



# National Fire Academy

**R5201 – Exercise of Executive Leadership: Self**  
**Version: 2nd Edition, 2nd Printing, May 2025**

**ACE Credit: In the graduate degree category, 3 semester hours in leadership.**

**Length of Course: 9 Days (74 hr., 20 min., Monday – Friday; Monday – Thursday)**

**Curriculum: Executive Fire Officer Program**  
**Training Specialist: Ed Kensler**

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## Course Description (Catalog)

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

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

and communities. Academically, the executives will perform at a graduate level of education.

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

### **Required Textbooks**

The EFO Program requires use of the textbooks throughout the program to ensure continuity and academic rigor. Students are expected to purchase either electronic or bound copies of the texts below.

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed). SAGE Publications, Inc.
- Heifetz, R., Grashow A., & Linsky, M., (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Review Press.
- Heifetz, R., & Linsky, M., (2017). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business Review Press. (If you've already purchased the 2002 version you may use that.)
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.) SAGE Publications Inc.
- *Publication Manual of the American Psychological Association*, Seventh Edition (2020).

Students are expected to complete the following required reading prior to arriving for their resident class of EEL: S (R5201):

- *Leadership on the Line* (2017) or (2002)
  - Read in its entirety.
- *The Practice of Adaptive Leadership* (2009)
  - Read in its entirety.
- *Leadership: Theory and Practice* (2021)
  - Unit 1: "Introduction."
  - Unit 2: "Trait Theory."

- Unit 15: "Leadership Ethics."
- Complete the Leadership Trait Questionnaire (LTQ), pages 52–53.

## **Student Qualifications**

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

## **Course Scope (Goal)**

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

## **Course Objectives (Learning Outcomes)**

After successfully completing this course, students will be empowered to accomplish the following:

- Integrate life events and personal leadership mottoes within the context of personal and professional growth.
- Formulate leadership lessons observed during application of the Adaptive Leadership Case Consultation methodology.
- Create a learning environment that incorporates an adaptive leadership holding environment through use of balancing inquiry with advocacy.
- Construct strategies for successful life/work balance.
- Hypothesize the concepts of leadership as a science and leadership as an art.
- Create and present a synopsis of assigned elements of the adaptive leadership framework.
- Create a personal leadership Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis as part of a Personal Development Plan (PDP).
- Devise a strategic plan for a developmental relationship for personal and professional success.
- Express the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.
- Distinguish the skills and techniques associated with influence from those associated with persuasion.
- Formulate a strategic approach to transitioning from leadership for self to leading others.

## Course Delivery Method

This course is designed to meet the American Council on Education (ACE) standards for graduate-level credit recommendation so that EFO Program students potentially qualify for credit at colleges and universities.

This is a 9-day resident course with substantial pre-course reading and writing. These activities serve as assessment tools for students who may have been out of academia for a significant period of time. These tools provide new students writing and critical thinking feedback before they submit graded assignments to position students for success.

Learning methodologies employed throughout the resident course include:

Socratic methodology: Through contributions to deep inquiry, students will gain understanding and draw on underlying assumptions. This method of dialogue allows for deeper learning. This will be heavily applied and graded throughout the resident portion of this course. Students are expected to keep an open mind throughout class, to seek and gain deeper understanding of concepts through thoughtful dialogue.

Professional writing: Students will prepare written work that demonstrates critical thinking related to the subject matter and conforms to accepted academic standards for professional papers. Assessment tools culminate in one final paper that must reflect original work and give appropriate credit through citations for ideas belonging to the author, and other authors, publications, or organizations. All written work is expected to be free of grammatical and syntax errors and should adhere to the style guidelines in the American Psychological Association's (APA's) *Publication Manual of the American Psychological Association: The Official Guide to APA Style* (7th ed., 2020).

Professional speaking: Students present to the class numerous times during the resident experience and will practice how to comport themselves to establish trust and build partnerships. This skill is essential to effect change as an executive officer and recognized community champion.

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

## 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. Lunch breaks are 1 hour. The schedule is only subject to modification by the instructors when approved by the training specialist. Unit blocking within days and times is approximate and subject to change based on individual course delivery needs. Evening sessions may be required as determined by the course facilitators.

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

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

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

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

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

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

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



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

## Course Resources (Instructional Materials)

Students should bring a copy or have electronic access to *Leadership: Theory and Practice* (Northhouse, 2021), *The Practice of Adaptive Leadership* (Heifetz et al., 2009) and *Leadership on the Line: Staying Alive Through the Dangers of Leading* (Heifetz et al., 2017) for the resident portion of class.

