Dear National Fire Academy Student:

By now you should have received an email notification from the National Emergency Training Center (NETC) Admissions Office. This notification indicates your acceptance into the U.S. Fire Administration (USFA), National Fire Academy (NFA) “Executive Leadership” (EL) course.

Welcome to the USFA’s/NFA’s EL course. This is your final course in the Executive Fire Officer (EFO) Program. Your two weeks at the NFA will be busy and challenging. The EL course, as the capstone to the EFO Program, will be a rich experience of reflection and growth in a facilitated dialogue method using a Socratic approach.

In order to properly prepare for the EL course, it is necessary that you complete several activities in advance. These activities are contained within the URL (Executive Leadership Pre-Course Assignment Package) you received within your acceptance letter. Please read the pre-course assignments carefully. All of these tasks are mandatory, with no exceptions.

The EL course, and your time on campus, will be an environment and mindset of executive-level interactions consistent with the expectations of fire and Emergency Medical Services Executive Chief Officers. You will note changes from your previous course experiences. The most notable are:

- No student manuals will be issued. Instead, your learnings will be captured by you within a provided journal.
- Electronic devices, such as laptops, smart phones, tablets, etc., will not be permitted while in class. You will be provided breaks so that you may conduct e-business as needed.
- Given the executive environment, the dress code for the class is business casual at a minimum. There are two significant exceptions. First, for both your oral defense activity (see the pre-course assignment package) and graduation, business attire or Class A uniform (covers/caps optional) is required. The second exception to the dress code is the one-day staff ride to the Gettysburg National Military Park. You are encouraged to bring the necessary clothing, footwear (walking or hiking shoes) and rain or cold weather gear in case of inclement weather. You will be walking on mixed terrain. Should you have a physical need requiring a reasonable accommodation, please advise me or your instructor as soon as possible on Day 1 of week one.

The EL course represents the end of your EFO Program courses. You will receive your EFO Certificate during a formal graduation upon successful completion of the course. Pre-graduation activities are scheduled for the day before graduation (Thursday, late afternoon). Family members, organizational representatives and friends are encouraged to attend these activities and the graduation. More details will be provided as they are confirmed.

We look forward to your arrival and are confident that the EL course will provide you with an excellent opportunity for professional growth and development.
If you need additional information related to your course’s content or requirements, please contact Mr. Kevin Brame, Leadership and Executive Development Training Specialist, at 301-447-1094, or by email at kevin.brame@fema.dhs.gov. Good luck, and I hope to see you on campus.

Sincerely,

Eriks J. Gabliks, Superintendent
National Fire Academy
U.S. Fire Administration

Enclosure
National Fire Academy

Executive Fire Officer Program

Executive Leadership (R0125)

Pre-Course Assignment Packet
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### PRE-COURSE ASSIGNMENTS CHECKLIST

<table>
<thead>
<tr>
<th>COMPLETED CHECK</th>
<th>ACTIVITY</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td></td>
<td>Read “The Practice of Adaptive Leadership.”</td>
<td>Due before the first day of class.</td>
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<tr>
<td></td>
<td>Prepare an Adaptive Challenge Case Consult.</td>
<td>Due the morning of Day 1 of class.</td>
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<tr>
<td></td>
<td>Create Essay — Analysis of Applied Research Papers.</td>
<td>Due the morning of Day 1 of class.</td>
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<tr>
<td></td>
<td>The Art of Self and Self as Catalyst:</td>
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<td></td>
<td>• Establish Personal Leadership Philosophy.</td>
<td>Due the morning of Day 1 of class.</td>
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<td></td>
<td>• Develop a story.</td>
<td>Due the morning of Day 2 of week two.</td>
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<td></td>
<td>• Prepare a TED Talk-type presentation.</td>
<td>Due the morning of Day 2 of week two.</td>
</tr>
<tr>
<td></td>
<td>Create Personal Development Plan.</td>
<td>Due the morning of Day 1 of class.</td>
</tr>
<tr>
<td></td>
<td>Watch the video “Gettysburg” using the study questions as a guide.</td>
<td>Due before the first day of class.</td>
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PRE-COURSE ASSIGNMENT INSTRUCTIONS

1. **Read the Course Text**

   “The Practice of Adaptive Leadership”


   This is a required course text. You will need a personal copy; read it prior to the start of class. Please bring your copy with you to class.

