

Never Stop Learning



Wildland Fire Leadership National Campaign Reference Guide

ACKNOWLEDGEMENTS

- » Wildland Fire Leadership Development Program (WFLDP)
 - <https://www.fireleadership.gov/>

DISCLAIMER

Most links included in this document are not under the control of the WFLDP and may become inaccessible over time. Every effort will be made to keep this document as current as possible. See the campaign website via <https://www.fireleadership.gov> for the most current reference guide. Notify the challenge contact below if links are broken.

CAMPAIGN CONTACT

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FY2016 WILDLAND FIRE NATIONAL LEADERSHIP CAMPAIGN

The mission of the Wildland Fire Leadership Development Program is “to promote cultural change in the workforce and to emphasize the vital importance of leadership concepts in the wildland fire service by providing educational and leadership development opportunities.” The campaign provides potential local or self-directed leadership development resources focused on a central theme with the intent of strengthening the wildland fire service and the community as a whole.

Theme: The theme for the 2016 campaign is *Never Stop Learning*. The Wildland Fire Leadership Development Program recognizes learning as a fundamental process in becoming and remaining leaders. Leaders are focused on continual improvement; they seek out and assimilate best practices that improve themselves and their organizations.

Task: Provide an opportunity for personnel at the local level—whether collectively or through self-development—to focus leadership development activities relating to the national campaign theme: *Never Stop Learning*.

Purpose:

- To foster a cohesive effort to promote leadership development across disciplines.
- To provide a template that can be used to encourage leadership development at the local unit level.
- To provide a mechanism to collect innovative leadership development efforts and share across disciplines.

End State: Creation of a culture that willingly shares innovative leadership development efforts in order to maintain superior interdisciplinary leadership.

Dates of Campaign: Any time between January 1, 2016, and November 30, 2016.

Length of Campaign: Determined locally to meet the goals and the objectives of the local unit or team.

Audience: All wildland fire personnel—line-going and support.

Implementation: The campaign is **flexible**. Local units or teams may use or adapt any or all materials contained within this document **or** develop a program or activity spotlighting the campaign theme. Campaign coordinators are encouraged to think outside the confines of the template and develop a program that meets local and individual needs. Innovation should fuel your campaign delivery: workshops or tailgate sessions, to kick off staff meetings, as a team activity or self-directed, etc.

Measuring Success:

- **Local:** Local unit leaders and managers will determine what “success” looks like and how participation will be recognized by those involved.
- **National:** A committee formed by the NWCG Leadership Subcommittee will recognize one unit’s contribution to the campaign through the *IGNITE the Spark for Leadership Contest*. (See complete details below.)

Recognizing Local Unit Participation:

- A sample certificate is available at the end of this document to acknowledge students of fire participating in the leadership campaign at the local level.

THEME-RELATED REFERENCES

VIDEOS

- Making Sense of It All – Leadership Module, 2005 Annual Fireline Safety Refresher (<https://youtu.be/l4hr7d8ZNbY>)
- Lifelong Learning, Your Way, Kelly Howarth, Quebec Association for Lifelong Learning
<https://www.youtube.com/watch?v=fZmt2EmBqBU#t=79>
- Risk-taking, Mistake-making, and Lifelong Learning
(<https://www.youtube.com/watch?v=zq7CfAlgDfl>)
- Learning Styles
 - *What’s Your Learning Personality?*, L’Oreal
(<https://www.youtube.com/watch?v=qUn9e-KuW0>)
 - Learning Styles and the Importance of Critical Self-Reflection
(<https://www.youtube.com/watch?v=855Now8h5Rs>)

PUBLICATIONS

- *Leading in the Wildland Fire Service*. (<http://bit.ly/2r00jRE>)
- *Learning Strategies for Creating a Continuous Learning Environment*, Office of Personnel Management. (<http://bit.ly/2rhiYse>)

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PRINCIPLES OF A MISSION-DRIVEN CULTURE

1. Service for the common good
2. High trust state
3. Pursuit of truth
4. Form and function defined by the end state
5. Individual initiative
6. **Continuous improvement**

A culture that consistently promotes learning and improvement profoundly affects all levels of the organization.

On an individual level, a culture of learning and continuous improvement opens the doors to meaningful performance feedback and self-awareness.

On an organizational level, it allows for the frank and open discussion of past operational performance and focuses future adaptations. The learning organization supports the mission and ultimately serves the public through honest appraisal and focused improvement.

