



National Fire Academy

**R5201 – Exercise of Executive Leadership: Self
Version: 1st Edition, 1st Printing, March 2021**

Quarter:

ACE Credit: American Council on Education credit recommendation for this course is pending.

IACET Continuing Education Units: Pending

Length of Course: 9 Days (73 hr., 45 min., Monday – Friday; Monday – Thursday)

Prerequisite: Yes (M5101)

Curriculum: Executive Fire Officer Program and Leadership and Executive Development

Training Specialist: Dave Donohue

Program Administrator: Tina Crevier

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R5201 – “Exercise of Executive Leadership: Self.” This course is the first of four residential experiences in the Executive Fire Officer (EFO) Program. It provides the EFO with an immersive, educational experience that focuses on an introduction to the program and key concepts.

The experience leads with facilitated introspection and helps the student develop a sense of the relationship with the exercise of leadership for self, organization and community. Students establish the foundation to exercise leadership for adaptive challenges, community risk reduction, and engagement in emergency operations and management.

Student Qualifications (Primary and Secondary Audience)

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

The scope of EEL: S is a 9-day residential experience conducted on the grounds of the National Emergency Training Center (NETC)/NFA in Emmitsburg, Maryland. This residential experience provides the executive with a unique opportunity to explore the concepts of leadership for self while developing a network of fellow executives from throughout the globe who practice leadership within fire and EMS. The thematic focus of the EFO Program of a safe, healthy, prepared, and resilient self, community, and organization is first experienced in this course from the perspective of the exercise of leadership for self.

The purpose of EEL: S is to create a learning environment that allows the executives to deeply explore their personal adaptive challenges associated with striving for a life/work balance and opportunities to effectively exercise leadership for others and community. The executive will develop personal insights and competencies that support the exercise of leadership for self, organization, and communities. Academically, the executives will perform at a graduate level of education.

Course Scope (Goal)

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

Course Objectives (Course Learning Outcomes – TLOs)

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

- Integrate life events and personal leadership motto within the context of personal and professional growth.
- Relate a learning environment which incorporates an adaptive leadership holding environment through use of balancing inquiry with advocacy.
- Construct strategies for successful life/work balance.
- Differentiate between leadership as a science and leadership as an art.
- Create and present a synopsis of assigned elements of the adaptive leadership framework.

- Formulate leadership lessons observed during application of the adaptive leadership case consult methodology.
- Create a personal leadership Strengths, Weaknesses, Opportunities, Threats, Trends (SWOTT) analysis as part of a Personal Development Plan (PDP).
- Devise a strategic plan for a developmental relationship for personal and professional success.
- Express the elements of ethical and moral awareness, decision-making, intent, and action within leadership challenges.
- Summarize the use of the adaptive leadership framework to meet social responsibilities.
- Formulate a strategic approach to transitioning from leadership for self to leading others.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 9-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

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

DAY 1	DAY 2
Unit 1: Introduction to Exercising Leadership: Self	Unit 2: Creating a Leadership Learning Environment
<i>Lunch</i>	<i>Lunch</i>
Unit 1: Introduction to Exercising Leadership: Self (cont'd) Unit 6: Adaptive Case Consults**	Unit 3: Getting to Know Self: Life/Work Balance
	Adaptive Case Consults

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

** Unit 6 as listed is for the demonstration of the Adaptive Case Consult. The balance of Unit 6 (6 hours 30 minutes) is allotted for the executives' case consults which are conducted outside the normal daily class hours. Executives will self-schedule these sessions with all sessions to be completed by Day 8.

