



सत्यमेव जयते

# Training Module

# Incident Response System

## Advanced IRS



NATIONAL INSTITUTE OF DISASTER MANAGEMENT  
MINISTRY OF HOME AFFAIRS, GOVERNMENT OF INDIA

# **Advanced Incident Response System (IRS)**

**Team Development**

**Participant's workbook**

**National Institute of Disaster Management  
Government of India**

Team Development  
Participant's Workbook

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## INTRODUCTION

- Assumptions
- Achieve-Avoid
- Purpose
- Team Development Objectives
- Ground Rules
- Roles





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## INTRODUCTION

### TEAM DEVELOPMENT OBJECTIVES

1. Describe the basic process of human communication.
2. Identify the conditions necessary for effective communication.
3. Give and receive instructions in a manner designed to reduce misunderstanding.
4. Explain the role of effective communication in performing individual functional responsibilities.
5. Demonstrate familiarity with the elements of good leadership and communications in groups.
6. Demonstrate the ability to function in, and assist with, leadership roles in a group setting.
7. Identify the information and services needed from other team members in order to effectively carry out their responsibilities.
8. Describe the interaction and information exchange needed for effective team communication.
9. Leave the course as a cohesive, well trained team of 8-16 individuals who serve as a unit.
10. Immediately apply learning in the workplace and during any emergency incident response situation.



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## INTRODUCTION

### **GROUND RULES**

I understand and agree that these ground rules apply:

1. My cell phone is set in “vibrate” or OFF position during training periods.
2. One person speaks at a time.
3. Listen as an ally, and to understand.
4. I start and end on time.
5. I agree to disagree.
6. I contribute my thoughts and ideas.
7. I withhold judgment and evaluation.
8. I focus on task.
9. I experiment with new ideas and behaviors.
10. I am responsible for my own learning.
11. I understand that this session is a “judgment free” zone.
12. I will look for ideas and for what is useful to me.

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## INTRODUCTION

### ROLES

#### *MY ROLES* (General)

1. Contribute my ideas, thoughts and feelings
2. Ask questions
3. Participate in team functions
4. Be facilitative with my team members
5. Have fun

#### *INSTRUCTORS*

1. Create positive learning environment
2. Provide content information
3. Facilitate large group discussions
4. Direct and facilitate the learning processes

#### *COACH'S ROLE*

1. Mentor
2. Facilitator
3. Evaluator

#### *OBSERVER'S ROLE*

1. Observe unobtrusively
2. Record observations of process for further development of the course in other India locations

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## TEAM FORMATION

- Team Development Theory (FIRO)

  - Philosophy of Element B Survey

    - The Inclusion Phase

    - The Control Phase

    - The Openness Phase

  - Instructions for Element B Survey

    - Element B Conversion – Individual Instructions

    - Element B – Team Members Matrix

  - Element B Discussion Guide and Instructions

    - Preferred Atmosphere

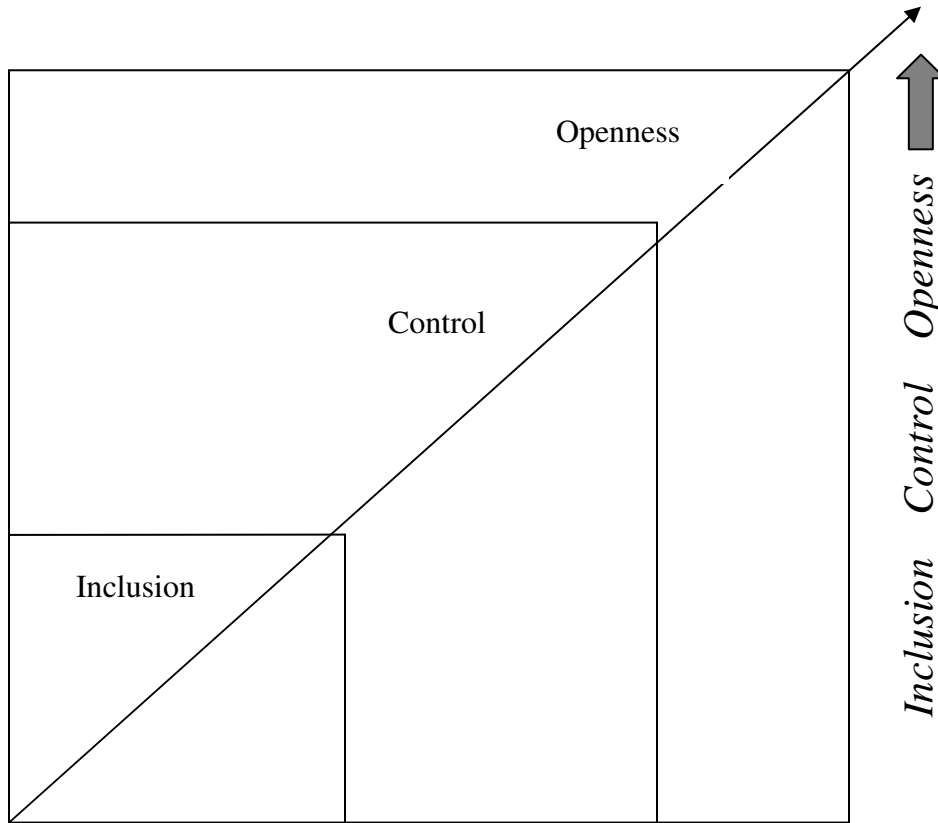
    - Summary

- Vision Symbol and Motto

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# TEAM FORMATION

## RATIONALE, THEORY AND MODEL OF DEVELOPMENT



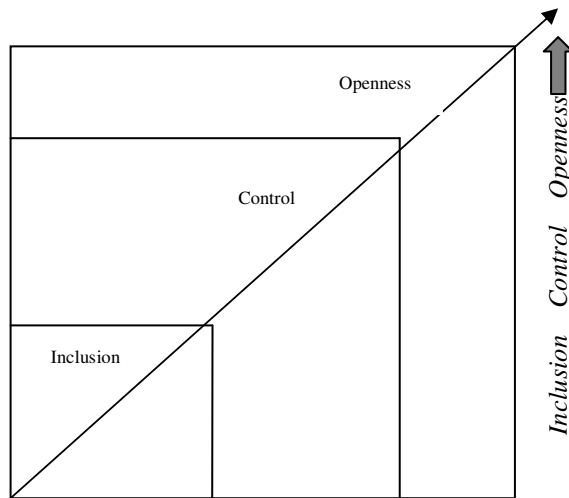
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# TEAM FORMATION

## 1. Introduction

My work group will progress through three phases of development. The phases are not clear or distinct, but each phase has “road signs” that we can follow, develop, and improve upon.

Each phase is characterized by three specific behaviors: Inclusion, Control and Openness.



