



D-310 Unit 1: Common Responsibilities and Procedures

Summary:

This unit focuses on the role that an Expanded Dispatch Support Dispatcher (EDSD) has within an incident support organization.

Objectives:

- Describe the main responsibilities of the EDSD.
- Describe the various functional relationships in the incident support organization.
- Identify factors for effective communication.
- Discuss the EDSD's limits of authority within the expanded dispatch organization.
- Identify factors for managing stress.

Unit at a Glance:

Topics	Method	Duration
EDSD Main Responsibilities	Discussion	60 Minutes
Managing Stress	Discussion	15 Minutes
Total Unit Duration		75 Minutes

Preparation:

This course requires advance preparation. The course coordinator and instructor cadre must thoroughly review the following information and prepare all materials prior to presenting the course.

Course Materials:

- Personal computer with projector and presentation software
- *NWCG Position Task Book for Expanded Dispatch Support Dispatcher (EDSD)*, PMS 311-58
- *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58
- *National Interagency Standards for Resource Mobilization*

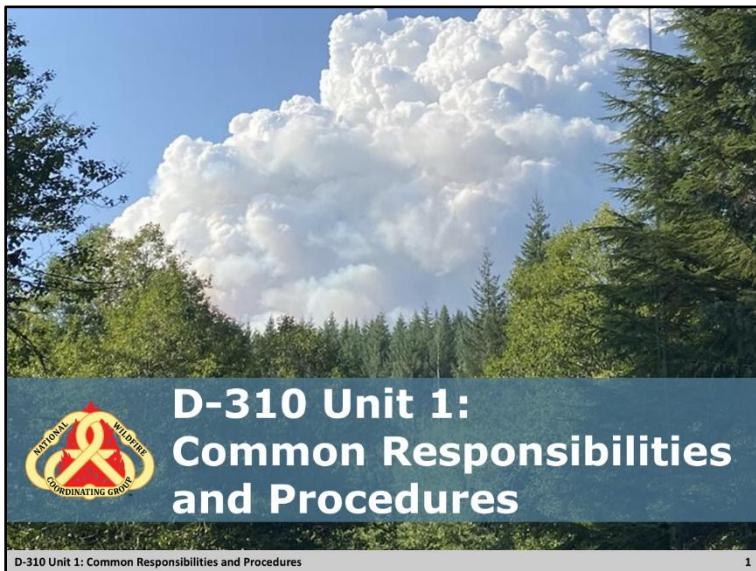
Classroom:

- 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.

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- 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 a projector and screen is available to show electronic presentations.
- If you will be printing in the classroom, a laptop and driver for the printer will be needed.

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Unit Overview

Summary: This unit focuses on the role that an EDSD has within an incident support organization.

Methodology: The unit begins with a review and group discussion on EDSD responsibilities. Students then participate in an activity on team building and a question-and-answer activity reviewing EDSD responsibilities. It ends with a summary of the unit's main points and the instructor answering any student questions.

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Objectives

Students will be able to:

- Describe the main responsibilities of the Expanded Dispatch Support Dispatcher (EDSD).
- Describe the various functional relationships in the incident support organization.
- Identify factors for effective communication.
- Discuss the EDSD's limits of authority within the expanded dispatch organization.
- Identify factors for managing stress.

Review Unit Objectives

DO: Review the unit objectives.

By the end of this unit, students will be able to:

- Describe the main responsibilities of the EDSD.
- Describe the various functional relationships in the incident support organization.
- Identify factors for effective communication.
- Discuss the EDSD's limits of authority within the expanded dispatch organization.
- Identify factors for managing stress.

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Incident Position Standards Alignment

Expanded Dispatch Support Dispatcher



This unit aligns with the EDSD Incident Position Standards located at

<https://www.nwcg.gov/positions/expanded-dispatch-support-dispatcher/standards-and-references>.

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Review Incident Position Standards Alignment

DO: Explain that all responsibilities are addressed in this unit.

DO: Proceed to the next slide to introduce the activity.

