

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT
Office of Fire and Aviation
3833 South Development Avenue
Boise, Idaho 83705

May 14, 2001

In Reply Refer to:
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EMS Transmission 05/16/01
Information Bulletin No. OF&A 2001-032

To: State Directors

From: Director, Office of Fire & Aviation

Subject: Aviation Management Mentoring Program

DD: 6/11/01

The National Office of Fire and Aviation is offering a mentoring opportunity for aviation management candidates. This opportunity is designed to accelerate the technical proficiency of aviation specialists beyond the level that may be attained through on-the-job training.

TARGET AUDIENCE: To offer individuals a training development opportunity for career or career conditional aviation manager's advancement within BLM. This opportunity is available to GS-7 and GS-11 individuals who currently have or had aviation management responsibilities or have an interest in a career in aviation management.

COMMITMENTS: The focal point is National Aviation Office (NAO) for program responsibilities, but trainee success will depend on the State Aviation Manager's (SAM) involvement. An SF-52 will be completed for the detail with an upgrade, as appropriate. Minimum length for each detail is 30 days. The NAO will provide funding for base eight, travel and per diem for each participant. The NAO will be the program coordinator for all selected individuals. It will require a commitment by the candidate to attend agency and professional training, detail assignments to various BLM offices and assignments to develop fire qualifications. A travel and time commitment will require a minimum of eight pay periods and no more than twelve pay periods. The total training is designed for completion within a 24-month period.

PROGRAM INFORMATION: Individuals that complete this program it will provide the Bureau of Land Management with highly qualified aviation managers to fill positions at the Unit Aviation Manager or State Aviation Manager level. The objectives are to develop several qualified candidates with the necessary skills to compete for various aviation positions from the unit level to the national level. The trainee will develop aviation management skills through a planned training and work experience program. The training will be designed to give each individual the knowledge to manage the Bureaus increasingly complex mix of aviation resources and missions.

SERVICE AGREEMENT: Selectees will be required to sign an agreement to complete the training. The sending unit manager, the individual, the individual's supervisor and the NAO, will sign an agreement. Participants who are unable to or unwilling to complete the training will be removed from the training program and replaced with a new participant.

PROGRAM MENTORING: To succeed, a good mentor relationship depends on meeting or talking on a regular basis. You cannot develop a good relationship if you don't get to know each other, so take the time to meet, if possible, or talk at least once a month. Communication is essential to a good mentor relationship. Topics can include career options, training opportunities, discussing solutions to job difficulties, job openings, or virtually any topic affecting the trainee's career.

APPLICANTS AND SUPERVISORS:

National Office Program Coordinator:

To provide overall program direction, development and be a mediator if there is a need between the mentor and the participant. Ensure that trainees' development is directed, not left to chance and the mix of quality training and experiences are provided. To select the type individuals that will be able to learn, who have current skills for their position and can with this training transfer into emerging jobs within BLM aviation.

Assist the mentor in facilitating each individual's opportunity to learn for themselves while being guided through their training and work experiences. Allow the participant to extract the right lessons from their experiences, how to find mentors, who can assist them, and how to obtain their own feedback and information.

Selection Board:

To screen and rate the candidates and to provide a list to the National Aviation Office for final selection to the training program.

Candidates need to be identified based on their current skill level, current position, breathe of experience in aviation and ability to accept direction from a mentor to complete the program within the established time frame.

Individual Development Plan:

To review aviation standards, new direction and free the participant to articulate their aspirations within the organization. An individual training plan will be developed to meet the participant needs, state needs and the national office needs for development of an aviation manager with a wide range of education and experience.

Responsibility: To develop career goals; 1) short term goals for the training period, less that two years; 2) intermediate training period two to five years, and 3) long range goals for greater than five years. Trainee needs to identify a list of possible positions that are of interest and then identify the opportunities that may enable the trainee to attain that goal. The plan should provide an individual

assessment of skills and deficiencies to assist the mentor and trainee in designing a comprehensive training plan.

NUMBER OF POSITIONS: A total of five (5) positions will be offered but will depend on the number of mentors available to assist the trainees.

APPLICATION PROCESSES: Personnel will apply for the training opportunity through an interest announcement with a letter of recommendation from their State Aviation Manager. The candidates will be reviewed by a screening committee, made up of SAMs, a Human Resource person and the National Aviation Office for a final selection.

HOW TO APPLY: Applicants should submit the following in order listed (documents stapled in the upper left corner and please, no covers or fancy presentation packages).

