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# Unit 1: Course Introduction

STUDENT GUIDE

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**Objectives**

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

- Identify the course objective and position-specific resource materials for the position of Division/Group Supervisor (DIVS)
- Describe the course objective
- Explain the purpose of Position Task Books (PTBs)

**Methodology**

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This unit uses lecture, handouts, an exercise, and discussion.

Content from the Course Introduction will not specifically be tested though a quiz or the Final Exam. Instructors will evaluate students' initial understanding of the Division/Group Supervisor position through the facilitation of Exercise 1.

The purpose of the introductory exercise (Exercise 1) is to identify possible commonalities between the functions of a Division/Group Supervisor and those of the students' current positions. In break-out groups, students will use the Division/Group Supervisor Position Task Books to list common responsibilities, roles, and/or duties between their current position and that of a Division/Group Supervisor. They will then present their findings to the rest of the class. The exercise is intended to not only help the students relate to the position of Division/Group Supervisor, but to provide a brief introduction to the roles and responsibilities of the Division/Group Supervisor, to help them to become more familiar with the Division/Group Supervisor Position Task Book, and to encourage them to actively participate in the course.

**Time Plan**

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

| <b>Topic</b>      | <b>Time</b>                          |
|-------------------|--------------------------------------|
| Lesson            | 1 hour 30 minutes                    |
| Exercise 1        | 30 minutes                           |
| ICS Pretest       | 30 minutes (20 completion/10 review) |
| <b>Total Time</b> | <b>2 hours</b>                       |



Key Points

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**Topic**

Unit Title Slide

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**Key Points**

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**Unit Terminal Objective**

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Identify the course objective and position-specific resource materials for the position of Division/Group Supervisor.

**Key Points**


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**Unit Terminal Objective**

Identify course objectives and position-specific resource materials for the position of Division/Group Supervisor.

**Unit Enabling Objectives**

- Describe the course objectives
- Explain the purpose of Position Task Books



**Unit Overview**

- Introductions
- Expectations
- Course Objective
- Course Scope
- Pretest
- PTB

Unit 1:  
Course Introduction

Visual 1-4

The slide features a vertical strip of four images on the right side. From top to bottom: a person in a uniform, a person in a uniform, a person in a uniform, and a boat on water.

## Key Points

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### Scope Statement

Through this unit, students will learn the objectives of the course, be instructed on the use and purpose of Position Task Books and receive Division/Group Supervisor versions of these resources.

**Introductions**

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- **Instructor and student introductions**
- **Incident response experiences**
- **Reasons for being a Division/Group Supervisor**



Unit 1:  
Course Introduction

Visual 1-5

**Key Points**

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**Key Points**

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Follow instructions from the instructor for discussing the expectations for this course.

**Topic**

**Course Objective**

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**Course Objective**

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**Upon completion of this course, students will demonstrate, through exercises and a Final Exam, an understanding of the duties, responsibilities, and capabilities of an effective Division/Group Supervisor.**



*Unit 1:  
Course Introduction*

*Visual 1-7*

**Key Points**

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**Topic** Course Design

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**Course Design**

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- The length of the course is 3 days
- Combination of lecture, discussion, and exercises
- Closed-book Final Exam
- Students should have completed ICS-100, ICS-200, ICS-300, and ICS-700 and one of the following:
  - All-Hazards Incident Management Team course
  - Command & General Staff Functions for Local IMT
  - ICS-420
- ICS-400 is also recommended

Unit 1:  
Course Introduction

Visual 1-8

**Key Points**

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**Course Length**

The course is scheduled to be 3 days in length.

**Course Methodology**

Through a combination of lecture, discussion, and exercises, students will be provided the knowledge to meet the objectives of the course. Student interaction and participation will be integral to this process.

**Closed-Book Final Exam**

In order to receive a certificate of completion for the course, students must obtain a 70% or higher on the Final Exam. The Final Exam will be closed-book, 1 hour will be allotted for its completion, and the Final Exam's questions will be based on the Unit Enabling Objectives.

Again, content from Unit 1 will not be tested in the Final Exam.

