

L-480 Instructor Criteria

As defined by the NWCG Leadership Committee, the L-480, IMT Leadership, course is designed to develop individual core competencies surrounding the strategic aspects of leadership. Strategic leadership requires a specific set of cognitive and behavioral skills that assist the leader in projecting an effective presence in a team setting.

I. Instructor Cadre Education Background

Required that at least one of the cadre have a Bachelor's level degree in any of the following: Organizational Behavior, Organizational Leadership, Business Management, Psychology, or related fields. A post baccalaureate education in one of these fields is preferred.

II. Instructor Cadre Experience/Credentials

- A. Experience in facilitation skills in a training and workshop environment.
- B. Experience in presenting complex multi-day courses.
- C. Experience in providing principle-centered leadership training.
- D. Experience in providing training for civilian or military emergency management / response organizations.
- E. Experience in education, administration, management, or other applicable situations.

III. Demonstrated Instructor Cadre Knowledge

Instructor cadre must have the ability to provide instruction using the established L-480 course package and demonstrate expert knowledge communicating these concepts, personally demonstrating these concepts, and evaluating students to ensure they understand these concepts. The following list includes the primary concepts identified in the L-480 course package:

A. Personal Assessment Knowledge

Personal assessment knowledge is defined as those leadership and psychology concepts that primarily pertain to the individual, as opposed to the team.

- **Self Assessment Tools** - Knowledge and interpretive skills utilizing standard self assessment tools.
- **Emotional Intelligence** – Understanding one's own emotions, managing emotions, motivating oneself, and recognizing emotions in others.
- **Analysis of Leadership Style** – Knowledge of different leadership styles and how they affect team success.
- **Core Beliefs and Values Hierarchy** – Knowledge of how individual core beliefs affect the team or provide a foundation for team success. Assist participants to understand their own values.

- **Submodalities** – Knowledge of submodalities for self-leadership and teach how to use them to improve oneself.
- **Command Presence** – Expert knowledge of command presence principles and the ability to teach students how to develop them.
- **Stress and Burnout** – Knowledge of stress physiology and psychology. Teach the use of common stress tools for assessing burnout symptoms and defense strategies.
- **Attitude for Success** – Knowledge of psychological concepts (such as using submodalities) sufficient to create a successful attitude.

B. Team Leadership Strategies

Team leadership strategies are defined as the knowledge required to teach and mentor students in team dynamics, interpersonal relationships, and the team environment.

- **Leadership Development Program** - Knowledge of the overall NWCG Wildland Fire Leadership Development Program (PMS 494-2).
- **Vision** – Knowledge of the use of vision to create the foundation for team success.
- **Situation Awareness** – Knowledge of tactical vs. strategic situation awareness.
- **Team Climate and Culture** – Knowledge of team dynamics for creating and maintaining connectivity within a team.
- **Motivation Strategy** – Knowledge of the psychology of motivation.
- **Time-compressed Decision Making** – Knowledge of concepts related time compressed decision making.
- **Delegation Strategies** – Knowledge of delegation skills assessment tools and delegation effectiveness
- **Conflict Style Analysis and Anger Management** – Knowledge of conflict styles. Experience using evaluation tools in diagnosing personal conflict styles. Able to teach anger management concepts.
- **Mentoring and Coaching** – Knowledge of mentoring methods and coaching techniques used in the emergency response environment.
- **Rewarding and Recognition** – Knowledge of the distinctions between reward and recognition.