Unit 2: Leadership and Team Dynamics
U.S. Fire Administration (USFA)

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

Student Manual

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Unit Overview and Objectives

Unit Objectives

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

- Demonstrate the ability to formulate leader's intent.
- Identify positive and negative leadership behaviors and their effects on team performance.
- Identify common symptoms of stress and the effects stress can have on performance.
- Demonstrate effective communication methods that promote a Common Operating Picture (COP).
- Identify examples of interaction between the functional positions of the All-Hazards incident Management Team (AHIMT).

Methodology

The methodologies include lecture and group and individual activities.

Materials

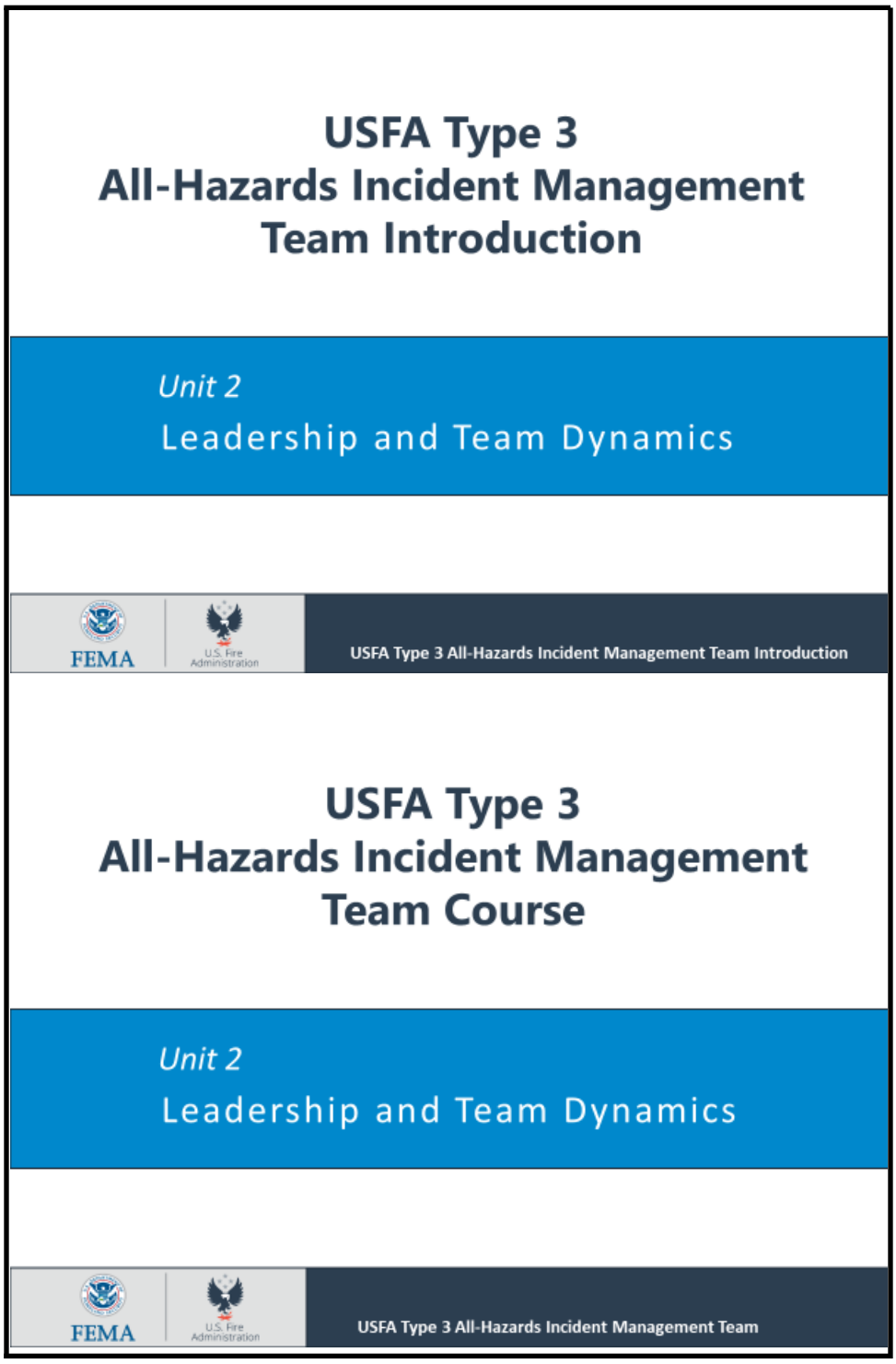
- Student Manual (SM).
- Easel and paper.
- Materials included in the manual:
  - Handout 2-1: Agency Administrator Briefing.
  - Handout 2-2: Issues/Concerns Worksheet.
  - Handout 2-3: Stress Self-Assessment.
  - Handout 2-4: Command and General Staff Interaction.

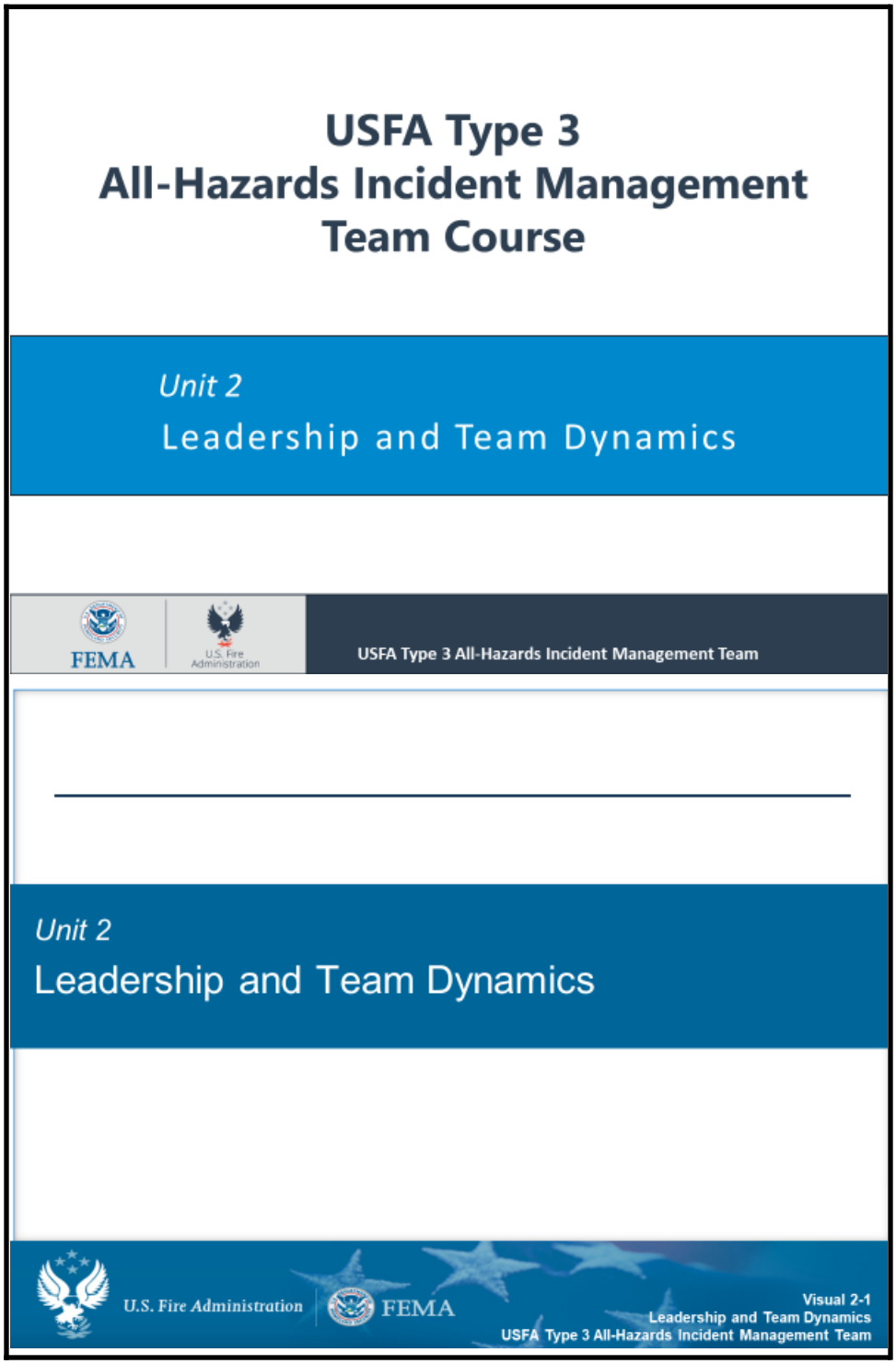
Unit Agenda

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

Task	Duration
■ Leadership and Leader's Intent	25 minutes
■ Activity 2-1: Identifying Issues/Concerns	45 minutes
■ Leadership and Decision Making	25 minutes
■ Activity 2-2: Leadership Behaviors	15 minutes
■ Stress	15 minutes
■ Activity 2-3: Stress Self-Assessment	30 minutes
■ Communication Methods	30 minutes
■ Activity 2-4: Communication with a Team	25 minutes
■ Activity 2-5: Command and General Staff Interactions	75 minutes
Total Duration	**4 hours, 45 minutes**

Unit 2: Leadership and Team Dynamics

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All-Hazards Incident Management
Team Course
Unit 2
Leadership and Team Dynamics
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USFA Type 3 All-Hazards Incident Management Team
Unit 2
Leadership and Team Dynamics
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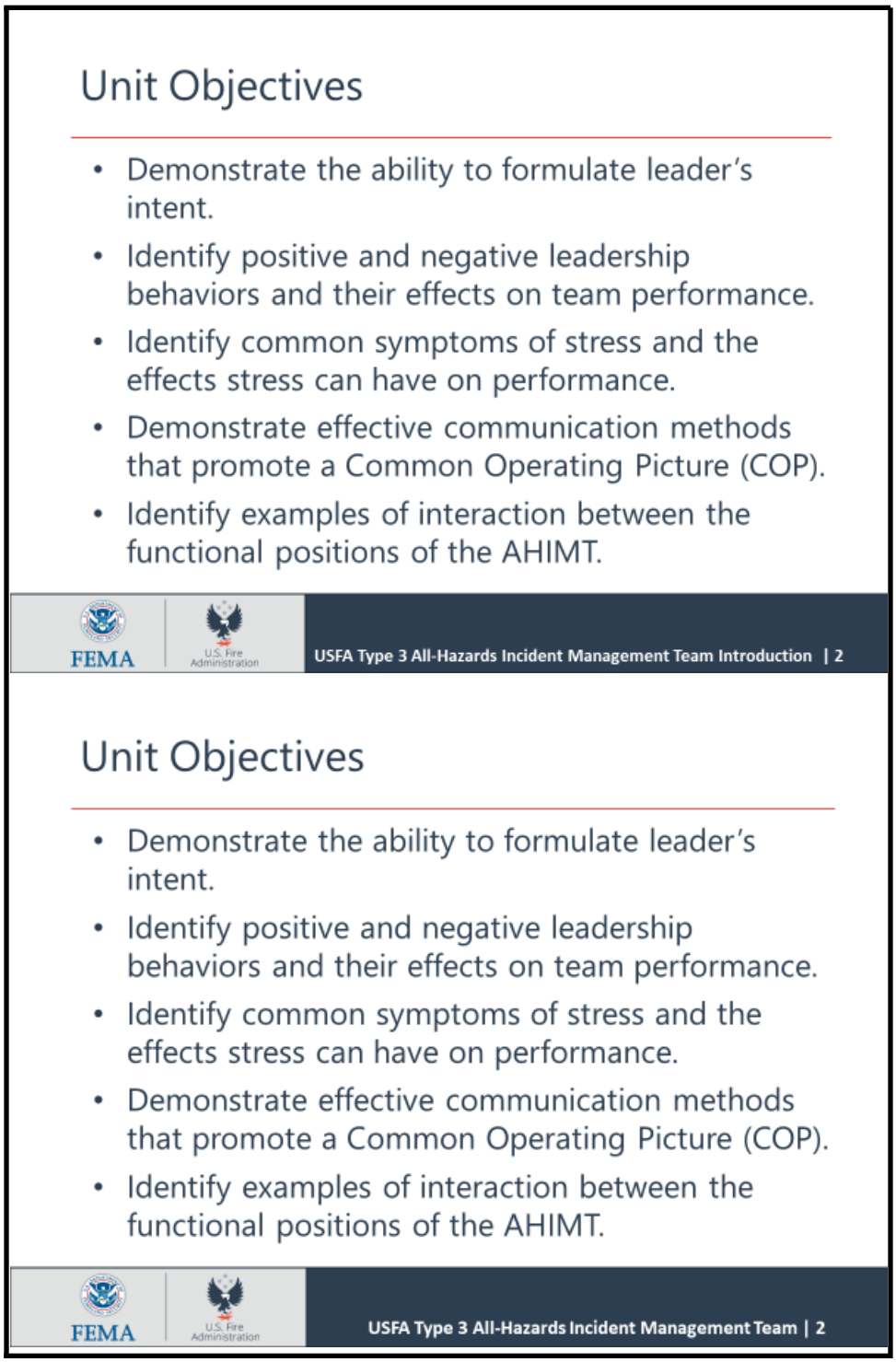
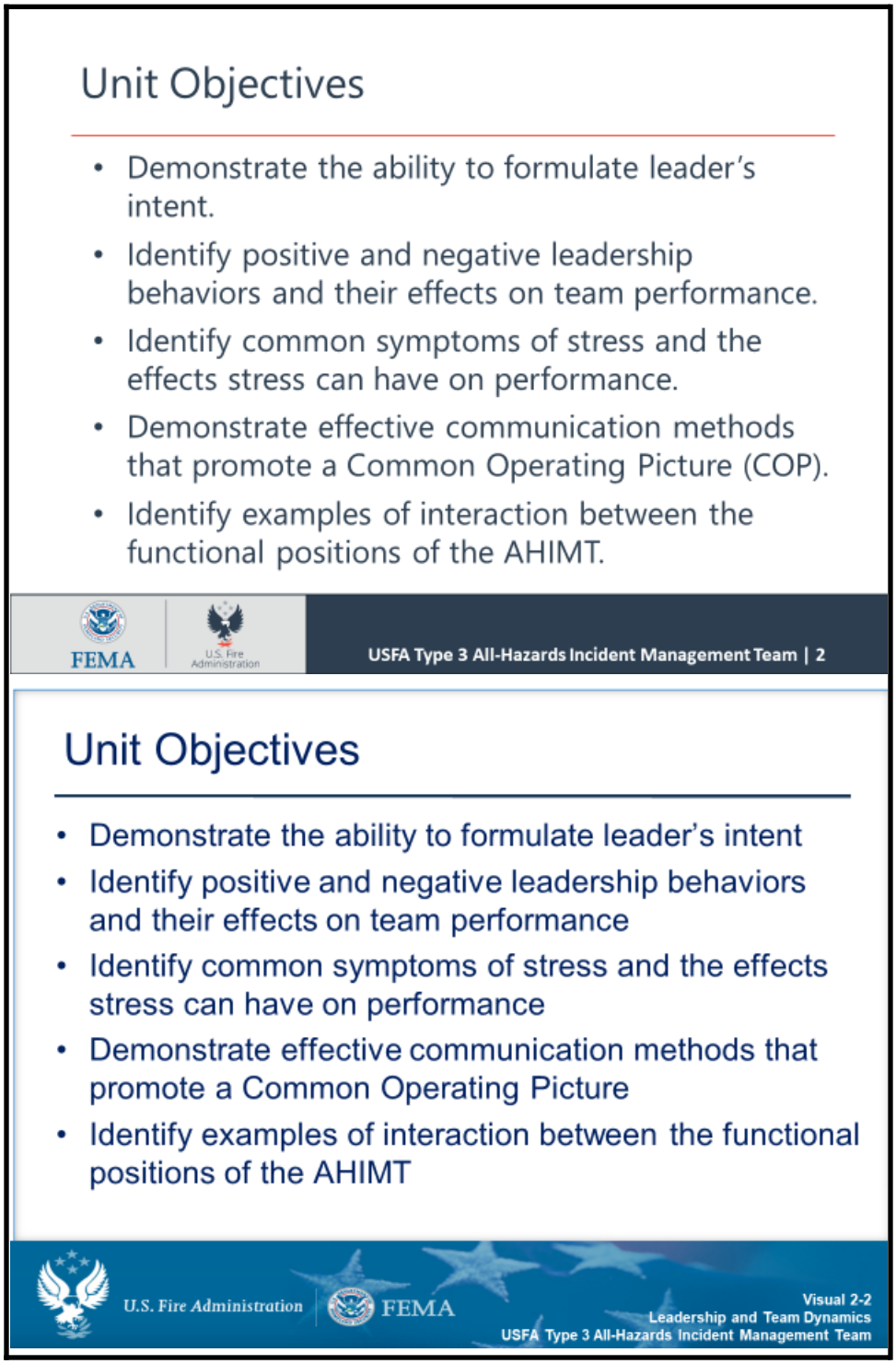
FEMA
Visual 2-1
Leadership and Team Dynamics
USFA Type 3 All-Hazards Incident Management Team

Notes:

Unit Objectives

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• Identify examples of interaction between the functional positions of the AHIMT.
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Visual 2-2
Leadership and Team Dynamics
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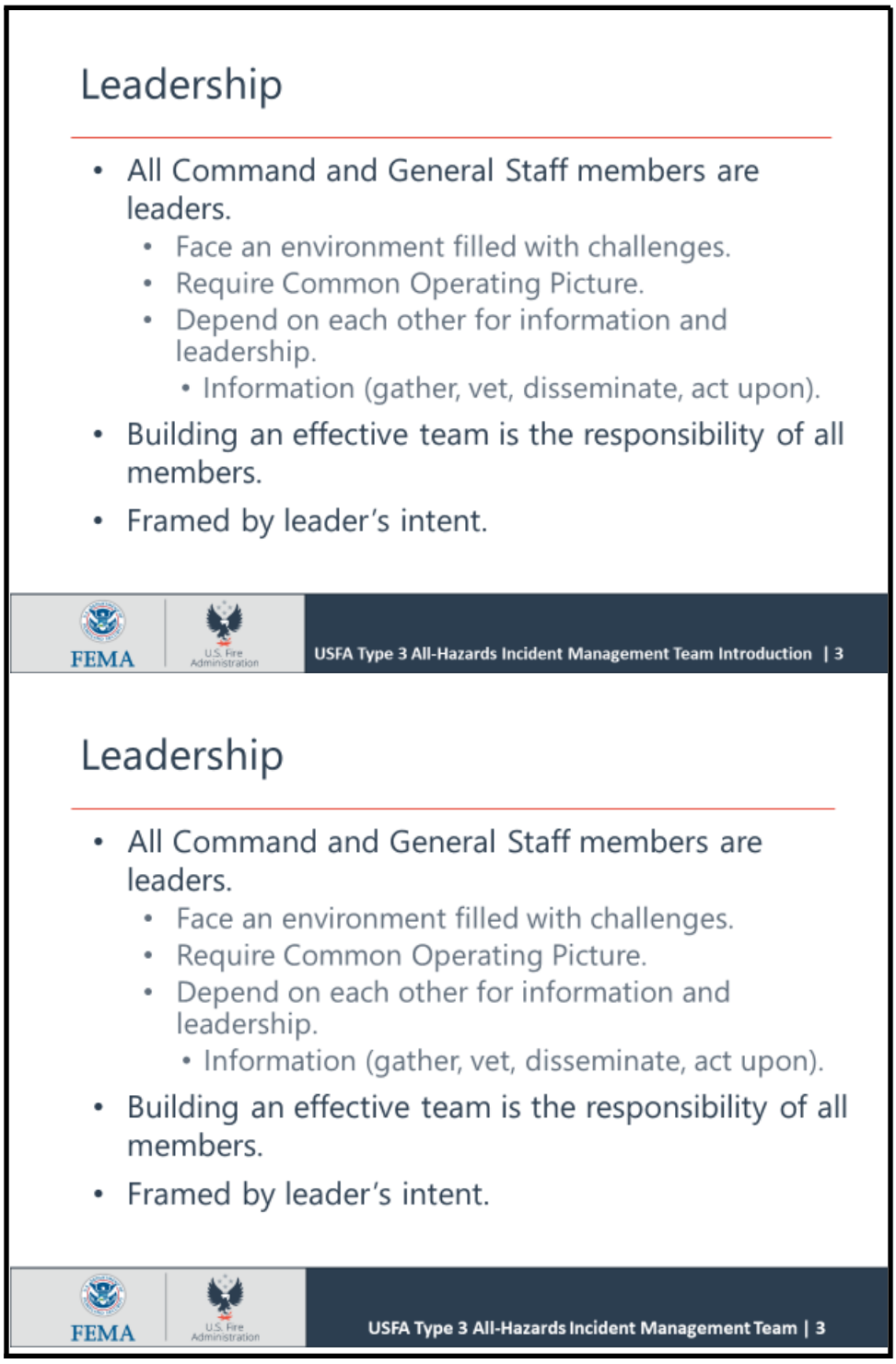
Notes:

