Leadership in Crisis - A Case Study on Leadership
during the Economic Crisis in Britain

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ABSTRACT

This paper addresses the behaviour of business leaders during the economic crisis in Britain during the period 2007-2010. It looks at the theory of Leadership as presented by DuBrin, other writers and researchers comparing it to what is practiced in Britain in order to see if it is the right approach. Through historical data with proper research we are able to tell the approach that these Leaders have exhibited. We also looked at the Leadership style used in other countries that have gone or are going through economic crisis like the United States. The paper looks at the leadership traits, skills and responsibilities which are ideal in dealing with crises, in particular economic crises, and investigates the best leadership styles and traits for best practice in industry in dealing with economic crisis.

A study of leadership at the national crisis level, more likely a macro-management scenario, gives a clear insight to leadership practices during crises. In this case, a questionnaire was designed and distributed to individuals who have/had a part in various organisations in making crucial decision or witnessed firsthand decision making during the recent economic crisis. In designing the questionnaire, majority of the answers were given based on a scale of one to ten, the Likert Scale. The results of the research pointed to certain traits which successful crisis leaders possess and also show the presence of transactional leadership mixed with charismatic leadership during crisis.
CHAPTER 1

1.1 Introduction

"Leading others through a crisis has become a frequent challenge in recent years" (Dubrin, 2010, p.133). How did the Leaders in Britain cope during the economic crisis in 2007-2010? This question can be answered by careful following of the news and current affairs, reading of journals and interviewing people from all walks of life. In Britain, during the period 2007 to 2010, there has been two governments namely, the Labour government (led by Gordon Brown, who had succeeded Tony Blair as leader of the Labour Party and UK Prime Minister in 2007, and resigned after Labour’s defeat in the 2010 elections) and the Coalition government between Conservative party and Liberal Democrat (led by David Cameron from 2010 to date). This situation, coupled with interviews from some company executives, makes the research a little bit easier in terms of comparing and contrasting different leadership styles and measuring crisis leadership. We were able to address a more theoretical hypothesis which is the effect of their Leadership on the economic crisis. We also look at year 2011 to see how Britain is emerging. On ongoing basis organizations face challenges/crisis, but are there any differences between simply surviving a crisis and leading through one?
Conventionally, crisis management leads managers to believe that a crisis plan and monitoring industry events can provide the proactive planning needed to avoid false first steps in responding to an industry event (Carney & Jorden, 1993). In fact, research has shown that the better prepared a company is the more likely it is to survive a crisis, or even possibly prosper from it (Barton, Newell & Wilson, 2002; Herman & Oliver, 2002). Crisis preparation helps organisations anticipate, identify and organise strategies and tactics to prevent or modify the impact of events (Stocker, 1997). According to Gonzalez-Herrero (1995), research and planning are the most essential roles in crisis management, because they allow a company to identify and address potentially threatening issues to prevent a crisis. Frances Hesselbein, editor-in-chief of Leader to Leader and chairman of the board of governors of the Drucker Foundation, points out, that crisis management is a test of the quality and character of leadership as much as it is a test of skill (Hesselbein, 2002).

Different Leadership styles are portrayed during a crisis; these include Charismatic, transformational and situational, to name a few. Crisis is a good determinant factor to test and prove every leader. In a crisis situation, leadership is collective and dynamic, and it requires perception and sense making skills by leaders in order for them to determine appropriate courses of action (Walsh, 1995; Weick, 1988). As business environments change and grow increasingly complex, it is particularly important that leaders develop a set of skills that will help them prevent and effectively respond to crises and other strategic issues (Garcia, 2006; Mitroff, 2005). We might expect Leaders in crisis situation to do activities such as decision making, communication, creating organisational capabilities, sustaining an
effective organisational culture, managing multiple constituencies, and developing human capital (Bolman & Deal, 1997; Schein, 1992).

1.2 Background and Significance of the Study

This topic has some importance in that it portrays how leadership is affected by crisis and can also be a reference point to leaders in deciding how to deal with crisis. The topic can also show that leadership in crisis can divert from the norms which govern leadership actions due to the fact that the leader has to conform to the current crisis situation. Crises come in different shapes and forms and cannot be guaranteed to be identical. Leadership needs to take into account and understand the 4Cs of crisis management: cause, consequences, cautionary measures for prevention, and coping mechanisms for responding (Pearson & Clair, 1998; Shivastava, 1993). The topic contributes to the fact that there is need to understand that organisational learning is an iterative and continuous process which entails the creation and importation of knowledge which helps in the prevention and recovery from crises (Wang & Belardo, 2005).

1.3 Statement of the Problem

Between 2007 and 2010, the world Economy entered a phase described as the Credit crunch. This phase resulted in many organisations going bankrupt, business folding up and many organisations facing financial difficulties. Britain is a good example in showing the
effects of this economic meltdown. Many British companies shut down or scaled down their operations as a result (directly or indirectly) of the credit crunch. Some good examples are: Lehman Brothers and Northern Rock. To deal with crises, leaders need to adapt their leadership skills and responsibilities to the crises their organisation is facing. Most leaders do not understand that organisational learning is an iterative and continuous process which entails the creation and importation of knowledge which helps in the prevention and recovery from crises.

Most leaders realise the bad implications of crisis and prefer to concentrate on strategies involving public relations and communication as a reaction. They tend to ignore the responsibilities associated with dealing with crises thereby not really dealing with the problem(s) at hand. In a crisis, contingency and situational Leadership will be needed. According to DuBrin “The essence of Contingency approach to leadership is that the leaders are most effective when they make their behavior contingent on situational forces, including group member characteristics. Both the internal and the external environment have a significant impact on leader effectiveness. A useful perspective on implementing contingency leadership is that the manager must be flexible enough to avoid clinging to old ideas that no longer fit the current circumstances. Being stubborn about what will work in a given situation and clinging to old ideas will result in ineffective leadership. The organizational culture is a major situational variable the leader needs to take into account in choosing which approach to leadership will lead to favorable outcomes” (DuBrin, 2010, p. 133).
1.4 Objectives of the Study

Leaders face various problems/crises ranging from economic, political and social problems. Dealing with these crises has proved to be difficult for some leaders and in turn this has led to the collapse of organisations. This study looks at the leadership traits, skills and responsibilities which are ideal in dealing with crises, in particular economic crises. The main objective: ‘To investigate the best leadership styles and traits for best practice in industry in dealing with economic crisis such as the Credit crunch in the Britain’. Many articles have been written on leadership, crisis preparation, crisis management and the tactical elements involved in addressing a crisis scenario, but very little research exists on the skills and expertise to succeed. It demonstrates that preparation may not be the key to managing a crisis; instead, organizations should focus on developing leadership skills and top communicators should identify who are the most effective individuals to lead during a crisis and enlist them in an organization’s planning and ongoing crisis management efforts.

1.5 Research Questions and Hypothesis

R1 - Is a leader successful because s/he can handle crisis or not?

Literature review shows, a leader possesses many of the same traits needed to succeed during a crisis situation. Exploring what makes someone a successful leader provided useful information that communicators can use in developing communication strategies aligned
with the values and cultures of their organizations during a time of crisis. Understanding this question may also help organizations provide better leadership during a crisis.

**H1R1** – Leaders that can handle a crisis successfully are by definition successful leaders.

**H2R1** – Leaders that can handle a crisis successfully are successful leaders regardless of the presence of a crisis or not.

**R2 - How do values, character and skills factor into making an effective/successful crisis leader?**

Understanding the most important characteristics of crisis leaders was the first step in building a model for crisis leadership, which bring together the major elements of crisis communications – planning, executing and measuring. This research also provided understanding about the external factors and individual characteristics that play a part in defining a crisis leader. By isolating key traits, it is possible to understand what makes someone successful when facing a crisis.

- **H1R2** – Characteristics such as being able to listen, open-mindedness, responsible, able to prioritise, critical thinking, adaptive, being trained and prepared, decisive, coordinated, experienced, being goal-oriented, communication, facilitation, and stress handling factor in into making an effective/successful crisis leader.
• **H2R2** – Characteristics such charisma, experience and functional competence factor into making an effective/successful crisis leader.

**R3- How can communication help in managing crisis?**

Communication plays an important role during a crisis situation. More than fielding media calls, sending internal updates and writing press releases, communicators should play an important, visible role in creating the organization’s crisis strategy. By understanding the traits of successful crisis leaders, communicators can quickly identify the individuals within their organization who need to play a vital role in responding to a crisis.

**H1R3** – Two way communication, open and honest interaction, open mind to other viewpoints and the ability to listen help in managing crisis.

**H2R3** – Restricted and limited communication, and lone decision making with no team input help in managing crisis.
2.1 Literature Review

2.1.1 Crisis

A crisis can be defined as an unstable situation that can lead to negative changes in society, economy, and the environment especially when it happens abruptly with little or no notice like natural disasters (earthquake, bushfire etc). It is a time of test and emergency. According to Seeger *et al* (1998) crises have four defining characteristics that are "specific, unexpected, and non-routine events or series of events that create high levels of uncertainty and threat or perceived threat to an organization's high priority goals," and the need for change (Venette, 2003). There are many forms and causes of crises. These include health, economical, society and political; and can be classified as natural and man-made. Some examples of natural crisis are earthquakes, bushfires and tsunamis, and these are inherently unpredictable. Man-made crisis are those whose consequences are as a result of man’s intervention, for example economic crisis.
2.1.2 Leadership

Leadership has been perceived and defined in various ways. The concept of leadership has been debated and explored by philosophers, religious devotees and secular analysts over the ages without arriving at a consensus. The approach to analysing leadership that will be explored in this paper will focus on how a leader handles economic and social crisis. It is widely accepted that leaders are people who possess the uncanny ability to rule, guide, inspire and stimulate others to achieve worthwhile goals of a definite entity or bodies. Leadership has also been defined as the ability to inspire confidence and support among the people who are needed to achieve organizational goals (DuBrin, 2010, pp 3). It is also considered to be the art of influencing people by persuasion or example to follow a line of action. Even though the ability to lead others effectively is a rare quality, especially at the highest levels in an organization, as the complexity of such positions requires a vast range of leadership skills, it is generally acknowledged that leadership is not found only among people in high-level positions; but it can be practiced to some extent even by a person not assigned to a formal leadership position (DuBrin, 2010, pp 3).

A recent theory in leadership by Peter Block challenges the philosophical concept of leadership in that leadership is in-hereditary by Plato. Plato argues that leaders are born and not made in his book (the Philosopher King). This has spawned the classical approach to the study of leadership, the trait theory of leadership and has driven the debate on the issue of ‘nature-nature’ perspective of leadership. Peter Block came with the partnering theory. He
argues that in a partnership, the leader and the group members are connected in such a way that the power between them is approximately balanced. According to DuBrin (2010) partnership occurs when control shifts from the leader to the group member or members, in a move away from authoritarianism and toward shared decision making. The view of leadership as a partnership is crucial as it presents an optimistic view of group members. This is usually referred to as stewardship theory. The theory perceives group members (or followers) as collectivists, pro-organizational and trustworthy (DuBrin, 2010, pp.4, 20).

