



R0123

Dear National Fire Academy Student:

By now you should have received your acceptance email notification from the National Emergency Training Center (NETC) Admissions Office for this course. If you have not, you are not enrolled in this course.

Congratulations on your acceptance to the U.S. Fire Administration's/National Fire Academy's (USFA's/NFA's) "Executive Development" (ED) course. This is the first course in your Executive Fire Officer Program (EFOP).

The design of ED consists of several curriculum areas: exercising leadership, managing and leading change, coaching and mentoring, empowering the next generation of leadership, resilience under stress, and the scholarly application of research. Through a combination of theory, self- and observer-based feedback provided through three 360-degree multirater assessment instruments, case study analysis, and reflection and introspection, the course offers the opportunity to enhance both personal development and organizational capacity.

In order to properly prepare for ED, you must complete several assignments in advance of your arrival. Please read the assignment instructions included in this packet carefully. Full participation in ED requires completion of each of the following six assignments, all of which are referenced during the course:

1. Complete three prerequisite self-study courses on applied research.
2. Read the course texts.
3. Complete three 360-degree multirater assessment instruments.
4. Complete three short, reflective writing assignments on leadership and a first draft of several key components of your Applied Research Project (ARP) proposal.
5. Develop and prepare a class presentation on mentorship in the style of a TED Talk.
6. Complete the first draft of the assignment "Executive Development Reading List."

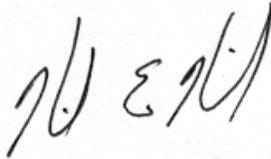
Detailed instructions are provided for each of the six pre-course assignments on the following pages. A pre-course assignment checklist, along with a list of items to bring to class, is provided to assist you in successfully being prepared for class. (See Appendix A.) Your two weeks at the NFA will be busy and challenging. In addition to classroom time, there will be both individual and group evening study activities and networking. Please plan to spend time studying during the interim weekend while you are at the NFA.

The course materials for this course are now available in a Bring Your Own Device (BYOD) format, which will function on any electronic device. If you own an electronic device (laptop, computer, tablet, etc.) and are familiar with its document reader functions, we are asking you to download the Student Manual (SM) **before you travel to Emmitsburg**, and bring the preloaded device with you. Please see the page following this letter for complete instructions on successfully downloading your course materials. Please note: If you plan to bring/use an iPad, you may experience issues with saving/storing/printing course assignments since there is no Universal Serial Bus (USB)/thumb drive capacity for these devices.

For your information, the NFA classroom environment is PC-based. As increasing numbers of students and instructors are bringing laptop computers or other electronic devices to campus, you alone are responsible for the security and maintenance of your equipment. The academy cannot provide you with computer software, hardware, or technical support to include disks, printers, scanners, etc. Classrooms are outfitted with surge protectors at each table for your convenience. Thumb drives or external hard drives used to bring course materials to class cannot be connected to Federal Emergency Management Agency (FEMA) property without being scanned for viruses. Due to time limitations for scanning, these devices cannot be larger than 8 gigabytes (GB). Anything over this amount will not be scanned and cannot be used. A Student Computer Lab is located in Building D and is available for all students to use. It is open daily with technical support provided in the evenings. This lab uses Windows 7 and Office 2013 as the software standard.

Should you need additional information related to course content or requirements, please feel free to contact Mr. Kevin Brame, Leadership and Executive Development curriculum training specialist, at 301-447-1069 or by email at kevin.brame@fema.dhs.gov. We look forward to your arrival.

Sincerely,

A handwritten signature in black ink, appearing to read "Kirby E. Kiefer". The signature is written in a cursive style with some loops and flourishes.

Kirby E. Kiefer, Acting Superintendent
National Fire Academy
U.S. Fire Administration

Enclosures

National Fire Academy Bring Your Own Device (BYOD) Course Materials/Download Instructions

The **first step** is to download ADOBE Reader to your device. This will enable you to read and manipulate the course materials. ADOBE Reader can be used to comment and highlight text in Portable Document Format (PDF) documents. It is an excellent tool for note-taking purposes.

For Laptops and Computers

ADOBE Reader can be downloaded from www.adobe.com/downloads/. It is a free download. Please note that, depending on your settings, you may have to temporarily disable your antivirus software.

For Tablets and Other Similar Hand-Held Devices

ADOBE Reader can be downloaded onto devices, such as iPads, android tablets, and other hand-held devices. ADOBE Reader, for these types of devices, can be found in the device's Application Store using the search function and typing in "ADOBE Reader." Follow the instructions given. **It is a free application.** Note: In order to have the editing capabilities/toolbar, the document needs to be "opened with ADOBE Reader." There should be a function on your device to do this.