Leadership


Leadership
All Command and General Staff members are leaders.
Face an environment filled with challenges.
Require Common Operating Picture.
Depend on each other for information and leadership.
Information (gather, vet, disseminate, act upon).
Building an effective team is the responsibility of all members.
Framed by leader's intent.
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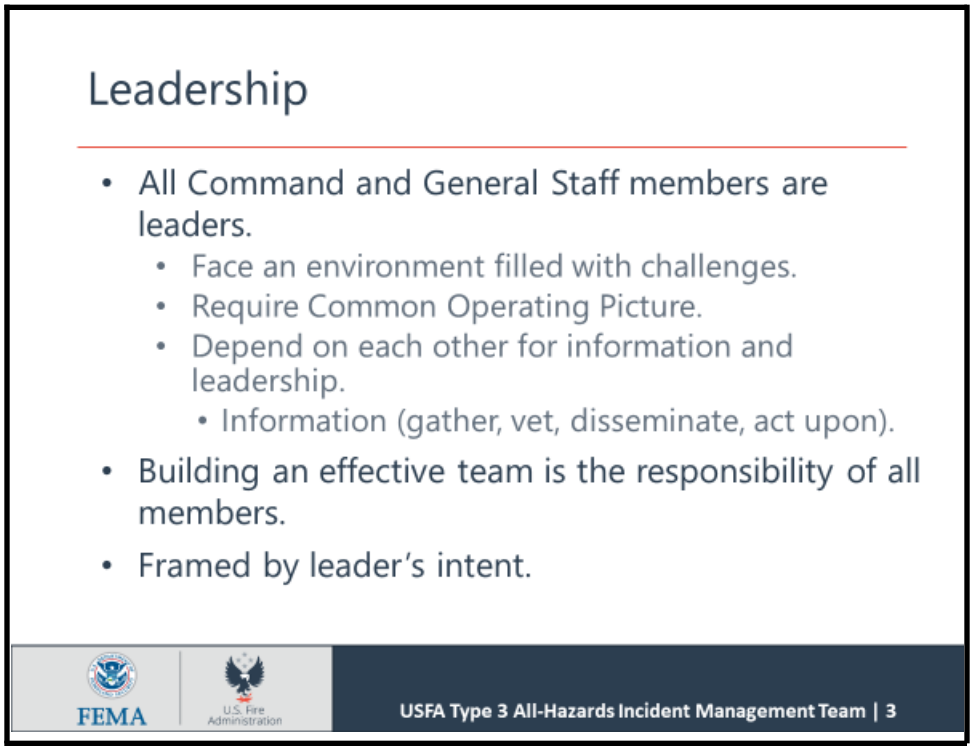
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• Face an environment filled with challenges.
• Require Common Operating Picture.
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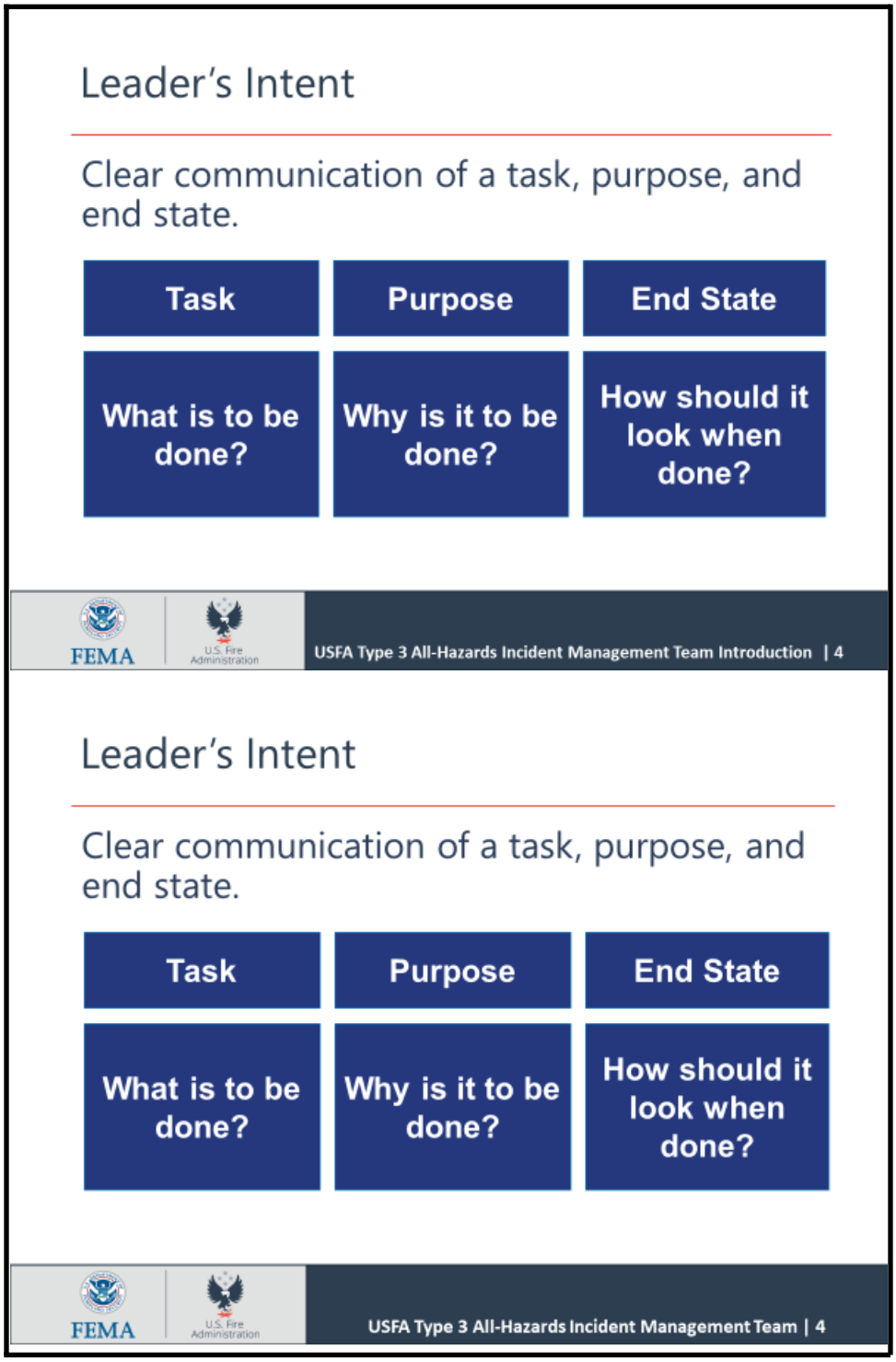
Notes:

All members of the AHIMT are leaders, and building an effective team is the responsibility of all members.

The AHIMT environment is filled with challenges—a driving sense of urgency, imprecise situational awareness, missing or conflicting information, complex problems, and intense pressure to make good decisions are all examples. Despite these obstacles, the rewards of success—and the costs of failure—are considerable.

- Access to accurate and timely vetted information is critical to maintaining a Common Operating Picture.
- Communication is key. Team members must communicate with each other clearly to convey information and intent.
- Leader's intent frames the parameters of success. It defines what needs to be accomplished.
- Effective teams maintain good situational awareness, analyze objectives, make good decisions, and clearly convey the leader's intent.

Leader's Intent


Leader's Intent
Clear communication of a task, purpose, and end state.
Task
Purpose
End State
What is to be done?
Why is it to be done?
How should it look when done?
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Clear communication of a task, purpose, and end state.
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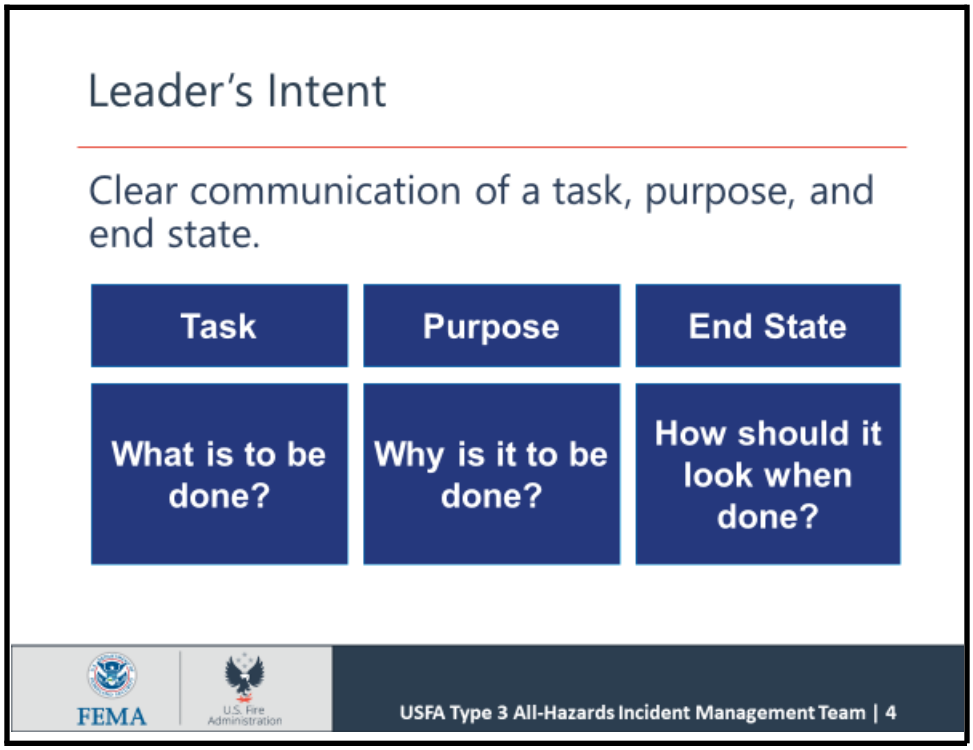


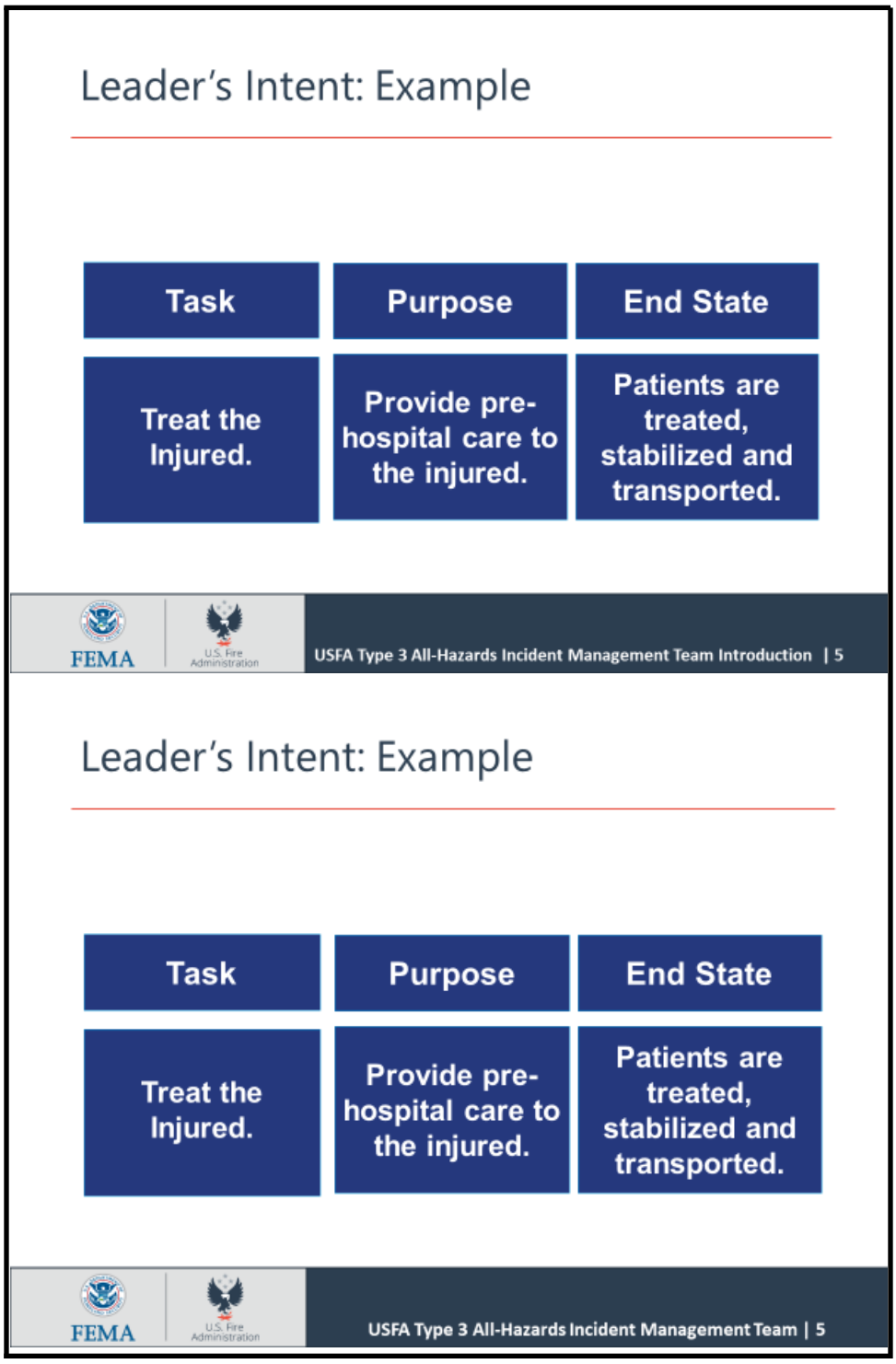
Notes:

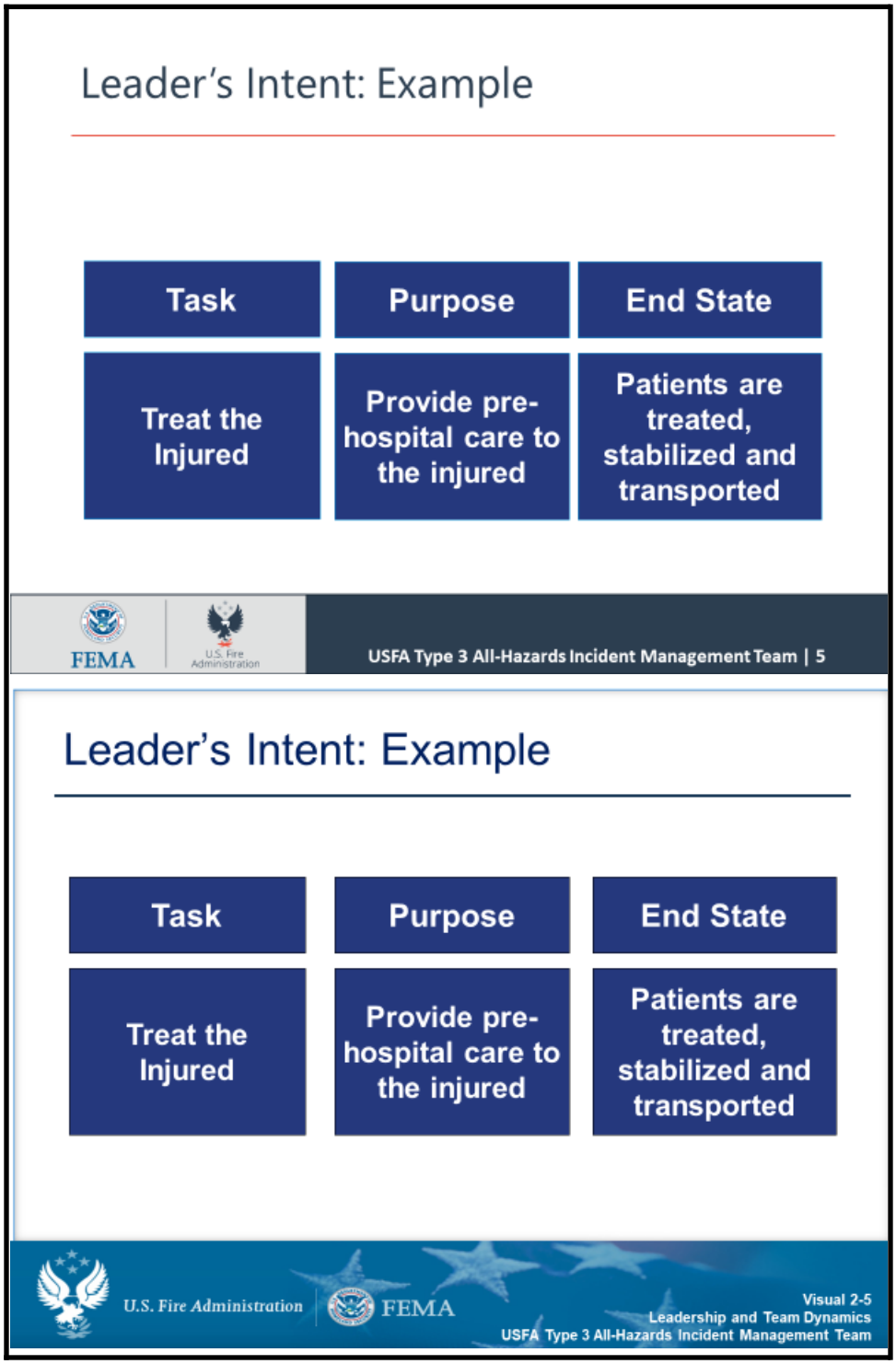
- **Task** defines what is to be done.
- **Purpose** defines why it should be done.
- **End state** defines how it should look when the assignment is successfully completed.

Leader's intent should be definitive but flexible. In other words, it should provide specific expectations, but not be so rigid that team members are unable to respond in a dynamic situation. Leader's intent that is too inflexible can create bureaucracy.

It is the responsibility of both leader and subordinates to evaluate the effectiveness of leader's intent and to challenge it with healthy conflict when appropriate.

