WILDLAND FIRE LEADERSHIP CURRICULUM MANAGEMENT UNIT GUIDE

Leadership is Action
L-580

Organizational Leadership in the Wildland Fire Service
L-480

Fireline Leadership
L-380

Followership to Leadership
L-280

Human Factors in the Wildland Fire Service
L-180

Advanced Leadership for Command and General Staff
L-481

Incident Leadership
L-381

SKILLS

KNOWLEDGE

Entry Level

Retire

NWCG Leadership Subcommittee

April 2017
Be proficient in your job, both technically & as a leader.
- Take charge when in charge.
- Adhere to professional standard operating procedures.
- Develop a plan to accomplish given objectives.

Make sound & timely decisions.
- Maintain situation awareness in order to anticipate needed actions.
- Develop contingencies & consider consequences.
- Improvise within the commander’s intent to handle a rapidly changing environment.

Ensure that tasks are understood, supervised, accomplished.
- Issue clear instructions.
- Observe & assess actions in progress without micro-managing.
- Use positive feedback to modify duties, tasks & assignments when appropriate.

Develop your subordinates for the future.
- Clearly state expectations.
- Delegate tasks that you are not required to do personally.
- Consider individual skill levels & developmental needs when assigning tasks.

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.

Keep your subordinates informed.
- Provide accurate & timely briefings.
- Give the reason (intent) for assignments & tasks.
- Make yourself available to answer questions at appropriate times.

Build the team.
- Conduct frequent debriefings with the team to identify lessons learned.
- Recognize accomplishments & reward them appropriately.
- Apply disciplinary measures equally.

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 & physical limitations when accepting assignments.

Know yourself and seek improvement.
- Know the strengths/weaknesses in your character & skill level.
- Ask questions of peers & supervisors.
- Actively listen to feedback from subordinates.

Seek responsibility and accept responsibility for your actions.
- Accept full responsibility for & correct poor team performance.
- Credit subordinates for good performance.
- Keep your superiors informed of your actions.

Set the example.
- Share the hazards & hardships with your subordinates.
- Don’t show discouragement when facing setbacks.
- Choose the difficult right over the easy wrong.
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INTRODUCTION
NWCG LEADERSHIP SUBCOMMITTEE MISSION STATEMENT

To promote cultural change in the workforce and to emphasize the vital importance of leadership concepts in the wildland fire service by promoting educational and leadership development opportunities.

BACKGROUND/OVERVIEW

The National Wildfire Coordinating Group (NWCG) Leadership Subcommittee (LSC), under the Operations and Training Committee, is responsible for the management of Wildland Fire Leadership Development Program (WFLDP), including the Wildland Fire Leadership Values and Principles, the NWCG leadership (L-series) curriculum, and leadership development resources found within the Leadership Toolbox on the WFLDP website (https://www.fireleadership.gov).

RESPONSIBILITIES

Beyond management of the WFLDP resources, the LSC has specific responsibilities to provide a fair and impartial standard and evaluation process through which courseware and potential providers of L-series courses can be reviewed. This may include, but is not limited to, review and approval of:

- Proposed courseware materials and support items for inclusion into the curriculum.
- Proposed courseware design and development documentation.
- Prospective provider performance and delivery systems and capability, including instructors.

CURRICULUM MANAGEMENT UNIT

Each course within the curriculum is managed by a steward or group of individuals known as a Curriculum Management Unit (CMU). The CMU provides course design and evaluation assistance upon agency request to determine if a prospective provider (public or private) meets the requirements to become an Approved Provider. The CMU is solely responsible for establishing program specifications, determining program and provider evaluation criteria, and for approving potential providers. The CMU approves training programs which meet or exceed the established specification. In support of quality delivery, the LSC also approves organizations and individual instructors as appropriate.

The NWCG LSC has assigned a Curriculum Management Unit Lead (CMUL) to each L-course. The role of the CMUL is to serve as a point of contact (POC) for the review and certification process of “L” courses and to provide appropriate NWCG review resources as needed to support the process. The CMUL works as a coordinator to provide feedback as appropriate to the potential provider during and after the certification process. The CMUL also acts as the LSC POC for all delivery, auditing, compliance, and recertification issues.
L-CURRICULUM
OVERVIEW
L-180, HUMAN FACTORS IN THE WILDLAND FIRE SERVICE

L-180 CURRICULUM MANAGEMENT UNIT
Ashleigh D’Antonio (Co-Lead) 208-315-2857 adantonio@fs.fed.us
Brandon Selk (Co-Lead) 605-642-4622 bselk@fs.fed.us

COURSE HISTORY
- First course delivery April 2000
- NWCG approval date for “L” curriculum June 2002
- IQCS creation date pre-IQCS
- Revision date(s) September 2008
- First online course delivery 2014

COURSE DESCRIPTION
The L-180, Human Factors in the Wildland Fire Service, course exposes students to human performance concepts as part of basic wildland firefighter training. The course is specifically designed for entry-level operational personnel; however, this course also applies to all wildland fire service personnel, including non-operational personnel.

A classroom training package is available in the NWCG Publication Management System; the online course is available through NWCG Online Course Materials, and an adapted version is included as Unit 4 in the 2003 edition of S-130, Firefighter Training. All versions of the course are designed to be interactive. Topics include situation awareness, basic communication responsibilities, attitude and stress barriers, decision making processes, and teamwork principles.

This course is offered at the local level using the minimum instructor qualifications and instructor certification guidelines listed in the Field Manager’s Course Guide.

OBJECTIVES
- Introduce human performance factors in high-risk work environments and add this knowledge to student’s skill set.
- Provide opportunities to explore human performance concepts and related vocabulary.
- Reinforce professional responsibility to address human performance issues while on the job.

COURSE COMPONENTS AND HOURS TO COMPLETE

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-selection assessment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-course work</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online training</td>
<td>N/A</td>
<td>4</td>
</tr>
<tr>
<td>Instructor-led training</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Hours</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

TARGET GROUP
Entry-level incident personnel

COURSE PREREQUISITES
None

COURSE LEVEL
Local


PRE-COURSE WORK
None

COURSE ACCESS AND ADDITIONAL COURSE INFORMATION
Click here to go to the L-180 online course.

L-180 MINIMUM INSTRUCTOR QUALIFICATIONS

- Lead instructor must be qualified as any single resource boss.
- Unit instructors must have a supervisory qualification in any ICS function (operations or support).
- Also see “NWCG Instructor Certification” in the Field Manager’s Course Guide.
L-280, FOLLOWERSHIP TO LEADERSHIP

L-280 CURRICULUM MANAGEMENT UNIT
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Brandon Selk (Co-Lead) 605-642-4622  bselk@fs.fed.us

COURSE HISTORY
• First course delivery February 2002
• NWCG approval date for “L” curriculum September 2002
• IQCS creation date pre-IQCS
• Revision date(s) October 2008

COURSE DESCRIPTION
L-280, Followership to Leadership, is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. The course combines one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events (Field Leadership Assessment Course) in small teams. Topics include leadership values and principles, transition challenges for new leaders, situational leadership, team cohesion factors, ethical decision making, and after action review techniques. Some course delivery may be arduous in nature.

This course is offered at the local level using the minimum instructor qualifications and instructor certification guidelines listed in the Field Manager’s Course Guide.

OBJECTIVES
• Students will demonstrate an understanding of fundamental leadership principles.
• Students will assess their individual traits and motivation for entering into a leadership role.

COURSE COMPONENTS AND HOURS TO COMPLETE
Pre-selection assessment N/A
Pre-course work 4
Online training N/A
Instructor-led training 16
Total Hours 20

TARGET GROUP
Personnel desiring to be qualified as single resource boss or entry-level supervisor

COURSE PREREQUISITES
• Successful completion of L-180, Human Factors in the Wildland Fire Service
• Satisfactory completion of pre-course work
• Recommendation: Experience on incident assignments in operations or support functions

COURSE LEVEL
Local

FIELD LEADERSHIP ASSESSMENT COURSE (FLAC) SUPPORT
Click here for FLAC support.
**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 asking 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.

**WHAT TO BRING TO CLASS**

- Completed written responses to Part 2
- Fireline gear (full PPE, web gear, and boots)

**L-280 MINIMUM INSTRUCTOR QUALIFICATIONS**

- Lead instructors must be qualified as any single resource boss.
- Unit instructors must have a supervisory qualification in any ICS function (operations or support).
- Also see “NWCG Instructor Certification” in the *Field Manager’s Course Guide*. 
L-380 CURRICULUM MANAGEMENT UNIT

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COURSE HISTORY

- First course delivery  March 1999
- NWCG approval date for “L” curriculum  December 2003
- IQCS creation date  pre-IQCS
- Revision date(s)  January 2005

COURSE DESCRIPTION

L-380, Fireline Leadership, is a leadership development training recommendation for unit supervisors. The training should be designed to provide at least 50% of the delivery time as exercises and simulations. Some approved course packages may be arduous in nature. Low student-to-instructor ratios are necessary for successful exercise-based/simulation-based training delivery. A dedicated cadre of at least three instructors is recommended for a class size of 20-25 students.

L-380 is targeted at leaders whose decisions have immediate consequences in dynamic high-risk environments. The intent is to provide small unit supervisors with the tools to build and maintain effective and cohesive crews/teams. Beyond a set of tools and techniques, this training experience should be designed to make an emotional and lasting impact. Essential guiding principles for achieving this impact include enhancing the students understanding of the human dimension when leading others in dynamic work environments, utilizing experiential training techniques that will engage students in ways that challenge them to perform under realistic and high-stress situations, and motivating students to examine their role as a leader and their strengths and weaknesses as a leader.

Agency personnel or vendors seeking NWCG approval to deliver this course should follow the Procedures for Becoming an NWCG-Approved Provider.

This course package is not available in the NWCG Publication Management System.

The NWCG Leadership Subcommittee has oversight and maintenance responsibility for the L-380 criteria and evaluation process. However, the delivery process used to meet this training recommendation will need to be determined by the hosting agency. Specific course information can be found within this guide.

Selected course material should address these topics:
- Application of leadership styles
- Communicating vision and intent
- Team building
- Detecting operational error
- Managing stress
OBJECTIVE
- The intent of this training recommendation is to provide unit supervisors with the tools to build and maintain effective and cohesive crews/teams.

COURSE COMPONENTS AND HOURS TO COMPLETE
Pre-selection assessment  N/A
Pre-course work  8
Online training  N/A
Instructor-led training  32
Total Hours  40

TARGET GROUP
Personnel desiring to be qualified as strike team leader or unit leader

COURSE PREREQUISITES
- Incident personnel with supervisory responsibilities
- Successful completion of L-180, Human Factors in the Wildland Fire Service
- Satisfactory completion of pre-course work

COURSE LEVEL
Regional, state, or area

PRE-COURSE WORK
The pre-course work will be a leadership case study reading assignment selected from the Professional Reading Program.

The training provider will select the reading assignment and should provide the books to students at least four weeks prior to the course.

L-380 MINIMUM INSTRUCTOR QUALIFICATIONS
All instructors must be facilitative instructor-qualified, and well-prepared in order to execute simulations and lead classroom activities in order to achieve the learning objectives outlined in these course criteria. Refer to the NWCG instructor levels and requirements in the Field Manager’s Course Guide.

- All lead instructors must be certified by the NWCG Leadership Subcommittee. The combined cadre must have career backgrounds and expertise in principle-centered leadership, emergency incident operations, human factors, and decision making.
- All instructors must be able to execute field simulations, role-playing, and classroom exercises.
- Also see “NWCG Instructor Certification” at the beginning of the Field Manager’s Course Guide

L-380 INSTRUCTIONAL DESIGN CRITERIA
The L-380 Instructional Design Criteria offers an alternative approach to training. There is no standing course package available through the NWCG Publication Management System.
Agencies have the authority to develop lesson plans based on the course criteria outlined here.
The purpose of establishing course criteria is to give agencies the latitude to develop or acquire leadership training that fits their organizational needs while meeting the intent of the leadership curriculum. The following criteria are intended for use by training officers and managers for determining their best source for L-380 training. These criteria can be used to evaluate a training
product that is developed internally or acquired through other providers such as a contractor, a university, or other source.

**INTENT**
The L-380 training experience should provide junior leaders with a set of tools and techniques to build and maintain cohesive crews or teams. Beyond a set of tools and techniques, this training experience should be designed to make an emotional and lasting impact. Essential guiding principles for achieving this impact include enhancing the students’ understanding of the human dimension when leading others in dynamic work environments; utilizing experiential training techniques that will engage students in ways that challenge them to perform under realistic and high-stress situations; and motivating students to examine their role as a leader and their strengths and weaknesses as a leader.

**INSTRUCTIONAL DESIGN GUIDELINES**

- **Wildland Fire Leadership Development Program Components** – Include the following program components:
  - Select a leadership case study book from the [Professional Reading Program](#) and require it as a pre-course reading assignment. Use examples from the reading assignment to reinforce content presented in the classroom.
  - Use the [Wildland Fire Leadership Values and Principles](#) and the [Leading in the Wildland Fire Service](#) publication as the foundation for course content regarding the definition of leadership and description of desired leadership behaviors.
  - Reference the following Leadership Toolbox items:
    - [Briefing and Intent Guide](#)
    - [Standard Operating Procedures Workbook](#)
    - [After Action Review Guide](#)
    - [Crew Cohesion Assessment](#)
    - [Self-development Plan](#)
    - [Wildland Fire Leadership blog](#)

- **Training in Context** – Utilize group exercises and simulations to apply concepts that are presented during instructor presentations. Exercises and simulations are to comprise 50% of the course presentation, at a minimum.

- **Student-to-Instructor Ratio** – In order to conduct effective exercises and simulations, cadres should be structured to provide low student-to-instructor ratios (eight or fewer students per instructor).

- **Case Studies** – Provide classroom case studies and references from organizations that normally operate in high-risk, high-tempo work environments. Examples of such organizations include the military, commercial aviation, nuclear power plant operations, structure fire departments, etc.

- **Assessment** – Integrate the After Action Review process into the exercises and simulations to allow opportunity for self-assessment and for performance assessment by peers.

- **Integrated Curriculum** – Content must be consistent with the preceding two courses in the NWCG leadership curriculum, the L-180, [Human Factors in the Wildland Fire Service](#) course and the L-280, [Followership to Leadership](#) course.

**CONTENT GUIDELINES**
The following course content information is a guide for course evaluation or design. The intent of the NWCG leadership curriculum is to create a series of courses that are taken by individuals as they progress in their careers from less complex to more complex leadership roles within the Incident Command System. This series of courses needs to be connected conceptually from one level to the next. For example, the values and principles need to be expressed using the same
terminology at all levels. Definitions of key terms (e.g., situation awareness) need to be consistent at all levels. The course content information included here should assist training officers, course developers, and managers in evaluating existing courses or in developing new courses to ensure they fit the intent of the NWCG leadership curriculum.

**APPLICATION OF LEADERSHIP STYLES**

1. Describe the components of the [Wildland Fire Leadership Values and Principles](#).
2. Identify common ethical dilemmas and how core values support a leader’s ability to address ethical dilemmas.
3. Analyze the application of various leadership styles. The analysis should include identification of leadership styles used in a scenario and determination of their situational effectiveness.
4. Conduct self-assessment of individual leadership skill weaknesses/strengths and review individual leadership development plans. Refer to the [Leadership Toolbox](#) for the “Self-development Plan.”

