RED CROSS WORKERS' PERCEPTIONS

OF LEADERS IN DISASTER

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CHAPTER ONE

INTRODUCTION

When disaster strikes a community, often the first organization to respond is the Red Cross. This international organization provides relief in the form of food, shelter, medical attention, and emotional support for victims of disaster across the globe. Examples of this in 2005 include two large-scale disasters. On July 7, 2005 the British Red Cross was out in full force to respond to the bombings that occurred in the transportation system of London. Eighty trained volunteers supplied medical aid, food and consolation to the stranded travelers, while 25 Red Cross ambulances transported the critically injured to appropriate medical facilities (British Red Cross, 2005). Several months later the American Red Cross responded quickly to the devastating hurricanes in the Gulf Coast area, assisting more than a million families in the area to find food, shelter, counseling and medical care ("President proclaims March 2006 as American Red Cross Month," 2006). These events are just two of the many disasters that found relief provided by Red Cross volunteers in 2005.

The Red Cross relies on volunteers for the bulk of the work, leadership, and resources to fulfill this mission of disaster relief. When the International Red Cross (IRC) was formed in 1863, founder Henry Dunant envisioned that the national relief societies formed by the IRC would be comprised entirely of volunteers (British Red Cross). Therefore, "for the first decades of its existence the American Red Cross was directed

and staffed exclusively by volunteers" (Smith, 1989, p. 3). To this day almost 90% of the individuals supporting the Red Cross effort are volunteers (Hamilton, 2005).

Volunteers are guided by field leaders trained by the Red Cross. The role of the field leader is of paramount importance to the relief effort because they work with volunteers who do not know each other well and have varied competencies as well as limitations. The field leader is charged with pulling together this disparate group of people and making quick decisions in the field with often limited information. Field leaders are the primary source of direction and guidance for Red Cross volunteers, and they work almost exclusively in disaster emergency response situations.

Leadership in the context of disaster emergency response requires something different than leadership in more stable contexts (Crichton, Lauche, & Flin, 2005). Such leadership is often termed crisis leadership. Scholars in the business world often point to the need for leaders in a crisis to act decisively, have a plan, and address the needs of their followers (Anderson, 2002; Mitroff, 2001; Weiss, 2002). Other leadership scholars focus on crisis as the context in which charismatic leadership emerges (Beyer, 1999; Conger & Kanungo, 1998; Weber, 1947).

Another way to look at field leaders is from the perspective of social distance. Social distance refers to the social and hierarchical distance between the leader and his or her followers, and is just beginning to be considered fully by leadership scholars (Antonakis & Atwater, 2002). Field leaders are socially-close leaders. While charismatic and transformational leadership have both been linked to effective leadership in crisis situations, research has focused on socially distant leaders, such as politicians and CEOs, to a much greater extent than socially close leaders (House, Spangler, & Woycke, 1991;

Pillai, Grewal, Stites-Doe *et al.*, 1997; Shamir, 1995; Shamir & Howell, 1999; Shamir, Zakay, Breinin *et al.*, 1998; Sosik, 2005; Tosi, Misangyi, Fanelli *et al.*, 2004; Valle, 1999; Yagil, 1998). There is a need for research related to field leadership in crisis, for understanding the field leaders who are so relied upon by the Red Cross to guide and direct their volunteers.

Statement of the Problem

With such a large base of volunteers, the Red Cross conducts training throughout the year. Volunteers participate in training and then wait to be called by the Red Cross. When a disaster does occur, the Red Cross taps this group of trained relief workers to provide assistance. In any relief effort the group responding may be different, and the leader or leaders guiding them may be unknown to the group. They need to work together as a group immediately, and effective leadership can go a long way to helping this process (Hamilton, 2005).

Red Cross field leaders have a unique and challenging job. While theories exist that help us understand crisis leadership from a socially distant perspective (House, Spangler, & Woycke, 1991; Pillai, 1996; Pillai & Meindl, 1998) very little research or theory helps us understand what emergency response volunteers are looking for from their leaders in the field during a disaster. This study aims to develop an understanding of how these volunteers view leadership, and what they want from their field leader. This information is critical to developing better training for Red Cross field leaders as well as helping Red Cross administrators understand their volunteers better.

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Theoretical Framework

The theoretical framework for this study is provided by two theories from the field of leadership: charismatic leadership, as described by Conger and Kanungo (1987, 1988, 1998), and transformational leadership, as operationalized by Bass and his colleagues (Avolio, Bass, & Jung, 1999; Bass, 1985; Bass, 1999).

Charismatic Leadership

Charismatic leadership is a psychological (as opposed to sociological) theory of leadership with a strong emphasis on follower attribution. In other words, the main qualification to be considered a charismatic leader is for followers to ascribe such a description to the leader. All current theories of charismatic leadership stem from Max Weber's writings regarding charismatic authority in the political and economic arena (Weber, 1947). While charismatic leadership has been studied in a variety of fields and by numerous leadership researchers (e.g., Beyer, 1999; Bryman, 1992; House, 1977; Jacobsen, 2001; Pillai & Meindl, 1998; Shamir & Howell, 1999), Conger and Kanungo (1987) have developed the most thorough and often used theory of charismatic leadership.

Conger and Kanungo (1988; 1998) describe five behavioral dimensions of charismatic leaders and three stages of charismatic leadership. Their five behavioral dimensions are: sensitivity to environmental context, strategic vision and articulation, sensitivity to member needs, personal risk, and unconventional behavior. The three stages of charismatic leadership they describe include: evaluation of the status quo, formulation

and articulation of organizational goals, and means to achieve the vision (Conger &

Kanungo, 1998). Their behavioral dimensions have varying importance depending on the

stage. For instance, sensitivity to environmental context is particularly important during

stage one, evaluation of the status quo. Personal risk, on the other hand, is more

important during stage three, achieving the vision. Beginning with Weber and continuing

through current theorists and researchers, charismatic leadership has often been linked to

effective leadership during crisis situations.

Transformational Leadership

Transformational leadership is a broader leadership theory that is also a part of the

newer, more emotionally-based leadership theories (Bryman, 1992). Bernard Bass took

the concept from James MacGregor Burns' transforming leadership (Burns, 1978) and

empirically tested the theory. His theory of transformational leadership originally

included seven components: charisma, inspirational, intellectual stimulation,

individualized consideration, contingent reward, management-by-exception, and *laissez-

faire* leadership (Bass, 1985). Charisma, inspirational, intellectual stimulation, and

individualized consideration were theorized to be associated with transformational

leadership, while contingent reward and management-by-exception were part of a more

transactional form of leadership. *Laissez-faire* leadership stood on its own as a passive

form of leadership (Bass, 1985). This model was soon revised to include only six

components, as Bass discovered that there was little empirical distinction between

charisma and inspirational leadership (Bass, 1988). This six-factor model has been tested

and critiqued by many researchers. Most research has supported the model (Alimo-Metcalfe & Alban-Metcalfe, 2001; Avolio et al., 1999; Bass, 1988).

These two theories, charismatic and transformational leadership, represent innovative as well as classic thinking in the leadership field. They represent an evolution in the leadership field to consider the phenomenon of leadership from a more holistic stance, and are therefore fairly comprehensive theories that address the leader/follower relationship, the context, and the task at hand. For this reason charismatic and transformational leadership form a strong and dynamic theoretical foundation for the study described here.

Significance of the Study

This study fills a gap in the literature by considering follower perceptions of leaders from a novel perspective. Studies in the past have considered leadership in crisis scenarios from the perspective of charismatic leadership theory (Beyer & Browning, 1999; Bligh, Kohles, & Meindl, 2004; Pillai & Meindl, 1998; Valle, 1999). This study attempts to take a different approach, looking at follower perceptions of their leader with less constraints than a survey-based approach. This distinctive way of studying follower perceptions is achieved through the use of Q-method, a seldom used method in leadership research. This method allows the followers' perceptions to build a view of the leader which the researcher then compares to charismatic and transformational leadership theories. The purpose of this study is to understand follower perceptions of socially close leaders as opposed to the socially distant leaders typically studied by most researchers of charismatic and transformational leadership, making it appropriate to start with follower

perceptions and move out to theory. This will help us to understand the usefulness of charisma as a way to understand effective leadership in disaster emergency response and at the same time unearth new perspectives of followers in a disaster that can be explored through additional research. Ultimately this study will provide insight into the patterns of perceptions of volunteers in a disaster emergency response situation.

Purpose

The purpose of this study is to describe the perceptions of Red Cross workers, both paid staff and volunteers, toward their leaders in disaster emergency response situations. This study utilizes Q-methodology to examine the perceptions of Red Cross workers from multiple locations in the United States. Q-methodology is designed to study the subjective views of the research participants by giving them a set of statements to rank order along a continuum. This sorting activity allows the participants to represent their full, subjective viewpoint on the subject because each statement is sorted in relation to the other statements (Brown, 1993). The multiple locations provide a rich set of people with experience in a variety of disaster and emergency response situations.

Research Questions

1. How do views of leadership vary among Red Cross workers?

2. How do the patterns of Red Cross workers' descriptions of their leaders' actual behavior differ according to their ideal expectations of their leaders?

3. Does charismatic leadership theory or transformational leadership theory help us understand the patterns of Red Cross workers perceptions?

Definition of Terms

The key terms for this study are defined as follows:

Disaster: "An unforeseen and often sudden event that causes great damage, destruction and human suffering. Though often caused by nature, disasters can have human origins. Wars and civil disturbances that destroy homelands and displace people are included among the causes of disasters. Other causes can be: building collapse, blizzard, drought, epidemic, earthquake, explosion, fire, flood, hazardous material or transportation incident (such as a chemical spill), hurricane, nuclear incident, tornado, or volcano" ("International agreed glossary of basic terms related to disaster management").

Charisma: an attribution coming from followers that the leader is exceptional because the leader's behavior corresponds to the dimensions of charismatic leadership, including strategic vision and articulation, personal risk, sensitivity to the environment, sensitivity to member needs, and unconventional behavior (Conger & Kanungo, 1998).

Follower perceptions: the subjective viewpoints of staff and volunteers toward their leaders.

Concourse: "flow of communicability surrounding any topic" (Brown, 1993, p. 94).

Q-set: collection of statements presented to the participant for sorting (McKeown & Thomas, 1988).

P-set: sample of persons who participate in a Q study (McKeown & Thomas, 1988).

Q-sort: The structure provided to the participant to allow them to sort the statements from the Q-set in rank order along a normal curve. This sorting results in an array that can be analyzed mathematically through correlation and factor analysis.

Condition of instruction: The question or instruction the participant uses to guide their sorting of the Q-set statements.

Socially close leader: A leader who is socially and hierarchically close to or near the follower(s) he is working with, for instance an immediate supervisor or peer (Antonakis & Atwater, 2002).

Socially distant leader: A leader who is socially and hierarchically distant or far away from the follower(s) she is working with, for instance a CEO or President (Antonakis & Atwater, 2002).

Field leader: In a disaster response situation, volunteers are typically led in the field by another volunteer or staff member, typically referred to as a field leader.

Assumptions

The assumptions of this study include the supposition that subjectivity can be measured by applying the tools and concepts of Q-methodology. Additionally, this study assumes that participants respond honestly in sorting the Q statements. This study does not assume that Q-methodology (Q) is a better way to study the concept of leadership in crisis, but rather that Q allows us to look at traditional leadership concepts from a different perspective.

Limitations

While the statements that make up the Q sort originated from charismatic and transformational leadership theories, this study does not provide an empirical test of either of these theories. This is the primary limitation of the study. However, a descriptive comparison is made between the factors discovered in this study and the tenets of both charismatic and transformational leadership theory.

Summary

This chapter has highlighted the problem addressed by this study as well as the theoretical framework of charismatic and transformational leadership theories. It defined the purpose of the study and the research questions the study addresses. Definitions, assumptions, and limitations for the study were put forth. Now attention will be turned to the relevant literature related to the study. This includes a deeper review of charismatic leadership theory and transformational leadership theory, as well as other related leadership theories and concepts.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents a review of selected literature related to the study. To review, the purpose of this study was to describe the perceptions of Red Cross workers toward their leaders in disaster emergency response situations. This chapter focuses on a review of charismatic and transformational leadership theories, the convergence of these theories, and critiques of these theories. In addition the chapter discusses leadership in context, particularly the context of crisis through an examination of current research related to leadership during times of crisis. Finally the chapter discusses leadership in disaster and emergency response situations.

Charismatic Leadership

Charismatic leadership is part of the new leadership movement (Bryman, 1992). This group of theories emphasizes emotion and explores the influence leaders have over followers (Yukl, 1999). This review will explore Weber's concept of charismatic authority, the basis of all subsequent theories of charismatic leadership. This will be followed by a full discussion of the self-concept theory of charismatic leadership and the behavioral theory of charismatic leadership.

Weber's Charismatic Authority

Max Weber, a German sociologist writing in the early 20th century, is credited

with introducing the concept of charisma into general conversation as well as a scientific

term (Conger, 1993). He wrote primarily about radical social change, and the role of the

leader in such change. From his perspective, charisma was a large part of the explanation

for leadership's role in social change, and particularly in the institutionalization of such

change (Beyer & Browning, 1999). Weber described what he called "charismatic

authority" as relying on five circumstances for emergence:

1. An unusually gifted person

2. A social crisis or desperate situation

3. A radical solution to the crisis

4. Followers who are unusually fascinated with the leader, often linking the
   leader to transcendent powers

5. Repeated successes which serve to validate the leader's extraordinary gifts
   (Trice & Beyer, 1993).

Weber's description of charisma was rather radical, emphasizing the

extraordinary and mystical qualities of the leader (Conger, 1993). While for Weber

charisma relied on the relationship between the leader and follower and was therefore

inherently psychological, he primarily focused on the more sociological implications of a

charismatic leader in society. In particular he was adamant that particular external

influences or contexts, namely crisis, were necessary for the emergence of charisma

regardless of the qualities of the leader (Weber, 1947). To Weber, a crisis created the

environment for a leader, who had extraordinary qualities and a plan to emerge and create social change.

In addition to creating social change, Weber saw charisma as the primary mechanism by which change was institutionalized and routinized (Beyer & Browning, 1999). While all organizational theorists who study charisma draw heavily on Weber's work, most of them neglect to consider context and routinization, two critical aspects of Weber's theory (Trice & Beyer, 1993). Leadership scholars in particular have focused primarily on the relationship between the leader and follower described by Weber, beginning with the Self-Concept Theory of Charismatic Leadership.

Self-Concept Theory of Charismatic Leadership

As one of the first leadership scholars to study charismatic leadership, House published his theory in an article titled "A 1976 Theory of Charismatic Leadership". House explained in the article that he viewed his writing as a starting point for a theory of charismatic leadership, based on what was known in 1976. He encouraged other scholars to pick up the torch, and use his work as a starting point for new and more advanced theories regarding charisma (House, 1977).

House's theory did serve as a starting point. He outlined certain leader behaviors associated with charismatic leadership, as well as some personal traits and situational variables. His theory was very dyadic, though, focusing primarily on the relationship between the leader and a single follower (Conger & Kanungo, 1998). His theory lacked the collective perspective utilized in later theories.

House continued to research and in 1993 teamed up with Shamir and Arthur to introduce the self-concept theory of charismatic leadership (Shamir, Arthur, & House, 1993). This theory extends House's concept of charismatic leadership by further describing the influence process on a group of followers as well as in the dyadic relationship originally described by House.

The self-concept theory of charismatic leadership focuses on how leaders "tie self-concepts of followers to the goals and collective experiences associated with their missions so that they become valued aspects of the followers' self-concept" (Conger, 1999). Shamir, House, and Arthur describe five "processes by which charismatic leaders motivate followers through implicating their self-concepts" (Shamir et al., 1993, p. 581):

1. Increasing the intrinsic value of effort

2. Increasing effort-accomplishment expectancies

3. Increasing the intrinsic value of goal accomplishment

4. Instilling faith in a better future

5. Creating personal commitment.

Leaders from this perspective influence followers primarily through role-modeling and frame alignment (Shamir et al., 1993). The authors do not argue, however, that charismatic leadership is appropriate or effective in every situation or with every follower. They outline follower characteristics and organizational contexts which facilitate charismatic leadership. Followers who already share values congruent with the leader's message will be more susceptible to the influence of these leaders. In addition, followers who "have an expressive orientation toward work and life" and a "principled

orientation to social relations" will be more susceptible to the charismatic influence (Shamir et al., 1993, p. 588).

The self-concept theory of charismatic leadership, while containing elements of follower attributes and context, is focused primarily on leader traits and behaviors. It is particularly important to note that attribution of charisma by followers is not critical to the self-concept theory of charismatic leadership (Bryman, 1992).

Behavioral Theory of Charismatic Leadership

In contrast, the behavioral theory of charismatic leadership put forth by Conger and Kanungo (1987; 1988; 1998) relies on the attribution of the followers to determine if the leader is truly charismatic. The behavioral theory of charismatic leadership is probably the most referenced in the literature. Conger and Kanungo developed a scale to measure charismatic leadership with the publication of their 1998 book, *Charismatic Leadership in Organizations*, causing a windfall of studies utilizing the scale to measure charismatic leadership.

The behavioral theory of charismatic leadership describes the behaviors the charismatic leader exhibits, but goes back to the follower to consider attribution.

The behavioral theory of charismatic leadership describes five behavioral dimensions (Conger & Kanungo, 1998):

1. Sensitivity to environmental context

2. Strategic vision and articulation

3. Sensitivity to member needs

4. Personal risk

5. Unconventional behavior.

Conger and Kanungo's theory relies heavily on Weber, but does not require crisis as a necessary context for the emergence of charismatic leadership. Instead, they talk about the leader having a sensitivity to the environmental context and being able to capitalize on whatever situation is currently taking place. They do argue that crisis or periods of great change are more conducive to the emergence of charismatic leadership (Conger & Kanungo, 1998).

Going beyond behavioral dimensions, Conger and Kanungo (1988; 1998) also describe three stages of charismatic leadership:

1. environmental analysis

2. future vision

3. achieving the vision.

The various behavioral dimensions are more or less necessary depending on the stage. Environmental analysis relies heavily on the leader's ability to perceive the organizational context, while the future vision stage relies on the leader's ability to articulate a vision and remain sensitive to the needs of the followers. Finally, achieving the vision relies on personal risk and unconventional behavior to create the motivation in followers to achieve and continue to perform (Conger & Kanungo, 1998). This final stage is also where these authors begin to integrate Weber's ideas of routinization of charisma.

Transformational Leadership

While some scholars used Weber's concept of charisma to develop full-blown leadership theories, others used it more as a component of a larger theory. This includes

transformational leadership, a theory operationalized by Bass (1985) but stemming from Burns' (1978) concept of transforming leadership. Burns was one of the first leadership scholars to describe a theory with a moral component, and one that attempted to engage the follower at all levels. For Burns, the leader looked for the motives of the follower, and sought to satisfy the higher needs of the follower by engaging them in a relationship with the leader and the cause or goal. He defined leadership as "leaders inducing followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – *of both leaders and followers*. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations" (Burns, 1978, p. 19).

Burns described the term charisma as "so overburdened as to collapse under close analysis" (Burns, 1978, p. 244). He saw value in the term, but sensed that it has lost a great deal of its meaning in overuse. Instead he used the term heroic leadership to describe a concept similar to charisma. Heroic leadership, for Burns, was part of the concept of transforming leadership (Burns, 1978).

Bass operationalized Burns' concept of transforming leadership and introduced it as transformational leadership in 1985. The key premise of transformational leadership is that leaders motivate followers to achieve beyond both the leader and the follower's expectations. This theory of transformational leadership originally included seven components: charisma, inspirational, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and *laissez-faire* leadership (Bass, 1985). Charisma, inspirational, intellectual stimulation, and individualized consideration were theorized to be associated with transformational leadership, while

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contingent reward and management-by-exception were part of a more transactional form of leadership. *Laissez-faire* leadership stood on its own as a passive form of leadership (Bass, 1985). This model was later revised to include only six components, as Bass discovered that there was little empirical distinction between charisma and inspirational leadership (Bass, 1988). The Multi-Factor Leadership Questionnaire (MLQ), was developed to measure this six-factor model. The model has been tested and critiqued extensively, and most research has supported the model (Alimo-Metcalfe & Alban-Metcalfe, 2001; Avolio et al., 1999; Bass, 1988). Despite this support from research, the model is still fairly one-dimensional, choosing to focus almost exclusively on the relationship between the leader and the follower regardless of context.

It should be noted that charisma is only one component of transformational leadership. It is defined in terms of both the leader's behavior and the follower's reactions, and arouses strong emotions in the follower and identification with the leader. Charisma, though, does not account for the transformational process alone (Conger & Kanungo, 1998).

<div align="center">Convergence of Theories</div>

Charismatic and transformational leadership theories form the theoretical framework for this study and therefore the emphasis of this literature review. However, additional theories are critical to the consideration of current leadership theory. The first is visionary leadership, also described by Bryman (1992) as part of the "new leadership". Sashkin (1988) studied leaders perceived to be visionary, and identified six key leadership behaviors:

1. visioning

2. unconventional and creative actions

3. effective interpersonal communication

4. demonstrating trustworthiness

5. showing self-respect and respect toward others

6. taking personal risk.

Saskin's visionary leadership has not been studied extensively nor been the "subject of extensive theory development" (Conger & Kanungo, 1998, p. 13).

These three theories, charismatic, transformational, and visionary, form the basis of the "new leadership" described by Bryman (1992), also referred to as "neocharismatic" by other leadership scholars (House & Aditya, 1997). They are distinguished from trait, behavior, and situational theories by their focus on emotional issues and their attempt to consider the whole leadership situation, including leaders, followers, and context (Bryman, 1992). As these theories have evolved, they have become more alike as they each try to address similar issues. Conger (1999) argues the theories are converging, and points out they share the following components:

1. Vision

2. Inspiration

3. Role modeling

4. Intellectual stimulation

5. Meaning-making

6. Appeals to higher order needs

7. Empowerment

8. Setting of high expectations

9. Fostering collective identity.

Avolio and Gardner (2005) agree that these theories have much in common, but disagree that the theories are converging. Instead they argue that these neocharismatic theories rely on a root construct they define as authentic leadership development. These authors cite a definition of authentic leaders as "those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character" (Avolio, Luthans, & Walumba, 2004). For these authors, all leaders who are charismatic, transformational, or visionary are also authentic (Avolio & Gardner, 2005).

While proponents of each theory point out the differences, these three theories do appear to have many similarities. In accordance, many of the critiques of these theories are aimed at the whole group of "new leadership" or neocharismatic theories rather than at a single theory.