1. SF-171, OF-612 or resume, including training records and/or college transcripts.
2. Application Statement, Recommendation and Approval for BLM Aviation Management Individual Mentor Plan.
3. Response to the Evaluation Criteria (not to exceed two pages for all criteria);
 - a. Knowledge of aviation applications in wildfire suppression operations.
 - b. Knowledge of aviation applications in natural resource operations.
 - c. Knowledge of interagency training standards and qualifications for air operations.
 - d. Knowledge of contracting and procurement of aircraft for Bureau missions.
 - e. Ability to develop and make aviation presentations to BLM and interagency groups.
4. Agreements with appropriate signatures.

Necessary forms and selection criteria are included as attachments to this memorandum.

State Offices should, no later than June 11, 2001, forward all selection information and application materials to:

Bureau of Land Management
National Aviation Office FA-140
Attention: Larry Mahaffey
3833 S. Development Avenue
Boise, ID 83705

If you have questions, contact Larry Mahaffey at 208-387-5160.

Signed by:

Authenticated by:

Timothy M. Murphy
Acting Director, Office of Fire and Aviation

Pat Lewis
Supervisory Mgmt. Asst.

Attachments

Aviation Management Mentoring Program (18 pages)

Distribution

Group Manager Fire Operations
Group Manager Planning-Resources
Group Manager Aviation
Group Manager Support Services
Anne Jeffery, MIB Room 5627
Cyndie Hogg, NARTC

MENTORS

Mentoring is the process of equipping the trainee with the skills, knowledge and opportunities they need to develop themselves and become more effective employees. They do not develop the trainee but equip the trainee to develop themselves. It is a continual process that takes constant contact to guide the trainee along.

Mentoring is made up of three phases: Working one-on-one, Guiding the trainee to learn for themselves and orchestrating resources and learning opportunities. The mentor must be able to spend time and travel to support the trainee for a two-year period.

At this time we are not going to make a list of mentors, it should be done after the SAMs have had a chance to review the proposal and see who has an interest. It will take training and self-study for anyone who agrees to be a mentor, to develop the skills for effective mentoring.

Steering Committee:

Clay Hillin
Oregon State Office
333 SW First Av.
P.O. Box 3623
Portland, OR 97208
503-808-6593

Mark Bickham
National Aviation Office
3833 S. Development Avenue
Boise, ID 83705
208-387-5872

Greg Gall
Nevada State Office
1340 Financial Blvd.
Reno, NV 89502-7149
775-861-6535

Larry Mahaffey- Program Coordinator
3833 S. Development Avenue
Boise, ID 83705
208-387-5160

"Experience is the worst teacher; It gives the test before presenting the lesson" Vernon Law

AVIATION DEVELOPMENT PROGRAM

Purpose:

BLM is offering a training development opportunity for career and career conditional aviation managers. This opportunity is available to GS-7 and GS-9 individuals who currently or have had aviation management responsibilities or have an interest in a career in aviation management.

Program Goal and Objectives:

The objective is to develop several well-qualified candidates with the necessary skills to compete for various aviation positions from the unit level to the national level. The training will develop individual aviation management skills through a planned training and work experience program. The Steering Committee will assign a mentor for each trainee, whose job is to help that person by fostering insight, identifying needed knowledge, and expanding their horizons. The training will be designed to give each individual the knowledge to manage the Bureaus increasingly complex mix of aviation resources and missions.

Trainees completing this program it will provide the Bureau of Land Management with highly qualified aviation managers to fill positions at the Unit Aviation Manager or State Aviation Manager level. This is an official BLM program and it is mandatory that the selected trainee and their supervisor be involved. They should begin by discussing the trainee's strength and weaknesses, career goals and development needs. The supervisor should discuss the progress of the trainee regularly to insure success. Minimally this would be quarterly for the duration of the program.

Commitments:

The focal point is the National Aviation Office (NAO) for program responsibilities, but individual success in the program will depend on SAM's participation and support. The NAO will provide funding for education, base eight, travel and per diem for each participant. The NAO will take the lead and provide a program coordinator to assist all selected trainees. It will require a commitment by the candidate to attend agency and professional training, detail assignments to various BLM offices and fire assignments to develop qualifications/experience. An SF-52 will be completed for each detail. Minimum length for each detail or assignment will be 30 days to enable the trainee to receive the temporary promotion, if applicable. The time commitment for the training is estimated to require at a minimum of eight pay periods and no more than twelve pay periods. This training will be planned for completion over a 24-month period.