**COMMUNICATION TECHNIQUES**

1. Describe the components of an intent statement. Refer to the Leadership Toolbox for the “Briefing and Intent Guide.”
2. Demonstrate communicating leader’s intent to subordinates.
3. Identify methods that a leader can use to improve the level of information sharing with subordinates.
4. Demonstrate communication techniques that provide effective feedback in high-stress, high-consequence situations. At a minimum, the techniques addressed should include direct statements, active listening, and message confirmation.
5. Conduct an After Action Review that provides opportunities for subordinates to learn from a previous event. Refer to the Leadership Toolbox for the “After Action Review Guide.”

**TEAM BUILDING AND PROBLEM SOLVING**

1. Describe the phases of teambuilding and the leader’s role in each phase. At a minimum, the leader responsibilities addressed should include establishing standards for team/crew operations, orienting new subordinates, and developing required skill sets within the team/crew. Refer to the Leadership Toolbox for the “Standard Operating Procedures Workbook” and the “Crew Cohesion Assessment” tool.
2. Demonstrate techniques for counseling sessions with subordinates. At a minimum, issues that should be addressed include poor performance, resolving a conflict within a team/crew, substance abuse, and harassment.

**DETECTING AND MITIGATING DECISION ERRORS**

1. Describe the components of the situation awareness cycle and decision-making cycle models. Refer to the NWCG L-180 and L-280 courses for specific content regarding both models.
2. Analyze the error chain on a recent wildland fire accident or other major incident. The analysis should be designed using a commonly accepted model such as Reason’s “Swiss Cheese” model.
3. Demonstrate the use of the Risk Management Process as a decision aid for error detection. Refer to the [Incident Response Pocket Guide](#) (NFES #1077).
MANAGING STRESS AND OTHER HUMAN FACTORS

1. Analyze the effects of stress on decision-making. The analysis should include identification of stressors in a scenario and determination of how stress reactions may have affected the overall outcome. Refer to the L-180, Human Factors in the Wildland Fire Service, course for specific content regarding stressors and stress reactions.

2. Identify typical team/crew stress reactions and develop stress control measures for those reactions within a team/crew.

3. Demonstrate responding appropriately to an incident of traumatic stress involving a subordinate.
L-381, INCIDENT LEADERSHIP

L-381 CURRICULUM MANAGEMENT UNIT
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LJ Bown (Co-Lead) 208-387-5459 lbrown@blm.gov

COURSE HISTORY
- First course delivery February 2003
- NWCG approval date for “L” curriculum February 2004
- IQCS creation date pre-IQCS
- Revision date(s) January 2005

COURSE DESCRIPTION
L-381 is a leadership development training recommendation for incident response personnel who will function in fireline command roles. The training should be designed to provide at least 50% of the delivery time as exercises and simulations. Low student-to-instructor ratios are necessary for successful exercise/simulation-based training delivery. A dedicated cadre of at least three instructors is recommended for a class size of 18-25 students.

L-381 is targeted at leaders of divisions, groups, or Type 3 incidents. The intent of the course is to provide these individuals with the leadership tools to effectively exert command and control over a quickly assembled team in a time constrained and rapidly changing incident environment. Beyond a set of tools and techniques, this training experience should be designed to make an emotional and lasting impact. Essential guiding principles for achieving this impact include enhancing the students understanding of the human dimension when leading others in dynamic work environments, utilizing experiential training techniques that will engage students in ways that challenge them to perform under realistic and high-stress situations, and motivating students to examine their role as a leader and their strengths and weaknesses in that role.

Agency personnel or vendors seeking NWCG approval to deliver this course should follow the Procedures for Becoming an NWCG-Approved L-381 Provider.

This course package is not available in the NWCG Publication Management System.

The NWCG Leadership Subcommittee has oversight and maintenance responsibility for the L-381 criteria and evaluation process. However, the delivery process used to meet this training recommendation will need to be determined by the hosting agency.

Selected course materials should address these topic areas:

- Command presence/climate
- Leader’s intent
- Command and control
- Rapid team building
- Communication techniques
- Detecting and mitigating error
- Operational tempo awareness
**OBJECTIVE**

- The intent of this training recommendation is to provide future leaders of divisions, groups, and Type 3 incidents with the leadership tools to effectively exert command and control over a quickly assembled team in a time constrained and rapidly changing incident environment.

**COURSE COMPONENTS AND HOURS TO COMPLETE**

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-selection assessment</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-course work</td>
<td>8</td>
</tr>
<tr>
<td>Online training</td>
<td>N/A</td>
</tr>
<tr>
<td>Instructor-led training</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

**TARGET GROUP**

Personnel desiring to be qualified as division/group supervisor (DIVS) or incident commander Type 3 (ICT3)

**COURSE PREREQUISITES**

- Qualified as any strike team leader, task force leader (TFLD), incident commander Type 4 (ICT4), any support unit leader, or supervisory dispatcher
- Successful completion of L-180, Human Factors in the Wildland Fire Service
- Satisfactory completion of pre-course work

**COURSE LEVEL**

Regional, state, or area

**PRE-COURSE WORK**

The pre-course work will be a leadership case study assignment selected from the Professional Reading Program or Leadership in Cinema Program.

The training provider will select the assignment and should provide the materials to students at least four weeks prior to the course.

**L-381 MINIMUM INSTRUCTOR QUALIFICATIONS**

All instructors must be facilitative instructor-qualified, and well-prepared in order to execute simulations and lead classroom activities in order to achieve the learning objectives outlined in the L-381 design criteria. Refer to the NWCG instructor levels and requirements in the Field Manager’s Course Guide.

- All lead instructors must be certified by the NWCG Leadership Subcommittee. The combined cadre must have career backgrounds and expertise in principle-centered leadership, emergency incident operations, human factors, and decision making.
- All instructors must be able to execute field simulations, role-playing, and classroom exercises.
- Also see “NWCG Instructor Certification” at the beginning of the Field Manager’s Course Guide.
L-381 INSTRUCTIONAL DESIGN CRITERIA

The L-381 Instructional Design Criteria offers an alternative approach to training. There is no standing course package available through the NWCG Publication Management System. Agencies have the authority to develop lesson plans based on the course criteria outlined here. The purpose of establishing course criteria is to give agencies the latitude to develop or acquire leadership training that fits their organizational needs while meeting the intent of the leadership curriculum. The following criteria are intended for use by training officers and managers for determining their best source for L-381 training. These criteria can be used to evaluate a training product that is developed internally or acquired through other providers such as a contractor, a university, or other source.

INTENT

The L-381 training experience should provide leaders of divisions, groups, or Type 3 incidents with the leadership tools to effectively exert command and control over a quickly-assembled team in a time-constrained and rapidly changing incident environment. Beyond a set of tools and techniques, this training experience should be designed to make an emotional and lasting impact. Essential guiding principles for achieving this impact include enhancing the students’ understanding of the human dimension when leading others in dynamic work environments, utilizing experiential training techniques that will engage students in ways that challenge them to perform under realistic and high-stress situations, and motivating students to examine their role as a leader and their strengths and weaknesses as a leader.

INSTRUCTIONAL DESIGN GUIDELINES

- **Wildland Fire Leadership Development Program Components** – Include the following program components:
  - Select a leadership case study book from the [Professional Reading Program](#) or leadership case study movie from [Leadership in Cinema](#) and require it as a pre-work reading assignment. Use examples from the reading assignment to reinforce content presented in the classroom.
  - Use the [Wildland Fire Leadership Values and Principles](#) and the [Leading in the Wildland Fire Service](#) publication as the foundation for course content regarding the definition of leadership and description of desired leadership behaviors.
  - Reference the following [Leadership Toolbox](#) items:
    - [Briefing and Intent Guide](#)
    - [After Action Review Guide](#)
    - [Self-development plan](#)
    - [Wildland Fire Leadership blog](#)
- **Training in Context** – Utilize group exercises and simulations to apply concepts that are presented during instructor presentations. Exercises and simulations are to comprise 50% of the course presentation, at a minimum.
- **Student-to-Instructor Ratio** – In order to conduct effective exercises and simulations, cadres should be structured to provide low student-to-instructor ratios (eight or fewer students per instructor).
- **Case Studies** – Provide classroom case studies and references from organizations that normally operate in high-risk, high-tempo work environments. Examples of such organizations include the military, commercial aviation, nuclear power plant operations, structure fire departments.
- **Assessment** – Integrate the After Action Review process into the exercises and simulations to allow opportunity for self-assessment and for performance assessment by peers.
• **Integrated Curriculum** – Content must be consistent with the preceding courses in the NWCG leadership curriculum: L-180, Human Factors in the Wildland Fire Service; L-280, Followership to Leadership; and L-380, Fireline Leadership.

**CONTENT GUIDELINES**
The course content information included below is a guide for course evaluation or design. The intent of the NWCG leadership curriculum is to create a series of courses that are taken by individuals as they progress in their careers from less complex to more complex leadership roles within the Incident Command System. This series of courses needs to be connected conceptually from one level to the next. For example, the values and principles need to be expressed using the same terminology at all levels. Definitions of key terms (e.g., situation awareness) need to be consistent at all levels. The course content information included here should assist training officers, course developers, and managers in evaluating existing courses or in developing new courses to ensure they fit the intent of the NWCG leadership curriculum.

**COMMAND PRESENCE AND COMMAND CLIMATE**
1. Describe techniques and processes that contribute to building a positive command climate.
2. Establish a positive command climate that promotes communication within a command team and with assigned operational resources.
3. Exercise appropriate levels of command so that positive control is maintained as distance increases between the command team and assigned operational resources.
4. Provide a command climate that encourages cooperation and communication with clients such as the public, municipalities, law enforcement, and political leaders.

**LEADER’S INTENT**
1. Provide clear command guidance and initial leader’s intent for an emerging incident.
2. Communicate and clarify command guidance and leaders intent to subordinates regarding changing environment and changing mission objectives.
3. Evaluate subordinates understanding of leader’s intent during an ongoing operation.

**RAPID TEAM BUILDING**
1. Describe the characteristics of a high performing team and the techniques for rapid teambuilding in a time-constrained environment.
2. Apply the teambuilding principles to achieve cohesion in a quickly assembled command team.
3. Identify typical team/crew stress reactions and develop stress control measures for common stress reactions within a team/crew.

**COMMUNICATION TECHNIQUES**
1. Demonstrate communication techniques that focus the organization’s efforts and minimize conflict and error in high-stress, high-consequence situations. At a minimum, the techniques addressed should include the five communications responsibilities for firefighters and active listening.
2. Demonstrate adapting communication techniques to the unique needs of different people or situations.
3. Participate in the After Action Review process to provide opportunities to learn as a team from a previous event.
DETECTING AND MITIGATING DECISION ERRORS
1. Describe error detection and mitigation processes at the command level.
2. Integrate contingency planning into an ongoing operation, and identify and mitigate error chains as they occur.
3. Enable subordinates to participate in error detection and mitigation processes during an ongoing operation.
4. Anticipate upstream or systemic errors that may impact your team during an ongoing operation.

OPERATIONAL TEMPO AWARENESS
1. Describe factors that affect operational tempo and command challenges associated with those factors.
2. Detect shifts in operational tempo and span of control within an ongoing operation. Adapt tactics, plans, and leadership techniques to mitigate risks.
3. Analyze the effectiveness of a team/crew’s ability to manage changes in operational tempo on an incident and develop future trigger points for managing those changes.

SELF-DEVELOPMENT ACTIONS
- Conduct a self-assessment of individual leadership skill weaknesses/strengths and review previous leadership development plans.
- Construct a development plan to enhance personal leadership skills using peer feedback, self-assessment of performance, and instructor feedback.
- Analyze the effects of personal stress reactions on decision-making. The analysis should include identification of stressors in a scenario and determination of how stress reactions may have affected ability to make decisions.
L-480, ORGANIZATIONAL LEADERSHIP IN THE WILDLAND FIRE SERVICE

**L-480 Curriculum Management Unit**
Jim Shultz (Lead) 208-387-5215 jim_shultz@nps.gov

**Course History**
- First course delivery: March 2005
- NWCG approval date for “L” curriculum: December 2003
- IQCS creation date: February 2005
- Revision date(s): 2017, reviewed annually

**Course Description**
This is a leadership development course that will provide mid- and upper-level organizational leaders, ICS unit leaders with the leadership tools to provide strategic direction and influence others to achieve team and organizational goals.

*Agency personnel or vendors seeking NWCG approval to deliver this course should follow the Procedures for Becoming an NWCG-Approved L-480 Provider.*

This course package is not available in the NWCG Publication Management System.

The NWCG Leadership Subcommittee has oversight and maintenance responsibility for the L-480 criteria and evaluation process. However, the delivery process used to meet this training recommendation will need to be determined by the hosting agency.

Selected course materials should address these topics:

- Communication skills
- Command presence
- Situational awareness, vision and change
- Application of leadership skills within a team and organizational environment
- Recognition and reward
- Mentorship, coaching and delegation

**Objective**
The intent of this training recommendation is to develop personal leadership skills and command presence to increase effectiveness in the workplace and during incident management operations.
### Course Components and Hours to Complete

<table>
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<tr>
<th>Component</th>
<th>Hours</th>
</tr>
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<tr>
<td>Pre-selection assessment</td>
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<tr>
<td>Pre-course work</td>
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<tr>
<td>Online training</td>
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<td>Instructor-led training</td>
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<tr>
<td><strong>Total Hours</strong></td>
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### Target Group

Current ICS unit leaders and qualified Type 3 personnel, as well as mid- to upper-level organizational leaders who interact with, or support, wildland fire management staff or organizational activities.

### Course Prerequisites

- Successful completion of
  - L-381, Incident Leadership **OR**
  - L-380, Fireline Leadership **OR**
  - L-180, Human Factors in the Wildland Fire Service, plus completion of 40 hours in any supervision or leadership training course(s).
- Satisfactory completion of pre-course work.

### Course Level

Regional, state, or area

### Pre-Course Work

The pre-course work will be the responsibility of the provider delivering the course.

Correspondence with the students regarding pre-course work requirements will be coordinated between the provider and the course coordinator.

### L-480 Minimum Instructor and Coach Qualifications

As defined by the [NWCG Leadership Subcommittee](https://www.nwcg.gov/leadership-subcommittee), the L-480, Organizational Leadership in the Wildland Fire Service, course is designed to develop individual core competencies surrounding the application of leadership to achieve strategic outcomes. Strategic leadership requires a specific set of cognitive and behavioral skills that assist the leader in projecting an effective presence in a team setting.

In addition to the information below, also see NWCG Instructor Certification at the beginning of the *Field Manager’s Course Guide*.

### Instructor Cadre Education Credentials

At least one cadre member must have, at a minimum, a Bachelor’s-level degree in any of the following: organizational behavior, organizational leadership, business management, psychology, or a related field.