Activity: Incident Position Standards

- Work individually to answer the questions on the next slide.
- Use the *NWCG Incident Positions Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58 to find your answers.
- You have 10 minutes to complete the activity.

Activity

Activity: Incident Position Standards

Purpose: Review the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

Time: 10 minutes.

Format: Individual.

Materials: *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

Instructions:

- Tell students they will have 10 minutes to answer questions using the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.
- Move to the next slide to present the questions.

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Activity Questions

- Prior to an assignment, you should ensure access to which programs?
- Who should you be in communication with on assignment?
- Where can you find an initial briefing checklist for EDSDs?
- What resource can be used to help you incident pay guidelines?
- What resources are available to help increase situational awareness about your assignment?

Activity

DO: Give students 10 minutes to answer the questions and review the following answers:

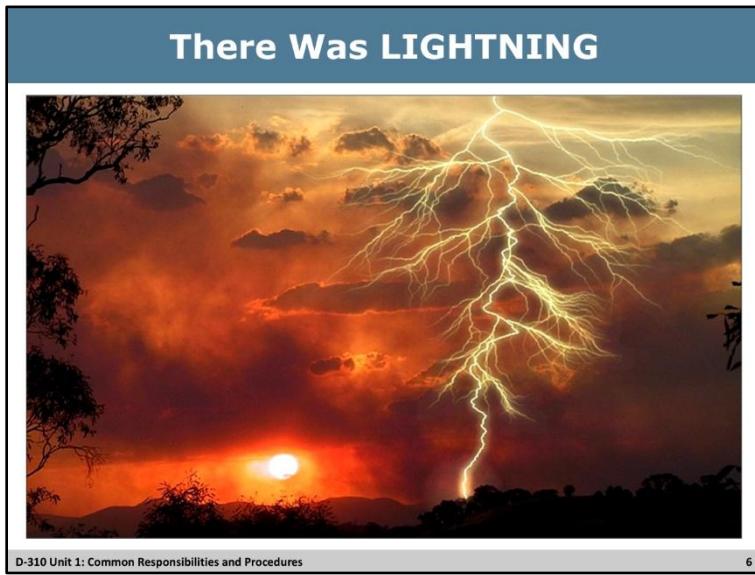
- Prior to an assignment, you should ensure access to which programs?
 - Ensure individual readiness: Home dispatch, FireNet, Interagency Resource Ordering Capability (IROC), WildCAD-E, and email(s).
- Who should you be in communication with on assignment?
 - Establish and maintain communication with frequent contacts:
 - Other dispatch centers, including the Geographic Area Coordination Center (GACC) and National Interagency Coordination Center (NICC)
 - Functional Area (Overhead, Crews, Equipment, and Supplies)
 - Members of the public (reporting wildfires)
 - Contractors (Virtual Incident Procurement [VIPR] equipment, crews, etc.)
 - Incident Management Team (IMT) members (when an IMT is assigned to your zone)
 - Buying Team (BUYT) Members (when a BUYT is assigned)
 - Interagency Resource Representative (IARR) liaison
- Where can you find an initial briefing checklist for EDSDs?
 - The Expanded Dispatch Job Aide J-601
- What resource can be used to help you find incident pay guidelines?
 - *NWCG Standards for Interagency Incident Business Management*, PMS 902.
- What resources are available to help increase situational awareness about your assignment?
 - Obtain briefing from supervisor and/or previous shift/assignment, as necessary:
 - Incident Action Plan (IAP)

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- Incident Management Situation Report (IMSR)
- Logistical information
- Specific duties/assignment
- Meeting times and requirements
- List of ordered resources
- Location of service and supply plan

DO: Encourage students to refer to the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58 throughout the course.

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Review

Introduction

DO: Show slides 4–10 to introduce the course.

Which Ignited FIRE



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Review

DO: Review the information on the slide.

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Review

DO: Review the information on the slide.

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Review

DO: Review the information on the slide.

