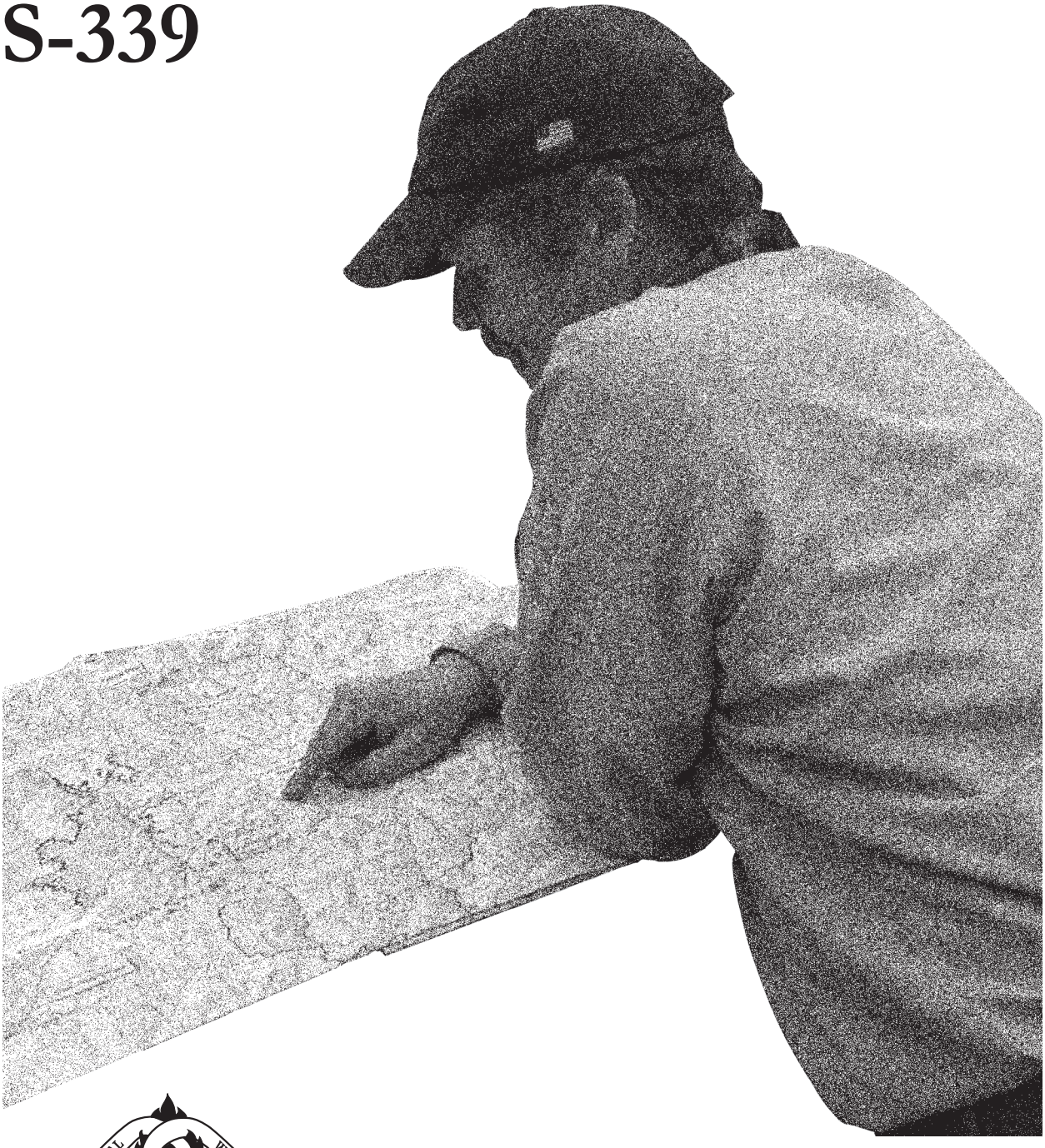
Division/Group Supervisor
S-339



NFES 002874

Instructor Guide
SEPTEMBER 2015

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:

Division/Group Supervisor, S-339

Operations and Training Committee Chair

9/30/15
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.

Division/Group Supervisor

S-339

Instructor Guide

September 2015

NFES 002874

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.

For additional copies of this publication, go to Publications at http://www.nwcg.gov.

Previous editions: this product replaces NFES 2874, Division/Group Supervisor, September 2006.

PREFACE

Division/Group Supervisor, S-339 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:

BUREAU OF INDIAN AFFAIRS

Tony Beitia, National Safety Officer, BIA NIFC, Boise Idaho

USDA FOREST SERVICE

Brett Rogers, AFMO, Powell Ranger District, Kooskia, Idaho

FEDERAL EMERGENCY MANAGEMENT AGENCY

Ricky Ziebart, Chief, Emergency Response Support Branch, Emmitsburg, MD

NWCG TRAINING BRANCH

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

CONTENTS

The following appendixes are located on the Course Materials CD:

Appendix A – Course Ordering and Support Information

Appendix B – PowerPoint Presentations

Appendix C – Pre-course Work

Appendix D – Handouts

Appendix E – Student Assessment

Appendix F – Maps

Appendix G – Course Evaluation Forms

COURSE INSTRUCTIONS

This section contains instructions and information essential to the course coordinator and instructors in making an effective presentation. Cadre members must read this section and be thoroughly familiar with course procedures and material before presentation.

I. INTRODUCTION

The S-339, Division/Group Supervisor (DIVS), course requires 18 – 20 hours for presentation. This course is designed to meet the training needs of a DIVS 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.

The National Incident Management System Wildland Fire Qualification System Guide (PMS 310-1), developed under the sponsorship of the National Wildfire Coordinating Group (NWCG), is designed to establish minimum requirements for training, experience, physical fitness level, and currency standards for wildland fire positions, which all participating agencies have agreed to meet for national mobilization.

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

II. COURSE OBJECTIVE

Course objective is 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:

- Demonstrate an understanding of the duties required of a Division/Group Supervisor in preparation for completing the position task book.

III. MINIMUM INSTRUCTOR QUALIFICATIONS

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

IV. INSTRUCTOR PREPARATION AND COURSE COORDINATION

A. General Information

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

B. Exercises and Other Pertinent Information

Unit 2 – Division Operations is a lengthy unit consisting of eight video exercises, with corollary group discussions.

Unit 4 – Tactical Decision Games (TDGS), consists of two different exercises. Due to time constraints associated with sand table exercise (STEX) format, the exercise can be completed either:

- Three dimensionally (with the STEX table) **or**
- Two dimensionally (utilizing the map.)

The maps are labeled #1-2 and they are located in Appendix F. The maps should be:

- Made in advance using an available plotter.
- Plotted in at least 24 x 36 inch format.
- Laminated for dry erase use.

Unit 5 – Interaction, consists of a panel discussion with the students. Cadre should assemble this panel in advance. Refer to Unit 5 for complete panel representatives. Unit 5 also has an exercise which is formulated and explained fully in hand out (HO 5-2), this exercise may take up to an hour or more to facilitate.

C. Course Agenda

A sample agenda is in Appendix A. Revise the agenda as appropriate. The agenda can be inserted into the Student Workbook before the beginning of class. Consider removing timeframes from the agenda that is given to students.

V. COURSE MATERIALS

The Course Materials CD contains the Instructor Guide, Student Workbook, and Appendixes in bookmarked files in portable document format (PDF).

As of the course publication date, the forms referenced in these course materials are current. It is the responsibility of the instructor cadre to keep the course current by using up-to-date forms and other publications.

A. Instructor Guide

The Instructor Guide is designed as a teaching aid to assist instructors in presenting the course.

Each unit begins with a Unit Overview that outlines the lesson's approximate delivery time, objectives, learning strategy (if applicable), instructional methods, required materials (instructional aids), and evaluation criteria.

The Unit Presentation follows the Unit Overview, and contains the lesson plan for each unit, shown in a two-column format:

- The Outline column contains the lesson content that supports the learning objectives. The column also contains notes to the instructor (directions for conducting an exercise, questions to ask students, etc.), which are in **bold boxes.**

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

B. Appendixes

The following appendixes are on the Course Materials CD:

1. Appendix A – Course Ordering and Support Information

   This appendix tells you how to order required components of the course and what additional support materials are needed for course presentation.

   Appendix A also contains samples of a course agenda, nomination letter, and selection letter. These documents are in Microsoft Word and can be edited.

2. Appendix B – PowerPoint Presentations

   Test the equipment before the start of class to ensure compatibility with software.

   Refer to the READ ME file, located on the CD, 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

3. Appendix C – Pre-Course Work

   This appendix contains the pre-course work for the instructor.

4. Appendix D – Handouts

   This appendix contains exercise handouts. Cadre should duplicate enough copies for every student to have one copy of each handout.

5. Appendix E – Student Assessment

   This appendix contains the Final Examination and Answer Key. Cadre should duplicate enough copies of the final examination for every student to have one copy.

6. Appendix F – Map Files for Unit 4 TDGS exercises.

7. Appendix G – Course Evaluation Forms

The Student Training Course Evaluation Form allows the students an opportunity to comment on the course and the instructors for the purpose of improving future training sessions. Distribute the form at the beginning or end of the course.

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

The Online Course Evaluation Form also allows for feedback. Comments can also be submitted online at http://training.nwcg.gov by selecting the NWCG EVAL button in the upper right corner.

C. Student Workbook

In most cases, the Student Workbook contains the same course information as the Instructor Guide but without the instructor notes, aids and cues, and exercise answers. Student Workbooks should be ordered before the beginning of the course, one for each student.

VI. STUDENT TARGET GROUP

Personnel desiring to be qualified as a division/group supervisor (DIVS).

VII. COURSE PREREQUISITES

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

VIII. PRE-COURSE WORK

Pre-course work instructions are located in Appendix C.

The pre-course materials are located online at http://training.nwcg.gov.

The course coordinator can provide the pre-course work to the students by referring nominees to the online pre-course work; list the website in the nomination or selection letter (http://training.nwcg.gov). Students should receive pre-course work information at least 6 weeks before beginning the course.

Refer to the FMCG for number of hours required to complete pre-course work.

IX. COURSE NOMINATION AND SELECTION LETTERS

A. Nomination Letter

Send a course nomination letter, along with the pre-course work information, to students at least 6 weeks before the course begins. An example course nomination letter is located in Appendix A.

B. Selection Letter

Send a course selection letter to students who successfully complete or pass the pre-course work or are selected to attend the course. This letter congratulates selected students and should explain class times, dates, and location. Refer to the Course Coordinator's Guide (PMS 907) for more information on selection letters. An example course selection letter is located in Appendix A.

X. CADRE MEETINGS

Cadre meetings are an opportunity for instructors to meet, review the material, and discuss concerns with the course coordinator or lead instructor. The meetings are 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).

A cadre meeting before each day's course presentation is recommended because of the interrelationship of the unit material (changing instructional materials in one unit may impact a later unit).

After each day's presentation, hold a cadre meeting to discuss concerns and progress. At the end of the course, conduct a final cadre meeting to evaluate instructor performance and suggest modifications for future courses.

XI. RECOMMENDED CLASS SIZE

The recommended class size is 25 to 30 students. The recommended student-to-instructor ratio is 5:1. Cadre members should be present for all instructional sessions. A minimum of three instructors should present this course; however, more instructors are required if a field exercise is incorporated. This is to enable strong mentorship by the cadre to the students.

XII. SPACE AND CLASSROOM REQUIREMENTS

The characteristics of the classroom and supportive facilities 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:

- The classroom should be free from outside interruptions and interferences.

- Provide adequate room and flexibility for student work groups and equipment, including supportive facilities such as break areas, restrooms, etc.

- The classroom should have controlled lighting, good acoustics, and good ventilation.

- Provide adequate access to copy and printing services.

- Provide adequate desk space and power outlets for laptop computers (one power strip for each table).

- Be sure a computer with projector and screen is available to show electronic presentations.

- If printing in the classroom, a laptop and driver for the printer will be needed.

- An area for sand tables and demonstrations appropriate for field exercises may be needed (cadre's discretion).

Refer to the Course Coordinator's Guide (PMS 907) for more information.

XIII. STUDENT ASSESSMENT AND CERTIFICATION

Students must obtain a score of 70% or higher on the student assessment evaluation method chosen to receive a certificate of completion for the course.

A. Exercises

Exercises are designed to demonstrate students' ability to meet lesson objectives. They are not graded but should be discussed upon completion by the entire class.

B. Final Exam

The final exam consists of 25 questions and should be completed within 2 hours. The final exam and answer key are in Appendix E.

C. Final Scenarios

The STEX exercises will also serve as the final scenarios for this course.

UNIT OVERVIEW

Course Division/Group Supervisor, S-339

Unit 0 – Introduction

Time 1 Hour

Objectives

1. Introduce the course coordinator, instructors, and students.
2. Discuss course logistics.
3. Provide a course overview.
4. Discuss course expectations.
5. Identify course reference materials.
6. Discuss position responsibilities.

Strategy

This unit is an introduction to the course. It involves student and cadre interaction through introductions and a group exercise.

Instructional Methods

- Informal lecture
- Classroom discussion
- Interactive group discussion

Instructional Aids

- ☐ Computer with projector, screen, and presentation software
- ☐ Sign-in sheet
- ☐ Flip charts and markers
- ☐ Position task book

Exercise

- Student expectations for the course

Evaluation Method

- Review and address questions for student clarification.

