DISASTER RESPONSE LEADERSHIP: PERCEPTIONS OF AMERICAN RED CROSS WORKERS

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The purpose of this exploratory study was to describe the perceptions and implicit theories of Red Cross workers toward their leaders in the context of disaster emergency response. This study utilized Q-methodology to examine the perceptions of Red Cross workers from multiple locations in the United States through the theoretical frame of charismatic and transformational leadership. The method considered the ways in which views of leadership vary among Red Cross workers, resulting in four distinct leader prototypes among the Red Cross workers: *Show Me the Way*; *See Me, Then Tell Me*; *Stand Beside Me*; and *Please Understand Me*.

In recent years, large- and small-scale disasters across the world have garnered a great deal of media attention, particularly in relationship to response efforts. As leaders have been criticized for their response to such crises, questions have been asked about what effective leadership looks like in disaster response. Unfortunately, the literature in the leadership field provides little direction. A recent article in the Leadership Quarterly finds this same problem, and states that there is a great need for leadership research in such "extreme contexts" (Hannah, Uhl-Bien, Avolio, & Cavarretta, 2009). After an extensive review of the literature related to crisis leadership, Hannah et al. (2009) draw the conclusion that "any theory of leadership for extreme contexts cannot be loosely generalized, but that different dynamics influence leadership through

unique contingencies, constraints and causation" (p. 898). Research needs to be done with a variety of crisis response organizations to better understand leadership within those organizations.

One such crisis response organization 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. This extreme context of disaster response requires something different than leadership in more stable contexts (Crichton, Lauche, & Flin, 2005; Hannah et al., 2009) or even leadership in other extreme contexts. Such leadership is often termed crisis leadership. Scholars of business leadership 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). Little literature exists, however, that directly examines disaster-response leadership.

Another unique aspect of the extreme context in which the Red Cross works is that this organization relies on volunteers for the bulk of the work, leadership, and resources to fulfill this mission of disaster relief. This international organization was originally envisioned as an organization comprised entirely of volunteers, and to this day almost 90% of the individuals supporting the Red Cross effort are volunteers (Hamilton, 2005). During disaster-response efforts, these volunteers are guided by field leaders trained extensively 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 and varied limitations. The field leader is charged with pulling together this disparate group of people and making quick decisions in the field, often with 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.

Another unique aspect of this extreme context is that Red Cross field leaders find themselves providing leadership in a socially close context with their followers. 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 illuminates what emergency response volunteers are looking for from their socially-close leaders in the field during a disaster.

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, & Meindl, 1997; Shamir, 1995; Shamir & Howell, 1999; Shamir, Zakay, Breinin, & Popper, 1998; Sosik, 2005; Tosi, Misangyi, Fanelli, Waldman, & Yammarino, 2004; Valle, 1999; Yagil, 1998). There is a

need for research related to field leadership in extreme context, for understanding the field leaders who are so relied upon by the Red Cross to guide their volunteers.

It is important for leadership researchers to begin to study a variety of extreme contexts to better understand leadership in these contexts. One question asked by Hannah et al. (2009) is "whether followers and groups have different models or implicit theories of optimum leader prototypes (Lord, Foti, & DeVader, 1984) of differing dimensions of extreme contexts" (p. 908). This study attempts to answer this question by exploring the implicit theories of Red Cross workers in regards to their field leaders during disaster response.

Theoretical Framework

The theoretical framework for this study was 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). For the purposes of this study, transformational leadership includes the three components of transformational leadership (inspirational, intellectual stimulation, individualized consideration), as well as the two components of transactional leadership (contingent reward and management by exception), and laissez-faire leadership. In addition, charismatic leadership is defined by the five behavioral dimensions described by Conger & Kanungo: sensitivity to environmental context, strategic vision and articulation, sensitivity to member needs, personal risk, and unconventional behavior.

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, Hunt, & Jauch, 2002). More specifically, extreme contexts (Hannah et al., 2009) such as disaster response warrant further study.

