

# EMPOWER

EMERGENCY MANAGEMENT PROFESSIONAL ORGANIZATION FOR WOMEN'S ENRICHMENT



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**Mid-Atlantic Disaster Recovery Association  
(MADRA)**

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**Adaptive  
Leadership Styles in  
Emergency Management**

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# Introduction

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## Session Objectives

- ❑ Describe how leadership styles impact the work environment in EM organizations
- ❑ Gain understanding of motivational theories and adaptive leadership styles in practice
- ❑ Discuss tools and approaches for developing leadership aptitude throughout the EM life cycle

# Kelly's Motivational Factor...



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# Background

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- ❑ Promoting leadership capabilities through EMPOWER
- ❑ Student of leadership philosophy
- ❑ Performed Directed Research Project for MBA
- ❑ Leadership theories identified for direct application to the EM environment
  - Emotional Intelligence
  - Project Management
  - Transactional and Transformational
  - Positive and Negative
  - EMI Traditional Styles
  - EMI Contemporary Styles
  - Marks Leadership Qualities
  - Cadence Leadership Styles

# Problem Statement and Hypothesis

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## The Problem

- ❑ Coercive and pacesetter leadership styles result in increased burnout and turnover of staff, causing apathy, attrition, and a loss of intellectual knowledge, negatively impacting local, state, and federal EM organizations.

## Hypothesis

- ❑ Null = Leadership style has no effect on management effectiveness.
- ❑ Leadership style has an effect on management effectiveness.

# Research Question

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- The purpose of this study is to determine which leadership styles are most effective for local, state, and federal EM government officials during each of the EM life cycle phases. To answer this question, this research:
  - Decided who comprises EM practitioners
  - Defined the phases of the EM life cycle
  - Determined the impacts of poor leadership on EM organizations
  - Identified and evaluated the leadership styles most applicable to the EM field



# Design & Methodology

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- ❑ Detailed literature review identifying 8 leadership style theories
- ❑ Launched online survey February 2009
  - Collection period = one month
- ❑ 523 respondents at the local, State, and Federal levels of government primarily from the United States
- ❑ Assumptions:
  - “Manager” was defined as an individual in a leadership position in relation to the survey respondent
  - Respondents answered questions in reference to a particular manager/leader throughout the survey
- ❑ Interviewed representatives from local, State and Federal government to provide qualitative data



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# Qualitative Findings

# EM Practitioners vs. Stakeholders

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## □ Practitioners:

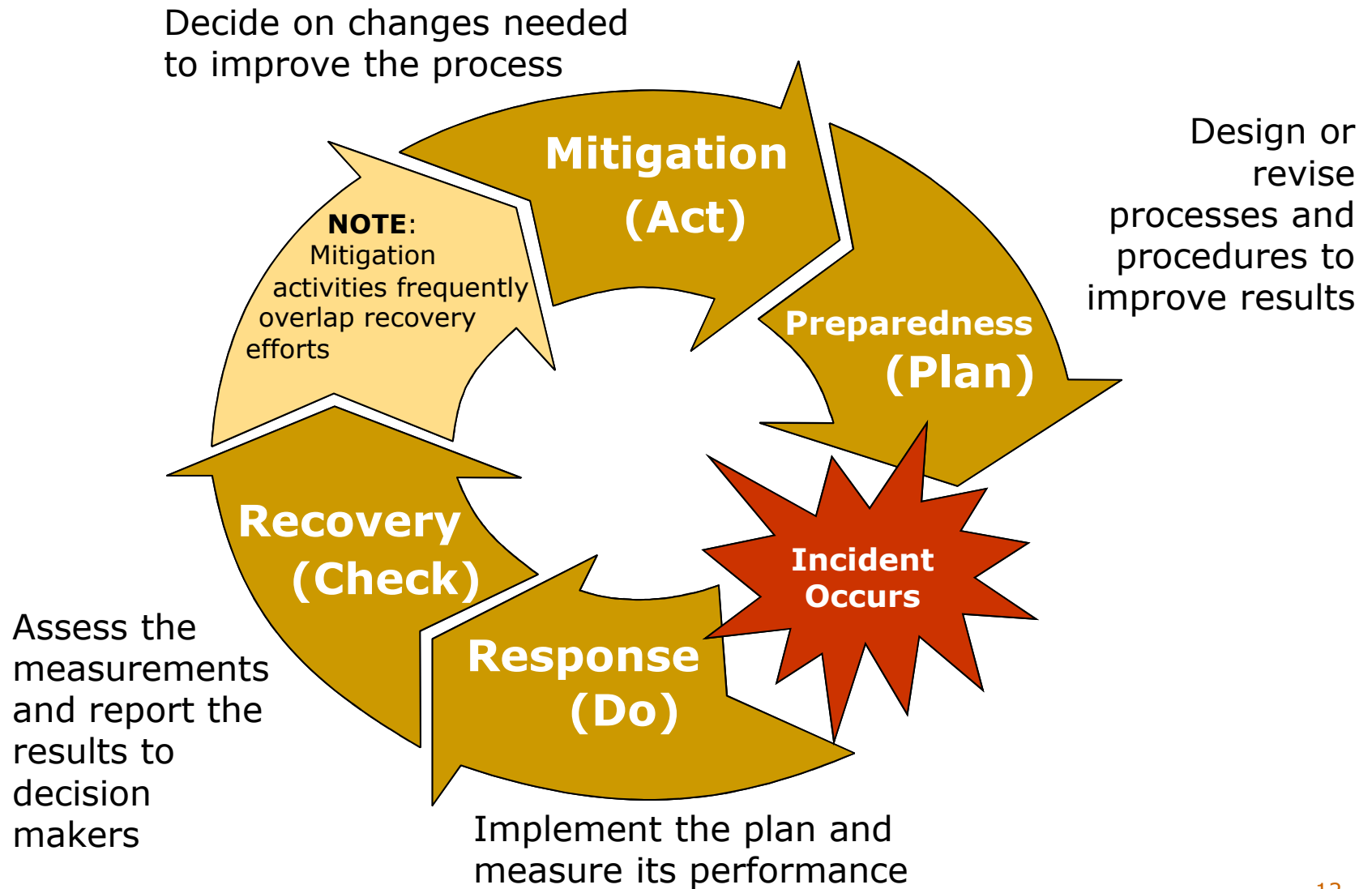
- Responsible to develop and implement programs and manage staff
- Elected and appointed officials who, by mandate and job description, have a responsibility during the EM life cycle

## □ Stakeholders:

- Own assets, personnel and capabilities useful for effective
- Government agencies, volunteer organizations and private sector businesses who have the ability to impact, policy or activities during any phase of the EM life cycle

*SOURCES: ECBP (2007); Mulcahy (2005); Whetten & Cameron (2005)*

# The EM Life Cycle, a Continual Improvement Process



# Power

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<b>Formal (legitimate)</b>	based on position, job title, seniority within the organization, or alignment with strategic goals and objectives
<b>Reward</b>	ability to give rewards or more desirable tasks to employees as recognition
<b>Penalty (coercive)</b>	ability to reprimand, penalize, or take disciplinary action against team members based on performance
<b>Expert</b>	based on knowledge, experience, subject matter expertise
<b>Referent</b>	derived through an individual in a higher ranking position