After you have successfully downloaded the ADOBE Reader, please use the following web link to download your R0123, *Executive Development* (ED) Student Manual (SM). (You may copy/paste this link into your web browser.)

http://nfa.usfa.dhs.gov/ax/sm/sm_r0123.pdf

Note: Please make sure you download the ADOBE Reader first. To open the SM, you will need to open the ADOBE Reader, then open the SM, and save from the web through the ADOBE Reader in order for the note-taking tools to work properly.

If you need assistance, please contact nfaonlinetier2@fema.dhs.gov.

National Fire Academy

Executive Fire Officer Program

Executive Development (R0123)

Pre-Course Assignment Packet

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PRE-COURSE ASSIGNMENT INSTRUCTIONS

1. Complete Three Prerequisite Self-Study Courses on Applied Research

You are required to successfully complete three self-study courses pertaining to applied research, through the National Fire Academy's (NFA's) Online Distance Learning website (NFA Online), prior to your attendance in "Executive Development" (ED). The three prerequisite self-study courses are:

1. "Data Gathering Instruments to Support Applied Research Projects" (Q0170).
2. "Designing an Applied Research Project Proposal" (Q0171).
3. "Applied Research Self-Study" (Q0123) and course exam. (You must score 70 percent or higher to pass.)

Bring a copy of your certificate of completion for each of the three courses with you on the first day of class. Students enrolled in ED who have not yet successfully completed Q0170, Q0171 and Q0123 upon arriving at the NFA for their class may be dismissed from the class and the EFOP.

These three self-study courses will help you prepare for the NFA's Executive Fire Officer Program (EFOP) Applied Research Project (ARP), which is a required element of the EFOP. Throughout the EFOP, you must complete four ARPs — one for each of the four courses in the program.

While Q0170 and Q0171 provide general information on how to conduct applied research, Q0123 provides specific guidance on completion of the EFOP ARPs. It includes guidance on:

- How to follow the "Publication Manual of the American Psychological Association," sixth edition style guidelines for scholarly research, publishing and communication.
- How to write your ARP proposal, which is an important initial step in completion of an ARP.
- The NFA's procedural requirements for completing the ARPs.

NFA Online can be accessed at <http://www.usfa.fema.gov/training/nfa/courses/online.html>. If you are not already registered on NFA Online, you will need to do so. An NFA Online registration job aid is available at http://nfa.usfa.dhs.gov/misc/NFAOnline_Reg_JobAid.pdf.

To access these courses through NFA Online, follow these five steps:

1. Log into your NFA Online account.
2. From your NFA Online Home Page, select "Click to Browse Catalog."
3. Under "Subject Area," select "NFA Courses." Then select "Executive Development."

4. You should see the three required courses. You will need to add all three of them to your “To Do List.”
5. To begin a course, select “Home” to go back to your home page. All three courses should be displayed in your “To Do List.” Click on the course you wish to begin.

Please contact Roxane Strayer at roxane.strayer@fema.dhs.gov or 301-447-1642 with any questions concerning the self-study courses.

2. Read the Course Texts

American Psychological Association Manual

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

You will need to obtain a personal copy of this book. Please bring your copy with you to class.

You will use the APA manual as a reference throughout the entire EFOP, particularly as you complete each of the four ARPs. In preparation for ED, you will use the APA manual as a reference in order to complete the prerequisite self-study course Q0123 and also to complete the initial draft of your first ARP proposal.

Refer to the NETC Library guide to APA style at <http://usfa.libguides.com/apa> for an overview of APA style and additional resources on APA style.

Study guide questions pertaining to APA style are provided as part of this pre-course assignment packet on the following pages. You may choose to answer these questions as part of the process of familiarizing yourself with the APA manual and the rules of APA style. (See Appendix B.)

“Leadership on the Line”

Heifetz, R., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.

You will need to obtain a personal copy of this book. Please bring your copy with you to class.

“Leadership on the Line” (Heifetz & Linsky, 2002) provides a conceptual foundation for the course. Practices and concepts associated with exercising adaptive leadership form a continuing thread throughout the material. Be very familiar with the text, as it is referenced frequently in class discussion. **The concepts in this book are also a source for test material on written exams in ED.**

As you read the book, you may use the study guide provided on the following pages to enhance your recall of the material in the book and to focus your reading on the concepts that are an integral part of ED. (See Appendix C.)

“Turn the Ship Around”

Marquet, L. D. (2012). *Turn the ship around! A true story of turning followers into leaders*. New York, NY: Penguin Group.

You may opt to obtain your own personal copy of this book. However, the e-book edition of this book may be borrowed from the NETC Library during your class on a first-come, first-served basis. **This book will be used as a reference for a graded written assignment and several in-class activities during the second week of class.**

3. Complete Three 360-Degree Multirater Assessment Instruments

Attendance in ED requires participation in a 360-degree multirater assessment process, consisting of three assessment instruments:

1. Executive Leadership Assessment (ELA) Instrument.
2. Adaptive Leadership Instrument (ALI).
3. Fire and Emergency Services Organizational Culture Assessment Instrument (OCAI).

