

L-381 EVALUATION FORM

EVALUATOR PROFILE

Name: _____

Job Title: _____

Home Unit: _____

Phone #: _____

Email: _____

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

| Course Level | |
|-----------------------------|--|
| 100-/200-level fire courses | |
| 300-level fire courses | |
| 400-level fire courses | |
| 500-/600-level fire courses | |

Experience with leadership curriculum (check all that apply):

| Course | Attended | Instructed or Coordinated |
|---|----------|---------------------------------|
| L-180, Human Factors in the Wildland Fire Service | | |
| L-280, Followership to Leadership | | |
| L-380, Fireline Leadership | | |
| L-381, Incident Leadership | | |
| L-480, Organizational Leadership in the Wildland Fire Service | | |
| L-481, Advanced Leadership for Command and General Staff | | |
| L-580, Leadership is Action | | |

COURSE INFORMATION

Location: _____

Date: _____

CADRE

| Cadre Member Name | Company/Fire Agency |
|-------------------|---------------------|
| | |
| | |
| | |
| | |

| ELEMENT | GUIDELINE | RATING |
|---------------------------|---|---|
| Cadre Experience | Combined skill set of the cadre includes expert-level knowledge in principle-centered leadership training, emergency incident operations, and human factors research. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Cadre Commitment | Cadre members share instructor tasks and provide a good variety of presentations for students throughout the course. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | More than one cadre member is usually present in the classroom at any given time. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | Cadre members make themselves available for individual student questions before/after sessions and at breaks. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Instructor Qualifications | All cadre members are facilitative instructor-qualified: | |
| | <ul style="list-style-type: none"> ▪ Attended and passed the M-410 course or equivalent. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Demonstrated ability to facilitate simulations, role-play, and other group exercises. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | Lead instructor has demonstrated experience in this same role presenting complex multi-day courses. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Instructor Credibility | All instructors were credible and demonstrated respect for the students and the sponsor agencies within the wildland fire service. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Instructor Preparation | All instructors are prepared with: | |
| | <ul style="list-style-type: none"> ▪ Well-written and appropriate student materials. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Well-designed and appropriate audio/visual aids. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Presentations that promote student participation and kept podium-based lecture to a minimum. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

INSTRUCTIONAL DESIGN

| ELEMENT | GUIDELINE | RATING |
|--|---|--|
| Wildland Fire Leadership Development Program (WFLDP) Components, https://www.nwcg.gov/wfldps | Pre-course work assignment: | |
| | <ul style="list-style-type: none"> ▪ Title was taken from the Professional Reading Program, https://www.nwcg.gov/wfldp/toolbox/prp or Leadership in Cinema. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ All students had the book. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ All students reviewed the Type 3 Command & General Staff IPDs, https://www.nwcg.gov/positions, | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Examples from the pre-course work assignment were utilized throughout the course. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ The Wildland Fire Leadership Values and Principles, https://www.nwcg.gov/wfldp, were used and reinforced throughout the course. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Required Leadership Toolbox, https://www.nwcg.gov/wfldp, items were referenced: | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Briefing and Intent, https://www.nwcg.gov/wfldp/toolbox/briefing-intent. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ After Action Reviews, https://www.nwcg.gov/wfldp/toolbox/aars. ▪ Self-development Plan, https://www.nwcg.gov/wfldp/self-development-plan. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Training in Context | Group exercises and field simulations: | |
| | <ul style="list-style-type: none"> ▪ Comprised at least 50% of the course presentation time. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Simulations were primary training technique utilized throughout the course. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Exercises and simulations were related the target audience’s level of leadership responsibility. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Case Studies | Case study examples were frequently utilized from other high-risk work environments. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| After Action Review | The After Action Review process was consistently integrated into group exercises and simulations as a performance assessment and improvement tool. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| ELEMENT | GUIDELINE | RATING |
|-----------------------|---|---|
| Integrated Curriculum | <p>Course content was consistent with content and concepts from the preceding three 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. Review of the NWCG Incident Position Descriptions of Type 3 Command and General Staff positions, https://www.nwcg.gov/positons.</p> <p>Course content was consistent with content and concepts from the preceding two courses in the NWCG leadership curriculum</p> | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Time | Course delivery designed to provide at least 32 contact hours between instructors and students. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