Because the business of incident management is inherently human, it carries with it human error, misperceptions, and misinterpretations. Mistakes and error, then, serve to guide future improvements in systems, procedures, and behavior.

Ethos

Following are examples of *what right looks like* in exemplifying this value:

- **Provide feedback** to other members with good intentions, thoughtfulness, and honesty.
- Accept and **solicit feedback** from others regarding communication and interpersonal behavior to continually identify areas for improvement.
- **Mentor** less experienced members to build capacity and resilience.
- Actively promote, model, and support a learning culture to ensure that this expectation permeates the organization.

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KNOWING OURSELVES AND SEEKING IMPROVEMENT

The starting point for leadership development is self-awareness. In many ways, our greatest campaign is to know ourselves. Self-awareness is an inward application of situation awareness. Fire leaders have an inner drive to analyze and know ourselves. We probe our blind spots and come away resolved to improve ourselves. We honestly appraise our own strengths and weaknesses.

Understanding our abilities and limitations, seeking feedback, learning from our mistakes, knowing where to improve, recognizing when to seek others with complementary strengths—these are all behaviors that enable us to become better leaders.

BORN VERSUS MADE

Our perspective is that leaders are made, not born.

The distribution of innate leadership traits in the wildland fire workforce is similar to the normal Bell Curve distribution for any set of traits in any population. A small percentage of people are natural leaders, possessing the character and traits that compel others to follow them. Another small percentage have character flaws or issues that would prevent them from ever becoming effective leaders.

Most people—the vast majority—do not come to the job as natural leaders, yet they have the ability to become very effective leaders by working to develop their leadership skills.

The wildland fire service cannot be successful depending on that small percentage of natural leaders. As a result, we accept the responsibility of making ourselves the best leaders that we can be, continuously embracing opportunities to learn the art of leadership through formal training, field experience, and self-development. The best leaders are life-long students of leadership.

(Leading in the Wildland Fire Service, pp. 59-60)

PRACTICE – LEADERSHIP IS ACTION

- Life-long students of leadership embrace a growth mindset and determine what you want to learn.
 - Watch Cameron Lisney’s “Growth Mindset” animation video. (<https://youtu.be/-oqghnxBmY>)
 - Watch Education Dynamic’s video “Never Stop Learning.” (<https://youtu.be/NDfew0YcDT0>)
- What motivates you to learn? Watch Conscious Educating’s video *Motivation and Learning*. (<https://youtu.be/qwX00LrWbFg>)

10 ESSENTIALS FOR EXPONENTIAL GROWTH

Dan Rockwell, Leadership Freak, March 2, 2015 (<http://bit.ly/1BPElQE>)

Every time you accept an unsatisfying present you shrivel and die a little. You don't have to change everything. But, you have to change something.

Stop thinking about growth and get busy growing.

Your growth is your responsibility.

10 ESSENTIALS FOR EXPONENTIAL GROWTH

- Focus on opportunities. Find opportunity in difficulty.
- Resolve to make things better, not perfect.
- Compassion on others and yourself.
- Guidance from mentors.
- Boldness to take the next step, even if you feel inadequate.
- Humility to receive suggestions from others.
- Appreciation for those who walk with you.
- Openness to learn from mistakes.
- Grit to try again when efforts fall short.
- Awareness that the journey ends when you stop opening doors that create discomfort.

Bonus: Courage to ignore critics who complain from the sidelines.

OVERCOMING 4 BARRIERS TO GROWTH

DISAPPOINTING PEOPLE

Never stop growing because someone disappointed you. Why give up because they stopped trying.

Tip: During disappointment show compassion and high standards.

LACK OF RESOURCES

Don't complain that you need more resources. Use the ones you have.

Lack is creativity's invitation.

Tip: Invite input from outsiders when resources dry up.

FALLING SHORT

Everyone who reaches high falls short.

Those who never fall short aren't reaching high enough.

Tip: If you reach high and fall short, celebrate how far you reached. Reach most of your goals. Set a few out of reach.

INCREASING UNCERTAINTY

Growing through uncertainty instills a can-do attitude. Boldness comes from succeeding at something you weren't sure you could do. Fear says, "You can't do it."

The closer you get to starting new challenges the more uncertain you feel. Just start.

Tip: Find courage by telling stories of past courage.

