



National Fire Academy

**R0763 – New Executive Chief Officer
Version: 1st Edition, 2nd Printing, October 2019**

Quarter:

ACE Credit: In the upper-division baccalaureate degree, three semester hours in fire administration or management.

IACET Continuing Education Units: 4.1

Length of Course: 6 Days (36 hr., 45 min. contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Leadership and Executive Development

Training Specialist: Keith Heckler

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0763 – “New Executive Chief Officer.” This six-day course is designed to develop the managerial, administrative and leadership skills necessary for the first-time executive chief officer and chief officers who desire a leadership position in their agency. This course addresses critical knowledge and skills pertaining to the responsibilities of an executive chief officer such as:

- Leadership and management.
- Politics and the role of an executive chief officer.

- Planning.
- Liability and risk management.
- Financial management and capital asset planning.
- Human resources management.
- Collaboration, cooperation and community engagement.

Student Qualifications (Primary and Secondary Audience)

This course is primarily for persons who have recently (within two years) been promoted to a position as agency head (executive chief officer) of a fire or Emergency Medical Services (EMS) agency.

The secondary are personnel who are second or third in position to assume the executive chief officer role. This includes elected or appointed personnel with fire and/or EMS agencies oversight responsibilities.

Course Scope (Goal)

This course addresses critical knowledge and skills pertaining to the responsibilities of an executive chief officer, including such topics as local politics and the role of the executive chief officer, liability and risk management, resources management, planning, community engagement, capital asset planning and acquisition, and other key topics for first-time leaders in a new position in their agency.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Articulate the executive chief officer’s scope of duties, responsibilities, roles, and leadership behaviors.
- Identify techniques of leadership as they relate to change management, professional development, work ethics and setting priorities.
- Explain how a successful executive chief officer navigates the local political environment to effectively influence public policy.
- Assess the component of an effective strategic plan.
- Explain the executive chief officer’s role in identifying and minimizing the legal liabilities of the organization/ jurisdiction.
- Develop an effective capital asset acquisition plan.
- Develop viable solutions to human resource management issues consistent with federal and state laws, regulations, and best human resource management principles and practices.
- Explain collaborative partnerships and their benefit to the new executive chief officer and/or Emergency Medical Services (EMS) managers.

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 six-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	Activity 2.1: Current Event Group Presentation
<i>Break</i>	<i>Break</i>
Unit 1: Responsibilities of the Fire Chief	Unit 3: Politics
<i>Break</i>	<i>Break</i>
Unit 1: Responsibilities of the Fire Chief (cont'd)	Unit 3: Politics (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Activity 2.1: Current Event Group Presentation Unit 2: Leadership and Management	Unit 3: Politics (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Leadership and Management (cont'd)	Unit 4: Planning
<i>Break</i>	<i>Break</i>
Unit 2: Leadership and Management (cont'd)	Unit 4: Planning (cont'd)

Note: This schedule is subject to modification by the facilitators and approved by the training specialist.

DAY 3	DAY 4
Activity 2.1: Current Event Group Presentation	Activity 2.1: Current Event Group Presentation Unit 6: Financial Management and Capital Asset Planning
<i>Break</i>	<i>Break</i>
Unit 5: Liability/Risk Management	Unit 6: Financial Management and Capital Asset Planning (cont'd)
<i>Break</i>	<i>Break</i>
Unit 5: Liability/Risk Management (cont'd)	Unit 6: Financial Management and Capital Asset Planning (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 5: Liability/Risk Management (cont'd)	Unit 6: Financial Management and Capital Asset Planning (cont'd)
<i>Break</i>	<i>Break</i>
Unit 5: Liability/Risk Management (cont'd)	Unit 7: Human Resource Management

DAY 5	DAY 6
Activity 2.1: Current Event Group Presentation	Activity 2.1: Current Event Group Presentation Unit 8: Collaboration, Cooperation and Community Engagement (cont'd)
<i>Break</i>	<i>Break</i>
Unit 7: Human Resource Management (cont'd)	Unit 8: Collaboration, Cooperation and Community Engagement (cont'd)
<i>Break</i>	<i>Break</i>
Unit 7: Human Resource Management (cont'd)	Unit 8: Collaboration, Cooperation and Community Engagement (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 8: Collaboration, Cooperation and Community Engagement	Unit 8: Collaboration, Cooperation and Community Engagement (cont'd)
<i>Break</i>	<i>Break</i>
Unit 8: Collaboration, Cooperation and Community Engagement (cont'd)	Unit 8: Collaboration, Cooperation and Community Engagement (cont'd) Course Evaluation and Graduation

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.

