



## National Fire Academy

**N0645 – Leadership in Supervision — 6-Day (LIS)**

**Version: 1st Edition, 6th Printing, August 2018**

**Quarter:**

**ACE Credit: In the lower-division baccalaureate/associate degree category, three semester hours in leadership or management.**

**IACET Continuing Education Units: 4.4**

**Length of Course: 6 Days (44 hr., 5 min. contact hours, Sunday – Friday)**

**Prerequisite: Yes**

**Curriculum: Leadership and Executive Development**

**Training Specialist: Kevin Brame**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

### Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

### Course Description (Catalog)

N0645 – “Leadership in Supervision.” This six-day course is the combination of the three two-day courses within the Leadership in Supervision Series. These include *Creating Environments for Professional Growth* (R0646), *Perspectives in Thinking* (R0647), and *Frameworks to Success* (R0648). This series presents the fire and EMS supervisor with the basic leadership skills and tools needed to perform effectively in the fire and EMS environment, to successfully transition to supervisory and leadership roles, and establish a conceptual foundation and framework for success in leadership roles by exploring creative, analytical, political and critical thinking perspectives.

Topics in the course include adaptive leadership, change management, active followership, effective communication including difficult conversations, advocacy-inquiry based dialogue and persuasion, ethics, authority, power, decision-making, assessing situations from multiple perspectives, fostering creativity and innovation, professionalism, resilience, emotional intelligence, situational awareness, managing conflict, delegating, mentoring, coaching, empowerment, and building collaboration and synergy for professional growth. The course includes the development of a personal plan for active engagement in the provision of leadership in supervision.

This course meets the requirements of the Managing Officer Program for completion of Leadership I, II, and III.

### **Student Qualifications (Primary and Secondary Audience)**

The primary target audience for this course are those individuals who are at the first line of supervision. For purposes of student selection, first line level is considered to be those at the Company Officer or Unit (fire prevention, fire education, communications, EMS, etc.) Supervisor level. More specific primary selection criteria is as follows:

- First line supervisors in fire and EMS organizations.
- Fire and EMS personnel due for promotion/appointment to a first line supervisory position within 18 months.
- Fire and EMS personnel who are regularly assigned acting supervisory positions.
- Fire and EMS personnel currently enrolled in the NFA Managing Officer will be provided priority selection.

The secondary target audience are fire and EMS personnel at the first line management level (chief officer or above). Students at this level may be given consideration on a space available basis.

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

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

- Apply concepts related to a successful transition to supervisory and leadership roles, including models of leadership, change management, active followership, and active engagement in fire and Emergency Medical Services (EMS).
- Relate effective communication processes across a multitude of scenarios and environments, to include written, oral, paraverbal, nonverbal, dialogue-focused, inquiry- and advocacy-based, and crucial conversations.
- Apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or Emergency Medical Services (EMS).

- Create a personal plan for active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS), using concepts presented in this course.
- Assess situations from multiple perspectives.
- Articulate techniques for fostering an environment of creativity and innovation.
- Create a personal plan as a supervisor and leader in fire and Emergency Medical Services (EMS) based on the thinking perspectives presented in this course.
- Apply the concepts of professionalism to create a roadmap for professional success.
- Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.
- Apply the concepts and effects of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS).

### **Course Delivery Method**

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, tribal, and US territories training partners. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

## Course Schedule

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

DAY 1	DAY 2
Introduction, Welcome and Administrative	Unit 3: Ethics, Authority and Responsibility
<i>Break</i>	<i>Break</i>
Introduction, Welcome and Administrative Unit 1: Transition to Supervisor	Unit 3: Ethics, Authority and Responsibility (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Transition to Supervisor (cont'd)	Unit 3: Ethics, Authority and Responsibility (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Transition to Supervisor (cont'd)	Unit 3: Ethics, Authority and Responsibility (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 1: Transition to Supervisor (cont'd)	Unit 4: Active Engagement
<i>Break</i>	<i>Break</i>
Unit 2: Effective Communication	Unit 4: Active Engagement (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Effective Communication (cont'd)	Unit 4: Active Engagement (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Effective Communication (cont'd)	Unit 4: Active Engagement (cont'd)

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences. **Essay responses due Friday morning.**

<b>DAY 3</b>	<b>DAY 4</b>
Unit 5: Thinking Perspectives	Unit 7: Think Analytically, Politically and Critically
<i>Break</i>	<i>Break</i>
Unit 5: Thinking Perspectives (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
<i>Break</i>	<i>Break</i>
Unit 5: Thinking Perspectives (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
<i>Break</i>	<i>Break</i>
Unit 5: Thinking Perspectives (cont'd) Unit 6: Think Imaginatively, Act Creatively	Unit 7: Think Analytically, Politically and Critically (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
<i>Break</i>	<i>Break</i>
Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
<i>Break</i>	<i>Break</i>
Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd) Unit 8: Self
<i>Break</i>	<i>Break</i>
Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 8: Self (cont'd)

