



FEMA



National Fire Academy

R0125 – Executive Leadership

Version: 7th Edition, 2nd Printing, October 2015

Quarter:

ACE Credit: In the graduate or upper division baccalaureate degree category, three semester hours in organizational behavior, fire science, personnel management, public administration, or management as an elective.

IACET Continuing Education Units: 6.3

Length of Course: 10 Days (68 contact hours, Monday – Friday)

Prerequisite: Yes

Curriculum: Leadership and Executive Development

Training Specialist: Kevin Brame

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0125 – *Executive Leadership*. This capstone 10-day course of the EFOP was designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness.

The curriculum includes self- and observer-based multirater assessment instruments, case-study analysis, role playing, and adaptive problem consult, experiential activities, and a staff ride. Participants complete a “personal plan” to assess currency and then create goals in four areas of their professional, personal, community and family life.

Course units include purpose and integrity, giving and using feedback, thinking systemically, thinking politically, developing self to exercise leadership, decision-making, politics and public policy, influence and persuasion, negotiation, storytelling, an exercising leadership practicum, managing multiple roles, taking risks, being in transition, staying alive, and a staff ride to the Gettysburg National Military Park.

Student Qualifications (Primary and Secondary Audience)

The primary audience for this course is department chiefs or equivalent. This includes chief officers who head major bureaus or divisions within a fire department/Emergency Medical Services (EMS) organization. Examples of functions include suppression, emergency medical, prevention, emergency management and training.

The secondary audience for this course is a category of candidates referred to as key leading candidates. These are those individuals who are serving in supervisory level positions who have previously exercised leadership within their organizations and who aspire to more senior positions of authority within their departments. This group of candidates also includes battalion-level chief officers from International Association of Fire Chiefs (IAFC)/National Fire Protection Association (NFPA) metro-sized fire organizations.

Course Scope (Goal)

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

This two-week course in the final year of the Executive Fire Officer Program (EFOP) provides an opportunity to extend the learning experienced in prior courses so that future opportunities to exercise leadership are moved to a practice. Students are required to:

- Share actual contemporary cases that contain adaptive problems. Case studies offer further analysis and application opportunities.
- A personal plan is created, and each student receives feedback regarding his or her introspection and efforts to strategize post-EFOP experiences.
- Develop a personal leadership philosophy and deliver a culminating presentation in the style of a TED Talk.
- Participate in a one-day field trip to the Gettysburg National Military Park where frameworks of leadership presented throughout the EFOP courses and research are discussed, further analyzed and applied in light of this historic 1863 event.

The EFO will develop personal competencies at the executive level that support the practice of exercising adaptive leadership.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Explain the roles of purpose and integrity in the exercise of leadership.
- Illustrate the benefits to professional development that can be gained from feedback from others, from self-assessment and reflection.
- Examine the systems within which the adaptive challenge exists, using purposeful collection of data to help clarify and define what occurs within these systems.
- Analyze political relationships within an organizational system.
- Given the results of a self-based or observer-based assessment instrument, integrate the information to enhance their plans for personal and professional leadership growth.
- Given the video “The Missiles of October,” examine techniques used by an authority figure to mobilize others to address an adaptive challenge that has broad, systemic implications.
- Analyze the influence of politics on the formation of public policy.
- Distinguish the skills and techniques associated with influence from those associated with persuasion.
- Assess their strengths and weaknesses in terms of negotiation.
- Assess the diverse set of roles one plays in personal and professional life and the impact of these multiple roles on effective leadership.
- Evaluate the value of experimentation and risk-taking in the exercise of adaptive leadership.
- Integrate strategies for successfully transitioning through life and career stages.
- Integrate strategies for maintaining life/work balance into their Personal Development Plan.
- Assess leadership opportunities and influences within the context of organization, environment and culture, and develop plans for the exercise of adaptive leadership to meet identified opportunities.
- Summarize their reflections and experiences in the “Executive Leadership” (EL) course and the Executive Fire Officer Program (EFOP).

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 10-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

DAY 1	DAY 2
Introduction, Welcome and Administrative	Case Consultations and Debrief
<i>Break</i>	<i>Break</i>
Introduction, Welcome and Administrative (cont'd) Unit 1: Purpose and Integrity	Unit 4: Thinking Politically Activity 4.1: Faction Mapping
<i>Break</i>	<i>Break</i>
Unit 1: Purpose and Integrity (cont'd) Activity 1.1: Introduction to Student Leadership Philosophy	Activity 4.2: Application of Emotional Intelligence Skills to Semmelweis Video
<i>Lunch</i>	<i>Lunch</i>
Activity 1.2: Finding the Courage to Act Unit 2: Giving and Using Feedback	Unit 5: Developing Self to Exercise Leadership
<i>Break</i>	<i>Break</i>
Unit 3: Thinking Systemically Activity 3.1: The Crop Damage Conundrum Activity 3.2: Adaptive Challenge Case Consultations	Activity 5.1: Nelson Mandela Case Study Instrument Feedback (ELA)

Note: All times are approximate.

