

# Extended Attack Incident Commander S-300



NFES 2919

Student Workbook  
MARCH 2008



## CERTIFICATION STATEMENT

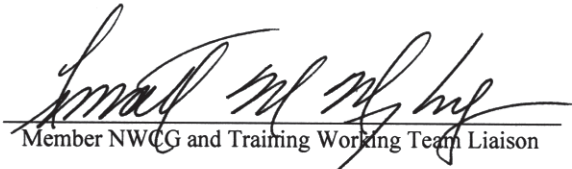
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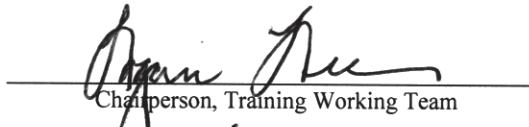
Extended Attack Incident Commander, S-300  
Certified at Level I

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

Date

3/21/2008

  
Chairperson, Training Working Team

Date

3/12/08

# Extended Attack Incident Commander S-300

**Student Workbook**  
**MARCH 2008**  
**NFES 2919**

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Order NFES 2919.

## **PREFACE**

Extended Attack Incident Commander, S-300, is a required 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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The NWCG appreciates the efforts of these personnel and all those who have contributed to the development of this training product.



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# Extended Attack Incident Commander, S-300

## Unit 0 – Introduction

### OBJECTIVES:

During this unit, the instructor will:

1. Introduce the instructors and students.
2. Discuss the schedule of events/agenda.
3. Introduce the course and course materials.
4. Present the course objectives.
5. Explain the evaluation process.
6. Review the scope of Type 3 incidents, and duties and responsibilities of the Incident Commander Type 3.





## I. INTRODUCTIONS

Please present your:

- Name
- Brief background, including fire experience
- Present job
- Other points of interest

## II. ADMINISTRATIVE INFORMATION

## III. INTENT

The intent of this course is to:

- Present the knowledge necessary to perform as a Type 3 Incident Commander (ICT3).
- Provide opportunities to practice the execution of that knowledge.

## IV. COURSE OBJECTIVES

Upon successful completion of this course, students will have acquired the knowledge and skills to:

- Demonstrate an understanding of the concept of command as it relates to the ICT3.
- Demonstrate effective foundation skills (leadership, risk management, and communications) at the ICT3 level.
- Develop situational awareness of incident environment.

- Demonstrate effective command and control over a quickly assembled team in a time constrained and rapidly changing incident environment.
- Demonstrate the ability to manage an incident.
- Conduct post-fire activities.

## V. STUDENT EVALUATION

The course has four methods for evaluating student's performance:

### A. Simulation Task Book (STB)

- Students must complete 11 out of 15 tasks (70%) in the STB.
- Each task is scored on a pass/fail basis.

### B. Peer Evaluations

- Peer evaluations are performed through student-led AARs.

### C. Self Evaluation

- Students will complete a self evaluation located at the end of the STB.

### D. Final Written Exam (open book)

- Students must achieve 70% or higher on the final written exam.
- Students must score 70% or above on both the STB and the final written exam to receive credit for the course.

## VI. THE SCOPE OF TYPE 3 INCIDENTS

Type 3 incidents are defined as a wildfire that has not been contained and/or controlled by the initial attack forces and has additional firefighting resources arriving, en route, or being ordered by the initial attack incident commander.

Extended attack incidents are normally characterized by:

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Individuals leading these efforts have additional skills and knowledge in the planning and logistics needs of the organization, plus the ability to direct suppression forces.

## VII. DUTIES AND RESPONSIBILITIES OF THE ICT3

The duties and responsibilities of the ICT3 are defined in the position task book and the Red Book.

**S-300, INCIDENT COMMANDER TYPE 3  
(ICT3)**

**SIMULATION TASK BOOK**

**TASK BOOK ASSIGNED TO:**

Student Name\_\_\_\_\_

Date\_\_\_\_\_

Final Score\_\_\_\_\_

## **Simulation Task Book**

### **Student and Instructor Responsibilities**

The Simulation Task Book is intended to promote a high level of learning through coaching between student and instructor.

1. Students are responsible for the successful completion of at least 70% of the tasks (11 out of 15 tasks).
2. Instructors will periodically do a “task check” with students and provide assistance as necessary in the completion of all tasks.

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 1 – Foundation Skills and Knowledge</b>		
1. Communicates leader's intent clearly to others.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 2 – Situational Awareness Elements</b>		
2. Demonstrates ability to develop and maintain SA during simulations and class activities.		
3. Selects and uses correct documentation during class activities.		



CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 3 – Command and Control Elements</b>		
4. Formulates incident objectives and strategies.		
5. Delegates responsibilities to other team members.		
6. Participates in development of action plan.		
7. Actively communicates with team members.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 4 – Managing the Incident</b>		
8. Ensures ongoing evaluations of risk mitigations are being performed.		
9. Directs, coordinates, and participates in briefings.		
10. Evaluates incident progress.		
11. Handles or delegates distracters during class exercises and simulations.		
12. Determine if incident complexity exceeds IC skill level.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 5 – Transitional Activities</b>		
13. Communicates clearly and concisely intent, objectives, strategies and other information with team and relief.		
14. Accurately completes the Incident Complexity Analysis to determine need to change management level during class exercises and simulations.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
<b>Unit 6 – Post-Fire Activities</b>		
15. Actively participates in the development of the final incident package during class activities.		

### **Self-evaluation**

- Strengths:
- Weaknesses:

## Extended Attack Incident Commander, S-300

### Unit 1 – Foundation Skills

#### OBJECTIVE:

Upon completion of this unit, students will be able to:

- Discuss leadership principles in the context of an ICT3.



## I. PRE-COURSE WORK DISCUSSION

### A. The Foundations of Leadership

Describe a situation where you or the Incident Commander were able to adapt to a changing environment and take advantage of an opportunity or overcome barriers.

### B. Composition of a Leader

Utilizing the elements in the decision making model, describe the differences between decisions made by a Type 4 IC and a Type 3 IC.

### C. Command Climate

Describe an incident in which you perceived the command climate to be:

- Healthy
- Unhealthy

What were the primary factors from the pre-course reading that created each?

### D. Commander's Guidance

Identify an incident you were on recently and describe the leader's intent as you understood it.

E. Span of Control

Describe a time when you or someone you were working closely with exceeded your/their span of control.

How was this recognized? What action was taken to mitigate this?

F. Team Effectiveness

Describe the most effective team you have been a member of and the elements that made it that way.

G. Operational Tempo

Describe a situation where contingency planning was inadequate.

H. Command and Control

Describe a situation where the control element of “command and control” provided feedback that made you make a strategic adjustment.

## Extended Attack Incident Commander, S-300

### Unit 2 – Situational Awareness

#### OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Demonstrate the skills necessary to develop and maintain situational awareness for the position of ICT3.
2. Initiate transition documents required to assume command of a Type 3 incident.
3. Discuss issues relating to jurisdictional boundaries.
4. Initiate appropriate incident documentation.
5. Given a scenario and the appropriate references, document leader's intent and identify an incident objective.





## I. DEVELOP AND MAINTAIN SITUATIONAL AWARENESS

### A. Knowledge

What is situational awareness?

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### B. Levels of Situation Awareness

1. Level 1 – Perception of elements in current situation
2. Level 2 – Comprehension of current situation
3. Level 3 – Projection of future status

## C. Skills

### 1. How do you build SA?

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### 2. How could an ICT3 with poor SA impact other incident resources?

### 3. SA is developed in the following phases:

- Collect pre-dispatch intelligence.
- Collect intelligence at initial dispatch.
- Upon arrival, collect information through observations and communication.
- Throughout the incident until transfer of command.
- Utilize references such as Incident Response Pocket Guide (IRPG), Red Book, and Fireline Handbook.

As the incident grows, the ICT3 becomes more dependent upon command staff to build and maintain SA.

## D. Incident Commander's Organizer (ICO)

The Incident Commander's Organizer is:

- A reference designed to provide an IC with a method to organize a rapidly evolving incident.
- A place to collect SA.

## **Telemark Fire TDG #1: Administrator's Briefing**

### **TDG instructions:**

Using the Incident Commander's Organizer and given the following scenario, students will:

- Document leader's intent
- Identify and document incident objectives

### Scenario:

You are an ICT3 detailed to the Alpine National Forest in western Wyoming. It is September at the tail end of a large fire season. The forest was hit hard over the last couple of days with lightning. They have taken action on eight fires. You have just been told you will assume command of the Telemark Fire. You are to meet with the Forest Fire Management Officer (FMO) in dispatch.

It is 0730 and the FMO presents you with a briefing and a map of the Telemark Fire (SW page 2.11).



E. Barriers and Mitigations to a Compromise in SA

1. Span of control

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2. Information overload

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3. Operational tempo

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II. TRANSITION DOCUMENTATION REQUIRED TO ASSUME  
COMMAND OF A TYPE 3 INCIDENT

How does this tie into SA?

- A transfer of command is a transfer of \_\_\_\_\_.
- Complexity requires accurate \_\_\_\_\_.

### III. ISSUES RELATING TO JURISDICTIONAL BOUNDARIES

#### A. Pre-existing Agreements

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#### B. Unified Command

What is unified command? When is it needed?

- One co-located command post.
- \_\_\_\_\_ are unified and prioritized.
- \_\_\_\_\_ is coordinated among all agencies.
- One incident action plan.
- One \_\_\_\_\_.