Approximately 10 weeks prior to your class start date, you will receive an email notification from roxane.strayer@fema.dhs.gov providing your preassigned user ID, instructions to access the instruments, and important due dates. The assessment instruments will need your immediate attention.

Each of the three assessment instruments is a multirater instrument. This means that each instrument has a “self” component, completed by you, and an observer component, completed by individuals you select. You will identify and ask eight observers (up to 24 different people) to complete each of the three assessment instruments. As a result, the feedback report that you receive during class will contain both self and observer rating information. **Please note that the system is designed to protect the identity of your observers. Please convey this to your observers when you ask them to participate.**

Failure to nominate observers and complete and submit the self-assessment component of each of the three instruments by the stated due date will remove your eligibility to attend this offering of ED. Likewise, failure on the part of your observers to complete and submit their components of each of the three instruments by the stated due date will remove your eligibility to attend this offering of ED.

The government has invested considerable resources in the 360-degree multirater assessment process. We believe each of the assessments will provide you with valuable

feedback during your course of instruction. It is imperative that you carefully read and follow the instructions listed from roxane.strayer@fema.dhs.gov. Please be sure to coordinate with your agency IT staff to ensure emails from nfaonlinehelp@fema.dhs.gov do not get blocked. Check your spam filter frequently.

4. Complete Three Short Reflective Writing Assignments on Leadership and a First Draft of Your Applied Reach Project Proposal

The following three reflective writing assignments, along with the first draft of your ARP proposal, will be collected by your instructor on the first day of class. These four assignments will be graded on the basis of completion and submittal according to the grading rubric on the following pages.

Essence of Leadership Statement

Heifetz and Linsky ask, “Why lead? Why put yourself on the line? Why keep pressing forward when the resistance feels unbearable?” They go on to say that “the only way you can answer these questions is by discovering what gives meaning in your life” (p. 207). Taking an interpretive leap, their questions and statement seem to imply that one understands the perfect form — the essence — of leadership. After reading “Leadership on the Line,” formulate a **one- to two-sentence statement** that describes the essence of leadership from your point of view.¹

Type out your statement, and bring a printed copy with you to class. Your Essence of Leadership Statement will be used during an in-class student activity.

Reflection on Becoming an Executive Fire Officer

On the first day of class, you will be asked to share a little about yourself with your classmates. Be prepared to briefly summarize your reason(s) for embarking on this journey. This explanation does not merely address the technical reasons for your pursuit but rather the philosophical perspective. What is your personal catalyst for becoming an Executive Fire Officer (EFO)? What gives you, personally, the drive you need to sustain your commitment to, and to excel in, this challenging program? This should not exceed 150 words.

Type out your statement, and bring a printed copy with you to class.

¹This exercise was created by the International Public Safety Leadership & Ethics Institute (IPSLEI). Adapted with permission.

Adaptive Challenge Summary

Refer to Heifetz and Linsky's concept of "adaptive leadership" from their book "Leadership on the Line." Consider specifically Heifetz' and Linsky's distinction between "adaptive" versus "technical" problems.

Among the potential resources for our learning in ED is using ideas we discuss to work through leadership challenges or dilemmas from your experience and that of other participants.

Toward that end, think of an adaptive problem (i.e., a leadership challenge) that you are currently experiencing in your professional or personal life. Please bring with you a brief (one page) statement of this leadership challenge, ideally a current one, but a past one is fine as long as it is one for which unresolved issues remain. Presumably, you will bring something from work life, but it could be from your personal, civic or community life as well. (Ideally this will be more of an adaptive problem than technical in nature.)

You need not reveal the identities of the other individuals, organization/group or setting involved, but write enough of a description of the situation that it could be the starting point for a meaningful discussion/consultation. The norm is that all our conversations will stay in the room. No one will be required to discuss his or her leadership challenge publicly.

In writing it up, characterize the challenge from your perspective. Who are the major players, and briefly, what are their interests? How do they view the situation? What are the stakes? Describe what actions you have taken, or are thinking about taking, in reference to the challenge. Lastly, frame the question you would most like to have your peers in your ED class address.

This assignment will be used in an activity on the first day of class and will be discussed during the Adaptive Challenge Case Consults, which will take place in several sessions during the class. Case Consults are short, focused discussions with your peers, where your peers have the opportunity to give you direct feedback. The procedures and rules for these Case Consults follow Cambridge Leadership Associates' Case Consulting Methodology.² This methodology will be introduced on the first day of class. The Case Consults will occur on Tuesday through Friday: Week 1, and again on Monday and Tuesday: Week 2. During the Case Consults in ED, students will have an opportunity to present and receive feedback on their adaptive problem.

