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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 Facilities Unit Leader (FACL)
- Describe the course objectives
- Explain the purpose of the 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 Facilities Unit Leader 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 Facilities Unit Leader and those of the students' current positions. In break-out groups, students will use the Facilities Unit Leader Position Task Book to list common responsibilities, roles, and/or duties between their current position and that of a Facilities Unit Leader. 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 Facilities Unit Leader but to provide a brief introduction to the roles and responsibilities of the Facilities Unit Leader, to help them to become more familiar with the Facilities Unit Leader 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.

Topic	Time
Lesson	1 hour 30 minutes
Exercise 1	30 minutes
<b>Total Time</b>	<b>2 hours</b>

Topic

Course Title Slide

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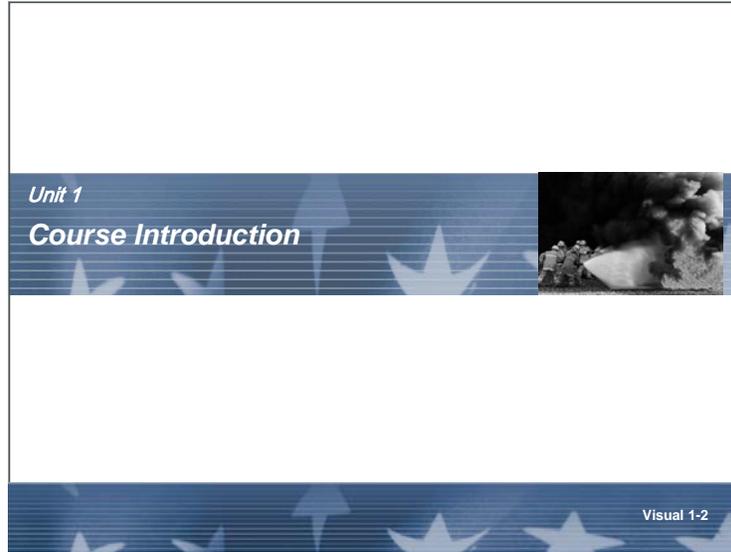
Key Points

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**Topic**

Course Introduction

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**Key Points**

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Topic Unit Terminal Objective

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The slide features a white background with a blue border. At the top, the title "Unit Terminal Objective" is written in blue, underlined. Below the title, the objective text is centered: "Identify course objectives and position-specific resource materials for the position of Facilities Unit Leader." The bottom of the slide contains a horizontal strip of five small images: a person in a white coat, a person in a dark uniform, a person in a white coat, a person in a white coat, and a person in a white coat. Below this strip is a blue footer with white stars and the text "Unit 1: Course Introduction" on the left and "Visual 1-3" on the right.

## Key Points

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### Unit Terminal Objective

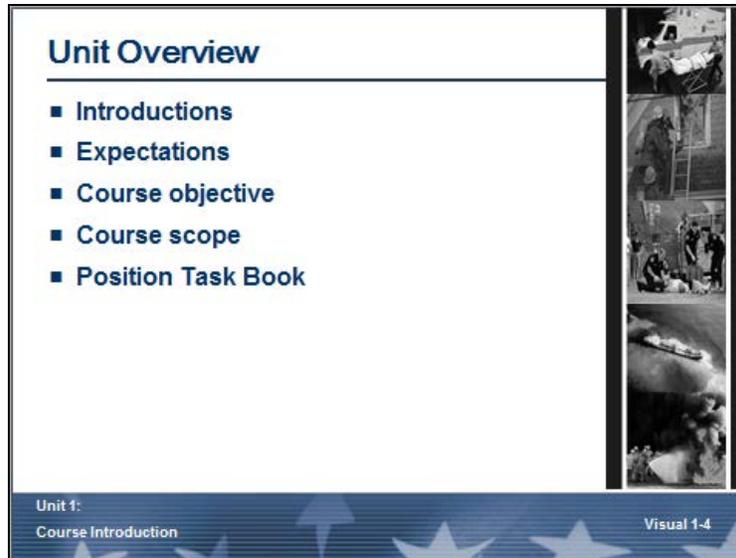
Identify course objectives and position-specific resource materials for the position of Facilities Unit Leader (FACL).

### Unit Enabling Objectives

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

**Topic** Unit Overview

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**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 the Position Task Books, and receive the Facilities Unit Leader version of this resource.

**Introductions**

- Instructor and student introductions
- Incident response experience
- Reasons for becoming a Facilities Unit Leader



Unit 1:  
Course Introduction

Visual 1-5

**Key Points**

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Topic            Expectations

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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 Facilities Unit Leader.



Unit 1:  
Course Introduction

Visual 1-7

**Key Points**

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## Topic

## Course Design

### Course Design

- Course length of 5 days
- Combination of lecture, discussion, and exercises
- Closed-book Final Exam
- Course was designed under the assumption that students have completed ICS 100, 200, 300, 700, and one of the following:
  - All-Hazards Incident Management Team Training
  - Command & General Staff Training for Local IMT
  - ICS 420
- ICS 400 is also recommended

Unit 1: Course Introduction Visual 1-8

## Key Points

### Pretest

Students will have 20 minutes to complete the pretest. The purpose of the pretest is to review content covered in ICS 300. The test will be reviewed as a class to provide a refresher for the rest of the course.

