Competency 1: Assume position responsibilities:		
Behavior	Gap	Recommendation
7. Understand and comply with ICS concepts and principles.	For Unit 6 (Overview of Food Unit) behavior is not adequately represented in course material.	Add additional information about how the Food Unit Leader will interact with the Service Branch Director, what ICS forms the Food Unit Leader may need to use, and what briefings/meetings the Food Unit Leader should be aware of (see recommendations under "Communicate Effectively.")
Competency 2: Lead assigned personnel		
Behaviors	Gap	Recommendation
<p><u>1. Model leadership values and principles.</u></p> <p>3. Establish work assignments and performance expectations, monitor performance, and provide feedback.</p>	Behavior (underlined portion) is under-represented, particularly for a General Staff position.	Recommend that Unit 1 include a note to the instructor on importance of emphasizing leadership aspects of this position throughout course, not just during Unit 12 instruction.
Competency 3: Communicate effectively		
Behaviors	Gaps	Recommendations
1. Ensure relevant information is exchanged during briefings and debriefings.	Unit 6 (Overview of Food Unit) omits mention of briefings and participation of the Unit Leader in meetings.	Recommend that this part of the Food Unit Leader's role be addressed in Unit 6. For examples see Unit 3 (Overview of Facilities), p. 3-14, 3-15 and Unit 4 (Overview of Ground Support) p. 4-16, 4-17.
2. Ensure documentation is complete and disposition is appropriate.	Unit 6 (Overview of Food Unit) omits mention of the ICS Forms and other documentation this position is responsible for.	For Unit 6 (Overview of Food Unit) recommend that the course material include more information on the documentation requirements relevant to this position.
3. Gather, produce and distribute information as required by established guidelines and <u>ensure understanding of information by recipient.</u>	Behavior (underlined portion) is under-represented, particularly for a General Staff position.	Recommend that Unit 1 include a note to the instructor on importance of emphasizing leadership aspects of this position throughout course, not just during Unit 12 instruction.

Operations Section Chief (E-958)

Competency 3: Communicate effectively		
Behavior	Gap	Recommendation
1. Ensure relevant information is exchanged during briefings and debriefings.	Description of situation update is minimal.	Recommend additional bullet notes to reflect the content of the Situation Update which is part of the Operational Period Briefing as described on page 8-14. Bullet notes could be as follows: <ul style="list-style-type: none"> • Updated incident map. • Number of personnel deployed in the field. • Types and quantity of equipment in field. • Results of operations in effect during previous operational period. • Additional related information that may impact operations (Such as vessel restrictions if response is related to a navigable waterway, air traffic restrictions, incident within an incident, etc.)
Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behavior	Gap	Recommendation
16. Develop appropriate information releases and conduct media interviews according to established protocol. <i>(This behavior was added at the judgment of the reviewer).</i>	Operations Section Chief's potential role with the media is omitted.	Recommend that additional notes be added to alert the students to this aspect of the position on page 11-12 in Unit 11 (Personnel Interaction). Operations Section Chief could be asked to provide an interview, could be requested to provide details for a press release, and should brief his field staff on the incident media policy.

Planning Section Chief (E-962)

Competency 1: Assume position responsibilities		
Behavior	Gap	Recommendation
6. Establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources.	In Unit 8 (Overview of Documentation and Demobilization Units) there is a disparity between the Documentation Unit Leader and the Demobilization Unit Leader regarding staffing guidance.	Recommend adding additional information to support appropriate staffing of the Documentation Unit. See slide 8-19 and related notes on pages 8-27 and 8-28 which provide in depth information for staffing of the Demobilization Unit.
Competency 2: Lead Assigned personnel		
Behaviors	Gaps	Recommendations
2. Ensure the health and safety, welfare, and accountability of assigned personnel.	No information on the safety of the Situation Unit Field Observers (FOBS).	Recommend an additional bullet on p. 4-21 or 4-22 of Unit 4 (Overview of Situation Unit) that focuses the discussion on the safety of the Situation Unit Field Observers (FOBS). Information should include a safety briefing and appropriate Personal Protective Equipment.
3. Establish work assignments and performance expectations, monitor performance, and provide feedback.	Outdated and agency-specific material.	Unit 4, p. 4-21 and 4-22 lists Situation Unit Positions and assignments. These positions could be updated to accommodate the All Hazards theme. For example: "Infrared Interpreter" may not be a required position for most incidents. Or the comment about the Geographic Information Specialists: "They produce great looking things that can be useful for Volunteers in Police Service." By singling out this organization as a recipient of GIS products most students from a non-fire background will not understand the relevancy.

Planning Section Chief (E-962) - continued

Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behavior	Gap	Recommendation
<p>8. Anticipate, recognize and mitigate unsafe situations.</p> <p><i>(This behavior was added at the judgment of the reviewer).</i></p>	<p>Minimal exploration of the Planning Section Chief's role on the development of alternate strategies and, as applicable, the incorporation of hazard mitigation into these strategies.</p>	<p>Recommend linkage to this behavior be included in Unit 6 (Planning Cycle) on p. 6-15 by noting that the Safety Officer will also support the Planning Section Chief by reviewing alternate strategies and suggesting hazard controls as appropriate. Also recommend linkage to this behavior be included in Unit 7 (Interactions), p. 7-22 or 7-23.</p>

Public Information Officer (E-952)

Competency 1: Assume position responsibilities		
Behaviors	Gaps	Recommendations
<p>2. Ensure availability, qualifications, and capabilities of resources to complete assignment.</p>	<p>There is no job aid or checklist included in the course supplemental material for this position.</p>	<p>Recommend the inclusion of a job aid or checklist for the Public Information Officer within an Incident Management Team.</p>
<p>5. Ensure ability to use tools necessary to complete assignment.</p> <p><i>(This behavior was added at the judgment of the reviewer).</i></p>	<p>Social media is not incorporated in the course.</p>	<p>Recommend that more information be included in Unit 5 (Effective Media Relations) on how to use social media as a tool (Facebook, Twitter, etc.).</p>
<p>6. Establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources.</p>	<p>Chain of command not described.</p>	<p>Recommend a note for slides on p. 2-29 (Assignments: MAC Groups) and p. 2-31 (Assignments: Non-Team Assignments) that describes the Public Information Officer's chain of command (who they report to) within these organizations (Multi-Agency Coordinating Group and Non-Team Assignments).</p>

Public Information Officer (E-952) - continued

Competency 2: Lead assigned personnel		
Behavior	Gap	Recommendation
1. Model leadership values and principles.	For Unit 7 (Effective Community Relations) behavior is not adequately represented in course material.	Recommend a bullet note in Unit 7 on the importance of assuming a strong and proactive leadership role when the Public Information Officer is involved with community organizations and working on community relations.
3. Establish work assignments and performance expectations, <u>monitor performance, and provide feedback.</u>	Behavior (underlined portion) is under-represented.	Recommend a bullet note within Unit 3 (Incident Information Operations), p. 3-28 (Briefing the Information Staff), to add information how "Briefing the Staff" provides an opportunity to receive feedback and monitor performance.
Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behaviors	Gaps	Recommendations
1. Administer and/or apply agency policy, contracts and agreements. <i>(This behavior was added at the judgment of the reviewer).</i>	Behavior is not adequately represented in course material.	Recommend additional information be added to Unit 5 (Special Situations) that addresses policies and procedures on contacting next of kin in the event of death or injury, the local coroner's or medical examiner's role for confirmation of the number of deaths as a result of an incident, and release of information about the incident (Freedom of Information Act).
2. Gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities.	Behavior is under represented with respect to hard to reach and vulnerable populations.	Recommend bullet points to promote a discussion about how to identify and define hard to reach and vulnerable populations so that they are included as an audience for the IC/UC media messages. Either Unit 7 (Effective Community Relations) or Unit 8 (Special Situations) may be appropriate locations for this information.