FINALLY

Successful leaders develop others. Your greatest opportunity isn't results. It's developing leaders who deliver results.

PRACTICE – LEADERSHIP IS ACTION:

Discuss the following questions with your team or mentor or respond in your leadership journal.

- How might roadblocks be opportunities?
- Which of the 10 essentials to growth speaks to you?

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INDIVIDUAL DEVELOPMENT PLAN

No matter how long you work in the wildland fire service, being a successful firefighter means being a student of fire and leadership. Along your career path you will have many opportunities to learn. A complete leadership development process will include formal training, challenging field experiences, and your own self-directed learning efforts.

PRACTICE – LEADERSHIP IS ACTION

- Download and print a copy of *The Individual Development Plan Guide: General Guidelines for Charting Your Career Path* for each member of the team to review. (<https://www.fireleadership.gov>)
- Have team members review the leadership responsibilities and development goals for their leadership level.
- Download, complete, and implement the self-development plan worksheets for each team member. (<https://www.fireleadership.gov>)
- Assist team members with formalizing their self-development plan (IDP).
 - *Tip: Consider making the self-development plan part of the performance evaluation.*
- Meet regularly with team members to review and revise their self-development plans.

FOLLOWER/ASPIRING LEADER

Leadership Responsibilities	Development Goals
Takes responsibility for personal actions and decisions	<ul style="list-style-type: none"> • Read the Individual Development Plan Guide. • Speak with your supervisor about your agency's formal IDP process.
Becomes competent in basic job skills	<ul style="list-style-type: none"> • Start your Self-Development Plan Worksheet. • Become familiar with the Wildland Fire Leadership Values and Principles.
Takes initiative and learns from others	<ul style="list-style-type: none"> • Become familiar with Leading in the Wildland Fire Service.
Asks questions and develops their communication skills	<ul style="list-style-type: none"> • Select and read a book from the Professional Reading Program. • Attend the L-180 Human Factors course. • Lead a small group discussion on a familiar topic such as pump or chainsaw operations or safety session.

NEW LEADER

Leadership Responsibilities	Development Goals
<p>Accepts responsibility, not only for their own actions, but for those of their team</p> <p>Understands organizational structures (ICS and agency)</p> <p>Demonstrates proficiency in job skills as a leader</p> <p>Asks questions in order to learn from others</p> <p>Establishes a relationship with a mentor</p>	<ul style="list-style-type: none"> • Review and update your Self-Development Plan Worksheet. • Read and discuss Leading in the Wildland Fire Service. • Select and read a book from the Professional Reading Program annually. • Attend the L-280 Followership to Leadership course. • Obtain and review your agency organization chart. • Attend next formal course in your ICS function. • Do a Crew Cohesion Assessment for your crew. • Seek a temporary assignment on a different type of crew. • Serve as a unit instructor for a fire training course at your home unit. • Research and present to your crew a historic fire, near miss, incident review, etc.

LEADER OF LEADERS

Leadership Responsibilities	Development Goals
<p>Demonstrates breadth of experience</p> <p>Provides direction in situations with significant consequence</p> <p>Shares ideas for the broader organization</p> <p>Mentors new leaders</p>	<ul style="list-style-type: none"> • Review and update your Self-Development Plan Worksheet. • Read and discuss “Communicating Intent and Imparting Presence.” • Read at least three books annually from the Professional Reading Program. • Attend the L-381 Incident Leadership course. • Attend formal training in your primary and secondary ICS functions. • Write an article for an agency or professional publication. • Become a proficient facilitator in Tactical Decision Games.

LEADER OF ORGANIZATIONS

Leadership Responsibilities	Development Goals
Influences organizational decisions	<ul style="list-style-type: none">• Review and update your Self-Development Plan Worksheet.• Read the monthly Wharton Leadership Digest.• Read at least four books annually from the Professional Reading Program.• Attend the L-480 IMT Leadership course.• Attend formal training in your primary and secondary ICS functions.• Attend a NWCG Leadership Subcommittee meeting as a guest.• Be a lead instructor at a Geographic Area Training Center.• Design and conduct a Staff Ride.• Attend L-580 Leadership in Action.
Anticipates and plans for future operations	
Mentors promising Leaders of Leaders for key roles in the organization	



THE LEADERSHIP TOOLBOX

STAFF RIDES, CASE STUDIES, AND SITE VISITS

Staff rides, case studies and site visits are excellent ways for students of fire and leadership to put themselves “in the shoes” of the decision makers on a historical incident in order to learn for the future. These learning tools should not be tactical-fault finding exercises. Participants should be challenged to push past the basic question of "What happened?" and examine the deeper questions of leadership and decision-making: "What would I have done in this person's place?" "How detailed should the guidance from a superior to a subordinate be?" "Can a senior leader make use of a competent but overzealous subordinate?" "What explains repeated organizational success or failure?" The study of leadership aspects should transcend time and place.