Students will have access to the National Fire Academy's (NFA's) online LMS about 4 weeks prior to the start of class. Once registered within the LMS, students will have access to all course materials and have the ability to submit their pre-course assignments. All pre-course assignments must be uploaded within the LMS system no later than 5 days before the start of the class.

## Assessment and Grading

### Course Evaluation Plan Overview

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

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

- Individual assessment(s). There are 10 written essay assignments. Each assignment contains a specific evaluation rubric to communicate performance expectations. **Individual essays will be compiled into a final course submission that will be submitted no later than 11:59 p.m. 10 days after the course conclusion.**
- Group assessment(s). Assessment Tool 6 is a small group presentation that will be presented and evaluated on Day 5 of the course.

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

### Final Course Submission

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

- name of course
- title of paper
- name

- date of submission
- authenticity statement

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

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

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

A minimum score of 80% is required for successful completion of this course. The total course score is derived from the following assignments:

Assessment Tool	Points Possible	Percent of Final Grade
1	100	9.09
2	100	9.09
3	100	9.09
4	100	9.09
5	100	9.09
6	100	9.09
7	100	9.09
8	100	9.09
9	100	9.09
10	100	9.09
11	100	9.09
<b>TOTAL</b>	<b>1100</b>	<b>100%</b>

Rubrics are provided prior to course start.

## Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Academic dishonesty includes cheating, plagiarism, deliberate falsification, and other unethical behaviors.

Students are expected to report academic misconduct when they witness a violation. The instructor shall report all cases of academic misconduct 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:

1. Expulsion.
2. Withholding of stipend or forfeiture of stipend paid.
3. Exclusion from future classes for a specified period; it could range from 1–10 years, depending on the severity.
4. Forfeiture of certificate for course(s) enrolled in at National Emergency Training Center (NETC).

Refer to NFA-specific Standard Operating Procedure 700.1, Conduct on the NETC Campus at [National Fire Academy-specific Standard Operating Procedures](#) for more information.

## Course Outline

### Unit 1: Introduction to Exercising Leadership: Self (Day 1)

TO 1	The executive officer will be able to integrate life events and personal leadership mottoes within the context of personal and professional growth.	Evaluated Assessment #1
EO 1	Construct significant life events from childhood, teen years, and adulthood as influences on an aspired state.	Activity 1.1
EO 2	Create a personal leadership motto.	Activity 1.2

### Unit 2: Adaptive Case Consults (Day 1)

TO 1	The executive officer will be able to formulate leadership lessons observed during application of the Adaptive Leadership Case Consultation methodology.	Evaluated Assessment #2
EO 1	Summarize an adaptive leadership challenge currently being experienced.	Pre-course Activity
EO 2	Express to a peer group an existing adaptive leadership challenge using the case consult model.	Activity 2.1

### Unit 3: Creating a Leadership Learning Environment (Day 2)

TO 1	The executive officer will be able to create a learning environment that incorporates an adaptive leadership holding environment through use of balancing inquiry with advocacy.	Evaluated Assessment #3
EO 1	Compare and contrast philosophical and theoretical approaches to learning.	Class Exercise/Discussion
EO 2	Differentiate between critical thinking and thinking critically.	Class Discussion
EO 3	Categorize elements of a holding environment for use in periods of disequilibrium.	Class Discussion
EO 4	Hypothesize the meaning of leadership within the learning environment.	Activity 3.1

#### **Unit 4: Getting to Know Self: Life/Work Balance (Day 2 and 3)**

TO 1	The executive officer will be able to construct strategies for successful life/work balance.	Evaluated Assessment #4
EO 1	Compare the differences between role and self.	Group Discussion
EO 2	Assess personal values and compose an overview of core beliefs.	Activity 4.1
EO 3	Assess personal life/work balance in the context of strategies for overcoming disequilibrium.	Activity 4.2
EO 4	Propose health and wellness strategies for sustaining a successful life/work balance.	Activity 4.3
EO 5	Facilitate a reflective dialogue of constructive feedback on a colleague's Personal Development Plan (PDP).	Activity 4.4

#### **Unit 5: The Art and Science of Leadership (Day 3 and 4)**

TO 1	The executive officer will be able to hypothesize the concepts of leadership as a science and leadership as an art.	Evaluated Assessment #5
EO 1	Analyze common traits exhibited by successful executive leaders, given case studies.	Activities 5.1 and 5.2
EO 2	Evaluate personal leadership challenges in the perspective of common executive leadership traits.	Activity 5.2
EO 3	Evaluate leadership approaches, traits, and application to personal philosophy of leadership, given case studies.	Activities 5.3 and 5.4
EO 4	Evaluate the elements of leadership as an art or as a science within the context of adaptive challenges.	Activity 5.5