## **Telemark Fire TDG #2: Situational Awareness**

### **TDG instructions:**

Given the following scenario and the appropriate references, students have five minutes to ask the outgoing IC any questions and prepare to take command.

### Scenario:

You are the incoming ICT3 who is taking command from the initial attack ICT4. It is 0900 on September 19. You are driving into the fire observing and monitoring radio traffic.

When you arrive you meet with the ICT4 and receive a briefing.

- Here is a map (SW page 2.11).
- Resources on scene:
  - 2 Type 4 engines (E-2111, E-216)
  - 1 Type 1 crew (Gallatin Hotshots)
  - 2 medium helicopters (4 KA, 72Z)
- Resources on order:
  - 4 additional engines
  - 2 dozers, 2 crews
  - 1 water tender
  - 1 air attack
  - 2 air tankers
  - 1 helicopter









## Extended Attack Incident Commander, S-300

### Unit 3 – Command and Control

#### OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Formulate incident objectives and strategies.
2. Develop a plan of action.
3. Build an effective organization.
4. Develop and implement a transition plan.
5. Brief and keep subordinates informed of plan of action and leader's intent.



## I. FORMULATE INCIDENT OBJECTIVES AND STRATEGIES

### A. Commander's Intent

- Developed at the onset of the incident.
- Defines the overall purpose and end state for the incident.
- The intent should include:
  - Incident objectives
  - Broad strategies on how the objectives will be met
  - Commander's guidance
- 1. Commander's intent must be conveyed to subordinates and is best defined as task, purpose, and end state.
- 2. The commander's intent, incident objectives, strategies, and commander's guidance should:
  - Be based on size-up and SA.
  - Set relative priorities among competing objectives.
  - Empower subordinates to think for themselves.

B. Sources of Information to Develop Commander's Intent, Objectives, and Strategy

- In-briefing from out-going IC.
- Direction from duty officer/agency administrator.
- Wildfire Fire Situation Analysis (WFSA) or Delegation of Authority.
- Fire Management Plan or Emergency Operations Plan for that particular area.
- Assessment of values to be protected.
- Hazard and risk assessment.

C. Validation of Objectives and Strategy

The IC needs to validate the development of objectives and strategies.

- S.M.A.R.T.
  - S-
  - M-
  - A-
  - R-
  - T-
- Use the risk management process in IRPG or an ICS 215A.

## II. BUILD AN EFFECTIVE ORGANIZATION

### A. Discuss Full Range of Type 3 Incidents

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### B. Red Book Definition of Type 3 Incident Characteristics

- Organizational structure necessary to manage the incident, based on the complexity level.
  - IC's responsibility to \_\_\_\_\_ complexity level and recommend any changes.
- Some or all of the ICS \_\_\_\_\_ are activated.
- Resources vary from several resources to several task force/strike teams.
- The incident may be divided into divisions.
- May require staging areas and incident base.
- May involve \_\_\_\_\_ complexity aviation operations.
- May involve multiple operational periods prior to control, which may require a \_\_\_\_\_.



C. Concept of ICS (scale up, scale down)

- Order resources (crews, engines, aircraft, etc.) as appropriate and needed to meet incident objectives.
- Staff overhead positions as needed based on span of control guidelines.
- Staff critical command and general staff positions as needed to provide safe and efficient operations (especially operations and aviation).
- Increase staffing as complexity increases.
- Staff support functions as needed, based on logistical complexities.
- Demobilize resources and overhead positions when no longer needed to meet incident objectives.

D. Red Book Standards for Incident Structure

Red Book defines minimum pre-requisite qualifications for Type 3 positions.

### III. DEVELOP AND IMPLEMENT TRANSITION PLAN

#### A. During transition from out-going IC, consider:

- Size of organization and critical positions needed.
- Current strategies and tactics – what is working, what is not.
- Identified hazards and mitigations (ICS 215A).
- Previous incident objectives and plan of action.
- Logistical support needs to support objectives and plan of action.
- Appropriate time for take-over of command.

#### B. Provide for a Seamless Transition

- Describe why transitions can be dangerous.
- Manage presence (SA).

#### C. The “Fog of War”

- Fog of war is common during initial phases of an incident or transition to new organization.
- The ‘fog’ is generally made up of the unknowns and uncertainties surrounding the incident.
- The ‘fog’ decreases over time as the IC gains situational awareness and familiarity with the incident.

#### D. Methods to Reduce the Fog of War

- Prior planning and use of common standard operating procedures.
- Gather as much information to update SA, but do not over analyze. Update SA continuously over the course of the incident.
- Recognize what problems are critical and need immediate attention.
- Set priorities for subordinates.
- Pre-plan for different outcomes or contingencies.
- Develop plans that are flexible and not rigid.
- Commander's guidance should include "what ifs" and back-up plans for subordinates to be able to take the initiative.
- Be a visible leader and keep subordinates informed of decision, changes, and updates.