The religious perspective on the concept of leadership is one which compares leadership to parenting in which one person, the parent (mentor or guardian), takes responsibility for the welfare of the other (the child, the portage or the devotee). The religious approach to leadership also sees leaders as ‘shepherds of the flock’ who provides oversight over the followers. According to the universal theory of leadership, the characteristics associated with leadership can be classified into three broad categories: personality traits, motives and cognitive factors. Personality traits include: self-confidence, humility, trustworthiness, extroversion, assertiveness, emotional stability, enthusiasm, sense of humour, warmth and high tolerance for frustration. Leadership is a lonely place - as a leader one will have to make some decisions and that might make them unpopular, but one has to stick to it as long as they know it is the right thing to do. These can be linked to task accomplishments which are a passion for work and the people, emotional intelligence, flexibility and adaptability, internal focus of control and courage. Motives on the other side are closely linked with tasked accomplishment. These include; the power motive, drive and achievement
motivation, a strong work ethic, and tenacity, while cognitive factors relate to intellectual capacity and mental ability (DuBrin, 2010, pp 33-55).

According to Klann (2003), the essential leadership skill set includes: collaborative leadership, systems thinking, creativity, risk communication, conflict management, emotional intelligence, and influence and negotiation. This skill set determines how a leader reacts when facing crisis in an organisation. Devitt & Borodzic (2008) support this by outlining a leadership model which is shown in the following figure:

![Interwoven Leadership Model](Image)

*Figure 1: Interwoven Leadership Model (Devitt & Borodzic, 2008)*
Research by Devitt & Borodzicz indicates four key areas of importance to leadership effectiveness, namely, Task Skills, Interpersonal Skills, Personal Attributes and Stakeholder Savvy. These are integrated with professional and technical expertise, training and exposure to incidents. The model in the previous figure (Fig. 1) aims to take into account the different demands on crisis leader/leadership and proposes an interwoven approach to meeting those difficulties.

\subsection*{2.1.3 Leadership Role in Crisis}

During crisis, leadership assumes different dimensions and one of the most important ones are the political dimensions. These include: Conflict, Power and Legitimacy. Boin et al (2008) support this by saying, "in a crisis, leaders are expected to reduce uncertainty and provide an authoritative account of what is going on, why it is happening and what needs to be done". It can therefore be observed that leadership in crisis requires certain traits as well as adapting to situations and that it is a learning process involving input from previous experiences and other leaders’ experiences.

According to Pettigrew and Whipp (1991), leadership can be viewed as a collective phenomenon and that different people play a part and contribute to any organisation. Leadership is a dynamic process in which there is an evolution of roles with time and its influence can cross the boundaries of the organisation (Denis, Lamothe, & Langley, 2001). During a crisis, leadership is clearly seen to be collective and dynamic. In this situation,
leaders require good perception and sensible skills in order to come up with the applicable course of action (Walsh, 1995; Weick, 1988). Although it is sensible to assume that leadership in crisis needs to have competencies such as decision making, communication, sustaining an effective organisation and others (Bolman & Deal, 1997; Schein, 1992), research has shown that leaders and other members of organisations learn through assumptions derived from past experiences and integrate these assumptions into their guidelines, routines and behaviour (Levitt & March, 1988). This is mainly due to the rare occurrence of crisis and as such most leaders cannot use their own experience as a guideline in dealing with the present crisis.

2.1.4 Crisis Leadership Competencies

Research carried out by Wooten and James (2008) suggests that there are several key leadership competencies emerging throughout the crisis lifecycle. These are shown in the following figure:
Figure 2: Phases of Leadership Competencies during Crisis (Wooten and James, 2008)

In general, crisis leadership has various traits which are directly linked to the crisis management process. Signal detection entails deducing and understanding any warning signs of an impending crisis. Knowing these signs can enable leaders to plan a course of action in advance. Signs can include a series of seemingly unrelated events. Deogun (1999) writes about the Coca Cola discrimination lawsuit of 2000 saying that “... the firm’s leaders had been told explicitly that there was a need for greater diversity throughout the organization. There was also a report by an external consulting firm that provided data on a glass ceiling—the invisible barrier preventing minorities from advancing beyond certain levels within the organization”. Leaders need to always be aware of any signals which could imply
an imminent crisis. Leaders need to strive to prevent and prepare for crisis. They need to identify the potential types of crises their organisation can face in order to prepare the appropriate response (possible actions and hypothetical consequences) to any crisis arising (Chermack, 2003). According to Weick (1990), scenario crisis planning helps leaders to create knowledge maps which can be referred to in times of unfamiliar crisis.

### 2.1.5 Other Issues in Crisis Leadership

Despite the negative news today, there is increasing evidence that companies which are prepared for crisis fare better financially and stay in business longer (Mitroff & Alpasian, 2003). Earlier studies propose that communications is a core competency of both leadership (Baldoni, 2003) and in dealing with a crisis (Augustine, 1995; Lerbinger, 1997), but little is known about how the theory of crisis leadership is applied to successfully manage and respond to crises. It is well documented that successful leaders must adapt their behaviours to manage change as well as conflict (Baldoni, 2004; Silverthorne, 2002; Bernhut, 2001; Beaudan, 2002; Bennis & Thomas, 2002; Boin & Hart, 2003). A search on Google.com by this researcher shows that “crisis leadership” as a theory or concept is still very much untested (Table 1).
Term | Results  
--- | ---  
Leadership | 20,400,000  
Crisis | 14,800,000  
Crisis management | 613,000  
Crisis communications | 127,000  
Crisis leadership | 2,830  

Table 1: Google.com Search performed April 28, 2004

Organisations received the wakeup call on September 11 2001; many organisations were without a crisis management plan. According to a PR Week/Burson-Marsteller CEO reputation survey, 21 percent of the 194 CEOs who responded said they had no crisis plan whatsoever when the terrorists events of 9/11 happened (Bloom, 2001). But the study also revealed that 63 percent have started to readdress their crisis planning in the wake of 9/11/2001, and 85 percent of CEOs said it was absolutely crucial or very important for the CEO to be the figurehead during a crisis. Table 2 shows a Google.com search showing that crisis leadership has gained some attention since the time the last one was conducted in 2004.
<table>
<thead>
<tr>
<th>Term</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>453,000,000</td>
</tr>
<tr>
<td>Crisis</td>
<td>534,000,000</td>
</tr>
<tr>
<td>Crisis management</td>
<td>215,000,000</td>
</tr>
<tr>
<td>Crisis communications</td>
<td>30,500,000</td>
</tr>
<tr>
<td>Crisis leadership</td>
<td>155,000,000</td>
</tr>
</tbody>
</table>

Table 2: Google.com Search performed October 13, 2011

Over the years there has been a remarkable increase in research done on the various terms. Organisations have really seen the need to include such activity in the day-to-day running of the business.

It is important to prepare adequately for crises, even though timing and size of the crisis are unknown (Stocker, 1997); however, the reality is that no organization can prepare for every single crisis event. This would be an impossible task, and tremendous misappropriation of financial and human resources. By a way of explaining, the apparent lack of interest among leaders toward crisis planning can be linked to the fact that executives do not pay as much attention to crisis planning because they are preoccupied with stock market pressures and the present financial quarter (Augustine, 1995). But one should have in mind two questions regarding financial costs that companies should assess during crisis planning: Firstly, will cost of sales lost and potentially negative impact of a crisis on market share affect the company’s
ability to grow and increase profit margins? Secondly, what cost is associated with a company’s long-term market value or equity? (Stocker, 1997)

Evidently crisis management and leadership are closely intertwined; we must continue to do further research on this correlation to better understand how organizations can lead through a crisis. Most importantly a research on leadership during crisis should be done within the context of combining the key characteristics of leadership with the elements of crisis management. Putting these concepts together, leading in time of crisis is about:

- Demonstrating the “right touch” in communicating with people (Beaudan, 2002);
- Being effective at obtaining followers (Pillai & Meindl, 1998; Banutu-Gomez, 2004);
- Providing clear direction and taking over of a crisis (Boin & Hart, 2003; Burnett, 1998);
- and,
- Being able to identify and empower crisis leaders that have a capacity for adapting, or flexible behaviour, to changing situations (Valle, 1999; Goleman, 2000).

It is worthwhile for organisations to begin studying a new phase of crisis management which is analyzing the leadership traits and qualities of individuals within the context of organizational crisis planning. Today Leaders continuously find themselves exposed to crises, and the need for rapid decision making can force individuals to make decisions from the “gut” rather than the mind (Yu, 2003).

Wharton and McKinsey experts say that leadership can actually be found in all levels of an organization. Their emphasis is on key skills of leaders, regardless of their position within an
organization, these includes: integrity, strategic thinking, communication, persuasion and decisiveness (Knowledge@Wharton, 2003). John Baldoni (2004) leadership expert points out that authenticity is a must for leadership. When individuals stand up for what they believe and deliver on their promises, the payback is loyalty. Harvard Business School professor Daniel Goleman (2000) observes that leaders with strengths in emotional intelligence competencies -- a blanket term that includes, in Goleman's term, "self-awareness, managing your emotions effectively, motivation, empathy, reading other people's feelings accurately, social skills like teamwork, persuasion, leadership, and managing relationships" -- were far more effective leaders (Henry, 2003). Despite all of that the ability to switch between various styles of leadership gives one leader an edge over another and makes one leader effective over another.
CHAPTER 3

3.1 Problem and Theoretical Reference

From reviewing the research on crisis preparation and planning, one question one must ask is this: Does the success of crisis management depend on preparation or leadership? Few people would argue against preparation as a key element to crisis management, yet when it comes to crisis communications, one of the most important factors is the least studied – crisis leadership. Flynn (2002) asserts that managing a crisis is a difficult task, and organisations must change the way they lead in order to be more aware of potential crises. A good understanding of the elements of leadership rather than a crisis plan in times of crisis can tell why some organisations survive crises better than others and clarify how organizations can endure future crises. Notwithstanding, while planning is of importance, leadership in a time of crisis, particularly in the immediate aftermath, may triumph any preparation.

Economic Crisis will be the main focus of this study. Economic crisis can be defined as a sudden downturn in a country’s financial status; such a country will experience falling Gross Domestic Product (GDP), a drying up of liquidity and rising or falling prices due to inflation or deflation. An economic crisis can take the form of a recession or a depression, also called real economic crisis (http://www.businessdictionary.com). Economic Crisis occurs when
there is a poor management of the economy and an imbalance of the way government collects revenue. Also it can be caused by international influences, for example changes in global economy such as changes in the price of oil, reduced demand and lower prices for the goods the country exports, and rapid flows of hot money (finance seeking quick or speculative returns) (http://ucatlas.ucsc.edu). This is more or less bankruptcy and there must be bailouts to salvage this situation - governments can no longer fund activities such as public services and employment, debt repayment and infrastructure development. Some governments are often forced to seek loans from bodies such like the International Monetary Fund (IMF) and other wealthy nations or individuals to weather these crises.