DAY 3	DAY 4
Case Consultations and Debrief	Case Consultations and Debrief
<i>Break</i>	<i>Break</i>
Unit 6: Decision-Making Movie: “The Missiles of October”	Unit 7: Politics and Public Policy Activity 7.1: Examining a Public Policy Debate
<i>Break</i>	<i>Break</i>
Movie: “The Missiles of October” (cont’d)	Activity 7.2: Seepport Exercise
<i>Lunch</i>	<i>Lunch</i>
Activity 6.1: Mobilizing Others	Activity 7.2: Seepport Exercise (cont’d)
<i>Break</i>	<i>Break</i>
Activity 6.2: Decision Styles Activity 6.3: Kennedy Case Study Discussion Instrument Feedback (ALA)	Review for Week 1 Exam

DAY 5	DAY 6
Week 1 Exam	Case Consultations and Debrief
<i>Break</i>	<i>Break</i>
Case Consultations and Debrief	Unit 10: Managing Multiple Roles
<i>Break</i>	<i>Break</i>
Unit 8: Influence and Persuasion Activity 8.1: Practicing the Model	Activity 10.1: Incentives for Excellence at the Colorado State Hospital
<i>Lunch</i>	<i>Lunch</i>
Unit 9: Negotiation Activity 9.1: Constituent Groups Activity 9.2: Negotiation Profile	Unit 11: Taking Risks
<i>Break</i>	<i>Break</i>
Activity 9.3: Preparation for Gettysburg Staff Ride Presentation Movie: "The Gettysburg Story" Independent Study and Research	Activity 11.1: Exceeding One's Authority Unit 12: Being in Transition: Understanding Change During Midlife and Beyond Activity 12.1: Aging Successfully: The Example of Robert E. Lee Case Study

DAY 7	DAY 8
Case Consultations and Debrief	Week 2 Exam
<i>Break</i>	<i>Break</i>
Unit 13: Maintaining Life/Work Balance	“Leadership Discoveries” Presentations (cont’d)
<i>Break</i>	<i>Break</i>
Activity 13.1: Maintaining Life/Work Balance	“Leadership Discoveries” Presentations (cont’d)
<i>Lunch</i>	<i>Lunch</i>
“Leadership Discoveries” Presentations	“Leadership Discoveries” Presentations (cont’d)
<i>Break</i>	<i>Break</i>
“Leadership Discoveries” Presentations (cont’d) Review for Week 2 Exam	Unit 14: Capstone: A Visit to Gettysburg

Note: Class pictures are usually held on Tuesday, but that depends on the availability of the photographer.

DAY 9	DAY 10
Gettysburg Staff Ride	Graduation
<i>Break</i>	<i>Break</i>
Gettysburg Staff Ride (cont'd)	
<i>Break</i>	<i>Break</i>
Gettysburg Staff Ride (cont'd)	
<i>Lunch</i>	<i>Lunch</i>
Gettysburg Staff Ride (cont'd)	
<i>Break</i>	<i>Break</i>
Gettysburg Staff Ride (cont'd) Unit 15: Reflections on “Executive Leadership” and the Executive Fire Officer Program Graduation Preparation Course Evaluation	

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

Heifetz, R. A., and Linsky, M. (2002). "Leadership on the Line: Staying Alive Through the Dangers of Leading." Boston, MA: Harvard Business School Press.

Heifetz, R. A., Grashow, A., and Linsky, M. (2009). "The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World." Boston, MA: Harvard Business Review Press.

Shaara, M. (2011). "The Killer Angels: The Classic Novel of the Civil War." New York, NY: Ballantine Books Trade Paperbacks.

Mandela, N. (1995). Chapters 79-81 and 88, pp. 481-492, 517-523. In "Long Walk to Freedom: The Autobiography of Nelson Mandela." Boston, MA: Back Bay Books.

Janis, I. L. (1983). "Chapter 1: Introduction: Why So Many Miscalculations?" and "Chapter 2: A Perfect Failure: The Bay of Pigs." In "Groupthink: psychological studies of policy decisions and fiascoes." (2nd ed.) (pp. 2-13) and (pp. 14-47). Boston, MA: Houghton Mifflin.

Hamilton, A., and Madison, J. (1787, November 22). "The Federalist No. 10: The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection," pp. 57-63. The New York Daily Advertiser.

The 1987 Annual Handbook for Group Facilitators."

Parker, M. W., Achenbaum, W. A., Fuller, G. F., and Fay, W. P. (1994, Winter). Aging Successfully: The Example of Robert E. Lee. "Parameters," pp. 99-113.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Summary Evaluation Plan and Scoring Sheet

The summary evaluation plan of the R0125 "Executive Leadership" (EL) course is as follows:

Assessment Tool	Assignment	Point Score	% of Final Grade	Weighted Point Score Toward Final Grade
1	Nelson Mandela Case Study Analysis		5%	
2	Kennedy Case Study Analysis		10%	
3	Week 1 Exam		20%	
4	"Leadership Discoveries" Presentation		20%	
5	Personal Development Plan		20%	
6	Gettysburg Staff Ride Presentation		5%	
7	Week 2 Exam		20%	
		Final Course Grade	100%	___/100%

A minimum final course grade of at least 80 percent is required to pass this course.

Numerical Score	Letter Grade
100-90	A
89-80	B
79 and below	F

The following seven assessment tools comprise the evaluation plan for this course, EL (R0125). The value of each assessment tool toward the final grade for the course is noted in parentheses by the name of each tool.

Assessment Tool 1: Nelson Mandela Case Study Analysis (5 percent)

Each student must complete a written analysis of a major case used within the course dealing with Nelson Mandela. Completion of this assignment includes an evening reading, selected segments of a video, a group discussion in class, and a written analysis. Only the written analysis will be evaluated as part of the final grade.

Assessment Tool 2: Kennedy Case Study Analysis (10 percent)

Each student must complete a written analysis of a major case study concerning how President John F. Kennedy handled the Bay of Pigs incident in Cuba followed by the Cuban Missile Crisis. Completion of this assignment includes an evening reading, viewing of a motion picture in class, group discussion in class, and a written analysis. Only the written analysis will be evaluated as part of the final grade.

Assessment Tool 3: Week 1 Exam (20 percent)

A written exam criterion referenced in design consisting of questions requiring essay responses will be administered to each student. This exam will be administered on Friday morning of the first week.

Assessment Tool 4: Development of a Personal Leadership Philosophy and “Leadership Discoveries” Presentation (20 percent)

Each student must prepare for and present on their personal leadership philosophy in the style of a TED Talk.

Assessment Tool 5: Personal Development Plan (20 percent)

Each student must complete in writing a Personal Development Plan. The plan and responses will support four life areas: community, family, personal and professional.