## 2. A work group’s behavior, efficiency, quality, growth and productivity may be:

- ⇒ Analyzed
- ⇒ Diagnosed
- ⇒ Prescribed
- ⇒ Explained, based on three behaviors:
  - Inclusion
  - Control
  - openness

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## TEAM FORMATION

### **FACTS ABOUT ELEMENT B** **A SURVEY FOR THE THREE VITAL FUNCTIONS OF LEADERSHIP AND** **MANAGEMENT**

1. The survey is carefully designed to determine my preferences for the right amount of:

- ⇒ Contact with others on my team
- ⇒ Control with others on my team
- ⇒ Openness with others on my team

2. It measures:

- ⇒ What I *believe* I do – my actual actions of contact, control, and openness
- ⇒ What I *want* to do – regarding my actions of contact, control and openness

3. Ground rules:

When I review my and others' ratings:

- ⇒ I withhold judgment; e.g. good or bad
- ⇒ The survey does not measure heredity, genetic factors or imbedded unchangeable facts
- ⇒ Scores can change

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## TEAM FORMATION

### **INSTRUCTIONS FOR THE ELEMENT B SURVEY**

1. Follow the instructions for the Element B survey
2. Answer the questions as a member of this team.
3. When I see the word “people” or “friends” on the survey, this means fellow team members.
4. This survey takes 20 minutes to complete.

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## TEAM FORMATION

### ELEMENT B CONVERSION INDIVIDUAL INSTRUCTIONS

1. First, I read page D of the Element B survey to find my raw scores.

#11 I include people = \_\_\_\_\_

#21 I control people = \_\_\_\_\_

#31 I am open with people = \_\_\_\_\_

2. Next, I transfer my raw scores from page D of the Element B survey to line #3 below.

3. Then, I convert raw scores to a rating of:

Low	Medium	High
0-3	4-6	7-9

		<u>Raw Score</u>	<u>Rating</u>
#11	I include people =	_____	_____
#21	I control people =	_____	_____
#31	I am open with people =	_____	_____

4. Next I find my job title in the chart on the next page. I write my name next to my job title and enter my ratings on low – medium – high in the matrix below.



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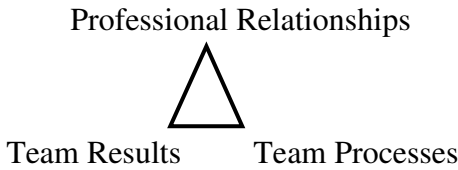
TEAM FORMATION

**ELEMENT B**  
**TEAM MEMBERS MATRIX**

NAME	IMT JOB TITLE	I INCLUDE PEOPLE (11)	I CONTROL PEOPLE (21)	I AM OPEN WITH PEOPLE (31)
	I.C.			
	S.O.			
	L.O.			
	I.O.			
	O.S.C.			
	P.S.C.			
	L.S.C.			
	F.S.C.			

## TEAM FORMATION

### INCLUSION PHASE

COMMON ISSUES AND CONCERNS	SOME SOLUTIONS
<ul style="list-style-type: none"> <li>• What is expected of me while a member of this team?               <ul style="list-style-type: none"> <li>▪ What are my job functions?</li> <li>▪ How do I do my job?</li> <li>▪ With whom do I do my job?</li> <li>▪ How will we work together</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly define job functions, roles and responsibilities</li> <li>• Define and list ground rules</li> </ul>
<ul style="list-style-type: none"> <li>• What is the “Right Amount” of contact with others on this team for me?</li> </ul>	<ul style="list-style-type: none"> <li>• Create “getting to know you activities”</li> <li>• Clarify my preferences for: decision making, problem solving, planning and information exchange</li> </ul>
<ul style="list-style-type: none"> <li>• What are the “Rules of Membership” to be on this team?</li> </ul>	<ul style="list-style-type: none"> <li>• List them: (e.g. qualified/trained for position)</li> </ul>
<ul style="list-style-type: none"> <li>• How valuable is my contribution to this team? Do I make a difference?</li> </ul>	<ul style="list-style-type: none"> <li>• De-brief the following after team meetings and actions.</li> </ul> <div style="text-align: center;"> <p>Professional Relationships</p>  <p>Team Results      Team Processes</p> </div>
<ul style="list-style-type: none"> <li>• What may I expect from the I.C and other team members?</li> </ul>	<ul style="list-style-type: none"> <li>• Formal exchange of expectations</li> </ul>

## TEAM FORMATION

### CONTROL PHASE

COMMON ISSUES AND CONCERNS	SOME SOLUTIONS
<ul style="list-style-type: none"> <li>• What is the “Right Amount” of control over....               <ul style="list-style-type: none"> <li>▪ Me</li> <li>▪ My subordinates</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain my preferences for being “managed”</li> <li>• Define and explain my “style” in managing my subordinates</li> </ul>
<ul style="list-style-type: none"> <li>• How much control do I have over my boss?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and negotiate how much influence I have in the planning, information and decision making processes my boss uses.</li> <li>• List the “Chain of Command” e.g. who is 2<sup>nd</sup> in charge or who is in charge when the boss is gone</li> </ul>
<ul style="list-style-type: none"> <li>• What will this team do?</li> <li>• What is our direction?</li> <li>• How will we do it?</li> </ul>	<ul style="list-style-type: none"> <li>• Define and Agree on:               <ul style="list-style-type: none"> <li>▪ Mission</li> <li>▪ Objectives</li> <li>▪ Methods</li> <li>▪ Resources</li> <li>▪ Priorities</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Who makes what kinds of decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the types of decisions               <ul style="list-style-type: none"> <li>▪ List decisions exclusively reserved for the leader</li> <li>▪ List decision process the entire team will use. e.g. authority with input</li> <li>▪ List decisions I delegate to my subordinates</li> <li>▪ List decisions I reserve for myself</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• How will we gather, exchange and disseminate information</li> </ul>	<ul style="list-style-type: none"> <li>• Define and create the forums and processes for gathering, exchanging and disseminating information as a team</li> </ul>
<ul style="list-style-type: none"> <li>• How will we problem solve issues and concerns?</li> </ul>	<ul style="list-style-type: none"> <li>• Define and develop the forums and processes for problem solving as a team</li> </ul>
<ul style="list-style-type: none"> <li>• Who is delegated what?</li> </ul>	<ul style="list-style-type: none"> <li>• Define, list and publish the major delegated actions for each team member</li> </ul>
<ul style="list-style-type: none"> <li>• How do we coordinate?</li> </ul>	<ul style="list-style-type: none"> <li>• Create the forum and process to coordinate actions; any team member must be able to execute action for an absent team member</li> </ul>
<ul style="list-style-type: none"> <li>• How do we plan?</li> </ul>	<ul style="list-style-type: none"> <li>• Create forums and processes to make tactical and strategic plans as a team</li> </ul>

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## TEAM FORMATION

### CONTROL PHASE (continued)

COMMON ISSUES AND CONCERNS	SOME SOLUTIONS
<ul style="list-style-type: none"><li>• How do we evaluate success?</li></ul>	<ul style="list-style-type: none"><li>• Schedule and conduct In Progress Reviews as a team</li><li>• Formally recognize successes</li><li>• Identify areas to improve and assign action and responsibility to improve</li></ul>
<ul style="list-style-type: none"><li>• What is the degree of commitment to decisions?</li></ul>	<ul style="list-style-type: none"><li>• Ask: What is your degree of support and commitment to this decision? A?, B?, C?, or D?</li><li>• Accept only grades A or B</li><li>• Determine what resources are required to get a grade of A or B</li><li>• Resource those who require it</li></ul>