Leader's Intent: Example




Leader's Intent: Example
Task
Purpose
End State
Treat the Injured
Provide pre-hospital care to the injured
Patients are treated, stabilized and transported
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Leader's Intent: Example
Task
Purpose
End State
Treat the Injured
Provide pre-hospital care to the injured
Patients are treated, stabilized and transported
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Visual 2-5
Leadership and Team Dynamics
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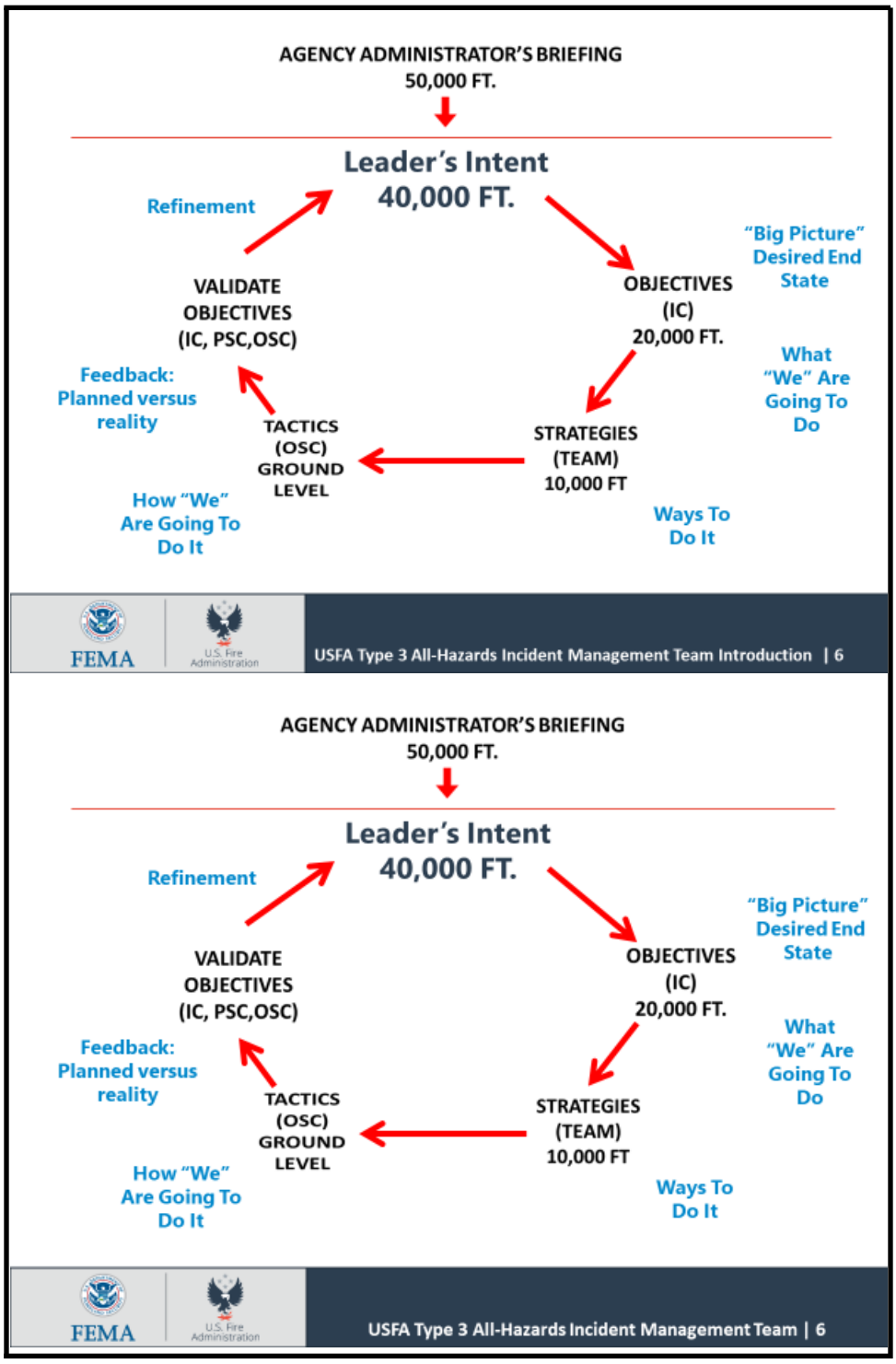
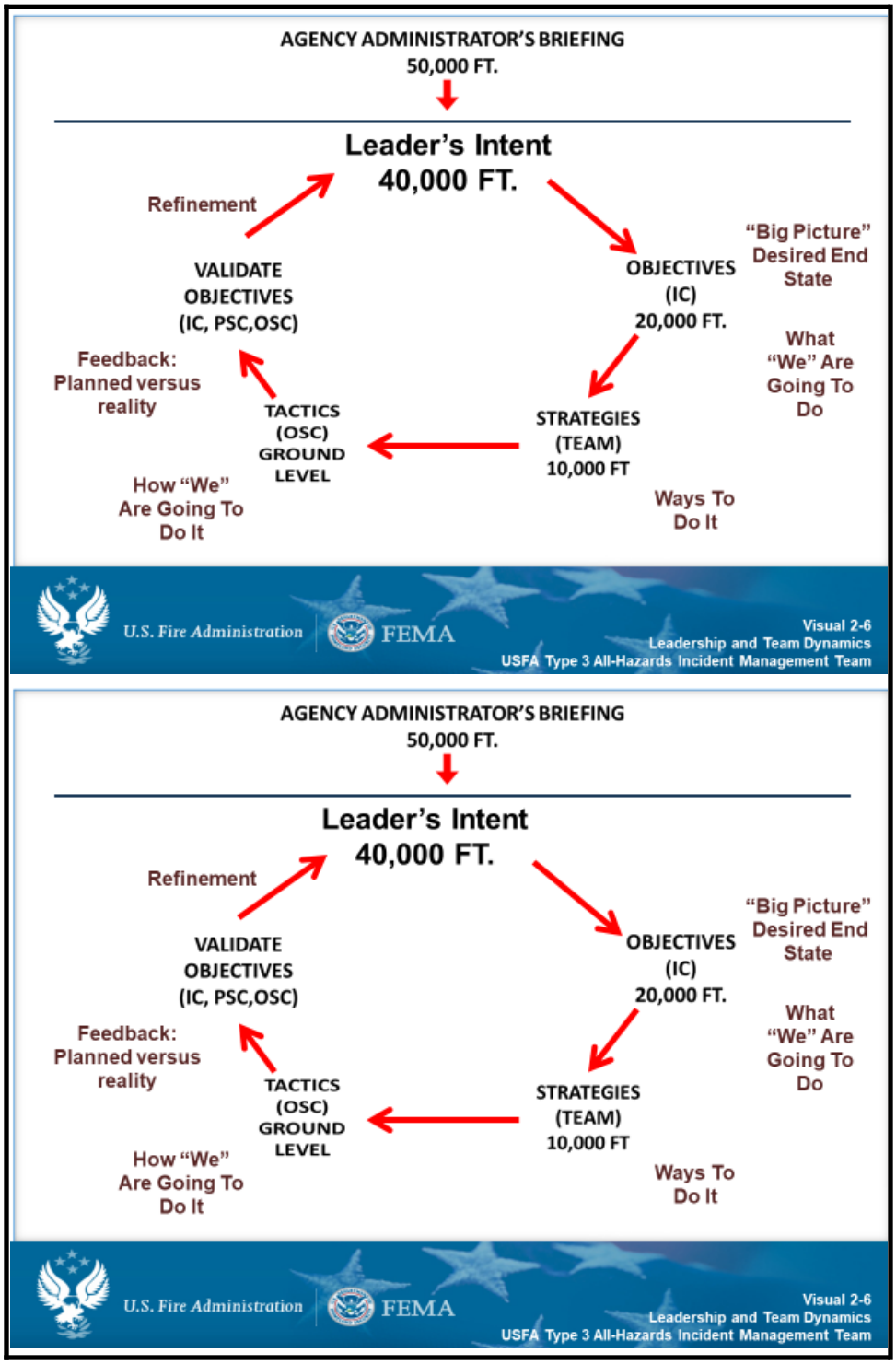
Notes:

Formulating Leader's Intent





Notes:

Purpose

In fast-moving, dynamic situations, top-level decision makers cannot always incorporate new information into the formal planning process and redirect people to action within a reasonable timeframe. We provide leader's intent so people closest to the scene of action can adapt plans and

exercise initiative to accomplish the objective when unanticipated opportunities arise or when the original plan no longer suffices.

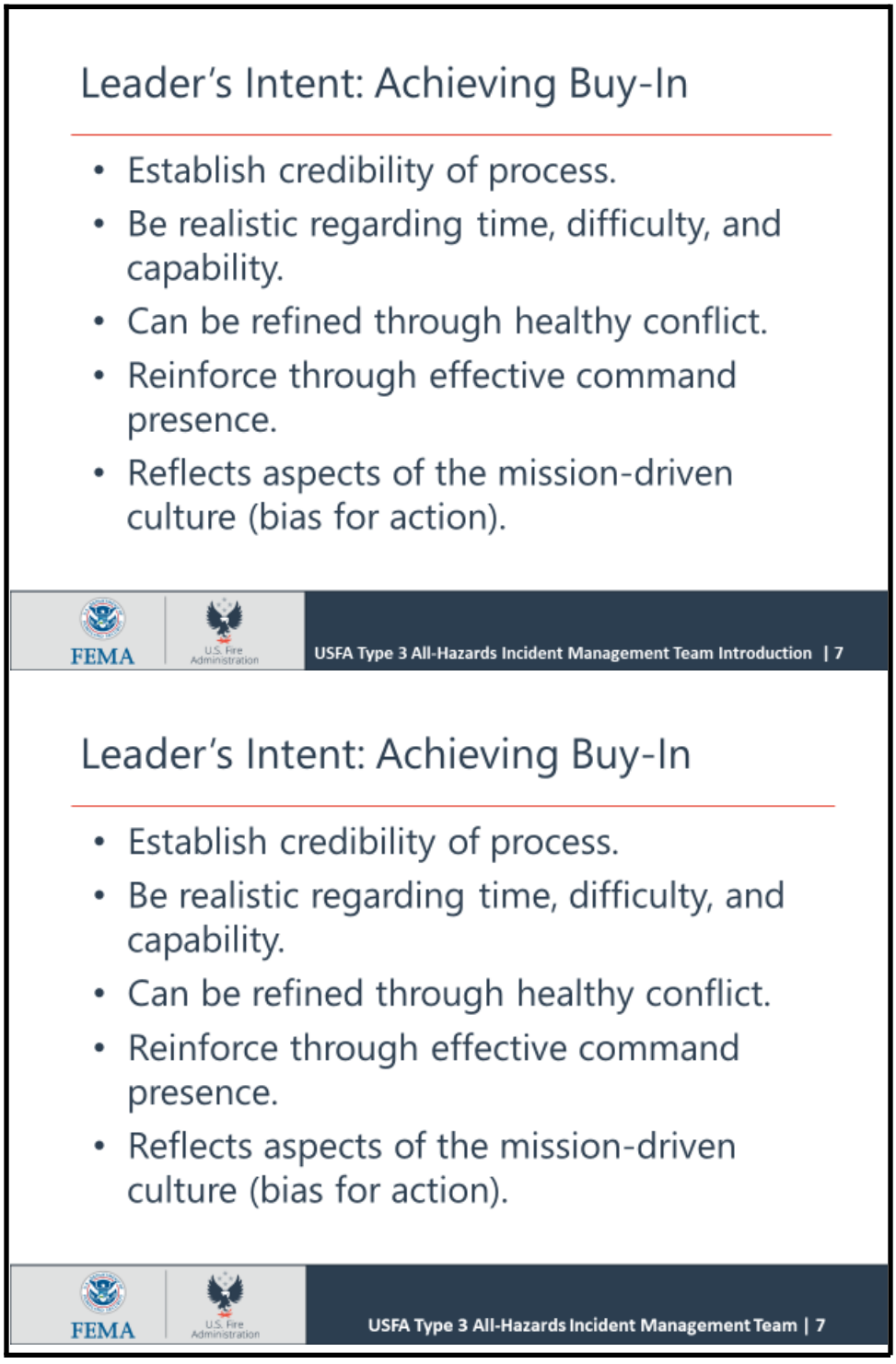
Refining Leader's Intent throughout the Chain of Command

Each leader goes through the process of understanding and refining the intent from above and expressing their intent to their people.

At the Division/Group or Unit level, the leader focuses on the incident objectives affecting their assignment, rather than overall management goals, but they use the same process to define task, purpose, and end state. At the single-resource or crew level, the leader zeroes in on the tactical objectives to develop intent.

Leaders narrow their focus at each level, identifying the objectives that apply to each level. We make sure that each person understands the end state and the purpose behind the task.

Leader's Intent: Achieving Buy-In


Leader's Intent: Achieving Buy-In
• Establish credibility of process.
• Be realistic regarding time, difficulty, and capability.
• Can be refined through healthy conflict.
• Reinforce through effective command presence.
• Reflects aspects of the mission-driven culture (bias for action).
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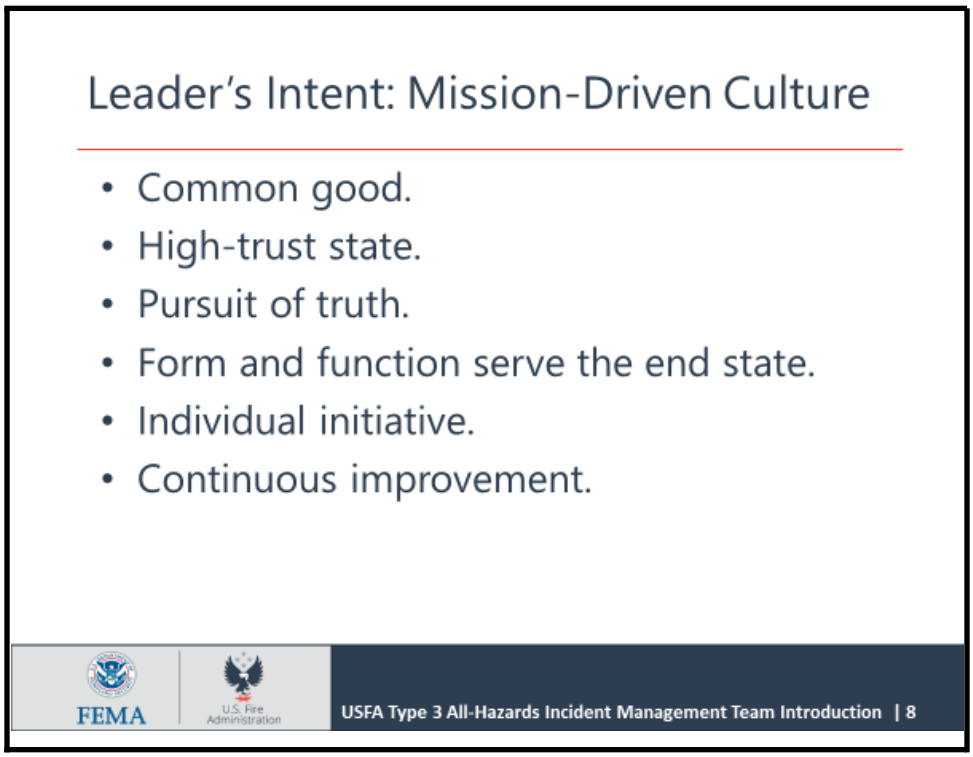
Notes:

- Recipients are more likely to perform the task well if they share ownership in it.
- Achieving buy-in establishes credibility in the process and turns an "I" decision into a "we" decision.
- Leader's intent should set realistic expectations.
- Conflict is healthy. Part of achieving buy-in means resolving conflicts as they arise.
- Leaders should be aware of how their command presence affects the interpretation of the message.
- People evaluate leaders constantly and are quick to pick up on incongruities between what a leader says and what he or she does. Dress, body language, and poise all contribute to the image and message conveyed.
- Recognition of the specific culture of the team can help greatly in achieving buy-in from the team's members.

In order for leaders to encourage initiative, they communicate what is to be done, why it ought to be done, and how it should look when done. Leader's intent describes the quality of direction from the leader to followers, whether it is an informal discussion, an Incident Action Plan (IAP), or a Delegation of Authority (DoA). Incident Command System (ICS) formalizes the process of developing and communicating direction to the team and the community.

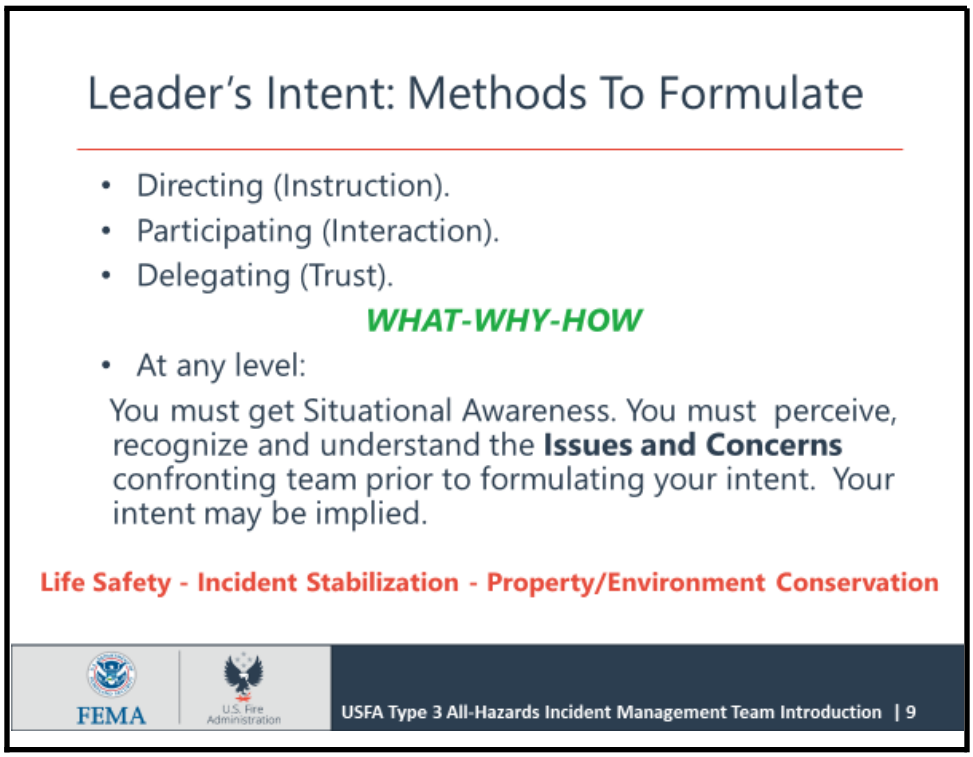
Leader's Intent: Mission-Driven Culture



Notes:

- **Service for the common good** reinforces the need for everyone in the incident organization to maintain perspective on the larger context of the incident.
- **High-trust state** is confidence that fellow team members value service to the common good enables and promotes synergistic action, including the ability to challenge team dysfunction and hold one other accountable. If people believe that the mission itself is not worth doing, they may not give wholesale commitment.
- **Pursuit of truth** is the need to identify the common good in a situation, as well as what ought to be done to accomplish it; this compels all team members to acquire the best possible situational awareness and COP.
- **Form and function serve the end state** means teams should have goals and be organized in the way that best accomplishes those goals.
- **Individual initiative** means individuals should have freedom of action, but still also have meaningful boundaries through well-articulated intent.
- **Continuous improvement** is the need for both the individual and organizations to grow. Meaningful feedback and honest appraisals of performance help perfect the team.

Leader's Intent: Methods to Formulate



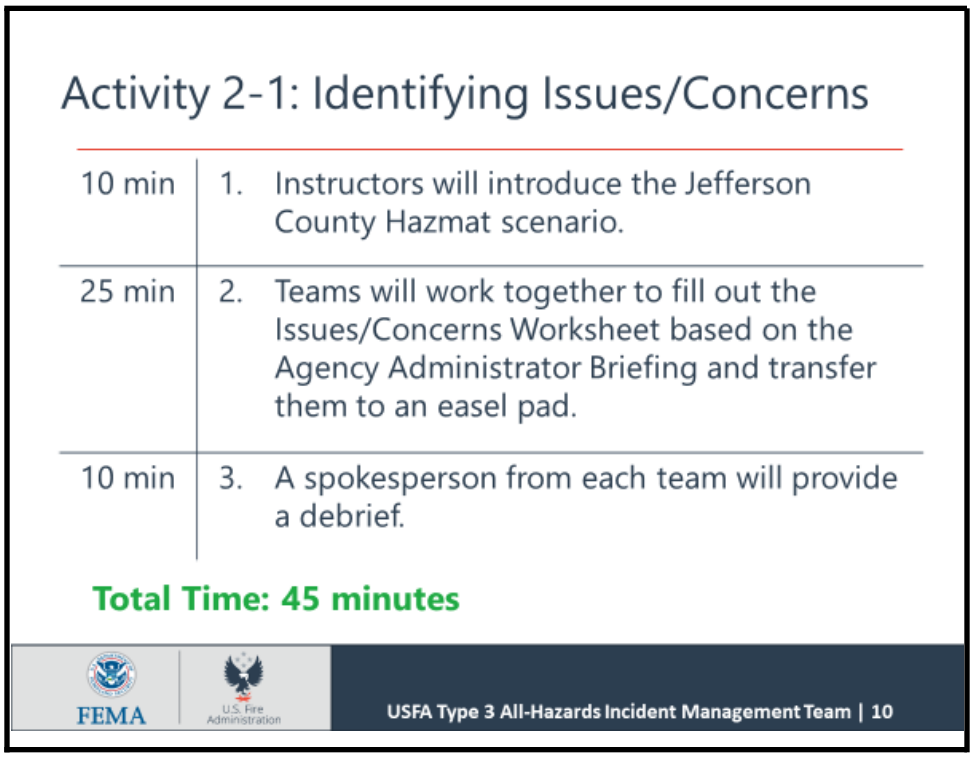
Notes:

How one formulates leader's intent with the appropriate level of specificity for a situation depends on the situation. The spectrum of specificity is reflected in the spectrum of leadership styles. Judging the most appropriate type of leadership requires a flexible, principles-based approach. Three leadership styles that represent this spectrum are:

- **Directing**—In its purest form, the directing style requires specifying all parts of a task—who, what, when, where, and how. It is the leadership style most closely aligned with a rules-based approach. Certain conditions warrant using this approach. For example, it is appropriate when the timeframe is short, and the particulars of the task are straightforward or known only to the person providing the direction. It is also appropriate to use this style dealing with people who lack experience and competence at a task.
- **Participating**—The participating style entails involving those assigned to a task to determine what to do and how to do it, asking for recommendations and information. This kind of give-and-take builds confidence and increases ownership in the plan. It also increases team cohesion. This style is appropriate when the timeframe is less restricted, and the task is being assigned to operators who have a reasonable amount of experience in similar circumstances.
- **Delegating**—The delegating style calls for entrusting someone else with decisions about how to carry out a task. In contrast to the directing style, delegating is appropriate when the person receiving the assignment has the competence and experience required to for success.

