

Followership to Leadership L-280



NFES 2991

Instructor Guide
OCTOBER 2008



CERTIFICATION STATEMENT

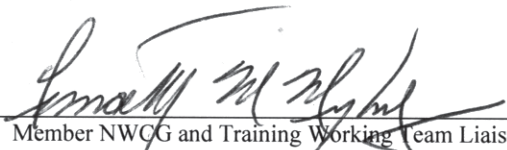
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The following training material attains the standards prescribed for courses developed under the interagency curriculum established and coordinated by the National Wildfire Coordinating Group. The instruction is certified for interagency use and is known as:

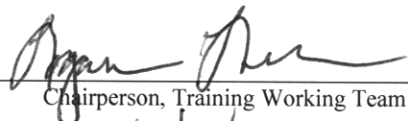
Followership to Leadership, L-280
Certified at Level III

This product is part of an established NWCG curriculum. This course does not meet the requirements of the NWCG COURSE DEVELOPMENT AND FORMAT STANDARDS – Sixth Edition, 2003 but it has been through a professional evaluation process.


Member NWCG and Training Working Team Liaison

Date

10/15/08


Chairperson, Training Working Team

Date

10/15/08

Followership to Leadership

L-280

Instructor Guide OCTOBER 2008 NFES 2991

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NWCG TRAINING WORKING TEAM 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 is aware that there have been courses presented in an abbreviated form, 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 where the student will be likely to 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, test questions in the certified course materials should not be deleted to ensure the accurate testing of course and unit objectives.
- Test grades, to determine successful completion of the course, shall be based only on the questions in the certified course materials.

If lead instructors feel that any course materials are inaccurate, that information should be submitted by e-mail to NWCG Fire Training at nwcg_standards@nifc.blm.gov. Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

COURSE LENGTH FOR NWCG COURSES

If a course is available through PMS, the recommended course hours and the “NWCG Position on Course Presentation and Materials” will be adhered to by the course instructors.

- Unit times represent the allotted time to teach the unit and complete the exercises, simulations, and tests.
- Recommended course hours are given to help the students and the course coordinator with planning travel, room reservations, and facilities usage. This represents the time estimated to present the NWCG provided materials including time for breaks, lunch periods, set-up for field exercises or simulations, etc.
- Actual times for both the unit 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 not available through PMS, 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 (<http://www.nwcg.gov/pms/training/fmcg.pdf>). If the hours are a minimum versus recommended they will be stated as such.

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Introduction

L-280: Followership to Leadership is an introductory leadership course. The course involves 2-4 hours of pre-course work and 16 contact hours. The contact hours include one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events in small teams. This course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. Subject areas include leadership values and principles, transition challenges for new leaders, situational leadership, teambuilding, and ethical decision-making.

Course Instructions

This section contains instructions and information essential for making an effective presentation. The instructor must read this section and be thoroughly familiar with all procedures and material prior to presenting the course.

Instructor Prerequisites

The Lead Instructor must be a qualified Single Resource Boss and should have had formal instructor training or have demonstrated instructor skills.

In addition, all instructors must be familiar with the content of the prerequisite course *L-180: Human Factors in the Wildland Fire Service* and must have read the student pre-course work assignment for this course, *Leadership Secrets of Attila the Hun*. *Five-Star Leadership* is also recommended reading for instructors of this course.

The classroom portion during the first day of this course is best handled with a cadre of two or three instructors. In addition, the Lead Instructor will need to arrange for an individual to facilitate each station in the Field Leadership Assessment Course (FLAC) portion of the course. This will require additional assistance for the classroom cadre, in order to have a total of six to seven cadre individuals on hand for the second day. The recommended maximum class size is 24 students.

Student Target Group

This course is specifically designed for operational personnel at the Firefighter Type 1 level preparing to advance to the Single Resource Boss level. However, the course has application for all incident supervisory personnel.

Student Prerequisites

As a minimum, students should be qualified as a Firefighter Type 2 and should have completed *L-180: Human Factors in the Wildland Fire Service*.

Students must complete a pre-course work assignment that involves reading the book *The Leadership Secrets of Attila the Hun* and answering a set of questions.

Course Goals

Students will demonstrate an understanding of fundamental leadership principles.

Students will assess their individual traits and their motivation for entering into a leadership role.

Time Element

The pre-course work assignment will involve approximately two to four hours. The course delivery time is approximately 16 hours. The first eight hours is classroom presentation and the second eight hours is a field exercise.

Course Coordination and Administration Requirements

The NWCG Course Coordinator's Guide (PMS 907), contains general information necessary for presentation of NWCG courses. The NWCG Training Working Team website (<http://training.nwcg.gov/index.htm>) has a link to a downloadable version of this guide as well as additional information for course coordinators.

The following materials are necessary for instructors of this course:

NFES 2991 L-280 Followership to Leadership Instructor Guide

NFES 2992 L-280 Followership to Leadership CD-ROM

NFES 2993 L-280 Followership to Leadership DVD

The Leadership Secrets of Attila the Hun by Wes Roberts (Publisher: Warner)

In addition, the following is recommended reading for instructors:

Five-Star Leadership by Patrick Townsend and Joan Gebhardt (Publisher: Wiley)

Each student should be provided with the following:

The Leadership Secrets of Attila the Hun by Wes Roberts (Publisher: Warner)

NFES 2994, L-280 Followership to Leadership Student Workbook

NFES 2889, *Leading in the Wildland Fire Service*

NFES 1077, PMS 461 Incident Response Pocket Guide (IRPG)

You can order materials with NFES numbers using the NWCG Publications Management System. This website, <http://www.nwcg.gov/pms/pubs/pubs.htm>, has links to the course catalog and order form. The books can be obtained at any bookstore.

Course Facilitation Notes

This course, a primer on leadership, is the second formal course in the Wildland Fire Leadership Development Program. Following is the instructional strategy of this course:

- To expose firefighters to the basic concepts and theories supporting leadership in high risk work environments and add these concepts to the firefighter skill set.
- To provide firefighters with small unit leadership opportunities in order to assess themselves in regard to how well prepared they are to step into a leadership role.

Pre-course Work

This reading assignment examines individual traits and their relation to leadership. The reading assignment is followed by a few questions that ask the student to reflect on the reading in terms of their own situation. To fully integrate the information in *Leadership Secrets* into the classroom, instructors should reference the book throughout the course; relevant quotes from the book are included at the end of each instructional section to assist in this technique.

Two instructional benefits are realized using this reading assignment. First, students are afforded time to think about and internalize the information prior to the course. Second, valuable classroom time is saved that can be used for exercises that provide application of the information.

The book selected for this reading assignment is less than 100 pages long, costs less than \$10 in paperback, and has received excellent reviews as a leadership primer. This makes it an ideal tool for introducing junior leaders to the idea of reading for self-improvement. The book and pre-course work assignment should be provided to students two to three weeks prior to the course.

The Pre-Course Work can be found in Appendix B and is available at http://www.fireleadership.gov/courses/L_280/prework.html.

Reading in order to foster continuous learning is a key strategy for individuals who desire to improve their leadership skills throughout their career, no matter what type of business or endeavor they pursue. Reading is one of the communication skills that leaders must possess. It is for these reasons that this course was designed with a pre-course reading assignment.

Classroom Presentation

Take the time to prepare yourself. Read the two books suggested on the previous page. Preview the entire Instructor Guide together with the video. The CD provides a PowerPoint presentation that supports the Instructor Guide. Go through the exercises carefully. View the video scenarios more than once. Make notes to yourself about them so that you can discuss them in class and bring out issues that may be missed by the students. Open-ended questions that do not have “school answers” are used for group discussion. Instructors should **not** burden themselves with extended lecture. Let the exercises and discussions do the work.

Handouts

Appendix C includes handouts pertaining to various units. Electronic copies of these handouts are also available on the L-280 Followership to Leadership CD-ROM.

Whether photocopying the hard copies from Appendix C or printing copies from the CD-ROM, create one copy of each handout for each student before the start of class.

Field Leadership Assessment Course (FLAC)

The Field Leadership Assessment Course (FLAC) is where it all comes together for the students—where theory meets application. The FLAC provides an opportunity for cadre and students to have fun while providing a learning and self-discovery environment in the context of what firefighters do every day. The FLAC is a problem-solving course for small teams conducted in the field.

The FLAC is intended to help individuals improve their leadership abilities by giving them the opportunity to apply lessons from the classroom instruction in order to assess the degree to which they possess positive leadership traits. The FLAC also is intended to help fire managers develop quality leadership in their workforce by providing a method to assess individual competence for handling small teams that have been charged with accomplishing a task under conditions of stress. The FLAC Facilitation Guide is in Appendix A; the CD also contains FLAC support information. Review the FLAC Facilitation Guide at least 4 weeks prior to the course start date.

Testing

There is no written final exam for this course. The terminal learning objectives for this course are in the affective domain rather than the cognitive domain. These affective domain objectives involve teamwork and leadership behaviors. The course does use some cognitive domain objectives to further the acceptance of the higher-level affective domain objectives. These cognitive domain objectives involve basic knowledge content. They serve to give names and structure to the leadership concepts so that students can discuss them.

Whether the student converts the affective domain objectives into behaviors can only be determined by performance in the work environment. That is the intent of the Field Leadership Assessment Course. Instructors should assess student acceptance of the concepts presented in this course during the Field Leadership Assessment Course and provide feedback to the students regarding their observations. For this reason, it is ideal that senior leaders teach this material to the potential new leaders coming up within their organization. The “FLAC Student Assessment Form” can be used to develop a written test instrument.

Instructor Guide Conventions

The following icons in the Instructor Guide denote classroom activities:



Video Segment



Exercise



Handout



Facilitated Discussion

Classroom Activity Flowchart

Unit 0: Introduction		
Suggested time: 15 minutes		
Length	Media/Technique	Content
15	Discussion	Introduction and Course Orientation

Unit 1: The Art of Leadership		
Suggested time: 60 minutes		
Length	Media/Technique	Content
10-15	Exercise	Defining Leadership
5	Discussion	What is the Role of a Leader?
12	Video Segment 1	Leading and Learning
5	Discussion	Are Leaders Born or Made?
10-15	Exercise	You've Got to Want to Be In Charge
5	Discussion	Why Should Anyone Follow You?

Unit 2: Foundations of Leadership		
Suggested time: 75 minutes		
Length	Media/Technique	Content
5	Discussion	Values and Character
19	Video Segment 2	Colonel Chamberlain at Gettysburg
10	Discussion	Colonel Chamberlain's Values
10-15	Exercise	Values in Action
5	Discussion	Leadership Principles
10-15	Exercise	Know Yourself
10	Discussion	Building Your Leadership Toolbox

Unit 3: Follower to Leaders—The Transition		
Suggested time: 60 minutes		
Length	Media/Technique	Content
5-10	Exercise	The Decision Making Process
10	Discussion	Leader's Most Important Responsibility
5	Discussion	Leader's Most Important Tool
10-15	Exercise	Leader's Intent
10	Discussion	The New Leader's Challenge
10-15	Exercise	What If?

Unit 4: Situational Leadership		
Suggested time: 60 minutes		
Length	Media/Technique	Content
5	Discussion	The Leadership Environment
10	Discussion	Sources of Power
10-15	Exercise	Sharing Power
5	Video Segment 3	Leadership Examples
10-15	Exercise	Leading With Style
10	Discussion	Leadership Styles

Unit 5: Team Cohesion		
Suggested time: 45 minutes		
Length	Media/Technique	Content
10	Discussion	What is a Team?
10-15	Exercise	What Makes a Good Team?
10	Discussion	Building Team Cohesion
10-15	Exercise	Leading to Cohesion

Unit 6: Ethical Decisions		
Suggested time: 30 minutes		
Length	Media/Technique	Content
10	Discussion	Ethical Dilemmas
10	Exercise	Analyzing a Leader's Dilemma
10	Video Segment 4	Leadership Dilemmas

Unit 7: Putting it All Together		
Suggested time: 50 minutes		
Length	Media/Technique	Content
5	Discussion	The AAR
5	Exercise	The AAR: What right looks like
5	Video Segment 5A	After Action Review—What was planned?
5	Discussion	Link to what right looks like
5	Video Segment 5B	After Action Review—What actually happened?
5	Discussion	Link to what right looks like
5	Video Segment 5C	After Action Review—Why did it happen?
5	Discussion	Link to what right looks like
5	Video Segment 5D	After Action Review—What can we do next time?
5	Discussion	Link to what right looks like

Unit 8: Putting it in Practice		
Suggested time: 15 minutes, Day 1; 6-8 hours, Day 2		
Length	Media/Technique	Content
15	Discussion	Briefing for the FLAC (end of Day 1)
6-8 hours	Field Exercise	Field Leadership Assessment Course (Day 2)

Unit 0: Introduction

Suggested Time: 15 minutes

0-1, L-280 Title

Training Aids: PowerPoint projection setup
Dry erase board and markers or flipchart and markers

I. Introduce Instructors and Students

Provide students with the course agenda, facility orientation and ground rules, and cover any administrative concerns. Check student materials including pre-course work and *Incident Response Pocket Guide* (IRPG).

II. Why We Are Here

0-2, Orientation

This course represents one of the foundational courses in the Wildland Fire Leadership Development Program.

Following are the course goals:

- Demonstrate an understanding of fundamental leadership principles.
- Assess individual traits and motivation for entering into a leadership role.

0-3, Course Goals



Distribute Student Workbooks.

Unit 1: The Art of Leadership

Suggested Time: 60 minutes

Training Aids: Television with DVD player
PowerPoint projection setup
Dry erase board and markers or flipchart and markers

- Objectives:**
1. Given pre-course work information and course content information—describe the role of a leader.
 2. Given pre-course work information and course content information—explain motivation for wanting to be a leader.

I. The Role of the Leader

Exercise—Defining Leadership

Purpose: To develop a common starting point for leadership discussions.

Method: Refer students to the Student Workbook.

Have students work individually and develop responses to the two following questions. Select students to report their responses back to the class for discussion.

1. How would you define leadership?
2. Who would you consider a leadership role model and why?

1-1, Unit Title

1-2, Objectives

1-3, Section 1

1-4, Exercise

Key Teaching Points

Being appointed a supervisor doesn't make you a leader anymore than putting on Nomex makes you a firefighter.

