Extended Attack Incident Commander S-300
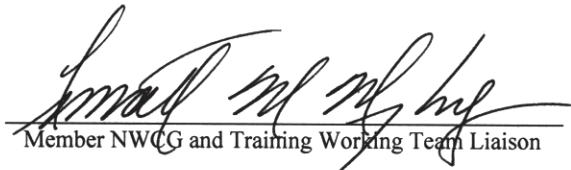
CERTIFICATION STATEMENT

on behalf of the

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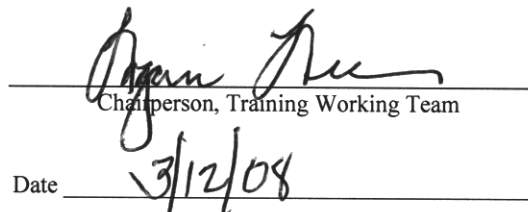
Extended Attack Incident Commander, S-300
Certified at Level I

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

Instructor Guide

MARCH 2008
NFES 2917

NWCG TRAINING WORKING TEAM
POSITION ON COURSE PRESENTATION AND MATERIALS

The recommended hours listed in the FMCG 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 may vary slightly due to factors such as number of students, types and complexity of course activities, and the addition of local materials. NWCG is aware that there have been courses presented in an abbreviated form, varying greatly from the recommended 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. 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.

- Unit times represent the allotted time to teach the unit and complete the exercises, simulations, and tests.

- Recommended course hours are given to help the students and the course coordinator with planning travel, room reservations, and facilities usage. This represents the time estimated to present the NWCG provided materials including time for breaks, lunch periods, set-up for field exercises or simulations, etc.

- Actual times for both the unit and the course may vary based on number of students, types and complexity of course activities, and the addition of local instructional materials.

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 course instructors.

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

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:

USDA Forest Service
Evans Kou
Shawna Legarza
Frankie Romero
Mike Ellsworth
Jim Shultz

Minnesota Department of Natural Resources
Tom Romaine

National Park Service
Brit Rosso

Pennsylvania State Fire Academy
Timothy Dunkle

State of Oregon, Washington County, Hillsboro Fire & Rescue
Sam Phillips

National Interagency Fire Center, Fire Training
Scott Anderson, NWCG Development Unit

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

CONTENTS

COURSE INSTRUCTIONS

This section contains instructions for administering a successful course. Instructors must be thoroughly familiar with this section and all other course material prior to presenting the course.

I.   COURSE INTRODUCTION

Extended Attack Incident Commander, S-300 requires a minimum of 16 hours for presentation. It is important to emphasize this meets the <u>minimum</u> standards. An example agenda showing the minimum presentation hours is on page 13.

Instructors are encouraged to expand the course schedule to allow four hours of simulations and four hours for the Staff Ride (see the example agenda showing recommended hours on page 14). Also, additional time will be required if more than 12 students attend and if agency specific material is added.

The focus of this course is on the lessons of leadership as described in L-380 and L-381. These are the tools an Incident Commander (IC) must utilize and become proficient in.

Certain topics related to the position of Incident Commander Type 3 (ICT3), such as position liability and local policy, cannot be covered in this course due to their dynamic nature. The recommended agenda provides time for the cadre to appropriately address these topics.

Subject material is presented in units of instruction. Each unit is designed to present the knowledge necessary for the position of ICT3. Students are given the opportunity to execute this knowledge in the form of Tactical Decision Games (TDGS). See "Instructor Preparation" on page 3 for detailed information on the TDGS.

Instructors must devote adequate time for their presentations and should draw from their experiences to add realism and credibility to the information provided. Relating personal experiences is an effective tool for illustrating proper or improper processes and alternatives.

II.   COURSE OBJECTIVES

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:

- 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.

III.   INSTRUCTOR PREREQUISITES

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

This is a 300 level course. In addition to the course specific instructor prerequisites, all instructors are required to have 32 hours of instructor training such as Facilitative Instructor (M-410), or an equivalent course, as stated in the Field Manager's Course Guide.

IV.   INSTRUCTOR PREPARATION

The material in this course is designed to be presented through a series of facilitated discussions and classroom exercises. The exercises are presented in the form of an incident, the Telemark Fire, which is executed through TDGS and Sand Table Exercises (STEX).

TDGS provide incident flow from mobilization to demobilization allowing group interaction and realistic situations for the students. Each TDG builds upon the one that precedes it; therefore, students must be successful at each stage before progressing to the next.

The cadre must understand the techniques and materials required to conduct TDGS and STEX. For information regarding the facilitation and standard format of TDGS and STEX refer to the Fire Leadership website: http://www.fireleadership.gov/.

The following units contain TDGS:

- Units 2 – 5

   It is strongly recommended the cadre read the instructions and rehearse the TDGS for these units before presenting them.

- Unit 7 – Final Simulation

   The final simulation TDGS requires sand tables, simulation cards, and a simulated Incident Command Post. **Templates for the simulation cards are located at the end of Unit 7 and should be prepared in advance of the course (see page 7.2 for instructions).**

- Unit 8 – Staff Ride (optional)

   The staff ride is intended to add an element of realism to the course. While much effort is involved in developing this exercise, the benefits will be obvious. A staff ride development template is provided in the lesson plan. A PowerPoint template is provided for instructors to place elements of the pre-study phase. **The staff ride requires a motivated individual to develop and execute.**

Classroom dynamics are an important part of this course. Instructors should be skilled at facilitating discussions to bring out the learning points after students complete TDGS. The emphasis is on student participation supported by the cadre as needed.

Classroom dynamics can be enhanced by dividing students into groups who remain together and participate through the course as a team. A cadre member "coach" should be assigned to each team to help guide and facilitate the experience. The coach also helps evaluate students through the Simulation Task Book process.

The time required for TDGS is up to the discretion of the cadre; however, it is recommended the cadre strive for more than the minimum. The TDGS should be replayed as many times as the cadre deems necessary.

Additional simulation TDGS can be found on the Fire Leadership website in the TDGS Library (http://www.fireleadership.gov/). Many of these are incidents outside of the wildfire arena. The cadre is encouraged to use the TDGS learning objectives to develop TDGS that fit local conditions and policies. Please submit any cadre-developed scenarios to the website library for others to use.

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, and handouts) that remind instructors to display or refer to specific materials.

B.   Course Materials CD-ROM

The CD-ROM contains complete copies of the Instructor Guide, Appendixes, and Student Workbook in bookmarked files in portable document format (pdf).

C.   Student Workbook

Student Workbooks, one for each student, should be ordered prior to the beginning of the course.

D.   Reference Materials

Students need to bring the following references from their home unit (also mentioned in the selection letter on page 11):

- Fireline Handbook

- Incident Response Pocket Guide (IRPG)

- Incident Commander Type 3 (ICT3) Position Task Book

- Interagency Standards for Fire and Aviation Operations
  (or an equivalent agency operations guide)

- Incident Commander's Organizer

VI. STUDENT TARGET GROUP

This course is required training for all students who are preparing to qualify as ICT3.

VII. STUDENT PREREQUISITES

Refer to the Field Manager's Course Guide (PMS 901-1) for student prerequisites.

VIII. STUDENT PRE-COURSE WORK

The intent of the pre-course work is for students to review the leadership concepts and principles that will provide the foundation for developing their skills as an ICT3.

Students must read the entire contents of the pre-course work and answer three discussion points. Students are to bring their completed pre-course work to class where it will be discussed in Unit 1 and reviewed by the cadre.

The pre-course work is located in Appendix C and online at http://training.nwcg.gov/pre-courses.htm. The course coordinator can either send students a hard copy of the pre-course work or refer them to the online version.

IX. COURSE SELECTION LETTER

An example of the course selection letter is located on page 11. This letter must accompany the student pre-course work and explain timeframes for class start time, class location, etc.

See the Course Coordinator's Guide (PMS 907) for more information on selection letters (http://www.nwcg.gov/pms/training/training.htm).

X.   STUDENT EVALUATION

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

A.   Simulation Task Book (STB)

The Simulation Task Book (located at the end of Unit 0) is designed to give instructors a familiar and simple method of evaluating students as they participate in the unfolding Telemark Fire.

- 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 after action reviews (AARs).

C.   Self Evaluation

- Students 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.

XI.   RECOMMENDED CLASS SIZE

In order to facilitate exercises and discussion, instructors should maintain a 6:1 ratio of students to instructors/coaches. This is to enable strong mentorship by the cadre to the students. Ideally, class size should be limited to 24 students.

XII.   SPACE AND CLASSROOM REQUIREMENTS

The classroom should be chosen and viewed well in advance of the presentation; it should be large enough to accommodate sand table exercises.

XIII.   COURSE EVALUATION FORMS

The course evaluation forms are located in Appendix D.

A.   Student Final Course Evaluation

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.   Training Course Evaluation

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 contains a list of course materials that need to be ordered as well as support material and equipment.

The following appendixes are on the S-300 Course Materials CD-ROM:

B.   Appendix B – PowerPoints

This appendix contains the PowerPoint slides for each unit.

C.   Appendix C – Pre-Course Work

This appendix contains the pre-course work assignment. Pre-course work is also located at http://training.nwcg.gov/pre-courses.htm

D.   Appendix D – Final Exam, Exam Key, and Course Evaluations

This appendix contains the final exam, exam key, and course evaluation forms (duplicate these forms for student and instructor use).

Extended Attack Incident Commander, S-300
Selection Letter Example

Congratulations on being selected to attend Extended Attack Incident Commander, S-300 to be held at *(location)*. The course will begin at *(time, date)* and end at *(time, date)*.

Complete the enclosed pre-course work assignment <u>or</u> *download the pre-course work assignment at* http://training.nwcg.gov/pre-courses.htm and bring it with you to the course. Also bring the following references:

- Fireline Handbook, NFES 0065
  http://www.nwcg.gov/pms/pubs/pubs.htm

- Incident Response Pocket Guide, NFES 1077
  http://www.nwcg.gov/pms/pubs/pubs.htm

- Incident Commander Type 3 (ICT3) Position Task Book
  www.nwcg.gov/pms/pubs/pubs.htm

- Interagency Standards for Fire and Aviation Operations, NFES 2724
  (or appropriate agency equivalent)

- Incident Commander's Organizer, NFES 2906
  www.nwcg.gov/pms/pubs/pubs.htm

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, e-mail.*

Extended Attack Incident Commander, S-300
Example Agenda
Minimum Presentation Hours

DAY 1

Unit 0: Introduction	0800 – 0830 (½ hr)	Instructors
Unit 1: Foundation Skills	0830 – 0930 (1 hr)	Instructors
Unit 2: Situational Awareness	0930 – 1130 (2 hrs)	Instructors
Unit 3: Command and Control	1230 – 1530 (3 hrs)	Instructors
Unit 4: Managing the Incident	1530 – 1700 (1½ hrs)	Instructors

DAY 2

Unit 4: Managing the Incident	0800 – 1030 (2½ hrs)	Instructors
Unit 5: Transitional Activities	1030 – 1230 (2 hrs)	Instructors
Unit 6: Post-Fire Activities Final Written Exam/STB Check	1330 – 1430 (1 hr)	Instructors
Unit 7: Final Simulation	1430 – 1600 (1½ hrs)	Instructors
Close out: Grade Final Exam, Simulation Task Books, Course Evaluations	1600 – 1700 (1 hr)	Instructors

Extended Attack Incident Commander, S-300
Example Agenda
Recommended Hours

DAY 1

Unit 0: Introduction	0800 – 0830 (½ hr)	Instructors
Unit 1: Foundation Skills	0830 – 0930 (1 hr)	Instructors
Unit 2: Situational Awareness	0930 – 1130 (2 hrs)	Instructors
Unit 3: Command and Control	1230 – 1530 (3 hrs)	Instructors
Cadre's Topic of Choice (local policy, position liability, guest speakers)	1530 – 1700 (1½ hrs)	Instructors

DAY 2

Unit 4: Managing the Incident	0800 – 1200 (4 hrs)	Instructors
Unit 5: Transitional Activities	1300 – 1500 (2 hrs)	Instructors
Unit 6: Post-Fire Activities	1500 – 1600 (1 hr)	Instructors
Final Written Exam Simulation Task Book Check	1600 – 1700 (1 hr)	Instructors

DAY 3

Unit 7: Final Simulation	0800 – 1200 (4 hrs)	Instructors
Unit 8: Staff Ride	1300 – 1700 (4 hrs)	Instructors

UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   0 – Introduction

Time   30 Minutes

Objectives

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.

Strategy

Ensure students have a clear understanding of the following:

- Expectations as S-300 students and Type 3 Incident Commanders. This is accomplished through discussions of appropriate agency policies and the methods employed in this course to prepare them for training assignments on Type 3 incidents.

- Duties and responsibilities of the ICT3. Students reference the ICT3 Position Task Book and the Interagency Standards for Fire and Aviation Operations (or an equivalent agency operations guide).

- Course evaluation methods. Students must complete the minimum number of tasks in the Simulation Task Book and achieve 70% or better on the final exam to pass the course.

Instructional Method

- Informative lecture
- Discussion

Instructional Aids

- ☐ ICT3 Position Task Book
- ☐ Interagency Standards for Fire and Aviation Operations (Red Book) or an appropriate agency operations guide

Evaluation Method

- • Student's performance is not evaluated in this unit.

Outline

I. Introduction of Instructors and Students

II. Administrative Information

III. Course Intent

IV. Course Objectives

V. Student Evaluation

VI. The Scope of Type 3 Incidents

VII. The Duties and Responsibilities of the ICT3

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
STB – Simulation Task Book	PPT – PowerPoint

Unit Number   Course Number

03-01-S200-IR

Reference or Slide Number   Code
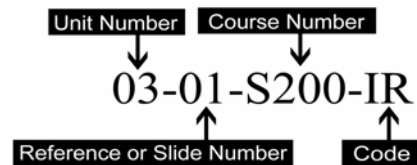
UNIT PRESENTATION

COURSE: Extended Attack Incident Commander, S-300

UNIT: 0 – Introduction

OUTLINE	AIDS & CUES
MISSION STATEMENT SLIDE.	00-01-S300-PPT
UNIT TITLE SLIDE.	00-02-S300-PPT
I. INTRODUCTION OF INSTRUCTORS AND STUDENTS	
HAVE EACH INSTRUCTOR AND STUDENT PRESENT:	
• Name • Brief background • Present job • Other points of interest	
II. ADMINISTRATIVE INFORMATION	00-03-S300-PPT
HAND OUT AGENDA AND DISCUSS:	
• Course hours	
• Breaks — vending machines, drinking fountains, restrooms, punctuality	
• Smoking policy	
• Message location and available telephones	
• Local information (restaurant locations, local map)	
• Cell phones, radios, and pagers on silent mode	

OUTLINE	AIDS & CUES
III. COURSE INTENT	00-04-S300-PPT
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	00-05-S300-PPT
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.	00-06-S300-PPT
• Demonstrate the ability to manage an incident.	
• Conduct post-fire activities.	

OUTLINE	AIDS & CUES
V. STUDENT EVALUATION	00-07-S300-PPT
The course has four methods for evaluating student's performance:	
A. Simulation Task Book (STB)	00-08-S300-PPT
REFER STUDENTS TO THE STB AND REVIEW (SW pages 0.7 – 0.12; IG pages 0.9 – 0.14).	00-01-S300-IR/SR
• Students must complete 11 out of 15 tasks (70%) in the STB.	
• Each task is scored on a pass/fail basis.	
B. Peer Evaluations	00-09-S300-PPT
• Peer evaluations are performed through student-led AARs.	
C. Self Evaluation	00-10-S300-PPT
• 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.	00-11-S300-PPT

OUTLINE	AIDS & CUES
VI. THE SCOPE OF TYPE 3 INCIDENTS	00-12-S300-PPT

**REFER STUDENTS TO THE TYPE 3 INCIDENT
DESCRIPTION IN THE RED BOOK, CHAPTER 11.**

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:

- Less than 100 acres in size; although in some
rural/wildland areas where the values at risk are
low and fuels are primarily 100 hours or less, the
fire size could be significantly larger.

- Firefighting resources vary from several single
resources to several task forces/strike teams.

- The incident may be divided into divisions, but
would not meet the division/group supervisor
complexity in regards to span-of-control.

- A written incident action plan (IAP) may be needed
or prepared.

- Some of the command and general staff positions
such as planning, logistics, safety, and liaison may
be filled.

- Staging areas may be utilized, and in some
instances, a small incident base is established.

OUTLINE	AIDS & CUES
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	00-13-S300-PPT
The duties and responsibilities of the ICT3 are defined in the position task book and the Red Book.	
REFER STUDENTS TO THE CURRENT POSITION TASK BOOK AND THE RED BOOK FOR A LIST OF TASKS.	
ASK STUDENTS IF THEY HAVE ANY QUESTIONS.	

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
Unit 1 – Foundation Skills and Knowledge		
1. Communicates leader's intent clearly to others.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
Unit 2 – Situational Awareness Elements		
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
Unit 3 – Command and Control Elements		
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
Unit 4 – Managing the Incident		
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
Unit 5 – Transitional Activities		
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
Unit 6 – Post-Fire Activities		
15. Actively participates in the development of the final incident package during class activities.		

Self-evaluation

- Strengths:

- Weaknesses:

UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   1 – Foundation Skills

Time   1 Hour

Objective

• Discuss leadership principles in the context of an ICT3.

Strategy

Unit 1 will ensure an understanding of the leadership concepts presented in the pre-course work. It is the first opportunity for students to develop their command presence as they address the class.

Instructional Method

• Participative class discussion (the discussion should not be dominated by the cadre)

Instructional Aid

☐ Pre-course work

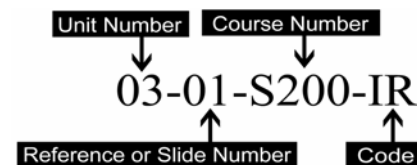## Evaluation Method

• Student's pre-course work will be reviewed by the cadre.

Outline

I. Pre-Course Work Discussion

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
STB – Simulation Task Book   PPT – PowerPoint

UNIT PRESENTATION

COURSE: Extended Attack Incident Commander, S-300

UNIT: 1 – Foundation Skills

OUTLINE	AIDS & CUES
NOTE TO INSTRUCTOR: The intent of this unit is to facilitate a discussion regarding the principles in the pre-course work. Follow the discussion points as outlined below using slides 4 – 11. For each discussion point, ask two or three students to share their responses (allow 10 minutes per discussion point). Keep connecting discussion points to the ICT3 position. Ensure all students participate throughout the discussion.	
UNIT TITLE SLIDE.	01-01-S300-PPT
PRESENT UNIT OBJECTIVE.	01-02-S300-PPT
I. PRE-COURSE WORK DISCUSSION	01-03-S300-PPT
A. The Foundations of Leadership	01-04-S300-PPT
Discussion Point: Describe a situation where you or the Incident Commander (IC) were able to adapt to a changing environment and take advantage of an opportunity or overcome barriers.	
B. Composition of a Leader	01-05-S300-PPT
Discussion Point: Utilizing the elements in the decision making model, describe the differences between decisions made by a Type 4 IC and a Type 3 IC.	

OUTLINE	AIDS & CUES
C. Command Climate	01-06-S300-PPT
Discussion Point: 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	01-07-S300-PPT
Discussion Point: Identify an incident you were recently on and describe the leader's intent as you understood it.	
DISCUSS EXAMPLES OF CLEAR LEADER'S INTENT AND OBJECTIVES. THIS WILL PREPARE STUDENTS FOR THE TDG IN UNIT 2 (page 2.6).	
E. Span of Control	01-08-S300-PPT
Discussion Point: 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	01-09-S300-PPT
Discussion Point: Describe the most effective team you have been a member of and the elements that made it that way.	

OUTLINE	AIDS & CUES
G. Operational Tempo	1-10-S300-PPT
Discussion Point: Describe a situation where contingency planning was inadequate.	
H. Command and Control	01-11-S300-PPT
Discussion Point: Describe a situation where the control element of "command and control" provided feedback that made you make a strategic adjustment.	
ASK STUDENTS IF THEY HAVE ANY QUESTIONS CONCERNING THE PRE-COURSE WORK.	01-12-S300-PPT

UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   2 – Situational Awareness

Time   2 Hours

Objectives

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.

Strategy

Assume students have a reasonable understanding of the definition of situational awareness (SA). Help students understand the unique qualities of SA for the ICT3 as described in the lesson plan. In this unit, students take over the command of an escaped Type 4 fire (Telemark Fire TDG). Students build the appropriate level of SA through other students – and other student's documentation – the way an ICT3 builds command and leadership through others.

Instructional Method

•   Participative lecture

Instructional Aid

☐   Incident Commander's Organizer

Exercises

There are two TDGS that instructors must review and prepare for in advance:

•   Telemark Fire TDG #1: Administrator's Briefing (pages 2.6 – 2.8)

•   Telemark Fire TDG #2: Situational Awareness (pages 2.11 – 2.14)

Evaluation Methods

- Simulation Task Books
- AAR
- Self Evaluation

Outline

I. Develop and Maintain Situational Awareness

II. Transition Documentation Required to Assume Command of a Type 3 Incident

III. Issues Relating to Jurisdictional Boundaries

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
STB – Simulation Task Book	PPT – PowerPoint

Unit Number   Course Number

03-01-S200-IR

Reference or Slide Number   Code

UNIT PRESENTATION

COURSE: Extended Attack Incident Commander, S-300

UNIT: 2 – Situational Awareness

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	02-01-S300-PPT
Unit 2 Intent: To improve the ability to develop and maintain situational awareness (SA) through others – and other's documentation – instead of through one's own senses.	02-02-S300-PPT
PRESENT UNIT OBJECTIVES.	02-03-S300-PPT
I. DEVELOP AND MAINTAIN SITUATIONAL AWARENESS	
A. Knowledge	
What is situational awareness?	02-04-S300-PPT
• Your perception of your current environment.	
• SA is internal and runs continuously.	
• SA is the foundation for decision making.	

OUTLINE	AIDS & CUES
B. Levels of Situational Awareness	02-05-S300-PPT
1. Level 1 – Perception of elements in current situation	
The basic perception of cues is fundamental for an ICT3 to gather quality SA.	
2. Level 2 – Comprehension of current situation	
Beyond perception, quality SA deals with how people combine, interpret, store, and retain.	
3. Level 3 – Projection of future status	
Projecting from current events to predict future events and situations allows for timely decision making.	
C. Skills	
1. How do you build SA?	02-06-S300-PPT
• The complexity of a Type 3 incident requires the process of building and maintaining SA to be a team effort.	
• The SA an ICT3 gathers and communicates directly impacts other resources on the incident.	
2. How could an ICT3 with poor SA impact other incident resources?	

OUTLINE	AIDS & CUES
3. SA is developed in the following phases:	02-07-S300-PPT
• 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)	02-08-S300-PPT
REFER STUDENTS TO THEIR INCIDENT COMMANDER'S ORGANIZER; BRIEFLY REVIEW EACH SECTION.	
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.	

OUTLINE	AIDS & CUES
TELEMARK FIRE TDG #1: Administrator's Briefing	02-09-S300-PPT

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS

Training Objective:
- Given the following scenario and the appropriate references, students will document leader's intent and identify an incident objective.

Resources Referenced:
- A cadre member role plays as the Fire Management Officer to present the briefing.
- Telemark Fire Map (SW page 2.11; IG page 2.15)
- Consider using a sand table(s) to visually show Telemark Fire during briefing.

Facilitator's Notes:
Allow students no more than five minutes to ask questions. Students develop their initial perception of the incident. The information given to them is ambiguous enough that they need to filter and interpret the important points to develop a comprehension of the current situation. This allows them to make projections of future events to facilitate timely decisions.

From the information given, they must glean the FMO's intent. There is no right or wrong answer. Students should be encouraged to discuss their interpretation of intent in the AAR.

Three objectives are communicated in the briefing:

1. Firefighter and public safety.
2. Protect the cabins.
3. Keep the Claim Jumper Road open.

OUTLINE	AIDS & CUES

TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:

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 gives you the following briefing and a map of the Telemark Fire:

SHOW SLIDE 10, THE TELEMARK FIRE MAP.   02-10-S300-PPT

The Telemark Fire is currently being managed at the Type 4 level but the current IC and I agree it should transition to the Type 3 level. We are at the 90th percentile for fire behavior indices. As you are aware, this is the peak time for fire activity for the district.

There are quite a few cabins scattered throughout the area… none are currently threatened and we want to keep it that way! The road into the fire is the main access to the Claim Jumper Hot Springs. This is a commercial hot spring that is pretty popular so you may have some conflict between fire traffic and the public… and we want to keep the road open.

OUTLINE	AIDS & CUES

Our communication is pretty good throughout the district. We run most things off command channel, but you have several tactical channels at your disposal. The outgoing ICT4 will brief you at the incident at 0900.

There are a fair amount of ground and air resources available and you will be the highest priority fire, but that could change if we bust a new fire. We are at Preparedness Level 5 so Type 1 and 2 teams are scarce in the region, meaning I really don't want to see this fire go beyond a Type 3.

We are planning to give you all of the logistical support you need but remember we are supporting other fires. OK, that's about all I have… need get going… KEEP IT SAFE!

End of briefing.

ALLOW TIME FOR STUDENTS TO DOCUMENT LEADER'S INTENT AND INCIDENT OBJECTIVES.

Conduct an AAR:

The discussion should focus on their ability to extract important information from the FMO's briefing.

What is their perception of the current situation and how does it relate to their projections of the future status of the incident?

The facilitator may want to re-visit the validity of the FMO's intent and his stated objectives later in the Telemark Fire TDGS.

End of TDG.

OUTLINE	AIDS & CUES
E. Barriers and Mitigations to a Compromise in SA	02-11-S300-PPT
1. Span of control	
• Expand your organization • Delegate tasks	
2. Information overload	
• Filter • Prioritize • Delegate	
3. Operational tempo	
• Tactical pause • Are actions matching situation?	
II. TRANSITION DOCUMENTATION REQUIRED TO ASSUME COMMAND OF A TYPE 3 INCIDENT	02-12-S300-PPT
How does this tie into SA?	
• A transfer of command is a transfer of SA.	
• Complexity requires accurate documentation.	
• Incident Commander's Organizer	
– Size up – Objectives – Resources – Weather – etc.	
• Other transition documents?	

OUTLINE	AIDS & CUES

III.   ISSUES RELATING TO JURISDICTIONAL BOUNDARIES

02-13-S300-PPT

    A.   Pre-existing Agreements

- Memoranda of Understanding

- Mutual aid agreements

- Emergency operating plans

- Dispatch procedures/run cards

WITH STUDENTS, DEVELOP A LIST OF LOCAL EXAMPLES. FACILITATE DISCUSSION.

- When moving from one jurisdiction to another.

  Example: Incident starts in one jurisdiction and moves to another.

- When incident is multi-jurisdictional in nature.

  Example: Incident occurs on the boundary of two municipalities.

- Multiple agency responsibility.

  Example: Incident starts in location where two or more agencies have legal responsibilities to take action.

- All hazard incidents.

OUTLINE	AIDS & CUES
B. Unified Command	02-14-S300-PPT
What is unified command? When is it needed?	
• One co-located command post	
• Incident objectives are unified and prioritized	
• Strategy is coordinated among all agencies	
• One incident action plan	
• One operations section chief	
TELEMARK FIRE TDG #2: Situational Awareness	02-15-S300-PPT

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS

Training Objectives:
Given a map and a briefing from the outgoing Type 4 IC, students will:
• Document critical elements of situational awareness
• Provide dispatch with an updated size-up.

Resources Referenced (role players needed):
• Outgoing ICT 4
• Dispatch
• Simulation Task Books used to coach/evaluate students
• Telemark Fire Map (SW page 2.11; IG page 2.15)
• Consider using a sand table(s) to visually show the Telemark Fire during briefing.

OUTLINE	AIDS & CUES

Facilitator "Murphy's Law" Suggestions:
- Dispatch calls to tell you that helicopter 4 Kilo Alpha is being diverted to check out a smoke report.

- The owner of the hot spring shows up and wants to know the status of the fire.

- Dispatch calls to alert you to a Red Flag warning for high winds.

Facilitator's Notes:
Students should be gathered around a Sand Table depicting the Telemark Fire. They should be sharpening their situational awareness and making predictions of possible outcomes.

- Do not select a student for the "hot seat" until the briefing is complete.

- Stress the importance of documentation to maintain situational awareness.

- Students and coaches should begin to monitor progress in the STB and initiate coaching, as needed.

- Cadre should identify a time to review STBs with students. After each TDG? End of the day?

TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:

Given the following scenario and the appropriate references, students have 5 minutes to ask the outgoing IC any questions and prepare to take command.

OUTLINE	AIDS & CUES
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.	
SHOW SLIDE 16 – AN AERIAL VIEW OF INCIDENT AREA.	02-16-S300-PPT
When you arrive you meet with the ICT4 and receive the following briefing:	
The fire is 5 acres, grass and brush with timber overstory. We got here last night about 2000 and worked the fire until 0100 today. It was just a spot when we got here, but we had some roll-out that burned back up at us and then we got some thunderstorm winds and spotting.	
My prediction is that this fire is going to keep making runs on you, especially this afternoon. It doesn't take much to make this fire move. It is on a steep north east slope. Fuel moistures extremely low (1 hr = 2%, 1000 hr = 9%).	
Everyone is staged at the intersection of Claim Jumper and Deadwood Roads. The road into the hot springs gets busy in the afternoon and a lot of these folks are driving RVs and pulling trailers… and watch out for the four-wheelers.	
• Here is a map (SW pg. 2.11; IG pg. 2.15)	02-01-S300-IR/SR

• Resources on scene:
   – 2 Type 4 engines (E-2111, E-216)
   – 1 Type 1 crew (Gallatin Hotshots)
   – 2 medium helicopters (4 KA, 72Z)	

OUTLINE	AIDS & CUES

- Resources on order:
  - 4 additional engines
  - 2 dozers, 2 crews
  - 1 water tender
  - 1 air attack
  - 2 air tankers
  - 1 helicopter

Other information available from ICT4 <u>if</u> prompted by ICT3:

- Jurisdiction:
  - mostly federal some private, state land

- On site weather @ 1315:
  - 90 degrees
  - RH 20%
  - wind NNE 10

- We have been using three frequencies:
  - Dispatch ***.***
  - Tactical ***.***
  - Air/Ground ***.***

- The crews were on the clock at 0700 today, so they had a six hour break; I've been up most of the night.

End of briefing.

<u>Ask students</u>:
- Did you document critical elements?
- Provide dispatch a size up?

<u>Conduct an AAR.</u>

REVIEW UNIT OBJECTIVES.   02-17-S300-PPT
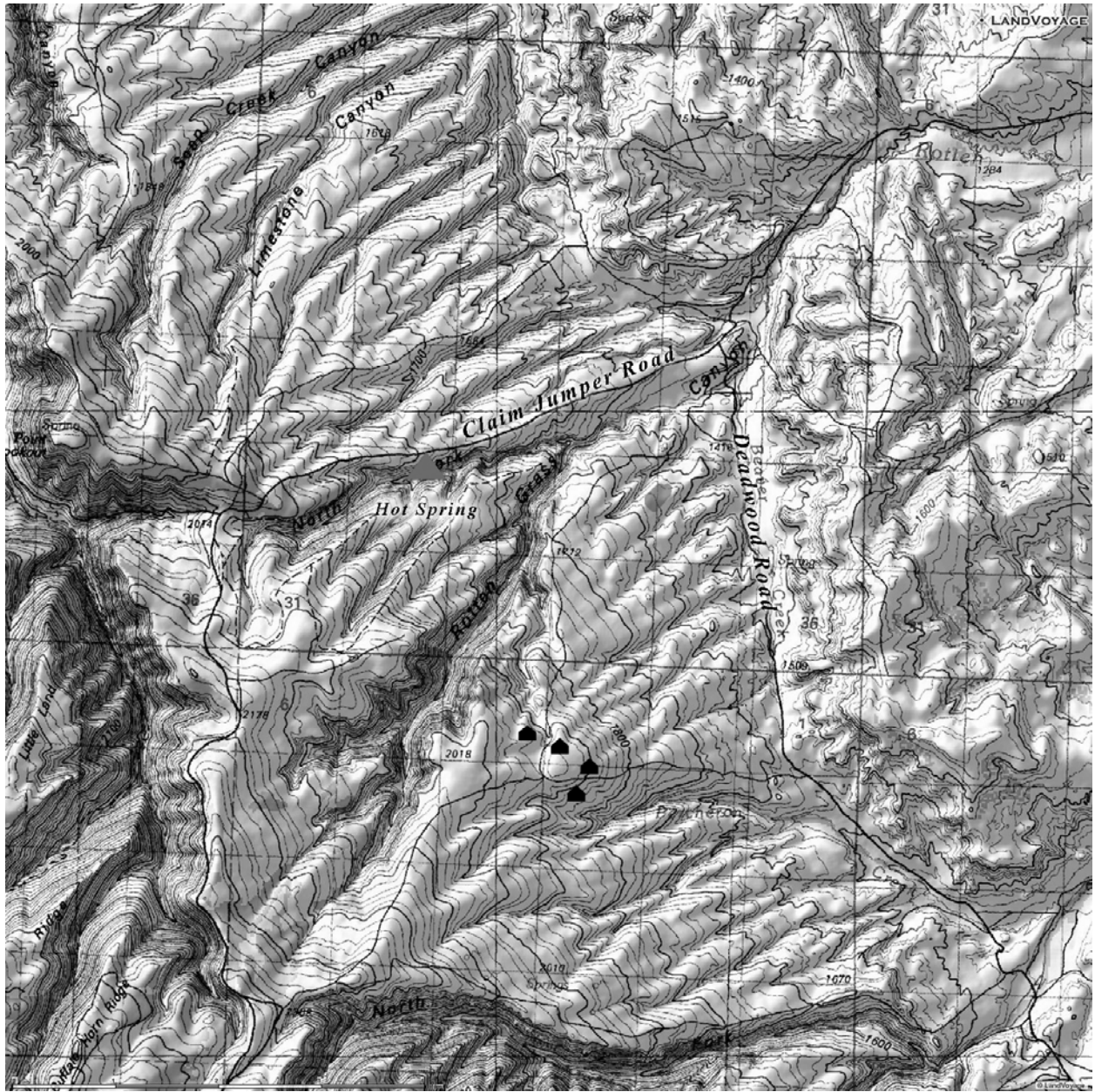
UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   3 – Command and Control

Time   3 Hours

Objectives

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.

Strategy

Students apply the collective SA they have built and prepare for the execution of an IAP. It is important for students to do this with a bias-for-action. The cadre must deliver this information in the most succinct way possible in order to allow for adequate practice/coaching time.

- Instructors deliver short PowerPoint lectures prior to the execution of TDGS.
- Unit 3 TDGS build upon the SA developed in Unit 2.
- Work with the TDGS coordinator for consistency.
- Students must utilize the Incident Commander's Organizer to help them organize a rapidly evolving incident.
- Radios are recommended to add realism to the TDGS.
- The cadre evaluates students' performance using the STB as a reference.
- TDGS are designed to be modified in order to address local conditions and policies; however, the cadre is encouraged to leave the learning objectives intact.

Instructional Method

- Participative lecture

Instructional Aids

☐ Red Book

☐ IRPG

Exercise

There is one TDG that instructors must review and prepare for in advance:

- Telemark Fire TDG #3: Building an Organization and Developing a Plan of Action (pages 3.15 – 3.17)

Evaluation Methods

- Simulation Task Books

- AAR

- Self Evaluation

Outline

I. Formulate Incident Objectives and Strategies

II. Build an Effective Organization

III. Develop and Implement Transition Plan

IV. Develop a Plan of Action

V. Establishing Effective Command and Control

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

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
STB – Simulation Task Book   PPT – PowerPoint

Unit Number   Course Number

03-01-S200-IR

Reference or Slide Number   Code
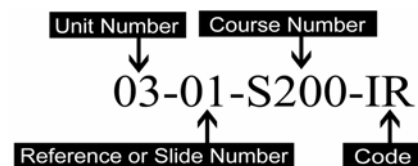
COURSE: Extended Attack Incident Commander, S-300

UNIT: 3 – Command and Control

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	03-01-S300-PPT
Unit 3 Intent: To present concepts and background knowledge related to command and control.	03-02-S300-PPT
PRESENT UNIT OBJECTIVES.	03-03-S300-PPT
I. FORMULATE INCIDENT OBJECTIVES AND STRATEGIES	03-04-S300-PPT
A. Commander's Intent	
Commander's intent should be developed at the onset of the incident to define the overall purpose and end state for the incident.	
The intent should include incident objectives, broad strategies on how the objectives will be met, and commander's guidance.	
1. Commander's intent must be conveyed to subordinates and is best defined as task, purpose, and end state.	03-05-S300-PPT
• Incident objectives should be developed using all the information received from the in-briefing and gathered during the SA process.	
• Next, develop broad strategies that best meet the above incident objectives.	
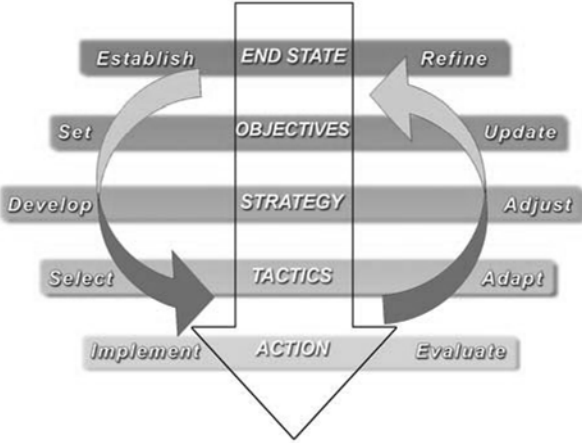
OUTLINE	AIDS & CUES

- Commander's guidance is a continuation of commander's intent, and should be used to provide subordinates with more specific instructions and direction to meet incident objectives.

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

03-06-S300-PPT

- 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.

OUTLINE	AIDS & CUES

C.   Validation of Objectives and Strategy   03-07-S300-PPT

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

        •   S.M.A.R.T.   03-08-S300-PPT

             –   S-pecific
             –   M-easurable
             –   A-ttainable
             –   R-ealistic
             –   T-imely

        •   Use the risk management process in IRPG
             or an ICS 215A.

II.   BUILD AN EFFECTIVE ORGANIZATION   03-09-S300-PPT

    A.   Discuss Full Range of Type 3 Incidents

        •   Emerging incident

             –   Growing from a Type 5 or 4 incident
                   to a Type 3

        •   Sustained

             –   Prolonged Type 3 incident

        •   Transitioning incident

             –   Moving from Type 3 to Type 1 / 2 or
                   from Type 1 / 2 back down to Type 3

        •   Wildland fire or all risk incidents

OUTLINE	AIDS & CUES

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 continually assess complexity level and recommend any changes.

    •   Some or all of the ICS functional areas 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 low complexity aviation operations.

    •   May involve multiple operational periods prior to control, which may require a written IAP.

03-10-S300-PPT

OUTLINE	AIDS & CUES
C. Concept of ICS (scale up, scale down)	03-11-S300-PPT

      • 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	03-12-S300-PPT

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

      • As complexity increases, may need to consider using higher qualifications for certain positions (operations and DIVS).

      • No step-down for aviation qualifications (reference current Red Book standard).

OUTLINE	AIDS & CUES
III. DEVELOP AND IMPLEMENT TRANSITION PLAN	03-13-S300-PPT

    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	03-14-S300-PPT

- Describe why transitions can be dangerous.

- Manage presence (SA)

C. The "Fog of War"	03-15-S300-PPT

- Fog of war is common during initial phases of an incident or transition to new organization.

OUTLINE	AIDS & CUES

- 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	03-17-S300-PPT
Plan of action should be based on incident objectives and commander's intent.	
A. Relationship Between Intent, Objectives, Strategy, and Tactics	03-18-S300-PPT

INSTRUCTORS SHOULD PROVIDE PERSONAL EXAMPLES TO ILLUSTRATE THIS CONCEPT. REFER TO THE COMMANDER'S GUIDANCE AND LEADER'S INTENT CHAPTER OF THE PRE-COURSE WORK FOR MORE BACKGROUND.

- Intent is the large picture of what you want to accomplish described as task, purpose, and end state.

- The intent should also describe the purpose and end state to give relative importance among the objectives which empowers subordinates to take the initiative to accomplish the task on their own.

• Objectives are specific, measurable, attainable, realistic, and timely things you want to get done.	03-19-S300-PPT

- 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 general approach taken towards meeting one or more objectives, such as direct or indirect attack based on current or expected fire behavior.	03-20-S300-PPT

OUTLINE	AIDS & CUES

- 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.   03-21-S300-PPT

- 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   03-22-S300-PPT

OUTLINE	AIDS & CUES
B. Convey Plan of Action to Subordinates and Include Specific Instructions	03-23-S300-PPT
• Briefings	
• One-on-one conversations with subordinate leaders as needed.	
• Delegate responsibility to specific subordinates.	
• Feedback from resources on the fire – what is effective and what is working?	
• Should reflect current and expected weather and fire behavior.	
C. Document the Plan of Action	03-24-S300-PPT
• ICS 201	
• Incident Organizer	
• IRPG Briefing Checklist	
• Incident Action Plan	
D. Validate the Plan of Action	03-25-S300-PPT
• When incident objectives change.	
• Periodically, as conditions or situation changes.	

OUTLINE	AIDS & CUES
V. ESTABLISHING EFFECTIVE COMMAND AND CONTROL	03-26-S300-PPT

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.

  – Effective communication from subordinate allows leader to make informed decisions.

  – Effective communication from leader that clearly states commander's intent will empower subordinates to take the initiative and avoid micro-management.

- Example 1: Command and control between IC and staff   *03-27-S300-PPT*

  – IC is the commander of the incident; staff is in control of the individual functional areas.

- Example 2: Command and control between DIVS and resources   *03-28-S300-PPT*

  – DIVS is in command of the division; resources are in control of on-the-ground situation.

OUTLINE	AIDS & CUES
B. Brief and Keep Subordinates Informed of Plan of Action and Leader's Intent	03-29-S300-PPT

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

Red Book requires "Documented operational briefings will occur for all incoming resources and before each operational period."

- 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 objectives using leader's intent based on task, purpose, end state:

- 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."

AIDS & CUES:
- 03-29-S300-PPT (for section B)
- 03-30-S300-PPT (for section C)

OUTLINE	AIDS & CUES
TELEMARK FIRE TDG #3: Building an Organization and Developing a Plan of Action	03-31-S300-PPT

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS

Training Objectives:
Given information from outgoing ICT4, previous SA, and incident organizer, students will:
- Build an organization.
- Develop a plan of action which includes incident objectives and strategies.

Resources Referenced:
- 2 Type 4 engines (E-2111, E-216)
- 1 Type 1 crew (Gallatin Hotshots)
- 2 medium helicopters (4 KA, 72Z)

Facilitator "Murphy's Law" Suggestions:
- A bottleneck is forming at the staging area due to fire and civilian traffic.

- The staff tells the IC that they are not clear on the leader's intent.

- A Red Flag Warning comes across the radio for severe thunderstorms this afternoon.

Facilitator's Notes:
Facilitators should allow ample time for the students to develop a plan and a staff appropriate for this incident. Students should consider the resources on hand to fill out their staff.

For positions they cannot fill immediately they should think about who may be among the incoming resources and place resource orders for other miscellaneous overhead.

OUTLINE	AIDS & CUES

The goal is to make projections of likely outcomes and to plan and staff to effectively manage them. This requires them to form an effective team with whoever is on scene faster than the incident gets out of control.

Do not select the IC until each student has documented their objectives, plan of action and incident organization. This will promote an engaged audience. Coaches should evaluate students ICO for the quality of their objectives and to ensure they are documenting important points.

TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:

Facilitator briefing to students:

This is a continuation of the TDGS from Unit 2. 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.

OUTLINE	AIDS & CUES
<u>Conduct an AAR:</u> Students should be selected to compare their plan of action with the IC. Discussion should be focused at the strategic level rather than tactical. **End of TDG.** **REVIEW UNIT OBJECTIVES.**	03-32-S300-PPT

UNIT OVERVIEW

Course Extended Attack Incident Commander, S-300

Unit 4 – Managing the Incident

Time 4 Hours

Objectives

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.

Strategy

In this unit students are expected to put it all together by utilizing everything they have built (an organization, plan of action) and moving into the execution phase. This is where they fight fire and manage conflicting priorities. The cadre must deliver this information in the most succinct way possible in order to allow for adequate practice/coaching time.

• Instructors deliver short lectures prior to the execution of TDGS.

• Unit 4 TDGS build upon the organization and plan of action developed in previous units.

• Work with a TDGS coordinator for consistency.

• Students must utilize the appropriate references when developing size-up and plan of action.

• Radios are recommended to add to the realism of the TDGS.

• The cadre evaluates students' performance using the STB as a reference.

• TDGS are designed to be modified in order to address local conditions and policies; however, the cadre is encouraged to leave the learning objectives intact.

Instructional Method

- Participative lecture

Instructional Aids

☐ Red Book

☐ IRPG

☐ ICS reference forms

Exercises

There is one exercise and one TDG that instructors must review and prepare for in advance:

- Delegation Exercise – **This exercise requires advance set up and preparation of exercise materials** (pages 4.25 – 4.29).

- Telemark Fire TDGS 4a, 4b, 4c – These scenarios share the same learning objective; they are intended to provide students with an opportunity to practice the art of delegation (pages 4.31 – 4.41).

Evaluation Methods

- Simulation Task Book with coaching

- AAR

- Self Assessment

Outline

I. Provide for Safety, Welfare, and Accountability of Personnel on an Incident

II. Direct and Coordinate Staff

III. Evaluate Incident Progress

IV. Administrative Responsibilities

V. Distracters and Pitfalls

VI. The Art of Delegation

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
STB – Simulation Task Book   PPT – PowerPoint

Unit Number   Course Number

03-01-S200-IR

Reference or Slide Number   Code
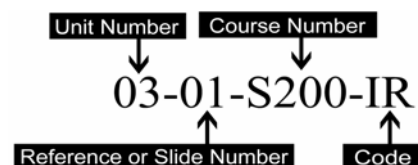
UNIT PRESENTATION

COURSE: Extended Attack Incident Commander, S-300

UNIT: 4 – Managing the Incident

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	04-01-S300-PPT
Unit 4 Intent: To build on the skills and knowledge provided in Units 1 through 3 by adding the skills and knowledge required to actually manage an incident.	04-02-S300-PPT
PRESENT UNIT OBJECTIVES.	04-03-S300-PPT
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.	04-04-S300-PPT
EXERCISE: Time: 10 minutes Format: Small groups Instructions: 1. On flip charts, have groups list things they have done (or seen done) on incidents to provide for the safety and welfare of personnel assigned. 2. Allow five minutes then review lists with class. **End of Exercise.**	

OUTLINE	AIDS & CUES
A. Providing for Safety and Welfare	04-05-S300-PPT

     •   At check-in, record hours worked and days left on length of assignment. 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 and understands their assignment, the organizational structure, and communication protocol on the incident.

     •   Keep line supervisors updated on arrival and status of incoming resources.

     •   Keep dispatch updated on arrival of incoming resources and check on status of ordered resources that have not arrived. Many accidents have happened while resources were en route to the incident.   04-06-S300-PPT

     •   Ensure assigned resources monitor weather and other environmental factors to anticipate changes in situation.

         –   Request spot forecasts as needed.

         –   Communicate weather to subordinates.

OUTLINE	AIDS & CUES

- Ensure critical weather/fire behavior information is relayed to all personnel on the incident.

  – Do this yourself or task a staff member to do it.

  – Follow up with a confirmation request to ensure the message was delivered.

- Personally conduct inspections for safety and health hazards:

  – Ensure compliance with the 10 Standard Firefighting Orders.

  – Ensure mitigation of applicable Watch Out Situations.

  – Assign a safety officer when available and appropriate.

B. Tracking Resources   04-07-S300-PPT

Key to your situational awareness and your ability to provide for safety and welfare of personnel is resource tracking.

Depending on when you assume command, you may (or may not) receive a complete list of resources assigned and ordered.

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.).

OUTLINE	AIDS & CUES

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.

ASK STUDENTS: WHAT ARE SOME METHODS AND/OR TOOLS COMMONLY USED TO TRACK RESOURCES ON AN INCIDENT?

- 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.

04-08-S300-PPT

- 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.

Since resources are often dispatched through their own dispatch system, there may be more resources on scene than what you (or your dispatch center) are aware of.

OUTLINE	AIDS & CUES
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	04-09-S300-PPT

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.

  - The IC is not obligated to activate any at all; however, he/she should activate as many as necessary for the work at hand.

- 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 of an ICT3 is directing communications that you have activated to Command and General Staff.

  - This means not attempting to take on the task yourself – no matter how easily you might think you can.

OUTLINE	AIDS & CUES

- One of the key elements in coordinating your staff is conducting effective Command and General Staff meetings.

- Once an incident has gone past its initial operational shift, conduct at least one operational/planning meeting to coordinate all functions for the upcoming operational period.

  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   04-10-S300-PPT

   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

OUTLINE	AIDS & CUES
• Advise subordinates of changes	
• Ensure AARs are conducted per agency policy	
B. Planning for Subsequent Operational Periods	04-11-S300-PPT
• 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)	

OUTLINE	AIDS & CUES
IV. ADMINISTRATIVE RESPONSIBILITIES	04-12-S300-PPT

EXERCISE:

Time: 10 minutes

Format: Small groups

Instructions:

1.   On flip charts, have groups list administrative responsibilities the ICT3 may need to deal with throughout an incident.

2.   Allow 5 minutes then discuss lists with class.

3.   Instructor may share the following if not mentioned in the discussion:

	AIDS & CUES
• Review of contracts	04-13-S300-PPT
• Equipment time recording/inspections	
• Purchase of meals, supplies, etc., using CC, BPA, other	
• Supply (ordering, distribution, return, inventory, and use/loss records)	
• Review of time sheets, work/rest and length of assignment monitoring	
• Safety reviews (30-Mile Abatement Plan)	
• Unit logs	
• Over 16 hour authorization	04-14-S300-PPT
• Extension of tour (beyond 14 day) requests	
• Performance evaluations	
• Task books	
• Incident Organizers	
• ICS forms	
• Final documentation package	
• Interagency Incident Business Management Handbook	

End of Exercise.

OUTLINE	AIDS & CUES
V. DISTRACTERS, PITFALLS, AND MANAGING AN INCIDENT WITHIN AN INCIDENT	04-15-S300-PPT

EXERCISE:

Time: 10 minutes

Format: Classroom

Instructions:

1. Ask students for examples of distracters and pitfalls.

2. Write their responses on a flip chart.

3. Discuss possible answers listed below.

Possible distracters:　　　　　　　　　　　　　　　04-16-S300-PPT

• Incident within an incident

• People wanting to talk to "who's in charge?" Agency administrator or other officials, reporters, concerned or effected citizens, incoming resources, etc.

• Logistics problems (mechanical breaks, supply order delays, etc.)

• Fatigue

• Information overload

• Poor or inadequate information

• Environment (smoke, noise, terrain, etc.)

OUTLINE	AIDS & CUES
OUTLINE	AIDS & CUES

Possible pitfalls:

04-17-S300-PPT

- Failure to delegate appropriately

- Over-filtering

- Total focus on incident within an incident

- Lack of attention to incident within an incident

- Poor time management

End of Exercise.

    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 orchestrater, 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.

OUTLINE	AIDS & CUES

VI.   THE ART OF DELEGATION   04-18-S300-PPT

    A.   What Does it Mean to "Delegate"?

- Delegation is about entrusting 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 responsible 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   04-19-S300-PPT
        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.

- If your staff is constantly referring back to you, review whether you need to give better direction, clearer intent, or do the job yourself.

- To enable someone to do a job for you, ensure they:

  – Know what you want (intent, objectives, guidance parameters)

OUTLINE	AIDS & CUES

–   Know how to do it (training/experience)

–   Have the authority to achieve it (command climate, effectively delegated the task)

C.   Access to Information   04-20-S300-PPT

- 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.

- Make sure you share information between staff so they are informed of what their counterparts are doing.

- 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.

OUTLINE	AIDS & CUES
D. Evaluating Outcomes	04-21-S300-PPT

EMPHASIZE:

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	04-22-S300-PPT

- 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:

  – Understands the problem
  – Feels confident enough to resume
  – Takes steps 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.

OUTLINE	AIDS & CUES
F. What to Delegate	04-23-S300-PPT
1. Things you did before being promoted.	
If you did these things before becoming an ICT3, shouldn't someone else be doing them now that you are the IC?	
2. Things your staff is better at than you.	
Your staff has areas of expertise in various disciplines; seek out their talents and utilize them at every opportunity.	
3. Decisions	
Identify the decisions you wish to retain authority for and delegate the rest. Don't delegate decisions without giving sideboards (intent, objectives); this is so you can live with the results of those decisions.	
G. Levels of Delegation	04-24-S300-PPT
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.	
• The team plays no active part in making the decision and there is practically no delegated authority. Simply here is the task, go do it!	

OUTLINE	AIDS & CUES

- Not the best method for taking advantage of your team's talents or for motivating them to be active participants.

- Often necessary due to emergency situations or other time constraints.

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.

- Does not motivate or take advantage of team talents, but provides more understanding of the leader's motivations.

- Can build team cohesion if members generally agree with the IC's rationale.

- Can also become a barrier to cohesion if members generally disagree with the IC's rationale.

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.

OUTLINE	AIDS & CUES

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.

- This more participative and involving approach enables the team to appreciate the issues and reasons for the decision and the implications of all the options.

- This has a more motivational approach than 1 or 2 above because of the higher level of team involvement and discussion.

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.

- This enables the team to have some real influence over the shape of the IC's final decision.

- Acknowledges the team has something to contribute to the decision-making process, which is more involving and motivating than the previous level.

4.18

OUTLINE	AIDS & CUES

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.

- This level is one of high and specific involvement for the team, and is appropriate particularly when the team has more detailed knowledge or experience of the issues than the IC.

- Being high-involvement and high-influence for the team this level provides more motivation and freedom than any previous level.

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.

- While this level appears to give a huge responsibility to the team, the IC can control the risk and outcomes to an extent, according to the constraints he/she stipulates.

OUTLINE	AIDS & CUES
• This level is more motivational than any previous, and requires a mature team for any serious situation or problem. • Remember, the team must get the credit for all the positive outcomes from the decision, while the IC remains accountable for any resulting problems. 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. a. 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.	

OUTLINE	AIDS & CUES

b.   The IC also states in advance he/she will support the decision and help the team implement it.

c.   The IC may or may not be part of the team; either way he/she has no more authority than anyone else on the team.

- The only constraints and parameters for the team are those the IC had imposed from above by the Agency Administrator.

- The IC retains accountability for any resulting disasters, while the team must get the credit for all successes.

d.   This level is potentially the most motivational of all, but also potentially the most disastrous.

- Not surprisingly, the team must be mature and competent, and capable of acting at a genuinely strategic decision-making level.

- This level is rarely found at the ICT3 level but may come into play at the Type I or Area Command level.

OUTLINE	AIDS & CUES
H. What Not to Delegate	04-25-S300-PPT

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

There will be times when the resources to achieve all objectives or complete all tasks are not available.

- Choose which objectives and tasks take priority over others.

- Focus all resources on structure protection rather than attempt to protect structures and attack the fire perimeter at the same time.

    3.   Judgments about acceptable risk

The IC retains the authority to determine if working a nightshift is an acceptable risk or not.

OUTLINE	AIDS & CUES

I.   Personal/Personnel Issues

    1.   Motivation

        The IC sets the tone for the entire incident – good or bad.

    2.   Organization

        At a minimum, the IC should be the only one to assign Command and General Staff positions.

        The IC may also want to retain control over filling positions below the section chief level, or may choose to give their staff authority to fill at that level.

    3.   Praise and reprimand of your team.

        Recognition of exceptional performance should come from the top. Conversely, the IC must address poor performance of team members.

    4.   Misconduct is a special circumstance the IC should address personally.

        Misconduct includes behaviors against agency policy which could result in formal disciplinary action (sexual harassment, drug or alcohol abuse during work hours, stolen property, etc.).

OUTLINE	AIDS & CUES
ADMINISTER THE DELEGATION EXERCISE. Before beginning the exercise, review the "Instructions for Students" on page 4.26 with the class.	04-26-S300-PPT 04-01-S300-IR
ADMINISTER THE TELEMARK FIRE TDGS #4a, 4b, 4c. Refer students to the Telemark Fire TDG #4a (SW pg. 4.15; IG pg. 4.31). Depending on time, the cadre determines how many scenarios to run.	04-27-S300-PPT 04-02-S300-IR/SR
REVIEW UNIT OBJECTIVES.	04-28-S300-PPT

Project Management Round Tables
for Delegation, Leadership, and Team Building

<u>Instructions for cadre:</u>

Divide the class into teams of four to five members. Set up four stations around the room, building, or campus with instructions for a task and materials to accomplish the task. Use things like newspaper bridge building, newspaper towers, playing card sorting, counting fixtures in a building, counting/identifying trees outside the building, anything that's complex enough to create a delegation challenge for a leader with team (ideas for the tasks appear below).

The game is a contest (or time-based race, depending on the scoring system you prefer to use) between the teams to complete all stations in turn, only moving from one to the next when each task is completed, or when time is elapsed.

Every team member takes a turn leading their team and delegating tasks as the team moves from table to table. You may impose the rule that leaders are not permitted to take part in the task other than speak to their team members, but it is sometimes interesting to see what happens if the leader takes over the task rather than delegates.

To prepare, you need an adequate amount of materials at each station for each team to complete their task. Each exercise should have a time limit (up to you), and there needs to be a clearly understood scoring system for each task (for example, 4 pts for winner, 3 pts for 2nd, 2 pts for 3rd, etc.).

As the judge, you reserve the right to deduct penalty points for transgressions (leaders participating, tasks being incomplete, or running over time). There needs to be a clear way to measure the performance of each team for each task, so there can be a clear result at the end. The extent to which relative performance is visible to all teams at the time of doing the tasks is up to you. It's a variable factor that changes the nature of the activity (the less visible the performance the more test for the leader as to what's required to win). Some tasks could be clearly visible (tower height), others might only be revealed at the end of the whole activity (playing card sorting).

Tasks don't all need to be physical construction. Tasks can be varied, including mental (puzzles) or creative (finding things out), and they don't necessarily need to be done at the table (teams might be required to go off in search of things in the building – information, or obscure items, like a mini-treasure hunt). The tables need only be the base points for each task, where the leader gets the task instructions.

After the activity, ask how students felt when being delegated to do things – motivation, consultation, participation, encouragement, clarity of instructions, style of leadership, etc. Also ask the leaders what was difficult, what could be improved, why some things are more difficult to delegate than others.

Below is one example of a game you may use as a template. Develop your game based on the specific tasks you wish to use (defined by the materials and facilities you have available).

Example Game:
Approximately 1 hour (45 minutes to play, 15 minutes to review)
Class of 22 Students = 3 groups of 4 and 2 groups of 5

Instructions for Students:
This is a competitive exercise. There are four stations with one project or task at each station. Some tasks are timed and others are time limited; they are evaluated by the cadre. At each station, a facilitator will tell you how you will be evaluated and give you instructions. There may be penalties if you do not adhere to the instructions. You are to switch Incident Commanders at each station. For those groups with five members, the last station will be run as "Unified Command" and the two ICs will have to manage the project jointly. Groups 1, 2, 3, and 4 will start at stations 1, 2, 3 and 4 respectively and group 5 will be inserted into the mix after the first four receive their instructions and start on their first project.

Station 1

Materials: Notepad, pencil

Task: Complete a physical inventory of the stairs, plumbing, and fire extinguishers in the building.

Purpose: The building maintenance crew is going to paint non-slip surface on stairs, replace all water coolers, and contract out fire extinguisher inspections in this building. They need your team to perform an inventory so that they can complete these maintenance tasks in a timely and accurate manner.

End State: Provide the facilitator with a written list of:
• Number of stairs in both stair-wells, including approximate dimensions
• Number of water coolers on each floor
• Number of fire extinguishers on each floor

Evaluation:
• Zero injuries, walk, don't run
• Teams will be scored based on fastest time to complete the inventory
• 5 minute penalties for running
• 2 minute penalties for inaccuracy of your inventory

Station 2

Materials: Whiteboard and/or poster board with markers

Task: Create a team name, logo, and motto.

Purpose: To accelerate the formation and development of your team by creating a shared team identity.

End State: On the white-board, write/draw your team name, logo, and motto

Evaluation:
• Cadre will rank based on appeal
• Time limited to 10 minutes

Station 3

Materials: 2-3 blocks of wood, rope or twine, and a ball (football, basketball, etc.)

Task: Display this "championship ball" in a display case.

Purpose: We want to proudly display our one and only championship trophy (basketball), but the budget is tight so all we have is a piece of rope and these blocks of wood.

End State: Display should have visual appeal and hold the ball securely in the trophy case.

Evaluation:
• Cadre will rank based on visual appeal
• Deduction for displays that do not hold the ball securely
• Time limit = 10 minutes

Station 4

Materials: Flip chart, markers

Task: Create an emergency evacuation plan for our classroom.

Purpose: In order to provide for safe egress in the case of emergency, we need an evacuation plan for our class.

End State: On a single flip chart sheet, post a map and clear instructions that can be displayed in our classroom.

Evaluation:
• Zero injuries, walk, don't run
• Teams will be scored based on fastest time to complete the plan
• 5 minute penalties for running
• 2 minute penalties for inaccuracies or inadequacies of the plan

Class Discussion: 15 minutes

Who in your group gave the best instructions, objectives, etc?

Who best utilized the available expertise in your group?

What level of delegation did you use? Who gave out the most authority? Who gave out the least?

Which stations lent themselves to delegation of specific tasks? Which required the IC to act more like a team facilitator/coach than an authoritative task dealer?

Did you keep something that you should have delegated? Did you give something up you should have kept?

Would you use a different delegation strategy or do something different next time?

Telemark Fire TDG #4a: Manage the Incident

Training Objective:
Given conflicting incident priorities the IC will direct and coordinate the staff developed in the previous TDG, to maximize the safety and welfare of incident personnel.

Resources Referenced:
- Incident Command Organization
- Water Tender 77
- Police Task Force
- Dispatch (role player selected from cadre)

Facilitator "Murphy's Law" Suggestions:

- Dispatch calls and wants to coordinate some logistical stuff with other fires and wants you to place a re-supply order within the hour.

- Air Attack calls and says they need to return to the airport for fuel.

Facilitator's Notes:
The intent of this TDG is to give students an opportunity to manage conflicting priorities through delegation. If they do not delegate they will quickly become overwhelmed. Students may decide to expand the organization to meet the need of the organization.

TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:

Facilitator briefing to students:

This is a continuation of the TDGS from Units 2 and 3. You should 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.

- As you are re-visiting your organization and objectives, you receive a call from dispatch to verify if Water Tender 77 has arrived on scene. Apparently, they have been trying to contact ICP for direction with no luck. Meanwhile, you notice a police taskforce (eight police squad cars) arrive in ICP to offer their assistance.

- What now?

End of briefing.

Conduct an After Action Review:

Facilitator reference points:

- What was the student's decision process for the competing priorities?

- Why did the student delegate some task and keep others? Or why did they delegate both tasks?

Telemark Fire TDG #4b: Manage the Incident

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS:

Training Objective:
Given conflicting incident priorities the IC will direct and coordinate the staff developed in the previous TDGS, to maximize the safety and welfare of incident personnel.

Resources Referenced:
• Incident Command Organization
• Engine 216
• Division B
• Dispatch (role player selected from cadre)

Facilitator "Murphy's Law" Suggestions:

• Neither helicopter currently on scene has enough fuel to do a medevac.

• Division A reports a spot outside the line.

Facilitator's Notes:
The intent of this TDG is to give the students an opportunity to manage conflicting priorities through delegation. If they do not delegate they will quickly become overwhelmed. The students may decide to expand the organization to meet the need of the organization.

TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:

Facilitator briefing to students:

This is a continuation of the TDGS from Units 2, 3, and TDG 4a. You should 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.

• Firefighter from Engine 216 has been struck on the head by a tree limb.
  Ten minutes later Division B reports engines over-run by fire. All personnel accounted for, no injuries or damages.

• 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

- What now?

End of briefing.

Conduct an After Action Review:

Facilitator reference points:

- What was the student's decision process for the competing priorities?

- Why did the student delegate some task and keep others? Or why did they delegate both tasks?

Telemark Fire TDG #4c: Manage the Incident

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS:

Training Objective:
Given conflicting incident priorities, the IC will direct and coordinate the staff developed in the previous TDGS to maximize the safety and welfare of incident personnel.

Resources Referenced:
- Incident Command Organization
- Sand Crane Crew
- Engine 1290
- FMO (role player selected from cadre)
- Dispatch (role player selected from cadre)

Facilitator's Notes:
The intent of this TDG is to give the students an opportunity to manage conflicting priorities through delegation. If they do not delegate they will quickly become overwhelmed. The students may decide to expand the organization to meet the need of the organization.

TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:

Facilitator briefing to students:

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.

- Sand Crane Crew shows up at ICP. Their crew boss finds you and informs you they do not have tools.

- Engine 1290 is a contract engine and requires a pre-use inspection.

- The FMO would like a briefing on the day's events.

- 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

End of briefing.

Conduct an After Action Review:

Facilitator reference points:

- What was the student's decision process for the competing priorities?

- Why did the student delegate some tasks and keep others? Or why did they delegate both tasks?

UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   5 – Transitional Activities

Time   2 Hours

Objectives

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.

Strategy

The intent of Unit 5 is to provide students with information on how to transition in management levels. Students should become versed in using the Incident Complexity Analysis tool to determine if the next level of management support is prudent. Students are given information on how to conduct a briefing for relief forces. It is a continuation of the TDGS from the previous units. The cadre must deliver this information in the most succinct way possible in order to allow time for adequate practice/coaching.

- Work with the TDGS coordinator for consistency.

- Students must utilize the appropriate references when developing size-up and plan of action.

- Radios are recommended to add realism to the TDGS.

- The cadre evaluates students' performance using the STB as a reference.

- TDGS are designed to be modified in order to address local conditions and policies; however, the cadre is encouraged to leave the learning objectives intact.

Instructional Method

- Participative lecture

Instructional Aids

- ☐ Red Book
- ☐ IRPG
- ☐ ICS reference forms

Exercise

There is one TDG that instructors must review and prepare for in advance:

- Telemark Fire TDGS (pages 5.9 – 5.10)

Evaluation Methods

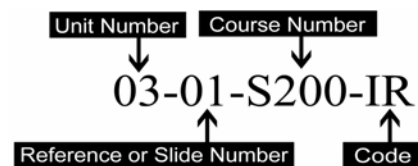- Simulation Task Book with coaching

- AAR

- Self Evaluation

Outline

- I. Evaluate Incident Status

- II. Transfer Command to a Type 1 or 2 IMT

- III. Transition Back to the Local Unit

- IV. Transfer Command to Another ICT3

- V. Conduct Relief Forces Briefing

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
STB – Simulation Task Book   PPT – PowerPoint

Unit Number   Course Number

03-01-S200-IR

Reference or Slide Number   Code

UNIT PRESENTATION

COURSE: Extended Attack Incident Commander, S-300

UNIT: 5 – Transitional Activities

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	05-01-S300-PPT
Unit 5 Intent: To provide information on how to manage the incident while conducting a transition in management levels.	05-02-S300-PPT
PRESENT UNIT OBJECTIVES.	05-03-S300-PPT
I. EVALUATE INCIDENT STATUS	05-04-S300-PPT
As an IC, constantly evaluate your situational awareness and status of the incident.	
You are responsible for reviewing the Incident Complexity Analysis (see IRPG).	05-05-S300-PPT
II. TRANSFER COMMAND TO A TYPE 1 OR 2 IMT	
Discuss the roles and responsibilities of the ICT3 in the transition process to the next higher management level and demonstrate skills in providing a briefing to an incoming Incident Management Team.	
A. When you determine the incident has expanded to the next management level, then what?	05-06-S300-PPT
1. Notify dispatch office and establish contact with agency administrator or designee.	
2. Discuss options with agency administrator or designee.	

3. Consider most logical time to conduct in-briefing anticipating the teams' most likely arrival time.

4. Continue to manage the incident; do not let your guard down.

B. Red Book, Chapter 11, Transfer of Command — 05-07-S300-PPT

1. Type 3 organization already in place remains in charge until incoming team is briefed and a mutually agreed time for transfer of command has been established.

