



# FEMA

POSITION TASK BOOK FOR THE POSITION OF

## SEOC PLANNING SECTION CHIEF

Version: April 2025

Check the appropriate position type:

☐ Single Type    ☐ Type 1    ☐ Type 2    ☐ Type 3

<b>POSITION TASK BOOK ASSIGNED TO:</b>
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
EMAIL:
<b>POSITION TASK BOOK INITIATED BY:</b>
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
EMAIL:
<b>POSITION TASK BOOK WAS INITIATED:</b>
LOCATION:
DATE:

## Evaluator Verification

*(Do not complete this form unless you are recommending the trainee for all-hazards certification.)*

### FINAL EVALUATOR VERIFICATION

I verify that \_\_\_\_\_  
has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.

FINAL EVALUATOR'S SIGNATURE:

DATE:

FINAL EVALUATOR'S PRINTED NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

## Documentation of Agency Certification

### DOCUMENTATION OF AGENCY CERTIFICATION

I certify that \_\_\_\_\_  
has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.

OFFICIAL'S SIGNATURE:

DATE:

OFFICIAL'S NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

## Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors and tasks.

**A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.**

### *Evaluation Process*

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies that a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.
- Once the final evaluator has completed the Final Evaluator Verification, he/she forwards it to the Qualifications Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.
- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

### *Transferring Qualifications*

- Personnel who have documentation of previous education, training or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

## Position Task Book Competencies, Behaviors and Tasks

**The PTB sets minimum criteria for certification for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors and tasks as necessary.**

The PTB covers all type levels for a given position, but an AHJ may check only one “Type” box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

**Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.**

### *Definitions*

**Competency:** An observable, measurable pattern of knowledge, skills, abilities and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

**Behavior:** An observable work activity or a group of similar tasks necessary to perform the activity.

**Task:** A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation. Bullet statements within a task are only examples and do not need to be performed to have a task signed off.

### *PTB Task Codes*

For each of the tasks listed in the Position Task Book (PTB), there are one or more codes describing the circumstances in which the trainee can perform tasks related to the position. If a task has multiple codes listed, it means the evaluator can assess the trainee on any of those circumstances as opposed to evaluating the trainee on all of the listed codes.

**Code C:** Task performed in training or classroom setting, including seminars and workshops.

**Code E:** Task performed on a full-scale exercise with equipment deployment under the Incident Command System (ICS).

**Code F:** Task performed during a functional exercise managed under the ICS.

**Code I:** Task performed on an incident or event managed under ICS. Examples of incidents and events that may employ ICS include but are not limited to an oil spill, search and rescue, hazardous material response, fire and emergency or non-emergency (planned or unplanned) events.

**Code J:** Task performed as part of day-to-day job duties.

**Code T:** Task performed during a tabletop exercise.

**Code R:** Task performed very rarely and required only if applicable to the event. *Note:* Assignment of Code R is not recommended. However, AHJs may add at their discretion to tasks added to NQS PTBs.

## How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

### Complete these items AT THE START of the evaluation period:

***Evaluation Record Number:*** Label each evaluation record with a number to identify the incident(s), exercise(s) or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled “Evaluation Record #” for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators’ qualifications before signing off on the PTB.

***Evaluator’s name; Incident/office title and agency:*** List the name of the evaluator, his/her incident position or office title and the evaluator’s home agency.

***Evaluator’s home jurisdiction address and phone:*** List evaluator’s home jurisdiction address and phone number.

***Name and location of incident or simulation/exercise:*** Identify the name (if applicable) and location where the trainee performed the tasks.

***Incident kind:*** Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood or tornado).

### Complete these items AT THE END of the evaluation period:

***Number and kind of resources:*** Enter the number of resources assigned to the incident and their kind (such as team, personnel and equipment) pertinent to the trainee’s PTB.

***Evaluation period:*** Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

***Position type:*** Enter position type (such as Type 3, Type 2, Type 1 or Single Type).

***Recommendation:*** Check the appropriate line and make comments below regarding the trainee’s future development needs.

***Additional recommendations/comments:*** Provide additional recommendations and comments about trainee, as necessary.

***Date:*** List the current date.

***Evaluator’s initials:*** Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

***Evaluator’s relevant qualification:*** List your certification relevant to the trainee position you supervised.

## Evaluation Record Form

**TRAINEE NAME:**

**TRAINEE POSITION:**

**Evaluation Record Number:**

**Evaluator's name:**

**Incident/office title and agency:**

**Evaluator's home jurisdiction address and phone:**

**Name and location of incident or simulation/exercise:**

**Incident kind:**

**Number and kind of resources:**

**Evaluation period:**

**Position type:**

**Recommendation:**

The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development:

\_\_\_\_\_ The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification.

