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Crisis Preparedness of Leadership Behaviors Among Elected Leaders During Hurricanes

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Walden University

College of Management and Technology

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Fredric Marc Francis

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the review committee have been made.

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2015

Abstract

Crisis Preparedness of Leadership Behaviors Among Elected Leaders During Hurricanes

by

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MBA, American InterContinental University, 2007

BBA, American InterContinental University, 2005

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

September 2015

Abstract

Crisis preparedness is the responsibility of every person, business, and leader, and leadership behavioral skills are an essential characteristic of crisis preparedness. The purpose of this case study was to explore the decisions of elected leaders along the Gulf Coast during Hurricanes Katrina and Ike in order to understand their leadership behaviors in crisis preparedness. The conceptual framework was based on the emergency management theory presented by McEntire in 2004, which helped to define the necessary components for leaders' successful crisis preparedness. Data were collected through interviews with 5 members from the National Emergency Management Agency along with a document review of elected leader responses and decisions during both Hurricanes Katrina and Ike from government reports, previous studies, and scholarly articles. Data were interpretively analyzed by listing out several leadership models and the behaviors that identify them and then by reviewing the document study information in 2 matrices for methodological triangulation and data saturation. The findings highlighted 5 emerging themes named as the five Cs of crisis preparedness: compassion, continuity, communication, common sense, and confidence. This study may contribute to social change by identifying key leadership traits that governors and other elected leaders should use in crisis preparedness, which may contribute to the safety, health, and well-being of constituents during a natural disaster.

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Dedication

This paper is dedicated to my wife Stephanie and our kids, Aden, Ahrianna, McKenna, and Malachi. This journey has taken a lot of time away from my family, especially during special events. Many birthdays, games, and vacations were sacrificed while I pursued this goal. Without your love, patience, support, and understanding, this would never have come to fruition.

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Section 1: Foundation of the Study

Preparation for a disaster is an essential part of leadership. Both before and during a disaster, leaders must know how to prepare to handle the situation and develop a crisis preparedness and disaster relief plan (Prewitt, Weil, & McClure, 2011). Such difficulties cause leaders to face challenges and make decisions outside their normal operations (Peters, Pierre, & Randma-Liiv, 2011). Of all natural disasters that occur in the United States, hurricanes are some of the deadliest and most costly, evidenced by Hurricane Katrina being the costliest natural disaster in United States history (Kousky, 2013). This study involved reviewing specific activities that occurred before and after two of the worst hurricanes in U.S. history and the decisions of leaders responsible for crisis preparedness for the states directly affected by the hurricanes. This study also involved reviewing the leadership behaviors used by elected leaders when making such crisis preparedness decisions.

Background of the Problem

Hurricanes have affected coastal communities in the United States for centuries; whereas some have been extremely weak, others have caused devastation to towns through floods and killing thousands of people. Perfect examples of towns that have been affected by several hurricanes are Galveston, Texas and New Orleans, Louisiana (Mitchell, Esnard, & Sapat, 2012). In August 2005, Hurricane Katrina tore through the Atlantic Ocean as a Category 5 hurricane (National Oceanic & Atmospheric Administration (NOAA, 2013). On August 29, Katrina made its way onto the U.S. shoreline in Louisiana as a Category 3 storm with sustained winds of 125 miles per hour

(National Hurricane Center [NHC], 2013). The storm drove through Louisiana and Mississippi while affecting Alabama and Georgia after leaving Florida (NHC, 2012). The devastation the hurricane brought to the region was wide and vast (Kamel, 2012). The levees that surrounded New Orleans breached at 53 different sites (Kamel, 2012) contributing to the death of 1,800 people and left tens of thousands of residents homeless (Penner, 2011).

Improvements in forecasting the track, strength, and potential impact zone of hurricanes have increased since the Galveston hurricane of 1900 (Gall, Franklin, Marks, Rappaport, & Toepfer, 2013). However, crisis preparedness in regard to these disasters is still lacking, which was evident during Hurricane Ike in 2008 (Tracy, Norris, & Galea, 2011). One area identified by Barnes et al. (2008) for future improvement was developing better streams of communication among government agencies, health agencies, and the media. Another area needing improvement in preparing for any crisis was the training within government agencies. Cross-training with other agencies that governors will be working with needs to take place all year round and especially before the crisis, as a crisis is not a time to reorganize and figure out working protocols (van Wart & Kapucu, 2011).