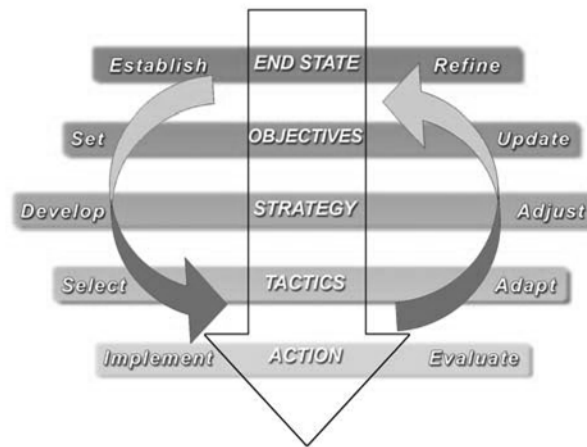
#### IV. DEVELOP A PLAN OF ACTION

Plan of action should be based on incident objectives and commander's intent.

##### A. Relationship Between Intent, Objectives, Strategy, and Tactics

- Intent is the large picture of what you want to accomplish described as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- The intent should also describe the purpose and end state to give relative importance among the \_\_\_\_\_ which empowers subordinates to take the \_\_\_\_\_ to accomplish the task on their own.
- Objectives are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ things you want to get done.
- Objectives also “define the box” which describe where specific actions are to take place (hold the fire at the road, ridge, and river).
- Strategy is the \_\_\_\_\_ taken towards meeting one or more objectives, such as direct or indirect attack based on current or expected fire behavior.
- Tactics are the specific actions taken by the resources. These may be adjusted based on conditions but should always be directed towards meeting objectives and reflect the leader's intent.

- Suggest possible tactics or “what if” contingency plans to apply to the situation (reference Unit 1, Commander’s Guidance).
- Includes dividing the incident up into manageable divisions to address span of control.
- Assignment of resources and personnel.
- Delegating responsibility to subordinate staff and coming together as a ‘team’ to meet objectives.
- Linear and circular process



B. Convey Plan of Action to Subordinates and Include Specific Instructions

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C. Document the Plan of Action

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D. Validate the Plan of Action

- When incident objectives change.
- Periodically as conditions or situation changes.

## V. ESTABLISHING EFFECTIVE COMMAND AND CONTROL

### A. Elements of Command and Control (refer to pre-course work)

Effective two-way communication between leader and subordinates is the key to command and control.

- Leader is in command.
- Subordinates are in control of the situation.

### B. Brief and Keep Subordinates Informed of Plan of Action and Leader's Intent

- IRPG checklist.
- Formal briefings with all resources.
- IC's responsibility to ensure this occurs; not IC's responsibility to conduct ALL briefings.
- Setting up an effective command and control climate will meet this intent.

### C. IRPG Briefing Format Provides for Description of Plan of Action and Leader's Intent

- Define the "box," why we want to keep the fire within the box, and how we will measure success.
- Divisions should be able to use their initiative to take tactical actions to keep the fire within the "box."

## **Telemark Fire TDG #3: Building an Organization and Developing a Plan of Action**

### **TDG instructions:**

This is a continuation of the TDGS from Unit 2.

#### Briefing:

The time is now 1000 and you are in command of the Telemark Fire.

Given the current situation, what does your organization need to look like and what are your objectives and strategic plan?

Specifically, you need to create three items:

- Incident organization
- Incident objectives
- Strategic plan of action

Utilizing your Incident Commander's Organizer, you will be given 5-10 minutes to develop your plan and fill out the positions in your organization.

The facilitator will select someone to communicate this to the group at the sand table.

Your performance will be evaluated in the Simulation Task Book.

End of briefing.





## Extended Attack Incident Commander, S-300

### Unit 4 – Managing the Incident

#### OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Demonstrate ability to provide for the safety, welfare, and accountability of personnel throughout the incident.
2. Direct and coordinate staff, and plan for subsequent operational periods.
3. Evaluate incident progress toward attainment of identified objectives.
4. Identify and discuss administrative responsibilities.
5. Identify distracters and pitfalls (incident within an incident, etc.).
6. Discuss the art of delegation.



## I. PROVIDE FOR SAFETY, WELFARE, AND ACCOUNTABILITY OF PERSONNEL ON AN INCIDENT

The central role and primary responsibility of the ICT3 is to provide for the safety and welfare of all personnel assigned to the incident.

### A. Providing for Safety and Welfare

- Adhere to work/rest and length of assignment guidelines.
- Inspect each resource's appearance in terms of equipment and personnel looking for signs of fatigue, heavy use, possible mechanical problems, etc.
- Ensure every resource is given a thorough briefing.
- Keep line supervisors updated on arrival and status of incoming resources.
- Keep dispatch updated.
- Ensure assigned resources monitor weather.
- Ensure critical weather/fire behavior information is relayed to all personnel on the incident.
- Personally conduct inspections for safety and health hazards:
  - Ensure compliance with the 10 Standard Firefighting Orders.
  - Ensure mitigation of applicable Watch Out Situations.