Critiques of New Leadership Theories

Two primary issues emerge from the critiques of neocharismatic theories. First, some have argued that these theories lack distinctiveness from and superiority over older theories (Yukl, 1999). Yukl (1999) states that "proponents of these theories have exaggerated their uniqueness and capacity to explain effective leadership" (p. 33). He focuses on three problems with these theories. First, the theories omit some key leader behaviors, such as planning, networking, consultation, delegation, and teambuilding.

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Second, the theories focus on the image of the heroic leader and neglect consideration of group and organizational processes. Finally, these theories, while claiming to represent a new paradigm, have been studied with very limited and traditional research methods, limiting our understanding of the theories and the leaders we are studying.

In addition to this critique of the new leadership theories, Yukl provides a more comprehensive critique of two-factor models of leadership in general. "These dichotomies provide some insights, but they also oversimplify a complex phenomenon and encourage stereotyping of individual leaders" (Yukl, 1999, p. 34). For Yukl, charismatic leadership still considers primarily a dichotomous distinction between leaders. While charismatic leadership theory, like other new leadership theories, attempts a more comprehensive view of the leadership phenomenon, it continues to fall short of the true complexity of leadership (Yukl, 1999).

Beyer (1999) offers a different perspective but still harsh critique of charismatic leadership. Beyer's basic argument is that many leadership researchers have tamed the concept of charisma as originally conceived by Weber in an effort to make it more palatable and applicable to organizations. A primary component of her argument is that leadership researchers have focused primarily on the leader and on the relationship between the leader and the follower, and either ignored or given second-class citizenship to the context. In her own work Beyer takes a more sociological approach to the study of charisma and considers the context and situation as a primary, causal variable (Beyer, 1999).

Leadership researchers in the field of charismatic leadership have taken great issue with Beyer's critique. House (1999) and Shamir (1999) each acknowledge some of

her points, and then offer their own retorts. Shamir agrees that the new leadership paradigm is not totally new, but argues that this nod to history is appropriate. "Not every old idea is wrong" (Shamir, 1999, p. 557). He describes ways in which the new paradigm has built on old information about leadership, particularly in how they focus on explaining the leader's influence process (Shamir, 1999). House's response focuses a lot on the Weber issue. Beyer argues strongly we have moved away from Weber's original concept of charisma, and House agrees with her. He argues, however, that this operationalization of the concept has allowed researchers to consider what parts of charisma we might find in every day organizations rather than holding fast to a concept that is only useful in rare circumstances (House, 1999).

Beyond these important critiques of the new leadership theories, many authors have highlighted some key parts of the leadership equation that are not adequately explored in charismatic, transformational or visionary leadership. Three key topics in this area are social distance, follower attributes, and contextual influences. Social distance and follower attributes will be considered here, while contextual influences will be more fully explored later in the review.

Social Distance

Social distance refers to the social and hierarchical distance between the leader and his or her followers. The origins of charismatic and transformational leadership stem from studying political leaders, which would generally be considered socially distant leaders. However, most of the application of these theories is to socially close leaders, such as immediate supervisors (Shamir, 1995). This is a particularly hot topic with

charismatic leadership because of the heroic nature of and follower reverence for the leader. One perspective is that charisma relies on followers not being able to realistically evaluate the leader or see his day to day existence (Katz & Kahn, 1978). Others have argued that distance does not matter (Bass, 1985; Conger & Kanungo, 1988). Yagil (1998) conducted one of the few studies to investigate the impact of social distance on charisma. He surveyed 554 Israeli combat soldiers about their immediate commander as well as a more distant leader. His study reveals three major findings. First, for followers to attribute charisma to a leader they must perceive extraordinary qualities in that leader. This applies to both close and distant leaders. This finding is consistent with Weber's original concept of charisma, but current theory has moved away from this concept quite a bit. Yagil's second finding concerns how the leader's confidence in followers affects the attribution of charisma. With the close leaders, the leader's confidence in the individual follower predicted the attribution of charisma. With distant leaders it was the leader's confidence in the whole group that was most important. Finally, Yagil (1998) found that the attribution of charisma was predicted in close situations by the follower seeing the leader as a behavioral model, while it was predicted in distant situations by the follower accepting the leader's attitudes.

Follower Attributes

In addition to social distance, follower attributes play an important role in understanding leadership. The role these follower characteristics play in the leadership equation has not been explored fully, particularly how they interact with leader characteristics, influence processes, and contextual variables (Yukl, 1999). Conger and

Kanungo (1998) put forth two possible hypotheses for why followers follow charismatic leaders. They suggest that followers could be filling an unhealthy psychological need through their identification with the leader, or that followers might have a more constructive identification with the leader in which the leader's approval determines their self-worth (Conger & Kanungo, 1998).

Another perspective on follower attributes is through the lens of motivation. Much literature has examined the relationship between individual motivation and leadership. One study considering transformational leadership found that emotions were the mediator of the impact of transformational leadership (McColl-Kennedy & Anderson, 2002). In other words, for a transformational leader to be effective they must tap into the emotions of their followers.

Additional research has examined motivation from the perspective of volunteers, making it even more relevant to this study. One research study concluded that volunteer satisfaction was directly related to the individual's reason for volunteering (Govekar & Govekar, 2002). These volunteers each came in for a different reason, and were only satisfied if the situation and the leader behaved consistent with this reason.

Examining follower attributes will be an important contribution to the literature on charismatic leadership. A great deal of discussion has surrounded whether crisis is necessary for the emergence of charisma. Behling and McFillen (1996) argue that follower distress is more important than any organizational construct in the emergence of charismatic leadership. If this is the case, a great deal more research needs to consider follower attributes, including distress. Understanding follower distress, however, often involves understanding the context in which leadership is taking place.

Leadership in Context

Weber (1947) argued that crisis was a necessary context for the emergence of charismatic leadership. Most leadership theorists agree that periods of stress and turbulence are most conducive, but not necessary to the emergence of charismatic leadership (Beyer, 1999; Conger & Kanungo, 1998). The self-concept theory of charismatic leadership includes some references to contextual influences, but none of the theories give full consideration to this important variable.

Recently there has been a renewed focus on context in the study of leadership. Specifically, leadership scholars are moving away from the idea of a single, all-encompassing theory of leadership and beginning to study leadership in specific contexts (Osborn, Hunt, & Jauch, 2002). This move away from an all-encompassing theory of leadership stems from research indicating that the specific context in which leadership takes place can alter the effectiveness of various styles of leadership (Gordon & Yukl, 2004). Early research on charismatic and transformational leadership focused primarily on the dyadic relationship between the leader and follower(s), but recently the context in which leadership takes place is receiving more attention. This is an important direction for leadership research to move in order to advance the field (Hunt & Conger, 1999). Some empirical support for contextual models of leadership exists (Gordon & Yukl, 2004), but additional exploratory research is needed to understand leadership from a contextual perspective, with crisis being one possible context (Osborn et al., 2002).

Crisis

It is crucial for leaders to have a well thought-out strategic plan in times of crisis and instability (Weiss, 2002). "We call for someone with answers, decision, strength, and a map of the future, someone who knows where we ought to be going – in short, someone who can make hard problems seem simple" (Heifetz, 1994, as quoted in Weiss, 2002, p. 30). But what does effective leadership in a crisis actually mean?

Little actual research exists examining what effective leadership in a crisis looks like. However, the business literature contains a number of suggestions, possible models, and anecdotal evidence (Anderson, 2002; Mitroff, 2001; Samuelson, 1990). The simplest of these includes three key tenets of crisis leadership: "1) Stay engaged and lead from the front; 2) Point to the big picture and communicate the vision; 3) Seek wise counsel and use your team" (Anderson, 2002, p. 4). Weiss (2002) also presents some keys to crisis leadership. Hers include: "1) Maintain absolute integrity; 2) Know your stuff; 3) Declare your expectations; 4) Show uncommon commitment; 5) Expect positive results; 6) Take care of your people; 7) Put duty before self; and 8) Get out in front" (p. 30-31).

Mitroff focuses his model for effective crisis leadership more on a specific crisis, but the themes are the same. One of his biggest points is "first respond primarily to the emotional needs of the public with care and concern." He urges leaders to do all they can to prevent crisis, and to consider crisis leadership an ongoing effort, part of the strategic planning efforts of the organization (Mitroff, 2001, p. 19). Samuelson, on the other hand, argues that this concept is nice, but many crises are unavoidable:

Crisis governance, though often not the best way of handling our affairs, is often the only way. We are now writing our future history. The right

question to ask in not why we have crises but whether our leadership is good enough to handle the ones that we must inevitably confront (1990, p. 51).

These models of crisis leadership are similar in many ways to the theory of charismatic leadership. This theory is the one most linked to crisis in the leadership literature.

Crisis and Charismatic Leadership

While the most popular theories of charismatic leadership focus on behaviors and follower effects more than context, many of these theorists do admit that charismatic leadership is most likely to emerge during a crisis or time of turbulent change (Conger & Kanungo, 1998; Pillai & Meindl, 1998). While crisis was an integral part of Weber's original conception of charisma, researchers and theorists have often deemphasized this in order to apply charismatic leadership theory to less turbulent situations. The basic concept is fairly intuitive, however, and can be summarized as follows: "People in crisis seek proxy control. They find it in their "savior," i.e., the leader to whom they attribute extraordinary abilities. Crises provide leaders with opportunities to take bold purposeful action, which is then interpreted by followers in charismatic terms and may increase their willingness to follow" (Pillai & Meindl, 1998, p. 649).

Charismatic leadership can also be seen as a coping mechanism for followers faced with a crisis. The follower turns to a leader, who helps the follower improve performance and reduce anxiety anticipation, thus instilling loyalty and respect for the leader (Pillai & Meindl, 1998). The downside to this is if the crisis and ensuing stress

persist, the leader may be evaluated poorly and attributions of charismatic leadership are likely to fade. In essence for a charismatic leader to maintain that attribute they must routinely solve crisis situations to the satisfaction of their followers (Pillai & Meindl, 1998).

A few research articles exist that attempt to link crisis and charismatic leadership empirically. Pillai and Meindl (1998) did a comprehensive survey including many elements, two of which were crisis and charismatic leadership. They found that crisis had a negative relationship with charismatic leadership in their survey, which asked followers to reflect back on a crisis and evaluate their leaders. Basically the more current stress and crisis a follower felt the lower they rated their leader's charisma. Pillai and Meindl (1998) did not see this as inconsistent with the possibility that crisis allowed for the emergence of charismatic leadership, but concluded that the persistence of the crisis would create dissatisfaction among followers who would therefore not rate their leaders as charismatic.

In a laboratory study Pillai (1996) had similar results. He simulated a crisis with a group of undergraduate students, and found that group members were more likely to base their evaluations of leader effectiveness on charismatic appeal in crisis situations than they were in non-crisis situations. He concluded that crises foster the emergence of charismatic leaders who are then perceived to be more effective than leaders who emerge in non-crisis situations.

Finally, House and Spangler (1991) studied 31 presidents in their first term of office. They argue that crises may present the president with an opportunity to take charismatic action and may lead subordinates to accept or demand charismatic action from the president. They define charisma as a relationship and not a personality

characteristic. With this definition, charisma exists only if followers see the leader this way. Their extensive, historical study concluded that crises were significantly and positively related to behavioral charisma and to presidential performance (House & Spangler, 1991).

Disaster and Emergency Response Leadership

In this study crisis is the larger context in which leadership is taking place. The more specific type of crisis is also important to understand, in this case disaster response. One of the most important factors in the success of a disaster response is the human element. "Human factors are extremely important because they are the most significant source of success or failure in dealing with disasters and accidents" (Osorio & Hurych, 2004, p. 65). The leader of the effort is often the one making decisions, and therefore the greatest source of potential problems. Some research has attempted to explore what qualities or skills are necessary for this incident commander or field leader to be successful.

One study that has focused on incident command skills was conducted by Flin and Slaven (1996), who studied offshore installation managers, a position that often requires emergency command ability. They found that the most effective managers:

- "Like to take charge and supervise others (high score on controlling);
- Consider themselves to be fun loving, sociable and humorous (high score on outgoing);
- Are less interested in analysing human behavior (low score on behavioral);

- Are more interested in practical than abstract problem solving (low score on conceptual); and

- Prefer to make decisions quickly rather than take time to weigh up all the evidence (high score in decisive)" (Flin & Slaven, 1996, p. 44).

Another study focused on incident command skills interviewed members of an incident management team for an oil-industry drilling incident (Crichton, Lauche, & Flin, 2005). The authors identified five key skills for members of these teams: "decision making, situation awareness, communication, leadership, and teamwork" (Crichton et al., 2005, p. 116). These authors also distinguish between different levels of command: strategic, tactical, and operational. For this study the most interesting of these levels in operational, which refers to the on-site leader. At this level the authors argue that intuitive decision making is more critical due to the time constraints and risks involved. Decisions have to be made rapidly and must respond to the changing situation (Crichton et al., 2005).

One study of Red Cross leaders directly connects the findings to leadership theory (Mintzberg, 2001). Mintzberg studied two Red Cross leaders in Tanzanian refugee camps, clearly a disaster response situation filled with chaos. He found that these leaders used very conventional modes of management. These leaders exhibited communicating, controlling, leading, linking, doing and dealing. Overall Mintzberg concluded these activities were part of a management-by-exception style, characteristic of transactional leaders. Perhaps these "conventional forms of management may be contemporary in a chaotic world" (Mintzberg, 2001, p. 770).

Another way of looking at the concept of disaster response leadership is through group dynamics. Weick (1993) studied the smokejumper response to the Mann Gulch Disaster extensively. He discusses group resilience as necessary for successful disaster response, and discusses four sources of this resilience. "Improvisation and bricolage" refers to creativity under pressure, which allows the group leader or individual members to create a solution out of what is available rather than panicking because the solution is not obvious. "Virtual role systems" allow individuals to maintain the structure of the group even if the group becomes separated. This structure continues to function in the imagination of the individual, allowing the group cohesiveness to still provide comfort and help in decision making. An "attitude of wisdom" refers to the ability of the individual to "know that they don't fully understand what is happening right now, because they have never seen precisely this event before" (Weick, 1993, p. 641). This understanding allows the individual to apply knowledge from other similar events while still recognizing that they may be surprised by the newness of this event at any moment. Finally, "respectful interaction" refers to the group developing an intersubjectivity, or a shared subjectivity. The group then sticks together and works together, often being more successful than if they broke apart. (Weick, 1993)

One popular method of training disaster responders is through simulation exercises. Perry (2004) explored the expected benefits of these exercises for participants. He found that these exercises "produce changes in the perceptions of participants regarding knowledge of response systems and team capability" (p. 71). All participants reported a greater understanding of the incident management system and a stronger perception of the ability of divergent groups (fire department, police department, and

citizen volunteers) to work together in disaster response. While all three groups improved, the change for the professional responders from the police and fire departments was significantly smaller than for the citizen volunteers. In addition, the professional responders, when describing the most important part of the experience, focused on the unification of the various groups working together, while the citizen volunteers focused on their own acquisition of skills or practicing of proficiencies they had previously learned (Perry, 2004).

Summary of Literature Review

This chapter presented a review of selected literature related to the study. It began with a review of charismatic and transformational leadership theories, the convergence of these theories, and critiques of these theories. Current research was examined related to leadership in context, particularly the context of crisis. Finally the chapter considered current research regarding leadership in disaster and emergency response situations. This literature review informs the methodology of the study, discussed in the next chapter.

CHAPTER THREE

METHODOLOGY

The purpose of this study was to describe the perceptions of Red Cross workers, both paid staff and volunteers, toward their leaders in disaster response situations. This chapter begins with a rationale for using Q-methodology. The chapter details the methodology for the study, including a description of the participants, instrumentation, procedures, and data analysis.

Rationale

This study utilized Q-method to investigate the perceptions of Red Cross workers. Q-method (Q) is designed to study perceptions and should lead to results with more depth than traditional survey measures. Q focuses on understanding how participants perceive a topic and why they perceive it this way rather than how many people think a certain way. While a variety of methods are currently being explored, leadership research is still dominated by survey research (Bryman, 2004; Hunt & Conger, 1999). Several leadership theories, in fact, are almost synonymous with the questionnaires connected to them. Examples of this include the Ohio State Leader Behavior Description Questionnaire (LBDQ), the MultiFactor Leadership Questionnaire (MLQ), and Fielder's Least Preferred Coworker (LPC) scale (Bryman, 2004). This reliance on a primary data collection

technique has caused leadership scholars to cry out for researchers to study leadership in new and different ways (Gordon & Yukl, 2004; Hunt & Conger, 1999).

One way researchers have dealt with this need to understand the phenomenon of leadership from a different perspective is by conducting experimental studies (Hunt & Conger, 1999). In 1999 the *Leadership Quarterly* took a particular interest in promoting experimental research in leadership. They published four experimental studies in one issue and in the following issue published two articles describing the importance and utility of experimental research with a specific focus on charismatic and transformational leadership (e.g., Brown & Lord, 1999; Wofford, 1999). For these scholars, laboratory research on leadership does not serve as a replacement for field research (primarily quantitative in this case), but as an additional perspective with which to approach the topic. Laboratory research does not attempt to generalize to any particular population, but rather serves the function of discovering what could be (Brown & Lord, 1999). Experimental research provides the precision to consider causal relationships by isolating a small number of variables (Wofford, 1999). However, the methodology lacks the perspective to see the whole leadership picture and consider all possible variables at one time. This does not mean the method is not interesting and useful, but it should be viewed as only one of the many ways that leadership can be studied.

Along with an influx of experimental studies, leadership scholars have answered the call for new methods of studying leadership with more qualitative research. Qualitative studies have the advantage of being able to consider the full "complexity of the leadership phenomenon itself" (Conger, 1998, p. 109). Conger describes three dimensions of leadership that make it a particularly complex research topic and difficult

to study from a quantitative perspective: multiple levels, dynamism, and social construction. Qualitative research tends to explore phenomena in significant depth and with greater flexibility than traditional survey studies, giving it an advantage in leadership research (Bryman, 2004; Conger, 1998). Qualitative research has some limitations, however. It often takes a great deal of time, and relies on the researcher as the instrument. The researcher's bias plays a much greater role, requiring the researcher to be sufficiently self-aware to recognize and acknowledge his or her own bias (Guba & Lincoln, 1985). Qualitative research has struggled for legitimacy in the leadership literature, in effect discouraging researchers from putting the time and energy into qualitative studies necessary for their successful implementation.

Q-Methodology

The need exists for a methodology that combines the structure of quantitative studies with the depth of qualitative studies. Q-methodology provides such an approach and has seldom been utilized for the study of leadership. In particular, Q-methodology helps understand the holistic view of participants, which uniquely addresses the purpose of this study.

Q-methodology was introduced by William Stephenson in the 1930s and outlined in detail in his book entitled *The Study of Behavior* (Stephenson, 1953). "Fundamentally, Q-methodology provides a foundation for the systematic study of subjectivity" (Brown, 1993, p. 93). Participants are given a set of statements and asked to rank order them along a continuum. This sorting activity allows the participant to represent their full, subjective viewpoint on a particular subject because each statement is sorted in relation to the other

statements (Brown, 1993). This pattern or Q-sort can then be correlated with the Q-sorts of other participants, in effect correlating persons instead of statements or tests. Factor analysis is then used to discover different patterns of subjectivity. In most quantitative and qualitative studies, researchers look for similarities. In contrast, the Q-methodologist looks instead for differences. The full pattern of each participant's subjectivity is kept together and factor analyzed, helping the researcher discover differences between subjectivities of people by how they define the factors.

Q-methodology (Q) is different from traditional research methods in its approach to the study of perception. For instance, Q-method does not attempt to generalize to a population of persons. Smaller samples are typically used, and participants are purposely chosen to illuminate differences. The goal is not to assert whether a certain portion of the population thinks a certain way, but rather discover the divergent ways people might think about a particular topic. For this reason, it is not designed to empirically test a theory created by a researcher. Empirically testing a theory involves placing the way the researcher thinks about the topic into a survey or experiment and finding out if subjects think in ways predicted by the researcher. In Q, the researcher attempts to discover the unique ways participants organically think about the topic.

Q-methodology provides a unique way of looking at the research problem of this study. In talking about the current landscape of leadership research, Gordon and Yukl (2004) warn that "further progress will require more innovative research methods" (p. 364). Hunt and Conger (1999), in reviewing leadership research related to charismatic and transformational leadership, call for "increasing use of these and even more imaginative approaches" (p. 339) to leadership research. This study attempts to answer

the call of these and other leadership scholars by considering follower perceptions of leaders from a methodology relatively new to the leadership research arsenal. It is hoped that this contributes to Hunt and Conger's vision: "While individual methodologies afford a particular vantage point on a phenomenon, it is only through the increased use of multiple methods that we can truly begin to understand the real richness of something as complex as leadership in general and transformational/charismatic leadership in particular" (1999, p. 339). More specifically, the use of Q-methodology for this study allows for an understanding of the holistic views of leadership held by Red Cross workers.

<div align="center">Instrumentation</div>

In Q-methodology the population of statements that represent the views of the participants is called a concourse. The concourse in a Q study attempts to consider all possible views of the participants. When choosing and writing statements for the concourse, the researcher's goal is to reflect the language of the participants. Initially the concourse is developed very broadly, and then a sample of statements is drawn from the concourse for the final Q-set. The concourse may be drawn naturalistically or theoretically. Naturalistic concourses are drawn primarily from participant interviews, and have the advantage of more closely matching the self-referent language and perceptions of participants (Brown, 1993). A theoretical concourse is taken directly from current theory and therefore has the advantage of more closely matching existing theory in the area of inquiry, but may not match the organic perceptions of participants

(McKeown & Thomas, 1988). An ideal concourse represents a broad range of views on a particular topic with depth of each view and reflects the language of the people involved.

This study used a hybrid approach as described by McKeown and Thomas (1988). The original concourse was created by using 75 statements from Conger and Kanungo's (1988; 1998) theory of charismatic leadership and Bass' theory of transformational leadership (Avolio et al., 1999; Bass, 1985). The full concourse was organized by theoretical categories and final statements were selected for the Q-set using the structured sample procedure described by McKeown and Thomas (1988). This procedure involved inductive reasoning to select the final statements: "The dimensions that guided the final assignment and selection of statements were suggested, for the most part, by the statements themselves and were not obvious prior to statement collection" (p. 30).

