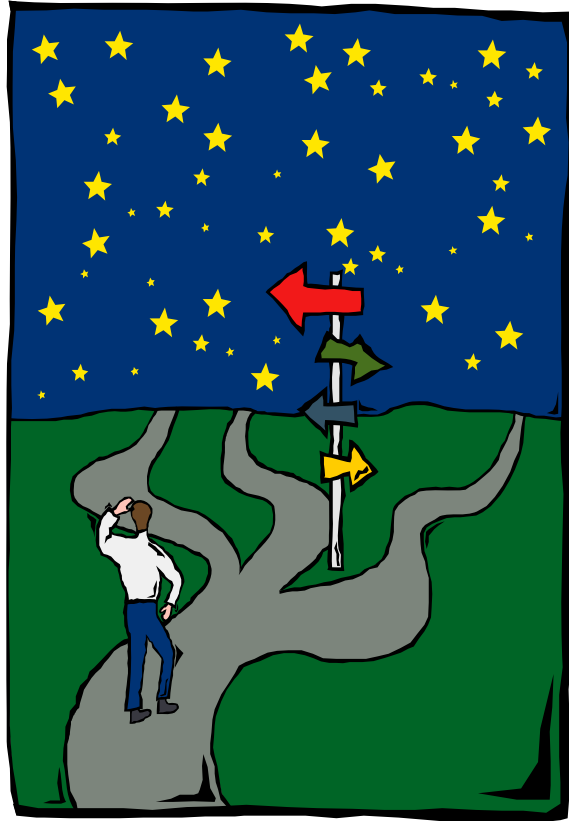


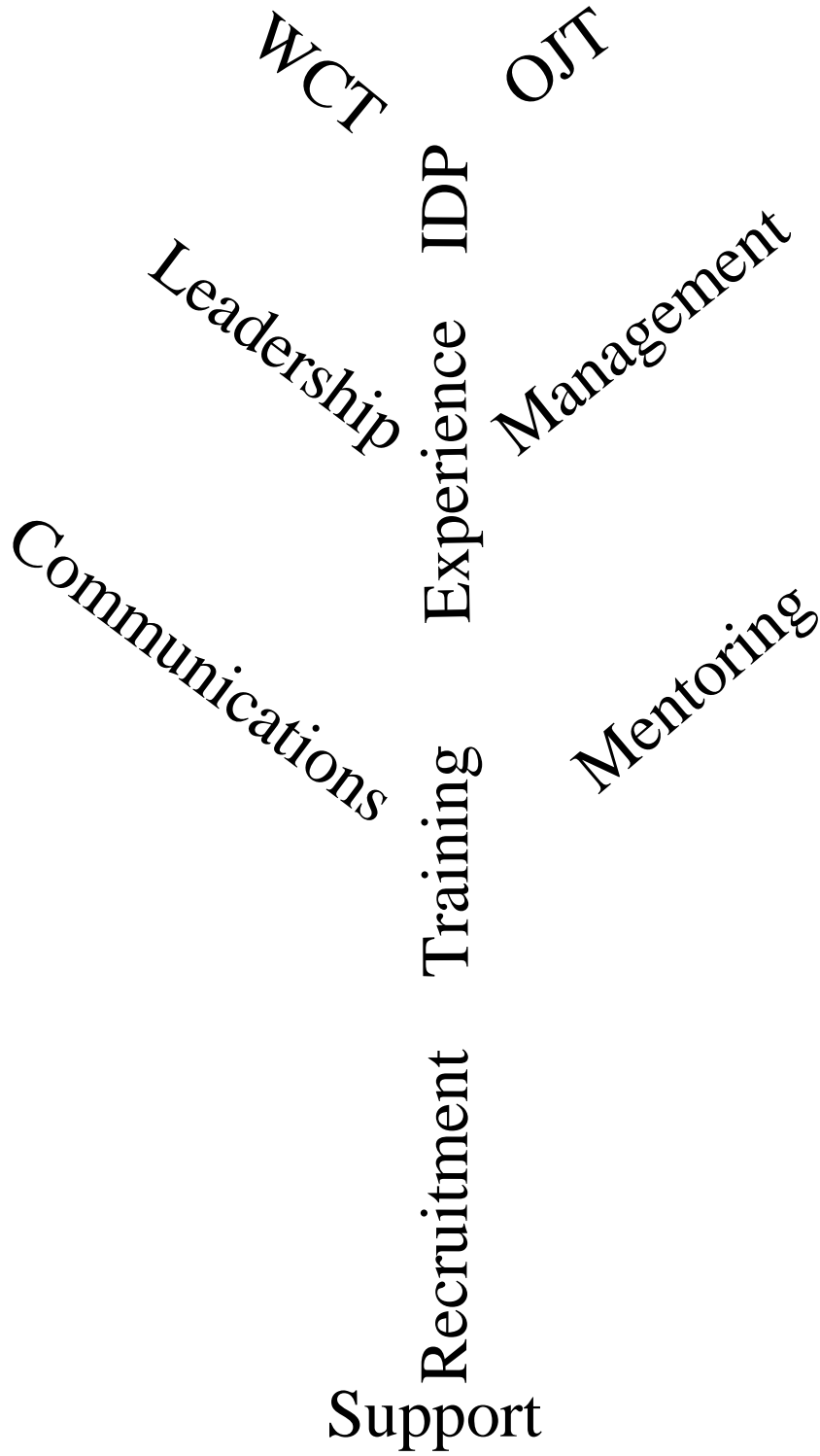
Forest Service Fire and Aviation Career Development Guide



“There is no shortcut to any place worth going.”
-Beverly Sills

June 2006

Employee Development



Forest Service Fire and Aviation Career Development Guide

Preface

This guide provides a framework for managers, supervisors and employees to maximize career development opportunities within Fire and Aviation Management. It contains procedures, tools, links, resources and references.