Resources Unit Leader (E-965)

Competency 2: Lead assigned personnel		
Behavior	Gap	Recommendation
1. Model leadership values and principles.	Leadership values and principles are inferred but not clearly stated in all locations indicated on the competency crosswalk spreadsheet.	Recommend more solid emphasis on the leadership role of the Resources Unit Leader in the course material locations listed below. <ul style="list-style-type: none"> •P. 3-24 (Situational Awareness) •P. 3-38, 3-39 (Brief Unit Personnel Regularly) •P. 4-7 (Check-In) •P.5-9, 5-10 (Sources of Information) •P. 7-9 (When do you need an Incident Action Plan?) •P. 8-9 (Importance of the Demobilization Unit Leader) Consider including more information about the Resources Unit Leader leadership role during the Operational Planning process (Unit 6).
Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behaviors	Gaps	Recommendations
5. Utilize information to produce outputs.	Responsibility for preparation of ICS Form 207 is not clearly stated.	Recommend that ICS Form 207 be added to slide 7-7 (p. 7-10). Explicitly note on slide 7-28 (p. 7-32) that the Resources Unit prepares ICS Form 207 (add a bullet that states "Prepared by the Resources Unit").
9. Follow established procedures (including health and safety procedures) relevant to given assignment.	Resources Unit Leader responsibilities for "inspection" of equipment is not clearly defined.	Recommend additional detail in Unit 3 (Overview of Resources Unit; p. 3-13 and 3-14) describing what "inspection requirements" the Resource Unit Leader is making procedures for. Additional information about the Resources Unit Leader's role in examining equipment and requesting the inspection of incoming resources does not appear until Unit 4 (Overview of the Status Check-in Function; p. 4-24). Edit position checklist to describe Resources Unit Leader's responsibilities with respect to examining equipment and requesting an inspection, if needed, to verify damage and/or functionality.

Situation Unit Leader (E-964)

Competency 1: Assume position responsibilities		
Behavior	Gap	Recommendation
4. Establish effective relationships with relevant personnel.	Behavior is not adequately represented in course material.	<p>Information on establishing effective relationships is inferred from the slides indicated in Unit 3 (Situation Unit Overview).</p> <ul style="list-style-type: none"> •P. 3-25 (Incident Commander) •P. 3-26 (Operations Section Chief) •P. 3-27 (Air Operations Branch Director) •P. 3-28 (Public Information Officer) •P. 3-29 (Safety Officer) •P. 3-30 (Ground Support Unit) •P. 3-31 (Facilities Unit) •P. 3-32 (Resources Unit) •P. 3-33 (Resource Advisors and Agency Representatives) <p>Recommend adding additional information on the importance of establishing effective relationships while filling this position in Units 3 (Situation Unit Overview) where indicated, 7 (Staffing and Organizing), and 8 (Planning Meetings and Briefings).</p>
Competency 2: Lead assigned personnel		
Behaviors	Gaps	Recommendations
1. Model leadership values and principles.	Behavior is not adequately represented in course material.	Recommend including more emphasis about the leadership role of this position during the Operational Planning process described in Unit 8 (Planning Meeting and Briefings). A good example is that there may be times in which the Situation Unit Leader may have to step in and facilitate meetings when the Planning Section Chief is unavailable to do so.
4. Emphasize and foster teamwork.	Behavior is not adequately represented in course material.	Recommend that the importance of teamwork within the Situation Unit be addressed in Units 3 (Situation Unit Overview) and/or 7 (Staffing and Organizing).

Situation Unit Leader (E-964) - continued

Competency 3: Communicate effectively		
Behavior	Gap	Recommendation
4. Communicate and ensure understanding of work expectations within the chain of command and across functional areas.	Behavior is not adequately represented in course material.	Recommend adding specific bullets in Unit 7 (Staffing and Organizing), in p. 7-28 and 7-29 that explicitly state the importance of this behavior.
Competency 4: Ensure completion of assigned actions to meet identified objectives		
Behaviors	Gaps	Recommendations
2. Gather, analyze, and validate information pertinent to the incident or event and make <u>recommendations for setting priorities.</u>	Behavior (underlined portion) is under-represented.	Recommend a clearer description of the Situation Unit Leader's role with respect to setting priorities for the incident response or event activities. An appropriate location would be Unit 3 (Situation Unit Overview) and Unit 4 (Intelligence).
4. Make appropriate decisions based on analysis of gathered information.	Behavior is not adequately represented in course material.	Recommend additional discussion notes for the instructor about the importance of the <i>decision-making criteria used by the Situation Unit Leader</i> when sorting and evaluating information and deciding upon the best venue for presentation. New material is appropriate for Unit 4 (Intelligence), near or within p. 4-12 and 4-13.
17. Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity.	Behavior is not adequately represented in course material.	Recommend that the "Transfer of Position" slide (#3-29) in Unit 3 (Overview of the Resources Unit) of the Resources Unit Leader course be included in the Situation Unit Leader course, Unit 3 (Situation Unit Overview).
18. Plan for demobilization and ensure demobilization procedures are followed.	Behavior is not adequately represented in course material.	Recommend that the course material link the <i>Situation Unit Leader's responsibilities for demobilization</i> discussed in Unit 7 (Staffing and Organizing) to the tracking and demobilizing of the Situation Unit's typically large quantity of supplies and equipment.

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Conclusions Derived from Competency/Behavior Gap Analysis

- The competency/behavior gap analysis that was conducted of the 15 FEMA EMI courses did not reveal any significant deviations from the NIC master competencies and behaviors.
- With two exceptions, gaps that were noted were not systemic throughout all courses, but localized to each course in which they are noted. These two exceptions are:

Competency	Behavior
2. Lead assigned personnel.	1. Model leadership values and principles.
4. Ensure completion of assigned actions to meet identified objectives.	17. Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity.

- Course designers and owners (FEMA EMI) should review the recommendations generated from the gap analysis and consider the following factors to make a final determination as to whether or not a recommendation should be incorporated into the FEMA EMI course:
 - The reviewers that examined the courses for this part of the project were not involved with the original course development process. Therefore, their findings were not tempered with the original assumptions that resulted in the emphasis or de-emphasis of certain course content within the FEMA EMI course material, such as course prerequisites, additional agency requirements for qualification, and time allotted for the instruction of each course.
 - Participation in a course is only one step towards the qualification of an Incident Management Team member. Certain behaviors may be better demonstrated in a performance-based environment. The reviewers did not account for this distinction and evaluated the course content against all behaviors equally.
 - To manage the inconsistent treatment of the two competencies/behaviors listed above within the entire FEMA EMI All Hazard Position Specific curriculum, course and/or instructor style modifications should be considered above and beyond the specific recommendations listed in the gap analysis and recommendations section.

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Comparative Analysis of Other Agency Courses Findings and Recommendations

Overview

Although other agency courses were organized differently and developed for different audiences, the comparative analysis revealed that they generally cover the same content and objectives. When differences or discrepancies were identified, most were limited to specific or narrower topics, issues, or clarifications. In some cases, these differences or discrepancies may be the result of reviewing student materials that do not provide the same depth or background as instructor materials; issues may be resolved by reviewing instructor guides or supplemental notes that were unavailable for the current review process. Other issues will require a more extensive comparison of course materials to source documentation; determinations and adjustments may be necessary to ensure consistency and bring course materials into alignment.

The following overarching considerations were identified during the review process and may influence the comparison or correlation between courses:

- Each agency has developed a different professional development track for various positions. As such, there may be differences in the overall goals and objectives between otherwise similar courses because some core competencies/behaviors are addressed elsewhere, whether through pre-requisites or companion/complementary courses. As an example, general leadership and supervisory principles may be excluded from an otherwise equivalent course and taught in a separate curriculum that was not reviewed as part of this analysis.
- “Indirect” course instruction (i.e., reliance on pre-course materials or preparatory work, additional handouts and examples, and discussion- or exercise-based modules) make it difficult to draw direct comparisons between courses, particularly with regard to the depth and detail of instruction. Findings in this report may simply indicate areas where course documentation is insufficient to make a determination.
- All agencies have adapted their courses to reflect the unique requirements of their mission and audience, but the lack of documentation on what constitutes core content versus adapted (or agency-specific) content make it difficult to draw direct comparisons between courses. As such, adapted content cannot be determined equivalent without additional review and comparison to common source documentation and materials.
- Courses are developed and updated on different timetables, which results in differences in emphasis based on current technologies and an agency’s operational considerations. For example, an emphasis on the development of field-based desktop mapping in one course may not correlate directly to a newer course that emphasizes the application of the agency’s advanced GPS/GIS technologies and advanced mapping technologies.