## B. Tracking Resources

It is your responsibility to ensure all resources assigned are accounted for and the status of all ordered resources is updated (arrived, assigned, released, unaccounted for, etc.).

The IC should have an updated list of all resources assigned, resource leader, their assignments, and their status in regards to work/rest, length of assignment, driver/pilot duty hour limitations, etc.

- Assign a scribe/status check-in recorder, staging area manager, or someone to be in charge of tracking resources as they arrive at the incident.
- Aircraft should also be tracked as they arrive and leave the incident by their call sign or designator.
- Use a form such as the ICS 211 or the Incident Commander's Organizer.
- Try to get copies of the resource orders created by dispatch to cross check what you think has been ordered and what has been ordered.

## C. On Multi-jurisdiction Fires

Make contact with representatives from cooperating agencies and get a list of their resources.

Resources are often dispatched through their own dispatch system; therefore, you may have more resources on scene than what you (or your dispatch center) are aware of.

Federal resources are dispatched through a federal coordination center while local law enforcement and fire resources may be sent by county/city dispatch center – with or without coordination between the two dispatch centers.

## II. DIRECT AND COORDINATE STAFF

- The ICT3 may operate without staff positions filled.
- The ICT3 will have at least some Command and General Staff positions filled.
- The IC will direct Command and General Staff as well as ensure each function coordinates with the others.
- By definition, a Type 3 incident may have as many or as few ICS functional areas activated as deemed necessary.
- Directing others to fulfill tasks is the essence of being a commander. Remember, your role is no longer to do things; your job is to ensure others are doing what is required.
- One of the most important skills you will exercise as ICT3 is directing communications that you have activated to Command and General Staff.
- One of the key elements in coordinating your staff is conducting effective Command and General Staff meetings.

Conduct this meeting:

- Early enough so your team has time to accomplish the tasks they need prior to the next operational period, and
- Late enough so you have a good idea about what work will occur the following shift.

### III. EVALUATE INCIDENT PROGRESS

#### A. Attainment of Identified Objectives

- Continue to evaluate incident complexity
- Monitor tactical operations for progress
- Compare actual progress to planned tactics
- Validate and revise incident objectives as needed
- Re-evaluate and adjust assignments based on changing situations
- Re-evaluate risk management process and ensure appropriate situational awareness
- Advise subordinates of changes
- Ensure AARs are conducted per agency policy

#### B. Planning for Subsequent Operational Periods

- Evaluate or establish incident facilities
  - ICP
  - Helibase
  - Staging areas
  - Other
- Create or obtain forecasts/projections
- Review and confirm incident objectives
- Review and confirm strategy and tactics
- Identify resource needs
- Identify logistical needs
- Consider needs for resources to be demobilized
- Documentation needs
- Incident information (media, public)

#### IV. ADMINISTRATIVE RESPONSIBILITIES

#### V. DISTRACTERS, PITFALLS, AND MANAGING AN INCIDENT WITHIN AN INCIDENT

##### A. Pitfalls and Distracters

- The IC needs to develop strategies to deal with pitfalls and distracters to accomplish the mission.
- Recall your role as IC; you are an orchestrator, not a do'er. This helps shield you from many distracters.

##### B. Managing an Incident Within an Incident

- Delegate the doing part but remain engaged/informed.
- When information overload occurs, your strategy is to set up filters (delegating others to handle communications).
- Be wary to not over-filter; remain alert to important indicators that your objectives and strategies may need to be revised.



## VI. THE ART OF DELEGATION

### A. What Does it Mean to “Delegate”?

- Delegation is about \_\_\_\_\_ your authority to others.
- This means they can act and initiate independently and they assume responsibility with you for certain tasks.
- If something goes wrong, you remain \_\_\_\_\_ since you are the IC.
- The trick is to delegate in such a way so things get done, but do not go wrong.

### B. What is Required in Order to Effectively Delegate?

- The objective is to get the job done by someone else.
- When delegation is done effectively, your staff has the authority to react to situations without referring back to you.
- To enable someone to do a job for you, ensure they:
  - Know what you want (intent, objectives, guidance parameters)
  - Know how to do it (training/experience)
  - Have the authority to achieve it (command climate, effectively delegated the task)

### C. Access to Information

- Delegation can only operate successfully if the decision-makers (your staff) have full and rapid access to the relevant information.
- Constantly push information you receive from outside your organization down to your staff.
- If the ICT3 restricts access to information, then only he/she is able to make decisions based on that information. Once access is opened to others, they too can make decisions.
- Be aware that others can also challenge your decisions according to additional criteria. The ICT3 who fears this challenge will never delegate effectively.
- Unconfident leaders who do not share information become ineffective.
- A confident IC who shares information, and acknowledges and considers challenges to decisions, makes better use of the talents and skills of his/her staff.