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Review

DO: Review the information on the slide.

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Review

DO: Review the information on the slide.

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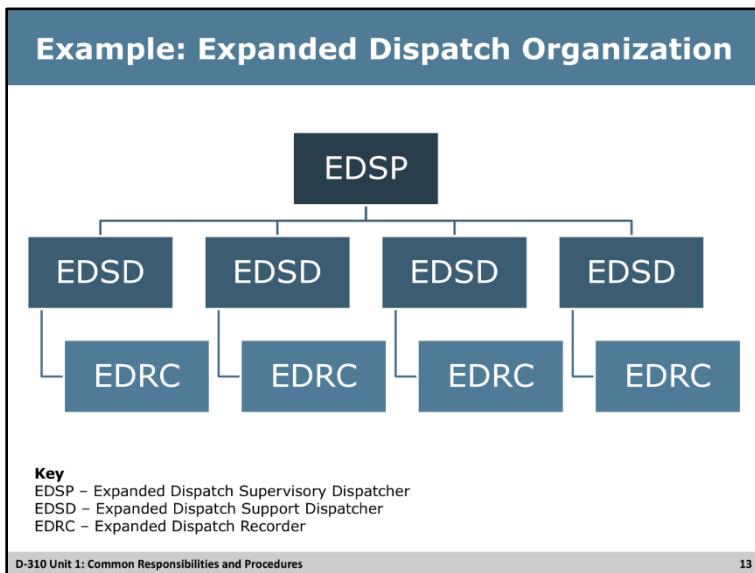


Review

DO: Review the following information.

- 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 (IA) dispatch job.

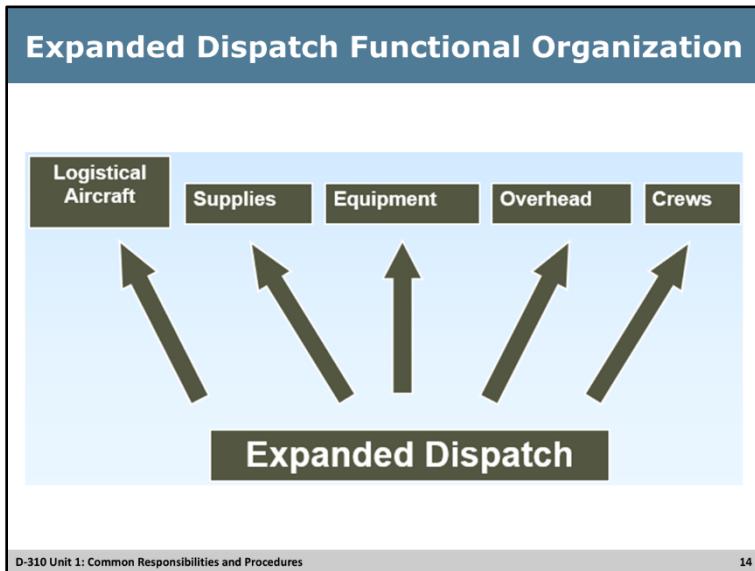
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Review

DO: Show the example on the slide of an expanded dispatch organization with Expanded Dispatch Supervisory Dispatcher (EDSP), EDSD, and Expanded Dispatch Recorder (EDRC) positions.

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Review

DO: Review the expanded dispatch functional organizational structure.

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EDSD Main Responsibilities



- You are on your way to your EDSD assignment.
 - What are your main responsibilities?
 - What should you do first?

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Group Discussion

EDSD Main Responsibilities

ASK: You are on your way to your EDSD assignment. What will your main responsibilities be?

Answer: Answers may vary.

ASK: What do you do first?

Answer: Answers may vary.

DO: Refer students to the EDSD Incident Position Standards and Position Task Book (PTB) and the Expanded Dispatch Job Aid J-601.

- The *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58 and *NWCG Position Task Book for Expanded Dispatch Support Dispatcher (EDSD)*, PMS 311-58 list the EDSD position responsibilities in a format that allows a student to be evaluated against written guidelines.