The concourse of 75 statements was sorted by the researcher for homogeneity and put into four broad categories: self, task, relationship, and organization. The self category was composed of statements related to follower outcomes such as "instills pride in me and others who are associated with him/her." The task category contained statements focusing on the task at hand, such as "relies on group members to make decisions about even the most critical issues." Statements in the relationship category showed a strong focus on the relationship between the leader and the follower, such as "influences me and others in the group because we like and respect him/her." Finally, statements in the organization category were related to group or organizational outcomes, such as "is willing to make personal sacrifices if it will benefit the group or the people we are helping." These categories do not represent a purely theory-driven structure but instead provide a way of ensuring diversity in the Q-set (McKeown & Thomas, 1988). It is

important to note that this categorical structure is used in Q-methodology for the sole purpose of helping the researcher select a diverse sample of statements. These categories may have little to do with the final interpretation of the data.
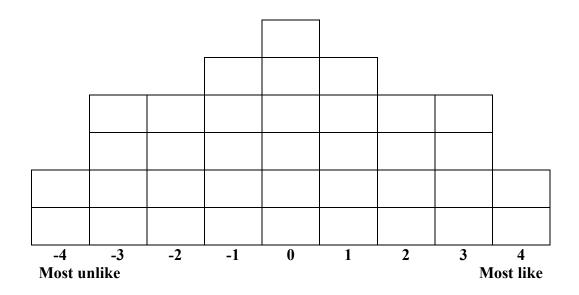
After arranging the statements in categories, thee researcher examined them for heterogeneity. Statements that were redundant in each group were eliminated, and each category was examined to ensure the statements represented a variety of perceptions. This procedure produced a Q-set of 36 statements, nine in each category. Along the way the researcher rewrote all statements in order to ensure they were more self-referent and written in everyday language. Some statements were adapted to include language shared with the researcher in personal conversations with colleagues and pilot study participants regarding crisis and leadership. All statements were purposely written in such a way to elicit a reaction from participants. This is an important concept in Q-methodology and involves writing statements from an extreme viewpoint so that ideally participants will be able to express any strong reactions to the statement. Once statements were chosen and rewritten, they were numbered randomly for ease of use. These numbers were used during data collection and analysis as a reference for each statement, but hold no meaning beyond identifying the statement. The final Q-set for this study is in Appendix B. A pilot study was utilized to refine and validate the Q-set and is described here in detail.

Pilot Study

The Q-set described above, made up of 36 statements in four broad categories, was used in a pilot study with Community Emergency Response Team (CERT) volunteers. This group was chosen because of their training in emergency response and

their accessibility to the researcher. Ten volunteers participated in the study. Four of the participants were female, while six of them were male. Additionally seven of the participants were college students aged 20-22. The other three participants were 40-60 years of age and all were involved in education in some way. Eight of the participants had been trained through the Community Emergency Response Team program in the past year, while two of the participants were instructors for the program.

Each participant sorted the statements three times for a total of 30 sorts. The statements were sorted along a continuum from "most unlike" to "most like" on a form board with the following design:

| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
| Most unlike | | | | | | | | Most like |

Each participant sorted the 36 statements according to the following three conditions of instruction:

1. What do you expect of your Community Emergency Response Team (CERT) leader?

2. Imagine a disaster in which you would participate in the emergency response. What do you expect of your CERT leader during the disaster?

3. During the last disaster simulation that you participated in, what was your
    CERT leader like?

All sorts were entered into PQMethod 2.11 software (Schmolck, 2002) for

analysis. Principle components factor analysis followed by varimax rotation was used to

analyze the data. Three clear factors emerged from the data and are described here in

further detail. Table 3-1 shows the sort distribution on the three factors along with the

variance attributed for by each factor. In total the three factors accounted for 58% of the

variance in the sorts.

The pilot study data yielded three factors representing distinct views of

leadership. The first factor was defined by 15 sorts and represents a view of leadership

that is more directive. The second factor was defined by 7 sorts and represents a view of

leadership that is reliant on the volunteer/follower for decision making. The final factor

was defined by 6 sorts and represents a view of leadership that appeared to be more

emotionally based. Full descriptions of each factor as well as full data for the pilot study

(McBryde, 2006) are provided in Appendix D.

Table 3.1

Pilot Study Factor Distribution and Explained Variance

	Factor A	Factor B	Factor C	Total
Loaded Sorts	15	7	6	28
Explained Variance	31%	15%	12%	58%

An important finding from the pilot study is the lack of distinctiveness of demographic characteristics in the three factors. There does not appear to be a clear pattern of views of leadership based on demographic information. Equally important, there does not appear to be a clear pattern of views of leadership based on the three conditions of instruction used in the pilot study. This may partially be due to the P-set used in the study. The CERT volunteers had all attended extensive training, but none had participated in a disaster emergency response situation through their involvement with CERT. This reality could have caused the participants to have difficulty distinguishing between crisis expectations and crisis behavior of their leaders since they could only describe leader behavior in a disaster simulation activity.

This pilot study provides significant insight into the methodology for the study described here with regard to the Q-set, the conditions of instruction, and the P-set. The Q-set seems to be useful for studying this particular phenomenon.

The lack of a clear pattern of distribution by condition of instruction in the pilot study had some significant implications for the final study. Because of the partial disaster response experience of the P-set the two conditions of instruction distinguishing between disaster expectations and disaster behavior were retained. However, since the participants did not see a clear distinction between general expectations and disaster expectations of their leader, the first condition of instruction from the pilot study was dropped. In addition the order of the two conditions was switched, thereby asking participants in the final study to first describe the actual behavior of their leader in the last disaster response they participated in followed by asking them to describe their ideal expectations of their leader in the next disaster response.

This leads to the final implication of the pilot study. The P-set for the final study (Red Cross workers) was purposely chosen because they had actual experience in disaster and emergency response. Many Red Cross volunteers and workers have significant experience in the field, and this experience was used as a prerequisite for participation in the study. This helped ensure that participants were able to distinguish between actual leader behavior and their own ideal expectations because they had an actual experience upon which to reflect.

Participants (P-Set)

The population for this study was Red Cross employees and volunteers from Oklahoma City, Oklahoma, Bryan/College Station, Texas, and Waco, Texas. This is an extensive Q-study, with the "intent of determining the variety of views on an issue" (McKeown & Thomas, 1988, p. 37). Since the goal is to identify the variety of views rather than determining the distribution of the views in the population, an extensive P-set is typically much smaller than in traditional survey research. McKeown and Thomas (1988) suggest that an extensive P-set might include 40-50 Q-sorts. The P-set for this study consists of 20 Red Cross employees and volunteers who each sorted the statements twice for a total of 40 Q-sorts. A conscious attempt to find people representing various demographics (male/female, staff/volunteer, long-term involvement/recent involvement, etc) was made. Faculty members from Oklahoma State University and Texas A&M University provided initial contact with Red Cross volunteer coordinators, who provided access to Red Cross workers, both volunteers and staff, to participate in the study.

The demographics of the participants included 11 women and 9 men ranging from age 24 to age 72. Fifteen of the twenty participants were over the age of 50. Additionally, the participants had a wide range of experience with the Red Cross, including as little as six months and as much as 53 years. The majority of participants (14) had five or less years of experience with the Red Cross. Complete demographics of the participants are provided in table 4.1 along with the final factor solution.

Procedures

Prior to data collection the study materials were submitted for Institutional Review Board (IRB) approval at Oklahoma State University. The IRB documentation included the final Q-set, form board, and report form, along with the researcher's script for data collection. Approval from the IRB was granted, and a copy of the approval letter is provided in Appendix A.

All statements in the final Q-set were printed on cards which were then sorted by participants on a form board (provided in Appendix B). A report form was also created to allow participants to record their sort information as well as some demographic data. These documents were used along with the researcher's script during data collection. The researcher's script was created to outline what the researcher would say to each participant during data collection, providing information about the study as well as specific instructions.

Each participant was asked to sort the statements twice with the following conditions of instruction:

1. During the last disaster in which you participated in the Red Cross response, how would you describe your Red Cross leader(s)?

2. In the next disaster in which you participate in the Red Cross response, how would you describe your ideal expectations of your Red Cross leader(s)?

Participants began by sorting the statements into three piles, most like, most unlike, and neutral. The participant then further subdivided these three piles onto the form board. Following the sorting process, each participant was asked to complete the demographic information on the back of the report form as well as write out the answers to two questions:

1. Please list/describe your involvement in the Red Cross. Include in your description training you have received, emergencies in which you have participated in the response, and the capacity in which you volunteered.

2. Please write below any additional comments which may help me understand your responses.

These questions were designed to better understand how the individual viewed the sorting activity and the meaning of their particular sorts. In addition the researcher was able to visit with many of the participants informally, and took notes on their comments and nonverbals. This data were then utilized to help understand the final factors. Often in Q-methodology interviews are conducted with a few participants as a follow-up after the initial data analysis. Due to the dispersed nature of the participants and the travel involved in data collection, the qualitative data provided through these written questions were used as the primary source in understanding the factors on a deeper level. The full

Q-set, form board, report form, researcher's script, and text of participant comments are included in Appendix B.

Data Analysis

Data were analyzed using PQMethod software (Schmolck, 2002). All individual sorts were entered into the computer. The computer first correlated every sort with every other sort. This was followed by a factor analysis of the correlation matrix to determine the dispersement of the groupings of individuals as they see the phenomenon of Red Cross leadership. Multiple analyses were performed in an effort to determine the factor solution with the best theoretical and statistical fit. Centroid factor analysis was performed first, with an attempt to hand-rotate the resulting factors. While varimax is a more mathematically exact way to rotate factors, hand-rotation is often used when there is a clear theoretical reason to rotate around a particular sort or group of sorts (McKeown & Thomas, 1988). In this case, hand-rotation was determined not to provide an advantage, so the centroid factor analysis was followed by a varimax rotation, first with three factors, then four factors, and finally five factors. The three factor solution had the strongest factors, but resulted in more non-significant sorts. The five factor solution accounted for the most variance and had less non-significant sorts, but resulted in a larger number of confounded sorts (those sorts that load significantly on more than one factor). The four factor solution was determined to represent the best balance of minimized confounded and non-significant sorts, and accounted for 43% of the variance.

To determine if a greater number of significant sorts could be captured, principal components factor analysis was performed with varimax rotation on four factors. While

this solution accounted for slightly more variance than the centroid/varimax four factor solution, it also resulted in a higher correlation between factors one and four ($r = 0.4891$). Due to this lack of distinction between two of the factors, the original centroid/varimax four factor solution was determined to be the best fit for this study. Table 3.2 compares the various solutions considered in this study.

Table 3.2

Potential Factor Solutions

Solution	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Non-significant	Con-founded	Explained Variance
Centroid Varimax 3 factors	13	3	7			14	3	38%
Centroid Varimax 4 factors	12	4	7	3		10	4	43%
Centroid Varimax 5 factors	6	4	6	2	3	7	12	45%
PCA Varimax 4 factors	9	8	5	6		5	7	48%

Once a final factor solution was chosen, the computer then generated a theoretical sort to represent each factor. An array position and z-score were identified for each statement on each factor. The array position indicates the column position of the statement in the theoretical sort, and ranges from -4 to 4. The z-score is a more exact measure of the distance of that statement from the mean, with a mean of zero representing a neutral statement. The theoretical sort for each factor as well as a complete list of each statement with its corresponding array position and z-score on each factor is included in Appendix C.

These theoretical sorts were used as the main tool of interpretation. Each factor was considered individually, first by just reading through the theoretical sort to begin to understand the perspective of this view of leadership. After this initial look, extreme statements were considered individually and in relationship to the other statements in the sort. At this point initial sketches of the factor were begun, and tentative names were given to each factor. The meaning in this initial sketch was extended by continuing to study the theoretical sort for the factor. Distinguishing statements were considered, as well as consensus statements. Finally, participant demographics and comments were utilized to deepen the understanding of each factor. The factor descriptions given in chapter four were informed by this entire analysis process.

Augmenting the interpretation of factors, the qualitative data of high and pure loaders on each factor was analyzed as a means of better understanding the factors. Statements from their report form and informal conversation helped flesh out the description of each factor.

Summary of Methodology

This chapter provided a detailed rationale for the use of Q-method to investigate the perceptions of Red Cross workers about their field leaders. The pilot study data and results were presented, and the chapter detailed the methodology for the study, including a description of the participants, instrumentation, procedures, and data analysis. More detailed information regarding data analysis is presented in Chapter 5, along with the findings of the study.

CHAPTER FOUR

RESULTS

The purpose of this study was to describe the perceptions of Red Cross workers, both paid staff and volunteers, toward their leaders in disaster emergency response situations. After a brief summary of final factor solution, this chapter provides a detailed description of the findings of the study, organized according to the research questions.

Final Factor Solution

Using a significance level of 0.40 (α = .01; McKeown & Thomas, 1988) to represent a loaded sort, the final factor solution resulted in 26 of 40 sorts defining only one factor. Ten of the original 40 sorts were non-significant on any factor, and four sorts were confounded by loading on multiple factors. In this final solution, only two participants had neither his or her actual or ideal sort load on any factor. Table 4.1 lists the extent to which each sort loaded on the four factors along with some basic demographic data.

Table 4.1

Final Factor Solution with Participant Demographics

	Sort	Factor 1	Factor 2	Factor 3	Factor 4	Age	Gender	Involved
BCS13	A	-0.1435	-0.1500	0.3847	-0.1036	51	F	3 years
	I	**0.4010X**	0.3634	-0.1160	0.0705			
BCS12	A	-0.2620	-0.1075	-0.1123	-0.1368	57	F	4 years
	I	0.1386	0.0904	-0.1002	0.2384			
BCS11	A	**0.6581X**	0.2629	0.2113	0.0225	49	F	6 mos
	I	**0.7241X**	0.0863	0.1555	0.1792			
BCS10	A	0.4244	-0.1385	0.3681	0.4488	45	M	10 years
	I	0.2771	-0.0745	0.1494	**0.5642X**			
BCS9	A	**0.4025X**	-0.1626	-0.2400	-0.1048	64	F	7 years
	I	0.3708	0.3507	0.0694	0.1113			
BCS8	A	0.0928	0.0235	0.0287	**-0.4486X**	53	M	5 years
	I	0.2106	0.2413	-0.2848	0.0021			
BCS7	A	0.1840	**-0.5319X**	-0.1177	-0.3616	72	M	3 years
	I	0.1315	0.0633	**0.7491X**	0.0380			
BCS6	A	0.3512	-0.1161	-0.1369	0.0159	68	M	4 years
	I	0.4466	0.5615	0.0773	0.3122			
BCS5	A	-0.1594	0.3005	0.3131	-0.0943	72	M	53 years
	I	0.3617	**0.4360X**	0.2639	0.1322			
BCS4	A	0.2944	0.3826	**0.5086X**	-0.1230	71	M	3 years
	I	0.5606	0.6107	0.3925	-0.1489			

BCS3	A	0.0284	**-0.4087X**	0.0119	0.0231	59	F	25-30 yr
	I	0.1798	**0.7682X**	0.1634	0.1315			
BCS2	A	**0.6316X**	0.3551	-0.1122	0.0427	61	F	19 years
	I	**0.7369X**	0.0057	-0.0492	0.0528			
BCS1	A	0.2565	0.1630	**0.6479X**	-0.0530	63	F	1 year
	I	0.1373	-0.0037	0.3193	0.1411			
OKC6	A	0.0358	-0.3291	0.0558	0.0151	52	F	1 year
	I	**0.4156X**	0.0239	0.2761	0.1180			
OKC5	A	0.0337	-0.2493	**-0.5469X**	-0.2374	34	M	3.5 yrs
	I	0.2248	0.3500	**0.6356X**	-0.0897			
OKC4	A	**0.7232X**	-0.2109	0.1746	-0.1240	65	F	6 years
	I	**0.6012X**	0.0784	0.2179	0.3091			
OKC3	A	-0.0137	0.0157	**0.5091X**	0.3421	46	F	1 year
	I	0.1143	-0.2154	**0.7013X**	0.0115			
OKC2	A	0.2536	0.3033	0.3265	0.2097	25	F	2 years
	I	0.2898	0.3527	0.1673	**0.5253X**			
OKC1	A	**0.6533X**	0.1708	0.3654	0.1110	66	M	9 mos
	I	**0.7914X**	0.0815	0.1673	0.1419			
W1	A	0.4630	0.3050	-0.0572	0.4423	50	M	1 year
	I	**0.5684X**	0.1829	0.1099	0.3748			

Defining Sorts	12	4	7	3		Total:	26
Explained Variance	17%	9%	11%	6%		Total:	43%

Defining sorts are shown in **bold**   A = actual; I = ideal

This conservative significance level resulted in stronger defining sorts and a cleaner solution than using a lower significance level. If $\alpha = .05$ had been used, the significance level would have been 0.31, resulting in an additional twelve confounded sorts, and seventeen non-significant sorts.

The final factor solution resulted in acceptably small correlations between the factors, as illustrated in table 4.2. No two factors had a correlation higher than 0.39. This indicates that while the four factors share some commonalities in the view of leadership they represent, the factors are different enough to represent unique views of the leadership phenomenon.

Table 4.2

Correlations Between the Factors

Factors	1	2	3	4
1	1.000			
2	0.2929	1.000		
3	0.3730	0.3105	1.000	
4	0.3877	0.3073	0.1988	1.000

In Q-methodology, consensus statements are those statements that do not show a significant difference between and among all the factors in the solution. In essence these statements represent the agreement among the four factors. In this study there were four consensus statements, which are shown in Table 4.8 along with their array position and z-score on each factor.

The first consensus statement is about pride: the leader "instills pride in me and others who are associated with him/her." This statement is mildly positive in all four

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factors. For all four views of leadership, this sort of pride in working with the leader seems to be seen as nice but not necessary. In contrast none of the views of leadership indicate followers who want the leader to notice every mistake, as evidenced by statement 28: "is diligent in keeping track of all mistakes so they can be quickly remedied." All four views of leadership seem to show an active leader, but a very positive one. They also seem to all agree that a leader who is a good teacher and coach (statement 29) is either helpful or at least not a bad thing. The leaders described in the first and third factor may or may not be a good teacher and coach, while the leaders described in the second and fourth factors almost always are good teachers and coaches.

Finally, all four views of leadership seem to be relatively neutral on the idea of a leader who "expresses concern for my personal needs and feelings and helps me feel a part of the group." This is particularly interesting when considered with statement 1, "insures that my immediate needs are met", which shows the greatest disagreement between and among the four factors. Factors one and three both describe a leader who is not focused on the immediate needs of the follower ($z=-1.18$ and $z=-0.72$ respectively), and likewise are slightly negative on expressing concern for the personal needs and feelings of the follower ($z=-0.10$ and $z=-0.49$ respectively). On the other hand, factor two is greatly concerned with the immediate needs of the follower ($z=2.04$), but this is not manifested through expressing concern for personal needs and feelings ($z=0.26$). Finally, factor four is neutral on both (statement 1, $z=0.03$; statement 30, $z=0.13$). These four unique views of leadership form the foundation of the results of this study, and will now be explored in depth.

Table 4.8

Consensus Statements with Array Positions and z-Scores

No.	Statement	Factor 1 Array Position z-score	Factor 2 Array Position z-score	Factor 3 Array Position z-score	Factor 4 Array Position z-score
9	Instills pride in me and others who are associated with him/her	1 0.47	2 0.96	1 0.23	1 0.23
28	Is diligent in keeping track of all mistakes so they can quickly be remedied	-2 -0.80	-3 -1.06	-3 -1.02	-1 -0.47
29	Is a good teacher and coach	0 0.16	2 0.63	2 0.67	0 -0.06
30	Expresses concern for my personal needs and feelings and helps me feel a part of the group	-1 -0.10	1 0.26	-1 -0.49	1 0.13

Research Question 1

The first research question of this study was: How do views of leadership vary among Red Cross workers? The analysis of the data showed four distinct views of leadership among Red Cross workers. Each of the four factors represents a unique perspective existing in the population of Red Cross workers and helps to better understand the workers who hold that particular view of leadership. These four views of leadership are described in the next few pages. The theoretical sorts, which provide a

visual representation of each factor, are provided in Appendix C.

Factor 1: Show Me the Way

The first factor is defined by twelve sorts, and is titled *Show Me the Way* because the followers in this view of leadership are looking to the leader for guidance, motivation, inspiration, and direction. This leader is active, not passive, and communicates clearly with the followers. The leader and the followers are committed to the Red Cross, and in general the followers are satisfied with their leader. There is a strong lack of focus on the group or team in this view of leadership. *Show Me the Way* leadership is not about the group or the individual followers but about the leader. In fact, the leader is what makes everything possible.

For the follower in this view of leadership, it is important that the leader be active rather than passive. The two most unlike statements for this view of leadership are "waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken" (statement 11, array position -4, z-score -2.03) and "does not interfere in the work of the group until problems are very serious" (statement 36, array position -4, z-score -1.87). In other words, this leader is in the middle of things. She does not rely on the group to make decisions or deal with problems, but is right there ready to take action and make things work, regardless of the feelings of the group about the matter. This is not leadership by delegation, where the leader might take an opportunity to find out what the group thinks or let them make the decision themselves, but instead is rather directive.

This directive nature of the leader's behavior is primarily exhibited by the ability to communicate clearly with followers. Language is particularly important to this

effective communication. The follower is looking to the leader to articulate a compelling vision (statement 8, array position 4, z-score 1.63) and to tell them in clear language exactly what needs to be done (statement 12, array position 3, z-score 1.50). The roles are clearly defined, and the leader is in charge. The follower looks to the leader for direction as well as motivation (statement 35, array position 2, z-score 0.81), empowerment (statement 10, array position 3, z-score 0.96), and to create a sense of calm (statement 34, array position 3, z-score 0.93). The follower would probably tell you that all this would not be possible without the leader, that it is almost like magic. In fact, this factor is the only view of leadership where magical energy (statement 22, array position 2, z-score 0.87) plays a significant role.

While the relationship between the leader and follower is paramount to this view of leadership, something else is at work here. These followers are committed to the Red Cross, and so are their leaders. The leader is "aware of the moral issues in the situation" (statement 31, array position 3, z-score 1.36). Another interesting way to look at this is to contrast statement 23, "is willing to make personal sacrifices if it will benefit the group or the people we are helping" (array position 1, z-score 0.48) with statement 16, "takes high personal risks when it will benefit the group" (array position -3, z-score-1.27). When personal risk or sacrifice is of potential benefit to the people being helped, it is to be considered. When it will just benefit the group, it is unnecessary.

