R5201 Exercise of Executive Leadership: Self

Student Manual

2nd Edition, 2nd Printing

May 2025

U.S. Fire Administration
Working for a fire-safe America

FEMA/USFA/NFA
EEL: S-SM
May 2025
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Exercise of Executive Leadership: Self

FEMA

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Acronyms

Acknowledgments

The development of any National Fire Academy (NFA) course is a complex process aimed at providing students with the best possible learning opportunity we can deliver.

There are many players in course development, each of whom plays an equally important part in its success. We want to acknowledge their participation and contribution to this effort and extend our heartfelt thanks for making this quality project.

Edward Kensler, Jr.
Training Specialist
U.S. Fire Administration (USFA)/NFA
Emmitsburg, MD

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FIREFIGHTER CODE OF ETHICS

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.

FIREFIGHTER CODE OF ETHICS

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following…

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

Course Description

This course is the first of four residential experiences in the Executive Fire Officer (EFO) Program. It provides the EFO with an immersive, educational experience that focuses on an introduction to the program and key concepts. This component provides learning and practice opportunities that foster the exploration of personal leadership philosophy, life/work balance, theoretical aspects of leadership, and the value of ethics and integrity. This course introduces research practices and communication skills amidst leadership challenges.

The purpose of "Exercise of Executive Leadership: Self" (EEL: S) (R5201) is to create a learning environment that allows students to deeply explore their personal adaptive challenges associated with striving for a life/work balance and opportunities to effectively exercise leadership for others and community. The executive will develop personal insights and competencies that support the exercise of leadership for self, organization, and communities. Academically, the executives will perform at a graduate level of education.

Students will receive pre-course work when they are notified of their acceptance into the EFO Program. Students are required to complete extensive required reading and two pre-course assignments that will be due 5 days before the start of their scheduled residential class. Students will be provided access to an online learning management system (LMS) about 4 weeks before their scheduled residential class. Once the student is registered in the LMS and has completed the Code of Conduct acknowledgment, the student will have access to all course materials and will be able to upload their pre-course assignments using the LMS.

Course Goal

The EFO will develop the ability to conceptualize and employ key processes used by executive-level personnel in the effective exercise of leadership for self.

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Schedule

TIME	DAY 1	DAY 2
AM	Introduction Unit 1: Introduction to Exercising Leadership: Self	Unit 3: Creating a Leadership Learning Environment
	Lunch	*Lunch*
PM	Unit 1: Introduction to Exercising Leadership: Self (cont'd) Unit 6: The Adaptive Leadership Framework* Unit 2: Adaptive Case Consults**	Unit 4: Getting to Know Self: Life/Work Balance
Evening	Complete the Questionnaire for Self-Assessing Your Work-Life Balance (Velociteach.com) (Activity 4.2) Read *Health of Our Emergency Responders: A CrewCare Report, Volume 2* and complete both the American Institute of Stress (AIS) Workplace Stress Survey and Holmes-Rahe Life Stress Inventory (Activity 4.3)	Read "Google's Project Oxygen: Do managers matter?" (Activity 5.2) Adaptive Case Consults

Note: This schedule is subject to modification by the instructors and approved by the training specialist. Unit blocking within days is approximate and subject to change based on individual course delivery needs. Evening sessions may be required as determined by the course instructors.

*Preceding Unit 6, review Activity 6.1: Adaptive Leadership Framework Presentations. Students should be put into groups and assigned a topic(s). Each group is to prepare an interactive 30-minute instructional activity on the assigned topic(s) that will be presented on Day 5. Preparation for the activity will be completed outside the normal daily class hours.

**Preceding Unit 2, prepare a demonstration of the Adaptive Case Consult so that students understand what is expected in Unit 2. The balance of Unit 2 (8 hours, 30 minutes) is allotted for the executives' case consults, which are conducted outside the normal daily class hours. Executives will self-schedule these sessions with all sessions to be completed by Day 8.

TIME	DAY 3	DAY 4
AM	Unit 4: Getting to Know Self: Life/Work Balance (cont'd)	Unit 5: The Art and Science of Leadership (cont'd)
	Lunch	*Lunch*
PM	Unit 4: Getting to Know Self: Life/Work Balance (cont'd) Unit 5: The Art and Science of Leadership	Unit 5: The Art and Science of Leadership (cont'd)
Evening	Read "Forever Herb" and "Strategic Human Resource Management at Herman Miller" (Activity 5.4) Adaptive Case Consults	Adaptive Case Consults

TIME	DAY 5	DAY 6
AM	Unit 6: The Adaptive Leadership Framework	Unit 7: Personal Leadership Behaviors: Influence and Perspectives
	Lunch	*Lunch*
PM	Unit 6: The Adaptive Leadership Framework (cont'd)	Unit 7: Personal Leadership Behaviors: Influence and Perspectives (cont'd)
Evening/ Weekend	Campbell Leadership Descriptor Participant Workbook & Survey (Activity 7.2) Vision Killers (Activity 7.4) Risk Tolerance Quiz (Activity 7.5) Hardiness Assessment Resiliency (Activity 7.6) Adaptive Case Consults	Adaptive Case Consults

TIME	DAY 7	DAY 8
AM	Unit 8: Mentoring and Coaching for Personal Success	Unit 9: Leading Self Ethically
	Lunch	*Lunch*
PM	Unit 8: Mentoring and Coaching for Personal Success (cont'd)	Unit 9: Leading Self Ethically (cont'd) Unit 10: Influence and Persuasion
Evening	Adaptive Case Consults	Read "How Managers Become Leaders" (Activity 11.3) Adaptive Case Consults

TIME	DAY 9	DAY 10
AM	Unit 11: Transitioning From Personal Leadership to Leading Others	Travel day
	Lunch	*Lunch*
PM	Unit 11: Transitioning From Personal Leadership to Leading Others (cont'd)	
Evening	Close out administrative processes Complete and submit post-course assignment within the next 10 days	

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Audience, Scope, and Course Purpose

The audience for this course is fire/emergency medical services (EMS) officers and executives who are enrolled in the NFA EFO Program. EEL: S is the first residential course within the EFO Program. Enrollment is limited to EFO Program participants.

The scope of EEL: S is a 9-day residential experience conducted on the grounds of the National Emergency Training Center (NETC)/NFA in Emmitsburg, Maryland. This residential experience provides the executive with a unique opportunity to explore the concepts of leadership for self while developing a network of fellow executives from throughout the globe who practice leadership within fire and EMS. The thematic focus of the EFO Program of a safe, healthy, prepared, and resilient self, organization, and community is first experienced in this course from the perspective of the exercise of leadership for self.

The purpose of EEL: S is to create a learning environment that allows the executives to deeply explore their personal adaptive challenges associated with striving for a life/work balance and opportunities to effectively exercise leadership for others and community. The executive will develop personal insights and competencies that support the exercise of leadership for self, organization, and communities. Academically, the executives will perform at a graduate level of education.

Grading Methodology

Course Evaluation Plan Overview

The Course Evaluation Plan for R5201 is a comprehensive assessment of the individual executive's demonstration of knowledge related to achieving the course learning outcomes. Executives are encouraged to thoroughly review this evaluation plan prior to the start of class and seek clarification as needed.

There are 11 total in-class and post-course assessments within this course:

- Individual assessment(s). There are 10 written essay assignments. Each assignment contains a specific evaluation rubric to communicate performance expectations. **Individual essays will be compiled into a final course submission that will be submitted no later than 11:59 p.m. 10 days after the course conclusion.**

- Group assessment(s). Assessment Tool 6 is a small group presentation that will be presented and evaluated on Day 5 of the course.

Executives are encouraged to journal and take notes throughout the course to assist with written assignments. Work may begin on individual assignments as soon as the relevant course content is covered. Group assessments will be completed outside regular class hours.

Final Course Submission

Essays will be collated into a final course submission. This paper should include:

- name of course
- title of paper
- name
- date of submission
- authenticity statement

Authenticity statement: "This paper is submitted in partial fulfillment of the requirements for the completion of R5201. I attest that this submission is my own original work and where the works of others may be used, appropriate citations are listed."

The final course submission should be formatted using the seventh edition of the *Publication Manual of the American Psychological Association* as a style guide. The paper is to be double spaced and with a 12-point, Times New Roman font.

Note: The final submission is a reflection paper; therefore, student's personal thoughts and opinions are critical and should be included in the paper. The paper should be written in the first person.

Summary Evaluation Plan and Scoring Sheet

The summary evaluation plan of the EEL: S course is as follows:

Assessment tool	Assignment	Due no later than	Point score	% of final grade	Total points
1	Essay	11:59 p.m. 10 days post course	/100	9.09	
2	Essay	11:59 p.m. 10 days post course	/100	9.09	
3	Essay	11:59 p.m. 10 days post course	/100	9.09	
4	Essay	11:59 p.m. 10 days post course	/100	9.09	
5	Essay	11:59 p.m. 10 days post course	/100	9.09	
6	Small group presentation	8:00 a.m. Day 5 of course	/100	9.09	
7	Essay	11:59 p.m. 10 days post course	/100	9.09	
8	Essay	11:59 p.m. 10 days post course	/100	9.09	
9	Essay	11:59 p.m. 10 days post course	/100	9.09	
10	Essay	11:59 p.m. 10 days post course	/100	9.09	
11	Essay	11:59 p.m. 10 days post course	/100	9.09	
			Final course grade	**100%**	

Numerical score	Letter grade
100-90	A
89-80	B
79 and below	F

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Assessment Tool 1: Introduction to Exercising Leadership: Self

Executive Fire Officer Program: Associated Outcomes

- Effectively assess and navigate across multiple environments and strategies.
- Monitor and modify one's personal behavior to maintain an effective life balance.

Learning Outcome

The executive officer will be able to integrate life events and personal leadership mottoes within the context of personal and professional growth.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Reflect on your presentation in Activity 1.1: Life Quadrants and review your leadership motto presented in Activity 1.2: Personal Leadership Motto.

2. Write an essay of at least 500 words that analyzes your reflection and review of the above. The essay is to include your perspective on the integration and influence of your life events, motto, and personal leadership philosophy in the context of your personal and professional life and future growth.

3. The essay is to include a minimum of:

   - two specific personal observations that support your discussion,
   - one citation from any of the course texts that supports your discussion, and
   - one citation from an outside reference that supports your discussion.

4. Double space and use American Psychological Association (APA) formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 1

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and discusses integration and influence of life events, motto, and personal leadership philosophy in the context of personal and professional life and future growth.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains at least two required elements.	Discussion is presented with specificity and contains all three required elements, and conclusions are fully discernible.
Executive integrates two specific personal observations that support the discussion.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports discussion.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 2: Adaptive Case Consults

Executive Fire Officer Program: Associated Outcomes

- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Initiate, integrate, and sustain departmental/organizational operations in changing, emergent environments to meet community needs.
- Effectively assess and navigate across multiple environments and strategies.

Learning Outcome

The executive officer will be able to formulate leadership lessons observed during application of the Adaptive Leadership Case Consultation methodology.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Participate in Activity 2.1: Adaptive Challenge Case Consultations.

2. Review course texts, notes, and reflections from Activity 2.1.

3. Write an essay of at least 500 words that analyzes your reflections on Activity 2.1 from the perspective of leadership lessons learned from the application of the adaptive leadership case consult methodology. Be sure to address if this is a useful technique, a technique that can be applied to your organization and what would be the most difficult (focus on the process).

4. The essay is to include a minimum of:

    - two specific examples that support your conclusions,
    - one citation from any of the course texts that supports your conclusions, and
    - one citation from an outside reference that supports your conclusions.

5. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 2

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive discusses critical analysis of reflections on Activity 2.1 from the perspective of leadership lessons learned from the application of the adaptive leadership case consult methodology.	Did not submit or discussion is lacking any specificity.	Discussion is vague and conclusions are minimally discernible.	Discussion is presented in generalities without direct specificity, but conclusions are generally discernible.	Discussion is presented with specificity and conclusions are fully discernible.
Executive integrates a minimum of two specific examples that support conclusions.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity but contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that support conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 3: Creating a Leadership Learning Environment

Executive Fire Officer Program: Associated Outcomes

- Think strategically while maintaining internal and external influence.
- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Effectively assess and navigate across multiple environments and strategies.

Learning Outcome

The executive officer will be able to create a learning environment that incorporates an adaptive leadership holding environment through use of balancing inquiry with advocacy.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course texts and notes related to the concepts of a holding environment and the use of balancing advocacy with inquiry as an approach to a learning environment.

2. Write an essay of at least 500 words that analyzes your reflection and review of the above from personal observations. The essay is to include your perspective on the incorporation of an adaptive leadership holding environment through use of balancing inquiry with advocacy in a personal leadership setting and an organizational or community setting.

3. The essay is to include a minimum of:

    - two specific personal observations that support your discussion,
    - one citation from any of the course texts that supports your discussion, and
    - one citation from an outside reference that supports your discussion.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 3

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes, integrates, and discusses, through personal observations, perspective on the incorporation of an adaptive leadership holding environment through use of balancing inquiry with advocacy in a personal leadership setting.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains at least two required elements.	Discussion is presented with specificity and contains all three required elements, and conclusions are fully discernible.
Executive critically analyzes, integrates, and discusses, through personal observations, perspective on the incorporation of an adaptive leadership holding environment through use of balancing inquiry with advocacy in an organizational or community setting.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 4: Getting to Know Self: Life/Work Balance

Executive Fire Officer Program: Associated Outcomes

- Monitor and modify one's personal behavior to maintain an effective life/work balance.
- Employ effective mentorship for the purposes of both personal and organizational growth.

Learning Outcome

The executive officer will be able to construct strategies for successful life/work balance.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course texts, notes, and assessments related to the topic of life/work balance.

2. Write an essay of at least 500 words that analyzes your reflection and review of the above. The essay is to include specific strategies for the exercise of personal leadership for life/work balance.

3. The essay is to include a minimum of:

    - two specific personal strategies for the exercise of personal leadership for life/work balance,
    - discussion on how each strategy will be implemented and measured,
    - one citation from any of the course texts that supports your discussion, and
    - one citation from an outside reference that supports your discussion.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 4

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and integrates a minimum of two specific strategies for the exercise of personal leadership for life/work balance.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains at least two required elements.	Discussion is presented with specificity and contains all three required elements, and conclusions are fully discernible.
Executive critically analyzes and discusses how each strategy will be implemented and measured.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 5: The Art and Science of Leadership

Executive Fire Officer Program: Associated Outcomes

- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Effectively assess and navigate across multiple environments and strategies.
- Effectively analyze, evaluate, and synthesize data to make research-based decisions.

Learning Outcome

The executive officer will be able to hypothesize the concepts of leadership as a science and leadership as an art.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course texts and notes on the topic of the differentiation between leadership as a science and leadership as an art.

2. Write an essay of at least 500 words that analyzes your reflection and review of the above and your conclusions on the topic of the differentiation between leadership as a science and leadership as an art.

3. The essay is to include a minimum of:

    - two specific examples that support your conclusions,
    - one citation from any of the course texts that supports your conclusions, and
    - one citation from an outside reference that supports your conclusions.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 5

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and discusses conclusions on the topic of the differentiation between leadership as a science and leadership as an art.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains at least two required elements.	Discussion is presented with specificity and contains all three required elements, and conclusions are fully discernible.
Executive integrates a minimum of two specific examples that support conclusions.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity and contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 6: The Adaptive Leadership Framework

Executive Fire Officer Program: Associated Outcomes

- Think strategically while maintaining internal and external influence.
- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Initiate, integrate, and sustain departmental/organizational operations in changing, emergent environments to meet community needs.
- Effectively assess and navigate across multiple environments and strategies.

Learning Outcome

The executive officer will be able to create and present a synopsis of assigned elements of the adaptive leadership framework.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course texts and notes on the topic of the elements of the adaptive leadership framework.
2. Within a designated small group, collaborate to develop and present a 30-minute interactive instructional synopsis on a specific assigned element of the adaptive leadership framework.
3. This presentation is to include:
   - specific examples of the application of the key concepts as presented in the assigned texts to self- leadership,
   - specific examples of the application of the key concepts as presented in the assigned texts to the role of an executive officer, and
   - dialogue questions to engage class members.
4. Presentation parameters:
   - There must be equal participation of all members of the small group.
   - There should be a maximum of five PowerPoint slides if used.
   - Any video clips used may not exceed 5 minutes, must be appropriate for use in an executive development program, and must be specific to the assigned topic in this activity. Videos must be compliant with the NFA/NETC Human Dignity Statement.
   - Materials for distribution to the class may be used, and where required for copyright purposes, proper APA citations are listed.

Rubric for Assessment Tool 6

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and integrates specific examples of the application of the key concepts as presented in the assigned texts to self-leadership.	Did not submit or presentation is lacking any specificity.	Discussion is vague and conclusions are minimally discernible.	Discussion is presented in generalities without direct specificity, but conclusions are generally discernible.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and integrates specific examples of the application of the key concepts as presented in the assigned texts to the role of an executive officer.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity but contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive generates dialogue questions to engage class members.	No questions presented.	Discussion questions used with limited dialogue initiative.	A mix of discussion and dialogue questions used.	Dialogue-based questions used, engaging class members.
Presentation parameters: equal participation; maximum of five PowerPoint slides; videos less than 5 minutes; handouts are APA compliant.	Presentation was noncompliant with all required parameters.	Presentation was minimally compliant with required parameters.	Presentation was generally compliant with required parameters.	Presentation was fully compliant with required parameters.

Assessment Tool 7: Personal Leadership Behaviors: Influence and Perspectives

Executive Fire Officer Program: Associated Outcomes

- Monitor and modify one's personal behavior to maintain an effective life/work balance.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.

Learning Outcome

The executive officer will be able to create a personal leadership Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis as part of a Personal Development Plan (PDP).

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course materials, assessments, and notes on the topic of a personal SWOTT analysis.

2. Write an essay of at least 500 words that presents your personal SWOTT analysis.

3. The essay is to include a minimum of:

   - a discussion from a personal leadership perspective of each of the five SWOTT elements,
   - a discussion of the personal leadership challenges identified in the SWOTT analysis,
   - a discussion of the strategies to overcome the challenges,
   - one citation from any of the course texts that supports your conclusions, and
   - one citation from an outside reference that supports your conclusions.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric For Assessment Tool 7

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and presents a discussion of the personal leadership challenges identified in the SWOTT analysis.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity but contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 8: Mentoring and Coaching for Personal Success

Executive Fire Officer Program: Associated Outcomes

- Monitor and modify one's personal behavior to maintain an effective life balance.
- Employ effective mentorship for the purposes of both personal and organizational growth.

Learning Outcome

The executive officers will be able to devise a strategic plan for a developmental relationship for personal and professional success.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course materials, texts, and notes on the topic of mentoring and coaching for personal success.

2. Write an essay of at least 500 words that presents your strategic plan for a developmental relationship for personal and professional success.

3. The essay is to include a minimum of:

   - a discussion from observations and experience of the elements of successful developmental relationships for personal and professional success,
   - a discussion of the challenges to generating and sustaining successful developmental relationships for personal and professional success,
   - a discussion of the strategies to overcome the challenges,
   - one citation from any of the course texts that supports your conclusions, and
   - one citation from an outside reference that supports your conclusions.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 8

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and presents discussion from observations and experience of the elements of successful developmental relationships for personal and professional success.	Did not submit or discussion is lacking any specificity.	Discussion is vague and conclusions are minimally discernible.	Discussion is presented in generalities without direct specificity, but conclusions are generally discernible.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and presents a discussion of the challenges to generating and sustaining successful developmental relationships for personal and professional success.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity but contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only vague reference to strategies.	Discussion includes required elements but in generalized terms.	Discussion is presented with specificity and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrate s an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

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Assessment Tool 9: Leading Self Ethically

Executive Fire Officer Program: Associated Outcomes

- Integrate ethics and principles of social responsibility within self, the organization, and community.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.
- Think strategically while maintaining internal and external influence.
- Monitor and modify one's personal behavior to maintain an effective life/work balance.

Learning Outcome

The executive officer will be able to express the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course materials, texts, and notes on the topic of leading self ethically.

2. Write an essay of at least 500 words that expresses the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.

3. The essay is to include a minimum of:

    - a discussion from observations and experience of the elements of ethical and moral awareness, decision-making, intent, and action within the exercise of leadership;
    - a discussion of the challenges associated with the exercise of ethical leadership;
    - a discussion of the strategies to overcome the challenges;
    - one citation from any of the course texts that supports your conclusions; and
    - one citation from an outside reference that supports your conclusions.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric For Assessment Tool 9

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and presents a discussion of the challenges associated with the exercise of ethical leadership.	Did not submit or discussion is lacking any specificity.	Discussion is presented in a vague manner.	Discussion is presented in generalities without direct specificity.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only vague reference to strategies.	Discussion includes required elements but in generalized terms.	Discussion is presented with specificity and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 10: Influence and Persuasion

Executive Fire Officer Program: Associated Outcomes

- Think strategically while maintaining internal and external influence.
- Apply the principles of strategic community risk reduction to foster a safe, healthy, prepared, and resilient community.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.
- Initiate, integrate, and sustain departmental/organizational operations in changing, emergent environments to meet community needs.

Learning Outcome

The executive officer will be able to distinguish the skills and techniques associated with influence from those associated with persuasion.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course materials, texts, and notes on the topic of social responsibilities in exercising leadership.

2. Write an essay of at least 500 words that expresses your observation and experiences in the context of influence and persuasion within the exercise of leadership and the challenges present.

3. The essay is to include a minimum of:

    - a discussion and specific observations and experience in the context of influence and persuasion within the exercise of leadership,
    - a discussion of the challenges associated with the exercise of leadership within the context of influence and persuasion,
    - a discussion of the strategies to overcome the challenges,
    - one citation from any of the course texts that supports your conclusions, and
    - one citation from an outside reference that supports your conclusions.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 10

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and presents a discussion of the challenges associated with the exercise of leadership within the context of influence and persuasion.	Did not submit or discussion is lacking any specificity.	Discussion is presented in a vague manner.	Discussion is presented in generalities without direct specificity.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only vague reference to strategies.	Discussion includes required elements but in generalized terms.	Discussion is presented with specificity and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

Assessment Tool 11: Transitioning From Personal Leadership to Leading Others

Executive Fire Officer Program: Associated Outcome

Effectively assess and navigate across multiple environments and strategies.

Learning Outcome

The executive officer will be able to formulate a strategic approach to transitioning from leadership for self to leading others.

Assessment

This assessment is one of 11 assessments in this course. A cumulative score of 80% or higher across all assessments is required to pass the course.

Assessment Instructions

1. Review course materials, texts, and notes on the topic of transitioning from personal leadership to leading others.

2. Write an essay of at least 500 words that expresses your observations and reflections on the transition from personal leadership to leading others, challenges considered, and strategies for success. Refer to Activity 11.3: Transition to Leader.

3. The essay is to include a minimum of:

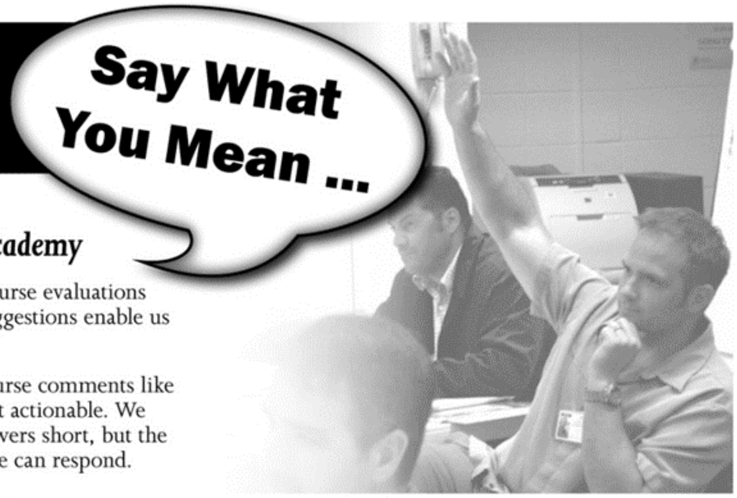
   - a discussion and specific observations and reflections in the context of transitioning from personal leadership to leading others,
   - a discussion of the personal challenges you face in this transition,
   - a discussion of the strategies to overcome the challenges,
   - one citation from any of the course texts that supports your conclusions, and
   - one citation from an outside reference that supports your conclusions.

4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

Rubric for Assessment Tool 11

Criteria	Unacceptable (15-19 points each)	Acceptable (20-21 points each)	Good (22-23 points each)	Excellent (24-25 points each)
Executive critically analyzes and presents a discussion of the personal challenges being faced in this transition.	Did not submit or discussion is lacking any specificity.	Discussion is presented in a vague manner.	Discussion is presented in generalities without direct specificity.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only vague reference to strategies.	Discussion includes required elements but in generalized terms.	Discussion is presented with specificity and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow. Submission contains frequent errors in grammar, punctuation, usage, and spelling. There are six or more errors.	The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message. There are three errors.	The submission demonstrates an above-average writing style that is clear. Activity contains minor errors in grammar, punctuation, usage, and/or spelling. There are one to two errors.	The submission is well written and clearly articulated, characterized by elements of a strong writing style. Activity contains correct grammar, punctuation, usage, and spelling. There are no errors.

A Student Guide to End-of-course Evaluations



Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	• The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. • The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	• We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. • We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	• An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. • Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	• The class should be increased by one hour per day to enable all students to participate in exercises. • The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	• The plans should be enlarged to 11 by 17 and provided with an accurate scale. • My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	• The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. • The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	• The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. • Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	• The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. • There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	• The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. • The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	• The instructor did not explain the connection between NIMS and ICS. • The student manual needs an illustrated guide to NIMS.

Exercise of Executive Leadership: Self

Introduction

Student Manual

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Methodology

This unit uses lecture and discussion.

(Total Time: 30 min.)

30 min.	Lecture/Discussion		
10 min.	I.	Welcome	SM Intro-6
20 min.	II.	Course Introduction	SM Intro-10

Audiovisuals

Slides Intro-1 to Intro-9

Video: "*Welcome to the National Emergency Training Center*"

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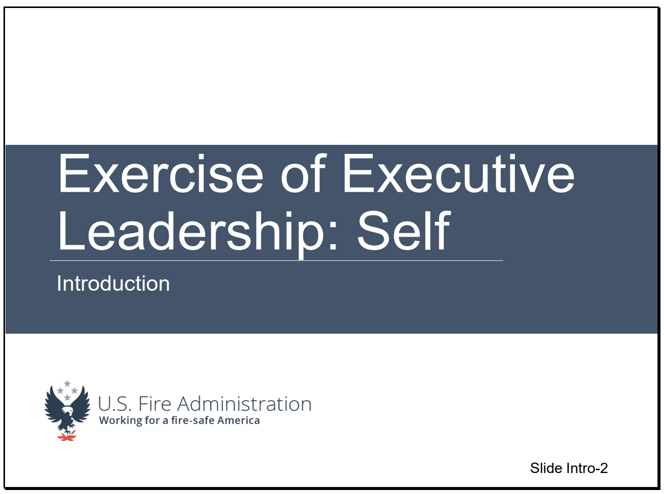
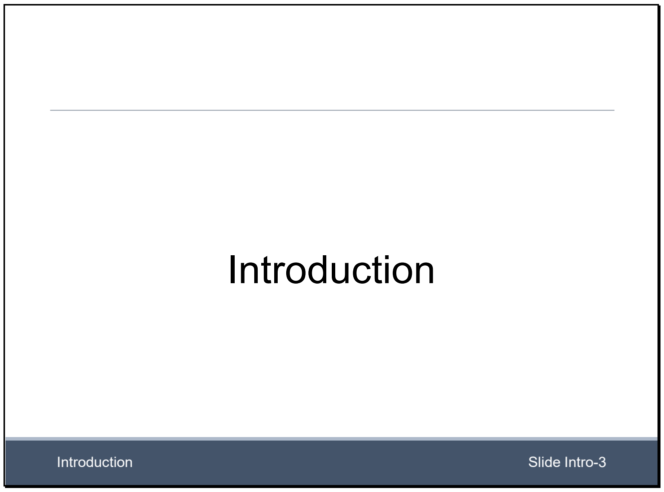
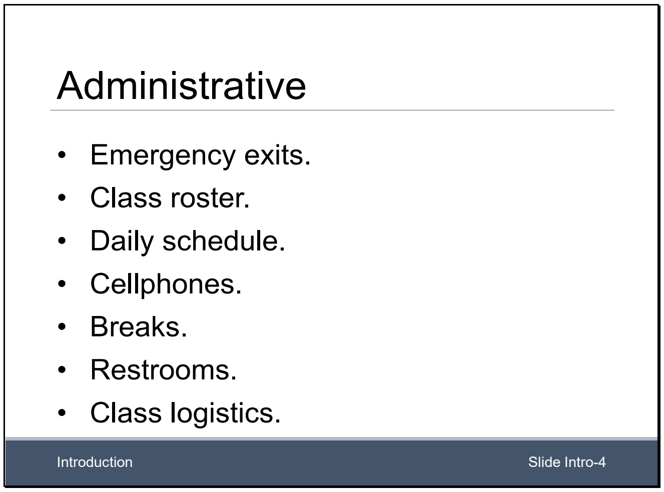


Welcome to the National Fire Academy (NFA)!

I. Welcome





Emergency exits: Explain the location of primary and secondary exits from the building. Instruct students that in the event of a fire or other emergency, they are to leave via the designated exit, remain with the class for accountability and remain a safe distance from the building until advised that the situation is clear.

Class roster: Circulate the class roster. Tell students to correct any mistakes and initial the change.

Daily schedule: Class begins promptly at 8:00 a.m. and ends at approximately 5:00 p.m. Students must arrive for class on time or security will be sent to investigate their welfare.

Cellphones should be turned off (or to vibrate when activated) during class time.

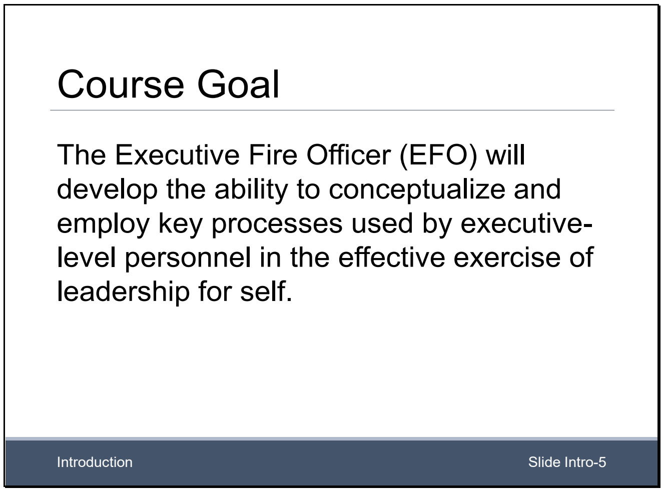
Breaks: Students will be given one break in the morning and one in the afternoon. More breaks may be given at the instructor’s discretion.

Restrooms are located on each floor of J Building. Break rooms with refreshments are located on each floor.

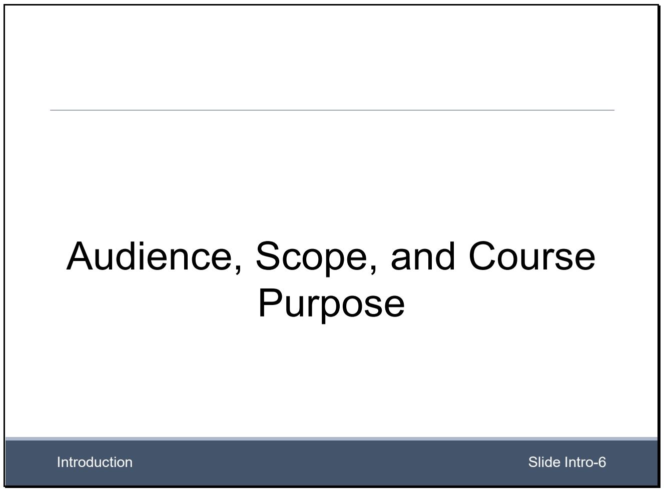
Dining hall: Describe the location (K Building) and the hours of operation.

Vehicle parking: Student vehicles must be parked in the parking lot adjacent to J Building. Tickets are issued by security, and vehicles are towed when necessary.

No smoking is allowed in the classroom or J Building. There are designated smoking areas outside of J Building.



The Executive Fire Officer (EFO) will develop the ability to conceptualize and employ key processes used by executive-level personnel in the effective exercise of leadership for self.

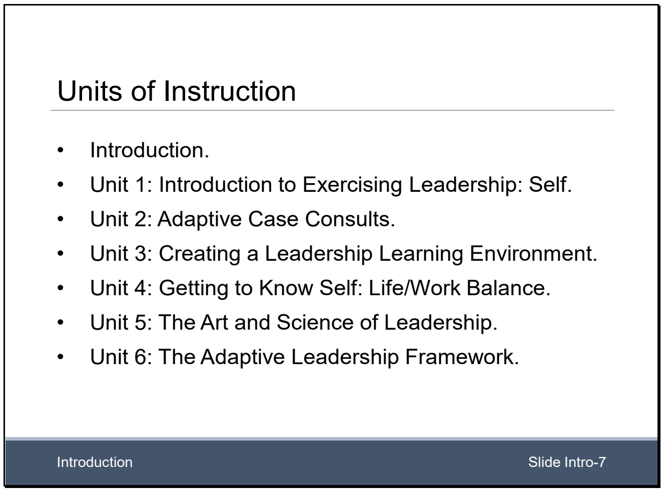


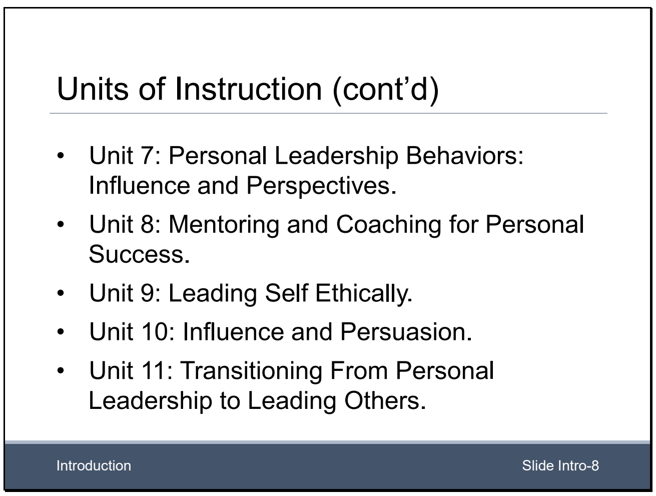
The audience for this course is fire/emergency medical services (EMS) officers and executives who are enrolled in the NFA EFO Program. “Exercise of Executive Leadership: Self” (EEL: S) (R5201) is the first residential course within the EFO Program. Enrollment is limited to EFO Program participants.

The scope of EEL: S is a 9-day residential experience conducted on the grounds of the National Emergency Training Center (NETC)/NFA in Emmitsburg, Maryland. This residential experience provides the executive with a unique opportunity to explore the concepts of leadership for self while developing a network of fellow executives from throughout the globe who practice leadership within fire and EMS. The thematic focus of the EFO Program of a safe, healthy, prepared, and resilient self, organization, and community is first experienced in this course from the perspective of the exercise of leadership for self.

The purpose of EEL: S is to create a learning environment that allows the executives to deeply explore their personal adaptive challenges associated with striving for a life/work balance and opportunities to effectively exercise leadership for others and community. The executive will develop personal insights and competencies that support the exercise of leadership for self, organization, and communities. Academically, the executives will perform at a graduate level of education.

II. Course Introduction





Introduction.

Unit 1: Introduction to Exercising Leadership: Self.

Unit 2: Adaptive Case Consults.

Unit 3: Creating a Leadership Learning Environment.

Unit 4: Getting to Know Self: Life/Work Balance.

Unit 5: The Art and Science of Leadership.

Unit 6: The Adaptive Leadership Framework.

Unit 7: Personal Leadership Behaviors: Influence and Perspectives.

Unit 8: Mentoring and Coaching for Personal Success.

Unit 9: Leading Self Ethically.

Unit 10: Influence and Persuasion.

Unit 11: Transitioning From Personal Leadership to Leading Others.

Evaluation Plan and Grading Rubrics

Introduction Slide Intro-9

Exercise of Executive Leadership: Self

Unit 1: Introduction to Exercising Leadership: Self

Student Manual

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Unit Learning Outcome (LO)

1.0 The executive officer will be able to integrate life events and personal leadership mottoes within the context of personal and professional growth.

Unit Objectives

1.1 Construct significant life events from childhood, teen years, and adulthood as influences on an aspired state.
1.2 Create a personal leadership motto.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Integrate life events and personal leadership mottoes within the context of personal and professional growth.	Evaluated Assessment #1

Objectives	Course Component	Evaluation Method
Construct significant life events from childhood, teen years, and adulthood as influences on an aspired state.	Discussion/Activity	Activity 1.1
Create a personal leadership motto.	Discussion/Activity	Activity 1.2

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture, discussion, and individual activities.

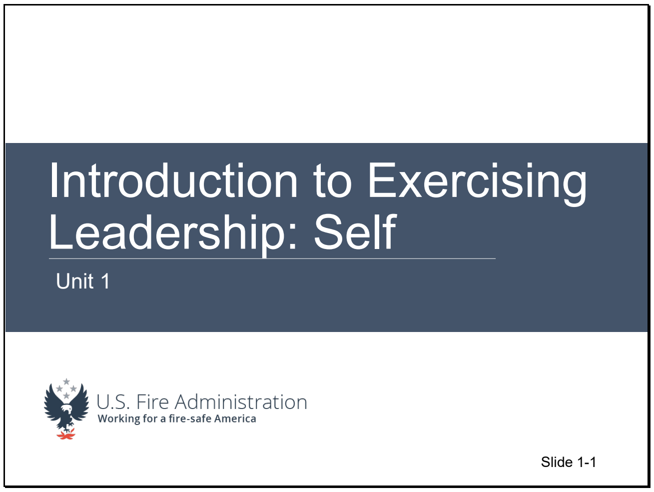
(Total Time: 4 hr., 50 min.)

290 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 1-8
60 min.	I.	Course/Unit Overview and Administration	SM 1-10
5 min.	II.	Introduction to Activity 1.1	SM 1-13
165 min.	Individual/Large Group Activity 1.1		
		Life Quadrants	SM 1-15
5 min.	III.	Introduction to Activity 1.2	SM 1-17

45 min.	Individual/Large Group Activity 1.2 Personal Leadership Motto	SM 1-19
5 min.	IV. Summary	SM 1-21
	Reference	SM 1-23

Audiovisual

Slides 1-1 to 1-8



This course is designed to provide the executives with an overview of this residential experience, provide reminders of expectations and policies outlined in pre-course, introduce the National Emergency Training Center (NETC) Library, and give an overview of the program and how the components will be utilized throughout the Executive Fire Officer (EFO) Program.

In addition, this unit's activities allow the executives to begin expressing themselves in terms of life influences through Activity 1.1: Life Quadrants, as well as their initial efforts in establishing a personal guiding leadership motto in Activity 1.2: Personal Leadership Motto.

As Heifetz and Linsky (2017) imply, as an executive officer you all have something unique to offer, and a larger sense of purpose comes from using that gift to help your organizations, families, and communities thrive. The gift may be your knowledge, your experiences, your values, your presence, your heart, or your wisdom. Perhaps it is simply your basic curiosity and your willingness to raise unsettling questions.

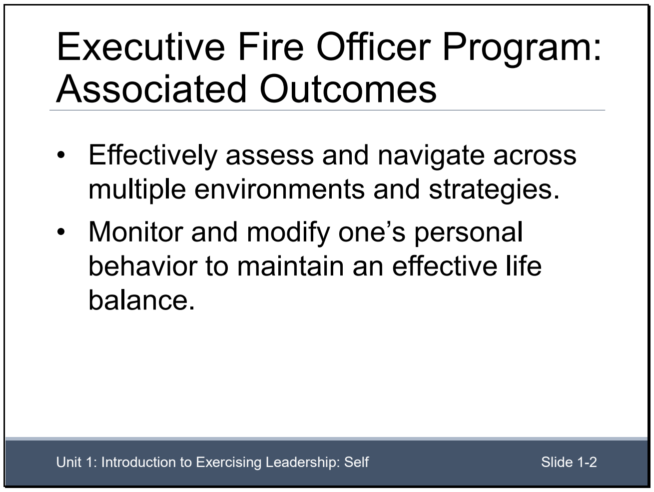
This unit establishes a tone of transparency which is essential for sustained personal and professional growth. Whether externally or internally expressed, the power of reflection on life influences is a foundational step in growth.

Socratic methodology: Through responding to questioning or deep inquiry, students gain understanding and draw on underlying assumptions. This method of dialogue allows for deeper learning on the part of the individual who employs it in their learning processes. This method is applied throughout all of the resident courses.

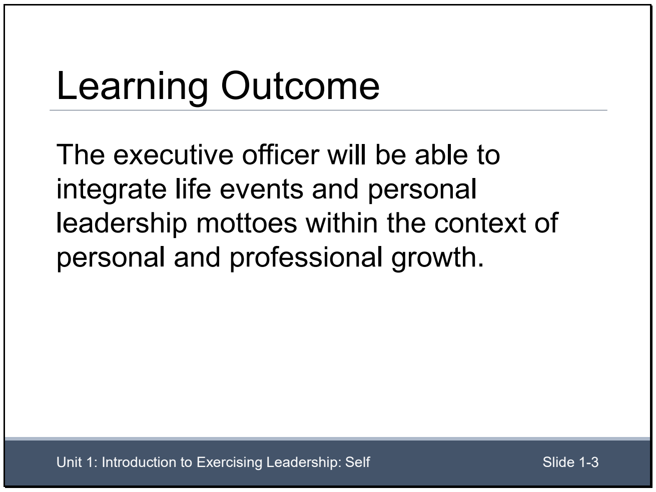
Professional reflection activities: Reflection takes a thought, an idea, or an opinion and uses it as a means of searching out further thoughts and ideas to form an opinion for personal growth. Without reflection, learning does not occur. Reflection activities occur at critical points throughout the program, and students are encouraged to keep a journal to help foster these reflections.

Professional writing: Students prepare written work that conforms to accepted academic standards for professional papers. Papers reflect original work and give appropriate credit through citations for ideas belonging to other authors, publications, or organizations. All written work is expected to be free of grammatical and syntax errors and should demonstrate critical thinking related to the subject matter.

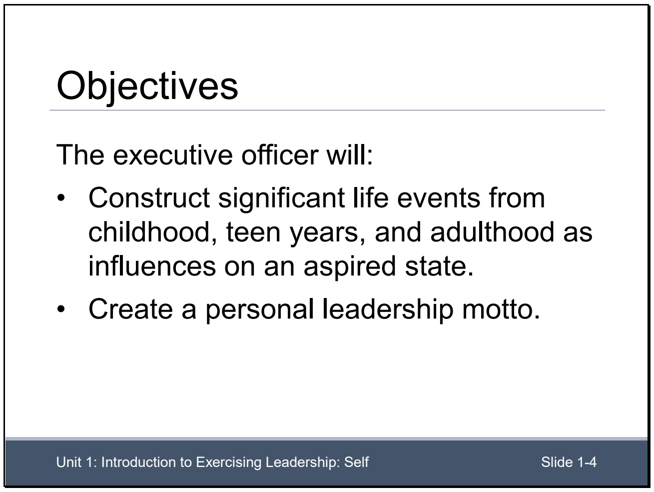
Personal journaling: Journaling is used as a means of reflection. This activity is a private process using a written journal. Students use a provided bound journal or an electronic equivalent in which to record private thoughts. Students receive and respond to journal prompts throughout the EFO Program to maximize this unique and powerful leadership development tool. Students maintain control of the journal throughout the program and are not required to share those thoughts and entries.



- Effectively assess and navigate across multiple environments and strategies.
- Monitor and modify one's personal behavior to maintain an effective life balance.



1.0 The executive officer will be able to integrate life events and personal leadership mottoes within the context of personal and professional growth.

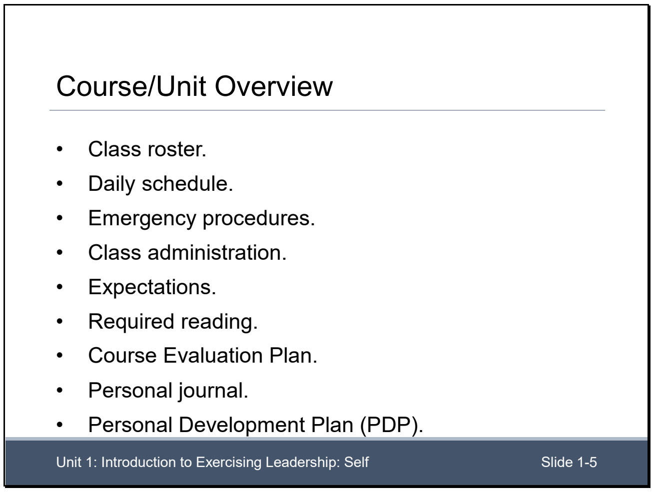


The executive officer will:

1.1 Construct significant life events from childhood, teen years, and adulthood as influences on an aspired state.

1.2 Create a personal leadership motto.

I. Course/Unit Overview and Administration



Class Roster

- Circulate the roster through the class to correct spelling of names, addresses, etc.
- Provide the completed, corrected roster to the training specialist.
- Place one copy of the roster on the classroom emergency clipboard.

Daily Schedule

- Advise the executives that the daily schedule is subject to modification in order to have the needs of the executives and the curriculum met.
- Classes begin at 8:00 a.m. and end at approximately 5:00 p.m.
- There may be evening work required throughout the class.

Restrooms are located on each floor of J Building. Breakrooms with vending machines are located next to the first-floor atrium and across from J-260.

Emergency Procedures

The executive officers will have watched the "*Welcome to the National Emergency Training Center*" video during the Introduction unit. This video covers campus emergency procedures as well as providing a general campus overview. The below items are for review:

- fire exits

- shelter-in-place
- tornado, hurricane, etc.
- active shooter

Place one copy of the class roster on the red emergency clipboard adjacent to the door. This clipboard and roster are to be taken with the class during an evacuation and used for personnel accountability.

Class Administration

There should be an executive designated as the class health, wellness, and safety officer. This person should be provided a few minutes each morning to give a brief health, wellness, and safety message.

Executives may wish to create a class administrative organization to conduct a variety of class activities not related to the curriculum such as dinners, outings, etc.

Class organizational planning should be conducted outside of designated academic hours such as before or after class, or during the lunch break.

Expectations

Reminder to all that professional decorum is expected at all times. The executives are not only representing themselves, but their families, organizations, and communities as well. Professional interactions and behaviors are an expectation of all those engaged in this journey.

The NETC/National Fire Academy (NFA) Human Dignity policy, as reviewed by the executives in the pre-course, is always applicable whether in the classroom or outside of the class.

Unless otherwise advised, attire is to be smart business casual and representative of an executive learning environment.

Electronic devices, unless needed as a personal reasonable accommodation for learning or required within the course presentation, are not to be used or maintained within the executives’ reach. Executives may use their devices during breaks, lunch, and out-of-class times.

Required Reading

For every residential session, there will be readings required prior to class attendance. In order to ensure that the executive officer makes the most of the experience, it will be necessary to complete all the required reading.

Course Evaluation Plan

Each component of the EFO Program has a specific Course Evaluation Plan. This plan details the manner and type of submissions the executives will complete. These submissions will be assessed using standardized evaluation rubrics and are used to generate an end-of-course grade which will be listed on the executive's NETC transcript.

Personal Journal

Personal Development Plan

II. Introduction to Activity 1.1

This upcoming activity serves as the course introduction activity. In developing leadership (not only for the self but for others and the community as well), there is a need to reflect upon life events that have been significant influences in bringing the executive officer to where they are today. These events have provided them with direction for today as well as guiding their vision of the future. This activity supports the value of reflection as used throughout the EFO Program.

Additionally, individuals wishing to exercise leadership at some point must be willing to be both open and vulnerable. Followers often look past the authority persona in order to gain an understanding of the personal side of those attempting to exercise leadership on their behalf.

This activity may lead to expression of very personal events in an executive’s life. It is often a very powerful activity.

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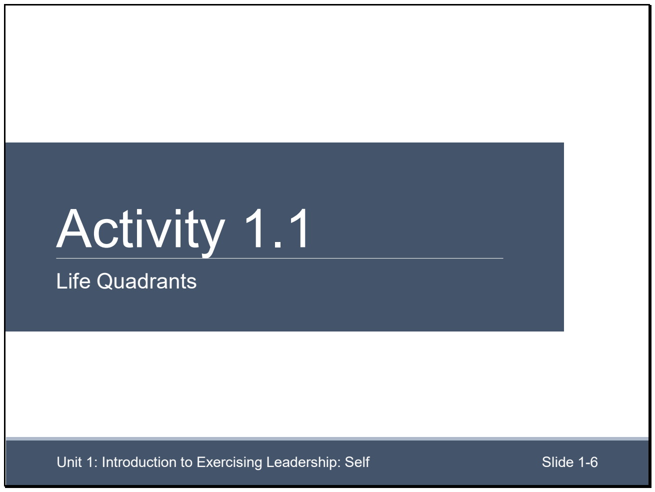
Activity 1.1



Individual/Large Group Activity Estimated Time: 165 minutes

Activity Purpose

Provide an opportunity for executive officers to articulate significant life events from childhood, teen years, and adulthood as influences on an aspired state. This activity creates the foundation for a safe holding environment.

Required Materials

- blue tape (optional)
- chart paper
- multiple colored markers

Activity Directions

1. The instructor will ask the executive officers to reflect upon their lives in terms of four quadrants of time. The first quadrant represents their childhood years. The second quadrant represents their teen years. The third quadrant represents their adult years to the present. The last quadrant represents the vision of their future.

2. For these reflections, the executives should consider the major events that have occurred within these quadrants of time which have influenced them to be who they are today and who they wish to be tomorrow. These reflections should be inclusive of both personal and professional events as appropriate for the time.

3. Using the chart paper and markers provided, the executives will draw four squares. The upper-left square will represent childhood years, the upper-right square teen years, the bottom-left square adult years to present, and the bottom-right square the future. **No words can be used; all quadrants must contain illustrations only.**

4. In each of the designated quadrants, without the use of words, the executives will illustrate the major events that have been reflected upon. For the last quadrant they will illustrate, again without the use of words, a vision of the future.

5. They will have 20 minutes to complete this portion of the activity.

6. At the conclusion of their preparation, the executives will present their life quadrants to the class. During this presentation, they will describe their illustrations and how those events influenced who they are today and what their vision is for tomorrow.

7. Presentations should not exceed 5 minutes.

Summary

This activity provided an opportunity for executive officers to not only reflect upon their own life events but also to consider the many and varied life events of those around them. This activity should generate some entries in their personal journals.

These presentations should serve as an opportunity to further develop cohesion among the class members.

It is important to remember that this activity has been purposefully designed to prompt deep personal reflections—reflections that are heartfelt, honest, and deserving of respect and confidentiality.

III. Introduction to Activity 1.2

Following Activity 1.1, the executives will begin to express their ideas of leadership through use of the development of a leadership motto. Concepts of leadership are often remembered not in lengthy writings but rather in succinct phrases with as few words as possible. A classic example from Heifetz and Linsky (2017) is simply “get on the balcony”—short, concise, and rememberable.

An initial effort of distilling the executive’s personal philosophy of leadership is the intent of this activity. Being able to concisely convey a leadership focus may be a key to the successful exercise of leadership for self and beyond.

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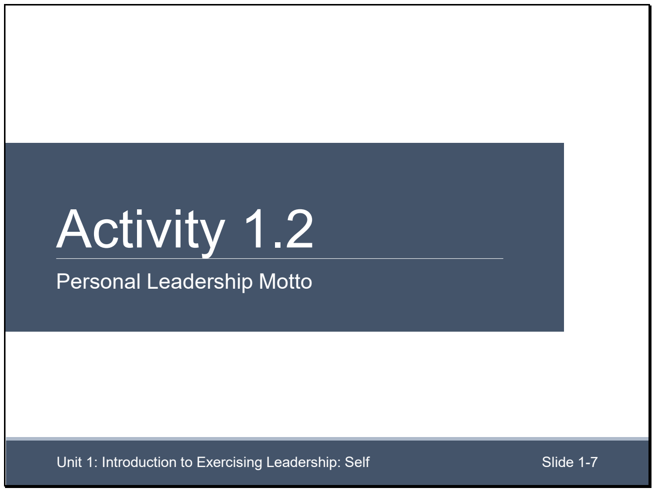
Activity 1.2



Individual/Large Group Activity Estimated Time: 45 minutes

Activity Purpose

Distill the personal leadership philosophy into a brief model statement that may serve as guidance during the EFO Program and beyond.

Required Materials

- copy of Personal Development Plan (PDP) completed as part of pre-course assignment
- 8.5 x 11-inch card stock (one sheet per executive)
- dark-colored markers (no pens or pencils)

Activity Directions

1. The executives will reference their PDP that they developed as part of their pre-course work.

2. Using their PDP and reflecting on their own personal leadership philosophy, the executives will create a two- to four-word personal leadership motto that reflects their philosophy. It is to be original work and not existing canned phrases.

3. The executives will fold the piece of provided card stock in half to create a table tent.

4. The executives will write their name on the top half of each side. Then on the bottom half, the executives will write their two- to four-word motto and place the table tent on their table in front of them.

5. Each executive officer will read their motto to the class.

Summary

This activity has illustrated both diversity and congruence in personal philosophies of leadership. The brief mottoes presented provide everyone with ideas for reflection and growth.

Keep this activity in mind as you participate in this residential experience over the next 2 weeks as the mottoes may be few in words but strong in meaning.

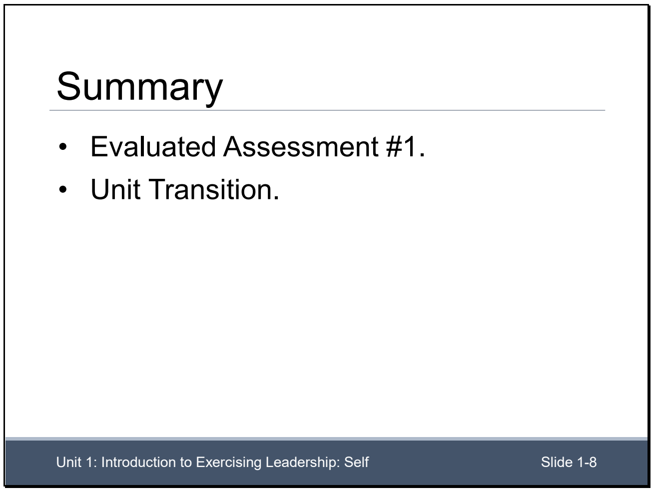
Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider these journal prompts for their after-class reflections:

- Given all that was revealed by your fellow class members during the introductory activity, what are your most significant personal takeaways?

- Why do these specific takeaways speak to you?

IV. Summary



In this unit, we have presented and discussed the course administrative details and needs.

Activities 1.1 and 1.2 have provided some insights. These insights lend themselves to further exploration of our common threads and present opportunities to appreciate the unique gifts that each person brings to the class. Consider the vast and diverse gifts that this class brings together. This will be a source of learning and synergy throughout the class and beyond.

Heifetz and Linsky (2017) taught us that everyone has something unique to offer. This gift can be our knowledge, presence, heart, wisdom, experience, and values. Whatever it is, as an executive leader, you need to communicate your ideas to others within your life. That means you will take some risks, so ensure that you are prepared.

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Reference

Heifetz, R., & Linsky, M. (2017). *Leadership on the line: Staying alive through the dangers of leading.* Harvard Business Review Press.

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Exercise of Executive Leadership: Self

Unit 2: Adaptive Case Consults

Student Manual

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Unit Learning Outcome (LO)

2.0 The executive officer will be able to formulate leadership lessons observed during application of the Adaptive Leadership Case Consultation methodology.

Unit Objectives

2.1 Summarize an adaptive leadership challenge currently being experienced.
2.2 Express to a peer group an existing adaptive leadership challenge using the case consult model.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Formulate leadership lessons observed during application of the Adaptive Leadership Case Consultation methodology.	Evaluated Assessment #2

Objectives	Course Component	Evaluation Method
Summarize an adaptive leadership challenge currently being experienced.	Pre-course Activity	Pre-course Activity
Express to a peer group an existing adaptive leadership challenge using the case consult model.	Activity	Activity 2.1

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture, discussion, and an activity.

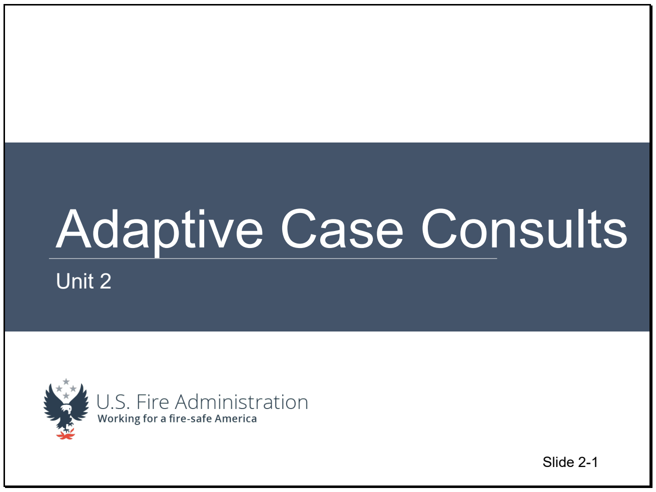
(Total Time: 10 hr., 10 min.)

610 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 2-7
25 min.	I.	Case Consultation Model Overview	SM 2-9
60 min.	II.	Adaptive Case Consultation Demonstration	SM 2-10

5 min.	III. Introduction to Activity 2.1	SM 2-12
510 min.	Small Group Activity 2.1	
	Adaptive Challenge Case Consultations	SM 2-13
5 min.	IV. Summary	SM 2-15
	Reference	SM 2-17
	Appendix	
	Adaptive Leadership™ Case Consultation Guide	SM 2-19

Audiovisual

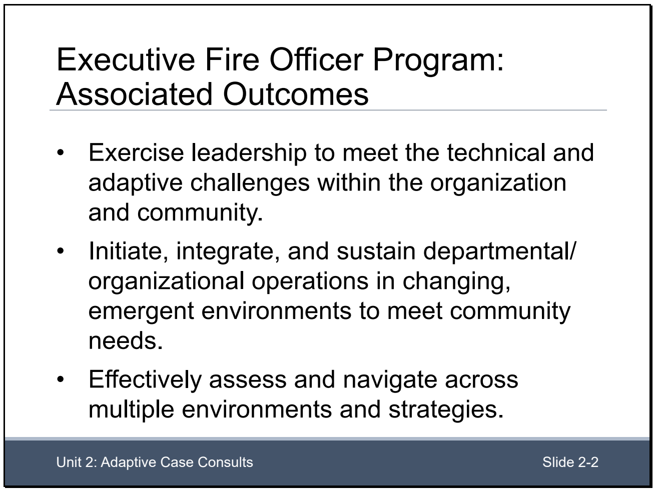
Slides 2-1 to 2-8



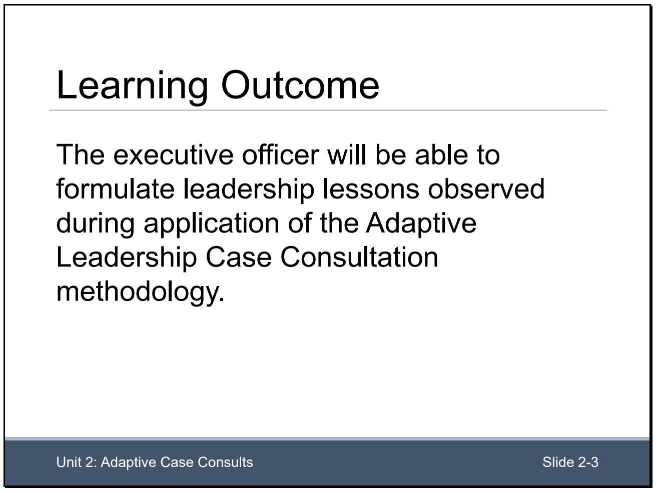
Daily in their personal and professional lives, executives may face a multitude of adaptive challenges. Having an established process to examine the issue, seek input, and gain feedback from others can be a key to success. This lesson serves not only to reinforce the adaptive leadership framework but also as a methodology through which to encourage and assess feedback. This method encourages thinking through a problem, creative brainstorming, and critical assessment.

Adaptive challenges are often complex and require a multiperspective approach. Persons attempting to exercise leadership within an adaptive challenge are best served by an approach that is structured yet open to input. The adaptive case consult model presented in this unit provides just that: structure and openness.

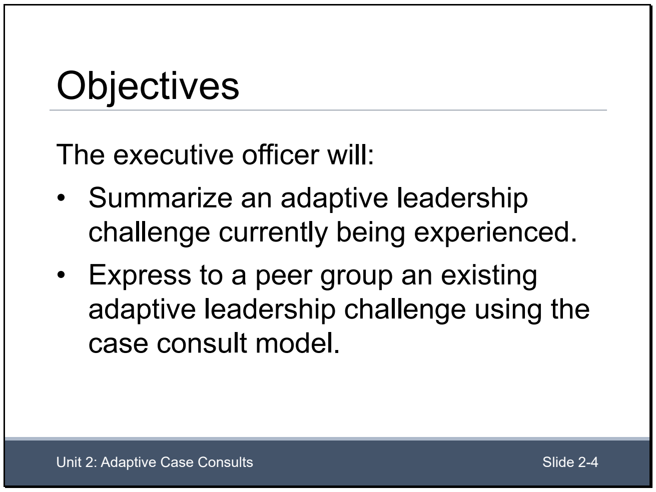
The model presented in this unit provided by the Cambridge Leadership Associates (CLA) is a well-tested and grounded approach. Persons exercising adaptive leadership must be able to frame the adaptive challenge in their own words and perspective. However, they are also in need of listening to the perspectives of others. A key to both receiving and accepting others' input is within the design of the model used in this unit. This model will serve the executive officer well in all aspects of their life.



- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Initiate, integrate, and sustain departmental/organizational operations in changing, emergent environments to meet community needs.
- Effectively assess and navigate across multiple environments and strategies.



2.0 The executive officer will be able to formulate leadership lessons observed during application of the Adaptive Leadership Case Consultation methodology.

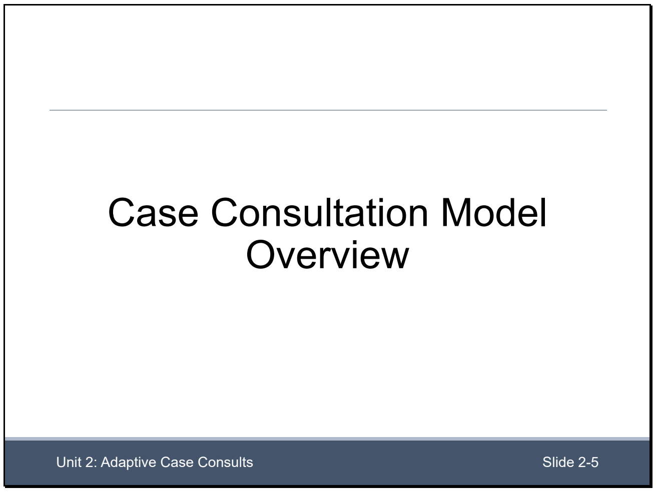


The executive officer will:

2.1 Summarize an adaptive leadership challenge currently being experienced.

2.2 Express to a peer group an existing adaptive leadership challenge using the case consult model.

I. Case Consultation Model Overview



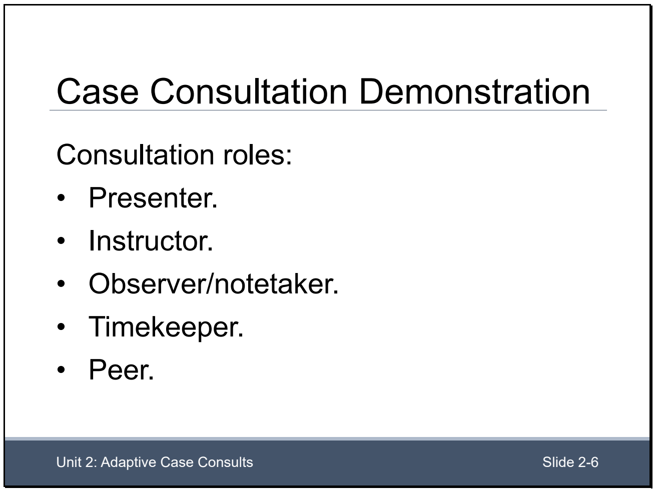
The case consulting is not intended to solve the adaptive challenge but to offer insights and assist the presenter in expanding and clarifying what is occurring so that they can consider new ways to understand it and can use that new understanding to move the challenge forward.

Peer consulting is a process of giving and receiving feedback. Sometimes the process involves enabling and supporting a difficult conversation. This activity allows each executive to benefit from the insights and experiences of other executives in identifying, understanding, interpreting, and illuminating each adaptive challenge presented.

The first part in this activity is to review the case consult process with the executives and then to conduct a demonstration of the process using one of the executive’s adaptive challenges. The second part is to assign case consult groups. The balance of the activity is carried on by the groups.

The groups will self-manage their consult schedule outside of the regular classroom hours. All case consults must be completed by Wednesday of Week 2. The executives will complete an Adaptive Leadership Case Consult Assessment essay, which is part of the post-course activity.

II. Adaptive Case Consultation Demonstration



The following exercise provides an opportunity for the executives to both participate and observe an adaptive challenge case consult being used.

Presenter Role

The instructor will select a volunteer to play the role of presenter using the individual's adaptive leadership challenge identified in the pre-course assignment.

Instructor Role

For this demonstration, one of the course instructors will play the role of instructor. For the balance of the activity, the group members will select a member to assume the role of instructor. This should rotate with each case consult. The case instructor ensures that the process is followed according to the case consult guidelines.

Observer/Notetaker Role

The instructor may select one additional volunteer to play the role of an observer/notetaker. This role will be to assist in observing the process "from the balcony" and to help debrief after the case consulting process is concluded. An alternative option is to have the other instructor perform the observer/notetaker role rather than an executive volunteer.

Timekeeper

The timekeeper ensures that each phase of the process stays within the allocated time.

Peer Role

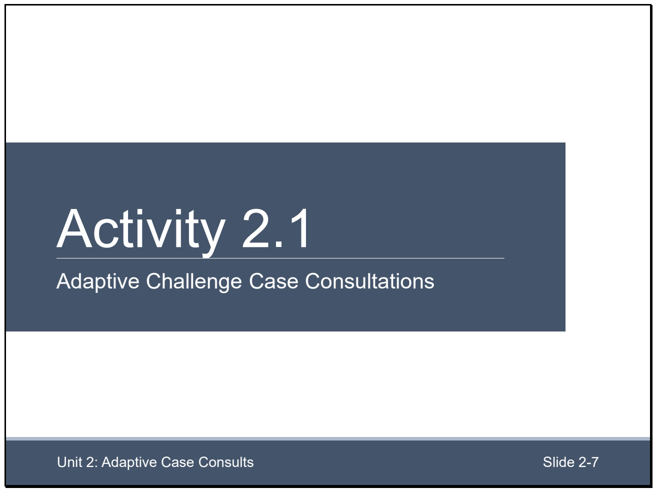
For the demonstration, the rest of the class will play the roles of peer consultants.

- The presenter presents the facts of their adaptive challenge (5 minutes).
- The group of peer consultants asks clarifying and data-gathering questions of the presenter (5 minutes).
- The presenter and observer/notetaker observe and listen while peers perform diagnostic brainstorming. The appointed instructor (also referred to as the Leadership Consultant in the case consultation guide) monitors the conversation to ensure that all members are actively contributing and no one individual controls the conversation (20 minutes).
- The presenter and observer/notetaker observe and listen while peers perform action-step brainstorming. The instructor monitors the conversation and facilitates discussion as necessary (5 minutes).
- The presenter reflects on what they have heard. The observer/notetaker also reflects on what they have heard (5 minutes).
- The group debriefs on the consultation. The presenter shares their reflections. The observer/notetaker then contributes their own reflections on the process in order to assist the presenter in recalling what was discussed (5 minutes).
- During the demonstration, the class will ask questions about the process as they follow the case consulting methodology.
- Following the action-step brainstorming, the presenter will return to the group and reflect on what they heard, ask questions of the group, and consider the use of different actions to test the possibilities. The presenter is not to try to solve the problem with the information that they receive from the group.
- At the conclusion, the person in the role of observer/notetaker will offer brief observations about what occurred.

III. Introduction to Activity 2.1

The executives will complete an Adaptive Leadership Case Consult Assessment essay, which is part of the capstone activity.

Activity 2.1



Small Group Activity Estimated Time: 55 minutes in class, 455 minutes outside of class.

Activity Purpose

Provide an opportunity to identify an adaptive challenge, present the challenge in a case study approach, participate in case analysis, and receive, as well as provide, feedback specific to the case and process. Executives will reflect on this experience in the final paper.

Required Materials

- CLA's *Adaptive Leadership™ Case Consultation Guide* in the Student Activity Manual
- Activity 2.1 Activity Sheets or a blank piece of paper in the Student Activity Manual
- a copy of each presenter's adaptive problem for all team members

Activity Directions

1. The executives will work in their assigned groups for these case consultations. The members of each group will be peer consultants to one another during each case consultation.

2. The groups will self-manage their consult schedule outside of the regular classroom hours. All case consults must be completed by Wednesday of Week 2.

3. Refer to CLA's *Adaptive Leadership™ Case Consultation Guide* for a description of the role assignments for the case consulting methodology.

4. Each group will follow the CLA's *Adaptive Leadership™ Case Consultation Guide*, including time frames.

5. Each executive will use their observations and personal feedback in support of their post-course essay as detailed in the Course Evaluation Plan.

Summary

The use of the case consult process works to assist the executive in addressing adaptive challenges. The process often offers potential ways of viewing and experiencing challenges. It supports the engagement of others in gaining perspectives that may not be evident to the executive. It is a process that may be easily introduced to the executive's organization and community.

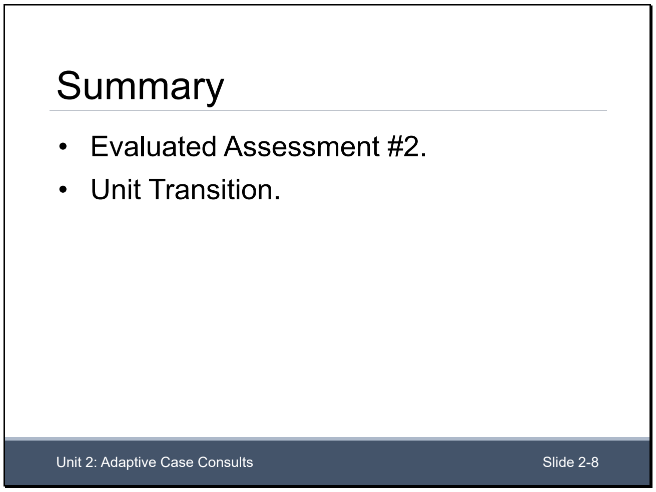
Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider the following journal prompts for their after-class reflections.

Each day following a case consult presentation, reflect on two questions:

- What are my most significant personal learnings from today's case?
- How will I operationalize these learnings for my own exercise of adaptive leadership?

IV. Summary



In this unit, the adaptive leadership case consult process as presented by the CLA has not only been introduced but also deeply practiced. This unit provided a step-by-step method to obtain the insights and guidance of others regarding various adaptive challenges. This case consult process may easily be adapted in a variety of environments. The executive officers are encouraged to introduce this process in their application of leadership for self, organizations, and communities.

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Reference

Cambridge Leadership Associates. (n.d.). *Adaptive Leadership™ Case Consultation Guide*.

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Appendix

Adaptive Leadership™ Case Consultation Guide

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ADAPTIVE LEADERSHIP™ CASE CONSULTATION GUIDE

The following describes the Cambridge Leadership Associates' (CLA's) Adaptive Leadership Case Consultation methodology that has been tested and used by thousands of people across business, government, and nonprofits. The structure of this process can feel awkward at first but is designed to surface new interpretations and areas of activity that could not be realized in traditional dialogue.

Following is a suggested time allocation and process for a 45-minute consultation. The proportions are important, especially allocating at least twice as much time to diagnosis as to any of the other pieces. This is due to the idea that we get comfortable and attached to our stories, and we need other people to open up and interpret other versions of reality and possibility.

We are assuming a group of at least four people. The small group's leadership consultant will serve as the facilitator, managing the time boundaries, keeping the case presenter from controlling the conversation, and engaging in the process. The presenter should nominate a note-taker from the group, someone who will help them debrief afterwards. Often, presenters find themselves spinning a bit from the experience. It is a good practice to both take a break shortly after the consultation and to have one person check in with the presenter afterwards.

- **Case presenter presents facts:** 5 minutes
- **Group feeds data-gathering questions to presenter:** 5 minutes
- **Presenter "goes to the balcony" and watches and listens (*does not speak at all!)* while group does diagnostic brainstorming:** 20 minutes
- **Presenter watches and listens while group does action-step brainstorming:** 5 minutes
- **Presenter reflects on what they heard:** 5 minutes
- **Group debriefs on the consultation:** 5 minutes

Traps for the group to watch out for:

- Lack of clarity on what the adaptive issue is. Make sure you establish this before moving ahead.
- Presenter will not be able to remain silent and will dominate the conversation, defending and explaining.
- Consultants will jump too quickly to solutions, especially technical solutions.
- Consultants will be afraid to tell the presenter difficult news or information that would be helpful to them.
- Presenter will hide real stakes and anxieties.
- Consultants will offer insight from their own experience or expertise rather than see the problem through the eyes of the presenter and other people in the case.

Adaptive Leadership™ Case Consultation Guide	
Case Presentation **5 minutes**	***Goal for case presenter:*** *to present a* ***current Adaptive Challenge*** *that is being faced, including the important information for the case consultants.* In summarizing the case, characterize the **Adaptive Challenge** from your perspective. You should specifically name the **Adaptive Challenge** that you are in the middle of. Who are the major players, and briefly, what are their interests? Describe what action you have taken or are thinking about taking in reference to the challenge. Frame the question you would most like to have our participants address. The person on the balcony will report on what they observed.
Data-gathering Questions **5 minutes**	***Goal for group:*** *to identify and understand the* ***Adaptive Challenge*** *and the complexities surrounding it. To gather as much information as possible for brainstorming in the next phase.* The person on the balcony will report on what they observed. Possible data-gathering questions about the **Adaptive Challenge:** • Who are the major players? What are their formal relationships? Informal alliances? • Where is the senior authority on the issue? • What has the presenter done so far to work the problem? What has the presenter decided not to do? • What would success look like to the presenter?
Diagnostic Brainstorming **20 minutes**	***Goal for group:*** *to "get on the balcony" to interpret what is happening in the* ***Adaptive Challenge—****offering alternative interpretations and illuminating new ways to understand the case.* The person on the balcony will report on what they observed. Possible brainstorming questions: • What are the case presenter's stakes? What challenges face the presenter related to loss, competence, and loyalty? • What issues or values does the presenter represent to the group? • What are the underlying or hidden issues? What are the value choices each has to make? • How does the situation look to the other players? What is the story they are telling themselves? • What options are off the table for the presenter and why? • What has the presenter contributed to the problem? What is their piece of the mess? • What possible interpretations has the presenter been understandably unwilling to consider? • What would success look like to the players other than the presenter?

Action-step Brainstorming **5 minutes**	***Goal for group:*** *to offer possible new initiatives, smart risks, and experiments for the case presenter to try to move the challenge forward.* The person on the balcony will report on what they observed. Possible action-step questions: • What possible initiatives should be undertaken? • What are low-risk tests of some of the ideas discussed? • What courageous conversations need to take place? • What new partnerships or relationship shifts need to happen? • What are specific and possible goals over the next month to achieve?
Presenter Reflections **5 minutes**	***Goal for case presenter:*** *not to resolve the case! This time is intended for the presenter to share initial reactions to the process and ask specific questions that they are now pondering.* This is open space for the presenter to comment on what has been heard. The idea is that the presenter will “rent” the ideas, trying them out rather than “buying” them or defending against them. At the close, the presenter should identify any action step(s) they may undertake in the coming six weeks.
Group Debrief **5 minutes**	***Goal for group****: to “get on the balcony” and reflect on how well they did the consultation and how to improve in the future.* The person on the balcony will report on what they observed. Possible debrief questions: • What did the group accomplish and what did it avoid? • What default behaviors did participants observe? • What could be done to improve consultations in the future?

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ACTIVITY WORKSHEET

CASE CONSULTING OBSERVER/NOTE-TAKER WORKSHEET

FOR EACH STAGE OF ONE PEER CONSULTATION, YOU WILL BE "ON THE BALCONY." YOUR ROLE WILL BE TO OBSERVE WHAT THE GROUP DOES AND REPORT BACK ON YOUR OBSERVATIONS. USE THIS SHEET TO KEEP NOTES ON WHAT YOU OBSERVE AT EACH STAGE.

CASE PRESENTATION

____

____

____

DATA-GATHERING QUESTIONS

____

____

____

DIAGNOSTIC BRAINSTORMING

____

____

____

ACTION-STEP BRAINSTORMING

____

____

____

PRESENTER REFLECTIONS

GROUP DEBRIEF

ACTIVITY WORKSHEET

CASE CONSULTING PRESENTER WORKSHEET

USE THIS SHEET TO KEEP NOTES AND RECORD YOUR OBSERVATIONS OF THE DIAGNOSTIC AND ACTION-STEP STAGES OF THE PEER CONSULTATION FOR YOUR ADAPTIVE CHALLENGE. THIS WILL HELP YOU PREPARE YOUR OBSERVATIONS FOR THE GROUP.

DIAGNOSTIC BRAINSTORMING OBSERVATIONS AND NOTES

ACTION-STEP BRAINSTORMING OBSERVATIONS AND NOTES

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Exercise of Executive Leadership: Self

Unit 3: Creating a Leadership Learning Environment

Student Manual

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Unit Learning Outcome (LO)

3.0 The executive officer will be able to create a learning environment that incorporates an adaptive leadership holding environment through use of balancing inquiry with advocacy.

Unit Objectives

3.1 Compare and contrast philosophical and theoretical approaches to learning.
3.2 Differentiate between critical thinking and thinking critically.
3.3 Categorize elements of a holding environment for use in periods of disequilibrium.
3.4 Hypothesize the meaning of leadership within the learning environment.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Create a learning environment that incorporates an adaptive leadership holding environment through use of balancing inquiry with advocacy.	Evaluated Assessment #3

Objectives	Course Component	Evaluation Method
Compare and contrast philosophical and theoretical approaches to learning.	Lecture/Exercise/Discussion	Class Exercise/ Discussion
Differentiate between critical thinking and thinking critically.	Lecture/Discussion	Class Discussion
Categorize elements of a holding environment for use in periods of disequilibrium.	Lecture/Discussion	Class Discussion
Hypothesize the meaning of leadership within the learning environment.	Activity/Discussion	Activity 3.1

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture, discussion, and a small/large group activity.

(Total Time: 3 hr., 35 min.)

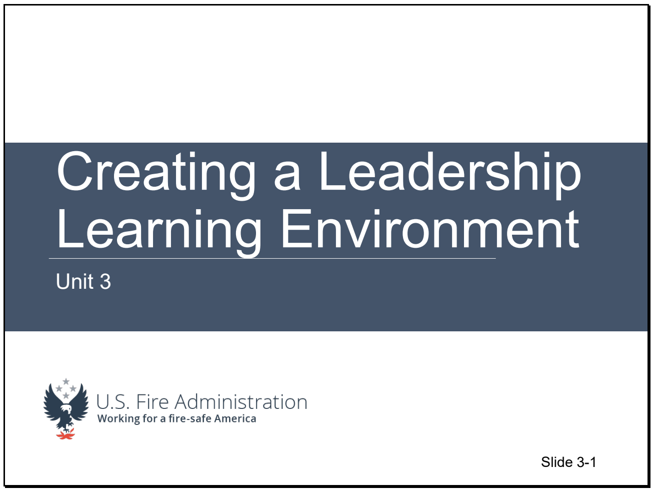
215 min.	Lecture/Discussion/Activity		
5 min.	Objectives		SM 3-7
55 min.	I.	Socratic Methods	SM 3-9
15 min.	II.	Critical Thinking	SM 3-13
20 min.	III.	Living in Disequilibrium	SM 3-14
20 min.	IV.	Current State to Aspired State	SM 3-15
30 min.	V.	Holding Environment	SM 3-16
10 min.	VI.	Adaptive Leadership 2x2 Matrix	SM 3-18
5 min.	VII.	Introduction to Activity 3.1	SM 3-20
50 min.	Small/Large Group Activity 3.1		
		What Does It Mean to Me to Exercise Leadership?	SM 3-21
5 min.	VIII.	Summary	SM 3-23
	References		SM 3-25

Audiovisual

Slides 3-1 to 3-15

Handout

Handout 3-1: Adaptive Leadership 2x2 Matrix (print on cardstock)



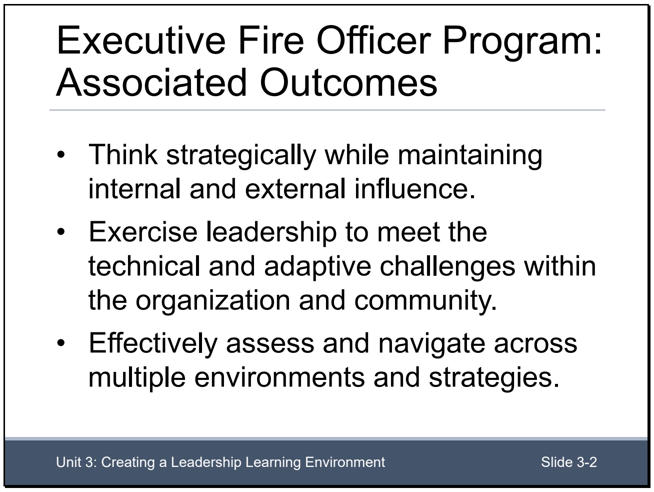
The Executive Fire Officer (EFO) Program, particularly the residential experience, is intended to be conducted in an environment that supports dynamic and interactive learning. As such, certain philosophical and theoretical approaches have been adopted: the Socratic approach to learning, an acknowledgement of the environment as a place of learning and growth, and a recognition of the importance of emotional intelligence (EI).

The purpose of this unit is to set the stage for the EFO Program so that the executive officers will understand the intent and what is expected of them.

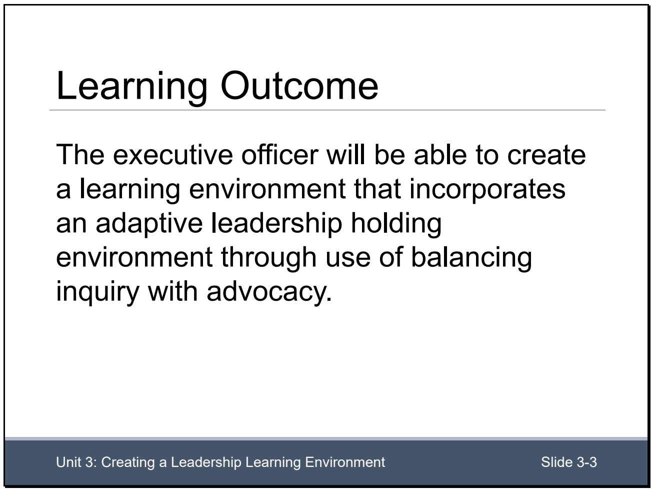
This program offers a high level of learning, and the executives play a unique role in its success. The issues presented are complex, with the solutions being many and varied. The instructor’s function is to challenge the executives to devise their own solutions.

It is imperative that the instructors assess, continuously monitor, and influence the classroom environment, ensuring an executive-level mindset. This unit is focused on creating an executive leadership environment; instructors are expected to model that behavior.

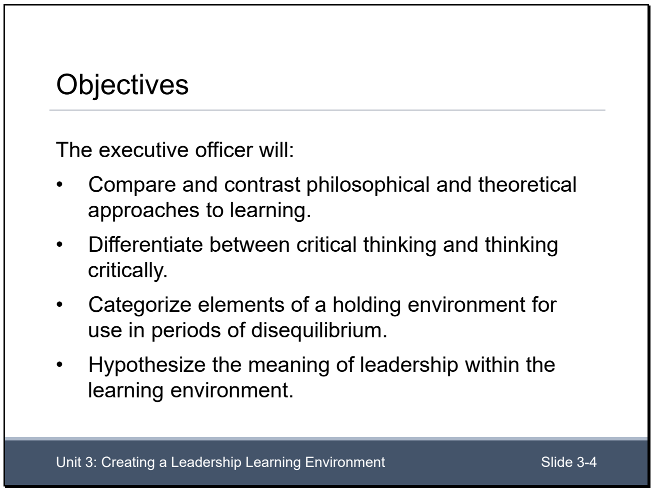
The leadership learning environment concepts are essential to building around the underlying theme of the EFO Program for a safe, healthy, prepared, and resilient self, organization, and community.



- Think strategically while maintaining internal and external influence.
- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Effectively assess and navigate across multiple environments and strategies.



3.0 The executive officer will be able to create a learning environment that incorporates an adaptive leadership holding environment through use of balancing inquiry with advocacy.



The executive officer will:

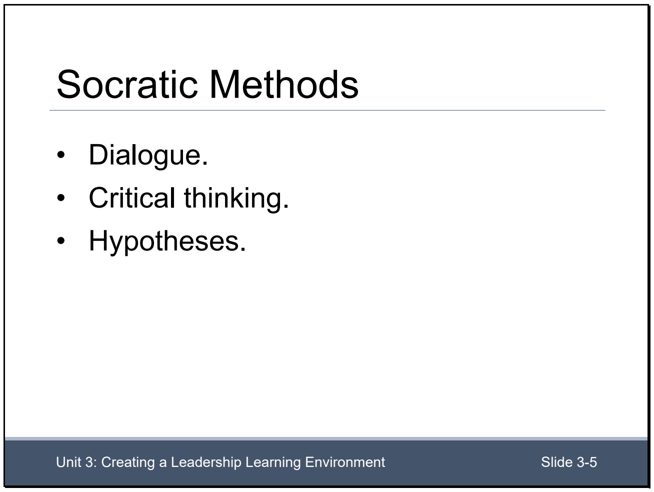
3.1 Compare and contrast philosophical and theoretical approaches to learning.

3.2 Differentiate between critical thinking and thinking critically.

3.3 Categorize elements of a holding environment for use in periods of disequilibrium.

3.4 Hypothesize the meaning of leadership within the learning environment.

I. Socratic Methods



Socrates Quote

"The unexamined life is not worth living."

— Socrates

Unit 3: Creating a Leadership Learning Environment Slide 3-6

The Power of "Why"

Unit 3: Creating a Leadership Learning Environment Slide 3-7

The following elements of this section are intended to begin to craft an environment of inquiry using Socratic methodology while balancing the need to advocate. This section is critical to establishing a professional environment for learning. This is an opportunity to role model effective facilitation, which becomes an observable takeaway for the executives to use in all walks of their lives.

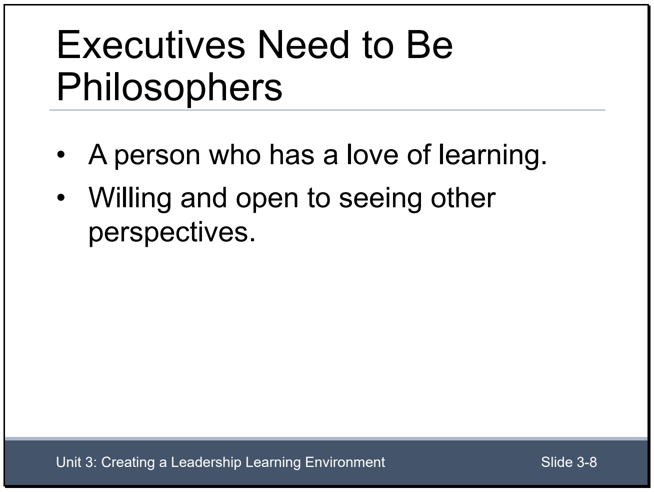
The **Socratic method** requires individuals and groups to work together to engage in collaborative and challenging **dialogue**, asking and answering questions that stimulate **critical thinking** and draw out underlying presumptions. In doing so, **hypotheses** are generated, evaluated, modified, discarded, and/or adopted after thorough consideration.

The Greek philosopher Socrates utilized questioning as a means of provoking deeper thinking and reflection. The Socratic method is essential to lifelong learning.

We strive to develop ourselves as philosophers, persons who embrace the need and power that comes from embracing lifelong learning. The executive should develop a "philosophical attitude."

Socrates famously said, "The unexamined life is not worth living" (Plato, 1997, 38a). This statement illustrates a methodology that we will employ throughout the EFO Program.

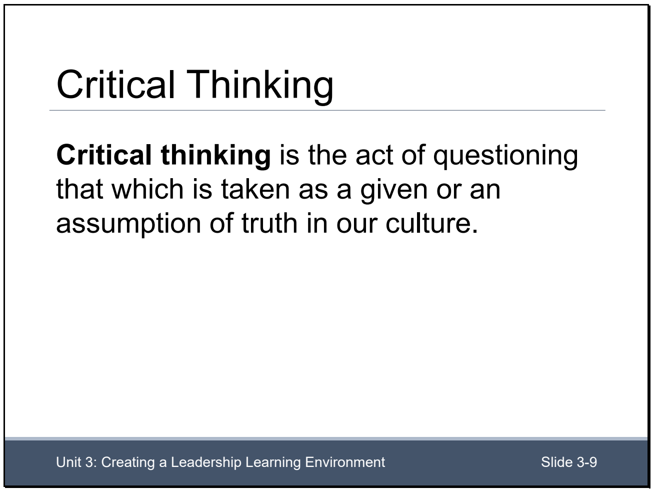
The Socratic method requires that we engage in facilitated dialogue. We must balance advocacy with inquiry. We must be active listeners and seek to understand the perspectives of others as we use Socratic inquiry. We will use the power of "why" as a vehicle for exploration.



In order to employ a Socratic method successfully, executives and instructors alike have an obligation to recognize that a philosopher is a person who has a love of learning and embrace the idea that we will need to become philosophers in order to be willing and open to seeing perspectives that are not our own.

As an after-action approach on most emergency events, fire and emergency medical services (EMS) personnel will conduct a “hot wash” or a reflection on the event—what worked or what did not work. This reflection causes learning to occur. Doing something without reflection is a waste of time.

II. Critical Thinking



Critical thinking is the act of questioning that which is taken as a given or an assumption of truth in our culture.

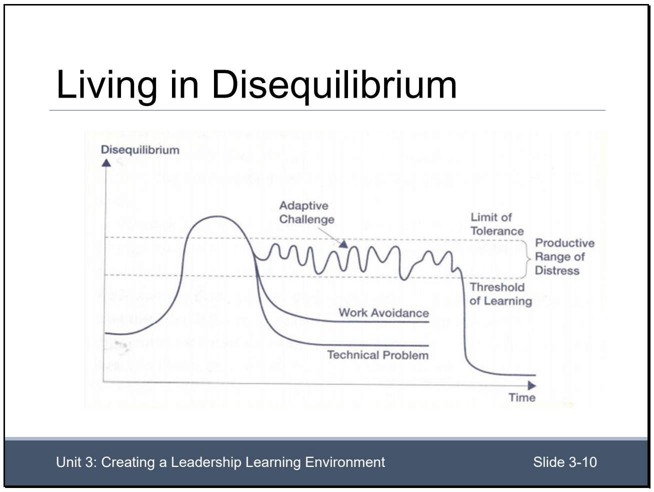
Critical thinking is to question accepted axioms of the culture.

Scenario: A fire company uses a subscription service and will not suppress fires at properties in which the owner has not paid the subscription fee.

Thinking critically is most often considered to be critical of what one observes without the benefit of an examined view and is often reactionary.

Critically thinking is to seek out more insights. Examine what is on the surface, but then go deeper.

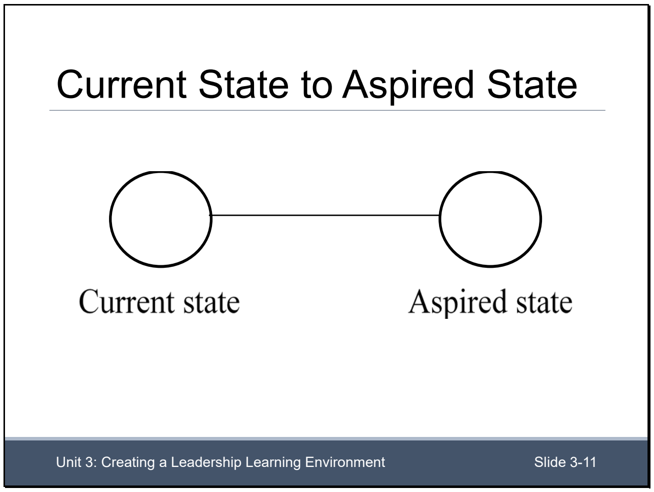
III. Living in Disequilibrium



Feelings of anxiety or being nervous or simply having a wandering curiosity about what you have committed to are all elements of participating in a personal adaptive challenge.

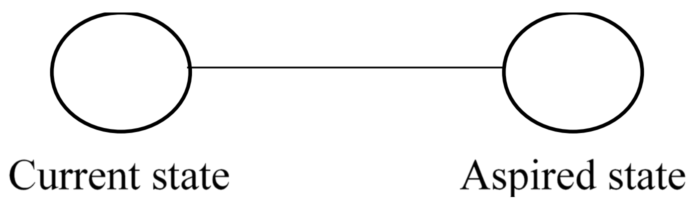
Moving from where you were to an aspired state in the future generates disequilibrium.

IV. Current State to Aspired State



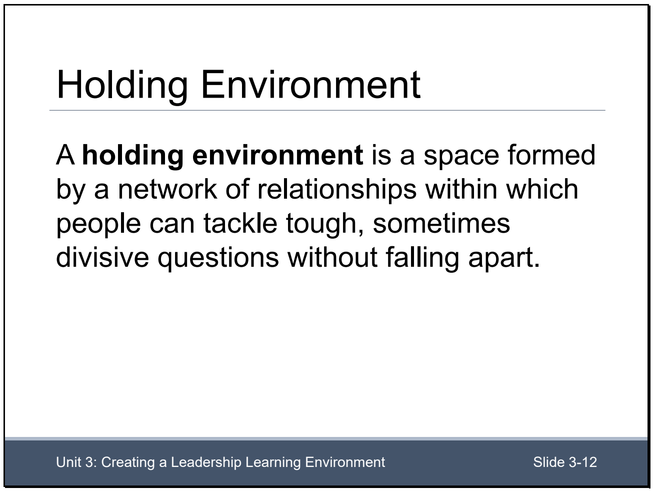
Draw on chart paper two circles indicating current state on the left and aspired state on the right. Identify that there is a gap between the two.

The gap is where disequilibrium occurs. It is also where growth occurs. That growth is a process of getting from the current state to the aspired state.



In the gap, people will begin to question their own competencies. This will enhance their disequilibrium.

V. Holding Environment



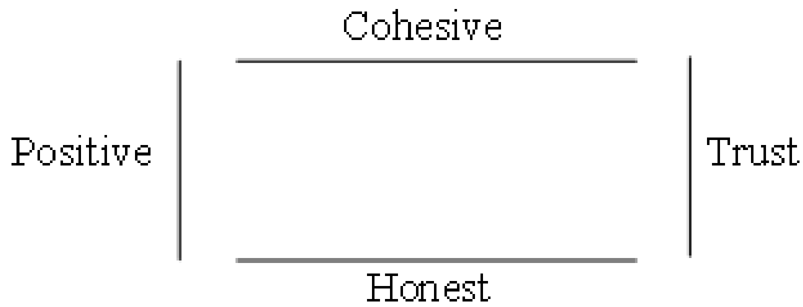
A **holding environment** is a space formed by a network of relationships within which people can tackle tough, sometimes divisive questions without falling apart.

Review pp. 155–158 in *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*.

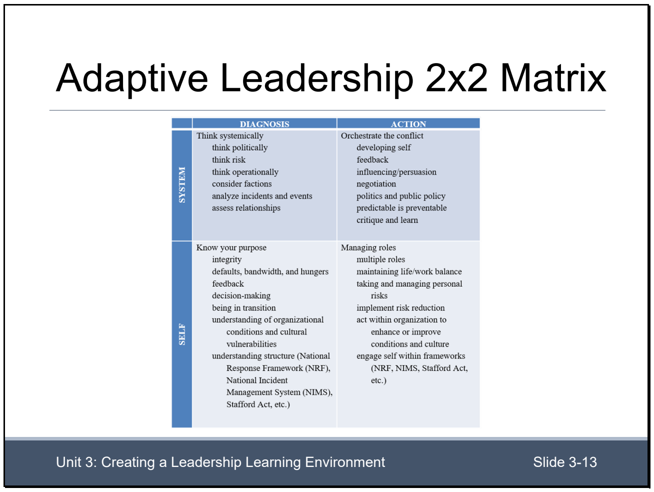
The emphasis in this section is the development of a classroom holding environment that is safe and allows deep exploration of divisive subjects or opinions.

A holding environment is a safe place that “serves to strengthen the bonds of cohesion and offset the tensions as they are surfaced” (Heifetz et al., 2009, p. 156).

To illustrate the idea of a holding environment, draw an “open” box as shown below.


Cohesive
Positive
Trust
Honest

VI. Adaptive Leadership 2x2 Matrix



The Adaptive Leadership 2x2 Matrix provides the executive with a tool to begin, as Socrates alludes to, an examination of self and subsequently systems (see Heifetz et al., 2009, p. 6, Figure 1-1).

The focus of the matrix is on two processes: diagnosis and action. These processes, however, are from two perspectives: self and system.

As this course focuses on exercising leadership for self, one cannot forget that even as individuals, we operate within systems.

The matrix shown here provides examples of how the 2x2 Matrix may be used as both an assessment of need and areas of action.

	DIAGNOSIS	ACTION
SYSTEM	**Think systemically** think politically think risk think operationally consider factions analyze incidents and events assess relationships	**Orchestrate the conflict** developing self feedback influencing/persuasion negotiation politics and public policy predictable is preventable critique and learn
SELF	**Know your purpose** integrity defaults, bandwidth, and hungers feedback decision-making being in transition understanding of organizational conditions and cultural vulnerabilities understanding structure (National Response Framework (NRF), National Incident Management System (NIMS), Stafford Act, etc.)	**Managing roles** multiple roles maintaining life/work balance taking and managing personal risks implement risk reduction act within organization to enhance or improve conditions and culture engage self within frameworks (NRF, NIMS, Stafford Act, etc.)

VII. Introduction to Activity 3.1

This activity will provide the executives greater opportunity to dialogue on the elements of this entire unit. This is an opportunity to begin working within the holding environment and learning to be Socratic within the class.

This activity pursues the executives beginning to focus on their own thoughts of leadership within the context of a learning environment.

Activity 3.1

Small/Large Group Activity Estimated Time: 50 minutes

Activity Purpose

Provide an opportunity for the executive officers to put learning relative to the Socratic method, critical thinking, and holding environments into action in individually relevant ways within a learning environment.

Activity Directions

1. Working in pairs or small groups, the executives will use the Socratic method and critical thinking concepts to dialogue on the question of what it means for the executive officer to exercise leadership for self.

2. How will this meaning apply to each executive's individual engagement within the balance of this class?

3. How does this meaning influence the class holding environment?

4. What are the executives willing to commit to doing to sustain their meaning and actions within the holding environment?

5. At the conclusion of the specified time allocation, each group will share with the class their discoveries, both similarities and differences.

Summary

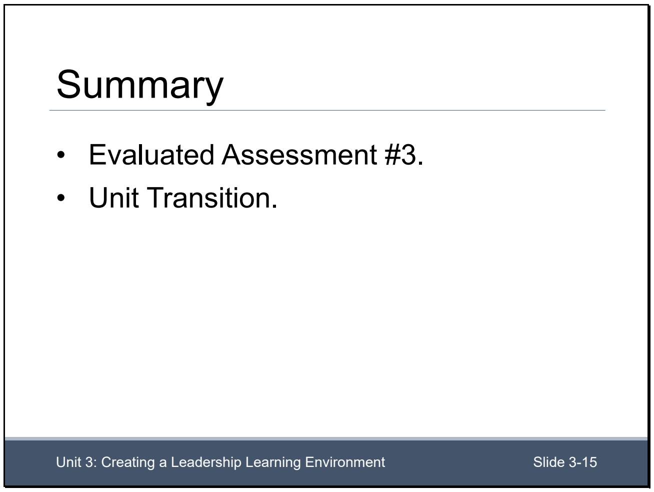
This activity has initiated a deeper dialogue within the framework of the class's holding environment. Trust is critical when exploring new ideas and being willing to express those ideas among peers and others. Beginning to more deeply explore the meaning of leadership establishes a greater foundation for the remainder of the EFO Program.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider these journal prompts for their after-class reflections:

- Within my current reality, what are my challenges, opportunities, fears, and limitations in exercising leadership for self?
- How might I describe my genuine willingness to engage in the EFO Program holding environment initiated today?

VIII. Summary



In this unit, we explored the importance of the Socratic method, critical thinking, the current state versus the aspired state, the concepts of disequilibrium, and the holding environment.

These unit elements will assist in building the class learning environment for the remainder of this residential experience and into the future. The content is also fully applicable to all the facets of your life's interactions.

The learning environment concepts are essential to building around the underlying theme of the EFO Program for a safe, healthy, prepared, and resilient self, organization, and community.

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References

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world.* Harvard Business Press.

Plato. (1997). *Plato: Complete works Kindle edition* (J. M. Cooper & D. S. Hutchinson, Eds.). Hackett Publishing Company, Inc.

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Exercise of Executive Leadership: Self

Unit 4: Getting to Know Self: Life/Work Balance

Student Manual

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Unit Learning Outcome (LO)

4.0 The executive officer will be able to construct strategies for successful life/work balance.

Unit Objectives

4.1 Compare the differences between role and self.
4.2 Assess personal values and compose an overview of core beliefs.
4.3 Assess personal life/work balance in the context of strategies for overcoming disequilibrium.
4.4 Propose health and wellness strategies for sustaining a successful life/work balance.
4.5 Facilitate a reflective dialogue of constructive feedback on a colleague's Personal Development Plan (PDP).

Objective/Alignment Content

Learning Outcome	Evaluation Method
Construct strategies for successful life/work balance.	Evaluated Assessment #4

Objectives	Course Component	Evaluation Method
Compare the differences between role and self.	Lecture/Discussion	Group Discussion
Assess personal values and compose an overview of core beliefs.	Lecture/Discussion/Activity	Activity 4.1
Assess personal life/work balance in the context of strategies for overcoming disequilibrium.	Lecture/Discussion/Activity	Activity 4.2
Propose health and wellness strategies for sustaining a successful life/work balance.	Lecture/Discussion/Activity	Activity 4.3
Facilitate a reflective dialogue of constructive feedback on a colleague's Personal Development Plan (PDP).	Lecture/Discussion/Activity	Activity 4.4

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture; discussion; and individual, small, and large group activities.

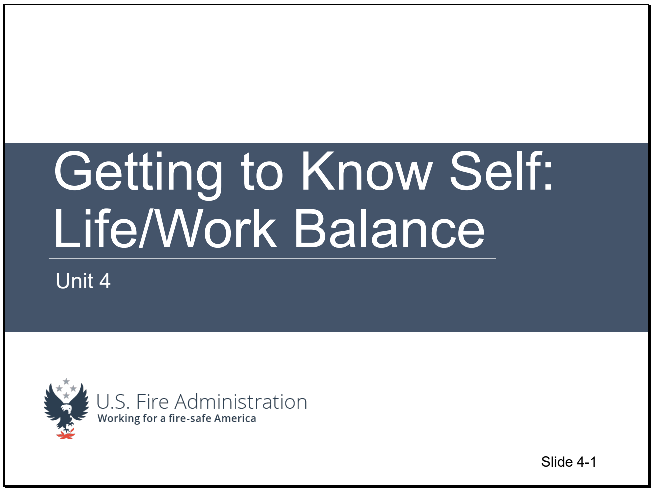
(Total Time: 7 hr., 45 min.)

465 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 4-7
55 min.	I.	Know Your “Why”	SM 4-9
5 min.	II.	Introduction to Activity 4.1	SM 4-11
30 min.	Individual/Large Group Activity 4.1		
		Personal Values Assessment	SM 4-13
30 min.	III.	Role Versus Self	SM 4-19
15 min.	IV.	Life/Work Balance	SM 4-21
5 min.	V.	Introduction to Activity 4.2	SM 4-22
45 min.	Small Group Activity 4.2		
		Life/Work Balance Assessment	SM 4-23
5 min.	VI.	Stress and Life/Work Balance	SM 4-31
90 min.	VII.	Empathy, Compassion Fatigue, and Resilience	SM 4-32
15 min.	VIII.	Health of Our Emergency Responders	SM 4-34
5 min.	IX.	Introduction to Activity 4.3	SM 4-35
45 min.	Small Group Activity 4.3		
		Life/Work Balance Through Health Awareness	SM 4-37
30 min.	X.	Personal Resilience in the Face of Stress	SM 4-41
15 min.	XI.	A Walkabout—Personal Development Plan	SM 4-42
5 min.	XII.	Introduction to Activity 4.4	SM 4-45
60 min.	Pairs Activity 4.4		
		A Walkabout	SM 4-47
5 min.	XIII.	Summary	SM 4-51
	References		SM 4-53
	Appendix		
		Health of Our Emergency Responders: A CrewCare Report	SM 4-55

Audiovisuals

Slides 4-1 to 4-23

Videos:
“*Know Your Why | Michael Jr*”
“*Brené Brown on Empathy*”
“*Water Bottle Analogy for Stress, Compassion Fatigue and Resilience | Arizona Trauma Institute*”
“*Saving Our Firefighters: Firefighter Mental Health Research*”
“*What Trauma Taught Me About Resilience | Charles Hunt | TEDxCharlotte*”

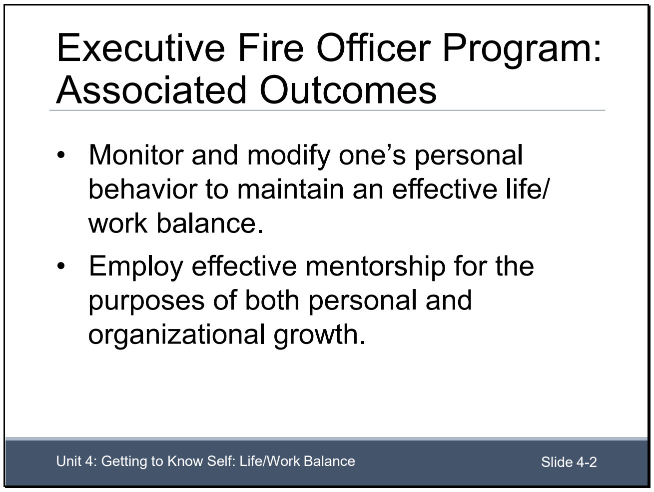


This unit presents the executive officer with dialogue and activities to aid in focusing internally. This unit enables self-awareness through reflection, and from there, growth within the realm of developing leadership for self. For an individual to lead others, the individual must first be able to lead themselves. The reflecting efforts in this unit include a deep look at personal “why” and purpose, core values, and life/work balance.

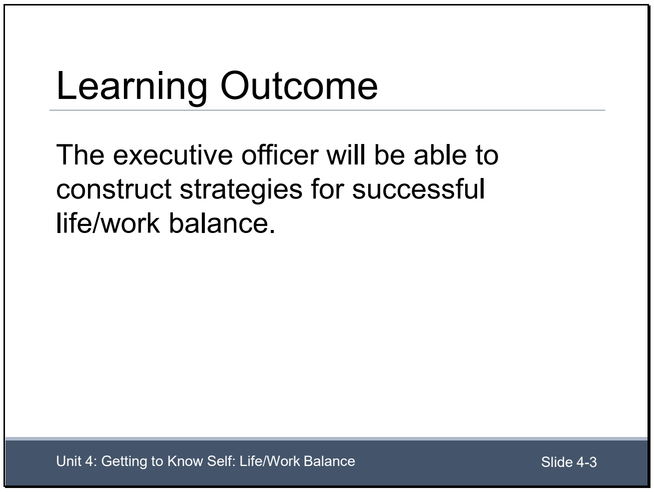
The essence of knowing oneself can be an elusive task as the executives’ environments offer a barrage of influencers from external sources and, more importantly, from internal sources. To effectively exercise leadership, one must understand who they are, independent of their role(s) within their family, organization, and community.

Positional perspectives can influence ethics, damage biases, and trigger the unaware person. Discovering oneself also allows the leader to identify and diagnose existing strengths and weaknesses. At this point in the course, our goal is to have the executive officer focus on their current state (being) before focusing on their future state (doing).

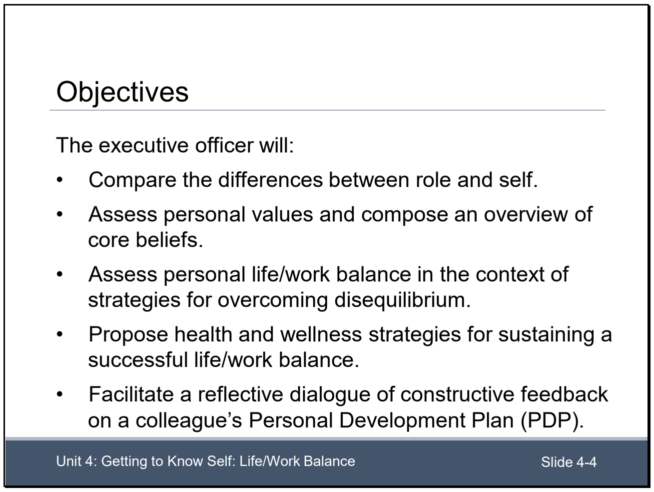
Striving to maintain a life/work balance while sustaining a positive emotional, physical, and mental wellness is essential for success. Surviving the exercise of leadership requires planning, resiliency, and a willingness to act. All too many executives fall victim to their own failure to be firmly grounded in who they are as self only and only see themselves as what they do, or their role.



- Monitor and modify one's personal behavior to maintain an effective life/work balance.
- Employ effective mentorship for the purposes of both personal and organizational growth.



4.0 The executive officer will be able to construct strategies for successful life/work balance.



The executive officer will:

4.1 Compare the differences between role and self.

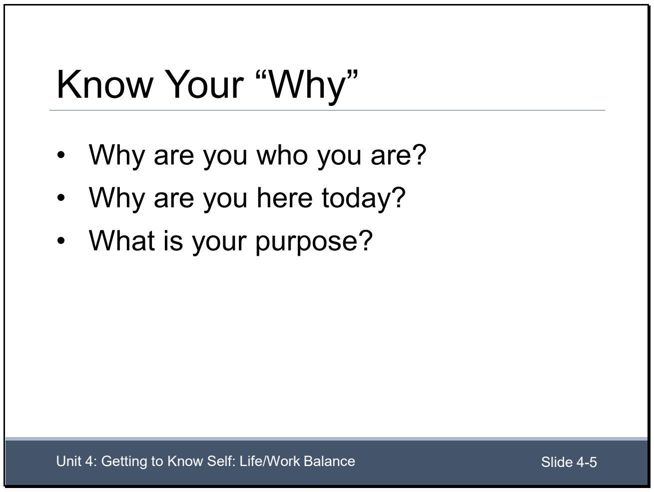
4.2 Assess personal values and compose an overview of core beliefs.

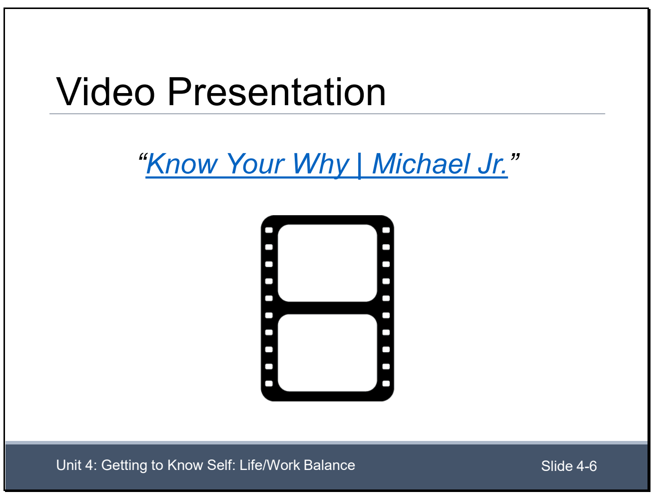
4.3 Assess personal life/work balance in the context of strategies for overcoming disequilibrium.

4.4 Propose health and wellness strategies for sustaining a successful life/work balance.

4.5 Facilitate a reflective dialogue of constructive feedback on a colleague's Personal Development Plan (PDP).

I. Know Your "Why"





This section encourages the executive officer to consider the need to know their own why (motivation, purpose) given the significant commitment they have made to participate in the Executive Fire Officer (EFO) Program. In this section, the idea of knowing your own why is explored from a personal perspective.

Review Chapter 9, "Anchoring Self," in *Leadership on the Line: Staying Alive Through the Dangers of Leading* and Chapters 17, 18, and 19 in *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* in preparation for this section.

The following section incorporates both dialogue opportunities and a video exercise. This section centers on what seems to be a simple question regarding knowing your why. But in fact, the question is not superficial at all.

This section requires a keen awareness of the learning environment and use of the Socratic dialogue process.

The purpose of the following video exercise is to help the executive officer understand, consider, and/or develop their underlying “why.”

Michael Jr. is an internationally recognized comedian who has the uncanny ability to take real-life events and not just learn to laugh about them, but to create genuine enrichment and growth from real life.

This video provides an opportunity to explore one’s personal “why.”

Developing an understanding of your individual “why” is foundational and affects all phases of life.

II. Introduction to Activity 4.1

Activity 4.1: Personal Values Assessment provides an additional reflection opportunity and is supportive of the previous video exercise. Frequently it is observed that the executives have never really focused on their core values as a person. They may have espoused values, but what lies intrinsically is the key.

This activity is extracted and used with permission from the curriculum of the International Public Safety Leadership and Ethics Institute (IPSLEI) (www.IPSLEI.org).

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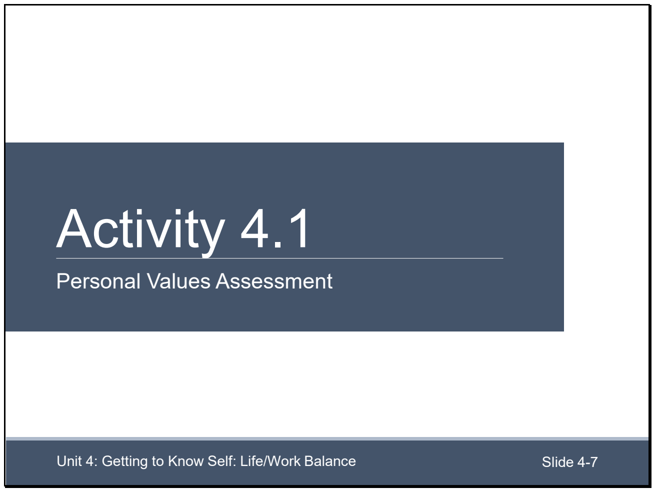
Activity 4.1



Individual/Large Group Activity Estimated Time: 30 minutes

Activity Purpose

Help the executives assess what values are truly important to them and then prioritize those items to achieve a clear picture of their core beliefs.

Required Materials

Value cards

Activity Directions

1. The instructor will pass out a set of value cards to each executive. The Values Card Sort List is at the end of this activity.

2. The executives will review the value words and the descriptions of each word from a personal (self) perspective.

3. The executives may wish to accept a description but use a different value word or vice versa. They may write those changes on the cards.

4. After the review, the executives will select what they consider to be their top five most important personal values. These are the values that they would consider to be the core of who they are.

5. After they make their selections, the instructor will ask the executives why they selected the particular values.

6. Following the discussion on the first sort, the executives will put the five value cards directly in front of them with the value face up.

7. The executives will stand up and state their five chosen values to the class. The instructor will select one person to start the process.

8. The executives will place the two remaining cards in front of them face up with a space between the two cards.

9. The executives will write in their journals the top five values that they selected.

Summary

Personal values may be affected by significant emotional events that occur within life. Birth of a child, death of a loved one, marriage, divorce, etc., may cause a shift in core values.

While the activity provided an opportunity to sort and prioritize values, the reality of human nature is that we are multifaceted beings and not limited to a single value. The context of a given decision may lead to varying or multiple values to be in play at one time.

Although the activity allows for the instructor to come and turn over a value, in real life a value cannot be taken from you unless you choose to give it up.

In answering many of these questions, the importance of Heifetz and Linsky’s comments on anchoring self may rise to the surface. Recognizing the value in knowing self and knowing your “line in the sand” before an issue arises is an important characteristic for those exercising leadership. Recognizing whether and when your line needs to move is important but not as important as understanding the basis of why you are making the decision you make.
Knowing and prioritizing your value system will help you make decisions in times of crisis and conflict. Your values act as a system of checks and balances.

The executive officer needs to have a firm grasp of their underlying personal values and belief systems. From this foundation, they are more efficient and informed when facing difficult or ethical decisions.

It is recommended, for continuing personal growth, that each executive have a close confidant sort the value cards on what they see as the executive’s core values. This will help the executives to gain insight as to whether the values they say they hold are congruent with their values as observed by their confidants.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider these journal prompts for their after-class reflections:

- From the personal values assessment activity, what is my most significant takeaway?
- When resolving an issue that causes me internal conflict, how do I use my values to weigh the consequences of my decision?

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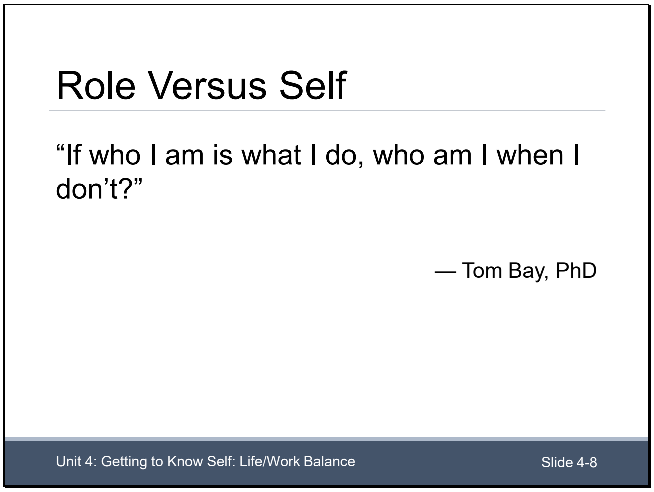
Values Card Sort List

Advancement	growth, professional advancement, personal maturity
Beauty	appreciation of loveliness (e.g., enjoying art, nature, work)
Cooperation	communication, team effort, working together
Creativity	freedom, imagination, desire for new ideas
Dedication	passionate belief in something
Faith	believing in yourself, a higher power, the goodness of life
Freedom	absence of necessity or coercion, liberation, independence
Health	physical and mental well-being
Helpfulness	sense of concern for and outreach to the needs of others
Honesty	fairness, straightforwardness, sincerity, truthfulness
Integrity	moral and intellectual honesty
Justice	fairness, balance, moral equality
Knowledge	seeking and learning new insights
Life	principle or force distinctive of animate beings
Love	personal warm feelings of caring and affection
Loyalty	faithfulness to another person, idea, or vision
Morality	ethical standards, conscience, sense of right and wrong
Openness	willingness to try new things
Patience	bearing pains or trials calmly; steadfastness in suffering or crisis
Pleasure	what you enjoy; what delights you
Power	ability to lead, direct, persuade, control
Professionalism	commitment to quality; pride in your work
Recognition	to receive special attention; to feel important
Religion	belief in a supreme being; a spiritual relationship with others
Responsibility	accountability, maturity, ability to respond

Security	having the essentials needed for living
Sensitivity	awareness, responsiveness, approachability
Social	a lot of fun, friends, companionship
Success	attainment of wealth, favor, or eminence; achieving your goals
Trustworthiness	dependability deserving of confidence
Vitality	spirit, life, intuition
Wealth	material income, possessions
Wisdom	mature understanding of life
Work	feeling good about your job as challenging and rewarding
Worthiness	acceptance and appreciation as a person, not a thing

Used with permission of the International Public Safety Leadership and Ethics Institute (www.IPSLEI.org).

III. Role Versus Self



This is an important section that lays the groundwork for deep reflection by the executive regarding life/work balance. Instructors should be diligent in ensuring that the class holding environment continues to support rich dialogue.

This section differentiates the overlays of roles (e.g., parent, executive, and child) from self. Our industry is filled with professionals who feel lost or less substantial without their professional titles or roles (their “what”). Who are the executives when they are no longer the executive officer?

Knowing who we are is directly influenced by our ability to know our why. Our why enables us to focus our efforts on what matters most. It also enables us to take risks and stimulates us to push forward through and around obstacles.

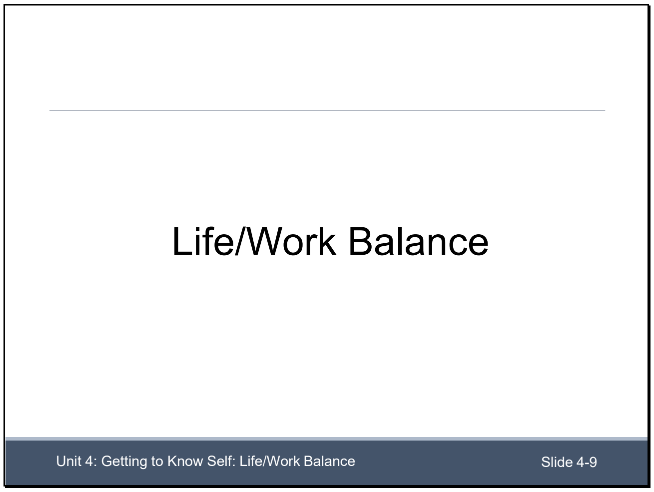
One should view themselves as a complex adaptive system composed of several interrelated and dynamic elements (e.g., personality, experiences, cognitive, and emotional). Because of this complexity, it is especially important to distinguish our roles from self under the guise of a balanced life. One’s role is simply another spoke in the wheel—it is not the hub.

The executive’s formal title and position on an organizational chart has the potential to skew their sense of self-importance and lead to confusion between role and self. If the perception is left unchecked, it can be damaging to their life/work balance. This lesson offers the executive officer the opportunity to “get on the balcony” to examine the degree to which there is a separation of role from self.

Tom Bay, PhD, was an internationally known motivational speaker and author. Using his own life’s challenges, successes, and failures, Dr. Bay was able to generate considerable momentum within others to look at themselves in terms of who they were versus what they did.

Dr. Bay's thought coincides with Heifetz and Linsky, who stressed the need to differentiate between role and self as part of the need to remain anchored (2017). Dr. Bay's theme coincides with that of Michael Jr. in stressing the need to understand your "why" to make sense of your purpose.

IV. Life/Work Balance



Work often creates stress and pressure, especially in fire and emergency medical services (EMS). This stress and pressure affect the personal lives of the executive officers. It is an outcome of the EFO Program that the executives will monitor and modify their personal behavior to maintain an effective life/work balance.

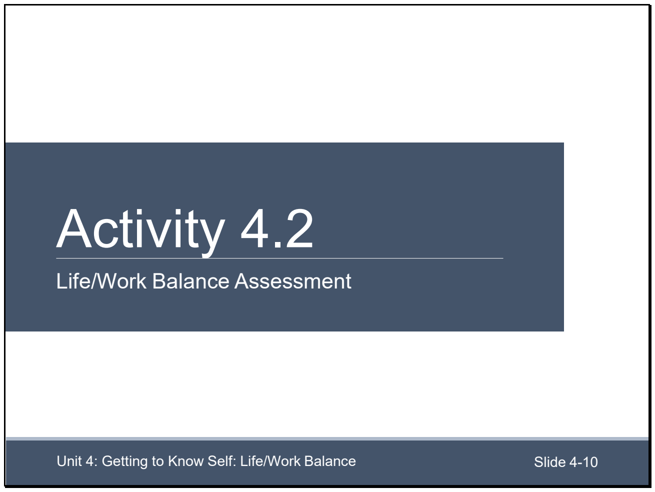
The purpose of this section is to help the executives develop an awareness of the relationship between work stress and pressure on their physical, mental, behavioral, and spiritual health and wellness. They will understand some of the consequences of work stress and pressure to the process of transformational change of self (Heifetz et al., 2009, p. 37).

The concept of balance is very subjective and individual. The overriding fact is the executive officer and how satisfied they are with their life/work balance. Over their lifetime, they can expect the integration of their work and non-work life to fluctuate widely. They may have a strong sense of whether the state of current life/work balance is temporary or represents something longer term.

V. Introduction to Activity 4.2

The following activity was developed by Neal Whitten. Neal is a popular speaker, trainer, consultant, mentor, and best-selling author in the areas of leadership and soft skills, project management, team building, and employee development. He has more than 35 years of frontline leadership, project management, and personal development experience. He has written over 150 articles for professional magazines and was a contributing editor of Project Management Institute's (PMI's) *PM Network*® magazine for over 15 years.

Activity 4.2



Small Group Activity Estimated Time: 45 minutes

Activity Purpose

Heighten the executive officer's awareness of the behaviors that are affecting their life/work balance. The assessment provides a means to rate their behaviors and present a score that can give insight into their effectiveness in achieving life/work balance.

Required Materials

Questionnaire for Self-Assessing Your Work-Life Balance (Velociteach.com)

Activity Directions

1. The instructor will place the executives into small groups of no more than four and direct them to have their completed and scored work-life balance questionnaire available.

2. Each group will conduct a dialogue using the following prompts:

    a. In what ways do you think this assessment is an accurate representation of your life/work balance?

    b. In what ways do you think this assessment is **not** an accurate representation of your life/work balance?

c. In today's work and home environments, what would it take to have a balance?

d. What are the personal challenges you face in trying to sustain a positive life/work balance?

e. What actionable and realistic strategies can be taken to move towards balance?

3. Each group will appoint a representative to present a summary of their dialogue.

Summary

The activity has provided an opportunity to assess perspectives and challenges regarding life/work balance. These opportunities lead to crafting components of a PDP that encompass active measures to aid in sustaining a healthy life/work balance.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider this journal prompt for their after-class reflections:

Does your personal life/work balance help foster a safe, healthy, prepared, and resilient self? Why or why not?

Questionnaire for Self-Assessing Your Work-Life Balance

This document is part of a Neal Whitten eLearning course called “Achieving the Elusive Work-Life Balance” and was developed by Neal Whitten in partnership with Velociteach® (Velociteach.com).

The purpose of this assessment instrument is to heighten your awareness of the behaviors that are affecting your work-life balance. The quiz will also provide a means to rate your collective behaviors and present a score that can give you insight into your effectiveness in achieving work-life balance.

Here’s how to use this assessment questionnaire. For each question, circle the number that best describes your answer. If you don’t have an opinion or you feel you do not have sufficient data to draw an opinion then mark “0” (No comment).

Take the assessment now.

Determining your score

There are 45 questions. After taking the questionnaire, add all the numbers circled. Then divide by the total number of questions that did not receive a response of “0.” For example, if you did not mark a “0” for any of the 45 questions then divide the added numbers by 45. If you had marked two questions with a “0” then divide the added numbers by 43 (45-2=43). The suggested meaning for your final number, or work-life balance score, is described below. This score can fall within a very wide range of values from 0 to 5.

4.0-5.0	**Good**	Your life is in good balance. Continue to consciously focus on maintaining that balance.
3.0-3.9	**Borderline**	Your life balance is borderline. Now is the time to take action before things have a chance to fester and get further out of control.
0.0-2.9	**Poor**	Your life is out of balance. You need to take significant and immediate action to move towards your desired balance. Delaying making the needed changes will only make things worse.

Here are the questions:

1. Do you feel that you are wasting your time if you are not accomplishing something?

   1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

2. Do you feel that you never have a chance to catch your breath before you have to move on to the next project/crisis?

   1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

3. Do you take at least one consecutive full week of vacation each year?

   5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

4. Do you use all of your vacation days and personal days each year?

   5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

5. Do you frequently delegate work to others?

   5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

6. Do you work more than one hour per day while on vacation?

   1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

7. Do you look forward to starting your day each morning?

   5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

8. Do you feel boxed in; that is, you do what you do because others depend on you for support?

   1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

9. Is your work satisfying and rewarding?

   5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

10. Do you feel burnt out, exhausted and unable to give your all to any area of your life?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

11. Do you feel that you are reasonably in control over your work day?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

12. Are you impatient and short with your coworkers or your family?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

13. Do you dedicate time to having lunch each day (versus multitask while you eat or skip lunch)?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

14. Are you satisfied with where you are at this point in your journey of your business life?

    5-Very; 4-Satisfied; 3-Somewhat; 2-Hardly; 1-Not satisfied; 0-No comment

15. Do you reserve at least 30 minutes of “me time” each day?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

16. Do you start your day tired?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

17. Do you feel you are missing out on the things that mean the most to you?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

18. Do thoughts of work interrupt a good night’s rest?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

19. Do you bring work home with you?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

20. Do you reply to texts while in the company of others?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

21. Are you satisfied with where you are at this point in your journey of your personal life?

    5-Very; 4-Satisfied; 3-Somewhat; 2-Hardly; 1-Not satisfied; 0-No comment

22. Do you have a hard time saying “no” to requests at work?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

23. Do you miss special family events?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

24. Do you feel you don’t have time for yourself or for your family and friends?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

25. Do you prioritize your to-do list each day and especially focus on your highest priority items?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

26. Do you feel that your personal needs are secondary?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

27. Is clutter building in your office and at home?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

28. Do you feel you spend too much time reacting and too little time thinking?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

29. Do you feel stressed out most of the time?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

30. Do you feel guilty because you can’t make time for things outside of work?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

31. Do you hire people in your personal life to handle some of your chores such as yard work and other home tasks?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

32. Do you squeeze every bit of productivity you can out of each day?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

33. Do you lose sight of who you are and what you’re doing?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

34. Do you experience actions at least monthly that allow you to de-stress and rebuild your energy?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

35. Do you spend too much time doing things you don't want to do or spending time with people you don't want to?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

36. Do you feel overwhelmed and over committed?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

37. Do you find it hard to relax and just do nothing, even when you are away on holiday?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

38. Do you frequently feel anxious or upset because of what is happening at work?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

39. Are you satisfied with your work-life balance?

    5-Very; 4-Satisfied; 3-Somewhat; 2-Hardly; 1-Not satisfied; 0-No comment

40. Do you take time off from work and do fun activities?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

41. Do you work more than you think is reasonable?

    1-Always; 2-Almost always; 3-Sometimes; 4-Seldom; 5-Never; 0-No comment

42. Do you read and finish at least one book for pleasure every 6 months?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

43. Do you find time to exercise, eat properly and keep yourself healthy?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

44. Do you feel relaxed and comfortable when you are at home?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

45. Do you get adequate sleep most nights?

    5-Always; 4-Almost always; 3-Sometimes; 2-Seldom; 1-Never; 0-No comment

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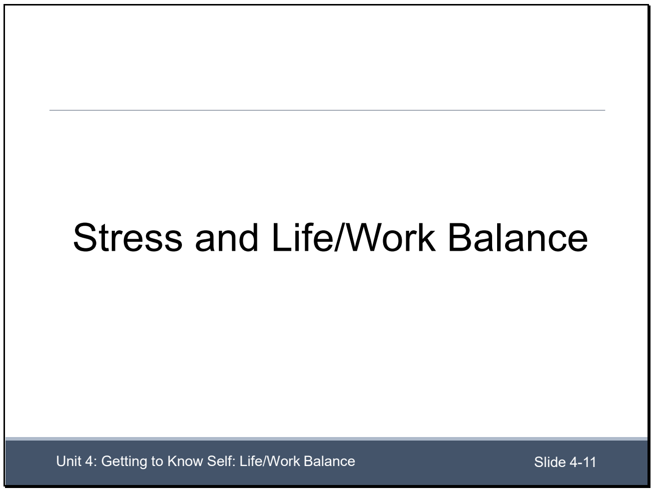
VI. Stress and Life/Work Balance



This section on stress and life/work balance is a critical presentation given the significant amount of stress that first responders often develop and attempt to live with. While there are many resources available on this subject, this section has been influenced by the AIS (https://www.stress.org/).

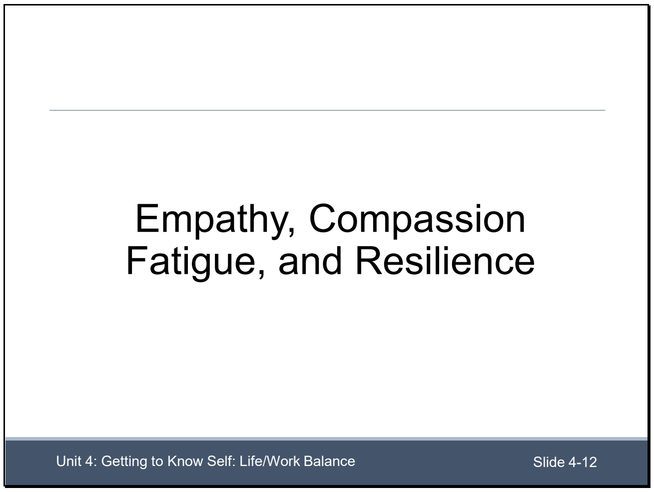
Prior to this section, the executives are to complete the AIS Workplace Stress Survey. This survey is not a validated assessment tool, but rather is intended to be used as a catalyst for dialogue about stress. The results will be used during the second component of this section.

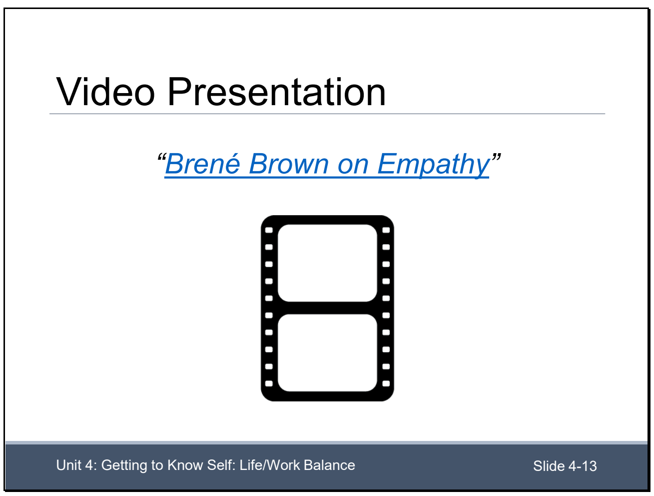
In addition to the above, the executives are to complete the Holmes and Rahe Stress Scale (https://www.mdapp.co/holmes-and-rahe-stress-scale-calculator-253/) and keep a copy of their results.

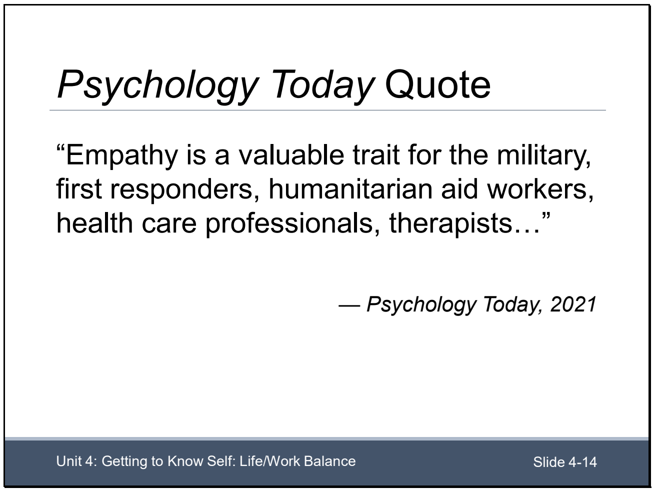
This stress assessment model was created in 1967 by psychiatrists Thomas Holmes and Richard Rahe as a method to evaluate the effect of stressor life events on the immune system and thus generate the likelihood for the patient to suffer from health issues that can be linked to stress (MDApp, 2021).

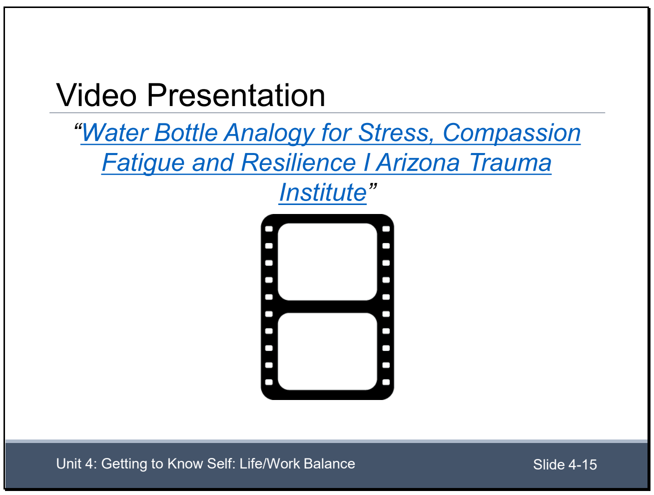
This section is intended to generate dialogue and awareness of the impacts of stress, compassion fatigue, and compassion resilience, along with the cumulative effects of mental trauma.

VII. Empathy, Compassion Fatigue, and Resilience









This section will explore the idea of empathy, compassion fatigue, and personal and professional resilience. There is a short video activity along with a TEDx presentation.

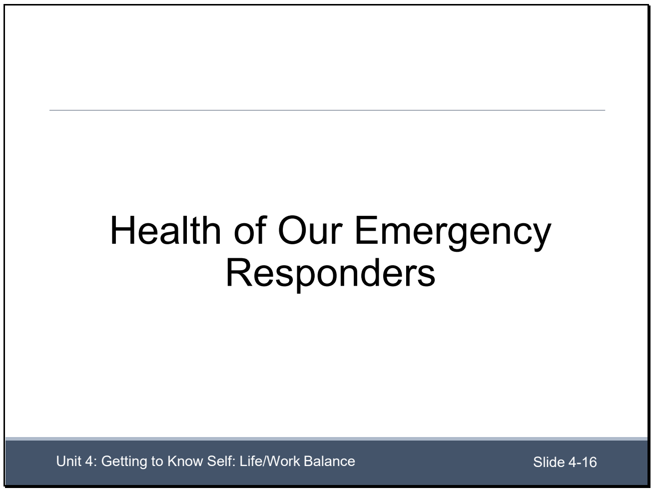
When you have been the recipient of an "At least…" statement, what did you personally feel at that moment towards the other person? What did you feel about yourself at that moment?

Brown refers to the vulnerabilities associated with being empathic which some would say leads to potential compassion fatigue. *Psychology Today*, in an online article on compassion fatigue, makes the statements below.

"Empathy is a valuable trait for the military, first responders, humanitarian aid workers, health care professionals, therapists …" (*Psychology Today*, 2021).

Psychology Today continues with, "But the more such individuals open themselves up to others' pain, the more likely they will come to share those victims' feelings of heartbreak and devastation" (2021).

VIII. Health of Our Emergency Responders



For this section, the executives were to have preread the report *Health of Our Emergency Responders: A CrewCare Report, Volume 2* (found in the Appendix).

This report is intended to raise awareness of mental health, stress, and associated factors for emergency responders. This report will be used as a basis for Activity 4.3: Life/Work Balance Through Health Awareness.

The following video is used as a lead-in to Activity 4.3 and raises the question about the fire and EMS profession's awareness and willingness to address the issues of stress and mental health.