STAFF RIDES

A staff ride is a field study that is conducted on the ground where an incident or event happened. A staff ride consists of three distinct phases:

- a systematic [Preliminary Study](#) of a selected fire or other emergency operation,
- an extensive [Field Study](#) to the actual site(s) associated with the incident,
- and an opportunity for [Integration](#) of the lessons derived from the study and visit.

Staff rides require maximum participant involvement before arrival and at the site to guarantee thoughtful analysis and discussion.

A staff ride should avoid being a recital of a single investigation report. Such reports rarely address the human factors that affect individual decision-making. For this reason, providing participants with a variety of information sources is important.

CASE STUDIES

A case study is an analysis of persons, events, and decisions that are studied holistically.

- Case studies do not need to be conducted at the site of the incident, but could include a visit to the incident location.
- Case studies are used to demonstrate a thesis or principle.
- Case studies are led and require facilitation.

SITE VISITS

A site visit is a visit to the actual location associated with an incident or event to provide opportunity to gain meaningful perspective and insight. A site visit differs from a staff ride in that it does not implement all three phases.

VIRTUAL SITE VISITS

A virtual site visit follows the same methodology as a staff ride, but because travel restrictions preclude a trip to the incident location, the terrain is replicated in a virtual environment.

Material from virtual site visits may be used to help conduct case studies and staff rides.

PRACTICE – LEADERSHIP IS ACTION

- Become familiar with the Staff Ride Library. (<https://www.fireleadership.gov/>)
- Download a copy of the *Wildland Fire Staff Ride Guide*. (<https://www.fireleadership.gov/>)
- Conduct or attend a staff ride, case study, or site visit for your local unit.

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PROFESSIONAL READING PROGRAM (PRP)

The [Professional Reading Program](#) support reading as a means of expanding the breadth and depth of a leader's leadership skills. The end state of the PRP is a sustainable and adaptable program that engages leaders of all levels to support continued growth in leadership through reading.

PRACTICE – LEADERSHIP IS ACTION:

- Become familiar with the PRP and library. (<https://www.fireleadership.gov/>)
- Ensure that every member of your team has a copy of *Leading in the Wildland Fire Service*. (<http://bit.ly/2r00jRE>)
- If you have not implemented a reading program on your unit, implement one now. See "[Implementing a Reading Program on Local Units](#)."
- As a team or individual, participate in the 2016 Professional Reading Program Challenge. (<https://www.fireleadership.gov/>)
- Select and read books or articles from the [PRP library](#) or the [Wildland Fire Lessons Learned Center](#).
 - Visit "[Downloads & Resources](#)" for the most recent "Wildland Fire Reading List."
 - Visit the "[Archive](#)" and to download the 2011 [Wildland Fire Book on Books](#).
- Document your reading progress in your self-development plan/IDP.

LEADERSHIP IN CINEMA (LinC)

The [Leadership in Cinema](#) library provides a selection of film or clips and associated lesson plans that support leadership development efforts for leaders at all levels of the organization. Films not only entertain, but also provide a powerful mechanism to study leadership principles and styles.

PRACTICE – LEADERSHIP IS ACTION:

- Become familiar with the LinC library. (<https://www.fireleadership.gov/>)
- Select at least one movie to watch from the LinC library. Use the associated movie's lesson plan to facilitate a leadership discussion with other members of your team.
- Select a film or series of clips and develop a lesson plan for your selection. Submit your lesson plan to the LinC steward (BLM_FA_Leadership_Feedback@blm.gov) for possibly inclusion in the LinC library. You may adapt a lesson plan from the library as a template or develop your own.

PROFESSIONAL READING PROGRAM MEETS LEADERSHIP IN CINEMA

Leaders learn in different ways. Powerful learning exchanges take place when movie goers and readers come together for meaningful discussions over different interpretations of the same storyline. The transformation from manuscript to screen can significantly change the learning experience. Director interpretation, author intent, and audience perceptions may vary greatly on the same subject. Blending PRP and LinC creates an environment of reflection and sharing.