None.

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)

Each student will complete a written essay and oral presentation.

Summary Evaluation Plan and Scoring Sheet

The summary evaluation plan of the “New Executive Chief Officer” (R0763) course is as follows:

Assessment Activity	Assignment	Point Score	% of Final Grade	Weighted Point Score Toward Final Grade
1	The First Year Challenges & Issues	/100	30%	
2	Current Events	/100	20%	
3	Current Event Group Presentation	/100	10%	
4	The First Year Issue Analysis	/100	30%	
5	The First Year Issue Presentation	/100	10%	
		/500	100%	___/100%

All evaluated elements must be successively completed. A minimum final course grade of at least 70 percent is required to pass this course. Enter the student’s score in the Course Grade Record.

Numerical Score	Letter Grade
100-90	A
89-80	B
79 - 70	C
69 and below	F

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

Introduction (Day 1)

Objectives

None.

Unit 1: Responsibilities of the Executive Chief Officer

Objectives

Terminal Objective

The students will be able to:

- 1.1 Articulate the executive chief officer's scope of duties, responsibilities, roles, and leadership behaviors.

Enabling Objectives

The students will be able to:

- 1.1 Define the executive chief officer's role.
- 1.2 Explain the executive chief officer's 10 responsibilities.
- 1.3 Describe five performance areas for which an executive chief officer is held accountable.
- 1.4 Differentiate between the leadership roles of the executive chief officer and subordinate positions.
- 1.5 Explain the nine leadership behaviors of successful executive chief officers.

Unit 2: Leadership and Management

Objectives

Terminal Objective

The students will be able to:

- 2.1 Identify techniques of leadership as they relate to change management, professional development, work ethics and setting priorities.

Enabling Objectives

The students will be able to:

- 2.1 Identify the benefits of change management and succession planning.
- 2.2 Identify professional development opportunities to meet certification and accreditation requirements.
- 2.3 Describe the values and motivations of a multigenerational workforce.
- 2.4 Describe methods for maintaining leadership balance.

Unit 3: Politics

Objectives

Terminal Objective

The students will be able to:

- 3.1 Explain how a successful executive chief officer navigates the local political environment to effectively influence public policy.

Enabling Objectives

The students will be able to:

- 3.1 Define politics and public policy in the local environment.
- 3.2 Define the local political organization.
- 3.3 Identify the local formal and informal power base(s).

- 3.4 Differentiate power from influence.
- 3.5 Explain the role of collaboration and negotiation in the political process.
- 3.6 Identify four leadership principles necessary to be effective in a political environment.
- 3.7 Explain how to effectively build and maintain political equity.
- 3.8 Identify the eight steps of effective change management.
- 3.9 Explain the executive chief officer's role relative to the local political process and public policy.

Unit 4: Planning

Objectives

Terminal Objective

The students will be able to:

- 4.1 Assess the component of an effective strategic plan.

Enabling Objectives

The students will be able to:

- 4.1 Describe four types of analytical strategies.
- 4.2 Explain what strategic planning means.
- 4.3 Differentiate between goals and objectives.
- 4.4 Define performance audit.
- 4.5 Identify the resources needed to create an effective strategy.
- 4.6 Use formats described in this unit to develop an implementation plan.
- 4.7 Perform a gap analysis of services identified during strategic modeling.
- 4.8 Describe how to sustain the strategic plan.

Unit 5: Liability/Risk Management

Objectives

Terminal Objective

The students will be able to:

- 5.1 Explain the executive chief officer's role in identifying and minimizing the legal liabilities of the organization/jurisdiction.