CONTENT

| ELEMENT | GUIDELINE | RATING |
|--------------------------------------|--|---|
| Command Presence and Command Climate | The course content effectively addresses the following objectives: | |
| | <ul style="list-style-type: none"> ▪ Describe techniques and processes that contribute to building a positive command climate. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Establish a positive command climate that promotes communication and error mitigation within a command team and with assigned operational resources. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Ensure command by putting plans in place, communicating leader's intent, making decisions, and directing people to action. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Ensure appropriate control by soliciting feedback regarding the status of the unfolding situation and the results of action. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Provide a command climate that encourages cooperation and communication with clients such as the public, municipalities, law enforcement, and political leaders. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Leader's Intent | The course content effectively addresses the following objectives: | |
| | <ul style="list-style-type: none"> ▪ Provide clear command guidance and initial leader's intent for an emerging incident. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Communicate and clarify command guidance and leader's intent to team members regarding changing environment and changing mission objectives. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Evaluate the effectiveness of leader's intent and team members understanding from an incident and develop future trigger points for detecting errors. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Command and Control | The course content effectively addresses the following objectives: | |
| | <ul style="list-style-type: none"> ▪ Exercise command by putting plans in place, communicating leader's intent, making decisions, and directing people to action. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Ensure appropriate control by soliciting feedback regarding the status of the unfolding situation and the results of action. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Rapid Team Building | The course content effectively addresses the following objectives: | |
| | <ul style="list-style-type: none"> ▪ Describe the functions of a high performing team and the techniques for rapid teambuilding in a time-constrained environment. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Apply the teambuilding principles to achieve cohesion in a quickly assembled command team. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| ELEMENT | GUIDELINE | RATING |
|---|--|---|
| | <ul style="list-style-type: none"> ▪ Identify typical team/crew stress profiles and develop stress control measures for common stress reactions within a team/crew. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Communication and Facilitation Techniques | The course content effectively addresses the following objectives: | |
| | <ul style="list-style-type: none"> ▪ 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, facilitated discussions, and active listening. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Demonstrate adapting communication and facilitation techniques to the unique needs of different people or situations. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Facilitate a debrief that provides opportunities to learn as a team from a previous event. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Utilize debriefing skills to provide opportunities for peer-to-peer performance assessment. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Detecting and Mitigating Decision Errors | The course content effectively addresses the following objectives: | |
| | <ul style="list-style-type: none"> ▪ Describe error detection and mitigation at the command level. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Integrate error and contingency planning into an ongoing operation and identify and mitigate error chains as they occur. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Enable team members to participate in error detection and mitigation processes during an ongoing operation. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Anticipate upstream or systemic errors that may impact your team during an ongoing operation. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Operational Tempo Awareness | The course content effectively addresses the following objectives: | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Describe factors that affect operational tempo and identify risks and challenges associated with them. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Detect shifts in operational tempo and span of control within an ongoing operation. Adapt tactics, plans, and leadership techniques to mitigate risks. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ 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. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| ELEMENT | GUIDELINE | RATING |
|-----------------------------|---|---|
| Self-development Actions | <ul style="list-style-type: none"> ▪ Conduct a self-assessment of individual leadership skill weaknesses/strengths and review previous leadership development plans. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ Construct a development plan to enhance personal leadership skills using peer feedback, self-assessment of performance, and instructor feedback. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> ▪ 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. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

GENERAL FINDINGS

Student/Participant Evaluations:

Deficiencies and Suggestions:

Summary and Recommendation:

Team Leader Signature

Date