Specific Course Findings

Gaps are grouped in the tables and alphabetically organized by position within this section. The tables include a row at the top showing the color “score” under which the evaluated behaviors are grouped. The agency reviewed is listed beneath the score in the first column, followed in the

second column by the EMI course unit number where the finding was identified. The third and final column contains a comment to describe what was found and the associated NIC core competency and behavior(s) that may be affected.

The following two findings represent areas where position roles and responsibilities are not congruent between courses, which has the potential to cause confusion or conflicts during response operations and affect the correlation to multiple NIC core competencies and behaviors:

- A comparison of the FEMA EMI OSC course and the corresponding USCG course revealed that there are discrepancies in the presentation of OSC roles and responsibilities. The courses were not aligned in their presentation of which responsibilities are assigned to the OSC versus those assigned to the Planning Section Chief (PSC).
- A comparison of the FEMA EMI PSC course and the corresponding EPA course revealed an EPA position that does not correspond to traditional assignments of functions and responsibilities. The Environmental Unit Leader position is unique to EPA operations and the corresponding description of responsibilities indicates the potential for overlaps or conflicts with responsibilities assigned to other ICS positions.

There were no differences noted between other agency courses and the following FEMA EMI All Hazard courses:

- Communications Unit Leader (E-969)
- Logistics Section Chief

*Gaps and Recommendations¹***Division/Group Supervisor (E-960)**

Red		
Agency	EMI Course Unit	Comment
NWCG	5	<p>Contents of "go-kit" are not addressed in NWCG course materials, which may impact C1.1 (ensure readiness for assignment).</p> <p>NWCG course materials do not address the value of ICS Form 201 when a Division/Group Supervisor is gathering initial information, which may impact C1.1 (ensure readiness for assignment).</p> <p>Division/Group Briefing, Assignment Line Briefing, and a Resource Briefing are not defined/discussed in the NWCG course. The Fireline Handbook or the Incident Response Pocket Guide may have information on these briefings. Additional review is needed to determine if C3.1 (ensure relevant information is exchanged during briefings and debriefings) is satisfied.</p>
EPA	2	<p>The concept of organizational development is not discussed in the EPA course materials, which may impact C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources).</p> <p>Functions of the Operations Section and roles and responsibilities of the Operations Section Chief and Branch Director are not discussed specifically in the EPA course materials, although an organization chart and exercise may cover some of this information. Additional review is required to determine if C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources) is satisfied.</p>
	4	<p>Personnel evaluation forms are not discussed in the EPA course material, although "documenting actions" with respect to performance problems is mentioned, which may impact C3.2 (ensure documentation is complete and disposition is appropriate) is satisfied.</p> <p>EPA course materials do not directly discuss the ICS concept "Unity of Command," although the importance of sharing information up and down the chain of command and across functional lines is included. Additional review is needed to determine if C1.7 (understand and comply with ICS concepts and principles) is satisfied.</p> <p>EPA course materials provide mention of personnel management, but additional review is needed to determine if discussions of leadership</p>

¹ See Annex B for a list of course materials provided by each agency for inclusion in the Comparative Analysis.

		styles and the challenges associated with supervising personnel (rank structures, volunteers, exhaustion, etc.) are sufficient to satisfy C3.1 (model leadership values and principles).
	5	EPA course materials do not discuss the use of ICS Form 211 for check-in procedures, which may impact C1.7 (understand and comply with ICS concepts and principles). EPA course materials do not indicate that a complete Incident Action Plan or all component forms are discussed or provided for review for review, which may impact C1.3 (gather, update, and apply situational information relevant to the assignment).

Yellow

Agency	EMI Course Unit	Comment
NWCG	2	NWCG course materials do not provide a review of basic ICS concepts, the Operations Section purpose, Operations Section Chief responsibilities, or the Branch Director responsibilities. There is limited information provided to determine if the "Interaction" panel discussion or training aids (Incident Response Pocket Guide and Fireline Handbook) would include this information. Additional review is needed to determine if C1.7 (understand and comply with ICS concepts and principles) is satisfied.
	4	NWCG course materials discuss management principles in a discussion format, so equivalency cannot be determined. Leadership training is obtained separately from the NWCG course and not reviewed as part of this project. Additional review is needed to determine if C2.1 (model leadership values and principles) is satisfied.
	4	Controls (measuring progress against time), performance evaluations, personnel management and team-building are not covered in depth within NWCG course materials, which may impact C2.1 (model leadership values and principles) and C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback). The reading and implementation of ICS Form 204 by the Division/Group Supervisor is not specifically discussed in the NWCG course materials. Reference to the Incident Action Plan and the Division Assignment is made within an extract from the Fireline Handbook. Additional review is needed to determine if C3.4 (communicate and ensure understanding of work expectations within the chain of command and across functional areas) is satisfied.
	6	Instructor notes in NWCG materials direct students to the Fireline Handbook for a discussion of the responsibilities of the Division/Group Supervisor in relation to the Operations Planning Cycle. Additional review is needed to determine if C1.7 (understand and comply with ICS concepts and principles) and C3.1 (ensure relevant information is exchanged during

		briefings and debriefings) are satisfied.
	7	Instructor notes in NWCG Unit 3 direct students to the Incident Response Pocket Guide risk management process checklist. The steps for the Risk Management Model are not identical to the Risk Management Process. Additional review is needed to determine if C4.7 (modify approach based on evaluation of incident situation) is satisfied.
EPA	1	Although no Position Task Book (PTB) is discussed, the review of responsibilities is similar in EPA course materials. Additional review is necessary to determine if C1.1 (ensure readiness for assignment) is satisfied.
	3	Strike Teams and Task Forces are introduced, but not organizationally defined in the slides or instructor notes. This information may be in the EPA Incident Management Handbook (IMH). Additional review is needed to determine if C1.7 (understand and comply with ICS concepts and principles) is satisfied.
	5	Equivalency of the information about Division/Group Resource Briefings and Assignment Line Briefings could not be determined due to lack of or different labeling of information in EPA course materials. Additional review is required.
	6	Information flow requirements from the Division/Group supervisor to the Operations Section Chief or Branch Director are described in EPA course materials, but not within the context of the planning process, which could impact C1.7 (understand and comply with ICS concepts and principles).
	7	EPA course materials discuss the steps in the risk management process, but the steps are not identical. Additional review is required to determine equivalency to satisfy C4.2 (gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities).
	8	EPA course materials do not discuss the role of the Incident Commander in setting objectives, broad direction, and policy interpretation, as discussion is focused on Division/Group supervisor interactions with Division/ Group resources, and the Planning, Logistics, and Finance/ Administration sections. There are no instructor notes and coordination is addressed through an exercise. Additional review is necessary to determine if C3.4 (communicate and ensure work expectations within the chain of command and across functional areas) is satisfied.

Facilities Unit Leader (E-971)

Yellow		
Agency	EMI Course Unit	Comment
NWCG	7	Although the courses and forms discussed appear to share similar objectives, the NWCG course introduces different forms and does not speak to T-Cards, which may impact C3.2 (ensure documentation is complete and disposition is appropriate).
	8	NWCG course materials do not provide the same level of detail on security, which may affect C2.2 (ensure the health and safety, welfare, and accountability of assigned personnel).

Finance and Administration Section Chief (E-973)

Red		
Agency	EMI Course Unit	Comment
NWCG	1	PTBs are not discussed in the NWCG course material, which impacts C1.1 (ensure readiness for assignment).
	3	Ordering procedures are briefly discussed in NWCG course material, but there is no mention of coordination with the facilities unit or the Planning P, which may affect C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources).
EPA	1	PTBs are not discussed in EPA course material, which impacts C1.1 (ensure readiness for assignment).
	3	The EPA course materials do not discuss ICS209 (Incident Status Summary), ICS226 (Individual Performance Rating) or conflict resolution. Cost estimates are done by the Time Unit Leader (TIME) in the EPA course, which does not correspond to the Cost Unit Leader (COST) assignment in the EMI course. These items may affect C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback) and other associated competencies/behaviors.
	4	EPA course materials do not include Incident Agency Personnel, Agency Admin Representative or Buying Team, which may impact C1.4 (establish effective relationships with relevant personnel).