Managers should first review how their local organization and Agency currently address career development. They should utilize available programs and provide feedback on program and resource strengths and limitations.

Each individual possesses unique aptitudes, skills, experiences and expectations. Supervisors have a responsibility to assist employees in identifying strengths and weaknesses and to provide guidance and support for employees to explore and expand their options and their value to the Forest Service.

Employees must make the effort to fully explore their interests and abilities, pursue their career goals, and understand their commitment to the Forest Service. They should also be aware of the Governments' obligation to them, and if progress toward mutual goals is not being made, they need to seek assistance or direction from their supervisor.

"We all live under the same sky, but we don't have the same horizon." -*Konrad Adenauer*

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Forward

What is Career Development?

Career development is the process of assessing abilities, interests, and career goals, and then pursuing a plan to reach these goals. It involves continuously seeking and applying new knowledge, recognizing and taking advantage of opportunities, and taking strategic risks in order to help the organization be productive and effective while supporting employee's career and personal goals.

Who is responsible?

Career Development is a joint responsibility of management and the workforce. Employees have the lead responsibility for their own career development, but the Agency has a strategic interest in defining applicable career development pathways and providing meaningful assistance.

Why is Career Development important?

The Fire and Aviation workforce has been affected by a number of significant changes and trends, which have definite career ramifications:

- **Technical knowledge and skills obsolescence:** Advancements in technology and knowledge require employees to upgrade their skills and “re-tool” themselves just to stay ahead of changing procedures and expectations. In Fire and Aviation, changing conditions on the ground and the use of new technologies have caused a reevaluation of our approach to the job. New challenges that require technological skills, leadership, and a highly trained and responsive workforce with enhanced critical thinking skills for accurate decision-making.
- **Changing Workforce:** In the Federal sector, increased pressures to reduce costs, restructure, downsize, outsource, and automate will continue to eliminate some jobs and change the basic requirements of others. New opportunities will develop as a large segment of the workforce prepares to retire in the near future. Employees will need to be more creative, mobile and open to new challenges within this changing environment.
- **Up is not the only way:** With the thinning of management positions and flattening of organizational structures, the traditional linear career patterns are less available. Employees need to be more adaptable and creative in identifying their next career move, and may need to consider lateral transfers or detail assignments to broaden their experience or enhance their skills.

Employees will benefit if they position themselves for long-term employability and advancement in a rapidly changing workforce. Fortunately, the Forest Service has both a strategic interest in developing and retaining skilled employees and the resources to help them achieve career and Agency goals.

There is no single career development path that is right for everyone. People have different skills, interests, values and goals. The aim of this guide is to assist in developing a sequential, progressive, and systematic approach to setting and achieving career development goals for the workforce.

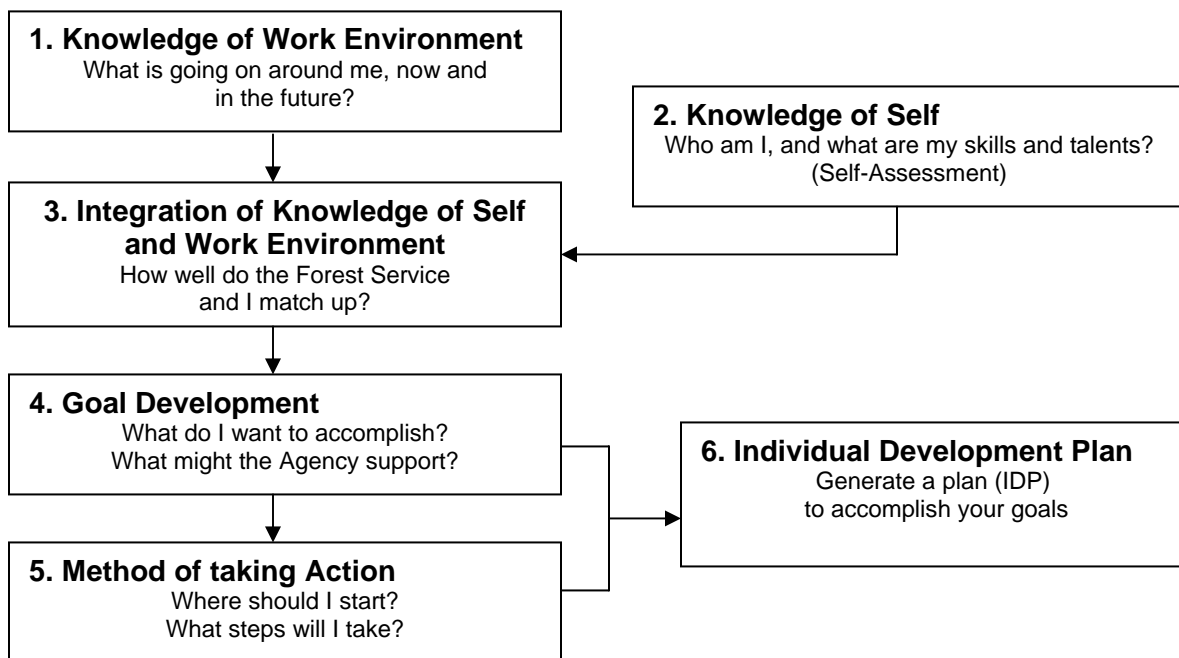
“The Universe is full of magical things patiently waiting for our wits to grow sharper.” -*Unknown*