Based on their comments, these followers are generally satisfied with the leadership they have received in the field from the Red Cross. Four of the seven loaded on this factor with both their actual and ideal sorts. One of these participants (BCS2) described the leader he was thinking of by saying she "exhibited great leadership and managerial skills in the face of staggering conditions, and continues to do so on a daily

basis." Another indicated the leader she was thinking of was the good experience of the followers recent two assignments (OKC4).

Finally, this view of leadership seems to be distinguished by a lack of focus on the group or team involved. Five of the six most unlike statements are group-focused, and several of the participants described their work as primarily solitary. One stated that she "worked alone" and "did my own thing" most of the time (BCS9). Several indicated they enjoyed working one on one with clients and did this regularly (BCS2, OKC6, and OKC4).

In summary, this view of leadership is not about the group, but about the leader and how he or she influences individual followers. The leader communicates directly with the follower, and makes things possible by their presence and actions. Table 4.4 provides the ten most like and ten least like statements for the *Show Me the Way* factor, along with each statement's array position and z-score.

Table 4.4

Most Like and Most Unlike Statements and Scores for Show Me the Way

No.	Statement	Array Position	z-Score
Most Like Statements			
4	Comes up with creative ways of looking at problems and solutions	4	1.666
8*	Articulates a compelling vision of the work we are doing and how it can be done better	4	1.627
12*	Tells me in clear language exactly what needs to be done	3	1.501
31*	Is aware of the moral issues on the situation and is careful to make decisions with this in mind	3	1.355
10	Empowers me to take action without supervision when I see things that need to be done	3	0.957
34	Creates a sense of calm that relieves my fears so that I can get important tasks done	3	0.923
22*	Has a magical energy about him/her that helps the group bond and be productive	2	0.872
35	Motivates by helping us understand how important the work we are doing is to the people we are helping	2	0.808
6	Displays a strong sense of power and confidence in everything he/she does	2	0.804
21*	Influences me and others in the group because we like	2	0.756

	and respect him/her		

Most Unlike Statements

11	Waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken	-4	-2.025
36	Does not interfere in the work of the group until problems are very serious	-4	-1.868
15	Talks about their most important values and beliefs to me and others in the group	-3	-1.312
16	Takes high personal risks when it will benefit the group	-3	-1.273
19	Relies on group members to make decisions about even the most critical issues	-3	-1.267
24	Follows the rules, no matter what	-3	-1.249
1	Insures that my immediate needs are met	-2	-1.179
20	Takes me by surprise by being unconventional when I least expect it	-2	-1.073
25	Is the reason I work harder than I normally would	-2	-0.846
28	Is diligent in keeping track of all mistakes so they can quickly be remedied	-2	-0.799

* indicates a distinguishing statement

Factor 2: See Me, Then Tell Me

The second factor is defined by four sorts, and is named *See Me, Then Tell Me* because these followers want to be seen for what they bring to the table, and then told what to do to contribute. This second factor is more about the follower than the leader. This follower is looking for a leader who is concerned about and focused on the follower and his needs. The follower wants to be seen, and wants to be told clearly what is expected and exactly what to do. The leader must earn the respect and trust of the follower in order to be successful. The leader is active, but in ways that empower and engage the follower and are of benefit.

The most like statement for this view of leadership is "insures that my immediate needs are met" (statement 1, array position 4, z-score 2.04). This distinguishing statement sets this view of leadership apart from the other factors by a strong focus on the follower. Of the top ten most like statements (see table 1.3), eight contain either "me" or "my" in the text. The language even seems to show this focus on self. This follower views the leader through a very personal lens – he is concerned that the leader be able to represent him to higher authority (statement 18, array position 3, z-score 1.73), and that the leader "is a good teacher and coach" (statement 29, array position 2, z-score 0.63) for him.

This follower also views respect and trust through a personal lens – the leader must earn it to have the follower's support. The second most like statement in this view of leadership is "has my highest respect", (statement 17, array position 4, z-score 1.88), while the third most like is "gives me reason to trust him/her completely" (statement 26, array position 3, z-score 1.80). This focus on respect or trust seems to be based on competence rather than commitment to the cause. Personal sacrifice on the part of the leader (statement 23, array position 0, z-score -0.33), talking about values (statement 15,

array position -1, z-score -0.41), and understanding the important moral issues (statement 31, array position 1, z-score 0.36) do not seem to be important to the follower, in fact he seems to be neutral on these issues. The leader can be committed to the cause or not, the follower will trust and respect the leader based on competence regardless of these issues.

This matter-of-fact approach to the leader is supported by the comments of the participants who defined this factor. All three participants noted what their occupation was, and were very specific about their involvement in the Red Cross. Two of the participants are engineers (BCS5 & BCS7). Overall they appear to be self-confident and very clear on what they bring to the Red Cross disaster relief effort. These comments support the idea that these followers want to be seen first for what they can bring, then told how to use those skills.

These followers clearly want an active rather than passive leader. They do not want someone who waits to take action until things go wrong (statement 11, array position -4, z-score -1.66), nor do they want someone who will wait to interfere until problems are serious (statement 36, array position -4, z-score -1.55). On the other hand, they know their own skills and competencies and want to take action themselves. They want a leader who empowers them to take action without supervision (statement 10, array position 3, z-score 1.29), and who tells the group in specific terms who is responsible for what task (statement 27, array position 2, z-score 0.64). If they are going to be responsible for a task, they want to know in clear language exactly what needs to be done (statement 12, array position 2, z-score 0.53), and they want the rest of the group clear on the fact that they are the responsible ones for that particular task.

Articulating a vision (statement 8, array position 1, z-score 0.32) is neutral to them. This distinguishes them from the other factors, who are either positive or negative

on the need for vision. For the *See Me, Then Tell Me* follower, vision is irrelevant, as is creativity (statements 4 & 32, both array position -1, z-score -0.63 and -0.37 respectively). As long as their needs are met and the task is clearly defined, they are ready for action. In fact, this follower is potentially hindered by a leader they would describe as too motivational and soft. They do not want a leader who takes them by surprise (statement 20, array position -3, z-score -1.16), or who is worried about motivating and inspiring them (statements 7 & 35, both array position -2, z-score -0.83 and -0.95 respectively). They just want a competent leader who knows what they are doing, knows what their followers are capable of, and tells them what to do.

It is important to note that this follower would not describe themselves as a self-focused follower. While they indicated their immediate needs were important (statement 1, array position 4), they are not terribly concerned about the leader expressing concern for their personal needs and feelings (statement 30, array position 1, z-score 0.26), nor are they concerned about being rewarded for their efforts (statement 14, array position 0, z-score 0.06).

This view of leadership is not about the leader, the group, or the task. Instead, it is focused on the follower, both their needs and how they can contribute. Table 4.5 provides the ten most like and ten least like statements for the *See Me, Then Tell Me* factor, along with each statement's array position and z-score.

Table 4.5

Most Like and Most Unlike Statements and Scores for See Me, Then Tell Me

No.	Statement	Array Position	z-Score
Most Like Statements			
1*	Insures that my immediate needs are met	4	2.038
17*	Has my highest respect	4	1.880
26	Gives me reason to trust him/her completely	3	1.803
18	Is effective in representing me to higher authority	3	1.727
21	Influences me and others in the group because we like and respect him/her	3	1.307
10	Empowers me to take action without supervision when I see things that need to be done	3	1.288
9	Instills pride in me and others are are associated with him/her	2	0.961
27	Tells the group in specific terms who is responsible for each task	2	0.637
29	Is a good teacher and coach	2	0.627
12	Tells me in clear language exactly what needs to be done	2	0.527
Most Unlike Statements			
11	Waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken	-4	-1.663

36	Does not interfere in the work of the group until problems are very serious	-4	-1.547
3	Encourages us to do things in ways that do not incur much risk	-3	-1.410
20	Takes me by surprise by being unconventional when I least expect it	-3	-1.164
6	Displays a strong sense of power and confidence in everything he/she does	-3	-1.084
28	Is diligent in keeping track of all mistakes so they can be remedied	-3	-1.059
24	Follows the rules, no matter what	-2	-1.005
35*	Motivates by helping us understand how important the work we are doing is to the people we are helping.	-2	-0.945
7*	Brings up new ideas and possibilities that inspire me and others	-2	-0.830
19	Relies on group members to make decisions about even the most critical issues	-2	-0.730

* indicates a distinguishing statement

Factor 3: Stand Beside Me

Factor three is defined by seven sorts, and is named *Stand Beside Me* because these followers are interested in a leader who is focused on the work at hand and will work in concert with the follower. This follower approaches the work from a level of personal competence and confidence, and is motivated because they believe in the work. They want a leader who can connect these two important pieces of the puzzle.

The real focus of this view of leadership is the work. There is no need for a compelling vision from the leader (statement 8, array position -3, z-score -1.59) because the follower and leader are already on the same page about the importance of the work at hand. Rules are likewise unnecessary (statement 24, array position -4, z-score -2.17) because decision-making is based on the situation. These followers are highly internally motivated, and so do not want a micro-managing leader who will keep track of mistakes (statement 28, array position -3, z-score -1.02) or worry much about managing the group or the work. Instead the leader motivates by their own focus on the importance of the work (statement 35, array position 2, z-score 1.08) and their understanding of the moral issues involved (statement 31, array position 2, z-score 0.58).

Maybe even more important than the focus on the work at hand is the commitment to the work and the issue by the leader. The follower expects the leader to take high personal risks (statement 16, array position 3, z-score 1.52) and be willing to make personal sacrifices (statement 23, array position 3, z-score 1.33) when it will help the cause. Both of these statements distinguish this factor from the other three factors. When the follower perceives the leader to be focused on and committed to the work, he will trust and respect the leader. This trust and respect will only be granted, however, when the leader gives the follower reason to trust him (statement 26, array position 4, z-

score 1.81).

Competence is key for this view of leadership. This follower expects the leader to know what they are doing and to take action based on this knowledge. The leader needs to be a good problem-solver, and able to look at the situation creatively (statement 4, array position 4, z-score 2.04). They are not interested in a leader who is trying too hard by surprising people (statement 20, array position -4, z-score -1.74), talking about their personal values and beliefs (statement 15, array position -3, z-score -0.91), or trying to articulate a vision (statement 8, array position -3, z-score -1.59). They are not worried about the leader being powerful and confident (statement 6, array position -2, z-score -0.68), just competent and committed.

This follower is confident in their own competence, as evidenced by the comments offered by the participants who help define this factor. While each had no more than three years experience in the Red Cross, they all listed at least three different disasters in which they had participated in the response and 5-15 training experiences. This high level of involvement in a short period of time indicates a strong commitment to the Red Cross as well as a desire to be competent in whatever they take on. Unlike the other factors, this view of leadership is neutral on the leader relying on group members to make decisions about critical issues (statement 19, array position 0, z-score 0.12). This follower knows he and his colleagues are capable of making decisions, so he is not worried about who makes decisions. If the leader leaves it up to him, he'll know what to do. If the leader makes the decision, the follower will go with it.

More than the other three factors, this view of leadership is egalitarian and shares power between the leader and the follower. This follower does not look up to the leader for direction, inspiration, or to meet his needs, but instead looks beside him at the leader

for a companion on the road. One participant (OKC3), whose actual and ideal sorts both

helped define this factor, described the leader he was depicting this way: "Wanted you to

do the job and let him do his. But always someone you could go to."

The idealistic followers who represent the *Stand Beside Me* view of leadership

desire a leader who will not tell them what to do, but will stand beside them and take the

same risks they are willing to take. Table 4.6 provides the ten most like and ten least like

statements for the *Stand Beside Me* factor, along with each statement's array position and

z-score.

Table 4.6

Most Like and Most Unlike Statements and Scores for Stand Beside Me

No.	Statement	Array Position	z-Score
Most Like Statements			
4	Comes up with creative ways of looking at problems and solutions	4	2.035
26	Gives me reason to trust him/her completely	4	1.806
10	Empowers me to take action without supervision when I see things that need to be done	3	1.522
16*	Takes high personal risks when it will benefit the group	3	1.520
23*	Is willing to make personal sacrifices if it will benefit the group or the people we are helping	3	1.331
21	Influences me and others in the group because we like and respect him/her	3	1.326
35	Motivates by helping us understand how important the work we are doing is to the people we are helping	2	1.084
29	Is a good teacher and coach	2	0.668
31	Is aware of the moral issues in the situation and is careful to make decisions with this in mind	2	0.576
36	Does not interfere in the work of the group until problems are very serious	2	0.473

Most Unlike Statements

24	Follows the rules, no matter what	-4	-2.171
20	Takes me by surprise by being unconventional when I least expect it	-4	-1.736
8*	Articulates a compelling vision of the work we are doing and how it can be done better	-3	-1.593
11	Waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken	-3	-1.221
28	Is diligent in keeping track of all mistakes so they can quickly be remedied	-3	-1.018
15	Talks about their most important values and beliefs to me and others in the group	-3	-0.913
34*	Creates a sense of calm that relieves my fears so that I can get important tasks done	-2	-0.763
1	Insures that my immediate needs are met	-2	-0.724
3	Encourages us to do things in ways that do not incur much risk	-2	-0.707
6	Displays a strong sense of power and confidence in everything he/she does	-2	-0.684

* indicates a distinguishing statement

Factor 4: Please Understand Me

Factor four is defined by three sorts, and is named *Please Understand Me* because of the very individualized, personal view of leadership it represents. This view of leadership requires the leader to understand the follower as an individual, and interact with the follower in ways that are consistent with this understanding. The relationship between the leader and the follower is the key to this view of leadership. The leader is still active, but this is about feeling more than acting.

The leader in the *Please Understand Me* view sees the limitations of workers and volunteers (statement 13, array position 3, z-score 1.58) and recognizes the things he is really good at (statement 5, array position 3, z-score 1.32). These two statements are both distinguishing, indicating that their high placement is significantly different from the other three factors. Being rewarded for individual efforts is also critical for this follower (statement 14, array position 4, z-score 1.73). They want to be understood as an individual by the leader.

In addition to being understood, they want a leader who will make decisions and interact with them in ways that are specific to them. They want a leader who makes decisions intuitively (statement 33, array position 4, z-score 1.80), and helps them capitalize on their skills (statement 5, array position 3, z-score 1.32) and work around their limitations (statement 13, array position 3, z-score 1.58). The leader does not make decisions based strictly on rules, guidelines, or facts, but instead is able to use intuition to discern the appropriate action to take as well as the tasks most appropriate for each follower.

These followers also want a leader to represent them to higher authority (statement 18, array position 3, z-score 1.66). This representation is not about the group,

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but about the individual follower. The leader in this view will know how to talk to higher authority figures about each of their individual reports, rather than discussing the group as a whole. For the follower, this representation and understanding of them as individuals is more important than what the leader brings to the situation. A leader with magical energy (statement 22, array position 0, z-score 0.09) who is willing to make personal sacrifices (statement 23, array position -2, z-score -0.61), articulate a vision (statement 8, array position -2, z-score -0.86) or be unconventional (statement 20, array position -3, z-score -1.35) is not important, and in fact only takes away from the relationship between the leader and the follower. This relationship is the key to this view of leadership.

This does not mean the leader is not active. On the contrary, this is not a leader who waits to take action (statement 11, array position -4, z-score -1.85) or relies on group members for decision-making (statement 19, array position -3, z-score -1.15). But the importance in this view of leadership is placed on feeling. The leader is intuitive (statement 33, array position 4, z-score 1.80) and confident (statement 6, array position 2, z-score 1.03). The leader inspires the follower (statement 7, array position 2, z-score 0.91) and drives the follower to succeed (statement 2, array position 2, z-score 0.59).

The *Please Understand Me* view of leadership is about personal relationships and leadership that stems out of these relationships. The leader must know the follower, individualize their leadership actions to address the follower directly. Table 4.7 provides the ten most like and ten least like statements for the *Please Understand Me* factor, along with each statement's array position and z-score.

Table 4.7

Most Like and Most Unlike Statements and Scores for Please Understand Me

No.	Statement	Array Position	z-Score
Most Like Statements			
33*	Uses intuition and past experience to inform decision-making	4	1.803
14*	Consistently rewards me for my efforts and makes me feel good about the work I am doing	4	1.731
18	Is effective in representing me to higher authority	3	1.658
13*	Sees the limitations of workers and volunteers and helps me and others work within and around these limitations	3	1.578
5*	Recognizes the things I'm really good at and finds ways for me to capitalize on these skills	3	1.316
34	Creates a sense of calm that relieves my fears so that I can get important tasks done	3	1.109
6	Displays a strong sense of power and confidence in everything he/she does	2	1.029
7	Brings up new ideas and possibilities that inspire me and others	2	0.911
12	Tells me in clear language exactly what needs to be done	2	0.702
2	Drives me to succeed in everything I do	2	0.585

Most Unlike Statements

24	Follows the rules, no matter what	-4	-1.884
11	Waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken	-4	-1.848
16	Takes high personal risks when it will benefit the group	-3	-1.578
20	Takes me by surprise by being unconventional when I least expect it	-3	-1.352
3	Encourages us to do things in ways that do not incur much risk	-3	-1.226
19	Relies on group members to make decisions about even the most critical issues	-3	-1.146
8*	Articulates a compelling vision of the work we are doing and how it can be done better	-2	-0.856
21*	Influences me and others in the group because we like and respect him/her	-2	-0.828
23	Is willing to make personal sacrifices if it will benefit the group or the people we are helping	-2	-0.605
32	Has a creative method to guiding work	-2	-0.585

* indicates a distinguishing statement

These four factors each represent a unique view of leadership found in the population of Red Cross workers. While the scope of this study does not allow a determination regarding the dispersion of these views within the population of Red Cross workers, it does indicate that all these views exist and may represent both actual and ideal views of leadership among Red Cross workers.

Research Question 2

The second research question of this study was: How do the patterns of Red Cross workers' descriptions of their leaders' actual behavior differ according to their ideal expectations of their leaders? To answer this question we need to look at each participant and compare their actual and ideal sorts. Table 4.8 presents this information.

Overall five of the twenty participants defined the same factor for both their actual and ideal sort, indicating that their view of their actual and ideal leader were the same. Two participants who defined the same factor for actual and ideal had an actual sort correlated negatively to the factor, indicating their actual leader was the opposite of their ideal leader. Only one participant changed from one factor to another between actual and ideal: participant BCS7 had a significant negative load on factor two for their actual sort, and a significant positive load on factor three for their ideal sort. The remaining participants only showed a significant, non-confounded load on either actual or ideal, but not both.

Table 4.8

Actual versus Ideal Loads of each Participant

Participant	Actual Load	Ideal Load
BCS13	Non-significant	Factor 1: Show Me the Way
BCS12	Non-significant	Non-significant
BCS11	Factor 1: Show Me the Way	Factor 1: Show Me the Way
BCS10	Confounded (1 & 4)	Factor 4: Please Understand Me
BCS9	Factor 1: Show Me the Way	Non-significant
BCS8	* Factor 4: Please Understand Me	Non-significant
BCS7	* Factor 2: See Me, Then Tell Me	Factor 3: Stand Beside Me
BCS6	Non-significant	Confounded (1 & 2)
BCS5	Non-significant	Factor 2: See Me, Then Tell Me
BCS4	Factor 3: Stand Beside Me	Confounded (1 & 2)
BCS3	* Factor 2: See Me, Then Tell Me	Factor 2: See Me, Then Tell Me
BCS2	Factor 1: Show Me the Way	Factor 1: Show Me the Way
BCS1	Factor 3: Stand Beside Me	Non-significant
OKC6	Non-significant	Factor 1: Show Me the Way
OKC5	* Factor 3: Stand Beside Me	Factor 3: Stand Beside Me
OKC4	Factor 1: Show Me the Way	Factor 1: Show Me the Way
OKC3	Factor 3: Stand Beside Me	Factor 3: Stand Beside Me
OKC2	Non-significant	Factor 4: Please Understand Me
OKC1	Factor 1: Show Me the Way	Factor 1: Show Me the Way
W1	Confounded (1 & 4)	Factor 1: Show Me the Way

* indicates a negative load

Examining this information by factor gives additional insight. Factor one, entitled *Show Me the Way*, is defined by twelve total sorts, five actual and seven ideal. None of these loads is negative. Eight of the twelve sorts are represented by four people, who all loaded significantly on factor one with both their actual and ideal sorts. Of the remaining four sorts, three are ideal and one is actual. These four participants all showed a non-significant or confounded load on the other sort. In general these leaders appear to be fairly satisfied, and the difference between actual and ideal is minimal.

The second factor, entitled *See Me, Then Tell Me*, is defined by four sorts, two positive, both ideal, and two negative, both actual. In other words, two followers identified this type of leader as what they were looking for, while two followers identified this type of leader as the opposite of their actual leader. Two of these sorts are represented by the same person, whose actual sort had a significant negative load on factor two and whose ideal sort had a significant positive load on factor two. One participant whose actual sort had a significant negative load on factor two (BCS7) had a significant positive load on factor 3. Overall this seems to indicate that the *See Me, Then Tell Me* view of leadership is one that some Red Cross workers are looking for, but not one Red Cross leaders are exhibiting.

The third factor, entitled *Stand Beside Me*, is defined by seven sorts, four actual and three ideal. One of the actual sorts in negative. This factor shows the most variety in changes between actual and ideal. Two participants (BCS4 & BCS1) had actual sorts that were positively loaded on this factor, and ideal sorts that were either non-significant or confounded. One participant, BCS7, had an ideal sort that had a positive load on factor 3, and an actual sort with a negative load on factor two. Two participants had both their

actual and ideal sorts on factor three, but for one of those participants their actual sort had a negative load on factor three. The pattern of actual and ideal sorts does not tell us much about factor three.

The fourth factor, entitled *Please Understand Me,* is defined by three sorts, two ideal and one actual, all from different participants. The actual sort is negatively loaded, indicating the leader was the opposite of this view of leadership. Similar to factor two, this seems to indicate that factor four represents a view of leadership that some Red Cross workers are looking for, but not a view they perceive from their Red Cross leaders.

The comparison of actual and ideal loads for each participant and within each factor does not yield a great deal of insight. What is evident is that there is not a lot of movement from one factor to another. In addition, each factor is defined by both actual and ideal sorts, indicating there is no one factor that is typically only ideal or only actual. The examination of actual and ideal sorts provides some insight into the individual factors, but does not result in a clear pattern of difference between actual and ideal.