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EDSD Main Responsibilities

Prepare and Mobilize

- Ensure individual readiness.
- Gather critical information pertinent to the assignment.
- Travel to and check in at assignment.

Review

DO: Introduce the Prepare and Mobilize category and review each responsibility in the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

- It is best to be self-sufficient – to pay for your housing and meals. If you need help, say so before you are dispatched.

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EDSD Main Responsibilities



Build the team

- Obtain briefing from supervisor and/or previous shift/assignment.

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Group Discussion

DO: Introduce the Build the Team category and review the responsibility in the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

- Obtain briefing from supervisor and/or previous shift/assignment, as necessary.
 - Information and key points you should receive when reporting for assignment:
 - Situational awareness
 - Priority setting
 - Local office considerations
 - 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

DO: Explain the relationship between expanded dispatch, local dispatch, host unit, agency administrator, etc.

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DO: Discuss authority limits you have experienced.

- 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 access

DO: Review the following information.

- Establish and maintain positive interpersonal and interagency working relationships.
 - Teamwork
 - To establish and maintain positive working relationships, teamwork is essential.
 - 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 an 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.

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Activity: Team Building



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Activity

Activity: Team Building

Purpose: Conduct an exercise that incorporates elements of team building.

Time: 10 minutes.

Format: Pairs, followed by group discussion.

Materials: None.

Instructions:

- 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.
- Students can then introduce each other to the class.

Review

DO: Review the following information.

- Key players of teamwork
 - Internal relationships – expanded dispatch
 - EDRCs
 - EDSDs on other desks
 - EDSP
 - External relationships – other incident support functions
 - BUYT/procurement
 - Transportation

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- Initial Attack Dispatcher (IADP)
- Staging Area Manager (STAM) or mobilization center manager
- Ramp Manager (RAMP)
- Intelligence
- Aircraft desk
- Communications coordinator
- Incident
 - Supply Unit Leader (SPUL)
 - Ordering Manager (ORDM)
 - Radio Operator (RADO)/Incident Communications Center Manager (INCM)
 - Demobilization Unit Leader (DMOB)
 - Information officer
 - Incident resources
- Dispatch organization
 - Generally, you will talk to your counterpart in your dispatch organization (e.g., overhead EDSD to equipment EDSD).
- Other contacts
 - IARR
 - Agency Administrator
 - Media (refer to the supervisory dispatcher or information officer)
 - Public and vendors

Instructor note: IARRs will be discussed later.

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EDSD Main Responsibilities

Supervise and Direct Work Assignments

- Mentor subordinates and/or trainees.



Group Discussion

DO: Introduce the Supervise and Direct Work Assignments category and review the responsibility in the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

- Ensure subordinates understand their assignment for the operational period. Continually evaluate the performance of assigned personnel.
- Provide guidance and/or assistance to EDRCs.
- Provide training, as necessary.
- Use your skills and knowledge of the position to make and execute decisions as your authority allows.

You may or may not be guiding and assisting EDRCs. Each assignment – and your authority – will be different.

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EDSD Main Responsibilities

Perform EDSD-Specific Duties

- Obtain situational awareness.
- Review and manage existing requests.
- Receive and manage new requests.
- Communicate and manage resources in preparation for reassignment or demobilization.
- Perform effectively in each of the four functional areas.

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Group Discussion

DO: Introduce the Perform EDSD-Specific Duties category and review each responsibility in the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

DO: Highlight the following information.

- If you need help while on assignment, talk to your supervisory dispatcher. Assignment conditions will vary.
- Follow the chain of command.
- Maintain an appropriate span of control.
- Effectively utilize resource-ordering applications.

DO: Review functional area expectations.

- You are expected to be proficient in the functional area to which you are assigned.
 - You may or may not be guiding and assisting EDRCs.
 - Refer any odd or unusual orders to your supervisory dispatcher.
 - Refer all media calls, contracting issues, public inquiries, and people who are not your normal contacts to your supervisory dispatcher.
 - Reassign resources 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.
 - Reassignment.