PRACTICE – LEADERSHIP IS ACTION:

- *The Big Burn*
 - *The Big Burn: Theodore Roosevelt & the Fire That Saved America* by Timothy Egan
 - Watch American Experience's documentary *The Big Burn*.
(<http://to.pbs.org/18RyBs0>; 51:46 minutes)
- *Red Skies of Montana*
 - Read Norman Maclean's book *Young Men and Fire*.
 - Research information about the Mann Gulch fire.
(<https://www.fireleadership.gov/>)
 - Watch 20th Century Fox's 1952 movie *Red Skies of Montana*. Compare the fictional movie to your reading and research. What has or has not changed since the movie's release?
 - Create a *Red Skies of Montana* lesson plan for the LinC Library or a reader's guide for *Young Men and Fire* and submit to the LinC or PRP stewards at [BLM FA Leadership Feedback@blm.gov](mailto:BLM_FA_Leadership_Feedback@blm.gov).
- *Who Moved My Cheese*
 - Read Spencer Johnson's book *Who Moved My Cheese*.
 - Watch Callibrain's "Video Review for *Who Moved My Cheese*."
(https://www.youtube.com/watch?v=leBznTEi_2I; 8:27 minutes)
- *Outliers*
 - Read Malcom Gladwell's book *Outliers*.
 - Watch Fight Mediocrity's animated book review *Outliers*.
(<https://www.youtube.com/watch?v=WBob67xwuGk>; 6:41 minutes)
- *Art of War*
 - Read Sun Tzu's *The Art of War* (Thomas Cleary's translation) or Gerald Michaelson's *Sun Tzu: The Art of War for Managers (50 Strategic Rules)*.
 - Watch the History Channel's *Art of War: Sun Tzu's Legendary Victory Manual Comes to Life* documentary.

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TACTICAL DECISION GAMES (TDGS) & SAND TABLE EXERCISES (STEX)

Fire management personnel face multiple decision points on every shift of every assignment. From deciding the best route to approach a fire to deciding if command of the fire should be transferred to a higher level of management organization, there are a myriad of decisions to be made.

Making decisions is a critical portion of our jobs and Tactical Decision Games (TDGS) are a great way to practice making decisions and communicating those decisions to others.

PRACTICE – LEADERSHIP IS ACTION:

- Download and review the TDGS/STEX *Design and Delivery of Tactical Decision Games* workbook. (<https://www.fireleadership.gov/>)
- Watch the *Delivering Tactical Decision Games Using Sand Table Exercises* videos.
 - Module 1: Introduction (<http://bit.ly/1E1p7Kf>; 5:51 minutes)
 - Module 2: Engaging the Participants (<http://bit.ly/1MBpkX6>; 6:46 minutes)
 - Module 3: Facilitator's Role (<http://bit.ly/1Py2Qon>; 9:13 minutes)
 - Module 4: After Action Review (<http://bit.ly/1URpn2p>; 3:06 minutes)
- If your local unit doesn't have a sand table, work together to build one and practice giving briefings and AARs or honing your tactical decision-making skills.
- Download a copy of the TDGS Template from the TDGS library. (<https://www.fireleadership.gov/>)
- As a team or individual, create new TDGS for the library.
- Share your TDGS/STEX knowledge with others within your sphere of influence.

AFTER ACTION REVIEWS (AARS)

An after action review (AAR) is a professional discussion of an event, focused on performance standards, that enables firefighters to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool leaders and units can use to get maximum benefit from every incident or project.

It is essential for wildland firefighters to learn from our mistakes and to capitalize on our successes. The price we pay for failure can be exceptionally high and the amount of effort put into our successes is often left unrecognized. The objective of the AAR is to immediately identify these success and failures. Once they have been recognized, further exploration allows the team to perfect its skills and be better prepared for future endeavors.

PRACTICE – LEADERSHIP IS ACTION:

- Become familiar with the AAR website. (<https://www.fireleadership.gov/>)
 - Watch *Conducting Effective After Action Reviews (AARs)*
 - Part 1: How to Conduct An AAR - Basic Techniques (<https://youtu.be/B879Q-u6rwU>)
 - Part 2: Facilitation Techniques for AARs (https://youtu.be/mDjJ_xVOAfl)
 - Have members of your team practice facilitating an AAR.
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BRIEFING AND INTENT

A fire incident can be chaotic, confusing and complex. Most certainly it is dynamic, with change ever occurring, sometimes at a rapid and unexpected pace. The successful leader is able to make sense of the chaos and develop a credible plan. He or she is then able to communicate that plan, win support from others and thus the ability to implement.