DAY 3	DAY 4
Unit 3: Getting to Know Self: Life/Work Balance (cont'd)	Unit 4: The Art and Science of Leadership (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 3: Getting to Know Self: Life/Work Balance (cont'd) Unit 4: The Art and Science of Leadership	Unit 4: The Art and Science of Leadership (cont'd) Unit 5: The Adaptive Leadership Framework
Adaptive Case Consults	Adaptive Case Consults

DAY 5	DAY 6
Unit 5: The Adaptive Leadership Framework (cont'd)	Unit 7: Personal Leadership Behaviors: Influence and Perspectives (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 7: Personal Leadership Behaviors: Influence and Perspectives	Unit 7: Personal Leadership Behaviors: Influence and Perspectives (cont'd)
Adaptive Case Consults	Adaptive Case Consults

DAY 7	DAY 8
Unit 8: Mentoring and Coaching for Personal Success	Unit 9: Leading Self Ethically (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 8: Mentoring and Coaching for Personal Success (cont'd) Unit 9: Leading Self Ethically	Unit 10: Social Responsibilities in Exercising Leadership
Adaptive Case Consults	Adaptive Case Consults

DAY 9	DAY 10
Unit 10: Social Responsibilities in Exercising Leadership (cont'd) Unit 11: Transitioning From Personal Leadership to Leading Others	Travel Day
<i>Lunch</i>	<i>Lunch</i>
Unit 11: Transitioning From Personal Leadership to Leading Others (cont'd)	
Close out administrative processes	

Course Resources (Instructional Materials)

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

Required Readings

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

Anderson, M. K., & Butler, D. G. (2020, June). *Health of our emergency responders: A CrewCare report, volume 2*. ImageTrend.

Crossman, M. (2019, March). Forever Herb. *Southwest: The Magazine*. 58–68. Garvin, D. A., Wagonfeld, A. B., & Kind, L. (2014). *Google's Project Oxygen: Do managers matter?* Harvard Business School. Case 414-110.

Hart, E. W. (2015). *Seven keys to successful mentoring*. Center for Creative Leadership.

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

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

McCowan, R., Bowen, U., Huselid, M., & Becker, B. (1999). Strategic human resource management at Herman Miller. *Human Resource Management*, 48(4), 404–408.

Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publications Inc.

Secchi, D. (2009). The cognitive side of social responsibility. *Journal of Business Ethics*, 88, pp. 565–581. <https://doi.org/10.1007/s10551-009-0124-y>.

Watkins, M. D. (2012, June). How managers become leaders. *Harvard Business Review*. <https://hbr.org/2012/06/how-managers-become-leaders>

Suggested Reading/Resources

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

None.

Required Resources (Course Textbook)

Activity Manual.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

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

Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publications Inc.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Course Evaluation Plan Overview

The Course Evaluation Plan for R5201, EEL: S, is a comprehensive assessment of the individual executive's demonstration of knowledge related to achieving the course terminal objectives. (See attached Course A.)

There are 11 assessments within this evaluation plan. Ten of these assessments are individual assignments and one is a small group assignment. Each assessment contains a specific evaluation rubric to aid the executive in knowing the requirements of the assessment and the way their submission will be evaluated. (See Summary Evaluation Plan and Scoring Sheet below.)

Assessment Tool 5 is a small group presentation that will be presented and evaluated on Day 4 of the course. All other assessments are in the form of written essays. These essays will be compiled into a course capstone submission that will be submitted no later than 11:59 p.m. 10 days after the course conclusion. The capstone submission will be through the NFA learning management system (LMS) unless otherwise advised by the course facilitators or NFA training specialist.

Executives may begin work on the individual assessments and capstone submissions as soon as the relevant course unit is completed. Executives are encouraged to thoroughly review this evaluation plan prior to beginning the course and present points for clarification as may be needed as soon as possible.

The capstone submission must include a cover page that includes the following:

- name of course
- title of paper
- name
- date of submission

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

The capstone is to be formatted using the 7th edition of the *Publication Manual of the American Psychological Association* as a style guide. The paper is to be double spaced and with a 12-point, Times New Roman font.

Any questions pertaining to the assessments are to be directed to your course facilitator. If unable to reach your course facilitator, then you may contact the appropriate NFA training specialist.