Determining which leadership style is appropriate in any given situation requires judgment about numerous factors: the experience and trustworthiness of the person receiving the assignment, the values at risk, time available, stability of the environment, amount of clarity regarding possible risks.

Activity 2-1 Identifying Issues/Concerns



Notes:

Purpose

This activity allows students to identify issues and concerns from an Agency Administrator (AA) Briefing. **Refer to Handout 2-1: Agency Administrator Briefing and Handout 2-2: Issues/Concerns Worksheet.**

Duration	Task
10 minutes	Introduce the activity and play the video of the AA Briefing.
25 minutes	Identify the Issues and Concerns based on the AA Briefing.
10 minutes	Debrief.
45 minutes	

Directions

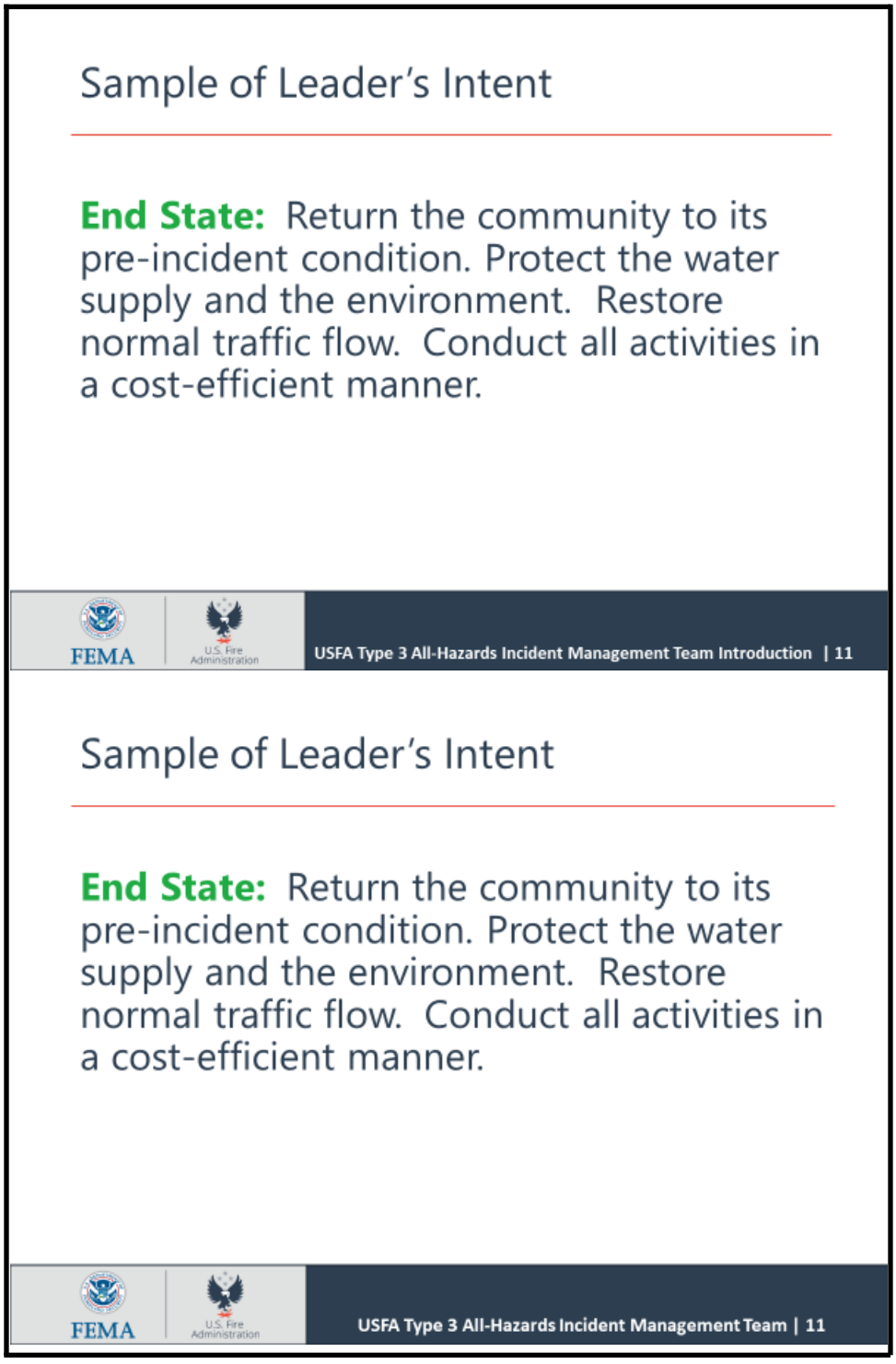
1. The instructor will introduce the activity and play the AA Briefing section of the Planning P digital video disc (DVD). Teams will view the briefing video.
2. Working in teams the students will list on an easel pad the issues and concerns found at the incident, based on the AA Briefing.
3. A representative from each team will brief the rest of the class.

About the Scenario Used in This Unit

The scenario in the video segment involves an overturned tractor trailer containing 15 300-gallon containers (referred to as “totes”) of the pesticide diazinon. In addition, the trailer has about 200 gallons of diesel from the truck’s fuel tanks.

Jefferson County (a fictional county in the Commonwealth of Virginia) is in Unified Command (UC) with the ICs from the Virginia Department of Environmental Quality (DEQ) and U.S. Environmental Protection Agency (EPA). The Virginia State Police and Virginia Department of Transportation (VDOT) act as Assisting Agencies and are not in UC. The Jefferson County AHIMT is filling all Command and General Staff positions under the Unified Commanders.

Sample of Leader's Intent


Sample of Leader's Intent
End State: Return the community to its pre-incident condition. Protect the water supply and the environment. Restore normal traffic flow. Conduct all activities in a cost-efficient manner.
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End State: Return the community to its pre-incident condition. Protect the water supply and the environment. Restore normal traffic flow. Conduct all activities in a cost-efficient manner.
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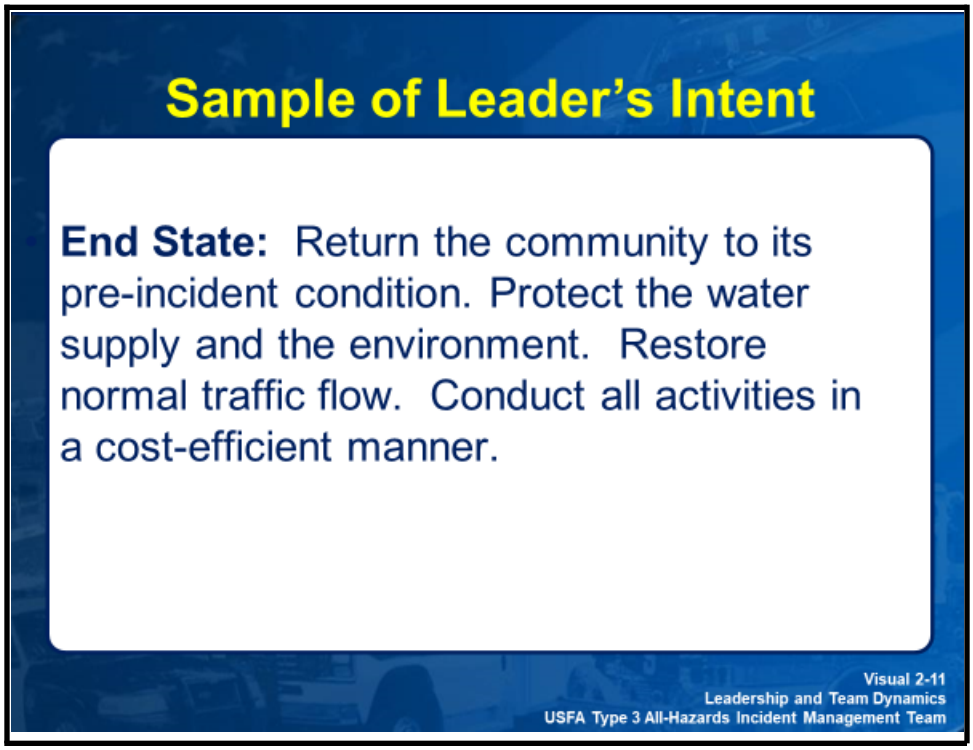
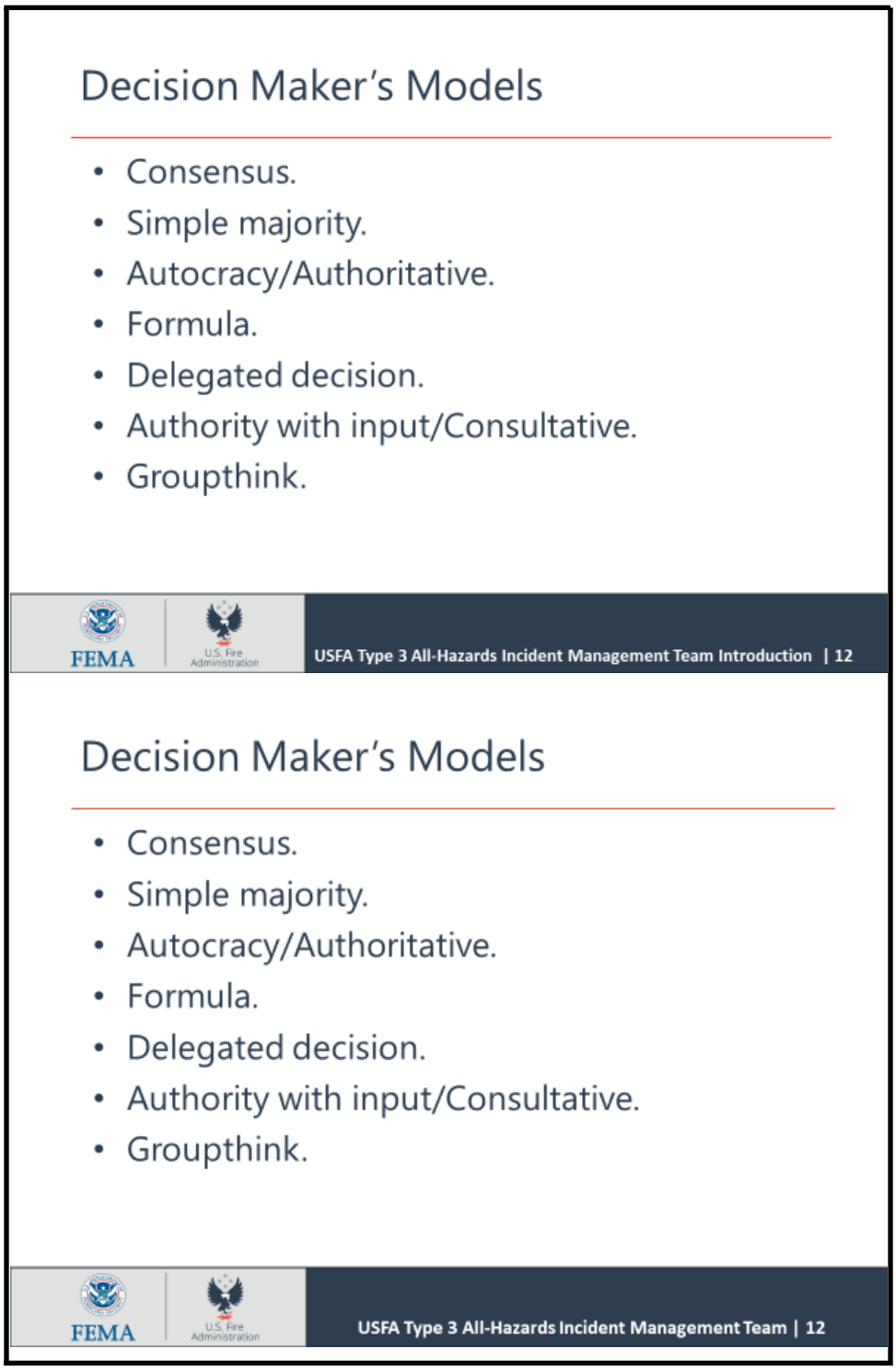


Notes:

End State

On the slide is a sample of what a Leader's Intent End State might be for the incident as described in the video.

Decision Maker's Models



Notes:

Briefly describe each of the models provided and add some of your own if you like. Briefly discuss the pros and cons for each model and how each relates to emergency management. Tell the students that we will take a very close look at Groupthink in just a few minutes.

Consensus– "We decide." Consensus is collective agreement, a shared decision by all team members. Commitment to supporting a decision is more than just living with it.

- Advantages: Respects individual opinion while establishing one collective decision that everyone agrees with and supports.
- Disadvantages: Reaching consensus takes time and a great deal of discussion and facilitating. It requires group understanding of the issues and the willingness of team members to share their opinions openly.
- When to use: Consensus is appropriate when the decision has major impact on the team's direction. Ground rules are one example.

Simple Majority–Democratic. More than half the votes that were cast. In the team setting, democracy may not always be the best method.

- Advantages: It's fast.
- Disadvantages: With no input, risks not considering impact on other people and systems.
- When to use: When there are critical time pressures, crises, or inconsequential matters with little impact.

Autocratic/Authoritative– "I decide." One person making the decision alone.

- Advantages: It's fast.
- Disadvantages: No input; risks not considering how decisions will affect other people and systems.
- When to use: When there are critical time pressures, crises, or inconsequential matters with little impact.

Formula–Contingent plans, evacuation plans.

Delegation means giving someone in the group explicit authority over making a decision, often with some guardrails.

Delegated decision-One of the greatest leadership traits you can develop is removing yourself from the decision-making process. Giving members of the group the authority to make a call independently will help your group act faster and give you more time to focus on the high-priority decisions that do require your attention.

- Advantages: It's fast. Frees up your time and energy Owning decisions motivates your team members.
- Disadvantage: May require more handholding than anticipated. They definitely won't do exactly what you would do.

Authority with input/Consultative– "I decide with input from you." One person still makes the decision, but others are solicited for ideas and suggestions.

- Advantages: Input is invaluable. This approach allows the team leader to use an analytical approach after receiving input from team members. In the AHIMT environment, this is perceived to be the most effective approach.
- Disadvantages: People may mistakenly assume that they will have a say in the final decision.
- When to use: When the decision lies in another area, but still has some impact on the team, or when specific expertise is required.

Groupthink

Groupthink occurs when a group makes faulty decisions because group pressures have led to a deterioration of "mental efficiency, reality testing, and moral judgment" (Victims of Groupthink by Irving Janis, 1972, p. 9).

Symptoms of Groupthink:

1. Illusion of invulnerability.
2. Collective rationalization.
3. Belief in inherent morality.
4. Stereotyped views of out-groups.
5. Direct pressure on dissenters.
6. Self-censorship.
7. Illusion of unanimity.
8. Self-appointed "mindguards".

Remedies to Groupthink:

1. The leader should assign the role of critical evaluator to each member.
2. The leader should avoid stating preferences and expectations at the outset.
3. Each member of the group should routinely discuss the group's deliberations with a trusted associate and report back to the group on the associate's reactions.
4. One or more experts should be invited to each meeting on a staggered basis and be encouraged to challenge views of the members.
5. At least one member should be given the role of devil's advocate (to question assumptions and plans).
6. The leader should make sure that a sizable block of time is set aside to survey warning signals.

Leadership: Anatomy of an Effective Team

Leadership: Anatomy of an Effective Team
Results
Peer Accountability
Commitment
Healthy Conflict
Trust
Communication
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Leadership: Anatomy of an Effective Team
Results
Peer Accountability
Commitment
Healthy Conflict
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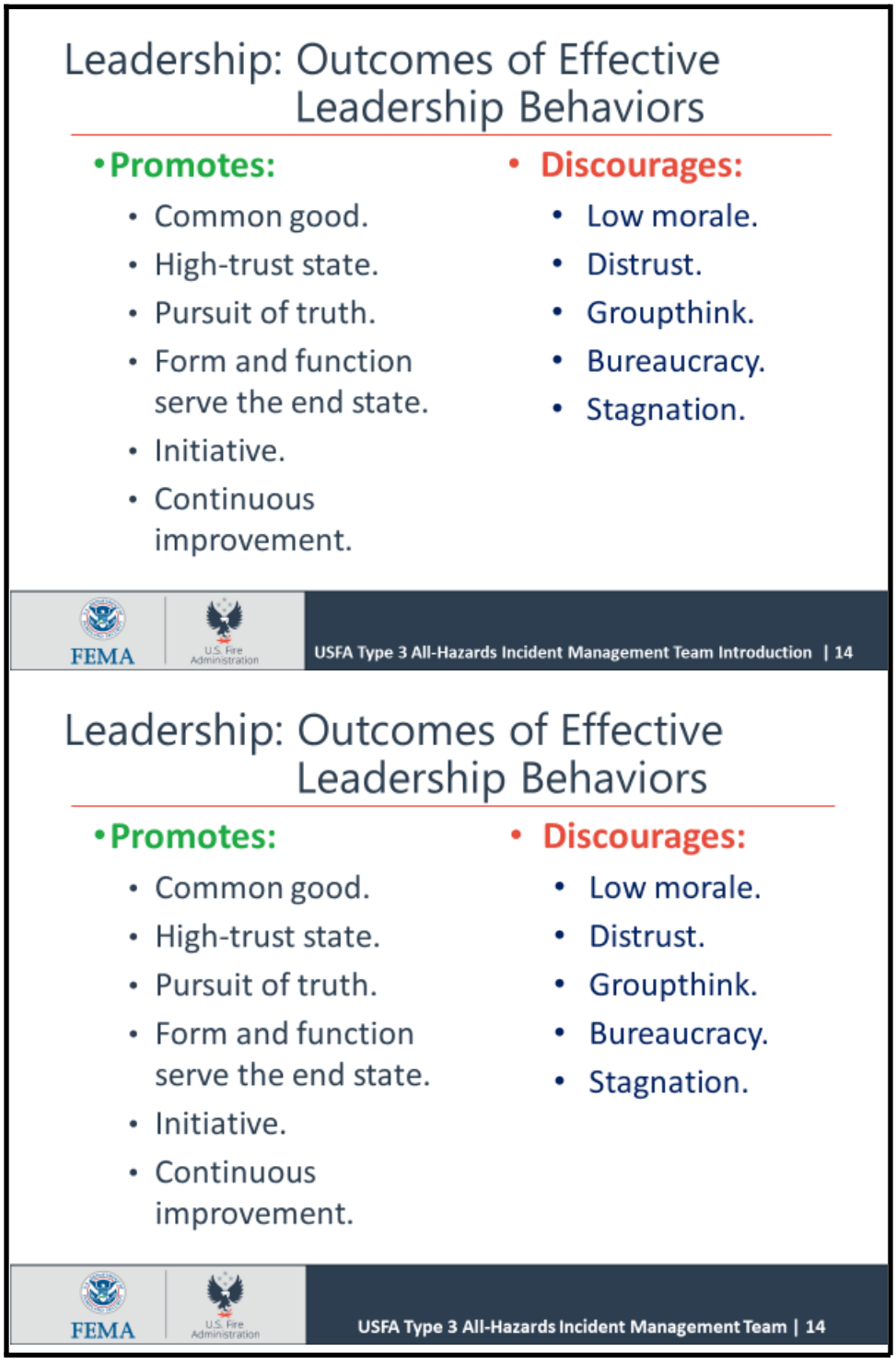
Notes:

The inspiration for this graphic is *The Five Dysfunctions of a Team: A Leadership Fable,*[1] by Patrick Lencioni. The pyramid shown is slightly modified from Lencioni's model, to better reflect the environment of an AHIMT.

