

**Updated February 4, 2022**

**Monitoring Checklist  
L-280 Followership to Leadership**

To ensure that sufficient wildland fire training opportunities are available for private sector contractors who participate in the Pacific Northwest crew and engine/tender contracts, and that this training meets or exceeds National Wildfire Coordination Group (NWCG) standards, the Pacific Northwest Wildfire Coordination Group (PNWCG) has entered into memorandums of understanding (MOUs) with representatives of two groups of training providers. The groups are firefighting contractor associations (FCA) and public training providers (PTP).

The United States Forest Service (USFS) MOU Representative and staff administer the FCA MOUs for PNWCG and monitor FCA courses and instructors.

The Interagency Zone Training Committee (IZTC) representatives perform PTP MOUs administration for PNWCG and monitor PTP courses and instructors in their respective geographic zones of responsibility. The IZTC may also be asked to have representatives monitor FCA courses by the MOU-Rep when needed.

This checklist outlines the key facilities, course concepts and teaching elements that course monitors should be observing and documenting.

Course monitors will introduce themselves to the lead instructor and explain that they are evaluating the course per the Memorandum of Understanding (MOU). Course monitoring checklists (see APPENDIX A) for each NWCG course being monitored will be provided to the IZTC member agency representative monitors in advance of assignments. The checklists will serve as both a form for evaluating the course instruction and a report to be sent to the IZTC. Course checklists may be completed through course monitoring and by examination of the written agenda, lesson plan, test(s), student evaluations or other documents presented by the instructor. Upon completion of the course monitoring/evaluation, monitor will scan and email the completed monitoring documentation to the R-6 Fire Contract Operations inbox [SM.FS.fact@usda.gov](mailto:SM.FS.fact@usda.gov) (within 2-3 working days of monitoring course delivery). The R-6 Fire Contract Operations Specialist will then forward monitoring documentation to the (FCA) or (PTP) the training provider is affiliated with; within ten (10) working days of training delivery.

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**NOTE:** Serious deficiencies include omitting required course modules, substitution of training material that results in dropping portions of required course material, course instruction time varying greatly from recommendations listed in the NWCG Standards for Course Delivery, (PMS 901-1), required oral and written testing not done or done with open book, or other deficiencies that limit the ability of students to learn the course objectives.

Monitoring Checklist for  
L-280 Followership to Leadership

Name of Monitor \_\_\_\_\_ Phone: \_\_\_\_\_

Address \_\_\_\_\_ Unit/Agency \_\_\_\_\_

Course Location \_\_\_\_\_ Date: \_\_\_\_\_

Lead Instructor \_\_\_\_\_ Phone: \_\_\_\_\_

Address \_\_\_\_\_ Certifying Association \_\_\_\_\_

Unit Instructor \_\_\_\_\_ Phone: \_\_\_\_\_

Address \_\_\_\_\_ Certifying Association \_\_\_\_\_

Unit Instructor \_\_\_\_\_ Phone: \_\_\_\_\_

Address \_\_\_\_\_ Certifying Association \_\_\_\_\_

Interpreter \_\_\_\_\_ Phone: \_\_\_\_\_

Address \_\_\_\_\_ Certifying Association \_\_\_\_\_

**L-280 Course Administration**

<b>Language Requirements</b>		
	<b>Y</b>	<b>N</b>
Non-English-Speaking Students Present?		
Instructor able to Converse Fluently in Language of Non-English-Speaking Students?		
If Instructor was Non-Fluent in Specific Language, was a Fluent Translator Present?		
Translator's Name:		
<b>Comments/Suggestions:</b>		

<b>Student Materials</b>		
<b><i>Was each student provided with the following?</i></b>	<b>Y</b>	<b>N</b>
<i>The Leadership Secrets of Attila the Hun</i> by Wes Roberts (pre-course reading assignment)		
NFES 2994 Student Workbook		
NFES 1077 Incident Response Pocket Guide		
Student Handouts available from Appendix "C" Course materials, each student receives an individual copy of all handouts.		
NFES 2889, <i>Leading in the Wildland Fire Service</i>		
Language Specific Course Materials Provided for Non-English-Speaking Students? Comments/Suggestions:		
<b>Comments/Suggestions:</b>		

<b>Audiovisuals</b>		
<b><i>Were any audiovisual aids used to instruct including:</i></b>	<b>Y</b>	<b>N</b>
NFES 2993 L-280 DVD – contains electronic (video) presentation.		
Computer with LCD projector and presentation software		
Viewing screen		
Flip charts with paper		
White boards		
Markers, both dry erase and permanent, in a variety of colors		
<b>Comments/Suggestions:</b>		