Enabling Objectives

The students will be able to:

- 5.1 Identify the legal authority and any constraints relative to the provision of local emergency services.
- 5.2 Identify six operational liabilities.
- 5.3 Identify four workplace liabilities.
- 5.4 Identify three fiduciary liabilities.
- 5.5 Identify three environmental liabilities.
- 5.6 Explain statutory immunity.
- 5.7 Describe three potential consequences of liabilities.
- 5.8 Define risk management.
- 5.9 Identify six elements of an effective risk management program.

Unit 6: Financial Management, Capital Asset Planning, and Acquisition

Objectives

Terminal Objectives

The students will be able to:

- 6.1 Develop an effective capital asset acquisition plan.

Enabling Objectives

The students will be able to:

- 6.1 Identify four elements of effective financial management that facilitate long-term fiscal stability.
- 6.2 Identify federal and state laws and regulations relating to fiscal accountability for fire and Emergency Medical Services (EMS) agencies.
- 6.3 Explain the key steps involved in developing a balanced organizational budget.
- 6.4 Describe at least five elements of effective procurement policies and procedures.
- 6.5 Describe the characteristics of a capital asset.
- 6.6 Identify five examples of capital assets typical to fire services and Emergency Medical Services (EMS).
- 6.7 Describe at least four factors to consider when planning for acquisition of a capital asset.
- 6.8 Explain the role, responsibilities and benefits of a capital asset planning committee.
- 6.9 Identify at least four resources available to assist with capital asset planning and acquisition.
- 6.10 Explain the use and benefit of an amortization table.
- 6.11 Describe the key elements of financial accountability and effective fiscal planning, budgeting, procurement and property management to support long-term fiscal sustainability.

Unit 7: Human Resource Management

Objectives

Terminal Objective

The students will be able to:

- 7.1 Develop viable solutions to human resource management issues consistent with federal and state laws, regulations, and best human resource management principles and practices.

Enabling Objectives

The students will be able to:

- 7.1 Identify barriers to recruitment and retention.
- 7.2 Identify impact of the multigenerational workforce.
- 7.3 Describe six effective fire and EMS agency recruitment and retention strategies.
- 7.4 Describe the six elements involved in building and maintaining an effective work environment.
- 7.5 Describe the process for holding employees accountable to acceptable behaviors and performance.

Unit 8: Collaboration, Cooperation and Community Engagement

Objectives

Terminal Objectives

The students will be able to:

- 8.1 Explain collaborative partnerships and their benefit to the new executive chief officer and/or Emergency Medical Services (EMS) managers.

Enabling Objectives

The students will be able to:

- 8.1 Define collaboration and cooperation.
- 8.2 List two internal partners and two external partners.
- 8.3 Identify two collaborative partnerships currently within your organization.
- 8.4 Identify two potential, external collaborative partnerships.
- 8.5 Describe three types of consolidations and any changes that may occur.
- 8.6 Outline an annual community engagement plan.
- 8.7 Describe ways to manage public perception.
- 8.8 Identify the different types of services that the fire department performs and how these services benefit their stakeholders.

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.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.

Course Evaluation Plan

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 1

THE FIRST YEAR — CHALLENGES AND ISSUES

The New Executive Chief Officer course presents a variety of contemporary topics that address your roles and responsibilities as a new fire chief. You have been entrusted by your community with the opportunity and responsibility to exercise leadership and management for their safety and the safety of their families and businesses as well. In most cases, a new Executive Chief Officer has but a brief time to establish themselves as a credible and legitimate source of the effective exercise of management, leadership, and stewardship. To this condition, you will need to be strategic and thoughtful in your approach and efforts as well as realistic about what you can and cannot accomplish within your first year.

This is an evaluated activity and represents 30% of your total course grade.

For this evaluation you will:

1. Access on line the course syllabus at <https://apps.usfa.fema.gov/nfacourses/catalog/details/10550> and review the course objectives and content.
2. Assess from your current position and organizational environment the topics and content of the New Executive Chief Officer course. Consider that you are preparing for a meeting with your professional mentor. Your mentor has asked you to select your **three most important** issues and/or challenges that you believe you will face within your first year as an Executive Chief Officer.
3. From your assessment create a written executive summary (maximum 3 pages with no more than one page per issue/challenge, double spaced) that outlines these issues/challenges from the perspective of the course content and answer the questions below. Be specific in your answers and include:
 - a. What are the specifics of each issue (who, what, where, etc.)?
 - b. Why do you perceive this issue as a challenge?
 - c. Which course objectives/content is most closely aligned to your needs in addressing the issue?
4. Your paper will be due on Sunday (Day 1) 8:30 a.m. This paper will be used to aid in class dialogue and course application and an additional evaluated activity.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 1

THE FIRST YEAR — CHALLENGES AND ISSUES

COVER SHEET

Certification Statement

I hereby certify that my responses on this exam constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

Print Name: _____

Signed: _____

Date: _____

NOTE: Below is guidance only and not to be included on the cover sheet.