\_\_\_\_\_ The trainee could not complete certain tasks or needs additional guidance. See comments below.

\_\_\_\_\_ Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation.

\_\_\_\_\_ The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.

**Additional recommendations/comments:**

**Date:**

**Evaluator's initials:**

**Evaluator's relevant qualification:**

## SEOC Planning Section Chief

### Task Categories:

Complete common coordination and accountability tasks associated with all positions within the EOC

Collect and store documents and records

Provide documents and records upon request

Reference pre-incident plans

Develop and write EOC action plans and other incident-specific plans

Disseminate plans

Facilitate the ongoing planning process

Be proficient in the job, both technically and as a leader

Supervise staff to ensure understanding and accomplishment of duties and tasks

Coordinate to foster unity of effort

Collect and analyze information regarding EOC activation and activities

Suggest process improvements and solutions during EOC operations

Support process improvement following EOC deactivation

### **Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate understanding of EOC activation and operations, including how your function relates to other incident support activities: • Demonstrate general awareness of local risks and hazards.	C, E, F, I, T		
2. Demonstrate understanding of your position's key duties, tasks, and responsibilities.	E, F, I, J, T		
3. Maintain a positive, professional, and calm demeanor to promote a positive work environment.	E, F, I		
4. Demonstrate effective communication skills, such as the ability to translate technical jargon into plain language.	E, F, I, J, T		
5. Comply with relevant health and safety requirements.	E, F, I		
6. Demonstrate understanding of EOC Continuity of Operations (COOP) plan, succession plan, emergency procedures, and safety guidelines.	C, E, F, I, T		
7. Participate in the EOC planning process.	E, F, I		
8. Participate in appropriate EOC meetings and briefings related to your assigned function.	E, F, I		
9. Follow general internal and external information flow processes: • Demonstrate knowledge of information management systems, such as incident management software.	E, F, I, T		

**Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>10.</b> Manage essential elements of information (EEI) and critical information requests in accordance with processes and procedures: <ul style="list-style-type: none"> <li>● Follow EOC approval authorities.</li> <li>● Properly handle Personally Identifiable Information (PII) and sensitive information.</li> <li>● Provide proper documentation for recordkeeping and accountability.</li> <li>● Provide information for reports and in support of leadership decision-making.</li> </ul>	E, F, I		
<b>11.</b> Practice proper document management processes and procedures: <ul style="list-style-type: none"> <li>● File structures.</li> <li>● Naming conventions.</li> <li>● Archiving processes.</li> <li>● Position logs.</li> </ul>	E, F, I		
<b>12.</b> Follow processes for resource requests, prioritization, deployment, tracking, reassignment, and demobilization.	E, F, I		
<b>13.</b> Participate in the efficient transition of resources and processes from response to recovery.	E, F, I		
<b>14.</b> Transfer responsibilities upon completion of assignment: <ul style="list-style-type: none"> <li>● Transfer to replacement staff, recovery personnel, or other responsible party.</li> <li>● If necessary, shift responsibilities to non-disaster/day-to-day personnel.</li> </ul>	E, F, I		
<b>15.</b> Participate in EOC training and exercises.	E, F		
<b>16.</b> Participate in the after-action review and improvement planning process.	E, F, I, T		

**Task Category: Collect and store documents and records**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>17.</b> Follow document and records management procedures, retention plans, and policies in accordance with local, state, and federal policies: <ul style="list-style-type: none"> <li>● Institute or use available system for document and records management.</li> </ul>	E, F, I		
<b>18.</b> Brief EOC personnel on document management processes.	E, F, I		
<b>19.</b> Monitor, review, and assess activity logs, charts, and records for completeness; follow up on any that are incomplete.	E, F, I		

**Task Category: Provide documents and records upon request**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>20.</b> Monitor compliance with information management processes and procedures.	E, F, I		
<b>21.</b> Perform real-time documentation collection and storage.	E, F, I		
<b>22.</b> Archive documents such as activity logs, maps, personnel timesheets, procurement documents, Memorandums of Understanding (MOU), and incident records.	E, F, I		
<b>23.</b> Respond to internal requests for archived information: <ul style="list-style-type: none"> <li>• Lessons learned from past disasters, incidents, and events.</li> <li>• Previous incident information.</li> <li>• Audits.</li> <li>• Freedom of Information Act (FOIA) requests.</li> </ul>	E, F, I		