The course was designed under the assumption that students would have completed ICS-100, ICS-200, ICS-300, and ICS-700. ICS-400 is recommended. Students should also have completed one of the following courses:

- All-Hazards Incident Management Team course
- Command & General Staff Functions for Local Incident Management Teams (IMT)

- ICS-420

The course material was not developed to substantively delve into the topics covered in those courses; rather, this is a position-specific course focusing on the duties and responsibilities of one member of IMT in an all-hazards context.

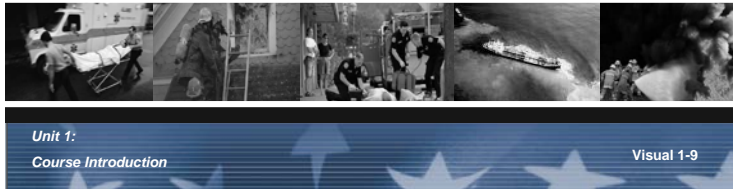
**Topic**All-Hazards Curriculum

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**All-Hazards Curriculum**

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- Incident Command System (ICS) origins in fire
- All-Hazards
- The fundamentals of the job are the same regardless of incident type

**Key Points**

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Follow instructions from the instructor for discussing this curriculum.

### Discussion Activity



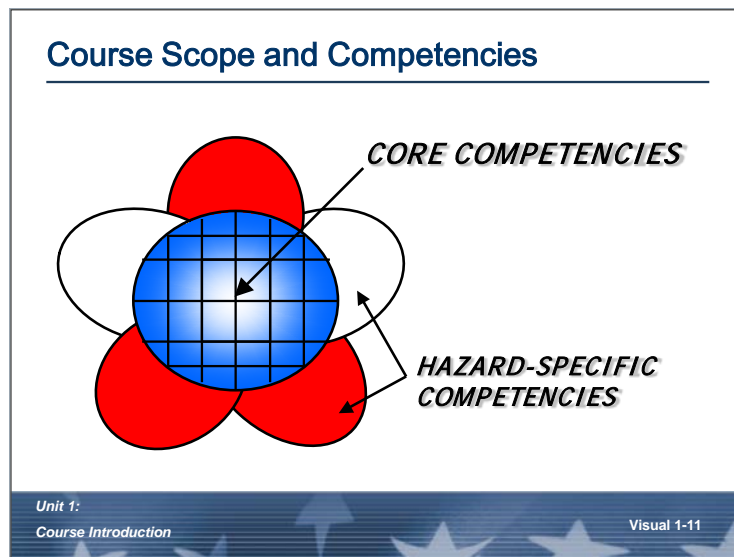
Unit 1:  
Course Introduction

Visual 1-10

### Key Points

This analogy emphasizes this point in the course—regardless of the scale of the incident, you will require the same types of resources and competencies, the only difference between incidents being the level at which they are applied. This course, though the context may focus on the 1% solution, will help you obtain the common knowledge, skills, and abilities to effectively function as a Division/Group Supervisor across a spectrum of incident levels.

Furthermore, in today's reality, there is a strong possibility that a Type III local or State-level team may have to respond to a Type I disaster until a Type I team can respond.

**Topic** Course Scope and Competencies**Key Points****Competency**

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

**The Flower Diagram**

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

- Core competencies are the competencies required of a Division/Group Supervisor regardless of discipline.
- Hazard-specific competencies are those required to perform in a particular discipline, such as law enforcement, fire, public health, HAZMAT, EMS, public works, etc.
- The center of the flower represents the core competencies of the position.
- The petals represent the hazard-specific competencies associated with specific disciplines.
- You can not be competent as a Division/Group Supervisor with only the center of the flower or only the petals. The flower needs to be complete to ensure qualification.