*SOURCES: Yates (1999); Mulcahy (2005); Whetten & Cameron (2005)*

# Motivational Theories

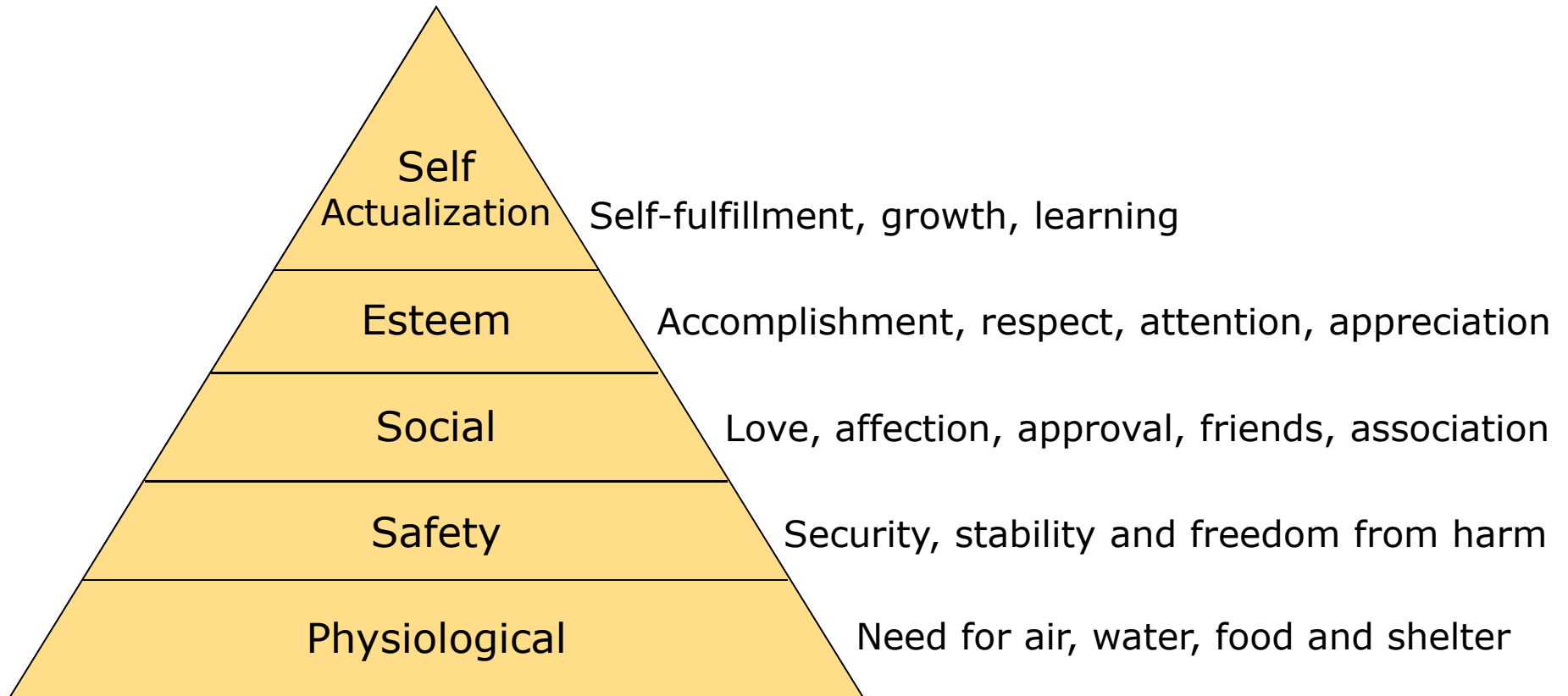
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- McGregor's Theory of X and Y
  - X Theory: Incapable and lazy, avoiding work and responsibility whenever possible
  - Y Theory: Highly motivated achievers who can be trusted to manage their own efforts
  
- Herzberg's Theory
  - Hygiene factors: Work conditions, salary, companionship, camaraderie with colleagues and safety
  - Motivating agents: Responsibility, advancement, self-actualization, professional development, and appreciation

*SOURCE: Adapted from Mulcahy (2005), p. 288.*

# Motivational Theories (continued)

## ▣ Maslow's Hierarchy of Needs



*SOURCE: Adapted from Mulcahy (2005), p. 288.*

# Context of the Problem

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## Leadership impacts on the EM organization

- Top-down issues
  - Lack of inclusion of stakeholders in analysis or decision processes that directly impact their ability to do work
  - Effects can be difficult to overcome, because EM organizations have strong cultures and maintain organizational norms
  - EM is a fundamentally human endeavor, making capable leaders critical for the success of employees and organizations
  
- Increasing Magnitude of Disasters
  - Catastrophic events caused many EM practitioners to default to coercive and pacesetter leadership styles for all business operations



# Focusing on Leadership

EM program requirements identified by the GAO include: leadership, building and sustaining capabilities, and maintaining accountability for resources use in disaster response.

## Leadership Provides

- ❑ Effective organizational climate
- ❑ Better foundation to preserve economic support
- ❑ Ability to manage competitive dynamics for resources
- ❑ Builds trust among EM practitioners and stakeholders
- ❑ Awareness of the stress staff experience, helping to better maintain workforce
- ❑ Effective sharing of responsibility across staff

## Lack of leadership results in...

- ❑ Communication breakdowns
- ❑ Poor decision making
- ❑ Decreased productivity
- ❑ Poor morale
- ❑ An alienated workforce
- ❑ Reduced budgets
- ❑ Loss of the organization through amalgamation
- ❑ Increased burnout
- ❑ Turnover
- ❑ Negative public perception

SOURCE: GAO (2006)

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# Trust, Burnout and Turnover

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## □ Trust

- To earn trust a leader has to be authentic
- Trust is strong among members of highly functioning teams

## □ Burnout

- Promoted by physical, mental and emotional exhaustion due to sleep deprivation
- result of protracted stress in the work environment, which challenges the individual's reserves, resulting in exhaustion and a harmful affective experience