IX. Introduction to Activity 4.3

This activity is intended to build from the previous video and dialogue by using data specific to mental health and stressing.

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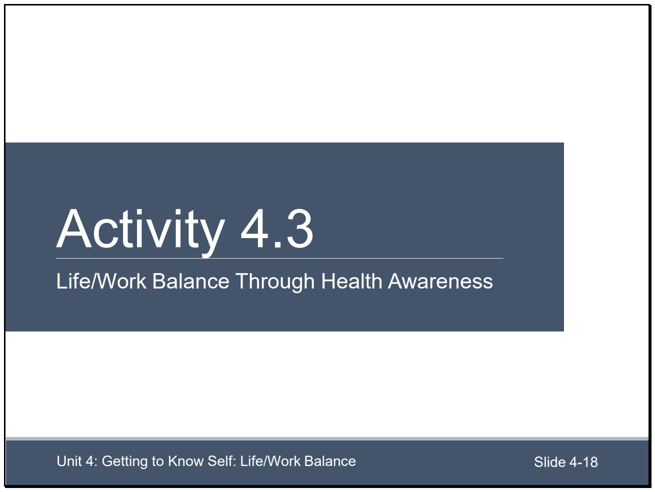
Activity 4.3



Small Group Activity Estimated Time: 45 minutes

Activity Purpose

Heighten the executive officer's awareness of the behaviors that are affecting their life/work balance. The assessment provides a means to rate their behaviors and present a score that can give insight into their effectiveness in achieving life/work balance.

Required Materials

- *Health of Our Emergency Responders: A CrewCare Report, Volume 2* (M. K. Anderson and D. G. Butler, June 2020)
- AIS Workplace Stress Survey
- Holmes-Rahe Life Stress Inventory

Activity Directions

1. The instructor will place the executives into small groups of no more than four.
2. Each group will conduct a dialogue using the following prompts.
    a. Referencing Table 3, *Stress Levels and Coping*, of the *CrewCare Report* (p. 13), review the variables and variable levels listed on the chart.
    b. Each group member should privately consider the variables listed and the variable levels. Then assign a personal level to each variable and determine an average stress level.

c. From the personal ratings process, the small group is to conduct a dialogue on each one of the variable questions in Table 3. Each member can contribute to the dialogue to the degree they are comfortable. The dialogue should reflect on the following themes.

- When considering the idea of the management of stress (variable #1) what were the ideas that were used to focus the response and determine the level?

- What were the stressors in your home life that contributed to your determination of a variable level?

- What were the stressors in your professional life that contributed to your determination of a variable level?

d. Using the previous dialogue, create a chart with a list of the main stressors that exist among the small group members.

e. Using the previous dialogue, create a chart with a list of the main coping mechanisms used by the small group members.

f. Select a group representative to present an overview of the dialogue and the lists created.

Summary

The activity has provided opportunity to explore personal, organizational, and community factors for achieving a life/work balance in the face of a multitude of negative stressors. Awareness of the data-proven influences of stress is a first step towards developing strategies and actionable efforts to minimize stress.

Workplace Stress Survey

The AIS Workplace Stress Survey was developed to serve as a simple screening measure to determine the need for further investigation with more comprehensive assessments. *This survey is not validated.

Workplace Stress Survey

Enter a number from the sliding scale below, which best describes you.

STRONGLY DISAGREE				AGREE SOMEWHAT			STRONGLY AGREE		
1	2	3	4	5	6	7	8	9	10

I can't honestly say what I really think or get things off my chest at work. _______

My job has a lot of responsibility, but I don't have very much authority. _______

I could usually do a much better job if I were given more time. _______

I seldom receive adequate acknowledgement or appreciation when my work is really good. _______

In general, I am not particularly proud or satisfied with my job. _______

I have the impression that I am repeatedly picked on or discriminated against at work. _______

My workplace environment is not very pleasant or safe. _______

My job often interferes with my family and social obligations, or personal needs. _______

I tend to have frequent arguments with superiors, coworkers or customers. _______

Most of the time I feel I have very little control over my life at work. _______

Add up the replies to each question for your TOTAL JOB STRESS SCORE _______

If you score between 10-30, you handle stress on your job well; between 40-60, moderately well; 70-100 you are encountering problems that need to be resolved.

https://www.stress.org

The Holmes-Rahe Life Stress Inventory

The Social Readjustment Rating Scale

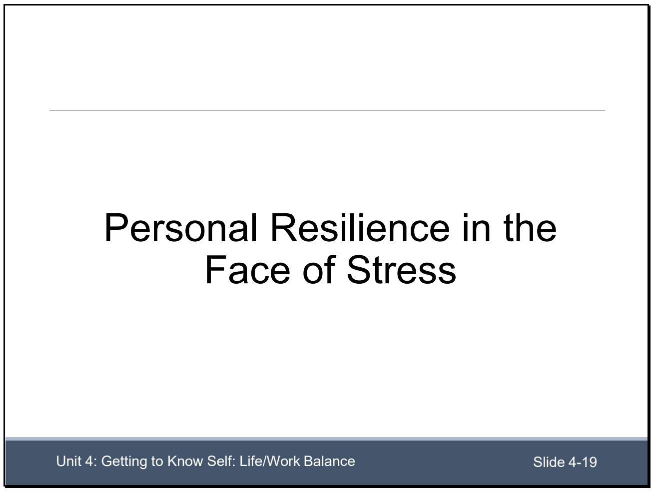
INSTRUCTIONS: *Mark down the point value of each of these life events that has happened to your during the previous year. Total these associated points.*

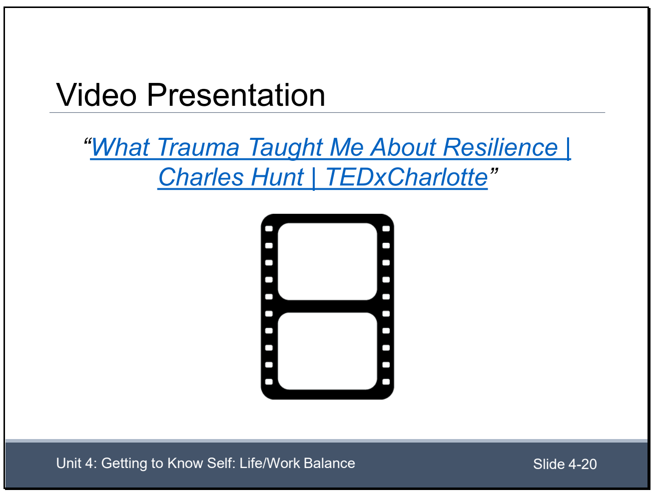
LIFE EVENT	MEAN VALUE
1. Death of spouse	100
2. Divorce	73
3. Marital Separation from mate	65
4. Detention in jail or other institution	63
5. Death of a close family member	63
6. Major personal injury or illness	53
7. Marriage	50
8. Being fired at work	47
9. Marital reconciliation with mate	45
10. Retirement from work	45
11. Major change in the health or behavior of a family member	44
12. Pregnancy	40
13. Sexual Difficulties	39
14. Gaining a new family member (i.e. ... birth, adoption, older adult moving in, etc.)	39
15. Major business readjustment	39
16. Major change in financial state (i.e. ... a lot worse or better off than usual)	38
17. Death of a close friend	37
18. Changing to a different line of work	36
19. Major change in the number of arguments w/spouse (i.e. ... either a lot more or a lot less than usual regarding child rearing, personal habits, etc.)	35
20. Taking on a mortgage (for home, business, etc. ...)	31
21. Foreclosure on a mortgage or loan	30
22. Major change in responsibilities at work (i.e. promotion, demotion, etc.)	29
23. Son or daughter leaving home (marriage, attending college, joined mil.)	29
24. In-law troubles	29
25. Outstanding personal achievement	28
26. Spouse beginning or ceasing work outside the home	26
27. Beginning or ceasing formal schooling	26
28. Major change in living condition (new home, remodeling, deterioration of neighborhood or home etc.)	25
29. Revision of personal habits (dress manners, associations, quitting smoking)	24
30. Troubles with the boss	23
31. Major changes in working hours or conditions	20
32. Changes in residence	20
33. Changing to a new school	20
34. Major change in usual type and/or amount of recreation	19
35. Major change in church activity (i.e. ... a lot more or less than usual)	19
36. Major change in social activities (clubs, movies, visiting, etc.)	18
37. Taking on a loan (car, tv, freezer, etc.)	17
38. Major change in sleeping habits (a lot more or a lot less than usual)	16
39. Major change in number of family get-togethers ("")	15
40. Major change in eating habits (a lot more or less food intake, or very different meal hours or surroundings)	15
41. Vacation	13
42. Major holidays	12
43. Minor violations of the law (traffic tickets, jaywalking, disturbing the peace, etc.)	11

Now, add up all the points you have to find your score **TOTAL**

150pts or less means a relatively low amount of life change and a low susceptibility to stress-induced health breakdown.
150 to 300 pts implies about a 50% chance of a major health breakdown in the next 2 years.
300pts or more raises the odds to about 80%, according to the Holmes-Rahe statistical prediction model.

X. Personal Resilience in the Face of Stress

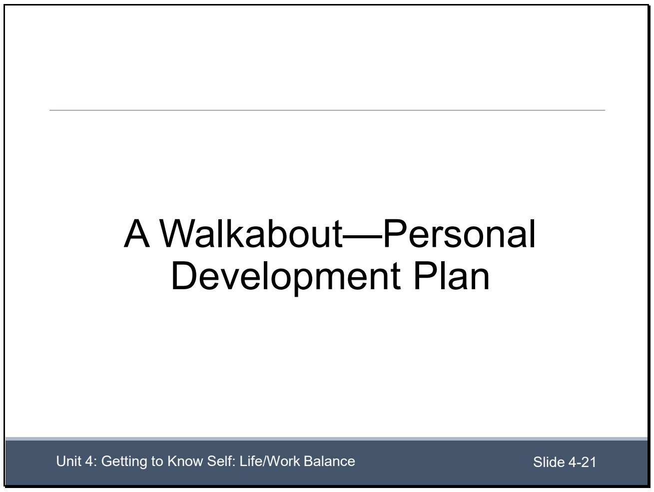




This topic in the discussion of stress and life/work balance concludes the section. The focus turns to personal resilience in the face of the many stressful influences that can be at play in one's life.

Resiliency is a key factor to recovery not just for communities and organizations but for the individual as well. This TEDx presentation by Charles Hunt expresses the value of resiliency as a personal tool to survival and success.

XI. A Walkabout—Personal Development Plan



The development and continual assessment of a PDP is a key to executive success. This section continues this focus using the executive's initial PDP developed during the pre-course. This is a foundation for further reflection and refinement of the executive's thoughts, philosophy, and aspired state.

There is value in the executive focusing on the most inward-looking quadrant of the Adaptive Leadership Framework that deals with actions related to the self; in this case, maintaining one's health and perspective.

Self-awareness and discipline form the basis for recognizing the difference between who we are and the roles we operate in, the things that trigger our automatic responses, and the beliefs and influences that shape the way we see things.

This section is a tie-back to the executives' completion of the first parts of their PDPs. The PDP is of value to continued personal reflection as a tool for staying anchored and staying alive during the exercise of adaptive leadership.

During the pre-course, the executives were provided an overview of a PDP and then directed to an activity for the initial development of a PDP. They were directed to prepare the assignment and submit a copy of their initial PDP before the start of "Exercise of Executive Leadership: Self" (EEL: S) (R5201).

The PDP is intended to be a living document that will be under constant development and revision throughout the executive's EFO Program experience.

Activity 4.4: A Walkabout initiates a form of a confidant relationship. It uses the Socratic approach between two executives to examine each other's responses to the first PDP submission, the concept being to more deeply explore the executives' initial responses and truly answer the why behind the initial responses.

Initial Development of a Personal Development Plan

Remember, the first version of your PDP is due before the first day of your first residential course (R5201). As an activity, you will review your PDP with a partner during R5201.

Directions

Step 1

View the TED Talk presentation by Roselinde Torres at the link below and reflect upon the general questions she presents on leadership for the future.

Torres, R. (2013, October). What it takes to be a great leader [Video]. TED Conferences. http://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?subtitle=en

Step 2: PDP Part 1: Personal

Following reflection, prepare a written response to the elements below.

1. In two to four sentences, describe who you are personally, not professionally.
2. Describe where you are today, as a person, versus where you would like to be as a person.
3. Giving a focus on the thoughts of Roselinde Torres, develop a written statement of reflection to answer the following questions:
    a. Where am I looking to anticipate change in my personal life?
    b. What is the diversity measure of my personal network?
    c. Am I courageous enough to abandon the past? Why or why not?

Step 2: PDP Part 2: Professional

Following reflection, prepare a written response to the elements below.

1. In two to four sentences, describe who you are professionally.
2. Describe where you are today professionally versus where you would like to be professionally.

3. Giving a focus on the thoughts of Roselinde Torres, develop a written statement of reflection to answer the following questions:

   a. Where am I looking to anticipate change in my professional life?

   b. What is the diversity measure of my professional network?

   c. Am I courageous enough to abandon the past? Why or why not?

Step 3: PDP Part 3: Life/Work Balance

Life/work balance is the final critical part of your PDP. Reflect on your previous responses to Part 1 and Part 2 and consider the intersection of each component to the other. Consider your overall approach to life planning, your personal philosophy of leadership developed earlier in this course and reflect upon your highest personal needs.

Given these reflections, prepare responses to the following:

1. Where am I feeling out of balance in my personal life?

2. Where am I feeling out of balance in my professional life?

3. What are the influences in my life, personal and professional, that may be tilting the scale of balance?

4. What changes am I genuinely willing to make in order to move towards balance?

The PDP is to follow the below guidelines:

- Cover page and certification of original work is to be included.

- Format the paper with 1-inch margins, Times New Roman style with 12-point font, and double-spaced.

- Center page numbers at the bottom of each page, except no page number on the cover page.

- Any citations used are to follow American Psychological Association (APA) style (seventh edition).

- A reference page, if needed, is to follow APA style (seventh edition).

XII. Introduction to Activity 4.4

This activity is intended to provide the executives an opportunity to further their exploration of self, using personal dialogue with another member of the class. The walkabout is just as it sounds. It is an opportunity to leave the formal classroom and wander about the campus with another executive and engage in a personal Socratic dialogue using the PDP and the theme of this unit as a guide.

When all is said and done, exercising leadership requires enormous commitment and energy. It is possible to blur the lines between self and role but equally important to avoid doing so. A significant focus of Heifetz and Linsky (2017) is the need to remain anchored as one exercises leadership. To be anchored, a look into self through deep reflection is an essential activity.

Important to the executive’s growth are opportunities to express their ideas, concerns, wishes, etc., to another in a confidential manner. The value of developing a confidant is significant to the health and well-being of the executive. The initial development of the executive’s PDP provides a starting place for both deeper reflection and gaining insight into the value of a confidant.

Activity 4.4 is intended to be an out-of-the-classroom interaction allowing the executives to go on walkabout. Being outside of the physical classroom may provide for a more open personal dialogue environment.

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Activity 4.4

Pairs Activity Estimated Time: 60 minutes

Activity Purpose

Provide an opportunity for deeper reflection on elements of the executive PDP with a focus on life/work balance.

Required Materials

- Executive's initial PDP
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world.* Harvard Business Press.
- Heifetz, R., & Linsky, M. (2017). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business Review Press.

Activity Directions

1. The executives will review "Keep Confidants, and Don't Confuse Them with Allies" on pages 199–204 in *Leadership on the Line* and "Finding Confidants" on page 290 in *The Practice of Adaptive Leadership*.

2. The executive officers will review their initial PDP that they brought to the course.

3. The executive officers will select one member of the class that they wish to work with for this activity and ask if they would serve as their confidant for the activity. They should keep in mind that they will be in the same role as confidant with this member.

4. The executive officers will get with their confidants and go on a “walkabout,” the intent being that they leave the physical classroom and go to another location that they select, or simply go for a walk.

5. During the walkabout, each person should dialogue about their answers to the questions within the PDP. The confidant should listen and ask probing questions to assist the executive with looking deeper at their responses. Using a “why” approach is useful. Each executive response is answered with the question “why” and with that a layer of potential guardedness is removed. The desired outcome is a deeper, more open response.

6. At an appropriate time, the roles are reversed until each executive’s PDP has been explored.

7. Additional probing questions that may be used are:

   a. What specific actions will you take to maintain balance between the various facets of your life?

   b. What personal “hungers” do you have that may encroach on the work you need and want to do? (See pages 201–204 in *The Practice of Adaptive Leadership*).

   c. Describe one thing that you will do for yourself each day to maintain your personal, family, and professional health?

   d. Where will you go when you need time to reflect on past and future events?

8. Each executive must appreciate the value of confidentiality in developing this relationship and respect the vulnerabilities of each other.

Summary

This activity generated deeper focus on executive issues that influence life/work balance, lead to greater personal understandings, and highlighted the need to establish a confidant.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider these journal prompts for their after-class reflections:

- What is my biggest takeaway from the development and initial exploration of my PDP?
- If I held back during the walkabout, why?
- What am I willing to do to operationalize what I have discovered?

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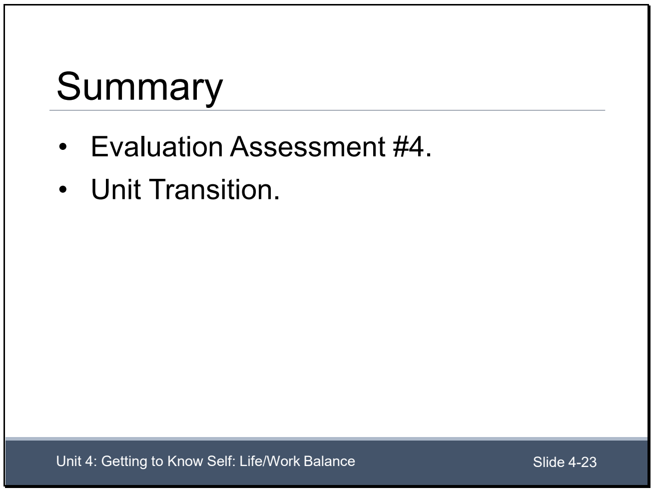
XIII. Summary



This unit provided a door opener to the need and value of the executive exploring themselves at a deeper level. The insistent use of the why question assisted in removing layers that may be preventing the executive from answering tough questions. The foundation that a confidant can provide to the executive may be key to future success and influence a healthier self.

We explored the importance of knowing your why. The exercise of authentic leadership, not only for self but for others, requires a person to have a deep understanding of their personal why and not be afraid to ask or be asked the very tough question of “why?”

Life/work balance plays an important role in developing a safe, healthy, prepared, and resilient self. The executives should now have a better understanding of their life/work balance and level of comfort.

As executive officers, we must be in a state of willingness to continually learn. It is through a process of reflection and understanding the difference between self and role that the authority figure becomes grounded, and success may become a reality. Heifetz and Linsky discuss that failure to anchor yourself means you are susceptible to personal attack and a distractor, rather than an influence for change (2017).

Maintaining a strong sense of personal health and wellness is a critical factor for not only those who exercise leadership but for life in general. In this unit, we only touched the surface of emotional and physical well-being, so it becomes incumbent on the executive to start with self and role model for others the right approach.

You should utilize this unit as a catalyst for significant personal reflection and journaling.

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Appendix

Health of Our Emergency Responders: A CrewCare Report

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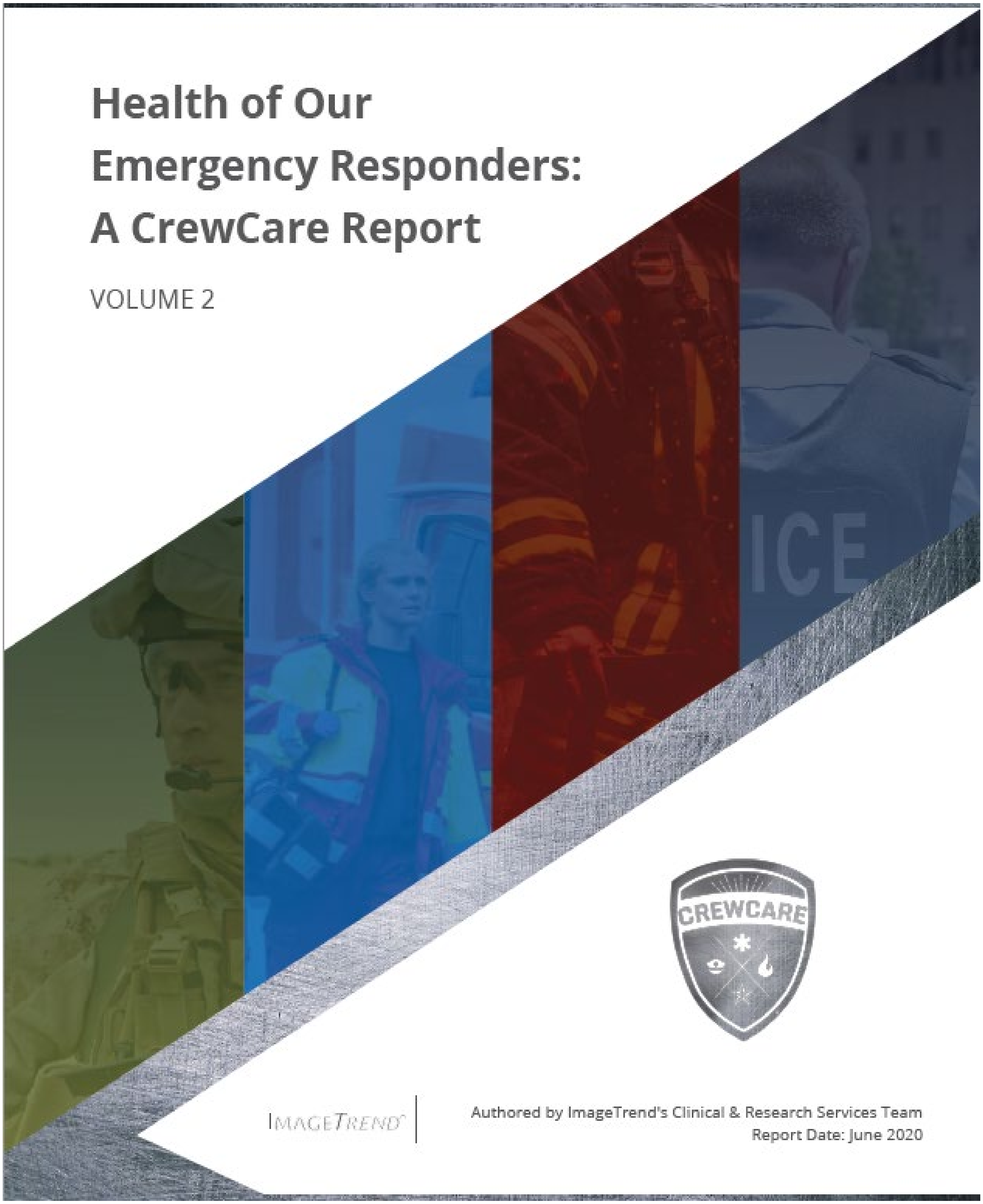

Health of Our Emergency Responders: A CrewCare Report

VOLUME 2

IMAGETREND

Authored by ImageTrend's Clinical & Research Services Team
Report Date: June 2020

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CrewCare: Health of Our Emergency Responders. Lakeville, MN: ImageTrend Clinical & Research Services; June 2020.

INTRODUCTION

The emergency responder industry has primarily focused on patient care, public safety and public health. In recent years, the well-being and safety of emergency responders has also been added as a primary focus. Emergency responders are at higher risk for exposure to traumatic events that can lead to personal harm or harm to those in their care, which can increase risk for associated mental health issues such as stress, post-traumatic stress disorder (PTSD), depression, substance abuse and suicide.[1]

A study by Abbot et al. found 20% of the general population experienced mental health conditions such as depression, PTSD and others, while 30% of first responders experienced these same mental health conditions.[2] Beyond traumatic exposures, emergency responders may also struggle with shift work, long work hours, poor sleep and other specific stressors associated with their career field. Research and data related to mental well-being amongst emergency responders are still behind, but progress is being made within the industry.

Purpose

The purpose of this report is to contribute to emergency responder data by highlighting mental health, stress and associated factors for emergency responders. The focus is to provide a clear understanding of how stress plays a role in the lives of crew members, as well as providing insights on burnout, staff turnover, disengagement and other areas that may negatively impact emergency responders.

This is the second annual report providing CrewCare™ insights similar to the first report published in 2019. This report contains an additional seven (7) months of data compared to Volume 1. It also expands to look at associations between life factors such as:

- Are there differences in stress and mental health issues between first responder occupations?
- How does mental health affect physical health?
- How is burnout affected by agency-provided mental health resources?
- Is there an association between sleep and provider mental health?

These are just a few examples of associations throughout the report. Look for the lightbulb symbol throughout the report for these extra insights.

1. Substance Abuse and Mental Health Services Administration. Disaster Technical Assistance Center Supplemental Research Bulletin. First Responders: Behavioral Health Concerns, Emergency Response, and Trauma. 2018. *https://www.samhsa.gov/sites/default/files/dtac/supplementalresearchbulletin-firstresponders-may2018.pdf*

2. Abbot, C., Barber, E., Burke, B., Harvey, J., Newland, C., Rose, M., & Young, A. (2015). What's killing our medics? Ambulance Service Manager Program. Conifer, CO: Reviving Responders. Retrieved from *http://www.revivingresponders.com/originalpaper*

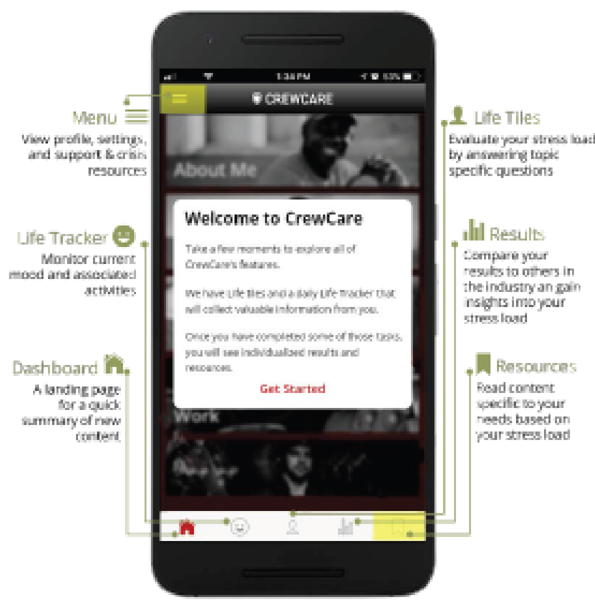
INTRODUCTION

Mobile App Background

Through CrewCare, ImageTrend® wants to bridge the gap between changing the emergency responder culture and expanding mental health awareness at the individual, organizational and industry-wide levels. To date, there is minimal emergency responder data collected to understand ways to identify and manage stress within the industry. To bring more research and insight, the CrewCare project was initiated.

In 2018, ImageTrend's Clinical & Research Services team launched the CrewCare mobile application in response to growing concerns about stress and mental health awareness within the emergency responder industry. The app is designed to help users gain insight into life factors that may play a role in anxiety, burnout, depression, PTSD and suicide, which are widespread among those who often face traumatizing, fast-paced situations as part of their occupation, particularly EMS, fire, military and law enforcement.
The breadth of information gathered can help the industry and organizations take action to help reduce stress and improve career satisfaction.

For more information: **www.crewcarelife.com**



Methodology

PROJECT POPULATION

The project's population is a sample of the emergency responder population. As with all samples of data, it may not be an accurate representation of the entire population and results may vary across different regions or agencies. The project was promoted to any and all emergency responders, not just individuals seeking help with mental health concerns.

INTRODUCTION

DATA COLLECTION METHOD

The data collected by ImageTrend, Inc. was acquired from the CrewCare mobile app. The data was voluntarily self-reported by individuals who downloaded the CrewCare mobile app on mobile devices and created an account utilizing personal emails and passwords. Emails and passwords are not known and ambiguous identification numbers were created to connect the user's data.

The CrewCare app collected information on career, finances, physical health, lifestyle, support, sleep, stress, mental health, exhaustion and disengagement. The answers to questions were formatted as: multiple choice, select all that apply or fill in the blank. All questions within the app were optional, so users may not have answered all questions. Not all answers within the app were included within this report. Data for this report was collected from individuals participating in the project beginning February 17, 2018 to December 31, 2019.

ANALYSES

Data was analyzed by the ImageTrend Clinical & Research Services team. Data was checked for inaccuracies, incomplete data or respondents that were not part of the first responder demographic. Descriptive statistics were calculated for survey responses. Odds ratios and two-sided P values were calculated. A contingency table was used to assess crude associations. Adjusted odds ratios accounted for confounding factors such as age, sex and occupational groups.

Throughout this report, you will notice data is broken up by four main occupations: EMS, Fire, Fire/EMS and Law Enforcement. These categories were determined by a number of self-reporting questions such as job title, career category and career-specific life tiles that were filled out. Not all individuals identified their primary emergency responder career or some reported many careers so they were included in the overall sections.

Financial support for this report was provided by ImageTrend, Inc.

Suggested Citation:
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INTRODUCTION

ImageTrend's Clinical & Research Services Team

ImageTrend enhanced its data analysis solutions by establishing a Clinical and Research Services Team to better serve customers and public health, public safety, and emergency response industries. Not only does this team provide insight into ImageTrend's solutions, but also bridges the gap between data collection and a need for industry-wide research.

Morgan K. Anderson joined the ImageTrend team in 2017. She graduated from the Medical College of Wisconsin in 2011 with a Master's degree in Public Health with an emphasis in epidemiology. Prior to coming to ImageTrend, Morgan spent five (5) years with the Army Public Health Center as an Injury Prevention Epidemiologist. Morgan has published in The Journal of Emergency Medical Services, the American Journal of Preventative Medicine, The American Journal of Sports Medicine, Public Health, Military Medicine, and others.

Douglas G. Butler Jr. joined the ImageTrend team in 2018 and is currently the Director of Clinical Services. Prior to coming to ImageTrend, he began his EMS career in 2003 gaining experience in roles such as EMT, Paramedic, FTO/ Paramedic Preceptor, EMD/EFD Certified 9-1-1 Dispatcher, EMS Educator, Regional Faculty (AHA) and Clinical Manager. As a Clinical Manager for AMR, Doug discovered his passion for data and quality improvement, which led to his position as Data Systems Manager a multi-county EMS regulatory entity.

For agencies or organizations interested in more information about CrewCare research and how you can gain insights on your organization's stressors and spur positive change, please email CrewCare@ImageTrend.com or call 1.888.469.7789.

INTRODUCTION

Descriptions

RESPONDENT DEMOGRAPHICS

Gain an understanding of the individuals that participated in the CrewCare project. This section breaks down demographics by occupation, age, sex, race, sexuality and education.

STRESS LEVELS & COPING

Acute and chronic stress can affect everyone differently based on many occupational and personal factors. This section addresses some of the factors associated with stress and how individuals cope with stress.

MENTAL & PHYSICAL HEALTH

Mental and physical health should be thought of as equally important to one another within the first responder industry. Mental health questions focused on burnout, depression, anxiety, and availability of support and resources. Physical health questions were related to weight, tobacco use, energy drinks and exercise.

SLEEP, STRESS & MENTAL HEALTH

Sleep, stress and mental health have all been shown to relate to each other. This section asks a variety of questions related to quality and amount of sleep, as well as sleeping disorders and other variables that may interfere with sleep.

OCCUPATIONAL STRESS & SUPPORT

First responders experience things such as shift work, long work hours, traumatic incidents and violence. These can all add unique stressors to these individuals, and support from coworkers and supervisors can be important factors when coping with stress. This section looks at these variables as well as available mental health resources, burnout, and mental health perception in the workplace.

RESPONDENT DEMOGRAPHICS

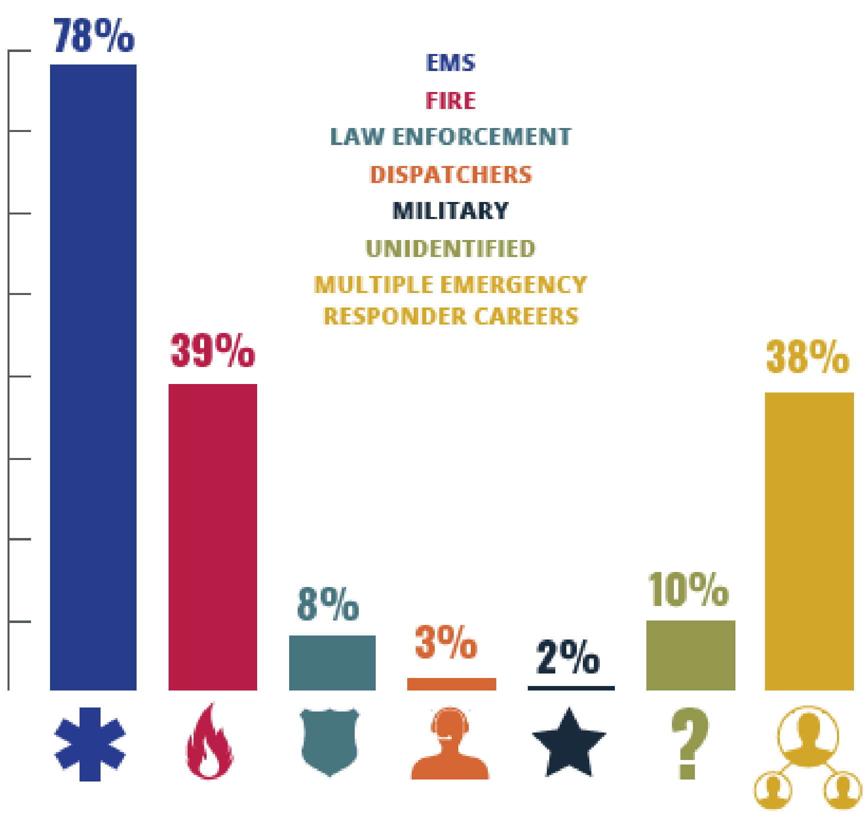
In 2019, the CrewCare project added 1,886 participants. This is in addition to the already 3,033 individuals from 2018, giving a total of 4,919 respondents.

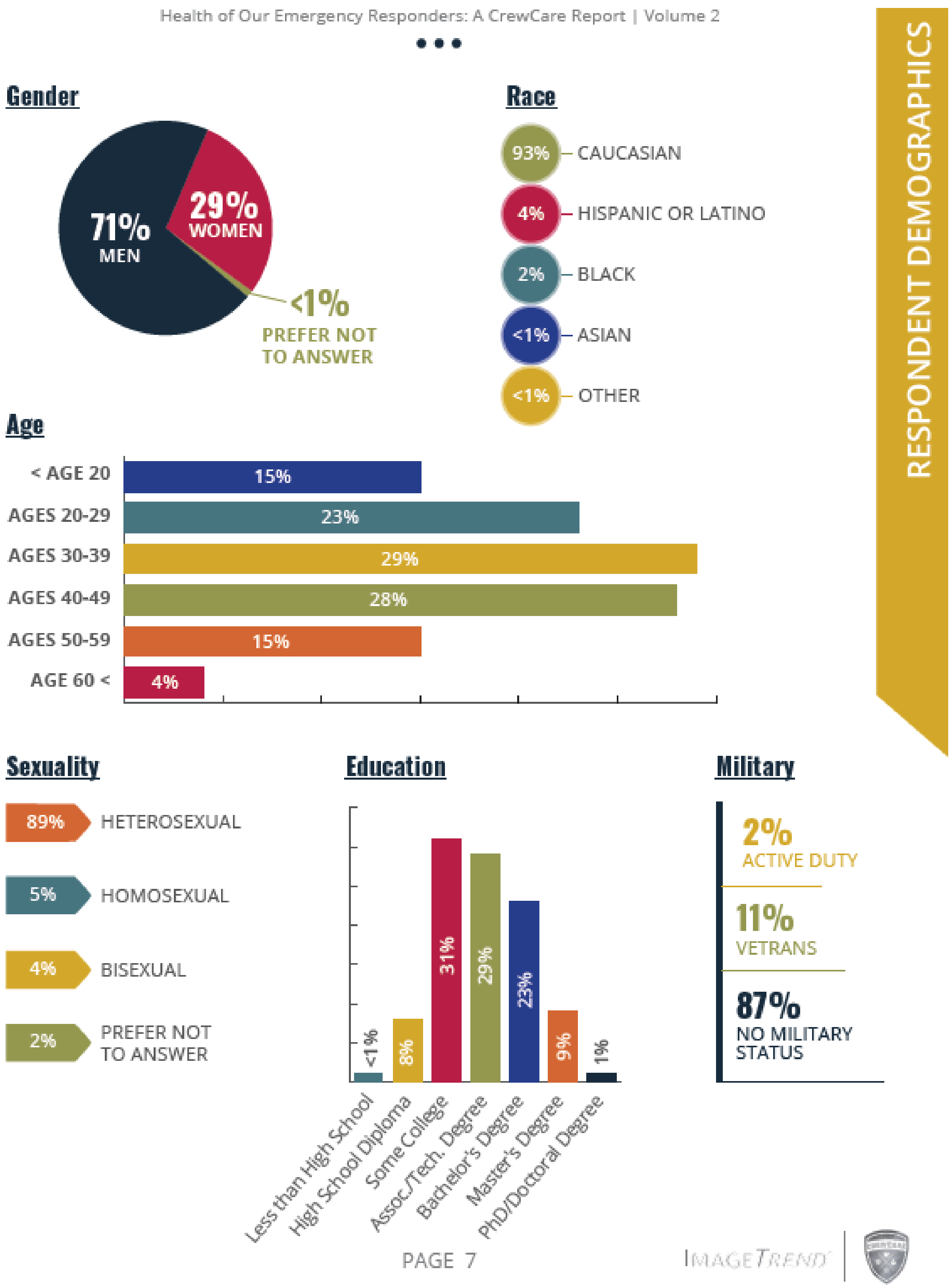
The respondents participating in this project did so on a voluntary basis and are from all areas of the United States. Respondents signed up as a result of CrewCare advertisements, social media posts, flyers within their organization or by word of mouth. All questions within the CrewCare mobile app are optional. The demographic section provides a snapshot of the respondents over the last two years. There was an increase in fire, law enforcement and dispatch respondents, as well as older participants, in 2019.

4,919

TOTAL RESPONDENTS

Occupation Groups

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RESPONDENT DEMOGRAPHICS
Gender
71% MEN
29% WOMEN
<1% PREFER NOT TO ANSWER
Race
93% CAUCASIAN
4% HISPANIC OR LATINO
2% BLACK
<1% ASIAN
<1% OTHER
Age
< AGE 20 15%
AGES 20-29 23%
AGES 30-39 29%
AGES 40-49 28%
AGES 50-59 15%
AGE 60 < 4%
Sexuality
89% HETEROSEXUAL
5% HOMOSEXUAL
4% BISEXUAL
2% PREFER NOT TO ANSWER
Education
Less than High School <1%
High School Diploma 8%
Some College 31%
Assoc./Tech. Degree 29%
Bachelor's Degree 23%
Master's Degree 9%
PhD/Doctoral Degree 1%
Military
2% ACTIVE DUTY
11% VETRANS
87% NO MILITARY STATUS
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RESPONDENT DEMOGRAPHICS

Table 1. Career Representation[1-2]

	2018 Sign-Ups	2019 Sign-Ups	Total
EMS	2,427 (80%)	1,385 (74%)	3,812 (78%)
Fire	1,160 (38%)	754 (40%)	1,914 (39%)
Law Enforcement	216 (7%)	167 (9%)	383 (8%)
Dispatchers	66 (2%)	71 (4%)	137 (3%)
Military	58 (2%)	30 (2%)	88 (2%)
Unidentified	281 (9%)	223 (12%)	504 (10%)
Multiple Emergency Responder Careers	1,039 (44%)	821 (44%)	1,860 (38%)

[1] *All questions were optional; not every individual answered all of the questions.*
[2] *Multiple answers were avilable to be selected.*

Table 2. Demographics[1]

Sex	2018 Sign-Ups	2019 Sign-Ups	Total
Male	1,514 (72%)	664 (69%)	2,178 (71%)
Female	576 (28%)	297 (31%)	873 (29%)
Prefer Not to Answer	4 (<1%)	2 (<1%)	6 (<1%)
Age (years)	**2018 Sign-Ups**	**2019 Sign-Ups**	**Total**
Under 20	27 (1%)	18 (2%)	45 (15%)
20-29	502 (23%)	190 (20%)	692 (23%)
30-39	619 (30%)	265 (28%)	884 (29%)
40-49	570 (27%)	276 (29%)	846 (28%)
50-59	292 (14%)	177 (29%)	469 (15%)
>60	76 (4%)	33 (3%)	109 (4%)
Race	**2018 Sign-Ups**	**2019 Sign-Ups**	**Total**
Caucasian	1,939 (93%)	882 (93%)	2,821 (93%)
Hispanic or Latino	69 (3%)	38 (4%)	107 (4%)
Black	22 (1%)	15 (2%)	37 (1%)
Asian	13 (1%)	8 (<1%)	22 (1%)
Other	33 (3%)	7 (<1%)	40 (1%)

(continued on next page)

RESPONDENT DEMOGRAPHICS

Table 2. Demographics[1] *(continued)*

Sexuality	2018 Sign-Ups	2019 Sign-Ups	Total
Heterosexual	1,295 (89%)	669 (89%)	1,964 (89%)
Homosexual	81 (6%)	30 (4%)	111 (5%)
Bisexual	58 (4%)	30 (4%)	88 (4%)
Prefer Not to Answer	28 (2%)	26 (3%)	54 (2%)
Education	**2018 Sign-Ups**	**2019 Sign-Ups**	**Total**
Less Than High School	4 (<1%)	3 (<1%)	7 (<1%)
High School Diploma	163 (8%)	68 (7%)	231 (8%)
Some College	643 (31%)	290 (31%)	933 (31%)
Associates/Technical Degree	630 (30%)	350 (26%)	980 (31%)
Bachelor's Degree	452 (22%)	246 (26%)	698 (23%)
Master's Degree	180 (9%)	83 (9%)	263 (9%)
PhD/Doctoral Degree	21 (1%)	10 (1%)	31 (1%)
Veteran/Military Status	**2018 Sign-Ups**	**2019 Sign-Ups**	**Total**
Yes, Active Duty	50 (2%)	37 (2%)	87 (2%)
Yes, Veteran	315 (11%)	184 (11%)	499 (11%)
No	2,486 (87%)	1,481 (87%)	3,967 (87%)

[1] All questions were optional; not every individual answered all of the questions.

STRESS LEVELS & COPING

First responders face stressful and traumatic situations every day as part of their occupation. Dealing with these types of incidents has shown to result in a higher probability of developing PTSD, depression, alcohol problems, anxiety, stress and fatigue symptoms.[3] Over 55% of CrewCare respondents reported their jobs to be very stressful, and 44% reported their job to be their main stressor (Table 1).

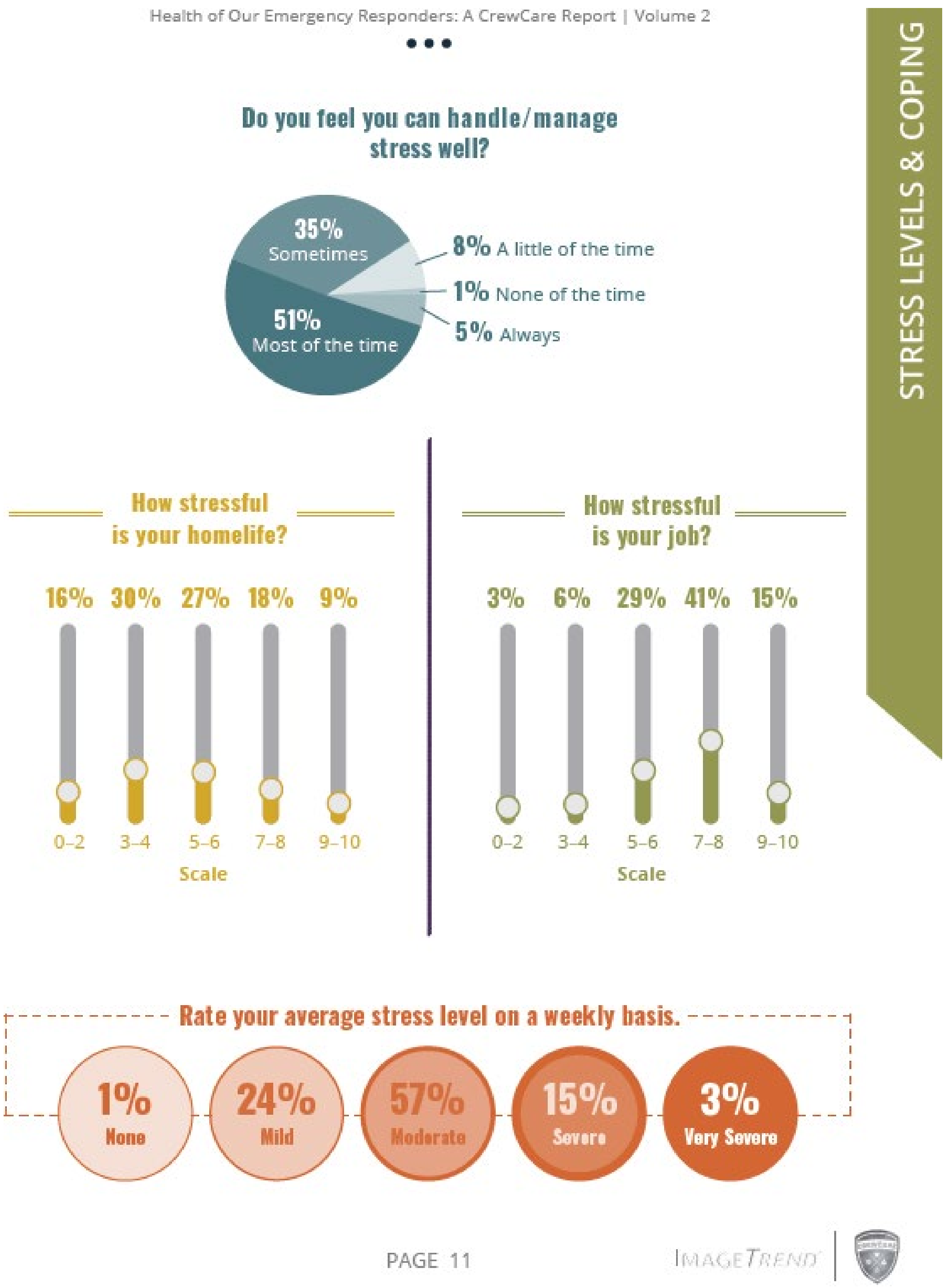
There are several ways to cope with stress. Some are healthier such as exercise and venting to family/friends, while others can be destructive such as alcohol, eating and avoidance. CrewCare respondents that used exercise to cope with stress were almost three (3) times more likely to have low levels of stress (Table 2). Those that reported alcohol consumption as a coping mechanism for stress were over 60% less likely to have low stress levels (Table 3).

Camaraderie has also shown to be important within first responder careers.[1] CrewCare respondents that felt they had high levels of coworker support were six (6) times more likely to experience low levels of stress (Table 4).

HIGHLIGHTS

- **3 times more likely** to have low stress if exercise was used as stress coping mechanism
- **60% less likely** to have low stress if alcohol was used as stress coping mechanism
- **6 times more likely** to have low stress if they had high levels of coworker support

3. Brooks, S. K., Dunn, R., Amlôt, R., Greenberg, N., & Rubin, G. J. (2016). Social and occupational factors associated with psychological distress and disorder among disaster responders: a systematic review. *BMC psychology*, 4(1), 18.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STRESS LEVELS & COPING
Do you feel you can handle/manage stress well?
35% Sometimes
51% Most of the time
8% A little of the time
1% None of the time
5% Always
How stressful is your homelife?
16% 30% 27% 18% 9%
0–2 3–4 5–6 7–8 9–10
Scale
How stressful is your job?
3% 6% 29% 41% 15%
0–2 3–4 5–6 7–8 9–10
Scale
Rate your average stress level on a weekly basis.
1% None
24% Mild
57% Moderate
15% Severe
3% Very Severe
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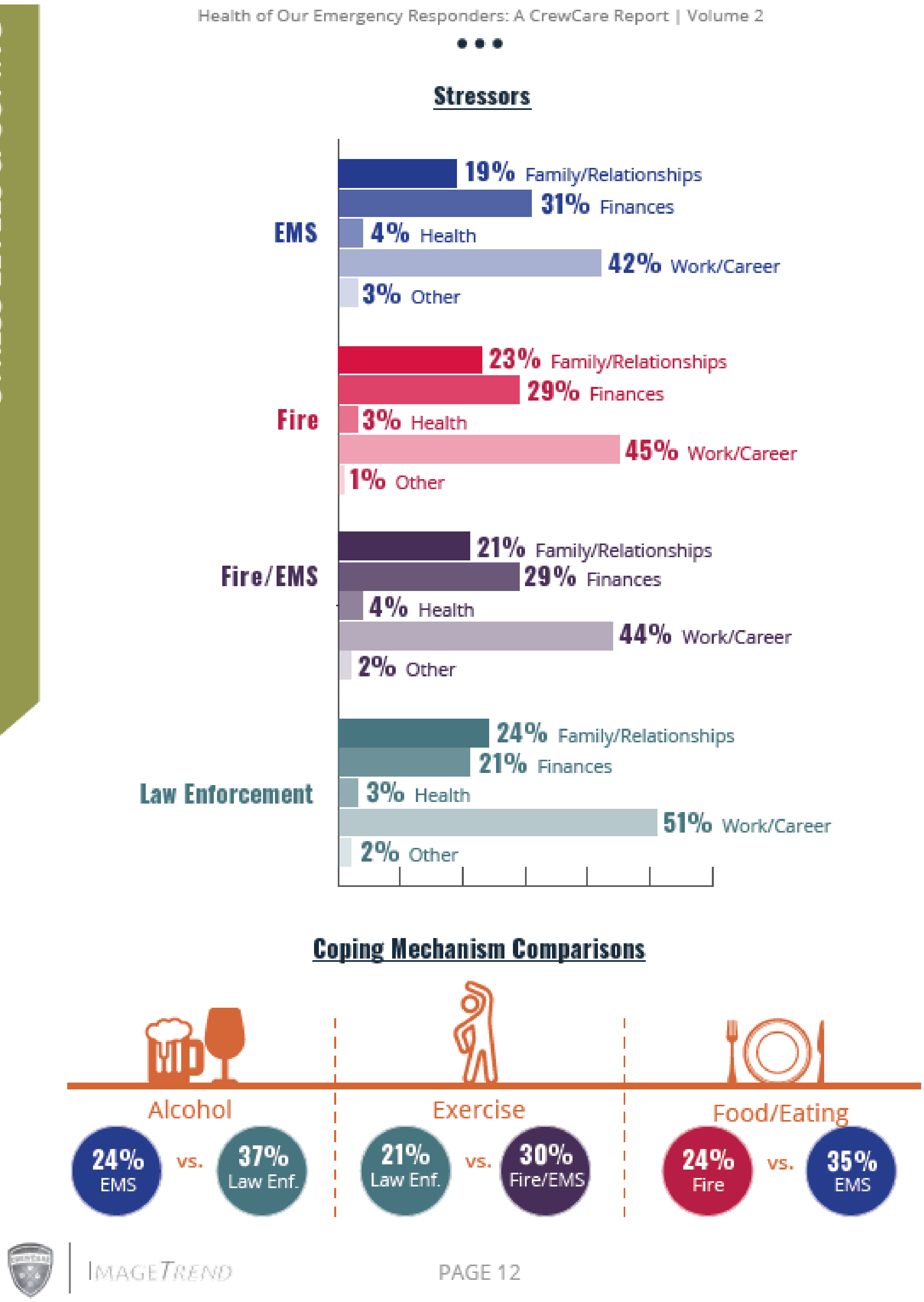
STRESS LEVELS & COPING



STRESS LEVELS & COPING

Table 3. Stress Levels & Coping[1] (n =2,856)

Variable	Variable Level	2018-2019				
		Overall	EMS	Fire	Fire/EMS	Law Enforcement
Do you feel you can handle/ manage stress well?	Always	139 (5%)	54 (4%)	15 (7%)	42 (5%)	13 (9%)
	Most of the time	1,342 (51%)	634 (48%)	117 (55%)	438 (53%)	77 (51%)
	Sometimes	919 (35%)	490 (37%)	66 (31%)	280 (34%)	44 (29%)
	A little of the time	222 (8%)	120 (9%)	14 (7%)	61 (7%)	14 (9%)
	None of the time	34 (1%)	16 (1%)	16 (1%)	9 (1%)	3 (2%)
How stressful is your home life? *(Scale 0 to 10 on slider; 0 is no stress and 10 is extreme stress)*	0–2 (low)	426 (16%)	223 (17%)	41 (19%)	108 (13%)	29 (19%)
	3–4	791 (30%)	390 (30%)	61 (29%)	250 (30%)	46 (31%)
	5–6	713 (27%)	333 (25%)	55 (26%)	251 (30%)	38 (25%)
	7–8	489 (18%)	246 (19%)	33 (16%)	148 (18%)	30 (20%)
	9–10 (high)	236 (9%)	123 (9%)	22 (10%)	72 (9%)	8 (5%)
How stressful is your job? *(Scale 0 to 10 on slider; 0 is no stress and 10 is extreme stress)*	0–2 (low)	71 (3%)	35 (3%)	4 (2%)	19 (3%)	3 (2%)
	3–4	314 (12%)	139(11%)	34 (16%)	103 (13%)	17 (12%)
	5–6	773 (29%)	391 (30%)	60 (28%)	243 (30%)	43 (29%)
	7–8	1,075 (41%)	549 (42%)	78 (37%)	328 (40%)	69 (47%)
	9–10 (high)	399 (15%)	192 (15%)	36 (17%)	126 (15%)	15 (10%)
Rate your average stress level on a weekly basis.	No stress	27 (1%)	6 (<1%)	4 (2%)	7 (1%)	4 (3%)
	Mild stress	29 (24%)	277 (21%)	72 (34%)	203 (24%)	38 (25%)
	Moderate stress	1,535 (57%)	792 (60%)	111 (52%)	465 (56%)	85 (55%)
	Severe stress	407 (15%)	215 (16%)	22 (10%)	127 (15%)	24 (16%)
	Very severe stress	84 (3%)	39 (3%)	6 (3%)	31 (4%)	3 (2%)

(continued on next page)

IMAGETREND

STRESS LEVELS & COPING

Table 3. Stress Levels & Coping[1] (n =2,856) *(continued)*

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
What is the main stressor in your life?	Family/ Relationships	527 (20%)	248 (19%)	48 (23%)	170 (21%)	35 (24%)
	Finances	764 (29%)	400 (31%)	61 (29%)	239 (29%)	31 (21%)
	Health	108 (4%)	55 (4%)	6 (3%)	31 (4%)	4 (3%)
	Work/Career	1,148 (44%)	553 (42%)	94 (45%)	360 (44%)	75 (51%)
	Other	68 (3%)	38 (3%)	2 (1%)	18 (2%)	3 (2%)
How do you normally cope with stress?[2]	Avoid the situation	939 (37%)	496 (39%)	56 (27%)	52 (35%)	286 (36%)
	Drink alcoholic beverages	664 (26%)	304 (24%)	52 (25%)	244 (30%)	31 (21%)
	Smoke/chew tobacco	402 (16%)	213 (17%)	28 (14%)	28 (16%)	16 (11%)
	Eat	836 (33%)	447 (35%)	48 (24%)	40 (27%)	254 (32%)
	Exercise	70 (30%)	309 (24%)	80 (39%)	284 (35%)	55 (37%)
	Vent to Family/ Friends	1,504 (59%)	759 (60%)	110 (53%)	456 (57%)	91 (61%)
	Step away from situation	1,164 (45%)	567 (45%)	92 (45%)	367 (46%)	68 (45%)

[1] *All questions were optional; not every individual answered all of the questions.*
[2] *Individuals could have multiple answers.*

Table 4. Stress Levels & Coping with Exercise (n=2,564)

Variable	Variable Level	N	Cope with Exercise[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
Stress Levels	High	470	96 (20%)	1.00	1.00
	Moderate	1,476	429 (29%)	1.60 (1.23-2.05)^	1.74 (1.32-2.29)^
	Low	618	244 (40%)	2.54 (1.93-3.35)^	2.71 (1.99-3.69)^

[1] Identified exercise as one of the ways they cope with stress.
[2] Odds Ratios (OR) and 95% Confidence Interval were calculated.
[3] Adjusted for Age, Sex and Occupation Group.
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

Table 5. Stress Levels & Coping with Alcohol (n=2,564)

Variable	Variable Level	N	Cope with Alcohol[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
Stress Levels	High	470	169 (36%)	1.00	1.00
	Moderate	1,476	393 (27%)	0.65 (0.52-0.81)^	0.72 (0.57-0.91)^
	Low	618	102 (17%)	0.35 (0.27-0.47)^	0.37 (0.27-0.50)^

[1] Identified alcohol as one of the ways they cope with stress.
[2] Odds Ratios (OR) and 95% Confidence Interval were calculated.
[3] Adjusted for Age, Sex and Occupation Group.
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

Table 6. Stress Levels & Coworker Support (n=2,237)

Variable	Variable Level	N	High Coworker Support[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
Stress Levels	High	464	76 (16%)	1.00	1.00
	Moderate	1,435	509 (36%)	2.81 (2.15-3.67)^	2.73 (2.05-3.64)^
	Low	608	338 (56%)	6.39 (4.77-8.57)^	6.05 (4.41-8.30)^

[1] High Coworker Support: Answered question with "Always" or "Most of the time".
[2] Odds Ratios (OR) and 95% Confidence Interval were calculated.
[3] Adjusted for Age, Sex and Occupation Group.
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

MENTAL & PHYSICAL HEALTH

A clear distinction is often made between "mind" and "body", but the two should not be thought of as independent of one another. Physical health and mental health are closely related and can have an impact on each other.

Overall, 69% of CrewCare respondents ranked their overall mental well-being as good, very good or excellent, and another 69% of respondents thought they may have or had post-traumatic stress disorder (PTSD). Looking at physical health, 64% of respondents said they had good, very good or excellent overall health and 50% were considered obese by CDC standards.

According to the CDC, 43% of adults living with depression were obese.[4] After adjusting for age, sex and occupational groups, respondents were 35% less likely to be obese if they did not report any depression type feelings in the last 14 days (Table 9).

Respondents were also two (2) times more likely to want to lose weight if their agency offered health or wellness services (Table 10). Physical activity has been shown to reduce the risk for obesity, heart disease, stroke and hypertension, along with many other health benefits.[5]

HIGHLIGHTS

» **35% less likely** to be be obese if they did not report any depression type feelings int he last 14 days

» **2 times more likely** more likely to want to lose weight if their agency did not offer health or wellness services

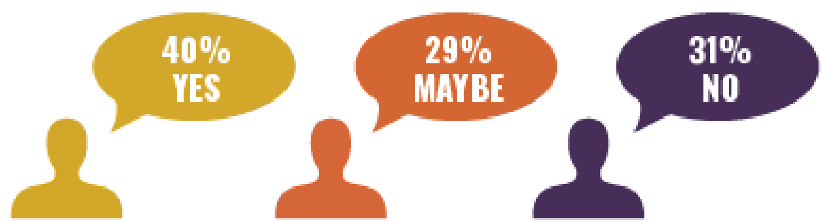
4. Pratt, L. A., PhD, Brody, D. J., MPH. (2014). Depression and Obesity in the US Adult Household Population, 2005-2010. *https://www.cdc.gov/nchs/products/databriefs/db167.htm.*

5. U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Physical Activity Guidelines for Americans. 2nd Edition. 2018. *https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf.*

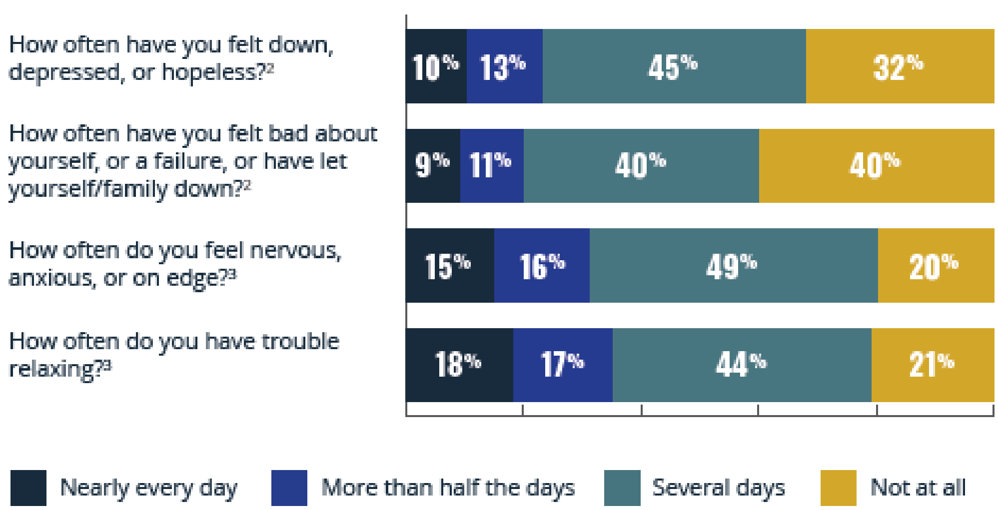
MENTAL & PHYSICAL HEALTH

Rated Overall Mental Health as Very Good or Excellent:

Do you think you have or had PTSD?



When asked, "in the last 14 days"...



2-3. See Table 7. on pages 20-21.

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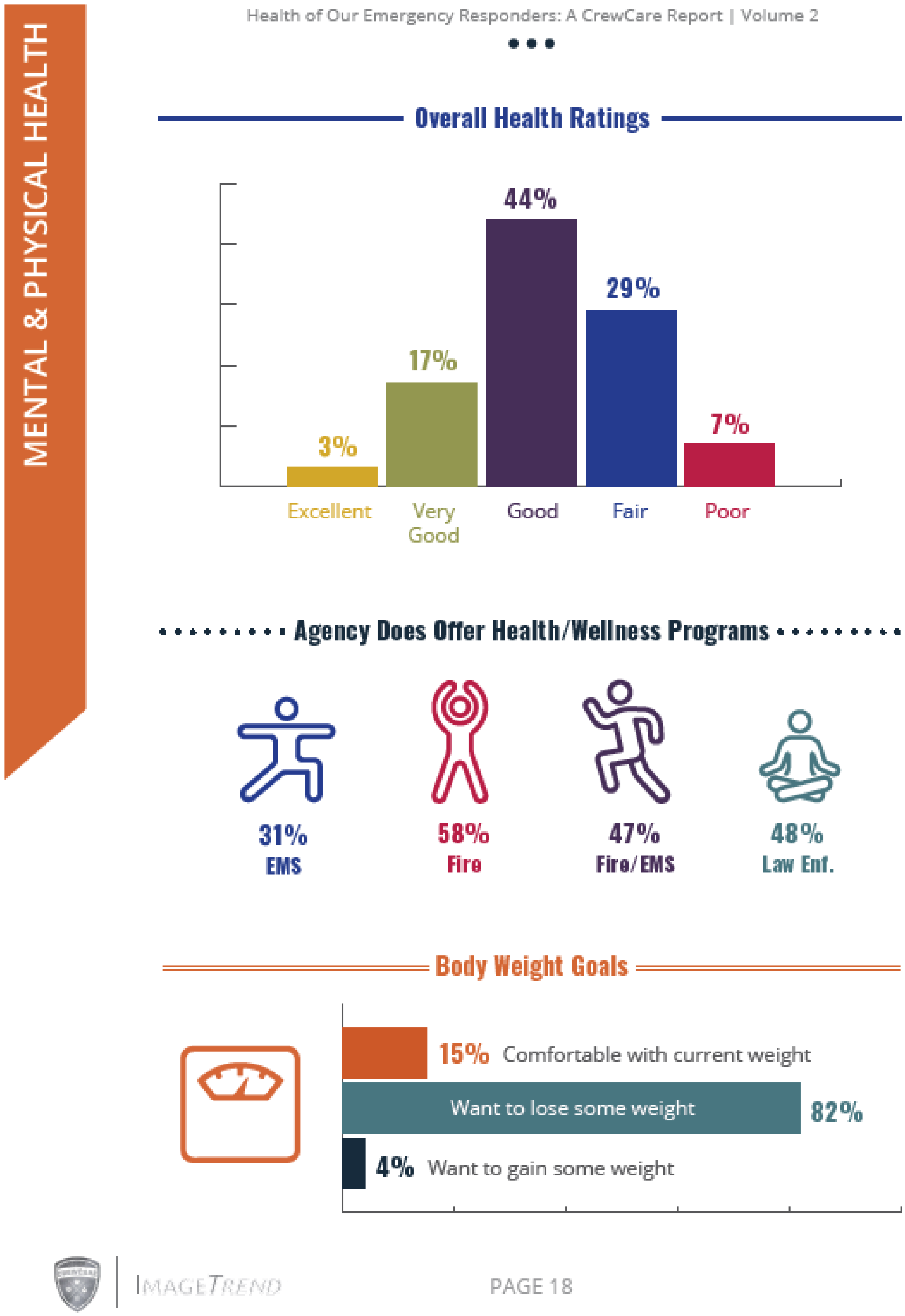
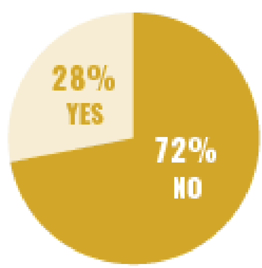
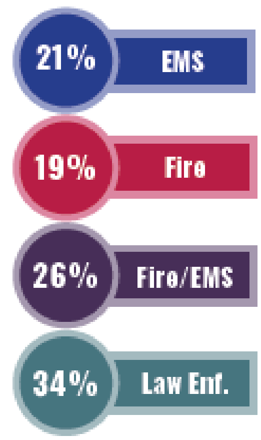

MENTAL & PHYSICAL HEALTH
Health of Our Emergency Responders: A CrewCare Report | Volume 2
Overall Health Ratings
3%
Excellent
17%
Very Good
44%
Good
29%
Fair
7%
Poor
Agency Does Offer Health/Wellness Programs
31%
EMS
58%
Fire
47%
Fire/EMS
48%
Law Enf.
Body Weight Goals
15% Comfortable with current weight
Want to lose some weight 82%
4% Want to gain some weight
IMAGETREND
PAGE 18

MENTAL & PHYSICAL HEALTH

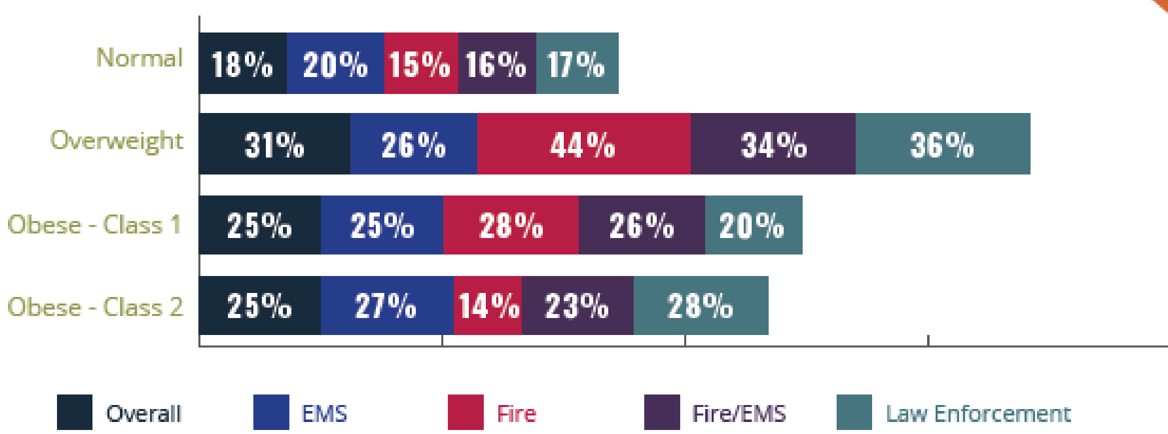
Do You Use Nicotine Products



Consume Energy Drinks a Few Times Per Week or More



Body Mass Index by Job Category[6]



Calculated from height & weight. See Table 8, page 22.

6. Centers for Disease Control and Prevention. Overweight & Obesity. 2020. *https://www.cdc.gov/obesity/adult/defining.html.*

Table 7. Perceived Mental Wellbeing[1] (n=3,205)

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
How would you rate your overall mental health?	Excellent	221 (7%)	90 (6%)	26 (10%)	61 (6%)	23 (13%)
	Very good	789 (25%)	339 (22%)	84 (33%)	257 (26%)	53 (29%)
	Good	1177 (37%)	579 (37%)	84 (33%)	378 (38%)	63 (35%)
	Fair	786 (25%)	441 (28%)	48 (19%)	222 (22%)	33 (18%)
	Poor	232 (7%)	124 (8%)	10 (4%)	74 (8%)	10 (6%)
Do you think you have or had PTSD?	Yes	999 (40%)	502 (43%)	67 (35%)	310 (39%)	66 (37%)
	Maybe	721 (29%)	337 (29%)	53 (28%)	248 (31%)	43 (24%)
	No	769 (31%)	328 (28%)	70 (37%)	235 (30%)	68 (38%)
In the last 14 days, how often have you felt down, depressed, or hopeless?[2]	Nearly every day	255 (10%)	131 (11%)	17 (9%)	70 (9%)	16 (9%)
	More than half the days	330 (13%)	188 (16%)	21 (11%)	83 (10%)	22 (12%)
	Several days	1,131 (45%)	543 (46%)	81 (42%)	363 (45%)	72 (41%)
	Not at all	819 (32%)	331 (28%)	74 (38%)	287 (36%)	67 (38%)
In the last 14 days, how often have you felt bad about yourself, or a failure, or have let yourself/family down?[2]	Nearly every day	230 (9%)	133 (11%)	11 (6%)	59 (7%)	13 (7%)
	More than half the days	266 (11%)	147 (13%)	21 (11%)	70 (9%)	17 (10%)
	Several days	1,004 (40%)	494 (42%)	62 (33%)	317 (40%)	68 (39%)
	Not at all	986 (40%)	392 (34%)	96 (51%)	347 (44%)	77 (44%)
In the last 14 days, how often do you feel nervous, anxious, or on edge?[3]	Nearly every day	308 (15%)	166 (17%)	19 (12%)	83 (13%)	21 (14%)
	More than half the days	330 (16%)	162 (17%)	18 (11%)	101 (16%)	30 (20%)
	Several days	1,017 (49%)	478 (49%)	72 (45%)	352 (57%)	62 (42%)
	Not at all	408 (20%)	167 (17%)	50 (31%)	83 (13%)	34 (23%)

(continued on next page)

Table 7. Perceived Mental Wellbeing[1] (n=3,205) *(continued)*

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
In the last 14 days, how often do you have trouble relaxing?[2][3]	Nearly every day	363 (18%)	192 (20%)	24 (15%)	104 (16%)	25 (17%)
	More than half the days	360 (17%)	175 (18%)	18 (11%)	126 (19%)	24 (16%)
	Several days	916 (44%)	437 (45%)	68 (43%)	290 (43%)	64 (44%)
	Not at all	428 (21%)	171 (18%)	48 (30%)	150 (22%)	33 (23%)

[1] All questions were optional; not every individual answered all of the questions.
[2] These questions are part of the PHQ-9 depression screening.
[3] These questions are part of the GAD-7 anxiety screening.

