COMPETENCY DESCRIPTORS

A “competency” is defined as a combination of knowledge, skills and abilities which, when acquired, allows a person to perform a task or function at a specifically defined level of proficiency.

A “common competency” is one that describes the knowledge, skills and abilities found in most or all key fire management positions identified in this Guide.

Competencies are described in terms of three “Expertise Levels” (working, journey, and expert). The appropriate level of expertise for that particular competency is indicated under the relevant level of complexity. Expertise level definitions and an example of expertise and complexity levels are included on the first page of each “Competency Descriptor”.

NOTE: The “working” level of expertise identified in the “Competency Descriptors” is defined as the minimum level of experience and/or training that it takes to produce work of acceptable quality and meet safety standards.

It is not intended that a prospective job applicant have all the defined competencies in their entirety when first selected for any position at any level (unless the hiring unit so chooses, and indicates same in a vacancy announcement). It is intended that the employee achieve all indicated competencies before being considered at a full-performance level. Timelines for achieving full-performance level standards should be specified in vacancy announcements and other personnel documents.

The Common Competency Descriptors are intended to supplement each position’s Competency Descriptor; the two should be used together. Employees obtain these common competencies through personal education and experiences, through agency orientation and mission renewal programs, and through interaction with peers, teams, and supervisors.

The “Competency Descriptors” may be used in a variety of ways:

- Constructing Employee Development Plans
- Evaluating employee performance, supplementing the “Standard Key Performance Elements”
COMMON COMPETENCY DESCRIPTORS FOR ALL POSITIONS

All Positions Descriptor

The following Common Competencies are needed across most positions and at the entry level of positions by every employee. Employees obtain these Common Competencies through personal education and experiences, through agency orientation and mission renewal programs, and through interaction with peers, teams, and supervisors. These competencies must be taken in context of a particular position for scope and complexity.

Core competencies (skill levels) that do not change due to program complexity do not reappear in the individual position descriptions. If program complexity changes the skill level required, then the competency will appear with the appropriate expertise level described, using such language as “comprehensive” or “expert.”

EXPERTISE LEVELS DEFINITIONS

<table>
<thead>
<tr>
<th>Working - W</th>
<th>Journey - J</th>
<th>Expert - E</th>
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</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> The minimum level of experience and/or training that it takes to produce work of acceptable quality.</td>
<td><strong>Definition:</strong> Has sufficient experience to be considered a seasoned employee. Is skilled in performing the more difficult tasks related to the function. Has received advanced training in the function.</td>
<td><strong>Definition:</strong> Reflects the quality of experience and/or training needed to perform the most challenging aspects of the position.</td>
</tr>
</tbody>
</table>
I. Mission Comprehension

Description

This competency requires background and understanding of the agency enabling legislation and its ramifications, and additional responsibilities that have historically evolved.

Outline

A. Describe the agency’s historical background and mission evolution.

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<tbody>
<tr>
<td>Knowledge of the agency’s historical background and mission evolution.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
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<tr>
<td>Knowledge of enabling legislation and other acts affecting agency’s mission.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>W</td>
</tr>
<tr>
<td>Ability to describe the historical background of the agency.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>NA</td>
<td>W</td>
</tr>
<tr>
<td>Ability to explain the purpose of the agency.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>NA</td>
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</table>

B. Identify relevant agency mandates.

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</thead>
<tbody>
<tr>
<td>Knowledge of existing mandates and resolutions.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
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</tbody>
</table>
C. Define the purpose of limits within the agency.

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</thead>
<tbody>
<tr>
<td>Knowledge of social, political and fiscal limits within the agency.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
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</tbody>
</table>

II. Agency Orientation

Description

This competency requires a comprehension of the structure and the organization of the agency’s organizational levels; an understanding of the structure and organization of the Departments of Agriculture or Interior and its place in the federal government; and the development of an insight into an individual employee’s role in the agency in particular, and in the federal government in general.