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## TEAM FORMATION

### OPENNESS PHASE

COMMON ISSUES AND CONCERNS	SOME SOLUTIONS
<ul style="list-style-type: none"><li>• What is the “Right Amount” of openness for me on this team?</li></ul>	<ul style="list-style-type: none"><li>• Doggedly develop professional relationships</li><li>• Work on plans and decisions as a team</li><li>• Use ‘Plus – Delta’ as a method of continuous improvement and as a team</li><li>• Ask for feedback: How am I doing? How are we doing?</li><li>• Use consensus decision making as a norm</li><li>• Periodically measure the degree of trust within the team. Then improve it</li><li>• Periodically measure risk taking actions. Improve them</li></ul>
<ul style="list-style-type: none"><li>• How will resolve conflict?</li></ul>	<ul style="list-style-type: none"><li>• Train each member in conflict resolution</li><li>• Create a forum and a process to resolve disagreement and conflict within the team</li></ul>
<ul style="list-style-type: none"><li>• How creative or innovative may I be on this team?<ul style="list-style-type: none"><li>▪ Is it OK to disagree?</li><li>▪ Is it OK to offer new ideas?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Recognize, praise, and reward different ideas, opinions and thoughts</li><li>• Establish and practice ground rules of openness</li><li>• Celebrate success</li></ul>

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## TEAM FORMATION

### INSTRUCTIONS FOR DISCUSSION GUIDE

1. Incident Commander take charge of your team and move into your team “breakout” area.
2. Using the Element B Discussion Guide, the Preferred Atmosphere list, and the Team FIRO Matrix wall chart, facilitate a discussion for questions 1-5.
3. No report is required. No de-brief is required.
4. Time for discussion is \_\_\_\_\_minutes.
5. Return to the larger plenary session at \_\_\_\_\_.

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## TEAM FORMATION

### PREFERRED ATMOSPHERE

#### CONTACT

##### LOW

- Plan alone
- Work alone
- Decide alone
- Individual activities
- Resolve conflicts alone
- Little interaction

##### HIGH

- Plan in work groups
- Group work
- Joint decisions
- Work group Activities
- Work group resolve
- High interaction

#### CONTROL

##### LOW

- Go with the flow
- Equal decision power
- Democratic

##### HIGH

- Plan ahead
- Strict hierarchy – clear authority
- Discipline
- Authoritarian
- Expect to give and take orders

#### OPENNESS

##### LOW

- Discrete
- Judicious in sharing information
- Impersonal

##### HIGH

- Up front
- Openly shares information
- Personal

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## TEAM FORMATION

### **ELEMENT B DISCUSSION GUIDE AND INSTRUCTIONS**

1. What have I learned about myself and my preference for:

Contact \_\_\_\_\_

Control \_\_\_\_\_

Openness \_\_\_\_\_

2. Do I agree with my contact, control, and openness ratings?

Why? \_\_\_\_\_

Why not? \_\_\_\_\_

3. How does my preference for contact, control and openness affect my tasks in my current position on this work group?

Contact \_\_\_\_\_

Control \_\_\_\_\_

Openness \_\_\_\_\_

4. What is the usefulness of these ratings to this work group?

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5. How may we use these ratings in our assigned jobs on this work group?

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## TEAM FORMATION

### SUMMARY

The purposes of this exercise are”

- To learn more about each other
- To develop professional relationships
- To learn my preferences of the “right” amount of contact, control and openness with my team members

The significant learns are:

- My ratings are not good or bad. They are simply ways for me to learn about myself and others.
- My preferences for contact, control and openness frequently change depending on my situation.
- The best application of these concerns is to use them to help solve problems in the team. For example, during startup, when job functions are not clear, I can define my role and set expectations for my performance.
- In each phase of development, issues and concerns come up that must be resolved if the team is to reach a high level of performance.

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## TEAM FORMATION

### VISION, MOTTO, NAME AND SYMBOL

#### 1. INTRODUCTION

High performance teams strive to develop a sense of unit, (esprit de corps), and an identity unique from other teams. This identity and esprit de corps is an essential element in motivation and quality accomplishment of team objectives.

#### 2. BENEFITS

The benefits of visioning for teams are:

- a) See the result well before it is achieved
- b) Provides the context for management practices (roles, decision, plans, rewards, strategies)
- c) Expresses what the team wants
- d) Creates a common direction and alignment for the team...a common “compass direction” or “North Star” bearing.

#### 3. CONTRIBUTION

During my assignment on this team, I am co-responsible for creating my team’s identity and maintenance of its identity. I will contribute by answering the vision questions.

#### 4. VISION

- a) Is a word picture of the team’s most desirable future and what the team will focus on to reach the future
- b) Example “saving lives and alleviating human suffering is our business”

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## TEAM FORMATION

c) Visioning Exercise (a guided imagery):

1) What is the mission of this team?

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2) Why is this mission important?

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3) How will this team work together?

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4) What should the team name be?

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5) What should the team motto be?

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6) What should the team symbol be?

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## TEAM FORMATION

### 5. MISSION STATEMENT:

As I prepare to create a Mission Statement for my team, I consider the following:

- a) “A mission statement is an answer to this question: Why does this team exist? For example:”

“Delta Force exists to save lives and private property for the people of California”

- b) A mission statement:

- ⇒ Is a statement that describes my team’s nature and its future business
- ⇒ Establishes what my team plans to do, and for whom

- c) A mission statement provides:

- ⇒ Direction
- ⇒ Clear purpose
- ⇒ Commitment from team members
- ⇒ Basis for team plans and decisions

### 6. CREATION OF MY TEAM’S IDENTITY:

**Instructions:** Next I create my ideas for a Mission Statement, Motto, and Symbol/Logo for this team.

- a) Our Team Name is:

- b) Our Mission Statement is:

- b) Our Team Motto is:

- c) Our Team Logo/Symbol is:

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## TEAM FORMATION

### 7. THE INCIDENT COMMANDER TAKES CHARGE OF HIS/HER TEAM:

**Instructions** – The Incident Commander says:

- a) “As a team, based on our individual efforts, we create the following and place our results on the flipchart:”
  - ⇒ Name
  - ⇒ Mission statement
  - ⇒ Motto
  - ⇒ Logo
- b) Create an A-4 paper size version of our Name, Motto, Logo/Symbol. Copy and distribute one to each team member

(The time for the mission and team identity task is \_\_\_\_ minutes)

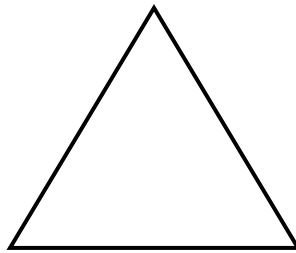
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## TEAM FORMATION

### 9. TEAM IDENTITY DEBRIEF

Our coach helps us to debrief our team identity process using the following model:

#### PROFESSIONAL RELATIONSHIPS



TEAM RESULTS

TEAM PROCESSES

- a) Objectives: What were our **Desired** results?
- b) Methods: How did we get agreement on the outcomes/s?
- c) Describe the effectiveness of our team's process of:
  - ⇒ Planning
  - ⇒ Information exchange
  - ⇒ Outcome setting
- d) Resources:
  - ⇒ How effectively did we use time?
  - ⇒ How effectively did we use each other?
  - ⇒ How effectively did we use other resources?
- e) How well did we work together?
  - ⇒ Did everyone have input into the task?
  - ⇒ How well did we listen to each other?
  - ⇒ How clear were individual roles, job functions, and expectations?