1-5, Key Points

Influencing people is a full-time job that requires technique and insight about your followers. A leader influences others to accomplish a task by providing purpose, direction, and motivation to a group of people.

You probably have heard the phrase “No plan survives the first bullet.” Actually, the “intent” you communicate to your followers is the only part of the plan that will survive the first bullet.

1-6, Key Points

- When your followers understand the **purpose** behind your instructions and know what the successful end state of the assignment should look like, they can use their initiative to find a way to accomplish the assignment even if conditions change significantly.
- You can provide **direction** in many ways: establishing standards, setting goals, developing plans, making decisions, coaching followers, and evaluating performance. Your direction must be given in a manner that enables all your followers to be part of the team.
- Leaders understand that **motivation** is what inspires followers to buy in to a plan. Ultimately, your followers choose to do something because they perceive the benefit of doing a task outweighs the cost of not doing it.

The following is taken from “Operational Leadership,”
Incident Response Pocket Guide.

1-7, Key Points

The most essential element of successful wildland firefighting is competent and confident leadership. Leadership means providing purpose, direction, and motivation for wildland firefighters working to accomplish difficult tasks under dangerous, stressful circumstances.

In confusing and uncertain situations, a good operational leader will:

- *TAKE CHARGE* of assigned resources.
- *MOTIVATE* firefighters with a “can do safely” attitude.
- *DEMONSTRATE INITIATIVE* by taking action in the absence of orders.
- *COMMUNICATE* by giving specific instructions and asking for feedback.
- *SUPERVISE* at the scene of action.

What did Attila have to say?

1-8, Attila

“Strong chieftains stimulate and inspire the performance of their Huns.”

Leadership Quote:

1-9, Quote

“Leadership is the art of accomplishing more than the science of management says is possible.” Secretary of State Colin Powell

II. Are Leaders Born or Made?

1-10, Section II



Segment 1: “Learning and Leading”

12 minutes

1-11, Video

Key Teaching Points

1-12, Key Points

Consider the following two statements:

“The most valuable officer in a regiment is the sergeant. The true sergeant is born not made...a priceless gift from the gods.” U.S. Army Colonel, 1911

“The one quality that can be developed by studious reflection and practice is leadership.” U.S. Army General, 1954



Facilitated Discussion

1-13, Discussion

Have the group discuss the following two questions:

How do these quotations represent opposing philosophies?

Most of you have already been leaders in some context—were you born a leader?

Key Teaching Points

Effective leaders are found in all cultures and all walks of life.

1-14, Key Points

The business world and the military spend a lot of time and money to develop their leaders. The “Leadership” section in any bookstore is huge. Many people feel they can improve their leadership skills by studying what others have to say about the subject.

Just as you learned to use the right tools and techniques to fight fire effectively in all types of terrain and fuels, you must also learn to use the right leadership tools and techniques—at the right time and right place—in order to meet the needs of your team.

1-15, Key Points

Learning to lead is not a skill acquired overnight. The best leaders work hard throughout their lifetime to master the art of leadership.

What did Attila have to say?

“You must be willing to accept the simple fact that you have flaws and will need to work every day to become a better chieftain than you were yesterday.”

1-16, Attila

Leadership Quote:

“Leaders aren’t born they are made...and they are made just like anything else, through hard work.” Vince Lombardi, Coach

1-17, Quote

III. Why Should Anyone Follow You?

1-18, Section III

Key Teaching Points

1-19, Key Points

The leader's primary role is to serve their team. The leader's focus must be on the mission and meeting the needs of the team.

New leaders sometimes have the misconception that leadership is all about them, that being a leader is about meeting their own needs. Your team will only choose to follow you if you can meet their needs as well as your own needs.

Exercise—You've Got to Want to Be In Charge

1-20, Exercise

Purpose: Primary—to provide an opportunity to examine individual motivation for stepping into a leadership role. Secondary—to review the pre-course work.

Method: Refer students to the Student Workbook, the pre-course work, and to *Leadership Secrets of Attila the Hun*.

Initiate a discussion for this question (Question 2 of the pre-course work):

After reading Chapter 2, briefly explain why you want to be a leader of firefighters.

Ask for volunteers to discuss their response. Use responses to generate class discussion.



Exercise—You’ve Got to Want to Be In Charge—continued

Collect the student’s pre-course work assignment written responses at this time to ensure that all students completed this part of the course. They can be returned to the students as part of the evaluation process on Day 2 at the end of the field leadership assessment course.

Self-Assessment Tool

The Student Workbook contains a self-assessment tool titled “Do You Have the Leadership Stuff?” It is also included on the next two pages of this guide.

This self-assessment is intended to help students think about their readiness for leadership roles. This is not a course assignment; students can complete it at their convenience.

What did Attila have to say?

“You must be willing to remain your natural self and not take on an aura of false pride in your countenance.”

Leadership Quote:

“To command is to serve, nothing more and nothing less.” Andre Malraux, Writer

Review Unit 1 Objectives

1-21, Tool

1-22, Attila

1-23, Quote

1-24, Objectives

Self-Assessment Tool

	Always	Sometimes	Unpredictable	Sometimes	Always	Positive Leadership Behaviors
When the situation makes it awkward or inconvenient to remain true to my beliefs and values, I cut myself slack and do what is necessary to get by.						I walk my talk—always behaving consistently with the beliefs and values I profess even when doing so is difficult or uncomfortable.
I dislike making decisions, especially ones that affect the well-being of others. I do not feel comfortable sorting through a lot of information to come to a decision.						I enjoy the challenge of making decisions, and I feel confident that I consider the most salient factors and come up with the best decision.
I prefer to be responsible for tasks instead of people.						I like mentoring people and working to build a team.
I do what I can to keep my work environment the same and resist change.						I can accept that change is inevitable, and I feel confident I can handle whatever comes my way.
I dislike having to take training courses and think it a waste of time to read articles and books about my job.						I know there is always more to learn in my job and feel I am an eager student.
I find it hard to take criticism from others; I either ignore what they tell me or overreact and get upset.						I listen to others' feedback with an open mind and accept criticism courageously.
I am reluctant to raise issues on the job and often find I have nothing to contribute at briefings or debriefings.						I feel an obligation to communicate with others and strive to contribute relevant information in briefings and debriefings.

	Always	Sometimes	Unpredictable	Sometimes	Always	Positive Leadership Behaviors
I am frustrated when my team encounters problems or has conflicts. I just hope problems will go away or somebody else will take care of it.						When problems or errors arise that threaten team cohesion, I take action to correct the problems and resolve conflict.
I tend to focus on the possibility of bad outcomes and get discouraged easily.						I am an optimistic person, encouraging others, especially when there are setbacks.
The organizational system is so messed up that I bypass it when issues or problems arise.						I look out for my people and am willing to navigate the organizational system to look for solutions.

If your rating for seven or more of these statements is “Sometimes” or “Always” for Positive Leadership Behaviors designated in the right column, you just may have the stuff of leaders!

Unit 2: Foundations of Leadership

2-1, Title

Suggested Time: 75 minutes

Training Aids: Television with DVD player

PowerPoint projection setup

Dry erase board and markers or flipchart and markers

- Objectives:**
1. Given course content information and a scenario—identify the three leadership values and the supporting principles.
 2. Given pre-course work information and course content information—initiate a leadership self-development plan.

2-2, Objectives

I. Values and Character

2-3, Section I

Key Teaching Points

Values are attitudes about the worth or importance of people or things. Values cannot be taught in a classroom. Values are learned when we make mistakes and then we are corrected by those we respect. Values are learned when we observe peers and role models living their values. All of us are influenced by multiple sets of values such as our cultural values, our workplace values, and our family values. Values are the basis for the decisions we make.

2-4, Key Points



Distribute *Leading in the Wildland Fire Service* publication.



Facilitated Discussion

Refer to *Leading in the Wildland Fire Service*. Discuss the Preface, which describes how values and principles form the foundation of leadership for the Wildland Fire Service.

2-5, Discussion

The Wildland Fire Service has identified these guiding leadership values for its leaders:

2-6, Key Points

- **Duty**—accomplishing the mission.

Seek and accept the duty to lead. Be proficient in the job, both technically and as a leader. Make sound and timely decisions. Ensure that tasks are understood, supervised, and accomplished. Commit yourself to developing the competence of every team member.

- **Respect**—taking care of people.

Respect for the individual forms the basis for the rule of law in America. Know your own people and look out for their well-being. Keep people informed and work at building the team. Employ people in accordance with their capabilities. Never forget that those who follow you are your greatest resource.

- **Integrity**—developing yourself.

You cannot be in charge of others unless you are in charge of yourself. Know your own strengths and weaknesses and commit yourself to continuous improvement. Seek out responsibility and accept responsibility for your own actions. Set the example for others. Show optimism and encourage others, even when facing setbacks. Demonstrate your moral courage by adhering to high ethical standards, thereby building trust in your team and gaining the respect of your peers.

Your **character** is the way you communicate these values to others. Leaders cannot hide what they do.

2-7, Key Points

People will say you have strong character if your actions and words reveal your duty to your job, your respect for other people and their talents, and your personal integrity.

**Segment 2: “Colonel Chamberlain at Gettysburg”**

19 Minutes

2-8, Video

**Facilitated Discussion**

Consider Colonel Joshua Chamberlain’s actions shown in the video.

- *What was Colonel Chamberlain’s reaction when the mutineers were delivered to his custody?*
- *What actions did Colonel Chamberlain take in response to the mutineer custody situation?*
- *How did the mutineers respond?*
- *What values did Colonel Chamberlain demonstrate?*

2-9, Discussion

What did Attila have to say?

“Chieftains must never shed the cloak of honor, morality, and dignity”

2-10, Attila

Leadership Quote:

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” Dr. Martin Luther King, Jr., Minister

2-11, Quote

II. Leadership Principles

2-12, Section II

Duty	<p>Be proficient in your job, both technically and as a leader Take charge when in charge. Adhere to professional standard operating procedures. Develop a plan to accomplish given objectives.</p> <p>Make sound and timely decisions Maintain situation awareness in order to anticipate needed actions. Develop contingencies and consider consequences. Improvise within the commander's intent to handle a rapidly changing environment.</p> <p>Ensure that tasks are understood, supervised and accomplished Issue clear instructions. Observe and assess actions in progress without micro-managing. Use positive feedback to modify duties, tasks, and assignments when appropriate.</p> <p>Develop your subordinates for the future Clearly state expectations. Delegate those tasks that you are not required to do personally. Consider individual skill levels and developmental needs when assigning tasks.</p>
Respect	<p>Know your subordinates and look out for their well-being Put the safety of your subordinates above all other objectives. Take care of your subordinate's needs. Resolve conflicts between individuals on the team.</p> <p>Keep your subordinates informed Provide accurate and timely Briefings. Give the reason (intent) for assignments and tasks. Make yourself available to answer questions at appropriate times.</p> <p>Build the team Conduct frequent Debriefings with the team to identify lessons learned. Recognize individual and team accomplishments and reward them appropriately. Apply disciplinary measures equally.</p> <p>Employ your subordinates in accordance with their capabilities Observe human behavior as well as fire behavior. Provide early warning to subordinates of tasks they will be responsible for. Consider team experience, fatigue, and physical limitations when accepting assignments.</p>
Integrity	<p>Know yourself and seek improvement Know the strengths / weaknesses in your character and skill level. Ask questions of peers and superiors. Actively listen to feedback from subordinates.</p> <p>Seek responsibility and accept responsibility for your actions Accept full responsibility for and correct poor team performance. Credit subordinates for good performance. Keep your superiors informed of your actions.</p> <p>Set the example Share the hazards and hardships with your subordinates. Don't show discouragement when facing setbacks. Choose the difficult right over the easy wrong.</p>

Key Teaching Points

2-13, Key Points

Leadership Principles are the actions that you can take to demonstrate your values.

Work on putting these 11 principles into practice and you will be on the path to becoming an effective leader. The matrix shows neatly organized principles under the value that it supports. In reality, many of these principles support all three Leadership Values to some degree.



Exercise—Values in Action

2-14, Exercise

Purpose: To link the leadership principles to the leadership values.

Method: Ask students to look at the Values and Principles matrix. Each of the 11 leadership principles is arranged under one of the three leadership values discussed in the last section.

Divide the class into small work groups of 3 to 5 students. Assign each group two or three of the leadership principles. Be sure that all 11 principles are covered in the assignments.

Have the groups work together to develop a brief explanation of why they think each of their assigned leadership principles supports the leadership value. If the group disagrees with the organization of the leadership principles, they should explain their rationale for the disagreement.

Allow a few minutes for the groups to work together then have the groups present their assessment to the entire class.

**Exercise—Values in Action—continued**

The Leadership Principles are the cornerstone to the Wildland Fire Service’s leadership development program.

Point out all the places where the matrix showing these principles can be found:

- www.fireleadership.gov
- *Incident Response Pocket Guide*
- *Leading in the Wildland Fire Service*

Have students find the values-principles matrix in their copies of *Leading in the Wildland Fire Service*.

What did Attila have to say?

2-15, Attila

“Wise chieftains know they are responsible for the welfare of their Huns and act accordingly.”

Leadership Quote:

2-16, Quote

“What you do speaks so loudly I cannot hear what you are saying.” Ralph Waldo Emerson, Writer

III. Building Your Leadership Toolbox

2-17, Section III

Key Teaching Points

2-18, Key Points

A complete leadership development process includes formal training courses, challenging field experiences, and your own initiative in seeking self-development opportunities. Just as you have been a student of fire behavior and tactics in becoming a proficient firefighter, you must now also become a student of human behavior in order to become a proficient leader.

The pre-course work assignment for this course was meant to introduce you to the concept of reading in order to foster continuous learning. This is an important self-development strategy for individuals who desire to improve their leadership skills, no matter what type of business or endeavor they pursue.

The Leadership Toolbox is an online resource that provides self-development tools and references that support each of the 11 Leadership Principles. A professional reading list for wildland fire personnel is one of these references. The Leadership Toolbox can be found at: **www.fireleadership.gov**

2-19, Tools

This website was established to support the NWCG leadership training curriculum. There will be several tools and references from this online resource utilized throughout the course:

- Professional Reading Program

Note to the instructor:

The slide has hot links to www.fireleadership.gov (text) and to the Leadership Toolbox (screen capture). If you have an Internet connection, clicking the text or the screen capture will open these Web pages.