Elements at the base of the pyramid, such as communication, form the foundation of team success. To reach each successive level of the pyramid, a team must first attain the step below it.

[1] Patrick Lencioni. *The Five Dysfunctions of a Team: A Leadership Fable*. Jossey-Bass, 2002.

Leadership: Outcomes of Effective Leadership Behaviors


Leadership: Outcomes of Effective Leadership Behaviors
•Promotes:
• Common good.
• High-trust state.
• Pursuit of truth.
• Form and function serve the end state.
• Initiative.
• Continuous improvement.
• Discourages:
• Low morale.
• Distrust.
• Groupthink.
• Bureaucracy.
• Stagnation.
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– Stagnation
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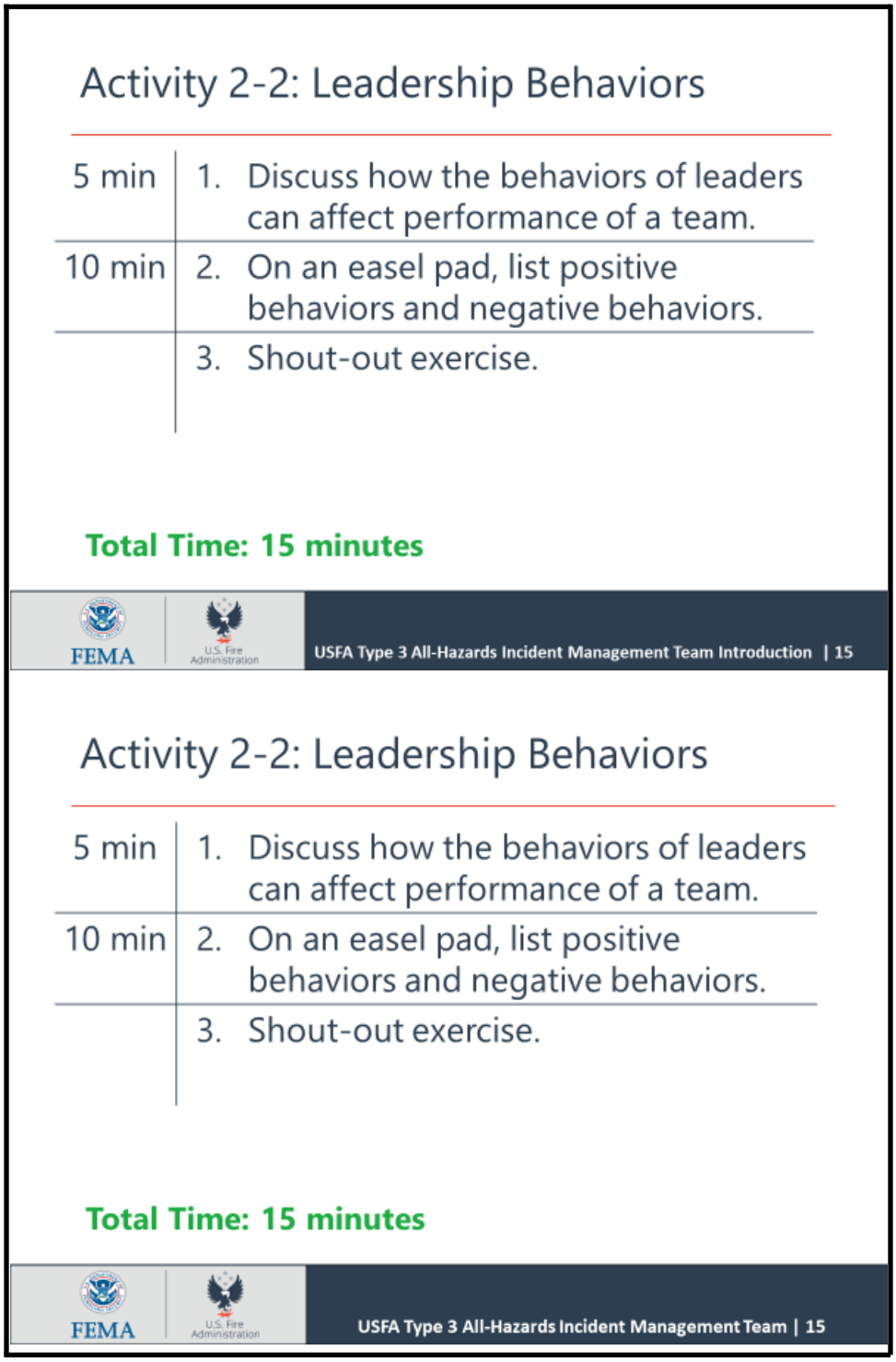
FEMA
Visual 2-14
Leadership and Team Dynamics
USFA Type 3 All-Hazards Incident Management Team

Notes:

Activity 2-2: Leadership Behaviors


Activity 2-2: Leadership Behaviors
5 min
1. Discuss how the behaviors of leaders can affect performance of a team.
10 min
2. On an easel pad, list positive behaviors and negative behaviors.
3. Shout-out exercise.
Total Time: 15 minutes
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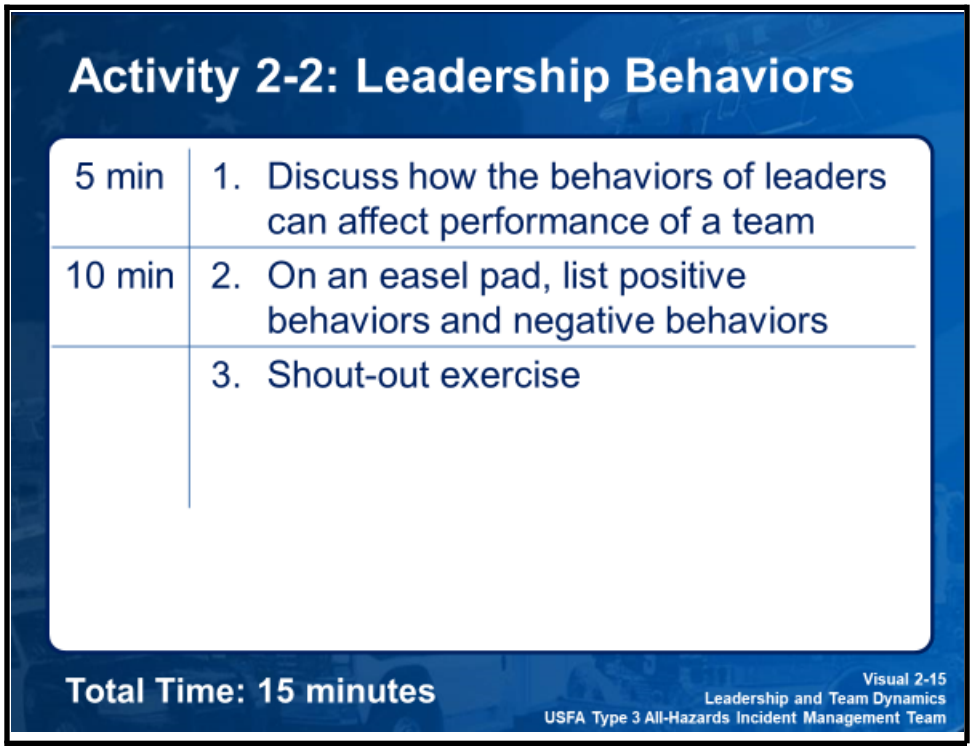


Notes:

Purpose

This activity allows students to discuss how leader behavior affects Command Presence on incidents.

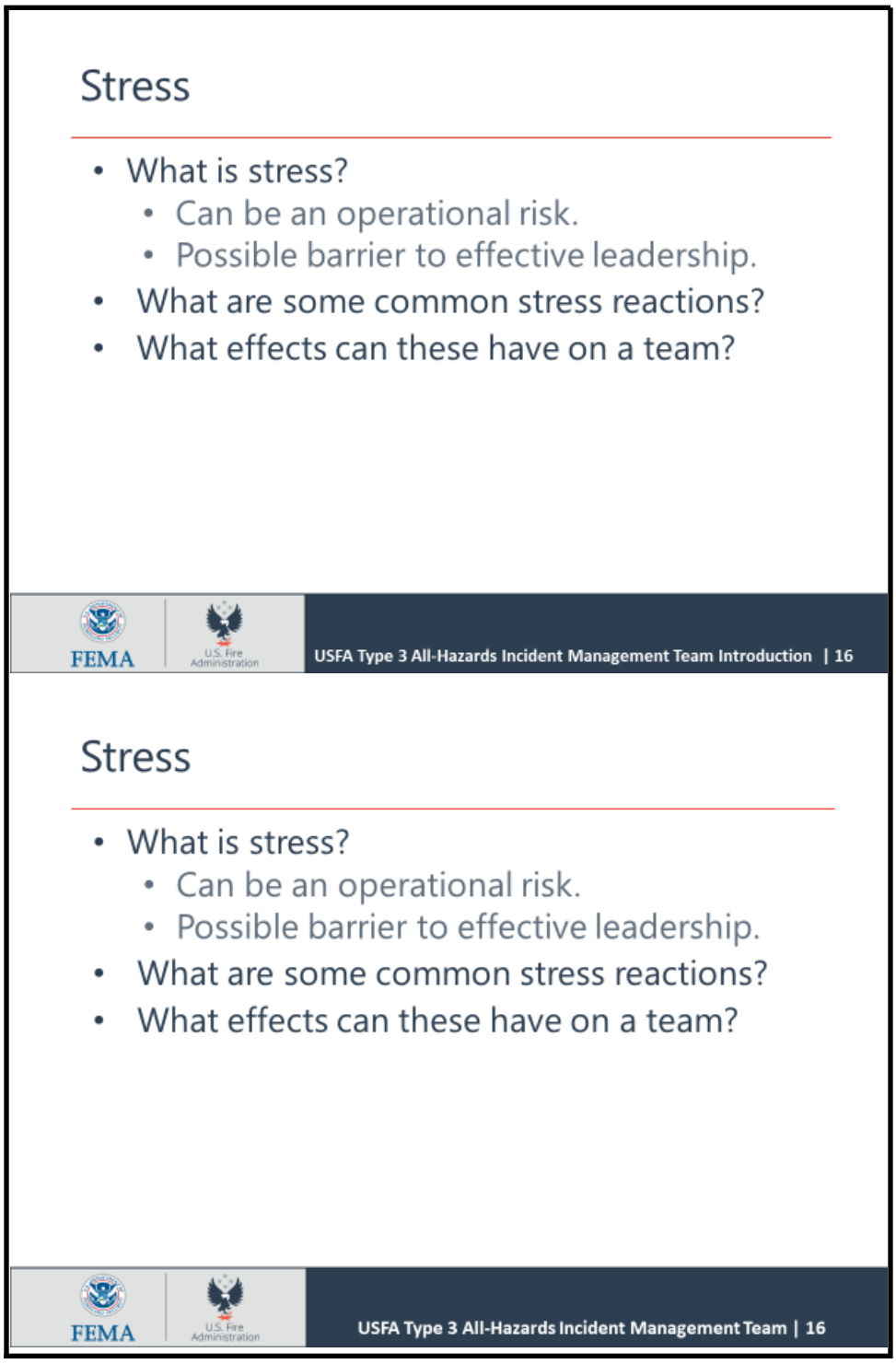
Duration

Duration	Task
5 minutes	Discuss Leadership Behavior.
10 minutes	Identify Positive and Negative Outcomes.
15 minutes	

Directions

1. Students will consider which behaviors of leaders are negative and which are positive.
2. The instructor will solicit responses from the students for positive and negative behaviors that detract from a positive Command Presence in an incident environment.
3. The instructor will capture these on an easel pad.

Stress

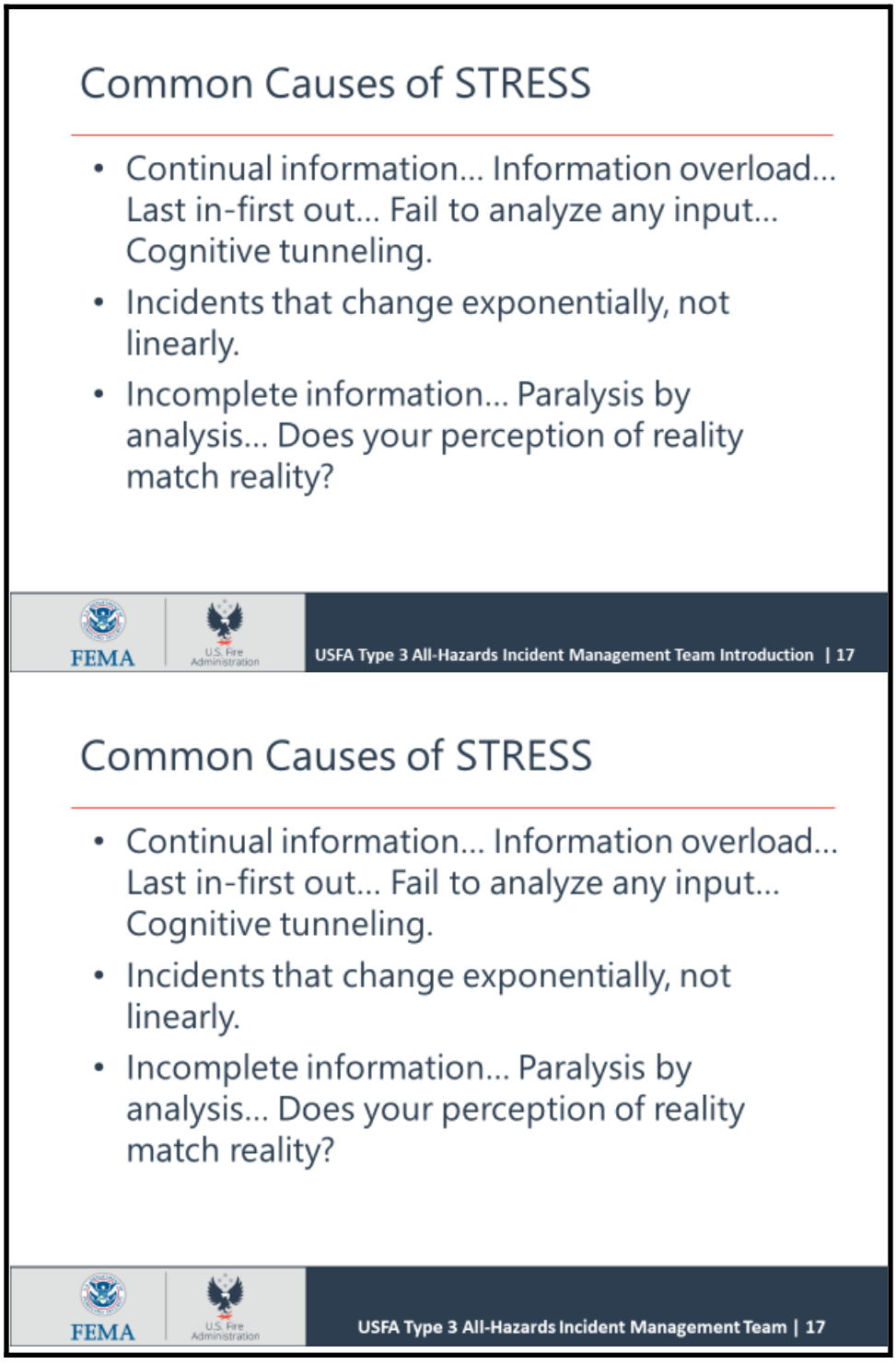


Notes: 5

Stress reactions cause problems and pose operational risk. For this reason, stress and stress reactions should be managed, just as other types of risks are managed.

In the incident environment, stress reactions can cause errors in decision making or cloud judgment; they can inhibit team performance and damage cohesion.

Common Causes of Stress


Common Causes of STRESS
• Continual information… Information overload… Last in-first out… Fail to analyze any input… Cognitive tunneling.
• Incidents that change exponentially, not linearly.
• Incomplete information… Paralysis by analysis… Does your perception of reality match reality?
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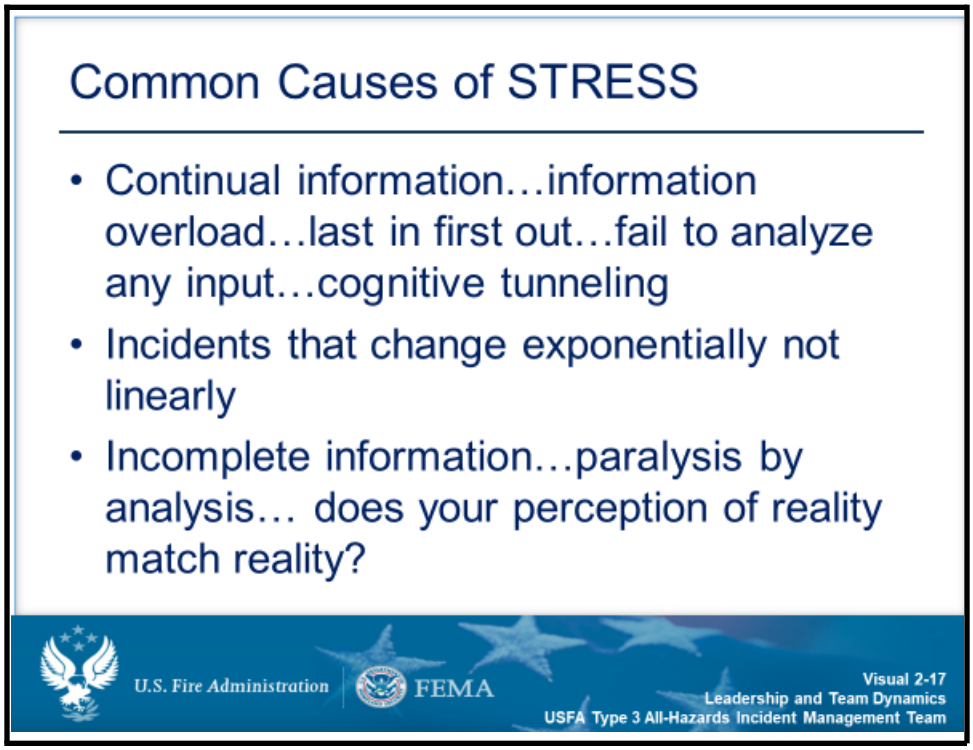

Notes:

From a physiological perspective, stress is an arousal response to some form of stimulus or provocation—the fight-or-flight response in its primitive form. All animals experience and react to stress. Dogs bite when stressed; cattle lose weight; birds take flight. The response is natural, immediate, and primitive.

- Stress is a natural human instinct.
- Stress is not always a bad thing—sometimes it can even be a motivating factor. However, stress that is not managed can result in operational risks and less effective teams.