Outline

A. Describe the structure and organization of the Department of Agriculture or Interior.

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</thead>
<tbody>
<tr>
<td>Knowledge of the basics of government structure and function.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Knowledge of the structure and function of the Department of the Interior or the Department of Agriculture.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
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</tr>
</tbody>
</table>

3-4 September, 2008
### Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Natl. Fire Program Manager</th>
<th>Geo. Area Fire Program Manager</th>
<th>Unit Fire Program Manager</th>
<th>Ops Spec.</th>
<th>Rx Fire &amp; Fuels Spec.</th>
<th>Inter-agency Hot Shot Supervisor</th>
<th>Engine Supervisor</th>
<th>Heli. Manager</th>
<th>Senior Firefighter</th>
<th>Dispatch Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to describe the relationship of the agency to the Department of the Interior or the Department of Agriculture.</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
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</tbody>
</table>

### B. Describe the structure and the organization of the agency.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Natl. Fire Program Manager</th>
<th>Geo. Area Fire Program Manager</th>
<th>Unit Fire Program Manager</th>
<th>Ops Spec.</th>
<th>Rx Fire &amp; Fuels Spec.</th>
<th>Inter-agency Hot Shot Supervisor</th>
<th>Engine Supervisor</th>
<th>Heli. Manager</th>
<th>Senior Firefighter</th>
<th>Dispatch Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of how goals and strategies provide structured guidance towards accomplishing an agency’s mission.</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Knowledge of agency organizational structures.</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
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<tr>
<td>Ability to define how the agency relates on an interagency basis.</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
<td>W</td>
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</table>

### III. Resource Stewardship

**Description**

This competency requires an understanding of the natural, cultural, and historical resources protected; the range in responsibilities in managing these resources in the context of fire management; the individual’s role in resource stewardship; and the ability to work with partners outside the agency to promote resource stewardship.

**Outline**

A. Describe federal stewardship of natural resources.
### Competencies

| Knowledge of federal legislation regarding resource management such as National Environmental Policy Act, Clean Air Act, Wilderness Act, Threatened and Endangered Species Act and the Natural Historical Preservation Act. | E | E | J | J | J | W | W | W | W |
| Knowledge of environmental, technical, social consequences of proposed decisions and actions. | E | E | J | J | J | W | W | W | W |
| Knowledge of public perceptions of the risks and the benefits of resource alternative strategies. | E | E | E | J | J | W | W | W | W |
| Knowledge of the role of scientific knowledge and advanced technologies. | E | E | J | W | J | W | W | W | W |
| Ability to learn current natural resources policy initiatives. | E | E | J | W | W | W | W | W | W |

**B. Identify resources protected by the agency and describe the responsibilities in managing these resources.**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Nat. Fire Program Manager</th>
<th>Geo. Area Fire Program Manager</th>
<th>Unit Fire Program Manager</th>
<th>Ops Spec.</th>
<th>Rx Fire &amp; Fuels Spec.</th>
<th>Inter-agency Hot Shot Super.</th>
<th>Engine Supervisor</th>
<th>Heli. Manager</th>
<th>Senior Firefighter</th>
<th>Dispatch Functions</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of natural, cultural, and historical resources managed by the agency.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
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<tr>
<td>Knowledge of ecosystem management and the ecological response to the presence or absence of fire.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
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<td>W</td>
<td>W</td>
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<tr>
<td>Knowledge of the agency planning process and how it contributes to resource stewardship.</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>J</td>
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</table>
### C. Define the sustainable practices philosophy.

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<tr>
<td>Knowledge of agency multiple use acts.</td>
<td>E</td>
<td>E</td>
<td>J</td>
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<tr>
<td>Knowledge of related fields such as forestry, range, wildlife, botany, soils and water (hereafter referred to as resources).</td>
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<tr>
<td>Knowledge of how different resources contribute to sustainable practices.</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>W</td>
<td>NA</td>
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<tr>
<td>Ability to describe how different resources interact.</td>
<td>W</td>
<td>W</td>
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<td>W</td>
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<td>NA</td>
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<tr>
<td>Ability to define sustainability in the context of overall resource management.</td>
<td>J</td>
<td>J</td>
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### D. Define the employee’s role in resource stewardship.

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<tr>
<td>Knowledge of agency’s workforce resource priorities.</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>W</td>
<td>W</td>
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<tr>
<td>Ability to explain the individual’s role in supporting the agency’s stewardship function.</td>
<td>J</td>
<td>J</td>
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<tr>
<td>Ability to implement agency priorities within an individual’s work assignments.</td>
<td>E</td>
<td>E</td>
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<td>J</td>
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</table>
E. Recognize the positive purposes of interagency partnerships.