You should prepare yourself to present this challenge by describing the problem within a small group in five minutes. You will need to bring a printed copy of your statement with you the first day of class.

² Cambridge Leadership Associates. (n.d.). *Adaptive Leadership™ Case Consultation Guide*. Cambridge, MA: Author.

First Draft of Applied Research Project Proposal

Please read the section “Applied Research Guide” within the Executive Fire Officer Program Handbook. The Executive Fire Officer Program Handbook is available as a downloadable PDF at the following link: http://www.usfa.fema.gov/downloads/pdf/efop_guidelines.pdf. A sample format for the research proposal is in the Executive Fire Officer Program Handbook.

During ED, you will have the opportunity to consult individually with your instructor and receive guidance on your initial draft of your ARP proposal. Your initial draft will not be graded during ED. However, your formal ARP proposal will be due to your selected evaluator within two weeks of your completion of ED.

The purpose of this step is to assist you in a critical phase of the research process: creating a realistic problem statement; matching the problem statement with the purpose; writing research questions that, if answered, will result in data to accomplish the purpose; and following the necessary procedures to facilitate achieving the purpose and solving the problem statement.

If you have not taken at least a bachelor’s level class in how to conduct research, and/or if you have not done applied research before, **we strongly recommend that you follow the self-check steps in the Self-Study Workbook of the prerequisite course, Q0123, as they apply to your own selected topic for your ARP.** These self-check steps can serve as your guide to walk you through developing the elements of your ARP proposal.

Please complete an initial draft of the following components of your ARP proposal, given the guidance provided in the three prerequisite self-study courses and in the Executive Fire Officer Program Handbook:

1. Problem statement.
2. Purpose statement.
3. Research questions.
4. Selection of research method (and description of research approach for each question).

Type out your ARP proposal using a format similar to the sample provided in the Executive Fire Officer Program Handbook. Bring a printed copy with you to class.

Pre-Course Assignments Grading Rubric

The pre-course assignments are allotted 100 total possible points (25 points each). These assignments are graded on the basis of completion. If any of the assignments are **not** submitted to the instructor on the first day of class, you will receive 0 points for that assignment.

These assignments are collectively valued at **10 percent** of the final course grade.

5. Develop and Prepare a Class Presentation on Mentorship in the Style of a TED Talk

The Invisible Hand of a Mentor

Note: In an executive development context, the terms mentor and coach have specific definitions. The two terms will be discussed in-depth during ED.

- Coaching in one's workplace can be obtained through a combination of training and personal or professional development. The process relies on collaboration and is based on three components: technical help, personal support and individual challenge.
- In the workplace, a mentor is a more experienced or knowledgeable person who takes on the role of teacher and helps a less experienced or less knowledgeable person excel. The mentor and mentee's relationship is based on mutual respect and trust, which is designed to help the mentee navigate unfamiliar territories, excel in a career, and master certain skills.

The following instructions contain only the term mentor — this format is used for consistency in writing — and is not intended to exclude coaches or coaching.

This assignment consists of (1) developing a personal story that communicates a salient concept that is focused on mentorship and applicable in the context of executive development and (2) presenting your ideas in the format of a TED Talk.

Developing a Story That Communicates an Idea and Influences Attitudes

The process of executive development suggests that you engage in the continual and progressive acquisition of knowledge, education and experience. Undoubtedly, your developmental journey has not been an isolated walkabout; along the way, a mentor has influenced the trajectory of your developmental process. One could argue that a mentor advocates in favor of the following: “The mind is not a vessel to be filled, but a fire to be kindled.”³ Many allies have passed through your life; however, you have chosen to bestow the honor of mentor to only a select few. The indelible imprints stamped by your mentors act like mental furniture — offering stability to an arrangement of ideas. Take a moment to reflect on the following:

1. Who are your mentors (past and present)?
2. In your role as an EFO, what aspects of your leadership characteristics are derivatives of mentorship?

³ Plutarch, L. M. (n.d.). De recta ratione audiendi [On listening to lectures]. In *Moralia*. [Perseus Digital Library Version]. Retrieved from <http://www.perseus.tufts.edu/hopper/text?doc=urn:cts:greekLit:tlg0007.tlg069.perseus-eng1:18> (Original work published in 1927 by F. C. Babbitt. Babbitt, F. C. (Ed.). (1927). Cambridge, MA: Harvard University Press.)

3. Why is it that an army of people march through your life, yet only a few are revered as mentors?

Your TED Talk should capture the essence of how a mentor kindled a fire in your own personal development and how that experience is reflected in your life as an EFO. Ultimately, your story is about a relationship wherein the gift of wisdom was exchanged!