Leadership is influencing people-by providing purpose, direction and motivation-while operating to accomplish the mission and improve the organization.

One of the key factors in directing and communicating any plan is to conduct a briefing. Briefings are required when a change in the incident environment, assignment or personnel occurs. The beginning of an operational shift, a change in tactics or procedures, or orientation for a newly-assigned resource-these are a few examples of when a briefing would be necessary. At the heart of every briefing is leader's intent, or what the goal is.

PRACTICE – LEADERSHIP IS ACTION:

- Become familiar with the Briefing and Intent website. (<https://www.fireleadership.gov/>)
 - Discuss and practice the various types of briefings.
 - Review the *Briefing ABCs*.
 - Locate the *Briefing Checklist* on the inside back cover of the *Incident Response Pocket Guide* (IRPG). (<http://bit.ly/2qcgbQD>)
 - Become better communicators by practicing the art of providing briefings.
 - Leaders are readers. Read a few of these publications:
 - *Affect Them with Intent* (<https://www.fireleadership.gov/>)
 - *Communicating Intent and Imparting Presence*, U.S. Army Lieutenant Colonel Lawrence Shattuck (<https://www.fireleadership.gov/>)
 - "Tips for the Timid and the Bold" (<https://www.fireleadership.gov/>)
 - "Ten Commandments of Good Listening" (<https://www.fireleadership.gov/>)

- Watch Mark Smith’s “Leaders Intent” interview. (<https://youtu.be/xBlyU8zQOnc>)

LEARNING AND CONNECTING THROUGH SOCIAL MEDIA

WILDLAND FIRE LEADERSHIP BLOG

The Wildland Fire Leadership blog is a forum where students of fire and leadership come together to discuss, debate and exchange leadership development concepts, experience, and thoughts with an intent to promote cultural change in the workforce and strengthen the wildland fire service and the communities they serve.

PRACTICE – LEADERSHIP IS ACTION:

Leaders are readers and writers.

- Make a commitment in your self-development plan to read blog entries regularly.
- Write a blog about leadership and submit to the Social Media Coordinator ([BLM FA Leadership Feedback@blm.gov](mailto:BLM_FA_Leadership_Feedback@blm.gov)) for possible publication.

WILDLAND FIRE LEADERSHIP FACEBOOK & TWITTER

Join and network with other students of fire and leadership via the Wildland Fire Leadership Development Program’s social media platforms.

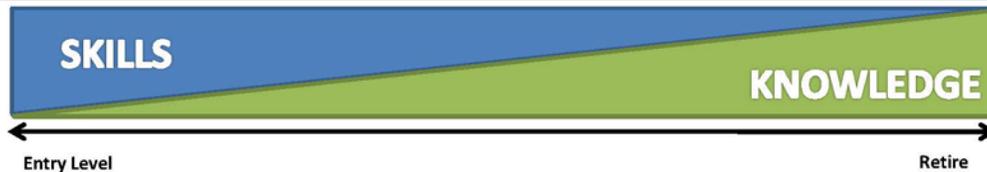
PRACTICE – LEADERSHIP IS ACTION:

- “Like” the Wildland Fire Leadership Facebook page. Read, learn, comment, and share throughout your networks of influence. (<https://www.facebook.com/WFLDP>)
 - Follow us on Twitter. (<https://twitter.com/WFLLeaders>)
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THE LEADERSHIP CURRICULUM

Most leaders devote about 10% of their efforts on formal leadership training. The Wildland Fire Leadership Development Program contains formal training courses for each level of leadership within the wildland fire service.