Table 8. Physical Health[1] (n=3,080)

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
How would you rate your overall health?	Excellent	88 (3%)	37 (2%)	15 (6%)	22 (2%)	7 (4%)
	Very good	517 (17%)	202 (13%)	57 (24%)	179 (19%)	43 (24%)
	Good	1,359 (44%)	665 (44%)	115 (47%)	431 (46%)	64 (36%)
	Fair	901 (29%)	486 (32%)	48 (20%)	259 (28%)	52 (29%)
	Poor	215 (7%)	129 (9%)	8 (3%)	52 (6%)	12 (7%)
Does your agency offer health/wellness programs?	Yes	1,227 (40%)	471 (31%)	140 (58%)	440 (47%)	85 (48%)
	Not sure	550 (18%)	319 (21%)	32 (13%)	139 (15%)	26 (15%)
	No	1,283 (42%)	720 (48%)	71 (29%)	360 (38%)	66 (37%)

(continued on next page)

MENTAL & PHYSICAL HEALTH

Table 8. Physical Health[1] (n=3,080) *(continued)*

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
What are your body weight goals?	Comfortable with current weight	447 (15%)	202 (13%)	47 (19%)	147 (16%)	26 (15%)
	Want to lose some weight	2,509 (82%)	1,274 (84%)	186 (76%)	742 (79%)	140 (79%)
	Want to gain some weight	117 (4%)	41 (3%)	11 (5%)	51 (5%)	11 (6%)
Do you use nicotine products?	No	2,177 (72%)	1,052 (70%)	174 (73%)	674 (73%)	136 (79%)
	Yes	833 (28%)	444 (30%)	6 6(28%)	248 (27%)	36 (21%)
How often do you consume energy drinks?	Never/Less than once a month	559 (66%)	258 (69%)	45 (74%)	180 (62%)	35 (52%)
	A few times per month	98 (12%)	37 (10%)	5 (8%)	40 (14%)	9 (13%)
	A few times per week	101 (12%)	40 (11%)	9 (15%)	34 (12%)	14 (21%)
	1 per day	51 (6%)	22 (6%)	1 (2%)	19 (7%)	7 (10%)
	2 or more per day	40 (5%)	16 (4%)	1 (2%)	19 (7%)	3 (4%)
Body Mass Index (calculated from height and weight)[2,3]	< 18.0 kg/m2 (Underweight)	26 (1%)	16 (1%)	0 (0%)	9 (1%)	0 (0%)
	18.0-24.9 kg/m2 (Normal)	529 (18%)	284 (20%)	34 (15%)	145 (16%)	27 (17%)
	25.0-29.9 kg/m2 (Overweight)	898 (31%)	374 (26%)	101 (44%)	308 (34%)	59 (36%)
	30.0-34.9 kg/m2 (Obese-Class 1)	726 (25%)	356 (25%)	65 (28%)	230 (26%)	32 (20%)
	>35.0kg/m2 (Obese-Class 2-3)	711 (25%)	387 (27%)	32 (14%)	203 (23%)	45 (28%)

[1] *All questions were optional; not every individual answered all of the questions.*
[2] *https://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/index.html#Used.*
[3] *https://www.cdc.gov/obesity/adult/defining.html.*

MENTAL & PHYSICAL HEALTH

Table 9. Depression Type Feelings & Obesity (n=2,188)

Variable	Variable Level	N	Obesity[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
In the last 14 days, how often have you felt down, depressed or hopeless?	Every day or more than half the days	521	277 (53%)	1.00	1.00
	Several days	965	471 (49%)	0.84 (0.68-1.04)	0.80 (0.62-1.02)
	Not at all	702	329 (47%)	0.78 (0.62-0.98)^	0.65 (0.50-0.86)^

[1] *Individual indicated on survey their height and weight so that BMI could be calculated (See Table 8).*
[2] *Odds Ratios (OR) and 95% Confidence Interval were calculated.*
[3] *Adjusted for Age, Sex and Occupation Group.*
^ *Significant P-value < 0.05.*
* *Individuals were required to answer both sets of questions to be included in this analysis.*

Table 10. Access to Agency Provided Wellness Services and Weight (n=3,055)

Variable	Variable Level	N	Wants to Lose Weight[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
Does your agency offer health/wellness services?	Yes	1,223	937 (77%)	1.00	1.00
	I don't know	550	441 (80%)	1.05 (0.99-1.10)	0.80 (0.62-1.02)[2]
	No	1,282	1,118 (87%)	1.13 (1.10-1.18)[2]	2.18 (1.71-2.80)[2]

[1] *Individual indicated on survey they wanted to lose weight.*
[2] *Odds Ratios (OR) and 95% Confidence Interval were calculated.*
[3] *Adjusted for Age, Sex and Occupation Group.*
^ *Significant P-value < 0.05.*
* *Individuals were required to answer both sets of questions to be included in this analysis.*

There is no doubt that adequate sleep is essential for optimal mental and physical health. Chronic sleep deprivation has been linked to many chronic diseases such as diabetes, cardiovascular disease, obesity and depression.[7] First responder work schedules, sleep environment and stress can play a role in adequate sleep. The National Sleep Foundation recommends sufficient sleep duration is between seven (7) and nine (9) hours for adults.[8] CrewCare results suggest those getting less than the recommended seven (7) to nine (9) hours of sleep are at higher risk of having physical health ratings of "fair" or "poor" (Table 14). Results also showed those with low levels of stress were almost seven (7) times more likely to experience better sleep quality (Table 12).

Approximately 27% of CrewCare respondents stated they had been diagnosed with a sleeping disorder (Table 11). The number of undiagnosed sleeping disorders may be much higher. A study of almost 7,000 firefighters found that 80% of individuals that had tested positive for a sleeping disorder during the study had no prior knowledge of their condition.[9] Individuals that had lower self-perceived mental health wellness were at higher risk for having a diagnosed sleeping disorder (Table 13).

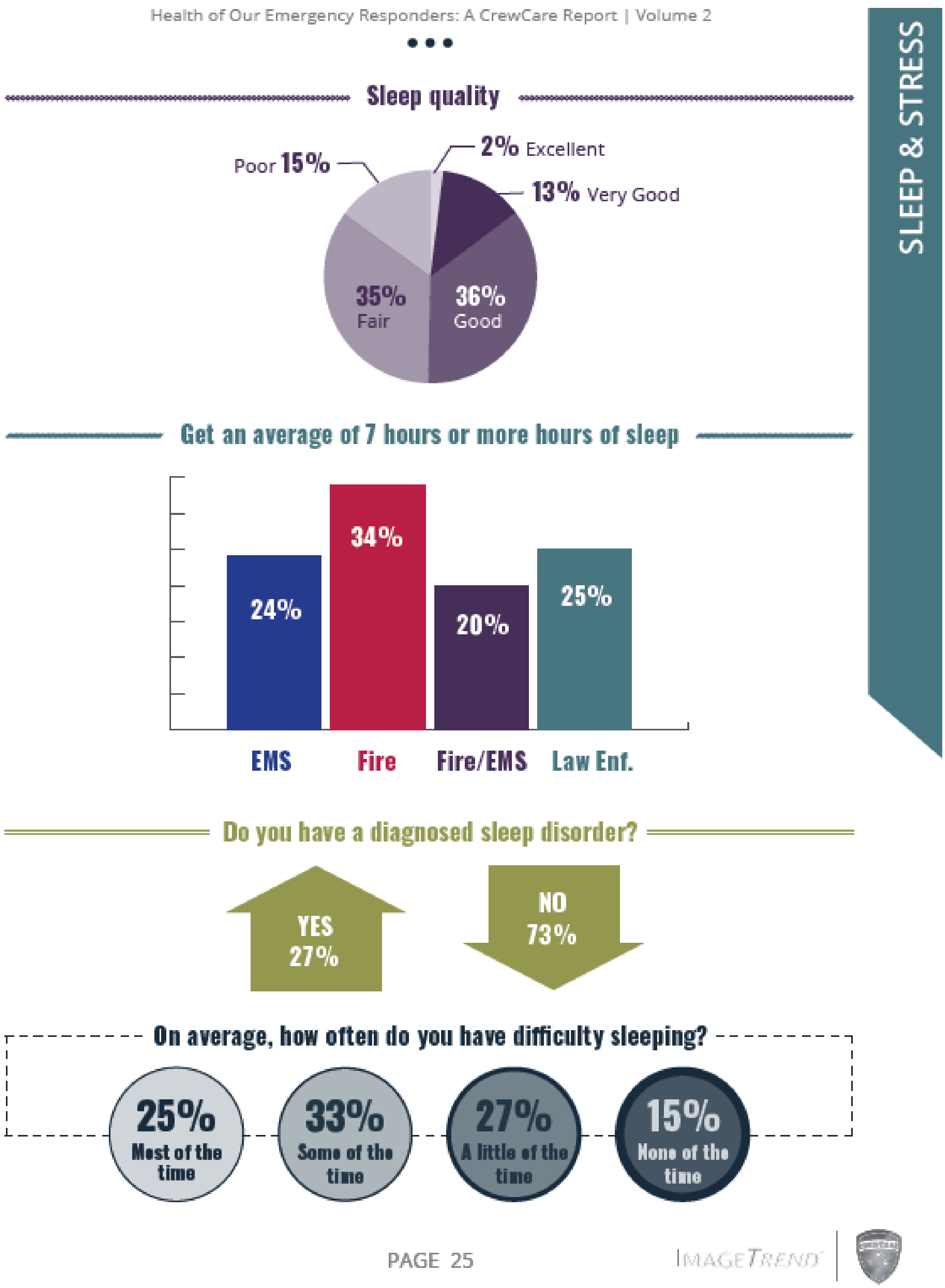
HIGHLIGHTS

- » **2 times more likely** to have poor/fair physical health ratings if they were not getting the recommended 7-9 hours of sleep
- » **7 times more likely** to experience better sleep quality if they had low stress levels
- » **4 times more likely** to have a diagnosed sleeping disorder if they rated their mental health as "poor"

7. Centers for Disease Control. Sleep and Sleep Disorders: Sleep and Chronic Disease (2018). *https://www.cdc.gov/sleep/about_sleep/chronic_disease.html.*

8. Hirshkowitz, M., Whiton K., Albert S.M., Alessi C., Bruni O., DonCarlos L, Nancy Hazen et al. "*National Sleep Foundation's sleep time duration recommendations: methodology and results summary.*" Sleep health 1, no. 1 (2015): 40-43.

9. Barger, L. K., Rajaratnam, S. M., Wang, W., O'Brien, C. S., Sullivan, J. P., Qadri, S., Lockley, S. W., Czeisler, C. A., & Harvard Work Hours Health and Safety Group (2015). Common sleep disorders increase risk of motor vehicle crashes and adverse health outcomes in firefighters. Journal of Clinical Sleep Medicine: JCSM : official publication of the American Academy of Sleep Medicine, 11(3), 233–240. *https://doi.org/10.5664/jcsm.4534.*


Health of Our Emergency Responders: A CrewCare Report | Volume 2
SLEEP & STRESS
Sleep quality
Poor 15%
2% Excellent
13% Very Good
35% Fair
36% Good
Get an average of 7 hours or more hours of sleep
24%
34%
20%
25%
EMS
Fire
Fire/EMS
Law Enf.
Do you have a diagnosed sleep disorder?
YES 27%
NO 73%
On average, how often do you have difficulty sleeping?
25% Most of the time
33% Some of the time
27% A little of the time
15% None of the time
PAGE 25
IMAGETREND

SLEEP & STRESS

Table 11. Sleep[1] (n = 2,447)

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
How would you rate your sleep quality?	Excellent	57 (2%)	32 (2%)	2 (1%)	13 (2%)	5 (3%)
	Very good	357 (13%)	173 (12%)	31 (13%)	98 (11%)	30 (18%)
	Good	1,036 (36%)	502 (35%)	92 (40%)	320 (36%)	56 (34%)
	Fair	997 (35%)	507 (36%)	82 (36%)	312 (35%)	48 (29%)
	Poor	417 (15%)	209 (15%)	24 (10%)	140 (16%)	25 (15%)
On average, how many hours of sleep do you get?	1-2 hours	24 (<1%)	13 (1%)	1 (<1%)	7 (1%)	0 (0%)
	3-4 hours	402 (14%)	228 (16%)	17 (7%)	123 (14%)	18 (11%)
	5-6 hours	1,741 (61%)	837 (59%)	125 (59%)	581 (66%)	105 (64%)
	7 or more hours	694 (24%)	342 (24%)	77 (34%)	173 (20%)	41 (25%)
Do you have a diagnosed sleep disorder?	Yes	717 (27%)	359 (27%)	54 (26%)	214 (26%)	41 (30%)
	No	1,941 (73%)	966 (73%)	157 (74%)	616 (74%)	105 (71%)
On average, how often do you have difficulty sleeping?	Most of the time	739 (25%)	378 (27%)	41 (18%)	239 (27%)	41 (25%)
	Sometimes	945 (33%)	489 (35%)	89 (39%)	270 (31%)	41 (25%)
	All of the time	760 (27%)	354 (25%)	65 (28%)	244 (28%)	59 (36%)
	Never	412 (14%)	198 (14%)	36 (16%)	127 (14%)	22 (14%)
On average, how many days a week do you feel exhausted or burnt out?	6-7 days/week	342 (12%)	186 (14%)	14 (6%)	107 (13%)	20 (13%)
	4-5 days/week	529 (19%)	292 (21%)	39 (17%)	148 (18%)	25 (16%)
	2-3 days/week	1,097 (40%)	525 (38%)	85 (38%)	355 (42%)	69 (44%)
	1 day a week	598 (22%)	279 (20%)	64 (28%)	190 (22%)	29 (18%)
	None	194 (7%)	92 (7%)	23 (10%)	48 (6%)	15 (10%)

[1] *All questions were optional; not every individual answered all of the questions.*

SLEEP & STRESS

Table 12. Stress Levels & Sleep Quality (n=2,671)

Variable	Variable Level	N	Better Sleep Quality[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2-3]
Stress Levels	Very Severe/ Severe	487	119 (24%)	1.00	1.00
	Moderate	1,531	766 (50%)	3.10 (2.46-3.90)^	3.07 (2.38-3.95)^
	Mild/None	653	459 (70%)	7.32 (5.61-9.55)^	7.12 (5.30-9.58)^

[1] Better quality of sleep: Answered question with "Great", "Very Good" or "Good".
[2] Odds Ratios and 95% Confidence Interval were calculated.
[3] Adjusted for Age, Sex and Occupation Group.
^ Significant P-value <0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

Table 13. Mental Health & Diagnosed Sleeping Disorders (n=2,649)

Variable	Variable Level	N	Diagnosed Sleeping Disorders[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2-3]
Perceived Overall Mental Wellness	Excellent, Very Good or Good	1,788	391 (22%)	1.00	1.00
	Fair	663	232 (35%)	1.92 (1.58-2.34)^	2.20 (1.76-2.76)^
	Poor	198	91 (46%)	3.04 (2.25-4.11)^	4.04 (2.87-5.69)^

[1] Self-reported diagnosed sleeping disorders.
[2] Odds Ratios and 95% Confidence Interval were calculated.
[3] Adjusted for Age, Sex, and Occupation Group.
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

Table 14. Physical Health & Sleep Duration (n=2,673)

Variable	Variable Level	N	Less Than 7 hours of Sleep[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2-3]
Self-Perceived Overall Physical Wellness	Excellent, Very Good or Good	1,785	1,275 (71%)	1.00	1.00
	Fair	853	702 (82%)	1.86 (1.52-2.28)^	1.84 (1.45-2.34)^
	Poor	209	179 (86%)	2.39 (1.60-3.56)^	2.35 (1.49-3.73)^

[1] Self-reported on average amount of sleep per day.
[2] Odds Ratios and 95% Confidence Interval were calculated.
[3] Adjusted for Age, Sex and Occupation Group.
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

OCCUPATIONAL STRESS & SUPPORT

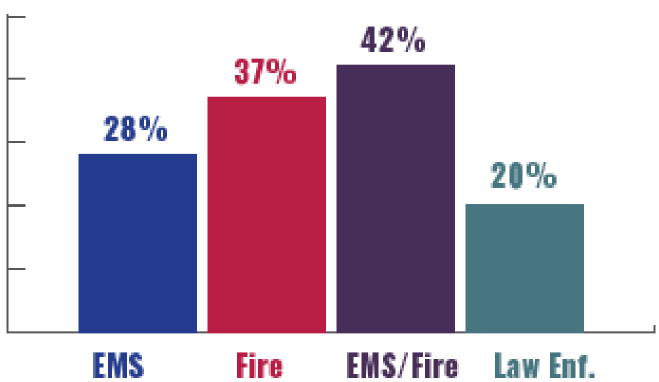
A first responder's agency can have a significant impact on mental health perceptions. Research has shown that supportive, approachable leaders and coworkers helped with first responder psychological well-being. Poor relationships with coworkers and dissatisfaction with supervisors were predictors of PTSD.[10]

Research has shown work culture and supervisor support is associated with job satisfaction, work engagement, psychological strain and turnover[1]. Individuals that stated they did not have PTSD were 61% more likely to have high levels of coworker support and were two (2) times more likely to say they have sufficient mental health resources provided by their employer, compared to those that had PTSD (Table 17-18). There was 30-56% less risk for career burnout for those that felt they have sufficient mental health resources provided through their employer (15%-31%) (Table 19).

HIGHLIGHTS

- Individuals that did not have PTSD were **61% more likely** to have high levels of coworker support
- Individuals that did not have PTSD were **2 times more likely** to say they had sufficient mental health resources through their employer
- **30-56% less risk** for career burnout if they had sufficient mental health resources through employer

Work rotating shifts all or most of the time



10. Brooks, S. K., Dunn, R., Amlot, R., Greenberg, N., & Rubin, G. J. (2016). Social and occupational factors associated with psychological distress and disorder among disaster responders: A systematic review. BMC Psychology, 4, 18. *https://doi.org/10.1186/s40359-016-0120-9.*

OCCUPATIONAL STRESS & SUPPORT

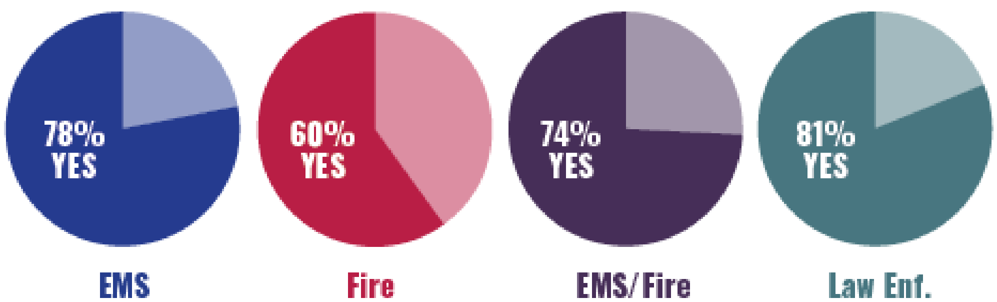
Do you feel burnt out in your job and/or career field?

- **57% NO**
- **20% YES** current position
- **11% YES** field of work
- **12% YES** both current position and field of work

OVERALL BURNOUT

47%

Have had an individual act violently towards them while at work



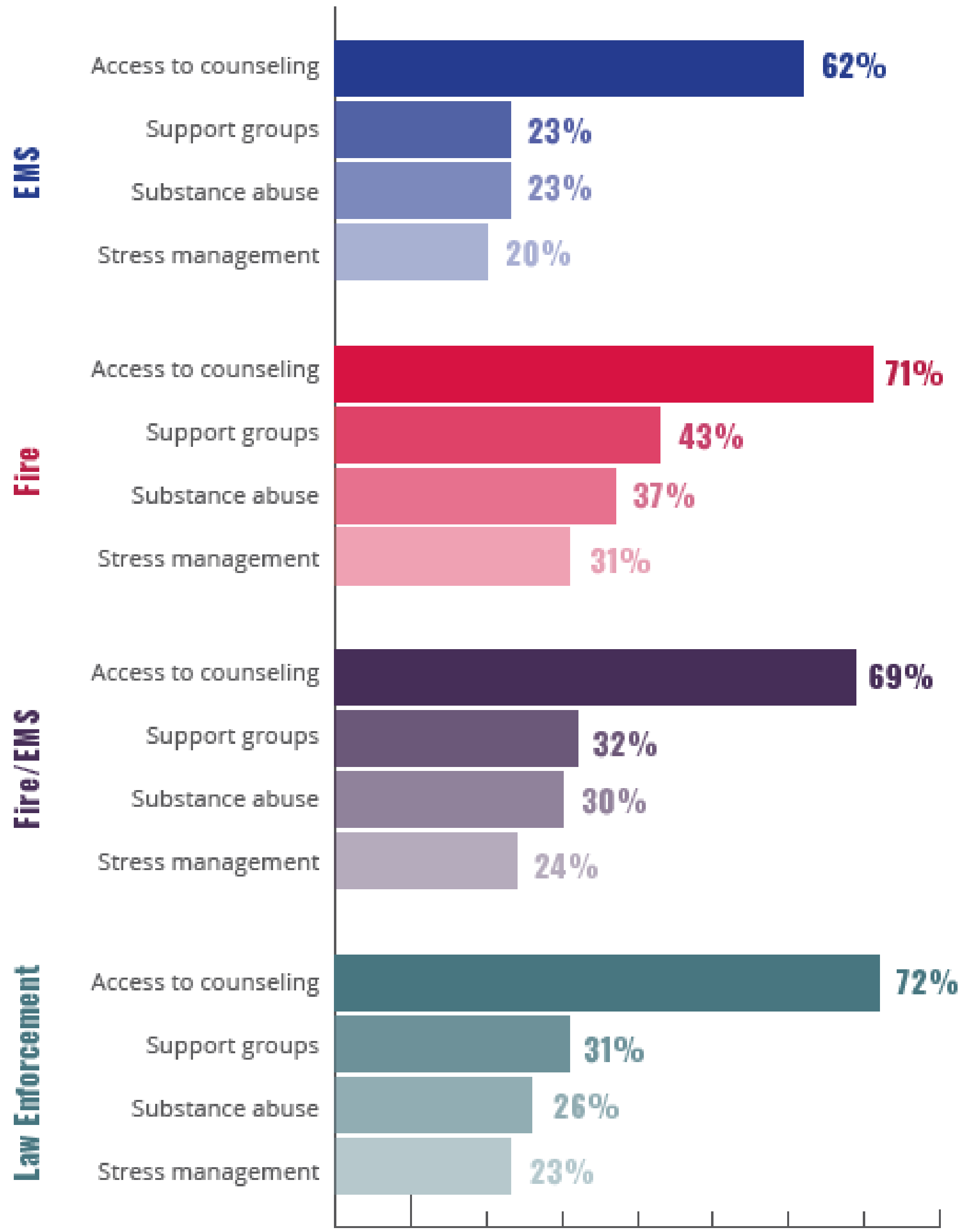
Do you feel there would be a negative impact if you asked for mental health issue help through work?

IMAGETREND

OCCUPATIONAL STRESS & SUPPORT

Health of Our Emergency Responders: A CrewCare Report | Volume 2

What type of mental health services does your agency offer?



ImageTrend PAGE 30

Table 15. Occupational Information & Stress[1-2] (n= 2,713)

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
How often do you work rotating shifts?	All of the time	700 (26%)	287 (21%)	71 (33%)	299 (36%)	21 (14%)
	Most of the time	165 (6%)	89 (7%)	8 (4%)	50 (6%)	9 (6%)
	Half of the time	55 (2%)	32 (2%)	2 (1%)	11 (1%)	7 (5%)
	Some of the time	590 (22%)	340 (25%)	34 (16%)	139 (17%)	46 (30%)
	Never	1,203 (44%)	609 (45%)	103 (47%)	329 (40%)	72 (46%)
How many hours do you work per week on average?	< 10	36 (1%)	13 (1%)	10 (5%)	10 (1%)	2 (1%)
	10 - 29	82 (3%)	47 (4%)	9 (4%)	12 (2%)	7 (5%)
	30 - 40	276 (11%)	169 (13%)	12 (6%)	56 (7%)	21 (14%)
	> 40	2,163 (85%)	1,052 (82%)	180 (85%)	710 (90%)	117 (80%)
Do you think you work too many or too few hours?	Just the right amount	1,101 (44%)	521 (41%)	115 (56%)	325 (42%)	67 (46%)
	Too many	1,289 (51%)	672 (53%)	79 (38%)	418 (54%)	72 (50%)
	Too few	138 (6%)	77 (6%)	13 (6%)	35 (5%)	6 (4%)
How stressful is your job? *(Slider Scale 0-10; 0 is no stress and 10 is extreme stress)*	0 – 2	71 (3%)	35 (3%)	4 (2%)	19 (3%)	4 (3%)
	3 – 4	314 (12%)	139 (11%)	34 (16%)	103 (13%)	17 (12%)
	5 – 6	773 (29%)	391 (30%)	60 (28%)	243 (30%)	43 (30%)
	7 – 8	1,075 (41%)	549 (42%)	78 (37%)	328 (40%)	69 (47%)
	9 – 10	399 (15%)	192 (15%)	36 (17%)	126 (15%)	15 (10%)
Do you feel burnt out in your job and/or career field?	No	1,417 (57%)	702 (56%)	131 (63%)	441 (57%)	80 (56%)
	Yes, current position	504 (20%)	255 (20%)	31 (15%)	150 (20%)	30 (21%)
	Yes, field of work	276 (11%)	140 (11%)	26 (13%)	81 (11%)	13 (9%)
	Yes, both current position and field of work	304 (12%)	154 (12%)	19 (9%)	98 (13%)	20 (14%)

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OCCUPATIONAL STRESS & SUPPORT

Table 15. Occupational Information & Stress[1-2] (n= 2,713) *(continued)*

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
Do you feel engaged in your career?	Always	522 (21%)	246 (19%)	56 (27%)	153 (19%)	33 (23%)
	Most of the time	1,267 (50%)	625 (49%)	108 (51%)	400 (51%)	70 (49%)
	Somewhat	572 (23%)	308 (24%)	31 (15%)	183 (23%)	29 (20%)
	A little	134 (5%)	63 (5%)	12 (6%)	39 (5%)	10 (7%)
	Not really	52 (2%)	32 (3%)	3 (1%)	13 (2%)	2 (1%)
Have you had an individual act violently towards you while at work?	No	645 (25%)	282 (22%)	84 (40%)	201 (26%)	28 (19%)
	Yes	1,894 (75%)	990 (78%)	127 (60%)	586 (75%)	119 (81%)

[1] All questions were optional; not every individual answered all of the questions
[2] Not all individuals could be placed into career categories based on lack of data, other emergency responder types, or multiple. These individuals are accounted for in the overall category.

Table 16. Agency Perception and Involvement[1-3] (n=3,115)

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
Do you feel there would be a negative impact if you asked for mental health issue help?	Yes	972 (31%)	495 (32%)	61 (25%)	299 (31%)	63 (35%)
	Not sure	943 (30%)	452 (30%)	80 (33%)	80 (33%)	57 (32%)
	No	1,200 (39%)	584 (38%)	105 (43%)	375 (39%)	59 (33%)
If I had/have mental health issues, I feel comfortable talking to a coworker about it.	Strongly agree	308 (10%)	138 (9%)	28 (11%)	96 (10%)	23 (13%)
	Agree	970 (31%)	449 (29%)	91 (37%)	310 (32%)	58 (33%)
	Not sure	812 (26%)	397 (26%)	58 (23%)	265 (27%)	35 (20%)
	Disagree	665 (21%)	371 (24%)	49 (20%)	186 (19%)	32 (18%)
	Strongly disagree	367 (12%)	177 (12%)	23 (9%)	115 (12%)	29 (16%)

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OCCUPATIONAL STRESS & SUPPORT

Table 16. Agency Perception and Involvement[1-3] (n=3,115) *(continued)*

Variable	Variable Level	2018-2019 Overall	EMS	Fire	Fire/EMS	Law Enforcement
If I had/have mental health issues, I feel comfortable talking to a supervisor about it.	Strongly agree	244 (7%)	103 (7%)	21 (9%)	67 (7%)	14 (8%)
	Agree	717 (23%)	311 (20%)	75 (31%)	247 (25%)	41 (24%)
	Not sure	771 (25%)	378 (25%)	63 (26%)	252 (26%)	32 (18%)
	Disagree	768 (25%)	395 (26%)	57 (23%)	226 (23%)	43 (24%)
	Strongly disagree	622 (20%)	336 (22%)	29 (12%)	179 (18%)	44 (25%)
My agency offers sufficient mental health/EAP services.	Strongly agree	294 (15%)	218 (14%)	59 (24%)	140 (14%)	31 (17%)
	Agree	663 (33%)	465 (30%)	80 (33%)	368 (37%)	60 (34%)
	Not sure	468 (23%)	386 (25%)	44 (18%)	199 (20%)	39 (22%)
	Disagree	347 (17%)	271 (18%)	45 (18%)	165 (17%)	29 (16%)
	Strongly disagree	248 (12%)	213 (14%)	18 (7%)	111 (11%)	20 (11%)
Do you feel you have support from your co-workers/ colleagues?	Always	142 (9%)	87 (7%)	23 (11%)	65 (12%)	14 (10%)
	Most of the time	482 (29%)	433 (27%)	79 (38%)	241 (31%)	37 (26%)
	Sometimes	592 (36%)	480 (38%)	60 (29%)	58 (7%)	50 (35%)
	A little	315 (19%)	239 (19%)	29 (14%)	143 (18%)	30 (21%)
	Never	138 (8%)	122 (10%)	18 (9%)	58 (7%)	13 (9%)
Do you feel you have support from your supervisor/boss?	Always	201 (8%)	98 (8%)	32 (16%)	53 (7%)	16 (11%)
	Most of the time	737 (29%)	263 (21%)	57 (28%)	196 (25%)	21 (22%)
	Sometimes	912 (36%)	351 (28%)	45 (22%)	229 (29%)	26 (18%)
	A little	469 (18%)	272 (22%)	48 (23%)	165 (21%)	31 (22%)
	Never	224 (9%)	279 (22%)	23 (11%)	140 (18%)	38 (27%)
What type of mental health services does your agency offer?[3]	Access to counseling	1,264 (65%)	926 (62%)	174 (71%)	658 69%)	123 (72%)
	Support groups	445 (28%)	292 (23%)	84 (43%)	256 (32%)	47 (31%)
	Substance abuse	534 (28%)	341 (23%)	91 (37%)	284 (30%)	44 (26%)
	Stress management	406 (23%)	406 (23%)	69 (31%)	69 (31%)	191 (23%)

[1] All questions were optional; not every individual answered all of the questions.
[2] Not all individuals could be placed into career categories based on lack of data, other emergency responder types, or multiple. These individuals are accounted for in the overall category.
[3] Individuals were able to select more than one (1) category.

OCCUPATIONAL STRESS & SUPPORT

Table 17. PTSD & Coworker Support (n=1,967)

Variable	Variable Level	N	High Levels of Coworker Support[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
Self-Perceived PTSD	Yes	808	254 (31%)	1.00	1.00
	Maybe	575	193 (34%)	1.10 (0.88-1.38)	0.99 (0.78-1.29)
	No	584	271 (46%)	1.89 (1.52-2.35)^	1.61 (1.25-2.05)^

[1] *High Coworker Support: Answered question with "Always" or "Most of the time".*
[2] *Odds Ratios (OR) and 95% Confidence Interval were calculated.*
[3] *Adjusted for Age, Sex and Occupation Group.*
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

Table 18. PTSD & Mental Health Resources offered through Agency (n=2,460)

Variable	Variable Level	N	Agency Provides Sufficient Mental Health Resources[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
Self-Perceived PTSD	Yes	994	411 (41%)	1.00	1.00
	Maybe	712	316 (44%)	1.13 (0.93-1.38)	1.13 (0.89-1.43)
	No	754	459 (61%)	2.21 (1.82-2.68)^	2.07 (1.63-2.62)^

[1] *Sufficient Mental Health Resources: Answered question with "Strongly Agree" or "Agree".*
[2] *Odds Ratios (OR) and 95% Confidence Interval were calculated.*
[3] *Adjusted for Age, Sex and Occupation Group.*
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

Table 19. Burnout & Mental Health Resources offered through Agency (n=2,449)

Variable	Variable Level	N	Agency Provides Sufficient Mental Health Resources[1]	Crude Model OR (95% CI)[2]	Adjusted Model OR (95% CI)[2,3]
Career and/or Current Position Burnout	No	1,382	735 (53%)	1.00	1.00
	Yes, both current position and field of work	301	111 (37%)	0.51 (0.39-0.66)^	0.44 (0.33-0.59)^
	Yes, current position	497	203 (41%)	0.60 (0.49-0.74)^	0.65 (0.52-0.82)^
	Yes, field of work	269	122 (45%)	0.72 (0.56-0.94)^	0.70 (0.52-0.93)^

[1] *Sufficient Mental Health Resources: Answered question with "Strongly Agree" or "Agree".*
[2] *Odds Ratios (OR) and 95% Confidence Interval were calculated.*
[3] *Adjusted for Age, Sex and Occupation Group.*
^ Significant P-value < 0.05.
** Individuals were required to answer both sets of questions to be included in this analysis.*

FNIAL THOUGHTS

Report Summary

High levels of coworker support are associated with being less likely to have PTSD and more likely to have low levels of stress

Obesity is high within the CrewCare population (50%) and is associated with depression type feelings

Lack of employer or agency provided services, such as mental or physical wellness services, are associated with PTSD, burnout, and obesity or desire for weight loss

Lack of sleep is associated with lower self-perceived physical health, sleeping disorders are associated with lower self-perceived mental wellness, and low stress levels are associated with better sleep quality

Utilizing exercise to cope with stress shows a positive correlation with low stress levels, while using alcohol to cope with stress shows a negative correlation with low stress levels

Focus Areas for Change

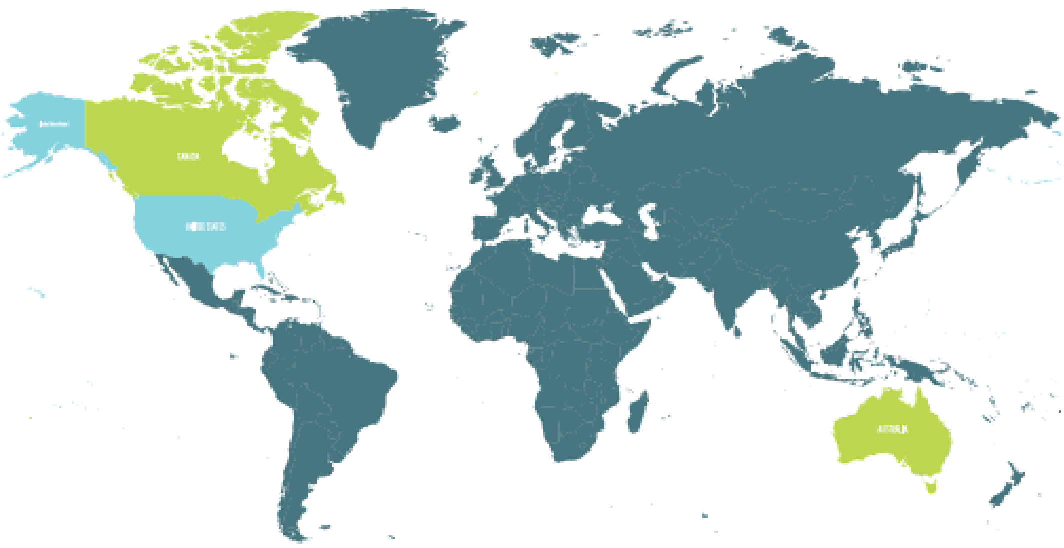
Foster Coworker and Supervisor support

Find ways to encourage healthy sleeping habits and resources to manage sleeping disorders

Provide adequate mental and physical health resources

FNIAL THOUGHTS

What is Next for CrewCare in 2020



Available in Canada and Australia.

Comparing data across multiple countries can help provide further insight on factors that make a positive impact on provider mental health.

Extended to healthcare providers.

Beyond first responders, we also know healthcare workers face similar traumatic incidents and high-stress events, so we have expanded our offering to this industry.

COVID-19 questions.

It is a stressful time for many, and we know COVID-19 adds an additional layer of stress to these career fields. We have added COVID-19 related questions to gauge how it is professionally and personally impacting this industry.

About ImageTrend

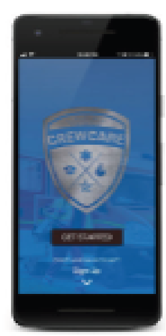
ImageTrend, Inc. is dedicated to connecting life's most important data in the healthcare and emergency response community. We deliver software solutions, data analytics and services for EMS, hospitals, community paramedicine/mobile integrated healthcare programs (CP/MIH), critical care, fire, and preparedness to enable fully integrated patient-centric healthcare and public safety. Our commitment to innovation, our clients, and providing world-class implementation and support is unsurpassed. Based in Lakeville, Minnesota, we combine business analysis, creative design, and data-driven architecture to offer scalable solutions and strategies for today and the future. | ***www.ImageTrend.com***

About CrewCare

CrewCare was created in response to the growing concerns on mental health within the first responder industry. ImageTrend and the collaborative minds behind CrewCare are committed to making a positive impact on the mental health concerns that first responders may be dealing with. The goal of CrewCare is to provide mental health insight on an individual's stress load and associated factors, as well as grow an aggregate non-identifiable database to strengthen the emergency responder and healthcare industry by improving mental health research.

ImageTrend developed and continues to fund CrewCare to support and give back to the first responders and healthcare providers that assist our communities in times of need. It's not just about being resilient, it's about thriving.

If you know of or are an emergency responder or healthcare provider that may be interested in utilizing CrewCare to gain insight into your stress or contribute data to research, please download the free app today.



Download the Free CrewCare App.

CrewCareLife.com

Exercise of Executive Leadership: Self

Unit 5: The Art and Science of Leadership

Student Manual

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Unit Learning Outcome (LO)

5.0 The executive officer will be able to hypothesize the concepts of leadership as a science and leadership as an art.

Unit Objectives

5.1 Analyze common traits exhibited by successful executive leaders, given case studies.
5.2 Evaluate personal leadership challenges in the perspective of common executive leadership traits.
5.3 Evaluate leadership approaches, traits, and application to personal philosophy of leadership, given case studies.
5.4 Evaluate the elements of leadership as an art or as a science within the context of adaptive challenges.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Hypothesize the concepts of leadership as a science and leadership as an art.	Evaluated Assessment #5

Objectives	Course Component	Evaluation Method
Analyze common traits exhibited by successful executive leaders, given case studies.	Lecture/Discussion/Activity	Activities 5.1 and 5.2
Evaluate personal leadership challenges in the perspective of common executive leadership traits.	Lecture/Discussion/ Personal Assessment	Activity 5.2
Evaluate leadership approaches, traits, and application to personal philosophy of leadership, given case studies.	Lecture/Discussion	Activities 5.3 and 5.4
Evaluate the elements of leadership as an art or as a science within the context of adaptive challenges.	Lecture/Discussion	Activity 5.5

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

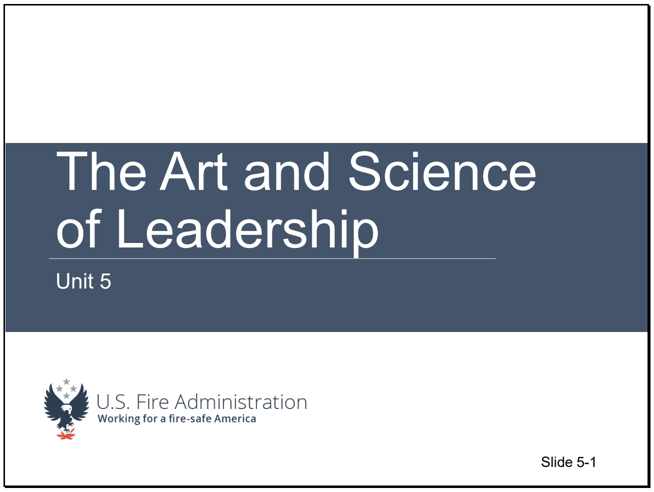
This unit uses lecture, discussion, and small/large group activities.

(Total Time: 6 hr., 25 min.)

385 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 5-7
40 min.	I.	Trait Approach Overview	SM 5-9
5 min.	II.	Introduction to Activity 5.1	SM 5-10
40 min.	Small/Large Group Activity 5.1		
		Northouse Case Studies—Trait Approach	SM 5-11
40 min.	III.	Google's Project Oxygen	SM 5-21
5 min.	IV.	Introduction to Activity 5.2	SM 5-23
40 min.	Small/Large Group Activity 5.2		
		The Best and Worst of Leadership	SM 5-25
5 min.	V.	Introduction to Activity 5.3	SM 5-27
45 min.	Small/Large Group Activity 5.3		
		Leadership Described	SM 5-29
40 min.	VI.	Leadership as an Art	SM 5-31
5 min.	VII.	Introduction to Activity 5.4	SM 5-33
60 min.	Small/Large Group Activity 5.4		
		Herman and Herb	SM 5-35
5 min.	VIII.	Introduction to Activity 5.5	SM 5-37
45 min.	Large Group Activity 5.5		
		Science or Art?	SM 5-39
5 min.	IX.	Summary	SM 5-41
	References		SM 5-43
	Appendix A		
		Strategic Human Resource Management at Herman Miller	SM 5-45
	Appendix B		
		Forever Herb	SM 5-53

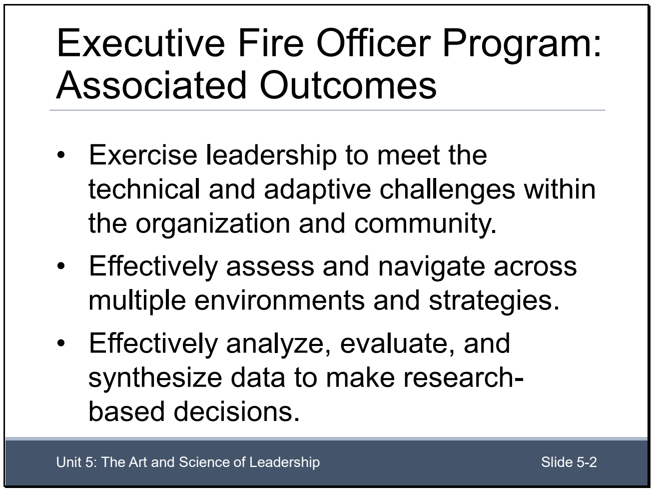
Audiovisual

Slides 5-1 to 5-14

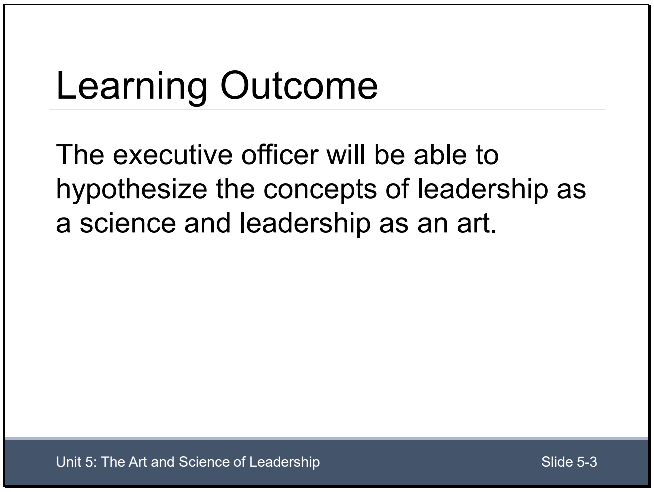


There is debate about whether leadership is an art or a science. Leadership as a science requires one to use experimental methods to carefully study, make observations, and collect data. An abundant amount of empirical evidence exists to support successful frameworks in leadership that are linked to data and science. Even considering objective findings, there are still those who refuse to accept a correlation between leadership and science. While research can be imperfect, rejecting scientific findings as being without value is a mistake. This unit will emphasize how theory can inform the practice of leadership. An executive officer must explore all avenues at their disposal to hone their skills for the best results.

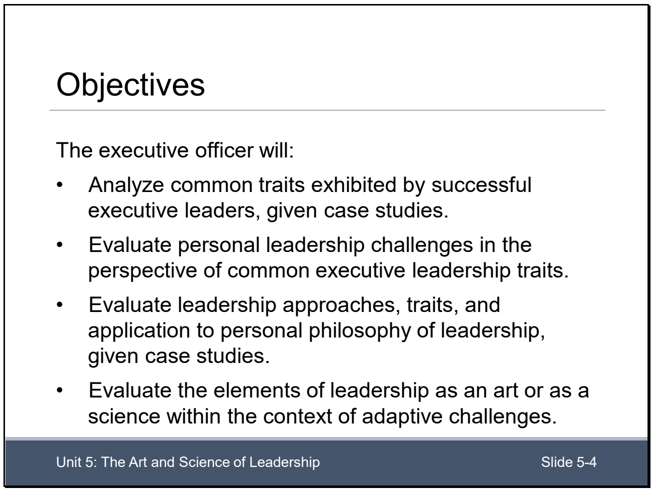
Exposing executive officers to scientifically generated leadership theory and practice can result in broadened and deepened ability to practice leadership effectively. The inclusion of a formal case study demonstrates the format and content of solid academic resources.



- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Effectively assess and navigate across multiple environments and strategies.
- Effectively analyze, evaluate, and synthesize data to make research-based decisions.



5.0 The executive officer will be able to hypothesize the concepts of leadership as a science and leadership as an art.



The executive officer will:

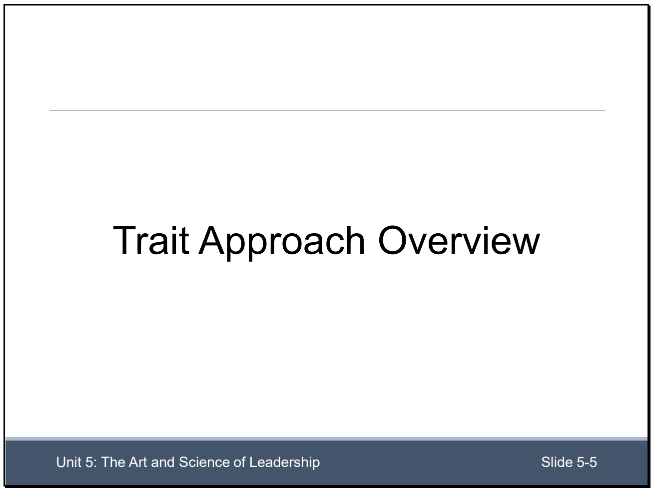
5.1 Analyze common traits exhibited by successful executive leaders, given case studies.

5.2 Evaluate personal leadership challenges in the perspective of common executive leadership traits.

5.3 Evaluate leadership approaches, traits, and application to personal philosophy of leadership, given case studies.

5.4 Evaluate the elements of leadership as an art or as a science within the context of adaptive challenges.

I. Trait Approach Overview



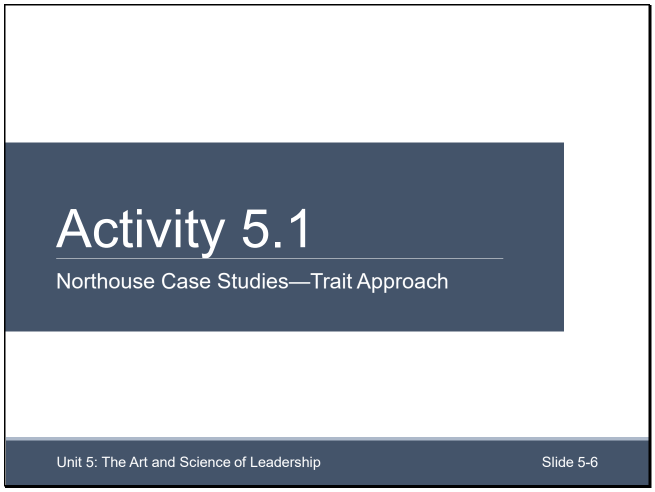
To assist in dialogue within this section, the executives were previously assigned to read Chapter 1, “Introduction,” Chapter 2, “Trait Approach,” and Chapter 15, “Leadership Ethics” in Northouse’s *Leadership: Theory and Practice*. In addition, they were to complete the personal assessment at the end of Chapter 2, pages 52–53.

II. Introduction to Activity 5.1

As the executives have prepared by reading Chapter 2 in *Leadership: Theory and Practice* and completing the Leadership Trait Questionnaire (LTQ), they now have an opportunity to examine case studies and evaluate for the application of the trait approach to decision-making.

Each case detailed in Chapter 2 is trait-approach oriented. There are specific questions at the end of each case that the executives will use to generate dialogue and reach a small group consensus on answering the questions.

Activity 5.1



Small/Large Group Activity Estimated Time: 40 minutes

Activity Purpose

Provide the executive with an opportunity to evaluate personal leadership challenges in the perspective of the trait approach as described by Northouse and in common executive leadership traits, given case studies.

Required Materials

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.

Activity Directions

1. The instructor will divide the class up into small groups of no more than four.

2. The instructor will assign one case study to each group from Chapter 2, "Trait Approach." There will be multiple groups examining each case study.

3. Each group will review their case study and answer the related questions.

4. Each group should have defendable arguments for their conclusions/recommendations.

5. At the conclusion of the small group process, each group will select a representative to provide a briefing to the class on the case and resulting conclusions.

Summary

This activity has provided an opportunity to consider one perspective of leadership, the trait approach, as a tool for decision-making. Use of case study has provided you the chance to look objectively and evaluate a given scenario for indications of trait approaches as well as potential additional leadership approaches.

Case 2.1 CHOOSING A NEW DIRECTOR OF RESEARCH

Sandra Coke is vice president for research and development at Great Lakes Foods (GLF), a large snack food company that has approximately 1,000 employees. As a result of a recent reorganization, Sandra must choose the new director of research. The director will report directly to Sandra and will be responsible for developing and testing new products. The research division of GLF employs about 200 people. The choice of directors is important because Sandra is receiving pressure from the president and board of GLF to improve the company's overall growth and productivity.

Sandra has identified three candidates for the position. Each candidate is at the same managerial level. She is having difficulty choosing one of them because each has very strong credentials. Alexa Smith is a longtime employee of GLF who started part-time in the mailroom while in high school. After finishing school, Alexa worked in as many as 10 different positions throughout the company to become manager of new product marketing. Performance reviews of Alexa's work have repeatedly described her as being very creative and insightful. In her tenure at GLF, Alexa has developed and brought to market four new product lines. Alexa is also known throughout GLF as being very persistent about her work: When she starts a project, she stays with it until it is finished. It is probably this quality that accounts for the success of each of the four new products with which she has been involved.

A second candidate for the new position is Kelsey Metts, who has been with GLF for five years and is manager of quality control for established products. Kelsey has a reputation for being very bright. Before joining GLF, she received her MBA at Harvard, graduating at the top of her class. People talk about Kelsey as the kind of person who will be president of her own company someday. Kelsey is also very personable. On all her performance reviews, she received extra-high scores on sociability and human relations. There isn't a supervisor in the company who doesn't have positive things to say about how comfortable it is to work with Kelsey. Since joining GLF, Kelsey has been instrumental in bringing two new product lines to market.

Thomas Santiago, the third candidate, has been with GLF for 10 years and is often consulted by upper management regarding strategic planning and corporate direction setting. Thomas has been very involved in establishing the vision for GLF and is a company person all the way. He believes in the values of GLF, and actively promotes its mission. The two qualities that stand out above the rest in Thomas's performance reviews are his honesty and integrity. Employees who have worked under his supervision consistently report that they feel they can trust Thomas to be fair and consistent. Thomas is highly respected at GLF. In his tenure at the company, Thomas has been involved in some capacity with the development of three new product lines.

The challenge confronting Sandra is to choose the best person for the newly established director's position. Because of the pressure she feels from upper management, Sandra knows she must select the best leader for the new position.

Questions

1. Based on the information provided about the trait approach in Tables 2.1 and 2.2, if you were Sandra, whom would you select?

2. In what ways is the trait approach helpful in this type of selection?

3. In what ways are the weaknesses of the trait approach highlighted in this case?

Case 2.2 RECRUITING FOR THE BANK

Pat is the assistant director of human resources in charge of recruitment for Central Bank, a large, full-service banking institution. One of Pat's major responsibilities each spring is to visit as many college campuses as he can to interview graduating seniors for credit analyst positions in the commercial lending area at Central Bank. Although the number varies, he usually ends up hiring about 20 new people, most of whom come from the same schools, year after year.

Pat has been doing recruitment for the bank for more than 10 years, and he enjoys it very much. However, for the upcoming spring he is feeling increased pressure from management to be particularly discriminating about whom he recommends hiring. Management is concerned about the retention rate at the bank because in recent years as many as 25% of the new hires have left. Departures after the first year have meant lost training dollars and strain on the staff who remain. Although management understands that some new hires always leave, the executives are not comfortable with the present rate, and they have begun to question the recruitment and hiring procedures.

The bank wants to hire people who can be groomed for higher-level leadership positions. Although certain competencies are required of entry-level credit analysts, the bank is equally interested in skills that will allow individuals to advance to upper management positions as their careers progress.

In the recruitment process, Pat always looks for several characteristics. First, applicants need to have strong interpersonal skills, they need to be confident, and they need to show poise and initiative. Next, because banking involves fiduciary responsibilities, applicants need to have proper ethics, including a strong sense of the importance of confidentiality. In addition, to do the work in the bank, they need to have strong analytical and technical skills, and experience in working with computers. Last, applicants need to exhibit a good work ethic, and they need to show commitment and a willingness to do their job even in difficult circumstances.

Pat is fairly certain that he has been selecting the right people to be leaders at Central Bank, yet upper management is telling him to reassess his hiring criteria. Although he feels that he has been doing the right thing, he is starting to question himself and his recruitment practices.

Questions

1. Based on ideas described in the trait approach, do you think Pat is looking for the right characteristics in the people he hires?
2. Could it be that the retention problem raised by upper management is unrelated to Pat's recruitment criteria?
3. If you were Pat, would you change your approach to recruiting?

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Case 2.3 ELON MUSK

When he was 12, Elon Musk created and sold his first product. That video game, *Blastar*, was the start of Musk's meteoric entrepreneurial career, which has seen him take on everything from electric cars to space travel to alternative energy.

Musk grew up in South Africa, the son of an engineer and a Canadian model. In grade school Musk was introverted and often bullied, but at 15 he learned how to defend himself with karate and wrestling. He moved to Canada at 17 to attend university and three years later left Canada to attend the University of Pennsylvania where he earned degrees in economics and physics. In 1995, only two days into a PhD program in energy physics at Stanford, Musk dropped out to launch his first company, Zip2, with his brother Kimbal. An online city guide, Zip2 provided content for websites of both the *New York Times* and the *Chicago Tribune*. Four years later, Compaq Computer Corporation bought Zip2 for $307 million.

The Musk brothers then founded X.com, an online financial services/payments company, which became PayPal. Three years later, eBay acquired PayPal for $1.5 billion.

Now a billionaire, Musk started Space Exploration Technologies Corporation, or SpaceX, in 2002 with the intention of building reusable spacecraft for commercial space travel. A year after launching SpaceX, Musk became the cofounder, CEO, and product architect at Tesla Motors, dedicated to producing affordable, mass-market electric cars as well as battery products and solar roofs. He also launched several other side projects, including establishment of The Boring Company devoted to boring and building underground tunnels to reduce street traffic, becoming cochair of the nonprofit research organization OpenAI with the mission of advancing digital intelligence to benefit humanity, and development of the Hyperloop to create a more expedient form of transportation between cities.

But unlike his earlier ventures, both SpaceX and Tesla had considerable challenges. In 2008, Musk was nearly out of money after SpaceX's Falcon 1 rocket, of which he was the chief designer, suffered three failed launches before it finally had a successful one. Meanwhile, Tesla was hitting speed bump after speed bump in the development of its vehicles, hemorrhaging money, and losing investor confidence as well as orders from customers who were unhappy with the long wait time to get their vehicles.

Musk faced these challenges the way he did as a bullied school kid: head on. "Leaders are ... expected to work harder than those who report to them and always make sure that their needs are taken care of before yours, thus leading by example," he said (Jackson, 2017).

At SpaceX, Musk continued to innovate, and the company accomplished a stunning number of achievements including successfully having rockets land safely back on earth after launches, transporting supplies to the International Space Station, and developing a rocket that could carry heavier payloads. By 2019, SpaceX had 6,000-plus contracts, worth $12 billion, with NASA and other commercial satellite companies. The company, which says its ultimate mission is to foster interplanetary life, is planning a cargo mission to Mars in 2022 (Space Exploration Technologies Corp., 2020).

Many credit SpaceX's success to the unified culture at the company created by its fairly flat organizational structure and the fact that, despite its growth, the company still maintains a start-up mentality and feel.

"It's an incredible place to work," said one engineer. "There's a great sense of connectedness between everyone. Everyone's got the same goal in mind. Everyone's working super hard to deliver a product successfully. It's amazing when it all culminates in launch" (*Mind & Machine*, 2017).

Dolly Singh, the former head of human resources at SpaceX, said, "The thing that makes Elon Elon is his ability to make people believe in his vision" (Snow, 2015). Jim Cantrell, SpaceX's first engineer, added, "He is the smartest guy I've ever met, period. I know that sounds overblown. But I've met plenty of smart people, and I don't say that lightly. He's absolutely, frickin' amazing. I don't even think he sleeps" (Feloni, 2014).

But to turn Tesla around, Musk had to roll up his shirtsleeves. The company, which was four years behind on the production of its Model 3, was under severe public scrutiny from investors and industry analysts. After missing one deadline after another, Musk restructured the organization in April 2018 and took over as the head of engineering to personally oversee efforts in that division. In a 2018 Twitter post, Musk said that to meet production goals, it was time to "divide & conquer, so I'm back to sleeping at factory." By the end of June 2018, Tesla had met its goal of producing 5,000 Model 3 cars per week, while churning out another 2,000 Model S sedans and Model X SUVs (Sage & Rodriguez, 2018).

Musk has been described as an unconventional leader, even by Silicon Valley standards. He is a prolific tweeter in which he comments on everything from building cyborg dragons, to jokes about bankruptcy, to mixing Ambien with red wine (Davies, 2018). He has graced magazine covers and goes on talk shows and appeared on animated television shows *The Simpsons* and *South Park*. His peculiar sense of humor was on dramatic display when he launched his own red Tesla Roadster sports car into space atop the first SpaceX Falcon Heavy rocket. At the same time, some of his behavioral quirks have also become liabilities.

In a public earnings call with investors and financial analysts, Musk attacked two analysts for asking what he called "bonehead" and "dry" questions that he refused to answer, resulting in Tesla's stock value plunging 10% (Davies, 2018). When his efforts to assist in the rescue of 12 young soccer players and their coach from a flooded cave in Thailand were criticized as self-aggrandizing rather than serious, Musk responded with a tweet calling one of the divers involved in the rescue "pedo guy," insinuating he was a child molester (Levin, 2018).

In August 2018, Musk wrote on Twitter that he was considering taking Tesla private and that he had the necessary funding "secured" to do so. As a result, Tesla's stock price immediately shot up, gaining the attention of the Securities and Exchange Commission (SEC), which investigated and ultimately fined Musk $20 million. Less than two weeks after that episode, Musk gave an emotional interview with the *New York Times*, in which he alternately laughed and cried in a display that left many questioning his mental state and sent Tesla investors into sell mode with their stock (Crum, 2018).

Not long after that interview, Musk changed his mind and said Tesla would remain a public company. He followed that decision with an appearance on the *Joe Rogan Experience* podcast during which he smoked what was said to be a marijuana-laced cigarette (Davies, 2018).

"The reason Elon seems to attract drama is that he is so transparent, so open, in a way that can come back to bite him," his brother and Tesla board member Kimbal Musk told the *New York Times*. "He doesn't know how to do it differently. It's just who he is" (Gelles, 2018).

After all of the drama in 2018, there were many concerns about where Tesla would go in 2019. The answer? Tesla ended 2019 on a high note, with a record stock price topping out at more than $400 per share.

"It's been quite the turnaround for Musk since his 'funding secured' tweet debacle of last year," one analyst noted. "Tesla's stock has been one of the top performers of the second-half of the year and Musk is proof that you can take on the SEC, smoke weed on podcasts, call people pedo guy and still run a $70 billion company" (Crum, 2018).

Questions

1. How does Musk exhibit each of the major leadership traits (Table 2.2)? Which of these traits do you believe he is the strongest in? Is there one where he is weak?

2. Describe how Musk has exhibited each of the Big Five personality factors. Which of these factors do you think has the most correlation with Musk's success as a leader?

3. Shankman and Allen (2015) suggest that an emotionally intelligent leader is conscious of context, self, and others. How would you characterize Musk's emotional intelligence using these three facets?

4. If you were asked to design a leadership training program based on the trait approach, how could you incorporate the story of Elon Musk and his leadership? Around which of his traits would you structure your training? Are some of his leadership traits more teachable than others? Discuss.

III. Google's Project Oxygen

Google's Project Oxygen

Unit 5: The Art and Science of Leadership Slide 5-7

Project Oxygen Findings

A good manager:

- Is a good coach.
- Empowers the team and does not micromanage.
- Expresses interest and concern for team members' success and personal well-being.
- Is productive and results oriented.
- Is a good communicator—listens and shares information.
- Helps with career development.
- Has a clear vision of strategy for the team.
- Has key technical skills that help them advise their team.

Unit 5: The Art and Science of Leadership Slide 5-8

This section looks at the idea of leadership through the perspective of one of the world's most known corporations, Google. Executives should have read *Google's Project Oxygen: Do Managers Matter?* prior to this unit.

The Northouse activity illuminates the impact that single managers/leaders may make on a micro level. Google moved to the next step to consider how managers/leaders might make more global impacts, all still an effort to try to define what is leadership in some means or another.

In late 2009, Google ventured out to try to determine if managers make a difference or not. The question, while simple in text, "Do managers matter?" was not then, before, nor now, a simple one to answer.

Google initiated what became labeled as Project Oxygen, an in-depth look at management within Google across the globe. The effort was very structured and deeply research design-guided to ensure objectivity.

This was an extensive study with more than 10,000 observations, surveys, performance evaluations, and interviews compiled as data. This data produced 400 pages of notes.

Google intended to prove management qualities had no impact on performance, and they worked to define what successful outcomes might look like. The value in the study is that the findings are data driven—based on analytics.

Eight findings from the research are below. A good manager:

- is a good coach,
- empowers the team and does not micromanage,
- expresses interest and concern for team members' success and personal well-being,
- is productive and results oriented,
- is a good communicator—listens and shares information,
- helps with career development,
- has a clear vision of strategy for the team, and
- has key technical skills that help them advise their team.

IV. Introduction to Activity 5.2

The following activity builds upon Activity 5.1 and the discoveries made in the Google Project Oxygen effort. This activity is similar in nature to other types of worst boss/best boss-type assessments.

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Activity 5.2

Small/Large Group Activity Estimated Time: 40 minutes

Activity Purpose

Analyze personal observations of the exercise of adaptive leadership against the findings of researchers.

Required Materials

- Garvin, D. A., Wagonfeld, A. B., & Kind, L. (2014, October). *Google's Project Oxygen: Do managers matter?* Harvard Business School. Case 414-110.
- Project Oxygen eight characteristics of a good manager

Activity Directions

1. The instructor will assign the class to small groups of no more than four executives.
2. The instructor will ask the executive officers to review the eight findings from the Google research.
3. The instructor will collectively dialogue and identify leaders in the executives' experience who in times of adaptive challenges have exemplified the eight characteristics identified in Project Oxygen.
   a. Describe the adaptive challenge.
   b. What top two characteristics were observed?
   c. What specific behaviors were observed to support your conclusion?

4. Using the small group dialogue, the instructor will create a list of the observed characteristics and behaviors.

5. The instructor will collectively dialogue and identify leaders in the executives' experience who in times of adaptive challenges **did not** exemplify one or more of the eight characteristics identified in Project Oxygen.

   a. Describe the adaptive challenge.

   b. What top two characteristics were absent that may have been appropriate for the event?

   c. What specific behaviors were observed to support your conclusion?

6. Using the small group dialogue, the instructor will create a list of the observed characteristics and behaviors.

7. Each executive is to reflect on their own exercise of adaptive leadership style and identify two areas from the Project Oxygen list where they can make changes to maximize influence.

8. Using the small group dialogue, the instructor will create a list of the executives' areas of potential change.

9. Each small group will select a representative to give a briefing to the class.

Summary

This activity provided an opportunity to consider research outcomes to personal observations of the exercise of leadership. This application leads to creating thoughts toward operationalizing findings to maximize the effective exercise of leadership.

V. Introduction to Activity 5.3

The following activity utilizes the Northouse text, Chapter 1, “Introduction,” in which Northouse describes leadership as a trait differing from leadership as a process. He further looks at leadership in its differences to the concepts of power, coercion, and management.

When linked with Chapter 2, “Trait Approaches,” the activity provides the executives an opportunity to synthesize deeper reflections on the complexities of leadership and how they may define or describe leadership within their own philosophy.

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Activity 5.3

Small/Large Group Activity Estimated Time: 45 minutes

Activity Purpose

Engage executive officers in a review and reflection on leadership approaches, traits, and application to their personal philosophy of leadership.

Required Materials

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.

Activity Directions

1. The instructor will divide the class into six groups.

2. The instructor will assign each group one of the following topics:

   - Trait Versus Process Leadership (p. 8)
   - Assigned Versus Emergent Leadership (p. 8)
   - Leadership and Power (p. 10)
   - Leadership and Coercion (p. 13)
   - Leadership and Morality (p. 13)
   - Leadership and Management (p. 16)

3. The instructor will direct the executives to *Leadership: Theory and Practice*, Chapter 1, pages 8–18 for their assigned topic.

4. Each small group will review the reference material for their topic and conduct a dialogue to answer the below questions:

    a. What is the general theme, or message, of the topic?

    b. What is a current and relevant personal observation of each form or description of the assigned leadership topic?

    c. In the examples selected, what characteristics, or traits, of leadership are most prevalent or missing?

    d. What elements of the eight Project Oxygen findings are visible or missing within the selected examples?

5. Each group will select a representative to present a synopsis of their findings and conclusions.

Summary

In this activity, we looked at the complexities of trying to describe leadership even with a multitude of science-based data to consider. Attempting to apply traits or characteristics to observations of what is perceived to be the exercise of leadership is difficult even with empirical data. This activity provides reflective thoughts for the review of your personal philosophy of leadership.

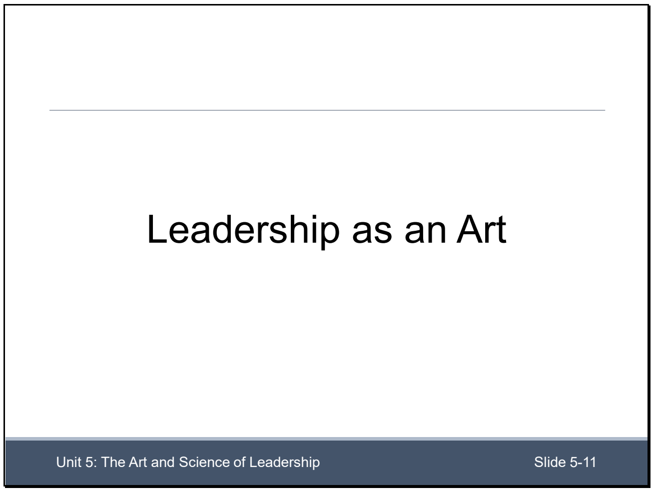
Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider these prompts for their after-class reflections:

- Based on the dialogue regarding the science of leadership, what are your thoughts about your own philosophy of leadership?

- In what ways might it stand up under scientific scrutiny? How might it not?

VI. Leadership as an Art



Leadership as presented in the previous section may be viewed as a science, but other considerations may change perspectives of leadership to be an art. This section explores the less-defined elements of leadership—those elements more conducive to less structure, more variation, and that are perhaps a little abstract.

Executive officers often find themselves exposed to various leadership theories, models, and methods that have proven successful in private industry. Many of these models have applications to public safety as well.

Outside of academic theories and science-based perspectives, the executive officer needs to explore the less-defined perspectives of leadership. Many successful persons have exercised leadership in less than traditional manners.

This section is intended to look outside the boundaries of theory and more to the abstract. As individuals, the executive officers face a variety of influences that require an open mind and willingness to explore. It goes to the idea that at times it is okay to color outside the lines and it will still be effective.

