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| UNIT OVERVIEW |
| **Course** Expanded Dispatch Support Dispatcher, D-310 |
| **Unit** 1 – Common Responsibilities and Procedures |
| **Time** 1 hour |
| **Objectives**  1. Describe the main duties or tasks of the EDSD.  2. Describe the various functional relationships in the incident support organization.  3. Identify factors for effective communication.  4. Discuss the EDSD’s limits of authority within the expanded dispatch organization.  5. Identify factors for managing stress. |
| **Strategy**  Introduce students to the role that an EDSD has within an incident support organization. |
| **Instructional Method(s)**   * Instructor led with student discussion |
| **Instructional Aids**   * Personal computer with LCD projector and presentation software * EDSD position task books * National Interagency Mobilization Guide (NIMG) |
| **Exercise(s)**   * Team Building * Communication |
| **Evaluation Method(s)**   * Participation |
| **Outline**  I. Introduction  II. EDSD Main Duties or Tasks  III. Managing Stress |
| **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**: Expanded Dispatch Support Dispatcher, D-310

**Unit**: 1 – Common Responsibilities and Procedures

| OUTLINE | AIDS & CUES |
| --- | --- |
| Unit Title Slide.  Present Unit Objectives.  I. INTRODUCTION  Show slides 3 – 9 to introduce the course.  This course addresses the EDSD’s role in an expanded dispatch organization.  Expanded dispatch is a part of the incident support organization. This course does not get into the  day-to-day or initial attack dispatch job.  Slide 10 shows how expanded dispatch fits into the incident support organization.  II. EDSD MAIN DUTIES OR TASKS  You are on your way to your EDSD assignment.   * What will your main duties be? * What do you do first?   Refer students to the EDSD position task book.  The PTB lists the performance requirements or tasks for the EDSD position in a format that allows a student to be evaluated against written guidelines.  The EDSD’s main duties or tasks are:  A. Task 1: Obtain initial briefing from supervisor or agency dispatcher.  Information and key points you should receive when reporting for assignment:   * Situational awareness * Priority setting * Local office considerations   It is best to be self-sufficient – to pay for your housing and meals. If you need help, say so before you are dispatched.  If you need help while on assignment, talk to your supervisory dispatcher. Assignment conditions will vary.  B. Task 2: Gather information necessary to assess situation, determine priorities, and take appropriate action.   * Current situation * Expected duration * Status of orders * Resources committed * Ordering procedures * Priorities * Organizational structure * Operational period schedules * Housing and transportation availability * Authority limits * Not-to-exceed order times * How to display resource tracking information * Internal/external key contacts * Procedures for media and/or private contractor calls * Desk log procedures * Application Login and User ID   C. Task 3: Conduct self in a professional manner.  D. Task 4: Establish and maintain positive interpersonal and interagency working relationships.  1. Teamwork  To establish and maintain positive working relationships, teamwork is essential.  2. Elements of teamwork   * Know yourself and seek improvement. * Be technically and tactically proficient. * Comply with orders and initiate appropriate actions in the absence of orders. * Take responsibility for your actions. * Make sound and timely decisions and recommendations. * Set the example for others. * Be familiar with your leader and their job, and anticipate their requirements. Keep your leaders informed. * Understand the task and ethically accomplish it.   **EXERCISE: Team-Building**  Purpose: Conduct an exercise that incorporates elements of team building.  Time: 10 minutes  Format: Pairs, followed by group discussion  Materials Needed: none  Instructions:  1. Conduct a team-building exercise of your choice. For example, students can pair up and ask each other questions such as their name, agency, position, dispatch experience, etc.  2. Students can then introduce each other to the class.  **End of Exercise**.  