In a crisis, contingency and situational Leadership will be needed. As previously quoted, according to DuBrin

“The essence of Contingency approach to leadership is that the leaders are most effective when they make their behavior contingent on situational forces, including group member characteristics. Both the internal and the external environment have a significant impact on leader effectiveness. A useful perspective on implementing contingency leadership is that the manager must be flexible enough to avoid clinging to old ideas that no longer fit the current circumstances. Being stubborn about what will work in a given situation and clinging to old ideas will result in ineffective leadership. The organizational culture is a major situational variable the leader needs to take into account in
choosing which approach to leadership will lead to favourable outcomes”


A good example of leadership in crisis is Barack Obama and the United States of America. Looking at President Obama’s speech delivered on 08-09-11, President Barack Obama proposed a $450bn (£280bn) jobs package to help boost the flagging US economy. Speaking in Washington, the president outlined the package of tax cuts and government spending which he hopes will revive the employment market. The plans are critical to his re-election chances - but he faces an uphill fight with Republicans to get them adopted. In a televised address to Congress President Obama said the United States is in a "national crisis". The question is whether, in the face of an ongoing national crisis, we can stop the political circus and actually do something to help the economy. He called for urgent action on sweeping proposals to revive the stalled economy and avert another recession. Quoting Obama’s speech: "Those of us here tonight can’t solve all of our nation's woes ... But we can help. We can make a difference. There are steps we can take right now to improve people's lives." (uselectionsnews, 2011). President Obama's popularity is at an all time low amid public frustration with 9.1% unemployment. Critically analysing this lets us look at the pros and cons of the motion. He is demonstrating Situational leadership. From this it can also be seen that if a government is regarded as a business entity, its leader(s) can also be regarded as a business leader(s). As such, government leaders can also be used as a reference when determining leadership in crisis in this case, in the UK, Gordon Brown and David Cameron. Both were leaders during a major economic crisis.
CHAPTER 4

4.1 Methodology and Data Collection Process

This research uses mixed methods which according to authors Tashakkori & Teddlie (Tashakkori & Teddlie, 2003) is a process for collecting and analysing both quantitative and qualitative or ordinal data in a single study or in a series of studies, based on priority and sequence of information (Creswell, 2003). This type of study is conducted by assigning a priority or weight to each form of data (and approach) as well as the sequence of data collection (i.e., either quantitative first and qualitative second or vice versa). It also means determining how quantitative and qualitative data will be mixed at the stages of data collection, analysis, and interpretation. Research for this project consisted of two methods: personal interviews and survey research. The weights (priority) will be assigned in accordance to the necessity of the data. Qualitative research was the top priority as it provided the basis of the early stages of the research. Interviews were also top priority as their outcomes provided the basis of questionnaire design. These were then followed by quantitative research conducted utilising the questionnaire.

Unstructured interviews based on guided conversations (Yin, 2003) were undertaken with senior officers and officials in key agencies who contribute at a strategic level in a crisis, both as leaders of, and participants in, strategic-level teams. Their perspective on what
constitutes effectiveness in a strategic multiagency crisis leader was based on their personal experience. Respondents identified positive or negative factors impacting on effectiveness as well as how they viewed the roles of other participating agencies in the strategic team, and what training should be undertaken. This approach was chosen because of the difficulties in conducting research in this area. Naturalistic research – that is, rooted in the natural setting of what is being described (McNeill, 1990) – on crisis is problematic, due to the context and ethical issues surrounding the way crises take place. Naturalistic research involves the observation of research subjects in their natural environment. Change of behaviour of subjects and differing opinions of observers are the main disadvantages of this type of method.

Unstructured interviews based on guided conversations (Yin, 2003) will be conducted with top level and key employees in organisations. Ideally, the interviewees will be employees who provide input at strategic level in a crisis, both as leaders and participants of strategic-level teams. However, personal interviews are among the most challenging and rewarding forms of measurement. They require a personal sensitivity and adaptability as well as the ability to stay within the bounds of the designed protocol in an effort to limit research bias. The personal interviews will be beneficial in helping to construct the online questionnaire in order to enhance the overall results of this study.

Constructing an online, web-based survey can be more art than science. Navigation and flow are important in any questionnaire, but they are particularly important in Web-based
surveys (Redline and Dillman, 1999). There are numerous small decisions that must be made about content, wording, format, placement and length that can have important consequences for the entire study. It is important to note that each of these methods has its disadvantages. By definition, a small number of personal interviews limit the potential variety of opinions and experiences. Likewise, survey research may yield a limited set of opinions depending on the audience and the number of responses. Additionally, each method may also provide results that can be interpreted various ways, depending on the content, context and bias of the researcher.

The variety of research used for the study supports the need to continue researching crisis leadership, and to integrate crisis leadership into further research on the topics of crisis planning and management. Recent research (Coombs and Holladay, 2001; Penrose, 2000) indicates that crisis communication and the role it plays within organizations is helping to shape the perceptions of communication as a management function. Studying crisis leadership should help move communications further into the area of management studies in various organisations.

4.1.1 INTERVIEWS

Several interviews will be conducted with experts in the area of crisis leadership. All individuals would have been directly involved with crisis communications or leadership development in their work. This study will interview CEOs, top managers, civil servants,
entrepreneurs and random selection of people from all works of life. Emails will also be used in cases where face to face interviews are not possible. The research will be mainly conducted in the United Kingdom but other economies on which the British economy directly depends on will also be considered. The outcome of the research will then be compared to known theories and will constitute the content of the paper. The outcome will also help in the construction of the online survey.

4.1.2 SURVEYS

An online survey developed (Appendix B) on the topic of leadership in crisis will be distributed to an audience. A target audience of up to about 50 individuals will be asked to answer the questionnaire. The survey participants will be individuals from a cross section of organisations ranging from the public sector, government sector to the private sector. The individuals would have at least a first degree or a post high/secondary school qualification in order to limit the scope of the research and to reduce invalid answers. The respondents will also be working or would have worked in a mid level to top level managerial position. This will ascertain that they have direct influence in decision making or they have firsthand experience in organisational decision making. Information gathered from the interviews and survey research will be compared to existing literature and used to develop recommendations regarding a model of crisis leadership. After data collection and analysis, a draft copy of the full manuscript will be sent out to the interviewees for them to ascertain
the validity of the paper. Unfortunately, the draft final paper cannot be given to the questionnaire respondents due to time limitations.

The research methodology will seek to unify all the sources of data in order to satisfy the research objectives. The research will be conducted in such a way as to provide a framework for data collection and analysis. It will be conducted through a descriptive, causal and exploratory approach, since the research area needs clarification and the existing data needs to be explored to produce the outcomes of the study (Ghauri and Gronhaug, 2005). Utilising work done in previous studies and the problem being studied, the research will be carried out using an inductive approach in the finalising and presentation of the findings. The findings will aid in the generation of a theory from the research (Greener, 2008).

The survey will be constructed using two types of questions, both “yes or no” and “Likert method”. The Likert method will be used to do the survey. The Likert method looks at the format in which responses are scored along a range, the respondent specify their level of agreement or disagreement on a symmetrical agree-disagree scale for a series of statements; there capturing their feelings for a given item. The result of analysis of multiple items will reveal a pattern that has scaled properties. Typically, there are 10 categories of response, from (for example) 1 = strongly disagree to 10 = strongly agree, although there are arguments in favour of scales with 7 or with an even number of response categories. For this survey we are using a scale of 1 to 10. For ordinal data (i.e. data that are not necessary numbers) the median or mode should be used as the measure of central tendency since the
arithmetical manipulations required in calculating the mean and standard deviation are unsuitable for ordinal data. Ordinal data may be described using frequencies/percentages of response in each category.

### 4.1.3 The Interviewees and Survey Respondents Sample

For the interviews, a sample of between 5 to 10 individuals will be selected. The sample will be of individuals in a leadership and/or managerial role in their respective organisations. The only demographic characteristic required is that they are employed and are at a leadership level in their organisation. The sample will be obtained by direct request to the organisations which have been targeted and have some form of connections with the authors.

For the survey, a sample of up to 50 individuals will be sought. These individuals will be of either sex, employed or have been employed at some point, have some form of academic qualification and are in a leadership role or have direct knowledge of leadership in practice. The participants sample will be selected from the authors’ work connections and the business professional network LinkedIn (UK).

### 4.2 Construct Validity

Construct validity is the degree to which correct measures have been applied to the concept being studied (Yin, 2003). Yin further explains three tactics to increase construct validity, i.e.
the use of multiple sources of evidence, the establishment of a chain of evidence and having key informants review the draft manuscript of the research. For this paper, data will be gathered from multiple sources which include textbooks, journals, news reports, electronic resources, interviews and questionnaires. A unity will be sought between the research questions, the data collected and the conclusions drawn. A draft report will also be available for the interviews to read through. This way the quality of the report would be increased. An assessment of the construct validity of the report makes it to be semi–strong.

4.3 Procedures

The interviews will be carried out at the interviewees’ location and the surveys will be conducted via an online based questionnaire which will be sent out to the individuals. Interviews will be carried out first to obtain the basis of questionnaire design. Based on the interview responses, the questionnaire will then be designed.

All participants will be given the choice to participate or not to participate in both the interviews and the survey. The distribution of respondents is geared to obtain results from a cross-section of individuals regardless of ethnic background or race. However, there is need to have a sample consisting of an almost equal distribution of male and female respondents in order to get a fair view of whether the responses depended on gender or not.
CHAPTER 5

5.1 SUMMARY OF MAIN FINDINGS

The findings were based on two research activities namely, interviews and a questionnaire. The interview results provided the framework in the design of the questionnaire. In distributing the questionnaires, consent was sought from the supervisor who reviewed the survey questions and gave the authorisation.

5.1.1 INTERVIEW RESULTS

Interviews were carried out involving 7 individuals from a cross-section of employees from various companies in the United Kingdom. The interviewees were as follows:
From the interviews, the following answers were obtained for the interview questions:

1. **Is there really a difference between “leadership” and “crisis leadership”, or is “crisis leadership” really not an individual but a group achievement?**

This question had a unanimous agreement. All interviews suggested that a good leader is able to perform during crisis and in normal situations implying, in theory, that there is no crisis leadership. In practice, some seemingly good leaders tend to struggle and find it hard to make decisions involving the crisis. This can be due to the leaders having authority but no leadership skills. On the subject about crisis leadership as a group achievement, it was mentioned that a leader’s achievements are through the individuals he/she leads. The group can ‘make or break’ the leader.
2. Do you believe that charisma plays a role in crisis leadership? If so, can you teach someone to be a crisis leader?

Charisma does play a role in the success of a leader and to an extent in crisis leadership although this is not true in all instances. Three of the interviewees cited Steve Jobs (ex head of Apple Inc.) saying that his charisma contributed a lot to the success of Apple even through turbulent economic times. His personality made people trust him. Crisis leadership cannot be taught as opposed to successful leadership during times of no crisis. During a crisis, a leader can be successful by utilising the leadership skills he/she has, complemented with previous experience and other individuals within the leader’s sphere of influence.

3. What do you think separates a Leader from a Crisis Leader?

In organisations, leadership tends to come with authority. Anyone with authority can be a leader even without the right leadership qualities. Crisis leadership separates true leaders from all leaders. A crisis leader is able to lead the organisation through the crisis whilst a leader with no good leadership qualities tends to fail during a crisis.

4. How would you compare a crisis event and its ability to transform people into leaders?
Although in organisations leadership comes with authority, there are other individuals without authority who can be leaders during a crisis. Leaders are born and not taught. Therefore a crisis cannot transform people into leaders; it just brings out their true leadership qualities.

5. **How does teamwork play into the concept of Crisis Leadership?**

The success of a leader is based on teamwork. Planning, communication and execution of plans are conducted by the teams. During a crisis, a leader’s success heavily relies on team preparation, cooperation, communication and execution. Teamwork therefore plays an important role during crisis leadership.