	Entry Leader	Emerging Leader	Primary Leader	Leader of Leaders	Leader of Organization
Organizational	L-180, Human Factors in the Wildland Fire Service	L-280, Followership To Leadership	L-380, Fireline Leadership	L-480, Organization Leadership in the Wildland Fire Service	L-580, Leadership is Action
Incident Management			L-381, Incident Leadership	L-481, Advanced Leadership for Command and General Staff	
Day Job	Entry level fire and non-fire personnel	Senior Firefighter or other fire support positions (e.g., dispatch)	WFOS, module/crew leaders, aviation and prescribed fire leaders, mid-level leader and support positions (e.g., Supervisory Dispatcher)	Unit level fire management positions (e.g. Duty Officers, Dispatch Coordinator), mid- to upper-level organizational leaders	Senior fire management leaders, Agency Administrators
Incident Position	FFT2 and all fire support personnel	FFT1, SRB(T), ICT5, and all fire support personnel	ICT4, ICT3(T), STLD, TFLD, RXB2, HELB, fire support unit leader	Current and future Incident Management Team leaders (command and general staff), ICT3, DIVS, RXB1, ATGS/ASGS, experienced ICS unit leaders	All incident management organizations



PRACTICE – LEADERSHIP IS ACTION

- Identify your level of leadership and develop a plan to incorporate formal training courses into your IDP. (<https://www.fireleadership.gov/>)

LEARNING THROUGH OUR PARTNERS

WILDLAND FIRE LESSONS LEARNED CENTER (LLC)

The Wildland Fire Lessons Learned Center's mission is to promote learning in the wildland fire service by providing useful and relevant products and services that help to reveal the complexity and risk in the wildland fire environment.

PRACTICE – LEADERSHIP IS ACTION:

- Become familiar with and download resources and self-development topics from the LLC website. (<http://www.wildfirelessons.net/home>)
- Subscribe to the LLC's "What's New" email list. (<http://bit.ly/1TakHDI>)

WILDLAND FIRE SAFETY TRAINING ANNUAL REFRESHER (WFSTAR)

The mission of WFSTAR (Wildland Fire Safety Annual Refresher Training) is the development of continuing education for wildland firefighters, with a focus on the safety and well-being of line going firefighters.

- Become familiar with the WFSTAR website. (<https://www.nifc.gov/wfstar/index.html>)

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MAKING LEARNING STICK: THE STAR MODEL

Mario Moussa, Senior Fellow, Wharton Executive Education, The Wharton School; President, Moussa Consulting (<http://whr.tn/1Q3wAJW>)

THE STAR MODEL

- Get **S**pecific: don't try to implement everything at once. Set realistic goals.
- Resolve to **T**ake small steps toward improving: break down your goal into specific behaviors you can change that will advance you toward your goal.
- **A**lter the environment: set metrics and put reminders in place to hold you accountable and make it easier to stay on track.
- Become a **R**ealistic optimist: overconfidence can be self-defeating. Instead, anticipate potential roadblocks and make a plan for overcoming them.

IGNITE THE SPARK FOR LEADERSHIP

FROM THE FIELD FOR THE FIELD CHALLENGE

Throughout the nation, leaders are building teams and developing their people using tools they have found or developed themselves. Imagine if our leaders and their subordinates shared their experiences and successes with each other. Consider the possibility of going to a website and having a ready-made palette of leadership development tools from which to choose—items from the field for the field.

The *IGNITE the Spark for Leadership – From the Field for the Field Challenge* is intended to be one of the mechanisms used to collect innovative leadership development efforts to be shared across disciplines.

The challenge is an **optional** component of the Wildland Fire National Leadership Campaign and is NOT limited to entities with a tie to the wildland fire service. Items to submit:

- Contact information:
 - Name of participating unit/team
 - Point of contact (POC) name
 - POC contact information (telephone, physical address, and e-mail)
 - Number of individuals participating
- Brief description of campaign activities
 - Supplementary materials, including, but not limited to, photos, videos, and information used in the campaign.
- Promote your leadership campaign through social media networks such as blogs, Facebook, and Twitter. Contact the NWCG Leadership Subcommittee Campaign and Social Media Coordinator for inclusion on the Wildland Fire Leadership Development Program social media platforms.

Send your campaign documentation to:

- *Mail:* NWCG Leadership Subcommittee Campaign and Social Media Coordinator
Attention: Pam McDonald
3833 South Development Avenue
Boise, ID 83705
- *Electronically:* [BLM FA Leadership Feedback@blm.gov](mailto:BLM_FA_Leadership_Feedback@blm.gov)

DUTY

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.

RESPECT

INTEGRITY

WILDLAND FIRE LEADERSHIP DEVELOPMENT PROGRAM

Presents

CERTIFICATE OF LEADERSHIP RECOGNITION

To

*For demonstrated excellence as a leader during the
2016 Wildland Fire National Leadership Campaign*