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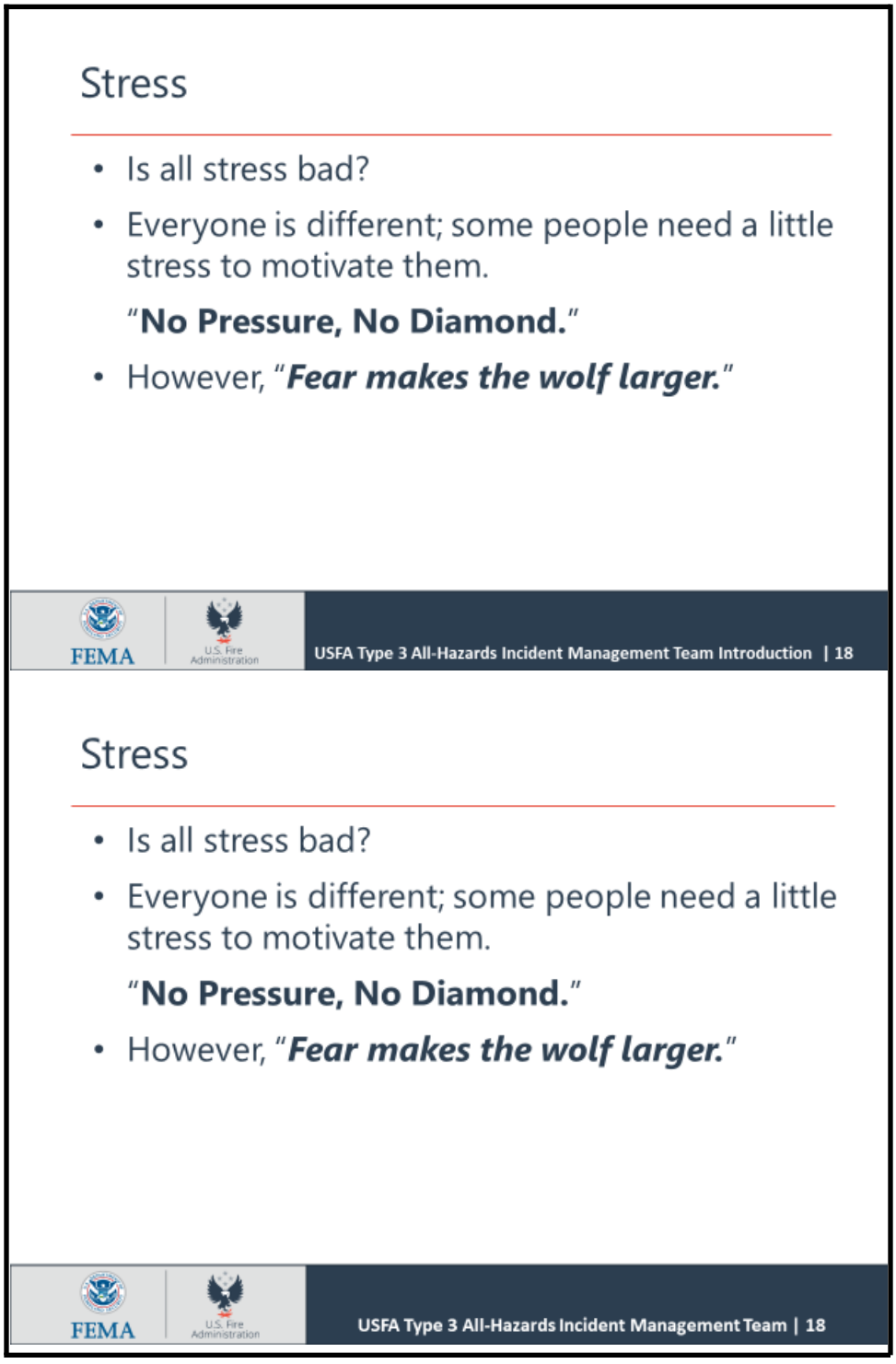
Stress



Stress
• Is all stress bad?
• Everyone is different; some people need a little stress to motivate them.
"No Pressure, No Diamond."
• However, "Fear makes the wolf larger."
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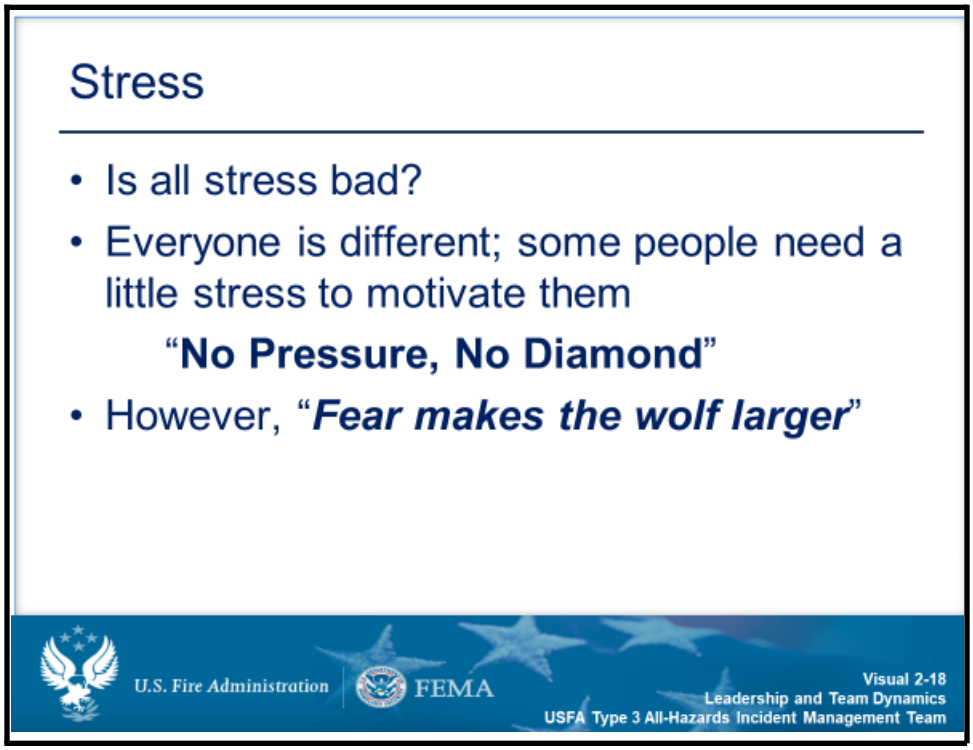

Notes:

Stress is an operational risk. While people may recognize that they are stressed, it is less likely that they recognize the risk and mitigate it. It is assumed that most people are at least familiar with stress, so the purpose is primarily to emphasize that it represents a risk to accomplishing the mission and, therefore, that they have a duty to mitigate it.

Stress reactions are potential risks to team performance, and thus to the quality of communication, decisions, and interactions with other team members. Recognizing your stress reactions is the first step to identifying mitigations and maintaining team performance.

Activity 2.3: Stress Self-Assessment

Activity 2-3: Stress Self-Assessment

10 min	1. Students should work independently to complete the provided self-assessment.
20 min	2. Students will share outcomes of the assessment with their teams.

Total Time: 30 minutes

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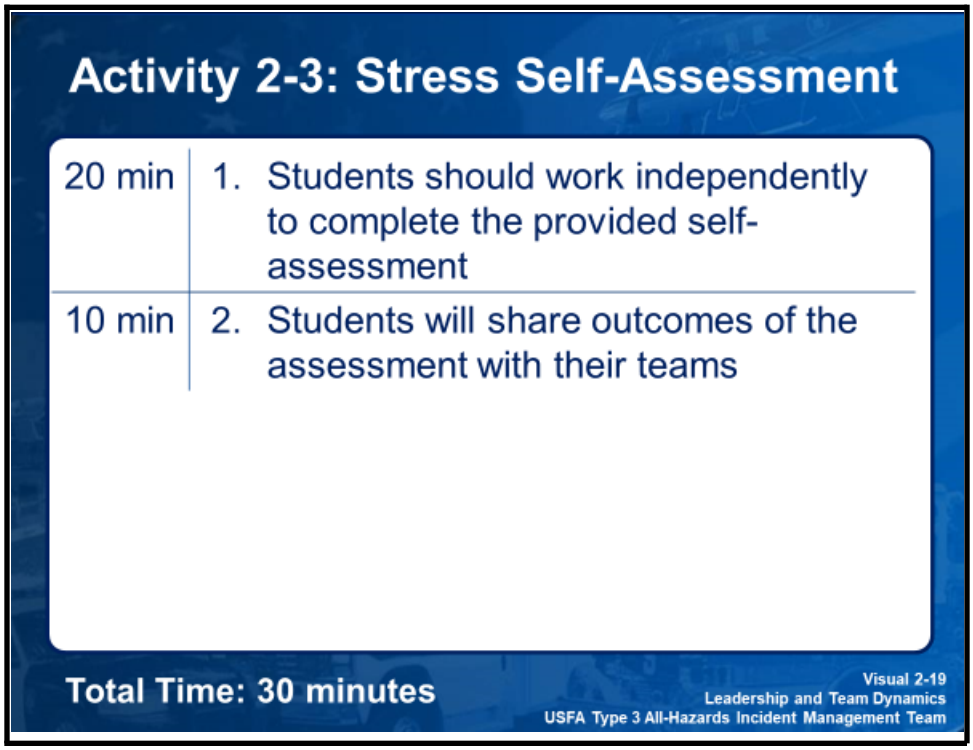


Notes:

Purpose

This activity will allow students to identify stress reactions that pose risks to team performance by affecting the quality of communication, decision making, and interaction among team members. Also, students will identify mitigations to help team members when experiencing stress reactions.

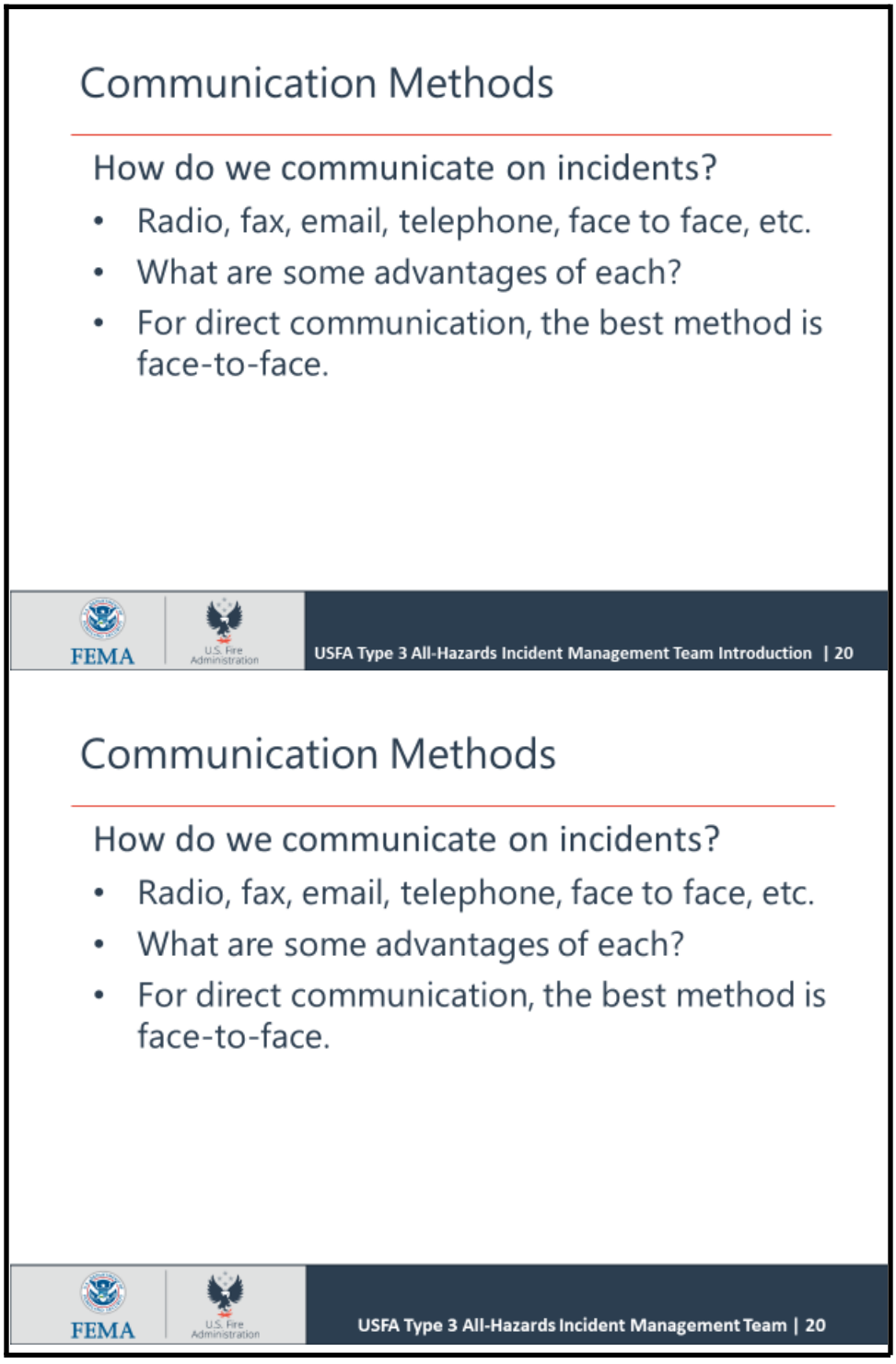
Duration

Duration	Task
10 minutes	Complete the Stress Self-Assessment.
20 minutes	Share the Stress Assessment.
30 minutes	

Directions

1. Each student will work independently to complete the stress self-assessment using ***Handout 2-3: Stress Self-Assessment.***
2. Students will discuss results of the assessment with the rest of their team.

Communication Methods


Communication Methods
How do we communicate on incidents?
• Radio, fax, email, telephone, face to face, etc.
• What are some advantages of each?
• For direct communication, the best method is face-to-face.
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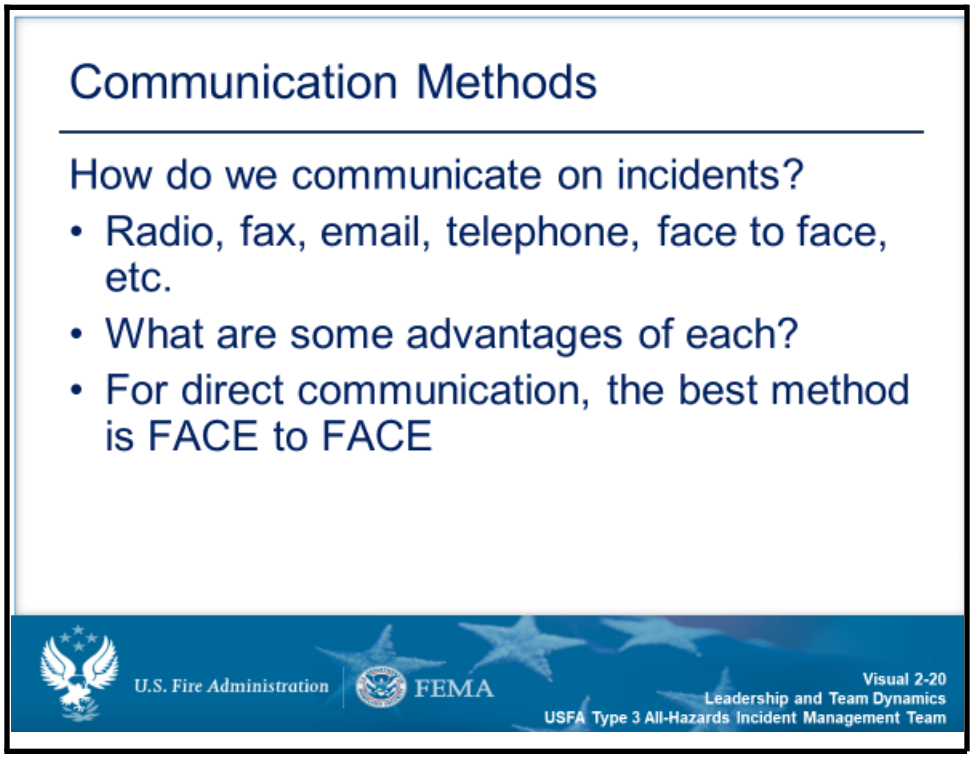
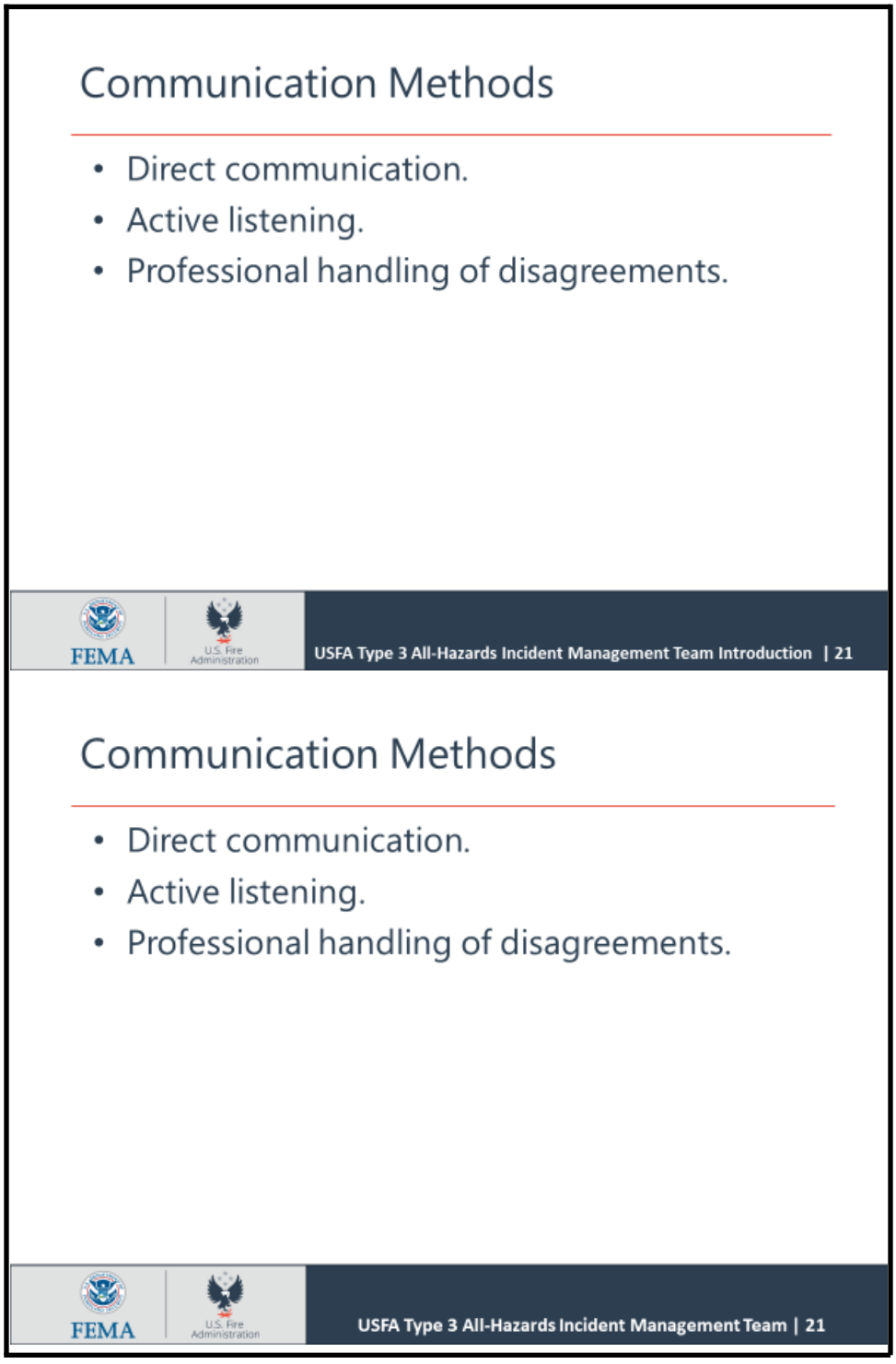


Notes:

What are some common situations in which an AHIMT leader is responsible for communicating?

- Briefing.
- Debriefing.
- Communicating hazards to others.
- Active listening.
- Asking if you don't know.