The first article, “Strategic Human Resource Management at Herman Miller,” is related to the leadership culture present at Herman Miller Inc. (HMI). This is a 100-plus-year-old furniture manufacturing company based in Zeeland, Michigan. HMI has a long-standing engagement in values-based strategic human resource management.

Max De Pree (1924–2017), the son of the founder of HMI, served over 40 years at HMI including as its CEO. Max was also the bestselling author of *Leadership Is an Art* and *Leadership Jazz.*

The second article, “Forever Herb,” was written as a tribute to the late Herb Kelleher, founder and CEO of Southwest Airlines. Herb was able to go from a concept written on a bar napkin to today having Southwest Airlines as one of the most successful airlines in the world. Herb was also known to be perhaps a bit eccentric in his management and leadership style, but as noted in the article, was deeply respected and loved throughout his company (Crossman, 2019).

VII. Introduction to Activity 5.4

This activity provides a link to the previous dialogue and furthers the point with a variety of models of leadership and a variety of ways that leadership can be demonstrated. Exploration of different presentations can be meaningful as the leader develops their own identity. Activity 5.4: Herman and Herb provides the executives with an opportunity to explore leadership challenges and approaches.

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Activity 5.4

Small/Large Group Activity Estimated Time: 60 minutes

Activity Purpose

Generate dialogue and reports on various approaches to leadership in adaptive challenges by comparing the exercise of leadership within two different private sector industries, given case studies.

Required Materials

- Crossman, M. (2019, March). Forever Herb. *Southwest: The Magazine.* 58–68.
- McCowan, R., Bowen, U., Huselid, M., & Becker, B. (1999). Strategic human resource management at Herman Miller*. Human Resource Management,48*(4), 404–408.
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.

Activity Directions

1. The instructor will divide the class into groups of five.

2. At the conclusion of the small group process, the group will provide a summary of the group's responses to the following prompts:

    a. Each case presents what some might call unique approaches to the exercise of leadership. List the top five unique approaches or characteristics from each case. Cite examples from each case.

b. What are the most prevalent adaptive challenges expressed in each case? Cite examples to support these observations.

c. In what ways might the unique approaches to leadership have been a key to success in addressing the adaptive challenges? A hindrance? Be specific.

d. The unique leadership approaches and visions led to creation of a strong corporate culture in both cases. In the absence of the original key executives, how might each corporation sustain or continue to build upon the original culture and vision? Be specific.

3. The instructor will direct each small group to present their findings to the class.

Summary

Leadership comes in many different forms. These two cases seemingly present two success stories, each using unique approaches either through personal behaviors or corporate drive. Each was also taking risks, again either personally or placing the future of the corporation at stake.

The application of these stories to your personal exercise of leadership may influence your concepts of being safe, healthy, prepared, and resilient.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- What lessons from these cases are applicable to your own exercise of leadership?
- Are you willing or hesitant to try something new? Why?

VIII. Introduction to Activity 5.5

The following activity serves to generate additional dialogue on the question of whether leadership is a science or an art. As the ending activity for this unit, the previous case studies and activities will provide stimulus for dialogue.

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Activity 5.5

Large Group Activity Estimated Time: 45 minutes

Activity Purpose

Provide an opportunity to further evaluate the question of whether leadership is science or art.

Activity Directions

1. The instructor will initiate the dialogue by using the question “Is leadership a science or an art?”

2. The instructor will allow dialogue to occur with minimal guidance. The instructor will intervene only if the process is becoming less than focused.

3. After approximately 30 minutes, the instructor will ask the question again but seek a definitive consensus from the class.

Summary

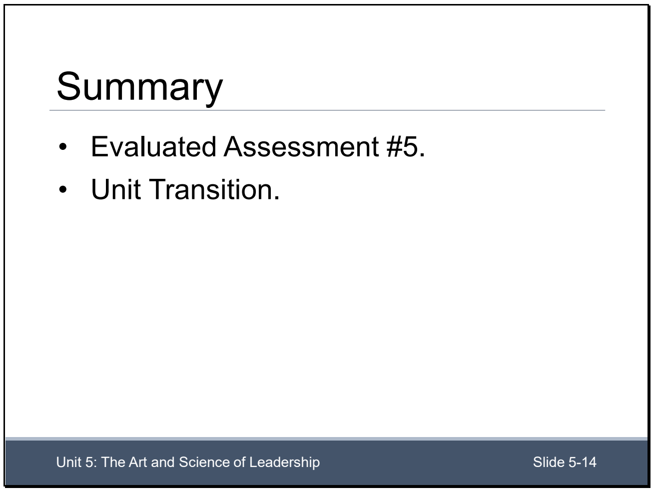
Leadership comes in many different forms. There is perhaps no correct answer. Our own perspectives of what leadership is or is not in the form of a science or an art is an important reflection opportunity. This activity has provided an opportunity to hear more perspectives, which lend themselves to our continual growth, particularly in the realm of exercising leadership for self in preparation to lead others.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider this journal prompt for their after-class reflections:

Based on the content of this unit, how does your personal philosophy and motto align with the art and science of leadership, respectively?

IX. Summary



Leadership as an art and a science has shown us that leaders are direct, with a constant sense of urgency and focus on results. Leaders must have an optimistic, motivational, people-oriented communicator on their team. Leaders must also be steady, unflappable supporters who tend to be the glue that holds the team together.

As both an art and a science, leadership will always be an evolving concept. Situational needs will be an influence on the exercise of leadership whether it is at a personal, organizational, or community level.

As has been demonstrated in the past, the concept of leadership will continue to be researched scientifically in efforts to provide both quantifiable and qualitative data. The question as to whether leadership is a science or an art will remain.

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Appendix A

Strategic Human Resource Management at Herman Miller

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STRATEGIC HUMAN RESOURCE MANAGEMENT AT HERMAN MILLER

Rodney A. McCowan, Ulli Bowen, Mark A. Huselid, and Brian E. Becker

This article describes the Human Resource Management system in place at Herman Miller, Inc. (HMI). HMI's HR strategy is comprised of three primary goals: (1) building employee capabilities, (2) building employee commitment, and (3) improving the professional capabilities of the HR function itself. Key emphases of HMI's HR management infrastructure include (1) employee competency identification and development, (2) building employee participation, (3) building business literacy, (4) creating a "corporate community" through strong values and a sense of "belonging", (5) community responsibility and environmental protection, (6) competently delivering the HR "fundamentals", and (7) developing innovative partnerships with suppliers. Key challenges for the future include (1) change management, (2) clarifying HR's strategic role throughout the firm, and (3) attracting and retaining a diverse workforce. © 1999 John Wiley & Sons, Inc.

Introduction

Herman Miller, Inc., (HMI) was founded in 1905 as the Star Furniture Company and is one of the world's largest manufacturers of office furniture with net income in excess of $74 million on sales of $1.495 billion. Domestic operations have held sales growth consistently higher than industry norms with a growth of 19.2% in 1997 compared to the industry's growth rate of 10.7%. International sales account for $251 million, with a growth rate of 4.6%. Historically, HMI's earnings have fluctuated with the economy. The most dramatic downturn occurred for HMI, as well as the industry as a whole, during the "downsizing" era from the late 1980s to 1992. HMI, with decades of long-term family leadership, also changed senior leadership three times between 1988 and 1995. HMI now has a stable senior leadership team and has rebounded strongly, posting record sales and earnings for 11 straight quarters. The company employs approximately 7,500 employee-owners worldwide, 3,500 of which reside in West Michigan. HMI has been consistently ranked as one of the best places to work in America and identified among "America's Most Admired Companies" in *Fortune* magazine. Most recently, Herman Miller was ranked both #1 in its industry and #1 in social responsibility among all companies surveyed.

Most recently, Herman Miller was ranked both #1 in its industry and #1 in social responsibility among all companies surveyed.

HR at Herman Miller

HMI has always been a values-driven company, with a historical reputation for innovation in its relationships with employees as well as in its products. It has a rich history of leaders with strong religious beliefs and a culture that evolved from their philosophy. This culture includes a significant focus on the obligation of management to become open to ideas from all employees, the importance

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CCC 0090-4848/99/040303-06

of design and its principles in the development of products, employee participation, and employee ownership. In addition, HMI has adopted an "open-book management" approach, wherein employees are trained in company operations; employee input is sought and acted upon; and employees share financial gains when goals are met. The company has even enacted a Silver Parachute Plan, in which generous severance allowances will be paid to all employees in the event of a hostile takeover.

Consistent with the firm's values and history of family ownership, the HR function has long fulfilled the role of employee advocate. As a result, in recent years HR became somewhat disconnected from the needs of the business and functioned in isolation from business strategy. HR has recently transformed itself and is once again working in conjunction with corporate strategic directions and adding value to the organization and its business goals. Not surprisingly, some employees have begun to question HR's role and commitment to them. Resolving the tension between advocating employees and implementing strategy through HR has been a challenge for HR staff.

In addition, HR is working with each segment of its business to identify workforce competencies requiring development and training in order to build competitive capability.

Part of the company's strategy is to eliminate waste, become more lean and focused, and look constantly for new efficiencies. Consistent with the desire to link HR more closely to the needs of the business, HR has adopted a worldwide shared services approach and has moved significant resources from corporate HR to line or business unit roles. As a consequence, the business unit leaders receive the level of support for which they are willing to pay. While the firm is still adjusting to the simultaneous deployment of shared services and a concurrent movement of a significant proportion of HR resources to the line or business unit levels, early indications of the success of this transition have been so strong that other "leverage" areas throughout HMI (finance, research and design, and information technologies) are adopting a shared services approach as well. As a result of this type of proactive reorganization and a work design oriented toward teams where possible (which requires frequent formation and dissolution of groups), a fair amount of "healthy chaos" exists at HMI. This state of "constant reorganization" has been a way of life for many years, and people at HMI do not expect it to change anytime soon.

As a result of these evolutionary processes, three primary goals now comprise Herman Miller's human resources strategy: to build employee capabilities, to build employee commitment, and to improve the professional capabilities of the HR function itself.

Building Employee Capabilities

Competency Identification and Development

The firm recognizes the importance of developing employee competence in support of its values and the achievement of its strategies, and HR has recently facilitated the development of a competency model for HMI top leadership. This model is fully supported by the senior management team and is actively used in recruitment, selection, development, and performance. As a result of the success of this approach, HR intends to move this model down through all levels of the leadership throughout the firm. In addition, HR is working with each segment of its business to identify workforce competencies requiring development and training in order to build competitive capability. Business leaders are held responsible for funding the development priorities they set.

Given this focus on developing employee competencies consistent with the future needs of the business, the firm has begun to ask a number of substantial questions. For example,

- How can we create extraordinary opportunities for employees to develop their critical skill sets in support of the firm's competitive strategy?
- How do we help build the necessary competencies in a very lean environment for HR resources?
- How can we get the firm's 350 team leaders to own the people management process?
- How do we align the skills and competencies of the workforce toward new work and away from old work?

While the firm does not yet possess complete answers to these questions, their solution is a priority for HMI's senior HR managers.

Building Employee Participation

HMI also believes that participation in decision-making (1) is a crucial ingredient in the process of facilitating "ownership" among employees, (2) provides the company with a potential source of competitive advantage, and (3) heightens the quality of decision-making generally. Thus, HMI gives its employee-owners significant information about the ongoing financial condition of the business—their recent adoption of EVA (economic value added; a financial measurement gauging the use of capital and the generation of shareholder value) is a significant additional step in this direction. For HMI, participation is both an opportunity and an obligation for everyone. Moreover, financial information alone is not enough; HMI spends a considerable amount of effort in training employees in the *processes* through which they create economic and customer value at HMI. This is also the process through which they are beginning to drive lean thinking throughout the organization. Lean thinking drives the right sort of behaviors, and HMI is experimenting with ways to apply that thought process to every part of the business. Some HMI employees feel that significant levels of employee participation come at a cost, however, as participation can sometimes delay consensus and decisions.

As an aside, the firm has only one domestic union (in a single plant that was unionized when HMI acquired it), and even this plant is generally on board with the process of widespread employee participation. HMI has been able to make this relationship work because union leaders were involved from the outset in the design of the participation process.

Building Business Literacy

HMI's recent adoption of EVA has heightened its involvement in business literacy training. For example, the firm has developed a number of courses directly aimed at increasing business literacy.

EVA101 is a two-hour, formal course for all employees that introduces the basic concepts of EVA.

EVA201, a refresher course, also introduces more advanced concepts.

EVA301 provides even more advanced training.

Finally, HMI has developed a series of "retrain the trainer" courses to help team leaders (of which there are 350) and others in teaching these courses and concepts to other employees.

The HR function contributes to business literacy in more ways than just participating as EVA trainers. HMI's HR function evaluates every one of its own proposals from the perspective of whether they will create economic value for the business. EVA is a key driver of how HR invests its time and resources. The people involved in HMI's HR function believe they have, in identifying their goals, isolated the three drivers that allow them to have the greatest impact on the firm's EVA.

To further facilitate the communication process with employees, HMI has quarterly meetings, town hall meetings, and a variety of more informal brown bag lunches to transmit financial and operational information throughout the firm. In addition, they conduct the Monthly Business Exchange (MBX), where team leaders exchange information and ideas necessary to execute corporate and business strategies, and subsequently relay this information back to their teams.

To further facilitate the communication process with employees, HMI has quarterly meetings, town hall meetings, and a variety of more informal brown bag lunches to transmit financial and operational information throughout the firm.

Building Employee Commitment

The Blueprint for Corporate Community

A leadership philosophy driven by religious (primarily Christian) values has a long and very public history at Herman Miller, beginning with the firm's purchase in 1923 by D.J. DePree and a group of investors and their renaming the company Herman Miller. HMI describes itself as being "very clear about the values that bind our corporate community", and as "taking values very, very seriously". This view is described in two books authored by former CEO Max DePree (DePree, 1986; 1987), who outlines what he calls a "servant-leader philosophy", an idea borrowed by Robert Greenleaf. The primary orientation is to define leadership as service to employee-owners and other stakeholders, as opposed to thinking of leadership as based on power over others.

Herman Miller's corporate values appear currently in the company's "Blueprint for Corporate Community", a document composed over the last year in conjunction with employees from all parts of the company. These values were introduced by senior managers to the entire company in a series of town meetings and subsequently were revised according to feedback gathered from all employees. HMI's core values are:

- making a meaningful contribution to our customers
- cultivating community, participation, and people development
- creating economic value for investors and employee-owners
- responding to change through design and innovation
- living with integrity and respecting the environment

HMI has also done a good job of deploying the "HR fundamentals" to employees.

For HMI, these core values lead ineluctably to the conclusion that employee ownership is crucial to the success of the firm. Employee ownership, in turn, requires significant levels of employee participation. Within this context, HMI has developed a management style and structure that excels at building employee-owner commitment and cooperation and in treating people with respect, dignity, and as a valued resource. As a specific example, HMI has an open door policy that allows any employee-owner to engage any leader about any issue. As a result of the firm's focus on values, employees at HMI report a very strong sense of "who they are and where they are going". There is a strong sense of "belonging" at HMI.

Employee Ownership

Consistent with its belief that an equity stake in the firm is crucial if employees are to act like owners, HMI had adopted a number of mechanisms to increase employee ownership. HMI was one of the first firms to adopt an ESOP and instituted the Scanlon Plan, a system of employee participation and gain-sharing bonuses, in 1950. Every employee-owner with more than one year's service at Herman Miller owns company stock—through 401(k) plans, profit-sharing plans, and stock options (fully 13% of the company stock is owned by the employees). Leaders are required to abide by aggressive HMI stock ownership guidelines, based on each employee's level in the firm. In addition, a firm-wide plan pays out a quarterly bonus to all employees based on business performance improvement (the average bonus for the firm was 26% last quarter). HMI believes that each of these mechanisms helps to continuously increase the sense of ownership among employees. More recently, the firm has taken steps to link EVA with its performance management processes. Early success with this framework has been remarkable.

Community Responsibility and Environmental Protection

While not strictly a "best HR practice", the firm places a high value on becoming a good corporate citizen in the communities in which it operates, contributing to student scholarships and partnering with local schools. HMI also works hard to be a good steward of the environment, using only sustainable or renewable natural resources in its production processes, and constantly looking to reduce emissions and waste from its operating facilities.

Improving the Professional Capability of HR

Fundamentals of HR Infrastructure

HMI has also done a good job of deploying the "HR fundamentals" to employees. For example, when recruiting, selecting, and redeploying employees, HMI looks for technical as well as nontechnical skills—the ability to work in teams, business acumen, initiative, leadership, and conflict resolution skills. The firm believes that it would be difficult to fit into the culture at HMI without those and other attributes. To facilitate the selection process, the firm has developed a competency-based selection process (taken from company documents) based on: "1) determining competencies necessary for success in a position, 2) producing interview questions focusing on those competencies, 3) conducting behaviorally-based interviews, 4) evaluating candidate responses, and 5) making an integrated hiring decision". New employees are selected during a series of structured behavioral interviews, conducted by people from HR and from the area for which the candidate is being interviewed. Once a hiring decision has been made, a New Employee Orientation program and a series of related tools helps acculturate new employees to HMI's mission, vision, and values.

Herman Miller has recently tried to integrate more closely the performance management and planning processes and the other elements (selection, training, development) of the HR system. Employees set a series of "nested objectives", such that each employee's goals are designed specifically to contribute to the achievement of the work team leader's goals, which in turn contribute to the achievement of the next higher level employee's goals. This process is designed to be very public and is intended to help make crystal clear goals and expectations, as well as to help all employees work toward the same ends. In addition, there are significant levels of formal and informal training designed to help employees understand the HMI system. Finally, HMI has a market-based compensation program that features an EVA variable pay component with unlimited upside potential for all employees.

Innovative Partnerships with Suppliers

HMI uses a wide array of external consultants and service providers, as do most other large firms; however, HMI has begun to negotiate innovative and risk-sharing partnerships with these consultants and suppliers. In working with the consulting firm Stern Stewart to develop its EVA system, HMI linked Stern Stewart's compensation to the value that it helped create, measured by changes in HMI's share price. Similarly, in a recent large-scale reengineering project, HMI and the consulting arm of EDS both invested in the reengineering process and will share in both risks and returns. For HMI, this process of inclusion simply reflects a natural extension of its focus on values, ownership, equity, and participation.

Increasing the Contribution of the HR Function to Change and Change Leadership and to Building Employee Commitment

Competition is and will remain stiff in the office furniture industry, and the pace of change is only expected to accelerate in the future. This has led the firm to become intent on proactively managing the change process at HMI and to begin to ask a number of difficult questions about how to do this: How can the HR function lead the firm's change efforts while not falling victim to the change itself? How do we increase the capacity of the workforce to positively respond to change? How do we create an "empowered" environment? How can we encourage all employees to have "courageous conversations" with each other and with their leaders? How can we manage the integrity around this process? That is, how can we encourage employees to give each other open, honest, and direct feedback in a timely manner? How can we simultaneously enhance both the commitment and accountability of the HMI workforce? How can we move to the next level?

Another tension is linked to the need for HR to support employees as well as the business.

The HR function is also asking difficult questions about its own role in this process. Specifically: How do we increase the contribution of the HR organization to the firm's strategy execution? How do we really act like business partners? What does this mean? The recent movement of HR resources to the business units is a significant positive step in this regard, but the general sense is that much more needs to be accomplished. Another tension is linked to the need for HR to support employees as well as the business. Many employees working in the HR function are asking: Who is my customer? What is my role here? How can the HR function learn to say "no" to requests that are not top priorities? How can we increase the pace, quality, and amount of communication within and between employees? The increased pace of change has increased the need to do more here. How can we become more competitive without losing our values?

Attracting and Retaining a Diverse Workforce

Last, and of major significance, the CEO has made attracting and retaining key talent and a diverse workforce a major initiative, consistent with the firm's mission, vision, and values. While the firm has made significant progress in this area, HMI's location in relatively rural western Michigan increases the difficulty of this goal. HR believes that a productive environment built upon its strong culture and values will enhance its ability to attract and retain key talent. In addition, HR believes that attracting and retaining best-in-class talent requires continuing business success; corporate-wide commitment to living the company's core values; superior employee growth, development, and participation opportunities; and superior opportunity for employee-owners to share in the financial success of the business.

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Appendix B

Forever Herb

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FOREVER HERB

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There’s only one proper way to pay tribute to the iconic Founder of Southwest Airlines: through stories from those who knew him best.

The most famous “only Herb Kelleher would do that” story starts in the marketing department. Southwest Airlines introduced the slogan “Just Plane Smart” in the early 1990s. After Southwest used it for a year or so, officials from Stevens Aviation, an aircraft sales and maintenance company in South Carolina, protested that they had already been using “Plane Smart.”

A lawsuit seemed imminent. But instead of duking it out in the courtroom, Herb and Stevens chairman Kurt Herwald came up with a novel solution: an arm-wrestling competition for the rights to the slogan. As Southwest’s Chairman, President, and CEO, Herb rented out an arena, gave Employees time off so they could attend, and turned the entire event into a low-brow, high-comedy showdown worthy of the professional wrestlers who joined him in the ring.

Southwest’s PR department chronicled Herb’s “training” before the match. He did off-rhythm jumping jacks alongside Employees doing their best not to laugh, curled a barbell made out of empty bottles of whiskey, and summited a flight of steps as if it were Mount Everest.

When the fateful day arrived, “Smokin’ Herb” Kelleher did battle with “Killer Kurt” Herwald in the “Malice in Dallas.” Wearing a white boxing robe and red athletic shorts over gray sweatpants, Herb strutted to the ring, a cigarette dangling from his lips. Flight Attendants dressed as cheerleaders chanted his name. His arm in a sling, Herb claimed to have hurt it rescuing a child from traffic on the way to the arena. He read a faux proclamation from then-Texas Supreme Court Justice John Cornyn demanding that Herb be replaced by a former Texas arm-wrestling champion.

And on and on.

When it was over, Herwald “won” the best-of-three competition … and then said Southwest Airlines could use the slogan after all. The companies raised $15,000 for charity, and both companies got more publicity than they could have imagined. Herb’s reputation as a masterful and unconventional leader soared. Even President George H.W. Bush sent Herb a letter declaring the whole shebang “Just Plane Terrific.”

That incident encapsulates what made Herb an icon. It was a little bit crazy and a little bit brilliant—and totally Herb. Southwest's Founder, who died on Jan. 4 (he would have turned 88 on March 12), led the Company from an idea on a cocktail napkin to the largest carrier in America in passengers served by combining an ingenious business mind with an unending desire to treat people well and a refusal to take himself or life too seriously.

"He is truly a legend, truly one of a kind, truly larger than life," says Gary Kelly, the current Southwest CEO who worked for and was friends with Herb for three decades.

Herb (he insisted everyone call him that) liked to describe Southwest as a mosaic made of many different parts. He was the same way. It seems like a contradiction that a man who wanted to have so much fun in everything would also be a tactically savvy lawyer, a hard-nosed businessman, and a highly focused leader of a Company renowned for its fiscal discipline. But not if you listen to the stories from the people who knew him best. No less an authority than Kelly once marveled at these diverse traits. How could a single individual have all of them? He came to a simple conclusion to explain their presence in one person.

"It's the magic," he says, "of the word 'and.'"

Herb through the years: (from left) as a young boy growing up in Audubon, New Jersey, circa late 1930s; as a lawyer about 20 years later; on the job after being named interim Chairman, President, and CEO of Southwest Airlines in 1978; in his office in the 1980s.

He saw everyone the same—as people.

"We hire great attitudes, and we'll teach them any functionality that they need." — Herb Kelleher

Colleen Barrett and Herb worked so closely together for so many years—51 in all—that some people came to refer to them almost as one person: HerbandColleen. Barrett sees the success of her career as proof of Herb's unique ability to see beyond a person's apparent station in life and to lift them higher than they would have otherwise reached. When they first met, at a law firm in Texas where Herb was a lawyer, Barrett was a legal secretary assigned to another attorney. By the time she retired in 2008, she was President of Southwest Airlines.

"Here I am, a little girl from the sticks of Vermont who didn't know anything. He treated me as an equal from the day he met me," she says. "That's the way he was with every single Employee or friend he ever met."

Herb's philosophy at Southwest was to hire for attitude, not experience, and Barrett's success validates that approach. At that law firm, when the two began working together, Barrett's first task was to organize Herb's office. He actually had two offices, an empty one in which he met with clients and another that was overrun with documents. His filing system, if it could be called that, was to scatter papers around the room.

"It was the worst thing I ever saw," Barrett said, laughing, in January during a "celebration of life" service honoring Herb.

She attempted to instill order while he was on vacation. She was worried that when he got back, he would ask for something, and she would not be able to find it right away, and that would be the end. But he asked, she found, and from there, a relationship that would change American aviation blossomed.

Barrett accompanied Herb to court, to lobby in Washington, D.C., and to political meetings in Texas. Often, he had to pick her up and take her home because poor depth perception left her unable to drive. Countless times, she saw Herb's unique personal touch, either with her or other people. "He was brilliant," she says. "But he was also kind and never thought he was better than anybody else."

Once, the two attended the funeral of a man they knew. They did not know the man's wife, and she stood alone during the service. No family members held her, no friends comforted her. As the preacher spoke, the woman cried uncontrollably, shaking with grief.

"Herb walked up and held her as if she was his daughter," Barrett says. "She sobbed and sobbed. She had her head on his shoulder. He led her away as if he had brought her to the cemetery. It was so him. And he didn't think there was anything unusual about it."

He let Employees be themselves.

"Your People come first, and if you treat them right, they'll treat the Customers right."

No one made Herb laugh harder than Carroll Herzog, a 40-year veteran of the Company who works in Customer Service at Hobby Airport in Houston. The stories she tells reflect the Culture that Herb built that allowed Herzog to be herself and underscore how the Company took on his personality.

Shortly after 9/11, Herzog and her fellow Customer Service Agents were tasked with searching Customers' luggage. It made everyone uncomfortable, Employees and Customers alike. Herzog went out and bought an enormous pair of white cotton underwear and a red garter belt. She stashed them behind the counter, and every once in a while, she would hold one or the other up in front of unsuspecting Customers whose luggage she was searching and ask, "Is this yours?"

Another time, a businessman was annoyed that he had bought a nontransferable ticket. He wanted it to magically become transferable, and he expected Herzog to make it so, and he didn't want to pay for it. She wanted to help but told him she couldn't do that. Speaking right in front of her, he muttered that she must have PMS. She quickly fired back, "Yes, I do: profit motivated syndrome."

Herb laughed again and again at those stories. They weren't just funny; he thought they represented good business practices and modeled what he wanted Southwest to stand for. Herb, who in 1978 elevated from Southwest's corporate counsel to Chairman of the Board and permanently became President and CEO in 1982, insisted Employees should come first and that the Customer isn't always right. Empowered by the knowledge the boss had their back, Employees would treat Customers well. Those satisfied Customers, in turn, would become repeat Customers, which would please the Shareholders.

Herb also believed that making smart decisions was more important than following rules to the letter. He wanted creative risk-takers, not automatons. More than anything, he wanted Employees to have fun at work and Customers to have fun on his planes. A rigid adherence to, say, line 23, subsection E, paragraph 90, would squelch that. So instead of some 500-page Employee manual, Southwest produced 30 pages of "guidelines."

"You know what the first line was?" he said in a 2017 interview with the San Antonio Public Library. "'Guidelines for leaders: These are only guidelines. Feel free to break them in the interest of our Customers.' And our People did. They were, I think, somewhat apprehensive at first. They didn't believe we really wanted this kind of world. But after six months or a year, they were into it, big time."

That attitude became the foundation of the Southwest Culture. That Culture was created by Herb and Barrett based on the Golden Rule—treat others as you'd want them to treat you—something both learned growing up.

Even as Southwest grew, the Company never lost its sense of humor, because it kept hiring people like Herzog. Whenever Herb flew through Houston, he would show up at Herzog's counter with a new friend and ask her to retell the PMS story or the underwear story or another crazy story she had, and laughter would explode out of him like confetti from a cannon. "He always wanted everybody to think they were the greatest, and he wanted to bring the greatest out in everybody," she says. "That's such a gift. You didn't even realize that's what he was doing when he was doing it. That's how good he was at it."

In 1994, Pilots gave Herb a custom Harley-Davidson.

His laugh roars on.

"What we are looking for first and foremost is a sense of humor."

Herb's laugh was a legend in itself. "It wasn't just loud," says Bill Cunningham, presiding director of Southwest's board of directors. "It was a vivacious laugh, a big laugh."

Ron Ricks, the vice chairman of the board, describes it as "incredibly infectious."

It's immortalized at Southwest's Dallas Headquarters. On one wall, there's a button, and when you press it, you can hear that unmistakable sound: full-bodied, booming, genuine.

Terry Maxon, who covered Kelleher and the airline industry for more than 20 years for The Dallas Morning News, says he once thought of trying to turn Herb's laugh into a ringtone.

"But it would have scared people, I think," he jokes, adding that Herb's laughs kept going until he ran out of air. "Everybody knows they're not that funny," he says. "But with Herb, you thought, Maybe I am that funny. He just made people feel good about themselves."

Herzog adds: "He'd hock up a lung he was laughing so hard. Who has a laugh that makes you laugh when you're just talking about his laugh? Nobody, except for him."

He had a remarkable memory …

"Show [people] that you admire, value, and love them as individuals, rather than just as 'producers.'"

When Maxon started covering the airlines for the *Morning News* in 1990, he scheduled a meeting with Herb and Barrett. Maxon wanted to introduce himself and put names to faces and let them do the same.

“I said, ‘It’s a pleasure meeting you, Mr. Kelleher,’” he says. “He said, ‘But we’ve met before.’ Herb and Colleen marched me down to the lobby in the headquarters to show me a framed story they had down there that I had written probably a decade earlier when I was covering Dallas City Hall. I had forgotten, but they had not.”

Maxon had written hundreds of stories in between, so it’s not surprising that he forgot. But Herb had met thousands of people over that same time, so his recollection stunned Maxon. “I don’t know how he did that,” he says. “But it wasn’t fake. He did not have a team of 100 people hiding in the room behind him whispering in his ear.”

Many of the tributes that have poured in recounted similar stories of his uncanny ability to recall names and details, even involving people he met only once before.

“When I first met him, I thought [his memory] was some trick. Not that it was disingenuous, but a trick that he had some sort of book or guide that he would go refresh his recollection,” Ricks says. “No. It was real. We’d go to Washington. We’re walking in the halls of Congress. He’d remember the name of a young staffer who he had met a few years ago. Most CEOs wouldn’t even say hello to a young staffer. Herb remembered their names. I was always very jealous of that skill.”

Herb loved his Southwest Family, which included CEO Gary Kelly and President Emeritus Colleen Barrett

… but it wasn’t perfect.

“I forgive all personal weaknesses except egomania and pretension.”

These same friends who marvel at Herb’s photographic memory also laugh at his absent-mindedness. He could be oblivious—to what day it was, what time it was, where he was supposed to be. It was not uncommon for him to have one lit cigarette in each hand, apparently because he forgot about the first one. He lost his car keys, his rental car keys, and even cars. Barrett says Herb once paid a cab driver $200 to drive him around the Dallas airport looking for his car. Another time, Herb arrived at the airport in San Antonio. He saw someone he knew, screeched to a stop, jumped out of the car, and started talking. Hours later, he was in Dallas when he got a call from someone at the San Antonio airport.

"Did you get a new car?" the person asked.

"Yes," Herb said.

"Is it a silver Mercedes?" the person asked.

"Yes, why do you ask?" Herb said.

He had left it running in front of the airport.

His on-time arrivals were a challenge.

"Think small and act small, and we'll get bigger. Think big and act big, and we'll get smaller."

Kelly, Barrett, and Ricks traveled with Herb extensively. Everywhere they went—Southwest Headquarters, restaurants, airports—he stopped to talk to people he knew. He would not, could not, walk by an Employee without saying hello. Ever. He often hugged and/or kissed most of them, too, and whoever that person was, Herb made him or her feel like the only person in the room.

Meetings, appointments, and flights were constantly in jeopardy as a result. These impromptu conversations happened so often that Herb's friends had a routine to try to get him to his next meeting or flight. "Go get him," Barrett would say, and dispatch Ricks or Kelly or someone else to intervene and retrieve Herb by physically standing between him and whoever he was talking to.

"Most of the time, he would fuss at the person who came to get him. Like, 'I'm talking to this person,'" Ricks says. "That was more important to him than the flight, the speech, the meeting. You would literally have to interrupt and tell the person, 'I'm sorry. Herb's going to miss his flight.' He would not break away."

He could warm up any room.

"Southwest's essential difference is not machines and 'things.'

Our essential difference is minds, hearts, spirits, and souls."

Stories abound of Herb's phone calls, handwritten letters, and visits to Employees and friends who needed a boost. He believed in the power of the personal touch, though he probably wouldn't have put it that way, because that implies forethought, when he usually just acted on instinct. "He loved to serve," Barrett says. "I told him one day, 'You are the best servant-leader I have ever met.' He literally said to me, 'What the hell is that?' He looked at me like I had three heads."

Herzog relays one sobering memory. One day, a pair of sisters who worked at Southwest were walking through the lobby of a Houston hospital. They saw Herb talking to a couple of men in suits. They didn't want to bother him. But he saw them, hollered hello, and came over to talk. They told him they were there to visit their mother, who had just gotten bad news about cancer.

"He goes up to their mother's room and introduces himself as Dr. Kelleher and proceeds to tell their mother how important they are to the airline, and they could not be Southwest Airlines without them," Herzog says. "When I tell that story, I get reduced to tears. I could never imagine being able to do that. Going into a hospital room is hard enough for a family member. To be able to walk in there and totally change the energy of the room—he was fearless. Not only was he funny, but he was just so genuine. It was so easy for him."

Many anecdotes about him begin something like, "He didn't have any reason to be nice to me, but …" That's how Dallas entrepreneur Craig Hall starts his story. In the mid 1980s, Hall's real estate empire was crumbling. "A lot of fair-weather friends stopped calling or returning my calls," Hall says. "In the midst of all that, Herb calls and spends time with me and takes me to dinner. He was there when nobody else was there. That's a side of him that a lot of people probably don't know."

Hall spoke at the celebration of life service wearing one of the hideous ties Herb had sent him over the years as a running joke. Herb often sent Hall handwritten notes, too. "In addition to his bombastic facade of great humor and his great laugh and all of that, there was a real compassion and a real decency of the human spirit that few people have," Hall says.

The Hall story is one of Barrett's favorites. She says that when Southwest was starting out in the early '70s, Herb and other Company officials were shunned by the Dallas business community. Barrett believes that's why Herb empathized with Hall: He wanted to do what nobody did for him.

Whether he was serving Customers snacks onboard, arm-wrestling for the right to use an ad slogan, or celebrating the introduction of a new 747, Herb embodied the Culture of fun that he instilled at Southwest.

His engine never stopped.

"There is a difference between 'micromanagement,' which deprives others of initiative, creativity, and growth, and 'micro-knowledge,' which aids in making excellent leadership decisions."

Herb read voraciously—about history, chocolate, the Brooklyn Bridge, calculus, whatever. Barrett jokes that she never had to read while she worked for him because he gave her daily book reports. He loved to gather friends and stay up deep into the night, a glass of Wild Turkey in one hand and a Merit cigarette in the other, discussing the news of the day or what he had just read. His memory for names and faces translated to whatever he had read, so woe be unto the poor sucker who debated with Herb without having his or her facts straight.

The later Herb stayed up, the more he wanted to talk, the more energized he got, the more complex the topic became. "Somewhere, somehow, he got into quantum mechanics," Kelly says. "He was reading about quarks and string theory. I would always kid everybody: 'When it gets to be a certain time of the night and Herb starts talking about string theory, I'm going straight for the elevator.'"

Once, Barrett says, Herb and a Pilot got in an argument at a cookout over whose car was faster. Nobody knows exactly what happened next, except that the two left the party in Dallas, and Herb called the next morning from Ennis, Texas. "Don't ask any questions," he said (more or less). "Just tell me how to get home."

Once a year, Herb and his friends gathered at his ranch in West Texas to eat, drink, and tell stories. Herb loved to tell stories. "It didn't matter if you'd heard it already," Kelly says. "He'd say, 'You don't understand. I tell these stories for my enjoyment, not yours.'"

Cunningham was often Herb's roommate on those excursions, though Herb spent almost no time in the room. Herb stayed up until dawn drinking and talking with whoever had the stamina to stay up with him. One by one, Southwest executives went to bed, but not Herb, and not the Pilots who had been invited. They thought they could hang with the leader. They learned otherwise.

One time, Herb finally went to bed as the sun started to rise. When everyone gathered at 7:40 that morning, he was awake and refreshed and ready to attack another day.

He was all about winning.

"I love battles."

Southwest became Southwest because Herb never let the Company waver from its identity as a low-cost, high-volume, point-to-point airline. That approach wasn't Herb's idea, but he perfected it. An article in Fortune magazine said that early in his tenure, Herb approved every expenditure over $1,000 "not because I don't trust our [P]eople, but because I know if they know I'm watching, they'll be just that much more careful."

The Company has made a profit every year since 1974 and has never laid off an Employee, all while revolutionizing the aviation industry. Southwest was the first airline to turn planes around in 15 minutes, and the first to offer profit sharing to Employees. It was also the first airline with a CEO who wore a grocery bag on his head in a TV commercial and boarded his planes on St. Patrick's Day dressed like a leprechaun.

The connecting thread between personal zaniness and business savvy was that Herb was fiercely competitive about everything, even having fun. "I used to tease him [that] if he didn't get an award plaque every four hours, he broke out in hives," Ricks says. One time, Herb came back from an award ceremony and was the most excited that Ricks had ever seen him. Herb had received a plaque from his alma mater for his induction into the Haddon Heights High School Athletic Hall of Fame in New Jersey. "He was so pumped about that," Ricks says, "which told me that this competitive streak he had didn't just start with Southwest Airlines. It was something he was born with."

Ricks chooses his words carefully. As badly as Herb wanted to win, he played fair. Herb's strong relationships with Southwest's unions were proof. "He had a competitive spirit that was noble," Ricks says. "He wasn't there to vanquish a foe just for the sake of vanquishing a foe."

Many of those vanquished foes became his friends. Ricks says that when he first started representing Southwest, people knew Herb everywhere they went. "People would tell me their Herb story: 'Oh, yeah, Herb and I go way back. We did this; we did that.' Frequently—not just once or twice, but frequently—people would say, 'We first met as adversaries in a lawsuit.' I would say, 'You fought with him.' They would say, 'Yeah, we fought like cats and dogs. Once the case was over, he became my best friend.'"

His legacy is immeasurable.

“A company is stronger if it’s bound by love rather than by fear.”

Herb’s legacy goes beyond just numbers, but the numbers are staggering. He helped the Company grow from having just three planes to a fleet of more than 700. He saw an airline as more than a way to get from one place to another. It was a way to change lives. By offering cheap fares, Southwest “democratized aviation,” Cunningham says. No longer were planes full of just businessmen. They were also full of families.

Schools study Herb’s management philosophy, and countless companies have tried to copy Southwest’s Culture. The airline continues to thrive in part because it hasn’t veered from his ideas of how to run a business.

“If you forced me to choose one word, I would say his legacy is love,” Kelly says. “I think that represents so many things. You’ve got Love Field. You’ve got L-U-V [the Company’s ticker on the New York Stock Exchange]. He just had a huge heart.

“When I first got the job at Southwest, the thing that impressed me the most—it was so unorthodox and so different—was his liberal use of the word love. He would tell all of us, all Employees, how much he loved us. Not Southwest, not the business. He said, ‘I love you.’ There’s nobody I ever worked with who talked that way. This was more than just a profit-and-loss venture for him. This was a cause. This was truly giving Americans freedom to fly, it was truly giving job security to Employees and their families. That was a powerful emotion, a passion, for him.”

Few CEOs have been as successful as Herb.

And none have ever had as much fun.

Matt Crossman is a freelance writer based in St. Louis. Email him at mcrossman98@gmail.com.

Herb quotes from the Harvard Business Review *(first quote) and* Fortune *magazine (ninth quote).*

Originally Published March 2019 Southwest Magazine.

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Exercise of Executive Leadership: Self

Unit 6: The Adaptive Leadership Framework

Student Manual

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Unit Learning Outcome (LO)

6.0 The executive officer will be able to create and present a synopsis of assigned elements of the adaptive leadership framework.

Unit Objectives

6.1 Analyze the adaptive leadership framework.
6.2 Summarize key elements of the exercise of adaptive leadership.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Create and present a synopsis of assigned elements of the adaptive leadership framework.	Evaluated Assessment #6

Objectives	Course Component	Evaluation Method
Analyze the adaptive leadership framework.	Small Group Discussion	Activity 6.1
Summarize key elements of the exercise of adaptive leadership.	Small Group Discussion	Activity 6.1

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LO through daily interaction to include challenging and reframing concepts.

Methodology

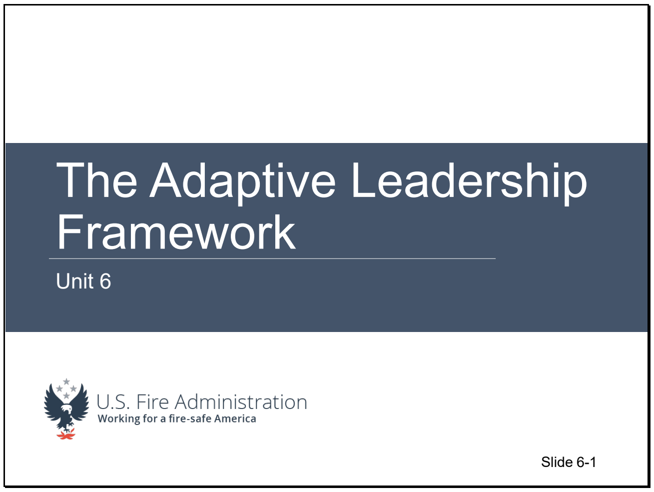
This unit uses lecture, discussion, and a small/large group activity.

(Total Time: 8 hr., 10 min.)

490 min.	Lecture/Discussion/Activity		
5 min.	Objectives		SM 6-7
5 min.	I.	Introduction to Activity 6.1	SM 6-9
475 min.	Graded Small/Large Group Activity 6.1		
		Adaptive Leadership Framework Presentations	SM 6-11
5 min.	II.	Summary	SM 6-15

Audiovisual

Slides 6-1 to 6-6

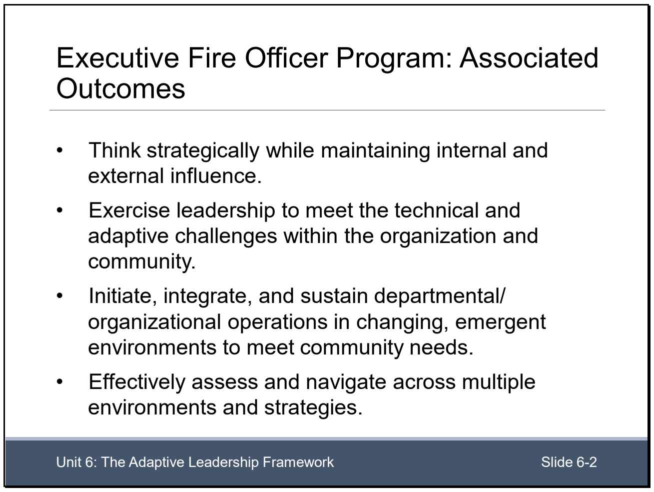


The adaptive leadership framework is a foundational element of the Executive Fire Officer (EFO) Program at the National Fire Academy (NFA). It becomes a thread throughout the entire program. The framework provides a common language and approach to the leadership challenges faced by the executive officer. This unit utilizes a class teach-back approach to presenting the framework. The executive officers will be introduced to the key architecture of the EFO Program (adaptive leadership framework) through small group presentations.

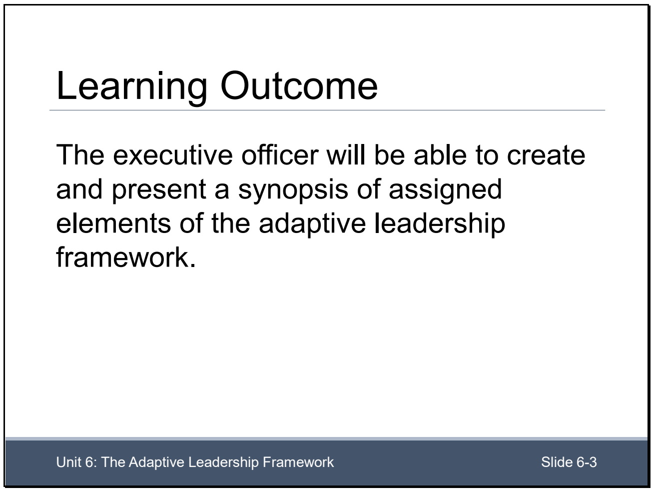
As areas of responsibility increase, problems often become progressively more complex and pathways to solutions become exponentially more unclear. It takes courage to face these daunting challenges. The framework and underpinnings of the exercise of strong leadership must be employed to increase opportunities for successful outcomes.

The executive officer has the advantage of available models and paradigms that will assist in pairing adaptive challenges with potential solutions. The application of these concepts will provide needed versatility and contribute to an executive officer’s ability to initiate and sustain adaptive movements when necessary to transition from a current reality to an aspired state.

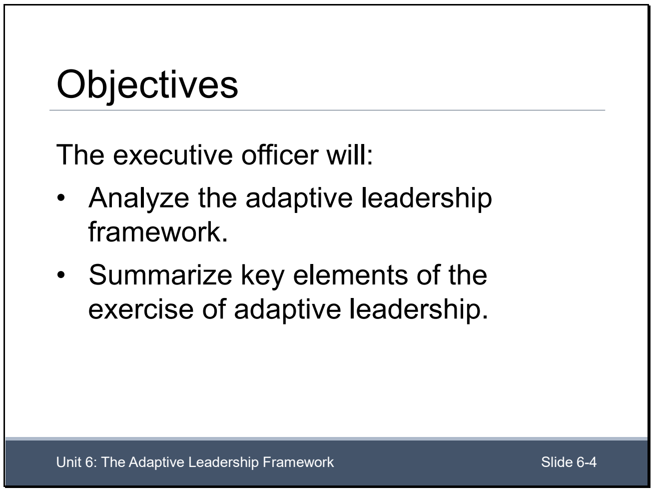
This effort will aid with ensuring an environment that supports a safe, healthy, prepared, and resilient self, organization, and community.



- Think strategically while maintaining internal and external influence.
- Exercise leadership to meet the technical and adaptive challenges within the organization and community.
- Initiate, integrate, and sustain departmental/organizational operations in changing, emergent environments to meet community needs.
- Effectively assess and navigate across multiple environments and strategies.



6.0 The executive officer will be able to create and present a synopsis of assigned elements of the adaptive leadership framework.



The executive officer will:

6.1 Analyze the adaptive leadership framework.

6.2 Summarize key elements of the exercise of adaptive leadership.

I. Introduction to Activity 6.1

This activity was assigned to the executives during the first day of class. They were placed into groups of three and provided one of the eight segments noted in the activity directions.

The instructor's role in this section is to provide any assignment clarifications needed, coordinate the presentations, complete the assignment evaluations, and clarify or correct any information presented that may be needed.

It is the executives' role to "teach" this content.

This activity is intended to follow an element of the adaptive leadership model which is to *give the work back*. The executives will be presenting to the class the adaptive leadership model and concepts as noted in *Leadership on the Line: Staying Alive Through the Dangers of Leading* and *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*.

The executives were required in preprogram activities to have read both texts. In addition, Chapter 11 in Northouse's *Leadership: Theory and Practice* may be used in the presentation.

This activity requires the executives to demonstrate their understanding of the content of both texts through a teach-back approach. The list of topics is broad to some extent but specific to the concepts derived from the texts. Some overlap will be natural. In these areas, the overlaps should be presented within the context of the intended purpose as stated with each topic.

This is a graded assignment. Evaluation will follow the activity rubric provided in the Course Evaluation Plan.

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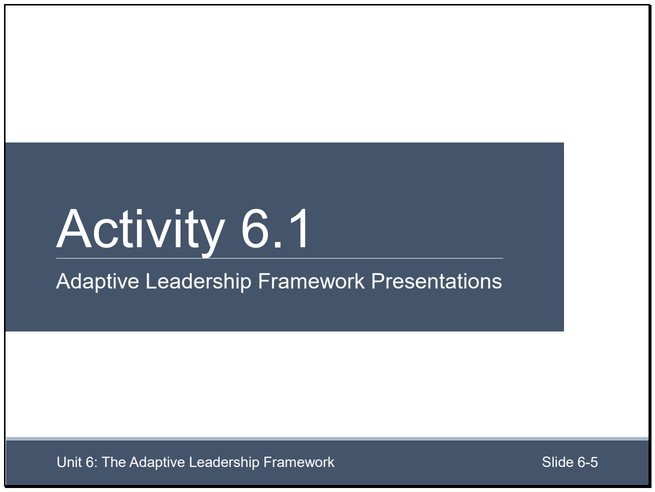
Activity 6.1



Graded Small/Large Group Activity Estimated Time: 475 minutes

Activity Purpose

Provide the executive officer the opportunity to engage self and others in deeper exploration of the concepts associated with the application of the adaptive leadership framework.

Required Materials

- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world.* Harvard Business Press.
- Heifetz, R., & Linsky, M. (2017). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business Review Press.
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.

Activity Directions

1. The instructor will divide the class into eight groups. Each group is to prepare an interactive 30-minute instructional activity on their topic that will be presented to the class at a time assigned by the instructor.

   Following the small group presentation, the instructor will conduct a brief (10 minutes) question and answer period if needed to provide clarifications or corrections.

This presentation is to include:

- specific examples of the application of the key concepts as presented in the assigned texts to self-leadership,
- specific examples of the application of the key concepts as presented in the assigned texts to the role of an executive officer,
- dialogue questions to engage class members, and
- no more than five PowerPoint slides. Any video clips used may not exceed 5 minutes, must be appropriate for use in an executive development program, and must be specific to the assigned topic in this activity. Videos must be compliant with the NFA/National Emergency Training Center (NETC) Human Dignity Statement.

2. All members of the group must participate equally in the presentation. This is a graded assignment. The assignment rubric in the Course Evaluation Plan should be used as a guide in development and presentation.

3. Supportive materials for distribution to the class may be used, and where required for copyright purposes, proper citations in American Psychological Association (APA) style are listed.

Topics

A. View From the Top—A Balcony Perspective

The ability of a person exercising leadership to gain multiple perspectives is paramount to success. This topic is to explore the reasoning (why), elements (who), and process (how) of how one engages multiple perspectives.

B. What Is Really Going On? Diagnostic

Action without thought often leads to unintended consequences that may severely impact outcomes, waste limited resources, and cause a loss of integrity. This topic is to consider the elements of effectively diagnosing the organization (culture, structure, processes), the adaptive challenge(s) in play, and relevant political relationships.

C. Moving Along—Mobilization in Systems

Moving towards an aspired state requires various leadership interactions that sometimes are welcome and other times unwelcome but, in all cases, are needed to begin movement. This topic assesses the processes, analysis, and effect of interventions when exercising adaptive leadership.

D. A View Inside—Systems and Self

The exercise of adaptive leadership always begins with the person attempting to influence movement, whether that is with self, organization, or community. This topic explores the reasoning and pathways for an assessment of self as a system in the exercise of adaptive leadership.

E. Organizations—A Systemic View

Even when exercising leadership for self, the executive is doing so within some construct of an organization (family, agency, community), and that organization has elements which must be considered systemically. The intent of this topic is to explore the systemic internal and external influences on an organization engaged in adaptive challenges.

F. Deploying Self

Exercising leadership requires the actor to often venture into unknown territory, stretch levels of competency, recognize personal incompetence, and at the same time be willing and prepared to grow. This topic focuses on the why, what, and how of managing self while exercising adaptive leadership.

G. Moving Out—Organizational Deployment

To move an organization into the realm of an adaptive challenge requires consideration of organizational capacity, cultural advantages and challenges, shared responsibilities, willingness to learn, and independent judgment. This topic assesses the components of an adaptive organization, building for the process and success, challenges to naming the “elephant in the room,” and the effect on self.

H. Safe, Healthy, Prepared, and Resilient—Self Survival

Exercising adaptive leadership regardless of the venue or context always carries a risk to self and a need to be situationally aware. The intent of this topic is to explore the process of exercising leadership while focusing on self for safety, health, preparedness, resiliency, and the ability to grow and thrive.

Summary

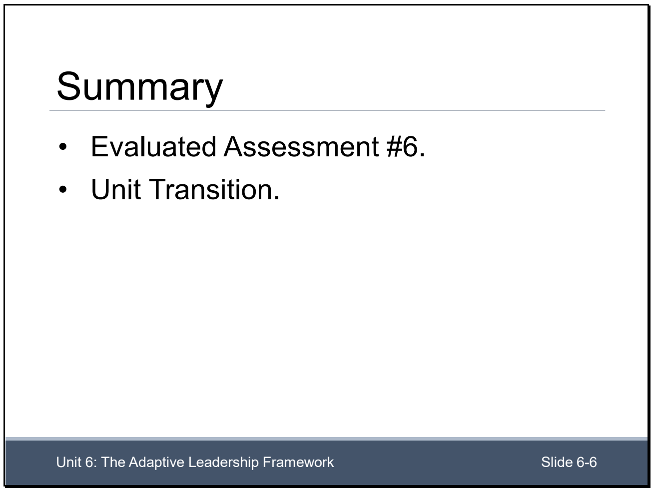
This activity has provided an in-depth review of the adaptive leadership framework. The key concepts of the framework lie within the 2x2 Matrix integration of diagnosis with action, self with organization. The framework provides a common language by which the executives can more effectively communicate the intricacies of the exercise of leadership whether for self, organizations, or communities.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider this journal prompt for their after-class reflections:

In reflecting on the adaptive leadership teach-back activity, what was your greatest takeaway as it relates to learning of the model for self? What will you do to apply that insight for self-growth?

II. Summary



This unit on the adaptive leadership framework serves as a foundational element for the balance of the EFO Program. The executives will continue to use this framework in all aspects of their exercise of leadership. The information presented in this unit should serve as a primer for the executives to continue their growth and understanding of the complexities of leadership.

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Exercise of Executive Leadership: Self

Unit 7: Personal Leadership Behaviors: Influence and Perspectives

Student Manual

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Unit Learning Outcome (LO)

7.0 The executive officer will be able to create a personal leadership Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis as part of a Personal Development Plan (PDP).

Unit Objectives

7.1 Evaluate personal biases for strategies to suspend judgment.
7.2 Assess personal traits of leadership.
7.3 Compare and contrast fixed versus growth mindsets in relationship to personal leadership.
7.4 Assess personal behaviors related to concepts of emotional intelligence (EI).
7.5 Rate their personal level of risk tolerance.
7.6 Reframe concepts of vulnerability in context of self-leadership.
7.7 Assess personal levels of resilience through HardiAttitudes.
7.8 Conduct an initial personal leadership SWOTT analysis.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Create a personal leadership Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis as part of a Personal Development Plan (PDP).	Evaluated Assessment #7

Objectives	Course Component	Evaluation Method
Evaluate personal biases for strategies to suspend judgment.	Lecture/Discussion/Activity	Activity 7.1
Assess personal traits of leadership.	Lecture/Discussion/Activity	Activity 7.2
Compare and contrast fixed versus growth mindsets in relationship to personal leadership.	Lecture/Discussion/Activity/ Video	Activity 7.3
Assess personal behaviors related to concepts of emotional intelligence (EI).	Lecture/Discussion/Activity	Activity 7.4
Rate their personal level of risk tolerance.	Lecture/Discussion/Activity	Activity 7.5
Reframe concepts of vulnerability in context of self-leadership.	Lecture/Discussion/Activity/ Video	Large Group Discussion

Assess personal levels of resilience through HardiAttitudes.	Lecture/Discussion/Activity	Activity 7.6
Conduct an initial personal leadership SWOTT analysis.	Lecture/Discussion/Activity	Activity 7.7

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture; discussion; and individual, small, and large group activities.

(Total Time: 14 hr., 50 min.)

890 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 7-9
95 min.	I.	Bias, First Impressions, and Suspending Judgment	SM 7-11
5 min.	II.	Introduction to Activity 7.1	SM 7-19
60 min.	Small/Large Group Activity 7.1	A Cup of Hot Coffee	SM 7-21
5 min.	III.	Introduction to Activity 7.2	SM 7-25
90 min.	Small/Large Group Activity 7.2	Leadership Descriptor Assessment	SM 7-27
30 min.	IV.	Growth Versus Fixed Mindset	SM 7-29
5 min.	V.	Introduction to Activity 7.3	SM 7-31
30 min.	Individual Activity 7.3	Identify Growth or Fixed Mindset	SM 7-33
85 min.	VI.	Emotional Intelligence	SM 7-35
5 min.	VII.	Introduction to Activity 7.4	SM 7-42
30 min.	Individual Activity 7.4	Vision Killers	SM 7-43
15 min.	VIII.	Personal Risk	SM 7-47
5 min.	IX.	Introduction to Activity 7.5	SM 7-48
40 min.	Individual Activity 7.5	Risk Tolerance Quiz	SM 7-49
20 min.	X.	Risk Perspectives	SM 7-55
70 min.	XI.	Vulnerability	SM 7-56
20 min.	XII.	Resilience	SM 7-59
30 min.	XIII.	HardiAttitudes	SM 7-62
5 min.	XIV.	Introduction to Activity 7.6	SM 7-68
60 min.	Individual/Small/Large Group Activity 7.6	Hardiness Assessment Resiliency	SM 7-69
30 min.	XV.	Overcoming Obstacles	SM 7-71

20 min.	XVI.	Personal Strengths, Weaknesses, Opportunities, Threats, Trends Analysis	SM 7-73
5 min.	XVII.	Introduction to Activity 7.7	SM 7-76
60 min.		Individual Activity 7.7 Personal Strengths, Weaknesses, Opportunities, Threats, Trends Analysis, Part 1	SM 7-77
60 min.		Individual/Pairs Activity 7.8 Personal Strengths, Weaknesses, Opportunities, Threats, Trends Analysis, Part 2	SM 7-81
5 min.	XVIII.	Summary	SM 7-85
		References	SM 7-87

Audiovisuals

Slides 7-1 to 7-59

Videos:
"*Unconscious Bias at Work—Making the Unconscious Conscious*"
"*The New 5 Second Rule: Redefining the First Impression | Quita Christison | TEDxPortsmouth*"
"*Woman Burned by McDonald's Hot Coffee, Then the News Media | Retro Report | The New York Times*"
"*Growth Mindset vs. Fixed Mindset*"
"*Identify: Growth or Fixed Mindset?*"
"*Emotional Intelligence in the Workplace*"
"*Daniel Goleman Introduces Emotional Intelligence | Big Think*"
"*Can You Actually Become More Emotionally Intelligent?*"
"*The power of vulnerability*"

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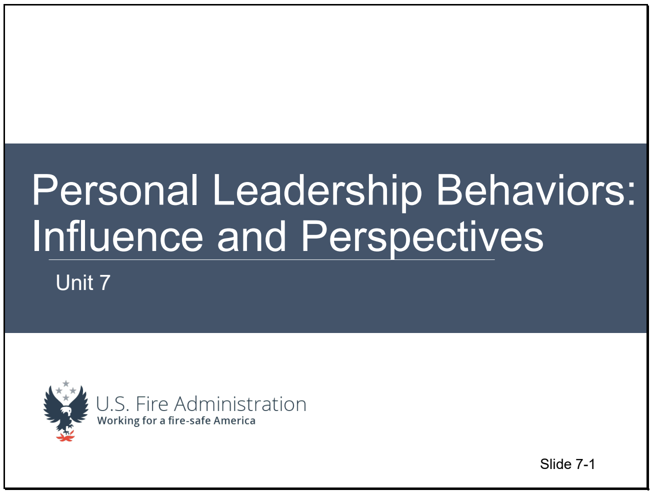


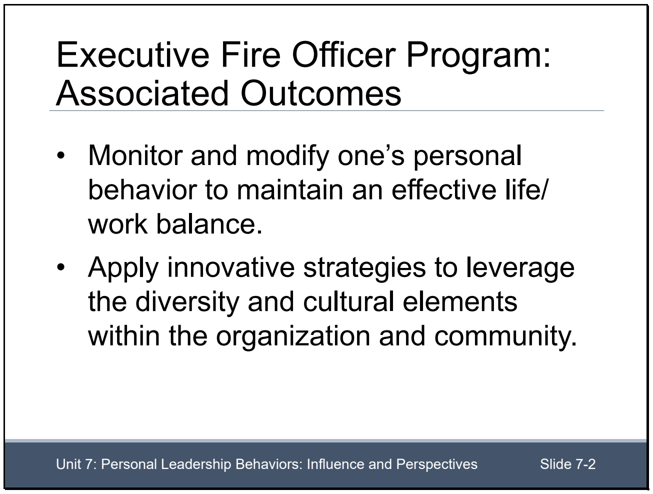
This unit provides the executive the opportunity to explore various leadership behaviors, the influences that may impact those behaviors, and the value of perspective.

This unit allows an examination of implicit bias and the value of suspending judgment. The traits of leadership along with the concepts of growth and fixed mindsets become an important part of this unit, and a focus on emotional intelligence (EI), personal risk vulnerabilities, and development of resilience are included.

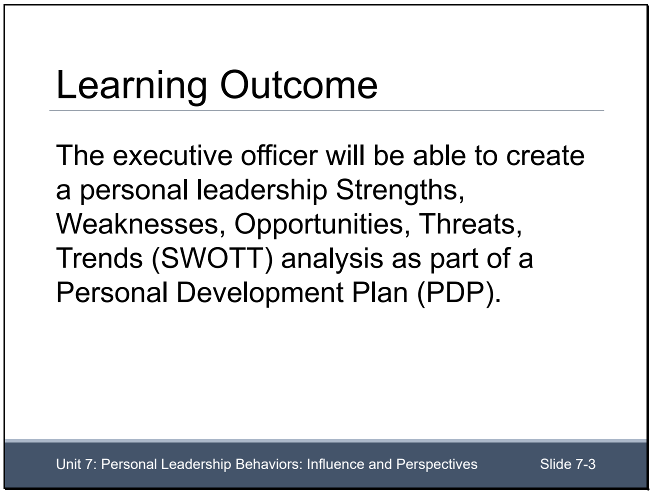
Examining what leadership behaviors and actions may be taken are processed in this unit using a personal Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) assessment.

The exercise of leadership, whether for self, others, or organizations, mandates that the executive takes time to focus on their personal leadership skills, the influences upon the executive, and their current perspectives.

Contemporary views on leadership development stress the value of deep personal assessment and recognition of areas of potential growth. Exercising leadership in today's dynamic, fast-paced world places emphasis on Heifetz and Linsky's idea that exercising leadership is dangerous, and persons attempting this exercise need to be well prepared (2017). Time and again the value of reflection, assessment, and evaluation as the foundation of a plan for continued personal growth has been proven.



- Monitor and modify one's personal behavior to maintain an effective life/work balance.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.



7.0 The executive officer will be able to create a personal leadership Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis as part of a Personal Development Plan (PDP).

Objectives

The executive officer will:

- Evaluate personal biases for strategies to suspend judgment.
- Assess personal traits of leadership.
- Compare and contrast fixed versus growth mindsets in relationship to personal leadership.
- Assess personal behaviors related to concepts of emotional intelligence (EI).

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-4

Objectives (cont'd)

- Rate their personal level of risk tolerance.
- Reframe concepts of vulnerability in context of self-leadership.
- Assess personal levels of resilience through HardiAttitudes.
- Conduct an initial personal leadership SWOTT analysis.

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-5

The executive officer will:

7.1 Evaluate personal biases for strategies to suspend judgment.

7.2 Assess personal traits of leadership.

7.3 Compare and contrast fixed versus growth mindsets in relationship to personal leadership.

7.4 Assess personal behaviors related to concepts of EI.

7.5 Rate their personal level of risk tolerance.

7.6 Reframe concepts of vulnerability in context of self-leadership.

7.7 Assess personal levels of resilience through HardiAttitudes.

7.8 Conduct an initial personal leadership SWOTT analysis.

I. Bias, First Impressions, and Suspending Judgment

Bias, First Impressions, and Suspending Judgment

Thoreau Quote

"Could a greater miracle take place than for us to look through each other's eyes for an instant?"

— Thoreau

Kennedy Quote

"A rising tide lifts all boats."

— John F. Kennedy

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-8

Holmes Quote

"Man's mind, stretched to a new idea, never goes back to its original dimension."

— Oliver Wendell Holmes

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-9

Diagnostic Work

Make explicit, at least to yourself, the stories you are telling yourself, and then treat them as assumptions that need to be tested, not as truths.

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-10

Bias

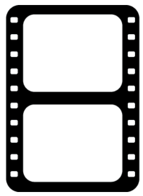
"A particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned."

(Dictionary.com, 2020)

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-11

Video Presentation

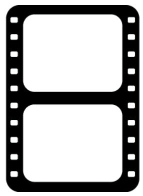
"Unconscious Bias at Work—Making the Unconscious Conscious"



First Impressions

Video Presentation

"The New 5 Second Rule: Redefining the First Impression | Quita Christison | TEDxPortsmouth"

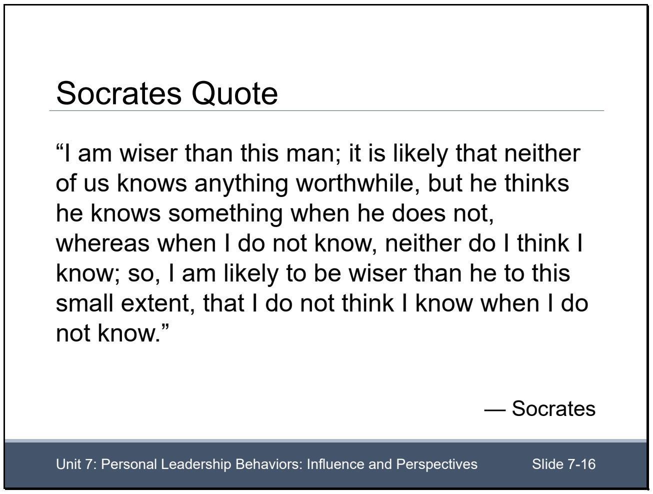


Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-14

Suspending Judgment

Focus on the act of suspending judgment and the impact of not acting.

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-15



The objective of this section is to demonstrate the need for suspended judgment—create a gap between an input (data collection) and a conclusion (decision-making). Within this gap is an opportunity to formulate a new perspective. Consider the circular nature of critical thinking and note that an alternate point of view is valuable throughout the process. Ultimately, an executive officer should recognize that suspended judgment can improve their decision-making process.

Thought can be disadvantaged by biases and ignorance (i.e., the lack of knowledge or awareness); a fundamental tool for the expansion of knowledge is communications (e.g., Socratic dialogue).

The purpose of this section is to explore perspective as a potential portal to the acquisition of new knowledge. One’s ability to accept that their perspective may have limitations, coupled with a willingness to consider an alternate point of view, can serve as a catalyst for honest self-inquiry about the validity of one’s beliefs, ultimately leading to a new understanding.

Thoreau said: “Could a greater miracle take place than for us to look through each other’s eyes for an instant?” (1854).

The executive officer may not be aware of what they do not know; however, illumination of thoughts and ideas can emanate from leveraging diversity, navigating multiple environments, application of critical thinking, and exploring the perspective of others.

Debating a perspective (point of view) is not analogous to a competitive debate; the goal is for each individual to expand their sphere of knowledge.

John F. Kennedy coined the phrase “A rising tide lifts all boats” (Goodreads, n.d.). While Kennedy said this in relationship to economics, its application to gaining personal insights can be significant.

The idea is that if you become enlightened in one area, then all the areas become more illuminated. This is supported by the idea expressed by Oliver Wendell Holmes, who said, “Man’s mind, stretched to a new idea, never goes back to its original dimension” (Quodid, n.d.).

Heifetz et al. wrote about the limitations of perspective, the benefits of reframing default interpretations, and generating multiple interpretations. They encouraged the practice of creating and “hold[ing] open more than one idea about reality” (2009, p. 120).

For the executive officer, the opportunity to examine potential barriers and gateways towards gaining an alternative point of view using suspended judgment as a component of critical thinking is vital to success.

Part of the diagnostic work that needs to be done to minimize missteps in exercising leadership is to make explicit, at least to yourself, the stories you are telling yourself, and then to treat them as assumptions that need to be tested, not as truths (Heifetz et al., 2009, p. 225).

Bias

Bias: “A particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned” (Dictionary.com, 2020).

The following video presents ideas on the impact of internal biases.

First Impressions

The following discusses first impressions. First impressions are the unconscious categorization of people. In order to change the outcome of first impressions, in the video, Quita Christison redefines the “5 Second Rule” with a new 5 Second Rule: STOP, See The Other Person.

Suspending Judgment

This section takes focus on the act of suspending judgment and the impact of not acting. This course has a tone of developing the executives’ critical thinking processes. A significant part of that growth is to recognize bias and focus on ways to suspend judgment.

This section asks the executives to consider how to operationalize the concept of suspended judgment. There is also opportunity to explore the notion of suspended judgment versus withholding judgment.

Note: The *Oxford English Dictionary* offers many definitions for the word “perspective;” however, in the context of this unit, consider using the following: “Perspective: an individual point of view.”

II. Introduction to Activity 7.1

Using a case study, the executive officer will examine the concept of perspective (point of view) and consider the advantages of gaining another perspective and considering multiple interpretations of a given event. The process is to use the concept of suspended judgment as it applies to critical thinking to evaluate one's perspective and, if appropriate, alter one's point of view based on the application of critical thinking (e.g., saturation, incubation, illumination).

Heifetz et al. offer insights for the executive officer to consider: "If people have arrived at only one interpretation of the situation, the options for action are often severely limited; any one interpretation will tend to drive toward a single solution or a small set of solutions" (2009, p. 120).

This activity uses the 1994 legal case of Liebeck v. McDonald's Restaurant.