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

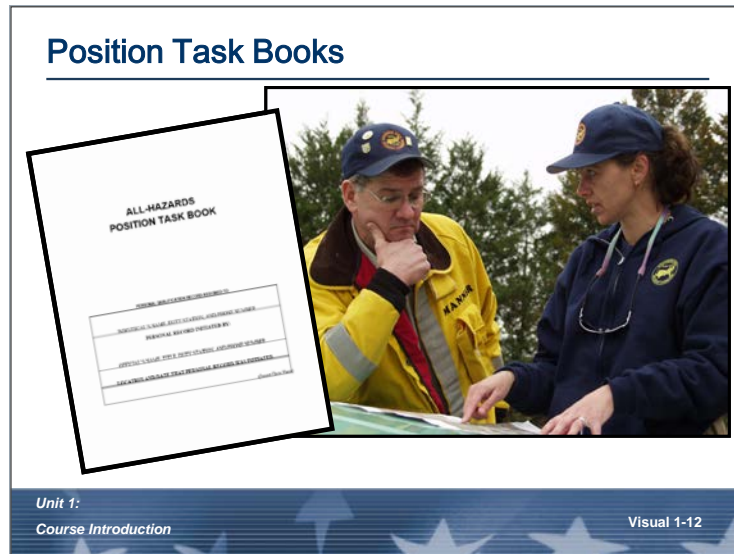
A different analogy to explain core and hazard-specific competencies is that the core competencies are like a basic driver's license, and hazard-specific competencies are like endorsements to the license. For example, while a basic driver's license qualifies you as a general driver, you would need special endorsements to drive a bus with passengers or an 18-wheel tractor-trailer.



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**Topic** Position Task Books

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**Key Points**

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Demonstration of proficiency can be performed:

- On an incident as a trainee
- In a simulation
- In training, depending on the type of task being executed
- The “code” (see the “Code” column in the PTB) assigned to the task indicates in which of these three areas the task must be demonstrated or performed.
- PTBs are organized into a hierarchy of:
  - Competencies—A broad description that groups core behaviors necessary to perform a specific function
  - Behaviors—A general description of an observable activity or action demonstrated by an individual in a particular context
  - Tasks—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
  - Again, these are signed-off by qualified evaluators

A given agency or department must individually adopt PTBs as its training standard. PTBs are an integral part of the "performance-based" system Federal agencies have adopted for emergency response training. In order to earn a PTB, a trainee must first successfully complete the requisite training courses for that position.

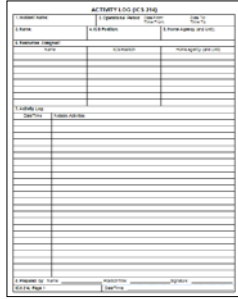


**Key Points**

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Follow directions from the instructor on how to complete this exercise.

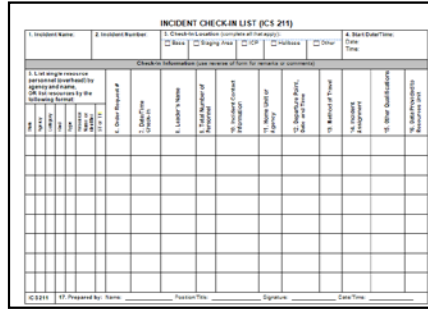
Handout 1-1



Thumbnail of ICS Form 214: Activity Log. The form is titled 'ACTIVITY LOG (ICS 214)' and includes fields for Incident Name, Incident Number, Incident Location, and Incident Date. It features a large table with columns for Date, Time, and a description of activities.

**ICS Form 214:  
Activity Log**

**ICS Form 211: Check-In List**



Thumbnail of ICS Form 211: Check-In List. The form is titled 'INCIDENT CHECK-IN LIST (ICS 211)'. It includes fields for Incident Name, Incident Number, Incident Location, and Incident Date. The main part of the form is a table with columns for Name, Title, Position, and a description of the incident. It also includes a section for 'Check-In Information' and a signature line at the bottom.

Unit 1:  
Course Introduction

Visual 1-14

Key Points

### Objectives Review

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1. *What is the course objective?*
2. *What is the purpose of Position Task Books?*



Unit 1:  
Course Introduction

Visual 1-15

### Key Points

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#### Unit Terminal Objective

Identify course objectives and position-specific resource materials for the position of Division/Group Supervisor.

#### Unit Enabling Objectives

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