Communication Methods


Communication Methods
• Direct communication.
• Active listening.
• Professional handling of disagreements.
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Communication Methods
• Direct communication.
• Active listening.
• Professional handling of disagreements.
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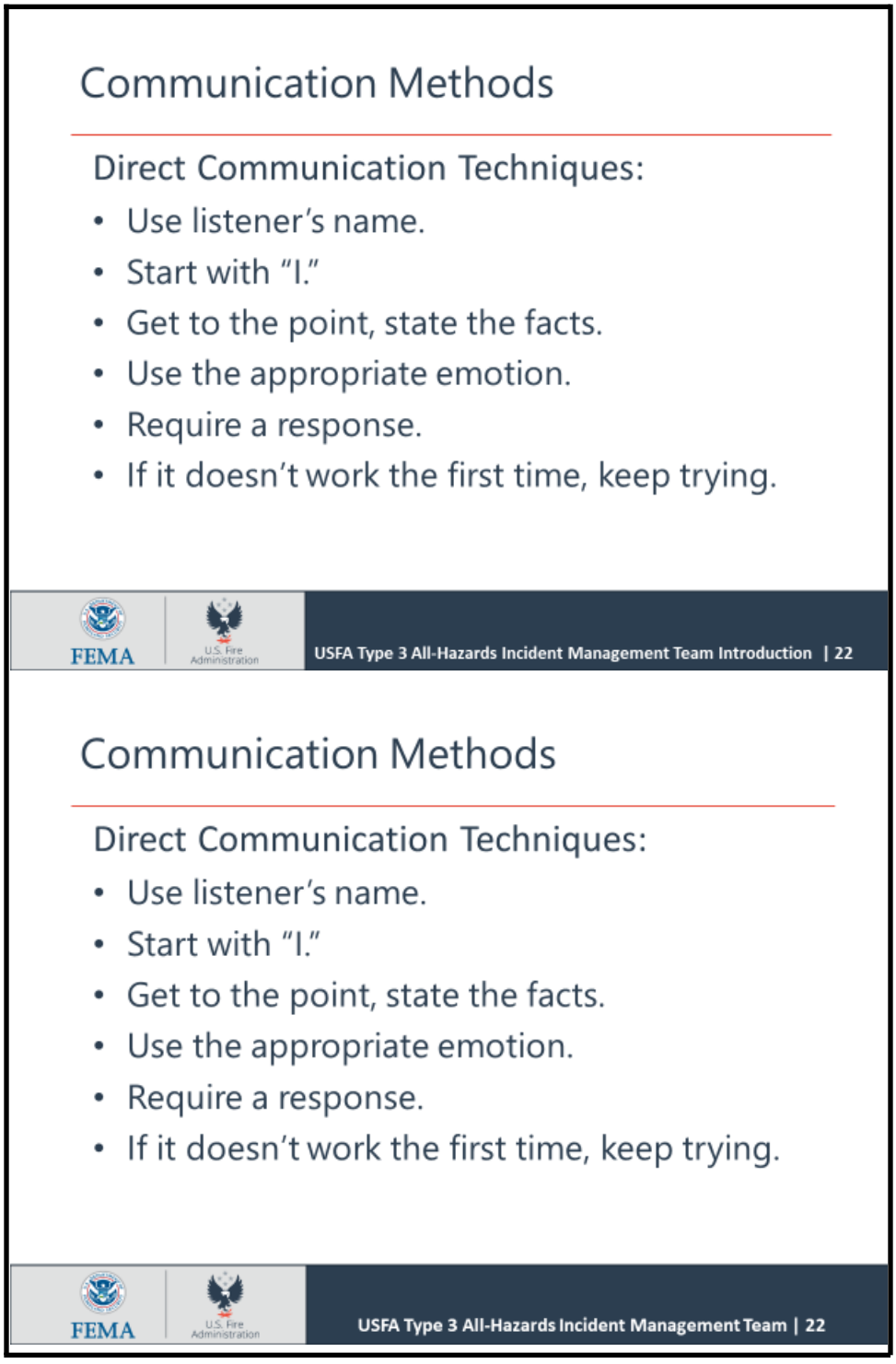
Notes:

- Three methods of communication that are important to master are direct communication, active listening, and professional handling of disagreements.
- The topic is too big for any one course.
- What is important to keep in mind is how critical communication is to teamwork and leadership.

Communication Methods: Direct Communication Techniques


Communication Methods
Direct Communication Techniques:
• Use listener's name.
• Start with "I."
• Get to the point, state the facts.
• Use the appropriate emotion.
• Require a response.
• If it doesn't work the first time, keep trying.
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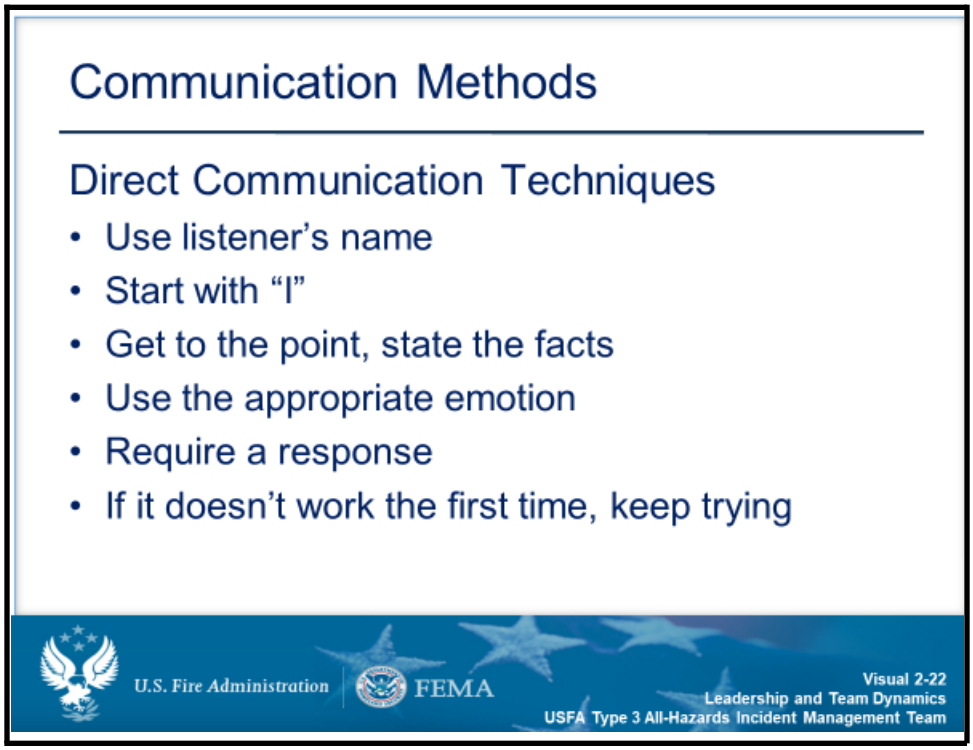
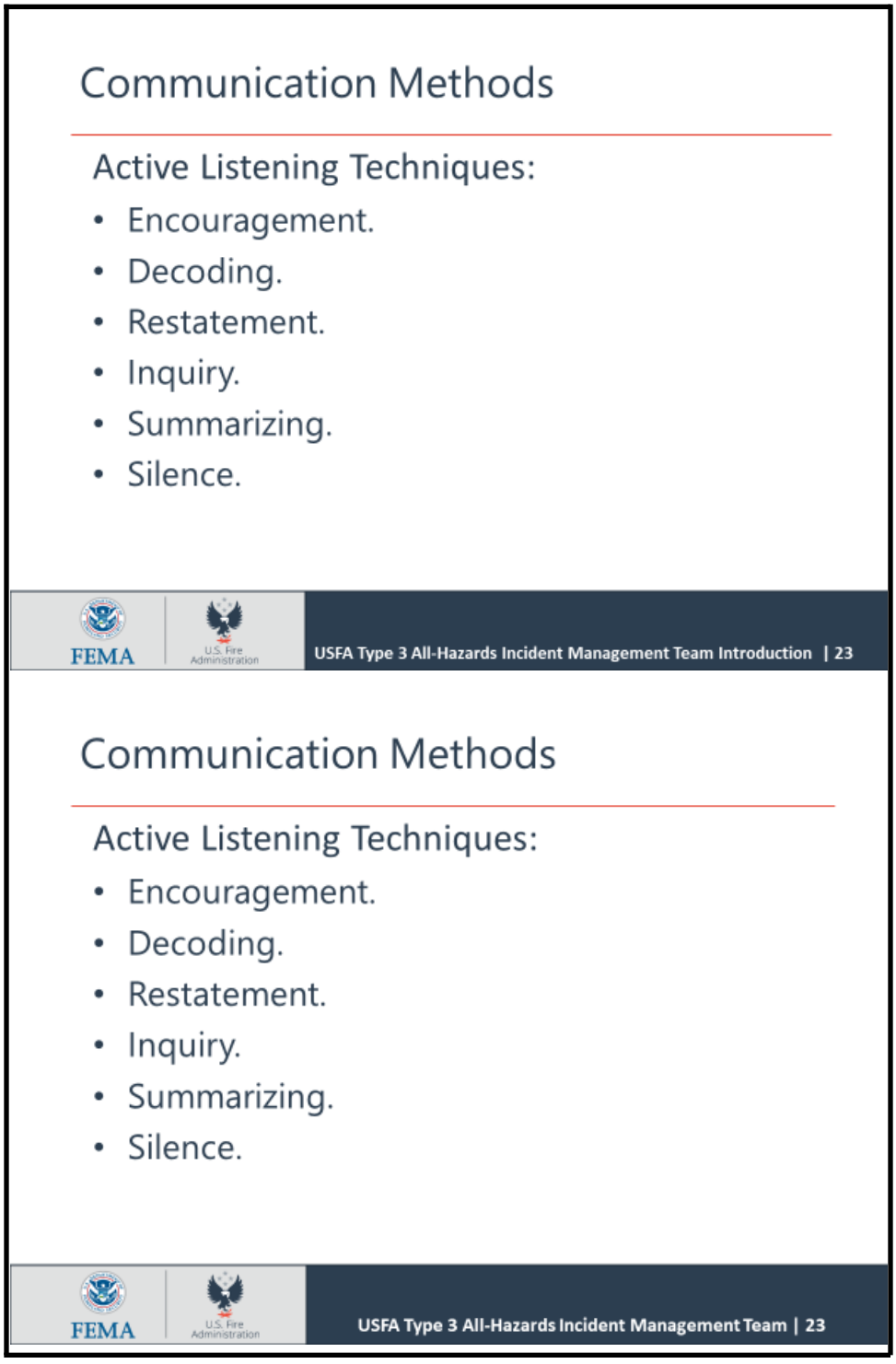


Notes:

- Direct communication is vital to situational awareness. In times of stress when many factors compete for attention, direct statements cut through distractions.
- Using the listener's name grabs attention.
- Rather than emphasizing that it is only an opinion, using "I" is meant to emphasize that the point is important enough for the speaker to take ownership and encourage the listener to respond. Suggested change: Start statements with "I." For example, say "I think…" or "I see…"
- State the point quickly and directly.
- Show the appropriate emotion, particularly during conflicts. Do not lose your temper, but if, for example, the situation is urgent, display emotions that communicate urgency.
- Ask questions that require a response. For example, "Do you agree?"
- Some situations and stress reactions are more difficult to deal with. It may take multiple tries to get the message across. Keep trying!

Communication Methods: Active Listening Techniques


Communication Methods
Active Listening Techniques:
• Encouragement.
• Decoding.
• Restatement.
• Inquiry.
• Summarizing.
• Silence.
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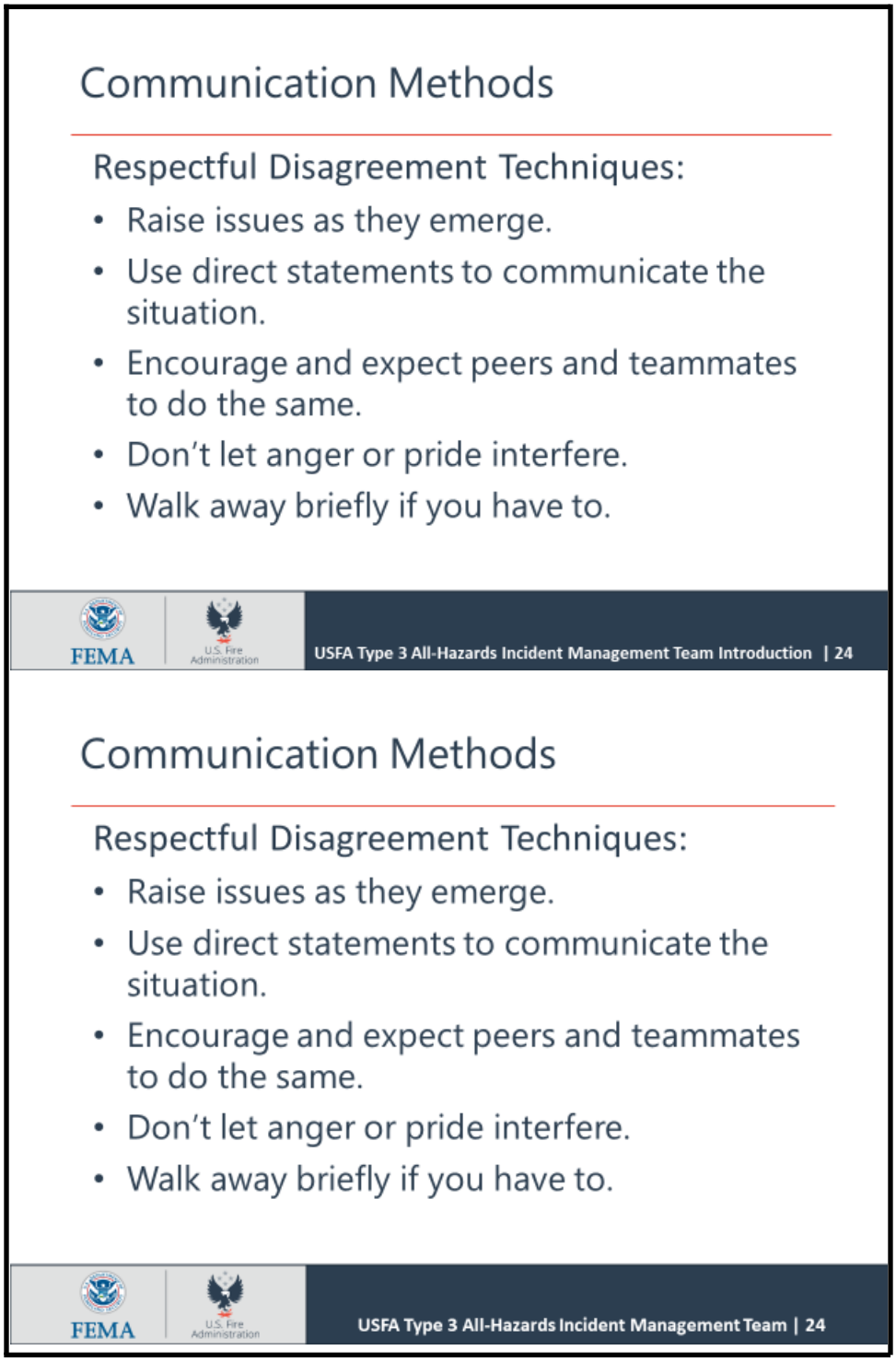
Notes:

- **Encouragement**—Listeners encourage speakers by sending clear signals that they are paying attention. For example, shut off distractions like televisions or radios and make eye contact.
- **Decoding**—Decoding, or reflective, statements relay the emotion behind the speaker's statement, build trust, and draw out information. Someone with strong feelings may convey emotion imprecisely, pairing inconsistent verbal and nonverbal cues that must be decoded and interpreted. Decoding requires a conscious effort to identify the emotion and say it out loud for verification.
- **Restatement**—Restate the factual part of a message using one's own words to verify facts, show respect, and build trust. Restatement reaffirms understanding of the situation, providing focus that keeps the sender engaged and calms people down.
- **Inquiry**—Open-ended questions force the sender to provide more detailed information. Judgments of seasoned responders are so automatic they often don't realize they distilled meaning from a vast amount of information. Inquiries help translate or explain decisions across disciplines. Questions should confirm or eliminate possibilities. Use objective questions that don't appear to lead, interrogate, or take sides.
- **Summarizing**—Summarizing indicates that a conclusion was reached, allowing the discussion to move on. Summarize the larger portions and final points, making mental or written notes. Verify conclusions and establish a common baseline so that discussions of solutions can begin.
- **Silence**—Sometimes saying nothing is the best communication of all. It demonstrates that you are listening and encourages the speaker to continue.

Communication Methods: Respectful Disagreement Techniques


Communication Methods
Respectful Disagreement Techniques:
• Raise issues as they emerge.
• Use direct statements to communicate the situation.
• Encourage and expect peers and teammates to do the same.
• Don't let anger or pride interfere.
• Walk away briefly if you have to.
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Communication Methods
Respectful Disagreement Techniques:
• Raise issues as they emerge.
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• Don't let anger or pride interfere.
• Walk away briefly if you have to.
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Notes:

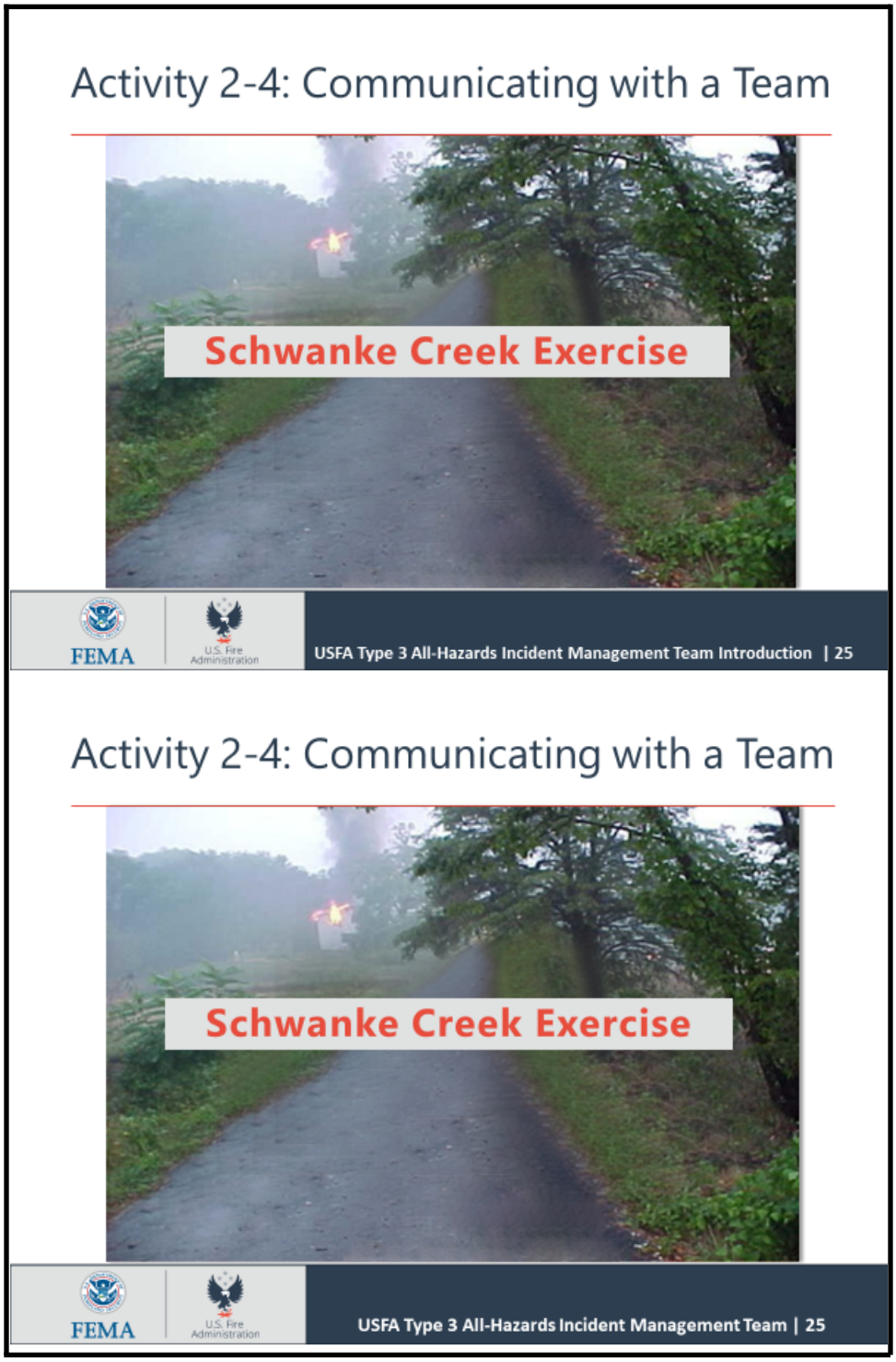
In the heat of an incident, leaders tend to filter and focus heavily. It's easy to default to a no-news-is-good-news mentality where a lack of new information contributes to an assumption that everything is going well. However, this attitude can perpetuate faulty situational awareness, and all team members must be vigilant about preventing this attitude from taking hold.

Team members have two responsibilities in relation to respectful disagreement:

- Raise issues when they emerge. Use direct statements to communicate the situation.
- Encourage and expect peers and teammates to do the same.

Any disagreement should always contain a recommendation for an alternative course of action that better serves the mission. And if the recommendation is rejected? All team members have an obligation to follow their leader's direction, even if they believe the leader is following the wrong course of action. However, if the leader's decision places people in a position of doing something illegal, unprincipled, or unsafe, the ethical approach is to refuse the assignment and accept the consequences later.