I. Employee Considerations

Employees begin their career development by carefully considering what they want from their careers, now and in the future. Part of this process involves assessment of individual interests, strengths, and areas for development; the second step involves choosing goals and achievement pathways. In the performance management process, employees meet with their supervisors to assess their current performance and to create an Individual Development Plan (IDP), which should outline realistic short and long-term goals and steps necessary to reach them. Work with your supervisor to identify on-the-job training opportunities, continuing formal education and training, and independent learning projects and/or other avenues for career development.

Although IDPs and career development plans are unique to each employee, they are all influenced by external forces. Employees need to consider external factors like funding, workload, and the needs of other employees when making decisions about their careers.

STEPS IN CAREER PLANNING



A. Assessment and Goal Setting: There are tools available to help employees and supervisors assess communication skills, work productivity and learning styles.

- **Communication Skills:** The lack of adequate communication abilities may limit many aspects of an employee's life. Communication, more than any other skill, is the key to productive relationships, critical decision-making and leadership. In order to assess and improve communication skills, you may choose to work independently, ask other employees to assist, or determine an alternative training path.
- **Working and Learning Styles:** Some examples of working styles include: work best independently, prefer team oriented atmosphere, like quiet environment, leads the group when there is no apparent leader, mechanically

oriented, computer oriented, process oriented, innovative. Some examples of learning styles include: analytical or intuitive; learns by doing, or learns by analyzing. Most people demonstrate some combination of these styles. Style analysis may contribute to career development by guiding employees to the types of training and opportunities that best match their abilities and approach to life. Awareness of working and learning styles is also useful to help co-workers relate better with each other.

- **Goal Setting:** In addition to the Forest Service IDP, employees may benefit from an additional goal setting process, taking into account longer-term life goals and individual factors. There are some related links and forms for goal setting in the resource section of this Guide.

B. Formal Training: The Fire and Aviation organization has a well-defined program of training and qualifications to prepare employees for success in their occupational series and the Interagency Incident environment. Employees should work with their supervisor to prepare a realistic IDP in order to pursue the training required for career advancement.

C. Other Approaches:

- **Independent Learning:** Independent learning is a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. The advantages of independent learning include an enhanced ability to respond to change, highly transferable skills, adaptation of subject matter to different learning styles, and a recognizable relationship to “natural” learning in other parts of their life.
- **References and Resources:** Become familiar with the resources and references available to you at your home unit and through other Forest Service and Government reference collections. Practice using the Internet as a research tool. Develop your own collection of reference materials, including magazine articles, books, web sites, and other information of professional interest. Learn to use the online Forest Service Manuals and Handbooks. Make your materials available to other employees who are working to enhance their careers.
- **Mentoring Program:** Check to see if there is a mentoring program accessible to you. Information about mentoring, and links to some established programs are listed in the Resource section of this guide.

As an employee, you have the chief responsibility for your career development. It is not adequate to fill out an IDP with your supervisor and then expect the pieces to fall into place. You will need to follow up, seek out the training you need, and request approval to travel and attend classes. You should periodically reevaluate your career path and look for new opportunities. Remaining aware of changes and new programs in the workplace will equip you to remain responsive to occupational challenges.

“It was absolutely involuntary. They sank my boat.” -*John F. Kennedy* (When asked how he became a war hero):

II. Supervisory Considerations

Supervisors are responsible for helping to identify the job-related knowledge, skills, abilities, competencies and experience the employees need to be effective in their positions. They should assist with the definition of short and long-term developmental needs that support organizational objectives and employee career goals. Finally, they are in a position to support Individual Development Plans by including specific steps that need to be taken to facilitate accomplishment of the learning goals.

A. Orientation: Upon reporting for duty, employees receive an initial orientation consisting of organizational structure, benefits, and basic employment issues such as Ethics and Conduct, Civil Rights, and agency expectations. It is up to the supervisor to carry out the second level of orientation, consisting of local unit structure and primary mission goals. The main purpose of the unit orientation is to identify the expectations and roles of everyone the individual will work for, work with or be supported by. The supervisor should follow the checklists provided for the New Employee Orientation program http://fsweb.wo.fs.fed.us/hrm/ct/neo_home.html and develop and implement an initial unit training plan. Additional orientation may focus more on specific issues such as an overview of employee development, opportunities, career paths, and retirement systems. The aim should be to improve an employee's ability to make informed decisions associated with their career and potential retirement options.

B. Performance Reviews and Individual Development Plans: Reviews and Individual Development Plans (IDP) should cover accomplishments, goals, evaluations, Qualification Card documentation updates, and availability. An IDP session should then develop or update one, two and five year goals and should be reviewed annually. This session should identify management and personal goals for training, OJT/Task Book(s), simulations, scheduled experience events, mentoring opportunities, anticipated availability, career ladder opportunities and any personal circumstances that might directly affect short or long term development. Additional information on review and IDP procedures are listed below.