6. **How can you place Gordon Brown’s and David Cameron leadership during the credit crunch, a leader or crisis leader?**

Four of the interviewees responded that Mr Brown and Mr Cameron are just leaders and not crisis leaders. This can be proved by looking at how Mr Brown dealt with the economic crisis and how Mr Cameron is dealing with the current economic situation in the UK. It seems that Mr Cameron is doing ‘a trial and error job’ in solving the country’s economic problems. Some of the decisions made seem good but in actual fact they create other problems. Three of the respondents did not provide any concrete answers as they felt the question was a bit more political although they pointed out that Mr
Brown failed as a crisis leader and they are yet to see how Mr Cameron performs during his entire term in office.

7. **Has their leadership brought any significant change to Britain?**

The interviewees did not want to delve into this issue that much due to the political nature of the topic. However, they all cited that both their leadership qualities have brought a ‘mixed bag’ to the country. There is ‘the good and the bad’ in all the decisions and actions they bring about regarding the country’s economic issues.

The preceding answers to the questions were a summary of the interviews with all the interviewees. Names of individuals and organisations have been omitted and replaced with interviewee codes and generalised company/organisation descriptions.

### 5.1.2 QUESTIONNAIRE RESULTS

From the interview results, a questionnaire was created and distributed to a cross-section of people who are employed or have been employed at some point and have knowledge of leadership. This is available in Appendix 2 and also the survey website link [http://mbabth.limequery.com/78238/lang-en](http://mbabth.limequery.com/78238/lang-en). A summary of the questionnaire results is presented in Appendix 3 and the full results including graphics are available at [http://www.box.com/s/mzxkjzku6gngg9iqayn3](http://www.box.com/s/mzxkjzku6gngg9iqayn3).
A summary of the participants is given as follows:

Number of records: 44
Total records in survey: 47
Percentage of total: 93.62%

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female (F)</td>
<td>16</td>
<td>36.36%</td>
</tr>
<tr>
<td>Male (M)</td>
<td>28</td>
<td>63.64%</td>
</tr>
</tbody>
</table>

Are you male or female?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female (F)</td>
<td>16</td>
<td>36.36%</td>
</tr>
<tr>
<td>Male (M)</td>
<td>28</td>
<td>63.64%</td>
</tr>
</tbody>
</table>

In which age group do you fall?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 20 (A1)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>21 - 29 (A2)</td>
<td>3</td>
<td>6.82%</td>
</tr>
<tr>
<td>30 - 39 (A3)</td>
<td>28</td>
<td>63.64%</td>
</tr>
<tr>
<td>40 - 49 (A4)</td>
<td>7</td>
<td>15.91%</td>
</tr>
<tr>
<td>50 - 59 (A5)</td>
<td>4</td>
<td>9.09%</td>
</tr>
<tr>
<td>60 and Above (A6)</td>
<td>1</td>
<td>2.27%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not completed or Not displayed</td>
<td>1</td>
<td>2.27%</td>
</tr>
</tbody>
</table>

What is the highest level of education you have completed?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school certificate (A1)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>High school certificate or equivalent (A2)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Professional certificate or diploma (A3)</td>
<td>1</td>
<td>2.27%</td>
</tr>
<tr>
<td>Bachelors degree (A4)</td>
<td>22</td>
<td>50.00%</td>
</tr>
<tr>
<td>Masters degree or above (A5)</td>
<td>19</td>
<td>43.18%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.27%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not completed or Not displayed</td>
<td>1</td>
<td>2.27%</td>
</tr>
</tbody>
</table>

Which of the following categories best describes your employment status?
<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed (Full Time) (A2)</td>
<td>37</td>
<td>84.09%</td>
</tr>
<tr>
<td>Employed (Part Time) (A3)</td>
<td>3</td>
<td>6.82%</td>
</tr>
<tr>
<td>Unemployed, looking for work (A4)</td>
<td>2</td>
<td>4.55%</td>
</tr>
<tr>
<td>Unemployed, NOT looking for work (A5)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Retired (A6)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Disabled, not able to work (A7)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Student (Employed before or currently employed) (A8)</td>
<td>1</td>
<td>2.27%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not completed or Not displayed</td>
<td>1</td>
<td>2.27%</td>
</tr>
</tbody>
</table>

What best describes the organisation/company you are working for?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Corporation (A1)</td>
<td>21</td>
<td>47.73%</td>
</tr>
<tr>
<td>Public Corporation (A2)</td>
<td>5</td>
<td>11.36%</td>
</tr>
<tr>
<td>Charity Organisation (A3)</td>
<td>4</td>
<td>9.09%</td>
</tr>
<tr>
<td>Government (A4)</td>
<td>10</td>
<td>22.73%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>4.55%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not completed or Not displayed</td>
<td>2</td>
<td>4.55%</td>
</tr>
</tbody>
</table>

What best describes the work you are employed in?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Employed (A1)</td>
<td>1</td>
<td>2.27%</td>
</tr>
<tr>
<td>Top-Level Professional, Managerial, or Administrative (Examples: Established Doctor, Barrister, or Business Executive/Partner, Head Teacher at Large School) (A2)</td>
<td>14</td>
<td>31.82%</td>
</tr>
<tr>
<td>Mid-Level Professional, Managerial, or Administrative (Examples: New Doctor, Accountant, Contractor, Head Teacher of Small school) (A3)</td>
<td>22</td>
<td>50.00%</td>
</tr>
<tr>
<td>Clerical, Supervisory Role or Junior-Level Professional, Managerial or Administrative (Examples: Teacher, Cashier, Data Entry, Postal Worker) (A4)</td>
<td>2</td>
<td>4.55%</td>
</tr>
<tr>
<td>Skilled Manual Worker (Examples: Carpenter, Driver, and Mechanic) (A5)</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Semi or Non-Skilled Manual Worker (Examples: Shop Assistant, cleaner, and Waitress) (A6)</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
A total of 47 respondents filled up the questionnaire and 44 of the respondents completed the entire questionnaire.

Part one of the questionnaires dealt with the demographics of the respondents and the results were presented previously. A total of 44 valid respondents were obtained minus 2 which were test responses, hence 42 respondents. A majority of the respondents were in the 30 to 39 years age bracket followed by the 40 to 49 and 50 to 59 years age brackets. It can be noted that the majority of the respondents were males despite the fact that the sample chosen was equal in numbers. Out these respondents, majority had a bachelor’s degree followed by a master’s or higher degree. A majority of the respondents was employed full time (84.62%), employed in private corporations and in middle management/professional positions (55.26%). Respondents in top level professional positions accounted for 28.95% of the respondents.

Part two of the questionnaire tackled the research issue, i.e. leadership and crisis. Responses in this part were almost similar from both males and females. From the statistics though it can be seen that the male percentage was higher, but this can be attributed to the fact that the sample had a higher male population. The responses are broken down as follows:
a) **Coordination skills of a leader** – about 97% agreed that an effective leader has coordination skills with 73% completely agreeing. Of these, 100% males and 90% females agreed.

b) **Make the right decisions during contingencies** – over 93% agreement between scale 6 and 10 with 61% completely agreeing. Of those agreeing, 95.65% were males and 100% were females.

c) **Using field experience as a basis** – just over 27% fully agreed whilst the other population was spread between the scales of 5 to 9. Of those in agreement, 91.3% were male and 80% were female.

d) **Goal orientation** – 100% agreed that effective leaders are goal-oriented. All sexes agreed equally, i.e. 100%.

e) **Communication** – all respondents somehow agreed that good leaders communicate with other individuals in the organisation to ensure coordinated activities. All sexes agreed equally, i.e. 100%.

f) **Teamwork** – all respondents somehow agreed that good leaders facilitate and obtain input from other team members. All sexes agreed equally, i.e. 100%.

g) **Emotional and mental stability** – almost all respondents agreed that this is a prerequisite for effective leadership. The agreement was split as 95.65% males and 100% females.

h) **Other viewpoints and perspectives** – about 96% of the respondents agreed that an effective leader is open to other different viewpoints and perspectives. This was split as 95.66% males and 100% females.
i) **Ownership and responsibility of a contingency** – all respondents agreed that an effective leader takes ownership and responsibility of contingencies. All sexes agreed equally, i.e. 100%.

j) **Task prioritisation** – all respondents agreed that an effective leader is able to prioritise tasks accordingly. All sexes agreed equally, i.e. 100%.

k) **Analysis and critical thinking skills** – about 96% agreed that an effective leader has these skills. Agreement was split with 100% males and 90% females agreeing.

l) **Adapting and responding** – all respondents agreed that an effective leader should have the flexibility to adapt and respond to unique aspects of crises and changing circumstances. All sexes agreed equally, i.e. 100%.

m) **Good leaders are born not made** – about 18% agreed and about 81% disagreed with this statement. 17.4% males and 20% females disagreed.

n) **Charisma and experience** – 81% agreed that this is a must for team members of a crisis management team, i.e. 82.6% males and 80% females

o) **Functional competence** – 93% agreed that this is a must for team members of a crisis management team, i.e. 95.66 % males and 100% females.

p) **Importance rating charisma, experience and functional competence** – functional competence (54.84%), experience (25.81%) and charisma (19.35%).

q) **Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power** – intelligence (83% - 82.60% males and 90% females), influence (90% - 91.3% males and 90% females), vision (87% - 86.95% males and 90% females), adaptability (92% - 86.95% males and 90% females), integrity (86% - 86.95%
males and 90% females), and passion (90% - 91.3% males and 90% females) agreement from respondents.

r) **Summary of words used** – this relates to question 14 [Q2.5a] in the survey. It seeks to address research question R1 in connecting how successful a leader is during a crisis and what leadership group the leader belongs to from the three groups namely, Charismatic, Transactional and Transformational leaders.
<table>
<thead>
<tr>
<th>WORD</th>
<th>FREQUENCY OF USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver</td>
<td>Increased</td>
</tr>
<tr>
<td>Cost cutting</td>
<td>Increased</td>
</tr>
<tr>
<td>Targets</td>
<td>Increased</td>
</tr>
<tr>
<td>Planning</td>
<td>Increased</td>
</tr>
<tr>
<td>Budgets</td>
<td>Increased</td>
</tr>
<tr>
<td>Core business</td>
<td>Increased</td>
</tr>
<tr>
<td>Expansion</td>
<td>Increased (about 66%) ⇒ roughly balanced</td>
</tr>
<tr>
<td>Investment</td>
<td>Increased</td>
</tr>
<tr>
<td>Experimentation</td>
<td>Decreased</td>
</tr>
<tr>
<td>Risk taking</td>
<td>Roughly balanced ⇒ not much change</td>
</tr>
<tr>
<td>Vision</td>
<td>Increased</td>
</tr>
<tr>
<td>Break new ground</td>
<td>Increased slightly</td>
</tr>
<tr>
<td>Opportunity</td>
<td>Increased</td>
</tr>
<tr>
<td>Culture</td>
<td>Increased</td>
</tr>
<tr>
<td>Security</td>
<td>Increased</td>
</tr>
<tr>
<td>Exploration</td>
<td>Roughly balanced ⇒ not much change</td>
</tr>
</tbody>
</table>

Table 4: List of Words for Questionnaire Question 14 [Q2.5a]

s) **Effect of crisis on respondents** – 80% of the respondents were affected by the crisis.

t) **Cost cutting** – 70% agreed that cost cutting was a response for the economic crisis.
u) **Customer acquisition/retention** – over 60% agreed that customer acquisition and retention was a response to the crisis.

v) **Effective way of dealing with the crisis** – about 83% agreed that their leader/leadership found an effective way of dealing with the crisis.

w) **Agreement opinions on leadership considering the recent crisis** – personality as key to success (91%), change in leadership style (78%), more collaboration necessary during crisis (92%), and leaders keeping their word (86%).

x) **Gordon Brown** – Disciplined/Committed (70% agree), Structured/Organised (65% agree), Analytical (70%), Courageous/Brave (65%), Intelligent (75%), having innovative influence (62%), having vision (60%), Adaptable and flexible (50%), Compassionate (55%), having integrity (70%), Passionate (57%), Charismatic (43%), having attitude (50%), and being a communicator (46%). All percentages given are for agreement.

y) **David Cameron** – Disciplined/Committed (83%), Structured/Organised (79%), Analytical (82%), Courageous/Brave (89%), Intelligent (86%), having innovative influence (73%), having vision (80%), Adaptable and flexible (60%), Compassionate (43%), having integrity (80%), Passionate (76%), Charismatic (83%), having attitude (63%), and being a communicator (80%). All percentages given are for agreement.