Agreement

The sending unit manager, the trainee, the trainee's supervisor and the NAO, will complete a signed agreement. Trainees who are unable to or unwilling to complete the training will be removed from the training program and replaced with the first alternate trainee.

Application Process:

The training opportunity will be announced by Human Resources at NIFC. Applicants must include a letter of recommendation from their State Aviation Manager along with their application. The trainee list will be paneled by a screening committee, made up of SAMs, EEO, the National Aviation Office and assistance from NIFC Human Resources for a final selection.

Orientation & Training

The program coordinator is available to assist trainees and mentors with problems or question's encountered in the relationship. All mentors and trainees will attend for a group orientation/training session to review the duties of the mentor program coordinator and develop a detailed training plan to match any skill deficiencies. The coordinators' duties for initial startup are;

- C To deal with the tactical implementation of the program, prepare and disseminate materials needed by program participants.
- C Help match the mentors with trainees, establishes and maintain communication.
- C Review evaluations and uses the data for updates to the training program with the Steering Committee and selection process with HR.

Required Skills for Unit Aviation Manager

The following skills are identified, based on the existing State Aviation Manager (SAM) position description and the "new" Unit Aviation Manager (UAM) standard position description #F2018 issued by BLM. The two positions listed below will be used as criteria to develop Individual Training Plans. It will provide a standard framework to set the trainee objectives for future aviation positions as a SAM or UAM.

Targeted Positions

State Aviation Manager GS-11/12:

Skills, a minimum one of the following qualifications:

1. Airtanker Base Manager GS-7
2. Exclusive use Helicopter Manager GS-9
3. Aviation Dispatcher (if also qualified at one or more fire line aviation related positions) GS-7

4. Air Tactical Group Supervisor GS-9
5. Air Support Group Supervisor GS-7
6. Logistic Coordinator GS-7

Unit Aviation Manager GS-7/9

Skills, as a minimum one of the following qualifications:

1. Assistant Airtanker Base Manager GS-5
2. Exclusive use Helicopter Manager GS-5
3. Unit Aviation Dispatcher (if also qualified at one or more fire line aviation related positions) GS-5
4. Fixed-wing Base Manager GS-5
5. SEAT Manager GS-5
6. CWN Helicopter Manager GS-5

A. Some examples for completing evaluation criteria:

1. Has been a Project Inspector (PI) or Contracting Officer Representative (COR).
2. The trainee has attended a Risk Management course or has experience.
3. Supervisor skills, some experience as a supervisor or training course for supervisors.
4. Logistics Coordinator or dispatch supervisor.
5. Air Tactical Group Supervisor (ATGS) or Aerial Supervision Module (ASM); working to complete a Task Book.
6. Knowledge or experience in “private sector” aviation management.
7. Pilot qualifications as a private, commercial or military pilot.
8. Writing or composition skills, experience in writing technical and informational memoranda.
9. Instructor skills and demonstrated skills to teach or give oral presentations.
10. Understanding of Federal Aviation Regulations (FARs).
11. Understanding and knowledge of Departmental Manuals, 9400 Manual, Guides and Handbooks.
12. Knowledge of other programs within Bureau that may need aviation resources and implementation, i.e., Wildhorse & Burro program, wildlife, forestry and Cadastral Survey.
13. Prescribed fire knowledge and experience with aerial ignition applications.

ROLES AND RESPONSIBILITIES

National Office Program Coordinator:

Role: It is the responsibility of the Chief, Aviation Safety/Training to maintain training records, costs, track program effectiveness and trainee evaluations. Chief, Aviation Safety/Training will manage the program and support success by both the trainee and the mentor. This will be accomplished by equipping trainee with the tools, knowledge and opportunities needed to develop their abilities. The coordinator will assist the mentor with support, resources and direction for the trainee's future in aviation management. To provide overall program direction, development and be a mediator if there's a need, between the units, the mentor and trainee.

Responsibilities: Insure that trainees' development is directed, that the right mixes of quality training and experiences are provided. The need is to give the trainee an opportunity to learn and adapt quickly to the wide variety of management skills needed to manage the aviation program.

To help select and match the mentor skills with the trainee so that the trainee will be able to gain knowledge and with completion of this training, be promoted into the emerging jobs within BLM aviation.