Exercise—Know Yourself

2-20, Exercise

Purpose: Primary—to provide an opportunity to begin building a Leadership Self-development Plan.

Secondary—to review the pre-course work.

Method: Refer students to the Student Workbook, the pre-course work assignment, and to “The Leadership Secrets of Attila the Hun” book.

Ask the students to think about the intent of pre-course work question 1. *After reading chapter 1, identify which of Attila’s 17 essential qualities are your strongest three and which are your weakest three. Briefly explain why.* Students do **not** need to share their responses from the pre-course work.

Have students work individually and identify one action they may take in order to initiate a Leadership Self-development Plan as outlined in the Student Workbook. Allow a few minutes for the students to develop their responses.

Poll the entire class and build a running list of the suggested actions using the Leadership Self-development Plan format:

- Directed reading and self-study
- Detail assignments
- Training courses
- Mentoring
- Outside activities

Remember one of the Leadership Principles is “Know yourself and seek improvement.” Use the ideas from the last exercise to start your own Leadership Self-development Plan as outlined in the Student Workbook and in the Leadership Toolbox.

What did Attila have to say?

2-21, Attila

“The experience of Huns must be structured to allow them to broaden and deepen themselves to develop the character they will need when appointed a chieftain.”

Leadership Quote:

2-22, Quote

“Leadership and learning are indispensable to each other.” President John F. Kennedy

Review Unit 2 Objectives

2-23, Objectives

Unit 3: Follower to Leader—The Transition

3-1, Title

Suggested Time: 60 minutes

Training Aids: Television with DVD player

PowerPoint projection setup

Dry erase board and markers or flipchart and markers

Objective: 1. Given course content information and a scenario—identify common leadership pitfalls and develop strategies to avoid them.

3-2, Objective

I. Decision-Making: The Leader's Most Important Responsibility

3-3, Section I

Key Teaching Points

3-4, Key Points

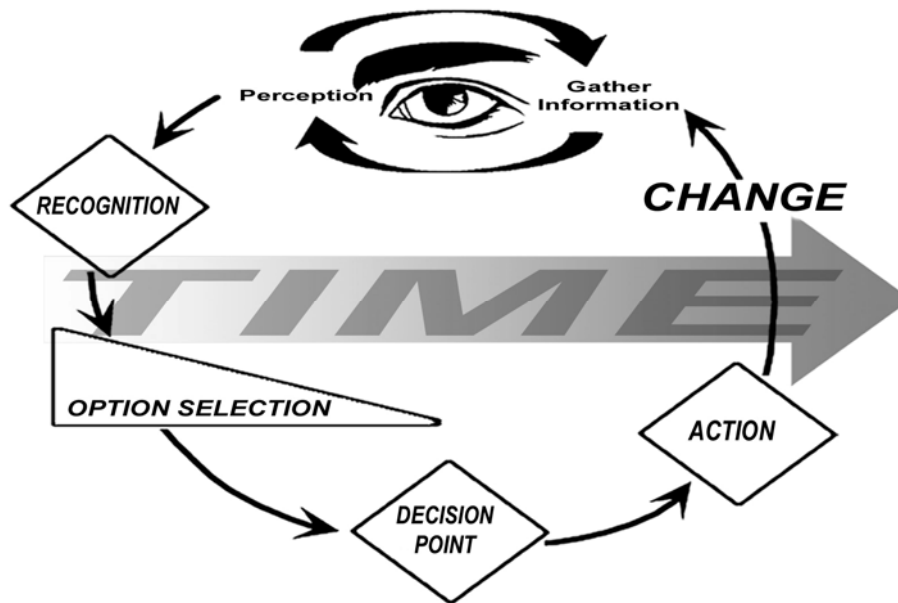
Many factors make fireline decision-making difficult:

- Friction (extreme work environment, time-compression, ill-defined objectives)
- Uncertainty (incomplete information)
- Fluidity (rapidly changing situations)
- Complexity (multiple players)
- Human Factors (danger and fear)

With the inherent difficulties of the environment, fireline leaders must constantly hone their decision making abilities. Much is at stake, and leaders need to be at the top of their game to do the best they can in the demanding conditions of the fireline.

3-5, Key Points

One way to further decision making abilities is to understand the basic decision making process as well as different methods of implementing this process.



Exercise—The Decision Cycle

3-6, Exercise

Purpose: To review the decision making cycle model from *L-180: Human Factors in the Wildland Fire Service*.

Method: Have students describe each of the components found in the decision cycle model.

Note to the Instructor:

The graphic in the PowerPoint presentation builds the model one element at a time, enabling you to focus the student descriptions on each component of the decision cycle in sequence.

Refer to pages 31-32 in *Leading in the Wildland Fire Service* publication for a detailed description of the Decision Cycle.

Key Teaching Points

- Situation Awareness
- Problem Recognition
- Option Selection
- Decision Point
- Action Implementation

Usually, time is the most critical factor influencing the decision process.

When making decisions, people intuitively go through this process. The biggest difference in how people make decisions is in how much time they spend on the various components of the decision making cycle.

3-7, Key Points

- One method of employing the decision making process is **Naturalistic or Recognition Primed Decision-Making (RPD)**, in which you match your current situation to a similar situation that you have experienced and derive a course of action based on that previous experience.

3-8, Key Points

In this method, a person would spend minimal time in Option Selection. Recognition and Option Selection are nearly simultaneous.

- Another contrasting method is **Analytical Decision-Making**. In this case, the decision maker deliberately steps through each step of the process to gather information, develop alternative courses of action, weigh the benefits of each course of action, and select an optimal course of action.

3-9, Key Points

High tempo work environments lend themselves to a recognition-primed approach. Leaders need to weigh factors such as experience level, time available, values at risk, and cost of failure in order to determine whether an analytic approach is more appropriate for the circumstances. In the end, the method employed should match the needs of the situation.

Point out that the Leadership Toolbox on www.fireleadership.gov offers tools to help in developing decision making skills:

3-10, Tools

- Tactical Decision Games Library
- Sand Table Showroom

The factors that make decision-making difficult are more fully discussed in the reading titled “The Fog of Firefighting,” which is reprinted on the next page. This is not a course assignment; students can read this at their convenience.

3-11, Key Points

What did Attila have to say?

“The ability to make difficult decisions separates chieftains from Huns.”

3-12, Attila

Leadership Quote:

“Leadership is action, not position.” U.S. Marine Corps training manual

3-13, Quote

The Fog of Firefighting

Friction: “The Force That Makes The Easy So Difficult”

Friction is the force that resists all action and saps energy. It makes the simple difficult and the difficult seemingly impossible. Friction may be mental, as in indecision over a course of action. It may be physical, as in a terrain obstacle that must be overcome. Friction may be external imposed by terrain, weather, or mere chance. Friction may be self-induced, caused by such factors as lack of a clearly defined goal, lack of coordination, unclear or complicated plans, complex task organizations, or command relationships, or complicated technologies. Whatever form it takes, friction will always have a psychological as well as a physical impact.

Uncertainty

Uncertainty takes the form of unknowns about the fire, the environment and other resources, knowledge and capabilities. While we try to reduce these unknowns by gathering information, we must realize that we cannot eliminate them or even come close. The very nature of firefighting makes certainty impossible; all actions in firefighting are based on incomplete, inaccurate, or even contradictory information.

Firefighting is intrinsically unpredictable. At best, we can hope to determine possibilities and probabilities. This implies a certain standard of firefighter judgment. What is possible and what is not? What is probable and what is not? By judging probability, we make an estimate of the fire's behavior and act accordingly. Because we can never eliminate uncertainty, we must learn to operate despite it. We can do this by developing simple, flexible plans; planning for likely contingencies; developing standard operating procedures; and fostering initiative among subordinates.

By its nature, uncertainty invariably involves the estimation and acceptance of risk and is involved in every mission. Risk is equally common to action or inaction. Risk may be related to gain; greater potential gain often requires greater risk.

Part of uncertainty is the ungovernable element of chance. Chance is a universal characteristic of firefighting and a continuous source of friction. Chance consists of turns of events that cannot be reasonably foreseen and over which we have no control.

Fluidity

Each episode in firefighting is the temporary result of a unique combination of circumstances presenting a unique set of problems and requiring an original solution. Nevertheless, no episode can be viewed in isolation. Rather, each episode merges with those that precede and follow it – shaped by the former and shaping the conditions of the latter – creating a continuous, fluctuating flow of activity replete with fleeting opportunities and unforeseen events. Minor incidents or actions can initiate error chains that can result in major or decisive effects. Since firefighting is a fluid phenomenon, its conduct requires flexibility of thought. Success depends on a large part on ability to adapt – to proactively shape changing events to our advantage as well as to react quickly to constantly changing conditions.

In an environment of friction, uncertainty, and fluidity, firefighting gravitates naturally toward disorder. We can never eliminate disorder. Plans will go awry, instructions and information will be unclear and misinterpreted, communications will fail, and mistakes and unforeseen events will occur. As the situation changes continuously, we are forced to improvise again and again, until finally our actions have little, if any, resemblance to the original scheme.

The occurrences of firefighting will not unfold like clockwork. We cannot hope to impose precise, positive control over events. The best we can hope for is to impose a general framework of order on disorder, to influence the general flow of action rather than to try to control each event.

Complexity

Firefighting is a complex phenomenon. It is not governed by the actions or decisions of a single individual in any one place but emerges from the collective behavior of all the individual parts in the system interacting locally in response to local conditions and incomplete information. This involves countless independent but interrelated decisions and actions being taken simultaneously throughout the organization.

The Human Dimension

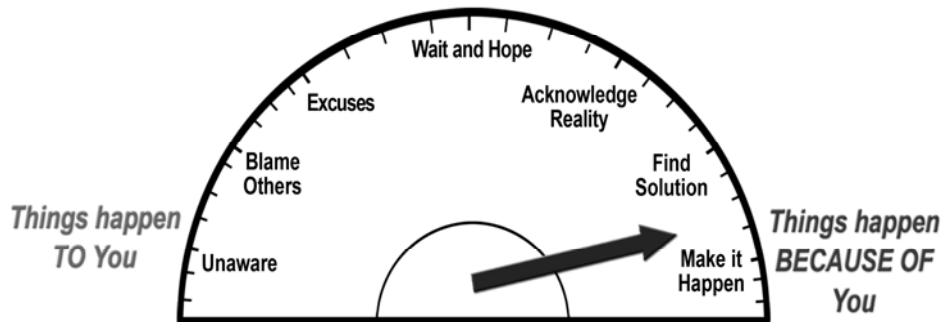
Firefighting is shaped by human nature and is subject to the complexities, inconsistencies and peculiarities, which characterize human behavior. Firefighting is an extreme trial of mental and physical strength and stamina. The effects of danger, fear, exhaustion and privation on firefighters can be extremely stressful and individuals will react differently to these situations.

Firefighting is a dangerous endeavor. Since firefighting is a human phenomenon, fear (the human reaction to danger) has a significant impact on the conduct of firefighting. Everybody feels fear; fear contributes to the corrosion of human will. Leaders must foster the courage to overcome fear, both individually, and within the unit. Courage is not the absence of fear; rather, it is the strength to overcome fear.

Leaders must study fear, understand it, and be prepared to cope with it. Courage and fear are often situational rather than uniform, meaning that people experience them differently at different times and in different situations. Firefighting experience and realistic training increase confidence. Strong leadership which earns the respect and trust of subordinates can limit the effect of fear. Leaders should develop unit cohesion and the self-confidence of individuals within the unit.

II. Bias for Action

3-14, Section II



Key Teaching Points

Leaders in the Wildland Fire Service are responsible for developing a bias for action, empowered and duty-bound to act on a situation that is within their power to affect, even without direction from above.

In a dynamic situation, one person taking the initiative can make all the difference in seizing and taking advantage of an opportunity. Being hesitant, risk-averse, or indecisive can translate into a waste of time, opportunity, energy, and money. Sound decision-making must take place within the context of this bias towards action.

Note to the instructor:

The previous two paragraphs are copied from *Leading in the Wildland Fire Service*. Have students look up “Bias for Action” in their copies. Ask them to read these two paragraphs, then engage in a facilitated discussion as described on the next page.



Facilitated Discussion

What's the difference between bias for action and freelancing?

The difference is that a bias for action directly supports the leader's intent and the mission, tying in to IAPs, shift plans, and so on.

A bias for action is based on explicit understanding of leader's intent. If you are uncertain about the leader's intent of a given assignment, practice the Five Communications Responsibilities and *ask if you don't know*.

Anyone who is uncertain about the leader's intent of their assignment runs a serious risk of freelancing, however well-intentioned.

3-15, Discussion

The following fundamental actions support good decision-making in dynamic environments:

- Having solid Standard Operating Procedures in place before you leave the station.
- Providing clear intent and fostering initiative among followers after deciding on a course of action.
- Developing simple, flexible plans, and utilizing the Risk Management Process found in the *Incident Response Pocket Guide* prior to engaging a fire.

3-16, Key Points

III. Communication: The Leader's Most Important Tool

Key Teaching Points

3-17, Section III

In order to turn any decision you make into an action, you must be able to communicate that decision to others. This is why communication is your most important tool.

3-18, Key Points

All firefighters have a responsibility to redeem the Five Communication Responsibilities in all aspects of their job:

3-19, Key Points

- Brief others
- Debrief your actions
- Communicate hazards to others
- Acknowledge messages
- Ask if you don't know

A primary communication responsibility for leaders is to provide a good briefing that meets the standard of being relevant, accurate, concise, and complete. The measure of an effective briefing is whether it enables people to undertake their assignment with the confidence that they understand what they need to do.

3-20, Key Points

An important component of the briefing is a clearly stated Leader's Intent, which will provide the *why* behind the briefing. When people understand why they are undertaking an action, they can exercise individual initiative and take appropriate risks and actions if the situation changes.

Leader's Intent has three parts:

3-21, Key Points

- Task—What is to be done
- Purpose—Why it is to be done
- End state—How it should look when done

**Exercise—Providing a Clear Briefing**

3-22, Exercise

Purpose: To practice providing an effective briefing.

Method: Have students read the scenario and develop the main points for a briefing of the given assignment.

