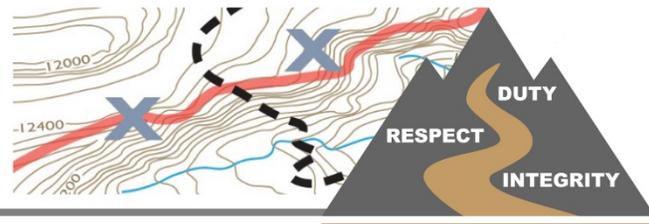


Tactical Decision Games



Wildland Fire Leadership Development Program

DIRECT VS. INDIRECT STRATEGY – CRAZY HORSE FIRE

INITIAL FACILITATOR INFORMATION—NOT TO BE SHARED WITH STUDENTS

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Target Audience

Task Force Leader, Division 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 incident. This is your third shift, and you are beginning to feel comfortable with the area. The previous two shifts you were assigned no resources; 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.

At the third shift briefing, you notice the Incident Action Plan for your division has been filled with all kinds of mechanical contract equipment, Field Observer, Dozer Boss; these guys are eager to get to work.

The fire's edge is about two miles long; about halfway up the slope is the wilderness area. The understory is covered with lots of slash that makes walking difficult. The fuel model on the lower part of slope is dense Lodgepole pine transitioning to sub-alpine fir towards the top of the edge. The canopy is closed with evidence of pre-heating.

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 80s.

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-80s and RHs are in the lower 20s. 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; rules do not allow for mechanical work in a wilderness area.
- 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 fire out of Elk 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.
- Land ownership is mixed between the Forest Service 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 four people that are fireline qualified with other ICS qualifications as well.

Execution for a seminar-style 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 fifth 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.

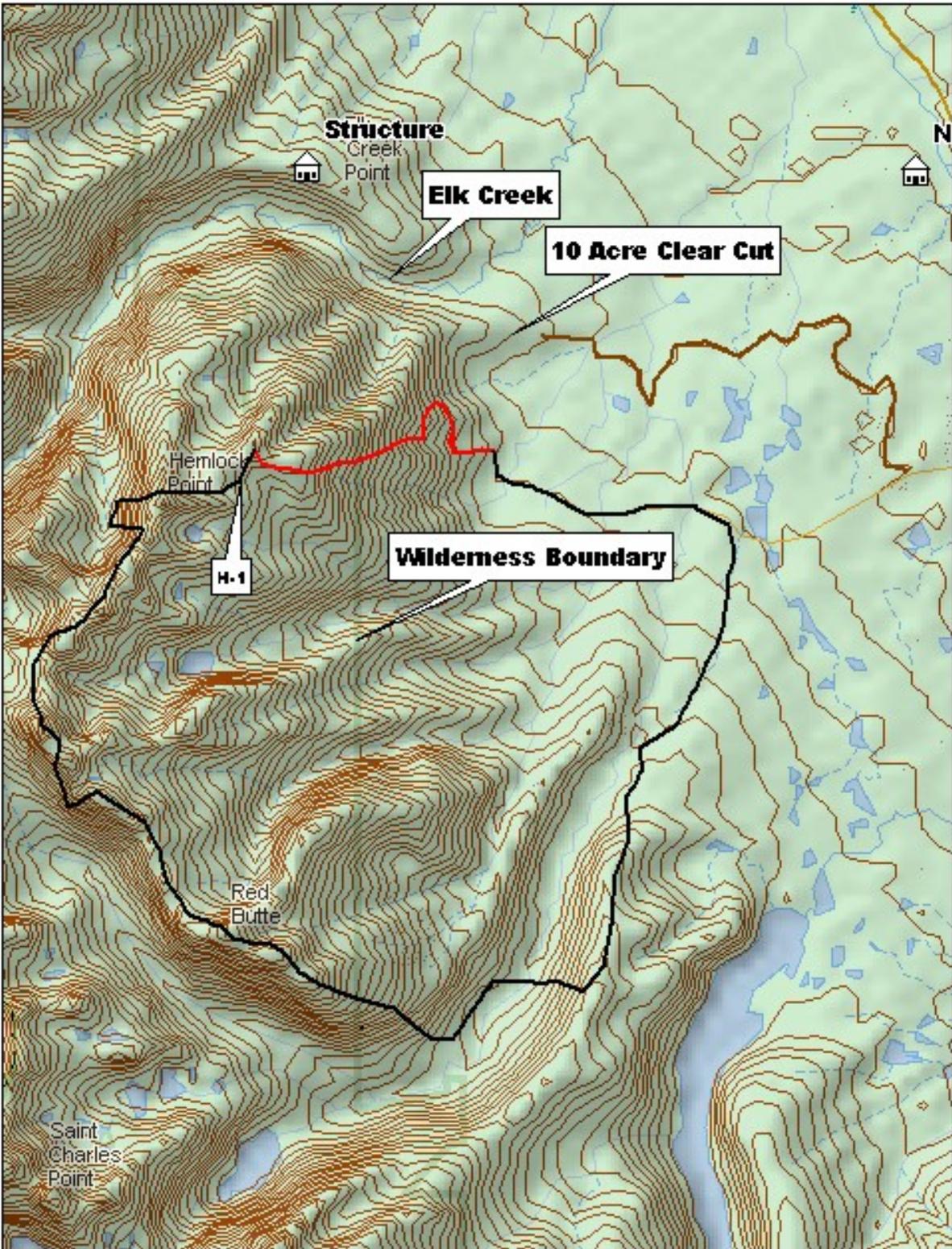
The facilitator needs to decide on the level of experience before engaging this TDGS. For less experienced people, the seminar format is suggested. The decision process as to what strategy to employ is the key. The focus needs to be on how the student executed communication and decision making. The focus 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.



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