**Task Category: Reference pre-incident plans**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>24.</b> Gather relevant pre-incident plans, best practices, lessons learned, and additional information from internal and external sources: <ul style="list-style-type: none"> <li>• Obtain additional plans from stakeholders and partners.</li> <li>• Obtain additional plans or supporting documents, such as annexes and standard operating procedures, as necessary.</li> </ul>	E, F, I, J		
<b>25.</b> Identify areas where EOC personnel may need to develop plans or supporting documents.	E, F, I		
<b>26.</b> Develop a plan beforehand so all details regarding receiving monetary and nonmonetary (e.g., volunteers) supplies and resources are in place.	E, F, I, T		

**Task Category: Develop and write EOC action plans and other incident-specific plans**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>27.</b> Demonstrate knowledge of the EOC planning process: <ul style="list-style-type: none"> <li>• Incident action planning process (“The Planning P”).</li> <li>• Iterative action plan development.</li> <li>• Development of other incident-specific plans.</li> </ul>	E, F, I, T		

**Task Category: Develop and write EOC action plans and other incident-specific plans**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>28.</b> Facilitate the development of objectives and strategies to achieve desired outcomes: <ul style="list-style-type: none"> <li>• Ensure integration of incident command objectives, strategies, and priorities, as well as senior leadership guidance into EOC planning.</li> </ul>	E, F, I		
<b>29.</b> Facilitate the assessment and revision of objectives and strategies to ensure that they align with desired outcomes.	E, F, I		
<b>30.</b> Establish communication with stakeholders to facilitate planning and problem-solving: <ul style="list-style-type: none"> <li>• Understand and address stakeholder expectations.</li> <li>• Incorporate nontraditional planning partners as necessary.</li> </ul>	E, F, I		
<b>31.</b> Write or review incident-specific plans: <ul style="list-style-type: none"> <li>• With direction from EOC leadership, lead and implement the EOC planning process.</li> <li>• Use appropriate formats, graphics, and maps.</li> <li>• Oversee production of other incident-specific plans.</li> </ul>	E, F, I		
<b>32.</b> Demonstrate knowledge of operational planning and continuity planning: <ul style="list-style-type: none"> <li>• Develop plans to address specific situations or needs.</li> </ul>	E, F, I, J, T		
<b>33.</b> Seek and obtain approval for incident-specific plans.	E, F, I		
<b>34.</b> Monitor implementation of plans and adjust as necessary.	E, F, I		

**Task Category: Disseminate plans**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>35.</b> Provide plans to internal and external stakeholders for situational awareness and implementation.	E, F, I		
<b>36.</b> Ensure that stakeholders are familiar with the contents, roles, responsibilities, and timelines of relevant plans.	E, F, I		

**Task Category: Facilitate the ongoing planning process**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>37. Implement EOC operational rhythm, as approved by EOC leadership:</b> <ul style="list-style-type: none"> <li>● Ensure integration of incident management officials, including on-scene incident personnel and Joint Information Center (JIC)/Joint Information System (JIS) personnel, into the EOC planning process.</li> <li>● Coordinate the EOC planning cycle with Incident Management Teams (IMT) and Incident Support Teams (IST) operating in the field, JIC/JIS personnel, and other incident operations, as necessary.</li> <li>● Communicate operational rhythm.</li> </ul>	E, F, I		

**Task Category: Be proficient in the job, both technically and as a leader**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>38. Exhibit principles of duty, respect, and integrity:</b> <ul style="list-style-type: none"> <li>● Make sound and timely decisions.</li> <li>● Seek and accept responsibility for actions.</li> </ul>	E, F, I		
<b>39. Demonstrate understanding of EOC and Policy Group roles, responsibilities, and authorities:</b> <ul style="list-style-type: none"> <li>● Describe how this mission may change in a different organization, jurisdiction, or operating environment.</li> </ul>	E, F, I, J, T		
<b>40. Demonstrate understanding of external sources of assistance:</b> <ul style="list-style-type: none"> <li>● What resources could be available.</li> <li>● When they could become available.</li> <li>● How to acquire them.</li> <li>● Necessary approvals.</li> </ul>	E, F, I, J, T		
<b>41. Communicate with leadership and Policy Group to facilitate and inform decision-making:</b> <ul style="list-style-type: none"> <li>● Communicate options, considerations, and recommendations.</li> <li>● Keep subordinates informed.</li> </ul>	E, F, I		
<b>42. Assist with development of strategies and tasks to support the goals and objectives of incident command or the EOC.</b>	E, F, I		
<b>43. Obtain relevant information to guide operational decisions.</b>	E, F, I		
<b>44. Guide personnel as they identify and address gaps in critical information.</b>	E, F, I		
<b>45. Establish metrics and benchmarks for program performance and monitor progress through completion.</b>	E, F, I, J		
<b>46. Monitor and manage stakeholder expectations:</b> <ul style="list-style-type: none"> <li>● Communicate policy, process, and procedural changes.</li> </ul>	E, F, I		