- Take time to note the personal skills of individuals, so that some thought can be given to correlating their skills with job requirements or fire position requirements (i.e. the person has a drawing ability and might do well as a Situation Unit Leader where map drawing skills are beneficial).
- Periodically focus on the individual's ability to interact with others, and if there is room for improvement discuss a course of action.
- During the IDP sessions, all training course nominations should be reviewed. It should be determined whether they meet the prerequisites of the Field Manager's Course Guide and are part of the course target group. Later you may submit a nomination by the designated deadlines to your local training representative.
- The Field Manager's Course Guide will allow you to rapidly review course prerequisites, objectives, instructor qualifications, and length of course.
<http://www.nwccg.gov/pms/training/fmccg.pdf>

"Whatever you are, be a good one." -*Abraham Lincoln*

- Generate individual development plans that clearly identify on-the-job-training (OJT) and other performance enhancing experience that will assist in individual development.
- Determine the individual's readiness for OJT assignments. Trainee status must be identified in the Qualification System (IQCS) and appropriate Task Books should be initiated.
- If employees are unfamiliar with standard evaluation criteria, documentation, record keeping and the process for updating fire qualifications, an orientation should ensue. Examples of local procedures should be added as an appendix to this document.
- Individual physical fitness status and progress should also be addressed during annual IDP sessions. Program expectations, fire position requirements and a basic understanding of Medical Standards and the Work Capacity Test should be included.
- If they are interested in becoming a part of an Incident Management Team, look ahead at training and experience requirements to meet prerequisites for S-420 S-520 or S-620.
- Availability is affected by individual interest in team commitments, regular workload, the support of supervisors and a broad range of personal circumstances. Lack of availability should be documented and directly related to training limitations. Determine whether individuals who are qualified, but are never available, should be removed from the Qualification System.

Note: *Current estimates indicate that an inordinate number of course attendees never use the information in Incident related assignments.*

- Determine whether there is a clear understanding of career ladders within the organization. Also define the expectations of the training, experience and qualifications needed to move up the ladder.
- A career development calendar should be maintained that clearly identifies the needs analysis cycle, nomination due dates, scheduled training and accomplishments. Annually determine whether job or fire position qualification efforts are too broad or too narrow. One way of accomplishing this is to determine whether the individual has more task books than can be completed in a reasonable amount of time.

<p>"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." -<i>Maya Angelou</i></p>

- **Finally, supervisors must ask: “AM I SETTING THIS INDIVIDUAL UP FOR FAILURE?”**
 - By not being fully aware of their capabilities.
 - By expecting too much from them.
 - By not providing gradual development opportunities.
 - By potentially placing them in command situations without adequate leadership, decision making and/or communication skills.

C. Character Development: The purpose of Character Development is to promote ethical integrity and responsible decision-making, and to encourage the identification and development of leadership qualities in the Fire and Aviation organization.

- **Ethics and Conduct:** Like most human behaviors, ethics is learned. Supervisors, peers and subordinates, consciously and subconsciously measure an individual’s behavior. These observations form the basis for judgment of credibility and performance. A good grounding in the principles of ethics and conduct is essential for both a productive life and career advancement. Several other factors associated with ethical behavior are listed below.
 - The Government deals with large amounts of money, property and influence. These are among the primary reasons that federal employees must practice and project the highest level of ethical conduct. The only way to maintain these vital standards is to set guidelines and uphold rules.
 - Because ethical behavior is learned, all supervisors need to be vigilant in maintaining high standards and demonstrating appropriate conduct. Employees definitely benefit from regular exposure to ethical issues. Look for opportunities to discuss ethics and conduct in a “tailgate session” atmosphere by referring to job-related situations and current events that apply to employment issues. Your employees look to you as a direct example and as a source of ethics guidance in your role as a supervisor. Some hypothetical scenarios are listed below.
 - You are reasonably sure that a co-worker is “padding” their time. What would you do?
 - You’re attending a chain saw course and the instructor is demonstrating a cutting technique, but as they proceed, they drop start the saw. How do you feel about the unsafe procedure? Would you do anything about it? In what way is a safety issue an ethical issue?
 - Faced with an emerging fire that has serious potential, is it better to order exactly what you feel you need, or would you order more?

“Plant your feet, look them in the eye, and tell the truth.” –*James Cagney*

- Fire is an extremely dynamic phenomenon and it continually challenges our judgment. The choices we make on the fire line and in support roles may directly affect the safety, effectiveness and cost of an operation. Many of these decisions have an ethical basis.
- Few decisions are made which do not impact the person making the decision. A key to successful and ethical decision-making is considering how it will affect the operation and others. This will encourage decision makers to choose the greatest overall benefit. A good ethical decision maker will judge the costs and benefits and potential results as fairly as is practical without under or over-estimating self benefits.
- The Department of Agriculture and the Forest Service require periodic training in Ethics and Conduct for all employees. Information about the training requirements is available at <http://www.usda.gov/da/ethics.htm> additional information is located in the Resources Section of this guide.