It can be noted that there are some variations in the responses for some of the questions with regards to gender (male or female) This can be attributed to the number of males in decision making/high level roles as compared to the number of females in a similar role (5 in
the sample selected). Practically, there seem to be more males in top level positions as compared to females. According to Sweetman, females are largely absent from senior and leadership positions. The advent of gender equality is somehow addressing this gap but it seems most males have some sort of a head start in leadership experience (Sweetman, 2000).

5.2 DISCUSSION

The research was carried out to answer the following questions and prove/disprove the related hypothesis:

R1 - Is a leader successful because s/he can handle crisis or not?

- **H1R1** – Leaders that can handle a crisis successfully are by definition successful leaders.
- **H2R1** – Leaders that can handle a crisis successfully are successful leaders regardless of the presence of a crisis or not.

R2 - How do values, character and skills factor into making an effective/successful crisis leader?

- **H1R2** – Characteristics such as being able to listen, open-mindedness, responsible, able to prioritise, critical thinking, adaptive, being trained and prepared, decisive,
coordinated, experienced, being goal-oriented, communication, facilitation, and stress handling factor in into making an effective/successful crisis leader.

- **H2R2** – Characteristics such charisma, experience and functional competence factor in into making an effective/successful crisis leader.

### R3- How can communication help in managing crisis?

- **H1R3** – Two way communication, open and honest interaction, open mind to other viewpoints and the ability to listen help in managing crisis.
- **H2R3** – Restricted and limited communication, and lone decision making with no team input help in managing crisis.

In answering these questions, leadership approaches/styles and traits can be determined. The questions in the questionnaire were designed to obtain the skills and qualities of leaders and to determine the role of communication during crisis. Leadership theory suggests that during crisis, transactional leadership style is common as leaders have the ability to tackle short term needs of the organisation. Improvements are incremental and create a healthy organisation which can continue to flourish after recovering from the crisis (Nemanich & Keller, 2007). Surviving a crisis requires the organisation to focus what its best at and securing its market position.

The results of the survey support transactional leadership as the most common during crisis. Increased use of terms like cost cutting, budgets targets, security, planning, core business
and deliver all indicate transactional leadership. This is further evidenced by the decreased use of terms like exploration, break new ground, experimentation, exploration, risk taking and investment. These terms are usually associated with transformational leadership. According to Nemanich and Keller, transformational leadership focuses on inspiration, unlearning past routines, development of creative solutions and response to new environments (Nemanich & Keller, 2007). The transactional leadership style looks at achieving short term goal during a crisis whilst transformational leadership looks at long term transformational goals.

The qualities and traits of a good crisis leader as per questionnaire responses can be broken down as follows:

a) Coordinated
b) Make right decisions during contingencies
c) Be goal oriented
d) Be a communicator
e) Have emotional and mental stability
f) Involve the team and listen/consider to other viewpoints and perspectives
g) Accept ownership and responsibility of a contingency
h) Prioritise tasks
i) Possess analytical and critical thinking skills
j) Adapt and respond to the unique aspects of crisis and changing circumstances.
5.2.1 Hypothesis Testing

H1R1 – Leaders that can handle a crisis successfully are by definition successful leaders.

Specific questionnaire questions considered are questions (a) to (m) as presented in the summary before (Q2.1 SQ001 to SQ 013 in the actual questionnaire). Question Q2.5a (r) in the questionnaire implies that during a crisis, leaders tend to adopt the transactional leadership style. Transactional leadership is not alluring to the morals and values of most people. The leader highly focuses on the task, providing very clear direction and managing productivity in very much detail. When there is no crisis, leaders tend to follow the transformational leadership style. In this style there is the assumption that if a leader motivates and inspires, people tend to follow. From the questionnaire responses, this hypothesis faces the failure to be acceptable. The success of a leader is not determined wholly by his/her success in handling crisis only.

H2R1 – Leaders that can handle a crisis successfully are successful leaders regardless of the presence/absence of a crisis.

Considering questionnaire questions Q2.1 SQ001 to SQ 013 ((a) to (l) - in the summary presented before), successful leaders possess the traits addressed in the questions. These traits apply whether there is the presence of a crisis or not. Therefore, a successful crisis
leader would tend to be successful regardless of the presence of a crisis or not. This implies that H2R1 is acceptable.

**H1R2** – **Characteristics such as being able to listen, open-mindedness, responsible, able to prioritise, critical thinking, adaptive, being trained and prepared, decisive, coordinated, experienced, being goal-oriented, communication, facilitation, and stress handling factor in into making an effective/successful crisis leader.**

This hypothesis ties in with the hypothesis for research question R1. Considering the responses obtained, these characteristics make an effective/successful leader and these characteristics tend to contribute to effective leadership during crisis. H1R2 is therefore acceptable.

**H2R2** – **Characteristics such charisma, experience and functional competence factor in into making an effective/successful crisis leader.**

From the responses, this hypothesis is not fully correct as the audience favoured functional competence as the top characteristic, seconded by experience and finally charisma. Considering the percentages, it could be concluded that all three characteristics are necessary but at different scales. Functional competence can be viewed as the main factor. There is therefore a failure to accept H2R2.
H1R3 – Two way communication, open and honest interaction, open mind to other viewpoints and the ability to listen help in managing crisis.

Q2.3a in the question shows that communication is an important aspect in the success of a leader during a crisis. Leaders need to communicate, be open and honest, and have an open mind to other points of view as well as input from others. H1R3 is therefore acceptable.

H2R3 – Restricted and limited communication, and lone decision making with no team input help in managing crisis.

The responses from the questionnaires disprove this hypothesis completely. The questionnaire responses put communication as the basis of leadership success during crisis. H2R3 is therefore unacceptable.

It can be noted that leadership during crisis heavily depends on communication. In this case, communication is mainly comprised of decision making, meaning making, learning, situational awareness and sense making. Boin supports this by saying “in a crisis, leaders are expected to reduce uncertainty and provide an authoritative account of what is going on, why it is happening and what needs to be done” (Boin et al, 2008).

The questions regarding UK leadership show what people think of David Cameron and Gordon Brown and how the two can be compared. Since these are well known leaders, many
people know about their leadership. David Cameron seemed to have adopted crisis leadership from the word go. This could be attributed to the period when he took over leadership of the country. His leadership style has tended to be a mix of transformational and transactional leadership. Even though he places emphasis on the “big picture” he tends to neglect individual needs, instead opting to focus on the task.
CONCLUSION

This research was done to compare the Leadership styles and traits demonstrated by business leaders during economic crisis. Business people were asked for their opinions as the crisis targeted the economy and had impact on the whole nation and world at large. Business people were regarded as the best individuals who could determine whether business leaders demonstrated proper leadership during the crisis, what was/is the expected of the leaders and what was actually delivered. From the interviews, it was noted that both leaders are not crisis leaders, that their reaction to the economic crisis was a “mixed bag” and did not yielding anything.

A successful crisis leader:

- Must be trusted, honest and not misleading
- Must communicate and listen to others
- Must be consistent and be responsible
- Must work with others in order to combine skills and achieve the common goal during the crisis
- Must be informed and perceptive
- Must be confident and be capable of thinking quickly
- Must see opportunity
- Must have functional competence
Must be able to plan according to the situation.

The findings of this research mainly point at the fact that successful leaders during a crisis mainly look at the short term. The main goal is to survive the crisis. In order to do so, leaders focus on delivery, cost cutting, security of market position, the core business, targets, budgets, and planning. Although these are the main aspects, successful leaders will also consider some long term aspects such as opportunity and vision. The findings add these aspects to current theory and specifically define the differences in leadership during crisis and with no crisis.

The data from this research can also be used alternatively to define the characteristics of leadership in times when crisis is absent. This is supported by one of the hypothesis presented. The limitation is just that the questionnaire was presented to the respondents as a questionnaire on leadership during crisis and not as a general leadership questionnaire.

In conclusion, this paper gives an insight as to which leadership style is best effective in an economic/any crisis. It also highlights the traits and characteristics of successful leaders during crisis. The questionnaire responses point to the fact that most successful leaders adopt transactional leadership traits during crisis and transformational leadership traits during normal operations. Additionally, it gives a generalised view of what makes a leader successful in times when crisis is both present and absent. Not all traits/characteristics of successful leadership contribute to successful leadership under normal circumstances.
However, there is common ground between successful leadership during crisis and leadership in normal situations.
As this research was concentrating mainly on the United Kingdom, it could be expanded by factoring in the global aspect. Future research could look at other countries and compare them. It could also consider factors such as the degree of economic development of the countries being researched on, how economic conditions in various economies affect leadership styles, and how different legal aspects affect leadership in various countries both during crisis and during normal economic conditions. It could be interesting to know and compare how leadership during crisis is affected by the fact that the country is either a developed nation or a developing nation. Another possible research area would be the influence of political leaders on business in times of crisis. Throughout history, political leaders have had a massive impact on businesses especially in times of crisis. Their decisions can have a positive or negative impact on businesses and hence these decisions can also affect business leadership.
REFERENCES


APPENDIX 1

INTERVIEW QUESTIONS

1. Is there really a difference between “leadership” and “crisis leadership”, or is “crisis leadership” really not an individual but a group achievement?

2. Do you believe that charisma plays a role in crisis leadership? If so, can you teach someone to be a crisis leader?

3. What do you think separates a Leader from a Crisis Leader?

4. How would you compare a crisis event and its ability to transform people into leaders?

5. How does teamwork play into the concept of Crisis Leadership?

6. How can you place Gordon Brown’s and David Cameron leadership during the credit crunch, a leader or crisis leader?

7. Has their leadership brought any significant change to Britain?
APPENDIX 2

SURVEY QUESTIONS

A survey was designed to get more information from a cross-section of people. The survey questions were as follows:

Part one collects the basic information of the questionnaire respondents and Part two collects all the data required to answer the research questions.
This survey is part of findings for a thesis on leadership in crisis situations.
Welcome to this survey about leadership during crisis. This survey is divided into two main parts. One part deals with general demographic questions of respondents and the other deals with questions regarding crisis and leadership. All questions need to be answered. This survey will take up to around 15 to 20 minutes to complete. Thank you.