The coordinator will assist the mentor in facilitating opportunities for the trainee to experience, while being guided through planned training and work experiences by the mentor. Helps the trainee to extract the right lessons from their experiences, how to find those who can assist them, and how to obtain their own feedback and information. This will be done jointly with the mentor.

Ensure that there is an established level of trust between the mentor and the participant, that each has a mutual understanding of the process and that each can communicate freely. Monitors development of the trainee's within the agreed upon Individual Development Plans (IDP) to meet their goals and the Bureaus of having a professional aviation work force.

Human Resource Office:

Role: To distribute the Interest announcement and receive the recruitment applications.

Responsibility: To certify that candidates are rated on the KSAs and that the candidate list meets the criteria for the GS-7 and the GS-9 as outlined for the training opportunity. Review the list of candidates for final screening by the selection board. They will provide a Human Resource person to assist with the evaluation and screening process to insure that procedures are followed.

Selection Board:

Role: To screen and rank the candidates via an established plan and to provide a list to the National Group Manager Aviation for final selection of up to five trainees into the training program.

Responsibility: To review the list of candidates, evaluate them and select the best qualified trainees with the best chance of completing the program and two alternate trainees. Candidates need to be identified based on their current skill level, current position, breadth of experience in aviation, ability to accept direction from a mentor and to complete the program within the established time frame. The final candidates may be interviewed for final selection.

Mentor:

Role: They sponsor the trainee for the program, arrange developmental assignments. They will foster trainee activities within the organization and on an interagency basis for opportunities to broaden the trainees' experience and perspective of Fire and Aviation Management in the Bureau.

Responsibility: The mentor will check trainee progress, provide encouragement, and give feedback. He or she serves as a readily available contact, resource and a friend. Reviews trainee progress with the supervisor and the National Program Coordinator. Set the example for the trainee to emulate. Knowledgeable of adult learning requirements. Commit time and ability to monitor activity as each detail proceeds and make necessary adjustments to improve opportunities. Maintains participants training and accomplishment documentation. Develop and scope opportunities for the participant. Network with other mentors.

State Aviation Manager

Role: Market and support the development program by assisting all involved in their State in planning all supporting activities and resource needs. Network with all involved to monitor status of each detail, participant, the mentor and supporting unit.

Responsibility: Has major responsibility for program success. Ensures that units understand and provide support to participants while away from the home unit. Identify participants for the program, and act as initial mentor to assist in application. Participate in selection of trainees. Coordinate detail schedules and training for host unit personnel in roles and responsibilities. Identify and assist the National Office in the development of detail opportunities.

Subject Matter Expert

Role: Champion of the development of aviation managers by providing support and encouragement to trainees.

Responsibility: Establish and maintain a responsive networking capability with participants.

Develop learning simulations/situations that provide adult learning opportunities for participants. Maintain a collection of lessons learned and provide access to trainees as learning opportunities are presented.

Host Unit

Role: Provide an environment where the trainee will feel welcome and comfortable in the development detail. This may be by providing a particular person or configuring the staff for a supporting/training role.

Responsibility: Establish each detail opportunity to provide a training situation that allows for mistakes to be made for the purpose of learning without placing resources in jeopardy. Provide trainee assistance in decision making and staff administration. Provide work space, policy references, computer, communication support, and administrative assistance as required. Require and facilitate completed staff work for anything required from the participant by;

1. Setting goals/objectives provided in terms of learning experience as well as work accomplished.
2. Provide a sense of the level of initiative the participant is to have.
3. Clarify any assumptions, and identify any known choke points and common errors.
4. Provide as much time, resource and access to the participant and possible.
5. Set a time and place for presenting and reviewing completed work.

Trainee:

Role: To accept the program, make suggestions to enhance skills and further career goals. Be willing to accept suggestions and direction to become an aviation professional for the Bureau.

Responsibilities: To develop career goals; 1) short-term for a training period, less than two years; 2) intermediate training and experience goals, two to five years, and 3) long range goals for greater than five years. The mentor will help the trainee identify a list of possible positions that are of interest and then identify the opportunities that may enable the trainee to attain that goal. The plan should provide an individual assessment of skills and deficiencies that will help the mentor and trainee design a comprehensive training plan.