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.

This exploratory study describes the perceptions and implicit theories of Red Cross workers, both paid staff and volunteers, toward their leaders in disaster emergency response situations. Specifically, the study seeks to answer two questions:

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

2. How do the patterns of Red Cross workers' perceptions of their leaders' actual behavior differ according to their ideal expectations of their leaders?
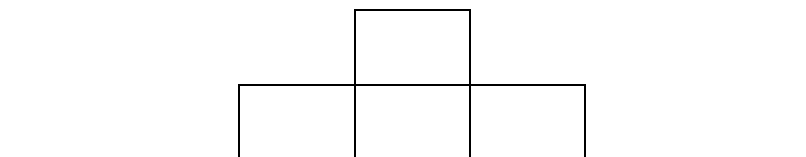
This study aims to develop an understanding of how these volunteers view leadership, and what they want from their field leader. This understanding will further our ability to adapt and apply current leadership theories to extreme contexts.

Method

This study utilizes Q-methodology to examine the perceptions of Red Cross workers from multiple locations in the United States. 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, referred to as the Q-sort, can then be correlated with the Q-sorts of other participants, in effect correlating total perceptions rather than individual statements or tests. Factor analysis is then used to discover the structure of subjectivity.

In Q-methodology, the total population of statements that represent the views of the participants is called a concourse (Brown, 1993). This concourse attempts to consider all possible views of the participants, and may be drawn naturalistically (from interviews with participants) or theoretically (from existing literature). This study used a theoretically-based hybrid approach as described by McKeown and Thomas (1988). The original concourse in this study was created by using 75 statements derived from Conger and Kanungo's theory of charismatic leadership (1988; 1998) and Bass's theory of transformational leadership (Avolio et al., 1999; Bass, 1985). The concourse of 75 statements was sorted by the researcher for homogeneity and put into four broad, theoretical categories: self, task, relationship, and organization, then eliminating redundant statements to produce a Q-set of 36 statements, nine in each category.

To facilitate the sorting process, participants began by sorting the statements into three piles, most like, most unlike, and neutral. The participant then further subdivided these three piles onto a forced choice continuum printed on a form board with the distribution of -4 to +4. The sort distribution given to participants was designed to capture the statements to which they had the strongest reactions (most like and most unlike) and represented a format of nine columns with the number of each statements to be placed in each column as: 2, 4, 4, 5, 6, 5, 4, 4, and 2. See Figure 1 for a visual of the Q-sort form board participants used to sort statements.

Figure 1. Q-sort form board

Each participant sorted the statements twice in order to capture views that might differ when considering reality in the last disaster with desires for leadership in the next disaster:

- Sorting condition 1: During the last disaster in which you participated in the Red Cross response, how would you describe your Red Cross leader?
- Sorting condition 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?

Participants were recruited by contacting Red Cross chapters in Oklahoma and Texas, and asking employees and volunteers to participate. 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. McKeown and Thomas (1988) suggest that an extensive P-set might include 40-50 Q-sorts representing one to three conditions of instruction. This is an extensive Q-study, with the "intent of determining the variety of views on an issue" (McKeown & Thomas, 1988, p. 37). A purposive attempt was made to find people representing various demographics (male/female, staff/volunteer, long-term involvement/recent involvement, etc.). Participants included 11 women and 9 men ranging from age 24 to age 72 (15 over 50 years old). Additionally, the participants had a wide range of experience with the Red Cross, including as few as six months and as many as 53 years. The majority of participants (14) had five or less years of experience with the Red Cross. All participants had been exposed to crisis response in their experience with the Red Cross, although the variance was 13 participants had responded to hurricanes, 12 to house fires, five to tornados, five to wild fires, one to an ice storm and one to a hostage situation. The majority of the participants were volunteers rather than paid staff.

Data were analyzed using PQMethod software (Schmolck, 2002). All individual sorts (both actual and ideal) were entered into the computer. Using the PQMethod software, every sort was correlated with every other sort. This was followed by a principal components factor analysis of the correlation matrix to determine the dispersement of the groupings of individual perceptions of 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.

