Followership to Leadership L-280

DUTY

RESPECT

INTEGRITY

Student Workbook
**OCTOBER 2008**

CERTIFICATION STATEMENT

on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

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

Followership to Leadership, L-280
Certified at Level III

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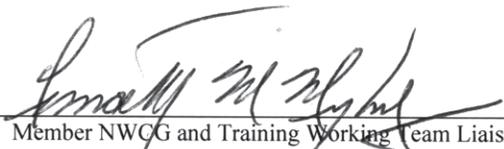
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Member NWCG and Training Working Team Liaison

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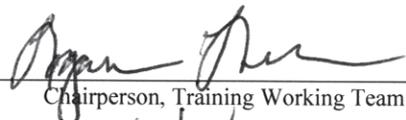
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Chairperson, Training Working Team

Date ____10/15/08____

Followership to Leadership

L-280

Contents

Unit 0: Introduction

Why We Are Here

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

Following are the course goals:

- Demonstrate an understanding of fundamental leadership principles.

- Assess individual traits and motivation for entering into a leadership role.

Unit 1: The Art of Leadership

Objectives: 1. Given pre-course work information and course content information—describe the role of a leader.

2. Given pre-course work information and course content information—explain motivation for wanting to be a leader.

The Role of the Leader

Exercise—Defining Leadership

1. How would you define leadership?

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

Being appointed a supervisor doesn't make you a leader. Being a leader means that you influence people, not that you simply tell them what to do.

- Leaders provide **Purpose** by clearly communicating their intent and describing the desired end state of an assignment to their followers.

- Leaders provide **Direction** by maintaining standards of performance for their followers.

- Leaders provide **Motivation** by setting the example for their followers.

What did Attila have to say?

"Strong chieftains stimulate and inspire the performance of their Huns."

Leadership Quote:

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

Are Leaders Born or Made?

Consider the following two statements:

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

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

How are these two quotations opposing philosophies?

Most of you have already been leaders in fire or some other environment—were you born a leader?

Learning to Lead

Effective leaders are found in all cultures and all walks of life. The business world and the military spend a lot of time and money to develop their leaders. You must also learn to use the right leadership tools and techniques. The best leaders work hard throughout their lifetime to master the art of leadership.

What did Attila have to say?

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

Leadership Quote:

"Leaders aren't born they are made…and they are made just like anything else, through hard work." Vince Lombardi, Coach

Why Should Anyone Follow You?

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

The self-assessment tool at the end of this unit is meant to start you thinking about your readiness for leadership roles.

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

Participate in a discussion regarding your response to question 2 in the pre-course work.

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

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What did Attila have to say?

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

Leadership Quote:

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

Do You Have the Leadership Stuff?

Whether you are stepping into your first leadership role or are ready for your next promotion, you will always be facing a new leadership challenge. Take a few minutes for a reality check and see if you have the stuff of leaders.

Put an X on the scale closest to the statement that best describes your attitude or behavior.

Self-Assessment Tool

	Always	Sometimes	Unpredictable	Sometimes	Always	Positive Leadership Behaviors
When the situation makes it awkward or inconvenient to remain true to my beliefs and values, I cut myself slack and do what is necessary to get by.						I walk my talk—always behaving consistently with the beliefs and values I profess even when doing so is difficult or uncomfortable.
I dislike making decisions, especially ones that affect the well-being of others. I do not feel comfortable sorting through a lot of information to come to a decision.						I enjoy the challenge of making decisions, and I feel confident that I consider the most salient factors and come up with the best decision.
I prefer to be responsible for tasks instead of people.						I like mentoring people and working to build a team.
I do what I can to keep my work environment the same and resist change.						I can accept that change is inevitable, and I feel confident I can handle whatever comes my way.