"Action indeed is the sole medium of expression for ethics." –*Jane Addams*

- **Critical Thinking (Decision Making):** Time and experience have proven that critical thinking and decision-making skills are core competencies for Fire and Aviation personnel. There are several methods available for supervisors to help develop these skills in their subordinates. Supervisors should periodically challenge their employees to assess their physical and mental capabilities. If they don't, the fire will. The dynamic nature of fire can challenge our physical abilities and test our analytical powers.
 - Through inclusive decision-making, role modeling, active mentoring, classroom training or OJT, every employee can learn to enhance their ability to think critically and make appropriate decisions. Therefore supervisors should embrace some type of active critical decision making training and consciously make an effort to lead by example.
 - Another way to teach critical thinking is to require employees to supply three supporting justifications for each decision that they make. The reasons can be verbal or in writing. After some practice, analytical thinking will become automatic and the need for verbal or written justification will decline.
 - Consideration of basic fire concepts can also develop critical thinking. An example of a basic concept not currently taught is that of CONTRAST, as outlined in Section V of this Guide.

"Make everything as simple as possible, but not simpler." -*Albert Einstein*

- **Leadership Skills:** In recent years, good leadership has been recognized as a key element of efficient, productive and safe operations. The lack of recognizable, decisive leadership was identified as a contributing factor in the final reports associated with the South Canyon disaster, the Point Fire fatalities and the Sadler burn-over.

A number of Leadership courses have been developed in the last few years that have attempted to address deficiencies associated with the South Canyon, Point and Sadler reports. Development of Fire Management Leadership courses began in the mid-90s. Recently, Fireline Leadership Training has been provided for the majority of the leaders within the hotshot, helitack and engine organizations.

“Don't tell people how to do things. Tell them what to do and let them surprise you with their results.”
-George Patton

D. Physical Fitness Program: Assess whether the current physical fitness program is adequate for fire position needs and individual development. Determine whether the program has adequate equipment and/or financial support. Determine whether the provisions of the Employee Wellness Program could provide additional resources.

“To motivate people, you give them tasks for which their strengths are important and their weaknesses are not.” -Saul W. Gellerman

E. Mentoring: Mentoring is the modern equivalent to the medieval concept of apprenticeship, but with practical limitations. Time, distance and the number of people we work with render a true apprenticeship incompatible with the organization's modern expectations. These days, mentors often provide only general guidance. They are rarely allowed the luxury of a long-term mentoring relationship. However, whenever a mentoring program can be established and supported, the benefits can be substantial.

- The mentoring process has many desirable elements and its principles can teach us a lot about helping others with interpersonal development.
- Information about how to develop a mentoring program can be found in Section V, along with some examples of similar programs in other federal agencies.

“Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.” -Mark Twain

Individual Employee Development Check List

	Yes	No
Adequate position information during recruitment and hiring process?		
Orientation identified your obligations?		
Orientation identified the roles of others you'll work for and with?		
Introduced to the importance of ethical behavior?		
Adequately understand the review and IDP process?		
Reviewed previous accomplishments and evaluations?		
New goals and skill refinement were identified and documented?		
Set individual short, medium and long-term goals?		
Completely filled out Training Nomination Forms & submitted by deadline?		
Reviewed Task Book status?		
Possible OJT opportunities were identified and prioritized?		
Past availability was documented & projected availability was discussed?		
Physical fitness status and targets were reviewed?		
Career ladders adequately identified?		
Involved in formal or informal mentoring program?		
Periodically review and modify plan?		

III. Management Considerations

The Agency role in career development begins with a needs assessment and exploration of the systems in place to support the process. A number of programs and procedures are identified in this section that lead toward the accomplishment of organizational and employee development goals. If a system or process does not exist, or is not well supported by the organization, determine who can help to provide a remedy.

A. Organizational Needs Analysis: Managers should start by identifying an ideal local unit fire organization. Keep a list of jobs and positions that are continually difficult to fill. Analyze whether shortages are associated with the lack of qualified individuals or a lack of their availability. Do you need to spend time training more people or should you work to free up qualified individuals? Increased availability may require incentives or better coordination with other supervisors.

A needs analysis considers goals such as meeting standards, complying with regulations, raising productivity, introducing new procedures, retaining employees and providing advancement opportunities. It identifies available training platforms; justifies budget outlays, and tracks implementation, documentation and effectiveness.

Analyzing organizational needs should tell you where your development emphasis should be, and how your training dollars can best be spent. A needs analysis should be reviewed and updated periodically.

My success was because I went where the puck was going to be, not where it was. –Wayne Gretzky
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Supervisors should explore and quantify organizational benefits while developing individual fire position needs. Development priorities should be based primarily on the needs of the local organization, with secondary consideration of the needs of the organization as a whole. Consider the following factors:

- Supervisors should work with their employees to develop long-term goals that also meet a critical shortage category, such as Safety Officer, Air Tactical Group Supervisor, Finance Section Chief, and Demobilization Unit Leader.
- Employees should be encouraged to consider broadening their options early in their career. Everyone who reaches the Single Resource Boss level in the operations function should be encouraged to pursue a fire position path in a non-operations position, in order to gain a better understanding of the fire organization and also to create an alternative occupational path in case of an individual or agency career-altering event.
- Those who develop along a non-operations career path should be encouraged to co-develop an operations path by the time they qualify as a Unit Leader or

equivalent level. The non-operations person can be more effective in their support role if they have direct experience in fire operations.

- Some individuals will require direction and encouragement to develop more advanced fire position skills which appear to be a natural progression from their current job description (i.e. seasonal Helicopter Crewmembers should consider becoming Helicopter Managers).
- An employee's personal interest may motivate them to seek a position outside of the normal progression (i.e. seasonal Engine Crewmember may have an interest in dispatching).