Assessment Tool 6: Gettysburg Staff Ride Presentation (5 percent)

Each student assigned to a project group must prepare for and provide a brief presentation during the staff ride (while in the field) on a pre-assigned element.

Assessment Tool 7: Week 2 Exam (20 percent)

A written exam criterion referenced in design consisting of questions requiring essay responses will be administered to each student. This exam will be administered on Wednesday of the second week to enable review and evaluation by the faculty prior to the final day of the course (Thursday of the second week).

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 1: Purpose and Integrity (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Explain the roles of purpose and integrity in the exercise of leadership.

Enabling Objectives

The students will be able to:

- 1.1 Relate the overall objectives of the "Executive Leadership" (EL) course to the Adaptive Leadership Framework.
- 1.2 Using the personal leadership philosophy developed in their pre-course assignment, communicate their personal and professional purpose to the class.
- 1.3 Explore the relevance of courage and integrity in the exercise of leadership.

Unit 2: Giving and Using Feedback (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Illustrate the benefits to professional development that can be gained from feedback from others, from self-assessment and reflection.

Enabling Objectives

The students will be able to:

- 2.1 Define the concept of an adaptive challenge.
- 2.2 Explain how feedback from self-assessment instruments and from others contributes to self-awareness.
- 2.3 Discuss opportunities to use a Personal Development Plan for self-assessment and personal planning.
- 2.4 Describe the types of conversation that can assist leaders in addressing adaptive challenges.
- 2.5 Explain how having difficult conversations can create opportunities for learning and self-knowledge.

Unit 3: Thinking Systemically (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Examine the systems within which the adaptive challenge exists, using purposeful collection of data to help clarify and define what occurs within these systems.

Enabling Objectives

The students will be able to:

- 3.1 Summarize the purpose and benefits of applying systems thinking to the identification and diagnosis of adaptive challenges.

- 3.2 Using the adaptive leadership challenge summarized as part of the pre-course assignment, describe to a group of one's peers an adaptive challenge currently being experienced.
- 3.3 Using the case consulting methodology, examine the adaptive challenge and the system in which it exists, in order to gain insight and understanding.

Unit 4: Thinking Politically (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Analyze political relationships within an organizational system.

Enabling Objectives

The students will be able to:

- 4.1 Given a case study on adaptive change, identify the various factions, their constituencies, their values and their interests.
- 4.2 Describe the five aspects of emotional intelligence as defined by Daniel Goleman.
- 4.3 Identify the ways in which Goleman's five aspects of emotional intelligence enable one to act politically.

Unit 5: Developing Self to Exercise Leadership (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Given the results of a self-based or observer-based assessment instrument, integrate the information to enhance their plans for personal and professional leadership growth.

Enabling Objectives

The students will be able to:

- 5.1 Examine the relationship between exercising leadership and authority.

- 5.2 Characterize the sources of a leader’s power.
- 5.3 Explain the concept of the authorizing environment as it pertains to the relationship of power to authority.
- 5.4 Given a case study on executive leadership, analyze leader effectiveness and personally apply this analysis to their self-assessments.
- 5.5 Given a study of leader effectiveness completed by the Center for Creative Leadership, personally apply this analysis to their self-assessment plans.

Unit 6: Decision-Making (Day 3)

Objectives

Terminal Objective

The students will be able to:

- 6.1 Given the video “The Missiles of October,” examine techniques used by an authority figure to mobilize others to address an adaptive challenge that has broad, systemic implications.

Enabling Objectives

The students will be able to:

- 6.1 Examine the Vroom-Jago model of decision-making and use it to assess decision-making approaches applied in addressing an adaptive challenge.
- 6.2 Given a case study, examine the decisions made and evaluate historical decision-making processes in the context of mobilizing for adaptive change within one’s community or organization.

Unit 7: Politics and Public Policy (Day 4)

Objectives

Terminal Objective

The students will be able to:

- 7.1 Analyze the influence of politics on the formation of public policy.

Enabling Objectives

The students will be able to:

- 7.1 Identify the relevance of factional interests to the formation of public policy.
- 7.2 Apply systemic and political thinking to identify the existence of factions within their own communities.
- 7.3 Evaluate the interests of different factions to determine their influence on achieving desired outcomes.

Unit 8: Influence and Persuasion (Day 5)

Objectives

Terminal Objective

The students will be able to:

- 8.1 Distinguish the skills and techniques associated with influence from those associated with persuasion.

Enabling Objectives

The students will be able to:

- 8.1 Analyze the use of influence.
- 8.2 Describe the four components of a successful persuasion approach.
- 8.3 Analyze the effective application of the four key components to situations where persuasion is critical to leading effectively.

Unit 9: Negotiation (Day 5)

Objectives

Terminal Objective

The students will be able to:

- 9.1 Assess their strengths and weaknesses in terms of negotiation.

Enabling Objectives

The students will be able to:

- 9.1 Determine relevant constituent groups and the arguments that would appeal to these groups.
- 9.2 Determine their negotiation style.

Unit 10: Managing Multiple Roles (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 10.1 Assess the diverse set of roles one plays in personal and professional life and the impact of these multiple roles on effective leadership.

Enabling Objectives

The students will be able to:

- 10.1 Research, interpret, analyze and present an application of Mintzberg's research to their work situation.
- 10.2 Analyze key issues, role conflicts and ambiguities to develop a solution to the problems presented in the case.

Unit 11: Taking Risks (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 11.1 Evaluate the value of experimentation and risk-taking in the exercise of adaptive leadership.

Enabling Objectives

The students will be able to:

- 11.1 Explain the benefits of experimentation for continuous learning.
- 11.2 Discuss the potential rewards associated with experimentation and risk-taking.

Unit 12: Being in Transition: Understanding Change During Midlife and Beyond (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 12.1 Integrate strategies for successfully transitioning through life and career stages.