Research Question 3

The third research question of this study asked: Does charismatic leadership theory or transformational leadership theory help us understand the patterns of Red Cross workers' perceptions? In order to answer this research question each factor is compared to both charismatic leadership theory and transformational leadership theory in the following pages. It is important to note that the majority of the statements used in the Q-set came from charismatic and transformational leadership theories. Due to this, it is expected that there will be a relationship between each of these theories and the four

factors that make up the results of the study. Thus, this research question attempts to understand how the patterns described by the four factors relate to the structure of the theories rather than just asserting that the four factors show some of the characteristics of each theory.

Charismatic Leadership

Charismatic leadership is a psychological (as opposed to sociological) theory of leadership with a strong emphasis on follower attribution. While all current theories of charismatic leadership stem from Max Weber's writings regarding charismatic authority in the political and economic arena (Weber, 1947), the most thorough and often used theory of charismatic leadership was developed by Conger and Kanungo (1988, 1998). They describe five behavioral dimensions of charismatic leaders and three stages of charismatic leadership. For comparison with the factor results of this study, their behavioral dimensions will be used: sensitivity to environmental context, strategic vision and articulation, sensitivity to member needs, personal risk, and unconventional behavior. Each factor seems to be more closing aligned with one or more of the behavioral dimensions, and at odds with at least one of the dimensions.

Show Me the Way. Two charismatic behavioral dimensions show close alignment with the *Show Me the Way* leader: sensitivity to environmental context and strategic vision and articulation. Articulating a compelling vision (statement 8, array position 4, z-score 1.63) is one the two most like statements in this view of leadership, indicating this behavioral dimension is critical to the success of this leader. Communication is also key for this view of leadership, further emphasizing the importance of articulation.

Sensitivity to environmental context shows up in several ways for this the *Show Me the Way* leader. Being aware of moral issues (statement 31, array position 3, z-score 1.36) is one way of understanding the context, as is being able to motivate followers by helping them understand the importance of the work (statement 35, array position 2, z-score 0.81). Coming up with creative ways of looking at problems and solutions (statement 4, array position 4, z-score 1.67) also indicates a sensitivity to environmental context by using creativity to understand how to best solve problems within the current context.

Personal risk is another behavioral dimension of charismatic leadership that is acceptable for the *Show Me the Way* view of leadership, but only when it helps the cause. These participants preferred a leader who "is willing to make personal sacrifices if it will benefit the group or the people we are working with" (statement 23, array position 1, z-score 0.48), but did not appreciate a leader who "takes high personal risks when it will benefit the group" (statement 16, array position -3, z-score -1.27). These followers do not seem to appreciate personal risk or sacrifice unless it is tied directly to the cause.

The charismatic behavioral dimension of sensitivity to member needs seems to be rather neutral in this view of leadership. While the participants indicated it was helpful to have a leader that creates a sense of calm that relieves their fears (statement 34, array position 3, z-score 0.92), they were unconcerned about receiving rewards (statement 14, array position -1, z-score -0.32), having the leader express personal concern for them (statement 30, array position -1, z-score -0.10), or having a leader who met their immediate needs (statement 1, array position -2, z-score -1.18).

Finally, the *Show Me the Way* view of leadership does not value unconventional

behavior, at least not overtly. This seems to be consistent across the four views of leadership. In this case statement 20, "takes me by surprise by being unconventional when I least expect it," was ranked fairly low, with an array position of -2 and a z-score of -1.073. This view of leadership does value creativity when related to problem-solving (statement 4, array position 4, z-score 1.67), but not necessarily when guiding work (statement 32, array position 0, z-score 0.39).

See Me, Then Tell Me. In contrast to the *Show Me the Way* leader, the *See Me, Then Tell Me* view of leadership highly values sensitivity to member needs. The leader insuring that the follower's immediate needs are met (statement 1, array position 4, z-score 2.04) is critical to this view. While the follower in this view indicated that the leader expressing concern for their personal needs (statement 30, array position 1, z-score 0.26) was not important, this seems to be more a matter of not needing sensitivity to member needs to be obvious, but rather just taken care of.

Other than sensitivity to member needs, most of the other charismatic behavioral dimensions are neutral or negative for the *See Me, Then Tell Me* view of leadership. Strategic vision and articulation is primarily neutral (statement 8, array position -1, z-score 0.32), but the telling form of communication is important (statements 12 & 27, array position 2, z-score 0.53 and 0.64 respectively). Sensitivity to environmental context is also primarily neutral, verging on negative. This view of leadership is not focused on the moral issues of the situation (statement 31, array position 1, z-score 0.36), and in fact is distinguished from the other factors by a clear negative perception of motivation through understand the importance of the work (statement 35, array position -2, z-score -0.95).

Personal risk is also neutral for the *See Me, Then Tell Me* leader. This is particularly interesting because it is the only factor which is neutral on this dimension; the other factors are either positive or negative about personal risk, but not neutral. This follower just does not seem to be worried about the leader making personal sacrifices to benefit the group or people being helped (statement 23, array position 0, z-score -0.33) or taking high personal risks to benefit the group (statement 16, array position -1, z-score -0.42).

Similar to the other factors, the *See Me, Then Tell Me* view of leadership is not interested in being surprised by unconventional behavior (statement 20, array position -3, z-score -1.16). Creativity, on the other hand, is fairly neutral (statements 4 & 32, array position -1, z-score -0.63 and -0.37 respectively), indicating it is not negative for the leader to be creative but creativity is not valued by this follower.

Stand Beside Me. The most critical of the charismatic behavioral dimensions for the *Stand Beside Me* view of leadership is personal risk. This is the only view of leadership that strongly values personal risk and sacrifice (statements 16 & 23, array position 3, z-score 1.52 and 1.33 respectively). For this view of leadership, personal risk and sacrifice on the part of leader indicates commitment to a cause, and therefore reason to trust the leader. This sort of reasoning is exactly why personal risk is important to the theory of charismatic leadership.

Of the other behavioral dimensions of charismatic leadership, only sensitivity to environmental context seems to be important to the *Stand Beside Me* view of leadership. This view of leadership is concerned with the moral issues at stake in the situation (statement 31, array position 2, z-score 0.58), and is motivated by focusing on the

importance of the work (statement 35, array position 2, z-score 1.08). In fact, in many ways this view of leadership is primarily about the environmental context. The follower is most concerned with the work at hand, and that the leader is committed to that work. Personal risk is one way they show that, but that risk is taken because of their sensitivity to the environmental context.

Perhaps because of this focus on the context the other behavioral dimensions of charismatic leadership are either unimportant or negative for this view of leadership. Sensitivity to member needs is unimportant. The follower is not concerned with the leader expressing concern for their personal needs (statement 30, array position -1, z-score -0.49), representing them to higher authority (statement 18, array position -1, z-score -0.65), or being rewarded for their efforts (statement 14, array position 0, z-score -0.01). In fact, a leader who helps relieve their fears (statement 34, array position -2, z-score -0.76) and meet their immediate needs (statement 1, array position -2, z-score -0.72) is a negative for view of leadership.

Strategic vision and articulation (statement 8, array position -3, z-score -1.59) is even more negative for this view of leadership. As discussed in the description of this factor earlier in this chapter, this follower does not feel the need for the leader to articulate a vision when they are both so clearly on the same page about the work at hand, or, in the language of charismatic leadership, the environmental context.

Finally, unconventional behavior is an even bigger negative for the "Stand Beside Me" view of leadership. The follower is not interested in being surprised by unconventional behavior (statement 20, array position -4, z-score -1.74). Creativity in guiding work is acceptable, but unnecessary (statement 32, array position -1, z-score -

0.34), although creativity related to problem-solving is valued (statement 4, array position 4, z-score 2.04).

Please Understand Me. The *Please Understand Me* factor is dissimilar to the other factors in that it shows no strong connection to a behavioral dimension of charismatic leadership. It does show a connection to part of the concept of sensitivity to environment and sensitivity to member needs, but is somewhat negative regarding the other three behavioral dimensions of charismatic leadership.

The *Please Understand Me* view of leadership does appreciate sensitivity to environmental context, but not in the vein of the situation as some of the other views indicate. Instead, this view of leadership is interested in environmental context when it is related directly to the follower. For instance, this view of leadership places a strong value on a leader who can see the limitations of workers and volunteers (statement 13, array position 3, z-score 1.58), and who can recognize what the follower is good at and find ways to use those skills (statement 5, array position 3, z-score 1.32). On the other hand, awareness of moral issues (statement 31, array position -1, z-score -0.50) and motivation by focusing on the importance of the work (statement 35, array position 1, z-score 0.44) are both relatively neutral in the *Please Understand Me* view of leadership.

It is no surprise, with this focus on the context of the individual, that this view of leadership is also concerned with sensitivity to member needs. Here again, though, this sensitivity is specific. The follower values a leader who rewards him for his efforts (statement 14, array position 4, z-score 1.73), and effectively represents him to higher authority (statement 18, array position 3, z-score 1.66), but is uninterested in a leader who works to meet their immediate needs (statement 1, array position 0, z-score 0.03) or

expresses concern for their personal needs (statement 30, array position 1, z-score 0.13). This follower seems to desire a sensitivity toward his needs, but desires this expressed as action rather than overtly expressing concern for his needs.

The *Please Understand Me* view of leadership does not seem connected to the other three behavioral dimensions of charismatic leadership. Articulation of a vision (statement 8, array position -2, z-score -0.86) is not an important part of this view of leadership. Personal risk has a negative connotation in this view of leadership, whether it is described as risk (statement 16, array position -3, z-score -1.58) or sacrifice (statement 23, array position -2, z-score -0.61), or whether it benefits the group only (statement 16, array position -3, z-score -1.58) or benefits both the group and the people in need (statement 23, array position -2, z-score -0.61). This follower seems to be much more focused on their relationship to the leader, and risk and sacrifice do not contribute to this relationship.

Finally, the *Please Understand Me* view of leadership, like the other three views, does not value unconventional behavior, particularly overtly unconventional behavior intended to surprise (statement 20, array position -3, z-score -1.35). Even creativity for this view of leadership is more negative or neutral, when guiding the work (statement 32, array position -2, z-score -0.59) or used in problem-solving (statement 4, array position 0, z-score 0.03).

This detailed look at charismatic leadership theory in comparison to the four factors of this study provides some insight into the usefulness of the theory in studying disaster field leaders. Transformational leadership is another way to consider the four factors in this study.

Transformational Leadership

Transformational leadership is a broader leadership theory that also has a rich history, stemming from James MacGregor Burns' transforming leadership (Burns, 1978). Bass broke the theory down into separate components and empirically tested the theory (Bass, 1985). After much testing and revision by Bass and colleagues, his theory now includes six components: inspirational, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and *laissez-faire* leadership (Alimo-Metcalfe & Alban-Metcalfe, 2001; Avolio et al., 1999; Bass, 1988). Charisma, inspirational, intellectual stimulation, and individualized consideration were theorized to be associated with transformational leadership, while contingent reward and management-by-exception were part of a more transactional form of leadership. *Laissez-faire* leadership stood on its own as a passive form of leadership (Bass, 1988).

Similar to charismatic leadership, each factor in this study shows similarity to some components of transformational leadership and not others. Only one component of the transformational leadership model is negative on all four factors, *laissez-faire* leadership. This is consistent with the theory.

Show Me the Way. Inspiration is important to the *Show Me the Way* view of leadership, as might be guessed from the title. Articulating a compelling vision is one of the highest ranked statements (statement 8, array position 4, z-score 1.63), and power and confidence on the part of the leader are also valued (statement 6, array position 2, z-score 0.80). Motivation (statement 35, array position 2, z-score 0.81) and influence (statement 21, array position 2, z-score 0.76) are key to this view of leadership, as is magical energy

(statement 22, array position 2, z-score 0.87).

Intellectual stimulation is also important for the *Show Me the Way* view of leadership, particularly related to empowerment (statement 10, array position 3, z-score 0.96), and creativity in problem-solving (statement 4, array position 4, z-score 1.67). Individualized consideration, on the other hand, is more negative. The follower in this view is not worried about being represented to higher authority (statement 18, array position -1, z-score -0.75), or a leader who expresses concern for her personal needs and feelings (statement 30, array position -1, z-score -0.10). Even less important is the desire to have the leader focus on her immediate needs (statement 1, array position -2, z-score -1.18).

When it comes to the transactional elements, the *Show Me the Way* view of leadership is neutral to positive. Contingent reward is neutral, both from the perspective of actual rewards (statement 14, array position -1, z-score -0.32) and being told specifically who is responsible for each task (statement 27, array position 1, z-score 0.39). Management-by-exception, on the other hand, moves into the more positive realm when it involves being told in clear language exactly what needs to be done (statement 12, array position 3, z-score 1.50). Keeping track of mistakes, on the other hand, is not valued (statement 28, array position -2 -0.80).

Laissez-faire leadership, similar to the other factors, is not valued. In this case the two statements most related to this style of leadership are the lowest ranked statements in this factor: "waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken" (statement 11, array position -4, z-score -2.03), and "does not interfere in the work of the group until problems are very serious"

(statement 36, array position -4, z-score -1.87).

   See Me, Then Tell Me. It should not be surprising that the component of transformational leadership most closely aligned with the *See Me, Then Tell Me* view of leadership is individualized consideration. This view of leadership is very concerned with the immediate needs of the follower (statement 1, array position 4, z-score 2.04), as well as representing the follower to authority (statement 18, array position 3, z-score 1.73). More overt individualized consideration, such as expressing concern for the personal needs of followers (statement 30, array position 1, z-score 0.26), is not as important but still not negative.

   Inspirational leadership is only important to this view of leadership when it is connected to respect. The follower describes the leader as having his highest respect (statement 17, array position 4, z-score 1.88), and is influenced when he respects the leader (statement 21, array position 3, z-score 1.31). Items related more directly to the leader, such as displaying power and confidence (statement 6, array position -3, z-score -1.08) and inspiration through new ideas (statement 7, array position -2, z-score -0.83), are not valued by this view of leadership. Perhaps the follower in this view of leadership is only inspired by actions on the part of the leader that directly impact the follower, rather than actions that impact the greater group or issue at hand.

   Intellectual stimulation is also not important to this view of leadership. Creativity related to problem-solving and guiding work is neutral (statements 4 & 32, array position -1, z-score -0.63 and -0.37 respectively). This follower seems to value being given specific instructions over being stimulated intellectually. A stronger preference for management-by-exception follows from this. These followers appreciate a leader who

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tells them in specific terms who is responsible for what (statement 27, array position 2, z-score 0.64) and exactly what needs to be done (statement 12, array position 2, z-score 0.53). They are not necessarily looking for rewards, though (statement 14, array position 0, z-score 0.06), and therefore are neutral on contingent reward.

The *See Me, Then Tell Me* view of leadership, similar to the *Show Me the Way* view, is very negative on *laissez-faire* leadership, rating waiting to take action until things go wrong (statement 11, array position -4, z-score -1.66) and not interfering with the work of the group (statement 36, array position -4, z-score -1.55) as the two most unlike statements. They may not want to be inspired, but they also do not want to be left alone.

Stand Beside Me. Intellectual stimulation is the only component of transformational leadership that shows a strong connection to the *Stand Beside Me* view of leadership. This makes intuitive sense, being that this view of leadership is concerned with the work at hand. The follower is not concerned about other aspects of leadership until they have established that the leader is committed to the work. Creativity in problem-solving (statement 4, array position 4, z-score 2.04) is paramount, and motivation through discussion of the importance of the work is the only way to inspire (statement 35, array position 2, z-score 1.08).   Inspirational leadership also has a positive relationship with the *Stand Beside Me* view of leadership, but not in the obvious way it does with some of the other views. In this case actions and words are only inspirational when they are connected to the work. Again, this leader motivates by helping followers understand the importance of the work (statement 35, array position 2, z-score 1.08), and makes decisions with the moral issues of the situation in mind (statement 31, array

position 2, z-score 0.58). Influence is based on respect (statement 21, array position 3, z-score 1.33), but this respect can only be earned through personal risk and sacrifice that benefits the cause (statements 16 & 23, array position 3, z-score 1.52 and 1.33 respectively).

The *Stand Beside Me* view of leadership is neutral, almost negative regarding individualized consideration. These followers are unconcerned with rewards (statement 14, array position 0, z-score -0.01) or having the leader express concern for their personal needs (statement 30, array position -1, z-score -0.49). The are even less concerned with the leader trying to meet their immediate needs (statement 1, array position -2, z-score -0.72). One can almost imagine this follower saying something like, "if the leader pays attention to my needs that is fine, but only if it does not get in the way of the work we are doing."

It follows from this that this view of leadership is neutral to negative on both components of transactional leadership. Contingent rewards are truly unimportant to them (statement 14, array position 0, z-score -0.01). The management-by-exception rule of telling the group and individuals in specific terms who is responsible for each task (statement 27, array position -1, z-score -0.27) and exactly what needs to be done (statement 12, array position 0, z-score 0.12) are also unimportant. If the leader gets this specific, the follower will take their direction because they believe the leader has the best interest of the people they are helping in mind. If the leader is not this directive, the follower will figure out what to do because they are motivated by the same thing.

As with the other views of leadership, the *Stand Beside Me* view of leadership is not interested in a passive leader. This view is distinguished, however, but a willingness

to accept more passive leadership when necessary. They do not want a leader to wait to take action until things go wrong (statement 11, array position -3, z-score -1.22), but in fact they do not want the leader to interfere in the work of the group until problems are serious (statement 36, array position 2, z-score 0.47). This leader must strike the delicate balance between trusting the followers to be committed to the cause and make good decisions, but still step in before things go wrong.

Please Understand Me. Quite different from the *Stand Beside Me* view of leadership, the *Please Understand Me* view of leadership is most concerned with individualized consideration and contingent reward. The follower in this view of leadership wants to be rewarded for their efforts (statement 14, array position 4, z-score 1.73). They also want a leader who sees their limitations (statement 13, array position 3, z-score 1.58) and their skills (statement 5, array position 3, z-score 1.32). They expect their leader to represent them to higher authority (statement 18, array position 3, z-score 1.66). They are less concerned with direct expression of concern for their personal needs (statement 30, array position 1, z-score 0.13), but the actions of the leader already show this concern.

The *Please Understand Me* view of leadership is more neutral on the other components of transformational leadership. Inspiration can be positive or negative, depending on its context. Articulating a vision (statement 8, array position -2, z-score -0.86) and influence through respect (statement 21, array position -2, z-score -0.83) are negative, because these ways of inspiring are further removed from the relationship between the follower and the leader. On the other hand, power and confidence on the part of the leader (statement 6, array position 2, z-score 1.03) helps the follower feel secure in

the situation. The leader also drives the follower to success (statement 2, array position 2, z-score 0.59), a very personal process.

Management-by-exception is also neutral for this follower. When the leader tells the follower exactly what needs to be done (statement 12, array position 2, z-score 0.70) it can be seen as positive for that follower. When this sort of direction is aimed at the whole group (statement 27, array position -1, z-score -0.22) it is perceived as more negative. The leader keeping track of mistakes (statement 28, array position -1, z-score -0.47) is also not a pleasant experience for this follower.

Finally, this view of leadership, like the others, is clearly negative regarding *laissez-faire* leadership. They do not want a leader who waits for things to go wrong and allows the group to make decisions (statement 11, array position -4, z-score -1.85) or relies on group members to make decisions (statement 19, array position -3, z-score -1.15). The *Please Understand Me* follower expects a leader who is integrally involved in the whole process.

Looking at transformational leadership theory in comparison to the four factors of this study provides some insight into the usefulness of the theory in studying disaster field leaders.

Summary of Results

This chapter presented the data from this study and how it helps to answer the four research questions. Research question one indicated four views of leadership were found to exist in the population of Red Cross disaster workers. These four views were described in detail, with supporting comments from the participants. Research question

two was answered by examining the actual and ideal sorts of each participant, and comparing the two. Research question three was answered by examining each factor and its relationship to both charismatic leadership theory and transformational leadership theory. These results form the foundation of the conclusions and recommendations presented in chapter five.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter begins by providing a summary of the study, including purpose, research questions, methodology, and findings. After a detailed summary of the study conclusions are provided for each research question. Implications for theory and practice are discussed, followed by recommendations for further research. Finally, concluding comments are offered.

Summary of the Study

The Red Cross is often the first organization to respond when disaster strikes a community. This organization relies heavily on volunteers and field leaders to work with those volunteers in often volatile circumstances. The Red Cross spends a large amount of time and money toward training for both volunteers and field leaders (Hamilton, 2005), but has little information about what these volunteers look for from their leaders in the field. This study attempted to address this lack of information regarding Red Cross workers' perceptions of their field leaders.

Purpose

The purpose of this study was to describe the perceptions of Red Cross workers, both paid staff and volunteers, toward their leaders in disaster emergency response situations. This study utilized Q-methodology to examine the perceptions of Red Cross

workers from multiple locations in the United States. Q-methodology is designed to study

the subjective views of the research participants by giving them a set of statements to

rank order along a continuum. This sorting activity allows the participants to represent

their full, subjective viewpoint on the subject because each statement is sorted in relation

to the other statements (Brown, 1993). The multiple locations provided a rich set of

people with experience in a variety of disaster and emergency response situations.

Research Questions

This study attempted to answer the following research questions:

1. How do views of leadership vary among Red Cross workers?

2. How do the patterns of Red Cross workers' descriptions of their leaders' actual behavior differ according to their ideal expectations of their leaders?

3. Does charismatic leadership theory or transformational leadership theory help us understand the patterns of Red Cross workers perceptions?

Methodology

Q-methodology (Q) was used to attempt to answer these research questions. Q is

designed to study perceptions from a holistic perspective. Participants were asked to rank

order a set of statements about their field leader from most unlike to most like, creating a

Q-sort. Each participant's Q-sort was then compared to all other Q-sorts through

correlation and factor analysis. Factor analysis produced four distinct patterns of

perception or views of leadership. These views of leadership are the primary findings of

the study. These views of leadership were then analyzed carefully by the researcher in an attempt to fully describe the pattern of perception represented by each factor.

Summary of Results

This study attempted to answer three research questions. The findings to these three questions are summarized here. First, the researcher describes the four factors revealed through data analysis. The second research question then explores actual and ideal sorts for each of the participants. Finally, theory is compared to each of the four factors to answer the third research question.

Research Question 1

The first research question of this study asked: How do views of leadership vary among Red Cross workers? The analysis of the data showed four distinct views of leadership among Red Cross workers. Each of the four factors represents a unique perspective existing in the population of Red Cross workers and helps to better understand the workers who hold that particular view of leadership. These four views of leadership were named *Show Me the Way*, *See Me, Then Tell Me*, *Stand Beside Me*, and *Please Understand Me*.