There are 17 questions in this survey.

**PART 1**

**GENERAL INFORMATION OF RESPONDENTS**

1 [Personal Details]

**ABOUT YOU**

In this part, please provide information about yourself.
Q1.1

2 [Q1] Are you male or female? *

Please choose only one of the following:

- Female
- Male
**Q1.2**

3 [Q2] In which age group do you fall? *

Please choose only one of the following:

- 10 - 20
- 21 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 and Above
Q1.3

4 [Q3] What is the highest level of education you have completed? *

Please choose only one of the following:

- Less than high school certificate
- High school certificate or equivalent
- Professional certificate or diploma
- Bachelor's degree
- Master's degree or above
- Other (Please specify)
Q1.4

5 (Q4) Which of the following categories best describes your employment status?

* Please choose only one of the following:

- Employed (Full Time)
- Employed (Part Time)
- Unemployed, looking for work
- Unemployed, NOT looking for work
- Retired
- Disabled, not able to work
- Student (Employed before or currently employed)
Q1.5

6 [Q5] What best describes the organisation/company you are working for? *

Please choose only one of the following:

- Private Corporation
- Public Corporation
- Charity Organisation
- Government
- Other (Please specify)
Q1.6

7 [Q5] What best describes the work you are employed in? *

Please choose only one of the following:

- Self-Employed
- Top-Level Professional, Managerial, or Administrative (Examples: Established Doctor, Barrister, or Business Executive/Partner, Head Teacher at Large School)
- Mid-Level Professional, Managerial, or Administrative (Examples: New Doctor, Accountant, Contractor, Head Teacher of Small school)
- Clerical, Supervisory Role or Junior-Level Professional, Managerial or Administrative (Examples: Teacher, Cashier, Data Entry, Postal Worker)
- Skilled Manual Worker (Examples: Carpenter, Driver, and Mechanic)
- Semi or Non-Skilled Manual Worker (Examples: Shop Assistant, cleaner, and Waitress)
- Student (Employed before of currently employed)
- Retired, Temporarily Laid-Off or Unable to Work
- Unemployed
PART 2

LEADERSHIP VALUES, CHARACTER AND SKILLS

8 [YOUR OPINIONS]

YOUR OPINIONS ON LEADERSHIP AND CRISIS

In this part, please provide your honest opinions about the various issues presented in the questions.
Q2.1

9 [Q2.1]  
In the following questions please rate your opinion on a scale of 1 to 10. 
1 implies Completely Disagree and  
10 implies Completely Agree.  
Please choose the appropriate response for each item:

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<td>An effective leader has coordination skills, i.e. he or she should have experience, knowledge, and/or training in how to get individuals to function together as a single unit.</td>
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<td>An effective leader should be able to make the right decisions during contingencies.</td>
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<td>Leaders should have plenty of field experience to base some of the decisions and actions.</td>
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<td>Effective leaders are goal-oriented.</td>
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<td>Good leaders provide and seek key information, engage in two-way communication, and interact in open and honest ways with others.</td>
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<td>Effective leaders are able to get the most out of team members by facilitating input from others.</td>
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<td>Emotional and mental stability is a prerequisite for effective leadership.</td>
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<td>An effective leader is open to differing viewpoints and perspectives.</td>
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<td>An effective leader takes ownership of and responsibility for the resolution of a contingency.</td>
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<td>An effective leader is able to prioritise tasks.</td>
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<td>A leader should possess problem/solution analysis and critical-thinking skills.</td>
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<td>An effective leader should have the flexibility to adapt and respond to unique aspects of crises and changing circumstances.</td>
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<td>Good leaders are born not made.</td>
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Q2.2

10 [Q2.2a]

In putting together an organisational team for crisis and overall management, should these characteristics be a must for team members?

In the following questions please rate your opinion on a scale of 1 to 10.

1 implies Completely Disagree and 10 implies Completely Agree. *

Please choose the appropriate response for each item:

<table>
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<tr>
<th>Charisma - the power of personality</th>
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<td>Experience - a context similar to the need to be fulfilled now</td>
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<td>Functional Competence - ability to get the job done</td>
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11 [Q2.2b] From the previous question, in what order can the three traits be considered? Start with the most important. *

Please number each box in order of preference from 1 to 3

☐ Charisma
☐ Functional Competence
☐ Experience
Q2.3

12 [Q2.3a]

Now, thinking specifically about the role of communications management/public relations management, what type of leadership skills would you expect from these members of your team?

In the following questions please rate your opinion on a scale of 1 to 10.

1 implies Completely Disagree and

10 implies Completely Agree.

* 

Please choose the appropriate response for each item:

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<td>Collect information from inside the organisation and the community at large.</td>
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<td>Organise messages and prepare team for reactions outside the organisation, including advising spokespeople.</td>
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<td>Guide team meetings to develop the process of dealing with a crisis as well as to assign tasks to other members.</td>
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<td>Encourage team member participation in briefings with internal and external audiences.</td>
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Q2.4

13 [Q2.4a]

For the following question, please rate the factors on a scale of 1 to 10.

1 implies **Completely Disagree** and

10 implies **Completely Agree**.

Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power such as:

*Please choose the appropriate response for each item:*

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Q2.5

14 [Q2.5a]

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10

1 = Much Less Frequently

10 = Much More Frequently

* Please choose the appropriate response for each item:

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Q2.6

15 [Q2.6a]

Considering the recent economic crisis, what is your opinion on the following?

1 = Completely Disagree
10 = Completely Agree

* 

Please choose the appropriate response for each item:

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<tr>
<td>Were you affected by the crisis?</td>
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<td>Was cost cutting a response to the crisis?</td>
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<td>Was customer acquisition/retenion a response to the crisis?</td>
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<td>Did you as a leader or your leadership find an effective way to respond to the crisis?</td>
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<td>Is personality very important for successful leaders?</td>
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<td>Was there a change in leadership style as a response to the crisis?</td>
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<td>Is more collaboration necessary during a crisis?</td>
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<td>The most effective motivation tool during a crisis is leaders keeping their word. Do you agree or disagree?</td>
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Q2.7

POLITICAL LEADERS AS BUSINESS LEADERS

Considering the UK government as a business entity, political leaders can be compared to business leaders. The following questions consider the leadership qualities of Gordon Brown and David Cameron.

16 [Q2.7a]
Considering Gordon Brown, did he portray himself as:

Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

* Please choose the appropriate response for each item:

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17 [Q2.7b]
Considering David Cameron, does/did he portray himself as:

Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

* Please choose the appropriate response for each item:

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Thank you for taking part in this survey. Your responses are valuable to the work being done.
01.01.1020 – 01.00

Submit your survey.
Thank you for completing this survey.
APPENDIX 3

QUICK STATISTICS

Survey 'LEADERSHIP AND CRISIS'

Results
Number of records in this query: 43
Total records in survey: 43
Percentage of total: 100.00%

Field summary for Q1
Are you male or female?

Answer Count Percentage
Female (F) 13 30.95%
Male (M) 27 64.29%
No answer 2 4.76%

Field summary for Q2
In which age group do you fall?

Answer Count Percentage
18 - 20 (A1) 0 0.00%
21 - 29 (A2) 3 7.69%
30 - 39 (A3) 25 64.10%
40 - 49 (A4) 6 15.38%
50 - 59 (A5) 4 10.26%
Field summary for Q3
What is the highest level of education you have completed?

Answer Count Percentage
Less than high school certificate (A1) 0 0.00%
High school certificate or equivalent (A2) 0 0.00%
Professional certificate or diploma (A3) 1 2.56%
Bachelors degree (A4) 20 51.28%
Masters degree or above (A5) 17 43.59%
Other 1 2.56%
No answer 0 0.00%

Field summary for Q4
Which of the following categories best describes your employment status?

Answer Count Percentage
Employed (Full Time) (A2) 33 84.62%
Employed (Part Time) (A3) 3 7.69%
Unemployed, looking for work (A4) 2 5.13%
Unemployed, NOT looking for work (A5) 0 0.00%
Retired (A6) 0 0.00%
Disabled, not able to work (A7) 0 0.00%
Student (Employed before or currently employed) (A8) 1 2.56%
No answer 0 0.00%

Field summary for Q5
What best describes the organisation/company you are working for?
**Answer Count Percentage**

- Private Corporation (A1) 19 50.00%
- Public Corporation (A2) 5 13.16%
- Charity Organisation (A3) 3 7.89%
- Government (A4) 9 23.68%
- Other 2 5.26%
- No answer 0 0.00%

**Field summary for Q6**

What best describes the work you are employed in?

**Answer Count Percentage**

- Self-Employed (A1) 1 2.63%
- Top-Level Professional, Managerial, or Administrative (Examples: Established Doctor, Barrister, or Business Executive/Partner, Head Teacher at Large School) (A2) 11 28.95%
- Mid-Level Professional, Managerial, or Administrative (Examples: New Doctor, Accountant, Contractor, Head Teacher of Small school) (A3) 21 55.26%
- Clerical, Supervisory Role or Junior-Level Professional, Managerial or Administrative (Examples: Teacher, Cashier, Data Entry, Postal Worker) (A4) 2 5.26%
- Skilled Manual Worker (Examples: Carpenter, Driver, and Mechanic) (A5) 0 0.00%
- Semi or Non-Skilled Manual Worker (Examples: Shop Assistant, cleaner, and Waitress) (A6) 0 0.00%
- Student (Employed before of currently employed) (A7) 1 2.63%
- Retired, Temporarily Laid-Off or Unable to Work (A8) 0 0.00%
- Unemployed (A9) 2 5.26%
- No answer 0 0.00%

**Field summary for Q2.1 (SQ001)**

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[An effective leader has coordination skills, i.e. he or she should have experience, knowledge, and/or training in how to get individuals to function together as a single unit.]

**Field summary for Q2.1 (SQ002)**

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[An effective leader should be able to make the right decisions during contingencies.]

**Answer Count Percentage**

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 1 3.03%
6 (6) 0 0.00%
7 (7) 2 6.06%
8 (8) 2 6.06%
9 (9) 4 12.12%
10 (10) 24 72.73%
No answer 0 0.00%
Field summary for Q2.1 (SQ003)

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[Leaders should have plenty of field experience to base some of the decisions and actions.]

Answer Count Percentage

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 3 9.09%
6 (6) 6 18.18%
7 (7) 5 15.15%
8 (8) 7 21.21%
9 (9) 3 9.09%
10 (10) 9 27.27%
No answer 0 0.00%

Field summary for Q2.1 (SQ004)

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[Effective leaders are goal-oriented.]
Field summary for Q2.1 (SQ005)
In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[Good leaders provide and seek key information, engage in two-way communication, and interact in open and honest ways with others.]
Field summary for Q2.1 (SQ006)
In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[Effective leaders are able to get the most out of team members by facilitating input from others.]

Answer Count Percentage
1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 0 0.00%
6 (6) 3 9.09%
7 (7) 1 3.03%
8 (8) 4 12.12%
9 (9) 7 21.21%
10 (10) 18 54.55%

Field summary for Q2.1 (SQ007)
In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[Emotional and mental stability is a prerequisite for effective leadership.]

Answer Count Percentage
1 (1) 0 0.00%
Field summary for Q2.1 (SQ008)

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[An effective leader is open to differing viewpoints and perspectives.]