### Instructor Cadre Experience

- Experience in facilitation skills in a training and workshop environment.
- Experience in presenting complex multi-day courses.
- Experience in providing principle-centered leadership training.
- Experience in providing training for civilian or military emergency management/response organizations.
- Experience in education, administration, management, or other applicable situations.
INSTRUCTOR CADRE KNOWLEDGE
Instructor cadre must have the ability to provide instruction using the established L-480 course design criteria and demonstrate expert knowledge communicating these concepts, personally demonstrating these concepts, and evaluating students to ensure they understand these concepts. The following list includes the primary concepts identified in the L-480 course package:

**Personal Assessment Knowledge**
Personal assessment knowledge is defined as those leadership and psychology concepts that primarily pertain to the individual, as opposed to the team.

- **Self-Assessment Tools** – Knowledge and interpretive skills utilizing standard self-assessment tools.
- **Emotional Intelligence** – Understanding one’s own emotions, managing emotions, motivating oneself, and recognizing emotions in others.
- **Analysis of Leadership Styles** – Knowledge of different leadership styles and how they affect team success.
- **Core Beliefs and Values Hierarchy** – Knowledge of how individual core beliefs affect the team or provide a foundation for team success. Assist participants to understand their own values.
- **Self-Improvement Tools** – Knowledge of self-improvement tools for improving personal leadership attributes.
- **Command Presence** – Expert knowledge of command presence principles and the ability to teach students how to develop them.
- **Stress and Resilience** – Knowledge of stress physiology and psychology. Teach the use of common stress recognition tools and methods to manage and recover from chronic and traumatic stress.
- **Attitude for Success** – Knowledge of psychological concepts sufficient to create a successful attitude.

**Team/Organizational Leadership Knowledge**
Team/organizational leadership strategies are necessary in order to effectively meet organizational goals. This requires knowledge in team dynamics, interpersonal relationships, and leadership in the team and organizational environment.

- **Leadership Development Program** – Knowledge of the overall NWCG Wildland Fire Leadership Development Program.
- **Vision** – Knowledge of the use of vision to create the foundation for team success.
- **Situation Awareness** – Knowledge of strategies to develop and maintain a common understanding of the team and organizational environment.
- **Team Climate and Organizational Culture** – Knowledge of the effect culture has on team and organizational function. Knowledge of subculture or team climate and its effect on team performance.
- **Motivation** – Knowledge of the psychology of motivation.
- **Rewarding and Recognition** – Knowledge of the distinctions between reward and recognition.
- **Rational and Intuitive Decision Making** – Knowledge of rational and intuitive decision-making models and when to use each model.
- **Delegation** – Knowledge of the use of delegation as a practice to build and increase leadership capacity.
- **Leading Change** – Knowledge of leading and managing change in teams and organizations.
• **Conflict Style Analysis** – Knowledge of conflict styles and methods to diffuse conflict in high-stress environments.
• **Mentoring and Coaching** – Knowledge of mentoring methods and coaching techniques used in the emergency response environment.

**Coach Qualifications**
The required qualifications for a coach include facilitative skills, extensive knowledge of the leadership curriculum, and the desire to help others. The successful completion of L-380 and/or L-381 is desirable, but not required. It is desirable for coaches to hold unit leader level wildland fire qualifications or above and/or occupy a line or staff officer position in a land management organization, examples include district ranger, field office manager, park superintendent, fire management officer etc.

**L-480 Instructional Design Criteria**
The L-480 Design Criteria offers an alternative approach to training. There is no standing course package available through the NWCG Publication Management System. Agencies have the authority to develop lesson plans based on the course design criteria outlined here. The purpose of establishing course design criteria is to give agencies the latitude to develop or acquire leadership training that fits their organizational needs while meeting the intent of the leadership curriculum. The following criteria are intended for use by training officers and managers for determining their best source for L-480 training. These criteria will be used to evaluate a training product that is developed internally or acquired through other providers such as a contractor, a university, or other source.

**Intent**
The intent of L-480 is to provide the target audience with awareness of their own leadership capacities and provide leadership tools that provide strategic direction and influence over others to achieve team and organizational goals. The course should be designed to capitalize on the latest academic research in the field of organizational leadership to develop personal leadership skills and increase organizational effectiveness in the workplace and during incident management operations. The NWCG leadership curriculum establishes and teaches the core values and principles of leadership in the wildland fire service. These values and principles are introduced and reinforced through a robust curriculum of self-examination and simulation that helps transfer these values into actions. The skill sets of leadership remain constant throughout the leadership curriculum; however, how those skill sets are applied within the context of the complexity level of the incident changes at each level in the curriculum.

L-480 makes a distinct break from the structure of L-380 and L-381 targeting current ICS unit leaders, Type 3 personnel, non-wildland fire staff, as well as mid- to upper-level organizational leaders. The course is designed to develop an individual's personal leadership skills and presence in order to increase their effectiveness in a dynamic fire service work environment.

**Instructional Design Guidelines**
• **Wildland Fire Leadership Development Program Components** – Include the following program components:
  o Use the *Wildland Fire Leadership Values and Principles* and the *Leading in the Wildland Fire Service* publication as the foundation for course content regarding the definition of leadership and description of desired leadership behaviors.
  o Reference the following Leadership Toolbox items:
    - *Briefing and Intent Guide*
    - *After Action Review Guide*
    - *Self-development Plan*
Promote the “student of leadership” concept by referencing the Professional Reading Program, Wildland Fire Leadership blog, or Leadership in Cinema.

- **Integrated Curriculum** – Content must be consistent with the preceding courses in the NWCG leadership curriculum: L-180, Human Factors in the Wildland Fire Service; L-280, Followership to Leadership; L-380, Fireline Leadership; and L-381, Incident Leadership.

- **Training in Context** – Utilize coaches during group exercises and simulations to apply concepts that are presented during instructor presentations. Exercises and simulations are to comprise 30% of the course presentation, at a minimum.

- **Student-to-Instructor Ratio** – In order to conduct effective exercises and simulations, cadres/coaches should be structured to provide low student-to-instructor ratios (eight or fewer students per instructor).

- **Case Studies** – Provide classroom case studies and references from organizations both inside and outside of high-risk, high-tempo work environments. Examples of such organizations include the military, nuclear power plant operations, and structure fire departments, as well as large corporations such as Microsoft, Google, and IBM.

- **Assessment** – Integrate exercises and simulations to allow opportunity for self-assessment and for leadership assessment by peers.

**CONTENT GUIDELINES**

The course content information included below is a guide for course evaluation or design. The intent of the NWCG leadership curriculum is to create a series of courses that are taken by individuals as they progress in their careers from less complex to more complex leadership roles within the Incident Command System. This series of courses needs to be connected conceptually from one level to the next. For example, the values and principles need to be expressed using the same terminology at all levels. Definitions of key terms (e.g., situation awareness) need to be consistent at all levels. The course content information included here should assist training officers, course developers, and managers in evaluating existing courses or in developing new courses to insure they fit the intent of the NWCG leadership curriculum.

**INDIVIDUAL LEADERSHIP TRAITS – PERSONAL INVENTORY**

Content should include leadership and psychological concepts that pertain to the individual, as opposed to the team.

- **Self-Assessment Tools** – Utilize one or more self-assessment tool(s) to increase understanding and awareness of personal characteristics which affect leadership effectiveness.

- **Emotional Intelligence** – Understanding one’s own emotions, managing emotions, motivating oneself, and recognizing emotions in others.

- **Analysis of Leadership Style** – Knowledge of different leadership styles and how their application affects team success.

- **Core Beliefs and Values Hierarchy** – Knowledge of how individual core beliefs can support or detract from a team’s performance. Knowledge of how individual and team/organizational values conflict affects team function. Assist participants to understand their own values.

- **Changing Behavior** – Knowledge of methods to initiate and sustain changes in individual leadership behaviors.

- **Command Presence** – Knowledge of personal attributes which enable leaders to connect with others and influence team and organizational outcomes. Knowledge of how those attributes combine to form “command presence.”
• **Stress and Resilience** – Knowledge of stress physiology and psychology. Knowledge of the effects of acute and chronic stress on health and performance. Knowledge of the concept of resilience as it relates to methods of recognizing and diffusing acute and chronic stress.

• **Attitude for Success** – Knowledge of psychological concepts sufficient to create a successful attitude.

**The Application of Leadership in the Team/Organizational Environment**

Individuals apply leadership strategies to meet organizational goals. This requires knowledge in team dynamics, interpersonal relationships, and leadership in a team/organizational environment. The following content areas are required:

• **Leadership Development Program** – Knowledge of the overall NWCG [Wildland Fire Leadership Development Program](#).

• **Vision** – Knowledge of the use of vision to create the foundation for team success.

• **Situation Awareness** – Knowledge of strategies to develop and maintain a common understanding of the team and organizational environment.

• **Team Climate and Organizational Culture** – Knowledge of the effect culture has on team and organizational function. Knowledge of subculture or team climate and its effect on team performance.

• **Motivation** – Knowledge of the psychology of motivation.

• **Rewarding and Recognition** – Knowledge of the distinctions between reward and recognition.

• **Rational and Intuitive Decision Making** – Knowledge of rational and intuitive decision-making models and when to use each model.

• **Delegation** – Knowledge of the use of delegation as a practice to build and increase leadership capacity.

• **Leading Change** – Knowledge of leading and managing change in teams and organizations.

• **Conflict Style Analysis** – Knowledge of conflict styles and methods to diffuse conflict in high-stress environments.

• **Mentoring and Coaching** – Knowledge of mentoring methods and coaching techniques used in the emergency response environment.
L-481, ADVANCED LEADERSHIP FOR COMMAND AND GENERAL STAFF

L-481 CURRICULUM MANAGEMENT UNIT
John Wood (Lead) jmwood@fs.fed.us

COURSE HISTORY
- First course delivery March 2015
- NWCG approval date for “L” curriculum May 2015
- IQCS creation date 2015
- Revision date(s) Reviewed annually

COURSE DESCRIPTION
This is a leadership development recommendation that focuses on leadership within the context of large/complex incident management, to include team collective tasks and functions accomplished by Incident Management Teams (IMTs). Individual tasks include functioning as a productive member of a staff organization, being a positive contributor to staff decision making, maintaining a common operating picture, demonstrating staff member ethos, and projecting operational culture and leader’s intent.

This course is targeted at current ICS unit leaders and Type 2 or 3 personnel who desire to become qualified as Command or General Staff on an Incident Management Team (IMT). The intent of this is to produce Command and General Staff members who can fulfill the responsibilities of an effective staff officer within the IMT decision process and act as an organizational leader within their own functional areas. This course focuses on leadership within the context of large/complex incident management. This includes team collective tasks and functions accomplished by large IMTs. Individual tasks include functioning as a productive member of a staff organization, being a positive contributor to staff decision making, maintaining a common operating picture, demonstrating staff member ethos, and projecting operational culture and leader’s intent.

Agency personnel or vendors seeking NWCG approval to deliver this course should follow the Procedures for Becoming an NWCG-Approved L-481 Provider.

This course package is not available in the NWCG Publication Management System.

The NWCG Leadership Subcommittee has maintenance responsibility for the L-481 course package and evaluation process. However, the delivery process used to meet this training recommendation will need to be determined by the hosting agency.

Selected course materials should address these topics:
- Establishing a staff value system, team culture, and command presence
- Developing and maintaining a team-level common operating picture
- Developing and communicating leader’s intent through a critical thinking process
- Propagating intent at all levels of the incident organization
- Effectively operate in ICS and utilize ICS products and doctrine
- Promoting integration of functional areas and a high-level of teamwork into strategic planning.
OBJECTIVE
The intent of this training is to produce Command and General Staff members who can fulfill the responsibilities of an effective staff officer or section chief within an IMT, contribute effectively to an IMT’s decision making process, and perform as an effective organizational leader in their own functional area and as a member of the IMT.

COURSE COMPONENTS AND HOURS TO COMPLETE
Pre-selection assessment  N/A
Pre-course work          8
Online training          N/A
Instructor-led training  32
Total Hours              40

It is expected that any prospective program would require at least 32 to 40 contact hours plus pre-course work. Course packages that can both accomplish the desired outcomes and use less training time will be considered, provided they are deemed instructionally sound.

TARGET GROUP
Incident personnel, qualified in any command or general staff position at the Type 2 or 3 level and Type 2 Command and General Staff trainees.

COURSE PREREQUISITES
- L-480, Organizational Leadership in the Wildland Fire Service
- OR
- L-381, Incident Leadership
- OR
- L-380, Fireline Leadership
- OR
- L-180, Human Factors in the Wildland Fire Service, plus completion of 40 hours in any supervision or leadership training course(s)
- AND
- Completion of the pre-course work assignment

COURSE LEVEL
Regional, state, or area

PRE-COURSE WORK
The pre-course work will be the responsibility of the provider delivering the course.

It is suggested there be a leadership case study reading assignment selected from the Professional Reading Program.

Correspondence with the students regarding pre-course work requirements will be coordinated between the provider and the course coordinator.

L-481 MINIMUM INSTRUCTOR AND CADRE QUALIFICATIONS
As defined by the NWCG Leadership Subcommittee, the L-481 Advanced Leadership for Command and General Staff, course will produce Command and General Staff members who can fulfill the responsibilities of an effective staff officer within the IMT decision process and act as an organizational leader within their own functional areas. This course focuses on leadership within the context of large/complex incident management.
**Cadre Credentials**

Instructors for this program must possess education and/or experience in the subject areas listed below to serve as credible mentors, instructors, and leaders in the eyes of the NWCG Leadership Subcommittee evaluation staff and the target audience. The qualification requirements may vary based upon the design of the program, and shall be part of the proposed design. Regardless of design, all instructors must be facilitative instructor qualified. Refer to the NWCG instructor levels and requirements in the *Field Manager’s Course Guide*.

**Cadre Knowledge and Experience**

Demonstrated fluency in the educational components and concepts presented in the NWCG Wildland Fire Leadership Development Program curriculum: L-180, L-280, L-380, L-381, L-480, and L-580.

- Knowledge of the publication *Leading in the Wildland Fire Service*, and other fire service doctrine.
- Knowledge of human and team performance dynamics that underpin and promote cohesiveness, adaptability, and resilience in the complex IMT environment.
- Knowledge of team/organizational dynamics.
- Knowledge of the Incident Command System (ICS) and its’ application in an emerging complex incident environment.
- Knowledge of concepts related to time compressed decision making in staff and command environments.
- Knowledge in concepts related to the development and propagation of Leader’s Intent.
- Experience in providing training for civilian or military emergency management/response organizations.

If coaches are used in an Incident Command System-based simulation:

**Coach Qualifications**

Coaches, if used, must possess education and/or experience to serve as credible mentors, instructors, and leaders in the eyes of the NWCG Leadership Committee evaluation staff and the target audience. This usually includes previous L-series course completion, current or recently current qualification as command or general staff on a Type 1 or 2 IMT.

*While it is a goal for all coaches to have successfully completed L-380 and/or L-381 courses, it is recognized that current Type 1 and Type 2 Command/General Staff personnel may not have had the opportunity to attend. It is strongly suggested that if the coach has not successfully completed L-380 or L-381, they should read *Leading in the Wildland Fire Service* (PMS 494-2) prior to the course.*

Any prospective program must use sufficient resources to provide adequate orientation, interaction, oversight, direction and correction for a student’s learning or evaluation activity. If the proposed design uses live instructors, mentors, coaches, or evaluators, the number and positioning of qualified personnel must be adequate to provide for a comfortable span of control given the needs of the proposed instructional sequence.