Outline

I. Welcome and Introductions

II. Course Logistics

III. Course Overview

IV. Course Expectations

V. Position Descriptions

Aids and Cues Codes

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

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

UNIT PRESENTATION

Course: Division/Group Supervisor S-339

Unit: 0 – Introduction

OUTLINE	AIDS & CUES
Present NWCG Mission Statement slide.	Slide 0-1
Present course and unit title slide.	Slide 0-2
Present unit objectives.	Slide 0-3
I. WELCOME AND INTRODUCTIONS	Slide 0-4
Introduce course coordinator, instructors, and students. **Use any method desired for introductions.** **Have students provide the following information:** • Name and job title • Agency and home unit • ICS qualifications • Experience relative to the position as either a trainee or a trainer/coach, both positive and negative.	Slide 0-5

OUTLINE	AIDS & CUES
II. COURSE LOGISTICS **Discuss the following as appropriate:** • Course agenda • Sign-in sheet **Circulate the class registration form or a sign-in sheet for students to sign.** • Breaks • Facility locations (restrooms, vending machines, drinking fountains, smoking areas, evacuation policy, etc.) • Message location • Cell phone policy • Local information (restaurants, local map, transportation)	

OUTLINE	AIDS & CUES
III. COURSE OVERVIEW This course is designed to meet the training needs of Division/Group Supervisor (DIVS) as outlined in the Wildland Fire Qualifications System Guide (PMS 310-1) and the position task book developed for the position. A. Course Objective At the successful completion of this course the student will be able to demonstrate an understanding of the duties required of a DIVS in preparation for completing the position task book. B. Instructional Methods 1. Facilitation and short lectures with PowerPoint presentations 2. Discussion 3. Exercises 4. Professional reading assignment	Slide 0-6

OUTLINE	AIDS & CUES
C. Evaluating Student Performance To successfully complete the course, students must: • Participate in all classroom discussions, exercises, and scenarios. • Students must obtain a score of 70% or higher on the final exam to receive a certificate of completion for the course.	Slide 0-7
D. Student Training Course Evaluation Form Students are given the opportunity to comment on the course, the units, and the quality of instruction at the end of the course.	
E. Course Reference Materials Below is a list of materials that are referenced throughout the course: • Wildland Fire Incident Management Field Guide (PMS 210-1) with Appendix B (PMS 410-1) • Incident Response Pocket Guide (PMS 461) • Wildland Fire Qualification System Guide (PMS 310-1) • Interagency Standards for Fire and Fire Aviation Operations (Red Book)	Slide 0-8

OUTLINE	AIDS & CUES
IV. COURSE EXPECTATIONS A. Student Expectations **EXERCISE: Student Expectations for the Course** Purpose: Students develop a list of their expectations for the course. Time: 10 minutes Format: Students work in small groups of three to five students. Materials Needed: Flip charts and markers Instructions: 1. Instruct groups to write their responses to the following question on a flip chart: • What do you expect to learn from this course? 2. Have each group present their expectations to the class. 3. Answer any questions. 4. Post lists around the room and refer to them throughout the course to ensure students' expectations are being met. **End of Exercise.**	Slide 0-9

OUTLINE	AIDS & CUES

B. Instructor Expectations

Students will:

- Have an interest in becoming DIVS.
- Have completed their pre-course work.
- Exhibit mutual cooperation with the group.
- Participate actively in all of the training exercises presented in the course.
- Return to class at stated times.
- Have all questions answered.

V. POSITION DESCRIPTIONS

A. Wildland Fire Incident Management Field Guide Position Description

The Wildland Fire Incident Management Field Guide contains positions in the ICS system. The DIVS will be covered in detail throughout the course.

- The DIVS is typically designated as a primary member of an Incident Management Team (IMT).

OUTLINE	AIDS & CUES
B. Position Task Book (PTB) The PTB contains common tasks for all unit leaders and additional specific tasks for the DIVS.	Slide 0-10
Have students compare the DIVS tasks in the Wildland Fire Incident Management Field Guide with the tasks in the PTB.	
The PTB is the primary tool for observing and evaluating performance. In the current performance based system, trainees must complete the tasking in the PTB to become qualified as a DIVS. The PTB can only be initiated by the home unit, not at this course.	
Ask students if they have any questions concerning the Wildland Fire Incident Management Field Guide or PTB.	
Answer students' questions.	Slide 0-11

UNIT OVERVIEW

Course Division/Group Supervisor, S-339

Unit 1 – Division and Group Management

Time 1.5 Hours

Objectives

1. Define Division/Group Supervisor positions and describe the differences between the two positions.
2. Describe the differences and similarities between the Division/Group Supervisor, Strike Team/Task Force Leader, and Incident Commander Type 3.

Instructional Methods

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

Instructional Aids

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers
- ☐ Wildland Fire Incident Management Field Guide (PMS 210).

Exercise

- Group Exercise (discussion based) – Distinguishing Roles and Responsibilities

Evaluation Methods

- Oral review session at end of the unit.
- Objectives will be tested in Classroom Final Exam (written).

Outline

I. Division/Group Supervisor Positions and the Differences Between the two Positions

II. The Differences and Similarities Between the DIVS, Strike Team/Task Force Leader, and ICT3

III. Management and Leadership Skills

Aids and Cues Codes

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

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

UNIT PRESENTATION

Course: Division/Group Supervisor, S-339

Unit: 1 – Division and Group Management

OUTLINE	AIDS & CUES
Unit Title Slide.	Slide 1-1
Present Unit Objectives.	Slide 1-2
I. DIVISION/GROUP SUPERVISOR POSITIONS AND THE DIFFERENCES BETWEEN THE TWO POSITIONS	
A. Division Supervisor	Slide 1-3
The division supervisor is responsible for the implementation of the assigned portion of the incident action plan (IAP, ICS 204) in a specific geographical area.	
B. Group Supervisor	Slide 1-4
A group supervisor is responsible for the implementation of the assigned portion of the IAP (ICS 204) of a specific functional area.	
Functional groups can best be used to describe areas of activity (rescue, water handling, structure protection, rehabilitation).	
These resources can be single resources, task forces, and strike teams.	

OUTLINE	AIDS & CUES
Initial attack group within a large incidents area of responsibility, often within a temporary flight restriction (TFR). Regardless of your assignment (division or group) your line of supervision will remain the same. The DIVS is supervised by the Operations Section Chief (OSC) and/or the OPBD. **Briefly discuss the lines of supervision up as well as down for the DIVS. Include a discussion concerning air operations with and without assigned air resources.** **Ask students: As a DIVS, what types, and kinds of resources do you manage?** C. Resources a DIVS May Manage • Dozers and other heavy equipment (feller bunchers, skidders, etc.). Seeing more of this type of equipment on large incidents, especially where dozer use is a concern with natural resource damage. There are more equipment options available these days and often are preferable over dozers. The DIVS needs to familiarize themselves with the capabilities of these types of equipment. • Engines – Agency and Contract. Additional responsibilities with contract engines (additional documentation, evaluations, etc. for contracted resources).	Slide 1-5

OUTLINE	AIDS & CUES
• Water tenders • Crews • Aircraft – types of Aircraft and how DIVS interacts with ATGS with the management of aircraft. • Felling teams • Firing teams • All-hazard alternatives (point of distribution (PODS), power line, water distribution, etc.) • Resource advisors and other incident single resources (e.g., TFLD, HEQB, FELB). • Private land owners You are responsible for the health, safety, welfare, and management of all resources within your division/group.	

OUTLINE	AIDS & CUES
II. THE DIFFERENCES AND SIMILARITIES BETWEEN THE DIVS/GROUP, STRIKE TEAM/TASK FORCE LEADER, AND ICT3	
EXERCISE: Distinguishing Roles and Responsibilities	Slide 1-6
Purpose: The objective of this exercise is to illustrate that the DIVS must become a manager of multiple resources even if they are not familiar with the resource. They must make a transition from a doer to a manager. If this point is not brought out by the groups, the instructor needs to emphasize it.	
Time: 45 minutes	
Format: ILT led exercise, group discussion	
Materials Needed: Wildland Fire Incident Management Field Guide (PMS 210). Questions #1-3	
Instructions: 1. Divide the class into three groups. Assign each group one of the questions. Students can refer to the position checklists found in the Wildland Fire Incident Management Field Guide (PMS 210). 2. Allow groups 5-10 minutes to answer the questions. 3. Have each group present their solutions. Encourage discussion.	

OUTLINE	AIDS & CUES
Questions: 1. Group 1: Identify the differences and similarities between division, group, and task force leader. 2. Group 2: Identify the differences and similarities between division, group, and strike team leader. 3. Group 3: Identify the differences and similarities between division and ICT3. **Instructors discuss differences and similarities between these positions.** **End of Exercise.**	Slide 1-7

OUTLINE	AIDS & CUES
III. MANAGEMENT AND LEADERSHIP SKILLS "As a commander, [they are] expected to choose command over action, working from strategic levels rather than the task level." — Alan Brunicini, Phoenix Fire Chief	Slide 1-8
Facilitate class discussion by asking students: • **Has anyone ever had a bad DIVS/Group and if so what traits defined that individual as a bad DIVS? Personality, leadership ability, communication skills, lack of decision making, "Because I said so", etc.** • **Has anyone ever had a good DIVS, and if so what traits defined that individual as a bad DIVS?** • **Solicit class participation; give students an example of a good division supervisor you have had. If possible use yourself as an example, and how that defined yourself as a DIVS (Instructors personal lessons learned).** **Note that most responses will relate to good or bad management practices. Take this opportunity to emphasize that the DIVS is a manager, leader, diplomat, motivator, etc…Contract Administrator at times.** • **How to deal with the contractor who is a nice guy, but not cutting it?**	Slide 1-9

OUTLINE	AIDS & CUES
Pre-Course Work Discussion: **Cadre discuss the concepts presented in the proposed professional reading (The Mission, The Men, and Me.)** **Some suggested excerpts to assist in leading the group discussion are in IR 1-1.**	Slide 1-10 IR 1-1 SR 1-1
It is necessary to stress the importance of being VERY comfortable as a TFLD and STLD prior to initiating a DIVS task book. This is not a position that one finds a lot of time to learn how to be a good one or casually gain experience. You will be thrust into many situations you have never been required to handle before, and all eyes are on you.	
A good many resources are relying on you to lead, manage and keep a few steps ahead of everything! Firefighters can sense poor or weak leadership skills easily as a blood hound can find a steak in a butcher shop, and they will make decisions whether to trust you or not in a very short timeframe.	Slide 1-11
Trust and respect must be earned and once earned, continuously cultivated. You cannot demand either from firefighters.	
Be in charge! Let there be no confusion who the DIVS is and you better walk the talk.	
It is important for DIVS and other management positions to obtain leadership training, attend staff rides and obtain multiple mentors for continued development throughout their career.	

OUTLINE	AIDS & CUES
Since leadership training is available from various sources, such as NWCG, Mission Centered Solutions (MCS), and OMNA International, etc., we will not spend time with it in this course, other than to relate management principles to the duties of the DIVS. Incident Leadership L-381 is a required course by the Forest Service to obtain the DIVS position. If students have not had L-381 or an equivalent mid-level leadership course, try to obtain this training. It could make a significant difference in their performance as a DIVS. Leadership web site: http://www.fireleadership.gov/	Slide 1-12
Discuss any leadership tools you use with the students.	
Review Unit Objectives.	Slide 1-13

SUGGESTIONS FOR GROUP DISCUSSIONS

Here are some suggested excerpts to assist the leading the group discussion.

Leadership examples that will assist you as a Division Supervisor:

1. "Before the Wolverines drove out of the hide site earlier that evening, I brought them together and addressed the entire force. My intent was to ensure that we weren't becoming victims of our own charade. We needed a shared reality around what we were, what we weren't and what the mission was that we were trying to accomplish that night."

   Question: Why was it so important to the author to "ensure that we weren't becoming victims of our own charade? We needed a shared reality around what we were, what we weren't." (e.g., Leaders Intent, 5 Communication Responsibilities.)

2. "The key to success on all battlefields-past, present, and future-has very little to do with electronic whiz-bang gadgets and top secret technologies; instead, it's all about how you think, how you make decisions, and how you execute those decisions. (Foreword, page XI)

   Question: Discuss the importance of relying on the ground personnel in making an informed decision.

3. Definition and example of the 3Ms. (pages 10, 11, 12, and 13)

   Question: Why must all 3 M's be in place for a system to work fluidly?

4. "The single most important lesson I learned, and the plain but powerful foundation that supports the entire book, is that the most effective weapon on any battlefield-whether it be combat, business, or life-is our mind's ability to recognize life's underlying patterns." (page 14)

   Question: Why is it important that we are able to recognize "underlying patterns", how do we apply this in wildland fire?

5. "It didn't matter what country I was in, what culture I was interacting with, or what kind of complex situation I was dealing with; the utility of the guiding principles never faltered. I realized that the truly meaningful lessons from all these experiences were the guiding principles. The power of the guiding principles shared in this book, such as "Always listen to the guys on the ground"; When in doubt, develop the situation"; and Don't get treed by a Chihuahua" is that they provide direction and context to both recognize and believe in life's underlying patterns so we can understand, adapt to, and master the future as it unfolds in front of us." (page 15)

   Question: Why did it not matter to the author where or whom he was working with in regards to completing his mission? (The guiding principles remain the same.)

6. Don't get treed by a Chihuahua. (good read, pages 38 and 39)

   Question: Discuss how "getting treed by a Chihuahua" is a metaphor for "making decisions without context." How can this negatively affect an outcome?

7. **Imagine the Unimaginable, Humor your Imagination.** (pages 38 and 39, Interesting from the standpoint of fighting different fire's, and solving different problems in your mind, prior to encountering them on the fire ground, or in life.)

   Question: Discuss how mentally preparing for situations before they occur are essential to making a good decision. (Time-wedge metaphor, proactive versus reactive.)

8. You need to understand how the human mind works. The mind has three elementary phases it goes through when it's thinking: saturate, incubate, and illuminate. (Remainder of explanation on page 70).

   Questions: Discuss the authors' concept of how the mind works and why that is important to decision making (e.g., saturate, incubate, illuminate).

9. **When in Doubt, Develop the Situation** (page 102,103,104).

   Question: Discuss how we should feel comfortable changing our minds and methods when presented with an obstacle. The ability to develop a new situation when presented with new information is an essential skill for a DIVS.

10. The wisest guy on the ground will always defer to the other guys on the ground (page 193, should read pages 188-195).

    Question: What information might a DIVS glean from "guys on the ground" that they may not discover on their own? Why is it important to "defer to the guys on the ground?"

11. As warriors throughout history can attest, there are few shortcuts to combat wisdom; acquiring it requires travel on the long, winding, and hazard-laden road of real world experience. Combat experience provides context, and context provides common sense (much like the fire service, page 205).

    Question: Discuss how there is no "short cut to experience"; time on the ground will provide the best context for informed decision making.

UNIT OVERVIEW

Course Division/Group Supervisor, S-339

Unit 2 – Division Operations

Time 3 Hours

Objectives

1. Identify sources of information required to prepare for the operational assignment.
2. Identify communication requirements of the Division/Group Supervisor.
3. Determine number and type of resources required to meet tactical objectives.
4. Apply the IRPG risk management process to activities on the division or group.
5. Adjust the tactical plan based on changing conditions to accomplish incident objectives.