   “The Practice of Adaptive Leadership” builds upon the conceptual foundations of the adaptive leadership model presented in the Year One textbook, “Leadership on the Line: Staying Alive Through the Dangers of Leading” (Heifetz, R., & Linsky, M., 2002). Practices and concepts associated with exercising adaptive leadership form a continuing thread throughout the course. Be very familiar with the text, as it is referenced frequently in class discussion.

   **DUE**: Before the first day of class.

2. **Adaptive Challenge Case Consult Activity**

   In the “Executive Leadership” (EL) course, you will use the ideas we discuss to work through leadership challenges from your experience and that of other participants. You learned the skill set of the Adaptive Challenge Case Consult originally in Year One. In EL, you will have an opportunity to hone those skills.

   Please bring with you a brief (one-page) statement of an adaptive challenge, ideally current; however, a past one will suffice if it is one for which unresolved issues remain. Presumably, you will bring something from work life, but it also may be from your personal or community life. Ideally, this will be more of an adaptive challenge, although a technical problem with a strong adaptive sense may be used. A pure technical problem is not acceptable for this activity. The statement is to include:

   - Description of the challenge. (Be specific.)
   - Major stakeholders and what their interests are in this challenge.
   - Actions, if any, already taken.
   - Your proposed actions.
   - Questions you would like your peer consultants to address.

   Prepare to present this challenge by describing the problem within a small group in five minutes. Confidentiality of the information shared among all presenters is a substantive norm throughout the EL course. You are encouraged to be as open as possible.
DUE: The morning of Day 1 of your class.


Reflection is required for true learning to occur. The lessons learned throughout the Executive Fire Officer (EFO) Program are many, and those associated with the applied research process are significant. The purpose of this activity is two-fold. The first is to analyze your previous research efforts and extract the significant lessons learned. The second is to generate a foundation from which you will choose one of your papers to present in an oral defense activity which is noted later in this document.

Directions

1. Analyze each of your three completed Applied Research Papers (ARPs).

2. Develop a written essay of your analysis answering each of the following questions.

   a. One purpose of the ARP process is the acquisition of new knowledge; on a personal level, how did the ARP process contribute to your ability to critically analyze and effectively implement the adaptive challenge process?

   b. By definition, the ARP process is designed to contribute to the betterment of your community; in essence your community contributed financially to your EFO Program experience. Select one of your ARPs and explain with specifics how your research contributed to the betterment of your community.

   c. From your experiences in completing three ARPs, describe the two most significant challenges you faced in conducting the research and what you did to overcome those challenges. Be specific.

   d. Considering your engagement in conducting research and preparing ARPs, describe the two most significant lessons learned that are influencing your approach to the exercise of leadership within your community today. Be specific.

   e. Consider the recommendations you listed in each of the three ARPs. Of those recommendations, describe your efforts to implement them and your assessment of successes or failures.

   f. Through this analysis, you will be selecting one of these ARPs for use in your oral defense activity (see Preparation for Applied Research Paper Oral Defense following this section). Describe why you chose this particular ARP to defend. Be specific.
3. The written essay is to follow the below guidelines.
   
   a. A maximum of 300 words per question.
   b. Cover page and certification of original work is to be included. (See Appendix B.)
   c. Format the paper with 1-inch margins, Times New Roman style with 12-point font, and double spaced.
   d. Center page numbers at the bottom of each page, except no page number on the cover page.
   e. Any citations used are to follow American Psychological Association (APA) style (6th edition).
   f. A reference page, if needed, is to follow APA style (6th edition).

   **DUE:** The morning of Day 1 of your class.


   In the interest of broadening the academic experience for our students, the EL course now requires oral defense of an ARP written in the “Executive Development” (ED), “Community Risk Reduction” (CRR), or “Emergency Operations” (EO) courses.