**L-481 Instructional Design Criteria**

The L-481 Instructional Design Criteria offers an alternative approach to training. There is no standing course package available through the National Wildfire Coordinating Group (NWCG) Publication Management System. Potential providers are invited to develop their own course package as they work to become an approved provider by the NWCG Leadership Subcommittee. NWCG agencies may also develop lesson plans based on the course design criteria outlined here.
The purpose of establishing course design criteria is to give agencies the latitude to develop or acquire leadership training that fits their organizational needs while meeting the intent of the leadership curriculum. The following criteria are intended for use by training officers and managers for determining their best source for L-481 training. These criteria will be used to evaluate the design documents and training products developed internally or acquired through other providers such as a contractor, a university, or other source.

**INTENT**

The intent of this training is to produce Command and General Staff members who can fulfill the responsibilities of an effective staff officer or section chief within an IMT, contribute effectively to an IMT’s decision-making process, and perform as an effective organizational leader in their own functional area and as a member of the IMT. This course should engage the course participants in leadership learning within the context of managing a large/complex incident. The course content would include both collective or team tasks and individual tasks. Collective tasks include functions accomplished by the Command and General Staff, maintaining a common operating picture, building and maintaining a constructive team culture, and projecting leader’s intent up, down, and across the chain of command. Individual tasks include demonstrating interpersonal and communication skills necessary to function as a productive member of a team, contributing positively to team decisions, contributing to the IMT’s common operating picture, working within the team culture, demonstrating effective staff ethos, and projecting effective command presence within their functional areas.

Within the L-series curriculum, L-481 prepares leaders of organizations and facilitates the participant’s progress above L-381, Incident Leadership (i.e., Type 3 incident level). Students may or may not have completed L-480, Organizational Leadership in the wildland fire service prior to entering this course. While L-480 focuses on assessing and developing individual personal leadership skills to accomplish long-term organizational goals, L-481 will focus on IMT members functioning with a common operating picture, developing and propagating a consistent leader’s intent through intent-based planning and operations, contributing to the decision-making process of a higher-level team, accomplishing short-term incident management goals, and acting in the service of the common good.

Within this context, it is expected that agencies may use L-481 programs for assessing individuals for potential service on IMTs.

**Course Design Guidelines**

**Integrated Curriculum**

The Wildland Fire Leadership Development Program courses (L-series) materials, concepts, vocabulary, models, tools, training aids, and doctrine form the basis for wildland fire leadership development. Many of these items can be found under the Wildland Fire Leadership Development website:

- **Wildland Fire Leadership Values and Principles** for leader behavior
- **Leading in the Wildland Fire Service** publication (the foundation for course content regarding the definition of leadership and description of desired leadership behaviors)
- **Leadership Toolbox**
- **Briefing and Intent Guide**
- **After Action Review Guide**
- **Wildland Fire Leadership blog**
Approved programs must effectively integrate and leverage the appropriate concepts from these materials to accelerate and reinforce learning. Approved programs should improve learner awareness and application of these items.

Content must be consistent with the leadership concepts presented in preceding courses in the NWCG leadership curriculum, the L-180, Human Factors in the Wildland Fire Service; L-280, Followership to Leadership; L-380, Fireline Leadership; and L-381, Incident Leadership.

**Student-to-Instructor Ratio**
Any prospective program must use sufficient resources to provide adequate interaction, oversight, direction and correction for a student’s learning or evaluation activity.

If the proposed design uses live instructors, mentors, coaches, or evaluators, the number and positioning of qualified personnel must be adequate in the judgment of the NWCG Leadership Subcommittee evaluators to provide for a comfortable span of control given the needs of the proposed instructional sequence.

**Case Studies**
Provide opportunities for the student to learn from others or from the collective knowledge of the group. This may be accomplished by presenting classroom case studies and references from organizations both inside and outside of the high-risk, high-tempo incident management work environments. Examples of such organizations include the military, nuclear power plant operations, and structure fire departments.

**Student Assessment**
Integrate exercises and simulations for the student to demonstrate knowledge of the course content and allow opportunity for self-assessment and for leadership assessment by peers.

To ensure that students are consistently measured and given credit for L-481, the prospective course delivery will also include an assessment system which reflects the program content, is repeatable, and assures consistency across an assessment team.

The assessment strategy should be designed so that the program can use outside or independent agency/client-appointed assessment teams.

The process must provide means by which to assess the key knowledge, skills and abilities identified in the approved training package. A team of current or recently current ICS Command and General Staff will conduct student assessments. The assessment team members should have completion of the 300-level L-course and knowledge of the fire leadership curriculum. The assessment team will document the following student behaviors based on the L-481 curriculum:

- Acts as a productive staff member and leader to produce concentric actions (produces the work).
- Contributes to the team’s pursuit of truth (providing and gathering situation awareness)
- Takes actions, demonstrates attitudes, or communicates messages that contribute to the trust state of the team, team development and learning.
- Notices when other team members need help and offers assistance.
- Applies critical thinking to problems and identifies thinking processes to articulate intent.
- Looks ahead to future problems.
- Demonstrates initiative in preparing information and problem solving prior to meetings.
- Is open to learning from others.
- Makes sure position/issue does not get lost in the process.
• Is willing to own the team result and is invested in the team’s product.
• Demonstrates awareness of personal habits or idiosyncrasies that work against team discussions.
• Focusses on the end state – does not get inappropriately bogged down in details or process.

TRAINING PROGRAM REQUIREMENTS

Background
The National Wildfire Coordinating Group (NWCG) leadership curriculum series (L-series) is managed by the NWCG Leadership Subcommittee for the purposes of providing critical leader development training and tools for the workforces of the NWCG agencies. The NWCG Leadership Subcommittee is solely responsible for establishing program specifications, determining program and provider evaluation criteria, and for approving potential providers.

Within the L-series curriculum, programs at the 100 and 200 levels are available “off the shelf,” as are other non-numbered development tools. The NWCG Leadership Subcommittee is responsible for the development and management of these items.

Programs at the 300, 400, and 500 levels (e.g., L-380, L-480, etc.) are provided through organizations who have obtained approved provider status from the NWCG Leadership Subcommittee. The NWCG Leadership Subcommittee approves training programs which meet or exceed the established specification. In support of quality delivery, the NWCG Leadership Subcommittee also approves organizations and individual instructors as appropriate.

The approval requirements vary based on program. For more information on the NWCG program and provider certification process, please refer to Becoming a NWCG Approved L-Course Provider.

Purpose
The purpose of this document is to provide guidance for potential providers who wish to develop a program that meets or exceeds the established standards for an L-481 training program. This program specification describes the desired outcomes, or end state that any L-481 training program must achieve to receive approval by the NWCG Leadership Subcommittee including verifiable/observable. It does not define a specific learning process, or specific package set of courseware.

Prospective L-481 providers are responsible for determining the design, approach, learning objectives, and testing criteria that they believe will secure the defined outcomes. Unlike other L-series course specifications, it does not provide the individual learning objectives, nor does it imply a program’s structure or design. It will identify, however, high-level families of topic areas, and desired outcomes or competencies that should be demonstrated by successful students during the learning and evaluation process.

The NWCG Leadership Subcommittee is not limiting or providing direction on how a course should be designed, but any prospective program must provide adequate documentation of accomplished analysis, design and development work during the approval process and demonstrate that the proposed program and delivery entity would likely meet the NWCG Leadership Subcommittee’s desired outcomes. The specification is accompanied by an approval process that is incremental and progressive. Refer to L-Course Evaluation Process.
**Overview**

Ordinarily, emergency incidents are managed by local agencies or organizations. However, when a situation escalates and exceeds local capabilities, additional resources and incident management teams (IMTs) are called in to help. IMTs augment the reach of ordinary response organizations, providing the organization and structure to bring in the right people and resources to accomplish the mission. These teams step in to continue the efforts already set in motion by first responders or a local incident organization.

Managing large or complex incidents requires a level of teamwork and integration beyond what is ordinarily necessary. In particular, Command and General Staff (C&G) members need to function as an integrated unit in order to build a common operating picture, plan strategically, and propagate consistent leader’s intent throughout the organization. Within this context, salient themes—leadership, teamwork, common staff values, service to the common good, leader’s intent, communication, operational culture—expand beyond the confines of the incident organization and extend to cooperators, jurisdictional owners, and political-public spheres.

Training on this level requires integration of human performance and incident management acumen at the strategic level, focusing on the C&G as a functional and integrated team. It must foster professional staff ethos that strengthen and support the team’s ability to function collectively while leveraging ICS to maximum effect.

Following are families of topics that comprise the scope necessary for this training program:

- Establishing a staff value system, team culture, and command presence
- Developing and maintaining a team-level common operating picture
- Developing and communicating leader’s intent through a critical thinking process
- Propagating intent at all levels of the incident organization
- Effectively operate in the ICS system and utilize ICS products and doctrine
- Promoting integration of functional areas and a high-level of teamwork into strategic planning

1. **Establishing staff ethos, team culture, and command presence**

   The primary purpose of establishing the C&G is to provide a decisional framework and structure in order to process information and glean meaning so that appropriate direction and priorities can be established. Each member of the C&G has a specific functional role and specific responsibilities including a role within the team’s decision making process. The relationships, values, and ethos of the C&G influence the way that information is gathered and integrated, the process of vetting and prioritizing objectives, and methods of relaying decisions and direction throughout the incident organization. Therefore, strengthening common staff ethos, team culture, and command presence are fundamental requirements for building an effective C&G that provides service for the common good while effectively leading their functional areas.

   In support of strengthening ethos, team culture, and command presence, the program targets the following competencies:

   - Demonstrated understanding and application of command staff values both within the C&G and with external relationships. The NWCG uses the Mission-Driven Values Model as a foundation for behavior and actions of the IMT command staff. The Mission-Driven...
Values Model (developed and used with permission by Mission-Centered Solutions, Inc., 2011) includes:

- **Service for the common good** – focus on the collective team result and benefit of the greater good of the public

- **High trust state** – Developing/maintaining trust is people and systems

- **Pursuit of truth** – based on the omnipresent need of the best possible situation awareness in dynamic and chaotic environments to ensure plans are based on reality.

- **Form and function defined by the end state** – Despite established systems or processes, the need for adaptability and versatility is essential in complex environments.

- **Individual initiative** – Initiative strengthens resilience in the face of unexpected challenges

- **Continuous improvement** – Honestly encourages and reinforces learning and improvement at all levels of the organization

  - Demonstrated the ability to apply the concepts of staff ethos, team culture, and mission-driven culture values to assess and improve self, team, and individual team member performance.
  - Demonstrated ability to apply doctrine and value within the decision-making process and during team interaction.
  - Demonstrated ability to establish positive rapport and trust with fellow team members to facilitate learning allow for critical discussion, correct performance, and provide service for the common good.
  - Demonstrated ability to develop trust and positive working relationship with external entities and/or stakeholders.
  - Demonstrated the ability to analyze and understand prospective audiences to develop appropriate message delivery and promote working relationships.
  - Demonstrated ability to practice leader behaviors which promote a positive operational culture and climate in which subordinate resources can be effective.
  - Demonstrated effective interpersonal and communication skills and techniques during interactions with fellow team members as well as other external stakeholders.
  - Demonstrated the ability to provide meaningful self-assessments, team member assessments, and an overall team-assessment in an effort to improve performance and strengthen team ethos.

2. **Developing and maintaining a common operating picture.**

On an incident, situation awareness at the IMT level encompasses a broad range of understanding: the context of the incident including the social context, the operating environment and the challenges of that environment, operations to date, the thinking that went into previous decisions, planned operations, and changes occurring within the operating environment. By design, the ICS assigns people to functional areas to make sure that the incident organization is attending to all incident systems and functions appropriately. However, given assigned areas of focus, people naturally gravitate into functional silos, concentrating on responsibilities and concerns within their area to the exclusion of participating in the broader work of the team. A critical challenge for the C&G, therefore, is to develop and maintain a common understanding of the situation, specifically one shared by all team members. The common operating picture (COP) is the term used to describe the situation awareness and understanding shared by all team members.
In support of developing and maintaining a COP, the program targets the following competencies:

- Demonstrated ability to gain perspective of all dimensions of the incident – both in terms of what is happening in operations (tactical) as well as the larger context in which the incident occurs (strategic).
- Demonstrated ability to share pertinent information across the team so that all members have a shared understanding of the salient components and maintain this understanding throughout the incident assignment.
- Demonstrated ability to appraise the soundness of the team’s COP, questioning assumptions and testing the premises of plans over time so that planned operations are always well aligned with the reality of conditions on the ground.
- Demonstrated ability to develop effective interpersonal relationships with personnel already involved in an incident, specifically with outgoing C&G counterparts.
- Demonstrated ability to collect critical information and use sound reasoning and judgment to discern and distill meaningful and relevant knowledge from available information.
- Demonstrated ability to use a variety of communication methods and frameworks, including both listening and questioning, to identify gaps in understanding or risks to operations.

3. Developing leader’s intent

One of a staff member’s central tasks is to provide productive inputs in the decisions made by the Incident Commander. By design, each staff member has a different perspective based on their position. Each staff member distills information and requirements from their functional area to provide relevant perspective to the staff’s deliberative decision making process. A rigorous and conscientious decision making process gives rise to robust intent that bolsters initiative and concentric action throughout the incident organization. In support of developing leader’s intent at the C&G level, the program targets the following competencies:

- Demonstrated ability to contribute constructively to deliberative decision making so that resulting decisions are sound and reasonable.
- Demonstrated ability to derive an incident end state that provides a practical road map for returning to acceptable conditions.
- Demonstrated ability to derive and author meaningful incident objectives with an appropriate focus on the real threats to the tactical and strategic values-at-risk.
- Demonstrated ability to guide the development of strategies and alternatives that are congruent with the nature of the threat.
- Demonstrated ability to constructively evaluate proposed plans and courses of action so that they are proportionate and reasonable in consideration of the values at risk and the nature of the threat.

4. Propagating intent-based planning to all levels of the incident organization

The primary purpose of formulating intent is to empower people at every level to exercise their judgment and initiative to accomplish their part of the mission. Information transmitted in the Incident Action Plan (IAP) may provide them with a proposed plan of action, but not necessarily the intent behind the plan. Communicating consistent intent to all levels of the organization enables people to commit to both what they are doing and why they are doing it.
In support of propagating leader’s intent to all levels of the incident organization, the program targets the following competencies:

- Demonstrated ability to explain how an incident end state addresses the values-at-risk as well as how its objectives, strategies, and tactics achieve the end state.
- Demonstrated ability to help formulate and communicate clear intent that will assist resources in understanding their assignment and its role in achieving the larger mission.
- Demonstrated propagation of intent beyond the IMT to the public, elected officials, and others.

5. Effectively operate in the ICS system in the complex incident environment and utilize ICS products and doctrine

The Incident Command System (ICS) is the organizational system that we use to mobilize, staff, track, manage and execute incident activities. The planning process serves as a decisional aid and the product outcomes reflect and document the decisional processes. Effective use of this system is core to our capability.