The elephant in the room of this assignment is that it is time-consuming, it is challenging, it is self-directing, and it involves risk — all of which are commensurate with your existing leadership abilities and your desire to engage in the process of executive development. As you prepare for this assignment, give thought to the concept offered by Heifetz, Grashow and Linsky (2009). “The organization supports coaching for those in top positions, knowing that simply having a sounding board outside the organization can prevent the insularity that undermines adaptability.” Additionally, the course ED is “intended to provide a framework in which leadership is a process whereby you and others perform adaptive work.” This assignment, in part, is designed to combine the concept of a “sounding board” with the notion that “you and others perform adaptive work.”

Presenting Your Idea in the Format of a TED Talk

Once you have captured the essence of your mentorship story, develop a persuasive presentation that communicates ideas and influences attitudes. Your concepts must be anchored to an element of your personal experiences with mentorship. There are no limitations placed on the arc of review — all events from early childhood to the present represent potential fodder for inclusion into your presentation. Although you are limited by time (12 minutes), there are no limitations on the number of mentors you can choose as the focus of your presentation. You will present your story to your ED classmates in a TED Talk format. The concept of a TED Talk is to deliver a “short, powerful talk ... [using] ideas to change attitudes.”⁴ You are encouraged to select and view numerous TED Talks to get a sense of how you might apply observed concepts to your own presentation. Listed below are TED Talks that can serve as good corollary examples. TED Talks can be located through a search at www.ted.com.

Abdel-Magied, Y. (2014, December). *What does my headscarf mean to you?* [Video file]. Retrieved from http://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you

McChrystal, S. (2011, March). *Listen, learn . . . then lead* [Video file]. Retrieved from http://www.ted.com/talks/stanley_mcchrystal

Robinson, K. (2006, February). *Do schools kill creativity?* [Video file]. Retrieved from http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

⁴ TED. *Our organization*. Retrieved from <http://www.ted.com/about/our-organization>

Stephenson, S. (2014, May 10). *The prison of your mind*. [TEDx Talks]. Retrieved from <https://www.youtube.com/watch?v=VaRO5-V1uK0>

Yousafzai, Z. (2014, March). *My daughter, Malala* [Video file]. Retrieved from http://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala

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

Rules for delivering a presentation in a TED Talk format

- The presenter has no fewer than eight minutes, and no more than 12 minutes, to communicate a powerful message.
- Visuals aids can be used but only sparingly. (This is not a PowerPoint presentation (two slide limit).)
- The presenter is required to remain in a predesignated area on the stage (8 feet by 6 feet).
- The stage is empty (no podium).
- Presenters can only ask the audience rhetorical questions.
- The presenter cannot distribute printed materials (e.g., handouts, articles, etc.).
- Once the talk is over, the presenter exits the stage (no question and answer (Q&A) period).
- Finally, you are reminded to adhere to professional standards and applicable institutional requirements (U.S. Fire Administration (USFA) Human Dignity Statement). Your presentation must be truthful, be factual, and offer the audience a salient teaching point (e.g., the value of mentorship).

Student Deliverables

Develop and prepare to deliver your presentation in a TED Talk format. Adjustments to your presentation can be made during Week 1 of the ED class; however, there is no class time allocated for the preparation of your presentation. The presentation should be recalled from memory or very limited notes; therefore, it is strongly recommended that you prepare your presentation well in advance of attending ED. The early preparation will provide the time needed to practice and perfect your presentation; the academic rigor demonstrated in your presentation should reflect the expectations of graduate level learning. The submission of written material (outline, presentation transcript, etc.) is not required. Your presentation represents 15 percent of your overall grade, and it will be scored solely on the quality of content and presentation.

Assessment of Your Presentation

The following are the criteria on which you will be graded for your TED Talk presentation. This activity requires the student to present a story that communicates a salient concept related to mentorship. The value of the presentation will rest in its ability to influence the attitudes of others. The concept presented must clearly demonstrate a nexus of mentorship to executive development. The grading rubric (included on the following page) assesses this activity primarily based on two criteria: (1) content and (2) presentation. Each criterion examines two specific areas that are reflected in the statements below.

1. **Content:** The student will be scored based on the degree to which the message accomplishes the following objectives: (1) communicates a salient idea that offers a perspective that is capable of influencing attitudes and (2) demonstrates a link between the idea (thesis) offered in the presentation and one or more elements of the student's personal executive development.
2. **Presentation:** The student will be scored based on the degree to which the delivery of the story accomplishes the following objectives: (1) demonstrates preparation and fluency with the material presented and adheres to the logistical limitations of the presentation (e.g., 12-minute time limit) and (2) focuses on storytelling as opposed to lecture.