Instructional Methods

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

Instructional Aids

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers
- ☐ Ridge Fire IAP (IR/SR)

Exercise

- Day in the life is a continuous 8-step exercise with a PPT/text narrative.

Evaluation Methods

- Oral review session at end of the unit.
- Objectives will be tested in written Final Exam.

Outline

I. Introduction

II. Sources of Information Required to Prepare for the Operational Assignment.

III. Communication Requirements of the Division/Group Supervisor

IV. Determine the Adequacy of Resources

V. Risk Management

Aids and Cues Codes

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

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

UNIT PRESENTATION

Course: Division/Group Supervisor, S-339

Unit: 2 – Division Operations

OUTLINE	AIDS & CUES
Unit Title Slide.	Slide 2-1
Present Unit Objective.	Slide 2-2 Slide 2-3
I. INTRODUCTION	
This unit simulates a "day in the life" of a DIVS assigned to the Ridge Fire.	Slide 2-4
Students will be members of a Type 2 incident management team and mobilized to take over an escaped Type 3 wildfire.	
Students will be presented with situation awareness updates, be required to take notes, complete a unit log, and make decisions based on their current situation awareness.	
In many cases there are several correct solutions to the questions. However, the primary goal is for students to think like a DIVS and ask the right questions to successfully accomplish the job.	
Important: during the course of the "day" the instructor should add personal perspective that reflects what they would be thinking and doing (such as logistical concerns, planning for the next operational period, responsibilities pertaining to the planning cycle, etc.).	

OUTLINE	AIDS & CUES
II. SOURCES OF INFORMATION REQUIRED TO PREPARE FOR THE OPERATIONAL ASSIGNMENT	
A. Situation Awareness (SA)	Slide 2-5
1. What is situation awareness? Situational Awareness – SA is an ongoing process of gathering information by observation and by communicating with others. This information is integrated to create an individual's perception of a given situation.	
2. Levels of situation awareness • Level 1 – Perception of elements in current situation The basic perception of cues is fundamental to gathering quality SA. • Level 2 – Comprehension of current situation Beyond perception, quality SA deals with how people combine, interpret, store, and retain information. • Level 3 – Projection of future status Projecting from current events to predict future events and situations allows for timely decision making.	

OUTLINE	AIDS & CUES
3. How do we gather situation awareness? • Observation The combination of what we see, smell, hear, taste, and touch. • Communication All forms of communication can provide additional SA (radio traffic, briefings, IAP, etc.).	
4. Why is good situation awareness critical? • As a DIVS, the SA you gather and communicate directly impacts other resources on the incident. • How could a DIVS with poor SA impact the OSC, RESL, SITL, others?	
B. Information Gathering During your initial assignment, it is very important to collect as much information as possible. There is a lot of information out there – the key is to filter out what you need and decide the best place to get it.	Slide 2-6

OUTLINE	AIDS & CUES

Some primary sources of information are:

- Local dispatch office
- Initial briefing from OSC or OPBD
- IAP
- ICS 206 (Medical Plan)
- Safety Message
- ICS 209 (Incident Summary)
- Operational period briefing
- Adjacent DIVS
- Subordinate personnel
- Fire behavior analyst
- Logistics personnel
- Planning personnel
- Local personnel
- In briefing
- Personal observations
- After action review (AAR)
- Incident web (http://inciweb.nwcg.gov/)

OUTLINE	AIDS & CUES
• Situation Report • Local and/or historic weather	
Group Discussion: Briefly discuss the types of information a DIVS would gather from each source. **Students will be familiar with the information sources, but need to look at them from a DIVS' perspective.**	
C. Human Factor Barriers to Situation Awareness	Slide 2-7
1. Low experience level with local factors Unfamiliar with the area or the organizational structure.	
2. Distraction from primary task a. Radio traffic b. Conflict c. Previous errors d. Collateral duties e. Incident within an incident	
3. Fatigue a. Carbon monoxide b. Dehydration	

OUTLINE	AIDS & CUES

c. Heat stress

d. Poor fitness level

e. Long durations of being awake

4. Stress reactions

a. Communication deteriorates/grows tense

b. Habitual or repetitive behaviors

c. Target fixation – locking into a course of action whether it makes sense or not.

d. Action tunneling – focusing on small tasks but ignoring the big picture.

e. Escalation of commitment – accepting increased risks as the completion of tasks gets near.

5. Hazardous attitudes

a. Invincible – that can't happen to us.

b. Anti-authority – disregard any team effort.

c. Impulsive – do something even if it's wrong.

d. Macho – trying to impress or prove something.

OUTLINE	AIDS & CUES
e. Complacent – just another routine fire. f. Resigned – we can't make a difference. g. Group think – afraid to speak up or disagree.	
EXERCISE #1: Initial Information Gathering	Slide 2-8
Purpose: Simulation of "Day in the life of a DIVS" Time: 10 minutes Format: Video presentation with group discussion Materials Needed: Power Point, notepad Instructions:	
1. Play situation update video on the PowerPoint slide. The text version of the update is also included.	Slide 2-9
2. Students should take notes.	
3. Assign each group one of the follow-up questions. Each group should write down as many answers as possible.	
4. Have a representative in the group present their answer.	

OUTLINE	AIDS & CUES

Exercise #1 Briefing: Initial Information Gathering

Your incident management team has been ordered to the Ridge Fire in southwest Colorado on August 11 at 2200. The OSC has informed you that the IC wants the team to drive to the fire if possible. You arrive at dispatch at 0600 the following morning to pick up your resource order.

There is only one night dispatcher on duty who knows very little about the actual incident. He informs you of your travel route and gives you the contact information for the local dispatch agency and a copy of your resource order.

You arrive at the Ridge Fire ICP at 1500 and immediately run into the OSC. He informs you that the team will not take command of the fire until 0600 the following morning. He also tells you he is running late for the Agency Administrator's briefing being held at the district office several miles away.

He has been in contact with the Type 3 IC who is currently up at the Ridge Hill Subdivision. As soon as you take care of any business in camp, he would like you to meet face to face with the IC. He will be expecting you at the subdivision, but you need to be back at ICP by 1900 for the operational strategy meeting.

OUTLINE	AIDS & CUES
Exercise #1 Questions: Initial Information Gathering **1. Upon arrival at the incident, what are three key responsibilities of the DIVS/Group Supervisor prior to heading out to the line?** **Check in.** **Gather as much SA as possible prior to heading out to scout the line.** **Obtain a supervisory briefing.** **2. What type of information do you need to gather?** **Current situation (map, communication plan, old IAP, directions to the fire).** **3. What do you do with the information?** **Continue to collect and save for the upcoming operational strategy meeting.** **Briefly discuss why it is critical that the DIVS check-in prior to going to the line. Concepts such as resource tracking and accountability should be mentioned.** **<u>End of Exercise.</u>**	Slide 2-10

OUTLINE	AIDS & CUES
EXERCISE #2: Scouting the Fireline	Slide 2-11
Purpose: Simulation of "Day in the life of a DIVS"	
Time: 10 minutes	
Format: Video presentation with group discussion	
Materials Needed: Power Point, notepad	
Instructions:	
1. Play situation update video on the PowerPoint slide. The text version of the update is also included.	Slide 2-12
2. Students should take notes.	
3. Have a representative in the group present their answer.	
Exercise #2 Briefing: Scouting the Fireline	
As you are leaving ICP you notice a very active smoke column. The only vehicle access is above the fire along the Ridge Road into the subdivision. As you drive up the road, you notice that the fuel changes from brush to heavy timber. You notice there is heavy fuel loading with evidence of dead and dying trees. When you arrive at the Ridge Hill Subdivision, you observe several wooden structures and hazards including power lines, LPG, and fuel tanks. The fire is currently between 80 and 100 acres in size.	

OUTLINE	AIDS & CUES
Exercise #2 Questions: Scouting the Fireline **1. What additional SA have you gathered so far?** **Fuels** **Wildland urban interface (WUI)** **Potential hazards (fuel containers, powerlines, snags)** **2. What are your concerns?** **Firefighter safety** **Mitigating hazards (ingress, egress, powerlines, snags, etc.)** **3. What are the DIVS responsibilities when executing a prepared structure plan?** **Make resource assignments.** **Determine appropriate tactics.** **Identify qualified personnel and assign to provide structure protection.**	Slide 2-13
<u>End of Exercise.</u>	

OUTLINE	AIDS & CUES
EXERCISE #3: Conversation with Type 3 IC	Slide 2-14
Purpose: Simulation of "Day in the life of a DIVS"	
Time: 10 minutes	
Format: Video presentation with group discussion	
Materials Needed: Power Point, Notepads	
Instructions: 1. Play situation update video on the PowerPoint slide. The text version of the update is also included.	Slide 2-15
2. Students should take notes.	
3. Have a representative in the group present their answer.	
Exercise #3 Briefing: Conversation with Type 3 IC	
You meet with the Type 3 IC who appears tired and disorganized. He tells you the fire has made a couple of short runs to the north and east throughout the afternoon. Currently there are three 20-person crews constructing line from an established anchor point at the south end of the fire.	
They are making progress going direct, but line construction is slow, the burn is dirty on the south end, and there are several heavy pockets of brush and some steep terrain to deal with. In addition to the crews, there are four, Type 6 engines assessing the subdivision for structure protection.	
He informs you that the current initial attack resources will need to be released at the end of the operational period but two local volunteer fire department engines will monitor the subdivision overnight. The time is now 1800 and you return to ICP for the operations strategy meeting.	

OUTLINE	AIDS & CUES
Exercise #3 Questions: Conversation with Type 3 IC **1. What additional SA have you acquired?** **Status of assigned resources** **Progression of line construction** **Effective tactics** **2. Whom do you need to communicate the new information with?** **Information will be conveyed at the operational strategy meeting and to other pertinent sections.** **3. What additional information might you ask the current IC for?** **LCES** **Fire history** **Local factors (wind, topography, fire behavior, etc.)** **4. Prepare a list of resources you will need for tomorrows operational period. Assume you will be assigned to Division X which includes the Ridge Hill Subdivision.**	Slide 2-16
Discuss important aspects of transiting, e.g., night operations, new team, new division, volunteer fire department, etc.	

OUTLINE	AIDS & CUES
Answers will vary. Key elements to be addressed should include: • **Adequate crews to build control line.** • **Structure protection resources (kits, engines, pumps, water tenders, etc.).** • **Adequate overhead to maintain span of control.** • **Possible air support needs.** • **Possible law enforcement to facilitate evacuations.**	
End of Exercise.	
III. COMMUNICATION REQUIREMENTS OF THE DIVISION/GROUP SUPERVISOR • Brief subordinates • Coordinate with adjacent divisions/groups • Keep supervisor informed (OSC and OPBD) • Logistical requests for division • Air support for division • Brief replacements/relief	Slide 2-17

OUTLINE	AIDS & CUES

- Maintain and update ICS 214 Unit Log

Stress the importance of the unit log.

The unit log is a legal document and should include the following:

  - Deviation from the plan
  - Emergencies
  - Roll call and briefing delivered
  - After Action Review (AAR) completed
  - Release of resources or accountable property
  - Personnel issues
  - Communications issues

- Brief SITL and RESL

TIP
If you want a good map, provide good input to the SITL.

OUTLINE	AIDS & CUES
EXERCISE #4: Operations Strategy Meeting	Slide 2-18
Purpose: Simulation of "Day in the life of a DIVS"	
Time: 10 minutes	
Format: Video presentation with group discussion	
Materials Needed: Power Point, Notepads	
Instructions:	
1. Play situation update video on the PowerPoint slide. The text version of the update is also included.	Slide 2-19
2. Students should take notes.	
3. Have a representative in the group present their answer.	

OUTLINE	AIDS & CUES

Exercise #4 Briefing: Operations Strategy Meeting

At the operations strategy meeting the OSC assigns you to Division X, which will cover the east flank of the fire as well as protection for the Ridge Hill Subdivision. The predicted weather and fire behavior for tomorrow are expected to be similar to today.

The OSC tells you that the overall strategy for the fire is to anchor on the southern end of the fire near drop point 1, work each flank, and provide structure protection for the Ridge Hill Subdivision. Drop point 1 has limited parking so the DIVS needs to work something out for crew shuttles.

Division A and X will go direct while Division B will begin to construct indirect line safely ahead of the fire. This will serve to meet some resource objective identified by the local unit.

Currently there are several large fires nationally making resources scarce. Resources are starting to trickle in but he has not had time to check with the resource unit leader to confirm exactly what has arrived. At the conclusion of this meeting, the OSC tells you that the morning briefing will be at 0600 and asks if there are any questions.

OUTLINE	AIDS & CUES
Exercise #4 Question: At the conclusion of the operations strategy meeting who might you need to talk to and why? • **Other DIVS** • **Pertinent members of command and general staff needed to support the incident objectives and divisional strategy (SITL, RESL, supply, ground support, etc.).**	Slide 2-20
Discuss the responsibilities of the DIVS in relation to the operations planning cycle.	
End of Exercise.	
IV. DETERMINE THE ADEQUACY OF RESOURCES One of the skills you need to develop is the ability to determine if the resources assigned are adequate to accomplish the objectives and goals established for your division by the OSC. This skill is subjective and will become more intuitive and "second nature" as you gain experience; however, it will never be an exact science.	Slide 2-21
Discuss general ways to determine control force requirements. Encourage participation from entire cadre. Remember: it may be instinct for you, but not for the students.	

OUTLINE	AIDS & CUES
A. Tools for Making Estimates	
Geographic areas may have specific production tables or ways of estimating control force requirements. Obtain and use these as appropriate.	
1. IRPG	
2. Wildland Fire Incident Management Field Guide (PMS 210)	
3. Experience	
4. Input from line or overhead personnel	
5. Air resources	
B. Calculation of Control Force Requirements	Slide 2-22
1. Draw predicted perimeter of the fire at the end of the operational period.	
2. Determine the number of chains of line to be constructed/held by type.	
a. Hand construction (direct and indirect attack)	
b. Dozer construction	
c. Construction, holding, and burnout	
d. Air tanker retardant line	

OUTLINE	AIDS & CUES
e. Engine crews f. Combination of any of the above 3. Determine the mix of resources required. 4. Obtain the production outputs from the tables, then add, multiply and divide as necessary. **Discuss any questions and concerns students may have about determining the adequacy of resources.**	
EXERCISE #5: Morning Briefing Purpose: Simulation of "Day in the life of a DIVS Time: 10 minutes Format: Video presentation with group discussion Materials Needed: Power Point, notepads Instructions:	Slide 2-23
1. Play situation update video on the PowerPoint slide. The text version of the update is also included. 2. Students should take notes. 3. Have a representative in the group present their answer.	Slide 2-24

OUTLINE	AIDS & CUES

Exercise #5: Morning Briefing

You have just finished attending the operational briefing for the Ridge Fire and you are assigned to Division X. During the division roll call, all of your assigned resources replied and were present. The day shift assignment for Division X is to continue line construction on the east flank and provide structure protection to the Ridge Hill Subdivision.

