

# Expanded Dispatch Recorder D-110



NFES 2980

**Instructor Guide**  
**JULY 2007**



## CERTIFICATION STATEMENT

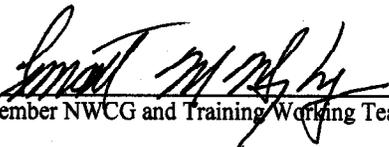
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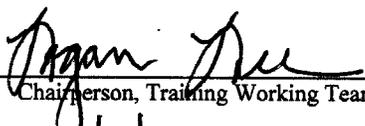
### NATIONAL WILDFIRE COORDINATING GROUP

*The following training material attains the standards prescribed for courses developed under the interagency curriculum established and coordinated by the National Wildfire Coordinating Group. The instruction is certified for interagency use and is known as:*

Expanded Dispatch Recorder, D-110  
Certified at Level I

This product is part of an established NWCG curriculum. It meets the COURSE DEVELOPMENT AND FORMAT STANDARDS – Sixth Edition, 2003 and has received a technical review and a professional edit.

  
\_\_\_\_\_  
Member NWCG and Training Working Team Liaison

  
\_\_\_\_\_  
Chairperson, Training Working Team

Date 7/15/07

Date 7/12/07

# Expanded Dispatch Recorder D-110

Instructor Guide  
JULY 2007  
NFES 2980

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Comments regarding the content of this publication should be directed to:  
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E-mail: [nwgc\\_standards@nifc.blm.gov](mailto:nwgc_standards@nifc.blm.gov).

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Additional copies of this publication may be ordered from National Interagency Fire Center,  
ATTN: Great Basin Cache Supply Office, 3833 South Development Avenue, Boise, Idaho 83705.  
Order NFES 2980.

**National Wildfire Coordinating Group  
Training Working Team  
Position on Course Presentation and Materials**

The suggested hours listed in the Field Manager's Course Guide are developed by Subject Matter Experts based on their estimation of the time required to present all material needed to adequately teach the unit and course objectives. The hours listed can vary slightly due to factors such as the addition of local materials. NWCG is aware that there have been courses presented in an abbreviated form, varying greatly from the suggested course hours. Instructors and students are cautioned that in order to be recognized as an NWCG certified course certain guidelines must be followed:

- Lead instructors are encouraged to enhance course materials to reflect the conditions, resources and policies of the local unit and area as long as the objectives of the course and each unit are not compromised.
- Exercises can be modified to reflect local fuel types, resources and conditions where the student will be likely to fill incident assignments. The objectives and intent of the exercises must remain intact.
- Test questions may be added that reflect any local information that may have been added to the course. However, test questions in the certified course materials should not be deleted to ensure the accurate testing of course and unit objectives.
- Test grades, to determine successful completion of the course, shall be based only on the questions in the certified course materials.

If lead instructors feel that any course materials are inaccurate, that information should be submitted by e-mail to NWCG Fire Training at [nwcg\\_standards@nifc.blm.gov](mailto:nwcg_standards@nifc.blm.gov). Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

**Course Length for NWCG Courses**

If a course is available through PMS the *recommended* course hours and the "NWCG Position on Course Presentation and Materials" will be adhered to by the course instructors.

If the course is not available through PMS, e.g., L-380, and has been developed using NWCG course criteria, *minimum* course hour requirements have been established and must be adhered to by the course developer and the course instructors.

Course hours for all NWCG courses can be found in the Field Manager's Course Guide online at <http://www.nwcg.gov/pms/training/fmcg.pdf>. If the hours are a minimum versus recommended they will be stated as such.

## **PREFACE**

Expanded Dispatch Recorder, D-110, is a suggested training course in the National Wildfire Coordinating Group (NWCG) wildland and prescribed fire curriculum. It was developed by an interagency group of experts with guidance from NWCG Training under authority of the NWCG. The primary participants in this development effort were:

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NATIONAL INTERAGENCY FIRE CENTER, FIRE TRAINING  
NWCG Development Unit  
NWCG Standards Unit  
NWCG Instructional Media Unit

NWCG appreciates the efforts of these personnel, and all those who have contributed to the development of this training product.



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## COURSE INSTRUCTIONS

**This section contains information to help the course coordinator and instructors present a course that meets NWCG guidelines and student needs. All instructors must be thoroughly familiar with this section and all other course material prior to presenting the course.**

### I. COURSE INTRODUCTION

#### A. History

The Expanded Dispatch Recorder (EDRC) course was developed in response to an identified need for more trained individuals to assist in dispatch offices when support and coordination of incidents becomes more complex than normal and expanded dispatch organizations are required.

#### B. Overview

Expanded Dispatch Recorder, D-110 is designed to meet the training needs of an EDRC as outlined in the Wildland Fire Qualification System Guide, PMS 310-1, and the position task book developed for the specific position.

The Wildland Fire Qualification System Guide, PMS 310-1 provides guidance and a national wildfire standard for establishing minimum training, skills, knowledge, experience, and physical fitness requirements for the participating agencies of the NWCG.

This course is designed to train potential EDRCs. It begins with an overview of the expanded dispatch organization. Then it discusses the resource ordering process and statusing systems, which includes topics such as established dispatch ordering channels, resource order forms and resource statusing systems. Finally, the importance of communication and working relationships is addressed.

#### C. Course Length

The course will require 16 hours for instruction and testing. More time will be required if agency specific material is added.

## II. COURSE OBJECTIVES

The course objectives are stated in broad terms that define what the student will be able to accomplish after completing the course.

At the successful completion of this course students will:

- Describe the purpose and structure of expanded dispatch.
- Describe the role and responsibilities of the expanded dispatch recorder.
- Demonstrate how to mobilize and demobilize incident resources using established dispatch ordering channels and resource order forms.
- Describe how to communicate effectively and foster positive interpersonal working relationships.

## III. INSTRUCTOR PREREQUISITES

For instructor prerequisites specific to this course, refer to the Field Manager's Course Guide (FMCG), PMS 901-1. This guide is accessible at: <http://www.nwcg.gov/pms/training/training.htm>.

## IV. INSTRUCTOR PREPARATION

The NWCG Course Coordinator's Guide, PMS 907, contains the general information necessary for presentation of NWCG courses. This guide is online at <http://www.nwcg.gov/pms/training/training.htm>.

**This course requires advance planning.** This section briefly describes the advance planning that is needed; however, refer to the specific unit or final exercise for detailed information.

A. Unit 0 – Introduction

Instructor has the option of providing students with a copy of the Expanded Dispatch Job Aid and the EDRC Position Task Book.

B. Unit 1 – Expanded Dispatch Organization

1. Become familiar with pages in the Reference Guide that are referred to in this unit.
2. Make copies of Unit 1 Quiz (01-01-D110-HO).
3. Make copies of Student Grading Form (1 per student).  
Instructors will record scores on this form.

C. Unit 2 – Resource Ordering and Statusing

1. Become familiar with pages in the Reference Guide that are referred to in this unit.
2. Thoroughly review the following six exercises before presenting them. Besides obtaining supplies and materials for the exercises, additional advance planning includes:

- The Ordering Channel Web

Instructors need to develop a scenario that is tailored to the local area.

- Using References

Instructors need to provide students with the following materials:

- List of Unit Identifiers
- List of Position Codes
- List of FAA Airport Identifiers
- List of Local Vendors, if used
- Examples of local forms

- Completing a Resource Order Form for Equipment

Instructor verbally gives inputs based on PowerPoint slide that highlights each block on the form.

- Completing a Resource Order Form for Crews

PowerPoint slide is not highlighted; instructor must determine what order to verbally give inputs.

- Completing a Resource Order Form for Supplies

PowerPoint slide is not highlighted; instructor must determine what order to verbally give inputs.

- Completing a Resource Order Form for Overhead

Inputs are written on a PowerPoint slide; instructor does not give them verbally.

3. Internet access is required to show online references and Resource Ordering and Status System (ROSS) screens and web site.
4. Draw the local ordering channel on a flip chart or create a PowerPoint slide showing the channel.
5. Check readability of PowerPoint slides that show resource order forms using the LCD projector that will be used in the classroom. If slides are not readable consider using a different LCD projector, overheads or other acceptable option.

#### D. Unit 3 – Communication and Working Relationships

1. Become familiar with pages in the Reference Guide that are referred to in this unit.
2. Review the one exercise (What if...) in advance.

E. Final Exercise (Appendix D)

1. The four-hour final exercise is scenario-based; students will complete resource order forms based on 20 timed inputs and supplemental handouts.
2. Instructors must be completely familiar with the entire exercise and have all materials and handouts prior to the administration.

V. COURSE MATERIALS

See Appendix A, Course Ordering and Support Information, for course materials that need to be ordered as well as complete lists of support materials and equipment.

A. Instructor Guide

The Instructor Guide is designed as a teaching aid to assist instructors in presenting the information. Each instructional unit has a unit overview that outlines the lesson's approximate delivery time, objectives, learning strategy, instructional methods, required materials, and evaluation criteria.

The technical content for each unit is written in outline format and is listed in the "Outline" column. This column also contains notes to the instructor (directions for conducting an exercise, questions to ask students, etc.) which are in **BOLD CAPS**.

The "Aids & Cues" column lists references (slide numbers, publications, handouts) that remind instructors to display or refer to specific materials.

B. Expanded Dispatch Recorder Reference Guide

A reference guide is located directly after Unit 3 in the Instructor Guide and the Student Workbook. The reference guide contains reference materials for the course such as common terminology, block by block instructions on completing a resource order form, and example forms. Instructors will be referring students to the reference guide throughout the course and students can use it when they go out on assignments.

C. CD-ROM

The CD-ROM contains complete copies of the Instructor Guide, Student Workbook, and Appendixes in bookmarked files in portable document format (pdf). A bookmark is an electronic index to aid the reader in finding specific portions of the publication. To access the bookmark function, open the file and click on the bookmark tab.

D. Student Workbook

Student Workbooks should be ordered prior to the beginning of the course, one for each student. The Student Workbook contains the same content outline that is in the Instructor Guide; however, in some places the outline is intentionally left blank. These are areas where the instructor will direct students to complete the outline.

E. Course Agenda

An example of a course agenda is located at the end of this introduction section. Revise the agenda as appropriate. Consider removing timeframes from the agenda that is given to students. The agenda can be inserted into the Student Workbook prior to the beginning of the class or it can be written on a flip chart or wall board.

## VI. STUDENT TARGET GROUP

This course is designed for individuals who have no previous training or experience in dispatch, specifically personnel desiring to be qualified as an EDRC.

## VII. STUDENT PREREQUISITES

Refer to the Field Manager's Course Guide, PMS 910-1, for student prerequisites.

## VIII. COURSE SELECTION LETTER

An example of the course selection letter is located at the end of this introduction section. This letter contains important information for the students. See the Course Coordinator's Guide, PMS 907, for information on selection letters.

## IX. EXAMINATIONS AND CERTIFICATION

To ensure accurate testing of the course and unit objectives test questions in the certified course materials cannot be deleted. However, test questions may be added to reflect any local information that was added to the course.

### A. Unit Quizzes

- Unit 1 has a **written quiz** that is graded. The grade received on this quiz will count as 10% of the final grade.
- Units 2 and 3 have a **group oral quiz** that is NOT graded.

## B. Final Exercise

- The final exercise is a four-hour scenario where students will complete resource order forms based on inputs.
- The final exercise is graded and counts as 90% of the final grade.
- Refer to Appendix D for additional information.

## C. Student Grading Form (Appendix D, page D-37)

The student grading form is primarily used as a guide for grading the final exercise; however, the score on the Unit 1 quiz also needs to be entered on the form.

## D. Certification

Students must obtain 70% or higher on the student grading form to receive a certificate of completion for this course.

## X. CADRE MEETINGS

Cadre meetings are an opportunity for instructors to meet, review the material, and discuss concerns with the course coordinator or lead instructor. The meetings are most critical for instructors who do not have previous experience with the course. At the end of each day of the course, a cadre meeting should be held to discuss concerns and progress. At the end of the course, a final cadre meeting should be conducted to evaluate instructor performance and suggest modifications for future courses.

## XI. CLASS SIZE

Maximum class size is 20 students. In order to facilitate exercises, it is recommended that instructors maintain a maximum of 5 to 6 students to 1 instructor.

## XII. CLASSROOM REQUIREMENTS

The characteristics of the classroom and supportive facilities have a great impact on the learning environment. The classroom should be chosen and viewed well in advance of the presentation.

Characteristics to look for in a classroom:

- Internet access to show ROSS screens and web site. It can also be used to show online reference material.
- LCD Projector needs to be high enough quality to project resource order forms that are readable.
- Adequate area for students and materials. Tables should be set up so students can work in small groups.
- Limited outside interruptions and interferences.
- Controlled lighting, good acoustics, and good ventilation.

Refer to the Course Coordinators Guide, PMS 907 for more information.

## XIII. COURSE EVALUATION FORMS

Copies of the course evaluation forms are located in Appendix D.

### A. Course Evaluation Form that Students Complete

This is an opportunity for students to comment on the course and the quality of the instruction. These comments should be used to improve future training sessions. Distribute this form as appropriate.

### B. Course Evaluation Form that Instructors Complete

This is an opportunity for the course coordinator and instructors to comment on course design. These comments are used by NWCG Training to identify potential problems with courses and as a resource during the course revision process.

## XIV. APPENDIXES

### **The following appendix is included in this Instructor Guide:**

#### A. Appendix A – Course Ordering and Support Information

This appendix identifies ordering procedures for required components of the course. It also lists additional support materials needed for course presentation.

### **The following appendixes are located on the CD-ROM:**

#### B. Appendix B – Electronic Presentations

This appendix contains the electronic presentations in PowerPoint format arranged by units. It also contains the PowerPoint for the final exercise.

#### C. Appendix C – Handouts

This appendix contains the quiz for Unit 1 and the completed resource order forms for the exercises in Unit 2.

#### D. Appendix D – Final Exercise and Course Evaluation Forms

This appendix contains the final exercise materials and course evaluation forms.

**EXPANDED DISPATCH RECORDER, D-110**  
*Course Agenda Example*

**Day 1**

1300 Unit 0, Introduction (1/2 hour)  
1330 Unit 1, Expanded Dispatch Organization (2 hours)  
1430 Break  
1445 Unit 1, Expanded Dispatch Organization (cont.)  
1545 Unit 2, Resource Ordering and Statusing (6 hours)  
1700 End of Day 1

**Day 2**

0800 Unit 2, Resource Ordering and Statusing (cont.)  
1000 Break  
1015 Unit 2, Resource Ordering and Statusing (cont.)  
1200 Lunch  
1300 Unit 2, Resource Ordering and Statusing (cont.)  
1500 Break  
1515 Unit 3, Communication and Working Relationships (1 hour)  
1700 End of Day 2

**Day 3**

0800 Final Exercise (4 hours)  
1200 End of Course



**EXPANDED DISPATCH RECORDER, D-110**  
*Selection Letter Example*

Congratulations on being selected to attend Expanded Dispatch Recorder, D-110. The course will be held at *(location)* beginning at *(time, date)* and ending at *(time, date)*.

The primary emphasis of this course is to prepare individuals for the position Expanded Dispatch Recorder (EDRC).

If you desire to receive a certificate of completion for the course, please do not make travel arrangements to arrive after the scheduled start time or to depart prior to the scheduled course completion time.

In the event you cannot attend the course, please contact the course coordinator prior to the beginning of the class. This allows time for notifying personnel that may be on the waiting list to be contacted to fill the vacancy.

If you have any questions please contact the course coordinator, *Name, phone number, email*.



## UNIT OVERVIEW

**Course** Expanded Dispatch Recorder, D-110

**Unit** 0 – Introduction

**Time** ½ Hour

### Objectives

1. Facilitate the introduction of course instructors and students.
2. Discuss administrative information.
3. Present overview of course.