Program Evaluation

Mentors' written Meeting Reports are used by mentor, trainee and Program Coordinator to track progress and as a record of discussion points at those meetings. A copy of these sheets should be used for face-to-face meetings, phone conversations or other significant communication between mentor and trainee. Copies of all reports are to be sent to the mentor Program Coordinator. Copies of the Program Evaluation Form are completed by

the mentor and trainee periodically throughout the program and at the conclusion of the first year. Completed forms should be sent to the coordinator in a timely manner. Please take the

time to complete them and to mail them in. Mentor and trainee comments and suggestions will be used to develop the program for future trainees. In addition to reviewing these reports the coordinator may call or meet with program participants to discuss the program direction.

The Mentor Meeting Reports and Program Evaluation Form, will be reviewed by the Program Coordinator and Program Manager Aviation. The purpose of this review is to see if the program is meeting its goal, objectives and if successful mentor relationships have developed. Changes to the program will be made based on these written reports.

Planning and Agreements

Individual Development Plan:

Goal: To review aviation standards, new direction and free the participant to articulate their aspirations within the organization. An individual training plan will be developed to meet the participant State and the National Office needs for development of an aviation manager with a wide range of education and experience.

Responsibility: To develop career goals; 1) short-term for a training period, less than two years; 2) intermediate training and experience goals, two to five years, and 3) long range goals for greater than five years. The mentor will help the trainee identify a list of possible positions that are of interest and then identify the opportunities that may enable the trainee to attain that goal. The plan should provide an individual assessment of skills and deficiencies that will help the mentor and trainee design a comprehensive training plan.

Goal-Setting Process and Agreements

A successful mentor and trainee relationship requires that both participants work toward the same goal. A good way to ensure this will work is to set realistic, attainable objectives and to write them out following these seven steps:

1. The mentor and trainee together, must assess the trainees' strengths and weaknesses, preferences, etc.
 2. Develop an initial goal statement, using the Individual Development Plan in this package for documenting goals/action plans.
 3. Compare these goals with reality. Do events within the organization prevent these goals from being reached? Can the necessary opportunities be made available to the trainee?
- 8-
4. Do factors mentioned in #3 prevent or encourage the goals proposed in #2? Select those goals that pass the reality test.
 5. Develop an action plan to carry out these goals. The plan must be specific,

time-framed, attainable, and measurable.

6. Sign and implement the plan.
7. Periodically review the trainees' progress. Repeat steps #1-6 as necessary.

MEMORANDUM OF AGREEMENT

This agreement is based on the program guidelines for the Bureau of Land Management Aviation Program. The Aviation Management Mentoring Program will facilitate the development of employees by tapping knowledge and experience within the Bureau in interactive manner.

Mentoring relationships established within the program must be confidential, objective and impartial, and beneficial to both parties.

How to Make It Work

One of the most difficult problems to overcome in a mentor relationship, especially a long-distance one, is trying to find the time to develop and sustain an effective working relationship. To succeed, a good mentor relationship depends on meeting and/or talking on a regular basis. You cannot develop a good relationship if you don't get to know each other, so take the time to meet, if possible or talk at least once a month to discuss progress.

Communication is essential to a good mentor relationship. Topics can include career options, training opportunities, discussing solutions to job difficulties, barriers, job openings, or virtually any topic affecting the trainee's career.

During these conversations it is important for both the mentor and the trainee to act naturally. Be honest with each other while accepting that each may have differing opinions (agree to disagree). Do not over identify nor should you assume too much. Appreciate, yet keep a perspective.

Mentor relationships work best if they are action oriented. Goals and action plans are fine, but if there is not an attempt made to implement them the partnership will fail. While it is up to the mentor to offer suggestions and to give encouragement, it's the responsibility of the trainee to work toward completion of the assignments. They should work to build confidences and most importantly develop a relationship of **Trust** for a compatible team.

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MENTORS:

Provide objective and positive suggestions on how a trainee may improve their competencies as it relates to career advancement in Aviation Management. Provide information about the Aviation

Management organization as well as the BLM that will assist trainees in assimilating the culture and values of the BLM while assisting in the protection of natural resources.

Serve on a voluntary basis, as an unbiased confident and advisor with whom the trainee may discuss work-related and other concerns they perceive as impeding their job performance and career development.

Assess the progress of the trainee, evaluate the success of the Aviation Management Mentoring Program, and recommend improvements quarterly, in a written report to the program coordinator.

Trainee :

Actively participate in the program, by taking full advantage of the services and assistance offered.

Take responsibility for clearly defining and mapping out their career goals, through the "Individual Development Plan" process.

Evaluate the effectiveness of the mentoring relationship and the program, and recommend improvements.