RUBRIC: THE INVISIBLE HAND OF A MENTOR (TED Talk)

If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Assessment Area	Insufficient* 5 points	Needs Improvement* 10 points	Adequate 15 points	Good 20 points	Excellent 25 points	Total Point Value
Does the content of the presentation offer a clear thesis — an idea unique to mentorship — that has the ability to influence a change in attitudes?	Absent a clear thesis or the idea is not related to mentorship. Concept has limited or no potential for its ability to influence attitudes.	↔	Accurate and complete but focuses on separate points rather than integrating or discussing the nexus to mentorship. Concept has moderate potential for its ability to influence attitudes.	↔	Complete, thorough, and demonstrates understanding of relationships among parts. Concept has high potential for its ability to influence attitudes.	____/25
Is the content delivered in the context of executive development?	There was limited or no connection between the idea communicated and the broader context of executive development.	↔	Some links between the idea offered and executive development were provided; at times the presenter’s point of view was unclear and/or confusing.	↔	Complete, thorough, and provides a very clear association between the idea presented and one or more elements of executive development.	____/25
Does the presenter demonstrate preparation and fluency with the material presented?	Relied heavily on written (notes) and/or visual (PowerPoint presentation) prompts.	↔	Presented the material in a comprehensive format. The rhythm of the presentation was interrupted as the presenter referred to notes/prompts.	↔	Complete, thorough, and the student presented primarily from recall. Clearly demonstrated preparation and fluency.	____/25
Does the presentation focus on a storytelling format?	Absent a storytelling theme. The presentation had the elements of a lecture.	↔	Uses storytelling to communicate the message. Portions of the presentation lacked continuity.	↔	Complete, thorough, and the student relied on a storytelling format to communicate his or her idea.	____/25
Total						____/100

EXECUTIVE DEVELOPMENT PRE-COURSE ASSIGNMENTS

Assessment Area	Compliant	Noncompliant (minus 4 points each)	Total Point Value
Eight to 12 minutes in duration			
Maximum of two visual aids			
Remains in designated presentation area (8 feet by 6 feet)			
Used only rhetorical questions			
Did not distribute any printed materials			
No Q&A period used			

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

Presentation points: _____

Deductions: _____

Total score: _____

6. Complete the First Draft of the Assignment “Executive Development Reading List”

This assignment will be collected at the end of the first week of the class. You may revise this assignment during the course, up until the due date. Because it requires referencing books you have read in the past, it is recommended that you complete this assignment at home prior to class, where you will have access to your own personal copies of any books you may select. If you wish, you may bring copies of books to class to share with classmates.

Purpose

To develop an individual reading list that is designed for the professional development of an EFO.

Directions

The student will develop a five-book reading list designed for the EFO. (That is, what five books should every EFO read?) The student will develop a written narrative that will include the six following components:

1. A title page.
2. An introduction (one paragraph).
3. A list of each of the five recommended books.
4. A brief description of the essential knowledge that each book offers the EFO (no more than one paragraph per book).
5. A conclusion (one paragraph).

The final essay should follow APA style and format. The reading list will be used during Activity 11.1 on Tuesday of Week 2; therefore, the student will need to print a personal copy for use during Week 2. For the printed copy that you submit to your instructor for a grade, use the cover sheet provided for all graded assignments in the EFO curriculum.

Due date: Assignment should be submitted to the instructor on Friday of Week 1 by 8 a.m.

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APPENDIX A

PRE-COURSE ASSIGNMENT CHECKLIST

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PRE-COURSE ASSIGNMENTS CHECKLIST

1. Complete Three Prerequisite Self-Study Courses on Applied Research

Become a registered user of NFA Online, and add the three prerequisite self-study courses to your “To Do List.” **Note:** Print one copy of the certificate of completion for each of the following three self-study courses. **You will need to submit one copy of each certificate of completion on the first day of class.**

_____ Complete “Data Gathering Instruments to Support Applied Research Projects” (Q0170).

_____ Complete “Designing an Applied Research Project Proposal” (Q0171).

_____ Complete “Applied Research Self Study” (Q0123). Pass the course exam (minimum score of 70 percent).

2. Read the Course Texts

_____ Obtain a personal copy of the “Publication Manual of the American Psychological Association,” sixth edition.

_____ Become familiar with the American Psychological Association (APA) manual. You may use the study guide on the APA style included in this pre-course assignment packet. (See appendices.)

_____ Obtain a personal copy of the book “Leadership on the Line: Staying Alive through the Dangers of Leading.”

_____ Read “Leadership on the Line.” You may use the study questions on “Leadership on the Line” included in this pre-course assignment packet. (See appendices.)

_____ Read “Turn the Ship Around! A True Story of Turning Followers into Leaders.” It is recommended that you purchase your own copy; however, copies will be available to borrow from the NETC Library during class, on a first-come, first-served basis.