Yellow		
Agency	EMI Course Unit	Comment
EPA	2	EPA course materials do not include IMT information exchange, Information Gathering Checklist, or Agency Administrator Briefing, which may impact C1.3 (gather, update and apply situational information relevant to the assignment).

Finance and Administration Unit Leaders (E-975)

Red		
Agency	EMI Course Unit	Comment
NWCG	2	No mention of Comprehensive Emergency Management Plan (CEMP), Planning P, Mutual Aid Agreements (MAA), or Emergency Management Assistance Compact (EMAC) in NWCG course materials, which may impact C1.1 (ensure readiness for assignment) and other competencies/behaviors.

Incident Commander (E-950)

Red		
Agency	EMI Course Unit	Comment
NWCG	3	NWCG course materials do not provide details on the make-up of the IMT and the dynamics within and across the various teams, which may impact C1.4 (establish effective relationships with relevant personnel). Team management and team building are not discussed, which may impact C2.4 (emphasize teamwork).
	5	NWCG course materials do not provide details on Agency Oversight and Common Agency Oversight Duties, which may impact C1.4 (establish effective relationships with relevant personnel) and C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources). NIMS and the National Response Framework (NRF) are not introduced in the NWCG course, which may impact C1.7 (understand and comply with ICS concepts and principles). Course references the Federal Response Plan, which should be updated to NRF.
	6	Principal Federal Official, Joint Field Offices (JFOs), EMAC and Emergency Support Functions (ESFs) are not described in the NWCG course, which may impact C1.4 (establish effective relationships with relevant personnel) and C1.7 (understand and comply with ICS concepts and principles).
	9	NWCG course materials do not discuss Situation Reports (SITREPS), Field Observers (FOBs), or Joint Information Centers (JICs), which may impact C3.4 (communicate and ensure understanding of work expectations within the chain of command and across functional areas) and C4.16 (develop appropriate information releases and conduct media interviews according to established protocol).
	14	NWCG course materials do not provide details regarding the role and interaction of the Incident Commander (IC) and the Finance/Administration Section Chief, typical sources of cost constraints, discretionary cost items, unique cost issues under unified command and large incidents, off-incident financial support, and cost management of interagency incidents, which may impact C1.3 (gather, update and apply situational information relevant to the assignment).
EPA	1	EPA course materials do not introduce the all-hazards curriculum concept or Position Task Books, which may impact C1.1 (ensure readiness for assignment). The course references the National Response Plan, which should be changed to the National Response Framework.

USCG	2	USCG course materials do not discuss common management/communications pitfalls, the human resource specialist position, and union issues/agreements, which may impact C3.1 (ensure relevant information is exchanged during briefings and debriefings).
	7	<p>While Hazard Risk Analysis is mentioned briefly, USCG course materials do not provide details on complexity analysis, which may impact C1.3 (gather, update and apply situational information relevant to the assignment).</p> <p>USCG course materials do not provide specific information on an Agency Administrator/Executive briefing, which may impact C3.1 (ensure relevant information is exchanged during briefings and debriefings).</p>
	8	The USCG course provides information about transition from one "state, stage, subject, or place" to another, but does not include specific information regarding the transfer of command, which may impact C4.17 (transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity).
	10	USCG course materials do not discuss the Strategic Plan or describe the distinction and relationship between management objectives, incident objectives, strategies, and tactics, which may impact C1.3 (gather, update and apply situational information relevant to the assignment).
	11	Long-range plans are not discussed in the USCG course materials, which may impact C4.2 (gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities).
	15	Cooperative Agreements and Memorandum of Understandings (MOUs), the differences between them, other types of agreements, and the utility and/or limitations of agreements are not specifically described in the USCG course materials, which may impact C4.1 (administer and/or apply agency policy, contracts and agreements).
	16	While documentation responsibilities are mentioned, USCG course materials do not describe specific documentation practices and processes for the IC, which may impact C3.2 (ensure documentation is complete and disposition is appropriate).
	17	The Final Incident Package requirements, internal team critiques and performance evaluations, and components of the close-out meeting are not listed or described in USCG course materials, which may impact C4.18 (plan for demobilization and ensure demobilization procedures are followed).

Yellow		
Agency	EMI Course Unit	Comment
NWCG	2	NWCG course materials do not provide details on roles and common management/communication pitfalls for the Deputy IC, Safety Officer, Liaison Officer, Public Information Officer, Section Chiefs and Sections, which may impact C3.4 (communicate and ensure understanding of work expectations within the chain of command and across functional areas). Human Resource Specialist and the Union Representative and the IC's role in compliance with union agreements are not addressed in the NWCG course, which may impact C3.4 (communicate and ensure understanding of work expectations within the chain of command and across functional areas).
	4	NWCG course materials discuss an incident commander kit, but differ in their timeframe reference (i.e., up to 48 hours versus up to 72 hours). Additional review is needed to determine appropriate recommendation to ensure that C1.1 (ensure readiness for assignment) is addressed.
	7	The role of the Agency Administrator/Executive's representative is not addressed in the NWCG course materials, which may impact C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources).
	11	The NWCG course does not provide details on the IC's role in approving the Incident Action Plan (IAP), other types of plans, contingency trigger points, the incident emergency plan, and long-range planning, which may impact C3.5 (develop and implement plans and gain concurrence of affected responders, agencies and/or the public).
	12	NWCG course materials do not provide specific information on Technical Specialists or untrained personnel assigned to the incident, which may impact C1.7 (understand and comply with ICS concepts and principles).
	EPA	3
5		EPA course materials do not include detailed information related to Common Agency Oversight Duties, which may impact C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources).
6		EPA course materials do not discuss the multiple levels of Multi-Agency Coordination (MAC) that may be established, details on EMAC purpose and functions, or ESFs, which may impact C1.7 (understand and comply with ICS concepts and principles).

	10	EPA course materials do not discuss detailed information regarding the relationships among incident objectives, strategies and tactics, which may impact C3.3 (gather, produce and distribute information as required by established guidelines and ensure understanding of information by recipient).
USCG	6	The Role of the Principal Federal Official is not noted in the USCG course material, which may impact C1.4 (establish effective relationships with relevant personnel).
	9	USCG course materials do not discuss the distinction between information and intelligence and do not provide details on the intelligence function or ways to enhance external communications, which may impact C1.3 (gather, update and apply situational information relevant to the assignment).
	10	Objectives are discussed in the USCG course materials, however, no clear distinction between management and incident objectives is made, which may impact C1.3 (gather, update and apply situational information relevant to the assignment).
	12	The issue of staffing as a command decision is mentioned briefly in the USCG course materials, however, there is no specific information on determining incident staffing needs, which may impact C1.2 (ensure availability, qualifications, and capabilities of resources to complete assignment).
	13	USCG course materials do not provide details on elements to consider when managing special situations, which may impact C1.3 (gather, update and apply situational information relevant to the assignment).
	14	USCG course materials do not provide details on the roles and interaction of the Finance Section Chief with the Command and General Staff, or on methods for managing costs on large incidents, which may impact C1.4 (establish effective relationships with relevant personnel).

Liaison Officer (E-956)

Red		
Agency	EMI Course Unit	Comment
EPA	6	EPA course material does not discuss the Liaison Officer's initial brief with Incident Commander and slides on the ICS Form 201 and IAP are "hidden" within the presentation, so it is unclear whether these topics are taught during instruction. This could impact C1.1 (ensure readiness for assignment) and C1.3 (gather, update, and apply situational information relevant to the assignment).
	9	The EPA course material does not mention release priorities or their significance, Liaison Officer documentation responsibilities prior to demobilization, or performance evaluations, which may impact C3.2 (ensure documentation is complete and disposition is appropriate) and C4.18 (plan for demobilization and ensure demobilization procedures are followed). A sample demobilization plan is handed out during the course, but this document was not available for the course review.
Yellow		
Agency	EMI Course Unit	Comment
EPA	5	The EPA course does not discuss check-in locations and the importance of co-locating with the Public Information Officer, which could impact C1.3 (gather, update and apply situational information relevant to the assignment) and C3.4 (communicate and ensure understanding of work expectations within the chain of command and across functional areas).
	5	The EPA course materials do not include or stress the importance of communications priorities for the liaison officer, which may impact C3.1 (ensure relevant information is exchanged during briefings and debriefings).
	7	There is a sequential listing of all the Planning Process meetings in the EPA course materials, but the instructor notes do not provide sufficient depth to determine how the Liaison Officer role is tied into other parts of the Planning Process like the Tactics Meeting and pre-meeting periods of time, which may impact C1.7 (understand and comply with ICS concepts and principles).
	8	The EPA course materials did not provide sufficient depth to determine whether the discussion of potential special situations (like data inquiries, legal issues, misconduct of an agency responder, etc.) would satisfy C4.7 (modify approach based on evaluation of incident situation in accordance with overall incident objectives).