The first factor is defined by twelve sorts, and is titled *Show Me the Way* because the workers in this view of leadership are looking to the leader for guidance, motivation, inspiration, and direction. This leader is active, not passive, and communicates clearly with the workers. The leader and the workers are committed to the Red Cross, and in general the workers are satisfied with their leader. There is a strong lack of focus on the

group or team in this view of leadership. *Show Me the Way* leadership is not about the group or the individual workers but about the leader. In fact, the leader is what makes everything possible.

The second factor is defined by four sorts, and is named *See Me, Then Tell Me* because these workers want to be seen for what they bring to the table, and then told what to do to contribute. This second factor is more about the worker than the leader. This worker is looking for a leader who is concerned about and focused on the worker and his needs. The worker wants to be seen, and wants to be told clearly what is expected and exactly what to do. The leader must earn the respect and trust of the worker in order to be successful. The leader is active, but in ways that empower and engage the worker and are of benefit to the worker.

Factor three is defined by seven sorts, and is named *Stand Beside Me* because these workers are interested in a leader who is focused on the work at hand and will work in concert with the worker. This worker approaches the work from a level of personal competence and confidence, and is motivated because they believe in the work. They want a leader who can connect these two important pieces of the puzzle.

Factor four is defined by three sorts, and is named *Please Understand Me* because of the very individualized, personal view of leadership it represents. This view of leadership requires the leader to understand the worker as an individual, and interact with the worker in ways that are consistent with this understanding. The relationship between the leader and the worker is the key to this view of leadership. The leader is still active, but this is about feeling more than acting.

These four factors each represent a unique view of leadership found in the population of Red Cross workers. While the scope of this study does not allow a determination regarding the dispersion of these views within the population of Red Cross workers, it does indicate that all these views exist and may represent both actual and ideal views of leadership among Red Cross workers.

Research Question 2

The second research question of this study asked: How do the patterns of Red Cross workers' descriptions of their leaders' actual behavior differ according to their ideal expectations of their leaders? The researcher attempted to answer this question by comparing the two sorts completed by each participant, or their actual and ideal sort.

The comparison of actual and ideal loads for each participant and within each factor did not yield a great deal of insight. What is evident is that few workers changed from one factor to another when describing their actual and ideal leader. In addition, each factor is defined by both actual and ideal sorts, indicating there is no one factor that is typically only ideal or only actual. The examination of actual and ideal sorts provides some insight into the individual factors, but does not result in a clear pattern of difference between actual and ideal views of leadership.

Research Question 3

The third research question of this study asked: Does charismatic leadership theory or transformational leadership theory help us understand the patterns of Red Cross workers' perceptions? In order to answer this research question each factor was compared to both theories in detail. Both charismatic leadership theory and transformational leadership theory find some commonalities with each of the views of leadership described in this study. No factor, however, is clearly related to every component of a single theory. Each view of leadership seems to be positively related to one or more components of each theory, but never to the theory as a whole.

Conclusions

Several conclusions can be drawn from these results, and are presented here organized by research question.

Research Question 1

The results of this study indicate that four distinct views of leadership exist among Red Cross workers. While the scope of this study does not allow a determination regarding the dispersion of these views within the population of Red Cross workers, it does indicate that all these views exist and may represent both actual and ideal views of leadership among Red Cross workers. Table 5.1 presents a summary description of the four views of leadership as defined by the participants in this study.

Table 5.1

Four Distinct Views of Leadership

Show Me the Way	See Me, Then Tell Me
• Active leader • Communicates clearly with workers • Leader and worker committed to Red Cross • Workers generally satisfied with leader • Lack of focus on group or team • The leader makes everything possible	• Worker wants to be seen for what they bring to the table • Worker wants to be told what to do • Focus is on the worker • Leader earns trust and respect from worker in order to be successful • Leader is active in ways that empower and engage the worker
Stand Beside Me	**Please Understand Me**
• Leader must be focused on the work • Leader and worker work in concert • Worker is personally competent and confident • Worker is motivated by their belief in the work	• Leader must understand worker as an individual • Relationship between leader and worker is key • Leader is active, but in more emotionally connected ways

Each of these views of leadership show some commonalities with other

descriptions of crisis leadership. The *Stand Beside Me* view is consistent with the

leadership described by Weick (1993) in his study of the Mann Gulch Disaster. Weick's

description involves group resilience, teamwork, creativity, and wisdom from the leader and the worker. This is similar to the *Stand Beside Me* view, where the leader and the worker work together in concert, both motivated by the work and both competent in what they are doing.

Very different from the *Stand Beside Me* view, the *See Me, Then Tell Me* view of leadership is much more transactional in nature. This view is similar to another study that looked specifically at Red Cross leaders in Tanzanian refugee camps. Mintzburg (2001) concluded that in crisis, conventional modes of management were the most effective and most typical. He specifically refers to transactional leadership. The *See Me, Then Tell Me* view of leadership is more transactional than the others in that the worker expects the leader to provide certain things in order to gain their trust and hard work.

The *Please Understand Me* view is more consistent with traditional charismatic leadership theory, in that the relationship between the leader and the worker is the most important part and the connection between the leader and the worker is emotional. The difference, though, is that the true charismatic leader is not focused on individual worker needs, unlike the leader in the *Please Understand Me* view.

Additionally, the *Please Understand Me* leader is consistent with research that focuses on the relationship between the leader and the follower. Specifically, one study found that emotions are the mediator of the impact of transformational leadership (McColl-Kennedy & Anderson, 2002). In other words, for a transformational leader to be effective they must tap into the emotions of their followers, in this case Red Cross workers.

Finally, the *Show Me the Way* leader can be linked to the incident command skills uncovered in a study of offshore installation managers (Flin & Slaven, 1996). These managers consistently reported that they used directive skills more than more relationship-based leadership techniques, similar to the leader in the *Show Me the Way* view.

Research Question 2

The second research question focused on how Red Cross workers viewed their actual and ideal leader, and the comparison of these two views. In a general way, most people who are working for the Red Cross view their actual and ideal leader the same way. This is not to indicate that they are always satisfied with their leader, as some participants saw their actual leader as being the opposite of their ideal. Primarily, though, participants viewed leadership in a single way and evaluated their actual leader based on their ideal leader.

This conclusion, that workers will evaluate their leader based in what they specifically want rather than a more general concept of a leader is consistent with the leadership literature. One study that looked specifically at volunteer motivation concluded that volunteer satisfaction was related to their reason for volunteering (Govekar & Govekar, 2002). These volunteers each came in for a different reason, and were only satisfied if the situation and the leader behaved consistent with this reason.

Research Question 3

The third research question dealt with the relationship between leadership theory,

specifically charismatic leadership theory and transformational leadership theory, to the

leadership perspective of Red Cross workers. Both theories help inform an understanding

of Red Cross field leadership, but neither theory fully represents the perceptions of Red

Cross workers.

Table 5.2

Behavioral Dimensions of Charismatic Leadership and the Four Factors

Behavioral Dimension	1: Show Me the Way	2: See Me, Then Tell Me	3: Stand Beside Me	4: Please Understand Me
Sensitivity to enviro context	Critical	Neutral	Critical	Only related to worker
Strategic vision and articulation	Most critical	Neutral, but telling is important	Negative	Negative
Sensitivity to member needs	Neutral	Critical	Neutral	Rewards & representation only
Personal risk	Only when helps the cause	Neutral	Critical	Negative
Unconventional behavior	Unnecessary	Negative	Negative	Negative

In general it seems each view of leadership is more strongly aligned with one or

two of the behavioral dimensions of charismatic leadership than with the remaining

dimensions. Table 5.2 provides a summary of the relationship between each factor and the behavioral dimensions of charismatic leadership.

This divergence in the importance of each dimension to each factor is particularly interesting when considered with the stages of charismatic leadership laid out by Conger and Kanungo (1988, 1998): evaluation of the status quo, formulation and articulation of organizational goals, and means to achieve the vision. They describe how the behavioral dimensions have varying importance depending on the stage. Data does not allow comparison between these stages and the factors very effectively, because the participants provided limited information about the context of the leadership they were describing. This data is not yet exhausted of useful information, though. Transformational leadership provides additional insight into the four factors in this study.

Each of the four views of leadership shows different connections to each of the components of transformational leadership. Table 5.3 summarizes these relationships. It is important to note that some statements in the Q-set were reworded to have potentially positive outcomes, particularly those related to contingent reward, management-by-exception, and *laissez-faire* leadership. In the theory of transformational leadership, and particularly in the instrument designed to measure transformational, transactional, *laissez-faire* leadership, these types of leadership are conveyed much more negatively.

Table 5.3

Components of Transformational Leadership and the Four Factors

Component	1: Show Me the Way	2: See Me, Then Tell Me	3: Stand Beside Me	4: Please Understand Me
Transformational				
Inspirational	Positive	Only related to respect	Positive, but not too obvious	Neutral
Intellectual stimulation	Positive	Neutral	Positive	Neutral
Individualized consideration	Negative	Positive	Neutral to negative	Positive
Transactional				
Contingent reward	Neutral	Neutral	Neutral	Positive
Management by exception	Positive & Negative	Positive	Neutral to negative	Neutral
Laissez-faire	Negative	Negative	Negative	Negative

Both charismatic leadership theory and transformational leadership theory find some commonalities with each of the views of leadership described in this study. No factor, however, is clearly related to every component of a single theory. Each view of leadership seems to be positively related to one or more components of each theory, but never to the theory as a whole. More generally, in order to understand leadership in crisis

and disaster theory must address three key components of this type of leadership: it is field-based (Weick, 1993), context-driven (Mitroff, 2001), and socially-close (Yagil, 1998).

<div align="center">Implications for Practice and Theory</div>

Based on these conclusions, several implications for both practice and theory emerge. These implications are presented here organized by research question.

Research Question 1

Multiple views of leadership exist among Red Cross workers, indicating that different Red Cross workers are looking for different things in their leader. Helping Red Cross leaders become aware of this phenomenon is the first step to improving field leadership in the Red Cross. Training for field leaders could also be expanded to include learning to adjust leadership to meet these varying expectations. While the Red Cross tends to value training highly, very little of their training is geared toward leadership. Red Cross field leaders who attempt to lead in only one way may find that they are quickly alienating many of their volunteers.

Research Question 2

This research indicated that there is little difference in the way Red Cross workers' view their actual and ideal leaders, but that in some cases what volunteers were looking for was the opposite of that they perceived from their actual leader. Two implications stem from this conclusion. First, field leaders should work to develop an

ability to quickly assess what the workers they are leading are looking for in a leader. Additionally, these field leaders should attempt to personalize their leadership behaviors to meet these expectations when possible.

Research Question 3

Charismatic and transformational leadership theories should continue to inform our understanding of leadership in disaster emergency response situations. However, these theories are based primarily on the study of socially distant leaders (Shamir, 1995). Those interested in understanding field leadership in disaster emergency response should build upon these theories but not be limited to them.

Recommendations for Further Research

This study has provided rich insight into the perceptions of Red Cross workers, but like most research begs for further study in many areas. Based on the findings of this study, further research in the following would be beneficial:

1. In order to confirm the results of this study, the research could be replicated with a different sample of Red Cross workers from another part of the country. This could confirm that the views of leadership described in this study can be found in the full population of Red Cross workers, and might potentially find additional views of leadership that did not emerge from the data in this study.

2. This study looked only at field leadership in the American Red Cross. Similar studies with different organizations or in different countries

would be useful in building a theory or model for field leadership as one type of socially close leadership.

3. Additional research should consider other types of socially close leadership, specifically comparing how it is different from socially distant leadership.

4. Other leadership theories beyond charismatic and transformational need to be examined from the holistic perspective of workers.

5. This study has asserted that four views of leadership exist among Red Cross workers. Using a different methodology, research could be conducted that would examine the dispersion of these views of leadership in the population.

6. These four views of leadership could also be used as a starting point for considering the shift of leadership perception among Red Cross workers. Do these workers' views of leadership tend to change over the length of their involvement in the Red Cross?

The results and conclusions of this study provide a starting point for future research related to emergency response field leadership, Red Cross leadership, socially close leadership in general. It represents an exciting beginning to a field of leadership research that is just beginning to open up.

Concluding Comments

One of the difficulties of completing this research was gaining access to American Red Cross workers. The researcher originally planned to collect data from workers in the

Washington, D.C. area, but was turned down by the national Red Cross office. They

indicated the topic of leadership and the Red Cross was too touchy. In addition, several

potential participants declined to participate because they did not feel they could identify

the leader in their Red Cross disaster response experience. While this evidence is

anecdotal, it does reinforce current media perceptions that the Red Cross is at risk

politically. It is the opinion of this researcher that the Red Cross as a whole would benefit

a great deal from examining leadership at all levels of their organization and enhance

current efforts to provide effective leadership training to all Red Cross employees and

volunteers.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL

Oklahoma State University Institutional Review Board

Date: Wednesday, July 05, 2006

IRB Application No   AG0637

Proposal Title: Red Cross Workers' Perceptions of Leaders in Disaster

Reviewed and   Expedited
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 7/4/2007

Principal
Investigator(s

Carol A McBryde   Penny Pennington
464 Ag Hall   442 Ag Hall
Stillwater, OK 74078   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the
rights and welfare of individuals who may be asked to participate in this study will be respected, and that
the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45
CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval
stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol
   must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar
   year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are
   unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the
authority to inspect research records associated with this protocol at any time. If you have questions
about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415
Whitehurst (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Sue C. Jacobs, Chair
Institutional Review Board

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APPENDIX B

Q-METHOD MATERIALS

THIS LEADER . . .

Self	Task	Relationship	Organization
insures that my immediate needs are met. 1	encourages us to do things in ways that do not incur much risk. 3	recognizes the things I'm really good at and finds ways for me to capitalize on these skills. 5	brings up new ideas and possibilities that inspire me and others. 7
drives me to succeed in everything I do. 2	comes up with creative ways of looking at problems and solutions. 4	displays a strong sense of power and confidence in everything he/she does. 6	articulates a compelling vision of the work we are doing and how it can be done better. 8
instills pride in me and others who are associated with him/her. 9	waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken. 11	sees the limitations of workers and volunteers and helps me and others work within and around these limitations. 13	talks about their most important values and beliefs to me and others in the group. 15
empowers me to take action without supervision when I see things that need to be done. 10	tells me in clear language exactly what needs to be done. 12	consistently rewards me for my efforts and makes me feel good about the work I am doing. 14	takes high personal risks when it will benefit the group. 16
has my highest respect. 17	relies on group members to make decisions about even the most critical issues. 19	influences me and others in the group because we like and respect him/her. 21	is willing to make personal sacrifices if it will benefit the group or the people we are helping. 23

THIS LEADER . . .

Self	Task	Relationship	Organization
is effective in representing me to higher authority. 18	takes me by surprise by being unconventional when I least expect it. 20	has a magical energy about him/her that helps the group bond and be productive. 22	follows the rules, no matter what. 24
Is the reason that I work harder than I normally would. 25	tells the group in specific terms who is responsible for each task. 27	is a good teacher and coach. 29	is aware of the moral issues in the situation and is careful to make decisions with this in mind. 31
gives me reason to trust him/her completely. 26	is diligent in keeping track of all mistakes so they can quickly be remedied. 28	expresses concern for my personal needs and feelings and helps me feel a part of the group. 30	has a creative method to guiding work. 32
creates a sense of calm that relieves my fears so that I can get important tasks done. 34	does not interfere in the work of the group until problems are very serious. 36	motivates by helping us understand how important the work we are doing is to the people we are helping. 35	uses intuition and past experience to inform decision-making. 33

THIS LEADER . . .

1	2	3	4	5	6	7	8	9

1. **During the last disaster in which you participated in the Red Cross response, how would you describe your Red Cross leader(s)?**

1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**

Most unlike   Most like

2. **In the next disaster in which you participate in the Red Cross response, how would you describe your ideal expectations of your Red Cross leader(s)?**

1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**

Most unlike   Most like

DEMOGRAPHIC INFORMATION

Age: _____   **Gender:**   ❑ Female   ❑ Male

How long (years or months) have you been involved with the Red Cross efforts? _____

Please list/describe your involvement in the Red Cross. Include in your description training you have received, emergencies in which you have participated in the response, and the capacity in which you volunteered.

Please write below any additional comments which may help me understand your responses.

Researcher's Script

Thank you for agreeing to participate in this study. Please make sure you have the materials in front of you. You should have a Form Board and an envelope containing 36 cards, each with a statement printed on it describing opinions of leaders. You should also have a pencil, which you will need later.

Step 1: Please read through the Statements and sort them into three (3) piles according to the question:

"During the last disaster in which you participated in the Red Cross response, how would you describe your Red Cross leader(s)?"

The pile on your right are those statements that are **most like** what you think about the question and the pile on your left are those statements that are **most unlike** what you think about the question. Put any cards that you don't have strong feelings about in a middle pile.

Step 2: Now that you have three piles of cards, start with the pile to your right, the "most like" pile and select the two (2) cards from this pile that are **most like** your response to the question and place them in the two (2) spaces at the far right of the Form Board in front of you in column 9. The order of the cards within the column-that is, the vertical positioning of the cards-does not matter.

Step 3: Next, from the pile to your left, the "most unlike" pile, select the two (2) cards that are **most unlike** your response to the question and place them in the two (2) spaces at the far left of the Form Board in front of you in column 1.

Step 4: Now, go back to the "most like" pile on your right and select the four (4) cards from those remaining that are in your **most like** pile place them into the four (4) open spaces in column 8.

Step 5: Next, return to the "most unlike" pile on your left and select the four (4) cards from those remaining in your **most unlike** pile and place them into the four (4) open spaces in column 2.

Step 6: Working back and forth, continue placing cards onto the Form Board until all of the cards have been placed into all of the spaces.

Step 7: Once you have placed all the cards on the Form Board, feel free to rearrange the cards until the arrangement best represents your opinions.

Step 8: Record the number of the statement on the Form Board.

- -

Now, clear your form board. This time, read through the statements and sort them into three (3) piles according to the question:

"In the next disaster in which you participate in the Red Cross response, how would you describe your ideal expectations of your Red Cross leader(s)?"

Repeat steps 2-8

- -

Finally, please fill in the demographic survey and add any comments that might help us understand your thoughts about leaders and emergency response. Thank you!

APPENDIX C

FINAL STUDY DATA

Statement List with z-Scores and Array Positions

Statement	Factor 1 z-score	Factor 1 array position	Factor 2 z-score	Factor 2 array position	Factor 3 z-score	Factor 3 array position	Factor 4 z-score	Factor 4 array position
1. insures that my immediate needs are met.	-1.18	-2	2.04	4	-0.72	-2	0.03	0
2. drives me to succeed in everything I do.	-0.73	-1	-0.07	0	0.01	0	0.59	2
3. encourages us to do things in ways that do not incur much risk.	-0.47	-1	1.41	-3	-0.71	-2	-1.23	-3
4. comes up with creative ways of looking at problems and solutions.	1.67	4	-0.63	-1	2.03	4	0.03	0
5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.	0.49	1	0.32	1	0.25	1	1.32	3
6. displays a strong sense of power and confidence in everything he/she does.	0.80	2	-1.08	-3	-0.68	-2	1.03	2
7. brings up new ideas and possibilities that inspire me and others.	0.63	1	-0.83	-2	0.14	1	0.91	2
8. articulates a compelling vision of the work we are doing and how it can be done better.	1.63	4	0.32	1	-1.59	-3	-0.86	-2
9. instills pride in me and others who are associated with him/her.	0.47	1	0.96	2	0.23	1	0.23	1
10. empowers me to take action without supervision when I see things that need to be done.	0.96	3	1.29	3	1.52	3	0.57	1
11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	-2.03	-4	-1.66	-4	-1.22	-3	-1.85	-4
12. tells me in clear language exactly what needs to be done.	1.50	3	0.53	2	0.12	0	0.70	2
13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	0.30	0	-0.09	0	-0.41	-1	1.58	3

Statement								
14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	-0.32	-1	0.06	0	-0.01	0	1.73	4
15. talks about their most important values and beliefs to me and others in the group.	-1.31	-3	-0.41	-1	-0.91	-3	-0.45	-1
16. takes high personal risks when it will benefit the group.	-1.27	-3	-0.42	-1	1.52	3	-1.58	-3
17. has my highest respect.	0.28	0	1.88	4	0.46	1	0.04	0
18. is effective in representing me to higher authority.	-0.75	-1	1.73	3	-0.65	-1	1.66	3
19. relies on group members to make decisions about even the most critical issues.	-1.27	-3	-0.73	-2	0.12	0	-1.15	-3
20. takes me by surprise by being unconventional when I least expect it.	-1.07	-2	-1.16	-3	-1.74	-4	-1.35	-3
21. influences me and others in the group because we like and respect him/her.	0.76	2	1.31	3	1.33	3	-0.83	-2
22. has a magical energy about him/her that helps the group bond and be productive.	0.87	2	0.06	0	-0.10	0	0.09	0
23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.	0.48	1	-0.33	0	1.33	3	-0.60	-2
24. follows the rules, no matter what.	-1.25	-3	-1.01	-2	-2.17	-4	-1.88	-4
25. is the reason that I work harder than I normally would.	-0.85	-2	0.32	1	-0.21	0	-0.50	-1
26. gives me reason to trust him/her completely.	0.24	0	1.80	3	10.81	4	0.17	1
27. tells the group in specific terms who is responsible for each task.	0.39	1	0.64	2	-0.27	-1	-0.22	-1
28. is diligent in keeping track of all mistakes so they can quickly be remedied.	-0.80	-2	-1.06	-3	-1.02	-3	-0.47	-1
29. is a good teacher and coach.	0.16	0	0.63	2	0.67	2	-0.06	0
30. expresses concern for my personal needs and feelings and helps me feel a part of the group.	-0.10	-1	0.26	1	-0.49	-1	0.13	1

31. is aware of the moral issues in the situation and is careful to make decisions with this in mind.	1.36	3	0.36	1	0.58	2	-0.50	-1
32. has a creative method to guiding work.	0.39	0	-0.36	-1	-0.34	-1	-0.59	-2
33. uses intuition and past experience to inform decision-making.	0.18	0	-0.26	0	0.34	1	1.80	4
34. creates a sense of calm that relieves my fears so that I can get important tasks done.	0.92	3	-0.47	-1	-0.76	-2	1.1	3
35. motivates by helping us understand how important the work we are doing is to the people we are helping.	0.81	2	-0.94	-2	1.08	2	0.44	1
36. does not interfere in the work of the group until problems are very serious.	-1.87	-4	-1.55	-4	0.47	2	-0.03	0

THIS LEADER . . .