In support of effectively operating in the ICS system and utilizing ICS products and doctrine, the program targets the following competencies:

- Demonstrated the effective use of the ICS and its products and doctrine to track and manage resources, and to direct action through the IMT organization.
- Demonstrated the ability to develop collective C&G products/documents that are utilized in the development of an Incident Action Plan (IAP).
- Demonstrated the ability to function within the context of the ICS Planning Process (Planning P) and positively contribute to the distribution of information through briefings and the development of ICS documents, forms, and products.
- Demonstrated ability to accomplish mission objectives and manage the team’s time effectively.

6. Promoting integration of functional areas

The effectiveness of the C&G depends on how well functional leaders integrate their respective functional areas into a coherent whole to mount a unified and organized response. Each functional leader has a duty to direct activities within their given area of responsibility and to integrate an understanding of the functional requirements and contingencies into the overall response effort. Each functional area is a critical component of the bigger mission; therefore, integrating all functional areas is critical to success.

In support of promoting integration of functional areas, the program targets the following competencies:

- Demonstrated ability to select most appropriate means for conveying information in light of the situation, audience, time constraints, and information to be communicated.
- Demonstrated ability to keep fellow staff members apprised of information that affects other functional areas or the incident as a whole. This target includes both the ability to assess the relevance of information and the ability to effectively communicate that information.
**INSTRUCTIONAL PACKAGE REQUIREMENTS**
Complex and large incident management teams are tasked with managing and leading through the most challenging problem sets and disasters. As a result, the consequences of IMT decision making can be far-reaching and highly consequential. Prospective developers seeking NWCG Leadership Subcommittee approval for an L-481 program will be required to demonstrate their ability to design and develop a program that can withstand a formal educational systems review process. To that end, the following design and development requirements will be placed on L-481 program applicants:

- The prospective program package must provide evidence that developer has used a generally accepted instructional design methodology (e.g., ISD, ADDIE, MIL-PRF 29612) to guide and document the design and development of the program. This includes the review of course design documents, as well as evaluation strategies and plans:
  - Evidence of a task analysis process that defines the primary tasks and subtasks and connection to the evaluation criteria. This may include an analysis of the learner’s operational environment, documentation of delivery methodology.
  - Evidence of design and development activities are based on the former analysis and support the developed terminal and enabling learning objectives. Design documentation must demonstrate that the learning objectives have a logical connection to evaluation strategies, that instructional sequencing and delivery methods clearly support the desired outcomes, and that the learning activities offer a reasonable means to achieve mastery of objectives.
  - Course and evaluation materials that are complete and of high quality.

**DELIVERY SUSTAINMENT REQUIREMENTS**
To assure program delivery is monitored and maintained after NWCG Leadership Subcommittee approval, the prospective provider will provide a proposed plan for:

- Instructor training, qualification, and certification
- Provider performance reporting
- Program quality assurance and program updating
- Training activity reporting and record keeping

**OTHER PROSPECTIVE PROVIDER REQUIREMENTS**
At the discretion of the NWCG Leadership Subcommittee, the potential provider may be required to provide documentation of past performance in developing and delivering similar programs. Potential providers may also be expected to show evidence of adequate resources available to provide a sustainable and consistent training service to wildland fire community.
L-580, LEADERSHIP IS ACTION

**L-580 Curriculum Management Unit**
The mission of the L-580 Curriculum Management Unit is to manage senior leader development opportunities for the National Wildfire Coordinating Group member agencies by fostering the exchange of knowledge and experience in the art of leading organizations dealing with high-risk and complex incidents.

Larry Sutton (Lead) 208-387-5605 lsutton@fs.fed.us
Dave Gerboth 619-884-9905 dgerboth@sandiego.gov
Bill Hahnenberg 970-216-7414 fwhahnenberg@fs.fed.us
Paul Hanneman 979-458-7344 phannemann@tfs.tamu.edu
Chris Wilcox 208-387-5599 chris_wilcox@fws.gov
Tom Yuneman 646-957-6624 Yunemat@fdny.nyc.gov
Curtis Heaton 208-860-3408 cgheaton@fs.fed.us
Kelly Woods (GBTU Leader/Advisor) 208-387-5639 kwoods@blm.gov

**Course History**
- NWCG approval date for “L” curriculum: February 2008
- IQCS creation date: January 2009
- First course delivery: May 2009
- Revision date(s): Reviewed annually

**Course Description**
This is a continuing education opportunity available to senior fire management leaders. The intent is to foster exchange of knowledge and experience in the art of leading during high-risk and complex incidents.

*This course package is not available in the NWCG Publication Management System.*

Specific course information can be found within this guide.

The Great Basin Training Unit coordinates NWCG sponsored L-580 events and the International Association of Fire Chiefs sponsors the San Diego County Megafires: An All-Hazards Interactive Case Study.

Specific delivery information can be obtained from the Great Basin Training Leader at kwoods@blm.gov or the IAFC Academy at academy@iafc.org.

Selected course materials should address these topics:

- Focus on leadership actions, decision-making, and critical thinking at the strategic level
- Include structured facilitation of interactive group discussions and/or activities
- Involve pre- and/or post-study activities related to the specific event

Selected course materials should address these topics:

- Focus on leadership actions, decision-making, and critical thinking at the strategic level
- Include structured facilitation of interactive group discussions and/or activities
- Involve pre- and/or post-study activities related to the specific event
OBJECTIVE
L-580 provides senior-level leaders with a variety of L-580 Curriculum Management Unit-approved continuing education opportunities that complement other incident management organization training.

COURSE COMPONENTS AND HOURS TO COMPLETE
Pre-selection assessment N/A
Pre-course work Varies
Online training N/A
Instructor-led training Varies
Total Hours Varies

TARGET GROUP
Senior-level leaders and decision makers, including, but not restricted to, Agency Administrators, elected officials and incident management organizations (Type 1, Type 2, Area Command, and NIMO)

COURSE PREREQUISITES
• Previous attendance at other L-courses is highly recommended.
• Satisfactory completion of pre-course work.

COURSE LEVEL
Regional, state, or area

PRE-COURSE WORK
The pre-course work will be the responsibility of the provider delivering the course.

Correspondence with the students regarding pre-course work requirements will be coordinated between the provider and the course coordinator.

CURRENT L-580 EVENTS
Senior-level leaders and decision makers, including, but not restricted to, Agency Administrators, elected officials and incident management organizations (Type 1, Type 2, Area Command, and NIMO)

Battle of Gettysburg Staff Ride

In July of 1863, one of the most significant "incidents" in American history occurred in the small town of Gettysburg, Pennsylvania, when two American armies collided at a crossroads. The leaders of these two armies, many of whom are now permanent fixtures in American history, faced leadership challenges surprisingly similar to those faced by today’s incident managers. Using the Battlefield as a historical backdrop, the Staff Ride is facilitated by experts in leadership and incident management. The Staff Ride focuses on individual and team decision making, successful traits of senior leaders and incident management at a strategic level.

This staff ride is a three-day event that will be conducted in the spring and/or the fall (depending upon available funding), at Gettysburg National Military Park in Pennsylvania. Participants experience the battlefield as part of a conference group, comprised of 10-15 individuals including assigned cadre.
San Diego County Megafires: An All-Hazards Interactive Case Study

Historical firestorm events in the San Diego region have been on unprecedented, fast moving scales of complexity. The scope of the political, security, economic, social, infrastructure and information (PSESII) dimensions have presented huge challenges to incident and emergency managers. The target group is senior incident managers, agency administrators, senior leaders of emergency response agencies, public utilities and other critical infrastructure; elected officials and appointees who would likely be involved in setting the strategic direction of a large-scale event.

The overall end state is a rich learning experience where participants return to their organizations with new experiences, knowledge and tools, better prepared for complex incidents of the future. Specific objectives include:

• The ability to apply critical thinking to planning at the strategic level beyond what ICS processes offer now
• The ability to respond, anticipate, plan and execute within the PSESII dimensions of the incident while setting conditions for operational and tactical success
• The ability to establish highly effective incident response structures using decentralized command and control models and intent based operations

This staff ride is a three-day event that will be conducted in the spring and the fall in San Diego County. Please send initial RSVP by registering through the IAFC Academy www.iafcacademy.org. Inquiries can be sent to academy@iafc.org for assistance.

ADDITIONAL INFORMATION
L-580 Target Audience: Qualified as IMT Command and General Staff, Senior Fire and Aviation leaders from national, regional, or state offices and Agency Administrators/Line Officers involved in managing complex incidents.

Tuition: Varies depending on delivery and agency

Travel: Responsibility of sending agency.

NOMINATION PROCESSES

Battle of Gettysburg Staff Ride (IQCS session #00008)
The Great Basin Training Unit supports L-580 Gettysburg Staff Ride course coordination. Person

Nominations: Persons meeting the target audience description should submit their nominations to their Geographic Area Training Representatives (GATRs). GATRs will work with Geographic Area Coordinating Groups to nominate a team from their geographic area to attend the event. The following rotation will be used for selection:

• Spring 2017 – California, Southern Area, Northern Rockies
• Spring 2018 – Alaska, Southwest, Great Basin
• Spring 2019 – Northwest, Rocky Mountain, Eastern Area

In some years, an additional fall session may be offered, at the discretion of the L-580 Curriculum Management Unit (based on funding availability). The scheduled rotation will be followed when additional courses are offered.

Teams are comprised of individuals from the geographic area and L-580 faculty. Optimal team size is 15 persons.
Provided by the geographic area:

- 10 – qualified Command and General staff
- 1 – line officer
- 1 – Coordinating Group member

Provided by L-580 faculty:

- 1 – wildland fire subject matter expert
- 1 – military subject matter expert
- 1 – current field operator

Submit NWCG nomination form to Kelly Woods, GBTU Leader, at kwoods@blm.gov or by fax at (208) 387-5556.

Questions:

- Nomination Questions: Contact your Geographic Area Training Representative or Kelly Woods, GBTU Leader, (208) 387-5693 or kwoods@blm.gov.
- Course Logistics Questions: Contact John Giller, L-580 Gettysburg Staff Ride Field Coordinator, (202) 834-6998 or jegiller@fs.fed.us.

**San Diego County Megafires: An All-Hazards Interactive Case Study**

The target group is senior incident managers, agency administrators, senior leaders of emergency response agencies, public utilities and other critical infrastructure; elected officials and appointees who would likely be involved in setting the strategic direction of a large-scale event.

The course is limited to 40 participants, 5 teams of 8 personnel. Please send initial RSVP by registering through the IAFC Academy www.iafcacademy.org. Inquiries can be sent to academy@iafc.org for assistance.

**L-580 Minimum Instructor Qualifications**

This course is managed by the L-580 Curriculum Management Unit.

**Becoming an NWCG-Approved L-Course Provider**

This is an on-going offering of continuing education opportunities targeted at senior-level fire management leaders. The L-580 Curriculum Management Unit directs this program as a collaboration effort between the NWCG Leadership Subcommittee and the Great Basin Training Unit (GBTU).

Further information can be obtained by contacting the L-580 Curriculum Management Unit Chairperson or the GBTU Leader at (208) 387-5639.

**L-580 Guiding Principles**

The guiding principles for L-580, Leadership Is Action, are as follows:

- The intent of the L-580 Leadership is Action program is to provide a variety of continuing education opportunities.
• L-580 design should link conceptually to the rest of the L-curriculum by reflecting the formally adopted leadership values, principles and concepts presented at the lower curriculum levels.
• L-580 design should complement other incident management organization training. All L-580 events should be relevant for individuals who function as senior-level leaders and decision makers, including, but not restricted to, Agency Administrators and incident management organizations (Type 1, Type 2, Area Command, and NIMO).
• L-580 events should provide an experience that addresses a variety of challenges and current issues that incident management organizations and senior managers face.
• L-580 events should include benchmarking and collaboration with outside organizations.
• L-580 events should foster continuing personal and professional growth, in order to keep pace with current and future workforce needs.
PROCEDURES FOR
BECOMING AN NWCG-
APPROVED PROVIDER
BECOMING AN NWCG-APPROVED L-180 PROVIDER

This course is offered at the local level using the minimum instructor qualifications and instructor certification guidelines listed in the *Field Manager’s Course Guide*. An evaluation of prospective providers is not necessary by the NWCG Leadership Subcommittee Curriculum Management Unit.

*Approval to instruct this course is given at the local level.*

BECOMING AN NWCG-APPROVED L-280 PROVIDER

This course is offered at the local level using the minimum instructor qualifications and instructor certification guidelines listed in the *Field Manager’s Course Guide*. L-280 course material is available through the NWCG Publication Management System. An evaluation of prospective providers is not necessary by the NWCG Leadership Subcommittee Curriculum Management Unit.

*Approval to instruct this course is given at the local level.*

BECOMING AN NWCG-APPROVED L-380, L-381, L-480, L-481, OR L-580 PROVIDER

Prospective providers for any of the L-courses should understand that the intent of the leadership development curriculum is to teach and promote standard leadership terminology and concepts from the entry-level firefighter to the most senior-level fire management leaders. Each class builds on the concepts learned in previous courses. Understanding the core concepts of each course and how they are interrelated is critical to successful delivery at any given level.

*Prospective providers should thoroughly review the course summary for target delivery course prior to beginning the procedure for becoming a provider.*

**STEP 1: EXAMINE THE COURSE DESCRIPTION AND MINIMUM INSTRUCTOR QUALIFICATIONS**

- [Click here for L-380 Course Summary.](#)
- [Click here for L-381 Course Summary.](#)
- [Click here for L-480 Course Summary.](#)
- [Click here for L-481 Course Summary.](#)
- [Click here for L-580 Course Summary.](#)

**STEP 2: BECOME FAMILIAR WITH INSTRUCTIONAL DESIGN CRITERIA AND COURSE EVALUATION PROCESS, PROGRAM INTENT, AND RESOURCES**

- Research the instructional design criteria.
  - [Click here for L-380 Instructional Design Criteria.](#)
  - [Click here for L-381 Instructional Design Criteria.](#)
  - [Click here for L-480 Instructional Design Criteria.](#)
  - [Click here for L-481 Instructional Design Criteria.](#)
  - [Click here for L-580 Guiding Principles.](#)
• Research the lower-level course content.
  o Click here for L-180, Human Factors in the Wildland Fire Service, Instructor Guide.
  o Click here for L-280, Followership to Leadership, Instructor Guide.
• Research the foundational reference material.
  o Become familiar with the intent of the NWCG Wildland Fire Leadership Development Program.
    ▪ Read Leading in the Wildland Fire Service publication.
    ▪ Review the Wildland Fire Leadership Values and Principles.
• Become familiar with the NWCG Wildland Fire Leadership Development Program website.
  o Explore the online Leadership Toolbox that supports the leadership curriculum and self-development.
• Review the Course Evaluation Process.

**STEP 3: CONTACT THE APPROPRIATE NWCG LEADERSHIP CURRICULUM MANAGEMENT UNIT LEAD (CMUL)**

• Refer to individual Course Summaries for CMUL contact information. The CMUL may designate a NWCG L-Course Point of Contact (POC) to act in CMUL’s stead.

Discussion and questions for the CMUL/POC should include:

• Capability to assemble a qualified cadre to develop and deliver a training product that meets the established intent and criteria.
• Existing course packages and/or the development of new course packages.
• Procedures for moving forward from proposal to evaluation.
• Approval is required for both the course content/materials and for a lead instructor.
• Roles of sponsoring agency, hosting unit, and Geographic Area Training Representative (GATR).