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences. **Essay responses due Friday morning.**

<b>DAY 5</b>	<b>DAY 6</b>
Unit 8: Self (cont'd)	Unit 9: Creating Environments for Growth in Others (cont'd)
<i>Break</i>	<i>Break</i>
Unit 8: Self (cont'd)	Unit 9: Creating Environments for Growth in Others (cont'd)
<i>Break</i>	<i>Break</i>
Unit 8: Self (cont'd)	Unit 10: Together
<i>Break</i>	<i>Break</i>
Unit 8: Self (cont'd)	Unit 10: Together (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 9: Creating Environments for Growth in Others	Unit 10: Together (cont'd)
<i>Break</i>	<i>Break</i>
Unit 9: Creating Environments for Growth in Others (cont'd)	Unit 10: Together (cont'd)
<i>Break</i>	<i>Break</i>
Unit 9: Creating Environments for Growth in Others (cont'd)	Exam
<i>Break</i>	<i>Break</i>
Unit 9: Creating Environments for Growth in Others (cont'd)	Exam Graduation

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences. **Essay responses due Friday morning.**

## **Course Resources (Instructional Materials)**

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

## **Required Readings**

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

Required readings are activity driven and directed by the instructor at time appropriate points in the course.

## **Suggested Reading/Resources**

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

Suggested supplemental learning resources are noted on the course unit reference pages.

## **Required Resources (Course Textbook)**

Student Manual.

## **Supplemental Resources (Supplemental Course Textbook)**

None.

## **Grading Methodology (Evaluation Procedures)**

Students will be graded on unit reflections, written essay response and final student presentation. Written responses are to be handed into the facilitator on the morning of the last day of class. Student presentations will be conducted on the last day of class at a time determined by the facilitator.

A minimum final grade of at least 70 percent is required to pass this course.

<b>Numerical Score</b>	<b>Letter Grade</b>
101-112	A
90-100	B
79-89	C
78 and below	F

## **EXAMINATION ADMINISTRATION PROCEDURES**

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation<sup>1</sup> prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

### **Required Reading Assignments**

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

### **Suggested Readings**

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

### **Course Outline**

#### **Introduction (Day 1)**

#### **Objectives**

None.



## **Unit 1: Transition to Supervisor (Day 1)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 1.1 Apply concepts related to a successful transition to supervisory and leadership roles, including models of leadership, change management, active followership, and active engagement in fire and Emergency Medical Services (EMS).

#### **Enabling Objectives**

The students will be able to:

- 1.1 Articulate the challenges in transitioning into a supervisory role.
- 1.2 Differentiate between leadership models.
- 1.3 Describe the correlation between change management and adaptive leadership.
- 1.4 Differentiate between the leadership role and the responsibility of active followership.

## **Unit 2: Effective Communication (Day 1)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 2.1 Relate effective communication processes across a multitude of scenarios and environments, to include written, oral, paraverbal, nonverbal, dialogue-focused, inquiry- and advocacy-based, and crucial conversations.

#### **Enabling Objectives**

The students will be able to:

- 2.1 Identify what makes communications effective, given different situations.
- 2.2 Describe paraverbal and nonverbal communications.
- 2.3 Define the inquiry- versus advocacy-based conversation.

- 2.4 Describe the components of a crucial conversation.
- 2.5 Describe the model process to conduct an effective crucial conversation.

### **Unit 3: Ethics, Authority and Responsibility (Day 2)**

#### **Objectives**

##### **Terminal Objective**

The students will be able to:

The students will be able to:

- 3.1 Apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or Emergency Medical Services (EMS).

##### **Enabling Objectives**

The students will be able to:

- 3.1 Identify five types and two sources of power, and the inherent limits of different types of power.
- 3.2 Recognize the consequences of the use of power.
- 3.3 Define the concept of ethics and ethical dilemmas.
- 3.4 Demonstrate ethical decision-making.
- 3.5 Examine the supervisor's role in ethical leadership and the promotion of professional conscience.
- 3.6 Recognize the boundaries of authority.
- 3.7 Discuss how positive discipline is derived from the balance of authority and responsibility.

## **Unit 4: Active Engagement (Day 2)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 4.1 Create a personal plan for active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS), using concepts presented in this course.