3. Complete Three 360-Degree Multirater Assessment Instruments

Upon receipt of the assessment process initiation email from the National Fire Academy (NFA) 360 (nfaonlinehelp@fema.dhs.gov):

_____ Nominate eight observers to complete the “observer” portion of each of the three assessment instruments and enter their names and email addresses.

_____ Complete the Adaptive Leadership Instrument (ALI) (self-component).

_____ Complete the Executive Leadership Assessment (ELA) Instrument (self-component).

_____ Complete the Organizational Culture Assessment Instrument (OCAI) (self-component).

_____ Check one month before class that everything is complete and received.

4. Complete Three Short Reflective Writing Assignments on Leadership

Print copies of each assignment. (See individual assignment instructions for number of copies for each.) Bring copies with you to class.

_____ Essence of Leadership Statement.

_____ Reflection on Becoming an Executive Fire Officer.

_____ Adaptive Challenge Summary.

Complete a First Draft of Several Key Components of Your Applied Research Project Proposal

_____ Read the section “Applied Research Guide” in the Executive Fire Officer Program Handbook.

_____ Compose a first draft of your Applied Research Project (ARP) proposal.

5. Develop and Prepare a Class Presentation on Mentorship in the Style of a TED Talk

_____ Develop the content that you will present in your TED Talk on mentorship.

_____ Practice delivery of your presentation.

6. Complete the First Draft of the Assignment “Executive Development Reading List”

_____ Construct a short essay according to the instructions in this pre-course packet.

_____ If you wish, you may bring copies of selected books to class to share with classmates.

CHECKLIST OF ITEMS TO BRING WITH YOU TO CLASS

- _____ Certificates of completion for all three self-study courses (Q0170, Q0171 and Q0123).
- _____ Either a hard copy or a downloaded electronic copy of each of the multirater assessment reports for the ELA and OCAI.
- _____ A printed copy of your one-page Adaptive Challenge Summary.
- _____ A printed copy of your Essence of Leadership Statement.
- _____ A printed copy of your Reflection on Becoming an Executive Fire Officer writing assignment.
- _____ A printed copy of your first draft of your ARP proposal.
- _____ A copy of the book “Leadership on the Line.”
- _____ A copy of the APA manual, sixth edition.
- _____ A copy of the book “Turn the Ship Around” or NETC Library e-book access.
- _____ Copies of any books selected as part of the “Executive Development Reading List” assignment (optional).

APPENDIX B

AMERICAN PSYCHOLOGICAL ASSOCIATION STUDY QUESTIONS

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Study Questions on the American Psychological Association Manual

American Psychological Association Citations and References

1. What must be provided in direct quotations of a source?
2. What are the digital object identifiers (DOIs), and how are they used?
3. When do we cite?
4. What goes on the Reference List?
5. How and when do you cite personal communications?
6. What are references, and how is the reference list presented?
7. How are authors' names used in references, and what if no authors are listed?
8. How are the authors' name and title formatted?
9. Where do we use reference publication dates, and what do we use if there are none?
10. How do you use titles in text?
11. When do we use retrieval dates in electronic reference?
12. How do we handle incorrect spelling, punctuation and grammar when using a primary source?

Mechanics of American Psychological Association Style

1. How are pronouns used?
2. How do you use Latin abbreviations?
3. What are the principles of figure use and construction?
4. What is an ellipsis, and when is it used?
5. How do we address gender and sex?
6. How are pages numbered, and what pages are numbered?
7. How do we use the spacing after punctuation marks?

8. What is the proper use of a comma?
9. When is italics used?
10. When is it appropriate to use abbreviations?
11. When do you capitalize titles and headings?
12. What voice and tense do we primarily use in the paper?
13. What justification is used in the paper?
14. What is the proper use of brackets?
15. How is the paper laid out?
16. What are plagiarism and self-plagiarism?

American Psychological Association-Formatted Applied Research Project

1. What is the purpose of the Literature Review?
2. What is the purpose of the introduction, and what is included?
3. What is an appendix? What is in it? How is it labeled?
4. What are the five research methods that are normally used?
5. When do we write the abstract, and what is the tense and length?
6. What is the purpose of the discussion?
7. What is the purpose of results?
8. Where do we put the implications of the results?

APPENDIX C

“LEADERSHIP ON THE LINE” STUDY QUESTIONS

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Study Questions on “Leadership on the Line”

The following questions are designed to provide specific focus on the content of the book “Leadership on the Line” (Heifetz & Linsky, 2002). Review the questions before you read the book. As you read the book, refer back to the questions as necessary. Your ability to answer these questions after reading the book will enhance your recall of the material, which will enhance your experience in the class discussions during ED, as well as your performance on the written exams.