Schwanke Creek Activity 2-4 Communicating with a Team


Activity 2-4: Communicating with a Team
Schwanke Creek Exercise
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Schwanke Creek Exercise
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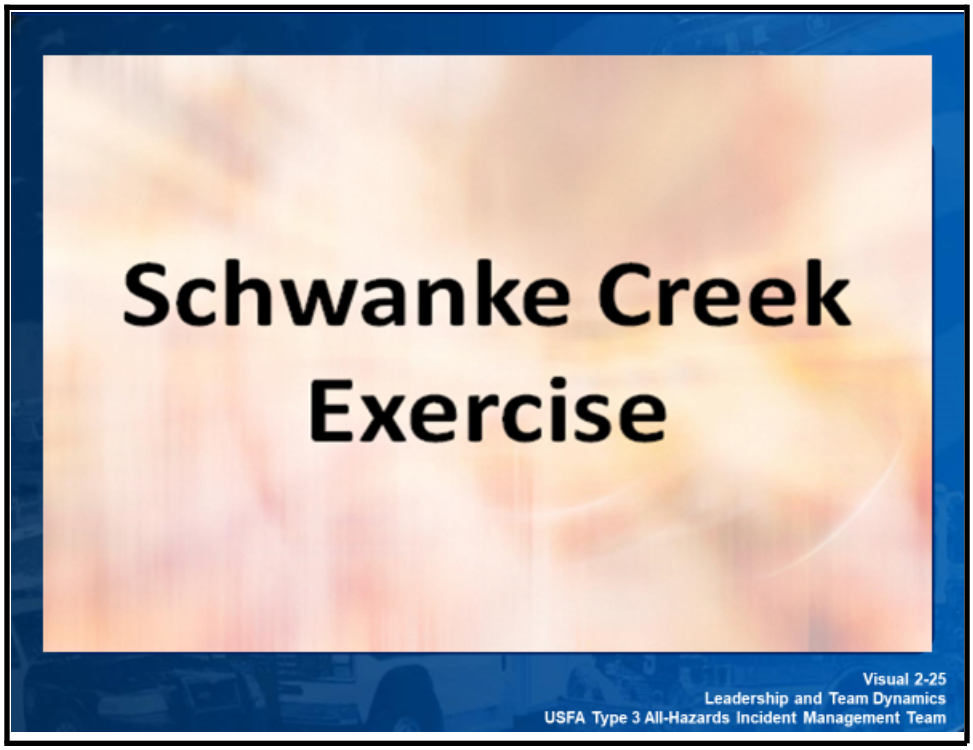
Schwanke Creek Exercise
Visual 2-25
Leadership and Team Dynamics
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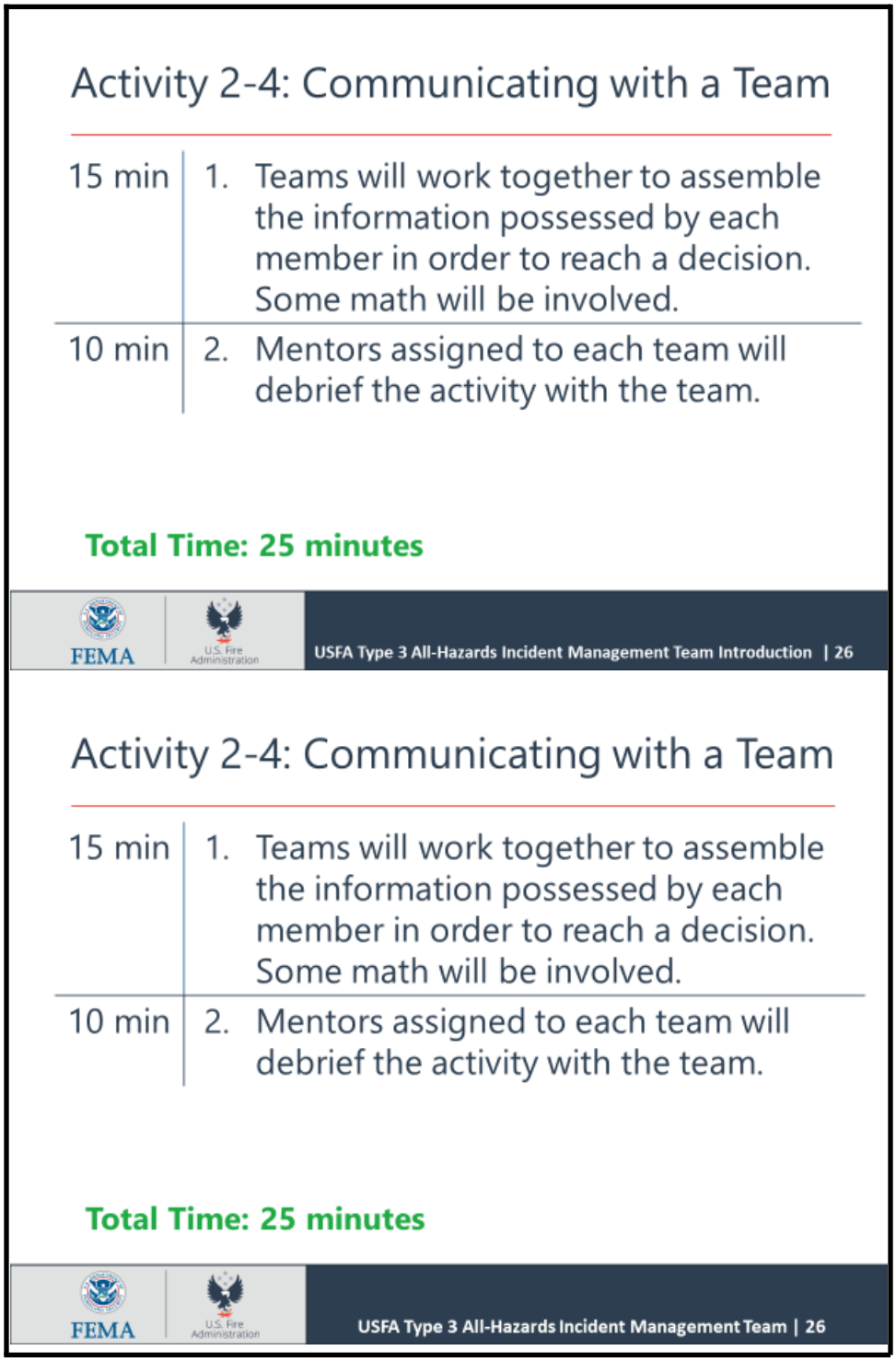
Activity 2-4: Communicating with a Team


Activity 2-4: Communicating with a Team
15 min
1. Teams will work together to assemble the information possessed by each member in order to reach a decision. Some math will be involved.
10 min
2. Mentors assigned to each team will debrief the activity with the team.
Total Time: 25 minutes
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15 min
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Total Time: 25 minutes
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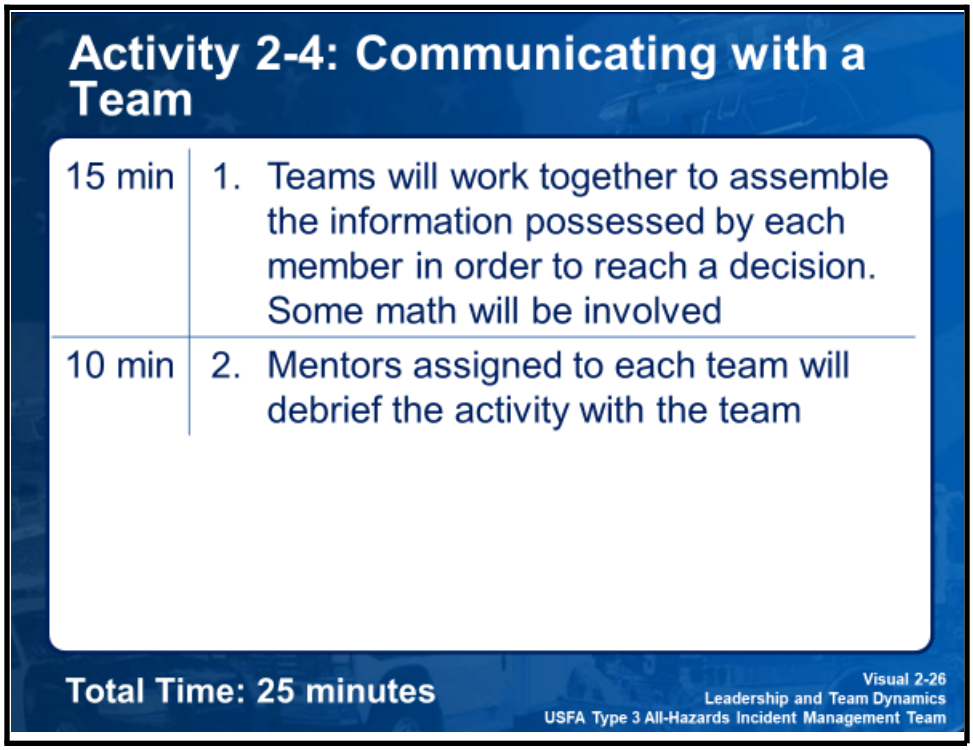


Notes:

Purpose

This activity allows teams to share, organize, and prioritize information to accomplish a team objective in the face of communications challenges commonly found on incidents.

Duration

Duration	Task
15 minutes	Develop Plan for Schwanke Creek.
10 minutes	Debrief.
25 minutes	

Directions

1. There is a house fire near Schwanke Creek. Teams need to determine whether their engines can safely use the most efficient access route to the fire by crossing the bridge over Schwanke Creek within 1 mile of the fire or should use an alternate route that will delay the response by 2 hours.
2. Team members will be given information slips. The only rule to sharing the information is that the information slips cannot be passed between team members. Information may be written down or shared orally.
3. Each team will use effective communication to develop a plan to ascertain whether the engines can cross the bridge safely and, if so, to justify their answer.

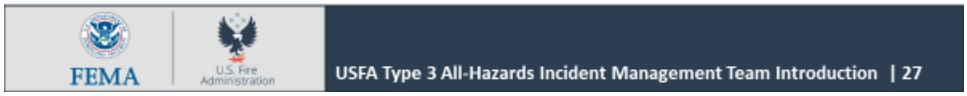
- Students must not show each other their slips of information. The information on the slips may only be shared orally or written.

- Teams should use the process of respectful communication and other tools to facilitate a common operating picture and reach a decision.

Activity 2-4: Communicating with a Team

- Your engine crew is assigned to a house fire.
- While en route to the fire your engine comes to a bridge with no posted weight limit.
  - Going across bridge: 5-minute response.
  - Alternate route around: 2-hour delay.
- Each of your team members has enough information to share about this situation for you to decide.
- You can share this information but can't swap slips.

Start



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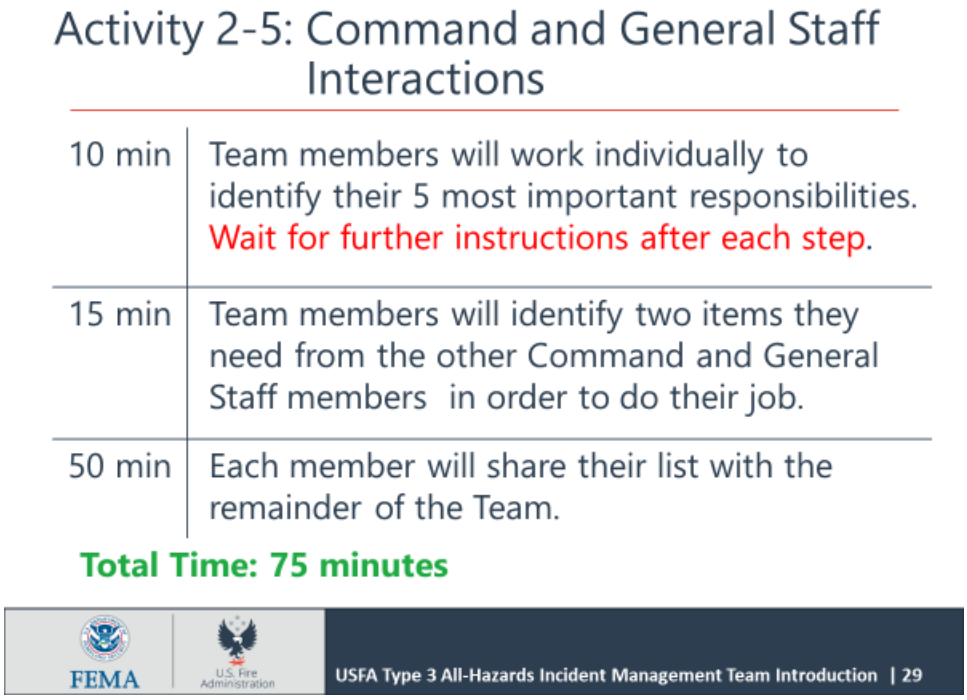
Activity 2-5 Command and General Staff Interactions



Notes:

Purpose

This activity allows each member of the Command and General Staff to identify their five most important position responsibilities. Identify two items/pieces of information each position needs from each of the other members of the Command and General Staff to complete their position responsibilities and what two items/pieces of information the other Command and General Staff members need from them.

Refer to ***Handout 2-4: Command and General Staff Interactions***

Duration

Duration	Task
10 minutes	Identify five most important position responsibilities.
15 minutes	Identify two items needed from the other Command and General Staff.
50 minutes	Command and General Staff members all share their lists of items with the Team.
75 minutes	

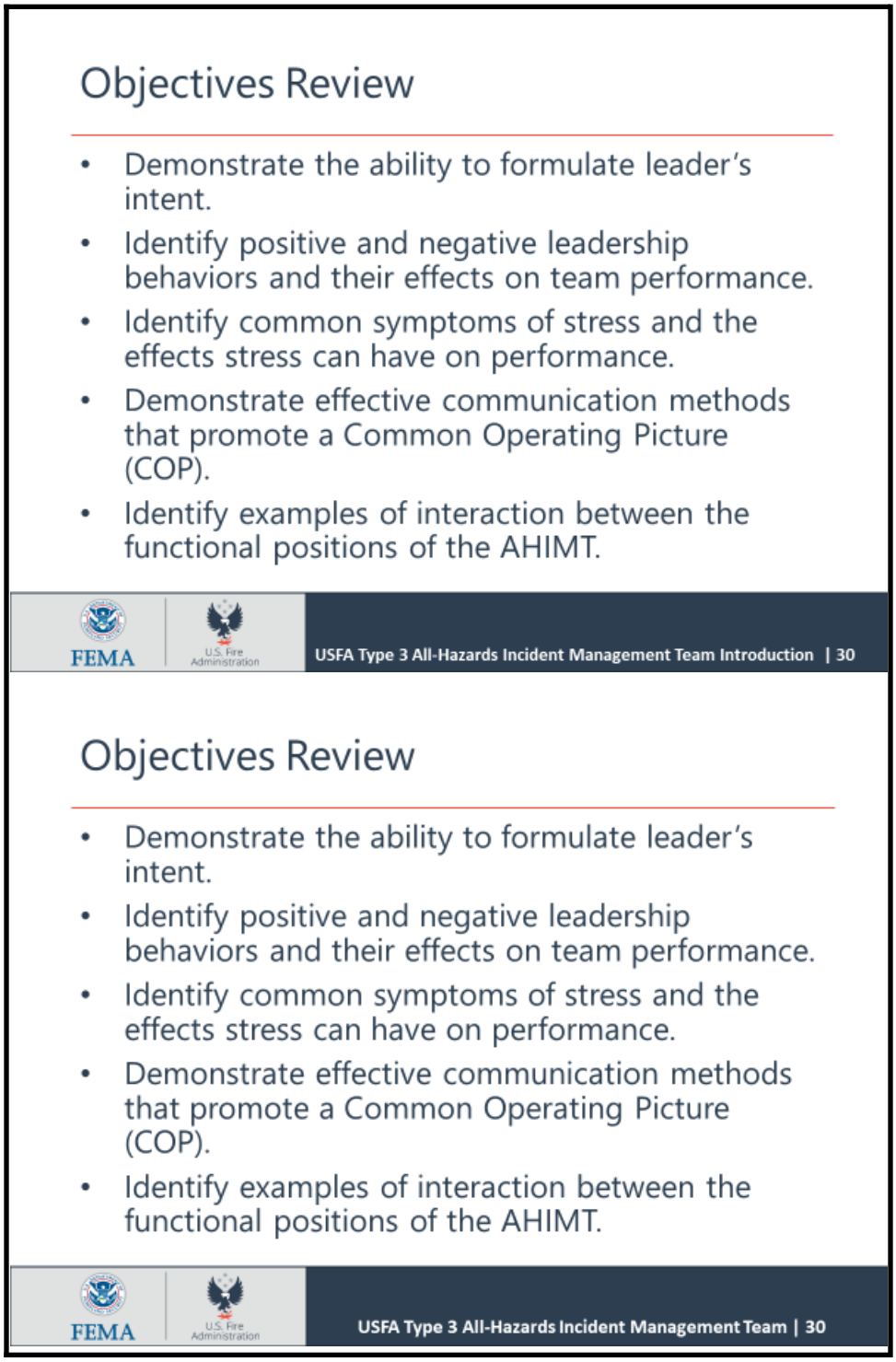
Directions

There are five steps to this activity. After completing each step, students should wait for instructions on the next step before proceeding.

This activity is designed to demonstrate to the students the interaction that is necessary among team members. This activity starts with students identifying their respective position responsibilities.

When completed, each team member should have a list of the most important responsibilities they have identified for their position, two items/pieces of information they need from the other Command and General Staff members to do their job, as well as what other Command and General Staff members need from them to complete their responsibilities.

Objectives Review


Objectives Review
• Demonstrate the ability to formulate leader's intent.
• Identify positive and negative leadership behaviors and their effects on team performance.
• Identify common symptoms of stress and the effects stress can have on performance.
• Demonstrate effective communication methods that promote a Common Operating Picture (COP).
• Identify examples of interaction between the functional positions of the AHIMT.
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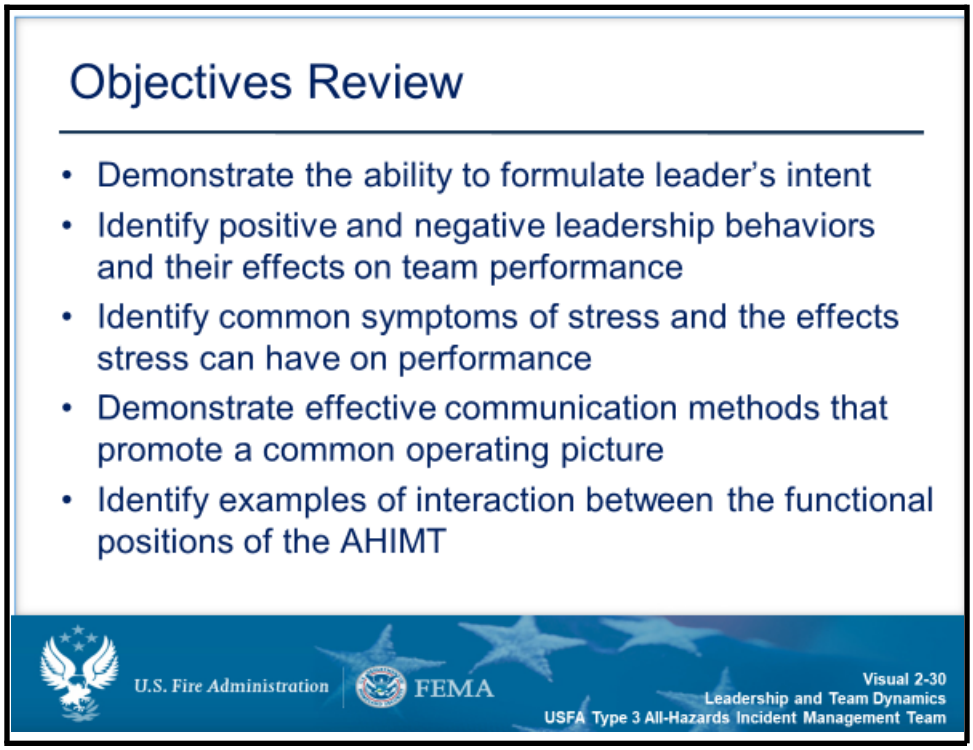
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U.S. Fire Administration
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Visual 2-30
Leadership and Team Dynamics
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Notes: