Strategic
Operational Planning
S-482

NATIONAL WILDFIRE COORDINATING GROUP ™

Instructor Guide
JUNE 2015

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CERTIFICATION STATEMENT

on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

The following material attains the instructional design standards prescribed for training products developed and coordinated by the National Wildfire Coordinating Group. The training material is certified for interagency use and is known as:

Strategic Operational Planning, S-482

Operations and Training Committee Chair

6/26/2015

Date

NWCG OPERATIONS AND TRAINING COMMITTEE
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 does not approve of course delivery 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 at the location where the student will likely 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, to ensure the accurate testing of course and unit objectives, test questions in the certified course materials should not be deleted.
- Test grades, used to determine successful completion of the course, shall be based only on the questions presented in the certified course materials.

If lead instructors feel that any course materials are inaccurate, information should be submitted either by accessing the online feedback form at http://training.nwcg.gov/ (select the "NWCG EVAL" button in the upper right corner) or by sending an email to the NWCG Training Branch at BLM_FA_NWCG_training@blm.gov. Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

COURSE LENGTH FOR NWCG COURSES

Recommended course hours and the "NWCG Position on Course Presentation and Materials" above will be adhered to by the course instructors (see below for exception for criteria-based courses).

- Recommended unit times represent the allotted time to teach the unit and complete the exercises, simulations, and tests.
- Recommended course hours are provided to help the students and the course coordinator plan for travel, room reservations, and facilities usage. The recommended course hours represent the time estimated to present the NWCG-provided materials including time for breaks, lunch periods, to set up for field exercises or simulations, etc.
- Actual times for both the unit(s) 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 criteria based, 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 at www.nwcg.gov/pms/training/training.htm. If the hours are a minimum versus recommended, they will be stated as such.

Strategic Operational Planning S-482

Instructor Guide
June 2015

Sponsored for National Wildfire Coordinating Group (NWCG) publication by the NWCG Training Committee. Comments regarding the content of this publication should be directed to the NWCG Training Branch at BLM_FA_NWCG_Training@blm.gov.

Hard copies of the S-482 Instructor Guide and Student Workbook cannot be ordered from NWCG. If you need copies of these documents, print the PDF files from the S-482 Course Materials CD.

Previous editions: None

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PREFACE

Strategic Operational Planning, S-482, is a required training course in the National Interagency Incident Management System: Wildland Fire Qualification System Guide (PMS 310-1).

This course was developed by an interagency group of subject matter experts with direction and guidance from the National Wildfire Coordinating Group (NWCG) Training Branch. The primary participants in this development effort were:

USDI BUREAU OF INDIAN AFFAIRS

Mary Taber (retired) – Boise, Idaho

USDI NATIONAL PARK SERVICE

Jeff Manley (retired) – Boise, Idaho

USDI FISH AND WILDLIFE SERVICE

Brett Fay – Portland, Oregon

USDI OFFICE OF WILDLAND FIRE
Dick Bahr – Boise, Idaho

USDA FOREST SERVICE

Lisa Elenz – Boise, Idaho
Stu Hoyt – Missoula, Montana
Byron Bonney (retired) – Missoula, Montana

NWCG TRAINING BRANCH

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

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CONTENTS

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Course Instructions

Introduction

These Course Instructions contain instructions and information essential to the course coordinator, instructors, and/or coaches (the cadre) to assist them in effectively presenting the S-482 course. The Course Instructions describe:

- Course information from the Field Manager's Course Guide (FMCG)
- Course structure
- Course coordination and instructor preparation
- Course materials

Cadre members must read the Course Instructions and be thoroughly familiar with the course procedures and materials before presenting the course.

Course Information From the Field Manager's Course Guide (FMCG)

Refer to the Field Manager's Course Guide (PMS 901-1; http://training.nwcg.gov/) for a complete description of the course including the following:

- Course description
- Objectives
- Components and hours to complete
- Target group
- Minimum instructor qualifications
- Course prerequisites
- Course level

Course Structure

Introduction

This section describes the structure of the online and instructor-led components.

The Online Component

The S-482 course starts with the **online component**, which is composed of several modules students will complete online. Students need to schedule time to complete the online component at their home unit or elsewhere. Successful completion of the online component is not only required to attend the instructor-led portion but will also be factored into the student's final grade for the course.

Modules in the Online Component

The first module **(Module 1: Introduction to S-482)** is an introduction to the course. **Modules 2 through 7** provide background (historical and foundational) information on why the SOPL position exists and the critical role the position plays in incident management. **Modules 8 through 17** describe the typical responsibilities and activities a SOPL performs on an incident. Titles of Modules 2 through 17 are listed in the table below.

Background Information	SOPL's Typical Responsibilities and Activities
Module 2: Strategic Operational Planner (SOPL) Position Module 3: Federal Wildland Fire Management Policy and Implementation as Related to the SOPL Position Module 4: Local Agency Land Management Planning Module 5: Relationship Between Land Management Planning and Incident Management Planning Module 6: Decisionmaking Environments and Decision Support Module 7: Agency Administrator's Intent for the Incident	Module 8: Typical Activities a SOPL Performs Module 9: Gain and Maintain Situation Awareness Module 10: Determine the Planning Area Module 11: Analyze Incident Objectives and Incident Requirements Module 12: Conduct a Resource Benefit Assessment Module 13: Conduct Risk Assessments Module 14: Develop a Course of Action Module 15: Approve or Reject the Incident Decision (AA) Module 16: Implement the Incident Decision (IMO) Module 17: Evaluate the Incident Decision

Exercises in the Online Component

In several modules, there are exercises that students need to complete before attending the instructor-led component. A list of all the exercises and exercise instructions is in Module 1.

Some exercises can be completed fairly quickly, whereas others will require more time. Students need to bring their notes from the exercises to the instructor-led component of the course and be prepared to discuss the exercises. In the assessment for the instructor-led component, students will be evaluated on whether they completed the exercises and their participation in the classroom discussions about the exercises.

Reference Materials in the Online Component

The online component contains links to reference materials. Students may want to save or print a copy of these materials. The materials may be helpful as students work through the course and when they are on SOPL trainee assignments.

Assessment and Certificate of Completion for the Online Component

After students have completed the modules for the online component, they will take an assessment (an exam) that consists of a variety of questions (e.g., multiple choice and true or false). The assessment will be graded immediately, and the student's score will be displayed on his or her screen. Students must obtain a score of 70% or higher on the online assessment to receive a certificate of completion for the online component.

Students are required to print the certificate of completion and submit it to the course coordinator before attending the instructor-led component of the course. The course selection letter describes how to submit the certificate.

The Instructor-Led Component

The course continues with the **instructor-led component**, which is composed of several units the students will complete in a classroom. This is where students “put it all together.” Students will apply the knowledge they gained in the online component (the “knowing”) to actual practice performing the typical activities of a SOPL (the “doing” or the “how-to”).

Units in the Instructor-Led Component

The instructor-led component is composed of the following units:

- Unit 1: Introduction to the Instructor-Led Component of S-482
- Unit 2: Discuss the Online Component
- Unit 3: Initial Response Exercise
- Unit 4: Extended Response Exercise
- Unit 5: Panel Discussion (Optional)

Assessment for the Instructor-Led Component and Certificate of Completion for the Course

The assessment for the instructor-led component is graded on a pass-fail basis. **Students must pass the assessment for the instructor-led component to receive an NWCG certificate of completion for the course.**

Course Coordination and Instructor Preparation

Introduction

This section contains information on course coordination and instructor preparation. General information needed for course coordination and instructor preparation is presented first. Then specifics are provided on how to coordinate and prepare for the online and instructor-led components.

 **For More** Information	The Course Coordinator's Guide (PMS 907; http://training.nwcg.gov/) contains general information for presentation of NWCG courses. The course coordinator and instructors should be thoroughly familiar with this guide.

General Information

General information to coordinate and prepare for the course is described below.

Course Updates (NWCG Website)

To ensure that the most up-to-date material for this course is being presented, instructors are encouraged to refer to the NWCG Training and Qualifications website (http://training.nwcg.gov/). This website also contains current updates for all NWCG courses.

Cadre Meetings

Cadre meetings are an opportunity for instructors to meet, review the course material, and discuss concerns with the course coordinator, lead instructor, and/or coaches. The meetings are critical for instructors who do not have previous experience with the course. A cadre meeting checklist is located in the Course Coordinator's Guide (PMS 907).

The cadre should initially meet either in person or virtually to discuss the online and instructor-led components of the course. This will help ensure that the cadre fully understands the structure of the course and expectations.

During the instructor-led training, it is recommended that the cadre meet before each day's course presentation because of the interrelationship of the unit material (changes made to instructional materials in one unit may affect a later unit). The cadre should also meet after each day's presentation to discuss concerns and progress. At the end of the course, the cadre should have a final meeting to evaluate instructor performance and suggest modifications for future courses. Cadre members should be present for all instructional sessions.

Class Size

The recommended class size for this course is 25 to 30 students.

For the instructor-led component, a ratio of one instructor for every five to six students is recommended. Students will work in small groups (5 to 6 students per group). Each group will need a coach. Instructors may also function as coaches.

Selection Letter

At least 6 weeks before the course begins, send a course selection letter to students who are selected to attend the course. This letter congratulates selected students and should explain the online and instructor-led components. A sample of a course selection letter is located on the Course Materials CD in the Appendix: Course Ordering and Support Information.

Optional WFDSS Training

It is **highly recommended** that an optional Wildland Fire Decision Support System (WFDSS) training be held before students attend the ILT component. Students typically have a wide range of skills and knowledge related to WFDSS. For students who are not familiar with WFDSS, completing the exercises in the online component that are related to WFDSS may be challenging.

Consider using the WFDSS related exercises in the online component as a guide to develop the agenda for this WFDSS training. Contact the WFDSS staff for suggestions on developing and delivering the training. The training session could be held the day before the ILT component starts or it could be delivered using the internet.

The students will either complete the WFDSS related exercises in the online component on their own or when they participate in this optional WFDSS training.

Instructor Preparation for the Online Component

This section contains information about how to coordinate the online component of the course and what instructor preparation is needed before the course begins.

- Go to http://training.nwcg.gov and navigate to the blended course, S-482, Strategic Operational Planning, and read the instructions for completing the online component and assessment.

- Complete the online component. It is not necessary to complete the online assessment because the assessment, with answers, is located on the Course Materials CD in the Appendix: Student Assessments. Be familiar with the entire online component, including the online assessment.

- Determine the date (deadline) for students to complete the online component and submit their certificate of completion to the course coordinator. Consider these factors when determining the date:
  - Allow students approximately 3 weeks to complete the online component.
  - Allow limited time between the deadline for students to complete the online component and the start of the instructor-led component. This will help students retain what they learned in the online component.
  - Some students may not successfully pass the online component and therefore will not be able to attend the instructor-led component. Allow time for the course coordinator to fill these vacancies (from the waiting list), and allow some time for the new students to complete the online component.

Instructor Preparation for the Instructor-Led Component

This section contains information about how to coordinate the instructor-led component of the course and what instructor preparation is needed before the course begins.

The Classroom

The characteristics of the classroom and supportive facilities for the instructor-led component have a significant impact on the learning environment. The classroom should be chosen and viewed well in advance of the presentation. The following characteristics should be considered when choosing a location and classroom:

- Choose a classroom that is free from outside interruptions and interferences. Make sure the classroom has controlled lighting, good acoustics, and good ventilation.
- Provide adequate room and flexibility for student small groups and equipment, and supportive facilities such as break areas, restrooms, etc. Provide adequate desk space and power outlets for laptop computers.
- Ensure the classroom facility has breakout rooms or is large enough for small groups to be able to work on the exercises. Each small group needs a large table for working with maps.
- Provide adequate access to copy and printing services. If anyone will need to print in the classroom, a laptop and driver for the printer will be needed.
- Be sure a computer with projector and screen are available to show electronic presentations.

Agenda for the Instructor-Led Component

A sample of an agenda for the instructor-led component is located on the Course Materials CD in the Appendix: Course Ordering and Support Information. Revise the agenda as appropriate. The agenda can be inserted into the Student Workbook before the beginning of class. Consider removing the timeframes from the agenda you give to the students because the amount of time it takes to complete different parts of the course may vary.

Presenting the Units

Units 2, 3, 4, and 5 each have an instructor reference (IR) located at the end of the unit. The IRs provide detailed information on presenting the unit.

It is recommended that the lead instructor invite a WFDSS expert to attend the instructor-led component to answer students' questions. This will help ensure that students are provided with the most accurate and current information about WFDSS.

Administering the Assessment for the Instructor-Led Component

Instructors and coaches will evaluate each student on a pass/fail basis using the Assessment for the Instructor-Led Component form (see Appendix: Student Assessments on the Course Materials CD). Each instructor and coach will need copies of that assessment form (1 for each student in their small group) to record feedback on student performance. Throughout the course (from the beginning to the end), instructors and/or coaches need to observe students and make notes on the form related to the students' performance. At the end of the course, each instructor and/or coach will meet individually with each student in their small group and provide feedback on the student's performance, which was documented on the assessment form.

Course Materials

Introduction

The Course Materials CD contains the following materials that the course coordinator and instructors will need to successfully coordinate and present this course:

- Instructor Guide
- Appendixes
- Student Workbook

Instructor Guide

The Instructor Guide is designed as a teaching aid to assist instructors and coaches in presenting the instructor-led component of the course. The Instructor Guide file is in a portable document format (pdf) with bookmarked files. The Instructor Guide consists of a preface, these course instructions, and the instructional units. This section discusses the instructional units.

- Each unit begins with an overview of the unit, which includes:
  - An introduction to the unit and the unit's approximate delivery time
  - The outline for the unit, which is a list of topics that will be covered in the unit
  - A list of objectives for the unit
  - A list of any materials (instructional aids) that will be needed for the unit
- After the overview of the unit, the learning content for each unit begins. Also included in the learning content are:
  - **Message boxes** (e.g., Good Points or For More Information), which contain additional information for the instructors and students. Message boxes appear in the Instructor Guide and the Student Workbook, so both the instructors and students can see them.
  - **Instructor notes**, in shaded boxes in the right or left margins, which contain information and instructions for the instructors. These notes appear only in the Instructor Guide, not in the Student Workbook, so the students do not see them. (The Student Workbook is discussed later in this document.) Instructor notes may contain answers to questions asked in the learning content.
  - **Instructor references (IRs)**, at the end of some units in the Instructor Guide, which provide additional information instructors need to present the unit (e.g., exercise instructions).
  - **Student references (SRs)**, at the end of some units in the Student Workbook, which provide additional information for the students.
- The pagination of the instructional units is the same in the Instructor Guide and the Student Workbook.

Appendixes

The appendixes, which are located on the Course Materials CD, are for the course coordinator and instructors to assist them with coordinating and presenting the course. The following appendixes are on the Course Materials CD:

- **Course Evaluation Forms**
  - The Student Training Course Evaluation form gives the students an opportunity to comment on the course and the instructors for the purpose of improving future training sessions. Distribute copies of the form at the beginning or end of the course and collect the completed forms as appropriate.
  - The Training Course Evaluation form gives the course coordinator and instructors an opportunity 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. Distribute copies of the form at the beginning or end of the course and collect the completed forms as appropriate.

  Comments about the course can also be submitted online at http://training.nwcg.gov; select the NWCG EVAL button in the upper right corner, and complete the form.

- **Course Ordering and Support Information**
  - A list of course materials to order and additional materials needed for presenting the course
  - A sample agenda for the instructor-led component (in Microsoft Word so it can be edited)
  - A sample selection letter (in Microsoft Word so it can be edited)

- **Handouts**
  - Handouts (HOs), including maps for the exercises in Units 3 and 4. Refer to each unit for the number of copies to make.

- **PowerPoint Presentations** (PPTs)
  - PowerPoint presentation files. Test the computer before the start of the course to ensure compatibility with the PowerPoint software.

    Refer to the READ ME file, located on the Course Materials CD (Appendix: PPTs), which provides information on:

    - Minimum System Requirements to Successfully Run Microsoft PowerPoint 2010 Presentations
    - Editing the Original PowerPoint 2010 Files
    - Troubleshooting
    - Microsoft PowerPoint Viewer 2010
    - References on Creating PowerPoint Slides
- **Student Assessments**
  - Assessment for the Online Component, including answers.
  - Assessment for the Instructor-Led Component. Make one copy for each student.

Student Workbook

The Student Workbook generally contains the same information as the Instructor Guide; however, it does not include the instructor notes, instructor references, and most or all of the appendixes. Student Workbooks should be printed before the beginning of the course, one for each student.

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Unit 1: Introduction to the Instructor-Led Component of S-482

Slide 1-1
Slide 1-2

Overview of the Unit

Introduction

Welcome to the instructor-led training (ILT) component of the **S-482 Strategic Operational Planning course**. This unit is an introduction to the ILT component of S-482.

The unit should take approximately **1 hour** to complete.

A list of acronyms and abbreviated terms used in this course (IR/SR 1-1) can be found at the end of the unit.

Below is the unit outline, followed by the objectives for the unit and a list of any materials that may be needed.

Outline

This unit includes the following topics:

- Overview of the Unit
- Administrative Information
- Instructors, Coaches, and Student Introductions
- S-482 and the Strategic Operational Planner Position
- Course Objective
- Structure of the Instructor-led Component
- How to Evaluate the Course
- Summary of the Unit

Slide 1-3

Objectives

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

- Understand the administrative information.
- Be familiar with the background of instructors, coaches, and students.
- Understand the relationship between S-482 and the Strategic Operational Planner position.
- Understand the course objective.
- Understand the structure of the instructor-led component.
- Understand how to evaluate the course.

Materials

The following materials are needed for this unit:

- In the classroom for the instructor, a computer with a projector and a screen to show electronic presentations

Instructional Codes

Below is a list of instructional codes used in the instructor-led component.

IG – Instructor Guide
SW – Student Workbook
HO – Handout
IR – Instructor Reference
SR – Student Reference
Slide – PowerPoint

Administrative Information

Slide 1-4

The course coordinator or lead instructor presents administrative information related to the instructor-led training. Examples of information to discuss include:

- Student sign-in sheet
- Orientation to facilities (e.g., parking, vending machines, drinking fountains, and restrooms) and evaluation plan
- Etiquette for cell phones and pagers
- Local information (e.g., restaurant locations)
- Federal smoking policy

Instructors, Coaches, and Student Introductions

Slide 1-5

Instructors, coaches, and students introduce themselves. Examples of the types of information that may be shared during introductions include:

- Name and home unit
- Job title and duties
- Incident qualifications and experience
- Why students are interested in the SOPL position

S-482 and the Strategic Operational Planner Position

Slide 1-6

A description of the relationship between S-482 and the SOPL position was presented in the online component; however, it is important to review it again.

The *S-482, Strategic Operational Planning,* course is designed to meet the training needs of a Strategic Operational Planner (SOPL) on an incident as outlined in the National Incident Management System: Wildland Fire Qualification System Guide (PMS 310-1) and the position task book developed for the position.

Good Points 	The S-482 course was developed based on tasks in the SOPL Position Task Book.

Slide 1-7

Course Objective

The S-482 course objective was presented in the online component; however, it is important to review it again.

Course objectives are stated in broad terms that define what students will be able to accomplish after completing the course. At the successful completion of this course, students will be able to:

- Perform basic tasks commonly required of a Strategic Operational Planner (SOPL) and possess the knowledge to successfully accomplish SOPL trainee assignments

Slide 1-8

It is very important to discuss the structure of the course. Students want to know the big picture, and the structure gives them an idea of what to expect. Distribute the agenda and use it to discuss the structure of the course.

Structure of the Instructor-Led Component

This section explains the structure of the Instructor-led component.

Units in the Instructor-Led Component

The instructor-led component is composed of the following units:

- Unit 1: Introduction to the Instructor-Led Component of S-482
- Unit 2: Discuss the Online Component
- Unit 3: Initial Response Exercise
- Unit 4: Extended Response Exercise
- Unit 5: Panel Discussion (Optional)

Assessment for the Instructor-Led Component and Certificate of Completion for the Course

Slide 1-9

The assessment for the instructor-led component is graded on a pass-fail basis. **Students must pass the assessment for the instructor-led component to receive an NWCG certificate of completion for the course.**

Instructors and coaches will assess each student using the following criteria:

- Attendance: The student was present for the entire course.

- Participation: The student actively contributed to the class by offering ideas and/or asking questions and contributing to the small group in completing the exercises in the instructor-led component.

- Completion of exercises in the online component: The student completed the exercises in the online component and participated in the classroom (ILT component) discussions about the exercises.

- SOPL skill set: The student demonstrated the skills listed below.

  - Analytical skills: The ability to evaluate information effectively and solve problems.
  - Coordination skills: The ability to organize one's own work and coordinate that work with others and attend to several activities simultaneously, prioritizing and switching priorities as necessary.
  - Communication skills: The ability to express ideas and recommendations clearly as well as listen and correctly understand messages that other people are communicating. Being able to establish and maintain positive working relationships.
  - Critical thinking skills: The ability to gather, assess, and interpret relevant information; frame and effectively communicate issues and problems; and be open to creative and alternative solutions to complex problems.

- Strategic thinking skills: The ability to look at the incident from a broader, longer term perspective to problem solve and assist with decisionmaking. Strategic thinking is very different from tactical thinking. Strategic thinking focuses on what should we be doing and why, whereas tactical thinking focuses on the hands-on part of getting the job done (who, what, when, and where).

Slide 1-10

How to Evaluate the Course

Evaluation forms will be provided to each student so they can evaluate the course.

Slide 1-11

Summary of the Unit

Review Unit Objectives

Now that students have completed this unit, they should be able to:

- Understand the administrative information.
- Be familiar with the background of instructors, coaches, and students.
- Understand the relationship between S-482 and the Strategic Operational Planner position.
- Understand the course objective.
- Understand the structure of the instructor-led component.
- Understand how to evaluate the course.

Slide 1-12

 **For More Information**	**Questions** Do students have any questions related to this unit?

IR/SR 1-1: Acronyms and Abbreviated Terms

Below is a list of acronyms and abbreviated terms used in this course.

AA – Agency Administrator

AAR – After Action Review

BFB – Basic Fire Behavior (as used in WFDSS)

BIA – Bureau of Indian Affairs (U.S. Department of the Interior)

BLM – Bureau of Land Management (U.S. Department of the Interior)

Blue Book – BIA Wildland Fire and Aviation Program Management and Operations Guide

CCP – Comprehensive Conservation Plan

CFR – Code of Federal Regulations

CoA – course of action

CWPP – Community Wildfire Protection Plans

DIVS – Division/Group Supervisor

DoA – Delegation of Authority

EA – Environmental Assessments

EFSA – Escaped Fire Situational Analysis

EIS – Environmental Impact Statement

ERC – Energy Release Component

ESA – Endangered Species Act of 1973

FBAN – Fire Behavior Analyst

FEIS – Fire Effects Information System

FMO – Fire Management Officer

FMP – fire management plan

FMU – Fire Management Unit

FOBS – Field Observer

FS – Forest Service (U.S. Department of Agriculture)

FSC – Finance Section Chief

FSPro – Fire Spread Probability (as used in WFDSS; also called Long-Term Fire Behavior)

FWS – Fish and Wildlife Service (U.S. Department of the Interior)

GACC – Geographic Area Coordination Center

GIS – Geographic Information System

GISS – Geographic Information System Specialist

GPS – Global Positioning System

GSAN – Geospatial Analyst

HO – Handout

IAM – Indian Affairs Manual

IAP – Incident Action Plan

IB – Instructional Bulletin

IBA – Incident Business Advisor

IC – Incident Commander

ILT – instructor-led training

IM – Instructional Memoranda

IMET – Incident Meteorologist

IMO – incident management organization

IMT – incident management team

IRPG – Incident Response Pocket Guide

L/RMP – land/resource management plan

LTAN – Long Term Fire Analyst

LTIP – Long-Term Implementation Plan

MAP – Management Action Point

mi/h – miles per hour

MIST – minimum impact suppression tactics

MUSYA – Multiple-Use Sustained-Yield Act of 1960

NEPA – National Environmental Policy Act of 1969

NFMA – National Forest Management Act of 1976

NHPA – National Historic Preservation Act of 1966

NIIMS – National Interagency Incident Management System

NMAC – National Multi-Agency Coordinating Group

NOAA – National Oceanic and Atmospheric Administration (U.S. Department of Commerce)

NPS – National Park Service (U.S. Department of the Interior)

NRCS – Natural Resources Conservation Service (U.S. Department of Agriculture)

NTFB – Near-Term Fire Behavior (as used in WFDSS)

NWCG – National Wildfire Coordinating Group

OA – organization assessment

OCM – online course module

OSC – Operations Section Chief

PIO – Public Information Officer

PL – Preparedness Level

PSC – Planning Section Chief

RA – Resource Advisor

RAWS – Remote Automated Weather Station

RCA – Risk and Complexity Assessment

Red Book – Interagency Standards for Fire and Fire Aviation Operations

RESL – Resources Unit Leader

RM – Reference Material

RMRS-GTR – Rocky Mountain Research Station [USDA Forest Service]-General Technical Report

RRA – relative risk assessment

RS – Resource Specialist

RXB1 – Prescribed Fire Burn Boss Type 1

SOF – Safety Officer

SOPL – Strategic Operational Planner

SPP – structure protection plan

STFB – Short-Term Fire Behavior (as used in WFDSS)

T&E – threatened and endangered

USDA – U.S. Department of Agriculture

USDI – U.S. Department of the Interior

WFDSS – Wildland Fire Decision Support System

WFIP – Wildland Fire Implementation Plan

WFSA – Wildland Fire Situation Analysis

Unit 2: Discuss the Online Component

The Instructions for Presenting Unit 2 (IR 2-1) are at the end of this unit.

Slide 2-1

Overview of the Unit

Introduction

This unit is critical because it will help ensure that students understand the concepts presented in the online component and are able to apply the concepts in the scenario-based exercises in Units 3 and 4 of the instructor-led component. This unit gives the instructors and students an opportunity to discuss the online component of this course and for instructors to provide additional information.

The unit should take approximately **11 hours** to complete.

Below is the unit outline, followed by the objectives for the unit and a list of any materials that may be needed.

Outline

This unit includes the following topics:

- Overview of the Unit
- Discuss the Online Component
- Summary of the Unit

Objective

Slide 2-2

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

- Apply the knowledge gained in the online component to successfully complete, in Units 3 and 4, the typical activities of a SOPL.

Slide 2-3

Materials

The following materials are needed for this unit:

- For the instructor, a computer with internet access, a projector, and a screen to show electronic presentations
- For each student, a laptop computer with internet access and bookmarked links to the S-482 online component and the WFDSS website.
- Students should have their notes from completing the modules and exercises in the online component.

Instructional Codes

Below is a list of instructional codes used in the instructor-led component.

IG – Instructor Guide
SW – Student Workbook
HO – Handout
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Slide – PowerPoint

Discuss the Online Component

Slide 2-4

Introduction

In this section, the instructors will discuss the online component. Students may find it helpful to follow along on their laptops as the instructor discusses each module. The online component included the following modules:

Background Information	SOPL's Typical Responsibilities and Activities
Module 2: Strategic Operational Planner (SOPL) Position Module 3: Federal Wildland Fire Management Policy and Implementation as Related to the SOPL Position Module 4: Local Agency Land Management Planning Module 5: Relationship Between Land Management Planning and Incident Management Planning Module 6: Decisionmaking Environments and Decision Support Module 7: Agency Administrator's Intent for the Incident	Module 8: Typical Activities a SOPL Performs Module 9: Gain and Maintain Situation Awareness Module 10: Determine the Planning Area Module 11: Analyze Incident Objectives and Incident Requirements Module 12: Conduct a Resource Benefit Assessment Module 13: Conduct Risk Assessments Module 14: Develop a Course of Action Module 15: Approve or Reject the Incident Decision (AA) Module 16: Implement the Incident Decision (IMO) Module 17: Evaluate the Incident Decision

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Module 2: Strategic Operational Planner (SOPL) Position

This module provided an introduction to the Strategic Operational Planner (SOPL) position. The module also described the SOPL's responsibilities, the SOPL's supervisor, and the skill set needed to perform successfully.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-6

Objectives and Discussion Questions

- **Identify the SOPL's responsibilities.**

  Before you started this course, you may have had some perceptions about the SOPL's responsibilities. How did your perceptions of the SOPL's responsibilities line up with what was described in this module? Were they the same or different?

- **Identify what positions may serve as the SOPL's supervisor.**

  Different positions may serve as the SOPL supervisor. How do you think that affects the SOPL on an assignment?

- **Identify the skill set needed to perform as a SOPL trainee.**

  How is the SOPL skill set (analytical skills, coordination skills, communication skills, critical thinking skills, and strategic thinking skills) different from the DIVS or RXB2/1 skill set?

Exercises

Slide 2-7

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

 **Exercise**	SOPL Position Task Book Read the SOPL Position Task Book and become familiar with the tasks. If you have any questions related to the SOPL Position Task Book, bring those questions with you to the instructor-led component of the course.

Slide 2-8

Module 3: Federal Wildland Fire Management Policy and Implementation as Related to the SOPL Position

This module provided a broad overview of Federal wildland fire management policy and implementation as they relate to the SOPL position.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-9

Objectives and Discussion Questions

- **Identify how Federal fire management policy and implementation guidance have evolved over the past century.**

  How familiar are you with Federal fire management policy and implementation guidance?

  How has Federal fire management policy and implementation guidance changed over the past century?

  Can the strategies (e.g., confine, monitor, and suppression) that are applied to all or portions of fire change as the fire moves across the landscape?

- **Identify how the SOPL position evolved with Federal wildland fire management policy.**

  Why did the SOPL position replace the Fire Use Manager position?

- **Identify the nine guiding principles of the current Federal wildland fire management policy.**

  How many years have these nine guiding principles been in policy?

  What are the nine guiding principles?

Slide 2-10

- **Identify which policy statements in the current Federal wildland fire management policy are most relevant to the SOPL position.**

  There are 17 policy statements in the current Federal wildland fire management policy. Which of these policy statements are relevant to the SOPL position and why?

- **Identify the intent of the current guidance for implementation of Federal wildland fire management policy.**

  What is the intent of the current guidance for implementation of Federal wildland fire management policy?

  Why has implementation of Federal wildland fire management policy been challenging?

Slide 2-11

Exercises

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

 **Exercise**	**Read the 2009 Guidance for Implementation** Read the 2009 Guidance for Implementation. Pay special attention to the following: 1. Nine guidelines for implementation 2. Policy clarification of management intent and implementation actions for each of the 17 policy statements If you have any questions related to the 2009 Guidance for Implementation, bring those questions with you to the instructor-led component of the course.

Module 4: Local Agency Land Management Planning

Slide 2-12

This module described the relationship among laws, policies, and land management planning related to wildland fire.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Objectives and Discussion Questions

Slide 2-13

- **Identify how Federal laws and agency policies are related to land management planning.**

  What is land management planning and why is it important to land management agencies?

  What are examples of Federal laws related to land management planning?

  What are examples of agency policies related to land management planning?

- **Identify the role the local agency's land management planning documents (the land/resource management plan and the fire management plan) play in fire management decisions.**

  What role does the L/RMP and FMP play in fire management decisions?

- **Identify the role the local agency's land management objectives and requirements play in determining management's response to a wildfire.**

  What role do land management objectives play in determining how management responds to a wildfire?

  What role do land management requirements play in determining how management responds to a fire?

Slide 2-14

Exercises

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

 **Exercise**	**Role of the L/RMP and FMP** As you complete this exercise, write down what you learned. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them. Review the 2009 Guidance for Implementation and look for references related to the L/RMP and FMP. Write down specific references to the L/RMP and FMP.

Exercise

Review the Local Agency's L/RMP and FMP

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Obtain a copy (electronic or hardcopy) of your local agency's L/RMP and FMP, and do the following:

1. Before you started this course, how familiar were you with your local agency's L/RMP and FMP? As you reviewed the L/RMP or FMP, was there anything you read that surprised you?

2. Review the L/RMP to get a general idea of what information is in the document. What year was it published? Find the land management objectives and requirements. How difficult was it to read and understand?

3. Review the FMP to get a general idea of what information is in the document. What year was it published? Look to see if you can determine the relationship between the L/RMP and FMP.

Slide 2-15

Module 5: Relationship Between Land Management Planning and Incident Management Planning

This module described the critical relationship between land management planning and incident management planning.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-16

Objectives and Discussion Questions

- **Describe the relationship between land management planning and incident management planning.**

  What is the relationship between land management planning and incident management planning?

- **Diagram and describe the relationships among land management planning documents (e.g., L/RMP and FMP) and incident management planning documents (the Incident Decision, Delegation of Authority, and Incident Action Plan).**

  Describe the relationships among land management planning documents and incident management planning documents?

- **Identify the role of the incident management planning documents (the Incident Decision, Delegation of Authority, and Incident Action Plan) in incident management planning.**

  Slide 2-17

  What is the role of the Incident Decision?

  What is the role of the Delegation of Authority?

  What is the role of the Incident Action Plan?

- **Diagram and describe the relationships among land management objectives, incident objectives, and tactical objectives.**

  What are the relationships among land management objectives, incident objectives, and tactical objectives?

  Do the three types of objectives need to be consistent with each other?

  Where are land management objectives documented?

- **Diagram and describe the relationship between land management requirements and incident requirements.**

  What is the relationship between land management requirements and incident requirements?

  Where are land management requirements documented?

  Are you comfortable with distinguishing the difference between an objective and a requirement?

<u>Exercises</u>

Slide 2-18

There were no exercises in this module.

Slide 2-19

Module 6. Decisionmaking Environments and Decision Support

This module provided an overview of the different decisionmaking environments used in incident management and the SOPL's involvement in those environments. It also briefly discussed a framework the SOPL can use to provide decision support. The module ended with an introduction to the decision support system (WFDSS) that is used to aid fire managers and administrators in making risk-informed decisions.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-20

<u>Objectives and Discussion Questions</u>

- **Identify the function of a SOPL in each of the decisionmaking environments (programmatic, strategic, operational, and real-time) commonly used in incident management for a wildfire.**

  What is an example of a programmatic decision?

  What is an example of a strategic decision?

  What is an example of an operational decision?

  What is an example of a real-time decision?

- **Identify a risk management framework the SOPL can use to provide decision support and complete assigned responsibilities.**

  What is an example of a risk management framework the SOPL can use to provide decision support and complete assigned responsibilities?

  What is the value in using a risk management framework to provide decision support to the AA and IC?

- **Identify the characteristics of the Wildland Fire Decision Support System (WFDSS).**

  How much experience have you had with using WFDSS before taking this course?

  What are some characteristics of WFDSS?

  How does WFDSS help AA make more informed decisions?

Exercises

Slide 2-21

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

 **Exercise**	**Decision Making for Wildfires: A Guide for Applying a Risk Management Process at the Incident Level** As you complete this exercise, record any questions you have related to the publication (see link below). Bring your questions with you to the instructor-led component of the course. Read the USDA Forest Service's General Technical Report: Decision Making for Wildfires: A Guide for Applying a Risk Management Process at the Incident Level.

Exercise

WFDSS References in Red Book and Blue Book

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Search the Interagency Standards for Fire and Fire Aviation Operations (Red Book) and/or the Wildland Fire and Aviation Program Management and Operations Guide (Blue Book) for references related to WFDSS and the Published Decision. Answer the questions below:

1. For the agency where you work, do initial attack fires need a Published Decision in WFDSS?
2. For the agency where you work, do fires that escape initial attack need a Published Decision in WFDSS?
3. For the agency where you work, do fires being managed for multiple objectives (protection objectives and resource benefit objectives) need a Published Decision in WFDSS?
4. For the agency where you work, what are the approval requirements for the Published Decision?

Read Appendix N in the Interagency Standards for Fire and Fire Aviation Operations (Red Book).

Exercise

Navigating in WFDSS

As you complete this exercise, write down what you learned. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

In this exercise, you will become oriented with how to navigate in the current wildfire decision support system (WFDSS). To perform successfully on an assignment, a SOPL trainee needs to be able to navigate through WFDSS.

Below is a list of actions you need to complete for this exercise. Because WFDSS is continuously updated, you will need to refer to the WFDSS website for instructions on how to complete the actions listed below.

Go to the WFDSS website and do the following:

Actions:

- Become familiar with the information that is available from the home page.
- If you do not already have a WFDSS account, navigate to the Request an Account page, and request an account.
- Go to the WFDSS Help page, and become familiar with how to obtain help.
    - Find the WFDSS glossary page.
    - Find the WFDSS user roles page and read the information about the different types of users.
- Go to the WFDSS Training page. This page provides lessons and other training materials on how to use WFDSS. Become familiar with what training is available.

	• Go to the Sign In To Training page. This is where you sign in to the WFDSS Training System and create **simulated** incidents to practice using WFDSS. • Go to the Sign In To Production page. This is where you sign in to the WFDSS Production System to document Incident Decisions for **real incidents** and to perform other WFDSS activities. You can also find information about any incident that has been entered in WFDSS. ○ Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published. If you have difficulty completing any of these activities related to WFDSS, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Module 7: Agency Administrator's Intent for the Incident

Slide 2-22

This module provided an overview of the AA's intent for an incident, including an explanation of leader's intent and how it relates to the AA's intent, and the relationship between the AA's (leader's) intent and the Incident Decision. The module also described factors that drive the AA's intent for the incident.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Objectives and Discussion Questions

Slide 2-23

- **Identify where the AA's intent for the incident is documented.**

  Where does the AA document his or her intent for the incident?

  If the AA intent is not clearly understood, what should the SOPL do?

  What are some challenges for the SOPL if there is more than one AA on an incident?

- **Identify factors that drive the AA's intent for the incident.**

  What are some factors that drive the AA's intent for this incident?

  How do you think the AA's own comfort level with risk may affect his or her intent for the incident?

Exercises

Slide 2-24

There were no exercises in this module.

Slide 2-25

Good Points 

Modules 1–7, which were just discussed, provided background (historical and foundational) information related to the SOPL position.

Slide 2-26

Good Points 

Modules 8–17, which will be reviewed next, described the typical responsibilities and activities a SOPL assists with on an incident:

- Gain and maintain situation awareness.
- Develop an Incident Decision:
  - Determine the planning area.
  - Analyze incident objectives and incident requirements.
  - Conduct a resource benefit assessment.
  - Conduct risk assessments.
  - Develop a course of action.
- Approve or reject the Incident Decision (AA).
- Implement the Incident Decision (IMO).
- Evaluate the Incident Decision.

Module 8: Typical Activities a SOPL Performs

Slide 2-27

This module provided a broad overview of typical days in the life of a SOPL, the SOPL's work relationships, and critical information a SOPL needs to obtain during the initial briefing with the Agency Administrator and/or Incident Commander.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Objectives and Discussion Questions

Slide 2-28

- **Identify typical activities the SOPL performs throughout the life of an incident, from predispatch through demobilization.**

  What are typical activities a SOPL performs during predispatch, when dispatched, the first day of the fire, the second day of the fire, and when demobilizing?

  How are the typical days in the life of a SOPL different than typical days in the life of a DIVS?

  What are examples of items that should be in a SOPL kit?

  Why is it important for the SOPL to establish a daily routine? What do you think would be part of that daily routine?

- **Define the relationships the SOPL has with the local agency and the incident management organization (IMO).**

  Think about your previous work relationships. Have you had experience working directly with an Agency Administrator or Incident Commander?

  What challenges do you think a SOPL would face related to establishing and maintaining work relationships with the AA and the IC?

Slide 2-29

- **Identify critical information the SOPL should obtain from the Agency Administrator and/or Incident Commander during the initial briefing.**

  What are examples of information the SOPL should obtain from the AA and/or IC during the initial briefing?

  Why is it so important for the SOPL to find out his or her role in the incident organization structure?

  What concerns do you, as a SOPL trainee, have about working closely with an AA?

Slide 2-30

<u>Exercises</u>

There were no exercises in this module.

Module 9: Gain and Maintain Situation Awareness

Slide 2-31

This module provided a broad overview of how the SOPL gains and maintains situation awareness. Situation Awareness is one of the steps in the Risk Management Cycle. Gaining and maintaining situation awareness are performed throughout the incident, in **all** of the steps of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-32

Objectives and Discussion Questions

- **Identify the definition and purpose of situation awareness.**

  How is the situation awareness information that an AA needs to make decisions different than the situation awareness information that an IC needs to make decisions?

- **Identify position responsibilities related to gaining and maintaining situation awareness.**

  How does the LTAN help the SOPL gather strategic, long-term situation awareness information?

  What type of situation awareness information can the local agency staff provide the SOPL?

- **Identify activities the SOPL should typically perform related to gaining and maintaining situation awareness.**

  What are the biggest challenges for a SOPL when gathering and communicating strategic, long-term situation awareness?

  What are examples of decision support tools and resources that the SOPL can use for situation awareness? Refer to the Reference Material, Decision Support Tools and Resources, that was provided in the online component.

Exercises

Slide 2-33

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

Exercise

Situation Awareness and WFDSS

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about situation awareness, situation assessment, and decision support tools (e.g., Energy Release Component, Basic Fire Behavior model, and Fire Spread Pro model).

2. Go to the WFDSS Training page (the page that provides lessons and other training materials), and do the following:

    - Identify the training materials relevant to situation awareness, situation assessment, and decision support tools to become familiar with what materials are available.

3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.

    - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.

	○ Find incident information (e.g., point of origin, incident size, incident cause, discovery date, and so on) and situation information that is displayed on a map (e.g., fire perimeter, point of origin, and fire weather and danger). If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Module 10: Determine the Planning Area

Slide 2-34

This module provided a broad overview of the planning area, which is used for long-term, strategic planning and for developing the Incident Decision. The module also described the SOPL's typical activities associated with determining the planning area. Determining the planning area occurs during the Situation Awareness step of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-35

Objectives and Discussion Questions

- **Define "planning area" and identify its purpose.**

  What is the planning area?

  What is the purpose of a planning area?

  What information about the planning area can you find in an Incident Decision?

- **Identify position responsibilities related to the planning area.**

  What is the SOPL's responsibility related to the planning area?

  What are examples of responsibilities the LTAN may have related to the planning area?

- **Identify activities the SOPL should typically perform related to determining the planning area boundary.**

  What are the consequences of drawing a planning area that is too large?

  What are the consequences of drawing a planning area that is too small?

  If an output from the FSPro model is not available to determine the planning area boundary, how should the SOPL determine the planning area boundary?

If there is a low probability that a specific value will be affected by the fire, but there is a high consequence if the value is damaged by the fire, should the value be included in the planning area?

Exercises

Slide 2-36

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

Exercise

Planning Area and WFDSS

As you complete this exercise, write down what you learned. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about planning areas.
2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to planning areas to become familiar with what materials are available. At the time this course was developed, information about planning areas was included in the lesson on situation assessment.
3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.
    - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.

	○ Find the map that displays the planning area(s). If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Module 11: Analyze Incident Objectives and Incident Requirements

Slide 2-37

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Objectives and Discussion Questions

Slide 2-38

- **Identify the purpose and general categories of incident objectives.**

  What are the two general categories of incident objectives?

- **Identify the purpose of incident requirements.**

  What is the difference between an incident objective and an incident requirement?

- **Identify position responsibilities related to analyzing incident objectives and incident requirements.**

  Who is responsible for determining incident objectives?

  How does the SOPL's decision support assistance related to analyzing incident objectives and incident requirements benefit the AA?

Slide 2-39

- **Identify activities the SOPL should typically perform related to analyzing incident objectives.**

  What are examples of activities a SOPL should perform related to analyzing incident objectives?

  What challenges may a SOPL have related to analyzing incident objectives?

- **Identify activities the SOPL should typically perform related to analyzing incident requirements.**

  What are examples of activities a SOPL should perform related to analyzing incident requirements?

  What challenges may a SOPL have related to analyzing incident requirements?

Slide 2-40

Exercises

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

Exercise

Incident Objectives Project

As you complete this exercise, write down what you learned. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the Wildland Fire Management Research, Development & Application web page and do the following:

- Find and read the section titled "Incident Objectives Project," including the briefing paper and white paper.

Exercise

Incident Objectives and WFDSS

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about objectives.

2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to objectives to become familiar with what materials are available.

3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.
   - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.
   - Find the land management (strategic) objectives and incident objectives.

If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Exercise

Incident Requirements and WFDSS

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and perform these activities:

1. Go to the WFDSS Help page, and find and read information about requirements.
2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to requirements to become familiar with what materials are available.
3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.
    - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.
    - Find the land management requirements and incident requirements.

If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Module 12: Conduct a Resource Benefit Assessment

Slide 2-41

This module provided a broad overview of the resource benefit assessment, which is used for developing the Incident Decision. The module also described the SOPL's typical activities associated with conducting the assessment. Conducting the resource benefit assessment occurs during the Assessment step of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-42

Objectives and Discussion Questions

- **Identify the purpose of a resource benefit assessment.**

  The 2009 Guidance for Implementation of Federal Wildland Fire Management Policy provides specific direction to land managers related to beneficial effects of fire. What does the policy state?

  What are examples of resources that may benefit from the presence of fire?

  Why is it important to document in the Incident Decision information from the resource benefit assessment?

- **Identify position responsibilities related to conducting a resource benefit assessment.**

  What is the AA's responsibility related to conducting a resource benefit assessment?

  What might be the SOPL's responsibility related to conducting a resource benefit assessment?

- **Identify activities the SOPL should typically perform related to conducting a resource benefit assessment.**

  How does the SOPL find out where natural resource values that benefit from the presence of fire are located?

  Where would the SOPL find information on what fire conditions will benefit the resource value?

  What challenges do you see the SOPL having when conducting a resource benefit assessment?

Exercises

Slide 2-43

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

Exercise

Resource Benefit Assessment and Fire Effects Information

As you complete this exercise, write down what you learned. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them. Perform these activities:

1. Look at the land management objectives in your local unit's L/RMP and FMP, and list the values that benefit from exposure to wildfire.

2. Find out if your local unit has completed any fire effects analyses related to those values. Write down a description of what you found (e.g., title of the document).

3. Go to the Fire Effects Information System website and do a search on a species that was identified in the local unit's fire effects analyses and prescribed fire plans.

Exercise

Resource Benefit Assessment and WFDSS

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about resource benefit assessments. Consider using the key word "benefit" to find information. What documentation does WFDSS require related to benefits?

2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to resource benefit assessments.

Module 13: Conduct Risk Assessments

Slide 2-44

This module provided a broad overview of risk assessments, which are used for developing the Incident Decision. The module also described the SOPL's typical activities associated with risk assessments. Conducting risk assessments occurs during the Assessment step of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-45

Objectives and Discussion Questions

- **Define "risk assessment," and identify the purpose of a risk assessment.**

  What is the purpose of a risk assessment?

  How does a risk assessment help a firefighter make decisions?

  How does a risk assessment help the AA make decisions?

- **Distinguish the difference between the relative risk assessment and the extended risk assessment.**

  What is the difference between the RRA and the extended risk assessment?

  What type of information can the relative risk assessment provide to the Agency Administrator?

  What type of information can the extended risk assessment provide to the Agency Administrator?

- **Identify position responsibilities related to conducting risk assessments (RRA and extended risk assessment).**

  What are the AA's responsibilities related to the RRA and the extended risk assessment?

  What might be the SOPL's responsibilities related to the RRA and the extended risk assessment?

  What might be the LTAN's responsibilities related to the RRA and the extended risk assessment?

Slide 2-46

- **Given a scenario, accurately complete a relative risk assessment.**

  This will be discussed later when we review the exercise in which you were given a scenario and asked to complete an RRA.

- **Identify activities the SOPL should typically perform related to conducting an extended risk assessment.**

  What are examples of questions the AA may ask that an extended risk assessment can answer?

  What are some challenges a SOPL may encounter when discussing the results from the extended risk assessment with the AA and IC?

Slide 2-47

Exercises – RRA

Discuss the exercise(s) you were asked to complete, as shown below:

Exercise

Complete an RRA

As you complete this exercise, write down your answers to the questions. Bring your answers with you to the instructor-led component of the course, and be prepared to discuss them.

Open the exercise, Complete a Relative Risk Assessment, and read the instructions. You will also need the Relative Risk & Complexity Analysis Guidance (see message box below) to complete this exercise. Then answer these questions:

1. What did you determine the values rating to be (low, moderate, or high)? Why did you select this rating?
2. What did you determine the hazards rating to be (low, moderate, or high)? Why did you select this rating?
3. What did you determine the probability rating to be (low, moderate, or high)? Why did you select this rating?
4. What did you determine the relative risk rating to be (low, moderate, or high)? Why did you select this rating?

Answers to the exercise, Complete an RRA:

There are no right or wrong answers to the questions in this exercise; however, suggested answers are below.

- Values rating

  The most likely answer is "low"; however, moderate may also be an answer because of the mixed jurisdictions and T&E species.

- Hazards rating

  The most likely answer is "low."

- Probability rating

  The most likely answer is "moderate" or "high."

- Relative risk rating

  The most likely answers are "low" or "moderate." A "high" rating would be difficult to justify.

Exercise

RRA and WFDSS

As you complete this exercise, record what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about the RRA.

2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to the RRA.

3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.

    - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.
    - Find the RRA.

If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

<u>Exercises – Extended Risk Assessment</u>

Discuss the exercise(s) you were asked to complete, as shown below:

Exercise

Interpret an FSPro Output

As you complete this exercise, write down your answers to the questions. Bring your answers with you to the instructor-led component of the course, and be prepared to discuss them.

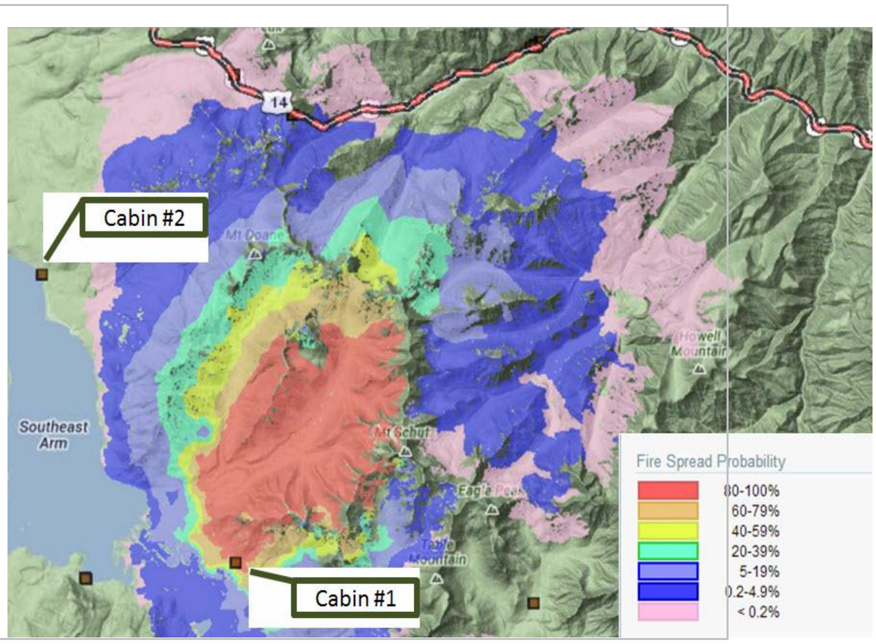
Look at the FSPro output (30-day FSPro output from August 1, 2011) below and answer these questions:

1. What is the probability of the fire reaching Cabin #1?

2. What is the probability of the fire reaching Cabin #2?

3. What is the probability of the fire reaching any point along Highway 14?

4. If a season-ending event typically happens by September 12, what is the probability that the fire will reach Cabin #2 before the end of the season?



Answers to the exercise, Interpret an FSPro Output:

1. High probability (80–100%) within 30 days
2. Very low probability within 30 days
3. 0.2–5% within 30 days
4. FSPro is not the right tool to answer this question because FSPro can only interpret probabilities for the next 30 days

Exercise

Extended Risk Assessment and WFDSS

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the [WFDSS website] and do the following:

1. Go to the WFDSS Help page:

   - Find and read information about the extended risk assessment. You may want to search using keywords such as "long term risk assessment." At the time this course was published, there was little information available on the WFDSS website related to the extended risk assessment.

   - Find information on the fire behavior models that the LTAN uses to assess hazards and probabilities. Answer the questions below:

     - What information can the Basic Fire Behavior (BFB) model provide? How would this information help the AA make decisions? What positions are qualified to run this model?

     - What information can the Short-Term Fire Behavior (STFB) model provide? How would this information help the AA make decisions? What positions are qualified to run this model?

     - What information can the Near-Term Fire Behavior (NTFB) model provide? How would this information help the AA make decisions? What positions are qualified to run this model?

- Go to the Sign In To Production page, and sign in to the WFDSS Production System. Search for an incident (using the incident name and incident year) that occurred on your local unit or any incident where an Incident Decision was approved and published. Find the RRA.

If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

- What information can the Fire Spread Probability (FSPro) model provide? How would this information help the AA make decisions? What positions are qualified to run this model?

2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to the extended risk assessment.

3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.

Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published. Answer these questions:

- Is there documentation on the values located in the planning area?

- Is there any documentation on the hazards to the values (e.g., long-term fire behavior or climatology)?

	○ Is there any documentation on the probabilities of the fire affecting values? If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Module 14: Develop a Course of Action

Slide 2-48

This module provided a broad overview of the course of action (CoA), which is a component of the Incident Decision, and described the SOPL's associated activities. Developing a CoA occurs during the Risk Control step of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-49

Objectives and Discussion Questions

- **Define "course of action (CoA)," and identify the purpose of the CoA.**

  What is the definition of a CoA?

  What is the purpose of a CoA?

  What is the relationship between the CoA and incident objectives?

  What is relationship between the CoA and risk assessments?

  What is the difference between a MAP and a trigger point?

- **Identify position responsibilities related to developing a CoA.**

  What are the SOPL's responsibilities related to developing a CoA?

- **Identify activities the SOPL should typically perform related to developing a course of action for the Incident Decision.**

  What are examples of activities the SOPL should typically perform related to developing a CoA?

  Who should the SOPL work with to develop the CoA?

  What challenges could a SOPL face when developing a CoA?

Exercises

Slide 2-50

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

Exercise

The CoA and WFDSS

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about CoA.
2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to the CoA to become familiar with what materials are available.
3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.
    - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.
    - Find the CoA and the estimated cost for the CoA.

If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Exercise

The Organization Assessment and WFDSS

As you complete this exercise, write down what you learned and your answer to the question. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about organization assessment.
2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to the organization assessment to become familiar with what materials are available.
3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.
    - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.
    - Find and review the organization assessment.

If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Module 15: Approve or Reject the Incident Decision (AA)

Slide 2-51

This module provided an overview of the AA's approval or rejection of the Incident Decision and described the SOPL's related activities. The AA's approval or rejection of an Incident Decision occurs during the Decision step of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Slide 2-52

Objectives and Discussion Questions

- **Identify the purpose of the AA approving or rejecting the Incident Decision.**

  Why is it important for the AA to approve or reject the Incident Decision?

  Why might an AA reject an Incident Decision?

- **Identify position responsibilities related to approving or rejecting the Incident Decision.**

  What is the SOPL's responsibility related to approving or rejecting the Incident Decision?

- **Identify how the SOPL can assist the AA with approving or rejecting the Incident Decision.**

  What are examples of how the SOPL can assist the AA with approving or rejecting the Incident Decision?

  What can the SOPL do to help ensure that the AA approves an Incident Decision?

Exercises

Slide 2-53

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

Exercise

Approval or Rejection of the Incident Decision and WFDSS

As you complete this exercise, write down what you learned and your answers to the questions. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about decision approval, decision rejection, and approval process.

2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to the decision approval, decision rejection, and approval process.

3. Go to the Sign In To Production page, and sign in to the WFDSS Production System.

    - Search for an incident (using the incident name and incident year) that occurred on your local unit or geographic area or any incident (e.g., Gold Pan 2013 or Enterprise 2014) where an Incident Decision was approved and published.
    - How many Incident Decisions were approved and published?

If you have difficulty completing these activities, talk with someone on your local unit who is familiar with WFDSS and ask them to help you.

Slide 2-54

Module 16: Implement the Incident Decision (IMO)

This module provided an overview of how the Incident Decision is implemented and described the SOPL's related activities. Implementing the Incident Decision occurs during the Implementation step of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Objectives and Discussion Questions

Slide 2-55

- **Identify the purpose of implementing the approved Incident Decision.**

  Why is it important to implement the approved Incident Decision?

- **Identify position responsibilities related to implementing the approved Incident Decision.**

  The AA delegates responsibility for implementing the Incident Decision to the IC. What does the IC do to implement the Incident Decision?

- **Identify activities the SOPL performs to assist with implementing the approved Incident Decision.**

  What are examples of activities a SOPL would perform related to implementing the approved Incident Decision?

  What challenges might a SOPL face when working with the IMO to implement the Incident Decision?

  If the OSC resists working with the SOPL, what could the SOPL do to gain the OSC's respect?

Exercises

Slide 2-56

There were no exercises in this module.

Slide 2-57

Module 17: Evaluate the Incident Decision

This module provided an overview of how the Incident Decision is evaluated, and described the SOPL's associated activities. Evaluating the Incident Decision occurs during the Evaluation step of the Risk Management Cycle.

The objectives presented in this module are listed below followed by questions to discuss and a list of any exercises that students were asked to complete.

Objectives and Discussion Questions

Slide 2-58

- **Identify the purpose of evaluating the approved Incident Decision.**

  Why is it important to evaluate the approved Incident Decision?

- **Identify position responsibilities related to evaluating the approved Incident Decision.**

  What responsibilities does the AA have related to evaluating the approved Incident Decision?

  What responsibilities does the IC have related to evaluating the approved Incident Decision?

- **Identify activities the SOPL should typically perform related to evaluating the approved Incident Decision.**

  What are examples of activities the SOPL may typically perform related to evaluating the approved Incident Decision?

  What are examples of challenges the SOPL may encounter when evaluating the approved Incident Decision?

Slide 2-59

Exercises

In the online component, the students were asked to complete the following exercise(s) for this module. Review and discuss the exercise(s).

Exercise

Periodic Assessment of the Incident Decision and WFDSS

As you complete this exercise, write down what you learned. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them.

Go to the WFDSS website and do the following:

1. Go to the WFDSS Help page, and find and read information about periodic assessments.

2. Go to the WFDSS Training page (the page that provides lessons and other training materials). Identify the training materials relevant to periodic assessments to become familiar with materials that are available.

 **Exercise**	**Evaluate the Incident Decision** As you complete this exercise, write down what you learned. Bring your notes with you to the instructor-led component of the course, and be prepared to discuss them. This exercise will give you more information on how Incident Decisions evolve. Perform these activities: 1. Read the analysis of the Incident Decisions for the Salt Springs incident (click here). 2. Read the analysis of the Incident Decisions for the Gold Pan incident (click here).

Summary of the Unit

Slide 2-60

Review Unit Objective

Now that students have completed this unit, they should be able to:

- Apply the knowledge gained in the online component to successfully complete, in Units 3 and 4, the typical activities of a SOPL.

Slide 2-61

 **For More Information**	**Questions** Do students have any questions related to this unit?

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IR 2-1: Instructions for Presenting Unit 2

The following are general instructions for the cadre for presenting Unit 2:

- Be thoroughly familiar with Unit 2 and the online component. This unit is a critical unit because it is the bridge between what the students learned about the SOPL position (in the online component) and how to apply that knowledge (in scenario-based exercises in Units 3 and 4 of the instructor-led component).

  In Unit 2, the instructors will discuss modules 2 through 17 of the online component. They will facilitate student interaction and discussion by asking students the questions listed under each objective. The instructors will also share stories and provide further explanation and/or information about the module topics.

- Determine who is responsible for discussing which modules. For example, the cadre may want to assign an instructor who is most familiar with Federal wildland fire management policy and land management planning to discuss modules 2 through 6 of the online component. And the cadre may want to assign an instructor who has the most experience with conducting resource benefit assessments to discuss Module 12: Conduct a Resource Benefit Assessment.

- Determine timeframes for presenting the unit. The estimated timeframe for presenting this unit is 11 hours. Some modules will be fairly quick to discuss, whereas others may take 30 to 60 minutes due to student questions, complexity of the online exercises that need to be discussed, and additional information the instructor may want to present.

- Discuss the exercises with the students. Students were asked to complete several exercises in the online component. Some of the exercises are fairly simple, whereas others are more complex (e.g., Complete a Relative Risk Assessment and Interpret an FSPro Output).

  In several exercises, students were instructed to go to the WFDSS website and find information on the WFDSS Help page, WFDSS Training page, and WFDSS Production page. The purpose of those exercises is to help the students become familiar with navigating the website and finding information.

- Ensure there are links (shortcuts) to the S-482 online component and the WFDSS website on each student's laptop.

Specific instructions for several of the modules are presented below. Instructors are encouraged to provide additional information (e.g., share stories and/or show PowerPoint presentations).

- Module 2: Strategic Operational Planner (SOPL Position

  Be prepared to get lots of questions from students; however, try not to get too far into the details.

- Module 3: Federal Wildland Fire Management Policy and Implementation as Related to the SOPL Position

  Typically, there will be some students who are extremely familiar with policy and others who have limited knowledge. Students may have questions about implementation of policy, so be prepared to explain what the issues are related to this subject.

- Module 4: Local Agency Land Management Planning

  Ask students what year their local agency's L/RMP was published. Briefly discuss some of the issues related to having older L/RMPs.

- Module 6: Decisionmaking Environments and Decision Support

  When discussing the online exercise, Navigating in WFDSS, consider showing the WFDSS home page and reviewing the important links that are on the page.

- Module 7: Agency Administrator's Intent for the Incident

  This is a good opportunity for a small group exercise. Consider providing students with a copy of an Incident Decision and ask them to identify the AA's intent (task, purpose, and end state). Then have each small group present what they found to the class, and discuss their answers.

- Module 8: Typical Activities a SOPL Performs

  Be prepared for lots of questions from students. Tell stories about your experiences as a SOPL, and describe the different types of work relationships you had with the local agency and the IMO. Emphasize that every incident is different, and the SOPL needs to be flexible.

- Module 9: Gain and Maintain Situation Awareness

  It is important to discuss how you, when you are on a SOPL assignment, gain and maintain situation awareness. Tell stories that illustrate how important it is for the SOPL to coordinate and communicate the strategic, long-term situation awareness information.

  When discussing the online exercise, Situation Awareness and WFDSS, show outputs from the different models and discuss what information the models provide and how the information can help the AA make decisions. Consider inviting an LTAN to come and talk about what they do and how he or she works with the SOPL to gain and maintain situation awareness. The LTAN can discuss the products that he or she produces and how the products can be used.

  Consider using the WFDSS website to show students other decision support tools that are available in WFDSS.

- Module 10: Determine the Planning Area

  This module described one method a SOPL can use to determine a planning area; however, there are many methods a SOPL can use. Discuss the method you use, when you are on a SOPL assignment, to determine the planning area. Also, tell stories about the planning area that will help students understand potential issues that may arise and options for resolving issues.

  Consider using the WFDSS website to show students how to draw the planning area boundary and any other relevant information about the planning area. Another option is to show students an Incident Decision, where you determined the planning area, and share with them the process you used, how you worked with others, and the outcome.

- Module 11: Analyze Incident Objectives and Incident Requirements

  This module described one method a SOPL can use to analyze incident objectives and incident requirements; however, there are many methods a SOPL can use. Discuss the method you use, when you are on a SOPL assignment, to analyze incident objectives and incident requirements. Also, tell stories to help students understand why analyzing objectives and requirements is important.

  Discuss how to distinguish the difference between objectives and requirements because this concept can sometimes be difficult for students to understand.

  Discuss conflicting objectives and provide examples because this concept can sometimes be difficult for students to understand.

  Consider using the WFDSS website to show students where to find objectives and requirements in an Incident Decision. Share a story about that Incident Decision and discuss concerns or issues related to the objectives and requirements.

Consider providing students with an Incident Decision and have them work in their small groups to answer these questions:

- Are the incident objectives and incident requirements written clearly?
- What land management objectives are associated with incident objectives?
- What land management requirements are associated with incident requirements?
- Do any of the incident objectives conflict with each other or with incident requirements?
- What questions would you ask the AA about the incident objectives and incident requirements?

- Module 12: Conduct a Resource Benefit Assessment

  This is a topic that most students will not be very familiar with. Provide students with examples of how fire can benefit resources.

  This module described one method a SOPL can use to conduct a resource benefit assessment; however, there are many methods a SOPL can use. Discuss the method you use, when you are on a SOPL assignment, to conduct a resource benefit assessment.

  Consider handing out an example of an Incident Decision that has documentation related to resource benefits. Have students work in their small groups to identify the following:

  - Land management objectives associated with resource benefits
  - Incident objectives associated with resource benefits
  - Land management requirements associated with resource benefits, if any
  - Incident requirements associated with resource benefits, if any
  - Documentation that a resource benefit assessment was conducted

  Consider providing a resource benefit assessment form or template that students can use to complete Unit 4: Extended Response Exercise.

  When discussing the online exercise, Resource Benefit Assessment and WFDSS, consider using WFDSS to show how resource benefit assessments may be documented.

- Module 13: Conduct Risk Assessments

  Allow plenty of time to review this module, especially the exercises. This module described one method a SOPL can use to conduct an RRA and another method to conduct an extended risk assessment; however, there are many methods a SOPL can use. Discuss the methods you use, when you are on a SOPL assignment, to conduct an RRA and an extended risk assessment.

It is especially important to review these two online exercises: Complete an RRA and Interpret an FSPro Output. Most likely there will be some students who have experience with RRA and FSPro, and there will be many others who have no experience. The answers to these two exercises are provided in Unit 2 in both the IG and SW. Coaches may want to review the exercises with the students in their small groups.

Provide students with examples of extended risk assessments.

Consider having students work in their small groups and have them analyze the risk assessment information that is documented in an Incident Decision. Potential questions to ask include:

- What values are at risk and when are they are at risk?
- Is the RRA consistent with the other risk assessment information documented in the Incident Decision?

• Module 14: Develop a Course of Action

Allow plenty of time to review this module.

This module described one method a SOPL can use to develop a CoA; however, there are many methods a SOPL can use. Discuss the method you use, when you are on a SOPL assignment, to develop a CoA. Also, describe how you determine the recommended strategies and the MAPs.

Consider telling students about a wildfire where you were the SOPL. Provide students with an overview of the fire (e.g., cause, values, and fire behavior). Ask students questions related to the CoA (see below) and then show students the CoAs that were developed for this fire.

- What do you think the strategy was on this fire?
- What do you think would be a MAP for this fire?
- What type of organization do you think was recommended?

This is a good opportunity for a small-group exercise. For example, provide students with an Incident Decision and have them review and critique the CoA by answering these questions:

- Is the CoA written clearly and is it understandable? If not, provide recommendations on how the wording can be improved.
- How does the CoA help achieve the incident objectives?
- Does the CoA comply with the incident requirements?

When reviewing the online exercise, The CoA and WFDSS, you may want to show students the methods you use to enter the data into WFDSS, for example, copying and pasting from a word-processing document.

- Module 15: Approve or Reject the Incident Decision (AA)

  Share stories about your experiences related to the AA approving or rejecting the Incident Decision. For example, tell a story about when an AA rejected an Incident Decision. Describe for students how you provided decision support assistance to the AA.

  This is a good opportunity to bring everything together for the student. Consider showing an incident in WFDSS, and pretend the students are the AA and you are reviewing the Incident Decision to ensure it is consistent with the AA's intent.

- Module 16: Implement the Incident Decision (IMO)

  Share stories about your experiences with providing the IC with support related to the long-term management of the incident. Provide students with specifics that describe the activities you performed as a SOPL and also describe the challenges. Describe how you worked with the Operations Section related to implementing MAPs.

- Module 17: Evaluate the Incident Decision

  This is an important module because the SOPL spends a lot of time evaluating the Incident Decision.

  This module described one method a SOPL can use to evaluate the Incident Decision; however, there are many methods a SOPL can use. Discuss the method you use, when you are on a SOPL assignment, to evaluate the Incident Decision. Share stories about your experiences.

Unit 3: Initial Response Exercise

The Instructions for Administering the Initial Response Exercise (IR 3-1) are at the end of this unit.

Slide 3-1

Overview of the Unit

Introduction

In this unit, students will complete an Initial Response Exercise. The exercise will give students experience providing decision support assistance to an AA to develop an initial Incident Decision. Typically, a SOPL is ordered after the initial Incident Decision has been developed and would not assist the AA with developing an initial Incident Decision. However, a local unit employee who has the SOPL skill set may provide decision support assistance to the AA to develop an initial Incident Decision.

In the Extended Response Exercise in Unit 4, students will gain experience with providing decision support assistance to an AA to develop a subsequent Incident Decision. The Extended Response Exercise is a continuation of the Initial Response Exercise.

Instructions for completing the Initial Response Exercise are provided in this unit. The unit should take approximately **2 hours** to complete.

Below is the unit outline, followed by the objective for the unit and a list of any materials that may be needed.

Outline

This unit includes the following topics:

- Overview of the Unit
- Instructions for the Initial Response Exercise
- Summary of the Unit

Slide 3-2

Objective

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

- Given an initial response wildfire scenario, perform basic tasks that may be assigned to a SOPL trainee.

Slide 3-3

Materials

The following materials are needed for this unit:

- For the instructor:
  - A computer with internet access, a projector, and a screen to show electronic presentations
- For each coach:
  - Assessment for the Instructor-Led Component (1 for each student in the coach's small group; coaches will use the assessment to evaluate students)
- For each small group:
  - Maps (2 or 3 per small group)
    - Aerial map (aerial photo; 11 x 17 inches, color)
    - Values map (11 x 17 inches, color)
    - Vicinity map (11 x17 inches, color)
    - Agency map of area (optional)
  - Other materials
    - Flip chart and paper
    - 2 or 3 marking pens of different colors for writing on flip chart paper

- For each student and coach:
  - Laptop that has internet access (so students and coaches can access the online course materials if needed)
  - Wildfire Scenario for the Initial Response Exercise (color) (HO 3-1)
  - Relative Risk & Complexity Analysis Guidance (color) (HO 3-2)

Instructional Codes

Below is a list of instructional codes used in the instructor-led component.

IG – Instructor Guide
SW – Student Workbook
HO – Handout
IR – Instructor Reference
SR – Student Reference
Slide – PowerPoint

Instructions for the Initial Response Exercise

Slide 3-4

General Instructions for the Initial Response Exercise

These are the general instructions for the Initial Response Exercise:

- Work in small groups to complete the exercise. The lead instructor will assign each student to a group. Each group will be assigned a coach who will play the role of the Agency Administrator and answer questions.
- The lead instructor will introduce the exercise and provide the exercise materials.

Complete the Following Tasks for the Initial Response Exercise

Using the Wildfire Scenario for the Initial Response Exercise handout (HO 3-1) and the materials provided, each group will complete the tasks listed below. If additional information is needed to complete the tasks, ask the lead instructor or the Agency Administrator (the coach). There are no right or wrong ways to complete the tasks. To help ensure the exercise is completed within the allotted time, use the estimated amount of time for each task as a guide.

1. Read and become familiar with the Wildfire Scenario for the Initial Response Exercise handout (HO 3-1), and review the maps. Ask the lead instructor to answer any questions and to clarify any of the information. Estimate 15 minutes to complete.

2. Create incident objectives and requirements to recommend to the Agency Administrator (AA). Estimate 15 minutes to complete.

    – Create one protection incident objective and one resource benefit incident objective.

    – Create incident requirements.

3. Complete an RRA, and document the logic and basis for determining the values, hazards, probabilities, and overall relative risk rating. Estimate 15 minutes to complete.

4. Determine the strategy(ies) to recommend to the AA for the course of action (CoA). Estimate 10 minutes to complete.

5. Prepare to give a briefing to the AA (the coach) that addresses the assigned tasks. Every member of the group is expected to participate in the briefing. Estimate 30 minutes to prepare. Each group will have approximately 10 to 15 minutes to present the briefing to the AA. The briefings will be given in front of the whole classroom. Consider the following for the group presentation:

    – Present situation awareness information.

    – Present the incident objectives and incident requirements and discuss why they are recommended.

- Present the relative risk assessment (values rating, hazards rating, probability rating, and relative risk rating) and discuss why these ratings are recommended.
- Present the strategies that were considered for the CoA and which strategy(ies) are recommended and why.

Be prepared to answer the AA's questions about the group's recommendations.

Summary of the Unit

Slide 3-5

Review Unit Objective

Now that students have completed this unit, they should be able to:

- Given an initial response wildfire scenario, perform basic tasks that may be assigned to a SOPL trainee.

 **For More Information**	**Questions** Do students have any questions related to this unit?

Slide 3-6

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IR 3-1: Instructions for Administering the Initial Response Exercise

This document provides instructions for the lead instructor and coaches for administering the Initial Response Exercise.

Instructions for the Lead Instructor

The following are instructions for the lead instructor for administering the Initial Response Exercise:

- Be thoroughly familiar with this unit (Unit 3) and the materials needed for the unit.
- The cadre may want to develop their own wildfire scenario for the Initial Response Exercise. Use the Wildfire Scenario for the Initial Response Exercise handout (HO 3-1) as a guide for developing a scenario (e.g., use the headings as a template for developing the scenarios). Select a recent fire, and gather information on the fire using WFDSS and the final fire package to assist in developing the scenario. It is helpful to contact people who were assigned to the fire (e.g., AA, IC, OSC, SOPL, PSC, or others) to assist in gathering additional information. It is important to note that there is a relationship between the wildfire scenario used for the Initial Response Exercise and the scenario used for the Extended Response Exercise; the extended response scenario is a continuation of the initial response scenario.

  You will also need to provide maps for the scenario. For example:

  - Aerial map: The purpose of this map is to provide some information about the fuel conditions. Consider drawing the fire perimeter on the map.
  - Values map: The purpose of this map is to show the location of values and other information (e.g., jurisdictional boundaries, roads, and trails).
  - Vicinity map: The purpose of this map is to show the location of the fire in relation to the surrounding area, and it can be at any scale necessary to show the students where the fire is located in relation to cities and towns, state boundaries, county boundaries, and so on.
  - Agency map (e.g., National Forest map and National Park map): The purpose of this map is to provide more information on values at risk. This is an optional map.
- Determine the timeframe for administering the exercise (e.g., when students will start the exercise, when they should be finished, and when the briefings to the AAs will start). Provide this information to the coaches.
- Ensure the classroom facility has breakout rooms or is large enough for small groups to be able to work on the exercise. Each small group needs a large table for working with maps.

- Obtain materials for the exercise. Refer to the Materials section at the beginning of Unit 3 for a list of materials needed.

  – Print hardcopies of the maps (located in Appendix: Handouts on the Course Materials CD).

  – Print hardcopies of the handouts (located in Appendix: Handouts on the Course Materials CD).

- Assign small groups. Students will work in the same small groups for both the Initial Response Exercise (this unit) and the Extended Response Exercise (Unit 4).

  – Determine the number of small groups and the number of students in each group. Optimum group size is 5 to 6 students per group. The number of work areas in the facility may determine the number of small groups.

  – Assign students to small groups. To determine which students to group together, obtain a list of students and their job titles and backgrounds, their agency, the state where they work, and their work location. It is recommended that the groups be diverse (e.g., experience and knowledge levels, agencies, states, and work locations).

- Find a coach for each small group and provide instructions. (The same coach will work with the same group for the Extended Response Exercise in Unit 4.)

  – Determine how many coaches will be needed (1 coach per group) based on the number of small groups.

  – Obtain a commitment from the cadre or others to serve as coaches for the small groups. It is recommended that coaches be qualified SOPLs.

  – Provide coaches with a copy of the S-482 Course Materials CD so they can review the following:

    ▪ Unit 3
    ▪ Unit 4
    ▪ Handouts for Units 3 and 4 (located in the Appendix: Handouts)
    ▪ Assessment for the Instructor-Led Component (located in the Appendix: Student Assessments)

- Coordinate a coaches' meeting before the course begins. At the meeting:
  - Assign a coach to each group and tell coaches they will work with the same small group for the Units 3 and 4 exercises.
  - Review Units 3 and 4, including the Instructions for the Coaches section in IR 3-1 (this IR) and in IR 4-1.
  - Provide each coach with copies of the Assessment for the Instructor-Led Component (1 for each student in the coach's small group; coaches will use the assessment to evaluate students).

- The day of the exercise.
  - Introduce this unit.
  - Once the exercise starts, periodically check in with each group to see how they are progressing and to answer questions.
  - Tell students what time they need to be ready to give their briefing to their AA (the coach). Each small group should present its briefing to the AA in front of the whole classroom. The lead instructor should facilitate.

Instructions for the Coaches

This section provides instructions for the coaches for administering the Initial Response Exercise.

- Be thoroughly familiar with this unit (Unit 3) and the materials needed for the unit. It is important to note that there is a relationship between the wildfire scenario used for the Initial Response Exercise (this unit) and the scenario used for the Extended Response Exercise (Unit 4); the extended response scenario is a continuation of the initial response scenario.

- Coaches should be familiar with the online component and attend the instructor-led component. It is recommended that the coach sit at the same table with their small group throughout the duration of the instructor-led component.

- You (the coach) will play the role of an AA and answer questions and provide information to the students. You can make information up ("wing it"); however, be careful. If a group asks for information or clarification of information that might be important for all groups to know, bring this up to the lead instructor. All groups will then be given the same answer to that question if necessary. If any questions come up that you have difficulty answering or feel uncomfortable answering, talk with the lead instructor.

  The coaches should talk with each other before the exercise begins to determine what information will be provided to the students related to the following:

  – There are some inferred values that could be at risk (based on the objectives) that are **not** listed on the values-at-risk table. We want the students to recognize and discuss these inferred values at risk. You can make up information about the inferred values at risk (e.g., T&E habitat and unidentified cultural resources) and locate those values on the students' maps. The main point is for the students to have discussions about the information and how they would go about gathering information on the values.

  – Wellington Cabin is listed in the values-at-risk table; however, the cabin is not marked on any of the maps. If students ask where the Wellington Cabin is located, the coaches should provide the same answer.

  – There is some conflicting information in the scenario about the use of helicopters. If students ask questions about the use of helicopters, the coaches should provide the same answer.

- Critical timelines are provided in the Instructions for the Initial Response Exercise. If your group is having problems and not progressing, try to move them along. Talk with the lead instructor, if needed, to solve the problem.

- When the small groups brief the AA with their recommendations, it is important for the AA to interact with the students and ask questions to get clarification. Tell the small group if you, as the AA, would approve the Incident Decision the group is recommending. Also, provide feedback to the students on their briefing skills.

- Evaluate each student (in your small group) on their participation and performance in this exercise. Using the Assessment for the Instructor-Led Component, record evaluation notes for each student in your group.

Unit 4: Extended Response Exercise

The Instructions for Administering the Extended Response Exercise (IR 4-1) are at the end of this unit.

Slide 4-1

Overview of the Unit

Introduction

In this unit, students will gain experience with providing decision support assistance to an AA to develop a subsequent Incident Decision (any Incident Decision developed after the initial one). Instructions for completing the Extended Response Exercise are provided in this unit.

The unit should take approximately **6 hours** to complete.

Below is the unit outline, followed by the objective for the unit and a list of any materials that may be needed.

Outline

This unit includes the following topics:

- Overview of the Unit
- Instructions for the Extended Response Exercise
- Summary of the Unit

Objective

Slide 4-2

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

- Given an extended response wildfire scenario, perform basic tasks that may be assigned to a SOPL trainee.

Slide 4-3

Materials

The following materials are needed for this unit:

- For the instructor:
  - A computer with internet access, a projector, and a screen to show electronic presentations
- For each coach:
  - Assessment for the Instructor-Led Component (coaches will use the same assessment forms that were used in Unit 3)
- For each small group:
  - Maps (2 or 3 per small group)
    - Initial Response Exercise maps
      - Aerial map (aerial photo; 11 x 17 inches, color)
      - Values map (11 x 17 inches, color)
      - Vicinity map (11 x17 inches, color)
      - Agency map of area (optional)
    - FSPro map (14 Day; 11 x 17 inches, color)
    - Work map (with fire perimeter and values at risk; 34 x 44 inches, color)
  - Other materials
    - 1 piece clear (not frosted) Mylar (36 x 48 inches)
    - Flip chart and paper
    - 2 or 3 marking pens of different colors for writing on flip chart paper
    - 4 marking pens of different colors for writing on Mylar
    - Masking tape
    - Ruler

- For each student and coach:
  - Laptop that has internet access (so students and coaches can access the online course materials if needed)
  - Wildfire Scenario for the Extended Response Exercise (color) (HO 4-1)
  - Relative Risk & Complexity Analysis Guidance (color) (HO 3-2)
  - MAP Template (HO 4-2)
  - Daily Fire Cost Estimator (to estimate costs for course of action and MAPs) (HO 4-3)

Instructional Codes

Below is a list of instructional codes used in the instructor-led component.

IG – Instructor Guide
SW – Student Workbook
HO – Handout
IR – Instructor Reference
SR – Student Reference
Slide – PowerPoint

Slide 4-4

Instructions for the Extended Response Exercise

General Instructions for the Extended Response Exercise

These are the general instructions for the Extended Response Exercise:

- To complete the Extended Response Exercise, continue to work in the same small groups and with the same coach as for the Initial Response Exercise.
- The lead instructor will introduce the exercise and provide the exercise materials.
- The extended response scenario is a continuation of the initial response scenario. HOWEVER, do **NOT** use the incident objectives and the initial RRA that were completed for the initial response scenario (in Unit 3). Refer to the Wildfire Scenario for the Extended Response Exercise (HO 4-1) for the incident objectives and the initial RRA to use to complete the assigned tasks for this unit (Unit 4).

Complete the Following Tasks for the Extended Response Exercise

Using the Wildfire Scenario for the Extended Response Exercise handout (HO 4-1) and materials provided, each group will complete the tasks listed below. If additional information is needed to complete the tasks, ask the lead instructor or the Agency Administrator (the coach). There are no right or wrong ways to complete the tasks. To help ensure the exercise is completed within the allotted time, use the estimated amount of time for each task as a guide.

1. Read and become familiar with the Wildfire Scenario for the Extended Response Exercise handout (HO 4-1), and review the maps. Ask the lead instructor to answer any questions and clarify any of the information. Estimate 15 to 30 minutes to complete.

2. Establish a planning area. Estimate 30 minutes to complete.

   - Draw the planning area on the Work map.
   - List the most important factors that the group considered when determining the size and location of the planning area.
   - Determine the approximate final size (number of acres) of the planning area.

3. Analyze objectives and requirements. Estimate 20 minutes to complete.

   - Determine if incident objectives and incident requirements are written clearly.
   - Determine if there are any conflicting objectives and requirements.
   - Determine if there are any additional objectives or requirements that need to be included.
   - Prioritize the incident objectives.

4. Conduct assessments. Estimate 2 hours to complete.

   - Relative Risk Assessment (RRA)
     - Complete a relative risk assessment (use the RRA chart that is in the Relative Risk & Complexity Analysis Guidance [HO 3-2]) and document the logic and basis for determining the values, hazards, probabilities, and overall relative risk rating.
   - Extended Risk Assessment
     - Complete an extended risk assessment for the values that may be damaged from the fire. The extended risk assessment should:
       - Include a values inventory; this inventory should also include any inferred values
       - Identify the hazards to the values
       - Determine the probabilities that the values will be damaged (obtain probabilities from the FSPro output)

- Resource Benefit Assessment
  - Complete a resource benefit assessment for the values that may benefit from the fire. The benefit assessment should:
    - Include a values inventory
    - List any recommendations to the AA

5. Develop a course of action (CoA). Estimate 1 hour and 30 minutes to complete.

   - Determine Action Items.
     - Strategies (e.g., full suppression, monitor, and confine) to meet incident objectives and requirements
     - Priorities and management actions to meet incident objectives and requirements
   - Develop MAPs to address all values at risk.
     - Draw the location of each MAP on the Work map.
     - Each MAP should include the following:
       - Estimated cost (to implement the MAP)
       - Condition(s) that when met (the "if" part of the MAP) would cause actions to be taken
       - Actions (this is the "then" part of the MAP)
       - Resources (this is the recommended resources needed to implement the MAP)

     There may be a template on the laptop to document each MAP.

   - List any recommendations to the AA related to firefighter and public safety, cost containment, and probability of success. Determine the overall estimated cost for this CoA.
   - Write a justification for why this CoA is recommended.

- Complete an organization assessment (OA; use the Organization Assessment chart that is in the Relative Risk & Complexity Analysis Guidance [HO 3-2]) to determine the recommended type of management organization for the CoA.

Remember to discuss the CoA and OA with the AA (the coach). Remember, the AA is the decisionmaker.

6. Draft a decision rationale. Estimate 15 minutes to complete.

7. Prepare to give a briefing to the AA (your coach) that addresses the assigned tasks. Every member of the group is expected to participate in the briefing. Estimate 1 hour to prepare. Each group will have approximately 10 to 15 minutes to brief the AA. The briefings will be given in front of the whole classroom. Consider entering data into WFDSS and using WFDSS to present the briefing. Consider including the following in the briefing:

   - Show the planning area on the map, and state why this planning area is recommended.
   - Discuss any issues or concerns related to the incident objectives and incident requirements.
   - Present the relative risk assessment (values rating, hazards rating, probability rating, and relative risk rating) and discuss why these ratings are recommended.
   - Present the CoA (Action Items and MAPs).
     - Discuss the strategies that were considered for the CoA and which strategies were selected.
     - Discuss the management actions that need to be carried forward into the next two operational periods and addressed in the IAP.

   Be prepared to answer the AA's questions about the group’s recommendations.

8. Return all the exercise materials to the coach.

Slide 4-5

Summary of the Unit

Review Unit Objective

Now that students have completed this unit, they should be able to:

- Given an extended response wildfire scenario, perform basic tasks that may be assigned to a SOPL trainee.

Slide 4-6

 **For More Information**	**Questions** What questions do you have related to this unit?

IR 4-1: Instructions for Administering the Extended Response Exercise

This document provides instructions for the lead instructor and coaches for administering the Extended Response Exercise.

Instructions for the Lead Instructor

The following are instructions for the lead instructor for administering the Extended Response Exercise.

- Be thoroughly familiar with this unit (Unit 4) and the materials needed for this unit.
- The cadre may want to develop their own wildfire scenario for the Extended Response Exercise. Use the Wildfire Scenario for the Extended Response Exercise handout (HO 4-1) as a guide for developing a scenario (e.g., use the headings as a template for developing the scenarios). Select a recent fire, and gather information on the fire using WFDSS and the final fire package to assist in developing the scenario. It is helpful to contact people who were assigned to the fire (e.g., AA, IC, OSC, SOPL, PSC, or others) to assist in gathering additional information. The wildfire scenario for the Extended Response Exercise should be a continuation of the wildfire scenario for the Initial Response Exercise.

  You will also need to provide maps for the scenario. For example:

  - FSPro map: The purpose of this map is to provide probabilities of fire spread.
  - Work map: The purpose of this map is to show the fire perimeter, values at risk, and other fire-related information. The students will use this map as a work map (e.g., draw the planning area).
- Determine the timeframe for administering the exercise (e.g., when students will start the exercise, when they should be finished, and when the group presentations will start). Provide this information to the coaches.
- Coordinate a coaches' meeting before conducting the exercise to provide coaches with exercise materials and discuss logistics (e.g., location and timeframes). Tell coaches they will work with the same small group they worked with for the Unit 3 exercise. Remind coaches to record evaluation notes for each student on the Assessment for the Instructor-Led Component.

- Obtain materials for the exercise. Refer to the Materials section at the beginning of Unit 4 for a list of materials needed.
    - Print hardcopies of the maps (located in Appendix: Handouts on the Course Materials CD).
    - Print hardcopies of the handouts (located in Appendix: Handouts on the Course Materials CD).
        - If the Daily Fire Cost Estimator (HO 4-3) is outdated, go to the WFDSS website and print the most current version. Consider putting the Daily Fire Cost Estimator file on the students' laptops.
        - If the MAP Template (HO 4-2) is outdated, update the template as needed. Consider putting the MAP Template file on the students' laptops.
- Students and coaches will be in the same small groups and work in the same area where they worked for the Initial Response Exercise.
- The day of the exercise.
    - Introduce this unit.
    - Once the exercise starts, periodically check in with each group to see how they are progressing and to answer questions.
    - Tell students what time they need to be ready to give their briefing to their AA (the coach). Each small group should present its briefing to the AA in front of the whole classroom. The lead instructor should facilitate.
    - Facilitate a classroom discussion that summarizes the exercise results.
    - If the cadre developed their own wildfire scenario, consider giving a presentation on what really happened on the fire to show what decisions were made, how the fire was managed, what issues had to be resolved, and the final outcome of the fire so students can compare their exercise results with what actually happened on the fire.

Instructions for the Coaches

Below are the instructions for the coaches for the Extended Response Exercise. These instructions include some of the same information that is in the Initial Response Exercise (Unit 3) because the coach plays the same role. However, be sure to read the instructions below because there is some new information; the new information is in bold font.

- Be thoroughly familiar with this unit (Unit 4) and the materials needed for the unit.

- Coaches should be familiar with the online component and attend the instructor-led component. It is recommended that the coach sit at the same table with their small group throughout the duration of the instructor-led component.

- The coaches will play the role of an AA and answer questions and provide information to the students. You can make information up ("wing it"); however, be careful. If a group asks for information or clarification of information that might be important for all groups to know, bring this up to the lead instructor. All groups will then be given the same answer to that question if necessary. If any questions come up that you have difficulty answering or feel uncomfortable answering, talk with the lead instructor. <u>The coaches should talk with each other before the exercise begins to determine what information will be provided to the students related to the following</u>:

    – There are some inferred values that could be at risk (based on the objectives) that are **not** listed on the values-at-risk table. We want the students to recognize and discuss these inferred values at risk. You can make up information about the inferred values at risk (e.g., T&E habitat and unidentified cultural resources) and locate those values on the students' Work map. The main point is for the students to have discussions about the information and how they would go about gathering information on the values.

    – Wellington Cabin is listed in the values-at-risk table; however, the cabin is not marked on any of the maps. If students ask where the Wellington Cabin is located, the coaches should provide the same answer.

    – There is some conflicting information in the scenario about the use of helicopters. If students ask questions about the use of helicopters, the coaches should provide the same answer.

    – **The students need to complete the organization assessment (OA), and the scenario does not provide them with the information they need. Because you are playing the role of the AA, you will need to provide the students with information to complete the OA. The important point is to make sure your group understands the OA and how it relates to the RRA.**

- Critical timelines are provided in the Instructions for the Extended Response Exercise. If your group is having problems and not progressing, try to move them along. Talk with the lead instructor, if needed, to solve the problem.

- **During this exercise, you do not need to be with your group 100% of the time; however, tell your students where you will be so they can consult with you if needed. Check in with your group every 10 to 15 minutes. You can assist with groups other than your own as needed.**

- **When the small groups brief the AA with their recommendations, it is important for the AA to interact with the students and ask questions to get clarification. Examples of questions to ask include:**

  – **How did you determine the planning area boundary? How long do you expect the planning area boundary to be valid?**

  – **How did you determine the RRA rating? What did you document in the notes sections of the RRA?**

  – **What level of confidence do you have that the recommended CoA will be successful?**

  – **What is the worst-case scenario for what could happen with the fire?**

  Tell the small group if you, as the AA, would approve the Incident Decision the group is recommending. Also, provide feedback to the students on their briefing skills.

- Evaluate each student (in your small group) on their participation and performance in this exercise. Using the Assessment for the Instructor-Led Component, record evaluation notes for each student in your group.

Unit 5: Panel Discussion (Optional)

The Instructions for Administering the Panel Discussion (IR 5-1) are at the end of this unit.

Overview of the Unit

Introduction

One of the online modules stated the following: "The effectiveness of a SOPL depends upon the relationship the SOPL builds with the local agency (host unit) and the IMO. These relationships impact everything the SOPL does, from developing products for the AA's approval to providing strategic operational planning support to the IC. In order for the SOPL to perform the assigned activities, the SOPL has to establish and maintain positive work relationships."

This optional unit is a panel discussion. This panel discussion will help students further understand the importance of the SOPL establishing and maintaining positive work relationships.

The unit should take approximately **1 hour** to complete.

Below is the unit outline, followed by the objectives for the unit and a list of any materials that may be needed.

Outline

This unit includes the following topics:

- Overview of the Unit
- Panel Discussion
- Summary of the Unit

Objective

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

- Describe the Agency Administrator’s, Incident Commander’s, Long Term Fire Analyst's, Operations Section Chief's, Resource Advisor's, and/or other position’s perspective of their work relationship with the SOPL.

Materials

There are no materials needed for this unit.

Instructional Codes

Below is a list of instructional codes used in the instructor-led component.

IG – Instructor Guide
SW – Student Workbook
HO – Handout
IR – Instructor Reference
SR – Student Reference
Slide – PowerPoint

Panel Discussion

The purpose of the panel discussion is to give students the opportunity to hear the Agency Administrator (AA), Incident Commander (IC), Long Term Fire Analyst (LTAN), Operations Section Chief (OSC), Resource Advisor (RA), and/or other positions describe their work relationship with the SOPL and the SOPL's work relationship with them. Students will be given the opportunity to participate in the panel discussion by asking the panelists questions.

Summary of the Unit

Review Unit Objective

Now that students have completed this unit, they should be able to:

- Describe the Agency Administrator's, Incident Commander's, Long Term Fire Analyst's, Operations Section Chief's, Resource Advisor's, and/or other position's perspective of their work relationship with the SOPL.

 **For More Information**	Questions Do students have any questions related to this unit? Do they have any other questions about this course?

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IR 5-1: Instructions for Administering the Panel Discussion

The following are instructions for the lead instructor for administering the panel discussion.

Instructions for Administering the Panel Discussion

- Be thoroughly familiar with this unit. There is no PowerPoint presentation for this unit.
- Determine the format of the panel discussion. Here is an example:
  - Moderator introduces panelists.
  - Moderator asks one question and has each panelist answer the question, or moderator asks all the questions to one panelist and then moves on to the next panelist.
  - Students ask panelist questions.
  - Moderator summarizes panel discussion.
- Select no more than six panelists, and obtain a commitment from them in advance of the course.

  It is especially important to select panelists who have a lot of experience working with a SOPL and experience working on fires that were managed using a range of strategies. If you can't find panelists who meet this criteria, it is recommended that you do **not** have the panel discussion.

  There are several options for selecting panelists. For example:

  - If you developed your own wildfire scenario for the Initial Response Exercise and the Extended Response Exercise, consider selecting the people who served as the AA, SOPL, IC, LTAN, OSC, and RA on that fire to be the panelists. This would be a great opportunity for students to learn more about what really happened on the wildfire and the work relationships.
  - Select panel members (e.g., AA, SOPL, IC, OSC, LTAN, and RA) who have worked together on a variety of incidents.

  Ensure that all panelists are familiar with the format for the panel discussion, and provide them with a list of questions they will be asked.

- Choose a moderator for the panel. The role of the moderator is to make the speakers feel at ease and help them connect with the audience. The moderator should be familiar with the SOPL position and ideally have experience with moderating a panel. The moderator needs to introduce the panelists. And the moderator needs to be able to pace the discussions (how long each panelist should talk and how to weave in questions from the audience).

- Have the cadre develop questions to ask the panelists. Examples of questions are below.

  - Questions for the AA, IC, LTAN, OSC, and RA include:

    - What is your perspective of the SOPL position? Has your perspective changed over time? Describe an experience you had with the SOPL on an incident that illustrates your perspective of the SOPL position.

    - How would you describe the work relationship you typically have with a SOPL?

    - How did the SOPL help you perform your own responsibilities? Provide examples.

    - What tips do you have for a SOPL trainee?

  - Questions for the SOPL include:

    - What recommendations do you have for how to work effectively with the AA, IC, LTAN, OSC, and RA?

    - What have you learned from being a SOPL that you wish you had known when you first went out on a SOPL trainee assignment?

    - What other tips do you have for a SOPL trainee?

- The day of the panel discussion:

  - Set up the classroom for the panel discussion.
  - Prepare the students for the panel discussion. Tell them ahead of time about the purpose of the panel discussion and ask them to identify at least one question they want to ask the panelists.