   This 30-minute defense will be made in private by each student to a panel derived from the executive leadership course instructor cadre, National Emergency Training Center (NETC) personnel, seasoned subject matter experts or qualified EFO alumni. The panelists, all of whom hold graduate degrees, will carefully review the paper in advance of the oral defense. The panelists will use the evaluation rubric (see Appendix A) for assessing the student’s oral articulation of methodology, literature, procedures, results and takeaways germane to individual leadership, organizational oversight, community involvement and the fire and Emergency Medical Services (EMS) profession.

   Student preparation entails developing detailed knowledge of the paper, studying the rubric prior to the defense, brainstorming ideas and practicing opening statements for the defense in small groups.

   The five- to seven-minute oral opening statement should encapsulate the essence and primary components of the paper to include a brief statement of why you chose this particular paper. This will be followed by a question-and-answer session with the panel. Formal, professional attire **(Class A uniform or business suit)** is required of all students defending their papers.

   Should a student not achieve a passing score on the oral defense, the student will be provided one additional opportunity to defend before the conclusion of the EL course.
Directions

1. Use your Analysis of Applied Research Papers activity to select one ARP for use in the oral defense activity. Your selected paper must have received an evaluation score of 3.0 or higher.

2. Review and edit your selected paper. You may use the evaluation comments and notations provided to you following your original submission as a basis for editing.

3. Create a Microsoft Word file of your edited paper and, using a subject line title of “Oral Defense (last name, first name, class start date),” submit electronically to angela.krantz@associates.fema.dhs.gov no later than 14 days before the first day of your EL course.

4. From your selected paper, develop a five- to seven-minute oral presentation that encapsulates the essence and primary components of your paper. This should include a brief statement of why you chose this given paper, your research methodology, literature review, procedures, results and takeaways germane to individual leadership, organizational oversight, community involvement and the fire and EMS profession.

5. PowerPoints, videos or other audiovisual elements are not permitted.

6. Practice your oral presentation with someone who can provide input, or record yourself and review.

DUE: The morning of Day 4 of week one.

5. The Art of Self and Self as Catalyst

The EL course is centered on two specific themes: The art of self and self as catalyst. Effective exercise of leadership requires you to be grounded, or anchored, as referenced by Heifetz and Linsky. To do so, one must first consider self to embrace and act in concert with beliefs. Secondly, the very nature of the exercise of leadership is about moving through unexplored territory and providing the catalyst for others to join in the journey.

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

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

At this point in your personal and professional life, you have a variety of experiences and knowledge. It is now time to reflect upon those experiences and formulate a personal philosophy of leadership. This philosophy is yours! You own it. To assist you, review “Chapter 18: Articulate Your Purposes” (pp. 221-232) in “The Practice of Adaptive Leadership.” The concept of articulating your purpose parallels — and, to a degree, is interwoven with — the establishment of a personal leadership philosophy. You also may use your previous EFO course materials and tests to reflect upon and guide the development of your personal philosophy of leadership.

Directions

1. Distill and refine your beliefs until you can summarize your leadership philosophy in a statement that is no longer than two sentences in length.

2. The statement is to reflect, in your own original words, the essence of your leadership philosophy. Your statement is powerful as it frames your existing beliefs.

**DUE:** The morning of Day 1 of your class.

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

Once you have your leadership philosophy defined, you will develop a persuasive story that communicates an idea and influences attitudes. The idea is to be anchored to an element of your leadership philosophy. You will present your story to your EL classmates in a TED Talk format.

What is a TED Talk? The broad concept and format of a TED Talk can be observed through viewing existing TED Talks. The concept of a TED Talk is to deliver a “short, powerful talk… [using] ideas to change attitudes.”² You are encouraged to select and view numerous TED Talks to get a sense of how you might apply observed concepts to your own presentation. Listed below are TED Talks that can serve as good corollary examples for the development of a TED Talk. TED Talks can be located through a search at www.ted.com.


Directions

1. Develop a persuasive story that communicates an idea and influences attitudes. The idea must be anchored to an element of your leadership philosophy.

2. Your TED Talk-type presentation (8 to 12 minutes) must be truthful, factual and offer the audience — your EL classmates — a salient teaching point.

3. You may use no more than three PowerPoint slides. Videos are not allowed.

4. There are no restrictions placed on the subject or content of your presentation; however, you are reminded to adhere to professional standards and applicable institutional requirements (USFA Human Dignity Statement).