Operations Section Chief (E-958)

Red		
Agency	EMI Course Unit	Comment
NWCG	6	NWCG course materials do not specifically refer to mutual aid agreements. Additional review is needed to determine if course discussions of other formal agreements would be considered equivalent for the purposes of satisfying C4.1 (administer and/or apply agency policy, contracts and agreements).
	7	NWCG course materials make no mention of ICS 215M (Incident Resource Projection Matrix), ICS 221 (Demobilization Checkout), and Glide Path. Additional review is needed to ensure that C1.7 (understand and comply with ICS concepts and principles) is adequately addressed.
EPA	6	EPA course materials do not contain information about mutual aid agreements, which correspond to C4.1 (administer and/or apply agency policy, contracts and agreements).
USCG	2	The USCG course materials assign different roles and responsibilities to the Operations Section Chief and the Planning Section Chief. Additional review of relevant content areas is necessary to bring courses into alignment and ensure the satisfaction of all behaviors under C1.1 (assume position responsibilities).
	6	Differences in USCG assignments for Operations Section Chief/Planning Section Chief roles and responsibilities will require further review of topics this unit to ensure that C1.1 (assume position responsibilities) is satisfied.
	11	External coordination is not discussed in the USCG course materials, which may affect C1.4 (establish effective relationships with relevant personnel).
Yellow		
Agency	EMI Course Unit	Comment
NWCG	3	NWCG course materials do not specifically reference the Planning P, but include similar steps in the Planning Cycle. Operational periods are only discussed in relationship to the development of the IAP and operational period briefings. Additional review is needed to determine if NWCG content satisfies C1.7 (understand and comply with ICS concepts and principles) and other related competencies and behaviors.
	3	NWCG course materials make no mention of ICS 420 (FOG), although students may be referred to the Incident Response Pocket Guide (IRPG). Additional review is needed to ensure that C1.7 (understand and comply with ICS concepts and principles) is adequately addressed.

	8	The NWCG course materials do not provide a generic definition or description of a "Supervisor," although students may be referred to the Incident Response Pocket Guide (IRPG). Additional review is needed to ensure that C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources) is adequately addressed.
	9	Staging is discussed in the NWCG course, but materials do not elaborate on the considerations necessary for selecting appropriate staging locations. Further review should determine if the course exercise and existing course materials on staging are adequate to address C1.2 (ensure availability, qualifications, and capabilities of resources to complete assignment).
EPA	5	T-cards are mentioned within the flowcharts of EPA course unit 1.2, but the materials provided do not contain sufficient detail to determine if C1.2 (ensure availability, qualifications, and capabilities of resources to complete assignment) would be satisfied.
	7	The EPA course materials reference a Resource Projection Matrix, but it is unclear if this matrix achieves the same objectives as the Glide Path. Additional review is needed to determine if C4.18 (plan for demobilization and ensure demobilization procedures are followed) and related competencies and behaviors are met.
USCG	6	The course presentation of tactics meeting in the USCG course materials contains several differences. Additional review is needed to align this content and ensure that C3.5 (develop and implement plans and gain concurrence of affected responders, agencies and/or the public) is satisfied.

Planning Section Chief (E-962)

Red		
Agency	EMI Course Unit	Comment
EPA	3	<p>The EPA course materials do not discuss the Resource Unit Leader's responsibility to maintain ICS214 forms, which may impact C3.2 (ensure documentation is complete and disposition is appropriate).</p> <p>Field Observers (Situation Unit) are not listed as a resource for the Resources Unit in the EPA course materials, which may impact C1.4 (establish effective relationships with relevant personnel) and C2.5 (coordinate interdependent activities).</p> <p>The EPA course materials mention the Resources Unit Leader's role in demobilization, but additional review is needed to determine if information is sufficient to satisfy C4.18 (plan for demobilization and ensure demobilization procedures are followed).</p>
	3	Duties listed for Environmental Unit Leader in EPA course materials appear to duplicate Resources Unit Leader responsibilities. Additional review is needed to determine if this information satisfies C1.7 (understand and comply with ICS concepts and principles).
	5	<p>EPA course materials do not discuss the types of information that the Planning Section Chief can gather prior to arrival at the incident (upon notification), which may impact C1.1 (ensure readiness for assignment).</p> <p>EPA Unit 14 approaches information gathering from a federal perspective and focuses on the transition briefing and information gained from the Regional Emergency Operations Center (REOC). Additional review is required to determine if course materials are equivalent in content to support different perspectives.</p> <p>EPA course materials mention the development of Contingency Plans, but additional review is needed to determine if C3.5 (develop and implement plans and gain concurrence of affected responders, agencies and/or the public) and C4.2 (gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities) are satisfied.</p>
	6	<p>The roles of the Logistics Section Chief and Resources Unit Leader during the Tactics Meeting are not described in the EPA course materials, which may impact C3.1 (ensure relevant information is exchanged during briefings and debriefings).</p> <p>The role of technical specialists is not defined in the EPA course materials, which may impact C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback) and C2.4 (Emphasize teamwork).</p>

		<p>EPA course materials do not discuss debriefing/close-out, public meetings, agency-specific reviews or accident investigations, which may impact C3.11 (ensure relevant information is exchanged during briefings and debriefings).</p> <p>The term "Operational Period" is defined, but not addressed in greater detail in EPA course materials, which may impact C1.7 (understand and comply with ICS concepts and principles).</p> <p>EPA course materials provide an agenda and slides with examples of Planning Meeting displays, but do not provide additional material to support the Planning Section Chief's facilitation of the meeting. Additional review is required to determine if C3.5 (develop and implement plans and gain concurrence of affected responders, agencies and/or the public) is satisfied.</p>
	7	<p>EPA course materials do not discuss performance deficiencies and the necessity of performance evaluations, which may impact C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback).</p>
	8	<p>EPA course materials exclude the importance of Incident Management Team positions filling out the Unit Log (ICS Form 214), which may impact C3.2 (ensure documentation is complete and disposition is appropriate).</p> <p>EPA course materials do not address the need for the development of a Final Incident Package, which may impact C4.18 (plan for demobilization and ensure demobilization procedures are followed).</p> <p>EPA course materials do not provide an explanation regarding the use of ICS Form 221 (Demobilization Checkout Form) or discuss how the Demobilization Unit Leader creates the Demobilization Plan and what kind of factors to take into consideration when drafting the plan, which may impact C4.18 (plan for demobilization and ensure demobilization procedures are followed).</p>
USCG	5	<p>USCG course materials do not discuss the type of information that the Planning Section Chief can gather <u>prior</u> to arrival at the incident (upon notification), which may impact C1.1 (ensure readiness for assignment). Course materials do not discuss the use of ICS Form 209 (Incident Status Summary), existing situation reports, or pollution reports as briefing tools, which may impact C3.3 (gather, produce, and distribute information as required by established guidelines and ensure understanding of information by recipient).</p> <p>Course materials do not discuss the development of Contingency Plans or the elements of a plan in depth, which may impact C3.5 (develop and implement plans and gain concurrence of affected responders, agencies and/or the public) and C4.2 (gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities).</p>