### Instructional Aids

- Computer with LCD projector and presentation software
- Optional: Expanded Dispatch Job Aids (1 per student)
- Optional: EDRC Position Task Books (1 per student)

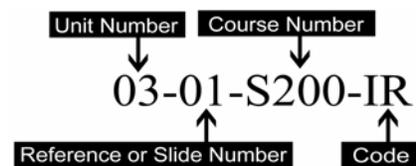
### Outline

- I. Introduce Instructors and Students
- II. Administrative Information
- III. Course Overview

### Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook    SR – Student Reference  
HO – Handout              EP – Electronic Presentation (PowerPoint)  
RG – Reference Guide





## UNIT PRESENTATION

COURSE: Expanded Dispatch Recorder, D-110

UNIT: 0 – Introduction

OUTLINE	AIDS & CUES
<b>MISSION STATEMENT SLIDE.</b>	00-01-D110-EP
<b>TITLE SLIDE.</b>	00-02-D110-EP
<b>WELCOME STUDENTS TO THE D-110 TRAINING COURSE.</b>	
I. INTRODUCE INSTRUCTORS AND STUDENTS	
<b>FOR INTRODUCTIONS USE ANY METHOD DESIRED.</b>	
II. ADMINISTRATIVE INFORMATION	
<b>DISCUSS AS APPROPRIATE:</b>	
<ul style="list-style-type: none"><li>• Ground rules (punctuality, respect, turn cell phones, radios, and pagers off)</li></ul>	
<ul style="list-style-type: none"><li>• Facilities location (restrooms, vending machines)</li></ul>	
<ul style="list-style-type: none"><li>• Meals and breaks</li></ul>	
<ul style="list-style-type: none"><li>• Smoking areas</li></ul>	
<ul style="list-style-type: none"><li>• Transportation</li></ul>	
<ul style="list-style-type: none"><li>• Local information (restaurant locations, local map)</li></ul>	

OUTLINE	AIDS & CUES
<p>III. COURSE OVERVIEW</p> <p>This course was developed based on the tasks in the Expanded Dispatch Recorder's (EDRC) Position Task Book.</p> <p>This course does not teach Resource Ordering and Status System (ROSS), but focuses on the resource order form (hard copy) because:</p> <ul style="list-style-type: none"> <li>• The form is the foundation that ROSS is based on.</li> <li>• The form is a backup system.</li> <li>• The form is still used at times.</li> </ul> <p>ROSS is the automated system, whereas the resource order form is the manual system.</p> <p><b>INFORM STUDENTS IF THEY WANT TO LEARN ROSS THEY CAN TAKE A ROSS COURSE.</b></p> <p>A. Course Objectives</p> <ul style="list-style-type: none"> <li>• Describe the purpose and structure of expanded dispatch.</li> <li>• Describe the roles and responsibilities of the expanded dispatch recorder.</li> <li>• Demonstrate how to mobilize and demobilize incident resources using established dispatch ordering channels and resource order forms.</li> </ul>	<p>00-03-D110-EP</p> <p>00-04-D110-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Describe how to communicate effectively and foster positive interpersonal working relationships.</li> </ul>	
<p>B. Unit Overview</p>	00-05-D110-EP
<p><b>REVIEW COURSE AGENDA HERE OR AT END OF UNIT.</b></p>	
<p>Unit 0 – Introduction</p>	
<p>Unit 1 – Expanded Dispatch Organization</p>	
<p>Unit 2 – Resource Ordering and Statusing</p>	
<p>Unit 3 – Communication and Working Relationships</p>	
<p>C. Instructional Methods</p>	00-06-D110-EP
<ul style="list-style-type: none"> <li>• Short lectures with digital presentations</li> <li>• Discussions and brainstorming</li> <li>• Exercises</li> </ul>	
<p>D. Measuring Student Performance</p>	00-07-D110-EP
<p>1. Unit quizzes</p>	
<ul style="list-style-type: none"> <li>• Unit 1 has a <b>written quiz</b> that is graded. The grade received on this quiz will count as 10% of the final grade.</li> </ul>	
<ul style="list-style-type: none"> <li>• Units 2 and 3 have <b>group oral quizzes</b> that are NOT graded.</li> </ul>	

OUTLINE	AIDS & CUES
<p>2. Final exercise</p> <ul style="list-style-type: none"> <li>• The final exercise is a scenario where students will complete resource order forms based on inputs.</li> <li>• The final exercise counts as 90% of the final grade.</li> </ul> <p>3. Criteria for passing the course</p> <ul style="list-style-type: none"> <li>• Students must obtain 70% or higher on the Student Grading Form to receive a certificate of completion for this course.</li> </ul>	
<p>E. Course Materials</p> <ol style="list-style-type: none"> <li>1. Student Workbook</li> <li>2. EDRC Reference Guide</li> </ol> <p><b>REFER STUDENTS TO THE REFERENCE GUIDE LOCATED AT THE END OF THEIR STUDENT WORKBOOK.</b></p> <p>The Reference Guide contains information that you will refer to throughout the course; it is a good reference for when you are on assignment.</p> <ol style="list-style-type: none"> <li>3. Expanded Dispatch Job Aids (optional)</li> </ol>	<p>00-08-D110-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="298 283 776 317">F. Course Evaluation Forms</p> <p data-bbox="394 369 1105 489">Students will be afforded the opportunity to evaluate the instructors and the course using the evaluation form.</p> <p data-bbox="203 541 935 661"><b>EVALUATION FORMS ARE LOCATED IN APPENDIX D. GIVE INSTRUCTIONS FOR COMPLETING AND SUBMITTING.</b></p>	<p data-bbox="1138 283 1377 317">00-09-D110-EP</p>



## UNIT OVERVIEW

**Course** Expanded Dispatch Recorder, D-110

**Unit** 1 – Expanded Dispatch Organization

**Time** 2 Hours

### Objectives

1. Describe the purpose and structure of the dispatch organizations (established and expanded).
2. Describe the EDRC's roles and responsibilities and their limits of authority.

### Strategy

This unit gives students the “big picture” overview of the expanded dispatch organization, as well as the EDRC's general roles and responsibilities. Specifics on the EDRC's responsibilities are discussed in later units.

### Instructional Method

- Informal presentation and/or facilitation with PowerPoint
- Discussion

### Instructional Aids

- Become familiar with pages in the Reference Guide that are referred to in this unit.
- Computer with LCD projector and presentation software
- Flip chart or white board with markers
- Optional: Expanded Dispatch Job Aids
- Unit 1 Quiz, 01-01-D110-HO (1 per student)
- Student Grading Form, Appendix D, page D-37 (1 per student; instructor records scores on this form, do not distribute to student)

### Exercises

- There is no exercise in this unit.

## Evaluation Method

- There is a quiz at the end of this unit. The score on the quiz does count towards the student's final grade. Refer to unit outline for instructions.

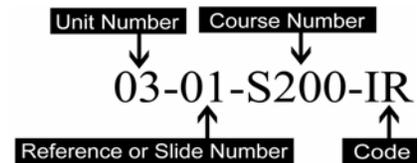
## Outline

- I. Dispatch Organizations
- II. Unique Language of Dispatch
- III. EDRC's Roles and Responsibilities

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook    SR – Student Reference  
HO – Handout              EP – Electronic Presentation (PowerPoint)  
RG – Reference Guide



## UNIT PRESENTATION

COURSE: Expanded Dispatch Recorder, D-110

UNIT: 1 – Expanded Dispatch Organization

OUTLINE	AIDS & CUES
<b>TITLE SLIDE.</b>	01-01-D110-EP
<b>PRESENT UNIT OBJECTIVES.</b>	01-02-D110-EP
I. DISPATCH ORGANIZATIONS	01-03-D110-EP
There are two types of dispatch organizations: established and expanded.	01-04-D110-EP
A. Established Dispatch Organization	
The primary mission of the established dispatch organization is to provide safe, timely, and cost effective coordination of emergency response within its specific geographic area.	01-05-D110-EP
There are three levels:	
• Local Agency or Interagency Dispatch Centers	
• Geographic Area Coordination Centers (GACC)	
• National Interagency Coordination Center (NICC)	

OUTLINE	AIDS & CUES
<p>1. Local Agency or Interagency Dispatch Centers</p> <p>Their responsibilities typically include:</p> <p><b>SHARE EXAMPLES OF THESE RESPONSIBILITIES.</b></p> <ul style="list-style-type: none"> <li>• Initial attack (IA)</li> <li>• Aircraft</li> <li>• Intelligence</li> <li>• Mobilize and maintain status of resources</li> <li>• Routine duties, such as preparing briefings</li> <li>• Other emergency actions</li> </ul>	<p>01-06-D110-EP</p>
<p>2. Geographic Area Coordination Centers</p> <ul style="list-style-type: none"> <li>• Act as a focal point for requests (internal and external) not filled at the local level.</li> <li>• Mobilize and maintain status of resources.</li> </ul> <p><b>ASK STUDENTS:</b></p> <p>What GACC is your home unit located in?</p> <p><b>TELL STUDENTS THE ANSWER. THIS QUESTION IS ON THE QUIZ.</b></p>	<p>01-07-D110-EP</p>

OUTLINE	AIDS & CUES
<p>3. National Interagency Coordination Center</p> <ul style="list-style-type: none"> <li>• National focal point for requests not filled at the original geographic level.</li> <li>• Maintains status of national resources.</li> </ul>	01-08-D110-EP
<p>B. Expanded Dispatch Organization</p> <p>The expanded dispatch organization is created to handle the increased dispatch workload due to large or complex incidents.</p> <p>They support incidents by processing requests for resources.</p>	01-09-D110-EP
<p><b>SHARE AN EXAMPLE OF WHEN AN EXPANDED DISPATCH WAS CREATED.</b></p>	
<p>1. Positions in expanded dispatch</p> <ul style="list-style-type: none"> <li>• EDRC = Expanded Dispatch Recorder <ul style="list-style-type: none"> <li>– Processes resource orders and maintains status of resources.</li> <li>– Is usually trained and used for local area.</li> <li>– Takes direction from the support dispatcher or supervisory dispatcher.</li> </ul> </li> </ul>	01-10-D110-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• ESDS = Support Dispatcher <ul style="list-style-type: none"> <li>– May supervise dispatch recorder.</li> <li>– Processes resource order information to completion.</li> <li>– Is proficient in at least one dispatch functional area (Overhead, Crews, Equipment, and Supplies).</li> </ul> </li> </ul> <p><b>“FUNCTIONAL AREAS” ARE DEFINED IN THE NEXT SECTION.</b></p>	01-11-D110-EP
<ul style="list-style-type: none"> <li>• EDSP = Supervisory Dispatcher <ul style="list-style-type: none"> <li>– Supervises an expanded dispatch organization.</li> <li>– Is proficient in four dispatch functional areas.</li> </ul> </li> </ul>	01-12-D10-EP
<ul style="list-style-type: none"> <li>• CORD = Coordinator <ul style="list-style-type: none"> <li>– This position does not always exist in an expanded dispatch organization.</li> <li>– A CORD is used to manage a complex expanded dispatch organization.</li> </ul> </li> </ul> <p><b>GIVE EXAMPLES OF A COMPLEX EXPANDED DISPATCH (CERRO GRANDE, NEW MEXICO, 2000; HAYMAN, COLORADO, 2002; OR OTHER LOCAL EXAMPLES).</b></p>	01-13-D110-EP

OUTLINE	AIDS & CUES
<p data-bbox="391 281 799 321">2. Organizational chart</p> <p data-bbox="201 365 930 405"><b>REFER STUDENTS TO THE RG, PAGE 13.</b></p> <ul data-bbox="488 453 1037 617" style="list-style-type: none"> <li data-bbox="488 453 940 493">• Four possible positions.</li> <li data-bbox="488 537 1037 617">• Organizational chart varies on every incident.</li> </ul> <p data-bbox="201 665 1084 743"><b>EXPLAIN THAT THIS CHART IS ONE EXAMPLE – THERE ARE MANY VARIATIONS.</b></p> <p data-bbox="391 791 737 831">3. Functional areas</p> <ul data-bbox="488 879 1068 957" style="list-style-type: none"> <li data-bbox="488 879 1068 957">• Expanded dispatch typically has four functional areas.</li> </ul> <p data-bbox="201 1005 1110 1169"><b>KEEP THIS SIMPLE. THIS IS DISCUSSED IN MORE DETAIL IN UNIT 2. THE MAIN POINT IS THAT STUDENTS KNOW THERE ARE FOUR FUNCTIONAL AREAS.</b></p> <ul data-bbox="581 1218 1105 1682" style="list-style-type: none"> <li data-bbox="581 1218 829 1257">– Overhead</li> <li data-bbox="581 1302 777 1341">– Crews</li> <li data-bbox="581 1386 847 1425">– Equipment</li> <li data-bbox="581 1470 812 1509">– Supplies</li> <li data-bbox="488 1558 1105 1682">• Sometimes expanded dispatch will handle logistical or non-tactical aircraft.</li> </ul> <p data-bbox="201 1730 1013 1808"><b>EXPLAIN THAT AIRCRAFT IS TYPICALLY HANDLED BY THE LOCAL INITIAL ATTACK.</b></p>	<p data-bbox="1133 365 1284 405">RG, p. 13</p> <p data-bbox="1133 453 1378 493">01-14-D110-EP</p> <p data-bbox="1133 537 1378 577">01-15-D110-EP</p> <p data-bbox="1133 879 1378 919">01-16-D110-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• EDRC is usually assigned to one function, depending upon workload.</li> </ul> <p>II. UNIQUE LANGUAGE OF DISPATCH</p> <p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. Dispatchers use a unique language that can take some time to learn.</li> </ol>	01-17-D110-EP
<p><b>ASK STUDENTS:</b></p> <ol style="list-style-type: none"> <li>2. Why do dispatchers have a unique language?</li> </ol>	01-18-D110-EP
<p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Save time (for example you can write the acronym instead of the full name).</li> <li>• Standardization (everyone is using the same language).</li> <li>• Database requirements (small fields require designators/acronyms).</li> </ul> <ol style="list-style-type: none"> <li>3. You can never memorize all the language; you just need to know where to find it.</li> <li>4. References that will help you learn the language will be discussed in Unit 2.</li> </ol>	

OUTLINE	AIDS & CUES
<p data-bbox="298 283 919 321">B. Glossary of Common Terminology</p> <p data-bbox="203 369 980 407"><b>REFER STUDENTS TO THE RG, PAGES 5-12.</b></p> <p data-bbox="394 455 1102 535">Refer to the Glossary of Common Terminology in the Reference Guide (pages 5-12).</p> <p data-bbox="394 583 984 663">This glossary defines common dispatch terminology.</p> <p data-bbox="298 711 941 749">C. Designators and Acronym Examples</p> <p data-bbox="203 798 1024 1003"><b>THE MAIN POINT OF THIS SECTION IS FOR STUDENTS TO KNOW THERE IS A <u>UNIQUE LANGUAGE</u>. DO NOT DISCUSS WHERE THEY CAN FIND THIS INFORMATION – THAT IS COVERED IN UNIT 2.</b></p> <ol data-bbox="394 1052 1084 1598" style="list-style-type: none"> <li data-bbox="394 1052 779 1089">1. Airport designators <ul data-bbox="501 1138 1084 1344" style="list-style-type: none"> <li data-bbox="501 1138 1084 1218">• ABQ = Albuquerque International Sunport Airport</li> <li data-bbox="501 1266 1084 1344">• ATL = Hartsfield Jackson Atlanta International Airport</li> </ul> </li> <li data-bbox="394 1392 789 1430">2. Airlines designators <ul data-bbox="501 1478 941 1598" style="list-style-type: none"> <li data-bbox="501 1478 941 1516">• AA = American Airlines</li> <li data-bbox="501 1564 872 1598">• DL = Delta Airlines</li> </ul> </li> </ol>	<p data-bbox="1138 283 1377 321">01-19-D110-EP</p> <p data-bbox="1138 369 1365 407">RG pages 5-12</p>

OUTLINE	AIDS & CUES
<p>3. Unit identifiers</p> <ul style="list-style-type: none"><li>NV-CCD = Nevada, Carson City, BLM</li><li>FL-MIR = Florida, Merritt Island National Wildlife Refuge, FWS</li></ul> <p>4. Acronyms</p> <ul style="list-style-type: none"><li>ETA = estimated time of arrival</li><li>SOP = standard operating procedures</li></ul> <p>5. Dispatchers have created their own acronyms, such as:</p>	
<p><b>EXPLAIN UTF ACRONYMS. UTF IS ON THE QUIZ SO MAKE SURE THIS IS COVERED.</b></p> <ul style="list-style-type: none"><li>UTF = unable to fill</li><li>UTFs = unable to fills</li><li>UTFed = unable to filled</li><li>UTFing = unable to filling</li></ul>	

OUTLINE	AIDS & CUES
<p>III. EDRC’S ROLES AND RESPONSIBILITIES</p> <p>The EDRC’s role is important to the success of incident operations.</p>	01-20-D110-EP
<p>A. Job Duties</p> <ul style="list-style-type: none"> <li>• Receive, communicate, and document information</li> <li>• Process resource orders</li> <li>• Maintain status of resources</li> <li>• May arrange travel</li> </ul>	01-21-D110-EP
<p>B. Working Relationships</p> <p>EDRC interacts with people inside and outside the expanded dispatch organization.</p>	01-22-D110-EP
<p><b>STUDENTS MAY NOT BE FAMILIAR WITH THESE CONTACTS SO DEFINE, AS APPROPRIATE.</b></p>	
<p><b>TRY TO MAKE THIS INTERACTIVE BY ASKING STUDENTS WHY EDRC WOULD BE IN CONTACT WITH THESE PEOPLE/ORGANIZATIONS.</b></p>	

OUTLINE	AIDS & CUES
<p>1. Regular contacts</p> <ul style="list-style-type: none"> <li>• Other positions in expanded dispatch (EDRC, EDSO, EDSP).</li> </ul> <p>It is important to communicate with dispatchers in other functional areas as workloads in one functional area can affect another.</p> <ul style="list-style-type: none"> <li>• Ordering Managers</li> <li>• Buying Team</li> <li>• Caches</li> <li>• GACC for local area</li> <li>• Neighboring dispatch centers</li> </ul> <p>2. Possible contacts</p> <ul style="list-style-type: none"> <li>• Local initial attack</li> <li>• Ground support/transportation</li> <li>• Local vendors</li> <li>• Local unit personnel</li> <li>• Other incident organization personnel (SPUL, RESL)</li> <li>• Travel agents</li> </ul>	