The OSC encouraged divisions to utilize direct tactics when possible. The safety officer has identified the hazards associated with the urban interface and has referred you to the IRPG for mitigation measures. The finance section chief stated that the fire is now in extended attack status and that supervisors must ensure that no shifts exceed 16 hours.

The incident meteorologist predicted afternoon temperatures to reach highs of 88-95 degrees. Relative humidity will range from 30-40%. Winds are expected to be southwest at 7-15 mph. Slope winds will follow normal diurnal patterns. The fire behavior analyst stated that yesterday the fire made several small runs to the north and east, but today's conditions indicate moderate fire behavior. There will be some possibility for spotting, as slope, terrain, and winds align.

OUTLINE	AIDS & CUES
Exercise #5 Questions: Morning Briefing **1. Refer students to the Ridge Fire IAP (SR 2-1).** **2. Have students review the tactical objectives for their division and determine if the number of assigned resources is adequate to meet the objectives.** **3. Ask students to explain how they determined the adequacy of their resources. If they determine they do not have adequate resources, what actions do they take? (Review for span of control issues.)** **Talk to the OSC to determine if there are additional resources available or if some resources could be moved or shared with an adjacent division.**	Slide 2-25 IR 2-1 SR 2-1

End of Exercise.

OUTLINE	AIDS & CUES
V. RISK MANAGEMENT	Slide 2-26
A. Responsibility As a DIVS you have the responsibility to implement a risk management process. As a fireline manager, you coordinate the activities of a diverse set of fireline resources, each having their own supervisor. You translate the strategy outlined in the IAP into tactical assignments for each resource assigned on your division. Part of this translation of strategy into tactics means a risk management process must be applied to the decision to commit any resource to an assignment in the fire environment. Risks are addressed, in a general sense, in the ICS Form 215A and the IAP. A risk management process cannot truly be planned and implemented until you see the work site and the associated fire environment. You must ensure this is done.	
Refer students to the example ICS 215A (IR/SR 2-1) and explain its process. Students can refer to SR 2-2 for the RM matrix and worksheets.	IR/SR 2-1 IR/SR 2-2

OUTLINE	AIDS & CUES
B. The Risk Management Process A copy of the Risk Management Process Checklist can be found in the IRPG. 1. Identify the Hazard-Situation awareness 2. Assess the hazard 3. Develop controls and make a decision 4. Implement 5. Supervise and evaluate	Slide 2-27
C. Risk Management Summary The quality of your decisions will be based on how accurate your situation awareness is. • Some of the fire safety guidelines are risk assessment tools to be used within a risk management process. • Some of the fire safety guidelines are risk control tools to be used within a risk management process. You must make an informed go/no-go decision to commit resources to a fireline assignment. The five step risk management process should be a continuous response to your current situation.	

OUTLINE	AIDS & CUES
EXERCISE #6: Spots Across the Fireline	Slide 2-28
Purpose: Simulation of "Day in the life of a DIVS"	
Time: 15 minutes	
Format: Video presentation with group discussion	
Materials Needed: Power Point, notepads	
Instructions:	
1. Play situation update video on the PowerPoint slide. The text version of the update is also included.	Slide 2-29
2. Students should take notes.	
3. Have a representative in the group present their answer.	

OUTLINE	AIDS & CUES
Exercise #6 Briefing: Spots Across the Fireline The time is now 1200 hours. The fire behavior up to this point has been moderately active on your division. Your hand crews are making progress and you anticipate they will reach the subdivision by the end of the operational period. While scouting the line near the XA division break, you discover a ¼- to ½-acre spot about 100 yards east of the completed control line. The spot is located in a large brush pocket and is starting to produce some very active fire behavior. At this time the closest available resources to you are ½ mile to the north actively constructing line.	
Exercise #6 Questions: Spots across the Fireline **What actions do you take for spots across the Fireline?** • **Re-assign resources to take immediate suppression action of spots.** • **Coordinate with adjoining DIVS and let him know the status of the spots.** • **Possible air support.** • **Possible burnout operation**	Slide 2-30 Slide 2-31
<u>End of Exercise.</u>	

OUTLINE	AIDS & CUES
EXERCISE #7: Refusal of Assignment	Slide 2-32
Purpose: Simulation of "Day in the life of a DIVS"	
Time: 20 minutes	
Format: Video presentation with group discussion	
Materials Needed: Power Point, notepads	
Instructions:	
1. Refer students to SR 2-3 map to use as a visual aid reference for the SA update.	IR 2-3 SR 2-3
2. Play situation update video on the PowerPoint slide. The text version of the update is also included.	Slide 2-33
3. Students should take notes during the video.	
4. Have a representative in the group present their answer.	

OUTLINE	AIDS & CUES

Exercise #7 Briefing: Refusal of Assignment

The time is now 1600 hours, the spots near the XA division break has been contained and now you are experiencing spotting at the northeast end of your line near the ridge top.

The spots are growing and responding to terrain. The squad responding to the spots cannot catch them and have requested additional assistance. You have requested the crew nearest to the spots to provide assistance, but they have refused the assignment without giving a reason over the radio.

After looking at the spots and applying the risk management process, you determine that continued direct attack is safe and will be effective with additional resources.

Exercise #7 Questions: Refusal of assignment

Slide 2-34

1. **What is the protocol in a "turn down" situation?**

   Refer to "How to Properly Refuse Risk" in the IRPG.

2. **How does this affect your tactical plan?**

   Objectives can still be met, but may be delayed.

End of Exercise.

OUTLINE	AIDS & CUES
EXERCISE #8: End of Shift (AAR)	Slide 2-35
Purpose: Simulation of "Day in the life of a DIVS"	
Time: 20 minutes	
Format: Video presentation with group discussion	
Materials Needed: Power Point, notepad	
Instructions:	
1. Play situation update video on the PowerPoint slide. The text version of the update is also included.	Slide 2-36
2. Students should take notes.	
3. Have a representative in the group present their answer.	
Exercise #8 Briefing: End of Shift (AAR)	
The time is now 1900; you have accomplished your tactical objectives for Division X by completing line from the AX division break to the west side of the Ridge Hill Subdivision. The fire remains very active to the north and west in Divisions A and B. All of your overhead resources have gathered at the Ridge Hill Subdivision prior to heading back to ICP.	

OUTLINE	AIDS & CUES
Exercise #8 Questions: End of Shift (AAR) **1. Do you need to have an AAR with your resources?** **Yes, if it's from the heart, an AAR is not mandatory.** **2. Who would be present at the AAR?** **Individual preference, but at a minimum, all crew overhead personnel assigned to the division.** **3. What would you discuss?** **Follow IRPG AAR format and discuss significant events of the day.** **Emphasize to students that DIV needs to account for all personnel, and should be the last off the line.**	Slide 2-37

End of Exercise.

OUTLINE	AIDS & CUES
Facilitate a class discussion based on the following questions. **Back at Camp** **1. What sections/units do you need to make contact with at ICP?** **Possible contacts include: SITL, RESL, SPUL, OSC, SOF, COML, HRSP** **2. What information do you need to relay?** **Tell appropriate sections pertinent information concerning the day's activities.** **3. You have an issue with a crew who exceeded their 2:1 work rest ratio due to early morning travel. What actions do you take?** **Ensure they adhere to the 2 to 1 rest cycle.** **Recognize they may be late for the following shift.** **4. Who do you provide the information to?** **OSC** **5. What effect could this have on tomorrow's operations?** **Crews arriving late to the line, slowing production.**	Slide 2-38 Slide 2-39

OUTLINE	AIDS & CUES
Planning Ahead **6. As a DIVS/GROUP you should be planning ahead.** **What considerations should you have for your division for the next 2 to 3 operational periods?** **Transition from suppression to mop-up.** **Number and type of resources needed (release or order).** **Fireline rehabilitation** **Administrative responsibilities associated with demobilizing resources.**	Slide 2-40
Review Unit Objectives.	Slide 2-41 Slide 2-42

RIDGE FIRE

Incident Action Plan

August 12, 20XX

Day Operational Period

DIVISION ASSIGNMENT LIST	1. Branch	2. Division/Group X
3. Incident Name Ridge Fire	4. Operational Period Date: August 12, 20XX Time: 0600 Hours	

5. Operations Personnel			
Operations Chief	C. Brown	Division Supervisor	A. Student
Branch Director		Air Attack Supervisor	P. Flyer

6. Resources Assigned this Period

Strike Team/Task Force/ Resource Designator	Leader	Number Persons	Trans. Needed	Drop Off Pt./Time	Pick Up Pt./Time
T6 Engine S/T 6603	Y. Cox	26	N	DP 2 / 0700	ICP / 2000
IA Crew T2 Roosevelt	N. Bellows	20	N	DP 1 / 0700	ICP / 2000
IA Crew T2 San Juan	A. Haines	20	N	DP 1 / 0700	ICP / 2000
Crew T2 Scorpions #1	B. Jackson	18	N	DP 1 / 0700	ICP / 2000
Ridge Hill Hotshots	F. James	20	N	DP 1 / 0700	ICP / 2000
W/T T2 SJF W/T 5	T. Kent	2	N	DP 2 / 0700	ICP / 2000
Dozer T2 SJF Dozer 2	R. Case	2	N	DP 2 / 0700	ICP / 2000
Dozer T2 SJF Dozer 3	J.M. Deere	2	N	DP 2 / 0700	ICP / 2000

7. Control Operations

Provide structure protection to for the community of Ridge Hill.
Continue direct line construction towards division B.
Actively suppress spot fires as they occur.

8. Special Instructions

Shift length should not exceed 16 hours without approval from the IC.
Backhaul trash and excess equipment.

9. Division/Group Communication Summary

Function	Frequency	System	Channel	Function	Frequency	System	Channel
Command	170.975	King NFC	5	Logistics	414.650	King NFC	4
Tactical Div/Group	168.200	King NFC	2	Air to Ground	170.00	King NFC	13

Prepared by (Resource Unit Leader)	Approved by (Planning Section Chief)	Date	Time
A. Lester	W. Daily	August 11, 20XX	2200

DIVISION ASSIGNMENT LIST	1. Branch	2. Division/Group A
3. Incident Name Ridge Fire	4. Operational Period Date: August 12, 20XX Time: 0600 Hours	

5. Operations Personnel

Operations Chief	C. Brown	Division Supervisor	G. Bush
Branch Director		Air Attack Supervisor	P. Flyer

6. Resources Assigned this Period

Strike Team/Task Force/ Resource Designator	Leader	Number Persons	Trans. Needed	Drop Off Pt./Time	Pick Up Pt./Time
Little Rock IHC	W. Clinton	20	N	DP 1 / 0700	ICP / 2000
IA Crew T2 Washington	J. Adams	20	N	DP 1 / 0700	ICP / 2000
IA Crew T2 Lincoln	H. Hamlin	20	N	DP 1 / 0700	ICP / 2000
Crew T2 Nixon #1	S. Agnew	18	N	DP 1 / 0700	ICP / 2000
Cleveland IHC	T. Hendricks	20	N	DP 1 / 0700	ICP / 2000
FOBS	T. Roosevelt	1	N	DP 1 / 0700	ICP / 2000

7. Control Operations

Secure anchor point at XA division Break
Continue direct line construction towards division B.
Actively suppress spot fires as they occur.
Keep fire from crossing Spot Bottom River

8. Special Instructions

Shift length should not exceed 16 hours without approval from the IC.
Backhaul trash and excess equipment.

9. Division/Group Communication Summary

Function	Frequency	System	Channel	Function	Frequency	System	Channel
Command	170.975	King NFC	5	Logistics	414.650	King NFC	4
Tactical Div/Group	178.200	King NFC	3	Air to Ground	170.00	King NFC	13

Prepared by (Resource Unit Leader)	Approved by (Planning Section Chief)	Date	Time
A. Lester	W. Daily	August 11, 20XX	2200

DIVISION ASSIGNMENT LIST	1. Branch	2. Division/Group B
3. Incident Name Ridge Fire	4. Operational Period Date: August 12, 20XX Time: 0600 Hours	

5. Operations Personnel			
Operations Chief	C. Brown	Division Supervisor	R. Petty
Branch Director		Air Attack Supervisor	P. Flyer

6. Resources Assigned this Period

Strike Team/Task Force/ Resource Designator	Leader	Number Persons	Trans. Needed	Drop Off Pt./Time	Pick Up Pt./Time
Lowe IHC	J. Gordon	20	N	Ridge Hill Sub / 0700	ICP / 2000
IA Crew T2 Anheuser	D. Earnhardt	20	N	Ridge Hill Sub / 0700	ICP / 2000
IA Crew T2 Stanley	B. Elliott	20	N	Ridge Hill Sub / 0700	ICP / 2000
Dozer - Type 2 D6	D. Jarrett	2	N	Ridge Hill Sub / 0700	ICP / 2000
Dozer - Type 2 D6	J. Burton	2	N	Ridge Hill Sub / 0700	ICP / 2000
FOBS	K. Busch	1	N	Ridge Hill Sub / 0700	ICP / 2000

7. Control Operations

Secure anchor point at XB division Break
Continue indirect line construction towards Division BA break.
Prepare lines for possible firing operations.
Keep fire from crossing Spot Bottom River

8. Special Instructions

Shift length should not exceed 16 hours without approval from the IC.
Backhaul trash and excess equipment.