Summary Evaluation Plan and Scoring Sheet

The summary evaluation plan of the EEL: S course is as follows:

Assessment tool	Assignment	Due no later than	Point score	% of final grade	Total points
1	Essay	11:59 p.m. 10 days post course	/100	9.09	
2	Essay	11:59 p.m. 10 days post course	/100	9.09	
3	Essay	11:59 p.m. 10 days post course	/100	9.09	
4	Essay	11:59 p.m. 10 days post course	/100	9.09	
5	Small group presentation	8:00 a.m. Day 4 and 5 of course	/100	9.09	
6	Essay	11:59 p.m. 10 days post course	/100	9.09	
7	SWOTT analysis	11:59 p.m. 10 days post course	/100	9.09	
8	Essay	11:59 p.m. 10 days post course	/100	9.09	
9	Essay	11:59 p.m. 10 days post course	/100	9.09	
10	Essay	11:59 p.m. 10 days post course	/100	9.09	
11	Essay	11:59 p.m. 10 days post course	/100	9.09	
			Final course grade	100%	

Numerical score	Letter grade
100-90	A
89-80	B
79 and below	F

Required Reading Assignments

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

Suggested Readings

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

Course Outline

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

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 1.1 Articulate significant life events from childhood, teen years, and adulthood as influences on an aspired state.
- 1.2 Create a personal leadership motto.

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

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 2.1 Compare and contrast philosophical and theoretical approaches to learning.
- 2.2 Differentiate between critical thinking and thinking critically.
- 2.3 Categorize elements of a holding environment for use in periods of disequilibrium.
- 2.4 Articulate the meaning of leadership within the learning environment.

Unit 3: Getting to Know Self: Life/Work Balance (Day 2)

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 3.1 Articulate the differences between role and self.
- 3.2 Assess personal values and compose an overview of core beliefs.

- 3.3 Assess personal life/work balance in the context of strategies for overcoming disequilibrium.
- 3.4 Propose health and wellness strategies for sustaining a successful life/work balance.
- 3.5 Facilitate a reflective dialogue of constructive feedback on a colleague's Personal Development Plan (PDP).

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

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

The executive officer will be able to differentiate between leadership as a science and leadership as an art.

Enabling Objectives

The executive officer will:

- 4.1 Analyze common traits exhibited by successful executive leaders, given case studies.
- 4.2 Evaluate personal leadership challenges in the perspective of common executive leadership traits.
- 4.3 Evaluate leadership approaches, traits, and application to personal philosophy of leadership, given case studies.
- 4.4 Evaluate the elements of leadership as an art or as a science within the context of adaptive challenges.

Unit 5: The Adaptive Leadership Framework (Day 4)

Executive Fire Officer Program-Associated Outcomes

- Think strategically while maintaining internal and external influence.
- Exercise leadership to meet the technical and adaptive challenges within the organization and community.

- Initiate, integrate, and sustain departmental/organizational operations in changing, emergent environments to meet community needs.
- Effectively assess and navigate across multiple environments and strategies.

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 5.1 Analyze the adaptive leadership framework.
- 5.2 Summarize key elements of the exercise of adaptive leadership.

Unit 6: Adaptive Case Consults (Day 1)

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

The executive officer will be able to formulate leadership lessons observed during application of the adaptive leadership case consult methodology.

Enabling Objectives

The executive officer will:

- 6.1 Summarize an adaptive leadership challenge currently being experienced.
- 6.2 Express to a peer group an existing adaptive leadership challenge using the case consult model.

Unit 7: Personal Leadership Behaviors: Influence and Perspectives (Day 5)

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 7.1 Evaluate personal biases for strategies to suspend judgment.
- 7.2 Assess personal traits of leadership.
- 7.3 Compare and contrast fixed versus growth mindsets in relationship to personal leadership.
- 7.4 Assess personal behaviors related to concepts of emotional intelligence (EI).
- 7.5 Rate their personal level of risk tolerance.
- 7.6 Reframe concepts of vulnerability in context of self-leadership.
- 7.7 Assess personal levels of resilience through HardiAttitudes.
- 7.8 Conduct an initial personal leadership SWOTT analysis.