OUTLINE	AIDS & CUES
<p>3. Transfer these contacts to supervisor ASAP</p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Unsolicited contractors</li> <li>• Interagency Resource Representative (IARR)</li> <li>• Public</li> <li>• Agency officials</li> <li>• Others</li> </ul>	01-23-D110-EP
<p>C. Limits of Authority</p> <p>The EDRC has limits to the decisions they can make. This is called “limits of authority.”</p> <ol style="list-style-type: none"> <li>1. Always follow host agencies’ policies and procedures.</li> <li>2. Always consult with supervisor if there is any uncertainty or anything outside the well defined tasks, for example: <ul style="list-style-type: none"> <li>• Name requests</li> <li>• Unreasonable order time frames</li> <li>• Emergency messages</li> </ul> </li> </ol>	01-24-D110-EP

OUTLINE	AIDS & CUES
<p>D. Multi-tasking and Flexibility Skills</p> <p>Being flexible and able to multitask is an important part of the job.</p> <p><b>SHARE EXAMPLES.</b></p> <ul style="list-style-type: none"> <li>• Adapt to host agencies’ policies and procedures.</li> <li>• Able to respond to changing priorities and multiple tasks.</li> <li>• Adapt to different types of communication equipment and their uses.</li> </ul>	<p>01-25-D110-EP</p>
<p>E. Assignment Procedures</p> <p>This section discusses examples of what an EDRC needs to know for their own mobilization/demobilization and briefings (initial and shift).</p> <p><b>FACILITATE A DISCUSSION BY ASKING THE FOLLOWING QUESTIONS. RECORD STUDENTS ANSWERS ON FLIP CHART. ANSWERS ARE <u>NOT</u> IN THE SW. ALLOW STUDENTS TIME TO WRITE ANSWERS IN THEIR SW.</b></p> <ol style="list-style-type: none"> <li>1. What information does an EDRC need to know for mobilization?</li> </ol> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Incident order number</li> <li>• Request number</li> </ul>	<p>01-26-D110-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Incident name</li> <li>• Reporting location and time</li> <li>• Phone contacts</li> <li>• Transportation arrangements</li> <li>• Check-in location</li> <li>• Lodging</li> </ul> <p>2. What should be discussed during the initial briefing?</p> <p><b>EXPLAIN THE PURPOSE OF THE INITIAL BRIEFING.</b></p> <p><b>THERE IS A QUESTION ON THE QUIZ ABOUT INITIAL BRIEFING SO MAKE SURE THE ANSWERS BELOW ARE COVERED.</b></p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Office orientation</li> <li>• Expanded dispatch chain of command</li> <li>• Local office standard operating procedures</li> <li>• Reference material</li> <li>• Schedules</li> <li>• Lodging /meals (per diem)</li> </ul>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Time keeping</li> <li>• Contacts</li> <li>• Incident status</li> <li>• Review PTB</li> <li>• Detailer guide</li> </ul> <p>3. What should be discussed during the shift briefing?</p> <p><b>EXPLAIN THE PURPOSE OF A SHIFT BRIEFING.</b></p> <p><b>THERE IS A QUESTION ON THE QUIZ ABOUT SHIFT BRIEFING SO MAKE SURE THE ANSWERS BELOW ARE COVERED.</b></p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Items needing follow-up (important)</li> <li>• Weather/intelligence</li> <li>• Resource availability</li> <li>• Resource shortage</li> <li>• Changing priority</li> <li>• Incident activities</li> <li>• Shift changes</li> </ul>	

OUTLINE	AIDS & CUES
<p data-bbox="391 283 1019 359">4. What does an EDRC need to do for demobilization?</p> <p data-bbox="201 411 591 447"><b>POSSIBLE ANSWERS:</b></p> <ul data-bbox="492 497 1073 1001" style="list-style-type: none"> <li data-bbox="492 497 854 533">• Close out briefing</li> <li data-bbox="492 581 1073 617">• Identify items needing follow up</li> <li data-bbox="492 665 1024 701">• Receive your final evaluation</li> <li data-bbox="492 749 776 785">• Review PTB</li> <li data-bbox="492 833 980 869">• Close out your time sheets</li> <li data-bbox="492 917 1073 1001">• Confirm your release (<b>last thing the EDRC should do</b>)</li> </ul> <p data-bbox="201 1052 1052 1127"><b>EMPHASIZE THE IMPORTANCE OF “CONFIRM YOUR RELEASE” – THIS IS ON THE QUIZ.</b></p> <p data-bbox="201 1222 716 1257"><b>REVIEW UNIT OBJECTIVES.</b></p> <p data-bbox="201 1352 1027 1428"><b>ORALLY REVIEW THE UNIT BEFORE GIVING THE QUIZ.</b></p> <p data-bbox="201 1478 1000 1554"><b>SEE INSTRUCTIONS FOR THE QUIZ ON THE FOLLOWING PAGE.</b></p>	<p data-bbox="1138 1222 1377 1257">01-27-D110-EP</p>





## UNIT OVERVIEW

**Course** Expanded Dispatch Recorder, D-110

**Unit** 2 – Resource Ordering and Statusing

**Time** 6 Hours

### Objectives

1. Demonstrate the use of established dispatch ordering channels.
2. Complete resource order forms for equipment, crews, supplies, and overhead.
3. Identify forms that supplement the resource order form.
4. Describe resource statusing systems.
5. Identify the following ROSS screens and their functions: New Request, Resource Status, Pending Request, Request Status, Notifiers and Documentation.

### Strategy

This unit gives students hands-on experience with completing resource order forms (hard copy) and a general overview of ROSS.

### Instructional Method(s)

- Informal lecture and/or facilitation with PowerPoints
- Discussion
- Exercises

## **Instructional Aids**

### Equipment

- Computer with LCD projector and presentation software
- Internet access
- Flip chart or white board with markers
- Laser pointer
- Three or more balls of string of different colors
- Large name tags
- Examples of local forms (dispatch log, emergency message, travel request, and documentation)

### Materials – 1 for each student

- Expanded Dispatch Job Aids (optional)
- Position Code List
- Blank resource order and continuation forms (equipment, crew, supply, overhead) – may need more than 1 for each student
- Completed Resource Order Form – Equipment (02-01-D110-HO)
- Completed Resource Order Form – Crew (02-02-D110-HO)
- Completed Resource Order Form – Supplies (02-03-D110-HO)
- Completed Resource Order Form – Overhead (02-04-D110-HO)

### Materials – 1 for each group of 3-4 students

- Mobilization Guide (local, geographic)
- National Interagency Mobilization Guide
- Interagency Standards for Fire and Fire Aviation Operations handbook (“red book”) **and/or** Wildland Fire and Aviation Program Management and Operations Guide (BIA) (“blue book”)

- Interagency Incident Business Management Handbook
- NWCG National Fire Equipment System Catalog, Parts 1 and 2
- Fireline Handbook
- Unit Identifier (instructor develops)
- FAA Airport Identifiers (jet ports) (instructor develops)
- Airline Designators (instructor develops)
- Local References
  - Detailer Handbook
  - Vendor list (Emergency Equipment Rental Agreements), if used at local area (instructor develops)
  - Examples of forms (dispatch log, emergency message, travel request form, documentation form)
- Atlas

### **Special Instructions**

- Become familiar with pages in the Reference Guide referred to in this unit.
- Internet access is required to show online references, ROSS web site, and ROSS screens. For the oral group quiz, ROSS screens will also need to be shown.
- Draw the local ordering channel on a flip chart or create a PowerPoint slide showing the channel.
- Check readability of PowerPoint slides for resource order forms using the LCD projector that will be used in the classroom. If slides are not readable consider using a different LCD projector, overheads, or other acceptable option.
- The colored resource order form that shows the relationship between the blocks on the form and ROSS screens is mentioned in this unit; however, it is not recommended that the form be reviewed in this course because it can be confusing to students.

## Exercises

There are six exercises in this unit – some of which require advance preparation. **Before presenting the exercises, you must thoroughly review all instructions, PowerPoints, and handouts, and obtain all supplies and materials.**

- The Ordering Channel Web (pages 2.11 – 2.14).
- Using References (pages 2.20 – 2.23).
- Completing a Resource Order Form for Equipment (pages 2.36 – 2.38).
- Completing a Resource Order Form for Crews (pages 2.39 – 2.41).
- Completing a Resource Order Form for Supplies (pages 2.42 – 2.44).
- Completing a Resource Order Form for Overhead (pages 2.45 – 2.48).

## Evaluation Method(s)

There is an oral group quiz that is not graded.

## Outline

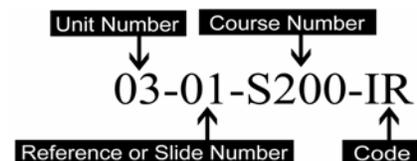
Since this is a long unit, **write the Roman numeral and capital letter headings of the unit outline on a white board or flip chart** (see example below). Refer to the outline throughout the unit to help students follow along.

- I. Established Dispatch Ordering Channels
- II. Resource Ordering Process
- III. Reference Materials and Their Uses
- IV. Resource Order Form
- V. Supplemental Forms
- VI. Resource Statusing Systems
- VII. ROSS

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook    SR – Student Reference  
HO – Handout              EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Expanded Dispatch Recorder, D-110

UNIT: 2 – Resource Ordering and Statusing

OUTLINE	AIDS & CUES
<b>TITLE SLIDE.</b>	02-01-D110-EP
<b>PRESENT UNIT OBJECTIVES.</b>	02-02-D110-EP 02-03-D110-EP
<b>REFER STUDENTS TO THE UNIT OUTLINE ON THE WHITE BOARD/FLIP CHART. TELL THEM THIS IS A LONG UNIT AND GIVE THEM A SHORT OVERVIEW OF THE MAJOR HEADINGS.</b>	
I. ESTABLISHED DISPATCH ORDERING CHANNELS	02-04-D110-EP
Established dispatch ordering channels are the accepted avenues of transferring information and resource orders.	02-05-D110-EP
They are the paths that resource orders follow from one organization level to the next.	
A. Why do we use Ordering Channels?	
<b>GIVE EXAMPLES TO HIGHLIGHT EACH BENEFIT.</b>	
<ul style="list-style-type: none"> <li>• Rapid movement of resources</li> <li>• Efficient utilization of resources</li> <li>• Cost effectiveness</li> </ul>	

OUTLINE	AIDS & CUES
<p data-bbox="298 283 873 321">B. Examples of Ordering Channels</p> <p data-bbox="393 369 1013 489">There are many different ways a resource request can move through the ordering channels.</p> <p data-bbox="393 537 969 575">1. Example of an ordering channel</p> <p data-bbox="488 623 1071 743">This is <b>one example</b> of how a resource request may move through an ordering channel:</p> <ul data-bbox="488 791 711 829" style="list-style-type: none"> <li data-bbox="488 791 711 829">• Incident</li> </ul> <p data-bbox="583 877 1091 997">The ordering channel starts when the incident requests a resource(s) from the local dispatch center.</p> <ul data-bbox="488 1050 906 1087" style="list-style-type: none"> <li data-bbox="488 1050 906 1087">• Local dispatch center</li> </ul> <p data-bbox="583 1136 1081 1297">If the local dispatch can find the resource from a local agency, vendor or compact then the order is filled.</p> <p data-bbox="583 1346 1094 1549">However, if local dispatch can't find the resource locally then they pass the request up to the Geographic Area Coordination Center.</p> <p data-bbox="583 1598 1057 1724">Another option may be to order directly from a neighboring dispatch center(s).</p> <p data-bbox="203 1772 1029 1810"><b>EXPLAIN NEIGHBORING DISPATCH CENTER.</b></p>	<p data-bbox="1138 537 1377 575">02-06-D110-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li data-bbox="492 285 1049 363">• Geographic Area Coordination Center (GACC)</li> </ul> <p data-bbox="583 413 1029 533">The GACC tries to find the resource at one of its dispatch centers in its geographic area.</p> <p data-bbox="583 583 1101 703">If the GACC finds the resource at one of its dispatch centers then the order is filled.</p> <p data-bbox="583 753 1094 961">However, if the GACC can't find the resource at one of the dispatch centers then the GACC will pass the request up to the National Interagency Coordination Center.</p> <ul style="list-style-type: none"> <li data-bbox="492 1012 1105 1089">• National Interagency Coordination Center (NICC)</li> </ul> <p data-bbox="583 1140 1084 1302">NICC sends the request to one of the other GACCs, who sends the request to their local agencies to see if it can be filled.</p> <ul style="list-style-type: none"> <li data-bbox="492 1352 1084 1472">• The organization that fills the order is referred to as the sending agency.</li> <li data-bbox="492 1522 1102 1730">• During demobilization, the resource is released (returned to the sending unit) by going through the same ordering channel in reverse.</li> </ul>	

OUTLINE	AIDS & CUES
<p>2. Local example</p> <p><b>REFER STUDENTS TO LOCAL ORDERING CHANNEL (INSTRUCTOR DEVELOPS) AND EXPLAIN HOW IT WORKS. DISCUSS WHAT HAPPENS WHEN A RESOURCE IS RELEASED.</b></p>	02-07-D110-EP
<p>II. RESOURCE ORDERING PROCESS</p>	02-08-D110-EP
<p>A. Methods for Processing Resource Orders</p> <p>There are two methods for processing resource orders:</p> <p>1. Resource order form (card stock)</p> <ul style="list-style-type: none"> <li>• This is a manual method that is still used as a back up system.</li> </ul>	02-09-D110-EP
<p><b>SHOW STUDENTS AN EXAMPLE OF A RESOURCE ORDER FORM.</b></p> <ul style="list-style-type: none"> <li>• It was the foundation for the development of automated systems.</li> </ul> <p>2. Resource Ordering and Status System (ROSS)</p> <p>This is a web based program that automates the resource ordering process.</p>	
<p><b>INFORM STUDENTS THAT ROSS WILL BE DISCUSSED IN MORE DETAIL LATER IN THIS UNIT.</b></p>	

OUTLINE	AIDS & CUES
<p data-bbox="298 283 477 321">B. Steps</p> <p data-bbox="393 369 1089 447">Common steps for processing a resource order include:</p> <p data-bbox="203 497 1083 533"><b>EXPLAIN THESE STEPS BY USING AN EXAMPLE.</b></p> <ol data-bbox="393 583 1105 1388" style="list-style-type: none"> <li data-bbox="393 583 922 621">1. Receive request for resource.</li> <li data-bbox="393 667 797 705">2. Try to find resource.</li> <li data-bbox="393 751 1008 957">3. Either fill or pass (up or down) the request. <ul style="list-style-type: none"> <li data-bbox="492 884 1105 957">• If the resource is found the request is filled.</li> <li data-bbox="492 1010 1024 1083">• If resource is NOT found, the request is passed up or down.</li> </ul> </li> <li data-bbox="393 1136 1101 1388">4. Document continuously so resources can be tracked. <ul style="list-style-type: none"> <li data-bbox="492 1262 1073 1388">• It is extremely important that the status of any resource can be determined at any given time.</li> </ul> </li> </ol>	<p data-bbox="1138 283 1382 321">02-10-D110-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="298 283 747 321">C. Important Terminology</p> <p data-bbox="201 369 1081 405"><b>EXPLAIN THESE TERMS BY GIVING EXAMPLES.</b></p> <ol style="list-style-type: none"> <li data-bbox="396 455 802 491">1. Unable to Fill (UTF) <ul style="list-style-type: none"> <li data-bbox="493 539 1062 659">• When a unit receives a request, they must fill the request if they can.</li> <li data-bbox="493 709 1101 869">• If the request cannot be filled within a specified period of time, the request is returned as unable to fill.</li> <li data-bbox="493 919 1084 1087">• The specified period of time is determined by local area and national policy (National Interagency Mobilization Guide).</li> </ul> </li> <li data-bbox="396 1138 643 1173">2. Canceling <ul style="list-style-type: none"> <li data-bbox="493 1222 1036 1299">• Unable to fill is different from canceling.</li> <li data-bbox="493 1350 1078 1470">• The unable to fill is done by the filling unit; the canceling is done by the requesting incident.</li> </ul> </li> <li data-bbox="396 1520 701 1556">3. Closest forces <ul style="list-style-type: none"> <li data-bbox="493 1604 1088 1724">• The closest equivalent resource is assigned regardless of agency affiliation.</li> </ul> </li> </ol>	<p data-bbox="1138 283 1377 321">02-11-D110-EP</p>

OUTLINE	AIDS & CUES
<p><b>ADMINISTER EXERCISE.</b></p> <p><u>Exercise Title:</u> The Ordering Channel Web</p> <p><u>Purpose:</u> To help students understand how ordering channels work by simulating a resource request moving through the ordering channels.</p> <p><u>Overview:</u> Students will simulate the resource ordering process by tossing a ball of string, which represents a request, to different contacts (local dispatch center, GACC, NICC) in the ordering channel.</p> <p><u>Time:</u> 15 minutes</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Three or more balls of string (different colors) to represent functional areas (equipment, crews, overhead) (1 set for each group)</li> <li>• Large name tags</li> </ul> <p><u>Preparation:</u></p> <p>This exercise requires <b>advance preparation</b>. Instructors need to develop a scenario that is tailored to the local area. Use the following example scenario as a guideline:</p> <p>The student representing the incident begins by tossing a ball of string (which represents a resource request), while holding on to one end, to the student representing the local dispatch center.</p> <p>The local dispatch center (while holding the string), tosses the ball of string to a local unit, compact, or vendor to see if the resource can be filled.</p>	<p>02-12-D110-EP</p>