ASK: Ask students to define reassignment. Discuss their responses.

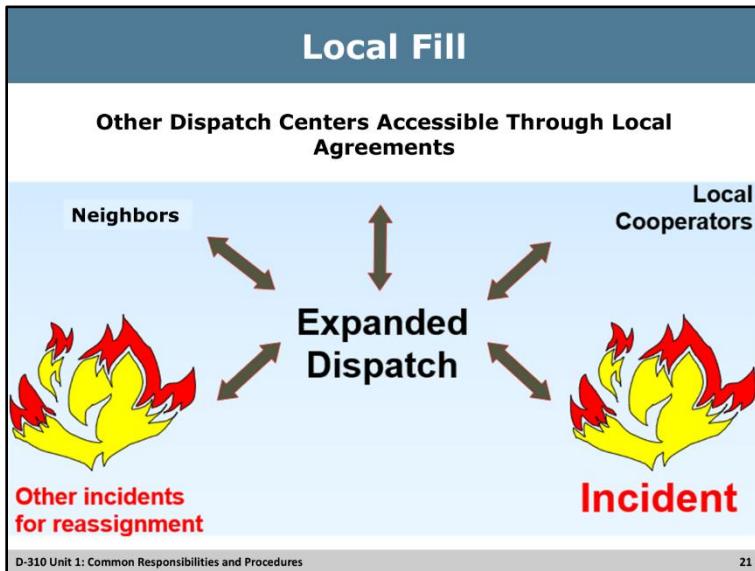
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- Reassignment.
 - This is considered a mobilization of a resource.
 - For example: If a crew has been out for only three days and is put on the demobilization list and is reassignable, check for an open request for crews. You may reassign the crew 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.
- 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.
 - Information flow follows the established ordering channels.

DO: Refer students to the diagram in the *National Interagency Standards for Resource Mobilization*.

- Resource order review
 - Each resource order should be briefly described and attention given to changes, problems, and anything requiring follow-up.

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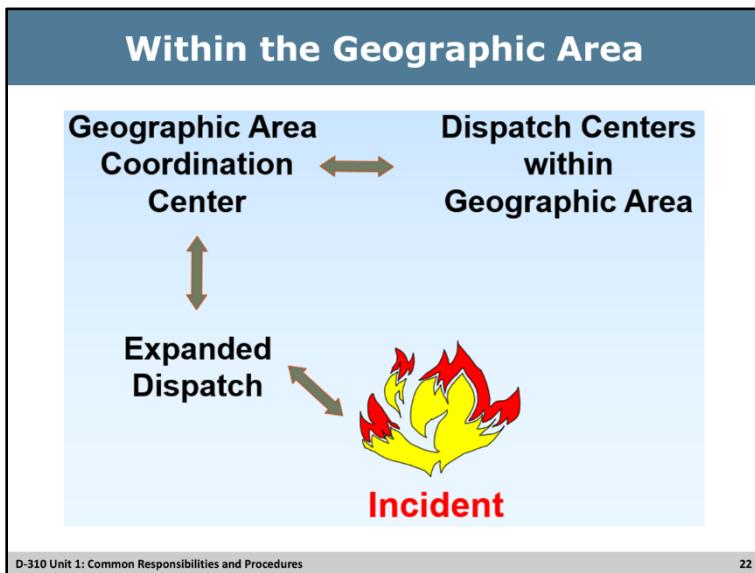


Review

DO: Review the following information.

- Local fill – the local dispatch center or expanded dispatch checks with:
 - IROC.
 - Local cooperators.
 - Other dispatch centers accessible through agreements.
 - Other incidents for reassignable resources before placing the order with GACC.