	6	The USCG course does not include information on the Debriefing/Close-out, a Public Meeting, or a Demobilization Planning Meeting, which may impact C4.18 (plan for demobilization and ensure demobilization procedures are followed).
	8	The USCG course does not address the need for the development of a Final Incident Package, which may impact C4.18 (Plan for demobilization and ensure demobilization procedures are followed).
Yellow		
Agency	EMI Course Unit	Comment
NWCG	2	Organization and functions of the Planning Section are not described in the NWCG material. While material may be covered in pre-course work and course pre-requisites, additional review is required to determine if C1.7 (understand and comply with ICS concepts and principles) is satisfied.
	3	The role of the Resources Unit Leader is not described in the NWCG material. While material may be covered in pre-course work and course pre-requisites, additional review is required to determine if C1.7 (understand and comply with ICS concepts and principles) is satisfied.
	4	The role of the Situation Unit Leader is not described in the NWCG material. While material may be covered in pre-course work and course pre-requisites, additional review is required to determine if C1.7 (understand and comply with ICS concepts and principles) is satisfied.
	5	Additional review is needed to determine if discussion of information gathering upon notification (obtained prior to arriving) in the NWCG course material is sufficient to satisfy C1.1 (ensure readiness for assignment). Information gathering and sharing as a part of the planning process requires further review to determine if C1.1 (ensure readiness for assignment) is satisfied in the NWCG course material, as planning processes are not identical between courses.
	6	Developing tactics as a part of the planning process requires further review to determine if C1.1 (ensure readiness for assignment) is satisfied in the NWCG course material, as planning processes are not identical between courses.
	8	NWCG course materials provided regarding the Demobilization Unit (Unit Leader checklist, guidelines for staffing the unit, responsibilities of Demobilization Unit Leader, potential challenges that could occur during demobilization) require further review to determine if C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback) is satisfied. Within the topic of demobilization there are some differences in terminology regarding final incident deliverables.

EPA	4	EPA course materials do not discuss the Situation Unit Leader's role in the preparation of the ICS209 form (Incident Status Summary), which may impact C3.2 (ensure documentation is complete and disposition is appropriate). The list of Incident Management Team members that the Situation Unit Leader (and/or subordinates) would interact with is missing the Air Operations Branch Director, Ground Support Unit, and the Facilities Unit Leader. Additional review is needed to determine if C3.3 (gather, produce, and distribute information as required by established guidelines and ensure understanding of information by recipient) is met.
	6	A PDF file containing a sample Incident Action Plan was provided, but no instructor notes were included to determine if discussions regarding Incident Action Plan contents and development are sufficient to meet C3.2 (ensure documentation is complete and disposition is appropriate).
	8	EPA course materials appear to include an error in the instructor notes which reference an organizational chart as an ICS205 form. The form referenced is actually an ICS207 form, as ICS205 is a Communications Plan. Additional review is needed to determine if C1.7 (understand and comply with ICS concepts and principles) is met.
USCG	5	Delegation of Authority is briefly mentioned in USCG course materials, but additional review is necessary to determine if C4.1 (administer and/or apply agency policy, contracts and agreements) is satisfied.
	7	<p>USCG course materials discuss the setting and evaluation of objectives, but do not translate this information to the establishment of (Planning) Section priorities, briefing subordinates, or holding Planning Section meetings. Additional review is needed to determine if there is sufficient supporting information provided to meet C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback).</p> <p>USCG course material does not cover interaction with non-Incident Management Team personnel in depth, which may impact C1.4 (establish effective relationships with relevant personnel) and C3.5 (develop and implement plans and gain concurrence of affected responders, agencies, and/or the public).</p>

Public Information Officer (E-952)

Yellow		
Agency	EMI Course Unit	Comment
EPA	3	The EPA course materials do not address briefing packages or incident tours, which may affect C3.3 (gather, produce and distribute information as required by established guidelines and ensure understanding of information by recipient).

Resources Unit Leader (E-965)

Yellow		
Agency	EMI Course Unit	Comment
NWCG	4	There is a lack of information in NWCG course materials on how to manage self deployments, volunteers, and other "potential pitfalls" that pose a problem with assigning resources, which may impact C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback) and C3.2 (ensure documentation is complete and disposition is appropriate).
EPA	4	EPA course materials do not discuss the potential for self-deployments and how this issue should be handled by the status/check-in position or the Resources Unit Leader, which may impact C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback) and C3.2 (ensure documentation is complete and disposition is appropriate).
	6	EPA course materials do not discuss the importance of the Resources Unit Leader's role in considering surplus tactical resources early in the process. Further review is needed to determine if C4.2 (gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities) is satisfied.
USCG	4	The USCG course materials do not discuss how to manage self deployments, volunteers, and other "potential pitfalls" that pose a problem with assigning resources, which may impact C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback).
	7	Requests for information about resources from other members of the Incident Management Team or external agencies are not specifically addressed in the USCG course materials. Additional review is needed to determine if C3.3 (gather, produce, and distribution information as required by established guidelines and ensure understanding of information by recipient) is satisfied.
	8	USCG course materials discuss the update of the Resource Status Display for a new operational period, but do not directly address the Resources Unit Leader's transfer position duties. This may impact C4.17 (transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity).

Safety Officer (E-954)

Red		
Agency	EMI Course Unit	Comment
EPA	7	The EPA course discusses the development of an Occupational Safety and Health Administration (OSHA)-compliant Health and Safety Plan (HASP). However, the unit does not provide sufficient detail on developing the ICS 208HM, which is a form that is frequently used for hazardous materials responses. This corresponds to C3.5 (develop and implement plans and gain concurrence of affected responders, agencies and/or the public).
	12	The EPA course does not address personnel evaluations or PTBs, which correspond to C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback) and associated competencies/behaviors.
Yellow		
Agency	EMI Course Unit	Comment
NWCG	6	NWCG course materials do not include sufficient detail regarding the development of the ICS215A form to determine if C2.2 (ensure the health and safety, welfare, and accountability of assigned personnel) is met.
EPA	2	EPA course materials provide a list of responsibilities, but further review is needed to determine if the depth of instruction adequately addresses C1.1 (ensure readiness for assignment).
	2	The EPA course materials do not offer sufficient detail to determine if C3.1 (ensure relevant information is exchanged during briefings and debriefings) would be satisfied.
	3	The EPA course materials address the gathering of information upon notification, but does not emphasize sources and types of information obtained, which corresponds to C1.3 (gather, update and apply situational information relevant to the assignment).
	3	The EPA course materials addresses the gathering of information upon arrival on scene, but does not emphasize where this information is best obtained, which corresponds to C1.3 (gather, update and apply situational information relevant to the assignment).
	8	The EPA course materials address the potential uses of and how to determine the need for safety officers, but does not provide detail on how this connects to the resource ordering process, which corresponds to C1.2 (ensure availability, qualifications, and capabilities of resources to complete assignment).

8	The EPA course materials address operations briefings, but does not include field level safety briefings, which may affect C3.1 (ensure relevant information is exchanged during briefings and debriefings).
9	The EPA course materials do not make specific mention of who is responsible for several of the forms that the logistics section develops, which may impact C2.5 (coordinate interdependent activities).
10	The EPA course materials provided do not offer sufficient depth to determine if C4.8 (anticipate, recognize and mitigate unsafe situations) and associated competencies/behaviors for operational activities are met.
11	The EPA course materials do not address the potential need to assign additional personnel to accident investigations, which corresponds to C1.2 (ensure availability, qualifications, and capabilities of resources to complete assignment).