Encourage them to follow SOPs for briefing formats as are found in the *Incident Response Pocket Guide* or other agency guides.

Allow a few minutes for students to work individually to develop their main points. Students share what they have composed within their work groups. Instruct students to provide feedback to others in their group.

Circulate among the groups and provide feedback. Identify effective components—such as clear intent statements, effective techniques (such as asking for restatement to confirm that others correctly understood the message), or prudent trigger points—and share them with the entire class.

Scenario

You are the leader of an initial attack module activated for a dry lightning storm that has ignited several fires on your local home unit. The module consists of four firefighters—yourself, another experienced firefighter, and two rookie firefighters. You are equipped with one chainsaw, two backpack pumps, a full complement of hand tools, and two handheld radios.

Your Fire Management Officer has given you the specifics on the fire you are being sent to. It is the peak of your fire season. In addition, you had a dry winter so the fuels are in a drier than normal condition.

Your module is flown into the fire by helicopter. Flying over it you see that it is about a ½ acre with some flame showing. After walking about a mile from the only landing zone that was available in the area, you come through a saddle in a ridge. From there you can see the smoke from the fire directly down below you about half way between the ridge top and the bottom of the slope. The time is 1330.

What is your decision about how to approach the fire? Write down the main points that you would include in a briefing for this assignment. Make sure your briefing includes a clear statement of intent.

IV. Command Presence

3-23, Section IV

Key Teaching Points

3-24, Tools

Your ability to communicate affects your ability to lead in profound ways.

Command presence is how we present ourselves to others—the myriad of personal attributes and behaviors that communicates to others that we are worthy of their trust and respect. Respectful, two-way communication is a cornerstone of a strong command presence.

- Refer students to “Communicating Intent and Imparting Presence,” an article on www.fireleadership.gov.

What did Attila have to say?

“Critical to a Hun’s success is a clear understanding of what the King wants.”

3-25, Attila

Leadership Quote:

“Talk with the troops...in the long run it is what we do not say that will destroy us.” General George S. Patton

3-26, Quote

V. The New Leader’s Challenge

3-27, Section V

Key Teaching Points

3-28, Key Points

Transitioning from follower to leader has a number of challenges. You may be supervising people who used to be your peers. You may not have a lot of experience making decisions that affect other’s welfare.

- Pitfall 1—Trying to make an impression with your superiors at the expense of your subordinates.
- Pitfall 2—Failing to separate your role as a leader from your role as a friend of those who were formerly your peers.
- Pitfall 3—Trying to do everything yourself the way you want it done instead of delegating responsibility and directing the accomplishment of tasks.
- Pitfall 4—Ignoring the talent of experienced subordinates because you are afraid that asking for ideas would make you appear to be a weak leader.

3-29, Pitfall 1

3-30, Pitfall 2

3-31, Pitfall 3

3-32, Pitfall 4

As a new leader of people who used to be your peers, you may experience a honeymoon of support with an expectation that things will be easier with looser standards under your leadership.

You may have trouble enforcing a standard that you used to break on occasion because now you will feel like a hypocrite enforcing it. New leaders must think seriously about others' expectations and be prepared to make decisions based on the three Leadership Values.



Facilitated Discussion

Have the group discuss the following question:

What are some pitfalls that you have experienced as a new leader?

3-33, Discussion



Exercise—What If?

Purpose: To anticipate problems that new leaders will encounter and the pitfalls that can be associated with those problems.

Method: Have students work together in groups and assign each group one of the five “What if” scenarios (or design your own scenarios).

Have students read through their scenario and then work as a group to develop responses to the following questions.

1. *What leadership values are at stake?*
2. *What course of action would you choose and why?*

Give groups several minutes to work together, and then have the groups present their evaluation and course of action to the entire class.

3-34, Exercise

Scenario 1

You are a Squad Boss on a 20-person hand crew assigned to a large fire. You have just gone off duty at the Incident Base after a long operational period. The Crew Supervisor has told the crew they are not to leave the Incident Base. Two hours later you see two people from your squad (who happen to be your friends) returning to the Incident Base from the direction of the local town. It is obvious that they have been away from the Incident Base. How do you handle this situation?

Scenario 2

You are a new Lead Firefighter on a helitack crew. The Helicopter Manager has put you in charge of the cache. You assign two of your crewmembers to organize the storage of the equipment in the cache and develop an inventory system. You give them a general layout of what you expect it to be. Later that day the Helicopter Manager asks you to go help a nearby helitack crew with training for that afternoon and the next day. When you return two days later, you go down to the cache to see how they are doing with the assignment. They had finished the evening before and when you walk in the rest of the crew is giving high praise for a very well done cache. But it is not exactly what you had described when you gave them the assignment. How do you handle this situation?

Scenario 3

You are a first year Engine Boss of a three-person engine crew. Your engine has been sent to a large fire in the next state as part of an engine strike team that is made up of engines from three different agencies. It is about a week into the assignment and you feel that your crew is getting more than its fair share of undesirable assignments compared to the other four engines. Your crewmembers are beginning to notice and the grumbling has begun. How do you handle this situation?

Scenario 4

It is your first Jumper-In-Charge assignment. You and five other smokejumpers have successfully initial attacked a 3 acre fire in a wilderness area. You caught the fire, worked it for a couple of days, and have called it out. You all are at the helispot ready for pickup. One of the crewmembers, who is the oldest, most experienced person in the group, suddenly threatens another crewmember. When you step in to quell the situation he gets angry, calls you a young know-it-all, and storms off the helispot, yelling that he is walking back. You can hear the helicopter approaching and the pilot comes on the radio asking you for final directions to your location. How do you handle this situation?

Scenario 5

You are a new Crew Supervisor for a 10-person district fire crew. You have just moved to a new location for this job opportunity. You used to work in an area dominated by grass and brush fuel types with a high fire response work-load. You are very experienced in fast moving fires and initial attack operations. The area you have transferred to is dominated by a mixed conifer timber fuel type. Your crew has just been sent to work a 20 acre fire on the district that was controlled yesterday. The assignment is to take care of all the remaining hazard trees. You have lots of experience running chainsaws in the brush but not much falling experience. There are two very experienced fallers that work for you. One of these individuals has been on the district for a number of years and you have heard rumors that he thought your new job should have been his. How do you handle this situation?

What did Attila have to say?

“Being a leader of Huns is often a lonely job.”

3-35, Attila

Leadership Quote:

“Being a leader is a fine thing, but it has its penalties...and the greatest penalty is loneliness.” Sir Ernest Shackleton, Explorer

3-36, Quote

Review Unit 3 Objective

3-37, Objective

Unit 4: Situational Leadership

4-1, Unit Title

Suggested Time: 60 minutes

Training Aids: Television with DVD player
PowerPoint projection setup
Dry erase board and markers or flipchart and markers

Objective: 1. Given course content information and a scenario—describe three basic leadership styles and appropriate situations for their use.

4-2, Objective

I. The Leadership Environment

4-3, Section I

Key Teaching Points

Earlier in the course we talked about the fact that just as you learned to use the right tools and techniques to fight fire effectively, you must also learn to use the right leadership tools and techniques. Successful leadership lies in your ability to influence people in a variety of situations.

4-4, Key Points

Leaders must continually adapt their leadership style to meet an ever-changing environment. They must be able to select the most effective leadership tools in a given situation. This strategy is known as *situational leadership*.

The **Leadership Environment** is made up of four critical elements that a successful leader considers in planning for effective action. The first is you, the leader and the second is your people. The third element, the situation, has many variables to influence your decisions, including objectives, conditions, resources, and other organizational influences. The last element is the consequences—the short- and long-term effects of your action.

4-5, Key Points

- **You, the Leader**, must have an honest understanding of your strengths and weaknesses, your capabilities and limitations.
- **Your People** represent all levels of followers within the framework of the team. Each follower will have a different skill mix and unique personality traits.
- Every task within the **Situation** presents a different challenge: high consequences, time compression, special skill needs, and so on.
- Leaders must always keep the **Consequences** in mind as they make decisions.

What did Attila have to say?

“Wise chieftains never place their Huns in situations where their weaknesses will prevail over their strengths.”

4-6, Attila

Leadership Quote:

“Anyone could lead perfect people, if there were any.”
Robert Greenleaf, Writer

4-7, Quote

II. Sources of Power

4-8, Section II

Key Teaching Points

Power is the ability to influence the actions of others. How you use power shapes the team's perception of your ability to lead.

4-9, Key Points

- **Position Power** is based on the perception that your rank in the organization automatically gives you certain rights and authority.
- **Reward Power** is based on the perception that you control rewards that are valued by your team and are given for good performance.
- **Discipline Power** is based on the perception that you can and will penalize team members who choose not to meet standards.
- **Respect Power** is based on the team identifying with you as a role model and an example to follow.
- **Expert Power** is based on the perception that you are highly competent in your job skills.

Leaders have access to power based on who they are and who their followers perceive them to be. The need to use different sources of power constantly shifts as the environment changes.

4-10, Key Points



Facilitated Discussion

4-11, Discussion

Have the group discuss the following two questions.

What sources of power are most important in a high-stress or high-risk environment?

What sources of power are new leaders at a disadvantage in?

Key Teaching Points

4-12, Key Points

Giving power away to get power...this is known as the **Power Paradox**. If you want power, give it away. If you want respect as a leader, give respect to your team members. If you want the trust of your team, give trust to them first. You have to be willing to take the first step.

 **Exercise—Sharing Power**

4-13, Exercise

Purpose: To identify appropriate areas where power can be shared with subordinates in order to gain buy-in and share the work load.

Method: Have students work together in groups. Ask each group to identify one situation where it would be appropriate for a leader to share power and one situation where it would not be appropriate to share power. Groups should also provide an explanation of why for both situations. Allow several minutes for groups to work together, then have all groups report back to the entire class.

Student should consider importance of the task and the experience level required of the subordinate. Some situation examples if students have trouble might include:

- Developing crew performance standards.
- Developing crew conduct policy.
- Making job assignments at the station.
- Making an urgent tactical decision on a fire.
- Assigning a lookout.
- Resolving a conflict between two crew members.

What did Attila have to say?

“Chieftains should never misuse power. Such action causes great friction and leads to rebellion in the tribe.”

4-14, Attila

Leadership Quote:

“Strange as it seems, great leaders gain authority by giving it away.” Admiral James Stockdale

4-15, Quote

III. Leadership Styles

4-16, Section III

Key Teaching Points

4-17, Key Points

Just as you intentionally use a variety of tools for different jobs, you should also be able to use all three Leadership Styles for different situations. Knowing when to be Directing, when to Delegate, and when to invite Participation from your followers is key to your long-term success as a leader.

Leadership Styles and Sources of Power are tools to be called on when needed and should not be dependent on your personality. Relying on a favorite tool will limit your ability to lead effectively.

You should also be able to use all three **Leadership Styles** for different situations:

4-18, Key Points

- Directing
- Delegating
- Participating



Exercise—Leading With Style

4-19, Exercise

Purpose: To provide examples of the three basic leadership styles and the situational considerations that determine which of those leadership styles is most appropriate.

Method: For this exercise students will watch a video that will show examples of the three leadership styles. One or two situational considerations will be evident from the dialog in each example.

At the end of the video segment, have students work together in groups. Assign each group one of the three leadership styles (directing, delegating, or participating). If there are more than three groups, multiple groups can be assigned to work on the same leadership style.

Ask the students to identify several task, team, and leader considerations that may determine whether the leadership style assigned to their group can be successfully applied.

Allow several minutes for the groups to work together, then have all groups report back to the entire class.



Segment 3: “Leadership Examples”

4-20, Video

5 Minutes



After the exercise, distribute a copy of “Selecting the Right Leadership Style,” one of the handouts found in Appendix C. An electronic version of this handout is also available on the L-280 CD-ROM.

What did Attila have to say?

“A chieftain should allow subordinates the privilege of making decisions appropriate to their level of responsibility. Weak is the chieftain who reserves every decision as their own for fear of losing control.”

4-21, Attila

Leadership Quote:

“Being in charge is a lot like being a lady. If you have to tell people, you probably aren’t.” British Prime Minister Margaret Thatcher

4-22, Quote

Review Unit 4 Objective

4-23, Objective

Unit 5: Team Cohesion

5-1, Unit Title

Suggested Time: 45 minutes

Training Aids: Television with DVD player
PowerPoint projection setup
Dry erase board and markers or flipchart and markers

Objective: 1. Given course content information—describe techniques that leaders can use to build and maintain team cohesion.

5-2, Objective

I. What is a Team?

5-3, Section I

Key Teaching Points

5-4, Key Points

A team is a group of individuals working cooperatively with the aim of accomplishing a goal or mission.

In high-risk environments, however, it is not enough for people simply to put forth individual effort. To accomplish its mission in dynamic and unpredictable conditions, a team must be highly integrated and cohesive—only then can a team achieve synergy with the team’s efforts being greater than the sum of the parts.

Team members must have a strong foundation of trust in one another and know that they can count on every team member in dangerous and challenging situations. Recognizing that communication is the key to building trust, we communicate openly with team members.

These are ways that fire leaders create cohesive teams:

5-5, Key Points

- Establishing a foundation of trust within the team
- Enabling healthy conflict
- Inspiring commitment
- Setting the expectation of accountability
- Keeping focus on the team result

In the Wildland Fire Service, resilience—the ability to bounce back from error and overcome emerging problems—is essential to the team result.

5-6, Key Points

We work in an environment where events often do not play out according to the plan. As leaders, we must be able to thoughtfully and deliberately build resilient teams that can overcome the inevitable setbacks in accomplishing our mission.

Exercise—What Builds Trust on a Team?

5-7, Exercise

Purpose: To identify behaviors that build or destroy trust on a team.

Method: Group Discussion.

Ask students “What builds trust on a team?” and engage them in an open discussion using a whiteboard or flipchart to record their responses.

Be sure to keep the discussion focused on the effect lack of trust has on the team, and not on individuals. Refer students to the section “Building the Team” in *Leading in the Wildland Fire Service* for more information on team building.

What did Attila have to say?

5-8, Attila

“Beware of the treacherous Hun who pledges loyalty in public then spreads discontent in private. Make every effort to remove these ignoble characters, be they chieftains or your best warriors.”