OUTLINE	AIDS & CUES
<p>The local unit, compact, or vendor can't fill the request so they toss it back to the local dispatch center.</p> <p>The local dispatch center (while holding the end of the string), tosses the ball of string (the resource request) to their GACC.</p> <p>The GACC (while holding the end of the string) tosses the ball of string to one of their other dispatch centers.</p> <p>That dispatch center (while holding the end of the string) tosses the ball of string to a local unit or vendor.</p> <p>The unit or vendor cannot fill the request so they toss the ball of string back to the dispatch center who tosses it back to the GACC.</p> <p>The GACC (while holding the end of the string) tosses the ball to NICC (while holding the end of the string) who tosses to a different GACC (while holding the string) who tosses it to a dispatch center (while holding the string) who tosses it to a local unit or vendor, etc.</p> <p>To symbolize resource release, the incident drops the string and the sending unit rolls the string back, pulling it through the system until the resource is returned to the sending unit.</p> <p>The requests can be filled, UTFed, or cancelled at different stages of the process:</p> <ul style="list-style-type: none"><li>• If an order is filled, the filling unit holds the ball.</li><li>• If an order is UTFed, the ball is tossed back to the location from which it was received.</li></ul>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Except for UTFs, all locations which the order passed through need to hold the string until the resource is demobed or cancelled.</li> <li>• When a request is cancelled, the <b>incident</b> needs to roll the string back up passing the information through all dispatch centers.</li> </ul> <p>Once you have completed the three requests (by using a different color of string), demonstrate that demobilization goes through the same ordering channels in reverse.</p> <p>To symbolize resource release, the incident drops the string of an individual resource and the sending unit rolls the string back, pulling it through the system until the resource is returned to the sending unit.</p> <p><u>Exercise Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Consider dividing students into smaller groups and having each small group do the exercise simultaneously to allow more students an opportunity to participate.</li> <li>2. Designate, label, and position students around the room to represent the following contacts in the local ordering channel: <ul style="list-style-type: none"> <li>• Incident</li> <li>• Local dispatch</li> <li>• Local units, compacts, vendors</li> <li>• Local GACC</li> <li>• NICC</li> <li>• GACC</li> <li>• Dispatch</li> <li>• Units and vendors</li> </ul> </li> </ol>	

OUTLINE	AIDS & CUES
<p>3. Start scenario by giving the student who represents the “incident” a ball of string (which represents a request) and give directions on where to throw the string, based on local scenario. Continue giving directions. <b>Remind students to hold the string, as appropriate.</b></p> <p>4. Multiple requests will be simulated by using three or more balls of string (different colors) representing three functional areas (equipment, crews, overhead).</p> <p>5. Go slow and be careful about using acronyms.</p> <p>6. When scenario is finished, discuss the exercise with students:</p> <ul style="list-style-type: none"> <li>• Emphasize the complexity of the ordering channel.</li> <li>• The purpose of using closest forces.</li> <li>• The difference between UTF and cancel.</li> </ul> <p>7. Encourage feedback and questions from students.</p> <p><b><u>End of Exercise.</u></b></p> <p><b>REFER STUDENTS TO THE UNIT OUTLINE ON FLIP CHART OR BOARD AND POINT TO “REFERENCE MATERIALS AND THEIR USES.” THIS WILL HELP STUDENTS TRANSITION FROM THE EXERCISE BACK TO THE OUTLINE.</b></p>	

OUTLINE	AIDS & CUES
<p>III. REFERENCE MATERIALS AND THEIR USES</p>	<p>02-13-D110-EP</p>
<p>A. Introduction</p> <ul style="list-style-type: none"> <li>• An EDRC has to be familiar with several reference materials and be able to use them.</li> <li>• Many of these references are available online, for example the NICC web site:   <a href="http://www.nifc.gov/nicc/index.htm">http://www.nifc.gov/nicc/index.htm</a></li> </ul> <p>However, an EDRC may not always have access to the internet.</p>	<p>02-14-D110-EP</p>
<p>B. Expanded Dispatch Job Aids</p> <p><b>SHOW HARD COPIES AND WEB VERSIONS. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <p>C. Mobilization Guide (local, geographic, national)</p> <p><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <p>Mobilization Guides identify standard procedures which guide the operations of multi-agency logistical support activity.</p>	<p>02-15-D110-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="298 285 980 365">D. Interagency Standards for Fire and Fire Aviation Operations (“red book”)</p> <p data-bbox="203 413 1102 617"><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <p data-bbox="394 667 1065 789">A reference for current operational policies, procedures and guidelines for managing wildland fire and fire aviation operations for:</p> <ul data-bbox="394 840 1040 1003" style="list-style-type: none"> <li>• Bureau of Land Management (BLM)</li> <li>• Forest Service (USFS)</li> <li>• Fish and Wildlife Service (FWS)</li> <li>• National Park Service (NPS)</li> </ul> <p data-bbox="298 1052 1097 1173">E. Wildland Fire and Aviation Program Management and Operations Guide (Bureau of Indian Affairs) (“blue book”)</p> <p data-bbox="203 1224 1102 1428"><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <p data-bbox="394 1478 1078 1642">Reference guide that documents the standards for operations and business practices of the Bureau of Indian Affairs Wildland Fire and Aviation Management.</p>	

OUTLINE	AIDS & CUES
<p>F. Interagency Incident Business Management Handbook</p> <p><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <p>Establishes procedures for uniform application of regulations on the use of human resources, managing and tracking government property, financial coordinator, and other incident business management functions.</p>	
<p>G. NWCG National Fire Equipment System Catalog</p> <p><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <p>This catalog has two parts:</p> <ul style="list-style-type: none"> <li>• Part 1 contains the listings of fire supplies and equipment stocked by all NFES caches for active incident support.</li> <li>• Part 2 contains the listing of interagency publications, training courses and related audio visual material, centrally located at the Great Basin Cache.</li> </ul>	02-16-D110-EP

OUTLINE	AIDS & CUES
<p data-bbox="298 283 678 317">H. Fireline Handbook</p> <p data-bbox="203 369 1102 573"><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <p data-bbox="298 625 623 659">I. Unit Identifiers</p> <p data-bbox="203 711 1102 915"><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <ul data-bbox="396 968 1102 1518" style="list-style-type: none"><li data-bbox="396 968 1102 1262">• This publication contains a list of all the codes that uniquely identify a particular organizational unit within the government or non-government organization recognized by NWCG as a quasi-government wildland fire cooperator.</li><li data-bbox="396 1308 1102 1518">• The unit identifier includes a two letter state identifier followed by a preassigned three or four letter identifier, where typically the last letter identifies a specific agency.</li></ul> <p data-bbox="203 1564 1032 1640"><b>WRITE LOCAL UNIT IDENTIFIERS ON WHITE BOARD.</b></p>	

OUTLINE	AIDS & CUES
<p>J. Position Codes</p> <p><b>SHOW HARD COPY AND WEB VERSION. AS APPROPRIATE, DESCRIBE THE INFORMATION IT CONTAINS, HOW OFTEN IT IS REVISED, AND GIVE AN EXAMPLE OF HOW AN EDRC WOULD USE IT.</b></p> <ul style="list-style-type: none"> <li>• Each position in the Incident Command System has a four letter code (for example: EDRC, EDSD).</li> <li>• <a href="http://iqcs.nwcg.gov/">http://iqcs.nwcg.gov/</a></li> </ul> <p>K. Airline Designators</p> <ul style="list-style-type: none"> <li>• Airlines have a two-letter airline code.</li> <li>• Refer to the Reference Guide, Airline Designator List (page 15), which lists examples of airline designators and web sites where you can find additional information.</li> </ul> <p>L. FAA Airport Identifiers (jet ports)</p> <ul style="list-style-type: none"> <li>• This is a Federal Aviation Administration publication that contains a list of three-letter codes that designate airports.</li> <li>• <a href="http://www.airnav.com/airports">http://www.airnav.com/airports</a></li> </ul> <p>M. Acronyms</p> <p>Refer to the Reference Guide, Acronym List (page 17).</p>	<p>02-17-D110-EP</p>

OUTLINE	AIDS & CUES
<p>N. Atlas</p> <p>O. Local References</p> <ul style="list-style-type: none"> <li>• Detailer Handbook</li> <li>• Vendor list and/or Emergency Equipment Rental Agreement</li> <li>• Forms (dispatch log, emergency message, travel request form, documentation form)</li> </ul> <p><b>ADMINISTER EXERCISE.</b></p> <p><u>Exercise Title:</u> Using References</p> <p><u>Purpose:</u> To give students experience finding information in the various references.</p> <p><u>Overview:</u> This is a hands-on exercise to familiarize students with the reference materials. In small groups, students will use reference materials to answer questions based on short scenarios. There are 13 scenarios; however, scenarios that reflect local protocols can be added.</p> <p><u>Time:</u> 45 minutes</p> <p><u>Materials:</u></p> <p>Each group will need reference materials (see pages 2.2 and 2.3 for list).</p>	<p>02-18-D110-EP</p>

OUTLINE	AIDS & CUES
<p><u>Exercise Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into groups.</li> <li>2. Assign 3-4 scenarios to each group. Tell students if they finish their assigned scenarios they can work on some of the other scenarios.</li> <li>3. Instructors should walk around and answer questions as students are working.</li> <li>4. Have each group present their answers to the class. Facilitate discussion and share personal experiences.</li> </ol> <p><u>Scenario 1:</u> Kim is flying from Sacramento to Phoenix on Southwest Airlines. What are the two jet port designators and the airline designator? Where did you find this information? <b>(Note: May need to explain how to choose airports if there is more than one in a city.)</b></p> <ul style="list-style-type: none"> <li>• <b>Jet ports: SMF and PHX</b></li> <li>• <b>Airline designator: WN</b></li> </ul> <p><u>Scenario 2:</u> Karen is ordered as a personnel time recorder. She is from the White Mountain National Forest in New Hampshire. What is her position code and unit identifier? Where did you find this information?</p> <ul style="list-style-type: none"> <li>• <b>Position code: PTRC</b></li> <li>• <b>Unit identifier: NH-WMF</b></li> </ul> <p><u>Scenario 3:</u> You have a crew from NM-MEA. What is their home unit? Where did you find this information?</p> <ul style="list-style-type: none"> <li>• <b>Mescalero agency (Bureau of Indian Affairs)</b></li> </ul>	

OUTLINE	AIDS & CUES
<p><u>Scenario 4:</u> What is the phone number for Western Great Basin? Where did you find this information?</p> <ul style="list-style-type: none"> <li>• <b>For answer to phone number, see National Interagency Mobilization Guide, Chapter 50</b></li> </ul> <p><u>Scenario 5:</u> The ordering manager calls and requests 10 rolls of dark pink flagging ribbon. What is the NFES number? Where did you find this information?</p> <ul style="list-style-type: none"> <li>• <b>NFES 2401</b></li> </ul> <p><u>Scenario 6:</u> Your support dispatcher tells you to order five packages of general message forms. What is the NFES number? Where did you find this information? (<b>Note: May need to explain general message forms.</b>)</p> <ul style="list-style-type: none"> <li>• <b>NFES 1336</b></li> </ul> <p><u>Scenario 7:</u> The air operations branch director calls and orders a 4390. What is it? What does it weigh? Where did you find this information?</p> <ul style="list-style-type: none"> <li>• <b>Radio starter kit, 905 lbs.</b></li> </ul> <p><u>Scenario 8:</u> What is the tank capacity and minimum personnel for a Type 3 engine? Where did you find this information?</p> <ul style="list-style-type: none"> <li>• <b>500 plus gals; minimum of 3 personnel</b></li> </ul>	

OUTLINE	AIDS & CUES
<p><u>Scenario 9:</u> How many radios and sawyers come with a Type 2 Initial Attack crew? Where did you find this information?</p> <ul style="list-style-type: none"> <li>• <b>4 programmable radios; 3 agency qualified sawyers</b></li> </ul> <p><u>Scenario 10:</u> What is the policy on Rest and Recuperation (R&amp;R) in the Interagency Incident Business Management Handbook? Where did you find this information? (<b>Note: Stress the importance of always using the most current version of this publication and others.</b>)</p> <ul style="list-style-type: none"> <li>• <b>Refer to Incident Business Management Handbook for answer.</b></li> </ul> <p><u>Scenario 11:</u> How many people are on a Buying Team according to the National Mobilization Guide?</p> <ul style="list-style-type: none"> <li>• <b>Refer to Chapter 60, National Interagency Mobilization Guide.</b></li> </ul> <p><u>Scenario 12:</u> In the Expanded Dispatch Job Aid, name two of the nine items needed for a shift briefing.</p> <ul style="list-style-type: none"> <li>• <b>Refer to Expanded Dispatch Job Aids.</b></li> </ul> <p><u>Scenario 13:</u> Where do you find the position checklist for the EDRC position?</p> <ul style="list-style-type: none"> <li>• <b>Expanded Dispatch Job Aids.</b></li> </ul> <p><b><u>End of Exercise.</u></b></p>	

OUTLINE	AIDS & CUES
<p><b>REFER STUDENTS TO THE UNIT OUTLINE ON FLIP CHART OR BOARD AND POINT TO “RESOURCE ORDER FORM.” THIS WILL HELP STUDENTS TRANSITION FROM THE EXERCISE BACK TO THE OUTLINE.</b></p>	
<p>IV. RESOURCE ORDER FORM</p>	<p>02-19-D110-EP</p>
<p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. The resource order form is used to: <ul style="list-style-type: none"> <li>• Document the request, order, mobilization and release of resources.</li> <li>• Track resources on an incident.</li> </ul> </li> <li>2. Dispatchers, logistics coordinators and many other people use the resource order form.</li> </ol>	<p>02-20-D110-EP</p>
<p>B. Legal Documents</p> <p>Resource order forms and all supplemental forms are legal documents that can be subpoenaed and used in lawsuits.</p>	<p>02-21-D110-EP</p>
<p><b>SHARE AN EXAMPLE OF WHEN RESOURCE ORDER FORMS HAVE BEEN USED IN A LAWSUIT.</b></p>	
<p><b>ASK STUDENTS:</b></p> <p>Since resource order forms are legal documents, what does an EDRC need to consider when completing a form?</p>	

OUTLINE	AIDS & CUES
<p><b>DISCUSS ANSWERS WITH STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Information needs to be accurate.</li> <li>• Form needs to be complete – all information documented (don't use sticky notes).</li> <li>• Form needs to be readable – write legibly.</li> </ul> <p>C. Resource Functions</p> <p>Resources are categorized into five functions and each function has its own form.</p>	<p>02-22-D110-EP</p>
<p><b>THE POWERPOINT HAS SEVERAL SLIDES THAT SHOW EXAMPLES OF RESOURCES FOR EACH FUNCTION.</b></p> <ol style="list-style-type: none"> <li>1. Equipment, such as: <ul style="list-style-type: none"> <li>• Rolling stock</li> <li>• Showers</li> <li>• Caterers</li> <li>• Infrared machines</li> <li>• Laptops</li> <li>• Radios</li> </ul> </li> <li>2. Crews <ol style="list-style-type: none"> <li>a. Camp crew <p>An organized group of camp personnel under the leadership of a supervisor.</p> </li> </ol> </li> </ol>	<p>02-23-D110-EP thru 02-27-D110-EP</p> <p>02-28-D110-EP</p>

OUTLINE	AIDS & CUES
<p>b. Hand crew</p> <p>An organized group of firefighters under the leadership of a crew boss.</p>	02-29-D110-EP
<p>3. Supplies</p> <ul style="list-style-type: none"> <li>• All NFES items</li> <li>• Expendable items</li> <li>• Services</li> </ul>	02-30-D110-EP thru 02-32-D110-EP
<p>4. Overhead</p> <ul style="list-style-type: none"> <li>• Single resource personnel</li> <li>• Teams</li> </ul>	02-33-D110-EP
<p>5. Aircraft</p> <p>As discussed earlier, expanded dispatch typically does not order aircraft; this is done by the local aircraft desk.</p> <p>However, sometimes non-tactical or logistical aircraft is handled by EDSD or EDSP in expanded dispatch (not EDRC).</p>	02-34-D110-EP
<p>D. National Resources</p> <p>There are also national resources. These are resources, such as infrared equipment, that have national utilization, high demand, limited availability, and unique status reporting requirements identified by NICC.</p> <p><b>GIVE OTHER EXAMPLES OF NATIONAL RESOURCES.</b></p>	02-35-D110-EP