### D. Evaluating Outcomes

When you delegate a job, it does not have to be done as well as you could do it (given time), nor in the same fashion as you would do it; it only needs to be done as well as necessary.

Define this standard in advance and communicate it to the subordinate; then they know what to work towards (end state).

E. When Errors Occur

- If possible, provide input to the subordinate and allow them to fix the problem.
- Initially, focus on the problem, not the cause.
  - Review the cause with the subordinate later (coaching).
- Ensure the subordinate:
  - \_\_\_\_\_ the problem
  - \_\_\_\_\_ enough to resume
  - \_\_\_\_\_ to prevent recurrence
- If errors are catastrophic, it is most often because the IC was not monitoring properly and allowed subordinates to stray without making needed corrections.
- Your job is not so much “to do” but to watch others “do” and intervene with solutions to problems.

F. What to Delegate

1. Things you did before being promoted.
2. Things your staff is better at than you.
3. Decisions

## G. Levels of Delegation

1. The IC decides and announces the decision.

The IC reviews options in light of issues, priorities, time constraints, etc., then decides the action and informs the team of the decision.

2. The IC decides and then 'sells' the decision to the group.

The IC makes the decision and then explains reasons for the decision to the team, particularly the positive benefits.

3. The IC presents the decision with background ideas and invites questions.

The IC presents the decision along with some of the background that led to the decision. The team is invited to ask questions and discuss with the IC the rationale behind the decision. This enables the team to understand and accept or agree with the decision more easily than in 1 and 2 above.

4. The IC suggests a provisional decision and invites discussion about it.

The IC discusses and reviews the provisional decision with the team on the basis that he/she will take on board the views and then decide.

5. The IC presents the situation or problem, gets suggestions, and then decides.

The IC presents the situation, and maybe some options, to the team. The team is encouraged and expected to offer ideas and additional options, and discuss implications of each possible course of action. The IC then decides which option to take.

6. The IC explains the situation, defines the parameters, and asks the team to decide.

At this level the IC has effectively delegated responsibility for the decision to the team, albeit within the stated limits. The IC may or may not choose to be a part of the team which decides.

7. The IC allows the team to identify the problem, develop options, and decide on the action, within the Agency Administrator's defined limits.

This is an extreme level of freedom, whereby the team is effectively doing what the IC did in level 1.

- The team is given responsibility for:
  - Identifying and analyzing the situation or problem
  - Defining the process for resolving the situation or problem
  - Developing and assessing options
  - Evaluating implications
  - Deciding on and implementing a course of action

- The IC also states in advance he/she will support the decision and help the team implement it.
- The only constraints and parameters for the team are those the IC had imposed from above by the Agency Administrator.
- This level is potentially the most motivational of all, but also potentially the most disastrous.

#### H. What Not to Delegate

1. Establishing objectives for the overall incident should always be the responsibility of the IC.
  - Providing clear intent and instruction to your staff should not be left to a senior member of the staff or anyone else.
  - The staff works for you; give them clear and direct instructions.
2. Prioritization of competing objectives
3. Judgments about acceptable risk

#### I. Personal/Personnel Issues

1. Motivation
2. Organization
3. Praise and reprimand of your team.
4. Misconduct is a special circumstance the IC should address personally.



## **Telemark Fire TDG #4a: Manage the Incident**

### **TDG instructions:**

This is a continuation of the TDGS from Units 2 and 3. Refer to the objectives, plan of action, and organization you developed earlier.

The time is 1200 on September 19 and the situation is:

- Many of the resources that were on order have arrived and been deployed:
  - 2 engines (E-2111, E-216)
  - 1 Type 1 crew (Gallatin Hotshots)
  - 2 helicopters (4 KA, 72Z)
  - Engine 1412 (Type 4)
  - Engine 1416 (Type 4)
  - Engine 1820 (Type 3)
  - Engine 2040 (Type 3)
  - Alpine Air Attack
  - Crew 7 (Type 2 IA)
  - Crew 3 (Type 2 IA)
- Additional resources have been ordered:
  - 2 dozers
  - 1 water tender
  - 2 air tankers
  - 1 helicopter
  - 1 crew
  - 4 Type 4 engines
  - 1 safety officer
  - 1 public information officer
- Fire estimated to be 20-30 acres.





## **Telemark Fire TDG #4b: Manage the Incident**

### **TDG instructions:**

This is a continuation of the TDGS from Units 2 and 3, and TDG 4a. Refer to the objectives, plan of action, and organization you developed earlier.