Leadership Quote:

“The strength of the wolf is in the pack, the strength of the pack is in the wolf.” Rudyard Kipling, Writer

5-9, Quote

II. Building Team Cohesion

5-10, Section II

Key Teaching Points

5-11, Key Points

Team building progresses in predictable phases. Turning strangers into a team does not happen by itself. Every team or work group has to go through these phases. Some do it with more success than others; some never make it to the final phase. No phase is bad; they are all part of the journey to performance.

- **Formation (Form)**—Team members are eager to fit in and usually have high expectations. There is anxiety about individual roles and a lack of understanding about team structure. Team members display conforming, polite behavior and there is a high dependence on the leader for direction and support.
- **Development (Storm)**—Team members are frustrated with the discrepancy between their initial expectations and reality. There is an uncertain trust level and some team members form coalitions. Team members compete for attention or power and there is some testing of the leader's boundaries.
- **Performance (Norm and Perform)**—Team members commit to team vision and values. There is recognition of the importance in having different types of individuals on the team with various skill sets. Team members use open, direct communication that fosters trust and are willing to share responsibility with the leader.

Point out that the Crew Cohesion Assessment is available in the Leadership Toolbox on www.fireleadership.gov.

5-12, Tools

Exercise—Leading to Cohesion

5-13, Exercise

Purpose: To identify the leader’s role during each phase of team building.

Method: Have students work together in groups. Assign each group one of the three team building phases (Formation, Development, or Performance). If there are more than three groups, multiple groups can be assigned to work on the same team building phase.

Ask students to consider the team behaviors typical for their assigned phase and identify what actions leaders should use to guide teams during that phase.

Allow several minutes for the groups to work together, then have the groups present their suggested leader actions to the entire class.



After the exercise, distribute a copy of “Leader Actions in Team Building Phases,” one of the handouts found in Appendix C. An electronic version of this handout is also provided on the L-280 CD-ROM.

What did Attila have to say?

“Never expect your Huns to always be compatible. But expect their differences to be resolved without the spread of discontent to other Huns.”

5-14, Attila

Leadership Quote:

“One of the most important roles of a leader is to help a group move through the stages of development.” Ken Blanchard, Leadership Consultant

5-15, Quote

Review Unit 5 Objective

5-16, Objective

Unit 6: Ethical Decisions

Suggested Time: 30 minutes

6-1, Unit Title

Training Aids: Television with DVD player
PowerPoint projection setup
Dry erase board and markers or flipchart and markers

Objective: 1. Given course content information and a scenario—analyze a situation that poses an ethical dilemma.

6-2, Objective

I. Ethical Dilemmas

6-3, Section I

Key Teaching Points

6-4, Key Points

An ethical dilemma surfaces when a person needs to make a decision but the options available reflect different and competing values. The dilemma exists because, in making the decision, the person is forced to choose which values should drive the course of action.



For example, a leader may face a situation in which agency policy is at odds with the individual needs of a crew member, or one in which activities important to crew cohesion go against the written rules of the organization.

Because opposing loyalties pull the leader in different directions, ethical dilemmas warrant deliberate decision making, with a thorough assessment of the values in conflict before action is taken.

As a leader you have the responsibility to provide the leadership presence that guides and protects your team from being placed in situations that pose ethical dilemmas.

Here are some types of leader behaviors and attitudes that put followers into ethical dilemmas:

6-5, Key Points

- Zero defect mentality
- Covering up mistakes
- Telling their superiors what they want to hear
- Assigning tasks without the resources to get them done
- Loyalty up but not down the chain of command or vice versa

6-6, Key Points

Exercise—Analyzing a Leader’s Dilemma

6-7, Exercise

Purpose: To build awareness that every leader will face ethical dilemmas and to provide a framework for discussions on how individuals might conduct themselves when they face similar dilemmas.

Method: For this exercise, firefighters from different agencies volunteered to share a personal experience in which they grappled with an ethical dilemma. Segment 4 of the video includes four interviews describing their stories. Each interview shows a firefighter at a different stage in his or her career.



Exercise—Analyzing a Leader’s Dilemma— continued

Select and show one or more of the four interview options for the students to analyze.

Each interview includes two parts: the first part describes the ethical dilemma; the second part describes the outcome.

Facilitate a values discussion following Part 1, and then facilitate a close-out discussion following Part 2. The following instructor outline for each interview includes suggested questions to help you start and guide the discussions.

Note to the Instructor:

In the PowerPoint presentation, click the underlined link of the selected interview in the slideshow. A separate slide opens with the discussion questions for that interview. The interview questions are set up to appear one-at-a-time. Click or Page Down to show the next question. When finished with the discussion, click the slide or Page Down to return to the original slide with the links to the interview questions.



Segment 4: “Leadership Dilemmas”

Interview A (Tom Boatner)—6 minutes

Interview B (Thom Taylor) —7 minutes

Interview C (Keren Ramsey)—7 minutes

Interview D (Bill Middleton)—9 minutes

6-8, Video



Interview A—Tom Boatner, retired from the Bureau of Land Management as the Chief of Fire Operations, reflects on the ethical dilemma he faced earlier in his career as a Smokejumper Squad Leader. Tom describes a situation in which his supervisor demonstrated a poor work ethic then subsequently falsified the crew’s time report.

Part 1— Discussion Questions

For the false timesheet, Tom indicated the value in question was honesty and integrity. What values were in opposition to honesty and integrity?

Possible responses: loyalty to the team; a perception of “earning” the additional hours as bonus of sorts because the assignment was difficult; the “what-happens-in-Vegas-stays-in-Vegas” attitude.

In regards to his leader’s work ethic, Tom indicated the value in question was to “work as hard as we can.” In deciding what to do about the leader’s poor work ethic, what other values did Tom have to wrestle with?

Possible responses: loyalty to the smokejumpers as a whole; good will towards the team; discretion about judging other’s shortcomings.

Part 2—Discussion Questions

What would you do about the inaccurate timesheet?

What would you do about the leader’s poor work ethic?

Discussion Questions



Interview B —Thom Taylor, a fire crew leader for the U.S. Forest Service, describes a situation from early in his career when he was a new Squad Boss assigned to direct a hot-line operation, just hours prior to the burnover on the Thirtymile Fire. Thom discusses the leadership challenge of not feeling entirely comfortable with a new leadership position. He also describes how wearing several different hats caused him to experience a variety of emotions as his responsibilities changed.

**Discussion
Questions**

Part 1— Discussion Question

What values and emotions were in conflict as Thom tried to accomplish his mission?

Possible responses: duty to lead his squad and look out for their well-being; anxiety about being an inadequate leader without enough experience for the evolving circumstances while having high confidence in his ability as a sawyer; duty to fight the fire aggressively; alternating excitement and disappointment about the changes in assignment and operational tempo; duty to react responsibly to crew fatigue and the changing environment.

Part 2—Discussion Questions

What might you do if you felt that you were “over your head” in your assignment as a leader?

What can new leaders do when they perceive pressure to engage in aggressive tactics that don’t seem to be carefully thought out?



Interview C—Keren Ramsey, an Engine Captain for the U.S. Forest Service, describes an early experience she had on a Type 2 crew. She talks about the dilemma that emerged when her responsibilities and loyalties were tested by a conflict between the Crew Boss and the Crew Boss Trainee. In her closing, Keren reflects on how the fallout from this situation helped determine her fate in the Sadler Fire burnover two days later.

Discussion
Questions

Part 1—Discussion Questions

Keren described how her thought process was reflected in her physical position either on or off the bus. What values was Keren weighing during this process?

Possible responses: respect for the Crew Boss and chain of command by following directions as given; duty to her squad and to be involved as their leader; duty to assess the safety of the situation and look out for her people.

What were the symptoms that others on the crew were also experiencing a similar ethical dilemma?

Possible responses: widespread confusion and a lack of information; crew members going in different directions without any kind of plan (i.e., some people getting out fuses to burn out around the bus, others gathering around the Crew Boss Trainee, and others doing their own thing); when the Crew Boss returned and argued with the Crew Boss Trainee, crew members felt a need to choose sides, which caused an irreversible split in the crew.



Interview C—Keren Ramsey—continued

Part 2—Discussion Questions

How would you deal with an emerging conflict between your leaders?

How did the leaders' unresolved conflict cause serious problems for the crew?

Instead of improving team cohesion, they brought about discord and chaos and likely generated ethical dilemmas for many crew members. The effect of their conflict was also likely a contributing factor in the subsequent turnover on the Sadler Fire.



Interview D—Bill Middleton, retired Assistant Chief of the San Diego Fire-Rescue Department, describes a decision by an acting Company Officer to self-divert to another incident while going to an assigned call. He recalls his ethical dilemma when faced with the prospect of administering discipline as a result of the leaders' decision and the values he weighed when determining the correct level of discipline.

Part 1—Discussion Questions

What values did the Chief wrestle with in determining how to discipline the Captain and the Engineer?

Possible responses: The Chief cited several issues...

- The department's commitment to the public to deliver a prompt response.
- The expectation that the department works to do the right thing.
- The expectation for good decision-making among leaders.
- Fairness from the department to the people who made the decision "...because we charge them with making critical decisions in a short timeframe."
- Steering clear of the idea that management is looking to second guess front line decision makers, and trying to avoid the "zero-defects" mentality.

How important are these values in the fire service?

Part 2—Discussion Questions

Do you think the discipline administered to the two individuals was appropriate? Why?

Do you think that the Chief took into consideration the most relevant factors in coming to his decision?

**Discussion
Questions**

Key Teaching Points

When things go wrong, weak leaders look for the easy way out by denying the problem or diverting the blame.

6-9, Key Points

Strong leaders admit the problem, fix the problem, then learn and improve their operations—simple in theory, difficult in practice.

Tough leadership decisions do not always have happy endings, but you must be able to live with your decisions. A good test when faced with an ethical decision is to think about how you will be perceived by your peers and family if your actions become public knowledge.

What did Attila have to say?

“It takes less courage to criticize the decisions of others than to stand by your own.”

6-10, Attila

Leadership Quote:

“I only know that moral is what you feel good after and immoral is what you feel bad after.” Earnest Hemingway, Writer

6-11, Quote

Review Unit 6 Objective

6-12, Objective

Note to the instructor:

The slides with the discussion questions for each video segment will follow Objective slide #6-12, so just press Esc after showing the Objective slide to finish the slideshow.

Unit 7: Leadership in Action—the After Action Review

Suggested Time: 50 minutes

Training Aids: Television with DVD player
PowerPoint projection setup
Dry erase board and markers or flipchart and markers

Objective: 1. Given course content information and a scenario—participate in an After Action Review process.

I. The AAR

Note to the instructor:

The Wildland Fire Service has adopted AARs as a standard operating procedure. Most groups attempt to conduct some form of a debriefing after a shift or assignment; however, the quality of AARs can vary considerably from group to group. Simply having an AAR does not necessarily meet the goal of contributing to the learning organization.

This section outlines the core indicators of successful AARs. The intent for the section is to enable students to recognize what right looks like, so they can help to promote this standard and strengthen AARs throughout the organization.

7-1, Unit Title

7-2, Objective

7-3, Section I

Key Teaching Points

7-4, Key Points

The Debriefing or After Action Review (AAR) is a tool that fosters learning and improvement within the team as well as for the entire organization.

Outcomes of a successful AAR can have far-reaching ripple effects on an organization or operation. A properly conducted AAR can unravel the root causes of a problem in an operation, bring to light valuable innovations, or reverse a misperception that may otherwise trigger an error chain.

AARs are powerful opportunities for both individual and team learning; they play a critical role in future success and effectiveness.

A well-conducted AAR generally reflects the leadership values of Duty, Respect, and Integrity. These values shape both the team members' and leaders' responsibilities within the AAR process. In addition, participants' adherence to the spirit of these values affects the quality of the outcome.

It is up to everyone, and particularly the participating leaders, to ensure that the AAR is conducted in a way that enables the salient points of the action to be revealed and properly discussed.

Point out that the following resources are available in the Leadership Toolbox on www.fireleadership.gov:

7-5, Tools

- AAR Tips and Tactics
- Chainsaw AAR
- AAR References

II. What Right Looks Like

7-6, Section II

Key Teaching Points

7-7, Key Points

Here are some of the primary indications that an AAR is being conducted effectively:

- **All members contribute, providing diverse perspectives and opinions.** One of the central goals of the AAR is to create high-quality situation awareness for everyone so that the group's subsequent decisions and conclusions are based on accurate and complete information. To accomplish this, all perspectives and voices are represented and respected in the discussion, not just those of the leaders or people who like to dominate the discussion.
- **People focus on *what* is right rather than *who* is right.** The focus of the AAR is on professional and organizational learning, not on attributing blame. This focus keeps the discussion from getting personal and promotes professional respect. Moreover, regressing into a blame game wastes valuable time and keeps the discussion from what really matters.
- **All members are engaged in uncovering relevant and important truths.** Because people have differing perspectives and judgments about what happened and why, AARs can involve substantive disagreements. In effective AARs, members resolve these disagreements with constructive debate. By contrast, a tendency to gloss over disagreements may indicate a reluctance to engage in healthy conflict, diminishing the learning from the AAR.

- **People hold each other and the AAR leader accountable.** All participants have a duty to ensure the integrity of the AAR and to assure that participants hold each other accountable. In effective AARs, each person takes responsibility for their part in what happened and applies the lessons learned during the AAR to future actions. Likewise, when someone (including the AAR facilitator) begins to dominate the discussion or intimidates participants through words or demeanor, participants work to get the AAR back on track and protect the integrity of the AAR.
- **The outcome of the AAR ties to continuous improvement.** AARs represent the foundation of improvement, providing a bottom-up approach to generating and examining new ideas and techniques. Participants contribute with integrity, keeping sight of both the short- and long-term learning goals of the AAR. Lessons learned from the AAR are applied to subsequent activities.

**Exercise—The AAR: What Right Looks Like**

Purpose: To show an example of what right looks like in an AAR while giving students the opportunity to analyze the strengths and weaknesses of the example AAR.

Method: Show video from an AAR conducted following a prescribed burn. This example AAR is divided into four video segments that focus on each of the four AAR questions/phases.

Tell students to read the discussion questions, which are included in their Student Workbooks, before watching each video segment to help them know what to look for in the video. This suggestion applies to all four video segments.