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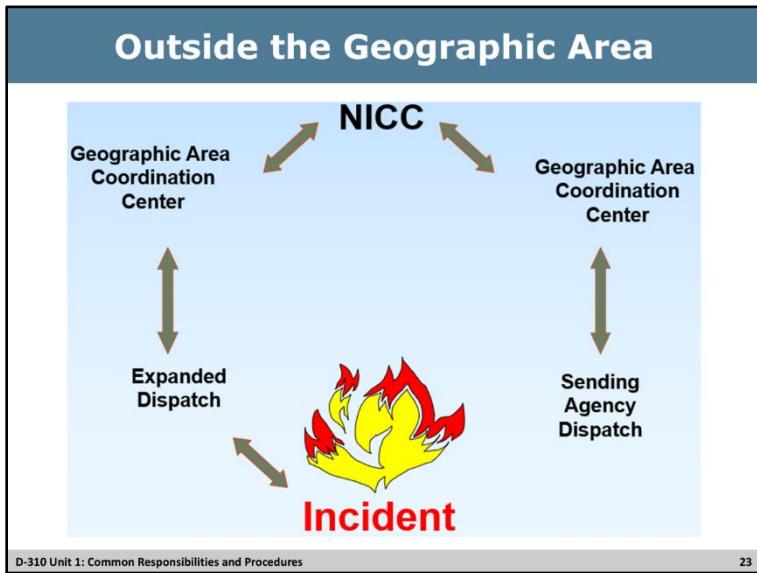


Review

DO: Review the following information.

- Fill within the geographic area – the GACC checks all other dispatch centers with available resources to fill the order before placing the order with the NICC.

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Group Discussion

DO: Review the following information.

- Fill outside the geographic area – NICC checks with all the other GACCs with available resources to fill the order.
- Demobilization information follows the ordering channels in reverse. The key is to release a resource from where it was ordered.

DO: Ask students to identify the quickest ordering channel and the lengthiest. Have them give reasons why.

Instructor note: Mobilization and demobilization of each type of resource will be covered later in the course.

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EDSD Main Responsibilities

Communicate and Coordinate

- Establish and maintain communication with frequent contacts.
- Participate in and/or conduct briefings and/or AARs.



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Review

DO: Introduce the Communicate and Coordinate category and review each responsibility in the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

DO: Review the following information.

- Briefings
 - Briefings are critical to each functional area. Clear and concise documentation and complete briefings are imperative to the success of the expanded dispatch organization.
 - 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.
 - 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 excess resources. These change on a daily basis.
 - Aircraft-related issues (mobilization and demobilization of resources, helicopter module releases, etc.).

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- Brief summary of shift activities.
- Any follow-up or interaction with other functional areas.

DO: Ask students for examples of national resources and where to find the information.

DO: Review the following information.

- AARs.
- Communicate effectively at various levels.
 - Consult with and provide feedback to your work supervisor.
 - All travel information is relayed electronically through the dispatch channels.
 - Use established local status tracking systems (database, magnet board, IROC reports, etc.).

DO: Refer students to the four Communication Articles starting on the next page of their student workbook and briefly review.

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EDSD Main Responsibilities

Communication

- Internal entities
- External entities



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Review

DO: Explain that communication occurs with internal and external entities.

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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 your attention on preparing what you are going to say when the person stops talking. You 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.

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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!

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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; similar to volume, you can add emphasis to a point and calm down an irate customer by slowing down your speaking rate. 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 preferred dialect, known as the General American Dialect, is spoken by a majority of Americans and is characterized by its lack of a discernable accent.

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Communication Article 4: Flak Catching

Four basic steps

- Diffuse anger, hostility, or irrationality.
- Understand the complaint or request.
- Negotiate a resolution.
- Secure a commitment to a course of action.

Three primary skills

- Listening to diffuse the anger and understand the complaint or problem
- Reasoning to analyze the problem and negotiate a reasonable settlement
- 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 imagine yourself as ignorant or mean.
- “Yes.”
 - Indicate acceptance.
 - Indicate supportiveness.
 - Indicate what action will be taken when.

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Activity: Communication



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Activity

Activity: Communication

Time: 10 minutes.

Format: Small groups.