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<tbody>
<tr>
<td>Knowledge of fire management partnership benefits.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
<td>W</td>
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<tr>
<td>Knowledge of cooperating agency’s missions, organizations, and operating procedures.</td>
<td>J</td>
<td>J</td>
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<tr>
<td>Knowledge of why the agency needs and interacts with partners to fulfill its resource stewardship role.</td>
<td>J</td>
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<tr>
<td>Ability to participate in interagency workshops and other project processes.</td>
<td>J</td>
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<tr>
<td>Ability to recognize the value of interagency fire management cooperation to meet fire management program goals.</td>
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IV. Fundamental Values

**Description**

This competency focuses on the employee’s ability to exhibit positive attitudes and behaviors to accomplish an assigned job and to contribute to the overall health of the organization. These attitudes and behaviors include teamwork; ethical behavior towards people and the organization; support of cultural diversity, accessibility, and fairness issues in the workplace; and an attitude towards safe behavior for one’s self and for others.

The safety competency identifies an understanding of the environmental and workplace hazards of the wildland fire environment. It focuses on the employee’s ability to provide leadership and direction in recognition and mitigation of these hazards, using all applicable laws, policies and guidelines. Utilizing this approach, a passion for safety will be instilled with zero tolerance for unsafe acts. All employees will be personally accountable for safety.
Outline

A. Supervise and develop employees.

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<tbody>
<tr>
<td>Knowledge of personnel hiring, pay, discipline, and termination procedures.</td>
<td>J</td>
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<tr>
<td>Knowledge of methods and techniques of personal motivation, organization, supervision, and evaluation in order to emphasize accountability.</td>
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<td>J</td>
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<tr>
<td>Knowledge of the processes and sources of training.</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>J</td>
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<td>J</td>
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<tr>
<td>Skill in carrying out proper fiscal and accountable actions.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
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<td>J</td>
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<td>J</td>
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<tr>
<td>Skill in practicing the commonly accepted individual values of performance, commitment, interdependence, authority, responsibility, accountability, choice, risk management, and excellence.</td>
<td>J</td>
<td>J</td>
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<td>J</td>
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<tr>
<td>Skill in applying the accepted principles of delegation.</td>
<td>J</td>
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<tr>
<td>Ability to conduct oneself in an ethical manner.</td>
<td>J</td>
<td>J</td>
<td>J</td>
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<tr>
<td>Ability to apply sound personnel management skills to include supervision, coaching, training, motivation, and evaluation.</td>
<td>J</td>
<td>J</td>
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<tr>
<td>Ability to transmit high performance expectations and to follow up on personnel accomplishments.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
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<td>J</td>
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<tr>
<td>Ability to impart self-confidence and empowerment.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
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</table>
### Competencies

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</thead>
<tbody>
<tr>
<td>Ability to assess personal attitudes towards others and one’s employer.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>J</td>
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<tr>
<td>Ability to develop new insights into situations in order to improve the situation, increase efficiencies, or to mitigate safety problems.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>J</td>
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</tr>
<tr>
<td>Ability to create effective standards and operating procedures for personnel safety.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>E</td>
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</table>

**B. Implement safe workplace practices.**

<table>
<thead>
<tr>
<th>Knowledge of agency laws, policies, and guidelines such as NWCG’s 10 Standard Fire Orders and 18 Watchout Situations.</th>
<th>Natl. Fire Program Manager</th>
<th>Geo. Area Fire Program Manager</th>
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<tr>
<th>Knowledge of hazard and risk analysis requirements for such areas as human factors, fuels, weather, topography, aviation, mechanized equipment, and hazardous materials.</th>
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<th>Unit Fire Program Manager</th>
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<th>Rx Fire &amp; Fuels Spec.</th>
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3-10 September, 2008
Skill in using educational and certification processes to impart a passion for safety. | J | J | J | J | J | J | W | W | W | W |
Skill in applying basic first aid procedures. | W | W | J | J | J | J | E | E | E | J | J |
Skill in using safety related education programs with the focus on training and performance certification. | J | J | J | J | J | J | J | J | W | W |
Ability to recognize and correct unsafe practices and conditions. | J | J | E | W | W | E | E | E | W | W |

C. Identify workplace accessibility issues.

**Competencies**

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D. Describe the guiding principles of time management.

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<td>Ability to understand how individual factors of values, priorities, and goals affect time choices.</td>
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<td>Ability to monitor time spent and make adjustments as needed.</td>
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<td>E. Describe the agency’s management culture.</td>
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<td>Ability to define those elements of the management culture that have an</td>
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<td>effect on meeting one’s job performance requirements.</td>
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<td>F. Implement cultural diversity, equal opportunity and civil rights policies.</td>
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<td>Knowledge of appropriate act requirements to include the Equal Opportunity</td>
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<td>Act, Civil Rights Act, Age Discrimination in Employment Act,</td>
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V. Leadership

Description

This competency requires a comprehension of the basics of leadership.