As they watch each video segment, students should analyze that phase of the AAR and then answer the questions for that phase in the Student Workbook. After each video segment, facilitate a class discussion based on the answers the students developed in their analysis of the AAR shown on the video.

7-8, Exercise

**Segment 5: “After Action Reviews”**

Segment 5A (What was planned)—4 minutes

Segment 5B (What actually happened)—8 minutes

Segment 5C (Why did it happen)—2 minutes

Segment 5D (What can we do next time)—4 minutes

7-9, Video



Segment 5A: “AARs—What was planned?”

7-10, Discussion

Discussion Questions

In an effective AAR, many perspectives and voices are represented and respected in the discussion. Who stated the plan?

Several people—Fire Management Officer, Ignition Specialist, Holding Specialist.

Was the task, purpose, and end state of the plan (leader’s intent) clearly stated? What was the leader’s intent?

Task: fuels reduction burn

Purpose: meet hazard fuel treatment goal

End state: 75% fuels reduction with minimal damage to mature trees

Based on what you heard in the video, what was planned?

Local unit brought in other resources to help. Start the burn in northeast corner with two teams. Light test fire and proceed if test fire is OK. Tie into creek, keep in unit. “A straight forward holding” assignment.



Segment 5B: “AARs—What actually happened?”

7-11, Discussion

Discussion Questions

What was uncovered that was different from what was planned?

The wind shift was not anticipated; the resulting spot fire; the quality of preparation.

Each person takes responsibility for their part in what happened. Describe any instances of a person taking responsibility for their actions.

Holding Specialist—the quality of the preparation.

Ignition Specialist—not scouting better and for being a little overzealous on the speed of the burn.

Engine Captain—not calling in the change in weather.

How well did this group focus on what instead of who?

“The prep wasn’t completed” was stated factually, but not as an accusation. Generally, the tone was professional.

Based on what you heard in the video, what actually happened?

The burn progressed as planned until about 1115, when the wind shifted and the burn reached an area that was inadequately prepared, resulting in a spot fire. The spot fire was put out and the burn was continued.



Segment 5C: “AARs—Why did it happen?”

7-12, Discussion

Discussion Questions

People have differing perspectives about what they saw or heard and why it happened. How many differing perspectives were voiced regarding why actions unfolded as they did?

Several—the Engine Captains, Ignition Specialist, Forest Management Officer, Burn Boss.

How well did this group conduct a professional discussion that focused on what instead of who?

Some examples: the Burn Boss raising the issues of why the Engine Captain did not mention the daily wind shift; the Forest Management Officer taking responsibility for rushing the implementation; the Engine Captain taking responsibility for not mentioning the daily wind shift.

Based on what you heard in the video, why did actions unfold as they did?

The quality of the briefing; the rushed nature of the local planning and preparation; the Engine Captain not speaking up.



Segment 5D: “AARs—What can we do next time?”

7-13, Discussion

Discussion Question

The outcome of the AAR ties to continuous improvement. What improvements were identified and what strengths were identified?

Slowing down the firing, using better scouting, identifying clear trigger points, communicating contingency plans, and asking for feedback during the briefing.

Bringing in outside help was a strength to be sustained. Local expertise helped speed the reaction to spot fire, so integrating local expertise into key positions was also a strength to be sustained.

What did Attila have to say?

“If it were easy to be a chieftain, everyone would be one.”

7-14, Attila

Leadership Quote:

“True leadership resides in the evaluation of uncertain hazards and conflicting information.” British Prime Minister Winston Churchill

7-15, Quote

Review Unit 7 Objective

7-16, Objective

Unit 8: Putting It in Practice

8-1, Unit Title

Suggested Time: 15 minutes (Day 1)
6-8 hours (Day 2)

Training Aids: PowerPoint projection setup
Dry erase board and markers or flipchart and markers for Day 1 only

FLAC Facilitation Guide (See Appendix A)

- Objectives:**
1. Given a Field Leadership Assessment Course problem—demonstrate situational leadership and employ a team in accordance with team member’s capabilities.
 2. Given a Field Leadership Assessment Course problem—demonstrate the ability to redeem the five communication responsibilities.
 3. Given a Field Leadership Assessment Course problem—demonstrate effective teamwork skills.

8-2, Objectives

Note to Instructors

At the end of Day 1, give a 15 minute orientation to the FLAC, which will be held on Day 2.

Refer to the Field Leadership Assessment Course (FLAC) Facilitation Guide in Appendix A.

I. The Field Leadership Assessment Course (FLAC)

8-3, Section I

Key Teaching Points

8-4, Key Points

An exercise typically conducted outdoors, the Field Leadership Assessment Course (FLAC) consists of a series of stations where small teams with a pre-identified leader perform a task or solve a dilemma in an allotted amount of time.

FLAC Intent for Students

Task: Perform a designated task at each station. Rotate team leader role at each station. Conduct an AAR, led by that station's team leader, after completing the task at each station. Complete the self evaluation form at the end of the day.

8-5, Intent

Purpose: To provide an opportunity for you to utilize and reinforce concepts introduced in the classroom.

8-6, Intent

End State: While attempting to complete the assigned tasks at each station, redeem the five communication responsibilities, demonstrate situational leadership, employ a team in accordance with their abilities, and exhibit effective teamwork skills.

8-7, Intent

FLAC Briefing Checklist

- Start time and location
- Transportation logistics
- Safety concerns or hazards
- Weather forecast
- Students need to bring the following items for the FLAC:
 - Full Personal Protective Equipment (PPE)
 - Line gear
 - *Incident Response Pocket Guide*, notepad, and pen
 - Lunch and water

8-8, Briefing

8-9, Briefing

Appendix A: FLAC Facilitation Guide

This guide will help you plan and facilitate the Field Leadership Assessment Course (FLAC). One member of the L-280 cadre should be identified as the FLAC Coordinator.

It is important to remember that this guide may not be applicable to all situations. Creativity is encouraged to meet the intent of the FLAC. All of the necessary forms are included in this facilitation guide and are available as PDF documents on the L-280 CD-ROM.

FLAC Intent for Cadre

Task: The FLAC Coordinator designs, plans, and prepares a series of stations where small teams with a pre-identified leader perform a task or solve a dilemma in an allotted amount of time. The FLAC Coordinator briefs the procedures and ground rules to students and directs the FLAC. At each station, Observer-Controllers (OCs) provide constructive feedback for leaders and team members using the FLAC Evaluation Form.

Purpose: The FLAC is designed to provide an opportunity for students to utilize and reinforce concepts introduced in the classroom. This facilitation guide provides the basic blueprint for the preparation and execution of the FLAC.

End State: Each team has completed the assigned tasks at each station in the course and has received feedback from the OC at each station. Each student has completed the Self Evaluation Form. The class as a whole has participated in an AAR.

Important! The process of learning about leadership is more important than accomplishing any specific task at the stations during the FLAC.

FLAC Timeline

Time Prior to FLAC	Task
1 month	Scout a site and map out a site for the FLAC. Look for an area that can provide a trail or low use road system 3 to 6 miles in length—preferably with limited or no vehicle traffic, where public users can be notified of an on-going wildland fire service training exercise.
2 weeks	Identify all equipment and materials required, and assign an individual to have it on-site at an agreed-upon time 2 or 3 days prior to the course.
2 or 3 days	Stage a walk through of the FLAC. Begin setting up the stations at this time. Make copies of the course map for the student Team Leaders. Time each station with skilled people to answer these questions: <ul style="list-style-type: none"> • How long each task will take? • How far apart should the teams be staggered?
1 day	Walk through the FLAC with all OCs. <ul style="list-style-type: none"> • Discuss how each station must be timed and proctored. • Review guidelines for the FLAC Observer-Controller Evaluation Form. • OCs put the final touches on all stations. Issue the following to each OC: <ul style="list-style-type: none"> • Observer-Controller Station Instruction Sheet • Evaluation Forms (one for each team in the FLAC) • Course Map • Medical Evacuation Plan • Stopwatch • Radio

FLAC Planning Considerations

Reference Materials

Refer to the L-280 CD-ROM for a short PowerPoint presentation showing the setup for each of the standard FLAC stations described in this guide.

Refer to the Leadership Tool Box at the Wildland Fire Leadership Development Program website for an online feature that provides additional FLAC support such as a sample course map, sample medical plan, sample hazard analysis, as well as an example of a station briefing. This feature also provides information and ideas for those instructors that are interested in modifying the standard station problems or developing new station problems.

Go to — <http://www.fireleadership.gov/toolbox/toolbox.html>

Click on the link — L-280 Leadership Assessment Course

Cadre Requirements

The FLAC has these cadre requirements:

- One FLAC Coordinator
- An Observer-Controller (OC) to proctor each station

For example, if you establish six stations seven cadre members are required to conduct the FLAC. In addition, if you use the Search and Rescue station as described you will also need one role player. Although the EMT or First Responder identified in the Medical Evacuation Plan could be a cadre member, it is recommended they not be attached to the cadre.

It is important to consider the responsibility that the OCs have in the FLAC when recruiting individuals for that role. They must control the pace of action at their station to create a good test of leadership while ensuring student safety. They must also observe the actions of the assigned Team Leader and record their observations using the FLAC Observer-Controller Evaluation Form.

Stations

The recommended team size is four (Team Leader + 3). The maximum class size was established at 24 so that 6 stations would be the most required to run a smooth FLAC. Teams of five would work if your class has just a few more than 24 students. If you have a class significantly larger than 24 students, split the class and run the FLAC in two sessions.

Measure the time and distance between each station. There is no set sequence of placing the stations. Locate them to take advantage of the best site for each task.

Time the duration of the task at each station to make sure students can sink their teeth into it within the prescribed 20 minutes. If the timing shows the task takes shorter or longer than is recommended, increase or decrease the complexity to keep it within the timeline.

The key point in planning the FLAC is to ensure that teams are not running into each other. Either make all stations take the same amount of time, or allow for greater travel times to the stations that run shorter than the others.

Note: Sudden changes in the weather can short-circuit the planned FLAC, so be prepared with a contingency plan when weather or other circumstances make the planned FLAC impossible.

Timing Team Starts

After you have mapped the course route, the approximate times to run each station, and travel time from one station to another, you can determine how to start the teams.

Option A

- Run the FLAC with staggered starts for each team from a common starting point. You determine how long to stagger according to how long it takes to complete each event. This approach requires some teams to stand by prior to their start time and other teams to wait after they finish.

Option B

- Have each team start at the same time but at different stations. This will allow for all teams to start and finish at the same time. This approach is more challenging logistically.

Allow enough travel time in your sequence to enable the OCs time to re-organize the station between teams (take the chainsaws apart or whatever task is required to reset the station).

Establish the start and finish line at a location where the FLAC Coordinator at least can see the first station in order to judge how well the team spacing is working.

Sample FLAC Schedule

Following is a sample schedule for the entire day of the FLAC.

0730 – 0830	Instructors Briefing and Prepare Stations (Students P.T.)
0830 – 0845	Return to Classroom (Instructors Synchronize Watches)
0900 – 0930	Students grouped and briefed on rules and expectations (Include Hazard Assessment, Medical and Communications Plans)
0930 – 0945	Instructors and students move to initial stations
0945	Rotations begin
0945 – 1015	Rotation 1
1020 – 1050	Rotation 2
1055 – 1125	Rotation 3
1130 – 1200	Rotation 4
1205 – 1235	Rotation 5
1240 – 1310	Rotation 6
1330 – 1400	Back in classroom for group After Action Review (AAR)

Radios

Ensure that all stations have radio communications without dead spots. Establish two radio frequencies:

- one for OC logistical use
- one to monitor for possible team emergency calls

Course Layout

A total course length of 3 to 6 miles is recommended. The length can be longer or shorter, but whatever the distance, it should be spread out enough to allow all teams enough space to work and travel without distraction.

Equipment

All equipment should be checked and pre-run prior to the FLAC. Make sure that you have all necessary parts and pieces.

Performance under Pressure

The tasks at most stations are relatively simple, so the intent is to increase the challenge by adding elements of stress and complexity.

- A time limit should be established for each station to create a sense of urgency. Team Leaders should not know the nature of the problem or task until they arrive and receive their private briefing from the OC so that they do not have an opportunity to plan in advance.
- At stations where parts and equipment need to be selected (pump and hose lay, chainsaw assembly, and search and rescue), have more parts or pieces of equipment than are needed to complete the task. Sorting out necessary and irrelevant components adds to the complexity of decision making.
- Additional stress can be added by introducing penalties for infractions such as penalty minutes against a team's total time.

Station Design and Instructions

This facilitation guide includes the setup and instructions for six stations. However, at their discretion, instructors may develop new or different stations that are better suited to students in the class. The last section “How to Design a FLAC Station” provides guidelines and a template for developing new stations.

FLAC Coordinator Responsibilities

This section provides an overview of the FLAC Coordinator's responsibilities.

Day 1 Briefing

At the end of the classroom session the day before the FLAC, brief students about the FLAC intent and go through the FLAC briefing checklist: start time and location, transportation logistics, safety considerations, and what they need to bring.

Instructor notes are included in Unit 8: Putting It in Practice.

Organizing Team Leaders and Members

On the morning of FLAC, select the students who will be the first Team Leaders. These Team Leaders select their crew from the students in the class. The recommended team size is four (Team Leader + 3).

- Bring Team Leaders to the front of class.
- Each Team Leader makes alternating team member selections until all students are assigned to a team.
- Each Team Leader is given a different colored roll of flagging (or other team identification device) that is placed on the hardhat of each of their team members.
- Teams select a team name.
- Teams are visually identified by their flagging color and referred to by their team name.

Assign start times for each team (09:30, 09:45, and so on). Each Team Leader must have their team at the start area five minutes prior to their assigned time. All team members must have PPE, full line gear, a practice fire shelter, and colored identifier on their hardhats.

Issue each Team Leader the following:

- Course map
- Radio

Initial Briefing

The initial briefing covers the FLAC ground rules only; DO NOT provide any information regarding the course map or the nature of tasks for any of the stations. The Team Leaders should not know anything about their assignment until they arrive at the station and receive their briefing.