The frequency of "Mentor/Trainee" meeting is to be _____ and the approximate amount of time to be invested will be _____.

It is the desire and intent of both parties to this agreement to carry out their roles and responsibilities as described above. This agreement remains in effect during the time period of two years unless terminated by either party, or unless the trainee applies for a position in direct line of supervision of the mentor before effective time period ends. The agreement may be terminated at any time by either the mentor or the trainee.

Date of Mentoring Relationship: _____

Agreed upon by Mentor: _____ Date: _____

Title: _____

Telephone: _____

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Agreed upon by Supervisor: _____ Date: _____

Telephone: _____

Agreed upon by Trainee: _____ Date: _____

Title: _____

Telephone: _____

Agreed upon by Supervisor: _____ Date: _____

Telephone: _____

Mentoring Program Coordinator: _____ Date: _____

Telephone: _____

The original agreement will be maintained by the Aviation Management Mentoring Program Coordinator. Copies will be given to the mentor and the trainee.

Calling It Quits

This formal mentor program is set up to last two years. After this period, if both mentor and trainee agrees, it may be extended for a short period to complete the program. While the formal program will not continue longer than two years the participants are, of course, free to continue on an informal basis.

Not all matches will work out perfectly. This program may be terminated by either mentor or trainee at any time one of them feels it is not working.

Reasons for terminating the relationship including:

If the trainee remains unresponsive, even after repeated efforts by both the mentor and, coordinator.

If the mentor fails to contact and/or meet with the trainee after repeated requests.

If the mentor or trainee continually exhibits abusive and/or inappropriate behavior that disrupts the mentor relationship.

A personal conflict between the mentor and the trainee cannot be successfully resolved.

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Personnel circumstances prevent the mentor or trainee from functioning effectively.

If either person wishes to terminate the mentor relationship, the coordinator should be notified as soon as possible.

**BLM AVIATION MANAGEMENT
INDIVIDUAL DEVELOPMENT PLAN**

Name: _____ Office: _____

Current Position/Title/Series/Grade: _____

I. You're immediate Career Goal for the next three months.

Goal: _____

Development Objectives: _____

List below the skills and strengths you already possess that relate to this developmental objective:

List the areas that relate to this objective where you need to improve: _____

List the areas of support already in place that can help you accomplish this objective (include members of your network, organizations, etc.): _____

Development Activities (training courses, college classes, special projects, etc. that will help you in reaching your goal/objectives): _____

Skill and Education Matrix

This Matrix displays the skill requirements for each position. The skill levels range from the GS-7 to a GS- 13. Skill levels shown are required as regards to competencies in SEAT, helicopter operations and management, ATGS, resource use, unit aviation planning, airspace and military coordination for completion of the Aviation Management Development Program. Fixed wing and helicopter experience are balanced in this program. Those without skills in one area will be able to develop the skills and knowledge to be well rounded.

Position	Formal Education	Agency Courses	Experience	Skills
National Aviation Officer GS 2101-13		SLAM, IAMS, Aviation Training 2000 modules for position.	National level project and committee assignment, coordination of National or Sub geographic region projects,	<p>Ability to manage an aviation program, assist in implementing national aviation standards and provide technical direction in the areas of safety, adequacy of operations, training deficiencies, aircraft capabilities and employee suitability for missions</p> <p>Ability to interpret and apply Federal Aviation Regulations (FARs) and Department of the Interior regulations pertaining to governmental aviation management.</p> <p>Ability to develop processes and conduct investigations of aircraft accidents, including fatalities, in order to determine causal and contributing factors and to ensure investigations are conducted within prescribed policies.</p> <p>Knowledge of biomedical aspects, human factors, and legal aspects that apply to aviation.</p>

State Aviation
Manager
GS 2101-12

Human Factors in
Aviation, Aircraft
Accident Investigation,
Aviation Safety Program
Management,
Organizational Skills
training such as 7 Habits
of Highly Effective
People.

SLAM, Managerial Grid,
M-410, OAS Train the
Trainer, Aviation Training
2000 modules for position.

Unit level project planning,
coordination with the military,
accident investigation exposure,
Supervision, Manage of aviation
programs, Fire Incident
Management. Instruction at
State or National level courses.

Knowledge of BLM, DOI, FAA, NTSB, and OMB aviation management policies,
practices and principles as they relate to wildland fire suppression/use and other
natural resource activities.