Instructions: Instruct students to answer the questions. Discuss their responses (possible answers are listed).

- How does this position communicate?
 - Written.
 - Radio.
 - Conduct briefings.
 - Communicate pertinent information.
 - Communicate priorities.
- Communicate procedural issues or changes regarding mobilization/demobilization.
- With whom do they communicate and why?
 - Vendors
 - Coworkers
 - IA incident
 - Supervisor
- Under what situations/conditions do they need to communicate?
 - Stressful environment

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- Noisy
- Fatigue
- Language barriers
- What communication responsibilities relate to this position?
- Briefing.
 - Debriefing.
 - Hazard notification.
 - Ask if you do not know.
- Acknowledge and understand messages.
- How would this position communicate effectively?
 - Be direct.
 - Be clear.
 - Be straightforward.
- What communication barriers does this position encounter?
 - Assumptions
 - Mind reading
 - Intimidation
 - Language barriers
 - Fatigue

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EDSD Main Responsibilities

Document

- Complete all administrative tasks and documentation in an accurate and timely manner.

Demobilize

- Prepare for and implement demobilization.

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Group Discussion

DO: Introduce the Document category and review the responsibility in the *NWCG Incident Position Standards for Expanded Dispatch Support Dispatcher*, PMS 350-58.

DO: Explain that documentation is pertinent information relating to the processing of the order and its requests. Discuss the following types of documentation:

- 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.

DO: Ask students for examples of appropriate documentation (e.g., to/from, request number, actions taken, people notified, reason changes were made).

- Additional documentation
 - Order and request documentation placed in IROC documentation, or in block 13 of the resource order, will show on additional documentation sheets.
 - Every office may have different forms to use for documentation:
 - Shift brief (refer to the *Expanded Dispatch Job Aid*, J-601 checklist)
 - Shift log
 - General Message (ICS 213)
 - Radio log

DO: Stress the importance of complete documentation and following up to confirm information as appropriate.

DO: Review the following information.

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- Use national, area, and local forms supplementing the resource order.
 - Recognize when the use of supplemental forms is required.
 - These can include detail requests, infrared (IR) service requests, and Mobile Food & Shower Service Request Forms.
 - Verify accuracy and completeness.
 - Process forms using the appropriate ordering channels.

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Managing Stress



- Internal (yourself)
- External (environment)
- Organizational (dispatch system)

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Review

Managing Stress

DO: Explain that 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.

DO: Review the following information.

- Three categories of stress
 - Internal stress (yourself)
 - Things you bring with you and may have the ability to mitigate yourself:
 - ❖ Exhaustion
 - ❖ Coworker interaction
 - ❖ Personal situation
 - External stress (environment)
 - Generated by events outside of your personal control:
 - ❖ Being crowded
 - ❖ Supervisor
 - ❖ Location
 - ❖ Noise
 - ❖ Shift work
 - Organizational stress (dispatch system)

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- 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
- Examples of stressors
 - Ordering an IMT
 - Handling multiple incidents
 - Medical situations
 - Lack of available resources
 - Long work hours
 - Abrupt changes in workload
 - Demobilization
- Techniques that are effective in adapting 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-balanced diet
 - Humor

DO: Explain to students that you cannot always control the situation, but you can control how you react to it. Stress cannot be eliminated, but it can be managed.

Unit 1: Common Responsibilities and Procedures

Summary

- The expanded dispatch organization consists of the following positions: EDSP, EDSD, and EDRC.
- Expanded dispatch plays a crucial role in planning, organizing, and implementing a functional area (e.g., aircraft, supplies, equipment, overhead, crews) to meet the needs of an incident.
- EDSDs may or may not be guiding EDRCs. Each assignment – and your authority – will be different.
- You are expected to be proficient in the functional area to which you are assigned.
- EDSDs are expected to work productively in stressful environments. You cannot always control a situation, but you can control how you react to it.

Summary

DO: Review the summary of the unit on the slide.

DO: Answer any questions students may have before moving to the next unit.