- The written paper is to be no more than 3 pages double spaced, 12-point font, in Times, Arial, or Calibri font style, and no smaller than 1-inch margins on all sides.
- The paper should be free of grammatical, composition, and spelling errors. Any works of others used must be cited using APA format.
- A cover sheet (template provided above) must be completed and attached to the front of your paper.
- The evaluation rubric should be used to guide your development of this activity.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 1 RUBRIC

THE FIRST YEAR — CHALLENGES AND ISSUES

Assessment Area	Insufficient 0 points	Inadequate 15 points	Proficient 20 points	Exemplary 25 points
What are the top three issues and the specific details? (Who, what, where, etc.)	No issues presented	Only 1 issue presented with minimal specifics and is vague	2 issues presented with minimal specifics and is vague but main points could be inferred.	3 issues presented with significant specifics, so the issues are clearly evident.
Why do you perceive these issues as a challenge?	No issues presented	Only 1 issue presented with minimal specifics and is vague	2 issues presented with minimal specifics and is vague but reasons (Why?) could be inferred.	3 issues presented with significant specifics so reasons (Why?) are clearly evident.
Which course objectives/content is most closely aligned to your needs in addressing the issue?	No issues presented	Only 1 issue presented with non-specific course alignment.	2 issues presented with minimal specific course alignment.	3 issues presented with detailed course alignment.

Assessment Area: Organization, Grammar and Mechanics

Assessment Area	Insufficient 0 points	Inadequate 15 points	Proficient 20 points	Exemplary 25 points
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	No issues submitted	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.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 2

CURRENT EVENTS

The New Executive Chief Officer course includes eight units of learning that covers a broad spectrum of topics. The content of the course was derived from specific needs identified in the assessment of issues that often face the New Executive Chief Officer. The application of the course content to relevant and recent issues is critical to the growth and development of the New Executive Chief Officer. The intent of this activity is to provide an opportunity to consider the application of course content in light of specific current events and prepare for in-depth dialogue during class sessions.

This is an evaluated activity and represents 20% of your total course grade.

For this evaluation you will:

1. Access on line the course syllabus and review the course objectives and content.
2. Select four of the eight topics listed in the course syllabus to use as a focus in researching current events related to the topics.
3. For each of the four selected topics research the web or other public sourced materials and find a current event related to the topic. The event may not be older than 60 days from the start date of your class.

NOTE: The selected events are not limited to fire and EMS issues. The application and needs of an executive in reviewing and considering challenging issues is universal.

4. After selecting the current events create a written executive summary (maximum 4 pages not to exceed one page per event - double spaced) that outlines these issues/challenges from the perspective of the course content and answer the questions below. Be specific in your answers and include:
 - a. What are the specifics of each issue (who, what, where, etc.)?
 - b. How does this event relate to your needs as a developing Executive Officer? Be specific
 - c. Which course objectives/content is most closely aligned to this event?
 - d. What is the specific source of your event? (follow APA 6th ed. citation guidelines)
5. Your paper will be due on Sunday (Day 1) 8:40 a.m. This paper will be used to aid in class dialogue and course application in additional evaluated activities.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 2

CURRENT EVENTS

COVER SHEET

Certification Statement

I hereby certify that my responses on this exam constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

Print Name: _____

Signed: _____

Date: _____

NOTE: Below is guidance only and not to be included on the cover sheet.