Enabling Objectives

The students will be able to:

- 12.1 Illustrate the underlying framework of personal and professional transitions and useful frames of reference for thinking about change during adulthood.
- 12.2 Describe their own characteristic style of coping with transitions.
- 12.3 Develop an awareness of the issues and tasks that need to be dealt with at midlife.
- 12.4 Analyze what characteristics enable authority figures to manage career transitions successfully.

Unit 13: Maintaining Life/Work Balance (Day 7)

Objectives

Terminal Objective

The students will be able to:

- 13.1 Integrate strategies for maintaining life/work balance into their Personal Development Plan.

Enabling Objectives

The students will be able to:

- 13.1 Articulate the difference between role and self.
- 13.2 Describe personal characteristics, attributes and influences that affect an individual's performance in exercising leadership.
- 13.3 Illustrate actions and activities that support maintaining one's health and outlook during adaptive challenges.

Unit 14: Capstone: A Visit to Gettysburg (Day 8)

Objectives

Terminal Objective

The students will be able to:

- 14.1 Assess leadership opportunities and influences within the context of organization, environment and culture, and develop plans for the exercise of adaptive leadership to meet identified opportunities.

Enabling Objectives

The students will be able to:

- 14.1 Assess the influences of organization, environment and culture on individuals exercising leadership during "in extremis" events.
- 14.2 Discuss the impact of a conflict of values when exercising leadership.
- 14.3 Analyze the similarities and differences of the leadership environments surrounding Gens. George Meade and Robert E. Lee.
- 14.4 Discuss the actions needed and risks associated with exercising leadership during times of extreme disequilibrium.
- 14.5 Describe the relevance of the exercise of leadership within the Gettysburg battle to the application of leadership in today's fire and emergency services.

Unit 15: Reflections on “Executive Leadership” and the Executive Fire Officer Program (Day 9)

Objectives

Terminal Objective

- 15.1 Summarize their reflections and experiences in the “Executive Leadership” (EL) course and the Executive Fire Officer Program (EFOP).

Enabling Objectives

- 15.1 Assess the applicability of course learning to the work environment.
- 15.2 Assess the applicability of their EFOP to their personal spheres of life (self, family, organization, community).
- 15.3 Reflect on initial course and program expectations to actual experiences.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a "0" grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a "0" grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

Assessment Tool 1: Nelson Mandela Case Study Analysis

Each student must complete a written analysis of a major case (assigned reading) used within the course dealing with Nelson Mandela.

This assignment is graded according to the rubric on the following pages. This assignment is worth **5 percent** of the final course grade.

Purpose

Analyze the exercise of leadership by a head of state, his or her use of power, and the risks and results of his or her actions.

Assignment Instructions

Part 1

1. Read the excerpt from Nelson Mandela's autobiography, "Long Walk to Freedom: The Autobiography of Nelson Mandela" (Mandela, N., 1995). The excerpt is Chapters 79-81, pp. 481-492 and Chapter 88, pp. 517-523.
2. As you read the assigned excerpt, consider the Study Questions 1 through 8, which accompany this reading. You will **not** need to submit your responses to these questions for a grade, but you will need to be prepared to discuss them in class. You will have the opportunity to discuss the reading with the class during Activity 5.1: Nelson Mandela Case Study. The study questions are listed on the following page.

Part 2

3. During class, your instructor will show a selected segment of the video "The Long Walk of Nelson Mandela" (PBS/Frontline, 2012).
4. Considering both the assigned reading and the video, your instructor will facilitate a discussion of the Study Questions 1-8 as a large group in class, during Activity 5.1: Nelson Mandela Case Study on Week 1, Tuesday afternoon.

Part 3

5. Develop individual answers to the reflection questions and turn them in on Week 1, Thursday morning. Student responses to the reflection questions will be evaluated by one of the instructors and returned to the student. Completion of this written analysis is part of the student evaluation process. The reflection questions are listed on the following page.

Study Questions

These questions apply to the assigned reading and to the group discussion during Activity 5.1: Nelson Mandela Case Study. These questions will assist in your completion of the reflection questions, which is a graded assessment.

1. What were the two most significant adaptive challenges that Mandela faced while on Robben Island?
2. How did Mandela use his understanding of the political landscape to affect his exercise of adaptive leadership to meet the challenges identified above?
3. While on Robben Island, describe the different ways Mandela exceeded his authority.
4. List the various means employed by Mandela to exercise adaptive leadership.
5. Develop a convincing argument that Mandela was effective in the exercise of leadership.
6. When provided an opportunity to leave imprisonment in exchange for returning to his home village, Mandela refuses. Why does he refuse?
7. During his imprisonment and his efforts to exercise leadership, who might have been the casualties of this effort? In your opinion were these losses acceptable? Why or why not?
8. During his imprisonment, in what specific ways did Mandela remain anchored?

Reflection Questions (Graded)

At the conclusion of the study questions discussion and viewing of the video, develop individual answers to these reflection questions in light of your own experiences and as discussed in “The Practice of Adaptive Leadership.” Submit these Thursday morning, Week 1.



1. Analyze the relationship between adaptive change and casualties as described by Heifetz et al. Develop an argument to support either that casualties are inevitable or that adaptive change can occur without casualties. Cite examples from Mandela and your own experiences to support your argument.
2. Is it ethical to sacrifice the marginal for the greater good? Develop an argument and counterargument, citing examples from Mandela and your own experiences to support your position.

Rubric for Assessment Tool 1

Directions: For each of the five assessment areas in the left column, rate each on a scale from 0 to 20 points. Total the points for each of the five assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 5 percent of the final course grade.