#### **Enabling Objectives**

The students will be able to:

- 4.1 Differentiate between active and passive engagement.
- 4.2 Identify the building blocks needed to be successful in a supervision or leadership role in fire and EMS.
- 4.3 Implement an appropriate problem-solving and critical decision-making process.
- 4.4 Develop a personal plan for active engagement using the relevant building blocks.

## **Unit 5: Thinking Perspectives (Day 3)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 5.1 Assess situations from multiple perspectives.

#### **Enabling Objectives**

The students will be able to:

- 5.1 Define “mindset.”
- 5.2 Describe ways to improve thinking processes.
- 5.3 Identify influences on decision-making.
- 5.4 Describe models for decision-making.

## **Unit 6: Think Imaginatively, Act Creatively (Day 3)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 6.1 Articulate techniques for fostering an environment of creativity and innovation.

#### **Enabling Objectives**

The students will be able to:

- 6.1 Initiate processes for thinking creatively and imaginatively.
- 6.2 Examine the relationship between leadership and imagining, creating and innovating.
- 6.3 Describe how creativity leads to change.
- 6.4 Identify ways to foster creative thought.
- 6.5 Examine strategies for creating innovative ideas.
- 6.6 Identify effective techniques of persuasion and influence to sell new ideas.

## **Unit 7: Think Analytically, Politically and Critically (Day 4)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 7.1 Create a personal plan as a supervisor and leader in fire and Emergency Medical Services (EMS) based on the thinking perspectives presented in this course.

#### **Enabling Objectives**

The students will be able to:

- 7.1 Differentiate between analytical, political and critical thinking.
- 7.2 Apply force field analysis as an aid to diagnosing a problem.
- 7.3 Identify the supervisor's role in identifying and solving problems.

- 7.4 Describe advantages and disadvantages of individual and group problem identification.
- 7.5 Describe brainstorming and Nominal Group Technique (NGT) as methods to identify problems.
- 7.6 Describe four methods by which problems are solved.
- 7.7 Outline the critical steps in problem-solving.
- 7.8 Identify examples of integrated analytical, political and critical thinking to solve problems.
- 7.9 Explain how to use influence to change perspectives in thinking.

## **Unit 8: Self (Day 4)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 8.1 Apply the concepts of professionalism to create a roadmap for professional success.

#### **Enabling Objectives**

The students will be able to:

- 8.1 Define emotional intelligence.
- 8.2 Define the two domains and five attributes of emotional intelligence.
- 8.3 Explain the application of mental models and visualization as these concepts relate to your role as a supervisor.
- 8.4 Describe the Six-Step Pause Model for improving emotional intelligence.
- 8.5 Describe the elements of professionalism.

## **Unit 9: Creating Environments for Others to Grow (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 9.1 Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.

#### **Enabling Objectives**

The students will be able to:

- 9.1 Discuss the supervisor's role in managing conflict.
- 9.2 Identify their own hidden biases.
- 9.3 Differentiate between empowerment and authorization.
- 9.4 Identify the benefits and barriers to delegation.
- 9.5 Differentiate between empathy and sympathy.
- 9.6 Develop active listening skills by engaging in focused observation.

## **Unit 10: Together (Day 6)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 10.1 Apply the concepts and effects of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS).

#### **Enabling Objectives**

The students will be able to:

- 10.1 Explain the value of failure.

10.2 Describe methodologies for building collaboration and synergy.

10.3 Describe the five dysfunctions of a team.

## **Policies**

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

#### **Attendance**

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

#### **Course Failure**

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

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

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

#### **Writing Expectations**

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

#### **Citation and Reference Style**

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

## **Late Assignments**

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

## **Disclaimer Statement**

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

## **Grading**

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

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

[https://www.usfa.fema.gov/training/nfa/admissions/student\\_policies.html](https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html)

## **Academic Honesty**

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

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the State training director or host agency and to the NFA Training Specialist.

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

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

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



## Grading Rubrics

### LEADERSHIP IN SUPERVISION COURSE EVALUATION ACTIVITY

#### SELF-REFLECTION, ESSAY AND ORAL PRESENTATION

##### Certification Statement

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

Print Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

##### Instructions

Unit self-reflections are not limited to the space provided in the SM. Additional pages may be attached. These reflections may be neatly hand-written.

The written paper is not to exceed three paragraphs per question.

The paper is to be double spaced, 12 point font, in Times, Arial, or Calibri font style, and no smaller than one inch margins on all sides.

The written essay should be free of grammatical, composition and spelling errors. Any works of others used must be cited using APA format.

