



Dear *Executive Leadership* Student:

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

Welcome to the U.S. Fire Administration's/National Fire Academy's (USFA's/NFA's) *Executive Leadership* (EL) course. This is your final course in the Executive Fire Officer Program (EFOP). Your two weeks at the NFA will be busy and challenging, yet also a time for introspection and reflection.

In order to properly prepare for the EL course, it is necessary that you complete several tasks in advance. Please read these instructions carefully. **All of these tasks are mandatory, with no exceptions.** Most of these involve reading books, cases, or articles. There are some additional activities that will be described in this communication as well.

1. **Required Texts (Complete prior to Day One)**

There are two required texts for the EL course. You will need to read both texts before class starts and bring them to class. It is also recommended that you bring your first year EFOP text, *Leadership on the Line: Staying Alive through the Dangers of Leading* (Heifetz & Linsky, 2002), as a reference. The most critical assignment is listed first below. The entire course, including the midterm and final exam, is based on this text.

- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership. Tools and tactics for changing your organization and the world.* Boston, MA: Harvard Business Review Press. ISBN 978-1-4221-0576-4.
- Shaara, M. (2011). *The killer angels: The classic novel of the civil war (Civil War Trilogy).* New York, NY: Ballantine Books Trade Paperbacks. ISBN-13: 978-0-345-34810-4.

(Note: There are a number of reprintings of this semi-fiction account of the Battle of Gettysburg. Any edition is acceptable.)

Both of these are readily available at Amazon.com, Barnes & Noble (barnesandnoble.com), and many local bookstores.

2. **Pre-Course Assessments (Complete by assigned date)**

Under separate communication, you will receive information regarding completion of two pre-course assessments, the Executive Leadership Assessment (ELA) and the Adaptive Leadership Profile (ALP). It is imperative that you follow the instructions for completion and the timelines listed in this particular communication.

You completed the ELA and the ALP for your year one course, *Executive Development* (ED). You are encouraged to bring those reports with you so that you may do a reflective comparison between then and now as you finish the EFOP.

3. **Adaptive Challenge Case Consult Activity (Due Monday — Week One)**

In the EL course, you will use the ideas we discuss to work through leadership challenges from your experience and that of other participants.

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

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

You should prepare yourself to present this challenge by describing the problem within a small group **in five minutes**. Confidentiality of the information shared among all presenters is a substantive norm throughout the EL course, so you are encouraged to be as open as possible with details of the challenge.

4. **Personal Leadership Philosophy (Due Monday — Week One)**

As EL is the capstone course of the EFOP, it is fitting that through reflection and critical thinking you establish a statement of your fundamental beliefs on leadership. In essence, what is your personal philosophy of leadership?

After reflection, write and print your personal leadership philosophy. This should be concise, succinct, and original, typically not exceeding four sentences. Use a larger font type since you will be posting this statement in the classroom. Be sure to include your name. Your philosophy statement will be used in a class activity on the first day as a part of student introductions, as well as an element in your Leadership Discoveries Presentation in Week Two.

5. **Personal Development Plan (Due Monday — Week Two)**

An element of the EL course is to not only be self-reflective but to also plan for the future and the continued exercise of leadership. To this goal, attached is a Personal Development Plan for your review. This plan is a graded activity in the course. You should begin working on this plan now and complete as much as possible before arriving to class. You will gain further insight into the purpose and use of this plan during course presentations. This will allow you to revise your plan before the due date if so desired. **Carefully** review the instructions within the plan. A Microsoft Word document will be available for your use on Monday, Week One, although you may begin with your own Word file if you wish. Below is the link for Step One of the plan.

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

Torres, R. (2013, October). *What it takes to be a great leader*. [Video file]. Available from http://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader.

6. **Leadership Discoveries Presentation (Due Tuesday — Week Two)**

A significant skill set for the exercise of leadership is the ability to persuade and influence others. You will be developing and presenting during the course a “Leadership Discoveries Presentation” in the style of a TED Talk. The foundation of this 8- to 12-minute presentation will be your personal leadership philosophy supported by a persuasive use of stories to influence and persuade.

Carefully review the attached materials to assist in your preparation for this activity. You will note that a number of URL links is listed to provide you with various examples of TED style talks. The presentation should be recalled from memory or very limited notes; therefore, it is strongly recommended that you prepare your presentation well in advance of attending EL. The early preparation will provide the time needed to practice and perfect your presentation; the academic rigor demonstrated in your presentation should reflect the expectations of graduate-level learning. The submission of written material (e.g., outline, presentation transcript, etc.) is not required.