Transfer this score to the student's summary course evaluation record. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 0	Needs Improvement* 1-5 points	Adequate 6-10 points	Good 11-15	Excellent 16-20	Point Value (20 possible per Assessment Area)
Does the learner discuss the possibility of exercising leadership without taking casualties?	Does not discuss the possibility of exercising leadership without taking casualties.	↔	Discusses the possibility of exercising leadership without taking casualties, but discussion is vague.	↔	Discusses the possibility of exercising leadership without taking casualties, specifically and succinctly.	
Does the learner provide examples of exercising leadership with or without taking casualties from Mandela and personal experiences?	Does not provide examples of exercising leadership with or without taking casualties.	↔	Provides examples of exercising leadership with or without taking casualties, but examples are vague or inaccurate.	↔	Provides specific examples of exercising leadership with or without taking casualties that are clear and concise.	
Does the learner make an ethical argument for marginalizing some portions of the community for larger interests (i.e., the ends justify the means)?	Does not make ethical argument for marginalizing some portions of the community for larger interests	↔	Makes an the ethical argument for marginalizing some portions of the community for larger interests, but argument is vague.	↔	Makes an ethical argument for marginalizing some portions of the community for larger interests.	
Does the learner make an ethical counterargument for marginalizing some portions of the community for larger interests, citing examples from Mandela and personal experiences?	Does not make an ethical counterargument for marginalizing some portions of the community for larger interests and does not include examples.	↔	Makes an ethical counterargument for marginalizing some portions of the community for larger interests, but argument is vague and lacks specific examples.	↔	Makes an ethical counter-argument for marginalizing some portions of the community for larger interests and cites specific examples.	

Assessment Area	Insufficient* 0	Needs Improvement* 1-5 points	Adequate 6-10 points	Good 11-15	Excellent 16-20	Point Value (20 possible per Assessment Area)
<p>Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.</p>	<p>May have errors in grammar, usage or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>		<p>May have a few errors in grammar, usage and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>		<p>Free from errors in grammar, usage and the conventions of written English.</p> <p>There are 0 to 3 errors.</p>	
Total Points						____/100

Assessment Tool 2: Kennedy Case Study Analysis

Each student must complete a written analysis of a major case (assigned reading and viewing a three-hour video) used within the course dealing with how President John F. Kennedy handled the Bay of Pigs incident in Cuba followed by the Cuban Missile Crisis.

This assignment is graded according to the rubric on the following pages. This assignment is worth **20 percent** of the final course grade.

Purpose

Analyze the decisions made, evaluate the decision-making process, and compare the decision-making in the Bay of Pigs with “The Missiles of October.”

Assignment Instructions

Part 1: Assigned Reading on the Bay of Pigs

1. Complete the reading assignment, “Chapter 2: A Perfect Failure: The Bay of Pigs,” in “Groupthink: Psychological Studies of Policy Decisions and Fiascoes” (pp. 14-47).

Part 2: Movie and Study Guide Questions on the Cuban Missile Crisis

2. Your instructor will show the movie, “The Missiles of October,” in class on Week 1, Wednesday morning. As you watch this movie, refer to the movie study guide questions listed in Activity 6.1: Mobilizing Others. You may consider your responses to these questions as you watch the movie, as they will be applicable to the subsequent group discussion and written assignment. These movie study guide questions are also listed on the following page.

Part 3: Group Discussion Comparing Group Decision-Making in the Bay of Pigs versus the Cuban Missile Crisis

3. During Activity 6.3: Kennedy Case Study Discussion on Week 1, Wednesday afternoon, you will discuss the aspects of group decision-making that occurred during the Bay of Pigs incident with those that occurred among Kennedy and his advisers during the Cuban Missile Crisis, **as a large group in class.**

Part 4: Graded Written Analysis

4. **Develop individual answers** to the **written analysis questions** and turn them in on Friday morning, Week 1. The written analysis questions are listed on the following pages.
5. Student responses to the **written analysis questions** will be evaluated by one of the instructors and returned to the student. Completion of this analysis is part of the student evaluation process.

Movie Study Guide Questions for the movie, “The Missiles of October,” on The Cuban Missile Crisis

These questions are meant to provide a guide to watching the movie, “The Missiles of October,” during class. The questions highlight important scenes in the movie applicable to this case study. Each question cites a scene in the movie. Questions are listed in the order in which the scenes occur. Time codes are provided next to each question, to allow you to more easily identify the scene in the movie when it occurs. After the movie, your instructor will lead a discussion pertaining to these questions, during Activity 6.1: Mobilizing Others.

1. President Kennedy selected an executive committee to assist him in addressing the Cuban Missile Crisis. How would you describe the degree of diversity that existed among the members of the executive committee? In your opinion, would the degree of diversity be different today? Explain your answer. (7:58)
2. Premier Khrushchev relates a story about a farmer bringing a “cow into the farmhouse.” Is there an ideological comparison between Khrushchev’s story and the concept of disequilibrium as defined by Heifetz, Grashow and Linsky? Explain your answer. (15:20)
3. Based on a recommendation from the attorney general, President Kennedy allowed the executive committee to meet informally, and the president purposefully distanced himself from the committee’s deliberations. Based on “The Practice of Adaptive Leadership” (Heifetz et al., 2009), how might the authors define the advantages and disadvantages of President Kennedy’s decision to remove himself from the innerworkings of the committee? (16:02)
4. President Kennedy requests that the members of the executive committee vocalize their vote (i.e., blockade versus airstrike). What reason did President Kennedy give to justify his decision to have an open vote? (49:51)
5. What was the context and impact of the meetings between John Scali (ABC News reporter) and Aleksandr Fomin (alias of spy Alexander Feklisov)? As a leader in the fire service, what is your opinion in regards to using unorthodox communication methods to test the suitability of an idea? (1:57:36)
6. What was the final resolution offered by Premier Khrushchev and accepted by President Kennedy? (2:29:40)
7. From the perspective of President Kennedy, were the nuclear weapons placed in Cuba in October 1962 an adaptive challenge or a technical problem? Explain your answer.
8. In “The Practice of Adaptive Leadership,” the authors write about the need to “protect and engage the voices of dissent” (p. 145). Provide an example from the movie where President Kennedy openly demonstrated appreciation toward a member of the executive committee for expressing a contrary point of view.