Knowledge of fixed and rotor wing aircraft performance capabilities, operating
limitations, and flight characteristics.

Knowledge of aviation safety and accident prevention methods and techniques.

Knowledge of federal aircraft procurement, contracting and acquisition
regulations, methodology and requirements.

Knowledge of wildland fire suppression and use policy, organization, principles,
and techniques including airspace and military coordination.

Ability to communicate orally and in writing using a variety of communications
tools to share technical and non-technical information with diverse groups.

Skill in the use of automated data processing hardware and various applications to
produce correspondence, spreadsheets, database, graphics, analytical reports and
presentations.

Ability to supervise and motivate a staff of aviation specialists and/or pilots.

Position	Formal Education	Agency Courses	Experience	Skills
Unit Aviation Officer GS 2101-9/10/11	Computer training for agency word processing, analysis and communication, private pilot ground school	IAMS, SLAM, Aviation Training 2000 modules for position, S-270, M-410	One or more of those listed below. Sub-unit Aviation Officer, UAO workshop participation.	<p>Knowledge of BLM, DOI, FAA, NTSB, and OMB aviation management policies, practices and principles as they relate to wildland fire suppression/use and other natural resource activities.</p> <p>Knowledge of fixed and rotor wing aircraft performance capabilities, operating limitations, and flight characteristics.</p> <p>Communicate effectively to gain and impart aviation management information in all forms of media with interagency and interagency partners as well as the public.</p> <p>Skill in implementing aviation safety and aircraft accident prevention measure's.</p> <p>Knowledge of federal aircraft contracting and rental regulation, methodology and requirements.</p>
Dispatcher GS 455/462 7/8/9	Computer training for agency word processing, analysis and communication.	IAMS, I-200, S-201, D-310, S-260, S-270, Aviation Training 2000 modules for position.	Dispatch Recorder, Supply Unit Leader	<p>Ability to supervise and motivate a staff of aviation specialists and/or pilots.</p> <p>Knowledge of line firefighting methods, techniques, safety, and procedures to determine the dispatch of personnel and equipment.</p> <p>Knowledge of dispatch functions and procedures in order to use and maintain dispatch guides.</p> <p>Ability to communicate using telephones, radios, computers, teletype, and facsimile machines.</p> <p>Ability to analyze information and determine which of several alternatives to apply to a specific situation.</p> <p>Ability to supervise.</p>

Dispatch Recorder
GS 455/462 4

I-100, D-110, S-110, S-
130

Ordering Manager

Knowledge of line firefighting methods, techniques, safety, and procedures to determine the dispatch of personnel and equipment.

Knowledge of dispatch functions and procedures in order to use and maintain dispatch guides.

Ability to use various communication tools to process resource orders

Ability to prioritize tasks in time limited situations and maintain information integrity.

Ability to work effectively as a member of a team to achieve organizational goals and objectives.

Position	Formal Education	Agency Courses	Experience	Skills
Seat Manager GS 455/462 7/8/9	Computer training for agency word processing, analysis and communication.	SEAT Manager, I-100, S-110, S270 or S-217, Aviation Training 2000 modules for position.	Draft Task Book	<p>Knowledge of wildland fire behavior, suppression policy, organization, tactics and equipment.</p> <p>Knowledge of aircraft contract administration and provisions to effectively administer aircraft contracts, recommend contract language changes, and to complete related reports, records and payment document.</p> <p>Knowledge of BLM, DOI, FAA aviation management policies, regulations and guidelines as they apply to aerial fire fighting activities.</p> <p>Basic knowledge of aircraft flight characteristics, capabilities, operating limitations, communication and navigational systems.</p>
Airtanker Base Manager GS 455/462 7/8/9	Computer training for agency word processing, analysis and communication.	S-130, I-100, I-200, S-260, S-270, Fixed Wing Base Manager, B-2, A-204, IAMS, A-206, A-306, A-110, A-109		<p>Skill in oral and written communications.</p> <p>Knowledge of BLM, DOI, FAA, NTSB, and OMB aviation management policies and principles as they relate to wildland fire suppression/use and other natural resource activities.</p> <p>Ability to effectively present daily operations plans and safety information to aircrews and base personnel.</p> <p>Ability to coordinate administrative duties required to maintain information relating to aircraft payment documents, flight crew and aircraft limitations and capabilities.</p> <p>Knowledge of resource requirements for base operations and the ordering/procurement process.</p>
Air Tactical Group Supervisor GS 455/462 7/8/9	Computer training for agency word processing, analysis and communication.	S-378, Aviation Training 2000 modules for position.	Division/Group Supervisor, ATGS Task Book	<p>Knowledge of contract administration policy.</p> <p>Knowledge of Air Tanker Equipment and Operations.</p> <p>Knowledge of Fire Suppression Techniques</p> <p>Ability to develop and instruct fire training courses.</p> <p>Skill in the coordination of dropping of retardants on fires and ensuring the safety of ground personnel.</p> <p>Ability to supervise others in emergency situations.</p> <p>Ability to effectively communicate both orally and in writing.</p>