	Always	Sometimes	Unpredictable	Sometimes	Always	Positive Leadership Behaviors
I dislike having to take training courses and think it a waste of time to read articles and books about my job.						I know there is always more to learn in my job and feel I am an eager student.
I find it hard to take criticism from others; I either ignore what they tell me or overreact and get upset.						I listen to others' feedback with an open mind and accept criticism courageously.
I am reluctant to raise issues on the job and often find I have nothing to contribute at briefings or debriefings.						I feel an obligation to communicate with others and strive to contribute relevant information in briefings and debriefings.
I am frustrated when my team encounters problems or has conflicts. I just hope problems will go away or somebody else will take care of it.						When problems or errors arise that threaten team cohesion, I take action to correct the problems and resolve conflict.
I tend to focus on the possibility of bad outcomes and get discouraged easily.						I am an optimistic person, encouraging others, especially when there are setbacks.
The organizational system is so messed up that I bypass it when issues or problems arise.						I look out for my people and am willing to navigate the organizational system to look for solutions.

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

Unit 2: Foundations of Leadership

Objectives: 1. Given course content information and a scenario—identify the three leadership values and the supporting principles.

2. Given pre-course work information and course content information—initiate a leadership self-development plan.

Values and Character

Values are attitudes about the worth or importance of people or things. All of us are influenced by multiple sets of values.

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

- **Duty**—accomplishing the mission.
- **Respect**—taking care of people.
- **Integrity**—developing yourself.

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

Values form the foundation of *Leading in the Wildland Fire Service,* your fundamental guide to leadership.

What was Colonel Chamberlain's reaction when the mutineers were delivered to his custody?

What actions did Colonel Chamberlain take in response to the mutineer custody situation?

How did the mutineers respond?

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What values did Colonel Chamberlain demonstrate?

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What did Attila have to say?

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

Leadership Quote:

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

Wildland Fire Service Leadership Values and Principles

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

Leadership Principles

Leadership Principles are the actions that you can take to demonstrate your values. These principles are the cornerstone to the Wildland Fire Service's leadership development program.

Refer to the examples in *Leading in the Wildland Fire Service* for illustrations of how people have applied these principles in their lives.

Exercise—Values in Action

Describe how the assigned leadership principle supports the leadership value.

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What did Attila have to say?

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

Leadership Quote:

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

Building Your Leadership Toolbox

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Leadership Toolbox
www.fireleadership.gov

▪ Professional Reading Program

▪ Self-Development Plan

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

The Leadership Toolbox is an online resource that provides self-development tools and references that support each of the 11 Leadership Principles. The Leadership Toolbox can be found at: **www.fireleadership.gov.**

In addition, in the *Incident Response Pocket Guide* (IRPG), a section titled "Operational Leadership" offers reminders for Wildland Fire Service leaders.

Exercise—Know Yourself

Identify an action to take in order to initiate a leadership self-development plan.

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What did Attila have to say?

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

Leadership Quote:

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

Leadership Self-Development Plan

Next level of leadership: Leader of People / Leader of Leaders / Leader of an Organization

Time horizon for plan:

Directed Reading and other Self-study (www.fireleadership.gov):

Training (Next Wildland Fire Curriculum L-course, other leadership training):

Details (Temporary assignments with new or increased responsibility):

Mentor (Identifying and asking a role model to provide guidance):

Outside Activities (Little League coach, Big Brothers/Big Sisters program, etc):

Unit 3: Follower to Leader—The Transition

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

Decision-Making: The Leader's Most Important Responsibility

Many factors can make fireline decision-making difficult:

- Friction (extreme work environment, time-compression, ill-defined objectives, etc.)

- Uncertainty (incomplete information)

- Fluidity (rapidly changing situations)

- Complexity (multiple players)

- Human Factors (danger and fear)

Methods of making decisions:

- Naturalistic or Recognition Primed Decision-Making

- Analytical Decision-Making

⮂ Exercise—The Decision Cycle
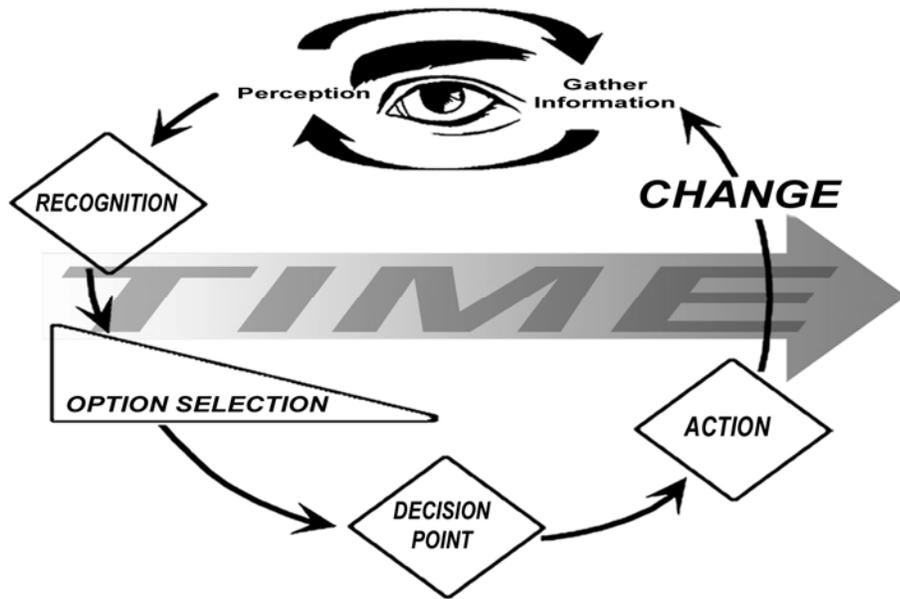
Describe each of the components of the Decision Cycle.

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**Leadership Toolbox
www.fireleadership.gov**

- Tactical Decision Games Library
  - Sand Table Showroom

What did Attila have to say?

"The ability to make difficult decisions separates chieftains from Huns."

Leadership Quote:

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

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The Fog of Firefighting

Friction: "The Force That Makes The Easy So Difficult"

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

Uncertainty

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

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

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

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

Fluidity

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

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

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

Complexity

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

The Human Dimension

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

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

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

Bias for Action

Leading in the Wildland Fire Service has a section devoted to leading with a bias for action. Read it and think about what it means to you.
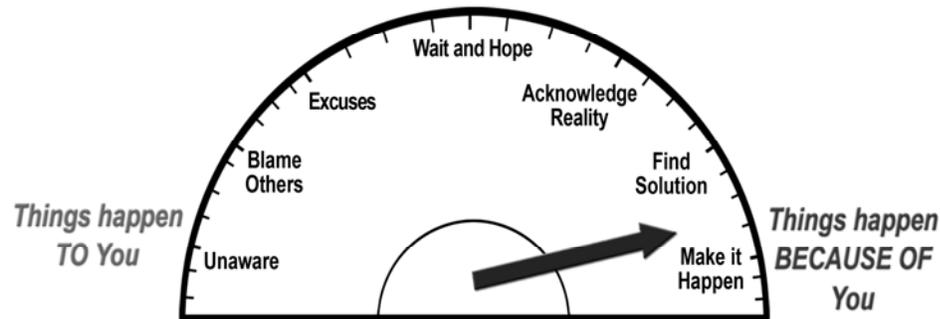
The following fundamental actions support good decision-making in dynamic environments:

- Having solid Standard Operating Procedures in place before you leave the station.

- Providing clear intent and fostering initiative among followers after deciding on a course of action.

- Developing simple, flexible plans, and utilizing a risk management process, such as the one found in the *Incident Response Pocket Guide*, prior to engaging a fire.

Communication: The Leader's Most Important Tool

> **Leadership Toolbox**
> **www.fireleadership.gov**
>
> ▪ Briefing and Intent

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

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

- Brief others

- Debrief your actions

- Communicate hazards to others

- Acknowledge messages

- Ask if you don't know

A primary communication responsibility for leaders is to provide a good briefing that meets the standard of being relevant, accurate, concise, and complete.

Leader's Intent has three parts:

- Task—What is to be done

- Purpose—Why it is to be done

- End state—How it should look when done

The *Incident Response Pocket Guide* has an operational reference for both the Five Communications Responsibilities and Leader's Intent.

⮂ Exercise—Providing a Clear Briefing

Read the scenario and develop the main points for a briefing of the given assignment.