OUTLINE	AIDS & CUES
<p>G. Block by Block Instructions</p> <p>Refer to the Reference Guide, Resource Order Forms - Block by Block Instructions (pages 27-30).</p> <p><b>REVIEW BLOCK BY BLOCK INSTRUCTIONS.</b></p> <ul style="list-style-type: none"> <li>• Use this as a reference when completing resource order forms.</li> </ul> <p><b>TELL STUDENTS THEY WILL BE COMPLETING RESOURCE ORDER FORMS AS AN EXERCISE AT THE END OF THIS UNIT.</b></p>	<p>02-43-D110-EP</p>
<p>V. SUPPLEMENTAL FORMS</p> <p><b>REFER STUDENTS TO UNIT OUTLINE ON WHITE BOARD AND REVIEW.</b></p>	<p>02-44-D110-EP</p>
<p>A. Introduction</p> <ul style="list-style-type: none"> <li>• Supplemental forms are often used to provide additional information so requests can be processed efficiently.</li> <li>• The format of these forms may vary by geographic area; however, content is usually very similar.</li> </ul>	<p>02-45-D110-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="298 283 602 317">B. EDRC's Role</p> <ul data-bbox="396 369 1094 701" style="list-style-type: none"> <li data-bbox="396 369 1024 449">• EDRC does not typically have to complete these supplemental forms.</li> <li data-bbox="396 499 1094 701">• However, EDRC needs to be familiar with them because they may be asked to do a task related to the forms, such as distribute the form or get a specific form from the fax machine.</li> </ul> <p data-bbox="298 751 886 785">C. Aircraft Flight Request/Schedule</p> <p data-bbox="396 835 1110 915">Refer to Aircraft Flight Request/Schedule in the Reference Guide (page 31).</p> <ul data-bbox="396 966 1110 1381" style="list-style-type: none"> <li data-bbox="396 966 1068 1087">• This form is used to request an aircraft for transportation of personnel and supplies.</li> <li data-bbox="396 1138 1110 1255">• The form is a record showing aircraft use, personnel and cargo transported, and cost information.</li> <li data-bbox="396 1306 992 1381">• This form may be attached to any Resource Order Form.</li> </ul>	<p data-bbox="1138 751 1377 785">02-46-D110-EP</p>

OUTLINE	AIDS & CUES
<p>D. Passenger and Cargo Manifest</p> <p>Refer to Passenger and Cargo Manifest in the Reference Guide (page 33).</p> <ul style="list-style-type: none"> <li>• Identifies individuals and/or cargo being transported.</li> <li>• This form may be attached to any resource order form.</li> <li>• See supervisor for distribution instructions.</li> </ul>	02-47-D110-EP
<p>E. Food Service Request</p> <p>Refer to Food Service Request in the Reference Guide (page 35).</p>	02-48-D110-EP
<p><b>REVIEW THIS FORM IN A LITTLE MORE DEPTH BECAUSE IT IS AN INPUT DURING THE FINAL EXERCISE.</b></p>	
<ul style="list-style-type: none"> <li>• Provides additional information needed by NICC and the caterer to provide required services in a timely manner.</li> <li>• Dispatch uses it as a checklist to ensure support for the caterer.</li> <li>• This is required any time a national caterer is ordered.</li> <li>• This form is attached to the Equipment resource order.</li> </ul>	

OUTLINE	AIDS & CUES
<p>F. Detail Request</p> <p>Refer to Preparedness/Detail Request in the Reference Guide (page 37).</p> <ul style="list-style-type: none"> <li>• This is used to request individual resources for extended or pre-arranged assignments.</li> <li>• Form may be attached to Overhead, Equipment, and Crew resource orders.</li> </ul>	02-49-D110-EP
<p>G. General Message (ICS 213)</p> <p>Refer to General Message in the Reference Guide (page 39).</p> <ul style="list-style-type: none"> <li>• A standard form used to relay information.</li> <li>• Form may be attached to any type of resource order.</li> </ul>	02-50-D110-EP
<p>H. Local Forms</p> <p>Examples of local forms include:</p> <p><b>SHOW AND DESCRIBE LOCAL FORMS AS APPROPRIATE.</b></p> <ul style="list-style-type: none"> <li>• Dispatch log</li> <li>• Emergency message</li> <li>• Travel request</li> <li>• Documentation</li> </ul>	02-51-D110-EP

OUTLINE	AIDS & CUES
<p>VI. RESOURCE STATUSING SYSTEMS</p> <p><b>REFER STUDENTS TO UNIT OUTLINE ON WHITE BOARD/FLIP CHART AND REVIEW.</b></p>	02-52-D110-EP
<p>Resource statusing system refers to different methods or tools for tracking resources.</p> <p>There are several different methods and sometimes a combination of methods is used.</p>	02-53-D110-EP
<p>A. Automated Systems</p> <p>Resources can be tracked using computer aided dispatch (CAD) and computer databases; however, ROSS is the standard automated system.</p> <p>Technology is constantly changing so newer systems may be developed.</p>	02-54-D110-EP
<p>B. Manual Systems</p> <p>Manual systems are still sometimes used to track resources. Examples of these systems include:</p> <ul style="list-style-type: none"> <li>• Resource order form</li> <li>• T-cards</li> <li>• Flip charts</li> <li>• Maps</li> <li>• Magnet board</li> <li>• Dry erase</li> </ul>	02-55-D110-EP
<p>C. Local Systems</p> <p><b>DESCRIBE WHAT SYSTEM IS USED LOCALLY FOR TRACKING RESOURCES.</b></p>	02-56-D110-EP

OUTLINE	AIDS & CUES
<p>VII. ROSS</p> <p>ROSS is a web-based program that automates the resource ordering, status, and reporting process, and provides near real-time status of resource orders.</p> <p>It allows dispatch offices to electronically exchange and track all resources mobilized by the incident dispatch community nationally.</p>	<p>02-57-D110-EP</p> <p>02-58-D110-EP</p>
<p><b>GIVE AN EXAMPLE OF HOW ROSS CAN BE USED.</b></p>	
<p><b>ASK STUDENTS:</b></p>	
<p>What benefits does ROSS provide?</p> <ul style="list-style-type: none"> <li>• Reduces labor intensive practices</li> <li>• Increases customer services</li> <li>• Improves communication</li> <li>• Lowers cost associated with delivery services to field operations</li> </ul>	<p>02-59-D110-EP</p>
<p>A. ROSS Web Site – <a href="http://ross.nwcg.gov">http://ross.nwcg.gov</a></p> <p>There are many helpful features on the ROSS website and it is continuously being updated.</p>	<p>02-60-D110-EP</p>
<p><b>SHOW STUDENTS THE ROSS WEB SITE AND HIGHLIGHT THE FEATURES BELOW.</b></p> <ul style="list-style-type: none"> <li>• User’s Guide</li> <li>• Quick Reference Cards</li> <li>• EDRC Training Path</li> </ul>	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Resource Order Form - Color <p style="margin-left: 40px;">This is a colored resource order form that shows the relationship between the blocks on the form and ROSS screens.</p> <p><b>THIS FORM CAN BE CONFUSING TO STUDENTS SO BE CAREFUL IF YOU DECIDE TO REVIEW IT.</b></p> <p>B. ROSS Screens and Functions</p> <p><b>SHOW STUDENTS ROSS SCREENS AND DESCRIBE AS APPROPRIATE. THIS IS A BRIEF OVERVIEW; DO NOT GO IN DEPTH.</b></p> <ul style="list-style-type: none"> <li>• <b>New Request</b> <p style="margin-left: 40px;">This screen is used to enter a new request.</p> <p><b>ASK STUDENTS:</b></p> <p style="margin-left: 40px;">What part of the resource order form does this screen refer to?</p> </li> <li>• <b>Resource Status</b> <p style="margin-left: 40px;">This screen is used to determine availability or status of local resources.</p> </li> <li>• <b>Pending Request</b> <p style="margin-left: 40px;">This screen is used to open orders requiring action. If you need to see orders that are pending at your dispatch unit– this is where you would go.</p> </li> </ul> </li> </ul>	<p>02-61-D110-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"><li data-bbox="396 285 716 321">• <b>Request Status</b></li></ul> <p data-bbox="475 369 1089 491">This screen is used to see the status of all requests that were passed through your dispatch center.</p> <p data-bbox="203 539 896 575"><b>EXPLAIN HOW THIS SCREEN IS USED.</b></p> <ul style="list-style-type: none"><li data-bbox="396 625 618 661">• <b>Notifiers</b></li></ul> <p data-bbox="475 709 891 745">This screen is for messages.</p> <ul style="list-style-type: none"><li data-bbox="396 795 586 831">• <b>Travel</b></li></ul> <p data-bbox="475 879 1024 957">This screen is used to enter and view travel information.</p> <ul style="list-style-type: none"><li data-bbox="396 1008 721 1043">• <b>Documentation</b></li></ul> <p data-bbox="475 1092 1101 1169">This is a sub-screen where documentation is entered.</p> <ul style="list-style-type: none"><li data-bbox="475 1220 1024 1297">– This can be accessed from most ROSS screens.</li><li data-bbox="475 1348 1084 1425">– Documentation can <b>not</b> be edited or deleted.</li></ul> <p data-bbox="203 1476 1052 1598"><b>BRIEFLY REVIEW WHAT HAS BEEN COVERED USING THE UNIT OUTLINE ON THE WHITE BOARD.</b></p>	

OUTLINE	AIDS & CUES
<p><b>ADMINISTER EXERCISE - TELL STUDENTS THEY ARE NOW GOING TO COMPLETE FOUR RESOURCE ORDER FORMS.</b></p> <p><u>Exercise Title:</u> Completing a Resource Order Form for Equipment</p> <p><u>Purpose:</u> To provide students with experience of completing a resource order form – block by block – for <b>equipment</b>.</p> <p><u>Overview:</u> The instructor will give verbal inputs and students will complete the form. The PowerPoint will highlight each block on the form consecutively; the instructor provides the input and the PowerPoint inserts the answers.</p> <p><u>Time:</u> 30 minutes</p> <p><u>Materials - Instructor:</u></p> <ul style="list-style-type: none"> <li>• 02-01-D110-HO (<b>This is the answer key; use it to provide the inputs – do not hand out to students until the end of the exercise</b>)</li> </ul> <p><u>Materials - Students:</u></p> <ul style="list-style-type: none"> <li>• Blank resource order form for equipment (1 per student)</li> <li>• Reference Guide, Resource Order Forms - Block by Block Instructions, pages 27-30.</li> <li>• 02-01-D110-HO (1 per student at end of exercise)</li> </ul>	<p>02-62-D110-EP</p>

OUTLINE	AIDS & CUES
<p><u>Exercise Instructions:</u></p> <ol style="list-style-type: none"> <li>1. This is a scenario-based exercise where students role play an EDRC on the Smokey Tree Fire; this means they need to use their own initials on the form.</li> <li>2. Make sure students have materials.</li> <li>3. Try to stay focused because students will ask a lot of questions that are either too complicated to answer at this time or will be addressed later in the unit.</li> <li>4. Click on slide 63 to highlight block 1. <ul style="list-style-type: none"> <li>• Verbally give the input for block 1 using the answer key. For example, the instructor may say: <ul style="list-style-type: none"> <li>– “Block 1 - This incident started on 7/6/XX at 1300.”</li> </ul> </li> <li>• Students should write information in block 1.</li> <li>• Click slide again; the answer will appear in block 1.</li> <li>• Discuss as appropriate.</li> </ul> </li> </ol>	<p>02-63-D110-EP (animated)</p>

OUTLINE	AIDS & CUES
<p>5. Click on slide again to highlight block 2.</p> <ul style="list-style-type: none"> <li>• Verbally give the input for block 2 using the answer key: <ul style="list-style-type: none"> <li>– “Block 2 - The incident project name is Smokey Tree.”</li> </ul> </li> <li>• Students should write information in block 2.</li> <li>• Click slide again; the answer will appear in block 2.</li> <li>• Discuss as appropriate.</li> </ul> <p>6. Continue providing inputs and answers for the rest of the blocks.</p> <ul style="list-style-type: none"> <li>• When you come to block 12, tell students that “SI” on the answer key stands for “student’s initials.”</li> <li>• Pace this section to make sure students are keeping up.</li> </ul> <p>7. When all the inputs have been given, hand out the answer key.</p> <p>8. Discuss the exercise and answer questions.</p> <p><b><u>End of Exercise.</u></b></p>	<p>02-01-D110-HO</p>

OUTLINE	AIDS & CUES
<p><b>ADMINISTER EXERCISE.</b></p> <p><u>Exercise Title:</u> Completing a Resource Order Form for Crews</p> <p><u>Purpose:</u> To provide students with experience of completing a resource order form for <b>crews</b>.</p> <p><u>Overview:</u> This exercise is different from the previous exercise. The instructor has flexibility in determining what order to give the inputs. The blocks are not highlighted on the PowerPoint – instead use the laser pointer to indicate which block the students need to complete. Also, the answers will not appear on the PowerPoint.</p> <p><u>Time:</u> 30 minutes</p> <p><u>Materials - Instructor:</u></p> <ul style="list-style-type: none"> <li>• Laser pointer</li> <li>• 02-02-D110-HO (<b>This is the answer key; use it to provide the inputs – do not hand out to students until the end of the exercise</b>)</li> </ul> <p><u>Materials - Students:</u></p> <ul style="list-style-type: none"> <li>• Blank resource order form for crews (1 per student)</li> <li>• Reference Guide, Resource Order Forms - Block by Block Instructions, pages 27-30.</li> <li>• 02-02-D110-HO (1 per student at end of exercise)</li> </ul>	<p>02-64-D110-EP</p>

OUTLINE	AIDS & CUES
<p><u>Preparation:</u></p> <p>This exercise requires <b>advance planning</b>. The instructor needs to determine what order to provide the inputs and how to say the inputs.</p> <p><u>Exercise Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Make sure students have materials.</li> <li>2. Tell students that they will be going through the process of filling out a resource order form for <b>crews</b>.</li> <li>3. Tell students not to enter information for blocks 1-11 because we are assuming it is the same information that was on <b>equipment</b> resource order form.</li> <li>4. While showing slide 65, verbally give inputs using the answer key. <ul style="list-style-type: none"> <li>• Indicate with a laser pointer which block students need to complete. For example, the instructor may say: <ul style="list-style-type: none"> <li>– “We are starting with Block 12, request number – the first request number is C-1.”</li> </ul> </li> <li>• Or provide the input as a scenario, for example: <ul style="list-style-type: none"> <li>– “Steph, the ordering manager, calls and requests a Type 1 crew. She needs the crew on 7/6 at 1800.”</li> </ul> </li> </ul> </li> <li>5. After each input, or as appropriate, facilitate a discussion by asking students what they wrote on the form.</li> </ol>	<p>02-65-D110-EP</p>

OUTLINE	AIDS & CUES
6. Continue providing inputs and answers for the rest of the blocks. Give students tips as you go through each block.	
7. Pace this section to make sure all students are keeping up.	
8. When all the inputs have been given, hand out the answer key. Remind students that “SI” on the answer key stands for “student’s initials.”	
9. When all the inputs have been given, hand out the answer key.	02-02-D110-HO
10. Discuss answers using slide 66.	02-66-D110-EP
<b><u>End of Exercise.</u></b>	

OUTLINE	AIDS & CUES
<p><b>ADMINISTER EXERCISE.</b></p> <p><u>Exercise Title:</u> Completing a Resource Order Form for Supplies</p> <p><u>Purpose:</u> To provide students with experience of completing a resource order form for <b>supplies</b>.</p> <p><u>Overview:</u> This exercise follows the same process as the previous exercise (crew resource order form). The instructor has flexibility in determining what order to give the inputs. The blocks are not highlighted on the slide – instead use the laser pointer to indicate which block the students need to complete. Also, the answers will <b>not</b> appear on the slide.</p> <p><u>Time:</u> 30 minutes</p> <p><u>Materials - Instructor:</u></p> <ul style="list-style-type: none"> <li>• Laser pointer</li> <li>• 02-03-D110-HO (<b>This is the answer key; use it to provide the inputs – do not hand out to students until the end of the exercise</b>)</li> </ul> <p><u>Materials - Students:</u></p> <ul style="list-style-type: none"> <li>• Blank resource order form for supplies (1 per student)</li> <li>• Reference Guide, Resource Order Form - Block by Block Instructions, pages 27-30.</li> <li>• 02-03-D110-HO (1 per student at end of exercise)</li> </ul>	<p>02-67-D110-EP</p>

OUTLINE	AIDS & CUES
<p><u>Preparation:</u></p> <p>This exercise requires <b>advance planning</b>. The instructor needs to determine what order to provide the inputs and how to say the inputs.</p> <p><u>Exercise Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Make sure students have materials.</li> <li>2. Tell students that they will be going through the process of filling out a resource order form for <b>supplies</b>.</li> <li>3. Tell students not to enter information in blocks 1-11.</li> <li>4. While showing slide 68, verbally give inputs using the answer key. <ul style="list-style-type: none"> <li>• Indicate with a laser pointer which block students need to complete. For example, the instructor may say: <ul style="list-style-type: none"> <li>– “Block 12, request number - The first request number is S-1.”</li> </ul> </li> <li>• Or provide the input as a scenario, for example: <ul style="list-style-type: none"> <li>– “On July 7 at 0800 the ordering manager contacts you and needs a Command/Logistics Radio System by 0800 on July 8.”</li> </ul> </li> </ul> </li> <li>5. After each input or as appropriate, facilitate a discussion with students by asking them what they wrote on the form.</li> </ol>	<p>02-68-D110-EP</p>

OUTLINE	AIDS & CUES
<p>6. You may need to provide students with additional information, for example when you give the input for batteries you will need to explain “ea” and “standard pack” or you may want to have students look up NFES# instead of providing the number to them.</p> <p>7. Continue providing inputs and answers for the rest of the blocks. Give students tips as you go through each block.</p> <p>8. Pace this section to make sure students are keeping up.</p> <p>9. When all the inputs have been given, hand out the answer key.</p> <p>10. Discuss answers using slide 69.</p>	
<p><b><u>End of Exercise.</u></b></p>	<p>02-03-D110-HO</p> <p>02-69-D110-EP</p>