The varimax rotated four factor solution was determined to represent the best balance of minimized confounded and non-significant sorts, and accounted for 43% of the variance. A confounded sort is one that is determined to be significant on more than one factor. Once a final factor solution was chosen, z-scores were calculated for each statement for each factor using only the sorts that clearly defined the factor. From the z-scores, a theoretical array of statements was arranged, with a numeric array position indicating the column position of the statement similar to the sorting structure. These theoretical sorts are used as the main tool of interpretation (McKeown & Thomas, 1988).

Findings

Using a cut score 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. Additionally, for this final solution, only two participants had neither his nor her actual or ideal sort load on any factor (Participants 2 & 8). Table 1 lists the extent to which each sort loaded on the four factors along with basic demographic data.

Table 1: Final Factor Solution with Participant Demographics

Participant #	Sort	Factor 1	Factor 2	Factor 3	Factor 4	Age/ Gender		Years Involved
1	A	-0.1435	-0.1500	0.3847	-0.1036	51	F	3
	I	**0.4010X**	0.3634	-0.1160	0.0705			
2	A	-0.2620	-0.1075	-0.1123	-0.1368	57	F	4
	I	0.1386	0.0904	-0.1002	0.2384			
3	A	**0.6581X**	0.2629	0.2113	0.0225	49	F	1
	I	**0.7241X**	0.0863	0.1555	0.1792			
4	A	0.4244	-0.1385	0.3681	0.4488	45	M	10
	I	0.2771	-0.0745	0.1494	**0.5642X**			
5	A	**0.4025X**	-0.1626	-0.2400	-0.1048	64	F	7
	I	0.3708	0.3507	0.0694	0.1113			
6	A	0.0928	0.0235	0.0287	**-0.4486X**	53	M	5
	I	0.2106	0.2413	-0.2848	0.0021			
7	A	0.1840	**-0.5319X**	-0.1177	-0.3616	72	M	3
	I	0.1315	0.0633	**0.7491X**	0.0380			
8	A	0.3512	-0.1161	-0.1369	0.0159	68	M	4
	I	0.4466	0.5615	0.0773	0.3122			
9	A	-0.1594	0.3005	0.3131	-0.0943	72	M	53
	I	0.3617	**0.4360X**	0.2639	0.1322			
10	A	0.2944	0.3826	**0.5086X**	-0.1230	71	M	3
	I	0.5606	0.6107	0.3925	-0.1489			
11	A	0.0284	**-0.4087X**	0.0119	0.0231	59	F	25
	I	0.1798	**0.7682X**	0.1634	0.1315			
12	A	**0.6316X**	0.3551	-0.1122	0.0427	61	F	19

	I	**0.7369X**	0.0057	-0.0492	0.0528			
13	A	0.2565	0.1630	**0.6479X**	-0.0530	63	F	1
	I	0.1373	-0.0037	0.3193	0.1411			
14	A	0.0358	-0.3291	0.0558	0.0151	52	F	1
	I	**0.4156X**	0.0239	0.2761	0.1180			
15	A	0.0337	-0.2493	**-0.5469X**	-0.2374	34	M	4
	I	0.2248	0.3500	**0.6356X**	-0.0897			
16	A	**0.7232X**	-0.2109	0.1746	-0.1240	65	F	6
	I	**0.6012X**	0.0784	0.2179	0.3091			
17	A	-0.0137	0.0157	**0.5091X**	0.3421	46	F	1
	I	0.1143	-0.2154	**0.7013X**	0.0115			
18	A	0.2536	0.3033	0.3265	0.2097	25	F	2
	I	0.2898	0.3527	0.1673	**0.5253X**			
19	A	**0.6533X**	0.1708	0.3654	0.1110	66	M	1
	I	**0.7914X**	0.0815	0.1673	0.1419			
20	A	0.4630	0.3050	-0.0572	0.4423	50	M	1
	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%	

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

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 (Participants 3, 12, 16, 17 & 19). 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 (Participants 11 & 15). Only one participant changed from one factor to another between actual and ideal: Participant 7 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. Although some load scores are in the significant range, they are confounded because the sort has similarly high loads on multiple factors. These confounded sorts are not considered when defining the factors.