Crisis preparedness is the responsibility of every person, business, and leader (Foote, 2013). The largest business entities that have a direct effect on crisis preparedness are the several levels of government, which include local, state, and federal government agencies, and the leaders who overlook these entities (Kaniewski, 2011). Citizens elect and entrust the governors of their states to maintain calmness and clarity at

any time, especially during a crisis such as a hurricane (Allen et al., 2011). The ability to lead and manage chaos on a large scale such as a statewide disaster is a crucial aspect in the success of any leader (Tetenbaum & Laurence, 2011). The Gulf Coast states frequently experience hurricanes, and their elected leaders should be ready to handle these disasters, cope with the chaos, and manage the resources available to prepare for a crisis (Koliba, Mills, & Zia, 2011).

Problem Statement

Among some elected leaders lies a lack of understanding leadership behaviors within crisis preparedness (Lalonde & Roux-Dufort, 2013) that contributed to more than 1,500 deaths during Hurricane Katrina (Kamel, 2012; Penner, 2011) and Hurricane Ike (Tracy et al., 2011). Damage as a result of hurricanes has resulted in over \$450 billion in costs in Florida since the beginning of the 20th century (Jagger, Elsner, & Burch, 2011). The general business problem was most elected leaders do not have crisis specific leadership behaviors and operational crisis preparedness plans, resulting in generic plans that cause poor communication and risk management (Mullen, Kelloway, & Teed, 2011). Therefore, these leaders did not detect threats that had a long lead time, followed a predictable pattern, and involved only a few factors (Lalonde & Roux-Dufort, 2013). The specific business problem was some elected leaders have little information about what leadership behaviors to use in crisis preparedness (Lalonde & Roux-Dufort, 2013).

Purpose Statement

The purpose of this qualitative multiple case study was to explore what leadership behaviors an elected leader uses in crisis preparedness. Five Gulf Coast region members

from the National Emergency Management Association (NEMA) participated in semistructured interviews with open-ended questions to explore the preparation they have used to handle crisis situations. I also reviewed the actions taken by seven coastal state governors through a document review of government reports, data (decisions, supplies, personnel, etc.), and statistics that review leadership behavioral traits to demonstrate methodological triangulation.

The data from this study might contribute to social change by helping leaders understand crisis preparedness and guide governors to become better prepared when facing a crisis. This is done by studying the crisis preparedness actions taken before natural disasters, understanding the results of these actions, and interviewing government emergency preparedness officials. Thereby, future leaders can plan for disasters, which could increase the overall outcome of the disaster and increase the numbers of lives saved. This study could further influence social change by helping citizens reestablish their lives after a disaster and by reducing the overall costs associated with the aftermath of a disaster. These costs include man power, supplies, and property damage.

Nature of the Study

The three methods of research are qualitative, quantitative, and mixed method (Ostlund, Kidd, Wengstrom, & Rowa-Dewar, 2011). The method I selected for this study was qualitative. Qualitative studies have several characteristics that supported this study and the research question, which include using multiple sources of data, interpreting the data, small sample sizes, and being able to develop a complex picture of the problem (Rennie, 2012). I chose the qualitative method over the quantitative method as the

techniques used in quantitative studies are not appropriate for this study (Rubin & Rubin, 2012). The quantitative method is used to test theories and explain answers to questions (Kraska, 2010). Furthermore, quantitative methods are used for dealing with many variables, using statistical techniques to analyze and calculate the data, and answering the research hypothesis (Mishler, 1986).

The case study design allowed me to extract information from documented history and government documents (Yin, 2012). I employed the case study design as it allowed me to come to an understanding of the topic and transform research information into terms that most readers can understand (Thomas, 2011). Other qualitative study methods include grounded theory, narrative, and ethnography (Denzin & Lincoln, 2005). However, these methods were not the best choice for this study because grounded theory formulates new theory (Yin, 2010). Other interview techniques such as narrative and ethnographic were not appropriate as narrative helps understand an individual experience and ethnography is used to study group behavior, while the study needs to interview participants involved in crisis preparedness activities (Yin, 2010).