Situation Unit Leader (E-964)

Red		
Agency	EMI Course Unit	Comment
EPA	3	<p>EPA course materials do not emphasize the importance of preparing for mobilization, which could impact C1.1 (ensure readiness for assignment).</p> <p>EPA course materials address the initial briefing with the Planning Section chief, but do not provide the same depth of instruction on items such as ICS forms or Incident Action Plans for obtaining initial information). This may impact C1.3 (Gather, update, and apply situational information relevant to the assignment).</p> <p>EPA course materials do not discuss Situation Unit Leader's responsibility to fill out ICS Form 214, which could impact C3.2 (ensure documentation is complete and disposition is appropriate).</p>
	7	<p>EPA course materials address the functions of the Situation Unit but minimally cover the responsibilities of the Situation Unit Leader with respect to organizing, staffing, and supervising the unit, which may impact C2.5 (coordinate interdependent activities).</p> <p>EPA course materials omit discussion of the Situation Unit briefings, use of the ICS 213 form, and contents of the Situation Unit Leader's kit. This may impact C3.1 (ensure relevant information is exchanged during briefings and debriefings), C3.2 (ensure documentation is complete and disposition is appropriate), and C1.1 (ensure readiness for assignment). Depth of information on field observers in EPA course is difficult to determine due to a lack of instructor notes.</p>
USCG	3	<p>USCG course materials do not include preparing for mobilization as an area of emphasis, which could impact C1.1 (ensure readiness for assignment).</p> <p>The USCG course materials do not address how to obtain information from an Incident Action Plan when transitioning into an existing response, which may impact C4.17 (transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity).</p> <p>The USCG course materials do not discuss information exchanges with the Cost Unit and Compensation and Claims Unit and provide brief mention of "external" agencies or Resource Advisors and agency representatives. Additional review is needed to determine if C1.4 (establish effective relationships with relevant personnel) and C3.3 (gather, produce and distribute information as required by established guidelines and ensure understanding of information by recipient) are satisfied.</p>

	6	Infrastructure hardware is omitted from USCG course materials, although reliance on technology means discussion of logistical support is essential. The lack of this information could impact C1.1 (ensure readiness for assignment). The USCG course does not provide the same depth of instruction on GPS and GIS technology, which may be due to differences in missions and organizational capabilities.
	7	USCG course materials do not address Situation Unit Briefings and demobilization, which could impact C3.1 (ensure relevant information is exchanged during briefings and debriefings) and C4. 18 (plan for demobilization and ensure demobilization procedures are followed). USCG course does not provide the same depth of instruction on the Situation Unit GIS work area, briefing stage setup, staffing considerations and technical specialists, management information, and personnel welfare and safety. Further review is needed to determine the extent to which this impacts the demonstration of competencies and behaviors by course attendees.

Yellow

Agency	EMI Course Unit	Comment
NWCG	3	Additional review is required to determine if the Overview of the Planning Section and Situation Unit NWCG pre-course work is equivalent to satisfy C1.4 (establish effective relationships with relevant personnel).
	4	Additional review is required to determine if the Overview of the Planning Section and Situation Unit NWCG pre-course work is equivalent to satisfy C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources).
	4	The NWCG course materials provide less emphasis on the processing and analysis of information prior to its use. Further review is needed to determine if C4.5 (utilize information to produce outputs) is satisfied.
	5	Additional review is required to determine if the Basic Land Navigation NWCG pre-course work is equivalent to satisfy C4.5 (utilize information to produce outputs).
	5	Additional review of the NWCG Reference Guide is required to determine if discussions about maps and map making satisfies C3.3 (gather, produce and distribute information as required by established guidelines and ensure understanding of information by recipient).
	6	Additional review of the NWCG "GIS Standard Operating Procedures on Incidents" is necessary to determine if instruction on ordering and use of Geographic Information System (GIS) technology satisfies C4.5 (utilize information to produce outputs).

	8	Additional review is required to determine if the Overview of the Planning Section and Situation Unit NWCG pre-course work is equivalent to satisfy C1.6 (establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources).
EPA	5	Situation Unit Leader products or deliverables listed in the EPA course materials are not specific, which may be due to differences in mission or agency capabilities. Further review is needed to determine if C4.5 (utilize information to produce outputs) is satisfied.
	5	The EPA course materials discuss different types of maps used to map incident information and do not provide technically oriented information about drawing maps, which may be due to differences in mission or agency capabilities. Further review is needed to determine if C4.5 (utilize information to produce outputs) is satisfied.
	6	Desktop mapping is not covered in EPA course materials, which may be due to differences in mission or agency capabilities. Further review is needed to determine if C4.5 (utilize information to produce outputs) is satisfied.
USCG	4	USCG describes six steps of information management, which are different from the five steps presented in the EMI course with slightly different names and meanings. Further review is needed to determine if C4.2 (gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities) is satisfied.
	5	Both courses address the six elements that all maps must contain (STAND acronym). The USCG course does not provide the same depth of instruction on mapping terminology, which may be due to differences in missions and organizational capabilities and could impact C4.4 (utilize information to produce outputs).
	6	USCG course directs students to sources of technical support, rather than describe how to create them, which may reflect differences in operational capabilities and missions. Further review is needed to determine if C1.5 (ensure ability to use tools necessary to complete assignment) is satisfied.
	9	The USCG course discusses ICS Form 209, but does not include input of information from and value of the information to the cost unit leader and the safety mission, which may affect C3.2 (ensure documentation is complete and disposition is appropriate).

Supply Unit Leader (E-970)

Red		
Agency	EMI Course Unit	Comment
NWCG	10	The NWCG course does not mention ICS225 (incident personnel rating) or ICS226 (individual performance rating), which may impact C2.3 (establish work assignments and performance expectations, monitor performance, and provide feedback).
Yellow		
Agency	EMI Course Unit	Comment
NWCG	3	The Agency Ordering Point (AOP) is not emphasized or used in NWCG materials, but may be covered by discussion of Incident Communications Center. Further review needed to determine if C1.7 (understand and comply with ICS concepts and principles) is satisfied.
	5	Order origination and ICS 213 are not explored to the same depth in the NWCG course, which may impact C1.7 (understand and comply with ICS concepts and principles).

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Conclusions and Recommendations for Alignment of All Hazard Position Specific Courses

The results of this review should assist FEMA EMI and other agencies determine priorities for further course comparisons and activities designed to standardize or more closely align course content across agency lines.

General Findings

- Several of the FEMA EMI courses contained supplemental or review materials that explored division, group, unit, and section level positions and responsibilities. Other agency courses typically focused exclusively on the position responsibilities.
- Other agency courses sometimes included supplemental material unique to their agency's operations and responsibilities. This information was typically provided in addition to, not in place of, core content and objectives.
- Courses referenced or explained what appeared to be non-standard terminology and processes. With the materials provided, it was difficult to draw comparisons across courses and determine equivalency without understanding the underlying objectives, purpose, or origination of these terms and processes. Selected examples of these terms and processes include:
 - Information Officer (IO) vs. Public Information Officer (PIO)
 - Glide Path vs. Resource Projection Matrix
 - Planning "P" vs. Planning Cycle
 - Risk Management Model vs. Risk Management Process
 - Field Operations Guide (FOG) vs. Incident Response Pocket Guide (IRPG)
 - Information Management processes
- Some agencies have adopted ICS forms and processes that are adaptations of standard versions (e.g., ICS 213RR vs. ICS 213), which makes direct comparison of course content and competencies/behaviors difficult.
- Frequently cited findings indicate potential themes, or topics for review, to include:
 - Demobilization and transfer of command
 - Position Task Books and performance evaluation
 - Roles and responsibilities of various positions during planning meetings
 - ICS forms (especially ICS209, 221, 225, 266, and the IAP)
 - Personnel management and team building
 - Mutual aid agreements and external agency coordination
 - Coordination and integration of Finance/Administration functions and activities
 - Pre-incident actions and information gathering
 - IMT operations (e.g., Agency oversight and roles/responsibilities)
 - Emphasis on common incident pitfalls and effective management strategies

Overall Recommendation

Since the FEMA National Integration Center (NIC) NIMS All Hazard Position Competency and Behavior Guidance in Annex A is still in draft form, information from this project should primarily be used to further inform the application of the guidance to course development.

Annex A includes the following statement:

Each all hazard discipline will determine which core ICS competencies and behaviors apply to each position identified within the discipline, and develop the tasks that support the competencies and behaviors for each position.

The guidance goes on to read that:

Each all hazard discipline will determine which core ICS competencies and behaviors apply to each position identified within the discipline, and develop the tasks that support the competencies and behaviors for each position.

By virtue of this guidance, published in May 2011, agencies (federal, state, local) have the liberty to tailor training and qualification standards for their response personnel based on the competencies and behaviors deemed most relevant to those agencies' mission areas and operational constraints. In fact, since the courses reviewed were all developed prior to the publish date of this draft guidance; the federal agencies that participated in this project had already taken the liberty to apply the competencies and behaviors to their training curriculums in a tailored manner.