9. In your opinion, were the military advisors stubbornly hawkish (supporters of war) to the point that President Kennedy marginalized their input? Explain your answer.
10. Heifetz, Grashow and Linsky offer the following: “Leadership begins ... with the diagnostic work of separating a problem’s technical elements from its adaptive elements” (2009, p. 70). Provide an example from the movie where the diagnostic work of an adaptive challenge was demonstrated.

Study Questions for Group Discussion During Activity 6.3: Kennedy Case Study Discussion

1. Compare and contrast decision-making defects in the Bay of Pigs with what was done during “The Missiles of October.”
2. From your experience, give fire/EMS examples where you have seen each of the symptoms of groupthink and describe what strategies could be used to avoid these symptoms and have successful decision-making.

Written Analysis Questions (Graded)

The graded questions will be submitted for a grade on Week 1, Friday. Your responses to these questions will comprise an analysis of decision-making processes used and the exercise of leadership in the Bay of Pigs and the Cuban Missile Crisis.

Rubric for Assessment Tool 2

Directions: For each of the five assessment areas in the left column, rate each on a scale from 0 to 20 points. Total the points for each of the five assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 10 percent of the final course grade.

Transfer this score to the student’s summary course evaluation record. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 0	Needs Improvement* 1-5 points	Adequate 6-10 points	Good 11-15	Excellent 16-20	Point Value
Does the learner describe President Kennedy’s leadership and decision-making styles during “The Missiles of October” in his or her own words?	Question wasn’t answered.	↔	Questions answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Does the learner describe how the executive committee handled the discussion of alternative actions?	Question wasn’t answered.	↔	Questions answered with some degree of specificity and insightfulness.	↔	Provides relevant, substantial and concrete evidence to support major claim(s).	
Does the learner explain and cite examples how the team approach helped President Kennedy to plan successfully to influence his various target audiences?	Question wasn’t answered.	↔	Questions answered with some degree of specificity and insightfulness, using general examples.	↔	Provides relevant, substantial and concrete evidence and specific examples to support major claim(s).	
The Bay of Pigs invasion proposal presented by the CIA was not fully implemented. Justify why it was not fully implemented, using examples of group decision-making processes.	Question wasn’t answered.	↔	Questions answered with some degree of specificity and insightfulness, using general examples.	↔	Provides relevant, substantial evidence and specific examples to support major claim(s).	

Assessment Area	Insufficient* 0	Needs Improvement* 1-5 points	Adequate 6-10 points	Good 11-15	Excellent 16-20	Point Value
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	<p>May have errors in grammar, usage or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	↔	<p>May have a few errors in grammar, usage and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	↔	<p>Free from errors in grammar, usage and the conventions of written English.</p> <p>There are 0 to 3 errors.</p>	
Total Points						____/100

Assessment Tool 3: Week 1 Exam

The evaluation for this assessment component is allotted 100 possible points. Each question is worth 25 points. This assessment tool is valued at 20 percent of the final course grade.

Total the score for the entire exam on the student's scoring sheet. Transfer this score to the student's summary course evaluation record. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Week 1 Examination Student Scoring Summary Sheet

Name of Student _____

Score _____/100

Element	Point Value	Points Awarded
1	20	
2	20	
3	20	
4	20	
5	20	
Total	100	

Rubric for Scoring Each Exam Question

Assessment Area: Organization, Grammar and Mechanics

Points will be deducted from the total points awarded for this question, based on the following rubric.

Assessment Area	Insufficient* Minus 4 points	Needs Improvement* Minus 3 points	Adequate Minus 2 points	Good Minus 1 point	Excellent Minus 0 points	Point Value
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	<p>May have errors in grammar, usage or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors</p>	↔	<p>May have a few errors in grammar, usage and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	↔	<p>Free from errors in grammar, usage and the conventions of written English.</p> <p>There are 0 to 3 errors.</p>	

Exam score: _____

Deductions: _____

Total exam score: _____

Assessment Tool 4: “Leadership Discoveries” Presentation

Each student must prepare for and present on his or her personal leadership philosophy in the style of a TED Talk. This assessment tool was assigned as part of the pre-course assignment, with the development of the written personal leadership philosophy and preliminary preparation for a presentation to the class.

This assignment is worth 20 percent of the final grade for the course.

Assignment Instructions

This activity consists of three elements (1) establishing your personal leadership philosophy; (2) developing a story that communicates an idea and influences attitudes; and (3) presenting your ideas. Elements 1 and 2 were assigned as part of your pre-course work. Element 3, the “Leadership Discoveries” presentation, will be delivered on Week 2, Tuesday and Wednesday. The information you received in your pre-course assignment is included on the following pages for your reference.

Student Deliverables

1. Compile your personal leadership philosophy in a word processing format. (Maximum length is two sentences.) Print your leadership philosophy; it will be collected on the first day of class.
2. Develop and prepare to deliver your “Leadership Discoveries” presentation, in the style of a TED Talk.
3. Deliver your “Leadership Discoveries” presentation on Week 2, Tuesday or Wednesday, as per the presentation schedule.

Assignment Description and Instructions

This assignment consists of three elements (1) establishing your personal leadership philosophy (2) developing a story that communicates an idea and influences attitudes, and (3) presenting your idea in the format of a TED Talk.