"If you're riding ahead of the herd, take a look back every now and then to make sure it's still there." –*Will Rogers*

B. Management Support: Determine the level of support from Staff Officers and Human Resources for career development. Work with them to establish and maintain support systems. With the centralization of Human Resources, program managers and supervisors may inherit an increasing responsibility for the development, production, and documentation of training and the career development process.

"Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it." –*Lou Holz*

C. Training Budget and Prioritization: Determine and track whether there is adequate money budgeted for training to meet organizational targets and goals. If funding shortfalls occur, estimate the amount of financial support needed. Provide your estimates and justifications to those that may assist you in procuring adequate funds.

Prioritize training that benefits the unit organization, and then individual goals. The following elements should be considered in the selection and prioritization of course candidates and trainees for incident assignments:

Prioritization Category	Description of Category	Point Values
1. Critical ICS Development	Individual is targeted for a critical ICS position	0 or 10____
2. Position Development	(i.e., IFPM) Incumbent needs the training to meet new standards for their position or the next higher level	0 or 10____
3. Positive Availability	Individual has an acceptable level of availability* for assignments over the past year	0 to 10____
4. Positive Performance	Individual has successfully performed in their position and on incident assignments in the past year	0 to 10____
5. Course Cadre Participation	Individual has successfully performed as an instructor, coach or other cadre member in the past year	0 or 10____
6. Mentor Participation	Individual has successfully performed as a mentor in the past year	0 or 10____
7. Course Development Subject Matter Expert	Individual has successfully performed as a Subject Matter Expert in the past year	0 or 10____
8. Positive Use of Training	Individual has continued to pursue all related positions for the training they have taken in the previous year	0 to 10____
9. Alternate Function (Career Development)	Individual is pursuing a position outside their primary function (i.e. Engine Boss pursuing a position in Finance)	0 or 10____
10. Other Consideration	Describe:	0 to 10____
Total Points		

* Availability should be determined with the following factors in mind: Limitations of availability can be associated with:

- Going out in a non-critical position and being unavailable for a critical position.
- Going out in a favored position vs. a critical position.
- Annually agreed upon availability (i.e., one assignment per year).
- Lack of Supervisory support for Incident involvement.
- Individual's workload or targets.
- Individual's choice pursuing a specific position, event type or location of assignment.
- Personal Obligations (i.e., Child care).
- Pay issues (i.e., going out in an exempt vs. non-exempt position).
- Freelancing - Unwillingness to become attached to an IMT (reasons may vary).

Not all availability is controlled by the individual, yet if the same reasons persist, can the individual ever respond sufficiently to the incident organizational needs to justify continued training priority slots?

"If you want truly to understand something, try to change it." -Kurt Lewin

D. Task Book Implementation: Check to see if the staff understands and is familiar with Task Book Administration outlined in the 310-1.

E. Qualifications and Certification System: Determine whether there is adequate and knowledgeable staff to implement the current technology to track Qualifications and Certification. Consider whether a collateral duty unit training officer is needed to assist employees in developing, scheduling, tracking and documenting training.

F. Recruitment: Commit to an effort beyond the job announcement. Develop tactics to recruit bright and skilled individuals who are likely to become long-term organizational assets. Some recruitment suggestions are listed below.

- Seek to be actively represented at schools during “career day” events. Also, see if there is an opportunity to be involved with local or regional job fairs.
- Check to see if job announcements and the application process are clearly advertised and easily accessible to everyone interested.
- Determine whether anyone has been recruiting non-fire personnel within the organization who have an interest and are available. Also assess whether the organization is paying for collateral duty training and helping non-fire personnel acquire meaningful assignments.
- Take every opportunity to speak with members of the public and answer their questions about careers in Fire and Aviation. Carry and distribute informational material to whoever expresses an interest.

The following example is becoming common in our workforce: an Aviation Officer who also staffs the local Air Tactical platform is nearing retirement with no apparent replacement. This situation could be avoided with some planning. You should determine whether this situation is driven by a lack of interest, lack of qualified replacements or lack of recruitment. The remedy may involve getting the individual currently in the position to assist in identifying likely candidates, and may also involve an amplification of recruitment efforts.

Organization Employee Development Program Check List

	Yes	No
Organizational needs identified and documented?		
Staff Officer Support (organizational, financial)?		
Recruitment program in place?		
Recruitment effort in area schools?		
Recruitment effort at local and regional job fairs?		
Recruitment of non-fire personnel for fire positions?		
Application process clearly defined?		
Application process easily accessible?		
Carry/distribute informational material to whoever expresses an interest?		
Training budget adequate?		
Training prioritization system established?		
Adequate training organization?		
Mentoring program in place?		
Task book administration understood?		
Physical fitness program adequate?		
Qualifications & certification support in place?		
Reference library available?		