**Course Development Documentation Review**

Due to the costs associated with failed live test course evaluation attempts, L-series programs will require a multi-step approval process to help assure that potential programs meet the program specifications before a live test is approved. NWCG may review core design and development documentation, analysis results, proposed delivery support structures, evaluation criteria and methods, and course materials for robustness and completeness. This approval process also assures that students participating in the test course are not subjected to substandard deliveries.

The LSC may use third-party review resources (as is done with FEMA courseware) to accomplish key review tasks.

Review and approval of proposed course design documents and content is as follows:

• The potential provider will submit the Application for Course Document Review with design and development documents to the CMUL/POC for evaluation and comment a minimum of 6 months prior to an initial test (alpha delivery). The list of required review material will be agreed upon by the provider and the CMUL/POC.
• The CMUL/POC will manage a program review of the provider’s material and documentation. The CMUL/POC may use internal or contract reviewers to insure that all the required elements of the Instructional Design Criteria have been met.
• NWCG L-Course CMUL/POC provides feedback to potential provider regarding package.
• Potential provider re-submits all course materials, logistical documents, and other products associated with the delivery to the CMUL/POC for review.
• NWCG L-Course CMUL/POC approves package or returns with comment for resubmission. When package is approved, the potential provider may move on to step 4.

**Step 4: Contact the Geographic Area Training Representative (GATR) in Your Area**

GATR contacts can be found on the [National Wildland Fire Training](#) website.

**Note:** Course development and delivery by non-federal agencies may or may not be coordinated by a Geographic Area Training Representative. In this case there needs to be a sponsoring agency that would agree to coordinate the course development and delivery (a courtesy call should be made to the GATR).

Discussion and questions for the GATR or other sponsor agency contact should include:

- Determine if there is a need and/or resources to sponsor this proposed course.
- Sponsor agency agreement.
- Funding agreement for course development, instructor preparation, logistics, production of course materials, and actual course delivery.
- Hosting unit arrangements and responsibilities.
- Timeline from course proposal to date for initial test course delivery.

The potential provider is responsible for coordinating and obtaining a hosting agency or GATR.

**Step 5: Prepare for Test Course Delivery**

Coordinate with the GATR/sponsor agency contact and the designated NWCG L-course CMUL/POC:

- Schedule an initial test course delivery date with GATR/sponsor agency contact. The GATR/sponsor agency contact must submit a written request to the NWCG L-course CMUL/POC for an Evaluation Team at least four (4) months prior to that initial test course date. The NWCG L-course CMUL/POC will assemble the Evaluation Team.
- Provide a complete set of approved course materials to the NWCG L-course CMUL/POC and the GATR/sponsor agency contact at least 30 days prior to the initial test course start date.
- The NWCG L-course CMUL/POC will assemble an Evaluation Team. Travel costs reimbursement for the evaluation team is the responsibility of the sponsoring agency or organization.

**Step 6: Deliver Test Course(s) for Evaluation**

Be prepared to work with the NWCG Evaluation Team during the test course delivery:

- Be available to meet with the Evaluation Team prior to the start of the course.
- Participate in daily review meetings with the Evaluation Team.
- Be available to meet with the Evaluation Team at the conclusion of the course.
- In addition to an initial alpha test course, past providers have generally required one or more follow-up beta courses prior to receiving NWCG approval.

**Evaluation Team**

If/when a potential provider is approved for a live test, the LSC evaluation team will consists of 2 or 3 individuals, with a team leader appointed. All members of the evaluation team must have
strong involvement in training at the geographic area or national level. The evaluators must have previously attended or helped deliver the particular course in question and must have instructor experience at the 300 level or higher in the NWCG curriculum. The NWCG Leadership Subcommittee will select the evaluation team members. Funding for the evaluation team travel expenses will be the responsibility of the requesting agency.

**Evaluation Format**
Courses will be evaluated relative to the NWCG leadership curriculum intent, instructor requirements, instructional design guidelines, and all content objectives or topic areas as outlined in the Course Instructional Design Criteria. The NWCG Leadership Subcommittee has developed an evaluation form that addresses these topics (see links below). The format to summarize the evaluation team observations will be as follows:

**Deficiencies and Suggestions:** The final written evaluation shall focus on the areas in need of improvement (termed deficiencies) as observed by the evaluation team. These will be agreed upon by the evaluation team. Observations from the evaluation team will provide specific details and examples of the key areas in need of improvement. There should also be suggestions that are shared with the prospective provider cadre to help insure improvement.

**Summary and Recommendation:** The final written evaluation should give specific recommendations to the sponsoring unit or agency. If the provider is approved, it should be stated clearly how the agency(s) should proceed in using the prospective provider. If the provider is not approved, it shall provide feedback to the prospective provider regarding deficiencies should be stated how the agency(s) could continue to work with the prospective provider in the future to achieve an approved course, or if they should discontinue working with the prospective provider. The LSC may permit failed providers to re-apply or re-test in some circumstances.

The LSC evaluation team will evaluate the program and render one of the following decisions:
- Program and provider approved as is.
- Program and provider approved, with recommended changes.
- Program and provider approved conditional upon some mandatory changes being made.
- Program and/or provider is denied, with recommendations for future improvement and for potential future evaluation.

**Approved**
If the course content, materials, and lead instructor are approved, notification will be given by the NWCG Leadership Subcommittee through a letter to the provider and to the GATR or sponsoring agency contact. The provider will then be added to the list of Approved Providers, and specific lead instructors identified if applicable. If approval was given under condition of some mandatory changes, the revised material will need to be reviewed and approved by the evaluation team prior to the provider being added to the list of Approved Providers.

**Denied**
If program and/or provider are denied approval, the LSC evaluation team may recommend actions or changes to provide a pathway to certification. In all cases of denial, certification cannot be obtained without demonstration of capability through another live test.
- If another test is pursued by the potential provider, the process described above should be followed again.
- In the event of a second live test course, the provider will be responsible for the travel costs for the evaluation team.
• Failure to certify after two live attempts will terminate the process and the LSC will not be obligated to consider future applications.
  o Click here for L-380 Evaluation Form.
  o Click here for L-381 Evaluation Form.
  o Click here for L-480 Evaluation Form.
  o Click here for L-481 Evaluation Form.
  o Click here for L-580 Evaluation Form.

If the course content, materials, and lead instructor are approved, notification will be given by the NWCG Leadership Subcommittee through a letter to the prospective provider and to the GATR/sponsor agency contact. The prospective provider will then be added to the list of Approved Providers identifying the specific lead instructor(s) that must be utilized for any future delivery of the course:
  • Click here for Approved Providers and Lead Instructors.

**Currently Approved Providers, Certifying New Lead Instructors**
In lieu of a formal evaluation team conducting on-site evaluations for each new lead instructor, currently approved providers of L-380, L-381, L-480, and L-481 course packages must complete and submit the New Lead Instructor Certification Checklist to the NWCG Leadership Subcommittee. An alternative Lead Instructor process can be utilized by a provider but must be approved by the CMUL. The provider must then receive notice of certification from the NWCG Leadership Subcommittee prior to using the instructor in a Lead capacity.

  • Click here for New Lead Instructor Certification Checklist.

**Course Audits and Maintenance**
The NWCG Leadership Subcommittee maintains the prerogative to audit and evaluate any given course or instructor for the purpose of assessing quality of instruction.

CMULs may establish a regular auditing schedule of course deliveries with each provider.

Formal course evaluations will follow the guidelines in step 6 of the formal course evaluation in process and outcome. If an evaluation results in a denial of certification, then the provider will be removed from the approved provider list.
NEW LEAD INSTRUCTOR CERTIFICATION CHECKLIST

☐ Performed as a unit or support instructor in a previous course (provide dates/location).

☐ Performed as a trainee lead instructor under the guidance of a current certified lead instructor (attach documentation as listed below).

☐ Recommendation letter from a current certified lead instructor (attach documentation as listed below).

☐ Written resume demonstrating experience that meets the Minimum Instructor Qualifications shown for the given course in the NWCG Field Manager’s Course Guide. The resume must also specifically address the following three topics in enough detail to demonstrate a strong understanding in each of these areas:
  ▪ Knowledge of the foundational L-courses (i.e., L-180 and L-280).
  ▪ Knowledge of the Wildland Fire Leadership Development Program website (https://www.fireleadership.gov).
  ▪ Knowledge of the Leading in the Wildland Fire Service (PMS 494-2) publication and how it relates to the given course content.

________________________________________  ________________________________
Signature                           Date

Trainee lead instructors must sign and submit this form to the appropriate Curriculum Management Unit Lead documentation:
  ▪ Student roster for course delivered as trainee lead instructor
  ▪ Student evaluations for course delivered as trainee lead instructor
  ▪ Letter of recommendation with signature of current certified lead instructor
  ▪ Resume
APPENDIX A:
APPLICATION FOR COURSE REVIEW
(This page intentionally left blank.)
APPLICATION FOR COURSE DOCUMENT REVIEW

This form initiates a course design document review for a potential provider of L-380, L-381, L-480, L-481, and L-580.

Submission instructions: Please submit this form and any accompanying course design documents and course materials to the assigned NWCG Leadership Subcommittee curriculum management unit lead for the prospective course.

Accompanying materials should include at a minimum:

- Program analysis summary.
- Cross-mapping of objectives against the desired outcomes stated in the course design criteria.
- Provider information that demonstrates adequate resources available to provide sustainable and consistent training service to the wildland fire community.
- Cadre Development System that describes how the provider will select and train potential cadre members.
- Evaluation and Quality Assurance Processes that will maintain cadre/instructor certification and provide course feedback to the NWCG Leadership Subcommittee.

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Applicant's Name</td>
<td></td>
</tr>
<tr>
<td>Title/Position</td>
<td></td>
</tr>
<tr>
<td>Business Name</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip Code</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
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<td>Email</td>
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<tr>
<td>Sponsoring Entity</td>
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<td>POC</td>
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<tr>
<td>Email</td>
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<td>Phone</td>
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<tr>
<td>Proposed Course #</td>
<td></td>
</tr>
<tr>
<td>Proposed Title</td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgement:

By submitting this application I/We are giving permission to the National Wildfire Coordinating Group to duplicate and distribute the accompanying materials for the purpose of review.

Applicant Signature: ____________________________________________________________
(This page intentionally left blank.)
APPENDIX B: EVALUATION FORMS
(This page intentionally left blank.)
L-380 Evaluation Form
NWCG Leadership Subcommittee

L-380 EVALUATION FORM

EVALUATOR PROFILE

Name: ______________________________________________
Job Title: ______________________________________________
Home Unit: ______________________________________________
Phone #: ______________________________________________
Email: ______________________________________________

Experience as a fire instructor (check your highest level of experience):

<table>
<thead>
<tr>
<th>Course Level</th>
<th>100-/200-level fire courses</th>
<th>300-level fire courses</th>
<th>400-level fire courses</th>
<th>500-/600-level fire courses</th>
</tr>
</thead>
</table>

Experience with leadership curriculum (check all that apply):

<table>
<thead>
<tr>
<th>Course</th>
<th>Attended</th>
<th>Instructed or Coordinated</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-180, Human Factors in the Wildland Fire Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-280, Followership to Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-380, Fireline Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-381, Incident Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-480, Organizational Leadership in the Wildland Fire Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-481, Advanced Leadership for Command and General Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-580, Leadership is Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE INFORMATION

Location: __________________________________________________________________
Date: _____________________________________________________________________
## CADRE

<table>
<thead>
<tr>
<th>Cadre Member Name</th>
<th>Company/Fire Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>GUIDELINE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadre Experience</td>
<td>Combined skill set of the cadre includes expert-level knowledge in principle-centered leadership training, emergency incident operations, and human factors research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cadre Commitment</td>
<td>Cadre members share instructor tasks and provide a good variety of presentations for students throughout the course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>More than one cadre member is usually present in the classroom at any given time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Cadre members make themselves available for individual student questions before/after sessions and at breaks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Instructor Qualifications</td>
<td>All cadre members are facilitative instructor-qualified:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attended and passed the M-410 course or equivalent.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Demonstrated ability to facilitate simulations, role-play and other group exercises.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Lead instructor has demonstrated experience in this same role presenting complex multi-day courses.</td>
<td>Yes</td>
</tr>
<tr>
<td>Instructor Credibility</td>
<td>All instructors were credible and demonstrated respect for the students and the sponsor agencies within the wildland fire service.</td>
<td>Yes</td>
</tr>
<tr>
<td>Instructor Preparation</td>
<td>All instructors are prepared with:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well-written and appropriate student materials.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Well-designed and appropriate audio/visual aids.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Presentations that promote student participation and kept podium-based lecture to a minimum.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL DESIGN

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>GUIDELINE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wildland Fire Leadership Development Program (WFLDP) Components</strong></td>
<td>Prework reading assignment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Title was taken from the Professional Reading Program.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>▪ All students had the book.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>▪ Examples from the reading assignment were utilized throughout the course.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>The Wildland Fire Leadership Values and Principles were used and reinforced throughout the course.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>Required Leadership Toolbox items were referenced:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Briefing and Intent Guide</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>▪ Standard Operating Procedures Workbook</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>▪ After Action Review Guide</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>▪ Crew Cohesion Assessment</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>▪ Self-development Plan</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td><strong>Training in Context</strong></td>
<td>Group exercises and field simulations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Comprised at least 50% of the course presentation time.</td>
<td>□ Yes  □ No</td>
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<td></td>
<td>▪ Field simulations were used in addition to round table group discussion type exercises.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td></td>
<td>▪ Exercises and simulations were related the target audience’s level of leadership responsibility.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td><strong>Case Studies</strong></td>
<td>Case study examples were frequently utilized from other high-risk work environments.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td><strong>After Action Review</strong></td>
<td>The After Action Review process was consistently integrated into group exercises and simulations as a performance assessment and improvement tool.</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td><strong>Integrated Curriculum</strong></td>
<td>Course content was consistent with content and concepts from the preceding two courses in the NWCG leadership curriculum (L-180, Human Factors in the Wildland Fire Service, and L-280, Followership to Leadership).</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Course delivery designed to provide at least 32 contact hours between instructors and students.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>GUIDELINE</td>
<td>RATING</td>
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</tr>
<tr>
<td>Application of Leadership Styles</td>
<td>The course content effectively addresses the following objectives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the components of the <a href="#">Wildland Fire Leadership Values and Principles</a>.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Analyze the application of various leadership styles. The analysis should include identification of leadership styles used in a scenario and determination of their situational effectiveness.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Conduct self-assessment of individual leadership skill weaknesses/strengths and review individual leadership development plan. Refer to the <a href="#">Leadership Toolbox</a> for the “Self-development Plan.”</td>
<td>Yes</td>
</tr>
<tr>
<td>Communication Techniques</td>
<td>The course content effectively addresses the following objectives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the components of an intent statement. Refer to the <a href="#">Leadership Toolbox</a> for the “Briefing and Intent Guide.”</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate communicating leader’s intent to subordinates and to other leaders.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Identify methods that a leader can use to improve the level of information sharing with subordinates.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate communication techniques that provide effective feedback in high-stress, high-consequence situations. At a minimum, the techniques addressed should include direct statements, active listening, and message confirmation.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Conduct an After Action Review that provides opportunities for subordinates to learn from a previous event. Refer to the <a href="#">Leadership Toolbox</a> for the “After Action Review Guide.”</td>
<td>Yes</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>GUIDELINE</td>
<td>RATING</td>
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<td>-------------------------------</td>
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</tbody>
</table>
| Team Building and Problem Solving | The course content effectively addresses the following objectives:  
  - Describe the phases of teambuilding and the leader's role in each phase. At a minimum, the leader responsibilities addressed should include establishing standards for team/crew operations, orienting new subordinates, and developing required skill sets within the team/crew. Refer to the Leadership Toolbox for the “Standard Operating Procedures Workbook” and the “Crew Cohesion Assessment” tool.  
  - Demonstrate techniques for counseling sessions with subordinates. At a minimum, issues that should be addressed include poor performance, resolving a conflict within a team/crew, dealing with substance abuse, and dealing with harassment. | Yes    |
| Detecting and Mitigating Operational Error | The course content effectively addresses the following objectives:  
  - Describe the components of the situation awareness and decision-cycle models. Refer to the NWCG L-180 and L-280 courses for specific content regarding both models.  
  - Analyze the error chain on a recent wildland fire accident or other major incident. The analysis should be designed using a commonly accepted model such as Reason's “Swiss Cheese” model.  
  - Demonstrate the use of the Risk Management Process as a decision aid for error detection. Refer to the Incident Response Pocket Guide (NFES #1077). | Yes    |
| Managing Stress and Other Human Factors | The course content effectively addresses the following objectives:  
  - Analyze the effects of stress on decision-making. The analysis should include identification of stressors in a scenario and determination of how stress reactions may have affected the overall outcome. Refer to the NWCG L-180 course for specific content regarding stressors and stress reactions.  
  - Identify typical team/crew stress profiles and develop stress control measures for common operations related stress reactions within a team/crew. | Yes    |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>GUIDELINE</th>
<th>RATING</th>
</tr>
</thead>
</table>
|         | • Demonstrate responding appropriately to an incident of traumatic stress involving a subordinate. | [ ] Yes  
 [ ] No |
GENERAL FINDINGS