“OMR”

Time for this debrief is \_\_\_\_\_ minutes

## COMMUNICATE – COORDINATE – COOPERATE

WHAT ARE MY ESSENTIAL ELEMENTS OF INFORMATION?

TEAMWORK IS A SHARED RESPONSIBILITY

---

## TEAM FORMATION

### 9. BRIEFING THE PLENARY GROUP

Next, the Incident Commander or team spokesperson briefs the other teams and explains the motto, logo, name, and mission statement.

(The time for this briefing is \_\_\_\_\_minutes)

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## TEAM ORGANIZATION FOR TASK

- Team Compatibility Theory
- Job Functions
- Primary People of Coordination
- Actual Operating Pattern
- Summary

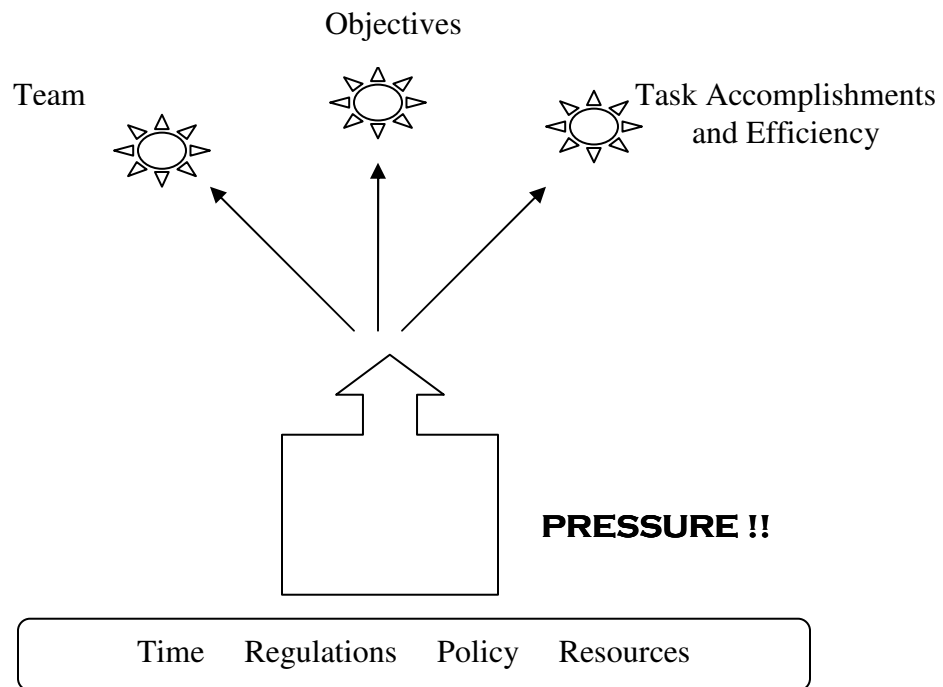




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# TEAM ORGANIZATION

## DIAGRAM



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## TEAM ORGANIZATION

### JOB FUNCTIONS

#### Objectives

- To understand and appreciate the functions I perform on this team.
  - To identify my primary People of Coordination (POC's) that I coordinate with to accomplish my work on this team.
1. Without using the Field Operations Guide or other reference material, I as the \_\_\_\_\_ do the following on this team: I have \_\_\_\_\_ minutes to complete this section.

(I list my top five most critical job function that I perform in my current position assignment on this team)

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2. Next I turn to the appropriate section of the Field Operations Guide and compare my list of top five functions with the Field Operations Guide.
3. Now I list at least one expectation I have from the other team members to do my job through the term of the Incident. Before doing this, I consider the following:
  - Team ground rules
  - Team communication
  - Team coordination
  - Team decision making
  - Team objectives
  - Team priorities
  - Essential information

---

## TEAM ORGANIZATION

### JOB FUNCTIONS (continued)

I.C. \_\_\_\_\_  
\_\_\_\_\_

S.O. \_\_\_\_\_  
\_\_\_\_\_

L.O \_\_\_\_\_  
\_\_\_\_\_

I.O. \_\_\_\_\_  
\_\_\_\_\_

O.S.C \_\_\_\_\_  
\_\_\_\_\_

P.S.C \_\_\_\_\_  
\_\_\_\_\_

L.S.C \_\_\_\_\_  
\_\_\_\_\_

F.S.C \_\_\_\_\_  
\_\_\_\_\_

Others \_\_\_\_\_  
\_\_\_\_\_

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## TEAM ORGANIZATION

### PRIMARY PEOPLE OF COORDINATION

4. Now I identify my People of Coordination (POC's)
  - a) **Defined:** The person I contact and coordinate the most during the term of an Incident
  - b) **Purpose**  
To identify the individuals on this team that I do the most work with in day-to-day operations during the incident.
  - c) **Objectives**
    - Identify my People of Coordination (POC's)
    - List in order of priority my POC's
    - Explain why I choose the individuals/positions on my list
    - Discuss the importance of coordination information and actions
    - Recognize and identify over dependence on the Incident Commander
  - d) **Instructions:** Identify my People of coordination and indicate on the POC Matrix on the following page.
    - 1) Find my job title
    - 2) Move across the POC Matrix and find the job function I coordinate with the most in the term of an Incident and I place a "1" in the box.
    - 3) I continue to choose other positions in rank order and record them on the POC Matrix
    - 4) I prepare to present and defend this listing

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## TEAM ORGANIZATION

### PRIMARY PEOPLE OF COORDINATION

	I.C.	S.O.	L.O.	I.O.	O.S.C.	P.S.C.	L.S.C	F.S.C	Others
I.C.									
S.O.									
L.O.									
I.O.									
O.S.C.									
P.S.C									
L.S.C.									
F.S.C.									
Others									

---

## TEAM ORGANIZATION

### **PRIMARY PEOPLE OF COORDINATION**

5. Now I contribute my information to my coach who places my numbers on the wall POC Matrix.
6. My next task is to discuss the ratings and work with my team to create our team POC Matrix.

---

## TEAM ORGANIZATION

### **SUMMARY: JOB FUNCTIONS AND PEOPLE OF COORDINATION**

#### **Purpose:**

To understand my primary job functions and People of Coordination resources so as to perform as a proficient team member within an Incident Management Team.

#### **Key Learning Points:**

1. Identifying and clarifying job functions is a continuing process.
2. It is **imperative** that job functions, roles and responsibilities are **clear, explicit** and **agreed** upon.
3. What are my Top 3 most essential job functions? What are my Top 3 Essential Elements of Information for each function?