Position	Formal Education	Agency Courses	Experience	Skills
Helibase Manager GS 455/462 7/8/9	Computer training for agency word processing, analysis and communication.	S-371, S301, I-300,	Helicopter Manager, experience in the position every 3 years	<p>Ability to organize a base management structure and maintain safe and efficient helicopter operations.</p> <p>Ability to monitor high paced operations and supervise numerous members of the base staff.</p> <p>Knowledge of base resource requirements and ordering procedures to fill deficiencies.</p>
Helicopter Manager GS 455/462 –7/8/9	Computer training for agency word processing, analysis and communication.	COR/PI, I-200, S-260, S-211, S-212, S-201, S-200, S-205, S-260, S-371, S-290, . IAMS, Helicopter Manager Training, Biannual Helicopter Manager Workshop, as required by IHOG, Aviation Training 2000 modules for position	<p>One season as and Assistant Fire Helicopter Manager, or</p> <p>Two seasons as a lead Helicopter Crew member, Helibase Manager type II(T), Helicopter Crew member, IC Type 4, Completion of Helicopter Manager task book,</p>	<p>Knowledge of policy requirements for ground and aviation safety including OSHA, FAA, Bureau and DOI.</p> <p>Ability to supervise.</p> <p>Knowledge of helicopter contract administration provisions to effectively administer aircraft contracts.</p> <p>Ability to develop and implement a base/project operational safety plan.</p> <p>Ability to operate and maintain helicopter accessory equipment, such as helitorch, Premo Mark III plastic sphere dispensers, rappel equipment, medevac equipment, longline/remote hooks, and infrared detection equipment.</p>
Helicopter Crew Member GS 455/462 4		I-100, s-130, S-190, annual S-217 helicopter refresher, Aviation Training 2000 modules for position.	Firefighter Type 2, one season as a firefighter. Completion of a crew member task book.	<p>Skill in the planning and coordination of complex air operations at remote, isolated work locations.</p> <p>Knowledge of wildland fire behavior, suppression policy, organization, tactics and equipment</p> <p>Skill in fire suppression techniques and working as a team member.</p> <p>Ability to identify deficiencies in operations tactics and strategy and offer solutions to supervisors.</p> <p>Ability to direct and control personnel loading and movement in high tempo, dusty and noisy environment</p>

SUGGESTED READING LIST FOR MENTORING SELF-STUDY

Ambrose, Larry, A Mentor's Companion, Perrone-Ambrose Associates, 1999 (\$21.01)

Bell, Chip R., Managers as Mentors, Berrett-Koehler Publishers, 1996 (\$15.25)

Block, Peter, The Empowered Manager, Jossey-Bass Publishers, 1987 (\$18.00)

Block, Peter, Stewardship, Choosing Service Over Self-Interest, Berrett-Koehler Publishers, Inc. (\$17.05)

Peterson, David B. and Hicks, Mary Dee, Development FIRST, Strategies For Self-Development, Personnel Decisions International, 1995 (\$17.85)

Peterson, David B. and Hicks, Mary Dee, Leader As Coach, Personnel Decisions International, 1996 (\$17.95)

Murray, Margo and Owen, Marna A., Beyond the Myths and Magic of Mentoring, Jossey-Bass Inc. Publishers, 1991 (\$34.95)

Peters, Tommas J. and Austin, Nancy, A Passion For Excellence, The Leadership Difference, Warner Books, 1985 (\$15.29)

Wheatley, Margaret J., Leadership and the New Science, Berrett-Koehler Publishers, Inc. 1994 (\$19.96)

Wilson, Larry and Wilson, Hersch, Play to Win, Bard Press Inc. 1998 (\$19.96)

Zohar, Danah, Rewiring the Corporate Brain, Berrett-Koehler Publishers, Inc. 1997