<b>Teaching Facility</b>		
Did the Teaching Facility Provide for Adequate?	Y	N
Space?		
Lighting?		
Seating?		
Ventilation?		
<b>Comments/Suggestions:</b>		

<b>Course Administration</b>		
	Y	N
Was Daily Attendance Documented with the use of Sign in Sheets?		
Was a Course Agenda Provided?		
Were Field Exercises Included?		
Hands on Student Participation Observed?		
<b>Comments/Suggestions:</b>		

<b>L-280 Course Objectives Covered:</b>		
<b>Unit 0 – Course Introduction</b>		
<b>(15 minutes) Start Time: _____ End Time: _____</b>		
<b><i>Did the instructor address the following objectives?</i></b>	Y	N
Introduce instructors, and students		
Check student materials including pre-course work and Incident Response Pocket Guide (IRPG)		
Instructor introduces “Why We are Here” <ul style="list-style-type: none"> <li>a. To demonstrate an understanding of fundamental leadership principles</li> <li>b. To assess individual traits and motivation for entering a leadership role</li> </ul>		

<b>Comments/Suggestions:</b>

<b>Unit 1- The Art of Leadership</b>		
<b>(1 Hour) Start Time: _____ End Time: _____</b>		
<b><i>Did the instructor address the following objectives?</i></b>	<b>Y</b>	<b>N</b>
Given Pre-course work information and course content information – students describe the role of a leader.		
Given pre-course work information and course content information- students explain motivation for wanting to be a leader.		
<b>Strategy: students will work individually and develop responses to the two following questions. Instructor will select students to report their responses back to the class for discussion.</b> How do you define leadership? Who would you consider a leadership role model and why?		
<b>Comments/Suggestions:</b>		

<b>Unit 2 – Foundations of Leadership</b>		
<b>(1.25 Hours) Start Time: _____ End Time: _____</b>		
<b><i>Did the instructor address the following objectives?</i></b>	<b>Y</b>	<b>N</b>
Students using course content information and a scenario – identify the (3) leadership values and the supporting principles.		
Students using pre-course work information and course content information – initiate a leadership self-development plan.		
<b>Comments/Suggestions:</b>		

<b>Unit 3 – Follower to Leader – The Transition</b>		
(1 Hour) Start Time: _____ End Time: _____		
<b>Did the instructor address the following objectives?</b>	<b>Y</b>	<b>N</b>
Using course content information and a scenario – students identify common leadership pitfalls and develop strategies to avoid them.		
<b>Comments/Suggestions:</b>		

<b>Unit 4 – Situational Leadership</b>		
(1 Hour) Start Time: _____ End Time: _____		
<b>Did the instructor address the following objective?</b>	<b>Y</b>	<b>N</b>
Using course content information and a scenario, students describe three basic leadership styles and appropriate situations for their use.		
<b>Comments/Suggestions:</b>		

<b>Unit 5 – Team Cohesion</b>		
(45 minutes) Start Time: _____ End Time: _____		
<b>Did the instructor address the following objective?</b>	<b>Y</b>	<b>N</b>
Students, using course content information students describe techniques that leaders can use to build and maintain team cohesion.		
<b>Comments/Suggestions:</b>		

<b>Unit 6 – Ethical Decisions</b>		
(30 minutes) Start Time: _____ End Time: _____		
<b><i>Did the instructor address the following objective?</i></b>	<b>Y</b>	<b>N</b>
Using course content information and a scenario – students will analyze and discuss a situation that poses an ethical dilemma.		
<b>Comments/Suggestions:</b>		

<b>Unit 7 – Putting it All Together</b>		
(50 minutes) Start Time: _____ End Time: _____		
<b><i>Did the instructor address the following objective?</i></b>	<b>Y</b>	<b>N</b>
Given course content information and a scenario, students will participate in an After-Action Review.		
<b>Comments/Suggestions:</b>		

<b>Unit 8 – Putting it in Practice</b>		
(15 Min. Day 1, 6-8 Hours Day 2) Start Time: _____ End Time: _____		
<b><i>Did the instructor address the following objective?</i></b>	<b>Y</b>	<b>N</b>
Briefing for the FLAC (end of Day 1)		
Field Leadership Assessment Course (Day 2)		
<b>Comments/Suggestions:</b>		