**TEAMWORK IS A SHARED RESPONSIBILITY**

**COMMUNICATE – COORDINATE – COOPERATE**



---

## TEAM ORGANIZATION

### ACTUAL OPERATING PATTERN

#### ACTUAL OPERATING PATTERN

1. First, our team writes the name of the person presently holding the position:

POSITION	NAME
Incident Commander	
Safety Officer	
Liaison Officer	
Information Officer	
Operations Section Chief	
Planning Section Chief	
Logistics Section Chief	
Finance/Admin Section Chief	
Others	

2. As a team, we design a team operational pattern that demonstrates, at a minimum, the positions on the team requiring the most interdependence within a team during the term of an Incident. Use squares, circle or other symbols for each position, and draw lines, as appropriate, between symbols. Connecting lines means “interdependence” or “works with” to accomplish team objectives: i.e.:

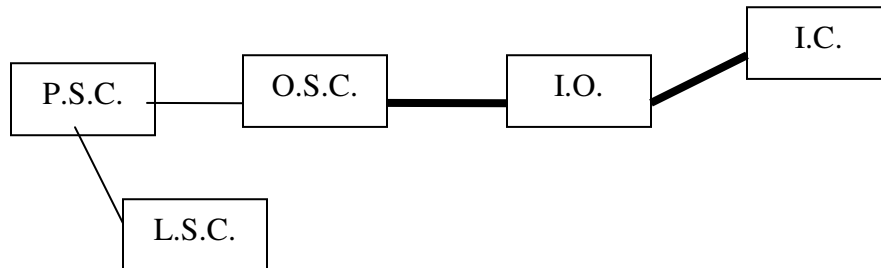
- Decision making
- Information exchange
- Planning
- Coordination

This is not a formal organization chart! It is a diagram of the Actual Operating Pattern of the team; how it operated since formation and how it will continue to operate. The Actual Operating Pattern will show the positions that require the greatest interdependence.

---

## ACTUAL OPERATING PATTERN "A.O.P."

3. Example of an individual Actual Operating Pattern:



4. Next, we place our Actual Operating Pattern on a flip chart.

5. Based on our Actual Operating Pattern, we conclude the top five positions that require the greatest interdependence are:

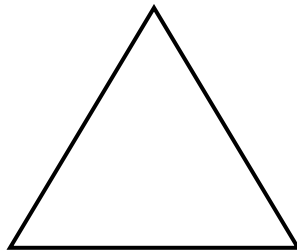
- a.
- b.
- c.
- d.
- e.

---

## ACTUAL OPERATING PATTERN “A.O.P.” DE-BRIEF GUIDE

1. The Coach conducts a de-brief of the Actual Operating Pattern experience using questions two through five. Time for this task is \_\_\_\_\_minutes.
2. What, if any, elements of job functions are not clearly understood?
3. How clear are the primary people of contact for each person on the team?
4. How effective was our agreed upon decision making process?

### PROFESSIONAL RELATIONSHIPS



TEAM RESULTS

TEAM PROCESSES

5. How do we rate as a team for professional relationships, team process and team results? What, in order of priority, will we improve?

- a) Objectives: What were our **Desired** results?
- b) Methods: How did we get agreement on the outcomes/s?
- c) Describe the effectiveness of our team’s process of:
  - ⇒ Planning
  - ⇒ Information exchange
  - ⇒ Outcome setting
- d) Resources:
  - ⇒ How effectively did we use time?
  - ⇒ How effectively did we use each other?
  - ⇒ How effectively did we use other resources?
- e) How well did we work together?
  - ⇒ Did everyone have input into the task?
  - ⇒ How well did we listen to each other?
  - ⇒ How clear were individual roles, job functions, and expectations?

“OMR”

6. The team selects a spokesperson to present the Actual Operating Pattern to the plenary session.
7. The Incident Commander and each team member read the summary on the next page.

---

## ACTUAL OPERATING PATTERN “A.O.P.”

### **SUMMARY**

1. The purpose of this exercise is to understand the four most central positions within the Incident Management Team so as to enhance the exchange of essential information within the team.
2. Significant learnings:
  - a. Compatible Incident Management Teams perform much better under pressure than they do without pressure.
  - b. The critical elements in becoming a compatible Incident Management Team are;
    - Clear, explicit expectations and understanding of one’s job functions. Never go to an incident without them!
    - Identify and use the People of Coordination, the key people I must, and I will, coordinate with to get the job done.
    - The “informal” organization, the way the team actually operates, is required knowledge of each team member. In most cases, the top four positions that demand the greatest interdependence and coordination are:
      - ⇒ L.S.C
      - ⇒ O.S.C
      - ⇒ P.S.C
      - ⇒ F.S.C

### **WHAT ARE MY ESSENTIAL ELEMENTS OF INFORMATION FOR MY TOP THREE JOB FUNCTIONS?**

#### **TEAMWORK IS A SHARED RESPONSIBILITY**

#### **COMMUNICATE – COORDINATE – COOPERATE**

---

## DECISION MAKING

- Exercise 1 – Instructions
- Exercise 1 – Discussion Guide
- Decision Making Model
- Exercise 2 – Instructions and Discussion Guide
- Decision Making Exercise De-brief
- Summary

---

## DECISION MAKING

### EXERCISE 1 – INSTRUCTIONS

1. The Incident Commander moves the team to the “Breakout” area and reads the following:

This is an exercise in team decision making. Use the consensus method to reach a decision.

**AVOID:**

- Majority vote
- Averaging the decision
- Trading the decision
- Giving in simply to get the task done
- Giving in to avoid conflict
- Changing my mind to reach agreement and avoid conflict

**DO:**

- Agree, at least somewhat, if a part of the decision is satisfactory to me
- Agree to disagree
- See different views and opinion as a help in decision making

The time for individual work is 10 minutes

2. Next, the Incident Commander reads the exercise instructions from the “Handout” to the team.
3. The time for completing the exercise is \_\_\_\_\_ minutes, at which time the Coach will stop the exercise.
4. The Coach reads the “correct answers for the task.
5. Using the decision making Discussion Guide, the Coach facilitates the de-brief using the discussion guide. Time for the de-brief is \_\_\_\_\_ minutes.
6. Return to the plenary group at \_\_\_\_\_.

---

## DECISION MAKING

### EXERCISE 1 – DISCUSSION GUIDE

1. How satisfied am I with my team's decision making process?
  - a. What actions helped the decision making process?
  - b. What hindered the decision making process?
  
2. How did we make decisions? What was the process?
  
3. Who made the decision?
  
4. How did he/she make the decision?  
How did he/she use his/her influence?
  
5. How effective were our decisions?
  
6. How did we know that we achieved:
  - a. Agreement?
  - b. Commitment?

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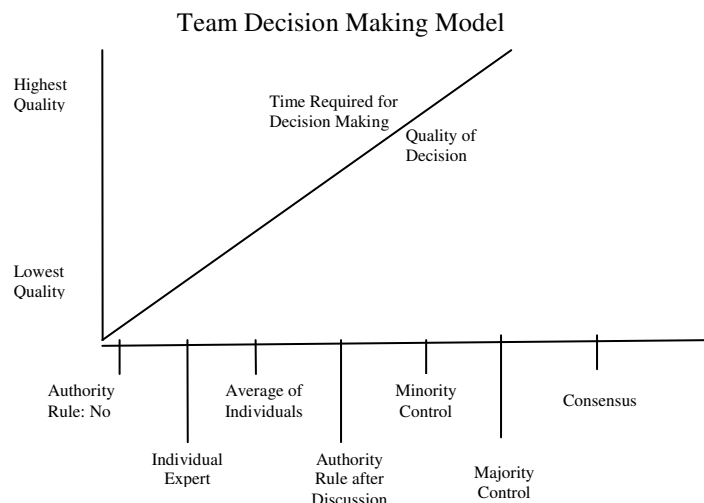
## DECISION MAKING

### DECISION MAKING MODELS

Teams continuously make decisions; how to conduct business; what to accomplish, etc. The same method is seldom used for all decisions, however, because different circumstances usually call for different decision making processes. Team members are usually unaware of the exact process that they are using, or of their options for using other processes.