Outline

A. Demonstrate appropriate leadership skills to meet agency goals and safe operating procedures.

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<td>Knowledge of delegation as a leadership and team building tool.</td>
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<td>Knowledge of management styles most appropriate to deal with internal and external controls.</td>
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<td>Knowledge of the steps of effective conflict resolution.</td>
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<td>Ability to function as an effective team member.</td>
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<td>Ability to recognize changing conditions, develop alternative strategies, and take appropriate action.</td>
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<td>Ability to be decisive in leadership roles.</td>
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<td>Ability to define one’s leadership style.</td>
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<td>Ability to adjust one’s leadership style to meet the agency mission.</td>
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<td>Ability to describe how the development levels of followers affect one’s leadership style.</td>
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<td>Ability to understand and apply the basic styles of conflict resolution such as avoiding, accommodating, compromising, competing, and collaborating.</td>
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### VI. Problem Solving Skills

**Description**

This competency deals with the ability to analyze, build consensus, make decisions, and practice innovation in various aspects of the job.

**Outline**

A. Analyze a situation, determine alternative solutions, and recommend a course of action.
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<td>Knowledge of how a situation deviates from the norm or a standard.</td>
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<td>Knowledge of factors contributing to a problem.</td>
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<td>Skill in distinguishing between relevant and irrelevant information and making logical judgements.</td>
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<td>Skill in collecting, grouping contributing factors.</td>
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<td>Ability to use sound reasoning to arrive at a conclusion.</td>
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<td>Ability to narrow the problem area.</td>
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**B. Make sound and well-informed decisions.**

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<td>Knowledge of organization, policies, and guidelines.</td>
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<td>Skill in identifying the impact and implications of decisions.</td>
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<td>Ability to quantify costs of decisions.</td>
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<td>Ability to describe the rationale for a decision.</td>
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C. Identify and mitigate stressful influences.

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<td>Skill in mitigating stressful situations.</td>
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D. Utilize facilitation skills to resolve problems and promote consensus.

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<td>Skill in building group consensus to meet objectives through give and take.</td>
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<td>Ability to negotiate to find mutually acceptable solutions.</td>
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<tr>
<td>Ability to encourage and receive cooperation.</td>
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<tr>
<td>Ability to gain cooperation from others to obtain information and accomplish goals.</td>
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VII. Communication Skills

Description

This competency relates to the ability to communicate effectively with the public and employees in writing and speech; to work as an effective team member; to use interpersonal skills to become an effective employee; and to exhibit basic computer capabilities.

Outline

A. Communicate effectively.

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<tbody>
<tr>
<td>Knowledge of effective listening, speaking, and writing skills.</td>
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<tr>
<td>Knowledge of the characteristics of effective written communications.</td>
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<td>W</td>
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<tr>
<td>Knowledge of communication methods used by the supervisor.</td>
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<tr>
<td>Knowledge of how a team of people communicate to accomplish a common goal.</td>
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<tr>
<td>Knowledge of basic computer keyboard requirements.</td>
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<tr>
<td>Knowledge of computer data entry and retrieval.</td>
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<tr>
<td>Skill in writing basic letters and reports and filling out basic forms for routine agency operations.</td>
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<tr>
<td>Ability to identify the types of non-verbal communication methods.</td>
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<tr>
<td>Ability to express facts and ideas in writing in a succinct and organized manner.</td>
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<tr>
<td>Ability to define the speaker, listener, and observer tasks in communications.</td>
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<tr>
<td>Ability to facilitate an open exchange of information.</td>
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<tr>
<td>Ability to identify the conditions necessary for accurate and effective communications.</td>
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<tr>
<td>Ability to consider and respond appropriately to the needs, feelings, and capabilities of others, and adjust communication approaches to suit different people and situations.</td>
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<tr>
<td>Ability to perform computer technological skills such as word processing, electronic mail, and Internet processes.</td>
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<tr>
<td>Ability to explain agency programs and procedures in understandable terms to individuals and groups.</td>
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### VIII. Personal Development and Planning

**Description**

This competency considers an individual being able to work with subordinates or a supervisor. It considers an agency’s plan for charting a course of action for developing an individual.

**Outline**

A. Meet agency physical and mental fitness requirements.
### B. Set individual career goals and implement self-directed course of action.