3. Key players of teamwork  a. Internal relationships – expanded dispatch   * Dispatch recorders * EDSDs on other desks * Supervisory dispatcher   b. External relationships – other incident support functions   * Buying team/ procurement * Transportation * Initial attack dispatcher * Staging area or mobilization center manager * Ramp manager * Intelligence * Aircraft desk * Communications coordinator   c. Incident   * Supply unit leader * Ordering manager * Radio operator/incident communications center manager * Demobilization unit leader * Information officer * Incident resources   d. Next level of dispatch  Generally, you will talk to your counterpart at the next level of dispatch organization (for example, overhead EDSD to overhead EDSD).  e. Other contacts   * Interagency Resource Representatives (IARR) * Interagency Contract Representatives (IACR)   IARRs and IACRs will be discussed later.   * Agency Administrator * Media (refer to the supervisory dispatcher or information officer) * Public and vendors   E. Task 5: Apply the ICS.   * Follow chain of command. * Maintain appropriate span of control. * Use appropriate ICS forms. * Use appropriate ICS terminology.   F. Task 6: Conduct or participate in briefings with relief dispatchers, Dispatch Recorders, and Supervisory Dispatchers.   * Pertinent information regarding operational period activities. * Priorities. * Procedural issues or changes regarding mobilization/demobilization.   1. Briefings   * The EDSD will brief the supervisory dispatcher and the oncoming shift dispatcher of significant activity. * Throughout each shift, maintain the shift brief to reflect all significant activity and items requiring follow-up. * Shift briefings should be between 15 and 30 minutes. * Your schedule will provide time to brief the oncoming shift. This will include as a minimum: * Any movement of national resources.   Ask students for examples of national resources and where to find the information (NIMG, Chapter 10).   * Significant incident activity. * Any deviation from established standard operating procedures. * Any schedule changes. * Any messages relating to injury notification or emergency messages. * Any significant resource shortages – critical resources or the opposite – excess resources. These change on a daily basis. * Aircraft-related issues (mobilization and demobilization of resources, helicopter module releases, etc.). * Brief summary of shift activities. * Any follow-up or interaction with other functional areas.   2. Resource order review  Each resource order should be briefly described and attention given to changes, problems, and anything requiring follow-up.  3. Documentation  Briefings are critical to each functional area. Clear and concise documentation and complete briefings are imperative to the success of the expanded dispatch organization.  G. Task 7: Participate in After Action Reviews (AAR).  H. Task 8: Review ICS 260, Resource Order for completeness and accuracy.  Documentation is pertinent information relating to the processing of the order and its requests.  1. Resource orders  Resource orders are legal documents that necessitate full and accurate reporting of order and request related actions.   * They are subject to Freedom of Information Act (FOIA) and court requests. * They may also help with payment and contractual issues.   Ask students for examples of appropriate documentation (to/from, request number, actions taken, people notified, reason changes were made, etc.).  Order and request documentation placed in ROSS documentation, or in Block 13 of the resource order, can be continued on additional documentation sheets.  2. Additional documentation  Every office may have different forms to use for documentation:   * Shift brief (refer to the dispatch job aid checklist) * Shift log * General message form * Radio log   Stress the importance of legible and complete documentation.  Follow up to confirm information as appropriate.    I. Task 9: Use national, area, and local forms supplementing the ICS 260, Resource Order.   * Recognize when use of supplemental forms is required. * Verify accuracy and completeness. * Process using appropriate ordering channels.   3. Supplemental forms  Certain requests also require supplemental forms for processing.  These can include detail requests, infrared service requests, and food service request forms.  EDSDs need to know how to request a charter to move overhead, crews, and cargo point to point.  J. Task 10: Communicate effectively at various levels.   * Consult with and provide feedback to work supervisor.   1. Electronic transfer of travel information.  Refer students to the “Communication Articles” and briefly review (SW pages 1.15 – 1.19; IG pages 1.21 – 1.25).  All travel information is relayed electronically through the dispatch channels.  2. Use established local status tracking systems (T-cards, database, magnet board, etc.).  K. Task 11: Prioritize work and make decisions concerning functional area.   * Ensure subordinates understand assignment for operational period. * Continually evaluate performance of assigned personnel. * Provide guidance and/or assistance to Dispatch Recorders. * Provide training as necessary.   1. Each assignment – and your authority – will be different.  Use your skills and knowledge of the position to make and execute decisions as your authority allows.  2. You are expected to be proficient in the functional area to which you are assigned.  3. You may or may not be guiding and assisting dispatch recorders.  4. Refer any odd or unusual orders to your supervisory dispatcher.  5. Refer all media calls, contracting issues, public inquiries, and people who are not your normal contacts to your supervisory dispatcher.  L. Task 12: Identify staffing and equipment needs to work supervisor.  M. Task 13: Use existing sources and contract agreements to obtain resources.  N. Task 14: Use pertinent reference guides to validate resource capabilities, limitations, or regulations governing use.  O. Task 15: Use appropriate reference materials.   * Mobilization guides * Contracts * Expanded Dispatch Plan or Dispatch Operations Guide * NFES catalog * Appropriate user guides   It is important to be knowledgeable of national and local geographic area mobilization guides.  The following materials will be referenced throughout the course:   1. EDSD Glossary   The glossary is located directly after Unit 12 in the Student Workbook and Instructor Guide.  2. Expanded Dispatch Job Aid  3. NWCG National Fire Equipment Systems Catalog: Fire Supplies and Equipment  4. Catering and Shower Contracts  5. Fireline Handbook (FHB)  6. Interagency Incident Business Management Handbook (IIBMH)  7. Other materials on the reference table  Remember, you just need to be knowledgeable of these reference materials. Know where to look up the answers. Ask other people, supervisory dispatchers, etc., for information.  P. Task 16: Obtain information necessary to process a non-commercial logistical flight for personnel or cargo.  Q. Task 17: Reassign resources from one or more functional dispatch areas to support an incident.   * Consider safe and cost-effective results for actions. * Summarize resource information to provide intelligence support. * Use established methods and ordering channels. * Communicate with internal/external entities.   2. Reassignment  Ask students to define reassignment. Discuss their response.  This is considered a mobilization of a resource.  For example: If a crew has been out for only three days and is put on the demobilization list and is reassignable, check open request for crews. You may reassign the crew to another incident.  If the new incident is within your jurisdiction, you may not need to notify the GACC because the resource is assigned to you.  If you release the crew to the GACC, the GACC may reassign the crew to another incident within the Geographic Area.   * Provide a copy of the new resource order to the crew.   Consult your supervisor on all reassignments.  R. Task 18: Mobilize resources from one or more of the functional dispatch areas to support an incident.   * Consider safe and cost-effective results for actions. * Summarize resource information to provide intelligence support. * Use established methods and ordering channels. * Communicate with internal/external entities.   1. Ordering channels  Information flow follows the established ordering channels.  Refer students to the diagram in the NIMG, Chapter 20.  Summarize resource information to provide intelligence support.  a. Local fill – the local dispatch center or expanded dispatch checks with:   * ROSS * Local cooperators * Other dispatch centers accessible through agreements. * Other incidents for reassignable resources before placing the order with GACC.   b. Fill within the geographic area – the GACC checks all other dispatch centers with available resources to fill the order before placing the order with NICC.  c. Fill outside the geographic area – NICC checks with all of the other GACC’s with available resources to fill the order.  