OUTLINE	AIDS & CUES
<p><b>ADMINISTER EXERCISE.</b></p> <p><u>Exercise Title:</u> Completing a Resource Order Form for Overhead</p> <p><u>Purpose:</u> To provide students with experience of completing a resource order form for <b>overhead</b>.</p> <p><u>Overview:</u> This exercise has a different format than the previous exercises. Students will complete a resource order form for <b>overhead</b>. The instructor will use PowerPoint slides to give the inputs. This exercise is a mini-version of the final exercise.</p> <p><u>Time:</u> 30 minutes</p> <p><u>Materials - Instructor:</u></p> <ul style="list-style-type: none"> <li>• 02-04-D110-HO (<b>This is the answer key; do not hand out to students until the end of the exercise</b>)</li> </ul> <p><u>Materials - Students:</u></p> <ul style="list-style-type: none"> <li>• Blank resource order form for overhead (1 per student)</li> <li>• Reference Guide, Resource Order Form - Block by Block Instructions, pages 27-30.</li> <li>• 02-04-D110-HO (1 per student at end of exercise)</li> </ul>	<p>02-70-D110-EP</p>

OUTLINE	AIDS & CUES
<p><u>Exercise Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Make sure students have materials.</li> <li>2. Tell students they will be going through the process of filling out a resource order form for <b>overhead; however, this time the inputs will not be given verbally, but will be on slides.</b></li> <li>3. Tell students they are not going to enter the information for blocks 1-11.</li> <li>4. Give input #1: <ul style="list-style-type: none"> <li>• Input #1 Time: 7/6/XX @ 1400 From: Pete/ORDM To: EDRC Incident Name: Smokey Tree Resource Requested: 1 ea - ICT3 (see Detail Request, Extended 30 Day Detail) Desired Delivery Time: 7/8 @ 0800 Deliver To: ICP</li> <li>• You may need to explain the Detail Request Form.</li> <li>• Remind students to: <ul style="list-style-type: none"> <li>– Assign request number</li> <li>– Transfer information to form</li> <li>– Document placement of order</li> </ul> </li> </ul> </li> </ol>	<p>02-71-D110-EP</p>

OUTLINE	AIDS & CUES
<p>5. Give input #2:</p> <ul style="list-style-type: none"> <li>• Input #2 Time: 7/6/XX @ 1420 EDRC calls Marcia at NH-WMF and asks if they have an ICT3 available for 30 day detail. Marcia says no.</li> <li>• Remind students to document this information.</li> </ul>	02-72-D110-EP
<p>6. Give input #3:</p> <ul style="list-style-type: none"> <li>• Input #3 Time: 7/6/XX @ 1440 EDRC calls Jack at MA-CCP and asks if they have an ICT3 available for 30 day detail. Jack says no.</li> <li>• Remind students to document this information.</li> </ul>	02-73-D110-EP
<p>7. Give input #4:</p> <ul style="list-style-type: none"> <li>• Input #4 Time: 7/6/XX @ 1445 EDRC calls Al at ME-ACP and asks if they have an ICT3 available for 30 day detail. Al says yes – his name is Nicolas Bussell and his home unit is ME-ACP – and he will send travel information. Al later emails this travel information: ETD: 7/7/XX 0600 and ETA: 7/7/XX 1800 Transportation Mode: GOV A314011</li> <li>• Remind students to: <ul style="list-style-type: none"> <li>– Transfer fill information to form</li> <li>– Document fill received from Al at ME-ACP</li> <li>– Relay information to incident (Pete, ORDM at ICP)</li> <li>– Document the information was relayed</li> </ul> </li> </ul>	02-74-D110-EP

OUTLINE	AIDS & CUES
<p>8. Give input #5:</p> <ul style="list-style-type: none"> <li>• Input #5 Time: 8/6/XX @ 0800 EDRC receives demob information (request #O-1 for incident # VT-GMF-005989) from Joe, DMOB. Nicolas Bussell will be released on 8/7/XX to Bangor (BGR) ETD 0800 and ETA 2000. Transportation Mode: GOV A314011 Released To: Bangor (BGR)</li> <li>• Remind students to: <ul style="list-style-type: none"> <li>– Transfer demob information to form.</li> <li>– Document demob received from Joe, DMOB.</li> <li>– Document the information that was relayed. Checking the box under the ETA column means demob information has been relayed to home dispatch.</li> </ul> </li> </ul>	02-75-D110-EP
9. Hand out answer key to students.	02-04-D110-HO
10. Discuss answers using slide 76.	02-76-D110-EP
<b><u>End of Exercise.</u></b>	
<b><u>IMPORTANT: DISCUSS WHEN ORDERS ARE CLOSED. REFER TO REFERENCE GUIDE, BLOCK BY BLOCK INSTRUCTIONS, PAGE 26.</u></b>	
<b>REVIEW UNIT OBJECTIVES.</b>	02-77-D110-EP 02-78-D110-EP



OUTLINE	AIDS & CUES
<p>4. What are some examples of supplemental forms?</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"><li>• <b>Aircraft Flight Request/Schedule</b></li><li>• <b>Passenger and Cargo Manifest</b></li><li>• <b>Food Service Request</b></li><li>• <b>Detail Request</b></li><li>• <b>General Message Forms</b></li><li>• <b>Local Forms</b></li></ul> <p>5. Why does an EDRC need to be able to recognize supplemental forms?</p> <p><b>Answer: Because an EDRC may be asked to do a task related to the forms, such as distribute the form or get a specific form from the fax machine.</b></p>	

## UNIT OVERVIEW

**Course** Expanded Dispatch Recorder, D-110

**Unit** 3 – Communication and Working Relationships

**Time** 1 Hour

### Objectives

1. Describe effective communication skills.
2. Describe interpersonal relationship skills.

### Strategy

This unit stresses the importance of an EDRC being able to effectively communicate and have positive interpersonal relationship skills.

### Instructional Method(s)

- Informal lecture and/or facilitation with PowerPoints
- Discussion
- Exercises

### Instructional Aids

- Become familiar with pages in the Reference Guide referred to in this unit.
- Computer with LCD projector and presentation software
- Flip charts, white board, markers

### Exercise

Thoroughly review the one exercise (What if...?) before presenting this unit.

### Evaluation Method(s)

There is an oral group quiz that is not evaluated.

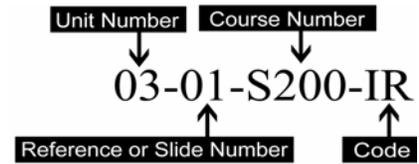
## Outline

- I. Communication Methods and Skills
- II. Interpersonal Relationship Skills

## Aids and Cues Codes

The codes in the Aids and Cues column are defined as follows:

IG – Instructor Guide      IR – Instructor Reference  
SW – Student Workbook    SR – Student Reference  
HO – Handout              EP – Electronic Presentation (PowerPoint)



## UNIT PRESENTATION

COURSE: Expanded Dispatch Recorder, D-110

UNIT: 3 – Communication and Working Relationships

OUTLINE	AIDS & CUES
<b>TITLE SLIDE.</b>	03-01-D110-EP
<b>PRESENT UNIT OBJECTIVES.</b>	03-02-D110-EP
I. COMMUNICATION METHODS AND SKILLS	03-03-D110-EP
A. Introduction	03-04-D110-EP
• Communication is critical to the success of a dispatch organization; and to ensure incident needs are met through dispatch channels.	
• Always be thinking about who else needs this information.	
<b>SHARE A STORY THAT EMPHASIZES THE IMPORTANCE OF COMMUNICATION.</b>	
B. Communication Methods	
Unit 1 discussed “who” EDRC interacts with and this section covers the different types of communication an EDRC may use.	03-05-D110-EP
1. Written	
Written communication is also a form of documentation.	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> <li>• Document immediately to prevent loss of information.</li> <li>• Examples of written communication include: <ul style="list-style-type: none"> <li>– Hard copy of resource order forms</li> <li>– Dispatch log</li> </ul> </li> </ul> <p><b>HAVE STUDENTS LOOK UP DEFINITION OF DISPATCH LOG IN RG, COMMON TERMINOLOGY (PAGES 5-12).</b></p> <ul style="list-style-type: none"> <li>– Shift briefing forms</li> </ul> <p>Refer to the Reference Guide, page 41, for a copy of a shift briefing.</p> <ul style="list-style-type: none"> <li>– General message forms</li> </ul> <p>2. Oral</p> <ul style="list-style-type: none"> <li>• Telephones</li> <li>• Radios</li> <li>• Face to face</li> <li>• Group discussion</li> </ul> <p>3. Electronic (such as facsimile, computer, telecommunication device for the deaf - TDD)</p>	

OUTLINE	AIDS & CUES
<p>C. Communication Skills</p> <ul style="list-style-type: none"> <li>• Be clear and concise.</li> <li>• Be professional.</li> <li>• Be an active listener. <ul style="list-style-type: none"> <li>– Verify what you think you heard, observed, and/or recognized.</li> <li>– A failure to verify is one of the most common cases of communication breakdown and misunderstanding.</li> </ul> </li> <li>• Maintain situational awareness. <p style="margin-left: 40px;">Always be aware of what others are doing because their activities may impact your activities and vice versa.</p> </li> <li>• Use standard protocols when using the computer, radio and telephone.</li> </ul> <p><b>DESCRIBE LOCAL PROTOCOLS.</b></p> <ul style="list-style-type: none"> <li>• Ask questions, if you don't know.</li> </ul>	<p>03-06-D110-EP</p>

OUTLINE	AIDS & CUES
<p><b>ADMINISTER EXERCISE.</b></p> <p><u>Exercise Title:</u> “What if ...”</p> <p><u>Purpose:</u> To increase students awareness of how an EDRC’s communication skills and interpersonal relationships can impact the dispatch organization and ultimately the incident.</p> <p><u>Overview:</u> In small groups, students will:</p> <ul style="list-style-type: none"> <li>• Read four short scenarios that describe a situation involving an EDRC.</li> <li>• Answer the following questions for each scenario: <ul style="list-style-type: none"> <li>– How should the EDRC respond?</li> <li>– What are the potential consequences if EDRC does nothing?</li> </ul> </li> <li>• Report back to the class with their answers.</li> </ul> <p><u>Time:</u> 30 minutes</p> <p><u>Materials:</u> Flip chart paper/markers for each group.</p> <p><u>Exercise Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into groups and assign scenarios as appropriate.</li> <li>2. Instruct groups to read their assigned scenarios and write their answers to the questions on a flip chart.</li> <li>3. Have groups report their answers to the class; facilitate a discussion using the suggested answers.</li> </ol>	<p>03-07-D110-EP</p>

OUTLINE	AIDS & CUES
<p><u>Scenario 1:</u>  A helicopter and a helicopter manager were ordered separately and told to meet-up at location A. The aircraft dispatcher notifies the overhead EDRC that the meet-up location has been changed to location B and they have notified the helicopter pilot.</p> <p>1. As an overhead desk EDRC, how should you respond?</p> <p><b>EDRC should document the above information on the resource order for the helicopter manager and communicate this to the supervisor. (The helicopter manager needs to be notified of the change in location.)</b></p> <p>2. What are the consequences if EDRC does nothing?</p> <p><b>The helicopter and manager are at different locations which results in the incident not having the use of these resources. This can impact operational tactics and incur great cost.</b></p> <p><b>It can also create an extra flight which increases exposure and risk.</b></p> <p><u>Scenario 2:</u>  A crew was ordered through the established ordering channels. Buses, lunches, and tools were also ordered to support the crew. The crew is flying and the aircraft desk gives the crew EDRC the travel information.</p> <p>1. As the crew desk EDRC, how should you respond?</p> <p><b>EDRC needs to relay fill information to the incident, supervisor, supply desk, and equipment desk.</b></p>	

OUTLINE	AIDS & CUES
<p>2. What are the consequences if EDRC does nothing?</p> <p><b>The incident does not know of the incoming resource. If the EDRC’s supervisor is not notified of the fill, they are unable to coordinate with the other functions. If the supply and equipment desks are not notified, then the buses, lunches, and tools may not be at the airport at the correct time.</b></p> <p><b>Examples of the consequences include: the crews get into trouble at the airport, the airport manager gets mad, and things continue to go downhill.</b></p> <p><u>Scenario 3:</u> At the end of a shift, an overhead resource calls the EDRC (overhead desk) to relay that she is ill and will be 24 hours later than expected.</p> <p>1. As the overhead desk EDRC how should you respond?</p> <p><b>EDRC should document the phone call on the resource order and inform supervisor. EDRC should also relay the information during the shift briefing.</b></p> <p>2. What are the consequences if EDRC does nothing?</p> <p><b>Resource does not arrive at incident at expected time; this could lead to a panic as the resource is believed to be missing. This consumes time and resources that could otherwise be dedicated to the incident.</b></p>	

OUTLINE	AIDS & CUES
<p><u>Scenario 4:</u> When receiving a fax from the ordering manager, the EDRC saw a piece of paper with flight information and no cover sheet next to the fax machine but didn't know what it was.</p> <p>1. As the EDRC, how should you respond?</p> <p><b>EDRC should read it and consult supervisor or ask other dispatchers if they were expecting a fax.</b></p> <p>2. What are the consequences if EDRC does nothing?</p> <p><b>This is critical and time sensitive information. The incident and other functions may not receive information needed to complete their tasks (flight arrival times, number of passengers).</b></p> <p><b><u>End of exercise.</u></b></p>	
<p>II. INTERPERSONAL RELATIONSHIP SKILLS</p> <p><b>ASK STUDENTS QUESTIONS AND GIVE EXAMPLES TO STIMULATE THE DISCUSSION.</b></p>	03-08-D110-EP
<p>A. Professional Demeanor</p> <p><b>ASK STUDENTS, "WHAT DOES PROFESSIONAL DEMEANOR MEAN TO YOU?"</b></p>	03-09-D110-EP
<p>B. Teamwork</p> <p><b>ASK STUDENTS, "WHAT ARE SOME EXPERIENCES YOU HAVE HAD RELATED TO TEAMWORK?"</b></p> <ul style="list-style-type: none"> <li>Foster positive relationships and have respect for others.</li> </ul>	

OUTLINE	AIDS & CUES
<p>C. Good Follower</p> <p><b>ASK STUDENTS, “WHAT DOES IT MEAN TO BE A GOOD FOLLOWER?”</b></p> <ul style="list-style-type: none"> <li>• Try to anticipate your leader’s needs.</li> <li>• Troubleshoot and notify supervisor of problems.</li> </ul> <p>D. Be Proactive</p> <p><b>ASK STUDENTS, “WHY IS IT IMPORTANT TO BE PROACTIVE?”</b></p> <ul style="list-style-type: none"> <li>• Use situational awareness</li> </ul> <p>E. Personal Responsibility</p> <ul style="list-style-type: none"> <li>• Recognize your own limits</li> <li>• Know your own strengths and weaknesses</li> <li>• Ensure your own well being: work/rest, fatigue, mitigation and nutrition are critical.</li> </ul> <p><b>REVIEW UNIT OBJECTIVES.</b></p>	
	03-10-D110-EP

OUTLINE	AIDS & CUES
<p><b>ADMINISTER ORAL GROUP QUIZ.</b></p> <p>Tell students to close their Student Workbooks. Review material by asking students the following questions and discuss as appropriate.</p>	03-11-D110-EP
<p>1. What types of communication methods does an EDRC use?</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• <b>Written</b> <ul style="list-style-type: none"> <li>– <b>Resource order forms</b></li> <li>– <b>Dispatch log</b></li> <li>– <b>Shift briefing forms</b></li> <li>– <b>General message forms</b></li> </ul> </li> <li>• <b>Oral</b> <ul style="list-style-type: none"> <li>– <b>Telephones</b></li> <li>– <b>Radios</b></li> <li>– <b>Face to face</b></li> <li>– <b>Group discussion</b></li> </ul> </li> <li>• <b>Electronic</b> <ul style="list-style-type: none"> <li>– <b>Facsimile</b></li> <li>– <b>Computer</b></li> <li>– <b>TDD</b></li> </ul> </li> </ul>	03-12-D110-EP
<p>2. Why does an EDRC need to document immediately?</p> <ul style="list-style-type: none"> <li>• <b>To prevent loss of information.</b></li> </ul>	03-13-D110-EP

OUTLINE	AIDS & CUES
<p>3. What are examples of communication skills an EDRC needs?</p> <ul style="list-style-type: none"> <li>• <b>Be clear and concise.</b></li> <li>• <b>Be professional.</b></li> <li>• <b>Be an active listener.</b></li> <li>• <b>Maintain situational awareness.</b></li> <li>• <b>Use standard protocols.</b></li> <li>• <b>Ask questions, if you don't know.</b></li> </ul>	03-14-D110-EP
<p>4. What are examples of consequences if an EDRC does not communicate very well?</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• <b>Resources are not moved efficiently; they don't arrive on time; they cost more money.</b></li> <li>• <b>Incident staff spends time and money trying to find out where resources are located and what is going on.</b></li> <li>• <b>Prevents others on the incident from completing their tasks.</b></li> <li>• <b>Can impact operational tactics because they don't have resources when they need them.</b></li> </ul>	03-15-D110-EP

# **EDRC REFERENCE GUIDE**



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## COMMON TERMINOLOGY

### **4390 Starter Kit**

4390 is the National Fire Equipment System (NFES) Catalog number assigned to a communications kit that gives all the basic items in order to provide an incident with a complete communications package. These items include VHF radios, UHF radios, repeaters and all the accompanying hardware.