9. Division/Group Communication Summary

Function	Frequency	System	Channel	Function	Frequency	System	Channel
Command	170.975	King NFC	5	Logistics	414.650	King NFC	4
Tactical Div/Group	178.200	King NFC	3	Air to Ground	170.00	King NFC	13

Prepared by (Resource Unit Leader)	Approved by (Planning Section Chief)	Date	Time
A. Lester	W. Daily	August 11, 20XX	2200

FIRE WEATHER FORECAST

FORECAST NO: 1 **NAME OF FIRE:** Ridge Fire

OPERATIONAL PERIOD: 8/12/20XX – Day **UNIT:** All Divisions

SIGNED BY: L. Nino

TIME AND DATE FORECAST ISSUED: 8/11/200XX

Weather Discussion:

Very persistent weather pattern over the fire for the next few days as a strong low pressure area remains off the Pacific Northwest Coast. Along with high pressure over the four corners area. This weather pattern will continue to bring a warm and dry southwest flow over the fire area, with poor RH recovery overnight. Winds will be light at the lower elevations with winds the strongest at the ridgetops.

Weather Forecast

8/12/20XX

Sky Weather.....Partly Cloudy
Max Temperature.....88 to 95
Min Humidity.....30 to 40 percent
Wind 20 ft
Valleys .....5 to 7
Ridges .....7 to 15
Haines Index .....5 moderate
LAL 1

FIRE BEHAVIOR PREDICTION

Date Prediction Issued For: 8/12/20XX

Prediction No.: 1
Name of Fire: Ridge Fire
Prediction for DAY operational period

Location: SW Colorado
Date Prepared: 8/11/20XX
FBA Signature: Nostadamus

Weather Summary:

Warm and dry southwest flow will continue through the rest of the week. Today …partly cloudy, temperatures 88 to 95, minimum RH 30 to 40 percent, winds…southwest 5-7 valleys, 7-15 ridgetops Haines 5, LAL 1.

General Fire Behavior:

This fire is burning in grass, ponderosa pine, Douglas-fir, and pockets of brush. Fine fuels are patchy and need wind to carry the fire. Patches of bug killed timber exist throughout the area. The fire continues to spread by burning under timber stands causing tree torching and spotting, particularly in the draws and where the heavier fuels exist. Snags are producing a number of firebrands as well. Fuels are extremely dry.

Safety:

Dry fuel conditions will continue to provide the opportunity for ignitions and spotting. Short range spotting will be high by late afternoon. Expect rapid rates of spread as slope winds and terrain align.

MEDICAL PLAN	1. Incident Name	2. Date Prepared	3. Time Prepared	4. Operational Period
	Ridge Fire	8/11/20XX	2200	8/12/20XX

5. Incident Medical Aid Station

Medical Aid Stations	Location	Paramedics Yes	Paramedics No
ICP/Base Camp	South of Highway 21		X

6. Transportation

A. Ambulance Services

Name	Address	Phone	Paramedics Yes	Paramedics No
Colorado Valley	South West Colorado EMS	720-555-0911	X	

B. Incident Ambulances

Name	Location	Paramedics Yes	Paramedics No

7. Hospitals

Name	Address	Travel Time Air	Travel Time Ground	Phone	Helipad Yes	Helipad No	Burn Center Yes	Burn Center No
St Joe Memorial	Mote Vista, CO	:20	:75	720-555-1911	X			X

8. Medical Emergency Procedures

All Air/Ground ambulance requests will go through the Medical Unit Leader

All medical emergencies will go through the Division Supervisor

- When requesting medical aid:
- Request radio clearance and priority
- Give number of patients
- Give evaluation of patient(s), Advise of treatment being given,
- Give location of patients by fire grid coordinates, helispot, lat/long, or other landmarks
- Type of transport needed

Prepared by (Medical Unit Leader)	10. Reviewed by (Safety Officer)
Marcus Welby	R. Nader

INCIDENT ACTION PLAN SAFETY ANALYSIS	1. Incident Name Ridge Fire	2. Date 8/12/20XX	3. Time 0600

LCES* Analysis of Tactical Applications Lookouts Communications Escape routes Safety zones												Other Risk Analysis						
Division/Group	Indirect Fireline	Downhill Fireline	Underslung Fireline	Mid-slope Fireline	Frontal Assault	Anchor Points	Extreme Conditions (Spotting, Wind-driven)	Return Potential			LCES Mitigations	Hazard Materials	Transportation, 1 Hr +	Communications	Structure Protection			Other Risk Mitigations
A		X	x	x		x	x	x			All LCES in place at all times Follow the Risk Management Process Conduct After Action Reviews Take frequent weather observations Establish trigger points Communication with lookouts Follow downhill checklists							Transportation: lights on, slow and spaced travel, headlights on, seatbelts.
B	x										Same as DIV A							Same as DIV A
X											Same as DIV A							Same as DIV A Note Wildland-Urban Watch Outs (IRPG) Use Structure Protection and Assessment Checklist (IRPG) Follow Paweline Safety (IRPG)

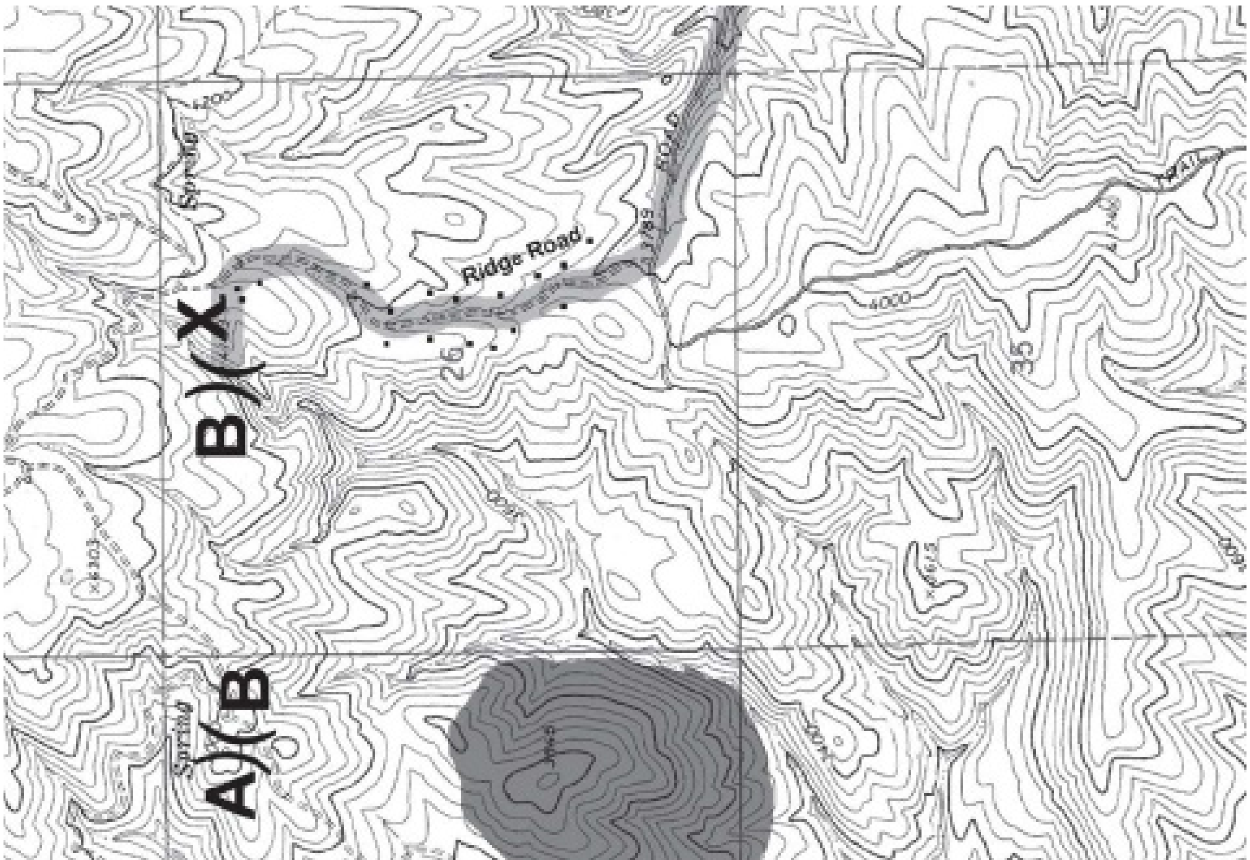
Prepared by (Name and Position)
R. Nader (SOF)

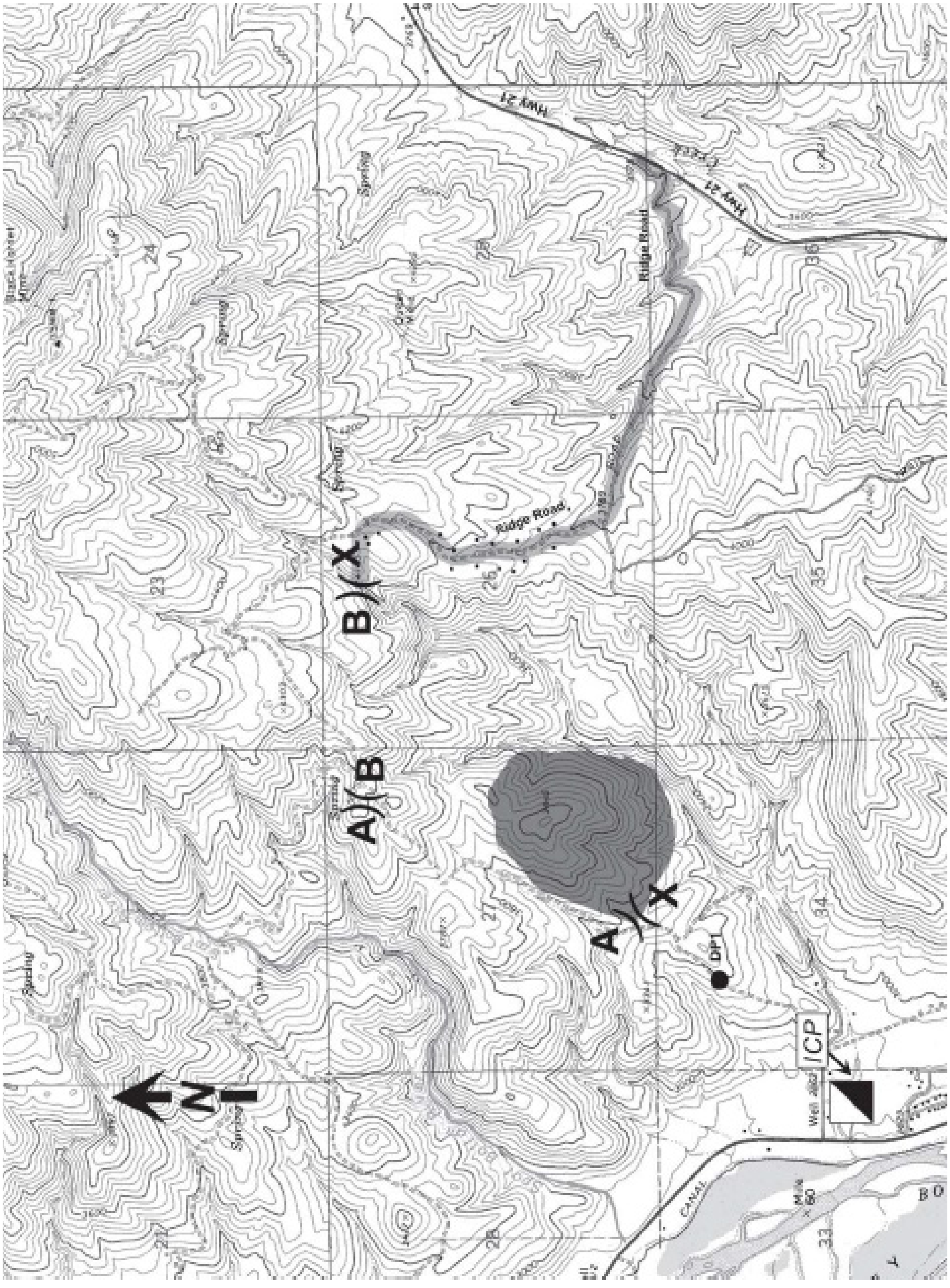
ICS 215A

AIR OPERATIONS SUMMARY		1. Incident Name Ridge Fire		Helibases Fixed Wing Bases	Ridge ICP
4. Personnel and Communications	Name	Air/Air Frequency	Air/Ground Frequency	5. Remarks (Spec. Instructions, Safety Notes, Hazards, Priorities)	
Air Operations Director	A. Earhart	120.7250	170.00		
Air Attack Supervisor	P. Flyer	122.5150	170.00		
Helicopter Coordinator	T. Rotor		170.00		
Air Tanker Coordinator	R. Barron		170.00		

6. Location/Function	7. Assignment	8. Fixed Wing		9. Helicopters		10. Time		11. Aircraft Assigned	12. Operating Base
		No.	Type	No.	Type	Available	Commence		
Ridge ICP	Ridge Fire			86F	Bell 212	1200		DIV A	
Ridge ICP	Ridge Fire / IA			32Z	Jet Ranger	0800			
	13. Totals								

14. Air Operations Support Equipment	15. Prepared by A. Earhart


N
A)(B
B)(X
A)(X
Ridge Road
ROAD
Spring
DP1
ICP
Well
CANAL
Mile 60
BO


N
A
X
B
ICP
DP1
Ridge Road
Hwy 21
Spring
CANAL
23
24
25
26
27
28
33
34
35
36

UNIT LOG	1. Incident Name	2. Date Prepared	3. Time Prepared
4. Unit Name/Designators	5. Unit Leader (Name and Position)		6. Operational Period

7. Personnel Roster Assigned		
Name	ICS Position	Home Base

8. Activity Log	
Time	Major Events

9. Prepared by (Name and Position)

Risk Assessment Code Matrix
(RAC)

Severity Code \ Probability Code		Frequent (A) Immediate danger to health and safety of the public, staff, or property and resources through continuous exposure.	Likely (B) Probably will occur in time if not corrected, or probably will occur one or more times.	Occasional (C) Possible to occur in time if not corrected.	Rarely (D) Unlikely to occur but may occur in rare circumstances.
Catastrophic Imminent and immediate, danger of death or permanent disability and/or total equipment loss.	I	1 CRITICAL	1	2	3
Critical Permanent partial disability, temporary total disability, and/or severe equipment damage.	II	1	2 SERIOUS	3	4
Significant Hospitalized minor injury, reversible illness, and/or significant equipment damage.	III	2	3 MODERATE	4 MINOR	5
Minor First aid, minor medical treatment, and/or minor equipment damage.	IV	3	4	5	5 NEGLIGIBLE

RAC levels are identified by a numerical scale 1 - 5, with RAC-1 being the most critical requiring immediate response, RAC-5 being the least critical. RACs are annotated by the RAC Number, followed by the Frequency and Severity. Examples of RAC annotations are 1(A)(I) for a RAC-1 that has catastrophic consequences and a immediate danger frequency. A 4(IV)(B) would be a low level risk, with a minor severity and a likely probability.