FLAC ground rules:

- The team's first assigned Team Leader is the leader at the team's first station, but at each subsequent station the Team Leader role rotates. All events must have a new and different Team Leader. The current team leader chooses each subsequent team leader at the end of each AAR and passes on the course map and radio to the next team leader.
- The Observer-Controller (OC) briefs only the Team Leader at the station. The Team Leader subsequently has one minute to recon the task at hand—without other team members present—before engaging their team in the task.
- Each station has a set time limit.
- After completing each station, the team conducts an After Action Review (AAR), answering all four of the AAR questions in the spirit of what right looks like.
- Full PPE and line gear is to be worn during the entire course.
- Explain the course travel route instructions and any special safety considerations.
- Team radios are to be used only in the event of becoming lost or in an emergency.

FLAC Conduct

Begin sending teams out on the FLAC at their assigned times.

Complete the following tasks as teams finish the last station in the FLAC:

- Record each team's finish time.
- Collect radio from final Team Leader.
- Provide each student an "FLAC Student Assessment Form" (found in the "FLAC Forms" section of this appendix).

Post-FLAC Conduct

Notify the OCs that the rotations are complete.

Have the teams take a breather, hydrate, put line gear away, re-fold practice shelters, and change into dry clothes. Instruct the students to review and answer the questions on their FLAC Student Assessment Form as preparation for their participation in the full class AAR.

After all teams have finished, OCs return immediately to the finish area.

FLAC AAR

After all teams have finished, the FLAC Coordinator facilitates a full class AAR with all students and OCs.

For the first AAR question (*What was planned?*), refer to the end state listed in the Student Workbook, which is copied here.

End State: While completing the assigned tasks at each station, redeem the Five Communication Responsibilities, demonstrate situational leadership, employ a team in accordance with their abilities, and exhibit effective teamwork skills.

Ask each student to briefly discuss team performance (*What actually happened?*) for the particular FLAC station where they were the assigned Team Leader. Keep the discussion in the context of the FLAC end state, which reflects the key concepts of the course. When all students have discussed team performance, have the OCs report what they observed for each team at their respective stations.

Course Close-Out

Close out the course and thank all hands for their participation. Have all cadre members retrieve FLAC equipment and police the area. Put together feedback and certification packages for each student. Return and store all equipment.

FLAC Observer-Controller (OC) Responsibilities

The Observer-Controllers (OCs) have the responsibility for controlling the pace of action at their station to create a good test of leadership while ensuring student safety. Simultaneously, they must also observe the actions of the assigned Team Leader and the rest of the team, recording their observations on the FLAC Observer-Controller Evaluation Form.

OCs also assist in facilitating team travel back to ICP upon completion of the FLAC.

Station Start and Finish

When the team arrives at your station, contact the FLAC Coordinator by radio to notify him or her that you are ready to proceed. Hold team on stand-by; wait for the go-ahead from the FLAC Coordinator. No discussion regarding the FLAC is allowed among team members during stand-by time.

Upon receiving the go-ahead, pull the Team Leader out of hearing distance of team and brief the Team Leader. After the briefing, the Team Leader is allowed a one-minute recon of the assigned task, without the rest of the team present. At this point, give the Team Leader a “start” command.

During the conduct of the task, observe both the leader’s and team’s behaviors. Intervene only if the team is operating outside your instructions or if there is a safety hazard.

If teams finish task early, spend as much time as possible conducting the AAR and providing leadership feedback. This is the opportunity to drive home the concepts discussed in class.

OCs may need to coach the teams to strike the right balance in the AAR. Teams have two objectives that may compete with each other: keeping the AAR to five minutes while answering all four of the AAR questions in the spirit of what right looks like. Keep students to the four-question format of the AAR, and be sure students answer one question at a time.

Also, encourage members of team to be honest with their leader regarding demonstrated leadership skills with the intent of learning. Never take less time with AAR, and remember to fill out and discuss leadership evaluation with each leader.

Standard Station Timeline

This timeline is suggested for all stations. The FLAC Coordinator notifies OCs of the time tags.

Time	Task
5 minutes	Initial Briefing <ul style="list-style-type: none"> • 2 minutes for OC briefing to Team Leader • 1 minute for Team Leader to ask OC questions • 2 minutes for Team Leader to brief the Team
Time Tag 5 minutes per stopwatch. FLAC Coordinator: <i>All FLACs. Briefing period is over; begin FLAC.</i>	
15 minutes	Accomplish station task <ul style="list-style-type: none"> • No questions allowed from team • Control instructions from OC allowed
Time Tag 19 minutes per stopwatch. FLAC Coordinator: <i>1 Minute warning for end of FLAC</i>	
Time Tag 20 minutes per stopwatch FLAC Coordinator: <i>End of FLAC—begin AAR</i>	
5 minutes	Team Leader facilitates AAR with team. OC can mentor and coach during the team AAR
5 minutes	OC provides the Team Leader with immediate verbal feedback on performance
Time Tag 30 minutes. FLAC Coordinator: <i>End of task; rotate team to next station.</i>	

Guidelines for the FLAC Observer-Controller Evaluation Form

Record observations for each team on a separate FLAC OC Evaluation form. After the FLAC is completed, all team evaluation forms will be used during the full class AAR.

- After the allotted time for the FLAC problem and team AAR has expired, advise the team leader to prepare for a debriefing and to move away from the rest of the team with note-taking gear.
- Direct other team members to re-set the FLAC problem while the team leader is engaged in the debriefing.
- Have the team leader write observations in four categories: “**SA**” for situation recon and planning; “**BC**” for briefing and two-way communication skills; “**DM**” for decision-making and delegation; and “**AAR**” for learning from the After Action Review.
- Foster self-assessment in the team leader and accountability for their actions by asking, “Of these four areas, where do you think you did well and where do you think you need to improve?”
- After listening to the team leader’s self-assessment, give your observations and constructive feedback. Be sure to include recommendations on how to improve. Focus on leader and team behaviors, not on task completion.

Standard FLAC

The following pages have OC instructions for standard FLAC stations that have been used successfully.

Chainsaw Assembly Station—OC Instructions

Intent

Create a situation in which the Team Leader must identify skills among team members and delegate tasks in order to complete the assignment.

Facilitation Suggestions

Intermix disassembled saws and parts to increase complexity.

Situation Briefing for Team Leader Only

Team is tasked with assembling two chainsaws and cutting two rounds off of a log using both chainsaws.

1. Fully assemble both chainsaws.
2. Saw operators must use all required PPE.
3. The log must be placed in the secure position provided at the station prior to cutting.
4. Cut two short rounds off each end of the log for a total of two cuts.
5. Each cut is to be made by a different chainsaw.
6. Disassemble both chainsaws.
7. At completion of exercise, perform an After Action Review.

Coordinating Instructions

- Communicate the task time limit to the Team Leader.
- The Team Leader's one-minute recon of the situation is accomplished without team members present.
- The Team Leader may ask questions of the OC during the recon.
- After one minute provide a signal for the Team Leader to engage the team in the task.
- Enforce the time limit and signal the team to begin their AAR.

Safety

- Observe all chainsaw safety requirements.
- Check to ensure all participants have been through S-212.
- Check to ensure all participants have gloves, eye protection, and ear protection in possession.

Station Equipment

- Tarp/Plastic approximately 8' x 10'
- 1 Stihl 036 chainsaw or other model
- 1 Stihl 046 chainsaw or other model
- 2 Srench tools (one for each type of saw used)
- 2 Chainsaw chaps
- Saw fuel and bar oil
- Saw buck set-up
- 2 or 3 medium diameter logs, 6 to 8 to feet long
- Misc. extra saw parts and tools
- Back-up chainsaw

4X4 Board Walk Station—OC Instructions

Intent

Create a situation where the Team Leader must facilitate a unified team effort in order to complete the assignment.

Facilitation Suggestions

Use cones to mark turns or create other minor obstacles in the course for adding complexity to this station.

Situation Briefing for Team Leader Only

Team is tasked to walk in unison using 4x4 boards through a predetermined course.

1. All team members are to line up standing on the 4x4s with rope handles in hand.
2. Move as a team with all team members keeping both feet on the 4x4s at all times.
3. Get the team to an established point on the course and return.
4. If any team member steps off the 4x4s, the team must remain in place for 15 seconds with no talking.
5. At completion of exercise, perform an After Action Review.

Coordinating Instructions

- Communicate the task time limit to the Team Leader.
- The Team Leader's one-minute recon of the situation is accomplished without team members present.
- The Team Leader may ask questions of the OC during the recon.
- After one minute provide a signal for the Team Leader to engage the team in the task.
- Enforce the time limit and signal the team to begin their AAR.

Safety

Establish the course on relatively flat terrain.

Station Equipment

- Flagging for start and finish line
- two 4x4 boards, 12' long, with 4 or 5 sets of rope handles (3' to 4' long) attached on each board

Search and Rescue Station—OC Instructions

Intent

Create a situation where the Team Leader must make rapid decisions and prioritize critical actions in order to complete the assignment.

Facilitation Suggestions

- Place lost child in a location that will require a decision to search or not search.
- Role player's condition should require immediate medical attention (potential spinal injury, etc.).
- Provide continuous information on direction and rate of fire spread to help Team Leader visualize situation.
- Identify a feasible safety zone in a location that is within walking distance for evacuation.
- IRPG reference pages 23, 29, and 33.

Situation Briefing for Team Leader Only

Team is faced with an emergency incident within an incident.

1. Team is responding to a reported wildfire.
2. The team's vehicle has some basic first aid equipment.
3. Upon arrival at the scene, team finds a single vehicle accident with one adult victim (role player).
4. The first words out of the semi-coherent victim are that their 3-year-old child has wandered from the scene.
5. Given current conditions the fire will overrun this location in about 10 to 15 minutes.
6. Provide any Report on Conditions to the OC as if talking to Dispatch via radio.
7. At completion of exercise, perform an After Action Review.

Coordinating Instructions

- Communicate the task time limit to the Team Leader.
- The Team Leader's one-minute recon of the situation is accomplished without team members present.
- The Team Leader may ask questions of the OC during the recon.
- After one minute provide a signal for the Team Leader to engage the team in the task.
- Enforce the time limit and signal the team to begin their AAR.

Safety

Make sure that any citizens encountered are immediately notified that this is a fire service training exercise.

Pump and Hose Lay Station—OC Instructions

Intent

Create a situation where the Team Leader must determine equipment needs and coordinate the actions of all team members in order to complete the assignment.

Facilitation Suggestions

Many variations maybe used for adding complexity to this station: uneven terrain, different hose configurations such as adding laterals, other pump types, or a fire situation that forces the team to pull the hose lay.

Situation Briefing for Team Leader Only

Team is tasked to set up a portable pump and deliver water through the construction of a hose lay.

1. Set up a Mark III pump.
2. Establish a 300 foot simple hose lay.
3. Add 1½ inch gated wyes at the 100 foot and 200 foot intervals.
4. Charge the hose lay and run water from the nozzle.
5. Rapidly break down, drain, and pull the hose.
6. At completion of exercise, perform an After Action Review.

Coordinating Instructions

- Communicate the task time limit to the Team Leader.
- The Team Leader's one-minute recon of the situation is accomplished without team members present.
- The Team Leader may ask questions of the OC during the recon.
- After one minute provide a signal for the Team Leader to engage the team in the task.
- Enforce the time limit and signal the team to begin their AAR.

Safety

- Observe all water handling safety requirements.
- Check to ensure all participants have gloves, eye protection, and ear protection in possession.

Station Equipment

- 2 Mark III pump kits (complete)
- 600 feet 1½" hose
- 400 feet 1" hose
- four 1½" gated wyes
- four 1½" to 1" reducers
- two 1½" nozzles
- four 1" nozzles
- 1 Folding tank or creek/pond water source
- System to fill tank (hydrant or engine)

Fire Shelter Deployment—OC Instructions

Intent

Create a situation where the Team Leader must deal with an ethical dilemma in order to complete the assignment.

Facilitation Suggestions

- Station location should have an uphill line or trail to an open area (20% to 30% slope and 150 to 200 yards long).
- Provide continuous information on direction and rate of fire spread to help Team Leader visualize situation.
- Move with the team and about 50 yards up the hill identify the biggest team member to go down with leg and back cramps, absolutely unable to get up off the ground.

Situation Briefing for Team Leader Only

Team is faced with a life-threatening situation on the fireline.

1. The team's primary escape route to the safety zone has been cut off.
2. Fire will overrun current location in minutes and the current location is not survivable using shelters.
3. There is a survivable deployment zone back uphill.
4. All other directions of travel are unusable.
5. Get the team to the deployment zone and deploy fire shelters.
6. At completion of exercise, perform an After Action Review.

Coordinating Instructions

- Communicate the task time limit to the Team Leader.
- The Team Leader's one-minute recon of the situation is accomplished without team members present.
- The Team Leader may ask questions of the OC during the recon.
- After one minute provide a signal for the Team Leader to engage the team in the task.
- Enforce the time limit and signal the team to begin their AAR.

Safety

Ensure that any public encountered are immediately notified that this is a fire service training exercise.

Station Equipment

Practice fire shelters (1 per team member)

Blindfold Walk—OC Instructions

Intent

Create a situation where the Team Leader must establish a clear communication process in order to complete the assignment.

Facilitation Suggestions

Use cones to mark turns or create other minor obstacles in the course to add complexity.

Situation Briefing for Team Leader Only

Team is tasked to guide temporarily blinded team members through a predetermined course.

1. Identify several team members to be blindfolded for the duration of the course.
2. All team members are to line up holding the tether maintaining 5 foot spacing from each other.
3. Move as a team with all team members holding the tether rope at all times.
4. Get the team to an established point on the course.
5. At completion of exercise perform an After Action Review.

Coordinating Instructions

- Communicate the task time limit to the Team Leader.
- The Team Leader's one-minute recon of the situation is accomplished without team members present.
- The Team Leader may ask questions of the OC during the recon.
- After one minute provide a signal for the Team Leader to engage the team in the task.
- Enforce the time limit and signal the team to begin their AAR.

Safety

- Establish the course on relatively flat terrain.
- Check with blindfolded team members regarding acceptance of the role.

Station Equipment

- Flagging for start/finish line
- 1 Rope, 25' long
- Blindfold material

FLAC Forms

The following pages are forms that can be copied for the FLAC assessments recorded by Observer-Controllers and by students.