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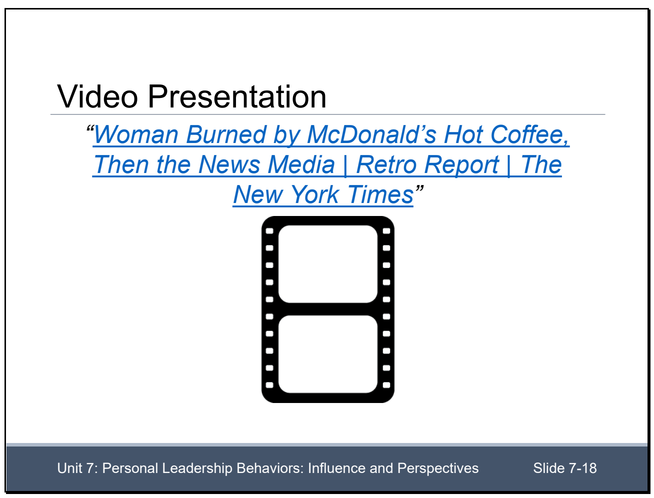
Activity 7.1


Activity 7.1
A Cup of Hot Coffee
Unit 7: Personal Leadership Behaviors: Influence and Perspectives
Slide 7-17


Video Presentation
"Woman Burned by McDonald's Hot Coffee, Then the News Media | Retro Report | The New York Times"
Unit 7: Personal Leadership Behaviors: Influence and Perspectives
Slide 7-18

Small/Large Group Activity Estimated Time: 60 minutes

Activity Purpose

Offer the executive officer the opportunity, through a case study, to experience how a firmly held belief might be altered through a willingness to suspend judgment and ultimately consider an alternate point of view (e.g., the acquisition of new information).

Required Materials

Liebeck v. McDonald's Restaurant media headline slide

Activity Directions

1. The instructor will show Slide 7-19 with the media headlines regarding the 1994 Liebeck v. McDonald's Restaurant product liability lawsuit.

2. After displaying the headlines of the case, the instructor will ask the executives who think the case is frivolous (i.e., McDonald's supporters) to move to one section of the classroom and all those who think the jury award was appropriate (i.e., Mrs. Liebeck supporters) to move to another section of the room.

3. The instructor, using the list below, will read off the information and explain to the executives that at any time during this period they may switch sides.

4. After presenting all the information and allowing any executives who wish to change sides to do so, the instructor will divide the class into four groups.

5. Within their small groups, the executive officers will dialogue on the following questions and be prepared to discuss their group's conclusions. 20 minutes are allowed for the small group work.

   a. Within this case study, what was the influence of the news headlines on your original position or side?

   b. What made you susceptible to that influence and accepting it on its face value?

   c. How does your susceptibility affect your ability to critically think?

   d. As executive officers, what specific actions can you take to protect yourself and learn to suspend judgment?

6. Each group will make a brief presentation on their conclusions, and then the instructor will conduct the activity debrief.

Summary

This case study presented an opportunity to consider the value in suspending judgment until multiple views are noted. This is like the idea of "getting on the balcony" where you may observe the totality of an event rather than the limited view of being on the dance floor. This insight, along with recognizing the presence of hidden bias, allows the executive to see opportunity for personal growth.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider these journal prompts for their after-class reflections:

- What might be my blinders (biases) to gaining a broader perspective?

- What can I do today to widen my consciousness?

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III. Introduction to Activity 7.2

This section utilizes the *Campbell Leadership Descriptor* authored by Dr. David Campbell and published by the Center for Creative Leadership. Each executive should have been provided with the *Campbell Leadership Descriptor Participant Workbook & Survey* prior to this section.

David is author of the widely used Campbell™ Interest and Skill Survey (CISS®). Dr. Campbell was educated in the Midwest, earning his BS and MS degrees from Iowa State University, and his PhD in psychology from the University of Minnesota. In 1960, he joined the faculty of the University of Minnesota, rising to full professor in eight years. During that period, he co-authored the widely used Strong-Campbell Interest Inventory.

In 1973, he was a Visiting Fellow at the Center for Creative Leadership® in Greensboro, North Carolina, and then joined the center as executive vice president. In 1981, he was appointed as the first Smith Richardson Senior Fellow. In 1979, he was an Honorary Research Fellow at the University of London and in 1986-1987, he was a Distinguished Visiting Professor at the U.S. Air Force Academy in Colorado Springs. His honors include the E.K. Strong, Jr. Gold Medal for excellence in psychological testing research. In 2012 he was presented with the Lifetime Achievement Award from the American Society for Training and Development (ASTD) (Pearson, n.d.).

The *Campbell Leadership Descriptor* is intended to aid in the development of leadership awareness within self. It uses 40 adjectives focused on leadership characteristics in nine major components. It then uses a comparison approach to good and poor leaders whom the participant has known.

While the *Campbell Leadership Descriptor* is written primarily in the terms of organizational leadership, Campbell does bring into focus personal components of leadership.

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Activity 7.2

Small/Large Group Activity Estimated Time: 90 minutes

Activity Purpose

Create additional analysis of personal leadership characteristics, traits, descriptors, the similarities and differences of good and poor leadership, and strategies for development success.

Required Materials

- Campbell, D. (2019). *Campbell leadership descriptor participant workbook & survey.* Center for Creative Leadership.
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.

Activity Directions

1. The instructor will break the executives into small groups of three to four.

2. Within the small groups, the executives will present their Leadership Descriptor Analysis (pp. 25–26 of the *Campbell Leadership Descriptor Workbook*) to the small group.

3. The executives will use the following to construct a consensus and be prepared to present findings to the class:

    a. From the individual report outs, what common points were discovered in lessons learned?

b. What differences or similarities were discovered in reviewing good/poor leaders as compared to previous work in Activity 5.2?

4. The instructor will direct the executives to pages 30–32 of the *Campbell Leadership Descriptor Workbook*. Using the review questions listed on page 30 and from a global fire and emergency medical services (EMS) leadership development perspective, the executives will develop at least two strategies per category listed on pages 30–32.

5. The instructor will select a group representative to present both the consensus report and the strategies list.

Summary

This activity provides both internal and external observations and consideration of leadership development needs and strategies. Consider how these types of assessments and strategy development support Heifetz et al.'s 2x2 Matrix of both personal and organizational diagnosis and action planning.

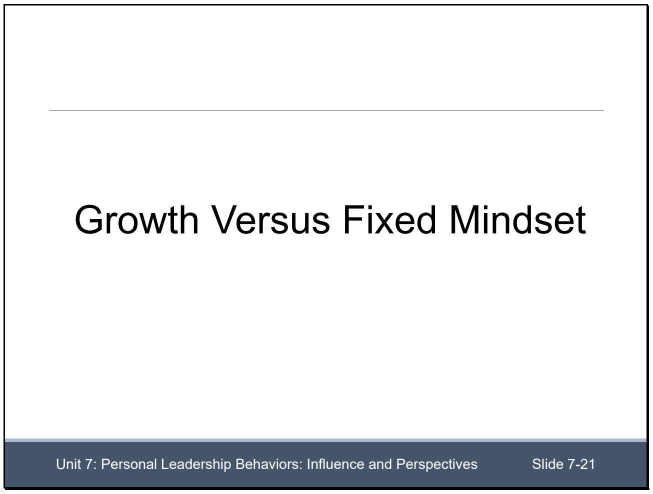
Personal Journal Prompt (optional outside class individual activity)

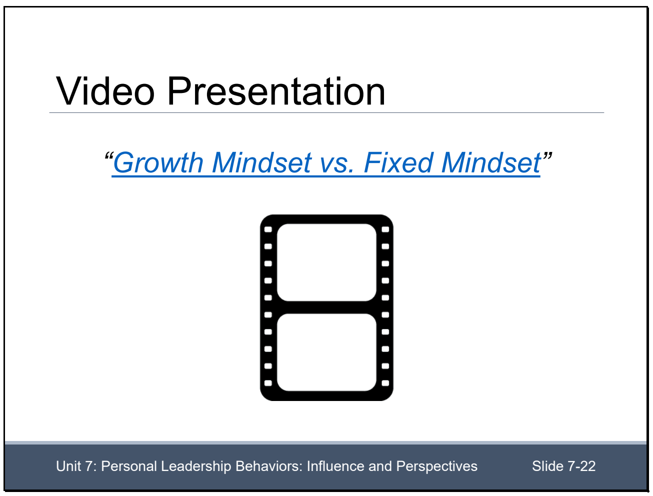
Have the executive officers consider these journal prompts for their after-class reflections:

- What specific actions will you take to apply one or more of the developmental strategies determined in Activity 7.2?

- Of the most surprising result you personally discovered in Activity 7.2, why did this surprise you and what will you do with that knowledge?

IV. Growth Versus Fixed Mindset





The executive officers can approach the world from a fixed or growth mindset. In this section, the executive officers will learn about fixed and growth mindsets. They will gain a greater understanding of whether they have a fixed or growth mindset and how their mindset affects their aspired state. The goal is for the executive officers to foster a growth mindset.

A mindset is basically a perspective or way of viewing the world. Mindsets seem simple, but they are profound. A mindset can determine how the executives live their lives, view the world, and make decisions. Previous sections of this unit pertaining to implicit associations, bias, and efforts to suspend judgment are clearly interrelated to the idea of mindset. As previously presented, the ability to have multiple perspectives is critical to the success of the executive officer.

The following video is simplistic yet informational and sets up opportunity for dialogue. The concept of fixed or growth mindsets is not actually as simplistic as it seems when one looks to actual application of the thought process.

V. Introduction to Activity 7.3

This activity is designed to provide the executives with video observations to assist in gaining an understanding of growth and fixed mindsets.

Executives need to be observant about self and their own approach to a fixed or growth mindset, as well as to use observations of others to gain insights when attempting to exercise leadership.

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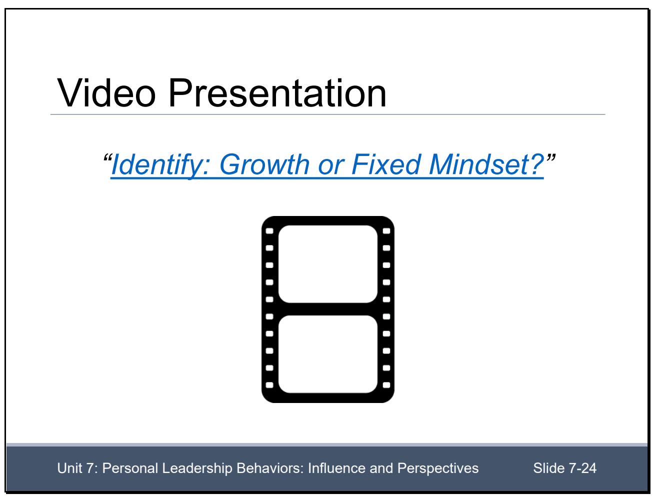
Activity 7.3



Individual Activity Estimated Time: 30 minutes

Activity Purpose

Provide opportunity to make observations and assess for indicators of mindset.

Required Materials

"Identify: Growth or Fixed Mindset?"
https://www.youtube.com/watch?v=3vz6HU1LIOU

Activity Directions

1. The instructor will show the "*Identify: Growth or Fixed Mindset?*" video (six clips in one video).

2. The instructor will pause the video after each clip and use the prompts to guide a dialogue.

3. The instructor will ask at the end of each clip if the example is of a fixed or growth mindset.

4. The instructor will make a list on chart paper of the class consensus.

5. At the end of the clips and when all dialogue is concluded, the instructor will show the results as listed in the video.

6. The instructor will show the growth-fixed results.

Summary

In this activity, we tested the executives' understanding of growth and fixed mindsets using examples from popular culture. The purpose was to help the executives think critically about the mindsets so that they can begin to discern the difference during their daily interactions.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider this journal prompt for their after-class reflections:

Think of a time you faced an important personal opportunity or challenge.

- Did you face it with a fixed or growth mindset?

- What were your thoughts and worries?

- In what ways did your mindset affect the outcome?

VI. Emotional Intelligence

Emotional Intelligence

"A form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action."

— Salovey and Mayer

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-25

Defining Emotional Intelligence

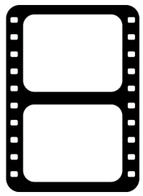
- Ability to perceive and express emotions.
- Use emotions to facilitate thinking.
- Understand and reason with emotions.
- Effectively manage emotions within self and in relationships with others.

(Northouse, 2021)

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-26

Video Presentation

"Emotional Intelligence in the Workplace"



Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-27

Emotional Intelligence Traits

- Self-awareness.
- Self-regulation.
- Motivation.
- Empathy.
- Social skills.

(Mind Tools Content Team, n.d.)

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-28

Video Presentation

"[Daniel Goleman Introduces Emotional Intelligence | Big Think]"

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-29

Goleman Quote

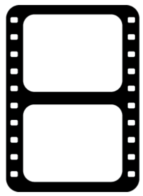
"If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far."

— Daniel Goleman

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-30

Video Presentation

"*Can You Actually Become More Emotionally Intelligent?*"

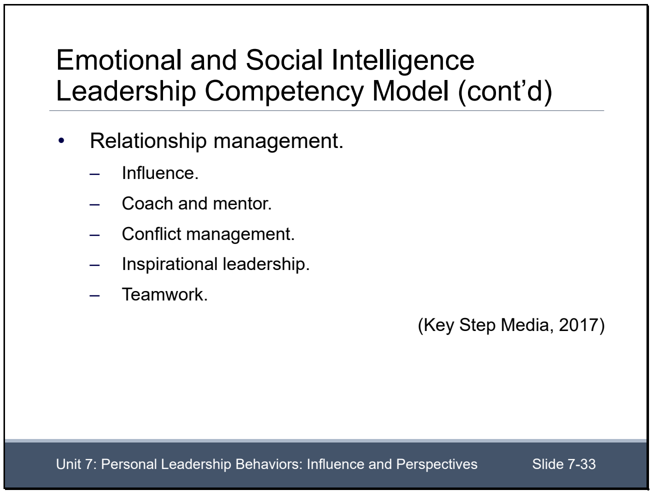


Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-31

Emotional and Social Intelligence Leadership Competency Model

- Self-awareness.
  - Emotional self-awareness.
- Self-management.
  - Emotional self-control.
  - Achievement orientation.
  - Positive outlook.
  - Adaptability.
- Social awareness.
  - Empathy.
  - Organizational awareness.

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-32



EI is often broken into two categories: awareness of your own emotions and awareness of the emotions of others around you. Both categories are important for those who aspire to exercise leadership.

"Peter Salovey and John D. Mayer coined the term 'emotional intelligence' in 1990 describing it as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action'" (Golis, 2013).

"Salovey and Mayer also initiated a research program intended to develop valid measures of EI and to explore its significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give a name to a mood that is being experienced) recovered more quickly. In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive social networks" (Golis, 2013).

Being aware of one's own emotions allows one to consider behavior and words and how they affect others around them. Being aware of the emotions of others allows us to more effectively lead and influence them. This section provides a high-level overview of the concepts of EI and its role in the effective exercise of leadership.

If one subscribes to the idea that leadership is about relationships and not technical matters, then it is imperative that those wishing to exercise leadership whether for self, organizations, or communities be cognizant of the affective matters of relationships.

Heifetz and Linsky's ideas of the need to be anchored, to stay healthy, to know your bandwidths, and so forth can find foundational support in the basics of EI (2002). Understanding the elements of EI and the ability to apply to self is as important as the ability to utilize an awareness of EI when influencing others.

A genuine approach to personal growth and actions towards being personally safe, healthy, resilient, and prepared is reliant on strong presence and focus on EI.

Per Northouse, EI incorporates elements of our affective and our cognitive domains. EI uses intelligence (cognitive) applied to life tasks, while emotions (affective) are applied to understanding life's tasks.

Northouse references Mayer, Salovey, and Caruso in defining EI as having four major concepts, "including the abilities to perceive, facilitate, understand, and manage emotion" (2021, p. 38):

- ability to perceive and express emotions
- use emotions to facilitate thinking
- understand and reason with emotions
- effectively manage emotions within self and in relationships with others

Within the study and research of EI, there are several perspectives and descriptions. The below video was adapted by mindtools.com and was based on the writings of Daniel Goleman in his 1995 book *Emotional Intelligence: Why It Can Matter More Than IQ*.

EI is the ability to accurately perceive your own and others' emotions, to understand the signals that emotions send about relationships, and to manage your own emotions and influence the emotions of others. It consists of the following traits (Mind Tools Content Team, n.d.):

- self-awareness
- self-regulation
- motivation
- empathy
- social skills

The following video clip, "*Can You Actually Become More Emotionally Intelligent?"*, was produced by SciShow Psych. The focus asks the question as to whether EI can be learned or taught, particularly in executive development programs such as the Executive Fire Officer (EFO) Program:

EI is something that's talked about more and more in management and professional development courses. It seems like this ability is important—which means that some researchers have tried to see if you can get better at it (SciShow Psych, 2019).

Emotional and Social Intelligence Leadership Competency Model

The Emotional and Social Intelligence Leadership Competency Model is a unique framework developed by Daniel Goleman and Richard Boyatzis, identifying the 12 specific, evidence-based competencies that are the building blocks of emotional and social intelligence in leadership. Leadership is not defined by formal roles within organizations, because we all have the capacity to lead at any level in our personal or professional lives. Hence this model has deep and wide application (Key Step Media, n.d.).

Emotional and Social Intelligence Leadership Competency Model

- self-awareness
  - emotional self-awareness
- self-management
  - emotional self-control
  - achievement orientation
  - positive outlook
  - adaptability
- social awareness
  - empathy
  - organizational awareness
- relationship management
  - influence
  - coach and mentor
  - conflict management
  - inspirational leadership
  - teamwork

VII. Introduction to Activity 7.4

The application of awareness is critical within the scope of dialogue on EI. Self-awareness is a focal point of the EFO Program and within this first residential course.

This activity places a focus on self-awareness as to how the executives perceive their own behaviors. This has been adapted from *50 Activities for Developing Emotional Intelligence*.

The activity has been adapted from the original "employee" perspective to one of the executives self-assessing their actions based on the employee statements in the original activity.

Below is an excerpt from *50 Activities for Developing Emotional Intelligence* Emotional Intelligence Exercise 37:

Employees have named ten behaviors that they believe kill a sense of vision in a work group. These actions are behaviors that the leader can influence. The emotionally intelligent leader knows that his or her behaviors influence perceptions. These perceptions are critical to motivating employees toward the vision. However, most leaders don't think about vision in terms of behavior, so they might be unaware that certain behaviors can affect people's commitment toward the vision.

The top ten vision killers identified by employees include the following:

1. Treating people badly, such as not showing people they care, forgetting to say thank you, not respecting people, not making people feel valued.
2. Not setting good examples, living by the adage, "Do as I say, not as I do."
3. Focusing on too many things at once.
4. Pushing too hard on the task and forgetting the people.
5. Not giving clear direction.
6. Giving inconsistent direction.
7. Not taking responsibility for failure.
8. Focusing on the detail and forgetting to tell the "whys" or the big picture.
9. Showing little or no personal commitment to the vision.
10. Allowing people who aren't performing the job to remain.

In the eyes of employees, these items ranked tops in reasons why people felt less committed and less connected to the leader's vision (Lynn, 2000).

Employees who were surveyed listed the top 10 reasons why they feel less committed or aligned to a vision. These reasons reflect behaviors that are within the leader's power to change. In this exercise, we ask the executives to level with themselves to determine if something they are doing may be working to undermine their goals.

Activity 7.4

Individual Activity Estimated Time: 30 minutes

Activity Purpose

Help the executives self-assess their behaviors that may influence another's desire or lack of desire to support the executive's vision or aspired state.

Required Materials

Emotional Intelligence Exercise 37 directions

Activity Directions

1. The instructor will direct the executives to Emotional Intelligence Exercise 37 in their Student Activity Manual.

2. Each executive will complete the worksheet by reflecting on each of the items and rate themselves by placing an X along a continuum ranging from very seldom to very often.

3. The executives will reflect on the X's closest to the "very often" statement.

Summary

This activity provided an opportunity to start considering how others may perceive your behaviors. However, the key element is starting with self in an open and honest assessment. The best situational awareness approach is to always start internally even though it is often the hardest to face and accept.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider this journal prompt for their after-class reflections:

What are practical ways that I will improve my EI as I exercise leadership for myself and others?

50 Activities for Developing Emotional Intelligence

EMOTIONAL INTELLIGENCE EXERCISE 37

Based on our research, we've listed the top ten vision killers. For each vision killer, place a mark on the continuum below to indicate how often or seldom you engage in this activity. Leaders kill a vision by:

very seldom — very often

1. Treating people badly, such as, not showing people they care, forgetting to say thank you, not respecting people, not making people feel valued.

very seldom — very often

2. Not setting good examples, living by the adage "Do as I say, not as I do."

very seldom — very often

3. Focusing on too many things at once.

very seldom — very often

4. Pushing too hard on the task and forgetting the people.

very seldom — very often

5. Not giving clear directions.

very seldom — very often

6. Giving inconsistent direction.

very seldom — very often

7. Not taking responsibility for failure.

very seldom — very often

8. Focusing on the detail and forgetting to tell the "whys" or the big picture.

very seldom — very often

9. Showing little or no personal commitment to the vision.

very seldom — very often

10. Allowing people who aren't performing the job to remain.

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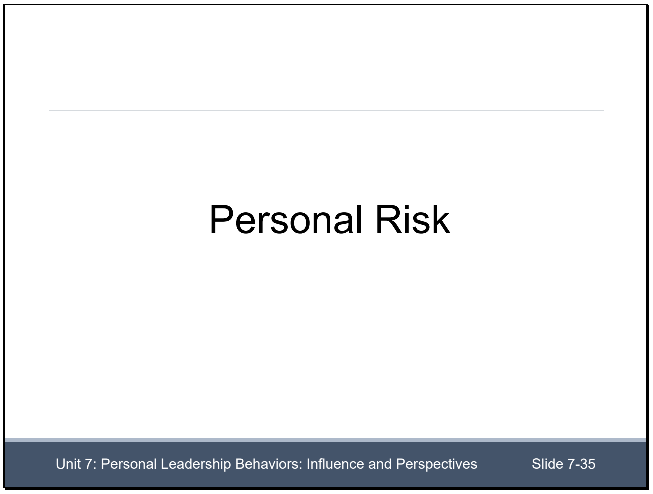
VIII. Personal Risk



This section provides an examination of behaviors and attitudes toward risks. This includes personal risk assessment, agility, resiliency, tolerance, aversion, and appetite.

The exercise of leadership for self and/or others always constitutes some degree of risk. Heifetz and Linsky, in their book *Leadership on the Line*, even subtitled their book *Staying Alive Through the Dangers of Leading.*

Gaining personal awareness of the types and levels of risk that an individual may be willing to take is clearly personal. What is a risk for one may not be a risk at all for another. An example is that one person may consider skydiving to not be a risk at all or at least one that is very manageable to them; however, another person would consider it to be extremely risky and unwilling to attempt.

Attending the EFO Program is a risk for many. There are possibly many consequences of participating in a 2-year-long intense educational program. On the other hand, there could be significant consequences, or risk, for not attempting.

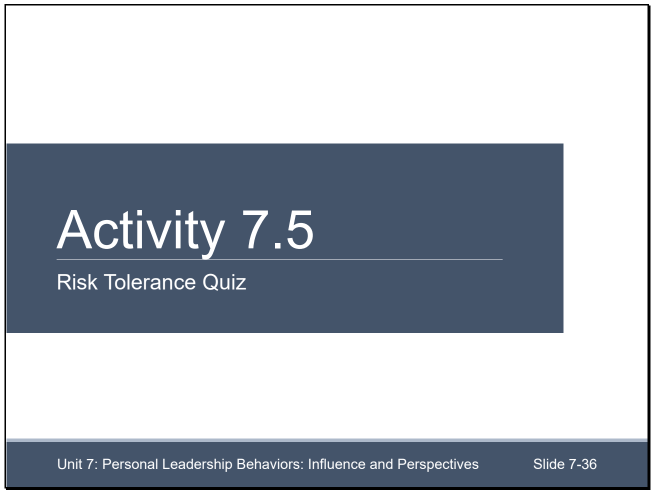
IX. Introduction to Activity 7.5

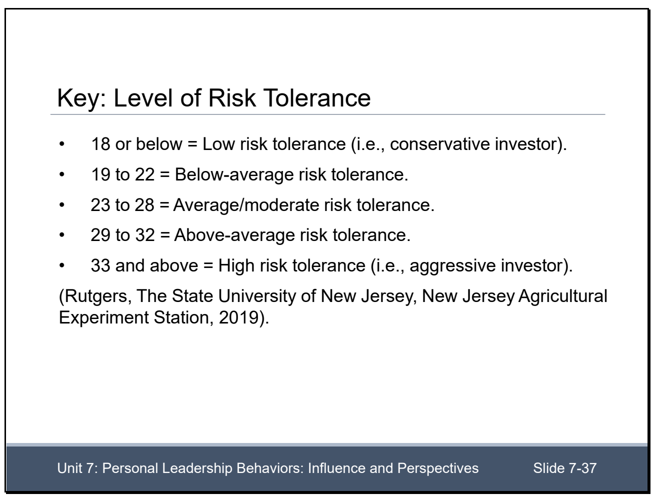
This activity incorporates a self-assessment from Rutgers University on risk tolerance. While based on financial risk, this activity should be interpreted and applied to the executive's personal and professional risk tolerance to operational risk, (professional) financial risk, strategic risk, compliance risk, and reputational risk.

Activity 7.5: Risk Tolerance Quiz is intended to assist the executive in beginning to become more aware of the risk that they may be taking. Although this assessment has a financial focus, the context is not as important as the intent.

This activity is published by Rutgers University's New Jersey Agricultural Experiment Station.

Activity 7.5





Individual Activity Estimated Time: 40 minutes

Activity Purpose

Provide for the executive’s self-assessment of the concept of risk tolerance.

Required Materials

- one copy of the Investment Risk Tolerance Quiz per executive
- single sheet of paper for quiz answers
- writing instrument (pen or pencil)

Activity Directions

1. The instructor will direct the executive officers to the Investment Risk Tolerance Quiz in the Student Activity Manual.

2. The instructor should allow approximately 15 minutes to complete the quiz.

3. After completing the quiz, the executives will tally their individual results using the scoring chart at the end of the quiz. This should result in a no more than two-digit answer as a total numerical score.

Quiz

1. In general, how would your best friend describe you as a risk taker?

   a. A real gambler
   b. Willing to take risks after completing adequate research
   c. Cautious
   d. A real risk avoider

2. You are on a TV game show and can choose one of the following. Which would you take?

   a. $1,000 in cash
   b. A 50% chance at winning $5,000
   c. A 25% chance at winning $10,000
   d. A 5% chance at winning $100,000

3. You have just finished saving for a “once-in-a-lifetime” vacation. Three weeks before you plan to leave, you lose your job. You would:

   a. Cancel the vacation
   b. Take a much more modest vacation
   c. Go as scheduled, reasoning that you need the time to prepare for a job search
   d. Extend your vacation, because this might be your last chance to go first-class

4. If you unexpectedly received $20,000 to invest, what would you do?

   a. Deposit it in a bank account, money market account, or an insured CD
   b. Invest it in safe high quality bonds or bond mutual funds
   c. Invest it in stocks or stock mutual funds

5. In terms of experience, how comfortable are you investing in stocks or stock mutual funds?

    a. Not at all comfortable
    b. Somewhat comfortable
    c. Very comfortable

6. When you think of the word “risk” which of the following words comes to mind first?

    a. Loss
    b. Uncertainty
    c. Opportunity
    d. Thrill

7. Some experts are predicting prices of assets such as gold, jewels, collectibles, and real estate (hard assets) to increase in value; bond prices may fall, however, experts tend to agree that government bonds are relatively safe. Most of your investment assets are now in high interest government bonds. What would you do?

    a. Hold the bonds
    b. Sell the bonds, put half the proceeds into money market accounts, and the other half into hard assets
    c. Sell the bonds and put the total proceeds into hard assets
    d. Sell the bonds, put all the money into hard assets, and borrow additional money to buy more

8. Given the best and worst case returns of the four investment choices below, which would you prefer?

    a. $200 gain best case; $0 gain/loss worst case
    b. $800 gain best case; $200 loss worst case
    c. $2,600 gain best case; $800 loss worst case
    d. $4,800 gain best case; $2,400 loss worst case

9. In addition to whatever you own, you have been given $1,000. You are now asked to choose between:

    a. A sure gain of $500
    b. A 50% chance to gain $1,000 and a 50% chance to gain nothing

10. In addition to whatever you own, you have been given $2,000. You are now asked to choose between:

    a. A sure loss of $500
    b. A 50% chance to lose $1,000 and a 50% chance to lose nothing

11. Suppose a relative left you an inheritance of $100,000, stipulating in the will that you invest ALL the money in ONE of the following choices. Which one would you select?

    a. A savings account or money market mutual fund
    b. A mutual fund that owns stocks and bonds
    c. A portfolio of 15 common stocks
    d. Commodities like gold, silver, and oil

12. If you had to invest $20,000, which of the following investment choices would you find most appealing?

    a. 60% in low-risk investments; 30% in medium-risk investments; 10% in high-risk investments
    b. 30% in low-risk investments; 40% in medium-risk investments; 30% in high-risk investments
    c. 10% in low-risk investments; 40% in medium-risk investments; 50% in high-risk investments

13. Your trusted friend and neighbor, an experienced geologist, is putting together a group of investors to fund an exploratory gold mining venture. The venture could pay back 50 to 100 times the investment if successful. If the mine is a bust, the entire investment is worthless. Your friend estimates the chance of success is only 20%. If you had the money, how much would you invest?

    a. Nothing
    b. One month's salary
    c. Three month's salary
    d. Six month's salary

Scoring:

1. a = 4; b = 3; c = 2; d = 1
2. a = 1; b = 2; c = 3; d = 4
3. a = 1; b = 2; c = 3; d = 4
4. a = 1; b = 2; c = 3
5. a = 1; b = 2; c = 3
6. a = 1; b = 2; c = 3; d = 4
7. a = 1; b = 2; c = 3; d = 4
8. a = 1; b = 2; c = 3; d = 4
9. a = 1; b = 3
10. a = 1; b = 3
11. a = 1; b = 2; c = 3; d = 4
12. a = 1; b = 2; c = 3
13. a = 1; b = 2; c = 3; d = 4

Key: Level of Risk Tolerance

18 or below = Low risk tolerance (i.e., conservative investor)
19 to 22 = Below-average risk tolerance
23 to 28 = Average/moderate risk tolerance
29 to 32 = Above-average risk tolerance
33 and above = High risk tolerance (i.e., aggressive investor)
(Rutgers, The State University of New Jersey, New Jersey Agricultural Experiment Station, 2019)

Summary

Acceptance, tolerance, or rejection of risks is personal. This activity has provided opportunity to begin reflection on this idea. The answers are not one-size-fits-all.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider these journal prompts for their after-class reflections:

- What am I feeling is my most personal risk in this journey of developing leadership for self?
- What am I willing to do to manage that risk?
- How will I hold myself accountable?

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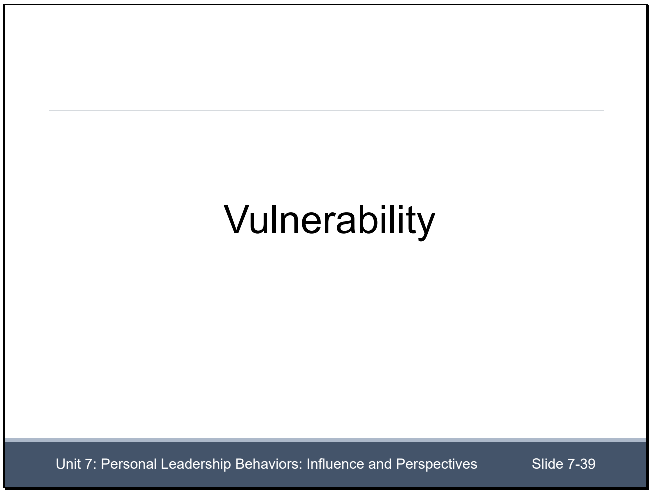
X. Risk Perspectives

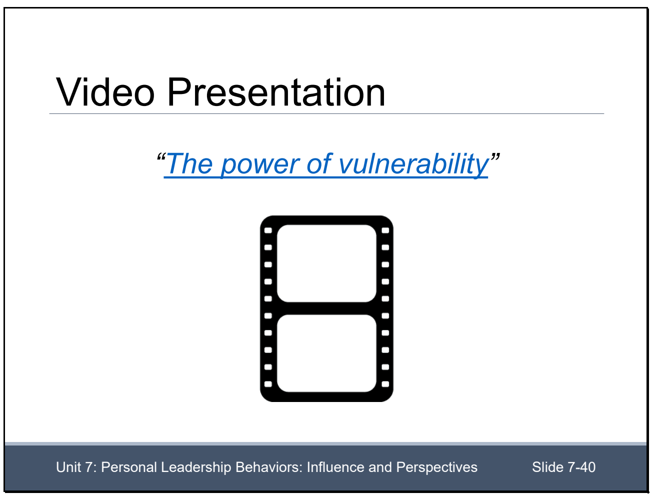
When doing research on personal risk management, most resources will lend themselves to the context of financial planning and financial risk management.

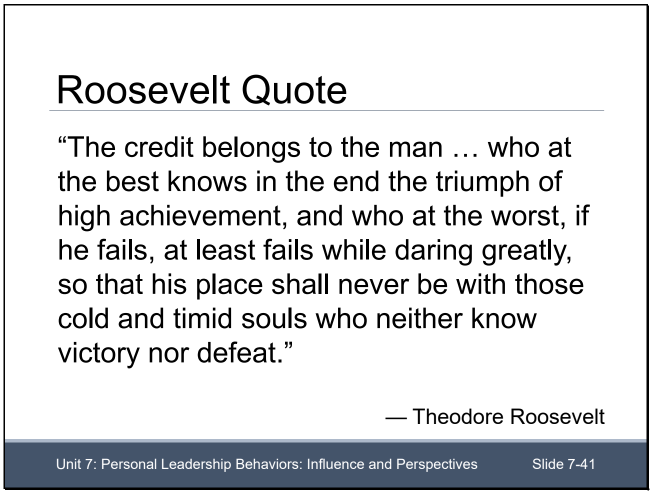
The models and terms are easily adaptable to the idea of managing personal risk within the context of leadership for self.

- **Risk agility** is the ability to respond quickly to changing influences (environment, health, finances, etc.).
- **Risk resiliency** is the ability to withstand disruption and regain equilibrium even if over a prolonged period by relying on solid past practices and experiences.
- **Risk tolerance** is defined as the limits of risk a person is willing to accept in order to achieve an objective.
- **Risk aversion** is the attitude or inclination to turn away from risk.
- **Risk appetite** is the general level of risk you are willing to accept.

XI. Vulnerability







The purpose of this section is to examine the elements and importance of vulnerability as a strength as opposed to a weakness.

As we move forward on our individual journeys from our current reality to our aspired state, we will inevitably experience challenges, including self-doubt. In exposing and facing our opportunities for growth, we need to be mindful of the impact on our lives, including the feelings of vulnerability.

Executive officers should incorporate vulnerability as a positive aspect of their leadership style while understanding how leadership makes you vulnerable, as stated in *Leadership on the Line* (Heifetz & Linsky, 2017).

Vulnerability is often scoffed at or ignored; however, it is important for those who exercise leadership to be vulnerable as a path to growth.

In this section, the effort is to have the executives accept that vulnerability is a necessary and powerful emotion for personal growth.

Earlier in the course, there was dialogue on the idea that the executives have incompetencies. Acceptance of this idea can be scary as it is first thought of as a weakness.

For most of the executives, it is a significant internal personal risk to admit that they are vulnerable, much less to consider the fears of a public admission.

This section will use a video presentation and dialogue prompts to explore the idea of vulnerability.

Dr. Brené Brown is a research professor at the University of Houston, where she holds the Huffington Foundation Endowed Chair at the Graduate College of Social Work. She also holds the position of visiting professor in management at The University of Texas at Austin McCombs School of Business.

Brené has spent the past two decades studying courage, vulnerability, shame, and empathy. She is the author of six #1 New York Times bestsellers and is the host of two award-winning podcasts, Unlocking Us and Dare to Lead.

Brené's books have been translated into more than 30 languages, and her titles include Atlas of the Heart, Dare to Lead, Braving the Wilderness, Rising Strong, Daring Greatly, and The Gifts of Imperfection. With Tarana Burke, she co-edited the bestselling anthology You Are Your Best Thing: Vulnerability, Shame Resilience, and the Black Experience.

Brené's TED talk on the Power of Vulnerability is one of the top five most-viewed TED talks in the world, with over 60 million views. She spends most of her time working in organizations around the world, helping develop braver leaders and more courageous cultures. In 2024, she was named as the executive director of The Center for Daring Leadership at BetterUp.

She lives in Houston, Texas, with her husband, Steve. They have two children, Ellen and Charlie, and a weird Bichon named Lucy. (Brown, 2025)

"The credit belongs to the man … who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat" (Goodreads, n.d.).

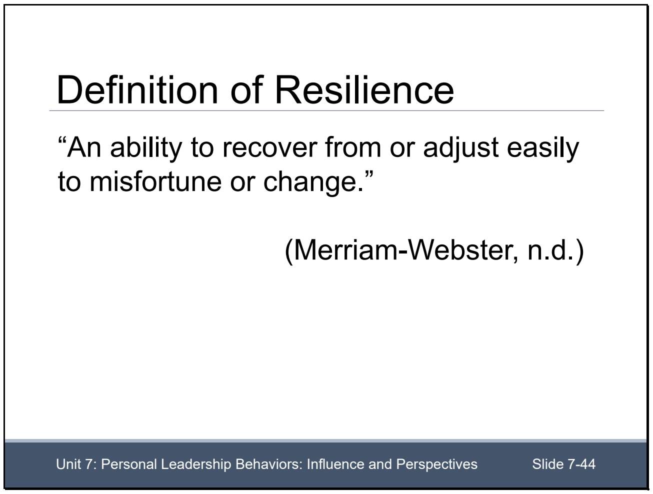
XII. Resilience

Resilience

Bruce Quote

"If at first you don't succeed, try, try and try again."

— Robert the Bruce



Resiliency is a concept that threads throughout the EFO Program and the exercise of leadership for self and others. This lesson is designed for the executive officer to take quick stock of their level of resiliency as related to a past event and to give them simple tools to help them process trauma or stress. Later, we will apply it to organizations and communities.

In this section, we are talking about resiliency related to self. Fire and emergency medical services (EMS) are industries with high levels of stress; therefore, it is critically important for executive officers to baseline their personal level of resiliency and learn how to become more resilient.

The idea of resiliency is the fourth pillar in the EFO Program theme of developing self, organizations, and communities to be safe, healthy, prepared, and resilient.

In the exercise of leadership for self and others, there will be challenges that are at times significant. These challenges are both known and unknown. They will try a person’s strength and desire. An attitude of resilience is critical to one’s ability to spring back and continue to success.

The idea of resiliency has been in focus at several points within this course, most recently in dialogue on personal risk. Now is the time to go deeper and consider the value of being resilient and what actions that may require.

The idea is best characterized in a saying whose origin is said to be Robert the Bruce, King of Scotland, in 1314, which he told to his troops just prior to a battle against the English.

“If at first you don’t succeed, try, try and try again.”

—Robert the Bruce, King of Scotland, 1314

Resilience: “an ability to recover from or adjust easily to misfortune or change” (Merriam-Webster, n.d.).

XIII. HardiAttitudes

HardiAttitudes

An individual's response to stress in relation to that individual's degree of resiliency, and resiliency is a product of a hardiness characteristic (personality).

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-45

Heifetz and Linsky Quote

"Leadership is an improvised art ... moment to moment cannot be scripted ... you take action (commitment, control, challenge) step back and assess the results ... go to the dance floor and make the next move. You have to maintain a diagnostic mindset on a changing reality."

— Heifetz and Linsky

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-46

Definition of Hardiness

"A pattern of attitudes and skills that provides courage, motivation, and strategies to do the hard work of transforming stressful circumstances from potential disasters into advantages and growth opportunities instead."

(Maddi et al., 2007)

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-47

The Attitudes of Hardiness

Three C's:

- Commitment.
- Control.
- Challenge.

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-48

Commitment

"You believe in the importance of staying involved with the people and events ... no matter how much pressure there is."

(Maddi et al., 2007)

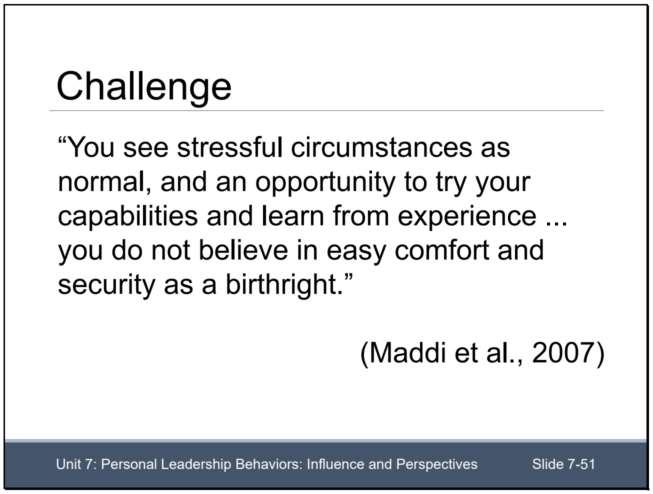
Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-49

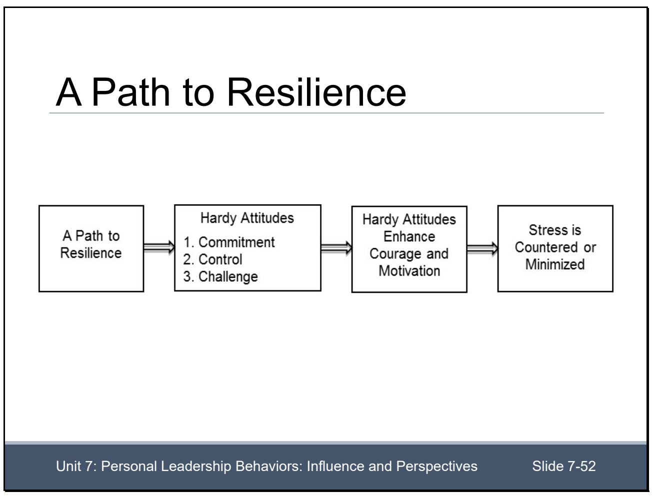
Control

"You want to keep trying to influence the outcomes going on around you, however hard this may be."

(Maddi et al., 2007)

Unit 7: Personal Leadership Behaviors: Influence and Perspectives Slide 7-50





This section introduces the executives to the concept of HardiAttitudes to understanding the impact of stressors and developing skills for resiliency.

Studies have evaluated the correlation of an individual’s response to stress in relation to that individual’s degree of resiliency, and resiliency is a product of a hardiness characteristic (personality) (Bartone, 2006; Maddi & Khoshaba, 2005).

In short, those who demonstrate hardiness during high stress levels fare better (physically and mentally) and are more productive when compared to those with lower hardiness attributes. Individuals and leaders could increase their resilience (and the resilience of their team) in the face of stressful circumstances.

The concept of resilience can be framed in the context of Heifetz and Linsky's concept that:

"Leadership is an improvised art ... moment to moment cannot be scripted ... you take action (commitment, control, challenge) step back and assess the results ... go to the dance floor and make the next move. You have to maintain a diagnostic mindset on a changing reality" (2017, p. 73).

Hardiness Defined

"A pattern of attitudes and skills that provides courage, motivation, and strategies to do the hard work of transforming stressful circumstances from potential disasters into advantages and growth opportunities instead" (Maddi et al., 2007).

Theoretical Aspect of Hardiness

The concept of hardiness is theoretically grounded in the work of existential philosophers and psychologists such as Heidegger (1986), Frankl (1960), and Binswanger (1963), and involves the creation of meaning in life, even life that is sometimes painful or absurd, and having the courage to live life fully despite its inherent pain and futility (Bartone, 2006).

The Attitudes of Hardiness (Three C's):

- commitment
- control
- challenge

The Attitudes of Hardiness Explained:

- commitment

  "You believe in the importance of staying involved with the people and events ... no matter how much pressure there is" (Maddi et al., 2007).

- control

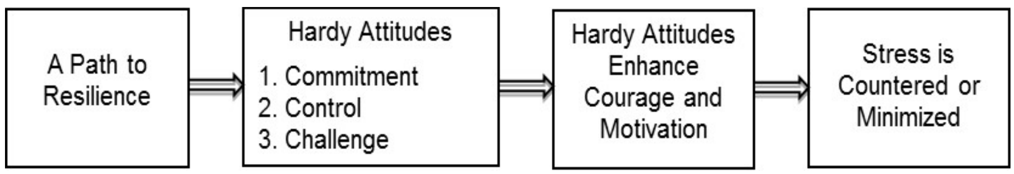
  "You want to keep trying to influence the outcomes going on around you, however hard this may be" (Maddi et al., 2007).

  "If you believe that you can influence the outcome of a stressful change (control attitude), you are more apt to push yourself to cope with it" (Maddi & Khoshaba, 2005).

- challenge

  "You see stressful circumstances as normal, and an opportunity to try your capabilities and learn from experience ... you do not believe in easy comfort and security as a birthright" (Maddi et al., 2007).

The chart below is derived from Bartone's 2006 study on "Resilience Under Military Operational Stress: Can Leaders Influence Hardiness?" It is offered here for its dimensional similarities.



Stressors create tension for the executive and can place the leader in a vulnerable position. Heifetz and Linsky remind the leader to "manage your hungers," and they offer the following:

"You may have developed the great emotional and mental energy required to unite people in the midst of conflicting views and values. Indeed, like the walls of a pressure cooker, the holding environment requires strength and resilience.... In response to our various ways of feeling emotionally strung out, exhausted, 'wired,' or simply weary, we sometimes do self-destructive things" (2017, p. 177).

XIV. Introduction to Activity 7.6

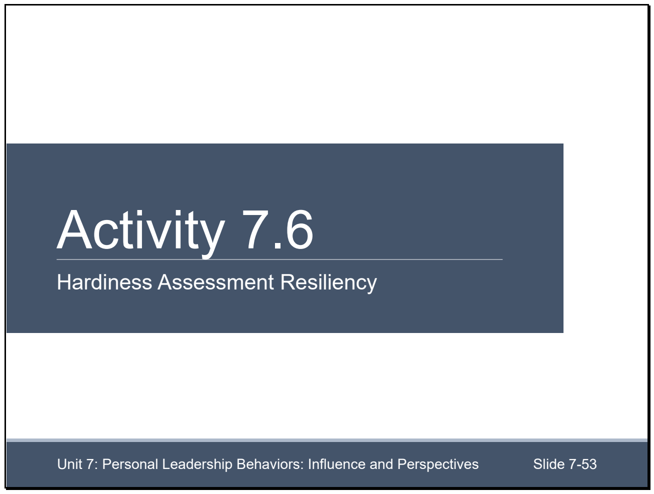
This activity provides the executive officer an opportunity to reflect and consider the growth that comes out of challenges and adversity. It is difficult for one to be resilient if time is not taken to reflect upon events and how attitudes towards commitment, control, and challenge may be tools for growth and resilience.

HardiAttitudes of resilience may be a significant deterrent to the negative effects of challenges and adversity. A process of reflection may be a useful tool in reducing stress following a significant event.

While many people can experience the same activating adverse event, their thought processes about it can have a great impact on their lives moving forward.

This activity is easily connected back to Unit 1: Introduction to Exercising Leadership: Self and Activity 1.1: Life Quadrants, in which the executives identified significant events within their lives that may have brought them to where they are today.

Activity 7.6



Individual/Small/Large Group Activity Estimated Time: 60 minutes

Activity Purpose

Understand response to stressful events and the relationship to the HardiAttitudes of commitment, control, and challenge by reflecting on a previous challenge or adverse event.

Required Materials

Personal journal

Activity Directions

1. The executive officers will think about the content of Activity 1.1 and which of those events was most challenging or stressful. Considering the event, they will write in their journal three to five stressors in a column format using one word to describe each stressor (e.g., isolation, boredom, etc.).

2. Next to each stressor, the executives will write out what was or would have been an effective mitigator to the stressor.

3. The executives should consider the three C's of HardiAttitudes in context of the triggering event and answer the following questions:

    a. How important was/is your commitment to this event? What would be/was your breaking point?

   b. How much time, energy, and personal equity are/were you willing to give to influence this event?

   c. Do you consider this event to be a learning event or an opportunity to test your capabilities?

4. The executives will arrange into groups of no more than four.

5. Each group member is to give a brief overview of their personal event, stressors, and mitigators. The group is to create a chart listing the stressors and mitigators.

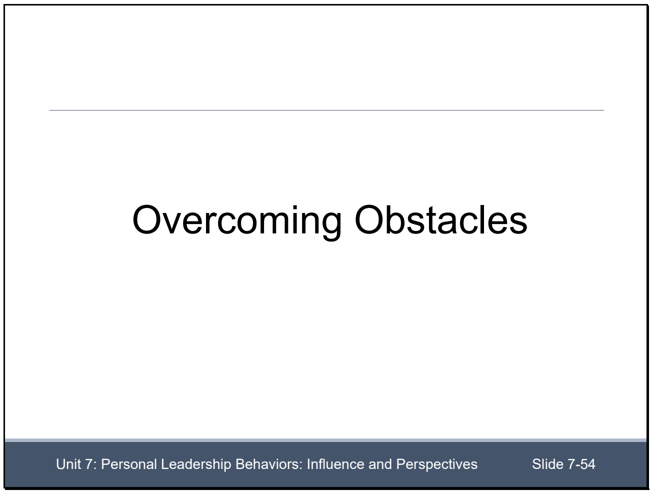
6. After creating the chart, the small group is to dialogue on their consideration of the three C’s. Through dialogue, they will develop a consensus from the group as to their perspective of the relationship of the three C’s and the mitigators that were employed in each event.

7. Each group will select a representative to present their chart and consensus findings.

Summary

Understanding individual response to stressful events is critical to developing and sustaining HardiAttitudes. Resiliency can be learned and honed through reflection and a focus on healthy living. Commitment, control, and challenge are attitudinal elements that can be reflected upon and developed.

XV. Overcoming Obstacles



This list was prepared by Jen Uscher, a journalist and communications consultant specializing in health, science, and the environment. Her list was published on WebMD in February 2014 and reviewed by Joseph Goldberg, MD.

How to Overcome Obstacles in Your Life: Resilience (Uscher, 2014)

So, how do you make yourself more resilient? Here are 10 things to focus on:

1. **Stay flexible.** Resilient people expect to face challenges at different points in their lives. They are able to adjust their goals and find ways to adapt.

2. **Learn lessons.** “When you have a negative experience, focus on the positive lessons you can learn from it,” says Ani Kalayjian, EdD, DSc, DDL, a psychologist in New York City. When a tough situation arises, don’t focus on who is to blame. Let go of asking “Why me?” and feeling like a victim. Ask yourself what you could do differently next time to have a better result.

3. **Take action.** Think about what you can do to improve your situation, and then do it. “Resilient people work on solving a problem rather than letting themselves get paralyzed by negativity,” Brooks says. For example, if your boss cuts back your hours at work, you could look at it as a chance to explore other job options. In the long run, it could bring about career growth.

4. **Stay connected.** Nurture your relationships with friends and family. When you’re going through a hard time, don’t withdraw from other people. Accept help from those who care about you. Resilient people have at least one or two people in their lives they can turn to for support, Brooks says.

5. **Release tension.** Make sure you have outlets to express your emotions and let go of tension. Kalayjian recommends these:

    - write in a journal
    - draw
    - meditate
    - talk with a friend or counselor

6. **Have a sense of purpose.** Do things that bring meaning to your life. That may be spending time with your family, but volunteering or other work for a cause can also make you feel stronger. People who've had a serious illness often find that being in a marathon or walk to raise money for a health-related charity makes them feel better. Volunteering can help by giving you a sense of purpose and often a feeling of mastery.

7. **Learn healthy habits.** You'll manage stressful times better if you:

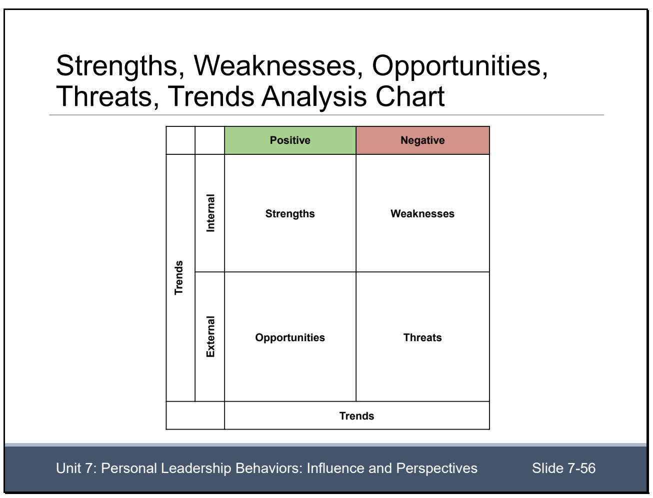
    - exercise regularly
    - eat a balanced diet
    - take time to rest

8. **Believe in yourself.** Take pride in your abilities and what you've done. Recognize your personal strengths.

9. **Keep laughing.** Hold on to your sense of humor even when times are tough. Laughter relieves stress and helps you keep things in check.

10. **Be optimistic.** A positive, hopeful outlook will make you much more resilient. Remember that many of the problems you'll face in life are temporary, and that you have overcome setbacks in the past.

XVI. Personal Strengths, Weaknesses, Opportunities, Threats, Trends Analysis



The SWOTT analysis is one of the widely used strategic analysis tools. SWOTT stands for **S**trengths, **W**eaknesses, **O**pportunities, **T**hreats, **T**rends. Typically, SWOTT is applied to organizations, but it is just as applicable using a personal perspective. In this section, the executive officers will initiate a personal SWOTT analysis as part of the PDP.

The SWOTT Analysis Matrix can be immensely powerful when applied to self. Now that the executive officers have gained further insights about themselves during this unit, they are able to apply what they have learned to the SWOTT analysis. The SWOTT analysis will give them a clear picture of where they currently stand and how to proceed.

Familiarize yourself with the basic concept of the SWOTT model. (Strengths and weakness are typically internal, and opportunities and threats are external. Trends cross over boundaries and may show shared pitfalls or advantages.)

There is a two-part activity in this section. Part 1 was to be assigned as an evening activity and then brought to class now for use in Part 2.

The SWOTT model was created by Albert Humphrey of the Stanford Research Institute during the 1960s. It was originally intended to help corporations identify why their planning efforts seemed to consistently fail. Since the original effort, the SWOTT model has found almost universal application in all walks of life and business.

		Positive	**Negative**
Trends	**Internal**	**Strengths**	**Weaknesses**
	External	**Opportunities**	**Threats**
		Trends	

Strengths: These are the areas where you have an advantage or are considered your assets (i.e., talents, skill sets, capabilities, etc.).

Weaknesses: These are the areas that you need improvement on or there are other people who can do these tasks better than you.

Opportunities: These are the possibilities that can be realized, or where your talents, skills, and capabilities can flourish, which leads to the achievement of your dreams, goals, and ambitions.

Threats: These are the things that prevent or keep you from achieving your dreams and goals.

Trends: These are insights into similarities, or links, that may exist across boundaries. Trends may allow opportunity to avoid pitfalls or gain advantages.

XVII. Introduction to Activity 7.7

Activity 7.7: Personal Strengths, Weaknesses, Opportunities, Threats, Trends Analysis is a two-part activity. Part 1 should have been previously assigned as an evening activity and brought to this session.

This activity supports the executives' continued effort at building a comprehensive PDP.

For some executives, this will be completely new territory, and they should expect some emotional changes on both ends of the spectrum (happy, reflective, sad, angry, etc.).

If approached by the executive with an open mind, the personal SWOTT analysis will serve as a cumulative assessment. Using all the previous assessments and personal journal entries as guides, the executive should be able to complete this activity with depth and awareness.

The approach to this personal SWOTT analysis is the exercise of leadership for self with an emphasis on becoming safe, healthy, prepared, and resilient.

Activity 7.7

Individual Activity Estimated Time: 60 minutes

Activity Purpose

Allow the executive to conduct a personal analysis utilizing the SWOTT model in the context of personal leadership and personal aspired state. The activity serves as a cumulative reflective activity for all previous course assessments and personal reflections.

Required Materials

Personal SWOTT Analysis Matrix

Activity Directions

1. The executives will locate the Personal SWOTT Analysis Matrix.

2. Using the matrix and results from previous course personal assessments and personal journal entries to date, the executive is to complete a personal SWOTT analysis from the perspective of the exercise of leadership for self toward being safe, healthy, prepared, and resilient.

3. The executives will write their initial responses on a separate piece of paper or in their journal. In Part 2, this will be used in an analysis trade like Activity 4.4: A Walkabout.

Personal SWOTT Analysis Matrix

TRENDS	**STRENGTHS** 1. What do you do best? 2. What are your positive traits? 3. What advantages do you have (education, skills, networks, etc.)? 4. What resources do you have? 5. What is your greatest achievement? 6. What values do you have that may help you reach your goals? 7. What do other people see as your strengths?	**WEAKNESSES** 1. What tasks do you avoid doing because of a lack of confidence? 2. What personality traits may be holding you back in your life? 3. What disadvantages do you have? 4. What fears do you have that may be holding you back? 5. What are your negative habits or traits? 6. What resources are you lacking? 7. In what areas do you need more training or education?
TRENDS	**OPPORTUNITIES** 1. How can you turn your strengths into opportunities? 2. How can you turn your weaknesses into opportunities? 3. Is there a need in your life that no one is meeting? 4. What could you do today that is not being done? 5. How is your life changing? How can you take advantage of those changes? 6. What new technology may help you meet your goals? 7. Do you have confidants who could help you?	**THREATS** 1. What obstacles do you face? 2. Could any of your weaknesses prevent you from succeeding? 3. Do any of your strengths hold you back? 4. Is your life, health, etc., changing? 5. Do you have any obligations (work or otherwise) that may limit your personal development? 6. Are you competing with others for what you want? 7. Are there changes in your life or in methods, technology, etc., that could threaten your success?
	TRENDS	

Opportunity—Strength strategies

Obvious, natural forte where you can use your strengths to exploit opportunities.

Threat—Strength strategies

Easy to defend; where you want to exploit your strengths to wipe out threats.

Opportunity—Weakness strategies

Potentially attractive options with which you want to overcome your weaknesses to exploit new opportunities.

Threat—Weakness strategies

Your personal, very high risk where you want to apply a defensive strategy to prevent threats from turning up because of your weaknesses.

Trends—Pitfalls—Advantages

Your insights into similarities, or links, that may exist across boundaries. Trends may allow opportunity to avoid pitfalls or gain advantages.

Summary

Part 1 of the personal SWOTT analysis is a powerful tool for personal strategic planning. This was the opportunity to start gaining clarity of self in the context of the exercise of leadership for self. Self-clarity will assist the executive in becoming safe, healthy, prepared, and resilient.

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Activity 7.8

Individual/Pairs Activity Estimated Time: 60 minutes

Activity Purpose

Provide executives further insight about how to leverage their personal SWOTT analysis by having an outside perspective.

Required Materials

- completed SWOTT analysis
- blank sheet of paper or journal

Activity Directions

1. The executive officers will pair up with another class member for which they will share their personal SWOTT analysis. It is suggested that they trade with their partner from Activity 4.4, but it is not required.

2. The executives will go on a second walkabout. Each executive will share an overview of their SWOTT analysis with their partner. The partner is to listen to the analysis overview and utilize a Socratic approach to help their partner gain even deeper clarity. In this part, the why and how questions are critical.

3. The executives are encouraged to take notes on the feedback that they receive. This initial personal SWOTT analysis and feedback will serve as the foundation for submission of an addendum to the PDP.

Activity Action Questions

- Strengths—Opportunities actions
  - How can we use our strengths to leverage opportunities?
  - What new strengths will this opportunity give us?
- Strengths—Threats actions
  - How can our strengths counteract or minimize threats?
  - What new strengths do we need to build in order to counter these threats?
- Weaknesses—Opportunities actions
  - How can we reduce or eliminate our weaknesses by leveraging these opportunities?
  - What weaknesses could this opportunity introduce?
- Weaknesses—Threats actions
  - How can we reduce our weaknesses when dealing with these threats?
  - What weaknesses must we strengthen to reduce these threats?
  - Why would it be helpful to consider the principles of the personal SWOTT model to monitor or modify awareness of life/work balance?
  - How helpful are the principles defined by the personal SWOTT model in providing new insights into the things you consider important?
  - What challenges do you perceive you will face in your effort to operationalize the needs identified within these personal SWOTT analyses?

Summary

The personal SWOTT analysis activity is a significant contribution to the overall growth and continuation of a PDP. The activity is easily utilized outside the EFO Program for many elements of life. The foundation of the SWOTT analysis will be utilized in future elements of the EFO Program.

The key to this process is the executive's commitment to continuously assess their SWOTT. The SWOTT process is not unlike the application of a continual mindset of situational awareness.

Personal Journal Prompt (optional outside class individual activity)

Have the executive officers consider these journal prompts for their after-class reflections:

- What is the biggest personal lesson I have learned through this SWOTT activity?
- What am I willing to do to operationalize this analysis?

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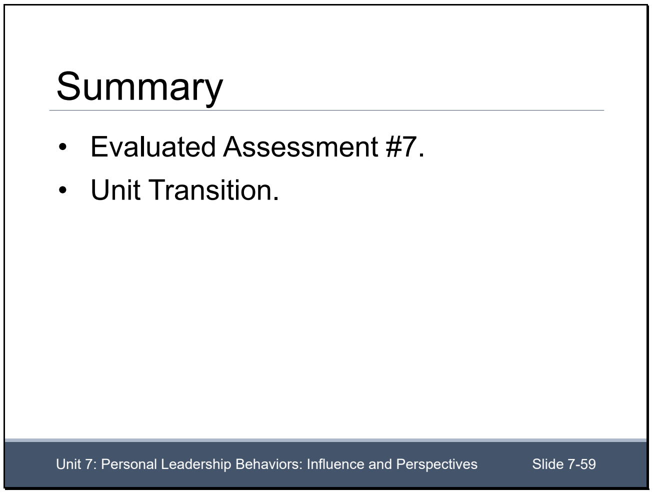
XVIII. Summary



This unit has been an extensive exploration of various elements of personal development and assessment. It is not intended to be inclusive but rather to be a surface scratch on the opportunity to explore and grow.

Human beings by our very nature have biases that limit our perspectives. These limitations often lead to rash or snap judgments which in turn affect our relationships with others. The section on bias presented you with an opportunity to begin exploring these limitations and, in support of Socrates, begin examining your life. Maintaining a conscious awareness of our known blinders and being open to the possibility of blinders not known to us is a critical step towards exercising leadership for self.

We went into detail about the personality traits of an executive officer and gave them the opportunity to explain their current status related to many indicators.

The concepts of strategic risk tolerance, risk aversion, and risk appetite are necessary components of civil budgeting and finance. Exposure to and understanding of these components will assist the executive in effectively assessing and navigating across multiple environments and strategies.

Is vulnerability a strength or a weakness? How you use the idea and acceptance of vulnerability is key to your success. The section on vulnerability highlighted that, left without reflection and action, vulnerability becomes a weakness. Acceptance leads to growth, and growth leads to success. Vulnerability has been shown here to be just another challenge; face it, act upon it, and move on.

Creating resilient communities is one of the program outcomes for the EFO Program. To ensure that our communities are resilient, it is imperative that executive officers are resilient. In this section we explored the concept of resilience. We gave the executives simple tools to explore their own level of resilience and to help them become more resilient in the future. A look into the value of HardiAttitudes as a component of resiliency brought to the forefront the importance of the executives' affective perspectives in the exercise of leadership.

Understanding self is key to effective exercise of leadership for self and others. As Socrates reminds us, the unexamined life is not of value. Examination of self is a difficult task at times, and the results may be different than what we perceive. To take what we learn about self as a means to move to an aspired state of self is very often hard work.

The personal SWOTT activity provided an initial opportunity to go deeper into the executive officers' areas of SWOTT. As a building block within a PDP, the SWOTT walkabout also provided meaningful exchange of perspectives, challenges, and new ideas.

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Exercise of Executive Leadership: Self

Unit 8: Mentoring and Coaching for Personal Success

Student Manual

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Unit Learning Outcome (LO)

8.0 The executive officer will be able to devise a strategic plan for a developmental relationship for personal and professional success.

Unit Objectives

8.1 Appraise the construct of mentoring/coaching as either art or science.
8.2 Compare and contrast the roles of a coach and a mentor.
8.3 Summarize mentoring capabilities and readiness as facets of developmental relationships.
8.4 Examine key factors of a successful developmental relationship.
8.5 Construct components of a plan to operationalize a developmental relationship.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Devise a strategic plan for a developmental relationship for personal and professional success.	Evaluated Assessment #8

Objectives	Course Component	Evaluation Method
Appraise the construct of mentoring/coaching as either art or science.	Lecture/Discussion	Large Group Discussion
Compare and contrast the roles of a coach and a mentor.	Lecture/Discussion	Large Group Discussion
Summarize mentoring capabilities and readiness as facets of developmental relationships.	Lecture/Discussion	Large Group Discussion
Examine key factors of a successful developmental relationship.	Lecture/Discussion	Large Group Discussion
Construct components of a plan to operationalize a developmental relationship.	Lecture/Discussion/ Activity 8.1	Activity 8.1

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture, discussion, and small group activities.

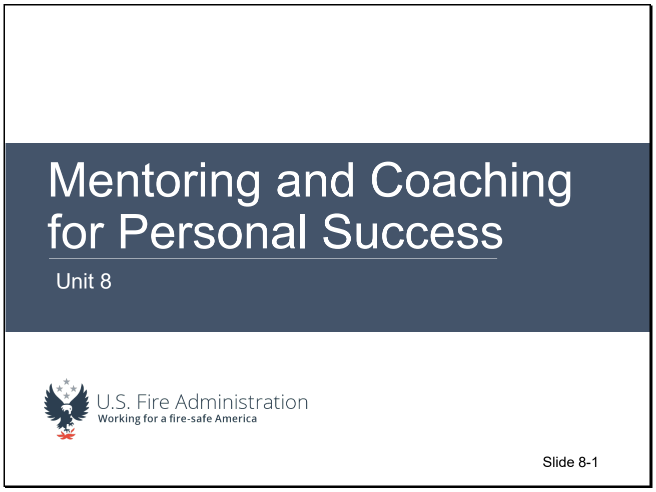
(Total Time: 2 hr., 50 min.)

170 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 8-7
25 min.	I.	Mentoring/Coaching: Fact or Fiction? Art or Science?	SM 8-10
30 min.	II.	To Mentor or To Coach	SM 8-11
40 min.	III.	Mentoring Capabilities and Readiness	SM 8-12
5 min.	IV.	Introduction to Activity 8.1	SM 8-13
60 min.	Small/Large Group Activity 8.1	Mentoring/Coaching for Success	SM 8-15
5 min.	V.	Summary	SM 8-17
	References		SM 8-19

Audiovisuals

Slides 8-1 to 8-10

Video: *“No One is Talking to the Mentees | Victoria Black | TEDxTexasStateUniversity”*

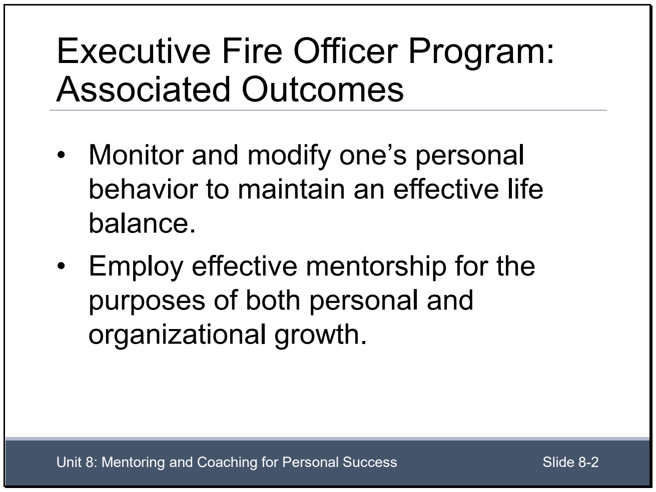


This unit provides an opportunity to explore the concepts of mentoring and coaching from the perspectives of both mentor and mentee, or protégé. The concepts, while similar in some respects, differ in many others. Exploration of concepts, process, characteristics, and activities of relationship development for growth are essential to executive success.

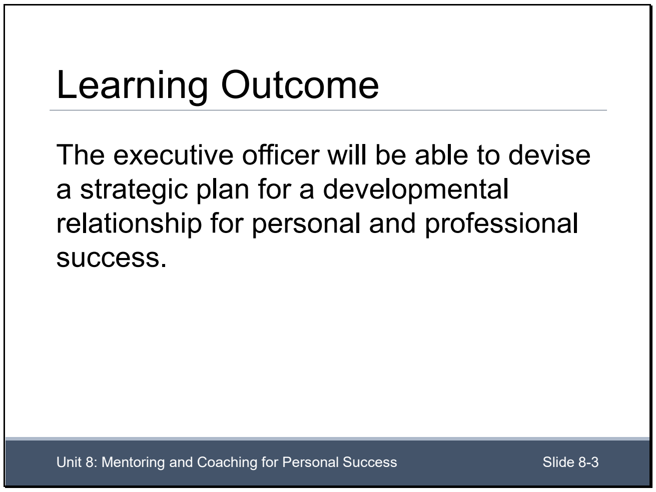
Mentoring and coaching relationships have served as an essential part of leadership development for centuries. Understanding the difference between coaching and mentoring ensures that the executive officer can connect with the right people at the right time, in order to acquire the right framework to facilitate greater professional and personal success.