Risk Assessment Code (RAC)

Severity Code

Catastrophic (I) Imminent and immediate, danger of death or permanent disability and/or total equipment loss.
Critical (II) Permanent partial disability or temporary total disability, and/or severe equipment damage.
Significant (III) Hospitalized minor injury or reversible illness, and/or significant equipment damage.
Minor (IV) First aid, minor medical treatment, and/or minor equipment damage.

Hazard Probability Code

Frequent (A) Immediate danger to health and safety of the public, staff, or property and resources through continuous exposure.
Likely (B) Probably will occur in time if not corrected, or probably will occur one or more times.
Occasional (C) Possible to occur in time if not corrected.
Rarely (D) Unlikely to occur but may occur in rare circumstances.

Definitions

Probability The likelihood that a hazard will result in a mishap or loss (Exposure in terms of time, proximity, and repetition).
Severity The worst credible consequence that can occur as a result of a hazard.
Hazard A condition or situation that exists within the working environment capable of causing physical harm, inury, or damage.
Risk An expression of possible loss in terms of severity and probability (associated with human interaction).

Incident Risk Assessment Worksheet					1. Incident Name	2. Location			
Identification of Hazards and Risk Assessment					3. Name and Title of Analyst	4. Date			
5. Pre-Control Measures					6. Control Measures (Engineering, Administrative, PPE, Avoidance, Education)	7. Post-Control Measures			
8. Location	9. Hazard	10. Severity Code	11. Hazard Probability Code	12. RAC		13. Severity Code	14. Hazard Probability Code	15. RAC	16. Acceptable Yes/No

Location	Hazard	Severity Code	Hazard Probability Code	RAC	**Control Measures** (Engineering, Administrative, PPE, Avoidance, Education, etc)	Severity Code	Hazard Probability Code	RAC	Acceptable Yes/No

Risk Assessment Worksheet Instructions

The Risk Assessment (RA) Worksheet will identify location(s) of the work project or activity, the name of employee(s) creating the RA, and date created. The approving Agency Administrator (AA), or Superintendent will review the RA and mitigation strategies to ensure risk is at an acceptable level for task or activity. A signed document will be required for apporval of the RA. The supervisor or project leader of the project/task will share information with affected employees through a safety meeting. Employees participating in the project/task will be required to sign RA acknowleding participation in safety meeting and that they have received the necessary training, and understand procedures, protocol and mitigation strategies to reduce risk with the project.

Blocks 1, 2, 3, and 4 – Self explanitory

Block 5 **Pre-Control Measures:** What hazards are involved with the project or activity?

Block 6 **Control Measures:** What mitigation or abatement strategy will minimize risk or exposure (e.g., engineering, administrative, PPE, avoidance, education, etc.)?

Block 7 **Post-Control Measures:** What hazards and risk associated with hazards are still present following mitigation or abatement strategy?

Block 8 **Location:** Where on the incident have the hazards and risks been identified, e.g., Division A, ICP?

Block 9 **Hazards:** What hazards exist with project (e.g., hazard trees, driving, rolling debris, heat, etc.)

Block 10 **Severity Code:** What are the consequences should an unplanned event occur? Refer to Severity table.

Block 11 Hazard **Probability Code:** What is the probability a hazard will be encountered during a project or activity? Refer to Probability table.

Block 12 **Risk Assessment Code (RAC):** Assign a Risk Level prior to assigning mitigation measures. List by RAC number and follow by the frequecy and severity, e.g., 1(A)(1).

Block 13 **Severity Code:** What is the severity or consequences associated with task or project following mitigation or abatement actions?

Block 14 **Hazard Probabilty Code:** What is the probability of exposure or risk following mitigation or abatement actions?

Block 15 **Risk Assessment Code (RAC):** Assign a Risk Level following mitigation strategies, listed by RAC number, followed by frequecy and severity, e.g., 1(A)(1).

Block 16 **Acceptable Level Yes/No:** Is the level of risk acceptable following mitigation or abatement actions? The decision should be made at appropriate management level.

Risk Assessment Code (RAC)

Severity Code

Catastrophic (I): Imminent and immediate, danger of death or permanent disability and/or total equipment loss.

Critical (II): Permanent partial disability or temporary total disability, and/or severe equipment damage.

Significant (III): Hospitalized minor injury or reversible illness, and/or significant equipment damage.

Minor (IV): First aid, minor medical treatment, and/or minor equipment damage.

Hazard Probability Code

Frequent (A): Immediate danger to health and safety of the public, staff, or property and resources through continuous exposure.

Likely (B): Probably will occur in time if not corrected, or probably will occur one or more times.

Occasional (C): Possible to occur in time if not corrected.

Rarely (D): Unlikely to occur but may occur in rare circumstances.

Definitions

Probability: The likelihood that a hazard will result in a mishap or loss (exposure in terms of time, proximity, and repetition).

Severity: The worst credible consequence that can occur as a result of a hazard.

Hazard: A condition or situation that exists within the working environment capable of causing physical harm, injury, or damage.

Risk: An expression of possible loss in terms of severity and probability (associated with human interaction).

Day 2
1600
R
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Spot Bottom River
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S
W

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UNIT OVERVIEW

Course Division/Group Supervisor, S-339

Unit 3 – All Hazard

Time 1 Hour

Objectives

1. Distinguish the different types of all-hazard incidents.
2. Identify the Division/Group Supervisor roles and responsibilities in regards to all hazard incidents and working with all hazard teams.
3. Discern the preparation process for all hazard incidents.
4. Identify assignment diversion (mission creep) during all hazard assignments and discuss the impacts.
5. Identify critical stress indicators and how to respond.

Instructional Methods

- Instructor led (ILT)
- Informal lecture
- Classroom discussion
- Interactive group discussions

Instructional Aids

☐ Computer with LCD projector, presentation software, and screen

☐ Flip chart and markers

Exercise

- None

Evaluation Methods

- Student participation
- Objectives will be tested in written Final Exam.

Outline

I. All Hazard Division/Group Supervisor Duties And Responsibilities
II. Working With All Hazard Teams
III. Preparing for an All Hazard Assignment
IV. Stafford Act and the National Resonse Framework
V. Assignment Diversion/Mission Creep
VI. Stress Management
VII. All Hazard Situational Awareness

Aids and Cues Codes

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

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

UNIT PRESENTATION

Course: Division/Group Supervisor, S-339

Unit: 3 – All Hazard

OUTLINE	AIDS & CUES
Unit Title Slide.	Slide 3-1
Present Unit Objectives.	Slide 3-2 Slide 3-3
I. ALL HAZARD DIVISION/GROUP SUPERVISOR DUTIES AND RESPONSIBILITIES	
Your role as a DIVS on an all hazard assignment is to provide administrative and supervisory support to personnel and resources assigned to you.	Slide 3-4
The responsibilities and processes are similar to wildland fire. However the hazards, risks and mitigations are usually different, and may require assistance from technical specialist.	
A. Types of All Hazard Assignments	Slide 3-5
• Natural disasters	
• Law enforcement related	
• Disaster response (e.g., shuttle recovery)	
• Terrorism	
• Planned events	
• Others?	

OUTLINE	AIDS & CUES
Examples of assigned tasks may include: • Logistical distribution centers • Staging areas • Base camp for emergency responders • Clearing roadways and debris • Support for wildfire or structural fire protection • Search and rescue/recovery operations • Others?	Slide 3-6
Discuss with the class other all hazard assignments that you or the students have been involved with. What were some of the common denominators?	
II. WORKING WITH ALL HAZARD TEAMS All hazard teams consist of personnel and volunteers from many backgrounds. Many of these people have worked together on incidents while others may have very minimal experience working with other agencies. Keep this in mind when you arrive at the incident, operations may differ dramatically from what your typical day to day functions require.	

OUTLINE	AIDS & CUES
A. Working with an All Hazard team typically includes: • Working with an expanded interagency team. • Various all hazard response agencies • Technical specialist which you may be unfamiliar. • A different interpretation of ICS.	Slide 3-7
B. Stress Levels Many of these types of all hazard incidents carry an emotional weight with them. Some of these incidents involve life or death scenarios. Expect to deal with tragedy and people who may have increased stress levels. Some of these indicators are: • Elevated emotions-stressed out • Emotions can be very inconsistent	Slide 3-8

OUTLINE	AIDS & CUES
C. Communication	Slide 3-9
The ability to understand cultural differences, language and terminology is an essential part of communication.	
One of the first problems on any all hazard assignment is that the "normal" communication alternatives are not usually functioning. Cell phones, land lines etc., may have been rendered useless during the incident.	
Consider these tips when preparing for an assignment.	
1. Radio use	Slide 3-10
You may be communicating with various outside agencies that are unfamiliar with wildfire radio protocol. They may use their own agency, regional, or cultural terminology. It is vital to use clear text. Do not use acronyms.	
Follow the communication plan and ensure that equipment operators assigned to you are familiar with frequency management and emergency communication procedures.	Slide 3-11
2. Roles and responsibilities	
Responding agencies may have different roles, responsibilities and procedures.	Slide 3-12
It is crucial to start a dialog with all hazard teams in order to ensure a common understanding.	

OUTLINE			AIDS & CUES
	D.	Information Requests DIVS may be requested by your supervisor to provide specific information for statistical purposes. Be sure to have a clear understanding of the type of information requested, and who needs to receive it. Check the assignment list, ICS 204, for specific requirements. For example, Federal Emergency Management Agency (FEMA) may require specific statistics on industrial hazards in an area where cleanup or recovery is planned.	Slide 3-13
III.		PREPARING FOR AN ALL HAZARD ASSIGNMENT Pre-planning for an all hazard assignment is essential. All hazard response presents some of the most complex challenges our agencies face.	Slide 3-14
		Work with your agency to ensure you have the required training for the assignment. In some cases training may be provided at the incident and may include HazMat awareness procedures.	Slide 3-15
	A.	Length of Assignments Assignments may last up to 30 days. Work/rest ratio (2:1) guidelines are the same as on a wildland fire assignment. When assigned to an all hazard incident discuss with your supervisor or liaison officer the need for a set 2:1 work/rest ratio.	Slide 3-16

OUTLINE	AIDS & CUES
If you are willing to accept an all hazard assignment long range preparations may include: • Passports • Vaccinations • Research	Slide 3-17
TIPS **Prepare for all hazard assignments at least six months in advance.** **Obtaining a government passport requires approximately three months.** **Vaccinations vary depending on the area of the world you are going to and may require booster shots.**	
C. Geographic Area Understanding the geographic area you are going to and what the mission assignment details are is crucial to a successful assignment. Some of the question you should research are: • Where am I going? • What am I going to do? • How am I going to operate in that environment? • Have safety concerns been identified?	Slide 3-18

OUTLINE	AIDS & CUES
• Are you prepared for the type of resources a DIVS might manage? • Can I opt out of the assignment?	
IV. STAFFORD ACT AND THE NATIONAL RESPONSE FRAMEWORK	
Federal support to states and local jurisdictions takes many forms. The most widely known authority which assistance is provided for major incidents is the Stafford Act.	Slide 3-19
A. The Stafford Act When an incident occurs that exceeds or is anticipated to exceed local, tribal, or state resources, the Governor can request Federal assistance under the Stafford Act. • The Stafford Act authorizes the President to provide financial and other assistance.	Slide 3-20

OUTLINE	AIDS & CUES
B. The National Response Framework	Slide 3-21
The National Response Framework (NRF) presents the guiding principles that enable all response partners to prepare for and provide a unified national response.	
• Mission Assignment	Slide 3-22
When a disaster is declared and Federal assistance is requested, FEMA will route a mission assignment to the National Interagency Coordination Center (NICC.) This mission assignment details the geographic area, specific job duties, budget allotted, and resources being requested.	
NICC will begin searching for the resources and upon locating them, generate a resource order.	
The resource order will look the same as for a wildland dispatch. The only difference will be the funding code time/supplies are charged against.	Slide 3-23
This code will be a FEMA code and will have a specific budget amount associated with it. As with any paperwork it is important to keep this for verification purposes.	

OUTLINE	AIDS & CUES
V. ASSIGNMENT DIVERSION/MISSION CREEP It is important to follow your mission assignment and avoid mission creep. • Mission creep is: – Common on all hazard assignments. – Can have unforeseen or hazardous effects on the overall mission. • Example of mission creep: – You are assigned to the local fire department at a hurricane event. All infrastructure has ceased, including sanitation services. – Your assigned personnel are requested to "help out" with trash disposal. • Safety related issues: – Trash could contain toxic or hazardous materials. – Has your initial assignment gone beyond the scope of its intent? Is it still safe? – Is your personnel trained or equipped to do this job? – Who exactly is requesting this and have they followed their chain of command? – Others?	Slide 3-24 Slide 3-25 Slide 3-26

OUTLINE	AIDS & CUES
VI. STRESS MANAGEMENT	Slide 3-27
Critical stress can have serious short-term and long-term effects. All responders to the incident may be exposed to stressful situations that will affect each individual in a different way. Be aware of what support is available and how to access it.	
A. Take Care of Yourself	Slide 3-28
Placing yourself into a disaster situation that includes property destruction, and suffering on a mass scale is outside the scope of normal stress.	
B. Taking care of the Team	Slide 3-29
• Evaluate yourself and your team.	
• Note any unusual behaviors (e.g., depression, irritability, not sleeping well, chronic fatigue, alcohol/drug abuse, etc.).	
• Notify your supervisor if things are seemingly out of the ordinary.	Slide 3-30
• Follow up accordingly.	