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. Each factor was interpreted from a qualitative perspective, utilizing the theoretical Q-sort of the factor and accompanying demographics and open-ended participant responses to describe a nuanced view of the implicit theory represented by each factor. For ease of reference in the document, the resulting four views of leadership are named *Show Me the Way*; *See Me, Then Tell Me*; *Stand Beside Me*; and *Please Understand Me*.

Show Me the Way

This view is defined by twelve total sorts, five representing an actual leader (Participants

3, 5, 12, 16, & 19) and seven representing an ideal leader (Participants 1, 3, 12, 14, 16, 19, & 20). None of these significant loadings is negative. Eight of the twelve sorts are represented by four people, who all loaded significantly on this factor 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 participants appear to be fairly satisfied, and the difference between actual and ideal is minimal. Table 2 provides the ten most like and ten least like statements for the *Show Me the Way* view, along with each statement's array position and *z*-score. Distinguishing statements (starred in the table) are those statements whose position sets this view apart from the others. For example, statement 8 shows up in the table below as a distinguishing statement for the *Show Me the Way* view, as it does not show up as a most like statement in any other view, as opposed to statement 4, which also shows up as a most like statement in the *Stand By Me* view.

Table 2: 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 and respect him/her	2	0.756
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	Ensures 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

This view 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 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.

The data show that 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) and to tell them in clear language exactly what needs to be done (statement 12). 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), empowerment (statement 10), and to create a sense of calm (statement 34). The follower would probably tell you that all this would not be possible without the leader, in other words, that leadership is almost like magic. In fact, this factor is the only view of leadership where magical energy (statement 22) 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). 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 (Participant 12) described the leader he was thinking of by saying the leader "exhibited great leadership and managerial skills in the face of staggering conditions, and continues to do so on a daily basis." Another participant indicated the leader she chose to sort was responsible for the most positive experience of her recent two assignments in the field (Participant 16).

Finally, this view of leadership seems to be distinguished by less reliance 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 (Participant 5). Several indicated they enjoyed working one on one with clients and did this regularly (Participant 12, Participant 14, and Participant 16).

See Me, Then Tell Me

Another perspective, entitled *See Me, Then Tell Me*, is defined by four sorts, two positive, both ideal (Participants 9 & 11), and two negative, both actual (Participants 7 & 11). 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 (Participant 7) 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 finding in their Red Cross leaders. Table 3 provides the ten most like and ten least like statements for the *See Me, Then Tell Me* view, along with each statement's array position and *z*-score.

Table 3: Most Like and Most Unlike Statements and Scores for *See Me, Then Tell Me*

No.	Statement	Array Position	*z*-Score
Most Like Statements			
1*	Ensures 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 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

The second factor 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 to the follower and the situation.

The most like statement for this view of leadership is "ensures that my immediate needs are met" (statement 1). 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, 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), and that the leader "is a good teacher and coach" (statement 29) 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), while the third most like is "gives me reason to trust him/her completely" (statement 26). 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 (Participant 7 and Participant 9). 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), nor do they want someone who will wait to interfere until problems are serious (statement 36). 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), and who tells the group in specific terms who is responsible for what task (statement 27). 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), 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), or who is worried about motivating and inspiring them (statements 7 & 35). 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), 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.

Stand Beside Me

Another view, entitled *Stand Beside Me*, is defined by seven sorts, four actual

(Participants 10, 13, 15 & 17) and three ideal (Participants 7, 15, & 17), one of the actual sorts in negative (Participant 15). This factor shows the most variety in changes between actual and ideal. Two participants (Participant 10 & Participant 13) had actual sorts that were positively loaded on this factor, and ideal sorts that were either non-significant or confounded. One participant, 7, had an ideal sort that had a positive load on factor three, 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. Table 4 provides the ten most like statements and ten least like statements for the *Stand Beside Me* view, along with each statement's array position and *z*-score.