If a situation is complex, a better decision will generally be made by an effective team than by a person working alone.

The following model summarized types of decision made in teams. The model indicates that the quality of decisions made will increase as the level of participation moves from left to right on the horizontal axis. The ascending line indicates greater time required for the decision making equation; the time required to implement a decision. On average, the more team members who participate in the decision making process, the shorter time will be required to implement the decision.



**Make Decisions by These Methods When:**  
Time is limited

The subject matter relating to the decision is simple and requires little or no coordination

Decisions are about matters that will not require future committed action by most group members for implementation

**Make Decisions by These Methods When:**  
There is sufficient time to involve greater numbers of group members

The subject matter relating to the decision is complex

Decisions are about matters that will require future committed action by most group members for implementation. The team agrees to use method.



---

## DECISION MAKING

### TEAM DECISION MAKING: “TEAM THINK”

#### 1. What is Team Think?

**A combination of actions, attitudes, and pressure (demands or implied expectations) to conform to the consensus point of view currently within the team.**

#### 2. Conform?

- a. Team members are expected and pressured to bring their opinions or actions into alignment with the “team’s” expectations and beliefs.
- b. A different opinion or point of view is seen as a “non-team player”. Other team members pressure the “different one” to CONFORM AND BE UNIFORM
- c. Why does one “conform”? Usually it is to do the “right thing”, but in most cases it is to avoid disapproval and non-acceptance by other team members. A non-team player is not likeable. The action of inclusion has a “driving” feeling of “significance”, “importance”, “making a difference”. The action of “openness” has a “driving feeling of likable”. The pressure to conform is directed by the feeling of significance and likeability. What matters most? Non-conformance or conformance?

#### 3. How does Team Think occur?

**The team demands consensus above all else, even when consensus clearly shows poor judgment or improper or immoral actions.**

#### 4. What are the symptoms of Team think?

- a. It is simply not OK to disagree. “Our minds are closed...you are wrong, we are right”. A different point of view is not acceptable. One is considered an outsider if one has a different opinion.
- b. Non-team players are not permitted on this team. When one differs from the rest, the team creates a very strong intolerance for diversity of opinion or OPPENNESS
- c. When one dissents, the other team players will pressure the dissenter to “get on the team”. Team pressure it to CONFORM AND BE UNIFORM

#### 5. Solutions to Team Thing (from the Challenger lessons learned)

- a. **Illusion of Invulnerability:** The team believes that any decision they make is the right one and will be successful.
- b. **Belief in the Inherent Morality of the Team:** The team strongly believes that their actions, both collective and otherwise, are “right” or similar to “God is on our side”.

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## DECISION MAKING

### TEAM DECISION MAKING: “TEAM THINK” (continued)

- c. **Rationalization:** A downplay of the drawbacks of a chosen course of action or decision. Team members voice legitimate objections, but are completely overshadowed by perceived negative reaction against those objections by other team members.
  - d. **Stereotyping of “Out-Groups”:** A “WE” vs “THEY” feeling.
  - e. **Self-Censorship:** It occurs under the guise of group, team loyalty, team spirit, or team player.
  - f. **Direct Pressure:** Pressure to keep opposing views to oneself. Members are urged not to believe such dissident views, because to do so puts one at odds with the team. Sarcasm and ridicule are common in this case.
  - g. **Mind Guards:** a process used to protect the team from disturbing thoughts and ideas, typically self-appointed. Data, facts, and opinions, which may bear directly on the team, are deliberately kept out of the purview of the team. A lack of time, a regular member will summarize for the team, the issue is not pertinent, or the team clearly made up its mind, are typical examples of mind-guards.
  - h. **The Illusions of Unanimity:** The team coalesces around a decision. Drawbacks are downplayed. The “inevitability” of the final course of action is reinforced. Doubting team members may feel that they adequately put their own fears to rest. More likely, it is simply the sense of relief that the moral struggle ended.
6. **Methods to Avoid Group Think**
- a. **Maintain an Open Climate:** Team leaders practice “open leadership style”, that encourages and supports free discussion, non-judgmental attitudes, and acceptance of divergent thinking.
  - b. **Avoid Isolation of Team:** Bring in outsiders to provide a critical reaction to the team’s assumptions
  - c. **Avoid Being Too Directive:** Team leader occasionally removes him/herself from the leadership role and allows team members to function without undue influence from the leader.

---

## DECISION MAKING

### TEAM DECISION MAKING METHODS

Actual examples of Incident Management Team Decision-Making Methods

During the course of an incident, a management team will use numerous methods of making decision. The three most common methods that may be employed are:

- Consensus
- Authoritative Rules After Discussion
- Authoritative Rule with No Discussion

### EXAMPLES

1. “We need to consider the ramifications of establishing a Spike Camp within the next three operational periods”. Time allows for and should require the total team discussions for implementing establishment of this spike camp. The question is not “if” it should be done, but the opportunity for all sections to have input into the impacts such an undertaking would have throughout the entire team. Is this a sound decision and what are the impacts? Time affords measured discussion of impacts to individual sections and what mitigation may be necessary to successfully accomplish this task. This is a Consensus decision and discussion should be undertaken.
2. “We need to consider the implementation of 24-hour operational periods”. This may be an issue that needs to be addressed rapidly and with quick implementation of the decision. An Incident Commander may feel it necessary to pull together the affected Section Chiefs and Officers (especially the Liaison Officer should there be multiple agencies providing responders) to get input on the ramifications, both positive and negative, of imposing a 24-hour operational shift on the incident. Once this input has been received, as well as the mitigations which might be necessary, the Incident Commander makes his/her decision to impose, or not, this shift length. This is an “Authoritative Rule after Discussion” opportunity.
3. “We need to immediately evacuate the Highlands Community”. The Operations Section Chief receives this message from a Branch Director or Division Supervisor and must react with speed and direction. This is an example of “Authority with No Discussion” instance of decision making. The Operations Section Chief has been previously delegated responsibility to make these types of decisions and time is not afforded to debate the decision. Action is paramount. Notification to the appropriate team members becomes the Operations Section Chief responsibility once the decision has been implemented.

## DECISION MAKING

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### EXERCISE 2: INSTRUCTIONS AND DISCUSSION GUIDE

The Incident Commander moves the team to the team “breakout” area and based on the Decision Making Model explanation, determines the following:

Time for this exercise is \_\_\_\_\_ minutes.

Return to the larger classroom at \_\_\_\_\_.