Research Question

In 2011, Mazur used this study's model when he reviewed the communication transcripts between key political figures during and after Hurricane Katrina and what the transcripts showed in regard to actions taken during the crisis. Mazur explored the leadership behaviors used before Atlantic Coast hurricanes made landfall on coastal communities in regard to crisis preparedness. The question this study addressed was the following:

1. What leadership behaviors does an elected leader use in crisis preparedness?

Several lessons have already been identified to help leaders with future crisis preparedness, including communication (Barnes et al., 2008). Other lessons needed for proper crisis preparedness are the need for leaders and central command structures, along with the ability to prepare for multiple disasters at once (Kapucu & Khosa, 2013). These lessons may also help to determine which leadership behaviors leaders use and would be best used moving forward.

During the review of government records and documents that cover both hurricanes, the characteristics and details of the information that was used to fill the matrices and answer the research question was the statistical information of the storms and timeframes of events before the storms affected the areas. This information included wind speed, storm surge, number of individuals evacuated, orders given, and availability of information and supplies. I considered the information available through government records regarding decisions made and the information used to make those decisions during the planning of the storms while completing the matrices.

Interview Questions

During the interviews with the NEMA officials, a list of questions was used and can be found in Appendix A. The content of the questions first included basic information about the participant, then questions about the participant's professional opinion on the leadership behaviors that the governors displayed when preparing for the hurricanes. Reviewing the answers helped identify which governors were more

successful than others in preparing for the hurricanes and also helped identify which behaviors to use in crisis preparedness.

Conceptual Framework

The concepts and framework of McEntire's (2004) emergency management theory guided this study. The key concepts included more recent concepts in social sciences such as sustainability, compound disaster, and defining disasters (Han, Zhang, & Song, 2012; Porfiriev, 2012). McEntire has encouraged leaders to employ the emergency management theory in determining their leadership behavior through reviewing their actions before or after with these key concepts. As applied to this study, the emergency management theory held the necessary components that were needed to determine which leadership traits are required to be successful in crisis preparedness. Leadership has several definitions and descriptions; however, for the purpose of this study, the definition of leadership used was when an individual influences others to perform a task or achieve a goal (Northouse, 2010).

Operational Definitions

The following definitions provide a basic understanding of several terms used throughout the study.

Category 1 hurricane: A Category 1 hurricane is a tropical storm that reaches wind speeds of 74 mph and has sustained winds between 74 and 95 mph (NHC, 2013).

Category 2 hurricane: A Category 2 hurricane is a tropical storm with sustained winds between 96 and 110 mph (NHC, 2013).

Category 3 hurricane: A Category 3 hurricane is a tropical storm with sustained

winds between 111 and 129 mph (NHC, 2013).

Category 4 hurricane: A Category 4 hurricane is a tropical storm with sustained winds between 130 and 156 mph (NHC, 2013).

Category 5 hurricane: A Category 5 hurricane is a tropical storm with sustained winds of 157 mph and greater (NHC, 2013).

Emergency management: Emergency management is the discipline of dealing with risk and risk avoidance (Yates & Paquette, 2011).

Emergency preparedness: Emergency preparedness includes a range of measures, actions, and processes accomplished before an incident happens (Levac, Toal-Sullivan, & O'Sullivan, 2011).

Hurricane warning: When hurricane force conditions are within 24 hours of the warning area, a hurricane warning is issued. (National Weather Service [NWS], 2013).

Hurricane watch: A hurricane watch is issued when hurricane force conditions are expected within 36 hours of the warning area (NWS, 2013).

Interobserver: An interobserver is a reliability measure that ensures that multiple observers are recording the same information or observations on the same study or event (Prasad, Dash, & Kumar, 2012).

Storm surge: A storm surge occurs when the rise of coastal waters is a result of a cyclone or hurricane (Lin, Emanuel, Oppenheimer, & Vanmarcke, 2012).