Element 1: Establishing your personal leadership philosophy

Executive Leadership (EL) is the capstone course in your Executive Fire Officer Program (EFOP); the baton of fire service leadership is being passed to you. It is time to get on the balcony of introspection and answer the hard question: What is your personal leadership philosophy? Formulating an answer will require a journey into critical thinking wherein the elements of academia and experiential knowledge are vetted to expose your fundamental beliefs. The elephant in the room of this assignment is that it is time consuming, it is challenging, it is self-directing, and it involves risk — all of which are commensurate with your existing leadership abilities and your desire to engage in the pursuit of knowledge. This assignment requires you to step out from the cover of collectivism and stand in the light of your own beliefs. As you prepare for this assignment, be mindful of the advice offered by Heifetz and Linsky: “We have seen good people take on a cloak of self-protection to insulate themselves from the dangers of stepping out. ... In the struggle to save yourself, you give up too many of those qualities that are the essence of being alive.”¹

At this point in your personal and professional life there exist a variety of experiences you can reflect upon as you formulate your leadership philosophy. For this assignment, place an emphasis on the impact that your EFOP experience has had in your leadership development. Begin this process with a reflection of your entire EFOP experience; this should include a review of academic material (textbooks, class notes, case studies) and a reflection of your acquired experiential knowledge. Additionally, review Chapter 18 Articulate Your Purposes (pp. 221-232) in “The Practice of Adaptive Leadership” textbook. The concept of articulating your purpose parallels, and to a degree, is interwoven with, the establishment of a personal leadership philosophy. Finally, formulate your own fundamental beliefs on leadership and answer the following: **My personal leadership philosophy is ...**

Distill and refine your beliefs until you can summarize your leadership philosophy in a statement that is no longer than two sentences in length. The statement will reflect, in your own words, the essence of your leadership philosophy. Your statement is powerful as it frames your existing beliefs.

¹ Heifetz, R. A., and Linsky, M. (2002). “Leadership on the Line.” Boston, MA. Harvard Business School Press. (p. 225).

Element 2: Developing a story that communicates an idea and influences attitudes

Once you have your leadership philosophy defined, develop a persuasive story that communicates an idea and influences attitudes. The idea must be anchored to an element of your leadership philosophy. You will present your story to your EL classmates in a TED Talk format. What is a TED Talk? The broad concept and format of a TED Talk can be observed through viewing existing TED Talks. The concept of a TED Talk is to deliver a “short, powerful talk...(using) ideas to change attitudes.”² You are encouraged to select and view numerous TED Talks to get a sense of how you might apply observed concepts to your own presentation. Listed below are TED Talks that can serve as good corollary examples for the development of a TED Talk. TED Talks can be located through a search at www.ted.com.

- Junger, J. (2014, January). “Why veterans miss war.” TEDSalon NY2014. Available from http://www.ted.com/talks/sebastian_junger_why_veterans_miss_war.
- Turere, R. (2013, February). “My invention that made peace with the lions.” TED 2013. Available from http://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions.
- Cairo, A. (2011, November). “There are no scraps of men.” TEDxRC2 2011. Available from https://www.ted.com/talks/alberto_cairo_there_are_no_scraps_of_men.
- Dunlap, B. (2007, March). “The life-long learner.” TED 2007. Available from https://www.ted.com/talks/ben_dunlap_talks_about_a_passionate_life.
- Heffernan, M. (2012, June). “Dare to disagree.” TEDGlobal 2012. Available from https://www.ted.com/talks/margaret_heffernan_dare_to_disagree.
- Adichie, C. N. (2009, July). “The danger of a single story.” TEDGlobal 2009. Available from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.
- Bezos, M. (2011, March). “A life lesson from a volunteer firefighter.” TED2011. Available from https://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter.

With the understanding that your idea is anchored to an element of your leadership philosophy, there are no restrictions placed on the subject or content of your presentation; however, you are reminded to adhere to professional standards and applicable institutional requirements (United States Fire Administration (USFA) Human Dignity Statement). Your TED Talk presentation (8 to 12 minutes) must be truthful, factual, and offer the audience a salient teaching point.

² TED. “Our organization.” Retrieved from <http://www.ted.com/about/our-organization>.

Element 3: Presenting your idea in the format of a TED Talk

During Week 2 of the EL class you will deliver your TED Talk presentation to your fellow EL students. Presenters will be offered a short period of time to prepare the teaching environment before the start of their presentation (arrange props, prepare computer programs, etc.). Although not required, the students can use the existing in-class computer and projector as an aid to their presentation.

Rules for delivering a TED Talk:

1. The presenter has a minimum of 8 minutes and a maximum of 12 minutes to communicate a powerful message.
2. Visuals aids can be used, but only a maximum of two. (This is not a PowerPoint Presentation.)
3. The presenter is required to remain in a pre-designated area on the stage (8' x 6').
4. The stage is empty (no podium).
5. Presenters can only ask the audience rhetorical questions.
6. The presenter cannot distribute printed materials (e.g., handouts, articles, etc.).
7. Once the talk is over, the presenter exits the stage (no question-and-answer (Q&A) period).

Rubric for Assessment Tool 4

Directions: For each of the four assessment areas in the left column, rate each on a scale from 0 to 25 points. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at 20 percent of the final course grade.

Transfer this score to the student's summary course evaluation record. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 1-5 points	Needs Improvement* 6-10 points	Adequate 11-15 points	Good 16-20 points	Excellent 20-25 points	Point Value (25 possible per Assessment Area)
Does the content of the presentation offer a clear thesis — an idea unique to leadership — that has the ability to influence a change in attitudes?	Absent a clear thesis, or the idea is not related to leadership. Concept has limited or no potential for its ability to influence attitudes.	↔	Accurate and complete, but focuses on separate points rather than integrating or discussing the nexus to leadership. Concept has moderate potential for its ability to influence attitudes.	↔	Complete, thorough and demonstrates understanding of relationships among parts. Concept has high potential for its ability to influence attitudes.	
Does the content clearly demonstrate a link between what information was communicated (thesis) and the student's personal leadership philosophy?	There was limited or no connection between the idea communicated and the student's personal leadership philosophy.	↔	Some links between the idea offered and the student's leadership philosophy were provided; at times the presenter's point of view was unclear and/or confusing.	↔	Complete, thorough and provides a very clear association between the idea presented and one or more elements of the student's leadership philosophy.	
Does the presenter demonstrate preparation and fluency with the material presented?	Relied heavily on written (notes) and/or visual (PowerPoint presentation) prompts.	↔	Presented the material in a comprehensive format. The rhythm of the presentation was interrupted as the presenter referred to notes/prompts.	↔	Complete and thorough and the student presented primarily from recall. Clearly demonstrated preparation and fluency.	
Does the presentation focus on a storytelling format?	Absent a storytelling theme. The presentation had the elements of a lecture.	↔	Uses storytelling to communicate the message. Portions of the presentation lacked continuity.	↔	Complete and thorough and the student relied on a storytelling format to communicate his or her idea.	