- The written paper is to be no more than 3 pages double spaced, 12-point font, in Times, Arial, or Calibri font style, and no smaller than 1-inch margins on all sides.
- The paper should be free of grammatical, composition, and spelling errors. Any works of others used must be cited using APA format.
- A cover sheet (template provided above) must be completed and attached to the front of your paper.
- The evaluation rubric should be used to guide your development of this activity.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 2 RUBRIC

CURRENT EVENTS

Assessment Area	Insufficient 0 points	Inadequate 10 points	Proficient 15 points	Exemplary 20 points
What are the four issues and the specific details? (Who, what, where, etc.)	No issues presented	1 - 2 issues presented with minimal specifics and is vague	3 issues presented with minimal specifics and is vague but main points could be inferred.	4 issues presented with significant specifics, so the issues are clearly evident.
How does this event relate to your needs as a developing Executive Officer?	No issues presented	1 - 2 issues presented with minimal specifics and is vague	3 issues presented with minimal specifics and is vague, but relationship could be inferred.	4 issues presented with significant specifics, so relationship is clearly evident.
Which course objectives/content is most closely aligned to your needs in addressing the issue?	No issues presented	1 - 2 issues presented with non-specific course alignment.	3 issues presented with minimal specific course alignment.	4 issues presented with specific course alignment.
What is the specific source of your event?	No issues presented	1 – 2 issues presented with non-specific sourcing.	3 issues presented with source citations but not to APA 6 th ed. standard.	4 issues presented with source citations to APA 6 th ed. standards.

Assessment Area: Organization, Grammar and Mechanics

Assessment Area	Insufficient 0 points	Inadequate 10 points	Proficient 15 points	Exemplary 20 points
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	No issues submitted	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 4 errors.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 3

CURRENT EVENT GROUP PRESENTATION

You have been entrusted by your community with the opportunity and responsibility to exercise leadership and management for their safety and the safety of their families and businesses as well. In your pre-course Activity #2 – Current Events, you identified current events and you related them to the course topics. Now you have had the opportunity to consider and reflect on the specific course content, activities and dialogue that may relate to your issues. Using these reflections follow the below directions to complete this evaluation activity.

This is an evaluated activity and represents 10% of your total coursed grade.

For this evaluation you will:

1. Within your assigned group you will provide an executive briefing to the group members on the current events you identified.
2. After the briefings your group will select four current events that incorporates one or more of the course topics within the following groupings:
 - a. Units 1-4.
 - b. Units 5 and 6.
 - c. Units 6 and 7.
 - d. Unit 8.
3. Using your selected events, your group will prepare an overview of each event. The overview is to include:
 - a. Brief synopsis of the event.
 - b. The events relationship to the course topics.
 - c. What are the groups executive officer perspectives of the event?
 - d. Three critical thinking questions related to the event, perspectives, or course content.
4. Starting on Monday morning, your facilitators will call on one or more groups to present their event overview and questions to the class. All members of the group must participate in the overview and question presentation. The critical thinking questions will be used by the group to prompt class dialogue. The evaluation rubric should be used to guide your development of this activity.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 3 RUBRIC

CURRENT EVENT GROUP PRESENTATION

Assessment Area	Insufficient 0 points	Inadequate 15 points	Adequate 20 points	Exemplary 25 points
Brief synopsis of the event	No issue presented	Synopsis presented lacked clarity and specificity.	Synopsis presented provided minimal clarity and specificity.	Synopsis presented provided detailed clarity and specificity.
The events relationship to the course topics.	No issue presented	Synopsis presented lacked clarity and specificity as to course topics.	Synopsis presented provided minimal clarity and specificity as to course topics.	Synopsis presented provided clarity and detailed specifics in relation to course topics.
Groups executive officer perspectives of the event	No issue presented	Perspectives presented lacked clarity and specificity.	Perspectives presented with minimal clarity and specificity.	Perspectives presented with clarity and detailed specificity.
Three critical thinking questions related to the event, perspectives, or course content.	No issue presented	One critical thinking question presented.	Two critical thinking questions presented.	Three critical thinking questions presented.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 4

ISSUE ANALYSIS

You have been entrusted by your community with the opportunity and responsibility to exercise leadership and management for their safety and the safety of their families and businesses as well. In your pre-course Activity-1 you identified three issues or challenges that may affect those responsibilities and you related them to the course topics. Now you have had the opportunity to consider and reflect on the specific course content, activities and dialogue that may relate to your issues. Using these reflections follow the below directions to complete this evaluation activity.