The general findings from the Comparative Analysis listed above demonstrate **the potential impact of this diversity in competencies and behaviors within different federal agency training curriculums**. Courses have already adapted to accommodate differences in response focus (all-hazards versus hazard-specific responsibilities); student backgrounds, affiliations, and qualifications; and agency mission, capabilities, and operating environment. The NIMS doctrine requires balancing this flexibility for implementation with the need for standardization.

NIMS provides a set of standardized organizational structures that improve integration and connectivity among jurisdictions and disciplines, starting with a common foundation of preparedness and planning. Personnel and organizations that have adopted the common NIMS framework are able to work together, thereby fostering cohesion among the various organizations involved in all aspects of an incident. NIMS also provides and promotes common terminology, which fosters more effective communication among agencies and organizations responding together to an incident.²

The application of the NIMS core competencies and behaviors to encourage a consistent approach to the development and maintenance of NIMS within federal departments and agencies is a positive step that supports Homeland Security Presidential Directive 5. How the NIC guidance is applied by each agency within their all hazard position specific training still requires further investigation and discussion to maintain the appropriate balance between flexibility and standardization required by NIMS.

² National Incident Management System (NIMS), December 2008.

Annex A – NIMS All Hazard Position Competency and Behavior Guidance

(From: Draft ICS Competencies and Behavior Guidance dated 5/23/2011. Includes Master Competency and Behavior List.)

The U.S. Fire Administration (USFA) and the National Wildfire Coordinating Group (NWCG), working on behalf of the National Integration Center, Incident Management Systems Integration Division (Department of Homeland Security), identified and compiled a master list of the core competencies and behaviors for each ICS position identified in the National Incident Management System (NIMS).

The competencies and behaviors form the basis for position specific training, position task books, job aids, and other performance-based documents.

The three primary benefits of identifying competencies:

- Competencies provide a clear benchmark that standardize qualifications without interfering with local decision making about training;
- Consistent use of shared competencies makes interagency cross-over and collaboration easier;
- Competencies are the essential basis for the development of performance based training.

The following brief definitions have been established:

- **Competency** – a broad description grouping core behaviors necessary to perform a specific function.
- **Behavior** – a general description of an observable activity or action demonstrated by an individual in a particular context.
- **Task** – A specific description of a unit of work activity that is a logical and necessary action in the performance of a behavior; how the behavior is demonstrated or performed in a particular context.

Competencies and behaviors across the ICS positions are similar. This similarity may hide critical differences in expected proficiency level, or the environment or type of incident, in which an individual is expected to perform the position. These critical differences are typically captured in the tasks identified for each position.

Each all hazard discipline will determine which core ICS competencies and behaviors apply to each position identified within the discipline, and develop the tasks that support the competencies and behaviors for each position. If a discipline wishes to deviate from these master competencies and behaviors they will be required to submit a change request to the Core Competency Management Working Group for adjudication and approval

Competency 1: Assume position responsibilities

Description: *Successfully assume role of [Position Title] and initiate position activities at the appropriate time according to the following behaviors.*

Behaviors

1. Ensure readiness for assignment.
2. Ensure availability, qualifications, and capabilities of resources to complete assignment.
3. Gather, update and apply situational information relevant to the assignment.
4. Establish effective relationships with relevant personnel.
5. Ensure ability to use tools necessary to complete assignment.
6. Establish and/or determine organization structure, reporting procedures, and chain of command of assigned resources.
7. Understand and comply with ICS concepts and principles.

Competency 2: Lead assigned personnel

Description: *Influence, guide, and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.*

Behaviors

1. Model leadership values and principles.
2. Ensure the health and safety, welfare, and accountability of assigned personnel.
3. Establish work assignments and performance expectations, monitor performance, and provide feedback.
4. Emphasize and foster teamwork.
5. Coordinate interdependent activities.

Competency 3: Communicate effectively

Description: *Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.*

Behaviors

1. Ensure relevant information is exchanged during briefings and debriefings.
2. Ensure documentation is complete and disposition is appropriate.
3. Gather, produce and distribute information as required by established guidelines and ensure understanding of information by recipient.
4. Communicate and ensure understanding of work expectations within the chain of command and across functional areas.
5. Develop and implement plans and gain concurrence of affected responders, agencies and/or the public.

Competency 4: Ensure completion of assigned actions to meet identified objectives

Description: *Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established timeframe.*

Behaviors

1. Administer and/or apply agency policy, contracts and agreements.
2. Gather, analyze, and validate information pertinent to the incident or event and make recommendations for setting priorities.
3. Prepare clear, concise assessments regarding hazards, hazard behavior, weather, and other relevant events.
4. Make appropriate decisions based on analysis of gathered information.
5. Utilize information to produce outputs.
6. Take appropriate action based on assessed risks.
7. Modify approach based on evaluation of incident situation in accordance with overall incident objectives.
8. Anticipate, recognize and mitigate unsafe situations.
9. Follow established procedures (including health and safety procedures) relevant to given assignment.
10. Provide logistical support as necessary.
11. Ensure operations consider socio-economic, political and cultural aspects.
12. Ensure compliance with all legal and safety requirements relevant to air operations.
13. Effectively advise and assist in resolving human resource issues that occur during the incident or event.
14. Coordinate and manage the use of multiple radio/communication frequencies and systems.
15. Ensure functionality of equipment.
16. Develop appropriate information releases and conduct media interviews according to established protocol.
17. Transfer position duties while ensuring continuity of authority and knowledge and while taking into account the increasing or decreasing incident complexity.
18. Plan for demobilization and ensure demobilization procedures are followed.

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Annex B – List of Other Agency Courses Submitted for this Project

NWCG	EPA	U.S. Coast Guard
Incident Commander (S400)	Incident Commander (EPA-400)	Intermediate and Advanced IC Training (310 and 410)
N/A	Liaison Officer (EPA-402)	N/A
Safety Officer (S404)	Safety Officer (EPA-404)	N/A
Information Officer (S403)	Public Information Officer (EPA-403)	N/A
Operations Section Chief (S430)	Operations Section Chief (EPA-430)	Advanced Operations and Planning Section Chief Training (430 and 440)
Logistics Section Chief (S450)	Logistics Section Chief (EPA-450)	N/A
Planning Section Chief (S440)	Planning Section Chief (EPA-440)	Advanced Operations and Planning Section Chief Training (430 and 440)
Finance/Administration Section Chief (S460)	Finance Section Chief (EPA-460)	N/A
Resources Unit Leader/ Demobilization Unit Leader (S349)	Resource Unit Leader (EPA-348)	Demobilization Unit Leader (347) Resources Unit Leader (348)
Situation Unit Leader (S346)	Situation Unit Leader (EPA-346)	Situation Unit Leader (346)
Division/Group Supervisor (S339)	Division/Group Supervisor (EPA 339)	N/A
Facilities Unit Leader (S354)	N/A	N/A
Supply Unit Leader (S356)	N/A	N/A
Communications Unit Leader (S358)	N/A	N/A
Finance/Administration Unit Leader (S360)	N/A	N/A

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Annex C – Acronyms

AOP	Agency Ordering Point
CEMP	Comprehensive Emergency Management Plan
COST	Cost Unit Leader
EMAC	Emergency Management Assistance Compact
EMI	Emergency Management Institute
EPA	Environmental Protection Agency
ESF	Emergency Support Function
FOB	Field Observers
FOG	Field Operations Guide
GIS	Geographic Information System
GPS	Global Positioning System
HASP	Health and Safety Plan
IAP	Incident Action Plan
IC	Incident Commander
ICS	Incident Command System
IMH	Incident Management Handbook
IMT	Incident Management Team
IRPG	Incident Response Pocket Guide
JFO	Joint Field Office
JIC	Joint Information Center
MAA	Mutual Aid Agreement
MOU	Memorandum of Understanding
NIC	National Integration Center
NIMS	National Incident Management System
NRF	National Response Framework
NWCG	National Wildfire Coordinating Group
OSHA	Occupational Safety and Health Administration
PTB	Position Task Book
SITREPS	Situation Reports
STAND	Scale Title Author North Arrow Date and Time
TIME	Time Unit Leader
USCG	U.S. Coast Guard



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