1. What do Heifetz and Linsky state as the basic premise for their belief that to lead is to live dangerously? (Page 2)
2. Describe the basic difference between a technical problem and an adaptive challenge. (Page 13)
3. According to Heifetz and Linsky, what is the single most common cause of leadership failure? (Page 14)
4. What reason do Heifetz and Linsky give for their thought that leadership requires disturbing people and doing so at a rate that the follower can absorb? (Page 20)
5. What is the difference between leadership and authority? (Page 25)
6. What are the four basic methods that people will use when attempting to resist adaptive work? (Page 31)
7. The basic means of adaptive resistance — increasing responsibilities, broadening agendas, and unexpected promotion — are examples of what? (Page 39)
8. Discrediting the individual exercising leadership is what form of resistance? (Page 41)
9. Losing your sense of purpose because of your desire for the approval of your own supporters would be considered what type of resistance? (Page 45)
10. Heifetz and Linsky use the metaphor of “get on the balcony” to illustrate what key principle of exercising adaptive leadership? (Page 51)
11. What are the five diagnostic tasks that Heifetz and Linsky suggest for helping the individual exercising adaptive leadership see things from the balcony? (Page 55)
12. What are the four basic ways to distinguish a technical problem from an adaptive challenge? (Pages 60 and 61)
13. Why do Heifetz and Linsky consider leadership to be an improvisational art, and how does the balcony metaphor relate to improvisation? (Page 73)

14. What is meant by an individual exercising leadership keeping the opposition close, and why is it important? (Pages 87 to 89)
15. How do individuals exercising leadership work to overcome the issue that, as organizational authority figures, they are naturally considered part of the solution? (Page 90)
16. Adaptive change requires that individuals close the gap between their espoused values and their actual behavior. What is the sense that individuals will feel because of this? (Page 93)
17. Accepting casualties is considered indicative of an authority figure's level of what? (Page 99)
18. What do Heifetz and Linsky mean when stating "no one learns only by staring in the mirror"? (Page 101)
19. Describe the idea and benefits of creating a holding environment. (Pages 102 and 103)
20. Describe the concept of creating disequilibrium and the productive range of distress. (Pages 107 to 109)
21. Describe the basic concept and reasoning for "pacing the work." (Page 119)
22. Heifetz and Linsky call Martin Luther King Jr.'s "I have a dream" speech an example of what? (Pages 120 and 121)
23. What is the purpose of Heifetz and Linsky's concept of "give back the work"? (Page 123)
24. What are the four types of leadership intervention tactics? (Pages 136 and 137)
25. Rather than simply ask a loaded question, what do Heifetz and Linsky suggest an individual exercising leadership should do? (Pages 136 and 137)
26. When taking action, it is critical that the individual exercising leadership ... ? (Page 138)
27. What are Heifetz and Linsky's reasons for saying that it is essential for individuals exercising leadership to hold steady? (Page 141)
28. According to Heifetz and Linsky, holding steady and taking the heat may result in what? (Page 145)
29. What is the concept of "let the issues ripen," and when do you know that an issue is ripe? (Page 146)

30. What are the four key questions to seek answers for when trying to determine if an adaptive issue is ready to be addressed? (Page 148)
31. What are some of the verbal clues that a work avoidance mechanism is in play? (Page 154)
32. What actions can you take when you do not have the authority, but you need to raise the issue and do so while minimizing risk to yourself? (Page 158)
33. What are the four personal areas of challenge for an individual exercising leadership? (Page 163)
34. What is the “Zone of Insatiability”? (Page 176)
35. Describe the issues influencing the concept of distinguishing role from self. (Pages 187 and 188)
36. Heifetz and Linsky state that if you are to be authentic and effective, you have to play your role in accordance with your beliefs. What is the danger that Heifetz and Linsky highlight about this? (Page 190)
37. What happens when the individual exercising leadership takes personal attacks personally? (Page 191)
38. What is the long-term benefit to distinguishing role from self? (Page 195)
39. What is the difference between confidants and allies? (Page 199)
40. Why does an individual exercising leadership need a sanctuary? (Page 204)
41. Heifetz and Linsky ask the tough question, “Why lead?” To answer this question, they indicate that you must determine what about yourself? (Page 207)
42. What are two points of hesitation that keep people from assuming leadership action? (Page 212)
43. What is the main point that Heifetz and Linsky make about leadership and the efforts to measure it? (Page 212)
44. What is the main point that Heifetz and Linsky mean by their statement that form does not matter? (Page 218)
45. What is the difference between “having purpose” and having a “particular” purpose? (Page 222)

46. What are the common dynamics of an individual exercising leadership who has heart? (Page 230)
47. What is meant by “sacred heart”? (Page 230)
48. What are the virtues of an open heart? (Page 230)