5. Review the rules for delivering a TED Talk listed under Element 3.

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

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

Rules for delivering a TED Talk:

- The presenter has a maximum of 8 to 12 minutes to communicate a powerful message.
- Visuals aids can be used, but only three PowerPoint slides are allowed (this is not a PowerPoint presentation).
- 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 period).

Assessment of your presentation on your Personal Leadership Philosophy

The following are the criteria on which you will be graded for your TED Talk presentation.

This activity requires the student to identify their personal leadership philosophy and present an 8- to 12-minute story that communicates an idea that is linked to their
leadership philosophy and is capable of influencing the attitudes of others. The idea presented must clearly demonstrate a nexus to the student’s personal leadership philosophy. The grading rubric assesses this activity in terms of two primary criteria: (1) content and (2) presentation. Each criterion examines two specific areas that are reflected in the statements below.

- **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 ideas (thesis) offered in the presentation with one or more elements of the student’s personal leadership philosophy.

- **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., 8- to 12-minute time limit); and (2) focuses on storytelling as opposed to lecture.

**DUE:** The morning of Day 2 of week two.

6. **Personal Development Plan**

**Introduction**

The Personal Development Plan (PDP) is a life-planning process that may start here at the National Fire Academy (NFA) but has implications for you well into the future. There are three thoughts that are central concepts of this guide to life planning.

- First, in life there is simply not enough time to go around; we may not be able to do everything we would like to do.

- Second, each of us lives life uniquely.

- Third, deep reflection on our personal values and principals is essential to growth both personally and professionally.

Our lives have a personal component, a family component, a professional component and a community component. Each competes for attention, and there probably is not enough of you to go around, which is a good reason for some periodic life planning. In fact, such planning might be considered as **time management on a grand scale.** But the issue is wider than time management. It is probably more appropriately termed **goal setting within the context of our personal value system.**

Some people with recent experience in executive development programs have observed that busy people sometimes lose sight of their true goals. How many of your high school
dreams of the future died in the light of adulthood? We may get so caught up in the activities of living that we forget about our dreams.

Life planning is not just super time management because time management assumes that you can actually manage time. The reality is that you cannot manage time. You cannot get more minutes in the day even if you wanted to. But what you can do is focus the time you have each day toward that which is important to you personally, to your family, to your profession and to your community. This guide gives you that challenge; it addresses your values, dreams and goals.

The process offered here is not exhaustive; there are more complex approaches. While we have tried to configure the effort so it will be helpful and as painless as possible, the process is not easy. The process asks you to reflect deeply on where you are, where you want to be, what changes you need to make, what risks you are willing to take, and whether you have the courage to abandon the past in order to move forward.

The questions posed by each section in this guide may seem easy at first glance, but they deal with deep issues that are often overlooked. They are not easy questions; however, they are important. It is critical to remember that growth and learning do not come just from doing. Growth and learning come from personal assessment and reflection on what has occurred and how we desire the future to be.

“The unexamined life is not worth living” — Socrates

The EFO Program and this guide do not attempt to prescribe what your goals should be or what your learning needs should be. Rather, they attempt to aid you in reflecting and clarifying your development needs. Obviously, this process is highly personal. It will take place within the context of four environments: personal, family, professional and community. Within the EL course experience, the focus will be on personal and professional as inclusive of family and community with an assessment of life/work balance. At some point in your life, changes will occur in each of these environments. This guide will help you think toward the future so that you may be better prepared to approach those changes and take advantage of opportunities that come your way.

Directions

Step 1

Prior to class, watch the TED Talk video presented by Rosalinde Torres at the link below, and reflect upon the general questions she presents on leadership for the future.

Torres, R. (2013, October). What it takes to be a great leader. TED@BCG. Retrieved from http://www.ted.com/talks/rosalinde_torres_what_it_takes_to_be_a_great_leader.
Step 2

Review and reflect on each part of the three-part PDP. Following reflection, prepare a written response to the elements in each part of the PDP listed below.

Note: Responses to the reflective questions should be succinct but thorough enough to provide you and your facilitators with clarity as to your thoughts and reflections.