The use of mentoring and coaching as development tools must be considered in a holistic manner if the process is to be successful. To this context, the executive must consider the advantages of a personal mentor and coach for life matters, as well as the advantages in professional development.

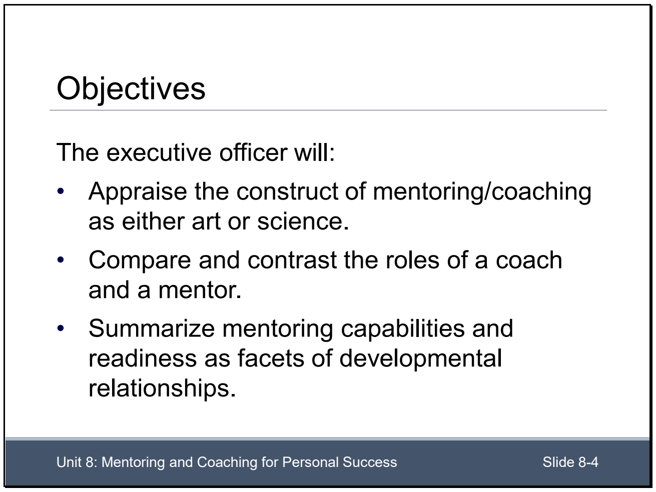
The processes of life/work balance and their related activities are considerably enhanced both personally and professionally when the executive acts upon the opportunities presented in developmental relationships such as with a mentor and/or coach. The walkabout activities within this course provide a glimpse into the value of sharing relationships as a means to developing the whole.

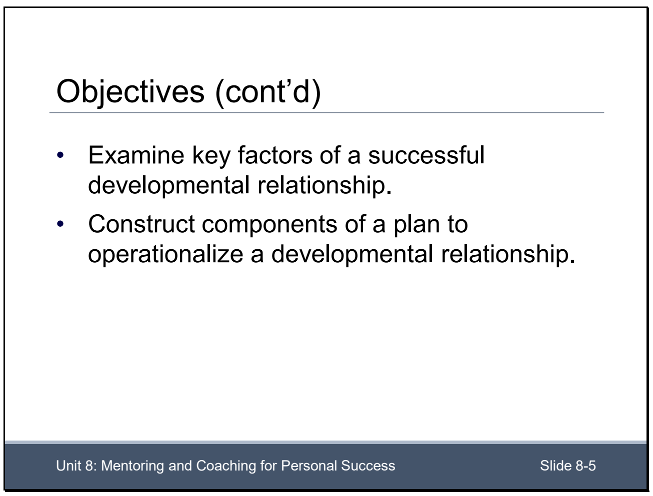


- Monitor and modify one’s personal behavior to maintain an effective life balance.
- Employ effective mentorship for the purposes of both personal and organizational growth.



8.0 The executive officer will be able to devise a strategic plan for a developmental relationship for personal and professional success.





The executive officer will:

8.1 Appraise the construct of mentoring/coaching as either art or science.

8.2 Compare and contrast the roles of a coach and a mentor.

8.3 Summarize mentoring capabilities and readiness as facets of developmental relationships.

8.4 Examine key factors of a successful developmental relationship.

8.5 Construct components of a plan to operationalize a developmental relationship.

The below citation from The Open University course, *Exploring Career Mentoring and Coaching*, Unit 4: Understanding Mentoring, serves as an overview of the history of mentoring. As noted, the historical nature of mentoring is centered on trusted relationships leading to guidance, support, and development.

It is widely cited that the concept of mentoring originated with the character of Mentor in Homer's *Odyssey*. In this Ancient Greek epic poem, dating back around 3,000 years, Odysseus entrusts his young son Telemachus to the care of Mentor, his trusted companion, when he goes to fight in the Trojan War. Unexpectedly, he is away for decades and during that time Mentor nurtures and supports the boy.

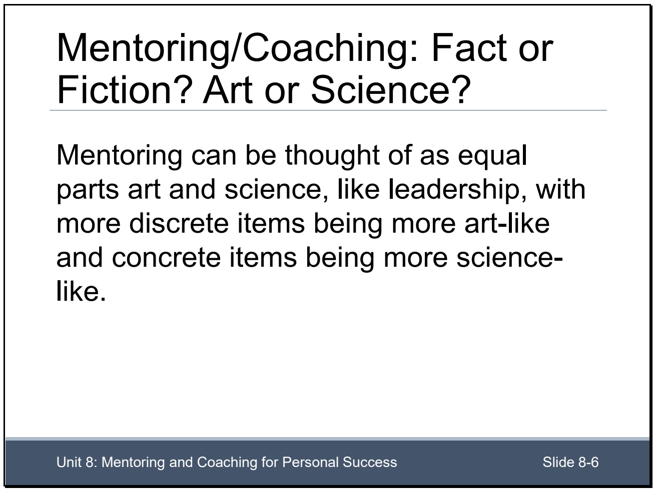
Roberts (1999) argues that Homer does not give Mentor characteristics that we would associate with mentoring, describing him simply as an old friend of Odysseus. Instead, he proposes that a French author, Francois Fenelon, is responsible for this popular view of Mentor. He developed the character in his 1699 novel *Les Adventures de Telemaque*, referring to Mentor as a "guide and instructor" and "another father."

McKimm et al. make a historical link to the Middle Ages when they explain that mentoring "became common practice in the time of the guilds and trade apprenticeships when young people, having acquired technical skills, often benefited from the patronage of more experienced and established professionals" (2007, p. 2).

In the 1970s, business people and researchers started to recognize "the vital role mentors play in the development of corporation executives" (Roche, 1979).

From the 1970s onwards, mentoring has been increasingly used in the workplace—traditionally to help a junior member of staff to progress.

I. Mentoring/Coaching: Fact or Fiction? Art or Science?



The concept of mentoring as a means of an effective personal and professional development is very much in the realm of the question: Is leadership an art or is it a science?

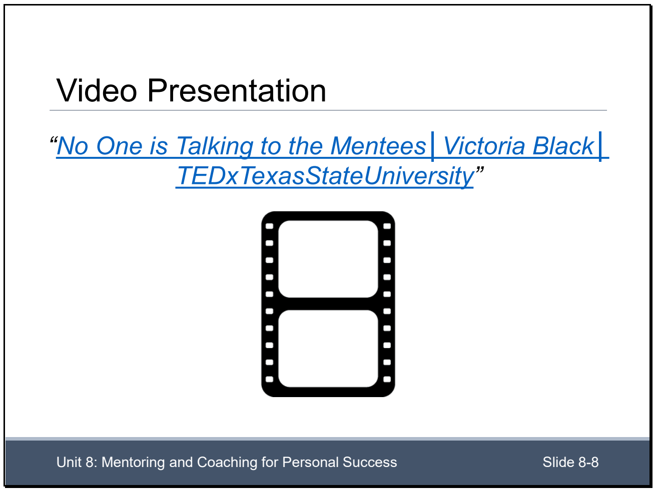
Some believe coaching and mentoring are essential to effective personal and organizational growth.

From a different perspective, Boak and Crabbe in their article “Experiences That Develop Leadership Capabilities” concluded: “Controlled interventions such as coaching/mentoring, appraisal feedback and temporary new responsibilities were awarded relatively low ratings” (2019).

II. To Mentor or To Coach

In simplified terms for purposes of this unit, mentoring is construed to have a strategic focus while coaching is tactical in nature.

III. Mentoring Capabilities and Readiness



The process of mentoring or coaching requires a mutual relationship and a willingness on both sides to participate.

A key to the developmental relationship is the foundational readiness of the mentor or coach to function in that capacity and the “mentorability” of the protégé.

Victoria Black, M.Ed., is the director for PACE Mentoring at Texas State University. In a TED Talk, she raises the idea that the success in a developmental relationship such as mentoring is strongly dependent on the mentorability of the mentee.

IV. Introduction to Activity 8.1

Activity 8.1: Mentoring/Coaching for Success provides the opportunity for the executives to consider a planned approach to developmental relationships, whether at the coaching or mentoring level. This activity utilizes the text *Seven Keys to Successful Mentoring* as the structure for a small group process followed by a large group debrief.

The activity also concludes this unit and provides guidance for the executives' continued reflection and building of a Personal Development Plan (PDP).

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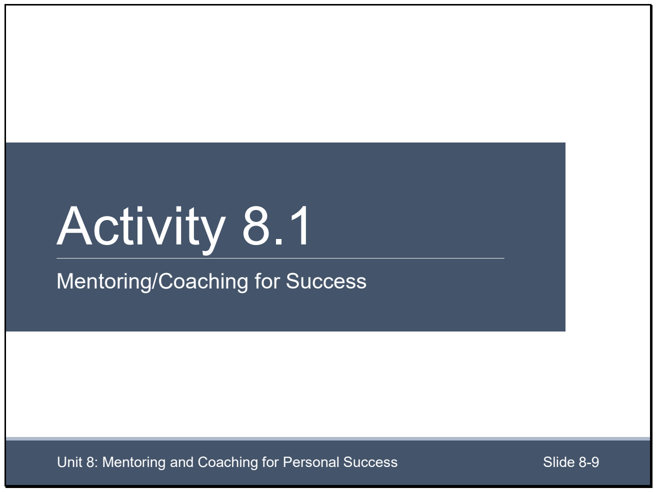
Activity 8.1



Small/Large Group Activity Estimated Time: 60 minutes

Activity Purpose

Guide the executives toward operationalizing the process of mentoring and coaching.

Required Materials

- chart paper
- markers
- Hart, E. W. (2015). *Seven keys to successful mentoring*. Center for Creative Leadership.

Activity Directions

1. The instructor will form the executives into seven groups.

2. The instructor will assign each group one of the seven keys found on page 5 of *Seven Keys to Successful Mentoring*.

3. The instructor will direct each group to review the pages of the text related to the group's assigned key.

4. Using the text content on the key and a small group dialogue, the instructor will prepare a brief presentation for the cohort on the idea for operationalizing the key from the perspective of mentor/coach. The instructor will use the following to prompt dialogue and guide the presentation:

   a. What are the more significant personal adaptive challenges that could arise in moving forward with this key?

   b. What operational goals (milestones) might be useful to determine your effectiveness or success with this key?

   c. What may be trigger points to either increase or decrease the developmental influence within this key area?

   d. What may be areas of personal vulnerability or risk with initiating this key?

5. The instructor will direct each group to have a representative make a report out on the small group's conclusions.

Summary

Like all other plans for personal and/or professional development, there will always be key factors that will lead to success or failure. The focus on the *Seven Keys to Successful Mentoring* provides a functional framework for establishing a plan for success. A factor for use of the seven keys is to also reverse the perspective and consider it from your own needs as a mentee.

Personal Journal Prompt (optional outside class individual activity)

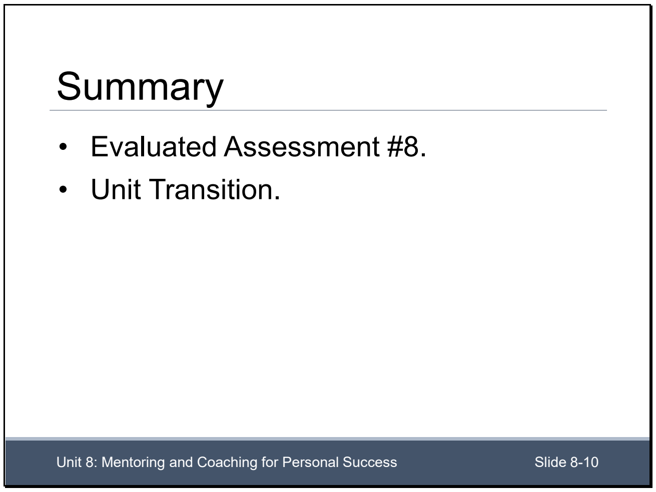
Have the executive officers consider these journal prompts for their after-class reflections:

- What is my most significant personal attribute that I am willing to bring into a developmental relationship?

- What is my most vulnerable point in initiating a developmental relationship?

- What am I willing to do in order to have a successful developmental relationship?

V. Summary



Developmental relationships are key factors in the success of many executives. These relationships are both from the position of a mentee as well as from being the mentor or coach. Whether in a mentor or coaching relationship, trust is a key factor. Both actors must be in the mindset of readiness and willing to commit to the process to include allowing oneself to be vulnerable and to give as much as to take.

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References

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Exercise of Executive Leadership: Self

Unit 9: Leading Self Ethically

Student Manual

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Unit Learning Outcome (LO)

9.0 The executive officer will be able to express the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.

Unit Objectives

9.1 Infer the meaning of ethics, morals, moral reasoning, bounded ethicality, and principles.
9.2 Deduce levels of moral development.
9.3 Justify decisions made by the actors in the case, given case studies.
9.4 Compare personal results of the Ethical Leadership Style Questionnaire (ELSQ) to defined ethical perspective.
9.5 Examine components that may permit or prevent the dark side of leadership.
9.6 Weigh the constructs of moral awareness, decision-making, intent, and action in the exercise of leadership.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Express the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.	Evaluation Assessment #9

Objectives	Course Component	Evaluation Method
Infer the meaning of ethics, morals, moral reasoning, bounded ethicality, and principles.	Lecture/Discussion	Large Group Discussion
Deduce levels of moral development.	Lecture/Discussion/ Case Studies	Activity 9.1
Justify decisions made by the actors in the case, given case studies.	Lecture/Discussion/ Self-Assessment	Personal Assessment (ELSQ)
Compare personal results of the Ethical Leadership Style Questionnaire (ELSQ) to defined ethical perspective.	Lecture/Discussion/Activity	Activity 9.2
Examine components that may permit or prevent the dark side of leadership.	Lecture/Discussion/Video	Video Analysis/ Large Group Discussion

Weigh the constructs of moral awareness, decision-making, intent, and action in the exercise of leadership.	Lecture/Discussion/ Video/Case Studies	Activity 9.3

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LO through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture, discussion, and small/large group activities.

(Total Time: 6 hr., 35 min.)

395 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 9-7
55 min.	I.	Foundations of Ethics	SM 9-9
5 min.	II.	Introduction to Activity 9.1	SM 9-10
40 min.	Small/Large Group Activity 9.1		
		Levels of Moral Development	SM 9-11
25 min.	III.	Personal Leadership Style	SM 9-13
5 min.	IV.	Introduction to Activity 9.2	SM 9-14
40 min.	Small/Large Group Activity 9.2		
		The Dark Side of Leadership	SM 9-15
90 min.	V.	Ethics Unwrapped: Video Presentations	SM 9-17
5 min.	VI.	Introduction to Activity 9.3	SM 9-21
120 min.	Small/Large Group Activity 9.3		
		Ethics Unwrapped: Case Studies	SM 9-23
5 min.	VII.	Summary	SM 9-25
	References		SM 9-27
	Appendix		
		Case Studies	SM 9-29

Audiovisuals

Slides 9-1 to 9-16

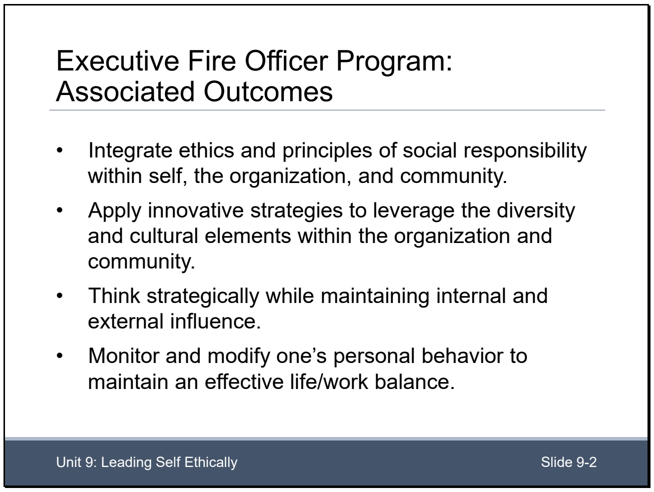
Videos: *“Being Your Best Self, Part 1: Moral Awareness | Concepts Unwrapped”*
“Being Your Best Self, Part 2: Moral Decision Making | Concepts Unwrapped”
“Being Your Best Self, Part 3: Moral Intent | Concepts Unwrapped”
“Being Your Best Self, Part 4: Moral Action | Concepts Unwrapped”

This unit brings a focus to concepts and theories associated with leadership ethics. Within the unit, consideration is given to looking at the foundational theories of ethics, the dark side of leadership, basic principles of ethical leadership, and personal ethical leadership style.

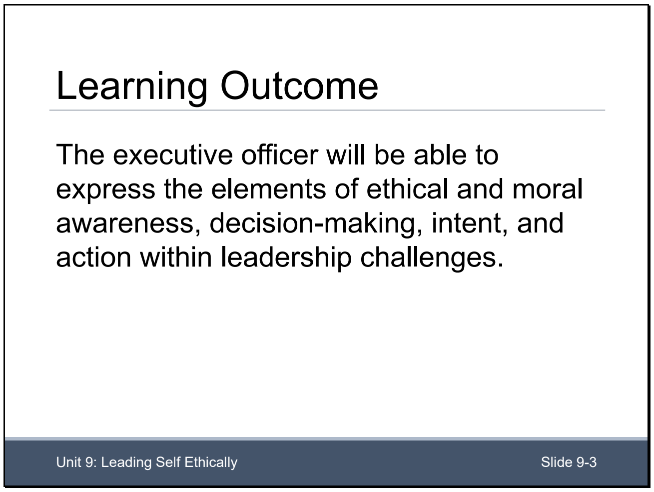
By its very nature, everyday life presents challenges and opportunities. Within these moments, decisions must be made. Ethics is really about decision-making. One is often judged as being ethical or moral, or perhaps not, based upon the decisions that they make and act upon.

Ethical crises are part and parcel of the executive officer's experience. Conscious, critical examination of personal predispositions and professional expectations is warranted. Increasing familiarity with each allows the executive officers to move forward in greater awareness of both self and professional mandates.

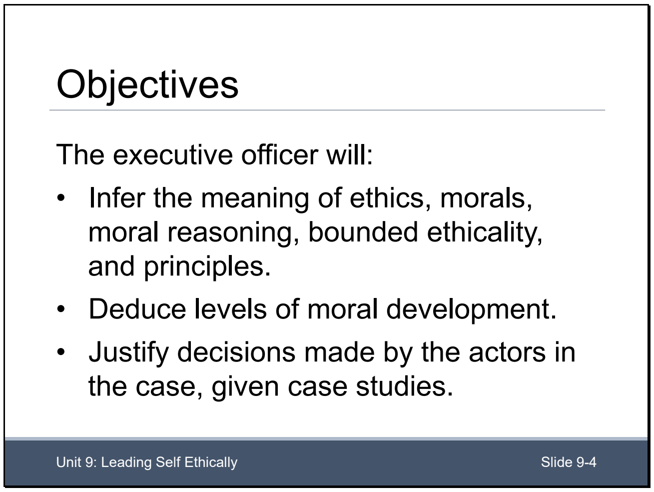
A grounded personal philosophy of leadership must be developed around an understanding of personal intent, purpose, and why. An understanding of personal ethical style and influences that may impact personal decisions is critical to the continued development of self for the exercise of leadership with clean intent.

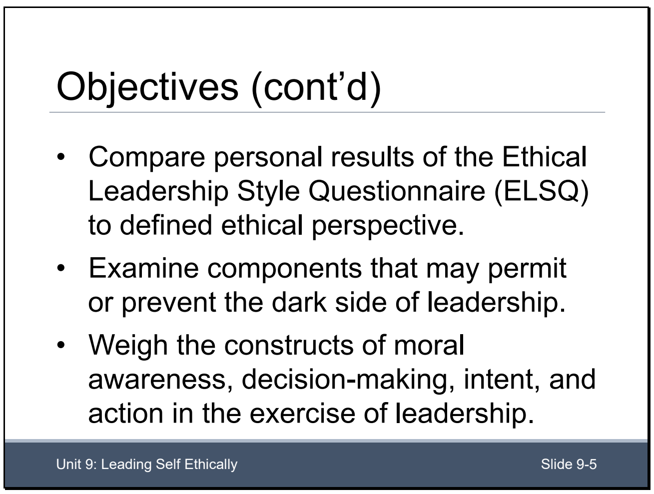


- Integrate ethics and principles of social responsibility within self, the organization, and community.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.
- Think strategically while maintaining internal and external influence.
- Monitor and modify one’s personal behavior to maintain an effective life/work balance.



9.0 The executive officer will be able to express the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.





The executive officer will:

9.1 Infer the meaning of ethics, morals, moral reasoning, bounded ethicality, and principles.

9.2 Deduce levels of moral development.

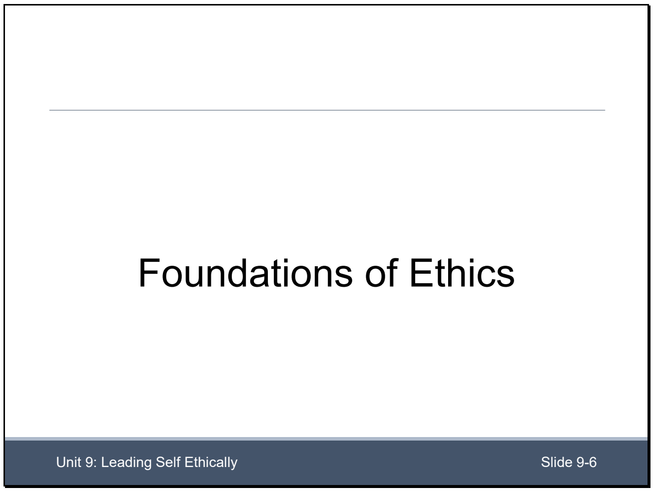
9.3 Justify decisions made by the actors in the case, given case studies.

9.4 Compare personal results of the Ethical Leadership Style Questionnaire (ELSQ) to defined ethical perspective.

9.5 Examine components that may permit or prevent the dark side of leadership.

9.6 Weigh the constructs of moral awareness, decision-making, intent, and action in the exercise of leadership.

I. Foundations of Ethics



II. Introduction to Activity 9.1

The following activities are focused on examining leadership ethics as presented within Chapter 15 of the Northouse text, *Leadership: Theory and Practice*. The executives were assigned this chapter during the pre-course. These two activities highlight processes of moral development and ethical theories.

Activity 9.1: Levels of Moral Development allows the executives to combine the concepts of Lawrence Kohlberg's stages of moral development, as found in Table 15.1 of the Northouse text (p. 424), to contemporary examples of the application of the stages from the perspective of the exercise of leadership for self.

This activity supports the executives' continued opportunities to consider their own development stages and provides opportunity for deeper reflection.

Pages 423–425 in the Northouse text should be reviewed prior to this activity.

Activity 9.1

Small/Large Group Activity Estimated Time: 40 minutes

Activity Purpose

Provide the executive the opportunity to combine Kohlberg's levels and stages of moral development to contemporary observations of the exercise of leadership for self.

Required Materials

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.

Activity Directions

1. The instructor will divide the executives into six groups.

2. The groups will refer to Northouse's *Leadership Theory and Practice* and Table 15.1: Kohlberg's Stages of Moral Development (p. 424).

3. The instructor will assign each group one of the stages of moral development illustrated in Table 15.1. The group members will review the additional information on each stage under their corresponding levels.

4. After review, each group is to conduct a small group dialogue on their specific stage and determine a contemporary example from the perspective of a person(s) who has exercised leadership for self.

5. Each small group will select a representative to present their stage and provide details on how their example is an illustration of the assigned stage.

Summary

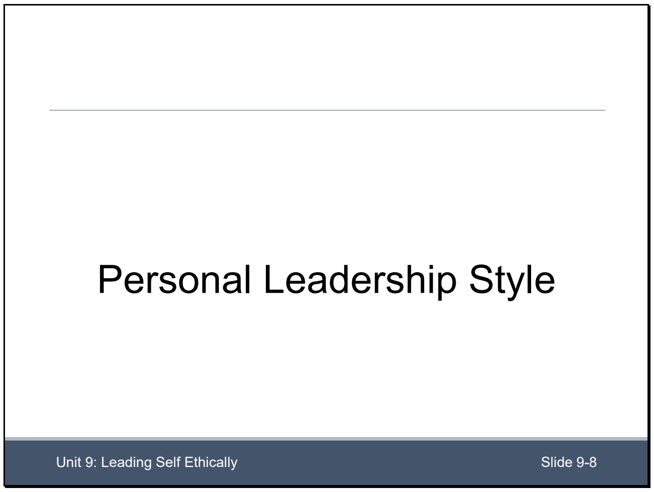
Exploring Kohlberg's concepts of the stages of moral development aids the executives in their own personal exploration of bandwidth and competencies. Recognition of these stages and the premise from which they exist may assist the executives when facing an ethical decision.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- Is my ethical style consistent with my implicit values?
- What am I willing to do to ensure consistency of my actions with my values?

III. Personal Leadership Style



Direct the students to the ELSQ on p. 453 in Northouse's *Leadership: Theory and Practice*.

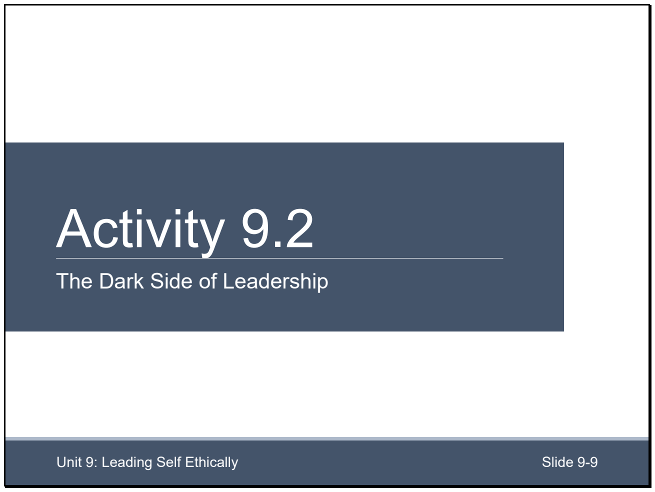
IV. Introduction to Activity 9.2

Activity 9.2: The Dark Side of Leadership provides an opportunity to consider that the actions of authority figures and others may not always be with good intent.

Pages 431–436 in *Leadership: Theory and Practice* should be reviewed prior to this activity.

This activity may lead to dialogue on prominent figures in history for which debate exists as to whether they were exercising leadership or not. Examples of this often include historical figures such as Adolf Hitler, Jim Jones, and David Koresh.

Activity 9.2



Small/Large Group Activity Estimated Time: 40 minutes

Activity Purpose

Examine the less positive side of an authority figure attempting to exercise leadership, the permitting influences or environment, and methods to prevent development or sustainment of the dark side of leadership.

Required Materials

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.

Activity Directions

1. The instructor will divide the executives into four groups.

2. The groups will refer to The Dark Side of Leadership (pp. 431–433) and Figure 15.2: *The Toxic Triangle* (p. 432) in the Northouse textbook.

3. The instructor will assign to each group one of the following elements of the toxic triangle:

   a. Destructive leaders.
   b. Susceptible followers (conformers).
   c. Susceptible followers (colluders).
   d. Conducive environments.

4. Each group will conduct a small group dialogue on their specific element and determine a contemporary example, event, and person(s) of their element. From the example:

    a. Describe what influences may have been presented to allow the element to exist.

    b. Describe what preventative measures one might take to prevent the element from coming into existence or preventing it from being sustained.

5. Each small group will select a representative to present their element and provide details on how their example is an illustration of the assigned element.

Summary

This activity has provided an opportunity to consider that not all actions conducted under a perceived leadership umbrella are done with clean intent. Consideration of the elements of the toxic triangle have provided the executives insights into characteristics and behaviors that may be harmful to both self and others. This awareness now serves as an opportunity for greater reflection in the development of a personal philosophy of leadership.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- Where have I found myself facing the dark side of leadership?
- What might have been my role, either implicitly or explicitly, in creating an environment that allowed a dark side of leadership to prosper?
- What actions am I willing to take to prevent my engagement in the dark side of leadership?

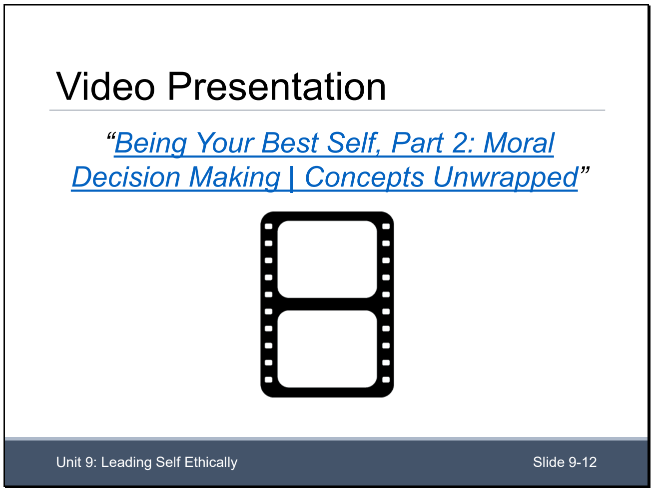
V. Ethics Unwrapped: Video Presentations

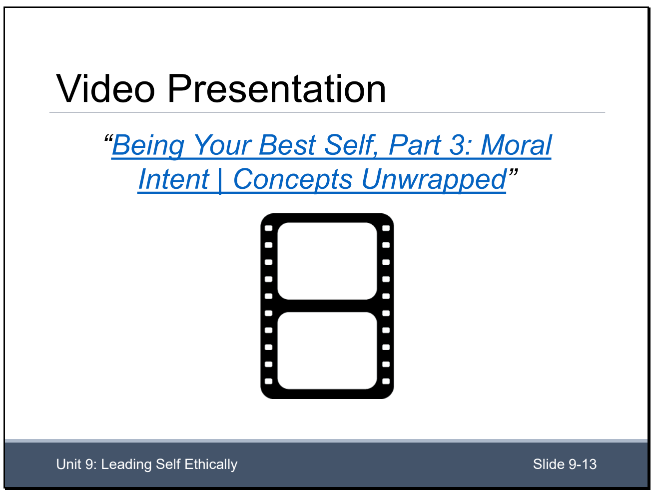
Ethics Unwrapped

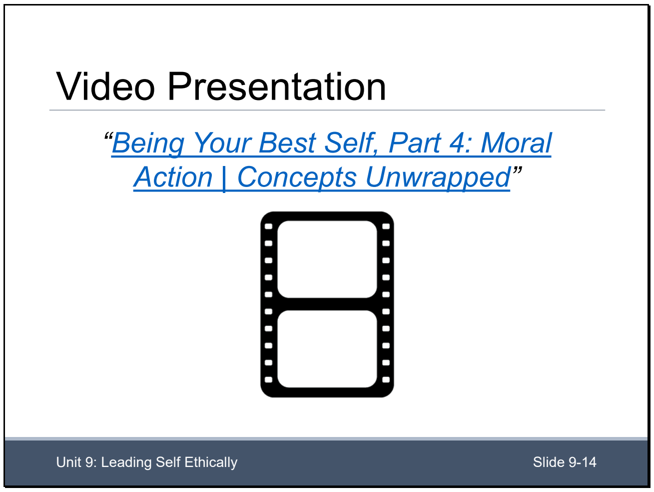
- Moral awareness.
- Moral decision-making.
- Moral intent.
- Moral action.

Video Presentation

"Being Your Best Self, Part 1: Moral Awareness | Concepts Unwrapped"


Video Presentation
"Being Your Best Self, Part 2: Moral Decision Making | Concepts Unwrapped"
Unit 9: Leading Self Ethically
Slide 9-12


Video Presentation
"Being Your Best Self, Part 3: Moral Intent | Concepts Unwrapped"
Unit 9: Leading Self Ethically
Slide 9-13



This section uses content from the Center for Leadership and Ethics at the McCombs School of Business at the University of Texas at Austin.

Ethics Unwrapped is a program from the Center for Leadership and Ethics, made possible by contributions from the Bob and Ann Pratt Endowment, the Teagle Foundation, the provost's office at the University of Texas at Austin, and the dean's office at the McCombs School of Business.

> The Center for Leadership and Ethics at the MCombs School of Business is preparing leaders for an increasingly chaotic, dynamic, and rapid-paced business environment. Through cutting-edge research and innovative content, we generate transformative insights and life-changing educational experiences so that every student, corporate partner, and leader has an improved capacity to lead, leveraging their unique voice to make a positive impact on society, their organization and the people around them. (McCombs School of Business, 2020)

A specific program within the Center for Leadership and Ethics is titled Ethics Unwrapped. This program provides a multitude of resources to support ethics and ethical leadership development.

Ethics Unwrapped presents the latest research and top experts with creative zing to make learning ethics easy, memorable, and fun.

> We emphasize the practical application of behavioral ethics to provide the next generation of leaders with the tools they need to act with integrity. Unlike traditional philosophy, behavioral ethics draws on research from fields such as psychology, neuroscience, and behavioral economics to reveal the biases and pressures that cause people to make the ethical (and unethical) decisions that they do in everyday life. (Ethics Unwrapped, 2020b)

This section encompasses the use of four video resources and related dialogue prompts from the Ethics Unwrapped program. Each video is short in duration and will focus on one of the following topics:

- moral awareness
- moral decision-making
- moral intent
- moral action

While the videos are not specific to fire and emergency medical services (EMS) scenarios, they are related to the choices and dilemmas people face and are therefore applicable across all disciplines and walks of life.

The following videos/case studies are provided by Ethics Unwrapped and are free educational resources from The University of Texas at Austin. (https://ethicsunwrapped.utexas.edu/)

VI. Introduction to Activity 9.3

Activity 9.3: Ethics Unwrapped: Case Studies builds on the videos and dialogue presented above. The activity allows the executive officers to more deeply delve into the subject of ethical decision-making in real case examples.

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Activity 9.3

Small/Large Group Activity Estimated Time: 120 minutes

Activity Purpose

Give the executive officers the opportunity to directly interact with the subject at hand. Many of the case studies provided are deeply complex and engaging.

Required Materials

Case studies (Student Activity Manual)

Activity Directions

1. The instructor will divide the class into small groups of three or four members.

2. The instructor will provide each group with a case study to review.

3. The small groups will have 30 minutes to dialogue on the case using the questions provided and develop a summary of the case and the group's conclusions to the case questions.

4. Each small group will conduct a 10- to 15-minute debrief with the larger group by providing a summary of the case and the group's conclusions and taking questions from the class.

Summary

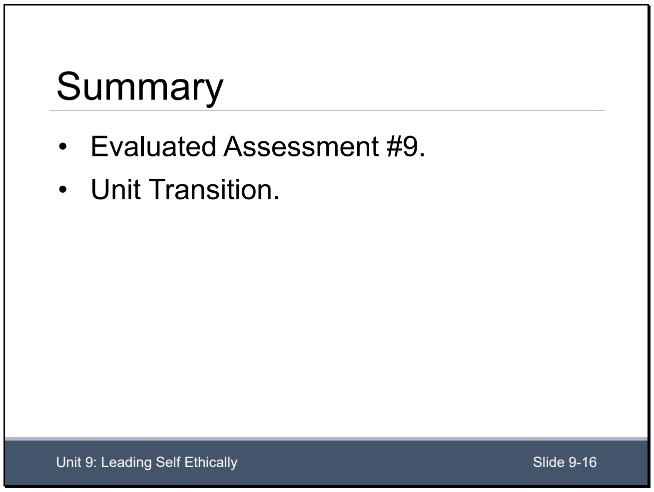
Studying examples of questionable ethical behavior gives the executive officers the opportunity to critically evaluate real situations in context. The more experience the executive officers have with these kinds of theoretical instances and cognitive dissonance, the more likely the subject of ethics and its subtle detail will be retained and transferred into their day-to-day awareness.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- If asked to write a personal case study of an ethical dilemma, what would it be?
- If I had an opportunity to modify my actions in this case study, what would I change and why?

VII. Summary



Ethics and the conduct of ethical leadership is often found to be a complex system of many facets of an individual’s personal and professional life. This unit examined foundational elements of ethics, stages of moral development, personal ethical styles, and basic concepts of moral behavior and then considered the real actions of individuals and organizations through various case studies.

This unit intended to stretch the executive officers’ muscles related to ethics and the complexities within. In a leadership role, the executive officer bears the burden of additional responsibilities for identifying and responding in ethical dilemmas and breaches.

The executive officers must maintain a vigilance toward their own thoughts and behaviors to ensure that they are consistent with their personal values as well as those of the organization and community. Remaining anchored and managing hungers will assist the executive when facing tough ethical decisions.

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University of Texas at Austin. (2020a). *Concepts unwrapped: Being your best self, part 1: Moral awareness* [Video]. Ethics Unwrapped. https://ethicsunwrapped.utexas.edu/video/best-self-part-1-moral-awareness

University of Texas at Austin. (2020b). *Concepts unwrapped: Being your best self, part 2: Moral decision making* [Video]. Ethics Unwrapped. https://ethicsunwrapped.utexas.edu/video/best-self-part-2-moral-decision-making

University of Texas at Austin. (2020c). *Concepts unwrapped: Being your best self, part 3: Moral intent* [Video]. Ethics Unwrapped. https://ethicsunwrapped.utexas.edu/video/best-self-part-3-moral-intent

University of Texas at Austin. (2020d). *Concepts unwrapped: Being your best self, part 4: Moral action* [Video]. Ethics Unwrapped. https://ethicsunwrapped.utexas.edu/video/best-self-part-4-moral-action

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Appendix

Case Studies

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ETHICS UNWRAPPED: CASE STUDIES

HEALTHCARE OBLIGATIONS: PERSONAL VS. INSTITUTIONAL

In a typical year in the United States, the public is urged to get flu shots as a means of protection against influenza. A report published by an influenza expert at the British Columbia Centre for Disease Control found that the 2014-2015 rate of effectiveness for flu shots was 23% in the U.S., and that the shots offered no significant protection in Canada. A related finding published by researchers at the National Institutes of Health documented that, although the percentage of seniors who received flu shots in recent decades rose from 15% to 65%, the deaths caused by influenza among the elderly continued to climb during this period. These researchers concluded “either the vaccine failed to protect the elderly against mortality… and/or the vaccination efforts did not adequately target the frailest elderly.”

More recent research has tried to develop a method to assess in advance whether a given flu vaccine would have any protection benefit. A report published in 2016 in the journal *Nature Immunology* used a blood assay and identified a correlation between persons with a certain pattern of gene expression and the likelihood that such persons would experience adverse events after receiving a flu vaccine. If this assay could be made economical, and included in blood tests typically done in annual physicals, it could reduce the number of suits filed with the federal Vaccine Injury Compensation Program. With these reports in mind, consider the following case:

Dr. Jones works in a hospital and she recently became aware of all the above reports. She belongs to the American Medical Association (AMA), which strongly recommends that everyone receive flu shots each year. Moreover, her hospital recently informed her that she herself must take annual flu shots or risk termination of her hospital privileges or employment. Dr. Jones, however, is aware of the AMA Code of Ethics, which states that patients have a right of self-decision regarding their health care, and that this right can only be effectively exercised “if the patient possesses enough information to enable an informed choice.” She feels a moral obligation to inform her senior patients that she has reservations about the efficacy of flu shots for their age group and why.

Since the AMA and the Centers for Disease Control and Prevention are strong proponents of annual flu shots, if Dr. Jones gives contrary advice to her patients, this could jeopardize her standing with the AMA, in addition to her employment at her hospital. Furthermore, her hospital administrator and other health officials are concerned that if doctors advise patients about the relative ineffectiveness of, and potential injury from, flu vaccines, this could feed public doubts about the efficacy or safety of other vaccines. Such doubts could increase public opposition to new state laws that aim to promote “herd immunity” by mandating certain vaccinations.

While the case of Dr. Jones is based on the actual experiences of a medical doctor, her name and identifying details have been changed. This case study reflects the key ethical dilemmas the doctor faced.

Discussion Questions:

1. Do you think Dr. Jones should discuss her reservations about flu vaccines with her senior patients? Why or why not?

2. Do you think Dr. Jones has a greater moral obligation to her family to protect her job security or to the recommendations of the AMA Code of Ethics, which encourage physicians to help patients exercise their “right of self-decision” by providing them with enough information to enable an informed choice? Explain your reasoning.

3. Even if flu shots provide protection less than one fourth of the time, is it ethically permissible for Dr. Jones to decide that protection for some patients is better than none? And, on that basis, decide not to discuss the potential benefits and harms of flu shots with her patients? Explain.

4. Do you think the AMA should promote open discussions about the efficacy of flu vaccines and support the development of blood tests that could predict that efficacy? Why or why not? What are the potential outcomes?

5. Both the AMA Code of Ethics and the World Health Organization endorse the primary “right of self-decision” of all patients regarding their health care. However, to foster “herd immunity,” the bill SB 277 was recently passed in the state of California, mandating multiple doses of vaccinations for all students entering kindergarten. Do you think there is a way to reconcile these two opposing ethical goals? Explain.

Resources:

Mandated Influenza Vaccines and Health Care Workers’ Autonomy http://journalofethics.ama-assn.org/2010/09/ccas2-1009.html

Impact of Influenza Vaccination on Seasonal Mortality in the US Elderly Population http://www.worldcat.org/title/impact-of-influenza-vaccination-on-seasonal-mortality-in-the-us- elderly-population/oclc/110760362

Adjuvanted influenza-H1N1 vaccination reveals lymphoid signatures of age-dependent early responses and of clinical adverse events http://www.nature.com/ni/journal/v17/n2/full/ni.3329.html

H1N1 viral proteome peptide microarray predicts individuals at risk for H1N1 infection and segregates infection versus Pandemrix vaccination http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4479535/pdf/imm0145-0357.pdf

Vaccines for preventing influenza in healthy children http://onlinelibrary.wiley.com/doi/10.1002/14651959.CD004979.pub4/abstract

Vaccines to prevent influenza in healthy adults http://onlinelibrary.wiley.com/doi/10.1002/14651959.CD001269.pub5/abstract

AMA Code of Medical Ethics http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical- ethics/opinion909.page

National Vaccine Injury Compensation Program http://www.hrsa.gov/vaccinecompensation/index.html

California Vaccination Bill SB 277 Signed By Governor, Becomes Law http://www.forbes.com/sites/tarahaelle/2015/06/30/california-vaccination-bill-sb-277-signed-by-governor-becomes-law/

How cognitive biases contribute to people refusing the flu vaccine http://arstechnica.com/science/2016/05/how-cognitive-biases-contribute-to-people-refusing-the-flu-vaccine/

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DENNIS KOZLOWSKI: LIVING LARGE

Dennis Kozlowski came from modest circumstances. He began his career at Tyco International in 1975 as an auditor, and worked his way up the corporate ladder to become CEO in 1992. Kozlowski gained notoriety as CEO for the rapid growth and success of the company, as well as his extravagant lifestyle. He left the company in 2002 amid controversy surrounding his compensation and personal spending. In 2005, Kozlowski was convicted of crimes in relation to alleged unauthorized bonuses of $91 million, in addition to other large purchases and investments.

As CEO, Kozlowski was lauded for his risk-taking and the immense growth of the company. He launched a series of strategic mergers and acquisitions, rapidly building up the size of Tyco. During his first six years as CEO, he secured 99 deals worth over $15 billion. Strong growth was bolstered by a booming economy, and Tyco's stock price soared as the company consistently beat Wall Street's expectations. However, when the economy slowed, the company began to struggle.

Allegedly, Tyco paid for Kozlowski's $30 million New York apartment, as well as personal gifts and parties, including $1 million of a $2 million birthday party for his wife. After Kozlowski paid a $20 million finding fee to a board member without proper approval, and paintings invoiced for Tyco offices ended up in Kozlowski's apartment (among other irregularities), Kozlowski was criminally charged with looting more than $600 million of assets from Tyco and its shareholders.

While many questioned his lifestyle, others questioned the trial and conviction. Commenting on the case, civil rights lawyer Dan Ackman wrote, "It's fair to say that Kozlowski…abused many corporate prerogatives… Still, the larceny charges at the heart of the case did not depend on whether the defendants took the money—they did—but whether they were authorized to take it." Kozlowski asserted his innocence of the charges, stating, "There was no criminal intent here. Nothing was hidden. There were no shredded documents. All the information the prosecutors got was directly off the books and records of the company."

Discussion Questions:

1) Do you think Dennis Kozlowski was an effective leader for Tyco International? Were his actions ethically permissible? Why or why not?

2) As CEO of a major company, how might entitlement bias have affected Kozlowski's behavior?

3) What rationalizations do you think Kozlowski might have used to justify his behavior in his own mind?

4) If you were in Kozlowski's position, how do you think your actions would affect the behavior of your employees? Why?

5) Can you think of any other examples of leaders who have abused the power of their position? What similarities and differences do you see between them and Kozlowski?

Resources:

Testosterone Inc.: Tales of CEOs Gone Wild http://www.worldcat.org/title/testosterone-inc-tales-of-ceos-gone-wild/oclc/54503996

Deal-a-Month Dennis http://www.forbes.com/forbes/1999/0615/6112066a.html

Tyco's 'Piggy,' Out of Prison and Living Small http://www.nytimes.com/2015/03/02/business/dealbook/dennis-kozlowskis-path-from-infamy-to- obscurity.html

What Happens after You Serve Your White-Collar Prison Sentence? http://www.vanityfair.com/news/2015/03/dennis-kozlowski-life-after-prison

Dennis Kozlowski Was Not a Thief https://hbr.org/2014/01/dennis-kozlowski-was-not-a-thief/

Taking Down the Lion: The Triumphant Rise and Tragic Fall of Tyco's Dennis Kozlowski http://www.worldcat.org/title/taking-down-the-lion-the-triumphant-rise-and-tragic-fall-of-tycos- dennis-kozlowski/oclc/952659404

Dennis Kozlowski: Prisoner 05A4920 http://www.cbsnews.com/news/dennis-kozlowski-prisoner-05a4920/

Tyco Trial II: Verdict First, Law Second http://www.forbes.com/home/business/2005/06/17/kozlowski-tyco-verdict- cx_da_0617tycoverdict.html

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SELLING ENRON

In the late 1990s, the state of California deregulated many of its electricity markets, opening them up to private sector energy companies. Enron Corporation had long lobbied for deregulation of such markets and would likely have profited greatly had California's experiment succeeded and become a model for other states.

Enron CEO Ken Lay wrote a public statement saying that Enron "believes in conducting business affairs in accordance with the highest ethical standards… your recognition of our ethical standards allows Enron employees to work with you via arm's length transactions and avoids potentially embarrassing and unethical situations." At the same time, Tim Belden, a key Enron employee in its energy trading group, noticed that California's "complex set of rules…are prone to gaming."

According to Bethany McLean and Peter Elkind, authors of *The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron*, "In one scheme, Enron submitted a schedule reflecting demand that wasn't there… Another was a variation of the Silverpeak experiment: Enron filed imaginary transmission schedules in order to get paid to alleviate congestion that didn't really exist… Get Shorty was a strategy that involved selling power and other services that Enron did not have for use as reserves…"

Some Enron employees admitted that their schemes were "kind of squirrelly," but used them because they were profitable. The impact on customers was clear: electricity prices rose and rolling blackouts occurred. Enron's profits, however, quadrupled. An Enron lawyer later wrote that the Enron traders did not think "they did anything wrong." Another employee admitted, "The attitude was, 'play by your own rules.' …The energy markets were new, immature, unsupervised. We took pride in getting around the rules."

In October 2001, Enron's unethical and illegal business practices became public knowledge. Enron's stock prices plummeted, and the company filed for bankruptcy in December 2001.

Discussion Questions:

1. How did Enron's CEO and employees frame their business model? How did differences in their framing affect their actions?

2. How might framing affect people's approaches to business conduct? Explain your reasoning.

3. Can you think of other framing tactics used by different businesses? How does framing affect the products they sell and the actions of their consumers?

4. How do you react to the following recorded conversation between two Enron employees? What does it tell us about framing, if anything?

Greg: "It's all how well you can weave these lies together, Shari.

Shari: I feel like I'm being corrupted now.

Greg: No, this is marketing.

Shari: OK."

5. The Enron scandal affected the lives of many employees who had no responsibility in Enron's framing tactics. If you were a new employee starting your career at Enron and you learned of the framing tactics in this case study, what would you do? Why?

Resources:

Conspiracy of Fools: A True Story http://www.worldcat.org/title/conspiracy-of-fools-a-true-story/oclc/57192973

Enron: The Rise and Fall http://www.worldcat.org/title/enron-the-rise-and-fall/oclc/50549063

Sidetracked: Why Our Decisions Get Derailed, and How We Can Stick to the Plan http://www.worldcat.org/title/sidetracked-why-our-decisions-get-derailed-and-how-we-can-stick-to- the-plan/oclc/907029907

The Ethical Executive: Becoming Aware of the Root Causes of Unethical Behavior: 45 Psychological Traps that Every One of Us Falls Prey To http://www.worldcat.org/title/ethical-executive-becoming-aware-of-the-root-causes-of-unethical-behavior-45-psychological-traps-that-every-one-of-us-falls-prey-to/oclc/225975973

Experimental Ethics: Toward an Empirical Moral Philosophy http://www.worldcat.org/title/experimental-ethics-toward-an-empirical-moral-philosophy/oclc/991397991

The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron http://www.worldcat.org/title/smartest-guys-in-the-room-the-amazing-rise-and-scandalous-fall-of- enron/oclc/52419094

I Survived Enron http://www.bloomberg.com/bw/stories/2006-02-05/i-survived-enron

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THE FBI & APPLE: SECURITY VS. PRIVACY

In December 2015, the FBI attained the iPhone of one of the shooters in an ISIS-inspired terrorist attack that killed 14 people in San Bernardino, California. As part of the investigation, the FBI attempted to gain access to the data stored on the phone but was unable to penetrate its encryption software. Lawyers for the Obama administration approached Apple for assistance with unlocking the device, but negotiations soon broke down. The Justice Department then obtained a court order compelling Apple to help the FBI unlock the phone. Apple CEO, Timothy Cook, publicly challenged the court in an open letter, sparking an intense debate over the balance between maintaining national security and protecting user privacy.

Apple and its supporters, including top technology companies such as Google and Facebook, made the case on several fronts that the court order threatened the privacy of all individuals. First, according to Apple, the order effectively required the company to write code, violating its First Amendment right to free speech by forcing the company to "say" something it did not want to say. Previous court cases had already established computer code as legally protected speech. Second, such a backdoor, once created, could fall into the wrong hands and threaten the privacy of all iPhone owners. Finally, it would set a dangerous precedent; law enforcement could repeatedly require businesses such as Apple to assist in criminal investigations, effectively making technology companies an agent of government.

Representatives from both sides of the political aisle offered several arguments in favor of the Justice Department's efforts and against Apple's stance. Their central claim was that the U.S. legal system establishes constraints on the government's access to private information which prevent abuse of search and surveillance powers. At the same time, the law still allows authorities to gain access to information that facilitates prevention and prosecution of criminal activities, from terrorism to drug trafficking to child pornography. Critics of Apple also rejected the slippery slope argument on the grounds that, if Apple cooperated, it could safeguard the code it created and keep it out of the hands of others, including bad actors such as terrorists or criminal groups. Moreover, Apple was accused of being too interested in protecting its brand, and even unpatriotic for refusing to comply with the court order.

Ultimately, the FBI dropped the case because it was able to circumvent the encryption on the iPhone without Apple's help.

Discussion Questions:

1. What harms are potentially produced by the FBI's demand that Apple help it open an iPhone? What harms are potentially produced by Apple's refusal to help the FBI?

2. Do you think Apple had a moral obligation to help the FBI open the iPhone in this case because it involved terrorism and a mass shooting? What if the case involved a different type of criminal activity instead, such as drug trafficking? Explain your reasoning.

3. Apple argued that helping to open one iPhone would produce code that could be used to make private information on all iPhones vulnerable, not only to the American government but also to other foreign governments and criminal elements. Do you agree with Apple's "slippery slope" argument? Does avoiding these harms provide adequate justification for Apple's refusal to open the phone, even if it could reveal crucial information on the terrorist shooting?

4. Politicians from across the political spectrum, including President Obama and Senator Ted Cruz, argued that technology preventing government access to information should not exist. Do you agree with this limit on personal privacy? Why or why not?

5. Ultimately, the FBI gained access to the iPhone in question without the help of Apple. Does this development change your assessment of the ethical dimensions of Apple's refusal to help the FBI? Why or why not? Should the FBI share information on how it opened the iPhone with Apple so that it can patch the vulnerability? Explain your reasoning.

Resources:

Apple Fights Order to Unlock San Bernardino Gunman's iPhone http://www.nytimes.com/2016/02/19/technology/apple-timothy-cook-fbi-san-bernardino.html

How they line up on Apple vs. the FBI https://www.washingtonpost.com/graphics/business/fbi-apple/

Why Apple Is Right to Challenge an Order to Help the F.B.I. http://www.nytimes.com/2016/02/19/opinion/why-apple-is-right-to-challenge-an-order-to-help-the- fbi.html

Apple's Rotten Core: CEO Tim Cook's Case for Not Aiding the FBI's Antiterror Effort Looks Worse than Ever http://www.wsj.com/articles/apples-rotten-core-1456696736

Obama, at South by Southwest, Calls for Law Enforcement Access in Encryption Fight http://www.nytimes.com/2016/03/12/us/politics/obama-heads-to-south-by-southwest-festival-to- talk-about-technology.html

U.S. Says It Has Unlocked iPhone Without Apple http://www.nytimes.com/2016/03/29/technology/apple-iphone-fbi-justice-department-case.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=first-column-region&region=top-news&WT.nav=top-news

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THE COLLAPSE OF BARINGS BANK

Founded in 1762, Barings Bank was a United Kingdom institution with worldwide reach. Even the Queen of England had an account there. In 1999, Nick Leeson was hired at Barings, where he prospered. He was quickly promoted to the trading floor and appointed manager in Singapore where he traded on the Singapore International Monetary Exchange (SIMEX). Leeson was an aggressive trader, making large profits in speculative trading. In 1993, his profits constituted almost 10% of Barings' total profits. He had developed a reputation for expertise, for near-infallibility, and his superiors in London gave him little supervision.

In July 1992, a new Barings employee suffered a small loss on Leeson's watch. Leeson did not wish to lose his reputation for infallibility, or his job, so he hid the loss in an error account. Leeson attempted to make back the loss through speculative trading, but this led to even bigger losses, which again were hidden in this account. He kept doubling up his bets in an attempt to get out from under the losses. Leeson later said: "[I] wanted to shout from the rooftops…this is what the situation is, there are massive losses, I want to stop. But for some reason you're unable to do it. … I had this catastrophic secret which was burning up inside me—yet…I simply couldn't open my mouth and say, 'I've lost millions and millions of pounds.'"

Leeson took out a short-term, highly leveraged bet on the Nikkei index in Japan. At the same time, a severe earthquake in Kobe, Japan sent the index plummeting, and his loss was so huge that he could no longer hide it. Barings, a 233-year old bank, collapsed overnight and was bought by ING for £1. Leeson fled to Malaysia, Thailand, and finally to Germany, where he was arrested and extradited to Singapore. He plead guilty to two counts of deceiving bank auditors (including forging documents) and cheating the SIMEX. Leeson was sentenced to six and a half years of prison in Singapore, but only served four years due a diagnosis of colon cancer, which he ultimately survived.

Discussion Questions:

1. How was loss aversion apparent in Nick Leeson's conduct? Explain.

2. Judith Rawnsley, who worked for Barings Bank and later wrote a book about the Leeson case, proffered three explanations for Leeson's behavior once the losses had started to pile up: 1) Leeson's loss aversion stemmed from his fear of failure and humiliation; 2) his ego and greed were exacerbated by the macho trading environment in which he operated; 3) he suffered from common distortions in thinking patterns that often result from high levels of stress, including overconfidence and denial. Which of these explanations (or all) do you think played a role in this case? Why?

3. Leeson explains that he wanted to stop, but could not. Based on his and Rawnsley's reflections, where do you think the blame primarily lies and why? With Leeson individually, or with the system within which he operated?

4. If you were in Leeson's position after the initial loss made by the employee, what would you have done? Why?

5. Do you have trouble owning up to mistakes that you have made? Do others whom you know? Explain with examples.

Resources:

How Will You Measure Your Life? http://www.worldcat.org/title/how-will-you-measure-your-life/oclc/757493347

The Collapse of Barings http://www.worldcat.org/title/collapse-of-barings/oclc/35659104

Cheating and Loss Aversion: Do People Lie More to Avoid a Loss http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2502919

Rogue Trader: How I Brought Down Barings Bank and Shook the Financial World http://www.worldcat.org/title/rogue-trader-how-i-brought-down-barings-bank-and-shook-the- financial-world/oclc/34262021

How Nick Leeson Caused the Collapse of Barings Bank http://www.next-finance.net/How-Nick-Leeson-caused-the

Total Risk: Nick Leeson and the Fall of Barings Bank http://www.worldcat.org/title/total-risk-nick-leeson-and-the-fall-of-barings-bank/oclc/33275953

Eat What You Kill: The Fall of a Wall Street Lawyer http://www.worldcat.org/title/eat-what-you-kill-the-fall-of-a-wall-street-lawyer/oclc/649743120

Barings Collapse at 20: How Rogue Trader Nick Leeson Broke the Bank https://www.theguardian.com/business/from-the-archive-blog/2015/feb/24/nick-leeson-barings- bank-1995-20-archive

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BUYING GREEN: CONSUMER BEHAVIOR

Green consumer products, such as organic food, fair trade coffee, or electric cars, represent a fast-growing segment of the consumer market. In the area of organic food alone, data from the Organic Trade Association reveals that consumer demand in the United States has seen double-digit growth every year since 1990. In 2014, the organic food market reached almost $40 billion in sales. Consumers of these products tend to be seen in a more positive light—they are deemed more ethical, more altruistic, and kinder than people who do not buy green products. But is there another side to this kind of consumer behavior?

In a series of experiments comparing consumption of green and "conventional" products, psychologists Nina Mazar and Chen-Bo Zhong demonstrated that those people who bought green products—like eco-friendly laundry detergent or organic yogurt—were less likely to share money with a stranger, more likely to cheat on a task in which they could earn money, and more likely to steal money when they thought they would not get caught. As the psychologists stated, "purchasing green products may license indulgence in self-interested and unethical behaviors."

Mazar and Zhong, whose study received considerable media attention in their native Canada, as well as in American and British publications, said the results surprised them. Initially, they expected green products to provide a halo effect, whereby the positive impressions associated with green consumption would lead to positive outcomes in other areas. "Given that green products are manifestations of high ethical standards and humanitarian considerations, mere exposure [to them would] activate norms of social responsibility and ethical conduct," said Mazar and Zhong in an interview.

But as the results indicate, the opposite can be true. "The message of this research is that actions which produce a sense of self content and moral glow can sometimes backfire," Mazar stated in another interview.

These patterns have been shown to extend to other shopping scenarios. For example, one study tracked scanner data and shopper receipts at a California grocery store. Those shoppers who brought reusable grocery bags with them were more likely to buy environmentally friendly products, like organic food. But they were also more likely to buy indulgent products, like ice cream, cookies, candy, and cake. The researchers followed up this study with a series of experiments that showed these moral licensing effects only happened when the decision to bring the reusable bags was at the shopper's discretion. When shoppers were told that the store required customers to use cloth bags, licensing effects disappeared and customers chose not to buy indulgent products. Only when consumers felt like using cloth bags was their own idea did the moral licensing effects hold.

Discussion Questions:

1. Beyond green consumption, what other types of products might bring about similar kinds of moral licensing effects? Can you think of instances in your own life when your purchase choices have licensed you to make decisions that were less than ethically ideal? Explain.

2. Do you think these moral licensing effects are common across all kinds of green consumers? Or are there other factors (i.e. demographics, psychographics) that might either exacerbate or weaken the effects? Why or why not?

3. The authors of the study, Mazar and Zhong, initially thought green consumption would have a positive spillover effect and encourage positive behaviors. Why do you think they found the opposite?

4. What steps do you think can be taken to help minimize or mitigate these types of moral licensing effects among green consumers? Explain.

5. If you were the brand manager for a green product, for example an organic food item or an energy-efficient appliance, how would you go about marketing the product knowing these licensing effects were possible?

Resources:

Organic Market Analysis – Organic Trade Association https://www.ota.com/resources/market-analysis

Research: Reusable Shopping Bags May Encourage an Unhealthier Diet http://www.fuqua.duke.edu/news_events/news-releases/bollinger-shopping-bags/

How going green may make you mean https://www.theguardian.com/environment/2010/mar/15/green-consumers-more-likely-steal

Goodies behaving badly https://www.theguardian.com/commentisfree/cif-green/2010/mar/16/green-consumers-lie-more- ethics

Are green consumers more unethical? http://www.torontosun.com/news/columnists/thane_burnett/2010/03/16/13246791.html

When buying in means selling out: Sustainable consumption campaigns and unintended uncivic boomerang effects http://www.comm.ucsb.edu/faculty/rrice/Atkinson.pdf

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FULL DISCLOSURE: MANIPULATING DONORS

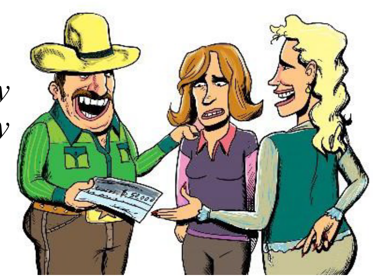
Jenny, a university student studying public relations, accepted an internship position in the fundraising department at Casa Tia Maria.* Casa Tia Maria is a non-profit organization in the United States that provides shelter for Central American immigrants while they look for permanent housing and employment. In addition to shelter, Casa Tia Maria provides food, clothing, and English classes. Most immigrants stay at the shelter for several months before securing permanent housing.

After Jenny had worked at Casa Tia Maria for two weeks, Mary, the director of development, asked Jenny to accompany her to a fundraising dinner at a luxurious downtown hotel. Many wealthy and influential individuals were in attendance. After most of the guests had left, Mary and Jenny were approached by Robert, a Texas oil baron and one of the state's biggest philanthropists. Robert was known to donate to almost any cause as long as he found it to be what he considered "morally sound" and to the benefit of "hard-working Americans."

Mary and Robert talked for a few minutes about Casa Tia Maria and its specific needs. Jenny noticed, however, that most of Mary's answers to Robert's questions about the shelter's clients were vague. When Robert said that he was happy to lend a hand to any poor American citizen, Jenny knew he clearly did not understand that immigrants, who were not U.S. citizens, were the shelter's clientele. Mary said nothing to correct Robert's misperception.

Robert pulled a checkbook out of his jacket and wrote a substantial check. As he handed it to Mary, he said, "I am so pleased to be able to help hard-working Americans." He then turned quickly and walked away.

**This case study is based on actual experiences of a university student. Names and situations have been changed, but the case study reflects the key ethical dilemmas the student faced.*



Discussion Questions:

1. What are the reasons and rationalizations that could prompt Jenny to be morally mute in this situation? Alternatively, what could prompt Jenny to *not* be morally mute? Explain.

2. Who are the stakeholders, and what is at stake for each party? How might each influence Jenny's actions? Explain.

3. Assume Jenny decides to break away from moral muteness, exercise moral imagination, and give voice to her values. What do you think she should do and why? Your answer should include, but not be limited to, the arguments that Jenny should make, to whom, and in what context. Present a plan of action.

4. As this case demonstrates, people in nonprofit organizations are far from immune from ethical issues. Do you think that the nonprofit setting affects any aspects of your responses to the above questions? Explain.

5. Do you think that employees in nonprofit organizations are more likely to fall prey to any particular biases or pressures? Do you think that people generally have higher expectations for employees of nonprofit organizations than for employees of for-profit corporations? Explain your reasoning.

6. Have you ever been an intern or employee in a situation similar to Jenny's? What was the situation? What did you do and why?

Resources:

How Advertising Practitioners View Ethics: Moral Muteness, Moral Myopia, and Moral Imagination http://www.jstor.org/stable/4199254

Values-Driven Leadership Development: Where We Have Been and Where We Could Go http://www.tandfonline.com/doi/abs/10.1090/15416519.2012.709954

Giving Voice to Values Curriculum http://www.babson.edu/Academics/teaching-research/gvv/Pages/curriculum.aspx

Teaching Behavioral Ethics http://ethicsunwrapped.utexas.edu/wp-content/uploads/2014/09/Teaching-Behavioral-Ethics-by- Robert-A.-Prentice.pdf

Behavioral Ethics and Teaching Ethical Decision Making http://ethicsunwrapped.utexas.edu/wp-content/uploads/2015/05/EthicalDecisionMaking.pdf

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CADAVERS IN CAR SAFETY RESEARCH

In 1993, it was widely disclosed that research engineers at Heidelberg University in Germany had used 200 adult and child cadavers in simulated car crash tests. The researchers argued that the use of human cadavers was necessary to study the actual effects of these crashes on the body. They insisted that the research would save lives because it would help engineers design safer cars.

There was significant public outcry against this practice from numerous groups. The ADAC, Germany's largest automobile club, issued a statement challenging the research on ethical grounds: "In an age when experiments on animals are being put into question, such tests must be carried out on dummies and not on children's cadavers." Rudolph Hammerschmidt, spokesman for the Roman Catholic German Bishops' Conference similarly decried the practice, arguing, "Even the dead possess human dignity…this research should be done with manikins." Political leaders also weighed in on the debate. Klaus von Trotha, research minister of Baden--Wuerttemberg state, questioned the study: "Our constitution guarantees freedom in scientific research. But the constitution also guarantees the protection of human dignity."

The university defended its research by pointing to the results. Dr. Rainer Mattern, the head of Heidelberg University's forensic pathology department, responded to public reaction against the use of child cadavers, arguing, "The tests have saved lives of other children."

When it was revealed that similar tests were being conducted in the United States at Wayne State University, some U.S. officials offered their support. George Parker, the associate administrator for research at the National Highway Traffic Safety Administration argued, "We need that type of data to find out how people are injured in crashes to know what areas of the body are injured under what conditions." He added that human subjects were necessary to determine the validity of the data gathered from crash test dummies: "If you didn't do this testing, you wouldn't know what limits to put on dummies for crash tests."

For many, the debate ultimately hinged on whether the research yielded information not attainable from crash dummies and whether or not the families gave their consent to the use of the cadavers.

Discussion Questions:

1. According to those opposing the research, what harm is done by conducting crash tests with cadavers? According to researchers, what is the harm done by not doing the research?

2. Who are the moral agents involved in this case? Who are the subjects of moral worth? Explain your reasoning.

3. Do you think the idea of human dignity applies equally to the living and the dead? Why or why not?

4. To what degree should family members have full capacity to make decisions or give consent on behalf of their deceased relatives? To what degree should other considerations, such as communal values or legal restrictions, be taken into account?

5. How does research using cadavers compare to organ donation? Do you think one is more ethically permissible than the other? Explain your reasoning.

6. How does animal testing compare to this case?

Resources:

German University Said to Use Corpses in Auto Crash Tests http://www.nytimes.com/1993/11/24/world/german--university--said--to--use--corpses--in--auto--crash--tests.html

German University Must Prove Families OK'd Tests on Cadavers http://www.deseretnews.com/article/322514/GERMAN--UNIVERSITY--MUST--PROVE--FAMILIES--OKD--TESTS--ON--CADAVERS.html?pg=all

Auto Safety Crash Testing Ignites Furor: Germany: The program uses human bodies. U.S. tests using cadavers at 3 universities are disclosed. http://articles.latimes.com/1993--11--25/news/mn--60691_1_safety--tests

University Promises to Prove it Had Relatives' OK to Use Bodies http://www.apnewsarchive.com/1993/University--Promises--To--Prove--It--Had--Relatives--OK--To--Use-- Bodies/id--fe2ecda0c93ffada0d56c232b3a9433b

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ETHICAL USE OF HOME DNA TESTING

Home DNA testing is a booming business. Millions of Americans have sent their DNA to commercial testing companies such as 23andMe or Ancestry to learn more about their heritage or potential for disease. According to Grand View Research, "the global DNA testing market is set to reach over $10 billion by 2022." (Brown 2019). Successful marketing campaigns have led consumers to believe that home DNA testing is fun, informative, and personal to them. However, what consumers may not realize is that once their genetic information is shared, they have limited control as to who has access to it.

Regardless of the reason consumers decide to purchase a home DNA test kit, the information they provide to the testing company is far greater than the information they receive. The benefits that these testing companies can gain from gathering, using, and selling customers' private information places them in a significant conflict-of-interest situation. Some of this information includes the IP address, name, address, email, and family history, collected from the application, as well as information provided on follow up surveys. Furthermore, according to its website, if customers opt to share their data for research, 23andMe could keep their physical spit sample and the genetic data it contains for up to a decade. Additional information that consumers upload to the companies' genealogy website, such as pictures, obituaries, family relationships, and even third-party information is probably added to the pool of data linked to customers' DNA.

Recently, some have felt that privacy and consumer rights have been violated when they used home DNA kits. In June 2019, Lori Collett sued Ancestry for allegedly misleading customers about what it was doing with their DNA. This class action lawsuit claims that personal information was released to outside parties without customer consent. Further contentions include that the waiver of consumer rights through consent forms is often vague, general in scope, and ever-changing. The fine print may not accurately spell out what the company, its third-party associates, and collaborators can or will do with customer information. (Merken, 2019)

Further concerns arise as testing companies often align themselves with pharmaceutical companies, public and private research organizations, and Google. For example, "GlaxoSmithKline purchased a $300 million stake in the company, allowing the pharmaceutical giant to use 23andMe's trove of genetic data to develop new drugs — and raising new privacy concerns for consumers." (Ducharme, 2019) Similarly, Ancestry is sharing its data with Google through its research subsidiary Calico. Ancestry admits that "once they share people's genetic information with partner companies, they can't be responsible for security protocols of those partners." (Leavenworth, 2019).

Additionally, both 23andMe and Ancestry use Google Analytics to provide third parties with consumer information for targeted marketing. In its privacy policy 23andMe states that "when you use our Services, including our website or mobile app(s), our third-party service providers may collect Web-Behavior Information about your visit, such as the links you clicked on, the duration of your visit, and the URLs you visited." This use of shared information allows testing services and third parties to build a comprehensive personal profile on you, which may include your genetic information.