### **Administrative Payment Team (APT)**

A team that supports incident agencies by processing payments for resources. Resources may include emergency equipment, casualties, local vendors for supplies, etc.

### **Air Contact**

Specific aviation resource for air to air or air to ground contacts on an incident.

### **Air Tanker**

Fixed-wing aircraft certified by Federal Aviation Administration (FAA) as being capable of transport and delivery of fire retardant solutions.

### **Aircraft Call Number**

Radio call sign of aircraft. This may be the FAA assigned tail number.

### **Aircraft Flight Request/Schedule**

Form that documents route of travel and times for aircraft missions, as well as information needed to request air transportation.

### **Airport Designator**

Three or four-letter code for airports that designates a location that is assigned by the FAA.

### **Blanket Purchase Agreement (BPA)**

Agreement set up for purchase of goods and/or services by a local unit.

**Buying Team**

A team that supports incident procurement through the local administrative staff and is authorized to procure a wide range of services, supplies, and land and equipment rentals. In addition, the Buying Team Leader has the responsibility of coordinating property accountability with the supply unit leader.

**Cache**

A pre-determined complement of tools, equipment and/or supplies stored in a designated location, available for incident use.

**Cache Van (Mobile Cache Support Van)**

A trailer or van containing commonly used fire equipment and supplies. Often sent to an incident or staged near a potentially active area.

**Camp Crew**

An organized group of camp personnel under the leadership of a supervisor.

**Chief of Party (COP)**

The chief of party is responsible to the sending unit dispatcher until destination is reached. Chief of party is responsible for all traveling personnel assigned on the manifest list.

**Closest Forces**

Closest equivalent resources which could be assigned regardless of agency affiliation.

**Command Staff**

The command staff consists of the information officer, safety officer and liaison officer. They report directly to the incident commander and may have an assistant or assistants, as needed.

**Compact**

A formal working agreement among agencies to obtain mutual aid.

**Demobilization**

Release of resources from an incident in strict accordance with a detailed plan approved by the incident commander.

**Dispatch Log**

Form which documents the shift activities of dispatchers.

**Dispatch Office Operating Guide**

Guide which describes local office policy and procedures.

**Emergency Equipment Rental Agreement (EERA)**

An agreement to rent equipment from a private vendor which includes a description of the equipment and the price.

**Emergency Operations Center (EOC)**

A pre-designated facility established by an agency or jurisdiction to coordinate the overall agency or jurisdictional response and support to an emergency.

**Expanded Dispatch**

Organization created to handle increased workload of normal dispatch operations. Expanded dispatch relieves the normal dispatch organization by focusing exclusively on large or complex incidents.

**Flight Leg**

One segment of a flight.

**Food Service Request**

A required form used to document supplemental information needed to mobilize national caterers.

**Geographic Area**

A boundary designated by governmental agencies (wildland fire protection agencies) within which they work together for the interagency, intergovernmental planning, coordination and operations leadership for the effective utilization of emergency management resources within their area. There are nine geographic areas.

**Geographic Area Coordination Center (GACC)**

The physical location of an interagency, regional operation center for the effective coordination, mobilization and demobilization of emergency management resources. There are 11 geographic area coordination centers.

**Ground Contact**

Specific ground resource for air to ground contact on an incident.

**Hand Crew**

A number of individuals that have been organized and trained and are supervised principally for operational assignments on an incident.

**Incident**

An occurrence either human-caused or natural phenomenon, that requires action or support by emergency service personnel to prevent or minimize loss of life or damage to property and/or natural resources.

**Incident Action Plan (IAP)**

Contains objectives reflecting the overall incident strategy and specific tactical actions and supporting information for the next operational period. The plan may be oral or written. When written, the plan may have a number of attachments, including: incident objectives, organization assignment list, division assignment, incident radio communication plan, medical plan, traffic plan, safety plan, and incident map.

**Incident Base**

Location at the incident where the primary logistics functions are coordinated and administered. (Incident name or other designator will be added to the term Base.) The incident command post may be collocated with the base. There is only one Base per incident.

**Incident Command Post (ICP)**

Location at which primary command functions are executed. The ICP may be collocated with the incident base or other incident facilities.

**Incident Management Team (IMT)**

The incident commander and appropriate general and command staff personnel assigned to an incident.

**Incident Qualification Card**

A card issued to persons showing their incident management and trainee qualifications to fill specified incident management positions in an incident management organization.

**Initial Attack**

A planned response to a wildfire given the wildfire's potential fire behavior. The objective of initial attack is to stop the spread of the fire and put it out at least cost. An aggressive suppression action consistent with firefighter and public safety and values to be protected.

**Large Transport Aircraft (NICC jet)**

A large commercial size aircraft used to transport incident personnel and cargo.

**Manifest**

List of cargo and/or passengers.

**Military Time**

The 24-hour clock system where midnight is 2400, one minute after midnight is 0001 and progresses to 2400 daily.

**Mobilization Center**

An off-incident location at which emergency service personnel and equipment are temporarily located pending assignment, release, or reassignment.

**Mobilization Guide**

A written description of procedures used by federal, state, and local organizations for activating, assembling, and transporting resources that have been requested to respond to or support an incident.

**Multi-Agency Coordination (MAC)**

A generalized term which describes the functions and activities of representatives of involved agencies and/or jurisdictions who come together to make decisions regarding the prioritizing of incidents, and the sharing and use of critical resources. The MAC organization is not a part of the on-scene ICS and is not involved in developing incident strategy or tactics.

**National Interagency Coordination Center (NICC)**

Coordinates allocation of resources to one or more coordination centers or major incidents within the nation. Located in Boise, Idaho.

**National Interagency Fire Center (NIFC)**

A facility located at Boise, Idaho, jointly operated by several federal agencies, dedicated to coordination, logistical support, and improved weather services in support of fire management operations throughout the United States.

**National Interagency Radio Support Cache (NIRSC)**

Located at the National Interagency Fire Center, this cache stores, maintains, manages, and issues national cache radios and other communications equipment.

**National Resource**

A national resource are those that have national utilization, high demand, limited availability, and unique status reporting requirements identified by NICC.

**National Wildfire Coordinating Group (NWCG)**

A group formed under the direction of the Secretaries of the Interior and Agriculture to improve the coordination and effectiveness of wildland fire activities and provide a forum to discuss, recommend appropriate action, or resolve issues and problems of substantive nature.

**Ordering Channels**

The paths that orders follow from one organizational level to another.

**Per Diem**

Per diem is the allowance for lodging (excluding taxes), meals and incidental expenses. The General Services Administration (GSA) establishes per diem rates for destinations within the Continental United States (CONUS).

**Personal Protective Equipment (PPE)**

That equipment and clothing required to mitigate the risk of injury from or exposure to hazardous conditions encountered during the performance of duty. PPE includes but is not limited to: fire resistant clothing, hard hat, flight helmets, shroud, goggles, gloves, respirators, hearing protection, chain saw chaps, and shelter.

**Position Code**

The four letter code for each position in the Incident Command System.

**Position Task Book (PTB)**

Position Task Books have been developed for designated positions within the National Interagency Incident Management System. Each PTB lists the performance requirements (tasks) for the specific position in a format that allows a trainee to be evaluated against written guidelines. Successful performance of all tasks, as observed and recorded by an evaluator, will result in a recommendation to the agency that the trainee be certified in that position.

**Predictive Services (Intelligence)**

Those Geographic Area and National-level fire weather or fire danger services and products produced by wildland fire agency meteorologists and intelligence staffs in support of resource allocation and prioritization.

**Preparedness Level**

Increments of planning and organization readiness commensurate with increasing fire danger.

**Resource**

Personnel, equipment, services and supplies available, or potentially available, for assignment to incidents. Personnel and equipment are described by kind and type.

**Resource Order Form**

The form used by dispatchers, service personnel, and logistics coordinators to document the request, ordering or release of resources, and the tracking of those resources on an incident.

**Resource Request**

A request for a particular resource identified by a unique number on an incident. Each request begins with the letter of the corresponding function. For example, O=Overhead, C=Crews, etc.

**Situation Report**

A daily report that outlines incident activity and provides an overview of weather, anticipated activity and resource availability.

**Staging Area**

Locations set up at an incident where resources can be placed while awaiting a tactical assignment.

**Tail Number**

FAA identification of an aircraft - usually located on tail of aircraft.

**Unit Identifier**

A unique code that includes a two letter state identifier, followed by a preassigned three or four letter identifier where typically the last letter identifies a specific agency.

**Vendor**

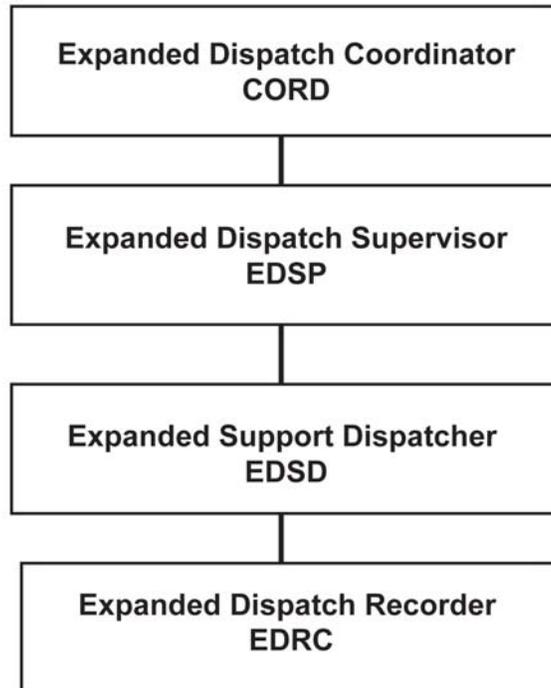
A contractor of goods and/or services.

**Zulu Time (Z)**

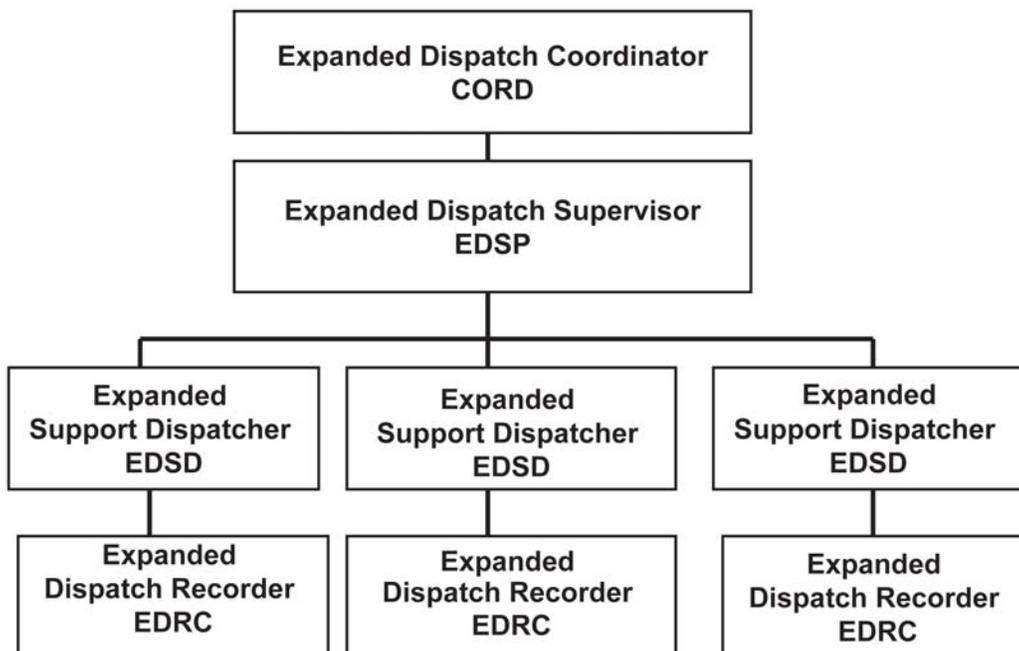
The time in Greenwich, England - the 24 worldwide zones begin and end there. Also known as Greenwich Mean Time (GMT) and Universal Coordinated Time (UCT).

## ORGANIZATIONAL CHARTS

### Positions in the Expanded Dispatch Organization



Organizational charts vary on every incident. This is one example of what the organization chart may look like on an incident.





## AIRLINE DESIGNATOR LIST

FL	Air Tran (formerly Value Jet Airlines)	QX	Horizon Air
AS	Alaska Airlines	YV	Mesa Airlines
AA	American Airlines (TWA is now American Air)	NW	Northwest Airlines
AQ	Aloha Airlines	YR	Scenic Airlines
AA	American Eagle	OO	Sky West Airlines
HP	American West	UA	United Airlines
EV	Atlantic Southeast Airlines	UA	United Express
CO	Continental Airlines	US	US Air
DL	Delta Airlines	US	US Air Express
FG	Frontier Airlines	WN	Southwest Airlines

Additional online designators can be found on these web sites:

[http://www.avrefdesk.com/two\\_letter\\_airline\\_code.htm](http://www.avrefdesk.com/two_letter_airline_code.htm)

<http://www.tvlon.com/resources/airlinecodes.htm>



## ACRONYMS

<b>Acronym</b>	<b>Definition</b>
A/C	Aircraft
ATA	Actual Time of Arrival
ATD	Actual Time of Departure
BIA	Bureau of Indian Affairs
BLM	Bureau of Land Management
CAD	Computer Aided Dispatch
EERA	Emergency Equipment Rental Agreement
ETA	Estimated Time of Arrival
ETD	Estimated Time of Departure
ETE	Estimated Time En Route
FAA	Federal Aviation Administration
FBO	Fixed Base Operator
FEMA	Federal Emergency Management Agency
IA	Initial Attack
ICP	Incident Command Post
IQCS	Incident Qualification and Certification System
IQS	Incident Qualification System
IR	Infrared
IRSS	Incident Resource Status System
MAC	Multi Agency Coordinating Group
NFES	National Fire Equipment System
NICC	National Interagency Coordination Center
NIFC	National Interagency Fire Center at Boise
NPS	National Park Service
NTE	Not to Exceed
NWS	National Weather Service

<b>Acronym</b>	<b>Definition</b>
PAX	Passengers
PTB	Position Task Book
RON	Remain Overnight
ROSS	Resource Ordering and Status System
R & R	Rest and Recuperation
SOP	Standard Operating Procedures
TFR	Temporary Flight Restriction
USFS	United States Forest Service
USFWS	United States Fish and Wildlife Service
UTF	Unable to Fill

















## Resource Order Forms - Block by Block Instructions

BLOCK #	INSTRUCTIONS
Blocks 1 - 11	<b>HEADER – INITIATE ORDER</b>
Block 1	<b>Initial Date/Time.</b> Date and time order was initiated or received.
Block 2	<b>Incident/Project Name.</b> Name of incident or project.
Block 3	<p><b>Incident/Project Order Number.</b> Each order is assigned a specific number based on the National Resource Order Numbering System which is used by all agencies. The numbering system is described as follows:</p> <p>XX-YYY-AAAAAA</p> <p>XX = State identifier in which the unit is located. The standard two letter post office identifier will be used.</p> <p>YYY = Preassigned three or four letter unit identifier where the last character(s) determines the responsible agency.</p> <p>AAAAAA = A unique number assigned by each jurisdictional agency. Only one number should be assigned for each incident.</p> <p>Example: CA-MDF-000003 - Incident is in California, under the jurisdiction of the Modoc National Forest.</p>
Block 4	<b>Office Reference Number.</b> A financial code is required in this block. A local office reference number may also be listed for internal use.
Block 5	<b>Descriptive Location /Response Area.</b> Specific address of hosting unit or reporting location. Supply orders require the shipping address.
Block 6	<b>Section, Township, Range, Base Meridian.</b> Legal location description of the incident.
Block 7	<b>Map Reference.</b> Optional location method using standard map references (Atlas, topographic quadrangle, administrative).
Block 8	<b>Incident Base/Phone Number.</b> All orders require a phone number.
Block 9	<b>Jurisdiction/Agency.</b> Agency with primary jurisdiction for the incident.
Block 10	<b>Ordering Office.</b> The location from which the order was received (incident, dispatch center, coordination center, National Incident Coordination Center).