During your course you will have the opportunity to continue reflections and may find reason to want to change your thoughts. To assist in the reflection process, you will select one classmate to conduct a peer review of your plan with you and vice versa. During this peer review, each member will be Socratic in his or her approach and ask probing questions (why?) to assist each other in gaining a deeper reflection and understanding of the responses.

The Personal Development Plan is to follow the below guidelines:

• Cover page and certification of original work is to be included. (See Appendix B.)
• Format the paper with 1-inch margins, Times New Roman style with 12-point font, and double spaced.
• Center page numbers at the bottom of each page, except no page number on the cover page.
• Any citations used are to follow APA style (6th edition).
• A reference page, if needed, is to follow APA style (6th edition).

DUE: The morning of Day 1 of your class.

Part 1: Personal

1. In two to four sentences, describe who you are personally, not professionally.

2. Describe where you are today, as a person, versus where you would like to be as a person.

3. Giving a focus on the thoughts of Rosalinde Torres, develop a written statement of reflection to answer the following questions:
   a. Where am I looking to anticipate change in my personal life?
   b. What is the diversity measure of my personal network?
   c. Am I courageous enough to abandon the past? Why or why not?
Part 2: Professional

1. In two to four sentences, describe who you are professionally.

2. Describe where you are today, professionally, versus where you would like to be professionally.

3. Giving focus on the thoughts of Rosalinde Torres, develop a written statement of reflection to answer the following questions:
   a. Where am I looking to anticipate change in my professional life?
   b. What is the diversity measure of my professional network?
   c. Am I courageous enough to abandon the past? Why or why not?

Part 3: Life/Work Balance

Life/Work Balance is the final critical part of your plan development. Reflect on your previous responses to Parts 1 and 2 and the intersection of each component to the other. This reflection should include your overall approach to life planning, your personal leadership philosophy, and the identification of your highest personal needs.

“If what you do is who you are, who are you when you don’t?”
— Tom Bay Ph.D.

In preparation for this part of the activity, give consideration to and respond to the following questions:

- Where am I feeling out of balance in my personal life?
- Where am I feeling out of balance in my professional life?
- What are the influences in my life that may be tilting the scale of balance?
- What changes am I genuinely willing to make in order to move toward balance?

7. “Gettysburg” Video Case Study

The EL course includes a significant capstone event involving a staff ride through the Gettysburg National Military Park (GNMP). This capstone event is conducted by licensed GNMP guides who are also qualified EL course facilitators. The staff ride serves as an EFO Program summative activity that incorporates small group presentations on key events of the Gettysburg battle and relationships to elements within the EFO. These
presentations will be conducted on Day 1 of week two during the actual staff ride. You will be assigned groups by the course facilitators during week one.

In preparation for this activity, you will, as a pre-course requirement, need to view the video “Gettysburg” (Ronald F. Maxwell, Director. New Line Cinema, 1996). Later DVD versions may be used. This is a lengthy movie, approximately four hours, so you may wish to watch it in parts. To assist in viewing the movie as a case study, use the following questions to guide your reflections. Be prepared for in-depth dialogue during the course on the exercise of leadership during the Battle of Gettysburg and the relationship to leadership challenges of today.

1. Heifetz and Linsky state that “it becomes critically important to communicate in every way possible the reason to sacrifice… people need to know that the stakes are worth it.”3 Who has done a better job of this — Gen. Lee or Gen. Meade? Explain your answer.

2. Organizational culture was a significant influence to both Lee and Meade. In what ways are the organizational cultures of both the North and South armies similar to those of today’s fire and EMS?

3. Heifetz et al. recommend that “integrating your ambitions and aspirations” is a way of “staying connected to your purpose.”4 How does this statement apply to the Union Regimental Commander Col. J. Chamberlain on the afternoon of July 2 while defending the left of the Union line?

4. One can argue that Lee was “connected to his purpose” through his close “integration of his ambitions and aspirations.” Heifetz et al. explain that “having a sense of purpose is essential to the practice of leadership,” but they warn that “purpose can also become a constraint.”5 What are some of the common traps that Lee may have fallen into?

5. Prior to and during the Battle of Gettysburg, the perceptions of soldiers on both sides were that a great battle was forthcoming and that loss would most likely be significant. Where might the Battle of Gettysburg fall within Heifetz and Linsky’s model of the “Zone of Productivity?” Why?