d. Demobilization information follows the ordering channels in reverse. The key is to release a resource from where it was ordered.  Ask students to identify the quickest ordering channel and the lengthiest – have them give reasons why.  Mobilization and demobilization of each type of resource will be covered later in the course.  S. Task 19: Effectively utilize resource tracking and status systems.   * Compile and maintain current status of resources using established local systems.   T. Task 20: Demobilize resources from one or more of the functional dispatch areas to support an incident.   * Consider safe and cost-effective results for actions. * Identify resources being released that are reassignable. * Ensure Resource Order/Request closure. * Use established methods and ordering channels. * Ensure demobilization procedures are followed. * Communicate with internal/external entities.   **EXERCISE: Communication**  Time: 10 minutes  Format: Small groups  Instructions: Instruct students to answer the questions. Discuss their responses (possible answers are listed).  1. How does this position communicate?   * **Formal briefings** * **Written** * **Radio** * **Conduct briefings** * **Communicate pertinent information** * **Communicate priorities** * **Communicate procedural issues or changes regarding mobilization/demobilization**   2. With whom do they communicate and why?   * **Vendors** * **Co-workers** * **IA incident** * **Supervisor**   Why?  **Teamwork, efficiency, safety, etc.**  3. Under what situations/conditions do they need to communicate?   * **Stressful environment** * **Noisy** * **Fatigue** * **Language barriers**   4. What communication responsibilities relate to this position?   * **Briefing** * **Debriefing** * **Hazard notification** * **Ask if you don’t know** * **Acknowledge and understand messages**   5. How would this position communicate effectively?   * **Be direct** * **Be clear** * **Be straight-forward**   6. What communication barriers does this position encounter?   * **Assumptions** * **Mind reading** * **Intimidation**   **End of Exercise.**  III. MANAGING STRESS  Another factor in successful performance as an EDSD is the ability to work productively in an environment where stress is common and abundant.  Recognizing stressful situations and knowing how you, as an individual respond to stress is the key to managing this demanding environment.  A. Three Categories of Stress  1. Internal stress (yourself)  Something you bring with you and may have the ability to mitigate yourself:   * Exhaustion * Co-worker interaction * Personal situation   2. External stress (environment)  Generated by events outside of your personal control:   * Being crowded * Supervisor * Location * Noise * Shift work   3. Organizational stress (dispatch system)  Conflicts which are inherent to the dispatch system:   * Multiple tasks that need to be done at the same time. * Established dispatch ordering procedures. * Chain of command * Authorities and regulations   B. Examples of Stressors   * Ordering an IMT * Handling multiple incidents * Medical situations * Lack of available resources * Long work hours * Abrupt changes in workload * Demobilization   C. Responding Effectively to Stressful Situations Techniques that are effective in adapting/adjusting to stress:   * Focusing on the job * Recognizing escalating situations * Notifying your supervisor * Prioritizing/delegating tasks * Rotating jobs * Taking breaks * Requesting/ordering additional help * Being organized * Accepting personal limits * Adequate rest * Physical exercise * Eating a well-balance diet * Humor   Remember: You can’t always control the situation, but you can control how you react. Stress cannot be eliminated, but it can be managed.  Review Unit Objectives. | Slide 1-1  Slide 1-2  Slide 1-3 to  Slide 1-9  Slide 1-10  Slide 1-11  Slide 1-12  Slide 1-13  Slide 1-14  Slide 1-15  Slide 1-16  Slide 1-17  Slide 1-18  Slide 1-19  Slide 1-20  Slide 1-21  IR 1-1  Slide 1-22  Slide 1-23  Slide 1-24  Slide 1-25  Slide 1-26  Slide 1-27  Slide 1-28  Slide 1-29  Slide 1-30  Slide 1-31  Slide 1-32  Slide 1-33  Slide 1-34  Slide 1-35  Slide 1-36  Slide 1-37  Slide 1-38  Slide 1-39 |