Assessment Area: Presentation Delivery Rules	Compliant	Noncompliant (minus 4 points each)
8 to 12 minutes in duration.		
Maximum two visual aids.		
Remains in designated presentation area (8' x 6').		
Used only rhetorical questions.		
Did not distribute any printed materials.		
No Q&A period used.		

Note: Four points will be deducted for each noncompliant area from the total points awarded for the presentation.

Presentation points: _____

Deductions: _____

Total score: _____

Assessment Tool 5: Personal Development Plan

Each student must complete in writing a Personal Development Plan. The plan and responses will support four life areas: community, family, personal and professional.

The plan will have been sent to the student in advance of the course (within the R0125 EL Self-Study Guide) to enable familiarization on the part of the student (but not completion) and will be worked on and completed during the course itself. It must then be submitted by the student to the instructors on Monday of Week 2 to enable review, evaluation and return to the student prior to the conclusion of the course.

The evaluation value for this assessment component is 100 points. Assessment Areas 1-4 are to be awarded on a pass/fail basis. Assessment Area 5, Organization, Grammar and Mechanics, is awarded on a five-step qualitative scale. This assessment tool is valued at 20 percent of the final course grade.

Rubric for Assessment Tool 5

Assessment Area	Nonacceptable Standards of Completion (0 points)	Acceptable Standards of Completion (20 points)	Point Value (20 points possible per Assessment Area)			
1: Self-Reflection	Responses to all reflection questions within Section 2 (for all four life areas) are not addressed consistently.	Responses to all reflection questions within Section 2 (for all four life areas) are addressed consistently.				
2: Values and Goals Statements	Areas of importance, perceived threats, and important goals in Section 3 are not addressed.	Areas of importance, perceived threats, and important goals in Section 3 are addressed.				
3: Learning Plan	The Learning Plan is not completed in any manner.	The Learning Plan is completed with at least three specific goals to attain following completion of the EFOP.				
4: Timeliness of Submission; Overall Clarity and Writing	The Personal Development Plan was not submitted on time; difficult to read; was not typed; and represented a minimal effort.	The Personal Development Plan was submitted on time; easy to read; was typed; and represented an obvious process of introspection and planning.				
Assessment Area	Insufficient* 0 points	Needs Improvement* 1-5 points	Adequate 6-10 points	Good 11-15	Excellent 16-20	Point Value (20 possible)
5: Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	May have errors in grammar, usage or the conventions of written English; these errors may lead to some confusion. The document is mostly organized, but instructions were not entirely followed. There are 7 to 8 errors.	↔	May have a few errors in grammar, usage and the conventions of written English; these errors do not cause confusion. The document is mostly organized, but instructions were not entirely followed. There are 4 to 6 errors.	↔	Free from errors in grammar, usage and the conventions of written English. There are 0 to 3 errors.	
Total Score						
_____ /100						

Assessment Tool 6: Gettysburg Staff Ride Presentation

Each student is assigned to a project group. Each project group is assigned a set of questions (relative to the Battle of Gettysburg). During the staff ride, each individual in the group is responsible for providing a brief presentation “on the field” relative to one of the questions in the set of questions assigned to his or her group.

Each person in the group will receive a score for the group’s collective presentation.

This assessment component is valued at 5 percent of the final course grade. The evaluation for this assessment component is allotted 100 possible points to be awarded according to the following rubric.

Rubric for Assessment Tool 6

Assessment Area	Fail (0 points)	Pass (25 points per Assessment Area)
Did the group correlate historical elements of the Battle of Gettysburg in its answers to the assigned questions using the staff ride student materials and/or additional research as reference to support its responses?		
Did the group provide a comprehensive response to each of the assigned questions from the perspective of the concepts of the adaptive leadership model?		
Did the group’s answers explore the presence and effect of the exercise of leadership versus the use and effect of positional authority, citing specific examples to support its conclusions?		
Did the group provide a specific correlation of its answers to the main focus and overall purpose from each of the four courses of the EFOP?		
		__/100

Assessment Tool 7: Week 2 Exam

The evaluation for this assessment component is allotted 100 possible points. This assessment tool is valued at 20 percent of the final course grade.

Total the score for the entire exam on the student's scoring sheet. Transfer this score to the student's summary course evaluation record. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Week 2 Examination Student Scoring Summary Sheet

Name of Student _____

Score _____/100

Element	Point Value	Points Awarded
1	20	
2	20	
3	20	
4	20	
5	20	
Total	100	

Rubric for Scoring Each Exam Question

Assessment Area: Organization, Grammar and Mechanics

Points will be deducted from the total points awarded for this question, based on the following rubric.

Assessment Area	Insufficient* Minus 4 points	Needs Improvement* Minus 3 points	Adequate Minus 2 points	Good Minus 1 point	Excellent Minus 0 points	Point Value
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	<p>May have errors in grammar, usage or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	↔	<p>May have a few errors in grammar, usage and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	↔	<p>Free from errors in grammar, usage and the conventions of written English.</p> <p>There are 0 to 3 errors.</p>	

Exam score: _____

Deductions: _____

Total exam score: _____