DUE: Before the first day of class.

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3 Leadership on the line: Staying alive through the dangers of leading, p. 94.
4 The practice of adaptive leadership: Tools and tactics for changing your organization and the world, p. 242.
5 The practice of adaptive leadership, pp. 243-246.
APPENDIX A

EXECUTIVE FIRE OFFICER ORAL DEFENSE
RUBRIC
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PART ONE: OPENING STATEMENT ANALYSIS

1. Opening five- to seven-minute statement.

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<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
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<tbody>
<tr>
<td>Fails to encapsulate most of the introduction, background and significance, rationale for selected literature, procedures, results and implications, and recommendations sections of the applied written research project cogently in the allotted time.</td>
<td>Mostly encapsulates the introduction, background and significance, rationale for selected literature, procedures, results and implications, and recommendations sections of the applied written research project cogently in the allotted time.</td>
<td>Fully encapsulates the introduction, background and significance, rationale for selected literature, procedures, results and implications, and recommendations sections of the applied written research project cogently in the allotted time.</td>
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PART TWO: QUESTION AND ANSWER SUBSTANTIVE ANALYSIS

2. Introduction.

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<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
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<tr>
<td>Fails to describe most of the problem, purpose, method, hypothesis or other elements of the applied written research project.</td>
<td>Mostly describes the problem, purpose, method, hypothesis or other elements of the applied written research project.</td>
<td>Fully describes the problem, purpose, method, hypothesis or other elements of the applied written research project.</td>
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3. Background and significance.

<table>
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<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
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<tbody>
<tr>
<td>Fails to explain the connection between the research problem, content of the applied written research project, and overall organizational effectiveness.</td>
<td>Mostly explains the connection between the research problem, content of the applied written research project, and overall organizational effectiveness.</td>
<td>Fully explains the connection between the research problem, content of the applied written research project, and overall organizational effectiveness.</td>
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4. Literature review.

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<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
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<tbody>
<tr>
<td>Fails to justify why certain literature was selected for review and its ultimate importance to the applied written research project.</td>
<td>Mostly justifies why certain literature was selected for review and its ultimate importance to the applied written research project.</td>
<td>Fully justifies why certain literature was selected for review and its ultimate importance to the applied written research project.</td>
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5. Procedures.

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<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to articulate whether research methods and approaches were compatible with the purpose and hypothesis and any incumbent limitations for the applied written research project.</td>
<td>Mostly articulates whether research methods and approaches were compatible with the purpose and hypothesis and any incumbent limitations for the applied written research project.</td>
<td>Fully articulates whether research methods and approaches were compatible with the purpose and hypothesis and any incumbent limitations for the applied written research project.</td>
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</table>

6. Content and structure.

<table>
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<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
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<tbody>
<tr>
<td>Fails to vocalize sufficient knowledge of content and structure pertaining to all sections of the applied written research project.</td>
<td>Mostly vocalizes sufficient knowledge of content and structure pertaining to all sections of the applied written research project.</td>
<td>Fully vocalizes sufficient knowledge of content and structure pertaining to all sections of the applied written research project.</td>
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7. Results and findings.

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<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to detail the results and findings and to what extent they supported the research questions, hypothesis and procedures in the applied written research project.</td>
<td>Mostly details the results and findings and to what extent they supported the research questions, hypothesis and procedures in the applied written research project.</td>
<td>Fully details the results and findings and to what extent they supported the research questions, hypothesis and procedures in the applied written research project.</td>
</tr>
</tbody>
</table>

8. Discussion and implications.

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to explain the relevance of the applied written research project to similar studies, the profession, the organization and themselves.</td>
<td>Mostly explains the relevance of the applied written research project to similar studies, the profession, the organization and themselves.</td>
<td>Fully explains the relevance of the applied written research project to similar studies, the profession, the organization and themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to articulate how the applied written research project is a catalyst for additional research, superior policies and procedures germane to the fire service.</td>
<td>Mostly articulates how the applied written research project is a catalyst for additional research, superior policies and procedures germane to the fire service.</td>
<td>Fully articulates how the applied written research project is a catalyst for additional research, superior policies and procedures germane to the fire service.</td>
</tr>
</tbody>
</table>