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<tr>
<td>Knowledge of agency and interagency opportunities and requirements for potential advancement.</td>
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<tr>
<td>Skill in demonstrating a belief in one’s own abilities and ideas.</td>
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<tr>
<td>Ability to set personal goals for career development and implement actions to obtain them.</td>
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3-19 September, 2008
IX. Agency Operations

Description

This competency requires a comprehension of the basic operations of an agency, especially at the local level; and how these operations interact to fulfill the missions, planning and budgetary processes and agency purpose.

Outline

A. Apply basic principles of appropriation law.

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<tr>
<td>Knowledge of appropriation law relevant to supervisory and leadership roles.</td>
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<tr>
<td>Knowledge of the aspects of appropriation law pertinent to the expenditure of funds and relative to the agency mission.</td>
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</table>
### Knowledge of agency fiscal regulations.

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<tr>
<td>Knowledge of agency financial regulations, policies and guidelines.</td>
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<tr>
<td>Knowledge of interagency fire business management practices and procedures.</td>
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<tr>
<td>Knowledge of required fiscal documentation.</td>
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<tr>
<td>Ability to apply appropriate fiscal procedures.</td>
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### B. Implement and evaluate financial activities.

### C. Apply appropriate technology.

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<tr>
<td>Knowledge of existing fire information databases and software applications.</td>
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<td>Knowledge of current technology and the impact of technological changes on the organization.</td>
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<tr>
<td>Ability to apply technologies on the job.</td>
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<td>Ability to identify various sources available that enable supervisors to</td>
<td>J</td>
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<td>keep current on technological advances.</td>
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<td>Ability to describe one’s role in information and technological exchange.</td>
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<td>D. Develop and maintain agency and interagency operations.</td>
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<td>Knowledge of the various aspects of local unit interactions and how they work together to accomplish the agency and local unit missions.</td>
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<tr>
<td>Knowledge of the external agency operations.</td>
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<td>Knowledge of the customer consultation process.</td>
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<tr>
<td>Knowledge of agency Cooperative Agreements, Memorandums of Understanding.</td>
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<tr>
<td>Knowledge of the organization and the function of cooperative interagency fire organizations such as NWCG, NICC, GACC, state, tribal, and local organizations.</td>
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<tr>
<td>Ability to provide input into Cooperative Agreements, MOU’s, and MOA’s.</td>
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<td>Ability to participate at the appropriate level in interagency workshops and seminars.</td>
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3-22 September, 2008
E. Initiate and participate in agency and interagency interdisciplinary planning processes.

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<td>Knowledge of what constitutes a correctly written objective.</td>
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<td>Knowledge of how goals and strategies provide structured guidance in accomplishing an agency’s mission.</td>
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<tr>
<td>Knowledge of agency’s priorities.</td>
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<td>Knowledge of how an agency’s planning system causes a timely reconsideration of priorities.</td>
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<td>Skill in providing input into objective writing.</td>
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<td>Skill in restructuring priorities to meet goals or objectives.</td>
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<tr>
<td>Ability to review portions of plans and provide input.</td>
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F. Utilize agency qualifications and certification procedures.

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<tr>
<td>Knowledge of agency and interagency qualification and certification standards and procedures adopted by the National Wildfire Coordinating Group (NWCG).</td>
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<td>Knowledge of position task book requirements.</td>
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<td>Ability to maintain position qualifications.</td>
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X. Program/Project Progress Monitoring and Evaluation

Description

These competencies are related in terms of adjusting program operations in a timely manner. Progress is directed to carrying out quantifiable objectives. Monitoring that part of the operation identifies whether the objectives are valid, understood, and whether the employee is capable of performing the tasks.

Outline

A. Implement measurement systems that accurately track results.

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<td>Knowledge of agency performance requirements.</td>
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<td>Knowledge of basic wildland fire program requirements.</td>
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<td>Knowledge of fire operations/prescribed fire tools and equipment.</td>
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<td>Knowledge of reporting requirements and procedures.</td>
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<td>W</td>
<td>W</td>
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<td>W</td>
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<tr>
<td>Ability to implement the common monitoring techniques of feedback and personal observation used in evaluating a project’s progress.</td>
<td>J</td>
<td>J</td>
<td>J</td>
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<td>W</td>
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</table>

B. Evaluate results against program objectives.
<table>
<thead>
<tr>
<th>Knowledge of evaluative processes and procedures.</th>
<th>J</th>
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</thead>
<tbody>
<tr>
<td>Ability to analyze organizational performance relative to given objectives.</td>
<td>E</td>
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<tr>
<td>Ability to recognize how objectives establishing the direction efforts are to be focused and the criteria for measuring success.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>J</td>
<td>W</td>
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</tr>
</tbody>
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