1. What decisions should be reserved exclusively and solely for the Incident Commander?
2. What decisions will we make as an Incident Command and General Staff team?
3. What method or methods of decision making will we use as a team?
4. What decisions should be delegated to:

S.O. \_\_\_\_\_

L.O \_\_\_\_\_

I.O. \_\_\_\_\_

O.S.C \_\_\_\_\_

P.S.C \_\_\_\_\_

L.S.C \_\_\_\_\_

F.S.C \_\_\_\_\_

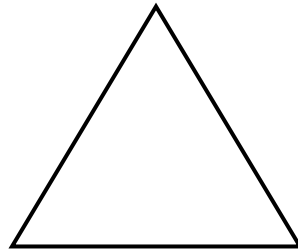
Others \_\_\_\_\_

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## DECISION MAKING

### DE-BRIEF GUIDE

#### PROFESSIONAL RELATIONSHIPS

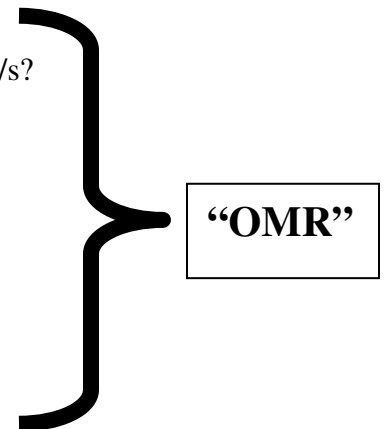


TEAM RESULTS

TEAM PROCESSES

1. The Coach conducts a de-brief of the Decision Making Exercise using the team de-brief template below.

- d) Objectives: What were our **Desired** results?
- e) Methods: How did we get agreement on the outcomes/s?
- f) Describe the effectiveness of our team's process of:
  - ⇒ Planning
  - ⇒ Information exchange
  - ⇒ Outcome setting
- d) Resources:
  - ⇒ How effectively did we use time?
  - ⇒ How effectively did we use each other?
  - ⇒ How effectively did we use other resources?
- e) How well did we work together?
  - ⇒ Did everyone have input into the task?
  - ⇒ How well did we listen to each other?
  - ⇒ How clear were individual roles, job functions, and expectations?



2. Time for this debrief is \_\_\_\_\_ minutes

### COMMUNICATE – COORDINATE – COOPERATE

WHAT ARE MY ESSENTIAL ELEMENTS OF INFORMATION? (“EEI”)

TEAMWORK IS A SHARED RESPONSIBILITY

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## DECISION MAKING

### SUMMARY

1. The purpose of this exercise is to understand and use a combination of explicit decision making methods so as to improve the effectiveness of the Incident Management Team.
2. Significant Learnings:
  - a. Get the “Whole System Included”  
Get the people who must implement the decisions involved in the decision making process. When those who implement the decision are a part of creating the decision, there is no need to “sell” the decision, and implementation is faster and more effective. Participation increases the quality of the decisions/s. When people feel included, they make significant contributions to the decision making process, and their production increases.
  - b. Make a record of decisions made and give it to all team members. Use a flipchart.
  - c. Consensus works best for most major team decisions. Avoid “loose” situations such as a majority vote and minority vote. Avoid “Team Think!”
  - d. Openness is the key to quality decision making. Disagreement and differences of opinion are excellent for gathering more information, clarifying and finding better alternatives
  - e. Design an implicit system to determine the degree of commitment to the decisions and the actual degree of agreement.

### **TEAMWORK IS A SHARED RESPONSIBILITY**

### **WHAT ARE MY ESSENTIAL ELEMENTS OF INFORMATION?**

### **COMMUNICATE – COORDINATE – COOPERATE**

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## TEAM COMMUNICATION

- Introduction to Communications Exercise**
- Communications Exercise**
- Communications Exercise De-briefing**
- Communications Summary**

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## TEAM COMMUNICATIONS

### Team Communications Exercise

Purpose: To experience a complex communication activity, access the teams gathering and exchange of information process and experience the essential elements of information exchange. Team members should become aware of how each member has information that is needed by others in order to accomplish their functional responsibility and how sharing of information will improve the effectiveness and efficiency of the teams performance.

Directions:

1. Use the information given to each team to determine whether the bridge is safe to use and produce documentation to support your decision.
2. Each team member will get slips of paper that contains information related to the accomplishment of this task.
3. Team members can only verbally share this information (no exchanging of slips of paper).

Scenario:

The task of your group is to determine whether a water truck can safely use the most expedient route to an incident by crossing a bridge within 2 kilometers of the incident. If the bridge is not strong enough, the water truck will need to use an alternate route that will delay response by 2 hours. The stream is too wide and swift to cross without using the bridge. Your Team has twenty minutes to determine if the bridge is safe for the water truck to cross. You need to support your determination with documentation.



---

## TEAM COMMUNICATIONS

### **TEAM COMMUNICATIONS EXERCISE INSTRUCTIONS and DISCUSSION GUIDE**

The Coach leads a de-brief of the exercise using the questions listed below. Time for this task is \_\_\_\_\_minutes.

#### **Inclusion Actions**

1. Whose participation was the most help in accomplishment of the task?
2. Was my role clear? Did I know what was expected of me?
3. What role did I play? Why?
4. How did the team use all talents of the team members?

#### **Control Actions**

1. Who was in charge?
2. How did he/she take charge of the team?
3. How did the team problem solve this situation?
4. How did we make decisions?

#### **Openness Actions**

1. How did we create new ways to solve the problems?
2. What will we do better next time?
3. How well did we clarify expectations?

---

## TEAM COMMUNICATIONS

### SUMMARY

1. The purposes of this exercise are:

- a) To understand and appreciate the sharing of information in a team task, so as to enhance team results
- b) To understand the concept of teamwork as a shared responsibility, so as to make maximum use of each team member.

2. Significant Learnings:

- a) Inclusion: “Involve the whole team”
  - ⇒ Leverage differences and strengths
  - ⇒ Involve each team member in the process
  - ⇒ Roles: ensure that each person knows what is expected of them.  
Execute the Mind Contract
- b) Control: Use the OMR model
  - ⇒ Outcomes
  - ⇒ Methods
  - ⇒ Resources
  - ⇒ Roles and job functions
  - ⇒ Decision making
- c) Visuals: use Visual Aids in problem solving – use a “visual” surface like a white board or flipchart

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## TEAM PLANNING

- **The Bridge Exercise: A Work Simulation**
  
- **The Bridge Exercise: Discussion Guide**
  
- **The Bridge Exercise: Summary**

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## TEAM PLANNING

### THE BRIDGE EXERCISE: A WORK SIMULATION

#### PURPOSE

- Apply the team process of communication, decision making, planning, and performance of job functions.
- Experience a successful team project

#### INSTRUCTIONS

After the briefing, the Incident Commander reads the following to the team:

Our team has been asked to submit a sealed bid (time estimate) on how long it will take (in minutes) to construct a bridge.

We have a planning period of 20 minutes.

We must build the bridge in accordance with the following quality control factors:

- The bridge will be constructed only out of materials issued.
- The bridge will be capable of supporting the issued object without touching the surface standing supports
- The minimum length of the span will be 76 cm
- The minimum height of the span above the supporting surface will be 18 cm
- The minimum width of the span will be 2.5 cm
- The surface standing supports must be freestanding-not attached to the floor, surface or any other object.

The team that submits the best estimate will be selected to build the bridge.

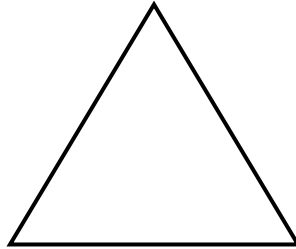
After the planning period and submission of the bid return the materials to their original form and wait for the results of the bid process.

---

## TEAM PLANNING

### THE BRIDGE EXERCISE: DE-BRIEF GUIDE

#### PROFESSIONAL RELATIONSHIPS



TEAM RESULTS

TEAM PROCESSES

Our coach facilitates the following discussion

1. Objectives:

- a) What were the results?
- b) Did the primary outcome change? Is so, why?
- c) What subordinate outcomes developed?
- d) How did we get agreement on the outcomes/s?