The time is 1300 on September 19 and the situation is:

- Fire estimated to be 40-50 acres. Fire behavior is beginning to increase.
- Resources on scene:
  - 2 engines (E-2111, E-216)
  - 1 Type 1 crew (Gallatin Hotshots)
  - 2 helicopters (4 KA, 72Z)
  - Engine 1412 (Type 4)
  - Engine 1416 (Type 4)
  - Engine 1820 (Type 3)
  - Engine 2040 (Type 3)
  - Alpine Air Attack
  - Crew 7 (Type 2 IA)
  - Crew 3 (Type 2 IA)
  - Tender 77
  - 8 Mountain County Police vehicles
- Resources on order:
  - 2 dozers
  - 1 water tender
  - 2 air tankers
  - 1 helicopter
  - 1 crew
  - 4 Type 4 engines
  - 1 safety officer
  - 1 public information officer



## **Telemark Fire TDG #4c: Manage the Incident**

### **TDG instructions:**

This is a continuation of the TDGS from Units 2 and 3, and TDGS 4a and 4b.

The time is 1400 on September 20 and the situation is:

- Fire estimated to be 40-50 acres.
- The fire has been blown by strong winds and has crossed the boundaries you originally established as part of your objectives. It is beginning to burn toward the Claim Jumper Hot Springs at a greater rate of spread.
- Resources on scene:
  - 1 Type 1 crew (Gallatin Hotshots)
  - 2 helicopters (4 KA, 72Z)
  - Engine 1412 (Type 4)
  - Engine 1416 (Type 4)
  - Engine 1820 (Type 3)
  - Engine 2040 (Type 3)
  - Alpine Air Attack
  - Crew 7 (Type 2 IA)
  - Crew 3 (Type 2 IA)
  - Tender 77
  - Police Task Force
- Resources on order:
  - 2 dozers
  - 1 water tender
  - 2 air tankers
  - 1 helicopter
  - 1 crew
  - 4 Type 4 engines
  - 1 safety officer
  - 1 public information officer



## Extended Attack Incident Commander, S-300

### Unit 5 – Transitional Activities

#### OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Identify when the incident status or complexity drives a change to another management level.
2. Identify and discuss the transition process.
3. Brief relief as appropriate.



## I. EVALUATE INCIDENT STATUS

As an IC, constantly evaluate your situational awareness and status of the incident. You are responsible for reviewing the Incident Complexity Analysis (see IRPG).

## II. TRANSFER COMMAND TO A TYPE 1 OR 2 IMT

A. When you determine that the incident has expanded to the next management level, then what?

B. Red Book, Chapter 11, Transfer of Command

What incident documentation forms may be utilized for transition?

- Incident Action Plan or various ICS forms
- ICS 201, Incident Briefing or IA organization guide
- ICS 202, Incident Objectives
- ICS 204, Division Assignments
- ICS 205, Communications Plan
- ICS 206, Medical Plan
- ICS 209, Incident Status Summary
- ICS 211, Check In
- ICS 214, Unit Log
- ICS 215, Operational Planning Worksheet
- ICS 215A, Safety Analysis



- Cell phone directory
- Weather and fire behavior forecasts
- Maps
- Resource orders
- Pre-plans
- Air space restrictions
- Incident Complexity Analysis
- Wildland Fire Situation Analysis
- Completed time reports for personnel and equipment
- Rental agreements
- Pre- and post-equipment inspections
- Accident reports
- Compensation claims documentation
- Equipment and damage claim investigation and documentation
- Fire cause investigation report
- Fire report
- Performance evaluations

C. Staff Participation in Transition Process

1. Staff prepares transition documents:
  - Check-in or resource lists
  - Objectives
  - Weather
  - Fire behavior
  - Maps
  - Time records
2. Agency Administrator Briefing Checklist.

III. TRANSITION BACK TO THE LOCAL UNIT

A. Define and discuss the transition process back to the home unit and the roles and responsibilities of the ICT3 in that process.

1. Anticipate when incident objectives are likely to be met and plan accordingly.
2. Determine when incident objectives are actually met.
3. Dealing with resource advisor or local representative to ensure resource objectives have indeed been met.
4. Dealing with resource advisor or local representative to establish rehabilitation objectives and standards.

B. Staff Participation in Transition Process

1. Discuss contents of final documentation package.
2. Discuss need for IC to keep copies of certain documentation.

#### IV. TRANSFER COMMAND TO ANOTHER ICT3

##### A. When Does This Occur?

1.

2.

3.

##### B. Staff Participation in Transition Process

Staff participates in the process the same as in the other transition types.

#### V. CONDUCT RELIEF FORCES BRIEFING

Refer to the IRPG Briefing Checklist:

- Situation
- Mission/execution
- Communication
- Service/support
- Risk management
- Questions or concerns

## **Telemark Fire TDG #5: Transfer of Command**

### **TDG instructions:**

This is a continuation of the TDGS from the previous units. The time is 0900 on September 21 and the situation is:

- Reports from the division state that the fire is now over 300 acres.
- Weather at 0400 was 84 degrees, RH 16, wind 14, gusts to 28 mph.
- During the night, the wind blew the fire across Claim Jumper Road.