Scenario

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

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

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

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

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Command Presence

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

What did Attila have to say?

"Critical to a Hun's success is a clear understanding of what the King wants."

Leadership Quote:

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

The New Leader's Challenge

Pitfall 1—Trying to make an impression with your superiors at the expense of your subordinates.

Pitfall 2—Failing to separate your role as a leader from your role as a friend of those who were formerly your peers.

Pitfall 3—Trying do everything yourself just the way you want it done instead of delegating responsibility and directing the accomplishment of tasks.

Pitfall 4—Ignoring the talent of experienced subordinates because you are afraid that asking for ideas would make you appear to be a weak leader.

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

⮂ Exercise—What If?

Answer the following questions for each of the scenarios.

1. What leadership values are at stake?

2. What course of action would you choose and why?

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Scenario 5

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

What did Attila have to say?

"Being a leader of Huns is often a lonely job."

Leadership Quote:

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

Unit 4: Situational Leadership

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

The Leadership Environment

Successful leadership lies in your ability to influence people in a variety of situations. Leaders must continually adapt their leadership style to meet an ever-changing environment.

They must be able to select the most effective leadership tools in a given situation. This strategy is called *situational leadership*.

The **Leadership Environment** is made up of four critical elements:

- **You, the Leader**, must have an honest understanding of your strengths and weaknesses, your capabilities and limitations.

- **Your People** represent all levels of followers within the framework of the team. Each follower will have a different skill mix and unique personality traits.

- Every task within the **Situation** presents a different challenge: high consequences, time compression, special skill needs, and so on.

- Leaders must always keep the **Consequences** in mind as they make decisions.

What did Attila have to say?

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

Leadership Quote:

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

Sources of Power

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

- Position Power

- Reward Power

- Discipline Power

- Respect Power

- Expert Power

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

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

Giving power away to get power—this is known as the **Power Paradox**.

⇄ Exercise—Sharing Power

Work together in groups to identify one situation in which it would be appropriate for a leader to share power and one situation in which it would not be appropriate for a leader to share power. Provide an explanation for the why behind both situations.

Situation to share power

Situation not to share power

What did Attila have to say?

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

Leadership Quote:

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

Leadership Styles

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

- Directing

- Delegating

- Participating

⇄ Exercise—Leading With Style

Given the leadership style assigned to your team, watch the video and identify task, team, and leader considerations that may determine whether the leadership style assigned to their group can be successfully applied.

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What did Attila have to say?

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

Leadership Quote:

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

Unit 5: Team Cohesion

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

What is a Team?

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

Fire leaders create cohesive teams by:

- Establishing a foundation of trust within the team

- Enabling healthy conflict

- Inspiring commitment

- Setting the expectation of accountability

- Keeping focus on the team result

In the Wildland Fire Service, resilience—the ability to bounce back from error and overcome emerging problems—is essential to the team result. We work in an environment where events often do not play out according to the plan. As leaders, we must be able to thoughtfully and deliberately build resilient teams that can overcome the inevitable setbacks in accomplishing our mission.

Leading in the Wildland Fire Service has a section, "Building the Team" that provides practical advice for building cohesive and resilient teams.

⇄ Exercise—What Builds Trust on a Team?

What builds trust on a team?

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What did Attila have to say?

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

Leadership Quote:

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

Building Team Cohesion

Leadership Toolbox
www.fireleadership.gov

- Crew Cohesion Assessment

Phases of Team Building:

- Formation (Form)
- Development (Storm)
- Performance (Norm and Perform)

⇄ **Exercise—Leading to Cohesion**

In your assigned team building phase, consider the team behaviors typical and identify what actions leaders should use to guide teams during that phase.

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What did Attila have to say?

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

Leadership Quote:

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

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Unit 6: Ethical Decisions

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

Ethical Dilemmas

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

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

- Zero defect mentality

- Covering up mistakes

- Telling their superiors what they want to hear

- Assigning tasks without the resources to get them done

- Loyalty up but not down the chain of command or vice versa

⮂ Exercise—Analyzing a Leader's Dilemma

As you watch the video, note the nature of the dilemma faced by the individual and the values you think were involved. As a leader you will face ethical dilemmas, think about how you would conduct yourself when faced with a similar situation.