PART THREE: COMPORTMENT AND SPEAKING ANALYSIS

10. Appearance.

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate attire considering the importance of the oral defense to themselves, the organization, the profession and the Executive Fire Officer (EFO) Program.</td>
<td>Acceptable attire considering the importance of the oral defense to themselves, the organization, the profession and the EFO Program.</td>
<td>Impeccable attire considering the importance of the oral defense to themselves, the organization, the profession and the EFO Program.</td>
</tr>
</tbody>
</table>

11. Decorum.

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to exude the confidence and composure befitting an EFO in a leadership position.</td>
<td>Mostly exudes the confidence and composure befitting an EFO in a leadership position.</td>
<td>Fully exudes the confidence and composure befitting an EFO in a leadership position.</td>
</tr>
</tbody>
</table>

12. Credibility.

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to build credibility with the panelists through consistently palpable oral responses conveying critical thinking and requisite command of the applied written research project.</td>
<td>Mostly builds credibility with the panelists through consistently palpable oral responses conveying critical thinking and requisite command of the applied written research project.</td>
<td>Fully builds credibility with the panelists through consistently palpable oral responses conveying critical thinking and requisite command of the applied written research project.</td>
</tr>
</tbody>
</table>
13. **Delivery.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to speak clearly, coherently and enthusiastically during the oral defense.</td>
<td>Mostly speaks clearly, coherently and enthusiastically during the oral defense.</td>
<td>Always speaks clearly, coherently and enthusiastically during the oral defense.</td>
</tr>
</tbody>
</table>

14. **Voice inflection.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to provide enough inflection and intonation while speaking.</td>
<td>Mostly provides enough inflection and intonation while speaking.</td>
<td>Always provides enough inflection and intonation while speaking.</td>
</tr>
</tbody>
</table>

15. **Verbal interference.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to avoid verbal interference such as repeated “ums,” “likes” and “you knows.”</td>
<td>Mostly avoids verbal interference such as repeated “ums,” “likes” and “you knows.”</td>
<td>Always avoids verbal interference such as repeated “ums,” “likes” and “you knows.”</td>
</tr>
</tbody>
</table>

16. **Spontaneity.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to respond spontaneously to panelists, often deferring to notes and stifling the oral exchange.</td>
<td>Mostly responds spontaneously to panelists, rarely deferring to notes or stifling the oral exchange.</td>
<td>Always responds spontaneously to panelists without deferring to notes or stifling the oral exchange.</td>
</tr>
</tbody>
</table>

17. **Vernacular and word choice.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to avoid words that can be inflammatory, distasteful or otherwise inappropriate.</td>
<td>Mostly avoids words that can be inflammatory, distasteful or otherwise inappropriate.</td>
<td>Always avoids words that can be inflammatory, distasteful or otherwise inappropriate.</td>
</tr>
</tbody>
</table>

18. **Body language.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to project positive body language because of slouching, twitching nervously, evident disinterest, appearing defensive or other distractions.</td>
<td>Mostly projects positive body language, rarely slouching, twitching nervously, evident disinterest, appearing defensive or other distractions.</td>
<td>Always projects positive body language without slouching, twitching nervously, evident disinterest, appearing defensive or other distractions.</td>
</tr>
</tbody>
</table>
19. **Listening.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to listen intently as panelists pose questions.</td>
<td>Mostly listens intently as panelists pose questions.</td>
<td>Always listens intently as panelists pose questions.</td>
</tr>
</tbody>
</table>

20. **Eye contact.**

<table>
<thead>
<tr>
<th>Inadequate 3 points</th>
<th>Proficient 4 points</th>
<th>Exemplary 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to maintain eye contact with the panelists.</td>
<td>Mostly maintains eye contact with the panelists.</td>
<td>Always maintains eye contact with the panelists.</td>
</tr>
</tbody>
</table>
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APPENDIX B

SAMPLE COVER SHEET
Sample Cover Sheet

Activity Title
Date

Submitted in partial fulfillment of the requirements for completion of the National Fire Academy’s Executive Leadership course and Executive Fire Officer Program.

Certification of Original Work

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

(Name Printed)

(Signature)