Unit 8: Mentoring and Coaching for Personal Success (Day 7)

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 8.1 Appraise the construct of mentoring/coaching as either art or science.
- 8.2 Compare and contrast the roles of a coach and a mentor.
- 8.3 Summarize mentoring capabilities and readiness as facets of developmental relationships.
- 8.4 Examine key factors of a successful developmental relationship.
- 8.5 Construct components of a plan to operationalize a developmental relationship.

Unit 9: Leading Self Ethically (Day 7)

Executive Fire Officer Program-Associated Outcomes

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

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 9.1 Examine foundations of ethics, morals, moral reasoning, bounded ethicality, and principles.

- 9.2 Deduce levels of moral development.
- 9.3 Justify decisions made by the actors in the case, given case studies.
- 9.4 Compare personal results of the Ethical Leadership Style Questionnaire (ELSQ) to defined ethical perspective.
- 9.5 Examine components that may permit or prevent the dark side of leadership.
- 9.6 Weigh the constructs of moral awareness, decision-making, intent, and action in the exercise of leadership.

Unit 10: Social Responsibilities in Exercising Leadership (Day 8)

Executive Fire Officer Program-Associated Outcomes

- Think strategically while maintaining internal and external influence.
- Apply the principles of strategic community risk reduction to foster a safe, healthy, prepared, and resilient community.
- Integrate ethics and principles of social responsibility within self, the organization, and community.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.
- Monitor and modify one's personal behavior to maintain an effective life balance.

Objectives

Terminal Objective

The executive officer will be able to summarize the use of the adaptive leadership framework to meet social responsibilities.

Enabling Objectives

The executive officer will:

- 10.1 Collaborate with colleagues to define the tenets of social responsibility in the exercise of adaptive leadership.
- 10.2 Facilitate a shared analysis of concepts of changes in social responsibility with perspectives distinguishing role from self.
- 10.3 Create a consolidation of the concepts of cognitive elements in the application of social responsibility within the context of exercising leadership for self.

- 10.4 Examine the application of social responsibility with the cognitive theory of social responsibility and of ethical and servant leadership within the context of exercising leadership for self, given a case study and using shared analysis.
- 10.5 Articulate the personal conflict of influences in the exercise of adaptive leadership when contrasting social responsibilities with duty to act and oath of office.
- 10.6 Assess the relationship of personal core values, duty to act, and social responsibilities.

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

Executive Fire Officer Program-Associated Outcome

Effectively assess and navigate across multiple environments and strategies.

Objectives

Terminal Objective

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

Enabling Objectives

The executive officer will:

- 11.1 Examine the challenges and risks associated with transitioning from leading self to the exercise of leadership for others.
- 11.2 Articulate concerns and fears associated with the dangers of leading others.
- 11.3 Assess concepts and theory of servant leadership.
- 11.4 Consider concepts of seismic shifts in transitioning to the exercise of executive leadership.
- 11.5 Collaborate with colleagues to establish means to weather the storms associated with the exercise of leadership.

Policies

Specific Standard Operating Policies (SOPs) pertaining to the NFA may be reviewed at [NFA-Specific SOPs \(fema.gov\)](https://www.fema.gov/nfa-specific-sops).

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your agency cannot send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, facilitators and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends. Students are to familiarize themselves with the following FEMA Policy and Directive.

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

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

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter. The *Publication Manual of the American Psychological Association* (7th edition) (APA) will serve as the style guide for all writings.

Citation and Reference Style

Students will follow the APA, 7th 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, 7th edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Final assignment (Capstone) papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Disclaimer Statement

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

Academic Honesty

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

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

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

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

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

R5201 EXERCISE OF EXECUTIVE LEADERSHIP: SELF

COURSE EVALUATION ASSESSMENTS AND RUBRICS

ASSESSMENT TOOL 1: INTRODUCTION TO EXERCISING LEADERSHIP: SELF

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

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

Assessment:

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

Assessment Instructions

1. Reflect on your presentation in Activity 1.1: Life Quadrants, review your leadership motto presented in Activity 1.2: Personal Leadership Motto, and review your personal leadership philosophy developed in Mediated One (M5101) Activity 1.1: Personal Leadership Philosophy Essay.
2. Write an essay of at least 500 words that analyzes your reflection and review of the above. The essay is to include your perspective on the integration and influence of your life events, motto, and personal leadership philosophy in the context of your personal and professional life and future growth.
3. The essay is to include a minimum of:
 - two specific personal observations that support your discussion,
 - one citation from any of the course texts that supports your discussion, and
 - one citation from an outside reference that supports your discussion.
4. Double space and use American Psychological Association (APA) formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

RUBRIC FOR ASSESSMENT TOOL 1

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

ASSESSMENT TOOL 2: CREATING A LEADERSHIP LEARNING ENVIRONMENT

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

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

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 2

Criteria	Unacceptable	Acceptable	Good	Excellent
Executive critically analyzes, integrates, and discusses, through personal observations, perspective on the incorporation of an adaptive leadership holding environment through use of balancing inquiry with advocacy in a personal leadership setting.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity but contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive critically analyzes, integrates, and discusses, through personal observations, perspective on the incorporation of an adaptive leadership holding environment through use of balancing inquiry with advocacy in an organizational or community setting.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity but contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.

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

ASSESSMENT TOOL 3: GETTING TO KNOW SELF: LIFE/WORK BALANCE

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

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

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 3

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

ASSESSMENT TOOL 4: THE ART AND SCIENCE OF LEADERSHIP

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

The executive officer will be able to differentiate between leadership as a science and leadership as an art.

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 4

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

ASSESSMENT TOOL 5: THE ADAPTIVE LEADERSHIP FRAMEWORK

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

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

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 5

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

ASSESSMENT TOOL 6: ADAPTIVE CASE CONSULTS

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

The executive officer will be able to formulate leadership lessons observed during application of the adaptive leadership case consult methodology.

Assessment:

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

Assessment Instructions

1. Participate in Activity 6.1: Adaptive Challenge Case Consultations.
2. Review course texts, notes, and reflections from Activity 6.1.
3. Write an essay of at least 500 words that analyzes your reflections on Activity 6.1 from the perspective of leadership lessons learned from the application of the adaptive leadership case consult methodology.
4. The essay is to include a minimum of:
 - two specific examples that support your conclusions,
 - one citation from any of the course texts that supports your conclusions, and
 - one citation from an outside reference that supports your conclusions.
5. Double space and use APA formatting. Pay attention to each section outlined in the APA manual. Writing must be logical, clear, concise, and use credible sources with proper APA citations.

RUBRIC FOR ASSESSMENT TOOL 6

Criteria	Unacceptable	Acceptable	Good	Excellent
Executive discusses critical analysis of reflections on Activity 6.1 from the perspective of leadership lessons learned from the application of the adaptive leadership case consult methodology.	Did not submit or discussion is lacking any specificity.	Discussion is vague and conclusions are minimally discernible.	Discussion is presented in generalities without direct specificity, but conclusions are generally discernible.	Discussion is presented with specificity and conclusions are fully discernible.
Executive integrates a minimum of two specific examples that support conclusions.	Did not submit or discussion is lacking any specificity and does not include required elements.	Discussion is vague and addresses only one of the required elements.	Discussion is presented in generalities without direct specificity but contains required elements.	Discussion is presented with specificity and contains all required elements, and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that support conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.
Writing quality (style and grammar)	<p>The submission demonstrates a below-average writing style that lacks standard English syntax and/or is difficult for readers to follow.</p> <p>Submission contains frequent errors in grammar, punctuation, usage, and spelling.</p> <p>There are six or more errors.</p>	<p>The submission demonstrates an average and/or casual writing style that is generally clear, but contains some errors in grammar, punctuation, usage, and spelling that may be distracting to conveying the message.</p> <p>There are three errors.</p>	<p>The submission demonstrates an above-average writing style that is clear.</p> <p>Activity contains minor errors in grammar, punctuation, usage, and/or spelling.</p> <p>There are one to two errors.</p>	<p>The submission is well written and clearly articulated, characterized by elements of a strong writing style.</p> <p>Activity contains correct grammar, punctuation, usage, and spelling.</p> <p>There are no errors.</p>

