



REFLECTIVE PRACTICE, METACOGNITION AND EFFECTIVENESS IN INCIDENT LEADERSHIP

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Introduction

- The importance of effective leadership has been clearly identified in emergency management incidents, as it has in many other fields.
- There is a broad academic and popular body of literature devoted to the subject of leadership. Little of this, however, provides clear guidance to organisations that seek to improve leadership effectiveness during emergencies.
- There is some suggestion that reflective practice¹ and metacognition² are important aspects of leadership development and effectiveness across a range of environments.
- The incidence, purpose and type of reflective practice and metacognitive behaviours reported by incident leaders may be a significant factor in leader effectiveness.
- This PhD study will analyse how incident leaders use reflective practice and metacognition³ during and after incidents.

Methodology

This research will utilise two methodologies.

- A grounded theory qualitative research approach⁴ will be applied using interviews with incident leaders. Cognitive task analysis⁵ is the model that will be adopted for the interview knowledge elicitation, data analysis and knowledge representation.
- Following the emergence of themes from analysis of the interviews a survey to extend the research to a wider sample of the emergency management leadership population across Australia and New Zealand will be developed and implemented.
- The responses to the survey together with the interview results will be analysed seeking to establish qualitative and quantitative measures in relation to reflective practice and metacognition amongst incident leaders.

Expected Outcomes

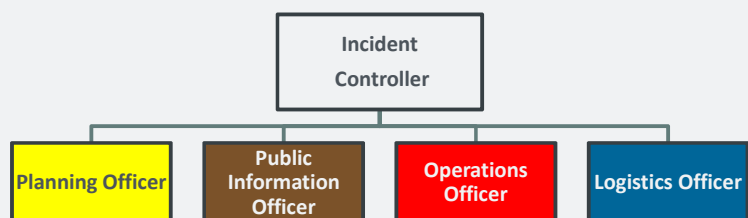
- Establish the incidence, purpose and type of reflective practice and metacognitive behaviour amongst incident leaders (in particular AIIMS Incident Management Team members) .
- Determine whether reflective practice and metacognitive behaviour is beneficial to the practice of and/or development of effective incident leadership.

References

- 1 Dunstan, I.L. & Gray, J.H. (2001) Leadership development and reflection: what is the connection?, *Int. J. Educational Management*, 15(3), 119-124.
- 2 Marshall-Mies, J.C., Fleishman, E.A., Martin, J.A., Zaccaro, S.J., Baughman, W.A. & McGee, M.L. (2000) Development and evaluation of cognitive and metacognitive measures for predicting leadership potential, *Leadership Quarterly*, 11(1), 135-153.
- 3 Maitlin, M.W. (1998) *Cognition* (4th Ed.). Orlando, Florida, Harcourt Brace College Publishers, p.66.
- 4 Schloss, P.J. & Smith, M.A (1999) *Conducting research*, Prentice Hall, Upper Saddle River.
- 5 Crandell, B., Klein G. & Hoffman, R.R. (2006) *Working Minds: a practitioner's guide to cognitive task analysis*, MIT Press, Cambridge.

Research Questions

- To what degree are reflective and metacognitive behaviours practiced by incident leaders?
- To what degree do reflective and metacognitive behaviours contribute to the effectiveness of incident leaders?



AIIMS Incident Management Team (IMT)