#### **Unit 6: The Adaptive Leadership Framework (Day 5)**

TO 1	The executive officer will be able to create and present a synopsis of assigned elements of the adaptive leadership framework.	Evaluated Assessment #6
EO 1	Analyze the adaptive leadership framework.	Activity 6.1
EO 2	Summarize key elements of the exercise of adaptive leadership.	Activity 6.1

#### **Unit 7: Personal Leadership Behaviors: Influence and Perspectives (Day 6)**

TO 1	The executive officer will be able to create a personal leadership Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis as part of a Personal Development Plan (PDP).	Evaluated Assessment #7
EO 1	Evaluate personal biases for strategies to suspend judgment.	Activity 7.1
EO 2	Assess personal traits of leadership.	Activity 7.2
EO 3	Compare and contrast fixed versus growth mindsets in relationship to personal leadership.	Activity 7.3
EO 4	Assess personal behaviors related to concepts of emotional intelligence (EI).	Activity 7.4
EO 5	Rate their personal level of risk tolerance.	Activity 7.5
EO 6	Reframe concepts of vulnerability in context of self-leadership.	Large Group Discussion
EO 7	Assess personal levels of resilience through HardiAttitudes.	Activity 7.6
EO 8	Conduct an initial personal leadership SWOTT analysis.	Activity 7.7

## Unit 8: The Scholarly Application of Research (Day 7)

TO 1	The executive officer will be able to devise a strategic plan for a developmental relationship for personal and professional success.	Evaluated Assessment #8
EO 1	Appraise the construct of mentoring/coaching as either art or science.	Large Group Discussion
EO 2	Compare and contrast the roles of a coach and a mentor.	Large Group Discussion
EO 3	Summarize mentoring capabilities and readiness as facets of developmental relationships.	Large Group Discussion
EO 4	Examine key factors of a successful developmental relationship.	Large Group Discussion
EO 5	Construct components of a plan to operationalize a developmental relationship.	Activity 8.1

## Unit 9: Leading Self Ethically (Day 8)

TO 1	The executive officer will be able to express the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.	Evaluation Assessment #9
EO 1	Infer the meaning of ethics, morals, moral reasoning, bounded ethicality, and principles.	Large Group Discussion
EO 2	Deduce levels of moral development.	Activity 9.1
EO 3	Justify decisions made by the actors in the case, given case studies.	Personal Assessment (ELSQ)
EO 4	Compare personal results of the Ethical Leadership Style Questionnaire (ELSQ) to defined ethical perspective.	Activity 9.2
EO 5	Examine components that may permit or prevent the dark side of leadership.	Video Analysis/ Large Group Discussion
EO 6	Weigh the constructs of moral awareness, decision-making, intent, and action in the exercise of leadership.	Activity 9.3

## Unit 10: Influence and Persuasion (Day 8)

TO 1	The executive officer will be able to distinguish the skills and techniques associated with influence from those associated with persuasion.	Evaluated Assessment #10
EO 1	Analyze the use of influence.	Activity 10.1
EO 2	Describe the four components of a successful persuasion approach.	Activity 10.1
EO 3	Analyze the effective application of the four key components to situations where persuasion is critical to leading effectively.	Activity 10.1

## Unit 11: Transitioning from Personal Leadership to Leading Others (Day 9)

TO 1	The executive officer will be able to formulate a strategic approach to transitioning from leadership for self to leading others.	Evaluated Assessment #11
EO 1	Analyze the challenges and risks associated with transitioning from leading self to the exercise of leadership for others.	Activity 11.1
EO 2	Compile concerns and fears associated with the dangers of leading others.	Activity 11.1
EO 3	Assess concepts and theory of servant leadership.	Activity 11.2
EO 4	Consider concepts of seismic shifts in transitioning to the exercise of executive leadership.	Activity 11.3
EO 5	Collaborate with colleagues to establish means to weather the storms associated with the exercise of leadership.	Activity 11.4

## **Policies**

Specific Standard Operating Policies (SOPs) pertaining to the NFA may be reviewed at [National Fire Academy-specific Standard Operating Procedures](#).