ASSESSMENT TOOL 7: PERSONAL LEADERSHIP BEHAVIORS: INFLUENCE AND PERSPECTIVES

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

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

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 7

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

ASSESSMENT TOOL 8: MENTORING AND COACHING FOR PERSONAL SUCCESS

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

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

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 8

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

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

ASSESSMENT TOOL 9: LEADING SELF ETHICALLY

Executive Fire Officer Program-Associated Outcomes

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

Terminal Objective

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

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 9

Criteria	Unacceptable	Acceptable	Good	Excellent
Executive critically analyzes and presents a discussion from observations and experience of the elements of ethical and moral awareness, decision-making, intent, and action within the exercise of leadership.	Did not submit or discussion is lacking any specificity.	Discussion is vague and conclusions are minimally discernible.	Discussion is presented in generalities without direct specificity, but conclusions are generally discernible.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and presents a discussion of the challenges associated with the exercise of ethical leadership.	Did not submit or discussion is lacking any specificity.	Discussion is presented in a vague manner.	Discussion is presented in generalities without direct specificity.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only vague reference to strategies.	Discussion includes required elements but in generalized terms.	Discussion is presented with specificity and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.

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

ASSESSMENT TOOL 10: SOCIAL RESPONSIBILITIES IN EXERCISING LEADERSHIP

Executive Fire Officer Program-Associated Outcomes

- Think strategically while maintaining internal and external influence.
- Apply the principles of strategic community risk reduction to foster a safe, healthy, prepared, and resilient community.
- Integrate ethics and principles of social responsibility within self, the organization, and community.
- Apply innovative strategies to leverage the diversity and cultural elements within the organization and community.
- Monitor and modify one's personal behavior to maintain an effective life balance.

Terminal Objective

The executive officer will be able to summarize the use of the adaptive leadership framework to meet social responsibilities.

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 10

Criteria	Unacceptable	Acceptable	Good	Excellent
Executive critically analyzes and presents a discussion and specific observations and experience in the context of social responsibility within the exercise of leadership.	Did not submit or discussion is lacking any specificity.	Discussion is vague and conclusions are minimally discernible.	Discussion is presented in generalities without direct specificity, but conclusions are generally discernible.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and presents a discussion of the challenges associated with the exercise of leadership within the context of social responsibility.	Did not submit or discussion is lacking any specificity.	Discussion is presented in a vague manner.	Discussion is presented in generalities without direct specificity.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only vague reference to strategies.	Discussion includes required elements but in generalized terms.	Discussion is presented with specificity and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.

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

ASSESSMENT TOOL 11: TRANSITIONING FROM PERSONAL LEADERSHIP TO LEADING OTHERS

Executive Fire Officer Program-Associated Outcomes

Effectively assess and navigate across multiple environments and strategies.

Terminal Objective

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

Assessment:

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

Assessment Instructions

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

RUBRIC FOR ASSESSMENT TOOL 11

Criteria	Unacceptable	Acceptable	Good	Excellent
Executive critically analyzes and presents a discussion and specific observations and reflections in the context of transitioning from personal leadership to leading others.	Did not submit or discussion is lacking any specificity.	Discussion is vague and conclusions are minimally discernible.	Discussion is presented in generalities without direct specificity, but conclusions are generally discernible.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and presents a discussion of the personal challenges being faced in this transition.	Did not submit or discussion is lacking any specificity.	Discussion is presented in a vague manner.	Discussion is presented in generalities without direct specificity.	Discussion is presented with specificity and conclusions are fully discernible.
Executive critically analyzes and integrates a discussion of the strategies to overcome the challenges.	Did not submit or discussion is lacking any required elements.	Discussion includes only vague reference to strategies.	Discussion includes required elements but in generalized terms.	Discussion is presented with specificity and conclusions are fully discernible.
Executive provides one citation from any of the course texts and one citation from an outside reference that supports conclusions.	Did not submit or discussion is lacking any required elements.	Discussion includes only one required element.	Discussion includes required elements, but both are either in course text or outside source.	Discussion includes required elements.

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