<p align="center">“If you're going to play the game properly you'd better know every rule” –<i>Barbara Jordan</i></p>

IV. Established Developmental Support Programs

A. Wildland Firefighter Apprenticeship Program: This program is an accredited education program to enhance and develop future wildland fire managers. If the program appears to meet the needs of one or more of your employees or prospective employees, contact your Geographic Area Training Representative or Regional Apprenticeship Representative for more details. <http://www.wfap.net/index.html>

B. Wildland Fire Leadership Development Program: The National Interagency Fire Center (NIFC) at Boise has designed a program that combines self-directed learning with formal instruction to develop leadership skills in the wildland firefighting community. Information about the program can be found at: <http://www.fireleadership.gov>

C. Facilitative Instructor (M-410): This course has been a very valuable tool in the qualification of instructors for Wildland and Prescribed Fire courses. It is recommended and often required for Instructor, Lead Instructor or Course Coordinator. It will also be of significant value if you become involved with course development as a Subject Matter Expert (SME) or Master Performer.

D. Interagency Fire Program Management: Qualification for the 401 professional series is now required for many standard Interagency Fire Program Management positions. Employees currently in a position that is being converted to the 401 series will have a certain amount of time to complete requirements to qualify for conversion; if it is determined to be in the interest of the Government, such educational expenses may be covered if they are included in the employee's Individual Development Plan.

Technical Fire Management (TFM): This program is an accredited education program to enhance the Professional level skills of an individual. The program is aimed at individuals that do not currently qualify for a government professional employment series and are in mid-career. If the program appears to meet the needs of one or more of your employees, contact your Geographic Area Training Representative or Regional TFM representative for more details. <http://www.washingtoninstitute.net/abouttfm.html>

For more information on qualification requirements and implementation, check the IFPM website: <http://www.ifpm.nifc.gov/>

Universities in many areas have developed supplemental programs and curriculum to make it possible for employees currently in another series to complete educational requirements necessitated by this change. Check with your Geographic Area Training Representative to locate a program in your area.

“Only those who have the patience to do the simple things perfectly ever acquire the skill to do difficult things easily.” -Schiller

V. Online Career Development Resources

A. Organizational Career Development:

Forest Service Corporate Training and Development Site: Contains information about the Forest Service Training and Development Community, links to training sites, calendars, and registration materials. "<http://fsweb.wo.fs.fed.us/hrm/ct/>"

AgLearn: USDA's online training site; register with your USDA EAuthentication User ID and password and take online courses. Some training mandatory for USDA employees is located on this site. "<http://www.aglearn.usda.gov/>". To get your User ID and password if you need one: "<http://www.eauth.egov.usda.gov/index.html>"

NWCG Incident Qualifications and Certification Site "<http://iqcs.nwcg.gov/>
<http://www.nationalfiretraining.net/index.htm>"

Forest Service Handbook 5109.17:
"<http://fsweb.wo.fs.fed.us/directives/fsh/5109.17/>"

Bureau of Labor Statistics: The Occupational Outlook Handbook
"<http://www.bls.gov/oco/home.htm>"

Department of the Interior Career Development:
"<http://www.doi.gov/octc/index.html>"

USGS Career Development: "<http://www.usgs.gov/ohr/cdp/index.html>"

US Coast Guard Career Development: "<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/career/index1.htm>"

"Watch out for emergencies. They are your big chance." -*Fritz Reiner*

B. Academic Career Development:

"Career Development, a Shared Responsibility" - Short paper on trends in Career Development" ERIC Digest "<http://www.cete.org/acve/docgen.asp?tbl=digests&ID=54>"

Resume Tutor from the University of Minnesota
"<http://www1.umn.edu/ohr/careerdev/resources/resume/>"

C. Communication Skills:

"<http://www.coping.org/dialogue/intro.htm>"
"<http://www.coping.org/write/content.htm>"

"Find a mission in life and take it seriously." –*Dr. William Menninger* (When asked how to achieve mental health)

D. Character Development:

USDA Office of Ethics: Information and Training <http://www.usda.gov/da/ethics.htm>

U. S. Office of Government Ethics: <http://www.usoge.gov/>

E. Assessment Tools:

Careerlink Inventory: A short, amusing inventory that illustrates some considerations about choosing a career or type of work. <http://www.mpc.edu/cl/cl.htm>

The Princeton Review Career Quiz

http://www.princetonreview.com/cte/quiz/career_quiz1.asp

Article on brain function (ROTC Manual)

http://www.au.af.mil/au/awc/awcgate/army/rotc_right-left_brain.pdf

Ball State University self assessment resources

<http://www.bsu.edu/students/cpsc/career/assmt1/>”

“If you just set out to be liked, you would be prepared to compromise on anything at any time, and you would achieve nothing.” –*Margaret Thatcher*

F. Skills Development Tools:

Critical Thinking

<http://www.accd.edu/sac/history/keller/ACCDitg/SSCT.htm>

Airwar college: an extensive site with many links to critical thinking, decision – making, and communications skills articles and tools

<http://www.au.af.mil/au/awc/awcgate/awc-thkg.htm#brain>

Overview of Critical Thinking <http://www.coping.org/write/percept/critical.htm>

“Rules are made for those that lack or fail to use common sense.” -*Jim Barnett*

Decision Making:

http://www.managementhelp.org/prsn_prd/decision.htm

[http://www.bushfirecrc.com/publications/downloads/Why do firefighters sometimes make unsafe decisions.pdf](http://www.bushfirecrc.com/publications/downloads/Why_do_firefighters_sometimes_make_unsafe_decisions.pdf)

<http://www.smith.edu/cdo/handouts/additional.exercises.pdf>

Goal Setting:

<http://www.mftrou.com/support-files/goal-setting-guide.pdf>

Instruction and Adult Learning: Clearinghouse for Adult Vocational Education Archives <http://www.cete.org/acve/index.asp>”

VI. Resources and References

There are countless reference sources that apply to a variety of individual and career development elements. The following reference materials, including those in the bibliography, have been recommended as “proven reference sources.”