**Communication Article 1:**

**12 Barriers to Real Listening**

**Daydreaming** – You are half listening until something is said that triggers your mind into a private daydream. You pretend to listen, but are really tuning the other person out.

**Comparing** – You are constantly trying to assess who is smarter or more competent, you or the other person. You don’t hear much of what’s said because you’re too busy seeing if you measure up.

**Rehearsing** – You focus all of your attention on preparing what you are going to say when the person stops talking. You will look interested in the conversation but you’re actually rehearsing your response. Some people prepare a chain of responses in their minds: “I’ll say…, then he’ll say…, then I’ll say…, and so on.

**Being Right** – Listening to the other side of the issue is impossible if you have already made up your mind that you are right.

**Identifying** – You take everything people tell you and refer it back to your own experience. They want to tell you about a toothache, but that reminds you of your own oral surgery. You launch into your story before they can finish theirs.

**Mind Reading** – You don’t pay much attention to what people say – in fact you don’t believe anything you hear. You are constantly trying to figure out what the person is really saying based on voice inflection and subtle cues.

**Filtering** – Your mind acts as a filter to tune in or tune out certain things. For example, you pay attention to find out if the person speaking is angry or upset, or if you are in any emotional danger. People also filter to avoid critical, negative, or unpleasant things.

**Placating** – You want to be nice, pleasant, and supportive. You want people to like you so you agree with everything. You may half-listen just enough to get the drift, but you are not really involved. Your side of the conversation sounds like this: “Right…..right…..absolutely…..I know.…of course…..yes…..really?

**Advising** – You don’t hear more than a few sentences when you have solved the problem with some advice. Often you are so concerned with the solution, you may miss what is most important.

**Sparring** – Sparring takes on two forms. The first form of sparring is when you argue and debate with people and focus on finding things to disagree with. The second form of sparring is when you use sarcastic remarks to disclaim someone else’s point of view.

**Derailing** – You change the subject of the conversation if you get uncomfortable or bored. Sometimes people derail conversations by joking (also known as disconfirming messages). This means you constantly joke about everything being said to avoid the discomfort of listening.

**Judging** – If you have prejudged a person as irrational, stupid, or rude you will have a difficult time truly listening to them without your judgment tainting the conversation. Basically, judgment should only be made after you really listen and evaluate the message.

**Communication Article 2:**

**Five Rules for Effective Expression**

**Messages should be:**

Direct – DO NOT assume people know what you are thinking.

Immediate – DO NOT wait to tell someone important information or keep feelings bottled up inside. This could spell disaster.

Clear – AVOID vague sentences that confuse people. Say what you mean.

Straight – CHECK yourself by asking: “Why am I saying this to this person?” or “Do I want them to hear this or something else?”

DO include “I” messages. Use few or no “you” messages. For example, “I am angry” rather than “You make me so angry.”

**Ultimately, how we perceive a situation or person can cause or not cause stress!**

**Communication Article 3:**

**Vocal Characteristics You Can Control**

**Volume:**

Louder is more credible, but you can use a softer volume to calm another speaker down.

**Tempo (rate):**

Faster is more credible, but similar to volume, by slowing down your speaking rate, you can add emphasis to a point and calm down an irate customer. Control of temper is more desirable.

**Pitch (level and variety):**

Lack of pitch control indicates distressed emotions. We tend to have an innate range, but we can learn to adjust the average. A high pitch is not desired.

**Rhythm:**

Emotional distress or anxiety causes us to be jerky in our rhythm. Smoothness is more desirable.

**Voice qualities:**

This includes characteristics such as breathlessness, tension, articulation, nasality, throatiness, and resonance.

**Fluency:**

The presence or absence of stutters, repetitions, incoherent sounds, false starts, filled pauses, etc., can all contribute to or detract from the impression of competence.

**Duration:**

This refers to the length of utterances, sounds, pauses, and silences. The general rule is that more talk time is seen as more dominant than less talk time.

**Dialect:**

The more credible dialect is called the General American Dialect, which is typical of midwesterners and devoid of accent.

**Communication Article 4:**

**Flak Catching**

**Four basic steps:**

1. Diffuse anger, hostility, or irrationality.

2. Understand the complaint or request.

3. Negotiate a resolution.

4. Secure commitment to a course of action.

**Involves three primary skills:**

1. **Listening** to diffuse the anger and understand the complaint or problem.

2. **Reasoning** to analyze the problem and negotiate a reasonable settlement.

3. **Selling** to secure cooperation in a settlement.

**Guidelines for responding to complainers:**

“Let’s solve this problem”

* + Ask questions; ask for information about the problem.
  + Indicate what your understanding of the problem is.
  + Provide information to the complainer.
  + Provide possible solutions and alternatives.
  + Indicate flexibility (willingness to change your mind).

“No”

* + Do not put down or blame the customer/complainer.
  + Repeat the decision you have made.
  + Do not make excuses.
  + Imagine yourself helpful, but determined
  + Do not image yourself as ignorant or mean.

“Yes”

* + Indicate acceptance.
  + Indicate supportiveness.
  + Indicate *what* action will be taken *when.*