FLAC Observer-Controller Evaluation Form

Station _____

Team _____

Leader _____

Criteria	Comments
Reconned the assignment and developed a plan	
Briefed team on situation and communicated intent	
Delegated tasks to team members and utilized available skills	
Made sound decisions when faced with a new problem or a dilemma	
Listened to team members' suggestions	
Facilitated an after action review that provided positive learning	
Teamwork skills displayed by team members	

Positive Comments	Corrective Comments
<p>Leader</p> <ul style="list-style-type: none"> • Initially took charge of the situation. • Never gave up, worked problem until the end. • Communicated thoughts quickly and clearly. • Used the suggestions of others well. • Innovative problem solver. • Consistently demonstrated that he or she was the leader throughout the problem. 	<p>Leader</p> <ul style="list-style-type: none"> • Impulsive, acted before thinking. • Moved slowly, no sense of urgency. • Too much talk, not enough action. • Abrasive or domineering or both, did not work well with the team. • Strong willed, was not flexible in meeting changing situations. • Seemed lost and confused, wasn't sure what to do.
<p>Team Members</p> <ul style="list-style-type: none"> • Became involved in the problem. • Followed instructions well and with enthusiasm. • Made significant contributions to the overall effort. • Emerged with suggestions when things began to bog down. 	<p>Team Members</p> <ul style="list-style-type: none"> • No desire to get involved in the problem. • Only did what was told. • Failed to flow with the changes to a plan that was not working. • Very timid and soft-spoken.

How to Design a FLAC Station

When designing or modifying a FLAC station, keep in mind that you are creating stations that may be put on the shelf for other people to facilitate. Use a standard format (found at the end of this section) to ensure that others can conduct the FLAC station.

Identify Your Training Objectives and Intent

It is essential that you design stations with specific training objectives derived from the L-280 course content. Remember that the primary objective for each station is to have the leader practice utilizing concepts learned in the classroom while serving as a leader.

Here are sample objectives that could be used as a starting point:

- Practice gathering rapid situational awareness
- Utilize direct statements
- Exhibit command presence

This is a sample intent statement:

Create a situation where the Team Leader must make rapid decisions and prioritize critical actions in order to complete the assignment.

Create a Scenario

Design a problem, not a solution. Start with a problem in mind: It is usually better to start with a problem and allow the players to create solutions than it is to start with a solution and work backward to create a scenario to support it.

In the latter case, the scenario usually turns out to be obvious and contrived—almost like a leading question for which there is only one *right* answer. Make sure that the problem you start with leads players directly to the training objectives you have identified.

Create friction. Things don't always go as planned or expected. Challenging stations are difficult, have rules, incorporate penalties, and require ingenuity to complete.

Introduce the problem in the briefing format. To the leader alone, provide the situational factors, the tools/equipment available, and the specific rules for the station.

Note: When designing a new station, keep in mind the 30-minute timeframe for standard stations. The complexity of conducting the FLAC increases considerably when some of the stations deviate from this timeframe.

Review and Evaluate

Emphasize the evaluation of leadership. The After Action Review (AAR) is used to analyze the leadership and team performance in relation to course concepts. For example, the following are good questions for the AAR: “Was task, purpose, and end state communicated effectively to all members of the team? How did this affect actions?” These types of prompts may go into the Facilitation Suggestions at the end of the form.

FLAC Station Development Template

Title: *Name of the station*—OC Instructions

Intent

When designing a new station, start with intent. Identify your intent and design a situation around the intent.

Create a situation in which the Team Leader must....

Facilitation Suggestions

Make suggestions to increase complexity or add stress to the task.

Situation Briefing for Team Leader Only

Write a step-by-step briefing for the task to be given to the team leader.

1. First step and so on.

Coordinating Instructions

The coordinating instructions are generally the same for all stations. As shown here, the instructions outline ground rules for students.

- Communicate the task time limit to the Team Leader.
- The Team Leader's one-minute recon of the situation is accomplished without team members present.
- The Team Leader may ask questions of the OC during the recon.
- After one minute provide a signal for the Team Leader to engage the team in the task.
- Enforce the time limit and signal the team to begin their AAR.

Safety

Include any safety considerations for the task and station.

Station Equipment

List all equipment required to conduct the task.

Appendix B: Pre-Course Work

The pre-course work is based on a reading assignment that encourages you to examine how well prepared you are to lead others. The reading assignment is followed by a few questions that ask you to reflect on the reading in terms of your own situation.

The intent of this reading assignment is two-fold. First, by reading this book as pre-course work you are afforded some time to think about the topic of leadership prior to attending the course. Second, reading in order to foster continuous learning is a key strategy for individuals who desire to improve their leadership skills throughout their career, no matter what type of business or endeavor they pursue.

Part 1

Read the assigned book *Leadership Secrets of Attila the Hun* by Wess Roberts. This book is less than 100 pages and is an enjoyable and quick read.

Part 2

Write up brief responses to the following three questions regarding the reading assignment. The entire assignment should not require more than one or two pages.

Question 1

After reading Chapter 1, identify which of Attila's 17 essential qualities are your strongest three and which are your weakest three. Briefly explain why.

Question 2

After reading Chapter 2, briefly explain why you want to be a leader of firefighters.

Question 3

Identify which chapter in the book (other than Chapters 1 and 2) you found to be most valuable to you as a future leader of firefighters and briefly explain why.

Bring your completed written responses with you to class.

Bring your fireline gear with you to class (full PPE, web gear, and boots).

Appendix C: Handouts

Make a copy of each handout for each student.

Electronic versions of these handouts are also available on the L-280 Followership to Leadership CD-ROM.

Selecting the Right Leadership Style

Directing	<p>Task Considerations</p> <ul style="list-style-type: none"> • life, safety, or property threats • time critical decisions
	<p>Team Considerations</p> <ul style="list-style-type: none"> • team members are inexperienced • team members expect immediate guidance
	<p>Leader Considerations</p> <ul style="list-style-type: none"> • high level of experience • must have more than position power
Delegating	<p>Task Considerations</p> <ul style="list-style-type: none"> • normal standard operations • many tasks require simultaneous action
	<p>Team Considerations</p> <ul style="list-style-type: none"> • team members are experienced • team members support leader's goals
	<p>Leader Considerations</p> <ul style="list-style-type: none"> • high level of trust in the team • must clearly define expectations and limits
Participating	<p>Task Considerations</p> <ul style="list-style-type: none"> • unusual situation or problem • time is available for team input
	<p>Team Considerations</p> <ul style="list-style-type: none"> • team members are experienced • team members have a stake in the solution
	<p>Leader Considerations</p> <ul style="list-style-type: none"> • willing to accept input from team members • must frame the problem for all to understand

Note: This list of considerations is not comprehensive.

Leader Actions in Team Building Phases

Formation Phase

- Communicate team vision and values
- Establish team structure and expectations
- Define decision making authority
- Develop agreement on roles and standards
- Provide information about processes and benefits
- Provide knowledge about each other to emphasize diverse talents and foster trust

Development Phase

- Maintain focus on team vision and values
- Establish good communication processes by using clear intent statements, active listening, and After Action Reviews
- Demonstrate unity of command in the leadership team
- Drill on team and individual task skills
- Encourage initiative and underwrite honest mistakes
- Resolve conflict without overreacting

Performance Phase

- Focus on improving productivity
- Provide new challenges
- Share decision making autonomy within boundaries
- Recognize and celebrate team accomplishments
- Give individual recognition

Appendix D: Glossary

- After Action Review (AAR)** A leadership communication tool that fosters learning and improvement within a team, also known as a Debrief. The After Action Review format can be found in the green operational pages of the *Incident Response Pocket Guide*.
- Bias for Action** In time-critical situations, fire leaders show a bias for action while using judgment, acting within the intent of their leaders, working in unison with others, then developing and communicating a plan. They inform leaders of actions as soon as safely possible.
- Character** The way an individual communicates their values to others. It is a collection of actions that others appraise to determine if one can be trusted.
- Command Presence** Positive behaviors and traits that are easily recognizable, yet difficult to achieve. Command presence is projected by your ability to communicate effectively.
- Communication Process** Communication is a leader's most important tool. A complete communication process requires:
- Sender
 - Receiver
 - Information that needs to be passed on
 - Two-way communication method
- Communication Responsibilities** The five communication duties for all firefighters are:
- Brief others as needed
 - Debrief your actions
 - Communicate hazards to others
 - Acknowledge messages
 - Ask if you don't know
- Decision Cycle** Good decision-making is based on good situation awareness and plays against the backdrop of constant time pressure. The decision cycle then proceeds through:
- Problem identification
 - Option selection
 - The decision point
 - Then implementation of the action
- Ethical Dilemma** A situation that exists when an individual is forced to choose between two competing values. It's a simple concept that usually ends up being very complicated to resolve.

Hazardous Attitude Attitudes are where emotions and rational thought process get mixed up with each other. Hazardous attitudes are destructive to effective communication and good situation awareness. They include feelings of invulnerability, anti-authority, resignation, and casualness.

Leader's Intent A complete intent statement has three parts:

- **Task** = What is to be done
- **Purpose** = Why it is to be done
- **End state** = How it should look when done

Leadership The art of providing purpose, direction, and motivation to a group of people in order to accomplish a mission and improve the organization:

- **Purpose**—Leaders provide purpose by clearly communicating their intent and describing the desired end state of an assignment to their followers.
- **Direction**—Leaders provide direction by maintaining standards of performance for their followers.
- **Motivation**—Leaders provide motivation by setting the example for their followers.

Leadership Environment A leader's work environment has four critical components:

- **The Leader**—A leader must have an honest understanding of their strengths and weaknesses, their capabilities and limitations.
- **Your People**—All the followers within the framework of the team. Each follower will have a different skill mix and unique personality traits.
- **The Task**—Every situation presents a different challenge: high consequences, time compression, or special skill needs.
- **Consequences**—Leaders must always keep the consequences in mind as they make decisions.

Leadership Principles Eleven principles that describe tangible behaviors that reflect and demonstrate values. These can be found in the front of the *Incident Response Pocket Guide*.

Leadership Styles	<p>The various methods used to impart purpose and direction to followers. Directing, Delegating, and Participating are the three basic styles.</p> <ul style="list-style-type: none"> • Directing—The leader provides all instructions and guidance to followers in order to accomplish the task. Followers have minimal opportunity for feedback and little decision-making responsibility. • Delegating—The leader gives specific responsibilities to followers and expects them to accomplish those delegated tasks without further guidance. Followers have moderate feedback opportunity and moderate to high levels of decision-making responsibility. • Participating—The leader asks followers to assist in determining best methods or solutions for accomplishing a task. Followers are expected to provide ideas and may have high levels of decision-making responsibility.
Leadership Values	<p>Duty, respect, integrity are the three guiding values that should be the basis for the decisions that leaders make.</p> <ul style="list-style-type: none"> • Duty—How a leader values their job. Duty begins with everything required by law and policy, but it is much more than that. A leader commits to excellence in all aspects of their professional responsibility so that when the job is done they can look back and say “I couldn’t have given any more.” • Respect—How a leader values their co-workers. Respect for the individual forms the very basis for the rule of law in America. This value reminds leaders that those who follow are their greatest resource. Not all followers will succeed equally, but they all deserve respect. • Integrity—How a leader values herself or himself. An individual cannot be in charge of others unless they are in charge of their own actions. People of integrity separate what is right from what is wrong and act according to what they know is right, even at personal cost.
Power Paradox	<p>Leaders build more power when they give it away. A leader who wants respect must first respect their followers. A leader who wants to be trusted must first give trust to their followers. Leaders must be willing to take the first step.</p>
Risk Management Process	<p>A tool that can assist in the preplanning process during fireline decision-making. The Risk Management Process format can be found in the green operational pages of the <i>Incident Response Pocket Guide</i>.</p>
Situation Awareness (SA)	<p>An on-going process of gathering information by observation and by communication with others. This information is integrated to create an individual’s perception of a given situation. Only by constantly gathering information and updating SA is it possible for a leader to build an accurate perception of the environment, a perception that is as close to reality as possible.</p>

Situational Leadership	The ability to adapt and utilize different leadership styles to deal with an ever-changing work environment and the available follower skills.
Sources of Power	<p>Power is the ability to influence the actions of others. Leaders have access to power based on who they are and who their followers perceive them to be:</p> <ul style="list-style-type: none">• Position Power—Based on the perception that rank in the organization automatically gives a leader certain rights and authority.• Reward Power—Based on the perception that the leader controls rewards that are valued by followers and the rewards are given for good performance.• Discipline Power—Based on the perception that the leader can and will penalize followers who choose not to meet standards.• Respect Power—Based on followers identifying with the leader as a role model and an example to follow.• Expert Power—Based on the perception that the leader is competent in the required job skills.
Standard Operation Procedures (SOP)	Specific instructions clearly spelling out what is expected of an individual every time they perform a given task. In short, an SOP is a performance standard. SOPs should be used for tasks that are routinely done in the operational environment. Use of SOPs gives leaders more flexibility to deal with unique operational situations because they know how their followers are handling routine decisions.
Stress Reaction	<p>The response of an individual to demands that are placed upon them. Adverse stress reactions can impact a leader’s decision-making ability. There are two major sources of these demands, also known as stressors:</p> <ul style="list-style-type: none">• Background Stress—On-going or daily demands such as family, financial, or health concerns.• Duty Stress—Unique demands that occur due to task assignment in the work environment such as fatigue, life/safety risk, conflict with other personnel, environmental conditions, supervisor expectations, or peer pressure.
Synergy	The team product of successful leadership. Synergy is that powerful force that allows the team to outperform itself. The goal of a leader should be a team where the whole equals more than the sum of the parts.

Team Cohesion Every team or work group has to go through three basic phases of team building. Some teams do it with more success than other teams. Some teams never make it to the final phase. No phase is bad, all phases are part of the journey to performance:

- **Formation (Form)**—Team members are eager to fit in and usually have high expectations. There is anxiety about individual roles and a lack of understanding about team structure. Team members display conforming, polite behavior and there is a high dependence on the leader for direction and support.
- **Development (Storm)**—Team members are frustrated with the discrepancy between their initial expectations and reality. There is an uncertain trust level and some team members form coalitions. Team members compete for attention or power and there is some testing of the leader's boundaries.
- **Performance (Norm and Perform)**—Team members commit to team vision and values. There is recognition of the importance in having different types of individuals on the team with various skill sets. Team members use open, direct communication that fosters trust and are willing to share responsibility with the leader.