A Cartoon Guide to **Statistics**, (1993) Gomick, Larry and Smith, Woolleott, Harper Perennial. <http://www.larrygonick.com/html/pub/books/sci7.html>

Courageous Followers, Courageous Leaders, (video). Deals with **Management Change, Communications, Empowerment, Leadership, Productivity and Team Building**. CRM Learning, 2215 Faraday Avenue, Carlsbad, California 92008, (800) 421-0833. <http://www.crmlearning.com>

Ethics in America. This 10 one-hour video set look at a broad range of ethical issues. The moderator uses the Socratic method to build analytic skills and think through ethical dilemmas. This series aims to sharpen moral reasoning. Distinguished panelists include the likes of U. S. Supreme Court Justice Antonin Scalia, General William Westmoreland, Peter Jennings, and former Surgeon General C. Everett Koop. Available through The Annenberg/CPB Project regarding the PBS video series “Ethics In America. <http://www.learner.org/catalog/series81.html>

Firefighter Math (May, 2000). This self-paced course guide covers basic math skills, conversions and calculations associated with water handling, fire spread, mapping, navigation, weather, fuels and fire behavior. This, and many other fire-related publications from the San Dimas Technical Development Center can be ordered online http://www.fs.fed.us/eng/php/eng_products.php?var=Fire

Firefighter's Handbook on Wildland Firefighting (2005) Teie, William, Deer Valley Press, Rescue, California (916) 676-7401. <http://www.deervalleypress.com/> Chapter 1, **Leadership** is an extensive and insightful overview of developing and sharpening leadership skills. Nine other well-written chapters cover everything from weather to tactics.

Groupthink, (video). Deals with **Communications, Empowerment, Group Dynamics, Leadership, Problem Solving and Team Building**. CRM Learning, 2215 Faraday Avenue, Carlsbad, California 92008, (800) 421-0833. <http://www.crmlearning.com/groupthink-program>

4-Dimensional Leadership, (4 video set). This Leadership approach was developed by Dr. Pellerin (a rocket scientist) in response to the failings associated with the initial placement of the Hubble Space Telescope in 1990. Career Track, 3085 Center Green Drive, Boulder, Colorado 8030. 1-5408 (303) 440-7440. http://www.pryor.com/et_CourseDesc.asp?V=1&ID=IB1019&cType=ONLNC

Leadership and the New Science, (video). Deals with **Communications, Creativity, Empowerment, Leadership, Productivity and Vision**. CRM Learning, 2215 Faraday Avenue, Carlsbad, California 92008, (800) 421-0833. <http://www.crmlearning.com/leadership-and-the-new-science-program>

Lessons from the New Workplace, (video). Deals with **Management Change, Leadership and Vision**. CRM Learning, 2215 Faraday Avenue, Carlsbad, California 92008, (800) 421-0833.

<http://www.crmlearning.com/lessons-from-the-new-workplace-program>

Mining Group Gold, (video). Deals with **Group Dynamics, Managing for Success, Productivity and Team Building**. CRM Learning, 2215 Faraday Avenue, Carlsbad, California 92008, (800) 421-0833.

<http://www.crmlearning.com/mining-group-gold-video-program-government-version>

Preparing Instructional Objectives (1997) Mager, Robert F., Center for Effective Performance, Inc.

To order the book: <http://www.cepworldwide.com/catalog.asp?CatID=1&SubCatID=24>

Some excerpts and related information:

<http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html>

<http://pt3.nau.edu/resources/toolbox/how-objectives.htm>

<http://www.naacls.org/docs/announcement/writing-objectives.pdf>

Teamwork in Crisis, (video). Deals with **Creativity, Group Dynamics, Leadership, Managing for Success, Problem Solving and Team Building**. CRM Learning, 2215 Faraday Avenue, Carlsbad, California 92008, (800) 421-0833.

<http://www.crmlearning.com/teamwork-in-crisis-miracle-of-flight-232-program>

Bibliography

Brainard, S. (1999) *National Park Service Fire Management Mentoring Program: Mentor Handbook*, University of Washington Press, Washington.

Brainard, S. (1999) *National Park Service Fire Management Mentoring Program: "Pass It On"*, University of Washington, Washington.

Ravet, S and Layte, M. (1998) *Technology-Based Training*, Gulf Publishing Company, Texas.

Reason, James (1997) *Managing the Risks of Organizational Accidents*, Ashgate publishing, Limited, London.

Russo, J. Edward and Schoemaker, Paul J.H. (1989) *Decision Traps – The Ten Barriers to Brilliant Decision-Making and How to Overcome Them*, Simon and Schuster Inc., New York.

Schank, R. (1997) *Virtual Learning: A Revolutionary Approach to Building a Highly Skilled Workforce*, McGraw-Hill, New York.

Schreiber, D. and Berge, Z (1999) *Distance Training*, Jossey-Bass Publishers, California.

Wick, Karl E. and Sutcliffe, Kathleen M. (2001) *Managing the Unexpected, Assuring High Performance in an Age of Complexity*, Jossey Bass, San Francisco.