**Task Category: Be proficient in the job, both technically and as a leader**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>47.</b> Oversee ordering and organization of resources to achieve objectives: <ul style="list-style-type: none"> <li>• Understand constraints and limitations.</li> </ul>	E, F, I, J		
<b>48.</b> Continuously evaluate EOC processes, procedures, and priorities: <ul style="list-style-type: none"> <li>• Coordinate with performance improvement personnel.</li> </ul>	E, F, I, T		
<b>49.</b> Suggest ways to improve processes and procedures, and then help implement improvements: <ul style="list-style-type: none"> <li>• Facilitate conversations about process performance.</li> <li>• Assess processes.</li> <li>• Determine gaps.</li> <li>• Take steps for improvement.</li> </ul>	E, F, I		

**Task Category: Supervise staff to ensure understanding and accomplishment of duties and tasks**

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>50.</b> Use leadership styles appropriate to the situation.	E, F, I		
<b>51.</b> Establish and communicate processes and procedures.	E, F, I		
<b>52.</b> Assign tasks and clearly communicate expectations.	E, F, I		
<b>53.</b> Emphasize and foster teamwork.	E, F, I		
<b>54.</b> Manage conflict and coordinate problem-solving: <ul style="list-style-type: none"> <li>• Manage conflicting viewpoints.</li> <li>• Assess alternative courses of action.</li> <li>• Determine and communicate a way forward.</li> <li>• Ensure follow-through and escalate to appropriate level as necessary.</li> </ul>	E, F, I		
<b>55.</b> Prepare and discuss feedback with subordinates: <ul style="list-style-type: none"> <li>• Monitor performance and discuss task understanding.</li> <li>• Evaluate performance and complete personnel performance evaluations.</li> </ul>	E, F, I		

**Task Category: Supervise staff to ensure understanding and accomplishment of duties and tasks**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>56.</b> Support the health, safety, and welfare of assigned personnel: <ul style="list-style-type: none"> <li>• Direct operations based on health and safety considerations and guidelines.</li> <li>• Ensure that personnel follow safety guidelines appropriately.</li> <li>• Spot-check operations to ensure compliance with safety guidelines.</li> <li>• Make resources available to support health and safety of staff.</li> <li>• Monitor staff for signs of mental and physical fatigue.</li> </ul>	E, F, I		

**Task Category: Coordinate to foster unity of effort**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>57.</b> Establish and maintain positive interpersonal and interorganizational working relationships.	E, F, I, J		
<b>58.</b> Demonstrate ability to influence others outside your chain of command.	E, F, I, J, T		
<b>59.</b> Ensure staff activities align with the EOC's operational rhythm.	E, F, I		
<b>60.</b> Ensure unity of effort by promoting continuous coordination and cooperation among all subordinates.	E, F, I		

**Task Category: Collect and analyze information regarding EOC activation and activities**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>61.</b> Demonstrate knowledge of the after-action review and performance improvement planning (PIP) process, including the types of information gathered and the feedback process.	E, F, I, J, T		
<b>62.</b> Identify baseline requirements in advance to ensure that improvement can be documented or acknowledged.	E, F, I, J, T		
<b>63.</b> Collect, store, and analyze data for the after-action review and improvement plan.	E, F, I		

**Task Category: Collect and analyze information regarding EOC activation and activities**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
64. Perform real-time data collection during response: <ul style="list-style-type: none"> <li>• Use accepted tools, such as EOC activity logs and other EOC-related documentation.</li> </ul>	E, F, I		
65. Provide guidance to EOC leadership on collecting performance improvement-related data.	E, F, I		

**Task Category: Suggest process improvements and solutions during EOC operations**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
66. Identify best practices and areas for improvement during EOC activation, operation, and deactivation, and suggest process improvement measures to EOC staff and leadership.	E, F, I		
67. Provide recommendations to leadership for review, approval, dissemination, and implementation.	E, F, I, J		

**Task Category: Support process improvement following EOC deactivation**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
68. Develop an after-action review and improvement planning schedule for the EOC activation that is consistent with the Homeland Security Exercise and Evaluation Program (HSEEP) or similar guidance.	E, F, I		
69. Coordinate After Action Review (AAR)-related meetings to identify and clarify areas for improvement: <ul style="list-style-type: none"> <li>• Support facilitation of meetings if necessary.</li> </ul>	E, F, I, J		
70. Identify best practices and areas for improvement.	E, F, I, J		
71. Develop recommendations to address areas for improvement.	E, F, I, J		
72. Coordinate EOC after-action report development efforts with other incident-related after-action reporting efforts.	E, F, I		