Table 4: 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	Ensures 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 three 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) 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) 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) 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) and their understanding of the moral issues involved (statement 31).

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) and be willing to make personal sacrifices (statement 23) 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).

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). They are not interested in a leader who is trying too hard by surprising people (statement 20), talking about their personal values and beliefs (statement 15), or trying to articulate a vision (statement 8). They are not worried about the leader being powerful and confident (statement 6), 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 of 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 as volunteers. 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 (Participant 17) 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.

Please Understand Me

The fourth view was small, but clearly different from the others (correlations with other factors were $r = 0.39$, 0.31, and 0.20 respectively). This view is defined by three sorts, two ideal (Participants 4 & 18) and one actual (Participant 6), 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. Table 5 provides the ten most like statements and ten least like statements for the *Please Understand Me* view, along with each statement's array position and z-score.

Table 5: 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	3	1.109

	important tasks done		
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

Although only three sorts defined this factor, named *Please Understand Me*, the perspective represents a very individualized, personal view of leadership. 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) and recognizes the things he is really good at (statement 5). 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). 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), and helps them capitalize on their skills (statement 5) and work around their limitations (statement 13). 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). This representation is not about the group, 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), articulate a vision (statement 8) or be unconventional (statement 20) is not important, and in fact the follower perceives these behaviors as unnecessary. 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) or relies on group members for decision-making (statement 19). But the importance in this view of leadership is placed on feeling. The leader is intuitive (statement 33) and confident (statement 6). The leader inspires the follower (statement 7) and drives the follower to succeed (statement 2).

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 and individualize their leadership actions to address the follower directly.

Discussion

The results of this study indicate that four distinct views of leadership exist among Red Cross workers. While the method 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 6 presents a summary description of the four views of leadership as defined by the participants in this study.

Table 6: 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 must understand worker as an

• Leader and worker work in concert • Worker is personally competent and confident • Worker is motivated by their belief in the work	individual • Relationship between leader and worker is key • Leader is active, but in more emotionally connected ways

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.

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 on 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.

The four distinct views, or implicit theories, of leadership in this study can be related back to the theories from which the Q-set was originally drawn, specifically charismatic leadership theory and transformational leadership theory. Both theories help inform an understanding of Red Cross field leadership, but neither theory fully represents the perceptions of Red Cross workers.

In general, it seems each implicit theory of leadership is more strongly aligned with one or two of the behavioral dimensions of charismatic leadership than with the remaining dimensions. Table 7 provides a summary of the relationship between each factor and the behavioral dimensions of charismatic leadership as defined by Conger and Kanungo (1987, 1988, & 1998).

Table 7: 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

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 implicit theories of leadership shows different connections to each of the components of transformational leadership. Table 8 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, transactional and *laissez-faire* types of leadership are conveyed much more negatively.

Table 8: 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, any 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).

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. 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. Of particular interest would be the potential stronger existence of *Please Understand Me*, giving rise to socially-close relationships in disaster. These four views of leadership may 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? Using a different methodology, research could be conducted that would examine the dispersion of these views of leadership in the population. Perhaps most importantly, research is needed in a variety of organizations that deal with extreme contexts, not just the Red Cross. A naturalistic approach would be most useful in allowing followers to describe the extreme contexts they find themselves in and how leadership is exhibited in those contexts.

Additionally, this study focused on 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. Additional research could consider other types of socially-close leadership, specifically comparing how it is different from socially-distant leadership. The results and conclusions of this exploratory study provide a starting point for future research related to leadership in extreme contexts, Red Cross leadership, and socially-close leadership in general. It represents an exciting beginning to a field of leadership research that is just beginning to open up to new possibilities.

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