Tropical depression: A tropical depression occurs when an organized set of thunderstorms has sustained winds under 34 nautical miles an hour (NHC, 2013).

Tropical storm: A tropical storm is defined as an organized set of thunderstorms

with sustained winds from 35 to 64 nautical miles an hour (NHC, 2013).

Assumptions, Limitations, and Delimitations

This component of the project on hurricane preparedness among governors during Hurricanes Katrina and Ike contained an overview of the assumptions, limitations, and delimitations and how they relate to the research method and design. This included what was assumed during the research activities such as key effects in leadership styles, previous analysis of data was completed correctly, and that governors are the leaders of states. Limitations explored are the population size and location of the study. Delimitations reviewed are the use of original data sources and secondary data and lack of using other means of data gathering.

Assumptions

One key assumption of this study was certain ideas and principles that have an effect on crisis preparedness are found in the leadership styles chosen for this research study and that leadership styles are composed of behaviors. The second assumption was that the interpretation and analysis of the results from previous research was completed correctly. Another assumption was that leaders, especially state governors, play a key role in disaster avoidance, management, and recovery. These governors' role encompasses that of crisis planning and being ready for any crisis that may arise.

Further assumptions included that the participants in the research can articulate their experience of the hurricanes or another crisis and that those participants will be honest and truthful in their description of the crisis. I was capable of capturing, analyzing, and understanding the responses of the participants. Finally, patterns and

themes would emerge from participant responses that could identify and categorized into the different leadership theories and identify leadership behaviors.

Limitations

Some of the limitations for this study were the inability to have direct access with governors directly responsible for the decisions made. The findings were based solely on the information that is available to the public and the information obtained from the interviewed participants. I used original data sources that documented what the leaders did to prepare for this crisis and how well their preparations held up.

Another limitation was focusing on one hurricane in one location at a time. Hurricanes can travel and cause disasters over a wide range of area (Emanuel, Fondriest, & Kossin, 2012). Focusing on one section of the country limited the difficulties that one area of the country could face that another might. Limiting this study to the Gulf Coast region and to governors limited the research breadth. Due to the population size being small, the research findings cannot be transferable to a broader population. Finally, the skills and ability of the researcher as an instrument for data collection might have limited the depth and richness of the data collected.

Delimitations

The study was limited to reviewing the seven governors of the coastal states directly affected by the Hurricane Katrina and Hurricane Ike. This also limited the interviews to individuals who have knowledge of the actions taken as the governors were not available for interviews. The interviews, therefore, were with NEMA members to provide information about crisis preparedness, leadership behaviors, and information

about the hurricanes and actions taken by the governors. Items out of the scope of this project were leaders of companies, individuals making decisions for themselves rather than their communities, local government leaders, federal government leaders, and other hurricanes that have affected U.S. coastal communities.

Significance of the Study

The study has a unique value for the process of business as little research has been completed to identify the needed crisis leadership behaviors for crisis management (Kayes, Allen, & Self, 2013). By having this knowledge, leaders may be in a better position to plan and prepare for a crisis and increase the productivity of the process (Crafts, 2013). The social impact of this study is that leaders possessing the knowledge of which leadership style is best used when preparing for a crisis could have an improved response time, better-overall preparedness, the possibility to save lives, and increase the productivity and safety for all involved (Duncan, Yeager, Rucks, & Ginter, 2011).

Contribution to Business Practice

One of the most-demanding expectations that elected leaders face is to respond to a crisis (Taneja, Pryor, Sewell, & Recuero, 2014); the same exists for business leaders facing demanding times and crisis situations (Taneja et al., 2014). The reality is that governments' ability to live up to these expectations varies by state and other levels of government (Taneja et al., 2014). This study may fill this gap by providing an understanding of crisis preparedness before a hurricane. This is of high value to governments and businesses because it is possible to make sound decisions when employing specific and tested crisis planning. The understanding may have a strong

effect on the success of governments and businesses when the crises occur.