### **Class Attendance and Cancellation Policy**

#### **Attendance**

- You are required to attend all sessions of the course.
- If a student needs to depart campus early and miss any portion of the course and/or graduation, they must submit a written request to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate extraordinary circumstances. If all course requirements are met and a student is approved to depart early, they are required to forward the approval to the Admissions Office to ensure the travel stipend is not jeopardized.

#### **Cancellations or No-Shows**

EFO Program students are expected to notify the program administrator in advance if they cannot attend a course or risk being withdrawn from the program.

#### **Course Failure**

Students who receive a final grade below 80% will fail the course and will be removed from the EFO Program.

#### **Student Code of Conduct Policy**

Students, facilitators, 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. Students are to familiarize themselves with the following FEMA Policy and Directive.

[FEMA Educational and Training Participant Standards of Conduct \(FEMA Policy 123-0-2\)](https://www.usfa.fema.gov/downloads/pdf/nfa/fema-policy-123-0-2.pdf) <https://www.usfa.fema.gov/downloads/pdf/nfa/fema-policy-123-0-2.pdf>

[Personnel Standards of Conduct \(FEMA Directive 123-0-2-1\)](https://www.usfa.fema.gov/downloads/pdf/nfa/fema-directive-123-0-2-1.pdf) <https://www.usfa.fema.gov/downloads/pdf/nfa/fema-directive-123-0-2-1.pdf>

## **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 and obscene language or ideas, and reflect critical thinking related to the course subject matter. The *Publication Manual of the American Psychological Association* (7th edition) will serve as the style guide for all writings.

## **Citation and Reference Style**

Students will follow the APA manual, seventh edition, as the sole citation and reference style used in written work submitted as part of coursework to NFA unless exceptions are identified by the course facilitator or training specialist. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA manual, seventh edition, unless exceptions are identified by the course facilitator or training specialist.

## **Late Assignments**

Students are expected to submit classroom assignments on time and to complete the course according to the published class schedule. As executive officers, students are expected to adequately manage their time for pre-course work, resident coursework, and final paper submission. Unless an extension has been approved by the class facilitators or program training specialist, any paper submitted after the deadline will receive a "0" grade for that assignment.



## **Grading Rubrics**

### **Assessment Tool 1: Introduction to Exercising Leadership: Self**

#### **Executive Fire Officer Program: Associated Outcomes**

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

#### **Learning Outcome**

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

#### **Assessment**

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

#### **Assessment Instructions**

1. Reflect on your presentation in Activity 1.1: Life Quadrants and review your leadership motto presented in Activity 1.2: Personal Leadership Motto.
2. Write an essay of at least 500 words that analyzes your reflection and review of the above. The essay is to include your perspective on the integration and influence of your life events, motto, and personal leadership philosophy in the context of your personal and professional life and future growth.
3. The essay is to include a minimum of:
  - two specific personal observations that support your discussion,
  - one citation from any of the course texts that supports your discussion, and
  - one citation from an outside reference that supports your discussion.
4. Double space and use American Psychological Association (APA) formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric for Assessment Tool 1

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

## **Assessment Tool 2: Adaptive Case Consults**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Participate in Activity 2.1: Adaptive Challenge Case Consultations.
2. Review course texts, notes, and reflections from Activity 2.1.
3. Write an essay of at least 500 words that analyzes your reflections on Activity 2.1 from the perspective of leadership lessons learned from the application of the adaptive leadership case consult methodology. Be sure to address if this is a useful technique, a technique that can be applied to your organization and what would be the most difficult (focus on the process).
4. The essay is to include a minimum of:
  - two specific examples that support your conclusions,
  - one citation from any of the course texts that supports your conclusions, and
  - one citation from an outside reference that supports your conclusions.
5. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

## Rubric for Assessment Tool 2

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

## **Assessment Tool 3: Creating a Leadership Learning Environment**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course texts and notes related to the concepts of a holding environment and the use of balancing advocacy with inquiry as an approach to a learning environment.
2. Write an essay of at least 500 words that analyzes your reflection and review of the above from personal observations. The essay is to include your perspective on the incorporation of an adaptive leadership holding environment through use of balancing inquiry with advocacy in a personal leadership setting and an organizational or community setting.
3. The essay is to include a minimum of:
  - two specific personal observations that support your discussion,
  - one citation from any of the course texts that supports your discussion, and
  - one citation from an outside reference that supports your discussion.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric for Assessment Tool 3