Coordinate with your team and prepare to brief an incoming Type 2 team. Remember, you are still responsible for safe operations on the incident. The cadre will act as an incoming Type 2 team.

End of briefing.



## Incident Commander, Extended Attack, S-300

### Unit 6 – Post-Fire Activities

#### OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Demobilize incident resources by predetermined priorities or as work progress dictates.
2. Prepare and discuss performance evaluations.
3. Participate in after action review per agency policy.
4. Assemble and submit final incident package to cadre.



## I. DEMOBILIZATION

### A. Demobilization Guidelines

Release incident resources by predetermined criteria or as incident progress dictates.

- No personnel will be released prior to meeting the current work/rest guidelines.
- Agency specific travel regulations must be considered (refer to NWCG driving guidelines).
- Appropriate individuals will be thoroughly debriefed prior to leaving the incident.
- Departing resources will provide method of travel, destination, ETAs, and follow-up phone numbers.
- All demobilization of incident resources will be prioritized.

### B. Incident Release Priorities

Release priorities may vary from incident to incident.

- Length of assignment (current policy)
- Consider cost containment
- Transportation (release resources with the longest travel time home if possible)
- Other incident priorities (resources may be needed elsewhere)
- Federal hours of service laws



## II. PERFORMANCE EVALUATIONS

The Incident Commander should ensure performance evaluations are being completed before resources are released from the incident.

## III. ASSEMBLE AND SUBMIT FINAL INCIDENT PACKAGE TO CADRE

- Fire report (agency specific forms)
- Unit Log, ICS Form 214
- Incident Status Summary, ICS Form 209
- Objectives met
- Narrative incident summary
- For mandatory document inclusion, refer to the National Archives and Records Administration webpage.

## IV. PARTICIPATE IN AFTER ACTION REVIEW

- Use the AAR to capture Lessons Learned and Best Practices
- Suggestions for applying Lessons Learned
- Concentrate on the what, not the who
- Fire Leadership website: [www.fireleadership.gov](http://www.fireleadership.gov)

## Extended Attack Incident Commander, S-300

### Unit 7 – Final Simulation

#### OBJECTIVE:

Upon completion of this unit, students will be able to:

- Given the criteria in the Simulation Task Book and an incident simulation, students will ensure the completion of eleven or more tasks.



## **Zephyr Fire TDG instructions:**

It is 0800 on July 10. You are a Type 3 IC flying into a staging area by helicopter to relieve a Type 4 IC on the Zephyr Fire in central Idaho. You are not from the area but have fought fire here on many occasions. As you fly in you see that the fire is about eighty acres. Fire activity is moderate with an inversion lying over the area. There appears to be good access for engines on the lower third of the fire. You see a road going up the backside of the fire but can't tell if it goes all the way to the top. The fuel type is open ponderosa pine with a grass and brush understory. Burning conditions are in the 90<sup>th</sup> percentile. Earlier that morning you receive a briefing from the local FMO who tells you to keep the fire north of the Lincoln River. Air resources are available, but there may be some competition for them due to some other fires on the district. He tells you to assess the resources on scene and en route for qualifications before placing any orders for overhead.

Upon arrival at fire camp, you meet the outgoing IC for a briefing and the following resource list:

<b>Resource Ordered</b>	<b>Resource Identification</b>	<b>ETA</b>	<b>On Scene</b>	<b>Location / Assignment</b>
Crew Type 2 IA	<b>Great Western</b>		<b>X</b>	<b>ICP</b>
Crew Type 1	<b>Dawgtooth Hotshots</b>	<b>0815</b>		
Crew Type 1	<b>Wharton Hotshots</b>	<b>0815</b>		
Crew Type 2	<b>Heat Seekers</b>	<b>1000</b>		
Engine Type 3	<b>E-71</b>		<b>X</b>	<b>ICP</b>
Engine Type 3	<b>E-42</b>		<b>X</b>	<b>ICP</b>
Engine Type 3	<b>E-74</b>		<b>X</b>	<b>ICP</b>
Engine Type 3	<b>E-22</b>	<b>0930</b>		
Roper Helitack	<b>Roper Helitack</b>		<b>X</b>	<b>ICP</b>
ATGS	<b>Zephyr Air Attack</b>	<b>0930</b>		
Helicopter Type 2	<b>4KA</b>	<b>1000</b>	<b>X</b>	<b>ICP</b>
Helicopter Type 2	<b>212SJ</b>			
SEAT	<b>Tanker 182</b>	<b>1030</b>		
SEAT	<b>Tanker 184</b>	<b>1030</b>		