2. Methods:

- a) Explain the process/es our team used to achieve the outcome
- b) What improvements did we make in:
  - ⇒ Decision making
  - ⇒ Planning
  - ⇒ Information exchange
  - ⇒ Problem solving

} “OMR”

3. Resources:

- a) How effective was our use of:
  - ⇒ Time
  - ⇒ Each other
  - ⇒ Supplies and tools

4. Roles and Job Functions:

- a) How clear were individual job functions?
- b) How effectively did we exchange and clarify expectations for job functions and working together?

5. How effective was our decision making process?

6. How satisfied are we with our team result/s?

7. Describe how effective our professional relationships were during and after this task.

---

## TEAM PLANNING

### **THE BRIDGE EXERCISE: SUMMARY**

1. The primary purpose of the work simulation is to build effective working relationships in a short period of time.
2. The Significant Learnings are:
  - a. Outcomes must be clear, explicit, and agreed upon
  - b. Team processes used to achieve outcomes must be explicit and agreed upon
  - c. Time, people, supplies, and equipment are critical to the processes and outcomes of the team
  - d. Each team member must have clearly defined roles and job functions
  - e. Expectations for performance change rapidly and quickly, make the “implicit”, “explicit”
  - f. Decision making, like teamwork, is a shared responsibility. Use multiple methods, and involve those who must execute the decisions in the planning process.

### **WHAT ARE MY ELEMENTS OF ESSENTIAL INFORMATION?**

**TEAMWORK IS A SHARED RESPONSIBILITY**

**COMMUNICATE – COORDINATE – COOPERATE**

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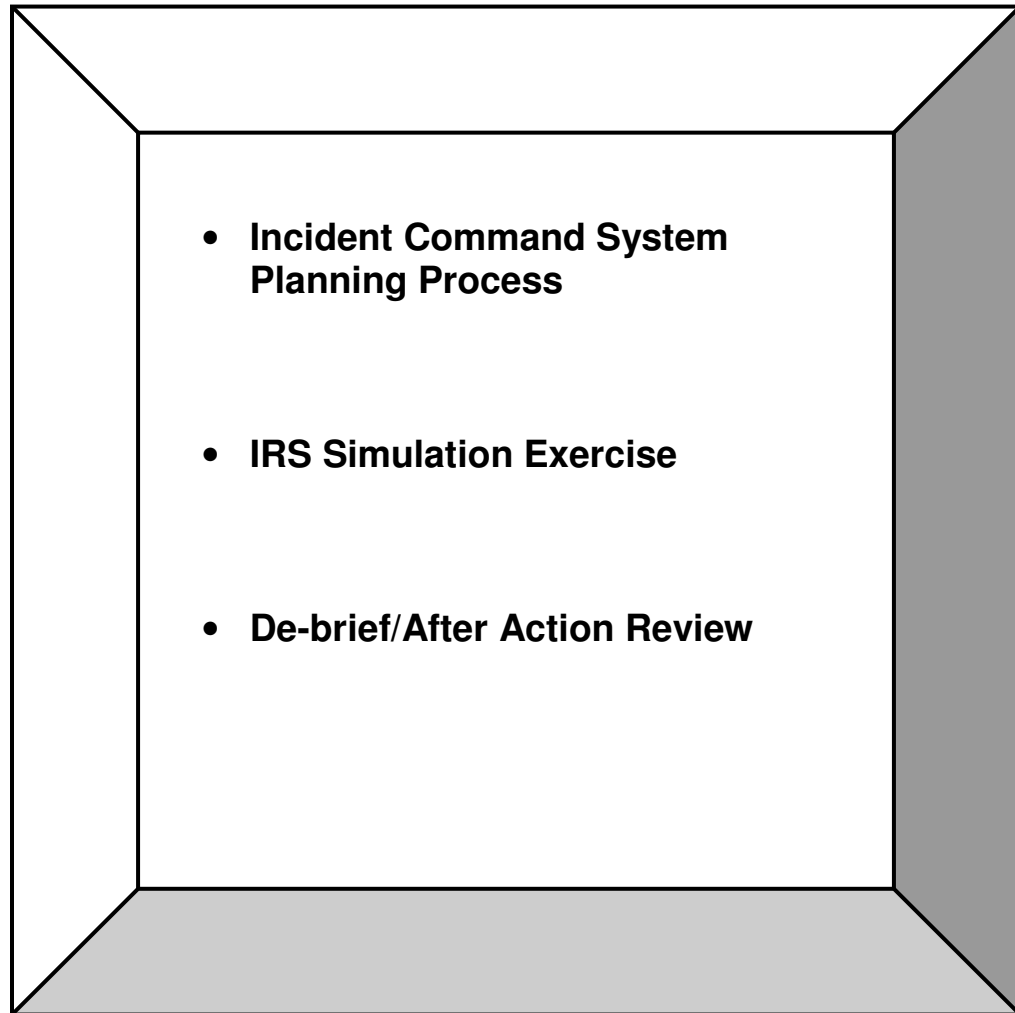
## TEAM BUILDING

### **COURSE SUMMARY**

1. Team Formation
  - Expectations
  - Inclusions, Control, Openness
  - Team Identity
  
2. Team Organization
  - Team Compatibility
  - Member Functions
  - People of Coordination
  - Actual Operating Pattern
  
3. Team Decision Making
  - Decision Making Models
  - “Team Think”
  - Team Decision Making Methods
  
4. Team Communications
  
5. Team Planning

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## LOOKING AHEAD





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## Appendix A

### INCIDENT MANAGEMENT TEAM DEVELOPMENT A Competency Model for Demonstrating Teamwork

#### **Rationale and Purpose:**

Few individuals are proficient in Incident Management team work. It is rather common for individuals not to know how to work well together within a team. In fact, most individuals who join teams seldom, if ever, receive education or training about team work prior to joining a team. In most cases, one is simply assigned to a team and expected to function as a team member. Without teamwork objectives and key teamwork behaviors or actions, individuals struggle to become effective team members. Moreover, the productivity of the team is significantly and adversely affected. This model provides training in team work skill development. At the end of this training, participants are able to effectively communicate, coordinate and work together towards a common objective.

#### **A Competency Model for Demonstrating Teamwork**

#### **COMPETENCY DEFINITION and KEY BEHAVIORS**

The ability to work cooperatively and/or collaboratively with others in pursuit of a common goal

1. Listen and respond constructively to team member's ideas
2. Openly express concerns to other team members
3. Acknowledge when conflict exists and express disagreement constructively
4. Give honest and constructive feedback to other team members
5. Provide assistance to other team members or work units when needed
6. Work towards solutions that all members of the team can support
7. Support team or group decisions
8. Share professional expertise with others

#### **Training Objectives:**

1. Define teamwork
2. Explain the importance of teamwork in twenty words or less
3. Explain the Team Work Competency model
4. Identify the essential elements of action in the Team Work competency Model
5. Define the benefits of effective teamwork
6. Explain how team members contribute to or impede the human and process elements of teamwork
7. Assess my skill level in demonstrating teamwork
8. Identify, list, and explain the teamwork competencies I need to improve
9. Demonstrate the following teamwork skills
  - Effective listening

- Gathering, exchanging, and disseminating information
- Resolving conflict
- Coordination
- Cooperation
- Give and receive effective feedback

10. Create an action plan to transfer my team work skills to home, work, current and future teams.