

Introduction

Being reflective is a key hallmark of great leadership. Taking time to reflect on what went well and where improvements could be made, will ensure you meet the needs of the people you lead.

This is a reflective tool to help you look back on how you journeyed the recent crisis. How you managed yourself, others, and the organisation. The focus is on you as a leader: your communication, how you were supported, and the expectations you conveyed to your lead team. This tool is for you to review and assess, with a view to future action, considering changes you could make to your communication and leadership as we move into the next phase of this crisis.



Factors that influence leadership decisions and actions

Carol Mutch's research¹ found that principals were successful in leading their schools through the Canterbury earthquakes because they displayed, in different ways, their responses to three sets of factors that influenced their leadership decisions and actions: dispositional, relational, and situational.

Dispositional: What leaders bring to the event from their background, personal qualities, experiences, values, beliefs, personality traits, skills, areas of expertise and conceptions of leadership.

Relational: The ways in which leaders offer a unifying vision and develop a sense of community within the organisation, engendering loyalty, enabling empowerment, building strong and trusting relationships and fostering collaboration.

Situational: How leaders assess the situation as it unfolds, understanding the context, being aware of different responses (including cultural sensitivities), making timely decisions, adapting to changing needs, making use of resources (both material and personnel), providing direction, responding flexibly, thinking creatively and constantly re-appraising the options.



1. Leadership reflection exercise

For each question in the table on the following page below evaluate yourself from 1 to 5.

Consider the basis of your evaluation and utilise this for how you will modify the way you work moving forward.

Score

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Somewhat agree
- 4 = Agree
- 5 = Strongly agree



2. Reflect on what you've learned

Both during and after a crisis, it is important to record responses, impacts and changes in your team and organisation. It may not seem a priority at the time, but this will form an invaluable foundation for later learning.

Recording your learning of what is working well (score 4-5) and what needs more work (score 1-3) can be valuable in managing a crisis.

1. Leadership reflection exercise

Question	Purpose	Area	Score
1. My communication gave a clear plan of action	People need clarity about what and why, at this time more than ever	Situational	
2. I have kept people informed – staff and community	To ensure communication has been delivered to all who need to know	Situational	
3. I have demonstrated empathy in my communication	Recognition of the power of / need for empathy in crises	Dispositional	
4. The Lead Team know what to pass on to their team, and they are	The right information and messages are getting to the right people at the right time in our organisation	Relational and situational	
5. My vision and values are informing what I/we do	Being aligned with the vision and values in decisions and actions	Dispositional & relational	
6. I have enabled and prepared my leadership team and or teachers to be able to do their job	To be sure that the people doing the mahi have what they need to be able to perform	Situational & relational	
7. I know the priority areas and am making plans to address these	People or resource needs and concerns are known and being addressed	Dispositional, situational & relational	
8. I have an Advisory Group* supporting me (Refer to Ian Narev's Snakes and Ladders presentation 2018, https://bit.ly/2ShDZ1G)	Support, sounding board, wisdom & experience for the leader	Dispositional & relational	

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What is working well (score 4-5)	
What needs more work (score 1-3)	