Another gap in proper crisis preparedness is to understand different leadership styles (Bauman, 2011). This understanding includes which leadership styles are best used for crisis preparedness. Not every leader can handle a crisis and not every leadership style is best to use for a crisis (Taneja et al., 2014).

The ability to identify what style best to fill this gap in leadership involves being able to tell what style needs to be present and how to identify a leader who is strong in leadership skills to put in place to handle a crisis before, during, and after the event (Hede, 2011). The American Society for Public Administration identified these gaps in their annual report to the U.S. Congress in March 2007. The report noted that governors needed to show strong executive leadership and must be engaged throughout the recovery to ensure that the work is completed (Tetenbaum & Laurence, 2011), revealing governors, like their business counterparts, need to participate in crisis preparedness from the beginning to ensure success to the end. By governors increasing their participation level in preparing for the crisis, they could change the outcome of the crisis.

Implications for Social Change

The current state for leaders in government in regard to crisis preparation is one of needing more planning (Basolo et al., 2009). One particular need is further detail in planning, learning from lessons learned, the ability to plan for a crisis by knowing which leadership behaviors to use, and being as best prepared for the crisis as possible (Tetenbaum & Laurence, 2011). The goal of such would be to help leaders not only plan for such crises but also help reduce the destruction to property and harm to individuals

(Reynolds & Earley, 2010).

This study's value to business impact is that it may help leaders transform from individuals needing to plan to individuals knowing which leadership style is best to prepare and plan for a crisis. Leaders who face any crisis can use the lessons learned in this study as well as the different leadership behaviors most effective in crisis preparedness (Tetenbaum & Laurence, 2011). This study may contribute to effective practice of business as it could help leaders ensure different agencies, organizations, and communities are prepared for a crisis and will be able to handle the predicament and meet the challenge (Duncan et al., 2011; Reynolds & Earley, 2010; Taneja et al., 2014). The results of this study might contribute to positive social change by helping to identify the best qualified individual who should occupy the governor's office. Since governors are an elected leader and the voters know the behavioral traits needed, the voters will be able to elect the person they believe would be best suited for the position.

A Review of the Professional and Academic Literature

The purpose of the literature review is to define key terms, identify the research topic, and review the conceptual framework of the study. For this case study, the literature review will include a review of emergency management theory and background information on leadership and what it means to be prepared for a crisis. The literature review contains a definition of leadership and a description of the Federal Emergency Management Agency (FEMA) and NEMA. The review helped determine which behaviors the coastal governors directly affected by these storms used before Hurricane Katrina and Hurricane Ike. The review also helped determine which leadership behaviors

would have helped these leaders to prepare for these crises by demonstrating proper crisis preparedness. Crisis preparedness, good crisis preparedness skills, and what it means to be prepared for a crisis was also defined. In particular, steps that should be taken before a known crisis strikes was discussed because they are different from preparing for an unknown crisis event, such as the terrorist attack of September 11, 2001, or the earthquakes that devastated Haiti in 2010 (David, 2011).

Firsthand study reporting and original data sources were necessary to complete the literature review, and several search engines and searches were used to access information. The main source was the Walden University Library and its databases, including ProQuest, EBSCOhost, and Sage journals online as well as the university's catalog and Google Scholar. The following words and phrases are some of the many used during the search for information for the study. For searching information on the hurricanes, the following terms were used: *Hurricane Katrina*, *Hurricane Ike*, and *natural disasters*. For searching information on the governors, the following terms were used: *governors during a hurricane*, *Texas governors*, *Louisiana governors*, *Alabama governors*, *Florida governors*, *Mississippi governors*, and *Georgia governors*. For searching information on crisis preparedness and leadership styles, the following terms were used: *crisis preparedness*, *crisis management*, *public scrutiny before a crisis*, *leadership styles*, *emergency preparedness model*, *Vroom and Yetton leader participation model*, *transformational leadership model*, *transactional leadership model*, and *unpredictable crisis*. The results of these searches produced peer-reviewed articles, scholarly books, and referenced journal articles. The total references used in this project

are 250, with 220 published since 2011, and in the literature review, there are a total of 124 references, with 111 published since 2011. Twelve seminal books completed the review and provided an understanding of the topic. Some nonacademic resources were used and include government reports, weather reports, and weather journals. These were used as some reports of the disasters, the planning before the disaster, and results of the planning were written down in notes and journals by those who experienced the crisis firsthand. See Appendix B for a further breakdown identification and accountability chart.