Student/Participant Evaluations:

Deficiencies and Suggestions:

Summary and Recommendation:

________________________________________  __________________________
Team Leader Signature                          Date
EVALUATOR PROFILE

Name: ______________________________________________
Job Title: ______________________________________________
Home Unit: ______________________________________________
Phone #: ______________________________________________
Email: ______________________________________________

Experience as a fire instructor (check your highest level of experience):

<table>
<thead>
<tr>
<th>Course Level</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>100-/200-level fire courses</td>
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<td>300-level fire courses</td>
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<td></td>
</tr>
<tr>
<td>500-/600-level fire courses</td>
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</tbody>
</table>

Experience with leadership curriculum (check all that apply):

<table>
<thead>
<tr>
<th>Course</th>
<th>Attended</th>
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</thead>
<tbody>
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<tr>
<td>L-380, Fireline Leadership</td>
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<tr>
<td>L-381, Incident Leadership</td>
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<td>L-480, Organizational Leadership in the Wildland Fire Service</td>
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<td>L-481, Advanced Leadership for Command and General Staff</td>
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<tr>
<td>L-580, Leadership is Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE INFORMATION

Location: ______________________________________________
Date: ______________________________________________
## Cadre

### Cadre Experience
Combined skill set of the cadre includes expert-level knowledge in principle-centered leadership training, emergency incident operations, and human factors research.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### Cadre Commitment
Cadre members share instructor tasks and provide a good variety of presentations for students throughout the course.

| More than one cadre member is usually present in the classroom at any given time. | Yes | No |
| Cadre members make themselves available for individual student questions before/after sessions and at breaks. | Yes | No |

### Instructor Qualifications
All cadre members are facilitative instructor-qualified:
- Attended and passed the M-410 course or equivalent.
- Demonstrated ability to facilitate simulations, role-play and other group exercises.
- Lead instructor has demonstrated experience in this same role presenting complex multi-day courses.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### Instructor Credibility
All instructors were credible and demonstrated respect for the students and the sponsor agencies within the wildland fire service.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### Instructor Preparation
All instructors are prepared with:
- Well-written and appropriate student materials.
- Well-designed and appropriate audio/visual aids.
- Presentations that promote student participation and kept podium-based lecture to a minimum.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
## INSTRUCTIONAL DESIGN

<table>
<thead>
<tr>
<th>Element</th>
<th>Guideline</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wildland Fire Leadership Development Program (WFLDP) Components</strong></td>
<td>Pre-course work assignment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Title was taken from the <em>Professional Reading Program</em> or <em>Leadership in Cinema</em>.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- All students had the book.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- Examples from the pre-course work assignment were utilized throughout the course.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>The <em>Wildland Fire Leadership Values and Principles</em> were used and reinforced throughout the course.</td>
<td>Yes</td>
</tr>
<tr>
<td>Required Leadership Toolbox items were referenced:</td>
<td>- <em>Briefing and Intent Guide</em></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- <em>After Action Review Guide</em></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- <em>Self-development Plan</em></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Training in Context</strong></td>
<td>Group exercises and field simulations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprised at least 50% of the course presentation time.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- Simulations were primary training technique utilized throughout the course.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- Exercises and simulations were related the target audience’s level of leadership responsibility.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Case Studies</strong></td>
<td>Case study examples were frequently utilized from other high-risk work environments.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>After Action Review</strong></td>
<td>The After Action Review process was consistently integrated into group exercises and simulations as a performance assessment and improvement tool.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Integrated Curriculum</strong></td>
<td>Course content was consistent with content and concepts from the preceding three courses in the NWCG leadership curriculum (<em>L-180, Human Factors</em>, <em>L-280, Followership to Leadership</em>, and <em>L-380, Fireline Leadership</em>).</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Course delivery designed to provide at least 32 contact hours between instructors and students.</td>
<td>Yes</td>
</tr>
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</table>
## CONTENT

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>GUIDELINE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command Presence and Climate</td>
<td>The course content effectively addresses the following objectives: ▪ Describe techniques and processes that contribute to building a positive command climate.</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Establish a positive command climate that promotes communication and error mitigation within a command team and with assigned operational resources.</td>
<td>□ Yes</td>
</tr>
<tr>
<td>Leader’s Intent</td>
<td>The course content effectively addresses the following objectives: ▪ Provide clear command guidance and initial leader’s intent for an emerging incident.</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Communicate and clarify command guidance and leader’s intent to subordinates regarding changing environment and changing mission objectives.</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Evaluate the effectiveness of leader’s intent and subordinate understanding from an incident and develop future trigger points for detecting errors.</td>
<td>□ Yes</td>
</tr>
<tr>
<td>Command and Control</td>
<td>The course content effectively addresses the following objectives: ▪ Exercise appropriate levels of command so that leader’s intent is clear and positive control is maintained as distance increases between the command team and assigned operational resources.</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Provide a command climate that encourages cooperation and communication with clients (public, municipalities, law enforcement, political leaders, etc.)</td>
<td>□ Yes</td>
</tr>
<tr>
<td>Rapid Team Building</td>
<td>The course content effectively addresses the following objectives: ▪ Describe the functions of a high performing team and the techniques for rapid teambuilding in a time-constrained environment.</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Apply the teambuilding principles to achieve cohesion in a quickly assembled command team.</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Identify typical team/crew stress profiles and develop stress control measures for common stress reactions within a team/crew.</td>
<td>□ Yes</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>GUIDELINE</td>
<td>RATING</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Communication Techniques</td>
<td>The course content effectively addresses the following objectives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate communication techniques that focus the organization’s efforts and minimize conflict and error in high-stress, high-consequence situations. At a minimum, the techniques addressed should include the five communication responsibilities for firefighters and active listening.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate techniques for counseling sessions with subordinates. At a minimum, issues that should be addressed include poor performance, resolving a conflict within a team/crew, dealing with substance abuse, and dealing with harassment.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>▪ Participate in the After Action Review process to provide opportunities to learn as a team from a previous event.</td>
<td>Yes</td>
</tr>
<tr>
<td>Detecting and Mitigating Operational Error</td>
<td>The course content effectively addresses the following objectives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe error detection and mitigation at the command level.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Integrate error and contingency planning into an ongoing operation, and identify and mitigate error chains as they occur.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>▪ Enable subordinates to participate in error detection and mitigation processes during an ongoing operation.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Anticipate upstream or systemic errors that may impact your team during an ongoing operation.</td>
<td>No</td>
</tr>
<tr>
<td>Operational Tempo Awareness</td>
<td>The course content effectively addresses the following objectives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe factors that affect operational tempo and identify risks and challenges associated with them.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Detect shifts in operational tempo and span of control within an ongoing operation. Adapt tactics, plans, and leadership techniques to mitigate risks.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>▪ Analyze the effectiveness of a team/crew’s detection and management of changes in operational tempo on an incident and develop future trigger points for managing those changes.</td>
<td>No</td>
</tr>
<tr>
<td><strong>ELEMENT</strong></td>
<td><strong>GUIDELINE</strong></td>
<td><strong>RATING</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Self-development Actions</td>
<td>▪ Conduct a self-assessment of individual leadership skill weaknesses/strengths and review previous leadership development plans.</td>
<td>☐ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Construct a development plan to enhance personal leadership skills using peer feedback, self-assessment of performance, and instructor feedback.</td>
<td>☐ Yes</td>
</tr>
<tr>
<td></td>
<td>▪ Analyze the effects of personal stress reactions on decision-making. The analysis should include identification of stressors in a scenario and determination of how stress reactions may have affected ability to make decisions.</td>
<td>☐ Yes</td>
</tr>
</tbody>
</table>
GENERAL FINDINGS

Student/Participant Evaluations:

Deficiencies and Suggestions:

Summary and Recommendation:

_______________________________________________________________________
Team Leader Signature                                      Date
L-480 EVALUATION FORM

EVALUATOR PROFILE:

Name: ______________________________________________

Job Title: ______________________________________________

Home Unit: ______________________________________________

Phone #: ______________________________________________

Email: ______________________________________________

Experience as a fire instructor (check your highest level of experience):

<table>
<thead>
<tr>
<th>Course Level</th>
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<tbody>
<tr>
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<td>400-level fire courses</td>
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<td>500-/600-level fire courses</td>
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</table>

Experience with leadership curriculum (check all that apply):

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<th>Attended</th>
<th>Instructed or Coordinated</th>
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<td>L-280, Followership to Leadership</td>
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<td>L-381, Incident Leadership</td>
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<td></td>
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<tr>
<td>L-480, Organizational Leadership in the Wildland Fire Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-481, Advanced Leadership for Command and General Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-580, Leadership is Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE INFORMATION

Location: ______________________________________________

Date: ______________________________________________
INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor(s) Name</th>
<th>Company/Fire Agency</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

Element A: Instructor Background

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lead instructor has:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Bachelor’s-level degree in Behavior, Leadership, Management, Psychology or related sciences?</td>
<td>(E, M, NI, NR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Master’s or Doctorate degree; and if so, in what?</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Skill set of instructor(s) includes expert-level knowledge in:</td>
<td></td>
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<tr>
<td></td>
<td>▪ Facilitation in training and/or workshop environment.</td>
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<td></td>
<td>▪ Demonstrated experience in complex multi-day courses.</td>
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<tr>
<td></td>
<td>▪ Principle-centered leadership training.</td>
<td></td>
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<tr>
<td></td>
<td>▪ Providing training to emergency incident organizations.</td>
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<tr>
<td></td>
<td>▪ Demonstrated ability to facilitate simulations, role-play or other group exercises.</td>
<td></td>
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</tbody>
</table>

Element B: Instructor Knowledge

Key Code:  

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructor(s) demonstrated knowledge in personal assessment, development and management as defined in leadership and psychology concepts that primarily pertain to the individual rather than the team. Components include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Self-assessment tools</td>
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<td></td>
<td>▪ Emotional intelligence</td>
<td></td>
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<tr>
<td></td>
<td>▪ Analysis of leadership style</td>
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<td></td>
<td>▪ Core beliefs and values hierarchy</td>
<td></td>
<td></td>
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<tr>
<td>#</td>
<td>GUIDELINE</td>
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<td>REMARKS</td>
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<tr>
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<tr>
<td></td>
<td>▪ Sub-modalities</td>
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<tr>
<td></td>
<td>▪ Command presence</td>
<td></td>
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<tr>
<td></td>
<td>▪ Stress and burnout</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>▪ Creating a successful attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Instructor(s) demonstrated knowledge in team leadership strategies as defined in team dynamics, interpersonal relationships and the team environment. Components include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ <a href="#">Wildland Fire Leadership Development Program</a></td>
<td></td>
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<tr>
<td></td>
<td>▪ Development and communication of vision</td>
<td></td>
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<tr>
<td></td>
<td>▪ Components of situation awareness at the team/organizational level</td>
<td></td>
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<tr>
<td></td>
<td>▪ Team climate and organizational culture</td>
<td></td>
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<tr>
<td></td>
<td>▪ Motivation strategy</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>▪ Rewarding and recognition</td>
<td></td>
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<tr>
<td></td>
<td>▪ Rational and intuitive decision making</td>
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<tr>
<td></td>
<td>▪ Delegation strategies</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>▪ Conflict style analysis</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>▪ Mentoring and coaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Element C: Course Delivery**

Key Code:  
- **E** = Exceeds Standard  
- **M** = Meets Standard  
- **NI** = Needs Improvement  
- **NR** = Not Reviewed

<table>
<thead>
<tr>
<th>#</th>
<th>GUIDELINE</th>
<th>CODE (E, M, NI, NR)</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructor(s) were credible and demonstrated respect for the students and participating agencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Instructors presented material within the context of emergency response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Instructor(s) presented material with credibility and confidence as represented in student’s questions and answers given.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Instructor(s) provide a style and format of presentations that engages students throughout the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Instructor(s) are prepared with:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Well-written and appropriate student materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Well-designed and appropriate audio/visual aids.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Presentations that promote student participation and flow of course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Exercised that reinforced topic taught.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Element D: Course Objectives**

<table>
<thead>
<tr>
<th>#</th>
<th>GUIDELINE</th>
<th>CODE (E, M, NI, NR)</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Instructor(s) was prepared with existing course materials and was able to incorporate into their instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Integrated pre-course reading material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Discussed self-assessment survey.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Referenced all components of student workbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The After Action Review process was integrated at end of the day as a performance assessment and improvement tool.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Code:**  
- **E** = Exceeds Standard  
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<table>
<thead>
<tr>
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<th>CODE (E, M, NI, NR)</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team and Organizational Roles in wildland fire management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate the difference between leadership and management in the context of incident and organizational management.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>▪ Review personal character attributes in relationship to leadership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Understand the attributes, skills and abilities of successful leaders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication Skills for Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Introduce leadership communication strategies and present skills to help in developing personal skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Command Presence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Understanding the importance of command presence in incident management and introduce skills to develop and enhance personal leadership style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Situation Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Understand the difference between “tactical” and team or organizational situation awareness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe critical elements in a process of developing and maintaining a common understanding of the team and organizational environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>GUIDELINE</td>
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<td>REMARKS</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>5</td>
<td>Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the use of vision in leading teams and organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate communicating a team or organizational vision verbally and in writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Application of Leadership Skills within a Team and Organizational Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe effective ways to motivate others in complex and changing environments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Review typical sources of conflict in wildland fire management and describe effective ways to manage them.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>▪ Describe the application of leadership to manage change in teams and organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe rational and intuitive decision-making models.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Review the appropriate use of rational and intuitive decision-making models.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe the team or organizational environments effect on effective decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Recognition and Reward</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Understand the distinction between reward and recognition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Describe how and when to use recognition and reward.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mentorship and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Understand the difference between mentoring and coaching and how to be effective in each.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GENERAL FINDINGS