### Course Length

The course is scheduled to be 5 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.

If students are able to meet the Unit Enabling Objectives for each unit in the course, they should be able to pass the final exam. As it is a closed-book final exam, students should study the course materials during their time away from training.

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**

- ICS origins in fire
- All-Hazards
- The fundamentals of the job are the same regardless of incident type



Unit 1:  
Course Introduction

Visual 1-9

## Key Points

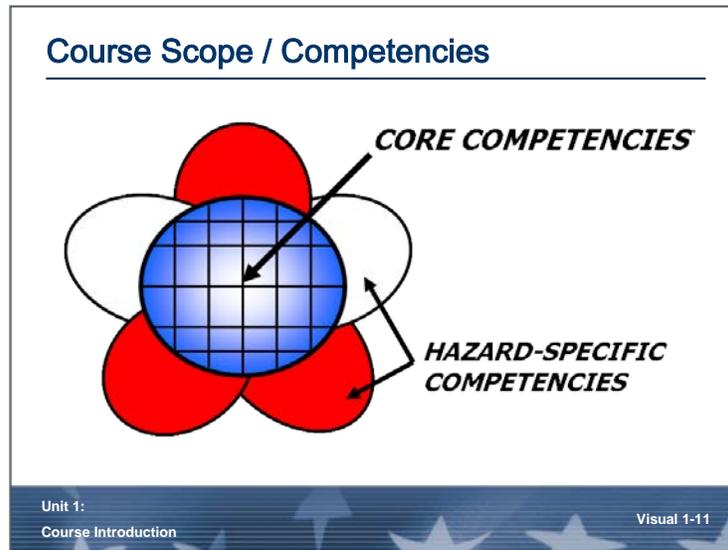
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Follow instructions from the instructor for discussing this curriculum.

**Topic** Discussion Activity**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 is the level at which they are applied. This course, although the context may focus on the 1% solution, will help you to obtain the common knowledge, skills, and abilities to effectively function as a Facilities Unit Leader across a broad 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.

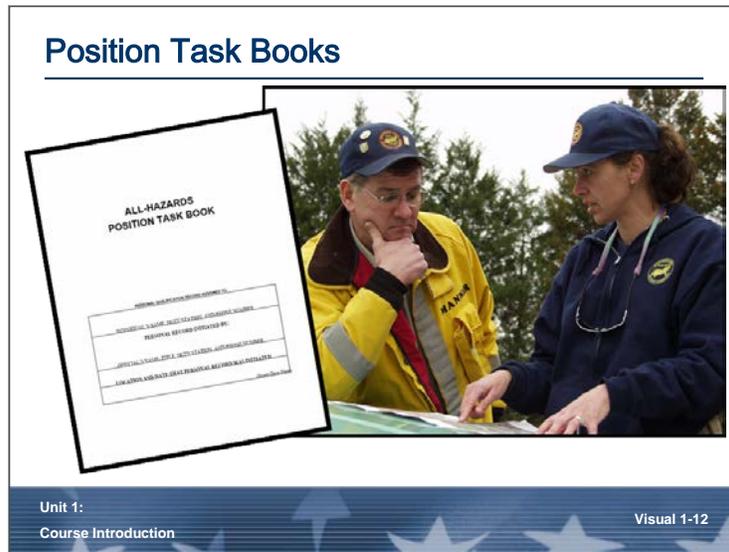
**The Flower Diagram**

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

- Core competencies are the competencies required of a Facilities Unit Leader regardless of the discipline.
- Hazard-specific competencies are those required to perform in a particular discipline, such as law enforcement, fire, public health, HAZMAT, EMS, public works, and so forth.
- The center of the flower represents the core competencies of the position.
- The petals represent the hazard-specific competencies associated with specific disciplines.
- You cannot be competent as a Facilities Unit Leader 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 (the center of the flower) for the Facilities Unit Leader position. The hazard-specific competencies will have to be developed through additional agency or discipline training, field training, and the completion of the Facilities Unit Leader Position Task Book, to be discussed on the next slide.

A different analogy for explaining 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.

**Topic** Position Task Books**Key Points**

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.

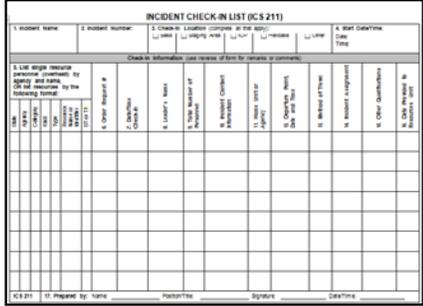
Topic ICS Form 211: Check-in List and ICS Form 214: Activity Log

**Handout 1-1**



**ICS Form 214:  
Activity Log**

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



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

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Visual 1-14

Key Points

**Topic** Objectives Review

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**Objectives Review**

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



Unit 1:  
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Visual 1-15

**Key Points**

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**Unit Terminal Objective**

Identify course objectives and position-specific resource materials for the position of Facilities Unit Leader.

**Unit Enabling Objectives**

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