Block 11	<b>Aircraft Information.</b> All the information under block 11 typically applies to Aircraft Resource Orders. The EDRC may need to be aware of the following: latitude and longitude (needed for radio kits, showers, caterers), ground contact and ground frequency.
Block 12 (left half)	<b>RESOURCE INFORMATION - RECEIVE REQUEST</b>
Block 12 (left half)	<p><b>Request Number.</b> This is a unique number that is assigned to a request throughout the incident. Usually the incident or requesting unit assigns the number however there may be times that an EDRC needs to assign a request number. Requests for each resource category will be numbered sequentially, beginning with “1,” preceded by the resource category letter. Resource categories are identified as follows:</p> <p>O = Overhead  C = Crews  E = Equipment  S = Supplies</p> <p>One request number is assigned per item (example: Four engines would receive four numbers, E-1 thru E-4; three crews would receive three numbers, C-1 thru C-3). The two exceptions to this are supplies and strike teams.</p>
Block 12 (left half)	<b>Ordered Date/Time.</b> This is the date and time the request was received
Block 12 (left half)	<b>From/To.</b> The “from” refers to the name of the person or office that is placing the request and the “to” refers to name of the person who the request is placed with. The name or initials can be written in this block.
Block 12 (left half)	<b>Quantity (QTY).</b> Each resource has a quantity of 1 with the exception of supplies. For supply orders, ensure that each resource is listed with the correct <u>unit of issue</u> , for example kt = kit, ea = each, lg = length, and cs = case.
Block 12 (left half)	<b>Resource Requested.</b> This is a description of the resource being requested - personnel, equipment or supplies. It needs to include the correct position code, kind and type. Use as many lines as needed, but leave at least one blank line between requests.
Block 12 (left half)	<b>Needed Date/Time.</b> This is the date and time the resource is needed. ASAP is unacceptable. If date and time needed cannot be met contact the requesting unit for a revised date and time.
Block 12 (left half)	<b>Deliver To.</b> This is the location where the resource needs to be delivered. If delivery location is described in Block 5, enter BLK 5. For airports enter the three-character FAA identifier. An asterisk may be entered and information put in Block 13, Documentation. Note: ICP is not a jet port.

Block 12 (right half)	<b>RESOURCE INFORMATION - PLACE REQUEST</b>
Block 12 (right half)	<b>To/From.</b> The “To” refers to who the request is placed with (office and individual’s name) and the “From” refers to who is placing the request (name or initials).
Block 12 (right half)	<b>Time.</b> Time the order is placed.
Block 12 (right half)	<b>RESOURCE INFORMATION – ASSIGN RESOURCE AND RELAY INFORMATION</b>
Block 12 (right half)	<b>Agency ID.</b> This is the identification number of the unit that is filling the request. Use the two letter state identification and the unit identifier.
Block 12 (right half)	<b>Resource Assigned.</b> This is the name or identification of the resource that was assigned. For example an individual’s full name, engine call sign, or crew name. For locally purchased supplies, write the vendor’s name.
Block 12 (right half)	<b>ETD/ETA.</b> ETD = Estimated time of departure. ETA = Estimated time of arrival.
Block 12 (right half)	<b>Released To.</b> This is the location for where resource will be released. Location is usually a jet port. For consumable supplies, there will be no release.
Block 12 (right half)	<b>ETD/ETA Check Box.</b> When the information in the following blocks - Agency ID, Resource Assigned, ETD/ETA and Released To - is relayed to the requesting unit, this box is shaded in.
	<b>RESOURCE INFORMATION - RELEASE RESOURCE</b>
Block 12 (right half)	<b>Released date.</b> This is the actual date the resource is to be released. For consumable supplies, there will be no release.
Block 12 (right half)	<b>Time/ETA.</b> This is the estimated time the resource is supposed to depart and arrive.
Block 12 (right half)	<b>Time/ETA Check Box.</b> When the release information has been relayed through the ordering chain this box is shaded in. Record any action taken in Block 13 or on the documentation sheet.

Block 13	<p><b>DOCUMENTATION</b></p> <p>Block 13 is designed to document all actions taken and contacts made while completing an order. Thorough documentation is essential. When more documentation space is needed, use the supplemental documentation sheet. This sheet is formatted the same as block 13.</p>
Block 13	<p><b>Order Relayed - Request Number.</b> The request number from Block 12 is listed here for each action that is documented.</p>
Block 13	<p><b>Order Relayed – Date/Time</b></p> <p>This is the date and time action was taken on the request.</p>
Block 13	<p><b>Order Relayed – To/From</b></p> <p>The “To” refers to the name of the contact and the “From” are the initials of the person who made the contact.</p>
Block 13	<p><b>Order Relayed - Action Taken</b></p> <p>This is a description of the action that was taken or other important information related to the order. For example, this may include notes on travel delays, emergency messages, travel itinerary, directions to the incident/cache, and the billing address.</p>
	<p><b>CLOSING THE ORDER</b></p> <p>The order is ready to close when all items in Block 12 are released or if all supplies have been shipped. Review the order to confirm documentation is complete and resources have been released.</p>





STANDARD FORM 245 (6/77) Prescribed by USDA FSM 5716 USDI MP9400.518		<b>PASSENGER AND CARGO MANIFEST</b>				NO. OF PASSENGERS ON THIS PAGE <u>20</u>	PAGE <u>1</u> OF <u>1</u>
ORDERING UNIT VT-GMF		PROJECT NAME Smokey Tree				PROJECT NO. VT-GMF-005989	
NAME OF CARRIER Sierra Pacific		MODE OF TRANS & ID NO. N7125 NICC Jet				PILOT OR DRIVER Woody Black	
CHIEF OF PARTY Willy Wilson		REPORT TO: ICP, Rutland VT				IF DELAYED CONTACT 802-747-6738	
DEPARTURE		INTERMEDIATE STOPS				DESTINATION	
PLACE	ETD	ETA	PLACE	ETD	ETA	PLACE	
Asheville, NC	1800				2000	Rutland, VT	
PASSENGER AND/OR CARGO NAME			M/F	PASSENGER WEIGHT	CARGO WEIGHT	DUTY ASSIGNMENT IF APPLICABLE	HOME UNIT
1.	Willy Wilson	M	210	65	Superintendent CRWB	NC-NCF	
2.	Carl Carlson	M	190	65	Assistant Supt. CRWB	NC-NCF	
3.	Elaine Elliot	F	150	65	Assistant Supt. CRWB	NC-NCF	
4.	Phillip Phisher	M	185	65	Squad Leader FFT1	NC-NCF	
5.	Nancy Nelson	F	145	65	Lead Firefighter FFT2	NC-NCF	
6.	Steve Stewart	M	200	65	Crew Member FFT2	NC-NCF	
7.	Carl Carlson	M	190	65	Crew Member FFT2	NC-NCF	
8.	Toby Thomas	M	180	65	Crew Member FFT2	NC-NCF	
9.	Chad Coleman	M	200	65	Crew Member FFT2	NC-NCF	
10.	Dan Daniels	M	190	65	Squad Leader FFT1	NC-NCF	
11.	Fred Ferguson	M	200	65	Lead Firefighter FFT2	NC-NCF	
12.	Lily Lucero	F	140	65	Crew Member FFT2	NC-NCF	
13.	Mario Martinez	M	160	65	Crew Member FFT2	NC-NCF	
14.	Tony Telles	M	180	65	Crew Member FFT2	NC-NCF	
15.	Greg Garcia	M	200	65	Crew Member FFT2	NC-NCF	
16.	Tim Taylor	M	180	65	Squad Leader FFT1	NC-NCF	
17.	Jack Jaramillo	M	175	65	Lead Firefighter FFT2	NC-NCF	
18.	Bart Bello	M	190	65	Crew Member FFT2	NC-NCF	
19.	Lance Lotto	M	185	65	Crew Member FFT2	NC-NCF	
20.	Mike Mentos	M	200	65	Crew Member FFT2	NC-NCF	
21.							
22.							
SIGNATURE OF AUTHORIZED REPRESENTATIVE						DATE	

CHIEF OF PARTY COPY



FOOD SERVICE REQUEST

Incident Name SMOKEY TREE Management/Fiscal Code P98A2B

Resource Order No. VT-GMF-005989 Request No. E-2 Date \_\_\_\_\_

I. Number of Meals

1. Date of first meal 7-8 Time of first meal 0700

2. Estimated number for the first three meals (minimum guarantee is based on these estimates):

1st Meal 500  Breakfast  Sack Lunch  Dinner

2nd Meal 700  Breakfast  Sack Lunch  Dinner

3rd Meal 500  Breakfast  Sack Lunch  Dinner

II. Location

Reporting location: Rutland Elementary School, Rt 2, Rutland, VT

Contact person: Bill Clark: FDUL

Contracting Officer's Technical Representative: on order

III. Support Information for Contractors

Nearest potable water ICP

The benefiting unit is responsible for providing the following services:

1. Potable water      2. Gray water pumper      3. Department of Health notified (optional)

Incidents requesting potable water tenders, gray water tenders, or refrigerated storage vans must assign new request numbers for each resource ordered.

IV. Estimated Duration / Needs

1. Anticipated duration of incident 12 days

2. Number of personnel at peak of incident 550

3. Spike Camps?  No  Yes Number \_\_\_\_\_ No. of meals per camp per day \_\_\_\_\_

V. Additional Information

Contact NECC

Telephone 207-624-3724



**PREPAREDNESS/DETAIL REQUEST**

ATTACHMENT TO RESOURCE ORDER NUMBER: VT-GMF-005989 REQ. NO(S): 0-1

1. POSITION(S): ICT3 NUMBER OF PERSONS REQUESTED: 1

2. MINIMUM "RED CARD" RATING: ICT3

3. EMPLOYMENT STATUS: REGULAR FEDERAL AGENCY AD OTHER \_\_\_\_\_

4. AGENCY UNIFORM: YES NO—FIRE RESISTANT CLOTHING: YES NO

5. DRIVERS LICENSE NEEDED: YES NO—ENDORSEMENT: \_\_\_\_\_

6. GOVERNMENT VEHICLE: YES NO—TYPE: Agency-owned vehicle only

7. PRIVATE VEHICLES AUTHORIZED: YES NO—NUMBER: \_\_\_\_\_

8. RADIOS NEEDED: YES NO—TYPE: \_\_\_\_\_ NUMBER: \_\_\_\_\_

9. REQUESTING UNIT'S ELECTRONIC TECHNICIAN'S NAME: Buzzy Blink  
TELEPHONE: 802-747-4986

10. LENGTH OF DETAIL: 30 days THROUGH 8/7 INCLUDING TRAVEL

11. ESTABLISHED WORKWEEK: 7 days/week HOURS OF DUTY: Variable

12. PERSONNEL MAY BE ROTATED:  YES NO—HOW OFTEN: \_\_\_\_\_  
ROTATION PAID BY: SENDING UNIT: \_\_\_\_\_ REQUESTING UNIT: \_\_\_\_\_

13. BASE SALARY PAID BY: Incident  
TRAVEL PAID BY: Incident PER DIEM PAID BY: Incident

14. EQUIPMENT USE MILEAGE/FOR/ETC. PAID BY: Incident

15. REQUESTING UNIT'S ELECTRONIC ADDRESS: SmithSmiley@government.gov

16. REQUESTING UNIT'S ESTIMATED TOTAL COST: \$4,500

17. REQUESTING UNIT'S PERSONNEL OFFICER: Mary Jones  
TELEPHONE NUMBER: 802-747-4982

18. REQUESTING UNIT'S B & F OFFICER: John Smith  
TELEPHONE NUMBER: 802-747-4988

19. TEMPORARY DUTY STATION: Rutland Elementary School  
ADDRESS/P.O. BOX: US 4, Rutland, VT  
TELEPHONE: 802-747-6737

20. GOVERNMENT LODGING:  YES NO—MESS HALL:  YES NO  
GOVERNMENT COOKING FACILITIES ONLY:  YES NO  
COMMERCIAL LODGING: YES  NO—RATE: \$ 75 - MEALS YES  NO

21. NEAREST COMMERCIAL AIRLINE CITY: Manchester, NH (MHT)

22. REMARKS: \_\_\_\_\_







**Red River Fire - Shift Brief**  
**August 10, 20xx**

Time	Description
1130	Robert the local Duty Officer for the forest says there are no local overhead resources left available. We'll have to place all overhead orders up.
1500	There are two orders for Type 1 crews pending with SWCC. Morning shift needs to check on the status of these and let Dan the ORDМ know.
1730	Dan the ORDМ called to let us know that massive demob will begin tomorrow or the next day depending on the weather.
1800	A number of orders came in late. We created them, but didn't place them. They will need to be placed in the morning.



## STUDENT GRADING SHEET

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

FINAL EXERCISE CRITERIA	POINTS	REMARKS
<b>Equipment resource order form</b>		
Accurate and complete (10 points)		
Documentation of follow-through (10 points)		
<b>Overhead resource order form</b>		
Accurate and complete (10 points)		
Documentation of follow-through (10 points)		
<b>Crew resource order form</b>		
Accurate and complete (10 points)		
Documentation of follow-through (10 points)		
<b>Supply resource order form</b>		
Accurate and complete (10 points)		
Documentation of follow-through (10 points)		
<b>Working Skills</b>		
Completing tasks under stress (4 points)		
Multi-tasking and flexibility (serious difficulty in switching functions or fires) (3 points)		
Shift Brief (3 points)		
Final Exam Total Points (90 points possible)		
Unit 1 Quiz Total Points (10 points possible)		
<b>COURSE TOTAL POINTS (100 points possible, 70 points required to pass course)</b>		

Evaluated by: \_\_\_\_\_

General Comments:



# **APPENDIX A**

## **COURSE ORDERING AND SUPPORT INFORMATION**



## COURSE ORDERING AND SUPPORT INFORMATION

### Expanded Dispatch Recorder, D-110

The following items may be ordered from the National Interagency Fire Center, Great Basin Supply Office Cache in Boise, Idaho 83705. Consult the current NWCG National Fire Equipment System Catalog, Part 2: Publications for prices and ordering procedures (available online at [www.nwcg.gov/pms/pubs/](http://www.nwcg.gov/pms/pubs/)).

#### Required Course Materials:

NFES 2980	D-110 Instructor Guide (1 for course coordinator; 1 for each instructor)
NFES 2981	D-110 Course Materials CD
NFES 2982	D-110 Student Workbook (1 for each instructor; 1 for each student)
NFES 0065	Fireline Handbook, PMS 410-1 (1 for each group of 3-4 students)
NFES 0362	NWCG NFES Catalog, Parts 1 & 2 (1 for each group of 3-4 students)
NFES 2092	National Interagency Mobilization Guide (1 for each group of 3-4 students)
NFES 2160	Interagency Incident Business Management Handbook (1 for each group of 3-4 students)
NFES 2202	Resource Order, Crew, ICS-259-3, Std Pk: 100/PG
NFES 2203	Resource Order, Crew, Continuation, ICS-259-4, Std Pk: 100/PG

NFES 2208	Resource Order, Equipment, ICS-259-9, Std Pk: 100/PG
NFES 2209	Resource Order, Equipment, Continuation, ICS-259-10, Std Pk: 100/PG
NFES 2213	Resource Order, Overhead, ICS-259-13, Std Pk: 100/PG
NFES 2214	Resource Order, Overhead, Continuation, ICS-259-14, Std Pk: 100/PG
NFES 2215	Resource Order, Supplies, ICS-259-15, Std Pk: 100/PG
NFES 2216	Resource Order, Supplies, Continuation, ICS-259-16, Std Pk: 100/PG
NFES 2724	Interagency Standards for Fire and Fire Aviation Operations (1 for each group of 3-4 students)
PMS 931	Unit Identifiers (1 for each instructor) <a href="http://www.nifc.gov/nicc/index.htm">http://www.nifc.gov/nicc/index.htm</a>

Optional Course Materials:

NFES 2400	Expanded Dispatch Job Aid, PMS 312 (1 for each student)
PMS 311-59	Expanded Dispatch Recorder Position Task Book (1 for each instructor) <a href="http://www.nwcg.gov/pms/pms.htm">http://www.nwcg.gov/pms/pms.htm</a>

Course Coordinator/Instructors will need to obtain the following (1 copy for each group of 3-4 students):

- Local and geographic mobilization guides
- Wildland Fire and Aviation Program Management and Operations Guide (BIA), if students are employed with BIA. To order, contact or call:

NIFC – BIA  
Fire Operations  
3833 S. Development Ave.  
Boise, ID 83705  
(208) 387-5372

- Local references
  - Detailer Handbook
  - Vendor list, if used at local area (instructor develops)
  - Examples of forms (dispatch log, emergency message, travel request, and documentation)
- Atlas

Additional equipment and materials needed for course presentation:

- Computer with LCD projector and presentation software
- White board/flip chart with markers
- Internet access
- FAA Airport Identifier Book
- Airline designator list (instructor develops)
- Position code list (instructor develops) – 1 per student
- Laser pointer
- Three or more balls of string (3 different colors)
- Large name tags

Summary of course materials and equipment needed for each unit and final:

<b>Course Materials</b>	<b>Unit 0</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Final</b>
Computer with LCD projector and presentation software	✓	✓	✓	✓	✓
Internet access			✓		
Flip chart / white board and markers		✓		✓	
Laser pointer			✓		
EDRC PTB (optional)	✓				
Resource Order forms (Overhead, Crew, Equipment, Supplies), continuation sheets, and documentation sheets			✓		✓
Expanded Dispatch Job Aids	✓	✓	✓		
Fireline Handbook			✓		
Mobilization Guide (local, geographic)			✓		
National Interagency Mobilization Guide; local and geographic mobilization guides			✓		
Interagency Standards for Fire and Fire Aviation Operations and/or Wildland Fire and Aviation Program Management and Operations Guide (BIA)			✓		
NWCG NFES Catalog			✓		✓
Position Code List		✓	✓		
Unit Identifiers		✓	✓		
FAA Location Identified Book		✓	✓		
Examples of local forms			✓		
Local vendor list, if used			✓		
Atlas			✓		
Balls of string (different colors)			✓		
Labels			✓		
Clock					✓
Student Grading Form (record students scores)		✓			✓

**NOTE: As of the course publication date, the forms referenced in the course are current. It is the responsibility of the instructor cadre to keep the course current by using up-to-date forms.**