Student/Participant Evaluations:

Deficiencies and Suggestions:

Summary and Recommendation:

_________________________________________  __________________________
Team Leader Signature                      Date
L-481 EVALUATION FORM

EVALUATOR PROFILE:

Name: ______________________________________________

Job Title: ______________________________________________

Home Unit: ______________________________________________

Phone #: ______________________________________________

Email: ______________________________________________

Experience as a fire instructor (check your highest level of experience):

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Experience with leadership curriculum (check all that apply):

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<tr>
<td>L-580, Leadership is Action</td>
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COURSE INFORMATION

Location: _________________________________

Date: _________________________________
## INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor(s) Name</th>
<th>Company/Fire Agency</th>
</tr>
</thead>
<tbody>
<tr>
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### Element A: Instructor Background

**Key Code:**  
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<th>CODE (E, M, NI, NR)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lead instructor has:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Education and/or experience in the subject areas listed below to be</td>
<td></td>
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<tr>
<td></td>
<td>credible to the target audience.</td>
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<tr>
<td></td>
<td>- Facilitative Instructor-qualified.</td>
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<td></td>
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<tr>
<td>2</td>
<td>Skill set of instructor(s) includes expert-level knowledge in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Facilitation in training and/or workshop environment.</td>
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<tr>
<td></td>
<td>- Experience in providing training for civilian or military emergency</td>
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<tr>
<td></td>
<td>management/response organizations.</td>
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<tr>
<td></td>
<td>- Principle-centered leadership training.</td>
<td></td>
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<tr>
<td></td>
<td>- Providing training to emergency incident organizations.</td>
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<tr>
<td></td>
<td>- Demonstrating credibility to target audience.</td>
<td></td>
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</tr>
</tbody>
</table>
## Element B: Instructor Knowledge

**Key Code:**  
- **E** = Exceeds Standard  
- **M** = Meets Standard  
- **NI** = Needs Improvement  
- **NR** = Not Reviewed

<table>
<thead>
<tr>
<th>#</th>
<th>GUIDELINE</th>
<th>CODE (E, M, NI, NR)</th>
<th>REMARKS</th>
</tr>
</thead>
</table>
| 1 | Instructor(s) demonstrated knowledge in:  
- Knowledge of the overall [NWCG Wildland Fire Leadership Development Program](#) including the course content in L-180, L-280, L-380, L-480, and L-580.  
- Knowledge of the publication *Leading in the Wildland Fire Service*, and other fire service doctrine.  
- Knowledge of team/organizational dynamics.  
- Knowledge of concepts related to time compressed decision making. | | |
| 2 | Instructor(s) demonstrated knowledge in the following as it relates to operating in an Incident Management Team (IMT) environment:  
- Strengthening staff ethos, team culture, and command presence.  
- Developing and maintaining a common operating picture.  
- Developing leader’s intent.  
- Propagating intent to all levels of the incident organization.  
- Effectively operating in ICS and utilizing ICS products and doctrine.  
- Promoting integration of functional areas. | | |
**Element C: Course Delivery**

**Key Code:**  
- **E** = Exceeds Standard  
- **M** = Meets Standard  
- **NI** = Needs Improvement  
- **NR** = Not Reviewed

<table>
<thead>
<tr>
<th>#</th>
<th>GUIDELINE</th>
<th>CODE (E, M, NI, NR)</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructor(s) were credible and demonstrated respect for the students and participating agencies.</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Instructors presented material within the context of emergency response.</td>
<td></td>
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<tr>
<td>3</td>
<td>Instructor(s) presented material with credibility and confidence as represented in student’s questions and answers given.</td>
<td></td>
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<tr>
<td>4</td>
<td>Instructor(s) provide a style and format of presentations that engages students throughout the course.</td>
<td></td>
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</tr>
</tbody>
</table>
| 5 | Instructor(s) are prepared with:  
  - Well-written and appropriate student materials.  
  - Well-designed and appropriate audio/visual aids.  
  - Presentations that promote student participation and flow of course.  
  - Exercised that reinforced topic taught. |  |  |
| 6 | Instructor(s) was prepared with existing course materials and was able to incorporate into their instruction.  
  - Integrated pre-course reading material.  
  - Referenced all components of student workbook. |  |  |
| 7 | The After Action Review process was integrated at end of the day as a performance assessment and improvement tool. |  |  |

**Element D: Course Topic Areas**

**Key Code:**  
- **E** = Exceeds Standard  
- **M** = Meets Standard  
- **NI** = Needs Improvement  
- **NR** = Not Reviewed

<table>
<thead>
<tr>
<th>#</th>
<th>GUIDELINE</th>
<th>CODE (E, M, NI, NR)</th>
<th>REMARKS</th>
</tr>
</thead>
</table>
| 1 | Strengthening ethos, team culture, and command presence.  
The program targets the following competencies:  
  - Demonstrated understanding and application of command staff values both within the Command and General (C&G) Staff and with external relationships. |  |  |
<table>
<thead>
<tr>
<th>#</th>
<th><strong>GUIDELINE</strong></th>
<th><strong>CODE</strong></th>
<th><strong>REMARKS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>▪ Demonstrated ability to assess how well staff ethos and mission-driven culture values are applied within the team and to themselves in order to improve team performance.</td>
<td></td>
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<tr>
<td></td>
<td>▪ Demonstrated ability to apply doctrinal value sets within the decision-making process and team interaction.</td>
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<tr>
<td></td>
<td>▪ Demonstrated ability to establish positive rapport and trust with fellow team members to facilitate learning allow for critical discussion, performance correction, and provide service for the common good.</td>
<td></td>
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<tr>
<td>2</td>
<td>▪ Demonstrated ability to practice leader behaviors that promote positive operational culture for subordinate resources.</td>
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<tr>
<td></td>
<td>▪ Demonstrated effective communication skills and techniques in interactions with fellow team members and external entities or stakeholders.</td>
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<tr>
<td>2</td>
<td><strong>Developing and maintaining a Common Operating Picture (COP).</strong></td>
<td></td>
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<tr>
<td></td>
<td>The program targets the following competencies:</td>
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<tr>
<td></td>
<td>▪ Demonstrated ability to gain perspective of all dimensions of the incident—both in terms of what is happening in operations (tactical) as well as the larger context in which the incident occurs (strategic).</td>
<td></td>
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<tr>
<td></td>
<td>▪ Demonstrated ability to share pertinent information across the team so that all members have a shared understanding of the salient components and maintain this understanding throughout the incident assignment.</td>
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<td></td>
<td>▪ Demonstrated ability to appraise the soundness of the COP, testing the premises of plans over time so that planned operations are always connected to the present ground truth.</td>
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<tr>
<td></td>
<td>▪ Demonstrated ability to develop professional relationships with those already involved in an incident, specifically with outgoing C&amp;G counterparts.</td>
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<tr>
<td>#</td>
<td><strong>GUIDELINE</strong></td>
<td><strong>CODE (E, M, NL, NR)</strong></td>
<td><strong>REMARKS</strong></td>
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<tr>
<td>▪</td>
<td>Demonstrated ability to accomplish mission objectives with effective time management.</td>
<td></td>
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<tr>
<td>▪</td>
<td>Demonstrated ability to use sound reasoning and judgment to discern and distill meaningful and relevant knowledge from available information.</td>
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<tr>
<td>▪</td>
<td>Demonstrated ability to use of a variety of communication methods and frameworks, including both listening and questioning, to identify gaps in understanding or risks to operations.</td>
<td></td>
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<tr>
<td>3</td>
<td><strong>Developing leader’s intent at the Command and General Staff (C&amp;G) level.</strong>&lt;br&gt;The program targets the following competencies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪</td>
<td>Demonstrated ability to contribute constructively to deliberative decision making so that resulting decisions are sound and reasonable.</td>
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<tr>
<td>▪</td>
<td>Demonstrated ability to derive an incident end state that provides a practical road map for returning to acceptable conditions.</td>
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<tr>
<td>▪</td>
<td>Demonstrated ability to derive and author meaningful incident objectives with an appropriate focus on the real threats to the values-at-risk.</td>
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<tr>
<td>▪</td>
<td>Demonstrated ability to guide the development of strategies that are congruent with the nature of the threat.</td>
<td></td>
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<tr>
<td>▪</td>
<td>Demonstrated ability to constructively evaluate proposed plans and courses of action so that they are proportionate and reasonable in consideration of the values at risk and the nature of the threat.</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td><strong>Propagating leader’s intent through intent-based planning and operations to all levels of the incident organization.</strong>&lt;br&gt;The program targets the following competencies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪</td>
<td>Demonstrated ability to explain how an incident end state addresses the values-at-risk as well as how its objectives, strategies, and tactics achieve the end state.</td>
<td></td>
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</tr>
<tr>
<td>#</td>
<td><strong>GUIDELINE</strong></td>
<td><strong>CODE</strong> (E, M, NL, NR)</td>
<td><strong>REMARKS</strong></td>
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<tr>
<td>4</td>
<td>Demonstrated ability to provide clear intent that will assist resources in understanding their assignment and its role in achieving the larger mission.</td>
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<tr>
<td>5</td>
<td>Demonstrated propagation of intent beyond the IMT to the public, elected officials, and others.</td>
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<tr>
<td>5</td>
<td><strong>Effectively operating in the ICS system and utilizing ICS products and doctrine.</strong>&lt;br&gt;The program targets the following competencies:</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td><strong>Demonstrating the effective use of the ICS and its products and doctrine to track and manage resources, and to direct action through the IMT organization.</strong></td>
<td></td>
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<tr>
<td>5</td>
<td><strong>Demonstrate the development of effective guidance using ICS.</strong></td>
<td></td>
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<tr>
<td>6</td>
<td><strong>Promoting integration of functional areas.</strong>&lt;br&gt;The program targets the following competencies:</td>
<td></td>
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<tr>
<td>6</td>
<td><strong>Demonstrated ability to select most appropriate means for conveying information in light of the situation, audience, time constraints, and information to be communicated.</strong></td>
<td></td>
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<tr>
<td>6</td>
<td><strong>Demonstrated ability to keep fellow staff members apprised of information that affects other functional areas or the incident as a whole.</strong> <strong>This target includes both the ability to assess the relevance of information and the ability to effectively communicate that information.</strong></td>
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<tr>
<td>7</td>
<td><strong>Other:</strong></td>
<td></td>
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</tbody>
</table>
L-481 Evaluation Form
NWCG Leadership Subcommittee

GENERAL FINDINGS

Student/Participant Evaluations:

Deficiencies and Suggestions:

Summary and Recommendation:

Team Leader Signature  Date
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L-580 EVALUATION FORM

EVALUATOR PROFILE

Name: ______________________________________________

Job Title: ______________________________________________

Home Unit: ______________________________________________

Phone #: ______________________________________________

Email: ______________________________________________

Experience as a fire instructor (check your highest level of experience):

<table>
<thead>
<tr>
<th>Course Level</th>
<th>100/200-level fire courses</th>
<th>300-level fire courses</th>
<th>400-level fire courses</th>
<th>500-/600-level fire courses</th>
</tr>
</thead>
</table>

Experience with leadership curriculum (check all that apply):

<table>
<thead>
<tr>
<th>Course</th>
<th>Attended</th>
<th>Instructed or Coordinated</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-180, Human Factors in the Wildland Fire Service</td>
<td></td>
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<tr>
<td>L-280, Followership to Leadership</td>
<td></td>
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<tr>
<td>L-380, Fireline Leadership</td>
<td></td>
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<tr>
<td>L-381, Incident Leadership</td>
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<tr>
<td>L-480, Organizational Leadership in the Wildland Fire Service</td>
<td></td>
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<tr>
<td>L-481, Advanced Leadership for Command and General Staff</td>
<td></td>
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<tr>
<td>L-580, Leadership is Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVENT INFORMATION

Location: ______________________________________________

Date: ______________________________________________
## CADRE

<table>
<thead>
<tr>
<th>Cadre Member Name</th>
<th>Company/Fire Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<thead>
<tr>
<th>ELEMENT</th>
<th>GUIDELINE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadre Experience</td>
<td>Combined skill set of the cadre includes expert-level knowledge in principle-centered leadership training, emergency incident operations, and human factors research.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Cadre Commitment</td>
<td>Cadre members share facilitator/presenter tasks and provide a good variety of presentations for students throughout the course.</td>
<td>Yes</td>
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<tr>
<td></td>
<td>More than one cadre member is usually present in the classroom at any given time.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Cadre members make themselves available for individual participant questions before/after sessions and at breaks.</td>
<td>Yes</td>
</tr>
<tr>
<td>Facilitator/Presenter Qualifications</td>
<td>Lead facilitator/presenter has demonstrated respect for the participants and the sponsor agencies within the wildland fire service.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Facilitator/Presenter Credibility</td>
<td>All facilitators/presenters were credible and demonstrated respect for the participants and the sponsor agencies within the wildland fire service.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Facilitator/Presenter Preparation</td>
<td>All facilitators/presenters were prepared with:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Well-written and appropriate participant materials.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>▪ Well-designed and appropriate audio/visual aids.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>▪ Presentations that promote student participation and kept podium-based lecture to a minimum.</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>No</td>
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</tbody>
</table>
# INSTRUCTIONAL DESIGN

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Wildland Fire Leadership</td>
<td>Prework reading assignment:</td>
<td></td>
</tr>
<tr>
<td>Development Program</td>
<td>- Title was taken from the Professional Reading Program.</td>
<td>Yes</td>
</tr>
<tr>
<td>(WFLDP) Components</td>
<td>- All participants had the book.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>- Examples from the reading assignment were utilized throughout the course.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>The Wildland Fire Leadership Values and Principles were referred to throughout the course.</td>
<td>Yes</td>
</tr>
<tr>
<td>Training in Context</td>
<td>Group exercises and field simulations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprised at least 50% of the course presentation time.</td>
<td>Yes</td>
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<tr>
<td></td>
<td>- Field simulations were used in addition to round table group discussion type exercises.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>- Exercises and simulations were related the target audience’s level of leadership responsibility.</td>
<td>Yes</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Case study examples were frequently utilized from other high-risk work environments.</td>
<td>No</td>
</tr>
<tr>
<td>After Action Review</td>
<td>The After Action Review process was used for continuous improvement of the event. Results were reported to the sponsoring agency and the L-580 Curriculum Management Unit.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
GENERAL FINDINGS

Deficiencies and Suggestions:

*Note:* Checking “No” in any of the evaluation blocks above does not necessarily mean that an event is unsuitable as an L-580 delivery. These evaluation blocks are simply meant as factors to consider; the narrative should discuss how the presence or absence of these elements enhanced or detracted from the delivery.

Summary and Recommendation:

______________________________________________________________
Team Leader Signature

______________________________________________________________
Date