Factor 1: Show Me the Way

-4	-3	-2	-1	0	1	2	3	4
			18. is effective in representing me to higher authority.	C- 29. is a good teacher and coach.	27. tells the group in specific terms who is responsible for each task.		34. creates a sense of calm that relieves my fears so that I can get important tasks done.	** 8. articulates a compelling vision of the work we are doing and how it can be done better.
	15. talks about their most important values and beliefs to me and others in the group.	1. insures that my immediate needs are met.	* 2. drives me to succeed in everything I do.	33. uses intuition and past experience to inform decision-making.	C- 9. instills pride in me and others who are associated with him/her.	* 21. influences me and others in the group because we like and respect him/her.	10. empowers me to take action without supervision when I see things that need to be done.	4. comes up with creative ways of looking at problems and solutions.
11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	16. takes high personal risks when it will benefit the group.	20. takes me by surprise by being unconventional when I least expect it.	3. encourages us to do things in ways that do not incur much risk.	26. gives me reason to trust him/her completely.	** 23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.	6. displays a strong sense of power and confidence in everything he/she does.	** 31. is aware of the moral issues in the situation and is careful to make decisions with this in mind.	
36. does not interfere in the work of the group until problems are very serious.	19. relies on group members to make decisions about even the most critical issues.	25. Is the reason that I work harder than I normally would.	14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	17. has my highest respect.	5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.	35. motivates by helping us understand how important the work we are doing is to the people we are helping.	* 12. tells me in clear language exactly what needs to be done.	
	24. follows the rules, no matter what.	C- 28. is diligent in keeping track of all mistakes so they can quickly be remedied.	C- 30. expresses concern for my personal needs and feelings and helps me feel a part of the group.	13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	7. brings up new ideas and possibilities that inspire me and others.	* 22. has a magical energy about him/her that helps the group bond and be productive.		
				** 32. has a creative method to guiding work.				

Most Unlike   Most Like

C = consensus

* = distinguishing p < .05

** = distinguishing p < .01

THIS LEADER . . .

Factor 2: See Me, Then Tell Me

-4	-3	-2	-1	0	1	2	3	4
				23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.				
			4. comes up with creative ways of looking at problems and solutions.	33. uses intuition and past experience to inform decision-making.	C- 30. expresses concern for my personal needs and feelings and helps me feel a part of the group.	12. tells me in clear language exactly what needs to be done.	10. empowers me to take action without supervision when I see things that need to be done.	
	24. follows the rules, no matter what.	34. creates a sense of calm that relieves my fears so that I can get important tasks done.	13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	** 8. articulates a compelling vision of the work we are doing and how it can be done better.	C- 29. is a good teacher and coach.	21. influences me and others in the group because we like and respect him/her.	** 17. has my highest respect.	
3. encourages us to do things in ways that do not incur much risk.	** 35. motivates by helping us understand how important the work we are doing is to the people we are helping.	** 16. takes high personal risks when it will benefit the group.	2. drives me to succeed in everything I do.	25. Is the reason that I work harder than I normally would.	27. tells the group in specific terms who is responsible for each task.	18. is effective in representing me to higher authority.		
20. takes me by surprise by being unconventional when I least expect it.	** 7. brings up new ideas and possibilities that inspire me and others.	15. talks about their most important values and beliefs to me and others in the group.	22. has a magical energy about him/her that helps the group bond and be productive.	5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.	C- 9. instills pride in me and others who are associated with him/her.	26. gives me reason to trust him/her completely.	** 1. insures that my immediate needs are met.	
11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	6. displays a strong sense of power and confidence in everything he/she does.	19. relies on group members to make decisions about even the most critical issues.	32. has a creative method to guiding work.	14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	31. is aware of the moral issues in the situation and is careful to make decisions with this in mind.			
36. does not interfere in the work of the group until problems are very serious.	C- 28. is diligent in keeping track of all mistakes so they can quickly be remedied.							

Most Unlike   **-4**   **-3**   **-2**   **-1**   **0**   **1**   **2**   **3**   **4**   Most Like

C = consensus

* = distinguishing p < .05

** = distinguishing p < .01

THIS LEADER . . .

Factor 3: Stand Beside Me

-4	-3	-2	-1	0	1	2	3	4
24. follows the rules, no matter what.	* 8. articulates a compelling vision of the work we are doing and how it can be done better.	34. creates a sense of calm that relieves my fears so that I can get important tasks done.	18. is effective in representing me to higher authority.	25. Is the reason that I work harder than I normally would.	* 7. brings up new ideas and possibilities that inspire me and others.	36. does not interfere in the work of the group until problems are very serious.	21. influences me and others in the group because we like and respect him/her.	26. gives me reason to trust him/her completely.
20. takes me by surprise by being unconventional when I least expect it.	11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	1. insures that my immediate needs are met.	C- 30. expresses concern for my personal needs and feelings and helps me feel a part of the group.	22. has a magical energy about him/her that helps the group bond and be productive.	C- 9. instills pride in me and others who are associated with him/her.	31. is aware of the moral issues in the situation and is careful to make decisions with this in mind.	** 23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.	4. comes up with creative ways of looking at problems and solutions.
	C- 28. is diligent in keeping track of all mistakes so they can quickly be remedied.	3. encourages us to do things in ways that do not incur much risk.	13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.	C- 29. is a good teacher and coach.	** 16. takes high personal risks when it will benefit the group.	
	15. talks about their most important values and beliefs to me and others in the group.	6. displays a strong sense of power and confidence in everything he/she does.	32. has a creative method to guiding work.	2. drives me to succeed in everything I do.	33. uses intuition and past experience to inform decision-making.	35. motivates by helping us understand how important the work we are doing is to the people we are helping.	10. empowers me to take action without supervision when I see things that need to be done.	
			27. tells the group in specific terms who is responsible for each task.	12. tells me in clear language exactly what needs to be done.	17. has my highest respect.			
				** 19. relies on group members to make decisions about even the most critical issues.				

Most Unlike   Most Like

C = consensus

* = distinguishing p < .05

** = distinguishing p < .01

THIS LEADER . . .

Factor 4: Please Understand Me

-4	-3	-2	-1	0	1	2	3	4
				C- 29. is a good teacher and coach.				
			25. Is the reason that I work harder than I normally would.	36. does not interfere in the work of the group until problems are very serious.	C- 30. expresses concern for my personal needs and feelings and helps me feel a part of the group.		34. creates a sense of calm that relieves my fears so that I can get important tasks done.	** 14. consistently rewards me for my efforts and makes me feel good about the work I am doing.
	16. takes high personal risks when it will benefit the group.	* 8. articulates a compelling vision of the work we are doing and how it can be done better.	* 31. is aware of the moral issues in the situation and is careful to make decisions with this in mind.	4. comes up with creative ways of looking at problems and solutions.	26. gives me reason to trust him/her completely.	2. drives me to succeed in everything I do.		
	20. takes me by surprise by being unconventional when I least expect it.	** 21. influences me and others in the group because we like and respect him/her.	C- 28. is diligent in keeping track of all mistakes so they can quickly be remedied.	* 1. insures that my immediate needs are met.	C- 9. instills pride in me and others who are associated with him/her.	12. tells me in clear language exactly what needs to be done.	** 5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.	
24. follows the rules, no matter what.	3. encourages us to do things in ways that do not incur much risk.	23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.	15. talks about their most important values and beliefs to me and others in the group.	17. has my highest respect.	35. motivates by helping us understand how important the work we are doing is to the people we are helping.	7. brings up new ideas and possibilities that inspire me and others.	** 13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	** 33. uses intuition and past experience to inform decision-making.
11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	19. relies on group members to make decisions about even the most critical issues.	32. has a creative method to guiding work.	27. tells the group in specific terms who is responsible for each task.	22. has a magical energy about him/her that helps the group bond and be productive.	10. empowers me to take action without supervision when I see things that need to be done.	6. displays a strong sense of power and confidence in everything he/she does.	18. is effective in representing me to higher authority.	

Most Unlike   Most Like

C = consensus

* = distinguishing p < .05

** = distinguishing p < .01

Qualitative Data for each Participant

BCS13
1 BCS13_A   -0.1435   -0.1500   0.3847   -0.1036   non-significant
2 BCS13_I   **0.4010X**   0.3634   -0.1160   0.0705

Female, 51
3.5 years experience

Involvement:
    Training – Basic First Aid, CPR, Intro to Disaster Services, and Mass Care Services
    Emergencies – Shelter operations for apartment complex evacuation during an
    hostage situation, apartment complex fire, Hurricane Katrina & Hurricane Rita

Additional Comments:
    In fairness to the leader I have used for this study, she was newly appointed when
    Katrina hit. She had not had the time nor opportunity to learn about our people or our
    resources. She had to "fly by the seat of her pants," and some of the personnel did not
    make any part of her job easy.

BCS12
3 BCS12_A   -0.2620   -0.1075   -0.1123   -0.1368   non-significant
4 BCS12_I   0.1386   0.0904   -0.1002   0.2384   non-significant

Female, 57
4 years experience

Involvement:
    2 certifications for sheltering and disaster
    training classes
    films (tapes)
    hurricane

Additional Comments:
    None

Researcher Notes:
    Colleague of mine

BCS11
5 BCS11_A   **0.6581X**   0.2629   0.2113   0.0225
6 BCS11_I   **0.7241X**   0.0863   0.1555   0.1792

Female, 49

6 months experience

Involvement:
    Office volunteer
    Member, DAT
    Health and Safety Instructor
    Training – instructor training, disaster services/mass car
    Emergencies – Katrina, registration at shelter

Additional Comments:
    It was difficult to decide on the "least like" qualities – my response wanted to be more skewed toward the positive.

BCS10

7 BCS10_A	0.4244	-0.1385	0.3681	0.4488	confounded
8 BCS10_I	0.2771	-0.0745	0.1494	**0.5642X**	

Male, 45
10 years experience

Involvement:
    I am a CPR instructor primarily but have been more involved recently in responding to single-family fires on the "Disaster Action Team". My biggest experience was during the Rita response as a Logistics officer for Brazos County Emergency Operations Center. I assisted the Red Cross in that capacity by acquiring cots and blankets and food for evacuees.

Additional Comments:
    The leader I refer to in my response was the EOC directors. There were three that rotated in and out throughout the event.

BCS9

9 BCS9_A	**0.4025X**	-0.1626	-0.2400	-0.1048	
10 BCS9_I	0.3708	0.3507	0.0694	0.1113	non-significant

Female, 64
7 years experience

Involvement:
    Was involved in Red Cross in high school helping to make things.
    Started to take disaster prep courses through Red Cross, Brazos Emergency Center and through RSVP-attended shelter management classes and ERV classes and attended meetings and workshops.

When Katrina/Rita hit, I worked at Lincoln Center as a registered nurse in an area that had been set up with medical supplies, etc. Worked alone or with a Dr. at times. Then was assigned to a special needs shelter that had already been set up and did my own thing regarding taking care of the people. Guided others when they came in to help.

Additional Comments:

As a medical professional – I can work independently and see what needs to be done – so I enjoyed the ability to work alone and change things around to make it more efficient. Wrote SOPs at Lincoln Center and at the special needs shelter defining what should be done for the people.

BCS8
```
11 BCS8_A   0.0928    0.0235    0.0287    -0.4486X
12 BCS8_I   0.2106    0.2413    -0.2848   0.0021    non-significant
```

Male, 53
5 years experience

Involvement:

I have worked for Red Cross in helping with house fires and in hurricane shelters. I have training in introduction to disaster and shelter operations and mass care and authorized instructor in the basic disaster course.

Additional Comments:

When ever the count dispatcher calls me to a house fire I go and see how much damage is done to the house. I see if the family needs to stay in a motel.

BCS7
```
13 BCS7_A   0.1840    -0.5319X   -0.1177   -0.3616
14 BCS7_I   0.1315    0.0633     0.7491X   0.0380
```

Male, 72
3 years experience

Involvement:

15 different classes

Additional Comments:

None

Researcher Notes:

Electrical engineer. Talked a little, but didn't want to write many comments. Faculty member.

BCS6

15 BCS6_A	0.3512	-0.1161	-0.1369	0.0159	non-significant
16 BCS6_I	0.4466	0.5615	0.0773	0.3122	confounded

Male, 68
4 years experience

Involvement:

   Mass care and damage assessment. Training in Mass Care, Damage Assessment, Shelter Operations, Disaster Action Team. Bryan tornado in '03, Hearne food in '03, Hurricane Charlie in Florida '04, Hurricane Ivan in Alabama '04, Hurricanes Katrina & Rita in '05. Many house fires on the five county area.

Additional Comments:

   Leaders in the Florida and Alabama were chosen by who volunteered to be a leader without any information concerning their background, skills, qualifications, etc. Many that I came in contact with had not taken the ARC courses that were asked to have before being assigned.

BCS5

17 BCS5_A	-0.1594	0.3005	0.3131	-0.0943	non-significant
18 BCS5_I	0.3617	**0.4360X**	0.2639	0.1322	

Male, 72
3 years experience recently, 50 previously

Involvement:

   My experience – Air Force Officer (Navigator), NASA "Rocket Scientist", University Engineering Professor.
   I'm every sensitive to leadership issues. Have seen disaster volunteer leadership from both sides – the volunteer side and the Emergency Management Side.

Additional Comments:

   Concentrate on emergency communication via Amateur Radio for Red Cross and Emergency Management Training – NIMS, Incident Command, First Aid.
   Last participation – Hurricane Katrina. Red Cross Rep in EDC, to spell off local ARC leadership.

BCS4

19 BCS4_A	0.2944	0.3826	**0.5086X**	-0.1230	
20 BCS4_I	0.5606	0.6107	0.3925	-0.1489	confounded

Male, 71
3 years experience

Involvement:
    CPR
    Shelter operations & management
    Basic emergency operations
    First Responder certification training
    Both hurricanes, Katrina & Rita, in 2005
    Volunteer in 7 different shelters during those 2 hurricanes

Additional Comments:
    Question 1: I used the shelter director where I spent the most days during the
    hurricanes
    Question 2: I used what I feel I would want to see in a shelter director

BCS3
21 BCS3_A   0.0284   **-0.4087X**   0.0119   0.0231
22 BCS3_I   0.1798   **0.7682X**   0.1634   0.1315

Female, 59
25-30 years experience

Involvement:
    Volunteer – 8th grade at military installation hospital
    Military wife various posts – POW return
    Metro chapter leadership volunteer
    Committee chair, etc. ice storms, tornados, house fires, hurricane evacuations
    Pd staff Branch manager 1 year
    CPP first aid – Intro to disaster, shelter operations, mass care, emergency response
    vehicle (ERV) training
    Jarrell tornado as volunteer liaison – top volunteer of year award for chapter and state

Additional Comments:
    Question 1 – Hurricane Katrina & Hurricane Rita

BCS2
23 BCS2_A   **0.6316X**   0.3551   -0.1122   0.0427
24 BCS2_I   **0.7369X**   0.0057   -0.0492   0.0528

Female, 61
19 years experience

Involvement:
House fires – disaster action team member – respond to scene of fires and render assistance to clients (Lodging, clothing, prescriptions, etc) make referrals
Katrina/Rita – client intake – worked at branch office interviewing hurricane evacuees and providing disbursing orders and referrals
Training: conducting a mass feeding, damage assessment, shelter management, DAT, First Aid, CPR

Additional Comments:
I was thinking of current branch manager (NAME) in my response. She had been in the position 3 weeks when Katrina hit and exhibited great leadership and managerial skills in the face of staggering conditions, and continues to do so on a daily basis.

BCS1
25 BCS1_A   0.2565   0.1630   **0.6479X**   -0.0530
26 BCS1_I   0.1373   -0.0037   0.3193   0.1411   non-significant

Female, 63
1 year experience

Involvement:
DAT – Shelter simulation – Shelter ops, 1st Aid and CPR, Member of DSHR
Shelter manager through Hurricane Rita, and worked in shelters through Hurricane Katrina
Also work housefires with the DAT team

Additional Comments:
None

OKC6
27 OKC6_A   0.0358   -0.3291   0.0558   0.0151   non-significant
28 OKC6_I   **0.4156X**   0.0239   0.2761   0.1180

Female, 52
1 year experience

Involvement:
I am a "full time" volunteer, I volunteer in the chapter approx 35 hours a week working with clients after their initial Red Cross assistance. I also am a field training officer with the disaster action team and respond to a majority of house fires and mass care requests by police or fire departments. I have received training for casework, disaster response, First Aid, CPR and many leadership/supervisory classes.

Additional Comments:
I love what I do!

OKC5

29 OKC5_A	0.0337	-0.2493	**-0.5469X**	-0.2374
30 OKC5_I	0.2248	0.3500	**0.6356X**	-0.0897

Male, 34
3.5 years experience

Involvement:
    Positions: DAT team member, Strike team leader, disaster human resources services member, CPR/First Aid instructor
    Training: CPR, First Aid, logistics, Disaster Assessment, Shelter Operations, Weapons of Mass Desctruction, Family Services, Ready-Set-Roll, Clinet Services, mass Care,
    Emergencies: May 8 Tornado, Hurricane Ivan, Jeanne, Katrina, Rita
    I was the Strike team leader for all four hurricanes
    I was also a disaster assessment team and group leader for Hurricane Katrina for the alst 14 days. The first 10 days as strike team leader and shelter supervisor.

Additional Comments:
    My thought on my last leader were based on the disaster assessment section of the Katrina relief. It was not your typical disaster and a lot of improvising was required. Our leader was not capable of this task. I am a project manager for an engineering firm and deal with clients and contractors on a daily basis. Flexibility and cooperation are paramount to get projects done.

Researcher Notes:
    Participant stated: "This guy was terrible to deal with and has since been run off."

OKC4

31 OKC4_A	**0.7232X**	-0.2109	0.1746	-0.1240
32 OKC4_I	**0.6012X**	0.0784	0.2179	0.3091

Female, 65
6 years experience

Involvement:
    Have participated in 16 DRO's. I always go out with my husband. We both do Client Service and are supervisors. We also have done mass Care driving the ERV plus worked for a short time in Response Technology (computers, radios etc). Enjoy doing Client case work best. I've been all over the country doing disaster assistance. I'm also an instructor of basic courses although am not real fond of teaching.
    At home we are members of the DAT team, go out all hours of the day and night.
    I'm a retired RN so all of this satisfies my need to be doing something for others.

Additional Comments:
    None

Researcher Notes:
    Participant said she had just come back, and this was the good experience of the two

OKC3

33 OKC3_A	-0.0137	0.0157	**0.5091X**	0.3421
34 OKC3_I	0.1143	-0.2154	**0.7013X**	0.0115

Female, 46
1 year experience

Involvement:
    Katrina/Rita; NE Tornado; wild fires; house fires
    Disaster Action Team; volunteer department; response department
    Mass Care to supervisor classes; ERV driving; working with total diversity

Additional Comments:
    On Rita disaster I had two supervisors. First was great, not touchy feely but have a
    well oiled machine in our crew.
    #2 supervisor new nothing. Each different experience.
    NE tornados, great supervisor. Wanted you to do the job and let him do his. But
    always someone you could go to. Question #1 is this one.

OKC2

35 OKC2_A	0.2536	0.3033	0.3265	0.2097	non-significant
36 OKC2_I	0.2898	0.3527	0.1673	**0.5253X**	

 Female, 25
2 years experience

Involvement:
    Volunteer Coordinator for ARC
    Deployed to Hurricane Ivan/Frances Sept 04 – 21 days – Florida
    Hurricane Katrina – Sept 05 – 2 months – local chapter
    OK/TX wildfires – 05 – 2 months – local chapter
    Recruitment, placement, HR issues with current volunteers and spontaneous
    volunteers
    Training: Working with total diversity, supervisory essentials, managing total
    diversity, human resources in disaster, mass care, shelter, hurricane operations team
    training, volunteer resource management

Additional Comments:
   I deal first hand with all volunteers wanting to help during a disaster. I interview and
   place them in appropriate jobs. I do this locally on disaster operations and nationally
   on disaster operations.

OKC1
37 OKC1_A   **0.6533X**   0.1708   0.3654   0.1110
38 OKC1_I   **0.7914X**   0.0815   0.1673   0.1419

Male, 66
9 months experience

Involvement:
   Mass Care
   All management courses
   ERV

Additional Comments:
   None

W1
39 W1_A   0.4630   0.3050   -0.0572   0.4423   confounded
40 W1_I   **0.5684X**   0.1829   0.1099   0.3748

Male, 50
1 year experience

Involvement:
   Intern, volunteer,
   Health & safety – instruction
   Disaster services – DAT team member
   I have mainly responded to fire events, done damage assessments, and casework

Additional Comments:
   I am very impressed with the Directors for both entities. They have both been
   instrumental in my studies and learning of management skills and have helped me to
   succeed in every project undertaken.