OUTLINE	AIDS & CUES
VII. ALL HAZARD SITUATIONAL AWARENESS	Slide 3-31
All hazard assignments can pose many threats, hazards, and dangerous situations. As a DIVS, it is your job to recognize these situations and be prepared to mitigate friction and take action when appropriate. Many of these situations can be dealt with well ahead of time by simply researching the area and incident upon dispatch.	
A. Cultural • Local customs • Language • Religious beliefs • Perceptions • Urban versus rural environment • Others?	
B. Hazards • Environmental • Infrastructure • Biological • Chemical • Radiological • Explosive • Human	Slide 3-32

OUTLINE	AIDS & CUES
C. Personal Safety and Security • Anti-government groups • Gang/criminal activity • Looting • What is the evacuation plan? • What are the contacts for base camp security? Law enforcement support? • Staging area security? • Site safety plan? • Incident emergency plan	Slide 3-33

OUTLINE	AIDS & CUES
D. Transportation Problems Transportation infrastructure is one of the first things to collapse during an all hazard incident. This also includes aircraft. Be prepared to deal with the consequences of this becoming a reality during your assignment.	Slide 3-34
Discuss how using maps can be difficult when the streets/signs/house addresses are flooded. What other options exist to locate people and property? (GPS?) **Discuss how finding accommodations for your assigned resources is extremely difficult when local people are displaced also, sleeping in tents in the heat of the day, "you are taking away resources from the people who desperately need them, consider this when ordering and supplying your resources."** **Discuss other all hazard situations the cadre has encountered on assignments.**	
Review Unit Objectives. **Questions?**	Slide 3-35 Slide 3-36 Slide 3-37

UNIT OVERVIEW

Course Division/Group Supervisor, S-339

Unit 4 – Tactical Decision Games

Time 5 Hours

Objective

Demonstrate ability to perform in the role of Division/Group supervisor through the use of tactical decision games.

Instructional Methods

- Informal lecture and discussion with PowerPoint
- Sand Table Exercises (STEXs)

Instructional Aids

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers/dry-erase markers
- ☐ Sand Tables and/or maps with laminate sheets

Exercises

2 TDGS scenarios

- Exercise #1 – Backing Fire, Bulldog Fire
- Exercise #2 – Direct versus Indirect, Crazy Horse Fire

Due to time constraints associated with STEX format, we have also included a file to print maps. The exercises can be completed either:

- Three dimensionally (with the STEX table) or
- Two dimensionally (utilizing the map)

The maps are labeled #1 and #2, they are located in Appendix F. The maps should be:

- Made in advance using an available plotter.
- Plotted in at least 24 x 36 inch format.
- Laminated for dry erase marker use.

Evaluation Method

- Student participation

Outline

I. Introduction

II. Tactical Decision Games

Aids and Cues Codes

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

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

UNIT PRESENTATION

Course: Division/Group Supervisor, S-339

Unit: 4 – Tactical Decision Games

OUTLINE	AIDS & CUES
Unit Title Slide.	Slide 4-1
Present Unit Objectives.	Slide 4-2
I. INTRODUCTION	
Fire management personnel face multiple decision points on every shift of every assignment.	
From deciding the best route to approach a fire to deciding if command of the fire should be transferred to a higher level of management organization, there are a myriad of decisions to be made.	
Making decisions is a critical portion of our jobs and Tactical Decision Games (TDGS) are a great way to practice making decisions and communicating those decisions to others.	Slide 4-3
II. TACTICAL DECISION GAMES	
The purpose of a TDGS is to build a breadth of experience in decision-making and communication.	Slide 4-4
In addition to developing individual decision-making skills, the practice will allow us to learn from each other and to gain an understanding of how each of us makes decisions.	

OUTLINE	AIDS & CUES
PRESENT THE TDGS: • **Establish the ground rules.** – **Role playing** – **Time constraints** • **Present scenario information to students.** • **Play the game.** – **Exercise tactical decisions-making skills in a tactical context.** – **Practice communicating decisions.** – **Provide vicarious experience to develop pattern recognition skills.** • **Conduct an AAR.**	Slide 4-5
The following TDGS have been extracted from the NWCG Leadership Committee Toolbox; they have been selected based upon DIVS objectives outlined in this course. Instructors may use their own examples to reflect their region.	

OUTLINE	AIDS & CUES
EXERCISE: #1: Backfire Timing, Bulldog Fire Purpose: Given the following scenario, the players should determine the feasibility of a backfire assignment and develop their subsequent plan of action. Players should verbally communicate their decisions to the appropriate individuals. Time: 1 hour Format: STEX or Map TDGS Materials Needed: Sand table/or Map and instructions for TDGS game. Instructions: 1. Present the TDGS Exercise #1. 2. Play the Game. 3. Conduct an AAR. **End of Exercise.**	IR 4-1 SR 4-1 Appendix F

OUTLINE	AIDS & CUES
EXERCISE: #2: Direct versus Indirect Strategy, Crazy Horse Fire	IR 4-2 SR 4-2
Purpose: Given the following scenario, the players should decide on direct or indirect attack strategy. Players should verbally communicate their decisions to the appropriate individuals.	
Time: 1 hour	
Format: STEX or Map TDGS	
Materials Needed: Sand table or Map and instructions for TDGS.	Appendix F
Instructions: 1. Present the TDGS Exercise #2. 2. Play the Game. 3. Conduct an AAR.	
End of Exercise.	
Review Unit Objective.	Slide 4-6
Questions?	Slide 4-7

EXERCISE #1: BACKFIRE TIMING
BULLDOG FIRE

Target Audience:
Division Group Supervisors

Training Objective:
Given the following scenario, the players should determine the feasibility of a backfire assignment and develop their subsequent plan of action. Players should verbally communicate their decisions to the appropriate individuals.

Resources Referenced:
- 1 Division Group Supervisor "Bravo" (Player Role)
- 1 Operation Section Chief Type 2
- 1 Safety Officer Type 2
- 2 Type 1 Handcrews (Fulton, Alpine)
- 2 Type 2 Contract Crews (Grayback, Skookum)
- 3 Type 6 Engines (BNF E461, E462, E463)
- 1 Type 4 Engine (BNF E401)
- 1 3,000 gallon Water Tender
- 1 "Bulldog" Air Attack

Facilitator Briefing To Student(s):
You are Division/Group Supervisor "Bravo" on the Bulldog Fire.

Weather:
The Henry Mountains, a normally dry mountain range, are in the fifth year of a severe drought. From June 1 through July 7, only .10" of rain fell in Hanksville and the surrounding areas. This is less than half the normal amount for this time period. This dry weather pattern continued over the fire area. The fire received no measurable rainfall during July 8-12 period. A strong ridge of high pressure dominated the weather pattern across the Great Basin and Four Corners. This high-pressure ridge was not only responsible for the very dry airmass, but also the culprit in producing all time record high temperatures during the fire. Climate records in Hanksville dating back to the early 1900's were tied or broken several times during the fire. The all-time record high temperature ever recorded at Hanksville was tied at 114 degrees.

The wind patterns were from a westerly direction on the10th and continued through the 12th. Red Flag conditions were observed on parts of the fire on the 12th. Eye-level winds of 20-30 mph occurred on Copper Ridge with gusts in excess of 30 mph during the morning hours of the 13th.

Relative humidity for the period of July 10-12 was very low. Afternoon minimums were observed in the 5-10% range with very poor nighttime recoveries of 15-25%.

Fuels:
Drought…a protracted severe drought has been persisting throughout all of Utah for nearly six years. Record high temperatures (114 degrees at Hanksville on July 11th) contributed to excessive dry fuels.

- 1000 Hour TLFM: 3-7% (context: kiln dried lumber is 15-19%)
- 1 Hour TLFM: as low as 1%
- 10 Hour TLFM: as low as 2%
- 100 Hour TLFM: as low as 3%

Of critical importance is the live fuel moisture content recorded around the area:

- Juniper: 60-80%

Comparable live fuel moisture in the oak brush, pinion trees and other fuels showed plants in near winter dormancy.

Topography:
The Henry Mountain range encompasses approximately 200,000 acres. The area included the full range of slopes and aspects ranging from 6,000 to 11,000 feet.

Fire Behavior:
In general terms, from July 8th through the evening of July 12th the fire behavior was pretty much in the "third dimension," with blow-ups, plume dominated fire/s, reverse slope/cross slope and major up-slope runs, short and long range spotting, extreme burning conditions at night, fuel driven down slope runs against diurnal winds during the day, active crown fire and very large fire whirls. The only extreme fire behavior condition not observed was a horizontal roll vortex.

Previous Shift: (July 12th Day Operational Period)
Initial Strategy - put all resources on Benson Road to prep and burn out. Upon arrival on scene it was discovered that fire has crossed the Benson Road at Stanton Pass. Fire has become well established in Cass Creek drainage and was moving up Mt. Hillers. There was no chance of catching the slopover; strategy was reevaluated. The new strategy was to locate and protect structures within fire perimeter. Division Bravo was assigned Cat Ranch and Star Springs subdivision. Crews begin prepping structures by reducing fuels adjacent to structures, and wrapping with structure protection wrap.

July 13th 1200 Day Operational Period:
Fire made significant runs during the night of the 12th from Mt. Hillers to Big Ridge and came within 2 miles of Cat Ranch and the structures in Star Springs.

Strategy – Finish structure preparation at Cat Ranch and Star Springs subdivision. Set up fold-a-tank with Mark III pump, hoselay and sprinklers around Cat Ranch; use 3,000 gallon water tender to fill tank. Division/Group Supervisor Bravo, OSC2, SOF2, and Alpine IHC Superintendent are scouting the two-track road leaving Cat Ranch to the southwest to initiate a backfire at 1300. After scouting, it is agreed that with favorable upslope winds and the main fire backing down Big Ridge that conditions are "perfect" to conduct a burn along the road between the fire edge and ranch to slow fire's progress. The area to be lit is approximately two miles from Cat Ranch and encompasses 4,000-6,000 acres. It was also found that the two-track was a 4WD road with limited access in moving vehicles in and out of the area.

After briefing Skookum Type 2 Handcrew, and all engines that morning you assign them to Star Springs subdivision to finish structure and burnout preparations. The resources are comfortable with the assignment, LCES is in place and you are comfortable without oversight for the time being at Star Springs because of the sparse fuel loading at Star Springs and the extreme elevation difference between Mt. Hillers and the subdivision.

Take 5 minutes to decide your course of action and prepare any communication contacts you think are necessary.

ADDITIONAL INFORMATION FOR FACILITATOR ONLY

Facilitator "Murphy's Law" Suggestions:
The "Murphy's Law" suggestions listed below can be added as "What ifs" at any time during the scenario to raise the stress level of the leader. You can also use one of your own:

It is important that the three "What ifs" are incorporated within five minutes once the facilitator starts with the first one.

- The lead lighters that are interior, get several hundred yards ahead of the lighters and holders on the road.

- The IHC Superintendent informs Division that the drip-torches being used to burn off the road run out and need to be re-fueled.

- Air attack has a mechanical problem and needs to go back to the airport in Hanksville.

- The wind changes from burning up-slope toward Mt. Hillers to down-slope. The fire crosses the road in two separate areas: one between the lead lighters and lighters on the road, and secondly, between the lighters on the road and the holders in the back.

These two can be incorporated simultaneously once the player has "closed the loop" with the first four "What ifs."

- One of the lead lighters cannot be accounted for.

- Air Attack arrives on scene and wants an update.

These can be incorporated simultaneously once they have mitigated the above "What ifs."

- With extreme fire behavior witnessed, both the Cat Ranch and Star Springs subdivision are being threatened.

- Crewmembers at Star Springs are concerned because the fire has made a significant run toward them. They also want oversight if a burn is to be conducted.

Facilitator's Notes:
The focus of this TDGS is on offensive versus defensive strategy selection. The facilitator needs to spend some time familiarizing themselves with the topography and the scale of the division. The area to be burned is 4,000-6,000 acres and this is a "perfect opportunity" to take an offensive strategy instead of staying defensive.

For this seminar it is important to keep the Division Supervisor limited on the amount of resources that he/she could use to perform the burnout. This was designed to have one crew (IHC) conducting the burn with oversight from the Division Supervisor and Operations Section Chief. The road used to initiate the burn is only wide enough for 4WD vehicles and limited personnel. Remember that this Division is miles long and it takes several hours to drive from Cat Ranch to Star Springs subdivision.

The Division/Group Supervisor has a large amount of firing equipment available to them: 15 drip torches (full), 30 gallon fuel (already mixed), 6 very pistols, 2'000 hotshot flares, 30 stubby rounds, and 25 2" hand toss grenades.

This simulation can evolve into many things. The purpose is to continue the development of your leaders by practicing intuitive instead of analytical decision-making. During the AAR items for discussion may also include:

- How well was the commander's intent communicated to the assigned resources?
- Did the Division/Group Supervisor delegate responsibility and use good decision-making skills?
- When a lead lighter was unaccounted for, how was it mitigated?
- How did the Division/Group Supervisor handle the situation at Star Springs when the crewmembers became concerned at the fire making a significant run toward them?

After Action Review:
Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

1. What was planned?

2. What actually happened?

3. Why did it happen?

4. What can we do next time?

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

EXERCISE #2: DIRECT VERSUS INDIRECT STRATEGY
CRAZY HORSE FIRE

Initial Facilitator Information—NOT TO BE SHARED WITH STUDENTS

Target Audience:
Task Force Leader, Division/Group Supervisor, Operations Section Chief

Training Objective:
Given the following scenario, the players should decide on direct or indirect attack strategy. Players should verbally communicate their decisions to the appropriate individuals.

Resources Referenced:
- 1 Operations Section Chief (Player Role)
- 3 Feller/Bunchers
- 4 Type 2 dozers
- 4 Skidders
- 2 Field Observers
- 3 Dozer Bosses
- 1 Hotshot Crew (available from another Division)
- 1 Task Force of Engines (mix of Type 4 & 6)
- 2 Type 2 helicopters
- District Ranger
- District Fisheries Biologist
- Logging company representative

SCENARIO INFORMATION TO BE SHARED WITH STUDENTS

Facilitator Briefing To Student(s):
You are (select from target audience group) on the Crazy Horse Fire, a long duration project size incident. This is your 3rd shift and you are beginning to feel comfortable with the area. The previous 2 shifts you were assigned no resources and your mission was to figure out how to complete a piece of line located on the north side of the fire. Other large fires in the area are higher priority fires and your resource orders are not being filled in a timely manner. On the 3rd shift, at the briefing you notice in the Incident Action Plan that your division has been filled with all kinds of mechanical contract equipment, Field Observer, Dozer Boss and these guys are eager to get to work. The fires edge is about 2 miles long and halfway up the slope from the bottom it goes in to the wilderness. The fire behavior is moderate, observed rates of spread with isolated small, sustained uphill runs with some spotting. The probability of ignition is forecasted to be in the high 80's. The canopy is closed with evidence of pre-heating. The understory is covered with lots of slash that makes walking difficult. The fuel model on the lower part of slope is dense lodgepole transitioning to sub-alpine fir towards the top of the edge. The weather is typical for the time of year (August); however, Montana is experiencing an abnormally dry year. Temps are forecasted to be in the mid 80's and RH's are in the lower 20's. The wind is out of the south with a forecast to switch to the west later in the week. You are at the bottom of the fire with your resources.