Emergency Management Theory

Since the terrorist attacks on September 11, 2001, and the several hurricanes that ripped through the southern states in the past 10 years, emergency management has come under a new light (McEntire, 2004). As a direct result of the terrorist attacks and natural disasters, the U.S. government formed the U.S. Department of Homeland Security and revamped and gave a new role to FEMA (Shughart, 2011). With the development of the U.S. Department of Homeland Security and the expansion of FEMA, several specialists in the emergency management field believe an emergency management model is necessary (Comfort, Waugh, & Cigler, 2012). The emergency management theory is just now beginning to be recognized in emergency management and social science; therefore, it is still under development (Etkin & Timmerman, 2014; Han et al., 2012). The theories come from several papers and lectures published in academic journals (Comfort et al., 2012; Curnin & Owen, 2014; Han et al., 2012; Hughey & Bell, 2012; McEntire, 2004; Shughart, 2011).

McEntire is one of the foremost advocates for the emergency management model (Hughey & Bell, 2012). McEntire has published books and articles in emergency management as well as given lectures on the same topic. McEntire explicated the need for such a style in a paper to FEMA on June 8, 2004. Some of the characteristics of an emergency management model as described by McEntire were employing newer concepts in social sciences, including sustainability and compound disasters.

One of the many concepts behind sustainability is resource utilization (Ying & Li-jun, 2012). In emergency management, the utilization of equipment is critical for the successful outcome of a situation (Waugh, 2007). For governors in coastal states, maintaining the sustainability of supplies, manpower, and communication can make all the difference in the face of a disaster, especially one as powerful as a hurricane (Waugh, 2007). This part of crisis preparedness is a current gap, and by understanding crisis preparedness, governors make it possible to make sound decisions and plan accordingly (Constantinides, 2013).

Compound disaster is an emergency situation resulting from related different disasters that have an adverse consequence (Porfiriev, 2012). A hurricane making landfall, the resulting devastation and destruction, and coping with the aftermath of the storm is an example of a compound environmental disaster (Burrus, Dumas, & Graham, 2011). The floods, levee breaks, crime, fires, food and water shortages, and many other unpredictable events stretch all the emergency management professionals to their limits and cause mass hysteria among governments agencies (Comfort et al., 2012). All the chaos is so widespread that agencies that have never worked together before must find a

way to grow trust and work together (Shughart, 2011).

The emergency management model also addresses the issue of what is considered a disaster and how leaders need to continue to define and understand disasters (Han et al., 2012). The word *disaster* has many definitions, including a hazardous event that effects everyone in an area and the losses exceed the community's ability to absorb on their own (Dean & Payne, 2013) or the destructive or deadly outcome from decisions made as a result of environmental actions or events (Khunwishit & McEntire, 2012). According to McEntire's definition of disaster, a hurricane qualifies as a disaster and leaders need not only to recognize the gravity of the situation but also be ready to handle the disaster and the destructive outcome that such a storm brings with it (Khunwishit & McEntire, 2012).

Federal Emergency Management Agency

The Federal Emergency Management Agency is a United States federal agency and the agency's director reports to the Secretary of Homeland Security (May, Jochim, & Sapotichne, 2011). FEMA was formed in 1979, and one of its main roles is to act as a lead coordinator in times of disaster or crisis (Moynihan, 2013). In this role, FEMA has the responsibility to coordinate with local and state government agencies (Moynihan, 2013). This joint cooperation begins when the local and state agencies resources begin to deplete and they request additional resources and help from the federal government (Biedrzycki & Koltun, 2012). FEMA brings in needed supplies, personal, and any other items that the local and state agencies need during the crisis (Moynihan, 2013). More importantly than their coordination role, FEMA acts as the lead federal agency for disaster preparedness (Biedrzycki & Koltun, 2012).