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What did Attila have to say?

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

Leadership Quote:

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

Unit 7: Leadership in Action—the After Action Review

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

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                    Leadership Toolbox
                    www.fireleadership.gov

                ▪   AAR Tips and Tactics
                    ▪   Chainsaw AAR
                    ▪   AAR References
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The AAR

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

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

The *Incident Response Pocket Guide* has a reference with the basic ground rules for conducting effective AARs.

What Right Looks Like

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

- All members contribute, providing diverse perspectives and opinions.

- People focus on *what* is right rather than *who* is right.

- All members are engaged in uncovering relevant and important truths.

- People hold each other and the AAR leader accountable.

- The outcome of the AAR ties to continuous improvement.

⇄ Exercise—The AAR—What Right Looks Like

What was planned?

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

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_____

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

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Based on what you heard in the video, what was planned for this prescribed burn?

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What actually happened?

What was uncovered that was different from what was planned?

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

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

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Based on what you heard in the video, what actually happened for this prescribed burn?

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Why did it happen?

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

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

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

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What can we do next time?

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

What strengths to sustain were identified?

What did Attila have to say?

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

Leadership Quote:

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

Unit 8: Putting It in Practice

Objectives:
1. Given a Field Leadership Assessment Course problem—demonstrate situational leadership and employ a team in accordance with team member's capabilities.

2. Given a Field Leadership Assessment Course problem—demonstrate the ability to redeem the five communication responsibilities.

3. Given a Field Leadership Assessment Course problem—demonstrate effective teamwork skills.

The Field Leadership Assessment Course (FLAC)

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

FLAC Intent

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

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

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

Logistics Notes

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Appendix A: Pre-Course Work

The pre-course work is based on a reading assignment that encourages you to examine how well prepared you are to lead others. The reading assignment is followed by a few questions that ask you to reflect on the reading in terms of your own situation. The intent of this reading assignment is two-fold. First, by reading this book as pre-course work you are afforded some time to think about the topic of leadership prior to attending the course. Second, reading in order to foster continuous learning is a key strategy for individuals who desire to improve their leadership skills throughout their career, no matter what type of business or endeavor they pursue.

Part 1

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

Part 2

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

Question 1

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

Question 2

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

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Question 3

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

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Bring your completed written responses with you to class.

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

Appendix B: Glossary

After Action Review (AAR) A leadership communication tool that fosters learning and improvement within a team, also known as a Debrief. The After Action Review format can be found in the green operational pages of the *Incident Response Pocket Guide*.

Bias for Action In time-critical situations, fire leaders show a bias for action while using judgment, acting within the intent of their leaders, working in unison with others, then developing and communicating a plan. They inform leaders of actions as soon as safely possible.

Character The way an individual communicates their values to others. It is a collection of actions that others appraise to determine if one can be trusted.

Command Presence Positive behaviors and traits that are easily recognizable, yet difficult to achieve. Command presence is projected by your ability to communicate effectively.

Communication Process Communication is a leader's most important tool. A complete communication process requires:

- Sender
- Receiver
- Information that needs to be passed on
- Two-way communication method

Communication Responsibilities The five communication duties for all firefighters are:

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

Decision Cycle Good decision-making is based on good situation awareness and plays against the backdrop of constant time pressure. The decision cycle then proceeds through:

- Problem identification
- Option selection
- The decision point
- Then implementation of the action

Ethical Dilemma A situation that exists when an individual is forced to choose between two competing values. It's a simple concept that usually ends up being very complicated to resolve.

Hazardous Attitude	Attitudes are where emotions and rational thought process get mixed up with each other. Hazardous attitudes are destructive to effective communication and good situation awareness. They include feelings of invulnerability, anti-authority, resignation, and casualness.
Leader's Intent	A complete intent statement has three parts:

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

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

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

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

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

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

Leadership Styles The various methods used to impart purpose and direction to followers. Directing, Delegating, and Participating are the three basic styles.