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

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

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course texts, notes, and assessments related to the topic of life/work balance.
2. Write an essay of at least 500 words that analyzes your reflection and review of the above. The essay is to include specific strategies for the exercise of personal leadership for life/work balance.
3. The essay is to include a minimum of:
  - two specific personal strategies for the exercise of personal leadership for life/work balance,
  - discussion on how each strategy will be implemented and measured,
  - one citation from any of the course texts that supports your discussion, and
  - one citation from an outside reference that supports your discussion.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric for Assessment Tool 4

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



## **Assessment Tool 5: The Art and Science of Leadership**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course texts and notes on the topic of the differentiation between leadership as a science and leadership as an art.
2. Write an essay of at least 500 words that analyzes your reflection and review of the above and your conclusions on the topic of the differentiation between leadership as a science and leadership as an art.
3. The essay is to include a minimum of:
  - two specific examples that support your conclusions,
  - one citation from any of the course texts that supports your conclusions, and
  - one citation from an outside reference that supports your conclusions.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric for Assessment Tool 5

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

## **Assessment Tool 6: The Adaptive Leadership Framework**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

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

### Rubric for Assessment Tool 6

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

## **Assessment Tool 7: Personal Leadership Behaviors: Influence and Perspectives**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course materials, assessments, and notes on the topic of a personal SWOTT analysis.
2. Write an essay of at least 500 words that presents your personal SWOTT analysis.
3. The essay is to include a minimum of:
  - a discussion from a personal leadership perspective of each of the five SWOTT elements,
  - a discussion of the personal leadership challenges identified in the SWOTT analysis,
  - a discussion of the strategies to overcome the challenges,
  - one citation from any of the course texts that supports your conclusions, and
  - one citation from an outside reference that supports your conclusions.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric For Assessment Tool 7

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

## **Assessment Tool 8: Mentoring and Coaching for Personal Success**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course materials, texts, and notes on the topic of mentoring and coaching for personal success.
2. Write an essay of at least 500 words that presents your strategic plan for a developmental relationship for personal and professional success.
3. The essay is to include a minimum of:
  - a discussion from observations and experience of the elements of successful developmental relationships for personal and professional success,
  - a discussion of the challenges to generating and sustaining successful developmental relationships for personal and professional success,
  - a discussion of the strategies to overcome the challenges,
  - one citation from any of the course texts that supports your conclusions, and
  - one citation from an outside reference that supports your conclusions.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric for Assessment Tool 8

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



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

## **Assessment Tool 9: Leading Self Ethically**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course materials, texts, and notes on the topic of leading self ethically.
2. Write an essay of at least 500 words that expresses the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.
3. The essay is to include a minimum of:
  - a discussion from observations and experience of the elements of ethical and moral awareness, decision-making, intent, and action within the exercise of leadership;
  - a discussion of the challenges associated with the exercise of ethical leadership;
  - a discussion of the strategies to overcome the challenges;
  - one citation from any of the course texts that supports your conclusions; and
  - one citation from an outside reference that supports your conclusions.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric For Assessment Tool 9

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

## **Assessment Tool 10: Influence and Persuasion**

### **Executive Fire Officer Program: Associated Outcomes**

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

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course materials, texts, and notes on the topic of social responsibilities in exercising leadership.
2. Write an essay of at least 500 words that expresses your observation and experiences in the context of influence and persuasion within the exercise of leadership and the challenges present.
3. The essay is to include a minimum of:
  - a discussion and specific observations and experience in the context of influence and persuasion within the exercise of leadership,
  - a discussion of the challenges associated with the exercise of leadership within the context of influence and persuasion,
  - a discussion of the strategies to overcome the challenges,
  - one citation from any of the course texts that supports your conclusions, and
  - one citation from an outside reference that supports your conclusions.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric for Assessment Tool 10

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

## **Assessment Tool 11: Transitioning From Personal Leadership to Leading Others**

### **Executive Fire Officer Program: Associated Outcome**

Effectively assess and navigate across multiple environments and strategies.

### **Learning Outcome**

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

### **Assessment**

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

### **Assessment Instructions**

1. Review course materials, texts, and notes on the topic of transitioning from personal leadership to leading others.
2. Write an essay of at least 500 words that expresses your observations and reflections on the transition from personal leadership to leading others, challenges considered, and strategies for success. Refer to Activity 11.3: Transition to Leader.
3. The essay is to include a minimum of:
  - a discussion and specific observations and reflections in the context of transitioning from personal leadership to leading others,
  - a discussion of the personal challenges you face in this transition,
  - a discussion of the strategies to overcome the challenges,
  - one citation from any of the course texts that supports your conclusions, and
  - one citation from an outside reference that supports your conclusions.
4. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

### Rubric for Assessment Tool 11

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