APPENDIX D

PILOT STUDY DATA

Oklahoma State University Institutional Review Board

Date: Wednesday, February 22, 2006

IRB Application No   ED0693

Proposal Title: Volunteer & Staff Perceptions of Leader Behavior in Emergency Response
Situations

Reviewed and   Exempt
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 2/21/2007

Principal
Investigator(s

✓ Carol A McBryde   Diane Montgomery
464 Ag Hall   424 Willard
Stillwater, OK 74078   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the
rights and welfare of individuals who may be asked to participate in this study will be respected, and that
the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45
CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval
stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol
   must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar
   year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are
   unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the
authority to inspect research records associated with this protocol at any time. If you have questions
about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415
Whitehurst (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Sue C. Jacobs, Chair
Institutional Review Board

Pilot Study Factor Matrix

QSORT	Factor A	Factor B	Factor C
1 FF_GE	-0.0211	-0.3959	**0.4789X**
2 FF_CE	0.4602	-0.4904	0.4522
3 FF_CB	0.2746	**-0.3313X**	-0.1664
4 CP_GE	0.0767	**0.8818X**	0.105
5 CP_CE	0.1466	**0.8562X**	0.0625
6 CP_CB	0.1178	**0.8179X**	0.1162
7 Ph_GE	0.2559	**-0.6055X**	0.3751
8 Ph_CE	0.439	**-0.6204X**	0.0803
9 Ph_CB	0.4649	**-0.6065X**	0.1998
10 AR_GE	**0.8534X**	-0.0802	0.3069
11 AR_CE	**0.8551X**	-0.0252	0.1273
12 AR_CB	**0.7603X**	0.0665	0.1864
13 HP_GE	**0.5960X**	-0.066	0.3353
14 HP_CE	**0.7321X**	-0.2115	0.2276
15 HP_CB	**0.7569X**	0.0714	0.1118
16 BD_GE	0.3012	-0.2764	**0.4096X**
17 BD_CE	**0.6802X**	-0.0914	0.2579
18 BD_CB	**0.6955X**	-0.1457	0.2765
19 VL_GE	0.3192	-0.3566	0.3675
20 VL_CE	**0.6352X**	-0.4236	0.2959
21 VL_CB	**0.6377X**	-0.1489	-0.4078
22 RHA_GE	**0.6799X**	-0.2279	-0.0758
23 RHA_CE	**0.7347X**	-0.1639	-0.0616
24 RHA_CB	**0.5022X**	0.1854	-0.3447
25 RE_GE	0.3951	0.1056	**0.7101X**
26 RE_CE	0.3822	0.0755	**0.7370X**
27 RE_CB	0.3061	-0.0436	**0.6406X**
28 Eng_GE	**0.7762X**	-0.0617	0.3313
29 Eng_CE	**0.7952X**	-0.0758	0.2535
30 Eng_CB	-0.1263	0.1361	**0.4461X**
Explained Variance	31%	15%	12%
Defining Sorts	15	7	6
X = defining sort			

Statement List with Z-Scores and Array Positions

Statement	Factor A		Factor B		Factor C	
	z-score	array position	z-score	array position	z-score	array position
1. insures that my immediate needs are met.	0.46	1	-0.15	0	-0.61	-1
2. drives me to succeed in everything I do.	0.2	0	1.27	3	-1	-3
3. encourages us to do things in ways that do not incur much risk.	1.45	3	1.23	3	0.38	1
4. comes up with creative ways of looking at problems and solutions.	0.29	1	-1.19	-3	1.91	4
5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.	1.08	2	-0.24	-1	0.63	2
6. displays a strong sense of power and confidence in everything he/she does.	0.58	1	0.31	1	-0.05	0
7. brings up new ideas and possibilities that inspire me and others.	-0.33	-1	0.19	0	1.02	2
8. articulates a compelling vision of the work we are doing and how it can be done better.	1.11	3	-0.08	0	0.47	1
9. instills pride in me and others who are associated with him/her.	0.17	0	0.67	2	-0.57	-1
10. empowers me to take action without supervision when I see things that need to be done.	0.08	0	1.11	2	1.09	3
11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	-2.04	-4	1.94	4	-1.13	-3
12. tells me in clear language exactly what needs to be done.	1.93	4	-1.6	-3	0.27	1
13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	1.21	3	0.33	1	1.85	3
14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	-0.66	-2	-0.01	0	-1.29	-3
15. talks about their most important values and beliefs to me and others in the group.	-1.23	-3	-0.37	-1	-0.51	-1
16. takes high personal risks when it will benefit the group.	-1.35	-3	-1.75	-4	-0.35	-1
17. has my highest respect.	0.23	1	-0.17	-1	-0.17	0

Statement List with Z-Scores and Array Positions

Statement	Factor A		Factor B		Factor C	
	z-score	array position	z-score	array position	z-score	array position
18. is effective in representing me to higher authority.	-0.78	-2	0.01	0	-1.86	-4
19. relies on group members to make decisions about even the most critical issues.	-1.49	-3	1.6	3	1.18	3
20. takes me by surprise by being unconventional when I least expect it.	-1.6	-4	-0.65	-2	-1.7	-4
21. influences me and others in the group because we like and respect him/her.	-0.43	-1	0.3	1	-0.29	-1
22. has a magical energy about him/her that helps the group bond and be productive.	-0.42	-1	0.78	2	-0.81	-2
23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.	-1.05	-2	-1.58	-3	0.72	2
24. follows the rules, no matter what.	-1.05	-2	-1.87	-4	-1.28	-3
25. Is the reason that I work harder than I normally would.	-0.19	0	1.23	3	-0.91	-2
26. gives me reason to trust him/her completely.	0.65	2	0.41	1	-0.28	0
27. tells the group in specific terms who is responsible for each task.	1.62	4	-1.38	-3	0.76	2
28. is diligent in keeping track of all mistakes so they can quickly be remedied.	-0.01	0	-0.74	-2	-0.65	-2
29. is a good teacher and coach.	0.22	0	-0.22	-1	-0.23	0
30. expresses concern for my personal needs and feelings and helps me feel a part of the group.	-0.2	-1	0.24	1	0.4	1
31. is aware of the moral issues in the situation and is careful to make decisions with this in mind.	0.44	1	-0.63	-1	0.44	1
32. has a creative method to guiding work.	-0.36	-1	-0.89	-2	-0.23	0
33. uses intuition and past experience to inform decision-making.	1.25	3	0.74	2	2.06	4
34. creates a sense of calm that relieves my fears so that I can get important tasks done.	0.9	2	0.19	0	1.36	3

Statement List with Z-Scores and Array Positions

Statement	Factor A		Factor B		Factor C	
	z-score	array position	z-score	array position	z-score	array position
35. motivates by helping us understand how important the work we are doing is to the people we are helping.	0.78	2	-0.69	-2	0.19	0
36. does not interfere in the work of the group until problems are very serious.	-1.44	-3	1.66	4	-0.81	-2

THIS LEADER . . .

Pilot Study Factor 1

15 sorts:
AR_GE, AR_CE, ARE_CB, HP_GE, HP_CE, HP_CB, BD_CE, BD_CB, VL_CE, VL_CB, RHA_GE, RHA_CE, RHA_CB, Eng_GE, Eng_CE

-4	-3	-2	-1	0	1	2	3	4
							8. articulates a compelling vision of the work we are doing and how it can be done better.	
					17. has my highest respect.	26. gives me reason to trust him/her completely.	13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	27. tells the group in specific terms who is responsible for each task.
		23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.		25. Is the reason that I work harder than I normally would.		35. motivates by helping us understand how important the work we are doing is to the people we are helping.		
			21. influences me and others in the group because we like and respect him/her.	28. is diligent in keeping track of all mistakes so they can quickly be remedied.	4. comes up with creative ways of looking at problems and solutions.		33. uses intuition and past experience to inform decision-making.	12. tells me in clear language exactly what needs to be done.
	19. relies on group members to make decisions about even the most critical issues.			10. empowers me to take action without supervision when I see things that need to be done.	31. is aware of the moral issues in the situation and is careful to make decisions with this in mind.	34. creates a sense of calm that relieves my fears so that I can get important tasks done.		
	36. does not interfere in the work of the group until problems are very serious.		24. follows the rules, no matter what.	9. instills pride in me and others who are associated with him/her.	32. has a creative method to guiding work.		3. encourages us to do things in ways that do not incur much risk.	
11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	16. takes high personal risks when it will benefit the group.	18. is effective in representing me to higher authority.	7. brings up new ideas and possibilities that inspire me and others.	2. drives me to succeed in everything I do.	1. insures that my immediate needs are met.	5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.		
20. takes me by surprise by being unconventional when I least expect it.	15. talks about their most important values and beliefs to me and others in the group.	14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	30. expresses concern for my personal needs and feelings and helps me feel a part of the group.	29. is a good teacher and coach.	6. displays a strong sense of power and confidence in everything he/she does.			

Most Unlike

Most Like

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THIS LEADER . . .

Pilot Study Factor 2

7 sorts:

CP_CB, PH_GE, PH_CE, PH_CB

-4	-3	-2	-1	0	1	2	3	4
				1. insures that my immedi needs are met				
			31. is aware of the moral ist the situation and i make decisi	8. articulates a compelling of the work we are how it can be	30. expresses concern for personal needs and fee helps me feel a p			
	32. has a creative method guiding work.		15. talks about their mos important values and me and others	14. consistently rewards m my efforts and mak good about t	21. influences me and othe the group because wo respect hi	9. instills pride in me and c who are associated w	25. Is the reason that I w harder than I normal	
	23. is willing to make pers sacrifices if it will ber or the peop	28. is diligent in keeping tra all mistakes so they be rem	5. recognizes the things I'm good at and finds w to capitalize	18. is effective in representi to higher authc	6. displays a strong sense power and confiden everything he/s	33. uses intuition and pas experience to inform making	3. encourages us to do thing ways that do not incu risk.	
24. follows the rules, no m what.	27. tells the group in spec terms who is responsi tasl people wo	35. motivates by helping understand how impor work we are doi	29. is a good teacher and coach.	34. creates a sense of calm relieves my fears so importa	13. sees the limitations c workers and volunte helps me and o within anc	22. has a magical energy al him/her that helps th bond and be p	2. drives me to succeed i everything I do	36. does not interfere in the of the group until pr very se
16. takes high personal ris when it will benefit t	4. comes up with creative v of looking at proble solution	20. takes me by surprise t being unconventional least expec	17. has my highest respect.	7. brings up new ideas an possibilities that inspir others	26. gives me reason to tru him/her complet	10. empowers me to take a without supervision v things that nee	19. relies on group membe make decisions abou most critic	11. waits to take action ut things go wrong, allo group to mak decisions o sho

Most Unlike

Most Like

THIS LEADER . . .

Pilot Study Factor 3

6 sorts:

RE_CE, RE_CB, Eng_CB

-4	-3	-2	-1	0	1	2	3	4
				26. gives me reason to tru him/her complet				
			1. insures that my immed needs are met	12. tells me in clear langu exactly what needs t				
				29. is a good teacher and coach.		10. empowers me to take a without supervision v things that nee		
	14. consistently rewards m my efforts and mak good about t	25. Is the reason that I w harder than I normal	9. instills pride in me and who are associated w	32. has a creative method guiding work.	3. encourages us to do thing ways that do not incu risk.	5. recognizes the things I'm good at and finds w to capitalize		
							19. relies on group membe make decisions abou most critic	
	24. follows the rules, no m what.	22. has a magical energy a him/her that helps th bond and be p	15. talks about their mos important values and me and others	17. has my highest respect.	30. expresses concern for personal needs and fe helps me feel a	23. is willing to make pers sacrifices if it will ber or the peop		
18. is effective in represent to higher auth	11. waits to take action ur things go wrong, allo group to make decisions o sho	36. does not interfere in the of the group until pr very se	16. takes high personal ris when it will benefit t	6. displays a strong sense power and confiden everything he/s	31. is aware of the moral is the situation and i make decis	27. tells the group in spec terms who is responsi tas	34. creates a sense of calm relieves my fears so importa	4. comes up with creative of looking at proble solution
20. takes me by surprise being unconventional least expec	2. drives me to succeed everything I do	28. is diligent in keeping tr all mistakes so they be rem	21. influences me and othe the group because w respect hi	35. motivates by helping understand how impor work we are doi people we	8. articulates a compelling of the work we are how it can be	7. brings up new ideas an possibilities that inspir others	13. sees the limitations workers and volunte helps me and o within an	33. uses intuition and pas experience to inform making

Most Unlike   Most Lik

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PILOT STUDY FACTOR DESCRIPTIONS

The pilot study data yielded three factors representing distinct views of leadership. The first factor was defined by 15 sorts and represents a view of leadership that is very directive. This factor is entitled the Command and Control Leader to illustrate the authoritative style of the leader. The second factor was defined by 7 sorts and represents a view of leadership that is reliant on the volunteer/follower for decision making. This factor is entitled the Group Empowerment Leader to illustrate the leader's willingness to allow the group to make decisions. The final factor was defined by 6 sorts and represents a view of leadership that is emotionally based. This factor is entitled the Sensing and Sacrificing Leader to illustrate this leader's affective leadership style and willingness to make personal sacrifices. These three factors are described in greater detail below.

Command and Control Leader
The leader described here is directive and authoritative. He/she is clearly in charge and does not ask for opinions or advice from the group. Their actions as a leader are predictable and precise, with a strong focus on the task at hand. They are knowledgeable and competent, and understand what their followers can and cannot do. There is not a strong focus on values, sacrifice, or inspiration.

Statement	z-score	array position
12. tells me in clear language exactly what needs to be done.	1.931	4
27. tells the group in specific terms who is responsible for each task.	1.619	4

The top two statements indicate that the leader in this view is very authoritative. Note the similar verb in both the statements: "tells". This leader uses "clear language" and specific terms" to direct followers. This view of leadership is clearly about the task. This analysis is supported by statements on the negative side:

11. waits to take action until things go wrong, allowing the group to make its own decision on what action should be taken.	-2.036	-4
19. relies on group members to make decisions about even the most critical issues.	-1.492	-3
36. does not interfere in the work of the group until problems are very serious.	-1.444	-3

One student commented that, "A leader that can make quick decisions with confidence is paramount." Clearly this leader is in charge, and does not wait around for the group to get involved or make decisions. This is not a democracy, it is a crisis and calls for a leader who knows what to do and makes sure everyone is going in the correct direction. As we move deeper into the statements, however, we see that this leader is directive because of their experience, knowledge, and ability to utilize followers strengths:

33. uses intuition and past experience to inform decision-making.	1.248	3
13. sees the limitations of workers and volunteers and helps me and	1.214	3

others work within and around these limitations.		
8. articulates a compelling vision of the work we are doing and how it can be done better.	1.108	3
5. recognizes the things I'm really good at and finds ways for me to capitalize on these skills.	1.078	2

The leader is an expert, who uses their experience to make good decisions and knows how things can be done most effectively. The volunteer in this situation seems to have a trainee mentality, and is unsure of exactly what needs to be done or where their skills can best be used. The leader is there to direct them and make sure they are helping the situation as much as possible and that their individual limitations do not hinder the work of the group. One of the quotes from this group that supports this view came from the school bus coordinator: "Leader needs to be in charge and have a grasp on the situation at hand. Needs to mold the team into the most productive and efficient team to get the job done."

With their trainee mentality, the volunteers in this group are looking for a predictable leader:

20. takes me by surprise by being unconventional when I least expect it.	-1.605	-4
16. takes high personal risks when it will benefit the group.	-1.348	-3
3. encourages us to do things in ways that do not incur much risk.	1.445	3

They are not interested in a leader who surprises them or takes risks, but prefer a leader who will avoid risk in making sure the task at hand is taken care of in the best way possible. Additionally they are not interested in a leader who focuses on the emotional side of leadership:

15. talks about their most important values and beliefs to me and others in the group.	-1.232	-3
23. is willing to make personal sacrifices if it will benefit the group or the people we are helping.	-1.054	-2
14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	-0.656	-2

This leader does not talk about values and beliefs, because they are not relevant to the task at hand. This situation is not about personal sacrifices or individual rewards, it is about the disaster at hand and the response effort.

The fifteen sorts that defined this factor were fairly equally spread among demographic groups and conditions of instruction. There were both young college students and older working professionals, as well as both male and female. Three individuals loaded completely on this factor (all three conditions of instruction) while others were split. One of the two instructors loaded completely on this factor.

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Overall this factor shows us a leader who is instructive and non-emotional and volunteers with a trainee mentality who are looking to the leader for direction. The young engineer summed it up this way: "I think the discomfort that a disaster causes can only be overcome by training and experience."

Group Empowerment Leader
The leader in this view relies heavily on the group to make decisions. The leader is available for support and encouragement, but does not give the group constant direction. This leader is not decisive, but is still quite logical, knowledgeable and non-emotional. For the volunteer/follower in this view emotions are not an important part of the leadership process. They are capable of making decisions but still want a leader to push and drive them forward.

Statement	z-score	array position
11. waits to take action until things go wrong, allowing the group to make its own decisions on what action should be taken.	1.938	4
36. does not interfere in the work of the group until problems are very serious.	1.660	4
19. relies on group members to make decisions about even the most critical issues.	1.596	3

We can see from the top three statements what is most important to the volunteer/follower in this view: autonomy and group decision-making. There is a strong focus on the whole competence of the group as a whole to make decisions and know what to do. Several of the negative statements support this view of group rather than leader decision-making:

12. tells me in clear language exactly what needs to be done.	-1.599	-3
27. tells the group in specific terms who is responsible for each task.	-1.383	-3

Unlike the cowardly lion, this volunteer is not interested in a leader who gives specific directions. At first it is hard to see what they actually want the leader to do:

24. follows the rules, no matter what.	-1.869	-4
16. takes high personal risks when it will benefit the group.	-1.746	-4

This volunteer feels strongly connected to the group, and does not want a leader who forces the group to follows rules or feels a need to take a strong role such as taking a personal risk. This is really about the group, not the individual leader. We quickly get a picture of what this leader is not. We do not see the actual role of the leader in this view until a little further into the sort:

2. drives me to succeed in everything I do.	1.267	3
3. encourages us to do things in ways that do not incur much risk.	1.229	3

25. is the reason that I work harder than I normally would.	1.227	3

Now we begin to see that by far the most important role of the leader is that of encouragement and support. It is interesting to note that statement 3, while similarly placed, has a very different meaning for the scarecrow than it did for the cowardly lion. In the previous factor statement 3 was about risk avoidance. Here it seems clear that it is about the verb: "encourages". This leader "drives", "encourages", and makes volunteers work hard. In this factor we see a leader emerge who is just as active but in a background role.

Even with this encouragement, however, this view of leadership is very non-emotional. Two quotes in particular help understand this part of the factor:

> "CERT leaders must be able to think logically. They cannot risk the safety of themselves or their team to save others. Getting too personal can lead to mistakes that cause further injury/harm."
> "I feel like all the gooshy feelings aren't there in this training process. It was hard work and we were there to accomplish a purpose and not bond on emotional level! If you performed real life events you would probably connect in that way afterwards, but you can't bring your emotions out in that kind of environment otherwise people die! There's also no time for mistakes!"

To understand this factor it is important to look carefully at the seven sorts that define it. The only three sorts that positively load on this factor come from a single individual, one of the instructors. The other four sorts are all negatively loaded on the factor, three from a single individual and the crisis behavior condition for the third individual. The firefighter in the study provides this explanation: "I believe the CERT leadership is weak. I believe more training should be given to leaders about their roles in the program."

This view of leadership seems to be most defined by the instructor perspective, both from the actual instructor and from the perspective a volunteer reflecting on the behavior of their instructor.

Sensing and Sacrificing Leader
The leader in this view trusts followers and works with them in emotional ways. There is a strong focus on creativity, intuition, and inspiration. These volunteers are here because they truly want to help people, and are uninterested in rewards or representation to higher authority. They do desire a leader who is competent and capable of direction, but more importantly are desirous of a leader who shares their view of the common mission, a leader who is willing to make personal sacrifices.

Statement	z-score	array position
33. uses intuition and past experience to inform decision-making.	2.064	4
4. comes up with creative ways of looking at problems and solutions.	1.910	4

The first two statements already begin to show some focus on the emotional side of leadership. This leader is intuitive and creative, and willing to use these talents in decision-making and problem-solving. We can already see the emotional side of this view developing, as supported by this quote from the engineer: "The hardest thing to predict is how people will emotionally respond to a disaster, and is therefore the cause in the difference in leadership ideals and what actually occurs." This leader is also very follower focused, as indicated by the following statements:

13. sees the limitations of workers and volunteers and helps me and others work within and around these limitations.	1.849	3
34. creates a sense of calm that relieves my fears so that I can get important tasks done.	1.356	3
19. relies on group members to make decisions about even the most critical issues.	1.178	3
10. empowers me to take action without supervision when I see things that need to be done.	1.094	3

This leader motivates volunteers by knowing their limitations and what they need, and helping them do the best they can by empowering them and relying on them. You can see a very mutual relationship developing here between the leader and the volunteer. The leader is almost a big brother or sister, helping the follower along without being overly bossy. This leader is definitely not passive, though, and has some ideas to share:

7. brings up new ideas and possibilities that inspire me and others.	1.016	2
27. tells the group in specific terms who is responsible for each task.	0.764	2

These things are clearly secondary, however, to the mutual, empowering relationship between the leader and the follower. On the other end of the spectrum, we see clearly that this leader does not do some things that are often seen as important leadership behavior.

18. is effective in representing me to higher authority.	-1.863	-4
14. consistently rewards me for my efforts and makes me feel good about the work I am doing.	-1.293	-3
2. drives me to succeed in everything I do.	-0.997	-3

This volunteer is not interested in rewards or representation, they are not here for the credit but are volunteering for the good they can do in combination with others, including the leader. They have no need to be driven by the leader, their own conscious is what brought them here in the first place and what drives them to do the best they can. On the other hand, they do want a predictable leader who keeps things moving in the right direction:

20. takes me by surprise by being unconventional when I least expect it.	-1.698	-4
11. waits to take action until things go wrong, allowing the group to	-1.133	-3

make its own decisions on what action should be taken.		
24. follows the rules, no matter what.	-1.281	-3

This leader does not surprise them, but is also not hung up on rules. The leader makes decisions based on experience and intuition, not the rulebook. This perspective is consistent with the idea that the leader and the volunteer in this view are here for the cause, not the reward or the rules. Statement 11 is very insightful in this view as well. In the two previous views it stayed very close with statement 19, indicating it was more about allowing the group to act that about the leader. In this case, however, the statements are split apart. This leader relies on group members a great deal, but is also not passive enough to wait until things are really bad to step in. One of the teachers in the study summed up this view best: "When an emergency is at hand – we help the most with the least amount of risk. Individuals are placed in positions as volunteers."

VITA

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Thesis: RED CROSS WORKERS' PERCEPTIONS OF LEADERS IN DISASTER

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Scope and Method of Study: The purpose of this study was to describe the perceptions of Red Cross workers, both paid staff and volunteers, toward their leaders in disaster emergency response situations. This study utilized Q-methodology to examine the perceptions of Red Cross workers from multiple locations in the United States. Participants were asked to rank order a set of statements about their field leader from most unlike to most like, creating a Q-sort. Each participant's Q-sort was then compared to all other Q-sorts through correlation and factor analysis. Factor analysis produced four distinct patterns of perception or views of leadership. These factors, or views of leadership, are the primary findings of the study.

Findings and Conclusions: This study attempted to answer three research questions. The first research question of this study asked: How do views of leadership vary among Red Cross workers? The analysis of the data showed four distinct views of leadership among Red Cross workers. Each of the four factors represents a unique perspective existing in the population of Red Cross workers and helps to better understand the workers who hold that particular view of leadership. The second research question focused on how Red Cross workers viewed their actual and ideal leader, and the comparison of these two views. In a general way, most people who are working for the Red Cross view their actual and ideal leader the same way. The third research question dealt with the relationship between leadership theory, specifically charismatic leadership theory and transformational leadership theory, to the leadership perspective of Red Cross workers. Both theories help inform an understanding of Red Cross field leadership, but neither theory fully represents the perceptions of Red Cross workers. After these research questions have been explored, the paper offers some conclusions, links to current literature, and recommendations for further research.

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