*SOURCES: Maxwell (1993); Lencioni (2005) and Simon (2006), LaFauci Schutt (2009).*

# Trust, Burnout and Turnover (continued)

- Turnover causes a “brain drain” when an organization loses the intellectual knowledge of experienced staff

## Factors that Influence Turnover

- Absence of a clearly defined career path
- Lack of acknowledgement
- Inability to use skills and capabilities
- Poor working relationship with supervisor or colleagues or lack of camaraderie
- Lack of visibility into EM program activities
- Unmanaged expectations

*SOURCES: Maxwell (1993); Lencioni (2005) and Simon (2006).*

# Comparison of Leadership Styles

## Comparison of Leadership Styles for EM Practitioners

Brief Description	Emotional Intelligence	Project Management	Cadence Leadership Styles	Positive and Negative	EMI Traditional (1991)	EMI Contemporary (2005)	Marks Leadership Qualities	Transactional Transformational
<b>Demands Immediate Compliance</b>	Coercive	Autocratic	Authoritarian	Authoritarian (-) Hierarchical (-) Non-Participative (-)	Directing	Autocratic		Transactional
<b>Mobilized people toward a vision</b>	Authoritative			Empowering (+) Visioning (+)		-Building a shared vision -Empowering others	-Visionary, influential -Charismatic	Transformational
<b>Creates harmony and builds emotional bonds</b>	Affiliative	-Consultative -Supporting		Counseling (+) Lead through commitment (+)		-Laissez-faire -Creating team environment	-Servant leader -Team builder, Motivates	Transactional
<b>Forges consensus through participation</b>	Democratic	-Facilitating -Consensus	Participative	Participative (+)	-Supporting -Delegating	-Democratic -Delegating	Collaborator, delegator	Transactional
<b>Sets high standards for performance</b>	Pacesetter	Directing		Ethical (+) Controlling (-) Judging (-)	Directing		-Results-focused -Leads by example	Transactional
<b>Develops people for the</b>	Coaching	Coaching	Delegative	Coach (+) Mentor (+)	-Supporting -Coaching	-Coaching -Mentoring	Creates other	Transactional

SOURCES: EMI (1991); EMI (2005); Goleman (2000); Marks (2008); Mulcahy (2005); Murphy (2007); Parker (2006); Springer (2008); Waugh & Streib (2006); Yates (1999).

# Emotional Intelligence in the EM Field

## Emotional Intelligence Leadership Styles at a Glance

	<b>Coercive</b>	<b>Authoritative</b>	<b>Affiliative</b>	<b>Democratic</b>	<b>Pacesetting</b>	<b>Coaching</b>
<b>The Leader's MO:</b>	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
<b>The style in a phrase:</b>	"Do what I tell you"	"Come with me"	"People come first"	"What do you think?"	"Do as I do, now"	"Try this"
<b>When the style works best</b>	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
<b>Overall impact on organizational climate</b>	Negative	Most strongly positive	Positive	Positive	Negative	Positive

SOURCE: Goleman, D. (2000) p. 82-83.



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# Quantitative Findings

# Leadership Style and Effectiveness

## Statistically Significant Correlation of Manager Effectiveness and Leadership Style throughout the EM Life Cycle

Leadership Style	EM Life Cycle Phase							
	Mitigation		Preparedness		Response		Recovery	
	<i>Slope</i>	<i>P-value</i>	<i>Slope</i>	<i>P-value</i>	<i>Slope</i>	<i>P-value</i>	<i>Slope</i>	<i>P-value</i>
Coercive	0.17	0.0002	--	--	0.18	0.0001	0.11	0.08
Authoritative	--	--	0.42	1.66E-11	0.42	3.38E-08	0.30	0.001
Affiliative	0.26	0.01	0.06	0.44	--	--	--	--
Democratic	0.23	0.01	0.21	0.003	0.33	9.47E-08	0.38	5.26E-05
Pacesetter	0.16	0.01	0.23	0.0005	-0.09	0.03	--	--
Coaching	--	--	--	--	--	--	--	--

# Mitigation Leadership Styles

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- The mitigation effectiveness of managers is highly significant with (Significance  $F = 1.71 \times 10^{-48}$ ) with a strong correlation (Multiple  $R = .78$ ) to all of the leadership styles
- 61% of the variation is explained by the six leadership styles
- The most effective leadership styles in mitigation include:
  - Affiliative (“build relationships through a sense of belonging”)
  - Democratic (“forge consensus through participation”)
  - Coercive (“use the power of their position to get people to act”)