2. Clear lines of authority must be maintained to minimize confusion and maintain operational control. — 05-08-S300-PPT

3. Transfer of command should occur at the beginning of an operational period whenever possible.

4. What incident documentation forms may be utilized for transition? — 05-09-S300-PPT

- 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

OUTLINE	AIDS & CUES
• 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	

OUTLINE	AIDS & CUES

- Compensation claims documentation

- Equipment and damage claim investigation and documentation

- Fire cause investigation report

- Fire report

- Performance evaluations

C.   Staff Participation in Transition Process   05-10-S300-PPT

1.   Staff prepares transition documents:

- Check-in or resource lists

- Objectives

- Weather

- Fire behavior

- Maps

- Time records

2.   Agency Administrator Briefing Checklist.

OUTLINE	AIDS & CUES
III. TRANSITION BACK TO THE LOCAL UNIT	05-11-S300-PPT
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	05-12-S300-PPT
1. Discuss contents of final documentation package.	
2. Discuss need for IC to keep copies of certain documentation.	

OUTLINE	AIDS & CUES
IV. TRANSFER COMMAND TO ANOTHER ICT3	05-13-S300-PPT

IV.   **TRANSFER COMMAND TO ANOTHER ICT3**

    A.   When Does This Occur?

        1.   When another ICT3 with more experience arrives on-scene.

        2.   When your tour of duty ends before the incident has terminated.

        3.   When the IA ICT3 is replaced by an ICT3 with team.

    B.   Staff Participation in Transition Process   *05-14-S300-PPT*

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

V.   **CONDUCT RELIEF FORCES BRIEFING**   *05-15-S300-PPT*

    Refer to the IRPG Briefing Checklist:

    •   Situation

    •   Mission/execution

    •   Communication

    •   Service/support

    •   Risk management

    •   Questions or concerns

OUTLINE	AIDS & CUES
TELEMARK FIRE TDG #5: Transfer of Command	05-16-S300-PPT

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS

Training Objective:
- Student will recognize imminent transition to the next management level and initiate the process utilizing the incident management staff.

Resources Referenced:
- Incident Response Pocket Guide
- Incident Organizer and/or ICS forms common for Type 3 Incidents

Facilitator "Murphy's Law" Suggestions:
- Division A calls and tells you they just encountered some cattle outside the division.

- Air Attack calls and tells you that a structure is threatened.

Facilitator's Notes:
The intent of this TDG is to emphasize the role of the IC in transition to a higher management level while managing the on-going incident. The conflicting priorities are to maintain the safety of all resource personnel while conducting the transfer of command.

Use the entire cadre to play the role of the Type 2 team.

Facilitator may want to remind the class of the usefulness of various references such as the Incident Commander's Organizer, Red Book, and IRPG. May also discuss need for delegation to subordinate staff and communication with dispatch and the agency administrators.

OUTLINE	AIDS & CUES
TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS: Facilitator briefing to students: 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.** Conduct an After Action Review: • Was the team able to manage the incident safely throughout the transfer of command? • Was in-briefing and documentation adequate for the incoming team? **REVIEW UNIT OBJECTIVES.**	05-17-S300-PPT

UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   6 – Post-Fire Activities

Time   1 Hour

Objectives

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.

Strategy

The intent of Unit 6 is to introduce students to the general format and content of the Final Incident Documentation Package. Ensure students understand that as an ICT3 they are expected to provide a Final Incident Documentation Package to the local administrator upon handing the incident back to the local unit.

Upon completion of this unit:

- Prep students for the final simulation by coaching and reviewing their Simulation Task Book. **This is the last chance for students to complete unfinished tasks and improve areas of weakness.**

- Administer the final exam

Instructional Method

- Participative lecture

Instructional Aids

- ☐ Red Book
- ☐ IRPG
- ☐ ICS reference forms

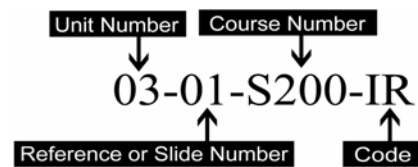**Evaluation Method**

- Simulation Task Book with coaching

Outline

I. Demobilization

II. Performance Evaluations

III. Assemble and Submit Final Incident Package to Cadre

IV. Participate in After Action Review

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
STB – Simulation Task Book   PPT – PowerPoint

COURSE: Extended Attack Incident Commander, S-300

UNIT: 6 – Post Fire Activities

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	06-01-S300-PPT
Unit 6 Intent: To introduce the general format and content of the Final Incident Documentation Package that an ICT3 is expected to provide to the local administrator.	06-02-S300-PPT
PRESENT UNIT OBJECTIVES.	06-03-S300-PPT
I. DEMOBILIZATION	06-04-S300-PPT
As an Incident Commander, you should start thinking of demobilization at the beginning of the incident.	
• You are responsible for all equipment, supplies, and personnel assigned to your incident.	
• You need to coordinate demobilization with dispatch.	
• It is <u>your responsibility</u> to prioritize the release of resources; you are the IC.	
The size and location of the staging area/incident base should lend itself to the holding of surplus personnel and equipment during the time it takes to process releases and arrange transportation, if required.	
No personnel or equipment will leave the incident without authorization. Resources come from various locations and long travel times may be involved.	

OUTLINE	AIDS & CUES
A. Demobilization Guidelines	06-05-S300-PPT

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**   06-06-S300-PPT

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.

OUTLINE	AIDS & CUES
• Other incident priorities	
– Resources may be needed elsewhere.	
• Federal hours of service laws	
II. PERFORMANCE EVALUATIONS	06-07-S300-PPT
The Incident Commander should ensure performance evaluations are being completed before resources are released from the incident.	
• Complete, honest, and accurate	
• Discuss with the individual	
• Safety, performance, conduct, etc.	
• Critical for contracted resources (Red Book policy)	
III. ASSEMBLE AND SUBMIT FINAL INCIDENT PACKAGE TO CADRE	06-08-S300-PPT
• 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: http://www.nifc.gov/policies/records/index.html	

OUTLINE	AIDS & CUES
IV. PARTICIPATE IN AFTER ACTION REVIEW	06-09-S300-PPT
• 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	06-10-S300-PPT
REVIEW UNIT OBJECTIVES.	06-11-S300-PPT
ADMINISTER THE FINAL EXAM.	
PREP STUDENTS FOR THE FINAL SIMULATION BY REVIEWING THEIR STB; ASSIST AS NECESSARY.	

UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   7 – Final Simulation

Time   TBD

Objective

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

Strategy

The intent of this simulation is to provide the maximum amount of learning through practice and coaching. This is where the majority of the tasks in the STB are attained. The simulation is executed through the use of sand tables, simulation cards, and a simulated ICP.

- The cadre is encouraged to provide a setting that simulates an ICP environment.

- The simulation has two parts: 1A - Assume Command and 1B - Transfer Command.

- The simulation cards allow the facilitator to focus on the simulation rather than stepping out of the game to give verbal inputs to role players.

- The simulation cards have recommended inputs; however, the facilitator can develop inputs to enhance the simulation and support the learning objectives.

- When the simulation learning objectives in 1A - Assume Command have been attained, rotate students into new positions and Transfer Command (1B) to the new team.

- The cadre must run enough simulations for the students to complete their Simulation Task Book.

- Allow enough time for students to lead and learn from the AARs and coaching.

Instructional Aids

☐ Sand tables

☐ Simulated ICP

☐ Simulation cards (templates are located at the end of this unit)

Prepare a minimum of two sets each:

- Green Cards: Use the Green Card (front) template and the Green Card (back) template to make double-sided copies; cut out accordingly.
- Red Cards: Use the Red Card template to make single-sided copies; cut out accordingly.
- The cards can be printed on Avery 8371 business card stock.
- Blank green and red card templates are provided for the facilitator to use as the incident evolves.

☐ Radios with two frequencies per table

☐ Weather forecast to match Zephyr Fire (cadre to create one or use a forecast from the previous summer)

☐ Simulation clock

☐ IRPG

Exercise

- Zephyr Fire Simulation

The cadre must read the instructions and rehearse the TDG for this unit before presenting it. The cadre should coordinate their efforts in the simulation as they would when managing any incident.

Evaluation Method

- The cadre evaluates students' performance using the STB.
  Allow ample time to coach students in their performance.

UNIT PRESENTATION

COURSE: Extended Attack Incident Commander, S-300

UNIT: 7 – Final Simulation

OUTLINE	AIDS & CUES
UNIT TITLE SLIDE.	07-01-S300-PPT
Unit 7 Intent: To provide the maximum amount of learning through practice and coaching. This is where the majority of the tasks in the Simulation Task Book are attained.	07-02-S300-PPT
PRESENT UNIT OBJECTIVE.	07-03-S300-PPT
ZEPHYR FIRE TDGS.	
Initial Facilitator Information – NOT TO BE SHARED WITH STUDENTS	
Training Objectives:	
1A - Assume Command Simulation Task Book references are shown next to the objectives:	
• Gather situational awareness (STB task #2, 3)	
• Develop an organization (STB task #2, 7)	
• Develop a plan of action (STB task #4, 6)	
• Brief and deploy resources (STB task #1, 5, 9)	
• Transfer command to incoming IC (STB task #2, 12, 13)	

1B - Transfer Command
Simulation Task Book references are shown next to the objectives:

• Gather situational awareness through a transfer of command (STB task #2, 3)

• Assume command (STB task #1, 2)

• Validate incident objectives (STB task #10, 14)

• Manage the incident (STB task #2, 7, 11)

Resources Referenced @ 0800:

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

OUTLINE	AIDS & CUES
Facilitator "Murphy's Law" Suggestions: • See red input cards **Facilitator's Notes:** This is where the students put it all together. The team's performance is a reflection of their leader; therefore, they should be evaluated as a team. Facilitators should allow the team ample time to deal with inputs being careful not to overwhelm them. Remember, the IC has received an initial recon and will now be at ICP. **ZEPHYR FIRE TDGS GROUND RULES BRIEFING:** Before beginning the TDGS, give students the following Ground Rules Briefing: • Two simulations may run simultaneously on two tables. • Each sand table has a facilitator and an appropriate number of coaches. • Each simulation has a simulated ICP separate from the sand table. • Each simulation takes between **1½ and 2 hours**. It ends when the learning objectives have been attained. This includes the briefing and AAR. • The facilitator identifies an IC based upon needs in STBs. The remainder of the students are role players. – As the IC selects players to fill team positions, they should report to their respective locations (ICP, scene of action, or in transit).	07-04-S300-PPT 07-05-S300-PPT

OUTLINE	AIDS & CUES
• An instructor or coach is in the Dispatch and FMO roles.	
• Students are given a transition briefing from the ICT4 before the simulation begins.	
• When students are not face to face on the Zephyr Fire communications are over the radio.	07-06-S300-PPT
• Upon attainment of learning objectives in 1A - Assume Command, the facilitator rotates students into new positions based upon needs identified in the STB and transfer command.	
• Instructor has two types of input cards for each simulation:	07-07-S300-PPT
– **Green Cards:** These cards are given to each player at the beginning of the simulation.	
– **Red Cards:** Murphy's Law, create dilemmas that bring students to a decision point.	
• The front of the Green Card shows position and current status:	07-08-S300-PPT

Zephyr Fire Sim — **Dawgtooth Hotshots** — Type 1 Hotshot Crew

GPS shows us 15 minutes out. Your crew is fresh and good-to-go.

- The back of the Green Card has categories of information which can be developed during the simulation. This includes position qualifications from which the IC can build an organization:

07-09-S300-PPT

> **Work / Rest Hours Remaining** _____
>
> **# Crewmembers 20**_____
>
> _1_ **DIVS** _2_ **STLD** ___ **TFLD** _2_ **EMT**
>
> **Location / Time** _____
>
> **Assignment** _____

- **Red Cards (Murphy's Law):** These inputs are handed out at the discretion of the facilitator. Role players are given these cards to communicate inputs to the team, for example:

07-10-S300-PPT

> **S-300**   **ATGS CALLS IN A**
> *Input card*   **SPOT FIRE**
>
> You have a spot fire on the other side of the ridge; it's just a small spot but won't be for long if we don't deal with it.