Answer Count Percentage

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 1 3.03%
6 (6) 0 0.00%
7 (7) 2 6.06%
8 (8) 5 15.15%
9 (9) 5 15.15%
10 (10) 20 60.61%
No answer 0 0.00%
Field summary for Q2.1 (SQ009)

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[An effective leader takes ownership of and responsibility for the resolution of a contingency.]

Answer Count Percentage
1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 0 0.00%
6 (6) 3 9.09%
7 (7) 1 3.03%
8 (8) 4 12.12%
9 (9) 6 18.18%
10 (10) 19 57.58%
No answer 0 0.00%

Field summary for Q2.1 (SQ010)

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[An effective leader is able to prioritise tasks.]

Answer Count Percentage
1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
Field summary for Q2.1 (SQ011)

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[A leader should possess problem/solution analysis and critical-thinking skills.]

Answer Count Percentage
1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 1 3.03%
5 (5) 0 0.00%
6 (6) 2 6.06%
7 (7) 0 0.00%
8 (8) 6 18.18%
9 (9) 7 21.21%
10 (10) 17 51.52%
No answer 0 0.00%

Field summary for Q2.1 (SQ012)

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[An effective leader should have the flexibility to adapt and respond to unique aspects of crises and changing circumstances.]

**Answer Count Percentage**

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 0 0.00%
6 (6) 0 0.00%
7 (7) 1 3.03%
8 (8) 3 9.09%
9 (9) 8 24.24%
10 (10) 21 63.64%
No answer 0 0.00%

**Field summary for Q2.1 (SQ013)**

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[Good leaders are born not made.]
Field summary for Q2.2a (SQ001)
In putting together an organisational team for crisis and overall
Management, should these characteristics be a must for team members?
In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[Charisma - the power of personality]

Answer Count Percentage
1 (1) 1 3.03%
2 (2) 0 0.00%
3 (3) 2 6.06%
4 (4) 0 0.00%
5 (5) 3 9.09%
6 (6) 6 18.18%
7 (7) 4 12.12%
8 (8) 5 15.15%
9 (9) 6 18.18%
10 (10) 6 18.18%
No answer 0 0.00%
In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[Experience - a context similar to the need to be fulfilled now]

**Answer Count Percentage**

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**Field summary for Q2.2a (SQ003)**

In putting together an organisational team for crisis and overall management, should these characteristics be a must for team members?

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
[Functional Competence - ability to get the job done]

**Answer Count Percentage**

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Field summary for Q2.2b [2]
From the previous question, in what order can the three traits be considered? Start with the most important. [Ranking 2]

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<tr>
<td>Functional Competence (A2) 11 35.48%</td>
</tr>
<tr>
<td>Experience (A3) 16 51.61%</td>
</tr>
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</table>

Field summary for Q2.2b [3]
From the previous question, in what order can the three traits be considered? Start with the most important. [Ranking 3]
**Field summary for Q2.3a (SQ001)**

Now, thinking specifically about the role of communications management/public relations management, what type of leadership skills would you expect from these members of your team?

In the following questions please rate your opinion on a scale of 1 to 10.

1 implies Completely Disagree and
10 implies Completely Agree.

[Collect information from inside the organisation and the community at large.]

**Answer Count Percentage**

Charisma (A1) 21 67.74%

Functional Competence (A2) 3 9.68%

Experience (A3) 7 22.58%

---

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No answer 0 0.00%
Field summary for Q2.3a (SQ002)

Now, thinking specifically about the role of communications management/public relations management, what type of leadership skills would you expect from these members of your team?

In the following questions please rate your opinion on a scale of 1 to 10.

1 implies Completely Disagree and
10 implies Completely Agree.

[Organise messages and prepare team for reactions outside the organisation, including advising spokespersons.]

Answer Count Percentage

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 1 3.23%
4 (4) 0 0.00%
5 (5) 1 3.23%
6 (6) 2 6.45%
7 (7) 2 6.45%
8 (8) 10 32.26%
9 (9) 4 12.90%
10 (10) 11 35.48%
No answer 0 0.00%

Field summary for Q2.3a (SQ003)

Now, thinking specifically about the role of communications management/public relations management, what type of leadership skills would you expect from these members of your team?

In the following questions please rate your opinion on a scale of 1 to 10.

1 implies Completely Disagree and
10 implies Completely Agree.
[Guide team meetings to develop the process of dealing with a crisis as well as to assign tasks to other members.]

**Answer Count Percentage**

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 1 3.23%
5 (5) 2 6.45%
6 (6) 2 6.45%
7 (7) 0 0.00%
8 (8) 9 29.03%
9 (9) 3 9.68%
10 (10) 14 45.16%
No answer 0 0.00%

**Field summary for Q2.3a (SQ004)**

Now, thinking specifically about the role of communications management/public relations management, what type of leadership skills would you expect from these members of your team?

In the following questions please rate your opinion on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.

[Encourage team member participation in briefings with internal and external audiences.]

**Answer Count Percentage**

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 2 6.45%
6 (6) 3 9.68%
7 (7) 1 3.23%
8 (8) 6 19.35%
9 (9) 3 9.68%
10 (10) 16 51.61%
No answer 0 0.00%

Field summary for Q2.4a (SQ001)
For the following question, please rate the factors on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power such as: [Intelligence]

Answer Count Percentage
1 (1) 1 3.23%
2 (2) 0 0.00%
3 (3) 2 6.45%
4 (4) 1 3.23%
5 (5) 1 3.23%
6 (6) 1 3.23%
7 (7) 2 6.45%
8 (8) 3 9.68%
9 (9) 8 25.81%
10 (10) 12 38.71%
No answer 0 0.00%

Field summary for Q2.4a (SQ002)
For the following question, please rate the factors on a scale of 1 to 10.
1 implies Completely Disagree and
Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power such as: [Influence]

**Answer Count Percentage**
1 (1) 1 3.23%
2 (2) 0 0.00%
3 (3) 2 6.45%
4 (4) 0 0.00%
5 (5) 0 0.00%
6 (6) 1 3.23%
7 (7) 1 3.23%
8 (8) 9 29.03%
9 (9) 5 16.13%
10 (10) 12 38.71%
No answer 0 0.00%

**Field summary for Q2.4a (SQ003)**
For the following question, please rate the factors on a scale of 1 to 10.
1 implies Completely Disagree and
10 implies Completely Agree.
Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power such as: [Vision]

**Answer Count Percentage**
1 (1) 1 3.23%
2 (2) 2 6.45%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 1 3.23%
Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power such as: [Adaptability]

Field summary for Q2.4a (SQ004)
For the following question, please rate the factors on a scale of 1 to 10.
1 implies Completely Disagree and 10 implies Completely Agree.

Answer Count Percentage
1 (1) 1 3.23%
2 (2) 1 3.23%
3 (3) 2 6.45%
4 (4) 0 0.00%
5 (5) 0 0.00%
6 (6) 1 3.23%
7 (7) 0 0.00%
8 (8) 3 9.68%
9 (9) 5 16.13%
10 (10) 19 61.29%
No answer 0 0.00%

Field summary for Q2.4a (SQ005)
For the following question, please rate the factors on a scale of 1 to 10.
1 implies Completely Disagree and
Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power such as: [Integrity]

**Answer Count Percentage**

1 (1) 1 3.23%
2 (2) 1 3.23%
3 (3) 0 0.00%
4 (4) 1 3.23%
5 (5) 1 3.23%
6 (6) 0 0.00%
7 (7) 0 0.00%
8 (8) 3 9.68%
9 (9) 2 6.45%
10 (10) 22 70.97%
No answer 0 0.00%

**Field summary for Q2.4a (SQ006)**

For the following question, please rate the factors on a scale of 1 to 10.
1 implies Completely Disagree and 10 implies Completely Agree.
Leadership in Crisis is the combination of classic leadership values with contemporary values of emotional power such as: [Passion]

**Answer Count Percentage**

1 (1) 1 3.23%
2 (2) 1 3.23%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 1 3.23%
Field summary for Q2.5a (SQ001)
Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:
Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

Answer Count Percentage
1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 1 3.23%
5 (5) 2 6.45%
6 (6) 2 6.45%
7 (7) 2 6.45%
8 (8) 4 12.90%
9 (9) 9 29.03%
10 (10) 11 35.48%
No answer 0 0.00%
Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Cost Cutting]

Answer Count Percentage
1 (1) 2 6.45%
2 (2) 0 0.00%
3 (3) 1 3.23%
4 (4) 1 3.23%
5 (5) 4 12.90%
6 (6) 1 3.23%
7 (7) 4 12.90%
8 (8) 8 25.81%
9 (9) 1 3.23%
10 (10) 9 29.03%
No answer 0 0.00%

Field summary for Q2.5a (SQ003)
Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Targets]

Answer Count Percentage
1 (1) 1 3.23%

100
Field summary for Q2.5a (SQ004)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Planning]

Answer Count Percentage

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 2 6.45%
6 (6) 2 6.45%
7 (7) 2 6.45%
8 (8) 2 6.45%
9 (9) 9 29.03%
10 (10) 14 45.16%
No answer 0 0.00%
Field summary for Q2.5a (SQ005)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

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Field summary for Q2.5a (SQ006)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Core Business]

102
### Field summary for Q2.5a (SQ007)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10

1 = Much Less Frequently

10 = Much More Frequently

[Expansion]

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<td>9 (9) 8 25.81%</td>
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<td>10 (10) 7 22.58%</td>
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</table>
Field summary for Q2.5a (SQ008)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Investment]

Answer Count Percentage

1 (1) 2 6.45%
2 (2) 2 6.45%
3 (3) 0 0.00%
4 (4) 3 9.68%
5 (5) 3 9.68%
6 (6) 2 6.45%
7 (7) 3 9.68%
8 (8) 6 19.35%
9 (9) 6 19.35%
10 (10) 4 12.90%
No answer 0 0.00%

Field summary for Q2.5a (SQ009)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently
[Experimentation]

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Field summary for Q2.5a (SQ010)
Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:
Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently
[Risk-Taking]

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Field summary for Q2.5a (SQ011)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10

1 = Much Less Frequently
10 = Much More Frequently

[Vision]

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Field summary for Q2.5a (SQ012)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Break New Ground]

Answer Count Percentage

1 (1) 3 9.68%
2 (2) 1 3.23%
3 (3) 1 3.23%
4 (4) 1 3.23%
5 (5) 5 16.13%
6 (6) 3 9.68%
7 (7) 2 6.45%
8 (8) 0 0.00%
9 (9) 9 29.03%
10 (10) 6 19.35%
No answer 0 0.00%

Field summary for Q2.5a (SQ013)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Opportunity]

Answer Count Percentage
Field summary for Q2.5a (SQ014)

Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:

Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

[Culture]

Answer Count Percentage

1 (1) 3 9.68%
2 (2) 2 6.45%
3 (3) 0 0.00%
4 (4) 1 3.23%
5 (5) 2 6.45%
6 (6) 3 9.68%
7 (7) 4 12.90%
8 (8) 6 19.35%
9 (9) 4 12.90%
No answer 0 0.00%
Field summary for Q2.5a (SQ015)
Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:
Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

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Field summary for Q2.5a (SQ016)
Thinking about the past year, please show the extent to which you as a leader or other leaders in your organisation have used the following terms:
Rate your answers from 1 to 10
1 = Much Less Frequently
10 = Much More Frequently

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[Exploration]

**Answer Count Percentage**

1 (1) 4 12.90%
2 (2) 2 6.45%
3 (3) 2 6.45%
4 (4) 3 9.68%
5 (5) 4 12.90%
6 (6) 1 3.23%
7 (7) 2 6.45%
8 (8) 5 16.13%
9 (9) 5 16.13%
10 (10) 3 9.68%
No answer 0 0.00%

**Field summary for Q2.6a (SQ001)**

Considering the recent economic crisis, what is your opinion on the following?