7. **Staff Ride**

The course features a one-day staff ride to the Gettysburg National Military Park. You are encouraged to bring the necessary clothing, footwear (walking or hiking shoes), and rain or cold weather gear in case of inclement weather. You will be walking on mixed terrain. Should you have a physical need requiring a reasonable accommodation, please advise me as soon as possible or your instructors the morning of Day One — Week One.

8. **Graduation**

Since this is the final EFOP course, we are requesting that you bring with you and wear either your Class A Uniform (preferred) or business attire for the graduation ceremony. You will have an opportunity for individual portraits to be taken on the day of your class photo, as well as personal photos on the day of graduation.

Family members, organizational representatives, and friends are encouraged to attend graduation. Your course instructor will provide you with additional information and forms to allow guests on campus and to identify any special needs requiring accommodation.

9. **Additional Information**

EFOP participants are required to notify the Admissions Office immediately as to any change in employer, position, or address (e.g., mail or email). Failure to do so may result in dismissal from the program.

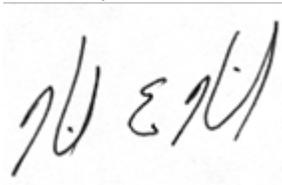
Increasing numbers of students and instructors are bringing laptop computers or other electronic devices to campus. You alone are responsible for the security and maintenance of your equipment. The academy cannot provide you with computer software, hardware, or technical support to include disks, printers, scanners, etc. There are a limited number of 120 volt AC outlets in the classrooms. Thumb drives or external hard drives used to bring course materials to class cannot be connected to FEMA property without being scanned for viruses. Due to time limitations for scanning, these devices cannot be larger than 8 GB. Anything over this amount will not be scanned and cannot be used. A Student Computer Lab is located in Building D and is available for all students to use. It is open daily with technical support provided in the evenings.

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

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

We look forward to your arrival and are confident that EL will provide you with an excellent opportunity for professional growth and development. Should you have any questions regarding these instructions, please contact Mr. Kevin Brame, Training Specialist, Leadership and Executive Development Curriculum, at (301) 447-1069 or email at kevin.brame@fema.dhs.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Kirby Kiefer", enclosed in a rectangular box.

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

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

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

For Laptops and Computers

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

For Tablets and Other Similar Hand-Held Devices

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

After you have successfully downloaded the ADOBE Reader, please use the following Web link to download your R0125, *Executive Leadership* (EL) Student Manual (SM). (You may copy/paste this link into your Web browser.)

http://nfa.usfa.dhs.gov/ax/sm/sm_r0125.pdf

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

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

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http://nfa.usfa.dhs.gov/ax/sm/sm_r0125.pdf

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

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***PERSONAL LEADERSHIP PHILOSOPHY
AND FINAL PRESENTATION:
INFLUENCING ATTITUDES THROUGH
STORYTELLING AND PERSONAL
DEVELOPMENT PLAN***

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

Element 1: Establishing your personal leadership philosophy

Executive Leadership (EL) is the capstone course in your Executive Fire Officer Program (EFOP); the baton of fire service leadership is being passed to you. It is time to get on the balcony of introspection and answer the hard question: What is your personal leadership philosophy? Formulating an answer will require a journey into critical thinking wherein the elements of academia and experiential knowledge are vetted to expose your fundamental beliefs. The elephant in the room of this assignment is that it is time consuming, it is challenging, it is self-directing, and it involves risk—all of which are commensurate with your existing leadership abilities and your desire to engage in the pursuit of knowledge. This assignment requires you to step out from the cover of collectivism and stand in the light of your own beliefs. As you prepare for this assignment, be mindful of the advice offered by Heifetz and Linsky: “We have seen good people take on a cloak of self-protection to insulate themselves from the dangers of stepping out. . . . In the struggle to save yourself, you give up too many of those qualities that are the essence of being alive.”¹

At this point in your personal and professional life there exist a variety of experiences you can reflect upon as you formulate your leadership philosophy. For this assignment, place an emphasis on the impact that your EFOP experience has had in your leadership development. Begin this process with a reflection of your entire EFOP experience; this should include a review of academic material (textbooks, class notes, case studies) and a reflection of your acquired experiential knowledge. Additionally, review Chapter 18 Articulate Your Purposes (pp. 221-232) in *The Practice of Adaptive Leadership* textbook. The concept of articulating your purpose parallels, and to a degree, is interwoven with, the establishment of a personal leadership philosophy. Finally, formulate your own fundamental beliefs on leadership and answer the following: *My personal leadership philosophy is....*

Distill and refine your beliefs until you can summarize your leadership philosophy in a statement that is no longer than two sentences in length. The statement will reflect, in your own words, the essence of your leadership philosophy. Your statement is powerful as it frames your existing beliefs.

¹ Heifetz, R. A., and Linsky, M. (2002). *Leadership on the Line*. Boston, MA. Harvard Business School Press. (p. 225).