- Simulation Task Book elements can be signed off in all roles.

07-11-S300-PPT

- Conduct yourself as you would on an actual incident.

- You are evaluated on your documentation; everyone will document as if they are the IC. Use your Incident Commander's Organizer!

07-12-S300-PPT

End of Ground Rules Briefing.

OUTLINE	AIDS & CUES
TDG INSTRUCTIONS TO BE SHARED WITH STUDENTS:	
Facilitator briefing to students:	07-13-S300-PPT
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.	
PLAY THE VIDEO EMBEDDED IN SLIDE 13 (CLICK ON THE MIDDLE OF THE SLIDE).	
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 90th 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.	
SHOW THE ZEPHYR FIRE MAP ON SLIDE 14.	07-14-S300-PPT

OUTLINE	AIDS & CUES

<u>Your briefing from the outgoing IC Type 4 is as follows.</u>

I got here yesterday with my crew (Type 2 IA crew) at 1330. At that time it was about three acres. There was some torching here and there but nothing too extreme.

At about 1600, thunderstorms built up and the wind picked up as they rolled through. This happened twice. We got everyone out of the way and let it do its thing. We tried to hang on to it using 4KA with buckets, but that just wasn't enough.

I started ordering more resources – here's the list (**this is the resource list on page 7.4; students have the list in their student workbook**). Most of them rolled in last night and more are coming today. I haven't assigned anyone today. They are all still in camp. I haven't seen the fire since yesterday afternoon. My crew is shot.

We have been using three frequencies:
        Dispatch   ***.***
        Tactical   ***.***
        Air/Ground ***.***

Here's the weather from the previous day's 1600 fire weather forecast (**read the weather forecast prepared by the cadre over the radio**). Today's forecast won't be available until 0900.

End of briefing.

OUTLINE	AIDS & CUES
After Action Review:	

Conduct an AAR with focus on the training objectives and the elements in the Simulation Task Book.

The cadre should ensure students have had the opportunity to demonstrate the skills as described in the Simulation Task Book.

Use the AAR format found in the IRPG to facilitate the AAR. There are four basic questions in the AAR:

1. What was planned?
2. What actually happened?
3. Why did it happen?
4. What can we do next time?

Remember, TDGS shouldn't have a single solution. Keep the focus of the AAR on what was done and why.

REVIEW UNIT OBJECTIVE. 07-15-S300-PPT

REVIEW STUDENTS' INCIDENT COMMANDER'S ORGANIZER AND STB; COACH STUDENTS ONE-ON-ONE (15 MINUTES).

Zephyr Fire Sim

Great Western
Type 2 IA Crew

We worked all night and will need to be down for at least 8 hours. So after the briefing we're done.

Green Card (front)

Zephyr Fire Sim

Dawgtooth Hotshots
Type 1 Hotshot Crew

GPS shows us 15 minutes out. Our crew is fresh and good-to-go.

Green Card (front)

Zephyr Fire Sim

Wharton Hotshots
Type 1 Hotshot Crew

We are traveling with the Dawgtooth Hotshots; we'll be in camp 0815.

Green Card (front)

Zephyr Fire Sim

Engine-71
Type 3 BLM Engine

We arrived last night, but are rested and ready.

Green Card (front)

Zephyr Fire Sim

Engine-42
Type 3 BLM Engine

We just arrived in fire camp and are tied in with E-74.

Green Card (front)

Zephyr Fire Sim

Engine-74
Type 3 BLM Engine

We just arrived in fire camp and are tied in with E-42.

Green Card (front)

Zephyr Fire Sim

Engine-22
Type 3 USFS Engine

We are traveling from the adjacent Rocky Mountain National Forest; expect to be there at about 0930.

Green Card (front)

Zephyr Fire Sim

Roper Helitack
Helicopter 4KA

We arrived yesterday afternoon but were off the clock for 8 hours last night. We're going to need food and water before too long. 4KA will be ready to go to work at 0830. What do you want him to do?

Green Card (front)

Zephyr Fire Sim

Heat Seekers
Type 2 Crew

We should be in camp at 0930. Our crew may need a re-supply of food and water since we're coming directly from another fire.

Green Card (front)

Zephyr Fire Sim

Zephyr Air Attack

Zephyr IC this is Zephyr Air Attack, we're 10 minutes out. We have Helicopter 212SJ in-bound and two SEAT Tankers 182 and 184 standing by on a local airstrip and can be here 15 minutes after you call. (If the IC doesn't give you a briefing, bump him for some direction.)

Green Card (front)

Work / Rest Hours Remaining _____

 # Crewmembers *20*_____

_1_ **DIVS** _2_ **STLD** ___ **TFLD** _2_ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *20*_____

___ **DIVS** _2_ **STLD** ___ **TFLD** _1_ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *4*_____

___**DIVS** _1_ **STLD** ___ **TFLD** _2_ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *20*_____

_1_ **DIVS** _2_ **STLD** ___ **TFLD** _1_ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *4*_____

___ **DIVS** ___ **STLD** _1_ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *4*_____

_1_ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *6*_____

___ **DIVS** _1_ **STLD** ___ **TFLD** _1_ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *4*_____

___ **DIVS** _1_ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers *20*_____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Zephyr Fire Sim

Helicopter 4KA
Type 2 Bell 212

This is 4KA, do you have a ground contact for me?

Red Card

Zephyr Fire Sim

ATGS CALLS IN A SPOT FIRE

You have a spot fire on the other side of the ridge; it's just a small spot but won't be for long if we don't deal with it.

Red Card

Zephyr Fire Sim

DIV SUP REPORTS INCREASED FIRE BEHAVIOR

It looks like the inversion has lifted and the fire is picking up a little steam, no problems right now but we might want to take a spot weather forecast.

Red Card

Zephyr Fire Sim

SICK CREWMEMBER

We have a guy up here that is getting kind of sick, nothing urgent but I think we need to get him to camp.

Red Card

Zephyr Fire Sim

AIR ATTACK NEEDS TO HEAD TO A NEW FIRE

Zephyr IC, dispatch wants us to check out a new start…can you manage without us?

Red Card

Zephyr Fire Sim

AIR ATTACK NEEDS TO HEAD TO A NEW FIRE

Zephyr IC, dispatch wants us to check out a new start…can you manage without us?

Red Card

Zephyr Fire Sim

AIR ATTACK NEEDS TO HEAD TO A NEW FIRE

Zephyr IC, dispatch wants us to check out a new start…can you manage without us?

Red Card

Zephyr Fire Sim

ENGINES CAN GO NO FURTHER

The engines have progressed up the sides as far as they can go. What do you want us to do now?

Red Card

Zephyr Fire Sim

WE'VE GOT LINE TO THE TOP OF THE FIRE ON THIS SIDE

We have line to the top of the fire. I could cut a squad or two loose to help out on the other side.

Red Card

Zephyr Fire Sim

ROAD BECOMING CONGESTED WITH PUBLIC VEHICLES

Most of them are from a campground up the road about a mile; they are getting worried about the fire threatening the campground. The campground is full.

Red Card

Zephyr Fire Sim	Resource name / type:	*Zephyr Fire Sim*	Resource name / type:
	Initial input:		Initial input:
	Green Card (front)		Green Card (front)
Zephyr Fire Sim	Resource name / type:	*Zephyr Fire Sim*	Resource name / type:
	Initial input:		Initial input:
	Green Card (front)		Green Card (front)
Zephyr Fire Sim	Resource name / type:	*Zephyr Fire Sim*	Resource name / type:
	Initial input:		Initial input:
	Green Card (front)		Green Card (front)
Zephyr Fire Sim	Resource name / type:	*Zephyr Fire Sim*	Resource name / type:
	Initial input:		Initial input:
	Green Card (front)		Green Card (front)
Zephyr Fire Sim	Resource name / type:	*Zephyr Fire Sim*	Resource name / type:
	Initial input:		Initial input:
	Green Card (front)		Green Card (front)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Work / Rest Hours Remaining _____

 # Crewmembers _____

___ **DIVS** ___ **STLD** ___ **TFLD** ___ **EMT**

Location / Time _____

Assignment _____

Green Card (back)

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

Zephyr Fire Sim

Situation:

Input:

Red Card

UNIT OVERVIEW

Course   Extended Attack Incident Commander, S-300

Unit   8 – Staff Ride (optional)

Time   4 Hours

Objective

- Given an actual incident, students will be exposed to the events as they unfolded and be placed at decision points similar to those faced by the real life incident commanders.

Strategy

Type 3 staff rides are intended to add an element of realism to a course. While there is a significant amount of effort involved in the development of this exercise, the benefits will be obvious. The staff ride requires a motivated individual to develop and execute.

Staff rides developed for this course have also been used for Fire Safety Refresher purposes. A staff ride development template is provided in the following lesson plan. Tailor your objectives toward your particular audience (for example, crew member, Type 4 IC, Division Supervisor, etc.).

A PowerPoint template is provided for you to insert elements of the preliminary study phase.

For more information, refer to the Fire Leadership website: http://www.fireleadership.gov/

Instructional Methods

- Preliminary study
- Field study
- Integration

Exercise

- Field exercise with tactical decision games

Evaluation Method

- Active participation from each student

Outline

I. Preliminary Study

II. Field Study

III. Integration

COURSE: Extended Attack Incident Commander, S-300

UNIT: 8 – Staff Ride (optional)

OUTLINE	AIDS & CUES
TITLE SLIDE.	08-01-S300-PPT
Unit 8 Intent: To provide an element of realism that will instill an appreciation of the challenges of the application of the principles presented in this class.	08-02-S300-PPT
What is a Staff Ride?	08-03-S300-PPT
A staff ride consists of a systematic preliminary study of a selected incident, a visit to the actual site and an opportunity to integrate the lessons derived from the study and visit. Staff rides typically focus on leadership, decision-making, strategies and/or tactics.	
I. PHASE 1: PRELIMINARY STUDY	08-04-S300-PPT
The preliminary study prepares students in advance for the site visit.	
This is usually a thorough reading assignment or a detailed presentation. The more details the better.	
This preliminary study should provide incident facts, avoid finger pointing, and set the stage for the rest of the staff ride.	

OUTLINE	AIDS & CUES

Examples:

- The Gregory Fire Staff Ride in Idaho was a five page overview of the fire situation, map, and some important events that happened during the fire (IC transitions) as well as a presentation reviewing the information.

- For the South Canyon Fire Staff Ride in Colorado, participants read "Fire on the Mountain" by John Mclean.

II. PHASE 2: FIELD STUDY   08-05-S300-PPT

The field study phase consists of one or more site visits where important events happened. Each site visited is called a "stand."

At each stand, participants receive information about the situation at that site. This is best done by a person who was actually there or someone who knows a lot about the incident (a subject matter expert).

After participants receive information about that stand they are placed in positions that challenge them to think and make decisions as if they were actually in that position on the day of the incident.

The key to an effective staff ride is to get participants actively involved at each stand. This is typically done with tactical decision games.

Each stand should follow the Tactical Decision Game (TDG) Template from the leadership website: http://www.fireleadership.gov/.

OUTLINE	AIDS & CUES
III. PHASE 3: INTEGRATION PHASE	08-06-S300-PPT

III. PHASE 3: INTEGRATION PHASE

In the integration phase, participants verbalize lessons learned from the staff ride. Again, having participants actively involved in the process is the key.

The integration phase should bring out important aspects that participants gleaned from the field study.

Examples:

• A thorough after action review.

• Group presentations on lessons learned.

• A chainsaw after action review where everyone has a chance to say what they learned on the staff ride.

USE SLIDES 7 – 10 TO INSERT ELEMENTS OF THE PRELIMINARY STUDY PHASE.

08-07-S300-PPT
thru
08-10-S300-PPT

8.6