

Crisis Leadership Goal

With regards to my crisis goal, as I was think about “what needs to be dealt with”, I **declared** that a lot of crises could be adverted if there was just more done BEFORE the crisis itself, in the preparatory stages. I then was able to **define** my goal, which is : To further evaluate previous systems in place and try to adapt and adjust potential ignitors of crisis. As a leader in the community it is my goal to rectify these errors before a crisis meditation is ever needed. In the education world especially, the “prep” makes all the differences and makes the “event” go that much smoother. I will relate this particularly to classroom management strategies. To **distinguish** the key features of the situation, a crisis needs to have three main constants that make it into a crisis 1) major intervention is needed 2) the reactors mission will need to be expanded, and 3) professional tasks will need to be expanded. Crisis comes from a multitude of different factors, but theorist Gene Knott describes a lack of foresight or planning, hubris, imposed or elective change, lack of leadership, communication errors, and dishonest or greedy behavior all as reasons for crises to occur. In **developing** my plan, the logistics of the situation is that with proper preemptive preventive measures crises can be adverted; but many institutions and organizations do not have these measures in place, thus resulting in a lack of leadership and action throughout crisis. By the definition we have established of crisis leadership in class, it implies that the organization does have measures in place, but perhaps they are not feasible or are not enacted when the crisis comes along.

Looking at my goal through **differentiation** the possible alternative to the goal is that proper preemptive procedures have not been established or just are not effective at stopping a crisis from occurring. Sometimes no matter how good the planning, the crisis is still going to happen.

In looking at my **decision** of how to implement the plan, I would create classroom management strategies that would put preemptive measure into place to regulate behavior in the classroom (see binder for full evidence). A snapshot of what I would put into place is the following class procedures list:

Class Procedures

1. Be kind, courteous, and respectful.
2. One voice! Raise your hand and be acknowledged before talking. Don't talk over your peers or the teacher.
3. Be open-minded-- you don't have to embrace something you don't agree with but you do have to respect the opinions of others.
4. Ask meaningful questions!
5. Actively engage in learning and participate.
6. Please keep language school appropriate!
7. Please no touching-- playfully or otherwise.
8. Go above and beyond expectations!
9. Engage in educational endeavors beyond the classroom!

I would also have students make their own set of class rules, so that they have a "buy-in" to how they need to regulate their behavior in the class (much like the class shared expectations we did in HDF 412). I would **determine** the progress and effectiveness throughout my time student teaching, and then possibly might need to adjust the procedures that I have in place, or make new ones depending on the personalities in the

class. As with most everything else, keeping a log of progress and keeping good documentation will be useful in determining the possible outcomes for my goal.

In conclusion, most of my goals will be accomplished throughout the following semester during my time student teaching. My progress thus far has been in determining exactly what my goals will be, and starting to accomplish them. They are all ongoing, and will not be completed until student teaching ends, thus I will be able to come full circle with the 7D model, and assess my progress of my goals and make changes and notes for the future. I think that I have a good start to many of my goals, and I cannot wait to put them to the test during my time student teaching!