A cover sheet (template provided) must be completed and attached to the front of all submissions.

Any visual aids (PowerPoints) used to support your oral presentation should be free of errors, succinct and easily correlated to the main points of your presentation.

The evaluation rubric should be used to guide all your written and oral presentations.

**Part 1: Unit Self-Reflections (Maximum 20 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 5 points</b>	<b>Adequate 10 points</b>	<b>Good 15 points</b>	<b>Excellent 20 points</b>
Unit reflections are completed	0-1 unit self-reflection completed	2-3 unit self-reflections completed	3-5 unit self-reflections completed	6-7 unit self-reflections completed	8-9 unit self-reflections completed

**Part 2: Essay Exam (Maximum 60 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 5 points</b>	<b>Adequate 10 points</b>	<b>Good 15 points</b>	<b>Excellent 20 points</b>
Analyze unit self-reflections and create a written description of two areas of knowledge, skills and abilities (KSAs) currently held that support active engagement in role as supervisor.	None presented.	Only one area presented with minimal specifics and is vague.	Two areas presented with minimal specifics and is vague but main points could be inferred.	Two areas presented with adequate specifics so the issues are reasonably evident.	Two areas presented with significant specifics so the issues are clearly evident.
Analyze unit self-reflections and create a written description of two areas of KSAs needed to improve to support active engagement in role as supervisor.	None presented.	Only one area presented with minimal specifics and is vague.	Two areas presented with minimal specifics and is vague but plan could be inferred.	Two areas presented with adequate specifics so the issues are reasonably evident.	Two areas presented with significant specifics so the issues are clearly evident.

Create a specific plan with measurements for KSAs identified as needing development.	None presented.	Only one area presented with minimal specifics and is vague.	Two areas presented with minimal specifics and is vague but plan and measurements could be inferred.	Two areas presented with adequate specifics so the plan and measurements are reasonably evident.	Two areas presented with significant specifics so the plan and measurements are clearly evident.
--	-----------------	--	--	--	--

**Assessment Area: Organization, Grammar and Mechanics (Maximum 4 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 1 point</b>	<b>Adequate 2 points</b>	<b>Good 3 points</b>	<b>Excellent 4 points</b>
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	<p>Presentation contained eight or more errors in grammar, usage or writing conventions that lead to confusion.</p> <p>Presentation was not organized, and instructions were not followed.</p>	<p>Presentation contained six to seven errors in grammar, usage or writing conventions that lead to confusion.</p> <p>Presentation is organized, but instructions were not entirely followed.</p>	<p>Presentation contained four to five errors in grammar, usage or writing conventions that lead to confusion.</p> <p>Presentation is organized, but instructions were not entirely followed.</p>	<p>Presentation contained two to three errors in grammar, usage or writing conventions that lead to confusion</p> <p>Presentation is organized, and instructions were generally followed.</p>	<p>Free from errors in grammar, usage and the conventions of written English.</p> <p>Presentation is well organized, and instructions were entirely followed.</p>

**Part 3: Oral Presentation (Maximum 40 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 10 points</b>	<b>Adequate 20 points</b>	<b>Good 30 points</b>	<b>Excellent 40 points</b>
Create a presentation that provides a specific plan for active engagement with measureable objectives, milestones and dates for completion based on determined areas of KSA strengths and development needs.	No presentation	<p>Presentation includes one area of identified KSA strength or development need.</p> <p>Presentation is not clear and lacked supportive detail.</p> <p>Presentation is between one and two minutes in duration; or greater than eight but less than 10 minutes.</p>	<p>Presentation includes one area of identified KSA strength and one development need.</p> <p>Presentation is clear and organized but only partially supported with specifics.</p> <p>Presentation is greater than two minutes but less than three; or greater than six but less than eight minutes.</p>	<p>Presentation includes two areas of identified KSA strengths and two development needs.</p> <p>Presentation is clear, organized and supported with an adequate amount of specifics.</p> <p>Presentation is greater than three minutes but less than four minutes; or greater than five minutes but less than six minutes.</p>	<p>Presentation includes two areas of identified KSA strengths and two development needs.</p> <p>Presentation is clear, well organized and fully supported with specifics</p> <p>Presentation is greater than four minutes and did not exceed five minutes in total duration.</p>

**Unit Self-Reflection score:** \_\_\_\_\_  
(20 total points available)

**Essay Exam score:** \_\_\_\_\_  
(64 total points available and include organization, grammar and mechanics)

**Oral Presentation score:** \_\_\_\_\_  
(40 total points available)

**Course Grade:** \_\_\_\_\_  
(Determined by dividing your points total by 124\*100)

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