As soon as you arrive you make the following observations and are contacted by the folks listed.

- The terrain is too steep to work mechanically and wilderness rules do not allow for mechanical work in the wilderness.

- Adjacent to your line is Elk Creek (about 1/8 of mile to the north). The local fisheries biologist has made contact with you and suggested that you need to do whatever possible to keep the out of Bull Creek. This is the largest breeding ground for bull trout in the U.S.

- The District Ranger has also requested that you meet with him to discuss options for completing this line.

- The landownership is mixed between the F.S. and private logging companies. A representative from the local logging company also wants to be kept in the loop on your decision.

- A fire behavior experiment team has also decided to deploy some research equipment. The team consists of 4 people that are fireline qualified with some other ICS qualifications as well.

For Facilitator Only:

Execution for a seminar TDGS:
Allow 10-15 minutes for players to complete the objectives. Have them write their answers on a blank piece of paper and then open a discussion on each objective.

SUGGESTION:
You can help the students maximize their use of time by making them use the following timeline. Give this to them, one at a time, following with discussion.

- 5 minutes – Decide on your course of action.

- 5 minutes – Formulate your strategy and tactics, use map provided to show the placement of resources. Write down your assessments with your on scene observations and contacts with locals and district personnel.

- 5 minutes – Write down the risks involved with the operations. For each risk, follow up with a mitigation.

ADDITIONAL INFORMATION FOR FACILITATOR ONLY

Facilitator "Murphy's Law" Suggestions:
The "Murphy's Law" suggestions listed below can be added as "What ifs" at any time during the scenario to raise the stress level of the leader. You can also use one of your own:

- Weather change (light rain on the 5th day)
- Mechanical breakdown of equipment
- Pressure from the local Biologist or Ranger
- Persuasive Representative from the logging company to influence decision

Facilitator's Notes:
The focus of this TDGS is developing and implementing a strategy on a large incident. When utilizing the seminar format, students should have an opportunity to discuss each individual's strategy. The facilitator should address each separately and start a discussion on each. Recommended platform is a sand table, large print of the topo map, or individual maps. It is recommended to throw in a few "What ifs" to stimulate the discussion with or without a timeframe.

The facilitator needs to decide on the level of experience before engaging this TDGS. For less experienced people, the seminar format is suggested. The decision process as to what strategy to employ is the key. The focus needs to be on how the student executed communication and decision-making. The focus for the seminar format would be to get the student to communicate their plan clearly and make sure all role players are involved. The Murphy's laws suggestions were actual things that happened. The other benefit, referring back to the training objective, there will possibly be a few different outcomes.

After Action Review:
Conduct an AAR with focus on the training objective. Use the AAR format found in the Incident Response Pocket Guide to facilitate the AAR. There are four basic questions in the AAR.

1. What was planned?

2. What actually happened?

3. Why did it happen?

4. What can we do next time?

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

DIVISION/GROUP SUPERVISOR, S-339

UNIT 5 – INTERACTION
NOTES TO INSTRUCTOR

It is recommended that instructors thoroughly review this information and the exercise instructions before presenting this unit.

The instructional design of this unit is intended to be a student led exploratory exercise. The exercise requires the participation of a panel consisting of Command and General Staff members. It is recommended that the Course Coordinator/Lead Instructor acquire a panel well in advance of presenting the unit. If you are unable to fill all of the recommended panel positions, appoint members of the cadre to fill in.

The following positions are important to have on the panel:

- Incident Commander
- Planning Section Chief
- Logistics Section Chief
- Finance/Administration Section Chief
- Operations Section Chief
- Safety Officer
- Air Tactical Group Supervisor

The intent of the panel is to discuss intersectional relationships with the Division/Group Supervisor (DIVS) students. This should be an interactive discussion that identifies topics and coordination needed by the DIVS to accomplish the job.

The intent of the exercise is to encourage students to think about the interaction and information required in different situations. The ability to consider these requirements in advance can make the DIVS more efficient and effective in their incident management role.

UNIT OVERVIEW

Course Division/Group Supervisor, S-339

Unit 5 – Interaction

Time 3 Hours

Objective

Discuss the interactions with the Command and General Staff and other ICS functional areas that are required to perform the Division/Group Supervisor's job.

Strategy

The panel discussion is included in this course for extra information. It's a great way for students to interact with personnel in a relaxed environment and "fill in the gaps" by asking direct questions. The panel discussion can take place before or after the final test, there are no test questions based on the panel discussion.

Instructional Methods

- Informal lecture and discussion with PowerPoint
- Exercises and scenarios

Instructional Aids

- ☐ Computer with LCD projector, presentation software, and screen
- ☐ Flip chart and markers

Exercise

- The whole unit is an exploratory exercise.

Evaluation Methods

- Oral review session at end of the unit.
- Objectives will be tested in written Final Exam.

Outline

I. Introduction

II. Interactions With the Command and General Staff and Other ICS Functional Areas

Aids and Cues Codes

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

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

UNIT PRESENTATION

Course: Division/Group Supervisor, S-339

Unit: 5 – Interaction

OUTLINE	AIDS & CUES
Before beginning this unit, each panel member should have a copy of the handouts.	HO 5-1 HO 5-2 HO 5-3
Unit Title Slide.	Slide 5-1
Present Unit Objective.	Slide 5-2
I. INTRODUCTION	
An important task of the DIVS is interaction (communications and coordination) with: • Other positions within the operations section. • Other sections in the incident organization. • The command staff. Your ability to interact effectively will determine your success in this position.	Slide 5-3

OUTLINE	AIDS & CUES
II. INTERACTIONS WITH THE COMMAND AND GENERAL STAFF AND OTHER ICS FUNCTIONAL AREAS This unit is intended to be a student led exploratory exercise. The exercise requires that students develop an incident setting and scenarios. A panel consisting of Command and General Staff members will participate.	
Introduce the panel and explain their role. **The panel will:** • **Discuss intersectional relationships.** • **Identify topics and coordination needed by the DIVS to accomplish the job.** • **Serve as expert advisors to the scenarios created during the exercise.** • **Provide feedback concerning the flow of information and the content of what the students expect to receive from various positions.** **At this point, the PowerPoint projector can be turned off (it will not be needed for the remainder of the unit).** **Have each panel member give an overview of their section or position (HO 5-1).**	Slide 5-4 HO 5-1

OUTLINE	AIDS & CUES

A. Command and Staff

1. Incident Commander (IC)

   The DIVS may or may not have direct contact with the IC.

   - Broad direction
   - Policy interpretation

2. Safety officer (SOF) and assistants

   - Risk assessment and mitigation, such as trees and snags, hazardous materials, transportation, etc.
   - Lookouts, communications, escape routes, safety zones (LCES)/ Risk management process (RMP)
   - May exercise authority to stop and prevent unsafe acts.
   - Accident/incident investigations.
   - May act as second set of eyes and ears for you.

OUTLINE	AIDS & CUES

3. Other command staff

   Depending upon specific situations/ incidents, you may have occasion to deal with other command staff positions such as:

   - Information Officer (media interactions).
   - Human Resource Specialist (HRSP) (civil rights, EEO, sexual harassment, or other personnel issues).

B. Operations Section

1. Operations Section Chief (OSC)/ Operations Branch Director (OPBD)

   - Tactical direction, specific assignments, time lines, schedules, evaluation.
   - Calculation of control force requirements.
   - Allocation of resources.
   - Assistance with logistical problems.
   - Briefings and exchange of information for operational period planning.
   - Acts on information on hazardous situations and significant events.

OUTLINE	AIDS & CUES

- Appraisal of current situation
  - What needs to be done?
  - What remains to be done?
  - Accomplishments and progress.
  - Personnel and equipment requirements.
  - Tactical and logistical air needs.
  - Estimated time needed to complete operations.
  - Logistical support needs (food, water, sanitation, camps, transportation, etc.).

2. Other operations personnel (except air)
   Dependent upon resources assigned and other situations, you will manage and/or coordinate with other operations personnel.

   - Group(s) supervisor(s)

     You may have multiple groups assigned or working in/or adjacent to your division. You may coordinate and/or direct these resources.

OUTLINE	AIDS & CUES

- Staging area

  You could have a staging area on or adjacent to your division with resources staged and/or reporting to that area.

- Coordinate with adjacent DIVS to share resources if needed and to identify division boundaries.

- When conducting burnout or backfire operations it is CRITICAL to coordinate with adjacent divisions or groups.

- You will need to continually interact with strike teams, task forces, and other resources assigned to your division.

C. Air Operations

1. Tactical air operations

   Most of your interaction on the tactical side will be with the air tactical group supervisor (ATGS) and the helicopter coordinator or individual helicopter pilots.

   This interaction:

   - Happens while engaged in close tactical support with retardant and/or water dropping operations.

OUTLINE	AIDS & CUES
• Is generally in the form of radio transmissions giving tactical directions concerning: – Priorities in the division/group – Points of contact – Mission – Direction – Target identification – Drop/retardant effectiveness – Size up, fire behavior, locating spots outside the line, line location, and LCES – Communications relay – Reconnaissance (visual and infrared)	

OUTLINE	AIDS & CUES

2. Logistical air support

Generally, this is the transport of personnel, equipment, and supplies to and from the line.

This interaction is generally with the helibase manager or the air support group supervisor concerning:

- Personnel, equipment, and supply transport to helispots
- Supply and resupply to the line
  - Point of contact
  - Location
  - Radio frequency
  - Timing
- Reconnaissance
- Medical
  - Medevac: critical evacuation by air
  - Air evacuation: non-critical transportation by air

OUTLINE	AIDS & CUES

D. Planning

Most of the interactions will take place with the planning section chief's subordinate staff rather than the planning section chief.

1. Resource Unit Leader (RESL)

   - Maintains current incident resources status including transportation, and support vehicles and personnel.
   - Handles check in function.
   - Assembles task forces/strike teams.
   - Prepares the assignment list (ICS Form 204).
   - Makes resource status changes.

2. Situation Unit Leader (SITL)

   - Fire predictions and probabilities (behavior, perimeter, size, weather, etc.)
   - Map(s) and photo services
     - Fire perimeter
     - Infrared imagery interpretation
     - Traffic routes and drop point locations
     - Helispots

OUTLINE	AIDS & CUES

- Transportation system information
- Situation status
  - Fire behavior
  - Fire weather
  - Perimeter
  - Infrared imagery services
  - Fire observations
- Summary/status of accomplishments (line constructed, line held, line to be built)

3. Documentation Unit Leader (DOCL)
   - Copying and duplication services
   - Files (narratives, ICS Form 214, and forms)
4. Demobilization Unit Leader (DMOB)
   - Preparation of the demobilization plan
   - Check-out procedures

OUTLINE	AIDS & CUES

5. Technical Specialists

There could be a number of technical specialists that you could interact with or that could be assigned to your division.

- Fire behavior analyst
- Fire weather meteorologist
- Training specialist
- Rehabilitation specialist
- Other specialists as needed

E. Logistics

Your interaction and coordination with the logistics section is critical for accomplishment of the job.

Most of the interactions will take place with the logistics section chief's subordinate staff rather than the logistic section chief.

OUTLINE	AIDS & CUES

1. Supply Unit Leader (SPUL)

    - Establishes times, methods by, and locations where supplies are to be delivered and returned.
        - Tactical items
        - Logistical items (include rations)
        - Special considerations for remote camps (spike and coyote camps)
    - Arranges availability of and identifies need for specialized tools and equipment.
    - Identifies needs in advance if possible.
    - Issues, inventories, accounts for and returns equipment, and supplies.

2. Ground Support Unit Leader (GSUL)

    - Support and transportation vehicles
        - Crew transport
        - Overhead vehicles
        - Service rigs

OUTLINE	AIDS & CUES

- – Tactical vehicles and support (engines, dozers, tenders, etc.)
- – Vehicles/equipment inspection
- Fueling, maintenance, and repairs
- Transportation plan
  - – Signing
  - – Drop points
  - – Road systems
  - – Water sources
- Safety
  - – Road conditions
  - – Speeds
  - – Dust
- Alternate routes and drop points

3. Communications Unit Leader (COML)

- Obtain radios, cellular phones, batteries, antennas, etc.
- Assign and approve frequencies
  - – Tactical and logistical

OUTLINE	AIDS & CUES

- Resolve communications problems
- Maintain, repair, and replace radios
- Coordinate message center operations

4. Facilities Unit Leader (FACL)

- Base/camp establishment, maintenance, and organization
  - Site location and layout
  - Sanitation
  - Lighting
  - Sleeping areas
  - Showers
- Security
- Potable water

5. Food Unit Leader (FDUL)

- Meals
  - Caterer (contract administration)
  - Kitchen
  - Hot food containers

OUTLINE	AIDS & CUES

- – Sack lunches
- – Fruit
- – Juices and drinks
- – Supplemental

6. Medical Unit Leader (MEDL)

- Paramedics, EMTs, and other medical staff
- Preventative care
- First aid treatment
- Medications and medical supplies
- Evacuations
  - – Ambulance
  - – Air
- Comp-for-injury documentation

OUTLINE	AIDS & CUES

F. Finance/Administration

Most of the interactions will take place with the finance section chief's subordinate staff rather than the finance chief.

1. Time Unit Leader (TIME)

   - Personnel time recording
   - Commissary
   - Work/rest guidelines

2. Procurement Unit Leader (PROC)

   - Procurement and contract administration

Discuss the DIVS responsibilities concerning contracted resources.

   - Information on contracts and agreements
   - Equipment time recording
   - Payment documents (shift tickets/CTRs)
   - Local vendors

OUTLINE	AIDS & CUES
3. Compensation/Claims Unit Leader (COMP) • Comp-for-injury documentation processing. • Written authority for persons requiring medical treatment. • Claims investigation and documentation. • Potential areas where claims could arise.	
Review Unit Objective.	Slide 5-5