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

Once you have your leadership philosophy defined, develop a persuasive story that communicates an idea and influences attitudes. The idea must be anchored to an element of your leadership philosophy. You will present your story to your EL classmates in a TED Talk format. What is a TED Talk? The broad concept and format of a TED Talk can be observed through viewing existing TED Talks. The concept of a TED Talk is to deliver a “short, powerful talk... [using] ideas to change attitudes.”² You are encouraged to select and view numerous TED Talks to get a sense of how you might apply observed concepts to your own presentation. Listed below are TED Talks that can serve as good corollary examples for the development of a TED Talk. TED Talks can be located through a search at www.ted.com.

- Junger, J. (2014, January). *Why veterans miss war*. TEDSalon NY2014. Available from http://www.ted.com/talks/sebastian_junger_why_veterans_miss_war.
- Turere, R. (2013, February). *My invention that made peace with the lions*. TED 2013. Available from http://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions.
- Cairo, A. (2011, November). *There are no scraps of men*. TEDxRC2 2011. Available from https://www.ted.com/talks/alberto_cairo_there_are_no_scraps_of_men.
- Dunlap, B. (2007, March). *The life-long learner*. TED 2007. Available from https://www.ted.com/talks/ben_dunlap_talks_about_a_passionate_life.
- Heffernan, M. (2012, June). *Dare to disagree*. TEDGlobal 2012. Available from https://www.ted.com/talks/margaret_heffernan_dare_to_disagree.
- Adichie, C. N. (2009, July). *The danger of a single story*. TEDGlobal 2009. Available from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.
- Bezos, M. (2011, March). *A life lesson from a volunteer firefighter*. TED2011. Available from https://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter.

With the understanding that your idea is anchored to an element of your leadership philosophy, there are no restrictions placed on the subject or content of your presentation; however, you are reminded to adhere to professional standards and applicable institutional requirements (USFA Human Dignity Statement). Your TED Talk presentation (8- to 12-minutes) must be truthful, factual, and offer the audience a salient teaching point.

² TED. *Our organization*. Retrieved from <http://www.ted.com/about/our-organization>.

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

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

Rules for delivering a TED Talk:

- The presenter has a maximum of 8- to 12-minutes to communicate a powerful message.
- Visuals aids can be used, but only 2 PowerPoint slides are allowed (this is not a PowerPoint Presentation).
- The presenter is required to remain in a pre-designated area on the stage (8' x 6').
- The stage is empty (no podium)
- Presenters can only ask the audience rhetorical questions.
- The presenter cannot distribute printed materials (e.g., handouts, articles, etc.).
- Once the talk is over, the presenter exits the stage (no question and answer period).

**ASSESSMENT OF YOUR PRESENTATION ON
YOUR PERSONAL LEADERSHIP PHILOSOPHY**

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

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

1. Content: The student will be scored based on the degree to which the message accomplishes the following objectives: (1) communicates a salient idea that offers a perspective that is capable of influencing attitudes and (2) demonstrates a link between the idea (thesis) offered in the presentation with one or more elements of the student's personal leadership philosophy.
2. Presentation: The student will be scored based on the degree to which the delivery of the story accomplishes the following objectives: (1) demonstrates preparation and fluency with the material presented and adheres to the logistical limitations of the presentation (e.g., 8- to 12-minute time limit) and (2) focuses on storytelling as opposed to lecture.

PERSONAL DEVELOPMENT PLAN

Introduction

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

- First, in life there is simply not enough time to go around; we may not be able to do everything we'd like to do.
- Second, each of us lives life uniquely.
- Third, deep reflection on our personal values and principals is essential to growth both personally and professionally.

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

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

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

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

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

“The unexamined life is not worth living” — Socrates

The Executive Fire Officer Program (EFOP) and this guide do not attempt to prescribe what your goals should be or what you’re learning needs should be. Rather, they attempt to aid **you** in clarifying and defining your goals and learning needs. Obviously, this process is highly personal. It will take place within the context of four environments: personal, family, professional and community. At some point in your life, changes will occur in each of these four environments. This guide will help you think toward the future so that you may be better prepared to approach those changes and take advantage of opportunities that come your way.

Directions

Step 1

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

Torres, R. (October 2013). “What it takes to be a great leader.” (Video file). Available at http://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader.

Step 2

Review and reflect on each component of the following sections. Following reflection, prepare a written response to the elements in each part of the Personal Development Plan. A Microsoft Word copy of the plan will be available on your assigned classroom share drive.

Note: Each of the questions within this plan is accompanied by a bulleted list of guiding questions. Use the guiding questions as personal reflections and as a basis from which to answer the main question. You need not provide a written response to each bulleted guiding question unless you so desire. Responses to the main question should be succinct but thorough enough to provide you and your facilitators with clarity as to your thoughts and reflections.