- **Directing**—The leader provides all instructions and guidance to followers in order to accomplish the task. Followers have minimal opportunity for feedback and little decision-making responsibility.

- **Delegating**—The leader gives specific responsibilities to followers and expects them to accomplish those delegated tasks without further guidance. Followers have moderate feedback opportunity and moderate to high levels of decision-making responsibility.

- **Participating**—The leader asks followers to assist in determining best methods or solutions for accomplishing a task. Followers are expected to provide ideas and may have high levels of decision-making responsibility.

Leadership Values Duty, respect, integrity are the three guiding values that should be the basis for the decisions that leaders make.

- **Duty**—How a leader values their job. Duty begins with everything required by law and policy, but it is much more than that. A leader commits to excellence in all aspects of their professional responsibility so that when the job is done they can look back and say "I couldn't have given any more."

- **Respect**—How a leader values their co-workers. Respect for the individual forms the very basis for the rule of law in America. This value reminds leaders that those who follow are their greatest resource. Not all followers will succeed equally, but they all deserve respect.

- **Integrity**—How a leader values herself or himself. An individual cannot be in charge of others unless they are in charge of their own actions. People of integrity separate what is right from what is wrong and act according to what they know is right, even at personal cost.

Power Paradox Leaders build more power when they give it away. A leader who wants respect must first respect their followers. A leader who wants to be trusted must first give trust to their followers. Leaders must be willing to take the first step.

Risk Management Process A tool that can assist in the preplanning process during fireline decision-making. The Risk Management Process format can be found in the green operational pages of the *Incident Response Pocket Guide*.

Situation Awareness (SA) An on-going process of gathering information by observation and by communication with others. This information is integrated to create an individual's perception of a given situation. Only by constantly gathering information and updating SA is it possible for a leader to build an accurate perception of the environment, a perception that is as close to reality as possible.

Situational Leadership   The ability to adapt and utilize different leadership styles to deal with an ever-changing work environment and the available follower skills.

Sources of Power   Power is the ability to influence the actions of others. Leaders have access to power based on who they are and who their followers perceive them to be:

- **Position Power**—Based on the perception that rank in the organization automatically gives a leader certain rights and authority.

- **Reward Power**—Based on the perception that the leader controls rewards that are valued by followers and the rewards are given for good performance.

- **Discipline Power**—Based on the perception that the leader can and will penalize followers who choose not to meet standards.

- **Respect Power**—Based on followers identifying with the leader as a role model and an example to follow.

- **Expert Power**—Based on the perception that the leader is competent in the required job skills.

Standard Operation Procedures (SOP)   Specific instructions clearly spelling out what is expected of an individual every time they perform a given task. In short, an SOP is a performance standard. SOPs should be used for tasks that are routinely done in the operational environment. Use of SOPs gives leaders more flexibility to deal with unique operational situations because they know how their followers are handling routine decisions.

Stress Reaction   The response of an individual to demands that are placed upon them. Adverse stress reactions can impact a leader's decision-making ability. There are two major sources of these demands, also known as stressors:

- **Background Stress**—On-going or daily demands such as family, financial, or health concerns.

- **Duty Stress**—Unique demands that occur due to task assignment in the work environment such as fatigue, life/safety risk, conflict with other personnel, environmental conditions, supervisor expectations, or peer pressure.

Synergy   The team product of successful leadership. Synergy is that powerful force that allows the team to outperform itself. The goal of a leader should be a team where the whole equals more than the sum of the parts.

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

- **Formation (Form)**—Team members are eager to fit in and usually have high expectations. There is anxiety about individual roles and a lack of understanding about team structure. Team members display conforming, polite behavior and there is a high dependence on the leader for direction and support.

- **Development (Storm)**—Team members are frustrated with the discrepancy between their initial expectations and reality. There is an uncertain trust level and some team members form coalitions. Team members compete for attention or power and there is some testing of the leader's boundaries.

- **Performance (Norm and Perform)**—Team members commit to team vision and values. There is recognition of the importance in having different types of individuals on the team with various skill sets. Team members use open, direct communication that fosters trust and are willing to share responsibility with the leader.