# Preparedness Leadership Styles

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- ❑ The preparedness effectiveness of managers is highly significant with (Significance  $F = 2.00 \times 10^{-65}$ ) with a strong correlation (Multiple  $R = .78$ ) to all of the leadership styles
- ❑ 61% of the variation is explained by the six leadership styles
- ❑ The most effective leadership styles in preparedness include:
  - Authoritative (“mobilize people toward a vision”)
  - Pacesetter (“hold and exemplifies exceptionally high standards for performance”)
  - Democratic (“solicit ideas, promoting buy-in”)

# Response Leadership Styles

- ❑ The response effectiveness of managers is highly significant with (Significance  $F = 9.41 \times 10^{-64}$ ) with a strong correlation (Multiple  $R = .80$ ) to all of the leadership styles
- ❑ 65% of the variation is explained by the six leadership styles
- ❑ The most effective leadership styles in response include:
  - Authoritative (“set clear standards for success and communicate them to staff”)
  - Democratic (“work side by side with the team”)
  - Coercive (“demand immediate compliance”)
  - NOTE: Pacesetting (“micromanage staff”) had a negative correlation

# Recovery Leadership Styles

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- ❑ The recovery effectiveness of managers is highly significant with (Significance  $F = 1.04 \times 10^{-40}$ ) with a strong correlation (Multiple  $R = .75$ ) to all of the leadership styles
- ❑ 56% of the variation is explained by the six leadership styles
- ❑ The most effective leadership styles in recovery include:
  - Democratic (“promote collaboration”)
  - Authoritative (“explain why staff’s efforts contribute to the mission”)
  - Coercive (“hold people to their obligations and is explicit about consequences”)

# Qualitative and Quantitative Results

## Top Three EM Leadership Styles Identified by Interview and Survey Data

<i>EM Life Cycle Phase</i>	<i>Interview Participants Ranking</i>	<i>Survey Data Ranking</i>
Mitigation	<ul style="list-style-type: none"><li>• Affiliative</li><li>• Democratic</li><li>• <b>Authoritative</b></li></ul>	<ul style="list-style-type: none"><li>• Affiliative</li><li>• Democratic</li><li>• <b>Coercive</b></li></ul>
Preparedness	<ul style="list-style-type: none"><li>• Authoritative</li><li>• Democratic</li><li>• <b>Affiliative</b></li></ul>	<ul style="list-style-type: none"><li>• Authoritative</li><li>• <b>Pacesetting</b></li><li>• Democratic</li></ul>
Response	<ul style="list-style-type: none"><li>• Authoritative</li><li>• Democratic</li><li>• <b>Coaching</b></li></ul>	<ul style="list-style-type: none"><li>• Authoritative</li><li>• Democratic</li><li>• <b>Coercive</b></li></ul>
Recovery	<ul style="list-style-type: none"><li>• Democratic</li><li>• Authoritative</li><li>• Coercive</li></ul>	<ul style="list-style-type: none"><li>• Democratic</li><li>• Authoritative</li><li>• Coercive</li></ul>

# Recommendations

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- ❑ EM practitioners should learn to adjust leadership styles within each individual phase of the EM life cycle
- ❑ Promote the use of adaptive leadership styles in education and training programs
- ❑ Actively strive for authentic leadership
- ❑ EM leaders should have multi-faceted capabilities, including:
  - Disaster experience
  - Knowledge of EM principles
  - Strategic planning
  - Public administration
  - Interpersonal skills

# Developing Leadership Aptitude

“No matter how insensitive, shy, hot-tempered, awkward, or tuned-out people may be, with motivation and the right effort they can cultivate emotional competence”

*SOURCE: Goleman (2006) p. 14*

## Key Steps to Improve Leadership Capabilities

- ❑ Perform 360-Degree evaluation
- ❑ Work with a coach
- ❑ Focus on areas the leader needs improvement
- ❑ Seek feedback
- ❑ Set goals for the leader
- ❑ Turn day to day job into a “learning laboratory” and practice!



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# Discussion

# Summary

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- ❑ A statistically significant correlation exists between manager effectiveness and leadership style
- ❑ Poor leadership results in increased burnout and turnover
- ❑ Leaders have a significant influence on creating the work environment
- ❑ Each phase of the EM life cycle requires different leadership skills than those of administrators in other organizations
- ❑ Adaptive leadership can be learned



# For more information...

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