1 = Completely Disagree
10 = Completely Agree

[Were you affected by the crisis?]

**Answer Count Percentage**

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 3 10.00%
5 (5) 3 10.00%
6 (6) 6 20.00%
7 (7) 4 13.33%
8 (8) 3 10.00%
Field summary for Q2.6a (SQ002)
Considering the recent economic crisis, what is your opinion on the following?
1 = Completely Disagree
10 = Completely Agree
[Was cost cutting a response to the crisis?]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 0 0.00%
3 (3) 1 3.33%
4 (4) 1 3.33%
5 (5) 3 10.00%
6 (6) 3 10.00%
7 (7) 3 10.00%
8 (8) 8 26.67%
9 (9) 1 3.33%
10 (10) 9 30.00%
No answer 0 0.00%

Field summary for Q2.6a (SQ003)
Considering the recent economic crisis, what is your opinion on the following?
1 = Completely Disagree
10 = Completely Agree
[Was customer acquisition/retention a response to the crisis?]
### Field summary for Q2.6a (SQ004)

Considering the recent economic crisis, what is your opinion on the following?

1 = Completely Disagree
10 = Completely Agree

[Did you as a leader or your leadership find an effective way to respond to the crisis?]
Field summary for Q2.6a (SQ005)

Considering the recent economic crisis, what is your opinion on the following?
1 = Completely Disagree
10 = Completely Agree

[Is personality very important for successful leaders?]

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Field summary for Q2.6a (SQ006)

Considering the recent economic crisis, what is your opinion on the following?
1 = Completely Disagree
10 = Completely Agree

[Was there a change in leadership style as a response to the crisis?]

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Field summary for Q2.6a (SQ007)

Considering the recent economic crisis, what is your opinion on the following?
1 = Completely Disagree
10 = Completely Agree

[Is more collaboration necessary during a crisis?]

Answer Count Percentage

1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 2 6.67%
6 (6) 0 0.00%
7 (7) 2 6.67%
8 (8) 3 10.00%
9 (9) 8 26.67%
10 (10) 15 50.00%
No answer 0 0.00%
Field summary for Q2.6a (SQ008)
Considering the recent economic crisis, what is your opinion on the following?
1 = Completely Disagree
10 = Completely Agree
[The most effective motivation tool during a crisis is leaders keeping their word. Do you agree or disagree?]

Answer Count Percentage
1 (1) 0 0.00%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 4 13.33%
6 (6) 4 13.33%
7 (7) 3 10.00%
8 (8) 3 10.00%
9 (9) 2 6.67%
10 (10) 14 46.67%
No answer 0 0.00%

Field summary for Q2.7a (SQ001)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Disciplined/Committed]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 1 3.33%
Field summary for Q2.7a (SQ002)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Structured/Organised]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 1 3.33%
3 (3) 0 0.00%
4 (4) 2 6.67%
5 (5) 6 20.00%
6 (6) 1 3.33%
7 (7) 4 13.33%
8 (8) 6 20.00%
9 (9) 4 13.33%
10 (10) 5 16.67%
No answer 0 0.00%
Field summary for Q2.7a (SQ003)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Analytical]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 1 3.33%
3 (3) 1 3.33%
4 (4) 2 6.67%
5 (5) 4 13.33%
6 (6) 2 6.67%
7 (7) 3 10.00%
8 (8) 7 23.33%
9 (9) 6 20.00%
10 (10) 3 10.00%
No answer 0 0.00%

Field summary for Q2.7a (SQ004)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Courageous/Brave]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 0 0.00%
Survey 78238 'LEADERSHIP AND CRISIS'

Field summary for Q2.7a (SQ005)

Considering Gordon Brown, did he portray himself as?

Using a scale of 1 to 10 where -

1 = Completely Disagree
10 = Completely Agree

[Intelligent]

Answer Count Percentage

1 (1) 1 3.33%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 6 20.00%
6 (6) 3 10.00%
7 (7) 3 10.00%
8 (8) 5 16.67%
9 (9) 5 16.67%
10 (10) 7 23.33%
No answer 0 0.00%
Field summary for Q2.7a (SQ006)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Having Innovative Influence]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 2 6.67%
3 (3) 1 3.33%
4 (4) 0 0.00%
5 (5) 10 33.33%
6 (6) 5 16.67%
7 (7) 4 13.33%
8 (8) 2 6.67%
9 (9) 4 13.33%
10 (10) 1 3.33%
No answer 0 0.00%

Field summary for Q2.7a (SQ007)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Having Vision]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 1 3.33%
Field summary for Q2.7a (SQ008)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Adaptable/Flexible]
**Field summary for Q2.7a (SQ009)**
Considering Gordon Brown, did he portray himself as?  
Using a scale of 1 to 10 where -  
1 = Completely Disagree  
10 = Completely Agree  
[Compassionate]

**Answer Count Percentage**

1 (1) 2 6.67%  
2 (2) 0 0.00%  
3 (3) 1 3.33%  
4 (4) 3 10.00%  
5 (5) 7 23.33%  
6 (6) 5 16.67%  
7 (7) 5 16.67%  
8 (8) 3 10.00%  
9 (9) 3 10.00%  
10 (10) 1 3.33%  
No answer 0 0.00%

**Field summary for Q2.7a (SQ010)**
Considering Gordon Brown, did he portray himself as?  
Using a scale of 1 to 10 where -  
1 = Completely Disagree  
10 = Completely Agree  
[Having Integrity]

**Answer Count Percentage**

1 (1) 1 3.33%  
2 (2) 1 3.33%
Field summary for Q2.7a (SQ011)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Passionate]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 0 0.00%
3 (3) 2 6.67%
4 (4) 4 13.33%
5 (5) 6 20.00%
6 (6) 2 6.67%
7 (7) 5 16.67%
8 (8) 3 10.00%
9 (9) 2 6.67%
10 (10) 5 16.67%
No answer 0 0.00%
Field summary for Q2.7a (SQ012)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Charismatic]

Answer Count Percentage
1 (1) 3 10.00%
2 (2) 2 6.67%
3 (3) 5 16.67%
4 (4) 2 6.67%
5 (5) 5 16.67%
6 (6) 3 10.00%
7 (7) 2 6.67%
8 (8) 5 16.67%
9 (9) 1 3.33%
10 (10) 2 6.67%
No answer 0 0.00%

Field summary for Q2.7a (SQ013)
Considering Gordon Brown, did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Having Attitude]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
Field summary for Q2.7a (SQ014)

Considering Gordon Brown, did he portray himself as?

Using a scale of 1 to 10 where -

1 = Completely Disagree
10 = Completely Agree

[Being a Communicator]

Answer Count Percentage

1 (1) 1 3.33%
2 (2) 2 6.67%
3 (3) 5 16.67%
4 (4) 1 3.33%
5 (5) 7 23.33%
6 (6) 3 10.00%
7 (7) 2 6.67%
8 (8) 1 3.33%
9 (9) 4 13.33%
10 (10) 4 13.33%
No answer 0 0.00%
Field summary for Q2.7b (SQ001)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Disciplined/Committed]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 3 10.00%
6 (6) 2 6.67%
7 (7) 5 16.67%
8 (8) 6 20.00%
9 (9) 7 23.33%
10 (10) 5 16.67%
No answer 0 0.00%

Field summary for Q2.7b (SQ002)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Structured/Organised]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
Field summary for Q2.7b (SQ003)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Analytical]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 1 3.33%
5 (5) 2 6.67%
6 (6) 2 6.67%
7 (7) 7 23.33%
8 (8) 6 20.00%
9 (9) 5 16.67%
10 (10) 5 16.67%
No answer 0 0.00%
Field summary for Q2.7b (SQ004)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

[Courageous/Brave]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 2 6.67%
6 (6) 2 6.67%
7 (7) 4 13.33%
8 (8) 8 26.67%
9 (9) 5 16.67%
10 (10) 8 26.67%
No answer 0 0.00%

Field summary for Q2.7b (SQ005)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

[Intelligent]

Answer Count Percentage
1 (1) 1 3.33%
2 (2) 0 0.00%
### Field summary for Q2.7b (SQ006)

Considering David Cameron, does/did he portray himself as?

Using a scale of 1 to 10 where -

1 = Completely Disagree
10 = Completely Agree

[Having Innovative Influence]

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No answer 0 0.00%
Field summary for Q2.7b (SQ007)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Having Vision]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 0 0.00%
5 (5) 4 13.33%
6 (6) 3 10.00%
7 (7) 6 20.00%
8 (8) 8 26.67%
9 (9) 4 13.33%
10 (10) 3 10.00%
No answer 0 0.00%

Field summary for Q2.7b (SQ008)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Adaptable/Flexible]

Answer Count Percentage
1 (1) 3 10.00%
2 (2) 0 0.00%
Field summary for Q2.7b (SQ009)

Considering David Cameron, does/did he portray himself as?

Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

[Compassionate]

Answer Count Percentage

1 (1) 2 6.67%
2 (2) 1 3.33%
3 (3) 4 13.33%
4 (4) 3 10.00%
5 (5) 7 23.33%
6 (6) 2 6.67%
7 (7) 3 10.00%
8 (8) 4 13.33%
9 (9) 3 10.00%
10 (10) 1 3.33%
No answer 0 0.00%
Field summary for Q2.7b (SQ010)

Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

[Having Integrity]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 1 3.33%
5 (5) 3 10.00%
6 (6) 3 10.00%
7 (7) 4 13.33%
8 (8) 5 16.67%
9 (9) 6 20.00%
10 (10) 6 20.00%
No answer 0 0.00%

Field summary for Q2.7b (SQ011)

Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

[Passionate]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
Field summary for Q2.7b (SQ012)

Considering David Cameron, does/did he portray himself as?

Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree

[Charismatic]

Answer Count Percentage

1 (1) 2 6.67%
2 (2) 0 0.00%
3 (3) 0 0.00%
4 (4) 1 3.33%
5 (5) 2 6.67%
6 (6) 2 6.67%
7 (7) 8 26.67%
8 (8) 9 30.00%
9 (9) 5 16.67%
10 (10) 1 3.33%
No answer 0 0.00%
Field summary for Q2.7b (SQ013)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Having Attitude]

Answer Count Percentage
1 (1) 3 10.00%
2 (2) 0 0.00%
3 (3) 3 10.00%
4 (4) 2 6.67%
5 (5) 3 10.00%
6 (6) 0 0.00%
7 (7) 8 26.67%
8 (8) 6 20.00%
9 (9) 2 6.67%
10 (10) 3 10.00%
No answer 0 0.00%

Field summary for Q2.7b (SQ014)
Considering David Cameron, does/did he portray himself as?
Using a scale of 1 to 10 where -
1 = Completely Disagree
10 = Completely Agree
[Being a Communicator]

Answer Count Percentage
1 (1) 2 6.67%
2 (2) 0 0.00%
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