Step 3

After completion of your plan, select one classmate to conduct a peer review of your plan with you and **vice versa**. During this peer review, each member is to be Socratic in his or her approach and ask probing questions (why?) to assist each other in gaining a deeper reflection and understanding of the responses.

Step 4

Submit your completed plan to your course facilitators at the time designated.

PART 1: PERSONAL

1. In two to four sentences, describe who you are personally, and not from a professional perspective.
2. Describe where you are today, as a person, versus where you would like to be as a person.
3. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Where am I looking to anticipate change in my personal life?**
 - Why these areas? Think specifics.
 - What are the risks if these changes do not occur?
 - What are the benefits if these changes do occur?
 - In what ways do these changes reflect or support my personal values?
4. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **What is the diversity measure of my personal network?**
 - In what ways is my personal network diverse? Think specifics.
 - What could be my benefit from increasing my personal measure of diversity?
 - What could be my risk from not increasing my personal measure of diversity?
 - What will be my personal network diversity in the future?
5. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Am I courageous enough to abandon the past?**
 - In what ways do the anticipated changes in my personal life noted above represent disequilibrium for me?
 - What must I abandon to move to the future? Think specifics.
 - What are my personal risks with these abandonments?
 - What would be my personal benefit?
 - What resources and support will I need to move to the future?

PART 2: FAMILY

1. In two to four sentences, describe your family role as it pertains to the exercise of personal leadership.
2. Describe where you are today, as a family, versus where you may like to be as family. If you are where you want to be, describe how that will be sustained.
3. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Where am I looking to anticipate or initiate change in my family life?**
 - Why these areas? Think specifics.
 - What are the risks to my family and me if these changes do not occur?
 - What are the benefits to my family and me if these changes do occur?
4. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Am I courageous enough to abandon the past?**
 - In what ways do the anticipated or desired changes in my family life noted above represent disequilibrium for me?
 - What must I **personally** abandon to move to the future? Think specifics.
 - What are my personal risks with these abandonments?
 - What would be my personal benefit?
 - What resources and support will my family need as I move to the future?

PART 3: PROFESSIONAL

1. In two to four sentences, describe who you are professionally.
2. Describe where you are today, professionally, versus where you would like to be professionally.
3. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Where am I looking to anticipate change in my professional life?**
 - Why these areas? Think specifics.

- What are the risks to me if these changes do not occur?
 - What are the benefits to me if these changes do occur?
4. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **What is the diversity measure of my professional network?**
- In what ways is my current professional network diverse? Think specifics.
 - In what ways should my professional network diversity look in the future?
5. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Am I courageous enough to abandon the past?**
- In what ways do the anticipated changes in my professional life noted above represent disequilibrium for me?
 - What must I abandon to move to my professional future? Think specifics.
 - What are my professional risks with these abandonments?
 - What would be my professional benefit?
 - What resources and support will I need to move to my professional future?

PART 4: COMMUNITY

1. In two to four sentences, describe your role as it pertains to the exercise of community leadership.
2. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Where am I looking to anticipate or initiate change in my community leadership role?**
- Why these areas? Think specific.
 - What are the risks to me if these changes do not occur?
 - What are the benefits to me if these changes do occur?
3. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **What is the diversity measure of my community's leadership network?**

- In what ways is my community network diverse? Think specifics.
 - How would I describe my current community network diversity?
 - How would I describe my community leadership network diversity in the future?
4. Use the following questions to guide your reflections and develop a written statement of reflection to answer the question: **Am I courageous enough to abandon the past?**
- In what ways do the needed leadership diversity changes in my community represent an adaptive challenge?
 - In what ways do the actions I need to take to assist my community represent exceeding my authority?
 - In what ways do the anticipated changes in my community role noted above represent disequilibrium for me?
 - What must my community abandon to move forward? Think specifics.
 - What must I abandon to assist my community to move forward? Think specifics.
 - What are the risks associated with this community movement? Am I willing to take the personal risks associated with moving the community forward? Why?

PART 5: ACTION PLAN

Reflect on your previous responses to Parts 1-4 and the intersection of each component to the others. This reflection should include your overall approach to life planning, your personal leadership philosophy, and the identification of your three highest personal development needs.

Given the natural intersection of all of your roles in each life component, write specific action plans for the three highest personal development needs. Use the **Specific, Measurable, Attainable, Realistic and Timely (SMART)** approach to address these needs.

PART 6: LIFE/WORK BALANCE

Part 6: Life/Work Balance is the final critical part of your plan development. This will be developed in Unit 13: Maintaining Life/Work Balance, during Activity 13.1: Life/Work Balance. In preparation for that activity, give consideration to where you may be feeling out of balance and why that may be occurring.