This is an evaluated activity and represents 30% of your total course grade.

For this evaluation you will:

1. Select one of your challenges/issues identified in pre-course Activity-1. Consider the perspective on this issue and what caused you to consider it as one of your top three concerns.
2. Given the course presentation, create an executive summary (analysis) that describes how your perspective may or may not have changed on the issue. Be specific in stating your conclusion (maximum 1 page double spaced).
3. This summary is to be written as public document that will be handed out during a public meeting simulation that you will present in Evaluation Activity # 5 – Issue Presentation.
4. Using your perspective above and the course topics/units, create a written analysis of how you will address the issue. (maximum 2 pages double spaced). Include specific reference to how and which course topics/units have influenced your analysis.
5. Your executive summary and written analysis paper will be due on Friday (Day 6) at a time determined by your facilitators.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 4

ISSUE ANALYSIS

COVER SHEET

Certification Statement

I hereby certify that my responses on this exam constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

Print Name: _____

Signed: _____

Date: _____

NOTE: Below is guidance only and not to be included on the cover sheet.

- The written paper is to be no more than 3 pages double spaced, 12-point font, in Times, Arial, or Calibri font style, and no smaller than 1-inch margins on all sides.
- The paper should be free of grammatical, composition, and spelling errors. Any works of others used must be cited using APA format.
- A cover sheet (template provided above) must be completed and attached to the front of your paper.
- The evaluation rubric should be used to guide your development of this activity.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 4 RUBRIC

ISSUE ANALYSIS

Assessment Area	Insufficient 0 points	Inadequate 30 points	Adequate 35 points	Exemplary 40 points
An executive summary (analysis) that describes how your issue perspective may or may not have changed. Be specific in stating your conclusion	No issue presented	Summary presented lacked clarity and specificity.	Summary presented provided minimal clarity and specificity on perspective status.	Summary presented provided clarity and specificity on perspective status
An analysis of how the issue will be addressed with specific reference to how and which course topics/units have influenced the analysis.	No issue presented	Analysis presented lacked clarity and specificity.	Analysis presented provided minimal clarity and specificity in relation to course topics.	Analysis presented provided clarity and detailed specifics in relation to course topics.

Assessment Area: Organization, Grammar and Mechanics

Assessment Area	Insufficient 0 points	Inadequate 5 points	Adequate 10 points	Exemplary 20 points
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	No issue or presentation	<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>

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 5

ISSUE PRESENTATION

A significant responsibility of an executive officer is preparing succinct presentations to a wide variety of audiences on many subjects. In Evaluation Activity # 4 – Issue Analysis, you selected one issue or challenge that you are facing and then created a written executive summary and analysis. That selection now serves as the basis for creating and presenting a brief oral presentation.

This is an evaluated activity and represents 10% of your total course grade.

For this evaluation you will:

1. Review your executive summary and written analysis from Evaluation Activity # 4.
2. Prepare a brief and succinct oral presentation (5-7 minutes maximum) on your analysis.
3. The presentation must provide clarity of the issue and be specific as to how your perspective may or may not have changed on the issue. Be specific in stating your conclusion.
4. You will use your one-page analysis as a handout for the audience. Be prepared to answer questions about your issue.
5. You may use no more than 5 PowerPoint slides.
6. Your presentation will be due on Friday (Day 6) at a time determined by your facilitators.

NEW EXECUTIVE CHIEF OFFICER EVALUATED ACTIVITY 5 RUBRIC

ISSUE PRESENTATION

Assessment Area	Insufficient 0 points	Inadequate 30 points	Adequate 40 points	Exemplary 50 points
Deliver a 5 to 7-minute oral presentation	No issue presented	Presentation presented was less than 5 minutes or exceeded 9 minutes.	Presentation was exceeded 7 minutes but was less than 9 minutes	Presentation was within 5-7 minutes.
The presentation has clarity of the issue and specific as to how perspectives may or may not have changed on the issue. A specific conclusion is stated.	No issue presented	Analysis presented lacked clarity and specificity.	Analysis presented provided minimal clarity and specificity.	Analysis presented provided clarity and detailed specifics.