Although privacy may be a concern of consumers, law enforcement with the cooperation of DNA testing companies, either through partnership or warrants, have brought justice to the victims of numerous unsolved cases. Over the past few years the use of consumer DNA databases have closed many high profile cold cases such as the Golden State Killer and overturned the wrongful conviction of Alfred Swinton. In some cases, such as the Golden State Killer, the DNA used to identify suspects are cross referenced through the DNA of relatives as far removed as third cousins. However, this has brought additional concerns, as a DNA expert for the American Civil Liberties Union, Vera Eidelman states, “There’s always a danger that things will be used beyond their initial targets, beyond their initial purpose.” (St. John 2019)

The success of consumer DNA databases has led some law enforcement to meet with Bennett Greenspan, the CEO of FamilyTreeDNA, seeking his help to convince consumers to share their genetic data with police. This partnership has resulted in the creation of the non-profit Institute for DNA Justice that has the following stated mission:

> The Institute for DNA Justice was formed to educate the public about the value of investigative genetic genealogy (IGG) as a revolutionary new tool to identify, arrest, and convict violent criminals, deter violent crime, exonerate the innocent, encourage the 26 million Americans who have taken a DNA test to become genetic witnesses by participating in publicly available family- matching databases working with law enforcement using IGG, and to promote the adoption of industry leading best practices guidelines surrounding its use by law enforcement agencies around the country.

Regardless of public or private testing, laws in the United States have not yet determined a standard for the home DNA testing industry.

Discussion Questions:

1. What happens to your DNA profile and genetic material if your testing company goes out of business? What should happen to it?

2. Who should have access to your genetic information? In the case of law enforcement using consumer DNA databases, does the common good out way the individual’s rights? Is there a middle ground?

3. What right do individuals have over their DNA? If you have an identical twin, with the exact same DNA, should dual consent be required?

4. What recourse do you have if the company’s database is hacked and your information ends up on the internet or in criminals’ hands?

5. Does the good that flows from DNA evidence being used to bring some criminals to justice and to exonerate wrongly-convicted people justify the invasions of privacy and other wrongs described in this case study?

Resources:

Amy Brown, "DNA Testing is Popular, But Many Are Unaware of Privacy Concerns," TriplePundit, Dec. 19, 2019. https://www.triplepundit.com/story/2019/dna-testing-popular-many-are-unaware-privacy- concerns/55936

Jamie Ducharme, "A Major Drug Company Now Has Access to 23andMe's Genetic Data. Should You Be Concerned? Time, July 26, 2019.

David Lazarus, "DNA-testing Firms are Lobbying to Limit Your Right to Genetic Privacy," Los Angeles Times, July 2, 2019.

Stuart Leavenworth, "The Secretive Google Subsidiary with Access to Ancestry's DNA Database," Financial Review, June 9, 2019. https://www.latimes.com/business/lazarus/la-fi-lazarus-dna-genetic-privacy- 20190702-story.html

Sara Merken, Áncestry.com Sued for 'Misleading' Customers About DNA Data," Bloomberg Law, April 25, 2019. https://news.bloomberglaw.com/privacy-and-data-security/ancestry-com-sued-for- misleading-dna-data-handling-claims.

Paige St. John, "DNA Genealogical Databases Are a Gold Mine for police, But with Few Rules and Little Transparency," Los Angeles Times, Nov. 24, 2019.

N'dea Yancey-Bragg, "DNA is Cracking Mysteries and Cold Cases. But is Genome Sleuthing the 'Unregulated Wild West?,'" USA Today, May 14, 2019.

"Privacy Highlights," https://www.23andme.com/about/privacy/

https://www.institutefordnajustice.org/

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MEET ME AT STARBUCKS

On April 12, 2019, at a Starbucks location in Philadelphia, two black men, Rashon Nelson and Donte Robinson, were waiting for a friend, Andrew Yaffe. Nelson and Robinson were entrepreneurs and were going to discuss business investment opportunities with Yaffe, a white real estate developer. As they waited, an employee asked if she could help them. They said “no,” that they were just waiting for a business meeting. Then a manager told Nelson that he couldn’t use the restroom because he was not a paying customer.

Because the two men had not purchased anything yet, a store manager called police, even though Robinson had been a customer at the store for almost a decade and both men had used the store location for business meetings before. At least six Philadelphia Police Department officers arrived. The police officers did not ask the men any questions; they just demanded that they leave immediately. They declined. The police officers then proceeded to arrest the men for trespassing. As the arrest occurred, Mr. Yaffe arrived. He said: “Why would they be asked to leave? Does anyone else think this is ridiculous? It’s absolute discrimination.” The two men were taken out in handcuffs. They were taken to the police station, photographed, and fingerprinted. They were held for almost nine hours before being released from custody. Prosecutors decided that there was insufficient evidence to charge the men with a crime.

After a video of the arrest went viral, Starbucks CEO Kevin Johnson released a statement: “We apologize to the two individuals and our customers and are disappointed this led to an arrest. We take these matters seriously and clearly have more work to do when it comes to how we handle incidents in our stores. We are reviewing our policies and will continue to engage with the community and the police department to try to ensure these types of situations never happen in any of our stores.”

Johnson then announced that every company-owned Starbucks location in the nation would close on May 29, 2019, for “racial-bias education.” When one customer complained on Facebook that closing the stores because of just one incident seemed overkill, Starbucks responded: “There are countless examples of implicit bias resulting in discrimination against people of color, both in and outside our stores. Addressing bias is crucial in ensuring that all our customers feel safe and welcome in our stores.” A similar complaint about closing thousands of stores because of the actions of a handful of employees prompted this response from Starbucks: “Our goal is to make our stores a safe and welcoming place for everyone, and we have failed. This training is crucial in making sure we meet our goal.”

Discussion Questions

1. In a presentation, Professor Will Cox shows two news photos published in the wake of Hurricane Katrina. One shows a young black man walking through swirling water holding a carton of soda. The other shows a white couple in similar water, holding a bag of bread. The caption for the photos read, respectively: "A young man walks through chest-deep water after *looting* a grocery store" and "Two residents wade through chest-deep water after *finding* bread and soda." Do you think the writers of these captions thought of themselves as racist?

2. Do you think the manager of the Starbucks in Philadelphia thought of herself as racist?

3. Do you think that what happened to Nelson and Robinson would have happened had they been white?

4. What stereotypes were invoked in this case and by whom?

5. How did stereotyping influence and/or frame the situation for the manager? For the police? For bystanders?

6. What is your opinion about Starbucks' response to the arrest of Nelson and Robinson?

7. Will Starbucks' training session on implicit bias have a beneficial impact?

8. Studies show that Latinos receive less pain medication than similarly-situated white patients, that elderly women receive fewer life-saving interventions than elderly men, and that obese children are more likely to be assumed by teachers to be less intelligent than slim children. Are these examples of implicit bias?

9. Can you think of examples of implicit bias?

10. Do you think that implicit bias is a serious problem? If so, is it more serious than explicit bias?

Resources:

"Starbucks CEO Apologizes After Employee Calls Police on Black Men Waiting at a Table," https://www.washingtonpost.com/news/business/wp/2019/04/14/starbucks-apologizes-after- employee-calls-police-on-black-men-waiting-at-a-table/?utm_term=.244957b9fc1c

"Starbucks to Angry Facebookers: We Can't Deny This is a Race Issue," https://www.fastcompany.com/40561997/starbucks-to-angry-facebookers-we-cant-deny-this-is-a- race-issue

"Black Men Arrested at Philadelphia Starbucks Say They Feared for Their Lives," https://www.cbsnews.com/news/starbucks-arrest-rashon-nelson-donte-robinson-feared-for-their- lives/

"Is This How Discrimination Ends?" https://www.theatlantic.com/science/archive/2017/05/unconscious-bias-training/525405/

"Does Starbucks Understand the Science of Racial Bias?" https://www.theatlantic.com/science/archive/2019/05/starbucks-unconscious-bias-training/559415/

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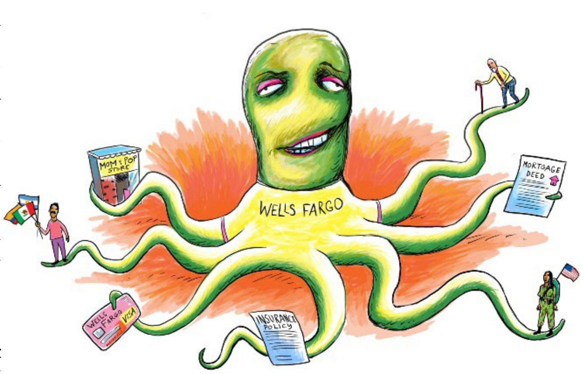
WELLS FARGO AND MORAL EMOTIONS

On September 9, 2016, Wells Fargo, one of the nation's oldest and largest banks, admitted in a settlement with regulators that it had created as many as two million accounts for customers without their permission. This was fraud, pure and simple. It seems to have been caused by a culture in the bank that made unreasonable demands upon employees. Wells Fargo agreed to pay $195 million in fines and penalties.

Employees had been urged to "cross-sell." If a customer had one type of account with Wells Fargo, then top brass reasoned, they should have several. Employees were strongly incentivized, through both positive and negative means, to sell as many different types of accounts to customers as possible. "Eight is great" was a motto. But does the average person need eight financial products from a single bank? As things developed, when employees were unable to make such sales, they just made the accounts up and charged customers whether they had approved the accounts or not. The employees used customers' personal identification numbers without their knowledge to enroll them in various products without their knowledge. Victims were frequently elderly or Spanish speakers.

Matthew Castro, whose father was born in Colombia, felt so bad about pushing sham accounts onto Latino customers than he tried to lessen his guilt by doing volunteer work. Other employees were quoted as saying "it's beyond embarrassing to admit I am a current employee these days."



Still other employees were moved to call company hotlines or otherwise blow the whistle, but they were simply ignored or oftentimes punished, frequently by being fired. One employee who sued to challenge retaliation against him was "uncomfortable" and "unsettled" by the practices he saw around him, which prompted him to speak out. "This is a fraud, I cannot be a part of that," the whistleblower said.

Early prognostications were that CEO John Stumpf would not lose his job over the fiasco. However, as time went on and investigations continued, the forms and amount of wrongdoing seemed to grow and grow. Evidence surfaced that the bank improperly changed the terms of mortgage loans, signed customers up for unauthorized life insurance policies, overcharged small businesses for credit-card processing, and on and on.

In September of 2016, CEO Stumpf appeared before Congress and was savaged by Senators and Representatives of both parties, notwithstanding his agreement to forfeit $41 million in pay. The members of Congress denounced Wells Fargo's actions as "theft," "a criminal enterprise," and an "outrage." Stumpf simultaneously took "full responsibility," yet blamed the fraud on ethical lapses of low-level bankers and tellers. He had, he said, led the company with courage. Nonetheless, by October of 2016 Stumpf had been forced into retirement and replaced by Tim Sloan.

Over the next several months, more and more allegations of wrongdoing arose. The bank had illegally repossessed cars from military veterans. It had modified mortgages without customer authorization. It had charged 570,000 customers for auto insurance they did not need. It had ripped off small businesses by charging excessive credit card fees. The total number of fake accounts rose from two million to 3.5 million. The bank also wrongly fined 110,000 mortgage clients for missing a deadline even though the party at fault for the delay was Wells Fargo itself.

At its April 2017 annual shareholders meeting, the firm faced levels of dissent that a Georgetown business school professor, Sandeep Dahiya, called “highly unusual.”

By September, 2017, Wells Fargo had paid $414 million in refunds and settlements and incurred hundreds of millions more in attorneys’ and other fees. This included $109 million paid to the Department of Veterans Affairs for having overcharged military veterans on mortgage refinancing.

In October 2017, new Wells Fargo CEO Tim Sloan was told by Massachusetts Senator Elizabeth Warren, a Democrat, that he should be fired: “You enabled this fake-account scandal. You got rich off it, and then you tried to cover it up.” Republicans were equally harsh. Senator John Kennedy Texas said: “I’m not against big. With all due respect, I’m against dumb.”

Sloan was still CEO when the company had its annual shareholders meeting in April 2019. Shareholder and protestors were both extremely angry with Wells Fargo. By then, the bank had paid an additional $1 billion fine for abuses in mortgage and auto lending. And, in an unprecedented move, the Federal Reserve Board had ordered the bank to cap its asset growth. Disgust with Wells Fargo’s practices caused the American Federation of Teachers, to cut ties with the bank. Some whistleblowers resisted early attempts at quiet settlements with the bank, holding out for a public admission of wrongdoing.

In May 2018, yet another shoe dropped. Wells Fargo’s share price dropped on news that the bank’s employees improperly altered documents of its corporate customers in an attempt to comply with regulatory directions related to money laundering rules.

Ultimately, Wells Fargo removed its cross-selling sales incentives. CEO Sloan, having been informed that lower level employees were suffering stress, panic attacks, and other symptoms apologized for the fact that management initially blamed them for the results of the toxic corporate culture, admitting that cultural weaknesses had caused a major morale problem.

Discussion Questions:

1. What moral emotions seem to have been at play in this case? On the part of the bank’s employees? The bank’s victims? The bank’s regulators? The bank’s shareholders?

2. What factors contributed particularly to the outrage and anger that legislators, regulators, customers, and shareholders felt?

3. Clearly inner-directed emotions such as guilt and embarrassment affected the actions of Wells Fargo employees. Were they always sufficient to overcome the employees’ utilitarian calculation: “I need this job”?

4. Did moral emotions motivate some of the whistleblowers? How?

5. In the wake of everything described in the case study, Wells Fargo has fired many employees, clawed back bonuses from executives, replaced many of its directors, dismantled its sales incentive system and made other changes. Do you think these changes were made out of a utilitarian calculation designed to avoid further monetary penalties, a desire to avoid the shame and embarrassment the bank's managers and employees were feeling, or a combination of both? If a combination, which do you think played a bigger role? Why?

Resources:

"Elizabeth Warren to Wells Fargo CEO: "You Should Be Fired," http://money.cnn.com/2017/10/03/investing/wells-fargo-hearing-ceo/index.html

"It's Been a Year Since the Wells Fargo Scandal Broke—and New Problems Are Still Surfacing," http://www.latimes.com/business/la-fi-wells-fargo-one-year-20170909-story.html

"Wells Fargo's Reaction to Scandal Fails to Satisfy Angry Lawmakers," https://www.nytimes.com/2016/09/30/business/dealbook/wells-fargo-ceo-john-stumpf-house- hearing.html

"'Wells Fargo, You're the Worst': Scenes from Testy Annual Meeting," https://www.americanbanker.com/news/wells-fargo-youre-the-worst-scenes-from-testy-annual- meeting

"How Wells Fargo's Cutthroat Corporate Culture Allegedly Drove Bankers to Fraud," https://www.vanityfair.com/news/2017/05/wells-fargo-corporate-culture-fraud

"Outburst by Angry Wells Fargo Shareholder Halts Annual Meeting," http://money.cnn.com/2017/04/25/investing/wells-fargo-shareholder-meeting/index.html

"Wells Fargo Shares Slip on Report that Employees Altered Customer Documents in Its Business-Banking Unit," https://www.cnbc.com/2019/05/17/wells-fargo-shares-sink-on-report-that-employees-altered- customer-documents-in-its-business-banking-unit.html

"Wells Fargo to Pay $108 Million for Allegedly Overcharging Veterans on Refis," https://www.housingwire.com/articles/40925-wells-fargo-to-pay-109-million-for-allegedly- overcharging-veterans-on-refis

"For Wells Fargo, Angry Questions About Profiling Latinos," http://www.chicagotribune.com/business/ct-wells-fargo-fake-accounts-latinos-20161019-story.html

"More Former Wells Fargo Employees Allege They Were Fired After They Tried to Blow the Whistle on Shady Activity at the Bank," http://money.cnn.com/2017/11/06/investing/wells-fargo-retaliation-whistleblower/index.html

"Inside Wells Fargo, Workers Say the Mood is Grim," http://money.cnn.com/2016/11/03/investing/wells-fargo-morale-problem/index.html

"Disgust With Wells Fargo You Can Take to the Bank," https://goodmenproject.com/business-ethics-2/disgust-with-wells-fargo-you-can-take-to-the-bank- wcz/

"The Former Khmer Rouge Slave Who Blew the Whistle on Wells Fargo," https://www.nytimes.com/2019/03/24/business/wells-fargo-whistleblower-duke-tran.html

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Exercise of Executive Leadership: Self

Unit 10: Influence and Persuasion

Student Manual

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Unit Learning Outcome (LO)

10.0 The executive officer will be able to distinguish the skills and techniques associated with influence from those associated with persuasion.

Unit Objectives

10.1 Analyze the use of influence.
10.2 Describe the four components of a successful persuasion approach.
10.3 Analyze the effective application of the four key components to situations where persuasion is critical to leading effectively.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Distinguish the skills and techniques associated with influence from those associated with persuasion.	Evaluated Assessment #10

Objectives	Course Component	Evaluation Method
Analyze the use of influence.	Lecture/Discussion/Activity	Activity 10.1
Describe the four components of a successful persuasion approach.	Lecture/Discussion/Activity	Activity 10.1
Analyze the effective application of the four key components to situations where persuasion is critical to leading effectively.	Lecture/Discussion/Activity	Activity 10.1

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

This unit uses lecture, discussion, and a large group activity.

(Total Time: 2 hr., 55 min.)

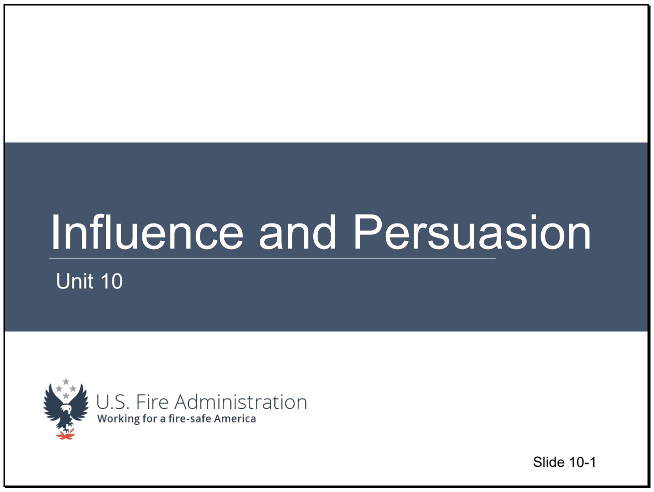
175 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 10-7
15 min.	I.	Influence Overview	SM 10-9
20 min.	II.	Influence Styles	SM 10-11

10 min.	III.	Persuasion	SM 10-18
10 min.	IV.	Conger's Four Elements of Effective Persuasion	SM 10-21
5 min.	V.	Introduction to Activity 10.1	SM 10-23
60 min.	Large Group Activity 10.1	Practicing the Model	SM 10-25
45 min.	Large Group Activity 10.2	Elements of Persuasion	IG 10-29
5 min.	VI.	Summary	IG 10-33
	References		IG 10-35

Audiovisuals

Slides 10-1 to 10-28

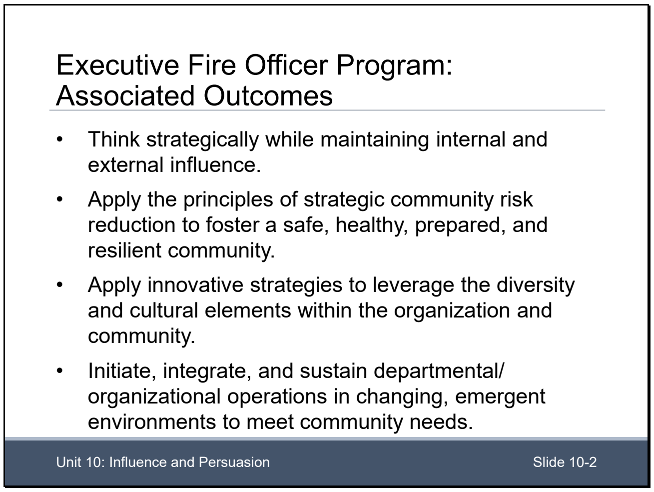
Videos: Segment from "*Gandhi*"
Segment from "*Hoosiers*"
Segment from "*Dead Poets Society*"
Segment from "*Eyes on the Prize*"
"The Framing Effect (Intro Psych Tutorial #94)"
"Ethos, Pathos & Logos"
"Ethos,Pathos,Logos Commercial"
"How to Establish Credibility"
Video Clips from "The 20 Best Movie Speeches of All Time"



To do adaptive work, you need to engage others. As Heifetz et al. indicate in *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*, this process can involve a variety of different activities that include “questions, process ideas, frameworks, single change initiatives, as well as a strategic sequence of efforts that engage different individuals and subgroups in different ways at different points in time” (2009, p. 110).

This unit focuses on two of the skill sets that individuals exercising leadership can develop to help mobilize others, including:

- Influencing: producing effects on the actions, behavior, or opinions of others.
- Persuading: presenting a message in a way that leads others to follow.



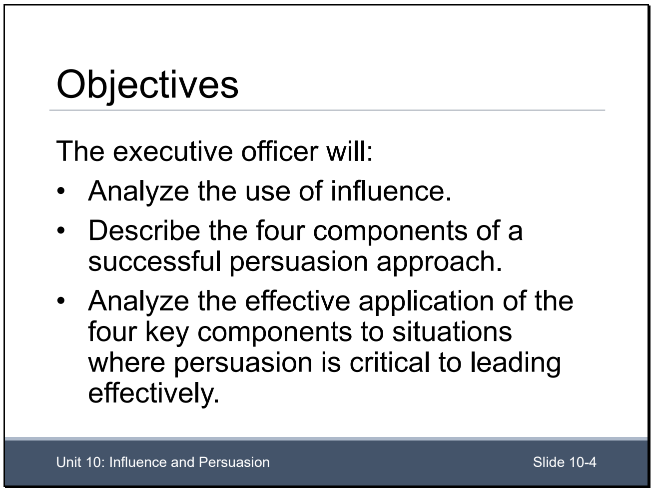
- Think strategically while maintaining internal and external influence.
- Apply the principles of strategic community risk reduction to foster a safe, healthy, prepared, and resilient community.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.
- Initiate, integrate, and sustain departmental/organizational operations in changing, emergent environments to meet community needs.

Learning Outcome

The executive officer will be able to distinguish the skills and techniques associated with influence from those associated with persuasion.

Unit 10: Influence and Persuasion Slide 10-3

10.0 The executive officer will be able to distinguish the skills and techniques associated with influence from those associated with persuasion.



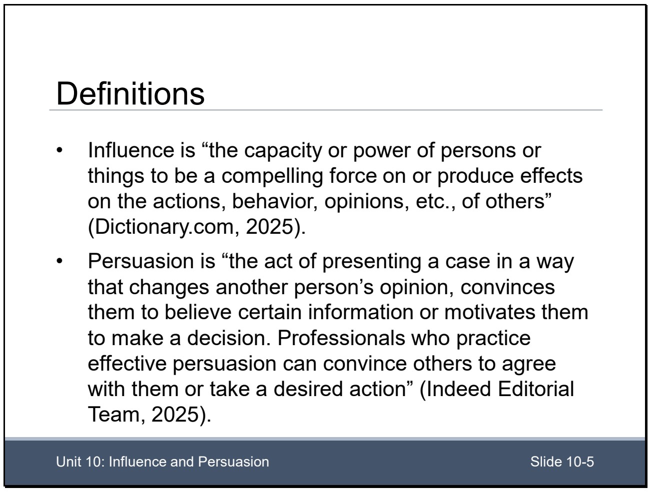
The executive officer will:

10.1 Analyze the use of influence.

10.2 Describe the four components of a successful persuasion approach.

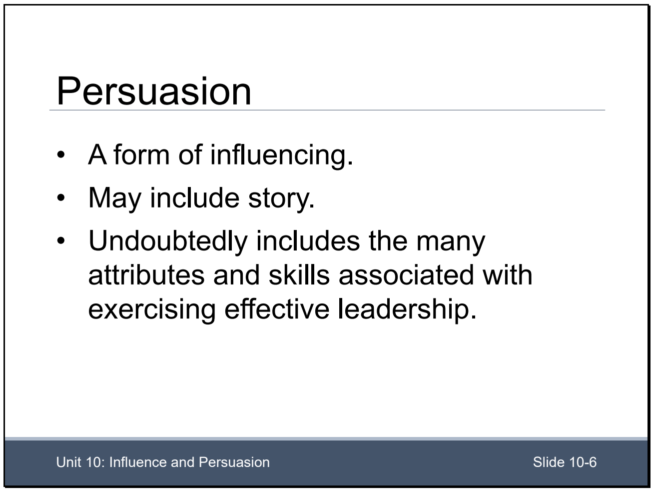
10.3 Analyze the effective application of the four key components to situations where persuasion is critical to leading effectively.

I. Influence Overview



Influence is “the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others” (Dictionary.com, 2025).

The basic definition used for persuasion is “the act of presenting a case in a way that changes another person’s opinion, convinces them to believe certain information or motivates them to make a decision. Professionals who practice effective persuasion can convince others to agree with them or take a desired action” (Indeed Editorial Team, 2025).

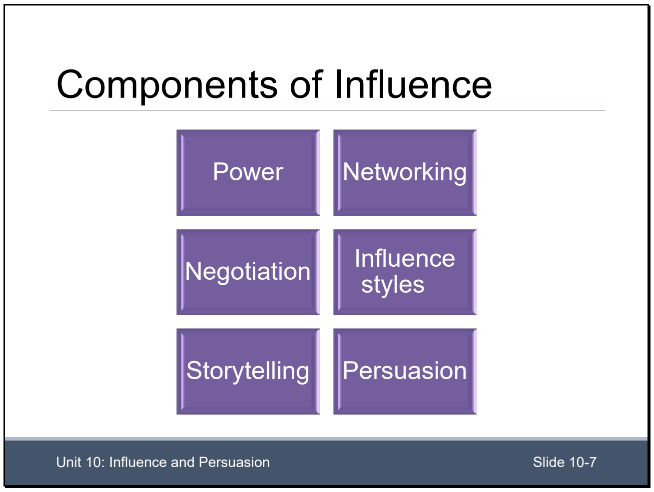


Recipients of influence.

- Internal: the organizational audience of people subject to the formal authority of the authority figure.

- External: the peers and superiors within the higher reaches of the organization, and those elements outside the organization's boundaries.

II. Influence Styles



Factors that contribute to the capacity to influence:

- Power.
  - To get one's way.
  - Dependent on others' perception of our resources and dependence on others to commit their resources on our behalf; affected by job title, charisma, reputation for expertise.
- Networking.
  - "At its core, professional networking involves connecting individuals to share resources, information, and opportunities. This can involve building relationships with colleagues, industry peers, and mentors. Professional networking is not just about making contacts; it's about creating systems that enable effective communication and collaboration" (Bishop, 2024).
  - Uses the skill dimensions associated with using relevant information, having good working relations, and maintaining and communicating a good track record.
  - Kotter suggests that networking involves creating a "... network of cooperative relationships among those people [an executive feels] are needed to satisfy their emerging agendas" (1999).
  - Requires activities on the part of the authority figure both inside and outside of the organizational framework.

- Negotiation.
  - Overall process of dealing with others to obtain tangible and intangible resources to achieve one’s aims.
  - Involves negotiation-style setting that can affect the outcomes.
  - Definition of “winning” needs redefinition in effective negotiation.
- Influence styles.
  - There are three influence styles.
  - Each individual has preferences in their personal influence style.
  - Each style has its place in the executive skills repertoire of an effective authority figure.
- Storytelling.
  - Process of “story” is implicit in other influence tools.
  - Storytelling can be used to provide “teachable moments.”
  - Offers a unique tool for communicating facts, data, information, values, commitment, and passion.
- Persuasion.

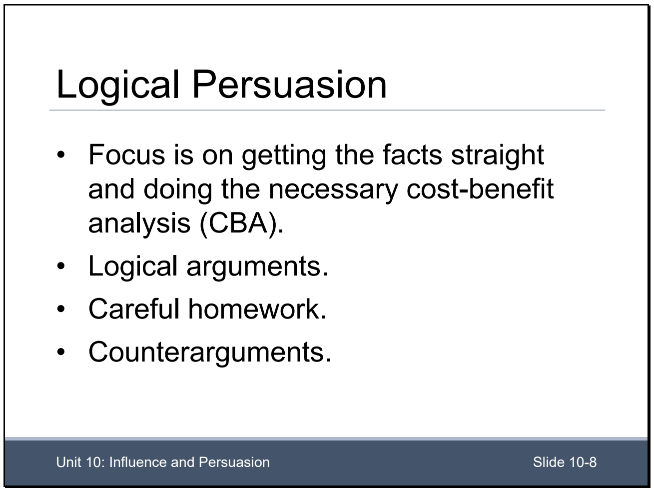
  Used to educate and involve the other person in our point of view so that he or she will want what we want.

Influencing is highly dynamic and must be evaluated throughout the implementation/ process phase.

Where power and influence intersect.

- Both are about getting your way, but influence is more subtle.
- Influence involves attempting to educate another person to want or agree to support the same thing(s) you do.

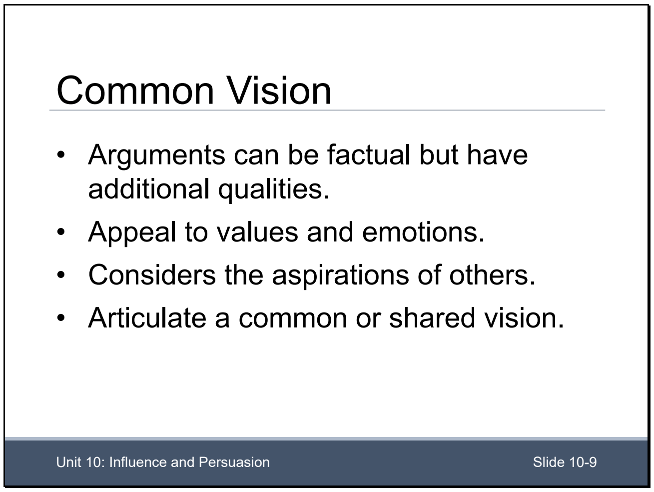
- Factors affecting the decision to agree or support include:
  - Affinity (you like me).
  - Fear (you fear me).
  - Respect (you respect my expertise).
- Use of influence to gain support is more difficult than the use of power (e.g., picking a lock versus breaking down the door).



The focus is on getting the facts straight and doing the necessary cost-benefit analysis (CBA).

This style heavily relies on logical arguments, getting the facts, and marshaling the evidence.

People using this style do their homework carefully and leave no stone unturned when presenting all the facts and in developing counterarguments to anticipated points likely to be raised by the target of the influence attempt.



This approach is factually based but with additional qualities.

They appeal to the values and emotions of the other person and often convey excitement about the future.

When using this style, we think through the possible hopes, values and aspirations of the other person.

We try to identify and articulate a common or shared vision of what the future might be like if the other person does what we are proposing.

This strategy is often based on appeals to the other person’s emotions, trying to kindle excitement about a better future the other person may value for themselves, others, and/or the organization.

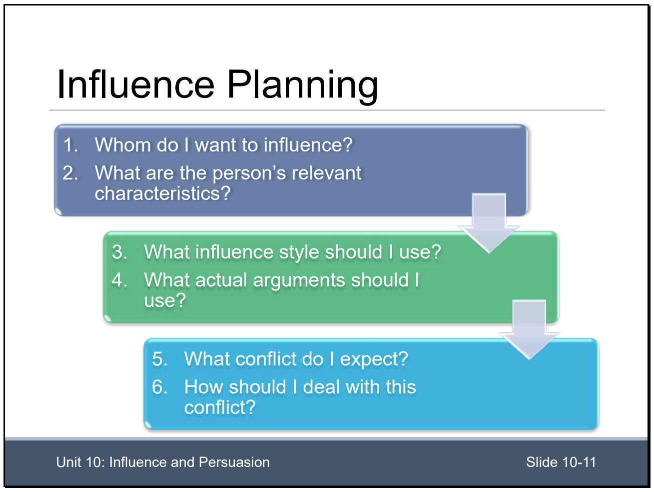
Using this style, we develop a dialogue with others to draw them into discussion so that in the end they want what we want because they helped develop it.

This style lets others know we value their contribution.

Rather than pushing our point of view, this style seeks to draw out the other person’s.

Decisions are not reached in haste, so the other person knows there is plenty of time to explore their views.

The other person’s participation is encouraged to build commitment.



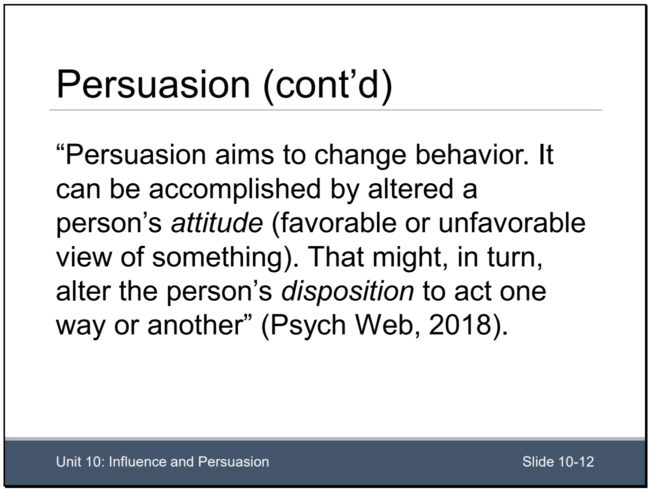
With the influence process activities and styles as tools, you can think through how you want to develop your arguments; you develop an influence plan.

Ask the following questions to begin:

- Whom do I want to influence?
- What are the person's relevant characteristics? (What is it about this person that might provide a clue to the best influence approach?)
- What influence style should I use?
- What actual arguments should I use as I apply each selected influence style? (The styles represent argument categories that help point one to specific arguments.)
- What conflict do I expect? What do I expect the other person to say in rebuttal?
- How should I deal with this conflict?

When you have a really tough opponent, a difficult issue to resolve, and you care a lot about the outcome, using the influence strategies outlined here will give you an edge.

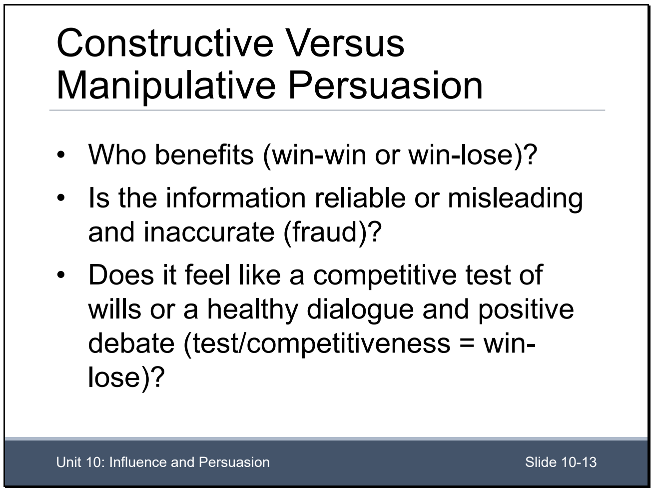
III. Persuasion

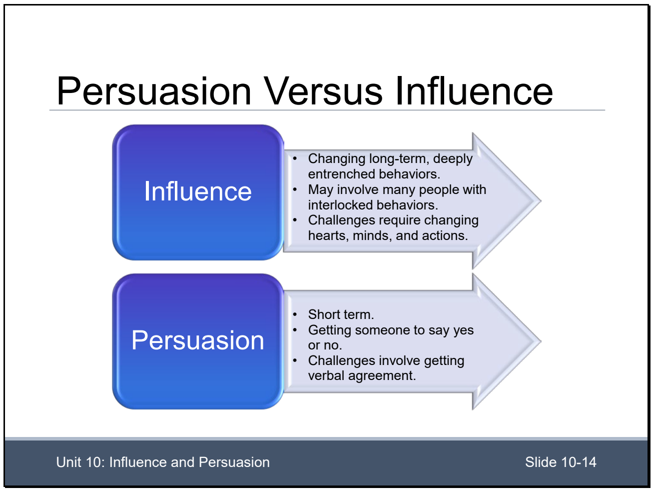


“Persuasion aims to change behavior. It can be accomplished by altered a person’s *attitude* (favorable or unfavorable view of something). That might, in turn, alter the person’s *disposition* to act one way or another” (Psych Web, 2018).

What is not persuasion?

- the hard sell
- a one-way process
- success on the first try
- no need for compromise
- marshaling a great argument
- manipulation

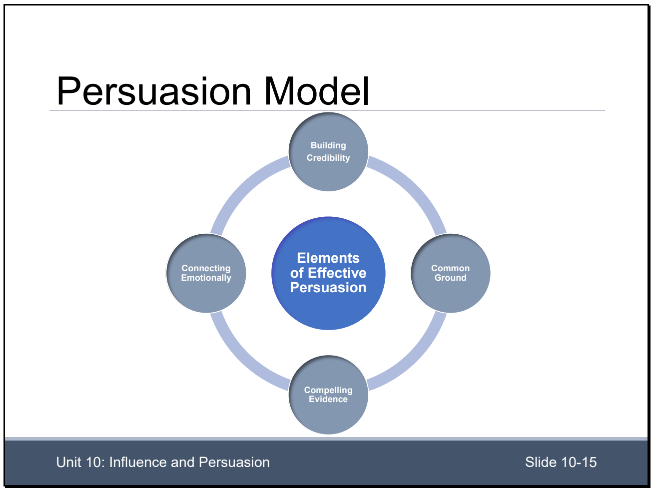

Constructive Versus Manipulative Persuasion
• Who benefits (win-win or win-lose)?
• Is the information reliable or misleading and inaccurate (fraud)?
• Does it feel like a competitive test of wills or a healthy dialogue and positive debate (test/competitiveness = win-lose)?
Unit 10: Influence and Persuasion
Slide 10-13



What distinguishes persuasion from influence?

- Influence.
  - Involves the challenge of changing long-term, deeply entrenched behaviors.
  - Requires getting support from many people with many interlocked behaviors.
  - Requires changing hearts, minds, and actions.
- Persuasion.
  - Challenges are more short term.
  - This typically involves getting someone to say yes or no.
  - Challenge revolves around getting verbal agreement.

IV. Conger's Four Elements of Effective Persuasion



Credibility.

- Expertise: must be able to demonstrate the expertise claimed, or credibility will be destroyed.
- Relationship: must demonstrate consistently by actions and attitude (beliefs and values) in daily interactions.
- Referent power: indirect measure of credibility.
  - Who is in your corner?
  - With whom do you associate?
  - What access have you created and maintained?

Common ground (framing).

- Find a way of presenting the case from a viewpoint of the other person's wants and desires (goals and rewards).
- "The way we frame an opportunity, for example, influences expectations" (Conger, 1998). If we see and express it only through our own values, we may set up, unwittingly, an expectation on the part of the other person that we are only out for ourselves (values and beliefs).
- Speak in the language of the person you are appealing to (language).

Compelling evidence.

- Is the evidence we present meaningful to the other person?

- Do we demonstrate the positive first or last?

  - Negative first can demonstrate a way of looking at the situation that indicates a compelling need for change.

  - Positive first can anchor a person in the right way, against which they may not want to argue.

- Are we ready to show/turn counterarguments into support for our position?

- Are we keeping the argument simple? Using analogies? Stories?

Connecting emotionally.

- Emotions are the result of deeply held beliefs. Tapping into the emotions of the other person touches them at that level.

- Showing our own emotion or passion lets a person into our world of values.

  - When those values are shared by the other person, we connect.

  - Or, by showing emotion and passion, we may be able to demonstrate our commitment in a way that the other person otherwise would not understand. (As the saying goes, “If you can fake sincerity, you’ve got it made!”)

V. Introduction to Activity 10.1

The following activity is based on the work of Dr. Jay Conger. A crucial part of being an effective leader is the ability to persuade your team to take certain actions or accept executive decisions, even if they’re controversial. His work on the art of persuasion for business leaders boiled down the persuasion game to four simple steps: Credibility, Common Ground, Evidence, and Emotional Connection.

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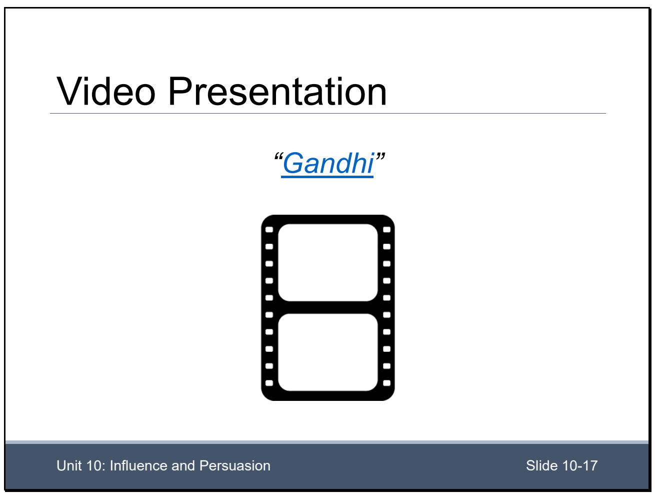
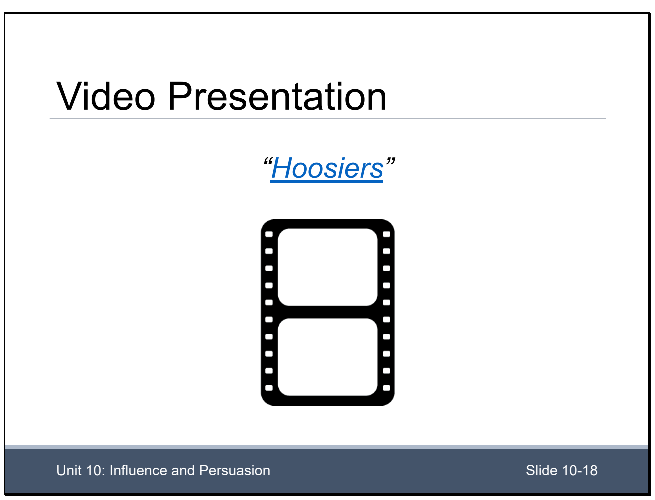
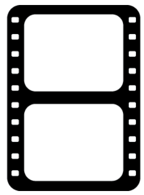
Activity 10.1





Video Presentation

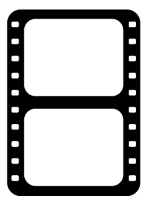
"Dead Poets Society"



Unit 10: Influence and Persuasion Slide 10-19

Video Presentation

"Eyes on the Prize"



Unit 10: Influence and Persuasion Slide 10-20

Effective Persuaders

- Are active listeners who are also adept at reading nonverbal cues such as body language.
- Spend a lot of time preparing.
- Know the positions of others up front.

Unit 10: Influence and Persuasion Slide 10-21

Large Group Activity Estimated Time: 60 minutes

Activity Purpose

Provide an opportunity for students to examine the Persuasion Model by applying the theoretical aspects of each component (framing, compelling positions/evidence, emotional matchmaking, and credibility).

Activity Directions

1. The instructor will introduce the video segment. Each video segment illustrates the component either in a positive or negative manner.

2. The instructor will facilitate a large group discussion regarding the video segment and the component. There will be 10 to 15 minutes allowed for discussion of each video.

Summary

Briefly discuss how influence and persuasion fit within the framework for mobilizing the system identified by Heifetz et al. If necessary, point out, among other things, the importance of:

- identifying how ripe the issue is;
- how to frame the issue;
- analyzing the factions involved;
- finding allies;
- staying connected to those who oppose you, as well as listening to the voices of dissent;
- managing the figures with authority; and
- being responsible for casualties.

Effective persuaders:

- are active listeners who are also adept at reading nonverbal cues such as body language,
- spend a lot of time preparing for the persuasion event, and
- usually know the positions of others up front before the persuasion begins.

When you are dealing with tough oppositions and a difficult issue to resolve, and you care deeply about the outcome, using the influence and persuasion strategies outlined here will give you an edge.

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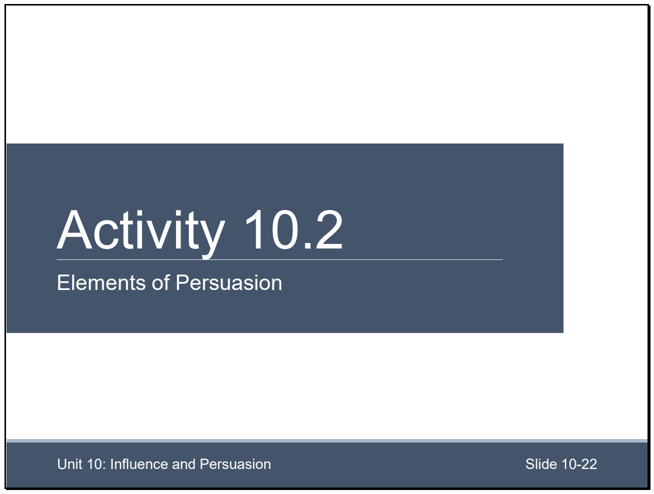
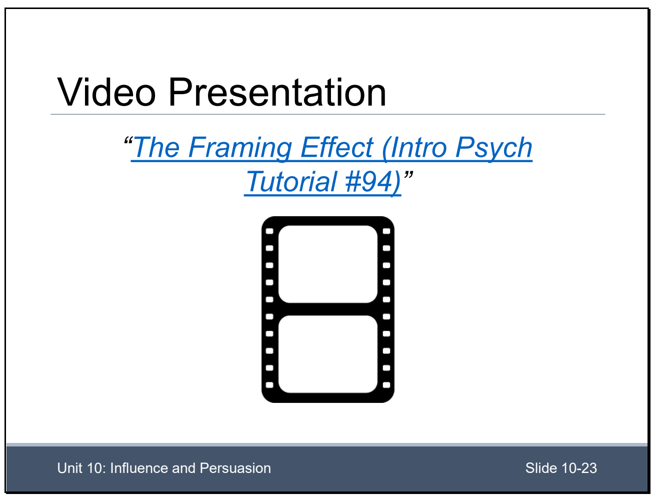
Activity 10.2





Video Presentation

"Ethos,Pathos,Logos Commercial"

Unit 10: Influence and Persuasion Slide 10-25

Video Presentation

"How to Establish Credibility"

Unit 10: Influence and Persuasion Slide 10-26

Video Presentation

Video Clips

Unit 10: Influence and Persuasion Slide 10-27

Large Group Activity Estimated Time: 45 minutes

Activity Purpose

Provide an opportunity for students to examine the Persuasion Model by applying the theoretical aspects of each component (i.e., framing, compelling positions/evidence, emotional matchmaking, and credibility).

Activity Directions

1. The instructor will introduce each video segment explaining the methods outlined and how they can be used to persuade. The first four videos include information on how to deliver a persuasive presentation; these will all be viewed for understanding of the topics, and “The 20 Best Movie Speeches of All Time” videos will be viewed to evaluate the speaker’s effectiveness of the persuasive qualities.

2. The segment will be viewed by the group.

3. The instructor will facilitate a large group discussion regarding “The 20 Best Movie Speeches of All Time” video segments and the persuasive components. Consider the following as the videos are viewed and discuss as a group:

    a. What was the speaker’s intent when speaking?

    b. What methods did they use to persuade the audience (e.g., feeling, visible emotion, personal stories, framing, ethos, pathos, logos, credibility, etc.)?

    c. Was the speaker effective in their approach?

    d. Do alternative approaches exist that could have also been effective?

    e. In what way do the persuasive approaches differ? How are they similar?

    f. Would the approach used be effective in your work?

    g. Would the approach used be effective when presenting your research to a committee intent on making a policy or procedural change?

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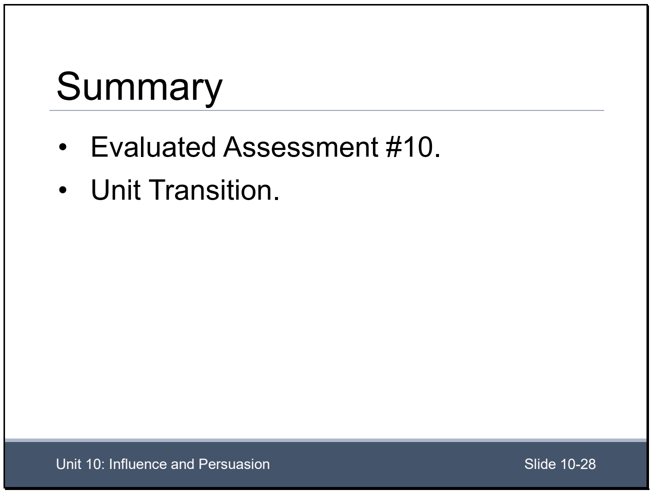
VI. Summary



- Influence and persuasion are methods that can help one engage and mobilize others. However, influence and persuasion are different.
  - Influence involves “the capacity or power of people or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others.”
  - “Effective persuasion is the ability to present a message in a way that leads others to follow it” (Conger, 1998).
- Logical persuasion, common vision, and participation and trust are all influence styles.
- Persuasion can be effective if one can effectively incorporate these four components:
  - Establish one’s creditability.
  - Identify common ground.
  - Build a compelling position and evidence.
  - Make emotional connections.
- Influence and persuasion both involve moving others to action or to follow. In the case of an adaptive problem, where there is no known solution, influence and persuasion may play very different roles, if any, in seeking ways to address the situation.

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Exercise of Executive Leadership: Self

Unit 11: Transitioning From Personal Leadership to Leading Others

Student Manual

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Unit Learning Outcome (LO)

11.0 The executive officer will be able to formulate a strategic approach to transitioning from leadership for self to leading others.

Unit Objectives

11.1 Analyze the challenges and risks associated with transitioning from leading self to the exercise of leadership for others.
11.2 Compile concerns and fears associated with the dangers of leading others.
11.3 Assess concepts and theory of servant leadership.
11.4 Consider concepts of seismic shifts in transitioning to the exercise of executive leadership.
11.5 Collaborate with colleagues to establish means to weather the storms associated with the exercise of leadership.

Objective/Alignment Content

Learning Outcome	Evaluation Method
Formulate a strategic approach to transitioning from leadership for self to leading others.	Evaluated Assessment #11

Objectives	Course Component	Evaluation Method
Analyze the challenges and risks associated with transitioning from leading self to the exercise of leadership for others.	Lecture/Discussion/Activity	Activity 11.1
Compile concerns and fears associated with the dangers of leading others.	Lecture/Discussion/Activity	Activity 11.1
Assess concepts and theory of servant leadership.	Lecture/Discussion/Activity	Activity 11.2
Consider concepts of seismic shifts in transitioning to the exercise of executive leadership.	Lecture/Discussion/Reading/ Activity	Activity 11.3
Collaborate with colleagues to establish means to weather the storms associated with the exercise of leadership.	Lecture/Discussion/Reading/ Activity	Activity 11.4

Note: Although student participation in facilitated discussion is not formally evaluated (graded), it is carefully monitored by instructors to ensure that all students are demonstrating the desired LOs through daily interaction to include challenging and reframing concepts.

Methodology

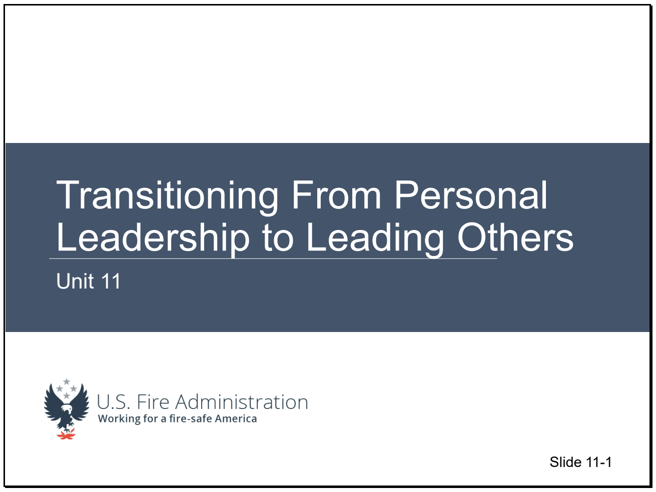
This unit uses lecture, discussion, and small/large group activities.

(Total Time: 5 hr., 45 min.)

345 min.	Lecture/Discussion/Activities		
5 min.	Objectives		SM 11-7
5 min.	I.	Introduction to Activity 11.1	SM 11-9
65 min.	Small Group Activity 11.1		
		Exploring Transitions	SM 11-11
5 min.	II.	Introduction to Activity 11.2	SM 11-13
85 min.	Small Group Activity 11.2		
		Servant Leadership	SM 11-15
5 min.	III.	Introduction to Activity 11.3	SM 11-19
80 min.	Small/Large Group Activity 11.3		
		Transition to Leader	SM 11-21
5 min.	IV.	Introduction to Activity 11.4	SM 11-23
85 min.	Small/Large Group Activity 11.4		
		Weathering the Storms of Leadership	SM 11-25
5 min.	V.	Summary	SM 11-27
	References		SM 11-29

Audiovisual

Slides 11-1 to 11-9



The transition to an executive-level officer position can often be a difficult journey. This unit explores elements of that journey and presents an opportunity to grow perspectives of personal leadership to that of leading others.

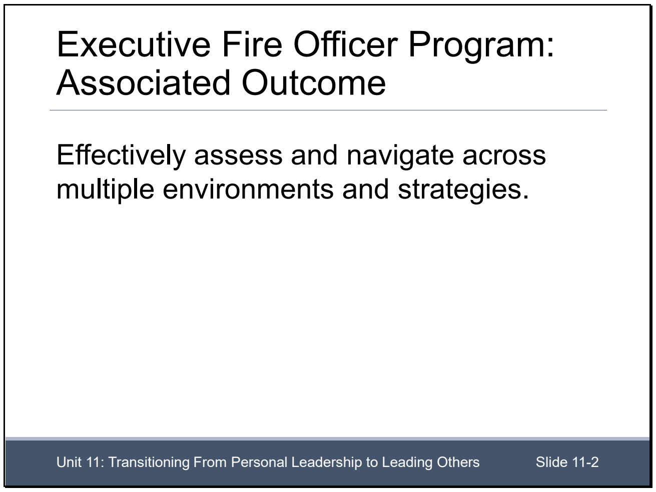
To this point in the Executive Fire Officer (EFO) Program, the focus has been on the development of leadership for self. This process has been to establish a foundation from which the executive begins to reach out into the realm of exercising leadership for others.

While a move to an executive position of increased responsibility and authority has been a strong drive to the individual executive, it is also one that if not approached correctly may lead to failure. Many executive officers have struggled in their transition from line officer to executive officer.

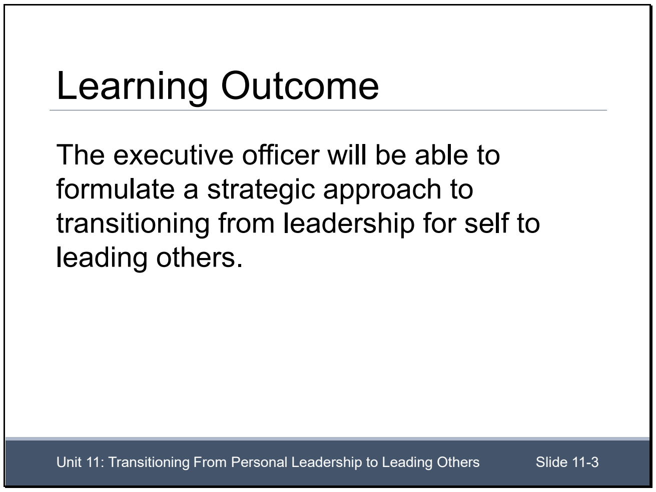
Understanding the transition to executive officer is of critical importance. No longer will one be a tactician; they must now be a strategist. While some theories and axioms used effectively in one's past may still be applied, fundamental differences must be acknowledged for executive officers to find success in their new roles.

Executive officers must remain in a state of willingness to learn and grow. This requires the aptitude to vacillate between different environments while identifying and applying common threads. It becomes more crucial for executive officers to leave the tactical lens to other decision-makers and focus globally. Technology, innovation, strategic thinking, and risks must be contemplated at the macro (balcony) level, and there must be consideration of how each connects.

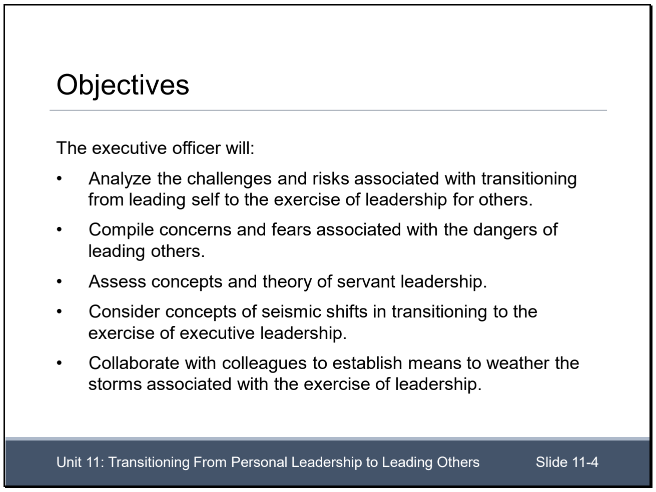
Using the personal learnings acquired in this course and the power of reflection may serve as a guiding source toward success. Recognizing the potential pitfalls and the personal adaptive challenges of this transition provides opportunity for the executives to continue their personal growth.



Effectively assess and navigate across multiple environments and strategies.



11.0 The executive officer will be able to formulate a strategic approach to transitioning from leadership for self to leading others.



The executive officer will:

11.1 Analyze the challenges and risks associated with transitioning from leading self to the exercise of leadership for others.

11.2 Compile concerns and fears associated with the dangers of leading others.

11.3 Assess concepts and theory of servant leadership.

11.4 Consider concepts of seismic shifts in transitioning to the exercise of executive leadership.

11.5 Collaborate with colleagues to establish means to weather the storms associated with the exercise of leadership.

I. Introduction to Activity 11.1

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Activity 11.1

Small Group Activity Estimated Time: 65 minutes

Activity Purpose

Allow an examination of the challenges and opportunities associated with transition to executive-level positions.

Required Materials

- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.
- chart paper and markers

Activity Directions

1. The instructor will divide the cohort into small groups of no more than four.

2. Each group will use the following prompts to generate a dialogue and prepare a group response for presentation to the cohort. Transitioning to an executive-level position may generate an environment of disequilibrium for the executive. Heifetz et al. say "…disequilibrium can catalyze everything from conflict, frustration, and panic, to confusion, disorientation and fear of losing something dear" (2009, p. 28).

   a. What are the elements of our disequilibrium in transitioning to an executive position?

b. What are the competencies that we bring forward to address this disequilibrium?

c. What are our fears, challenges, and incompetencies that are keeping the temperature rising?

d. What specific actions can we take to maintain a personal zone of productivity (Heifetz et al., 2009, Figure 2-4)?

3. Each small group is to provide a brief synopsis of the conclusions.

Summary

As executive officers, we must be in a mindset of our willingness to continually learn. It is through a process of reflection of our own state of disequilibrium that we can begin to observe what we do not know. It can be a scary journey, but as illustrated in the activity, one does not need to go at it alone. Expanding one's network of allies and confidants will assist in making the journey of personal exploration and the transition a success.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- Of all my fears, challenges, and incompetencies in my transition to executive, which **one** is the most significant and why?

- What action can I immediately take to move forward from that item?

II. Introduction to Activity 11.2

This section is grounded in Chapter 10, “Servant Leadership,” in *Leadership: Theory and Practice*. The executives were given this chapter as a pre-course reading. Instructors must be thoroughly familiar with the content of this chapter.

The leadership instrument in Chapter 10 is the Servant Leadership Questionnaire (SLQ). The executives were assigned this assessment as a pre-course activity. This activity required the executive to select two individuals to complete the questionnaire from their perspective of the executive’s leadership capacity. The executives are to bring their results to this section.

The following activity is based upon Chapter 10, “Servant Leadership,” in *Leadership: Theory and Practice*. The executives will have read this chapter and completed the SLQ assessment.

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Activity 11.2

Small Group Activity Estimated Time: 85 minutes

Activity Purpose

Provide an opportunity to reframe the elements of the servant leadership model from the context of personal leadership and transitioning to leading others.

Required Materials

- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications Inc.
- Heifetz, R., & Linsky, M. (2017). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business Review Press.

Activity Directions

1. The instructor will divide the executives into small groups not to exceed four members.

2. Each group will use the following prompts to generate a dialogue and prepare a group response for presentation to the cohort:

    a. Northouse quotes Robert K. Greenleaf in defining servant leadership: “[Servant leadership] begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead” (2021, p. 228).

- How does this definition relate to your reflections on your individual SLQ score and your exercise of leadership?

- Within the small group, what are common concerns or challenges with the concept of a conscious choice?

- As a person in a position of authority, do you have a conscious choice or only a duty to act? Explain.

- How might you reconcile a difference in the practice of servant leadership as a personal value-based conscious choice versus an organizational-focused choice?

b. Northouse further quotes Robert K. Greenleaf in defining servant leadership: "*And*, what is the effect on the least privileged in society; will they benefit, or, at least, they will not be further deprived?" (2021, p. 228).

- In what ways does this comment relate to your social responsibilities in the exercise of leadership?

- Given the list of Ten Characteristics of a Servant Leader (pp. 229–230 of the Northouse text), describe the two characteristics the group believes to be the most important to achieving the notion of "they will not be further deprived" and why.

c. Northouse indicates that "follower receptivity" is a critical element to the exercise of servant leadership (2021). How would you handle those who say servant leadership is too personal or just another form of micromanagement?

3. Each small group is to provide a brief synopsis of the conclusions.

Summary

This activity perhaps poses more questions than answers in that the theory of servant leadership seems to be the right thing. However, with all theories there is always a contrary perspective. Keeping in mind that all leadership starts from within, there is a need to appropriately begin to exercise leadership beyond self. Servant leadership is one way with characteristics that naturally link to ethical leadership behaviors and the five major traits of leadership reviewed in earlier course readings. The use of the SLQ scores may serve as a growth opportunity.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- Of the servant leadership behaviors listed by Northouse, which one do I perceive to be my least developed, and how will I go about improving this area?
- Will a servant leadership approach be the best for me in my transition to executive officer? Why or why not?

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III. Introduction to Activity 11.3

This section focuses on the Watkins article “How Managers Become Leaders.” This article should have been assigned to the executives as a pre-unit reading.

While the article uses a private sector example, Watkins’ concepts are applicable to all persons moving from a managerial perspective and function to one of leadership and a strategic mindset.

This activity will focus the executives on Watkins’ concepts of seismic shifts that occur when moving upward in an organization. The perspective is to be from that of having had a focus on leading self to now leading others.

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Activity 11.3

Small/Large Group Activity Estimated Time: 80 minutes

Activity Purpose

Create a Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis of Watkins' seven seismic shifts that may occur in any transition to becoming a leader.

Required Materials

- Watkins, M. D., (2012, June). How managers become leaders. *Harvard Business Review*. https://hbr.org/2012/06/how-managers-become-leaders
- chart paper and markers

Activity Directions

1. The instructor will divide the executives into seven groups and assign each group one of the seven seismic shifts.

2. Each group will create a SWOTT analysis on their assigned seismic shift using the following guidance:

    a. From the perspective of the assigned shift, and each individual group member's views of the shift, develop a SWOTT chart using the consensus of the group's current reality and the aspired state of the seismic shift.

b. Within the foundation of the SWOTT analysis, what is the group consensus as to the most significant adaptive challenge they face in making the shift?

c. What makes this challenge the most significant out of other challenges, threats, or dangers?

d. What is the single most important action or behavior that may minimize or neutralize this challenge?

3. Each group will select a representative to present their SWOTT chart and responses.

Summary

Moving upward beyond self-leadership is fraught with potential pitfalls and dangers. However, exploring the shifts needed in both attitude and skills is critical to continued personal development. Taking the opportunity to explore and then develop and enhance the pathways along the seismic shifts will aid transition to leadership.

Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- Of the seven seismic shifts, which one is my most significant challenge and why?
- What specific actions will I take to address this challenge?

IV. Introduction to Activity 11.4

This section is the last of this course. The intent is to bring the executives to focus on the road ahead and how to weather the storms certain to be found along the executives' paths.

Heifetz and Linsky's subtitle of their text *Leadership on the Line* is applicable to the executive's journey—*Staying Alive Through the Dangers of Leading*. "Part Three: Body and Soul" provides the source of dialogue and activity for this section.

Activity 11.4 provides the opportunity to explore specific approaches one may take towards protecting themselves during stormy leadership times.

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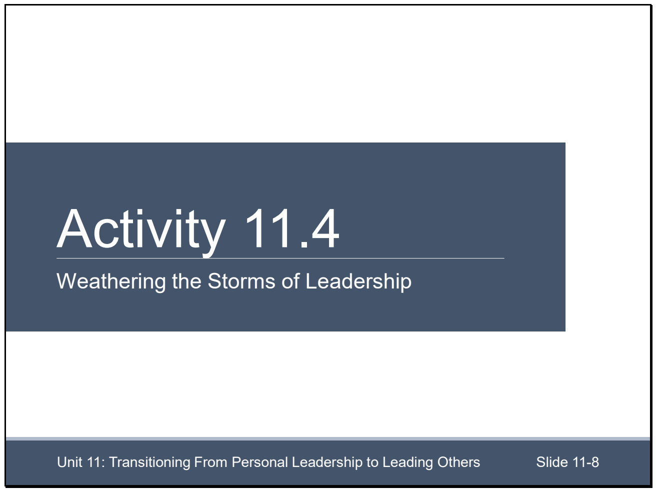
Activity 11.4



Small/Large Group Activity Estimated Time: 85 minutes

Activity Purpose

Integrate Heifetz and Linsky's writings on body and soul with specific actions the executives may take to weather a leadership storm.

Required Materials

- Heifetz, R., & Linsky, M. (2017). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business Review Press.
- chart paper and markers

Activity Directions

1. The instructor will divide the executives into four groups.

2. The instructor will direct the executives to "Part Three: Body and Soul" in *Leadership on the Line* and assign each group one of the four chapters.

3. Each group will use the following to guide dialogue and create a brief presentation:

    a. Within the assigned chapter, what is the main message being expressed by Heifetz and Linsky? Cite examples from the chapter to support the group's consensus.

b. Using the highlights of the chapter, identify three to five actions that each group member is willing to commit to taking in order to sustain themselves in stormy leadership times. Be specific.

c. Describe a plan of action each member of the group is willing to take in order to support each other when weathering a leadership storm. Be specific.

4. Each group will select a representative to present their responses.

Summary

Facing leadership storms is a known issue for anyone who chooses to exercise adaptive leadership. After all, adaptive leadership generates disequilibrium and that in turn often leads to persons taking defensive postures towards the one leading. Weathering the storms is never easy nor fun. Having a strong body and soul is a preventive mindset. Using a support system during turbulent times is wise and promotes an even stronger body and soul.

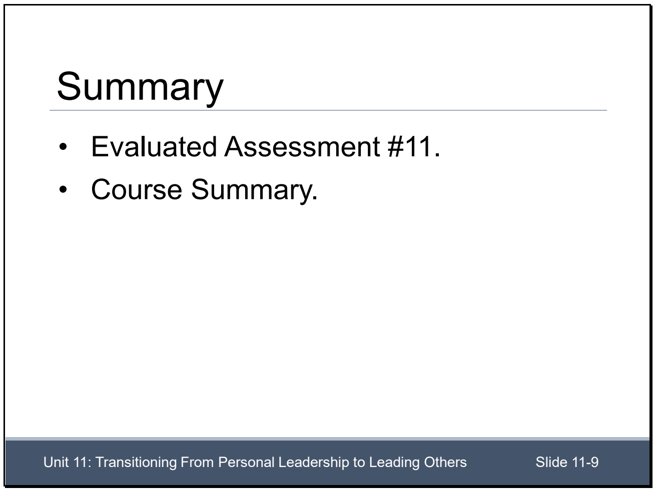
Personal Journal Prompt (optional outside class individual activity)

Have the executives consider the following prompts for their after-class reflections:

- Of the central theme in “Part Three: Body and Soul,” where am I most vulnerable? Why?

- What specific actions will I take to address this vulnerability?

V. Summary



This unit explored both the potential gains and the dangers associated with transitioning from personal leadership to leading others. Considering the focus of leading to serve or serving to lead brings the executive to a different mindset. As with any adaptive challenge, there will be significant shifts in both attitude and skills. A willingness to recognize the shifts lends itself to the continued growth of the executive. Transitioning beyond leadership for self and exercising adaptive leadership inevitably creates dangers. Maintaining a focus on body and soul can serve as a significant shield during turbulent times.

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References

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

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Exercise of Executive Leadership: Self

Acronyms

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Acronyms

AIS	American Institute of Stress
APA	American Psychological Association
ASTD	American Society for Training and Development
CAP	Capstone Applied Project
CBA	cost-benefit analysis
CISS	Campbell Interest and Skill Survey
CLA	Cambridge Leadership Associates
EEL: O	"Exercise of Executive Leadership: Organization"
EEL: S	"Exercise of Executive Leadership: Self"
EFO	Executive Fire Officer
EI	emotional intelligence
ELSQ	Ethical Leadership Style Questionnaire
EMI	Emergency Management Institute
EMS	emergency medical services
GLF	Great Lakes Foods
HBS	Harvard Business School
HMI	Herman Miller Inc.
IG	Instructor Guide
IPSLEI	International Public Safety Leadership and Ethics Institute
LMS	learning management system
LO	learning outcome
LTQ	Leadership Trait Questionnaire

NETC	National Emergency Training Center
NFA	National Fire Academy
NIMS	National Incident Management System
NRF	National Response Framework
PDP	Personal Development Plan
PMI	Project Management Institute’s
SCBA	self-contained breathing apparatus
SEC	Securities and Exchange Commission
SLQ	Servant Leadership Questionnaire
SM	Student Manual
SWOTT	Strengths, Weaknesses, Opportunities, Threats, Trends
USFA	U.S. Fire Administration