National Emergency Management Association

NEMA was founded in 1974 (NEMA, 2014). NEMA was originally comprised of the 59 emergency management directors in the United States; this includes the District of Columbia, eight U.S. territories, and all 50 states (Waugh & Sadiq, 2011). Today, NEMA's membership includes students of emergency management, nonprofit organizations, private sector companies, federal agencies, homeland security advisors, state staff, and concerned individuals (Bolton, 2013). The association became an affiliate of The Council of State Governors in 1990 and as such has firmed up the relationship between state governors and their goal to provide information and a support network between all levels of emergency preparedness (NEMA, 2014).

The goal for NEMA is to become a source for emergency management personal to go for help, knowledge, and training (Bolton, 2013). This ranges from preparing for, responding to, and recover from all types of emergencies (Jensen, Bundy, Thomas, & Yakubu, 2014). NEMA focuses on six areas in order to accomplish this goal (NEMA, 2014). These include strengthening relationships amongst its members, developing strategic partnerships amongst its members, having proactive committees that review live events and help those in need, serving as a support network for its members and other strategic partners, holding professional development and training, and holding national conferences (NEMA, 2014). Most of these objectives are completed in committee meetings and during their national conferences (Bolton, 2013). NEMA hosts two national conferences a year in order to allow members to network, voice concerns, discuss issues and governmental policies, and participate in professional workshops

(Brooks, Bodeau, & Fedorwicz, 2012).

Crisis Preparedness

In a crisis, leaders do not have the luxury of being able to go back in time and change a decision or its outcome (Maja, Pfajfar, & Raskovic, 2012). Crises are circumstances in which proper preparedness is key to overcome the obstacle or circumstance; in this study the main crisis are hurricanes (van Wart & Kapucu, 2011). Many definitions of crisis preparedness exist, and the key element is to have a plan (Taneja et al., 2014). A crisis preparedness plan, also known as a crisis management plan, is a necessity to ensure a community is ready for a crisis (Curry, 2011). Not every crisis management plan is the same, and a single plan will not fit every situation a leader will face (Johansen, Aggerholm, & Frandsen, 2011). The focus for this study is on leadership styles, behaviors, and crisis preparedness before a hurricane.

The first step of any crisis preparedness plan is to state the goal or outcome that one hopes to obtain and to begin the coordination of available resources (Johansen et al., 2011). Getting as many people out of the path of the storm as fast and as efficiently as possible is a goal during a crisis, such as preparing for a hurricane (Comfort et al., 2012). To accomplish this goal, leaders need to assess the incoming storm's potential path of destruction, issue the evacuation orders as soon as possible, and help those who need assistance to evacuate by ensuring the correct personnel are in place to accomplish these tasks (Hasan, Mesa-Arango, Ukkusuri, & Murray-Tuite, 2011; Waugh, 2010).

Having the resources to be prepared for a hurricane is also a critical element in any crisis preparedness scenario (Baker, 2011). This situation involves having the correct

supplies in place such as food, clean water, and other essential materials before a hurricane (Mazur, 2011). Another component to preparedness is to have the items in multiple sites as leaders cannot tell what areas will be affected by the hurricanes and to ensure transportation is available (Chakravarty, 2011; Comfort et al., 2012).

Having the basic physical resources in place is just as important as having the most competent people in place to do the job (Mazur, 2011; Paraskevas, Altinay, McLean, & Cooper, 2013). In any crisis, having the right team in place to handle it can make all of the difference (Paraskevas et al., 2013). Leaders need to be familiar with their people by knowing their strengths and weaknesses (Prewitt et al., 2011). By leaders knowing these personal qualities, leaders can adequately assign tasks to complement their followers' strengths and ensure the right people are in the right job at the right time (Parmer, Green, Duncan, & Zarate, 2013; Prewitt et al., 2011).

An example of this strategy would be using the personnel, processes, and entities that are available to governors and other government leaders (Paraskevas et al., 2013). The Emergency Management Assistance Compact (EMAC) is an example of a mechanism that can be used between states to ask for assistance before and during a disaster, such as a hurricane, and was used by Governor Jeb Bush of Florida before Hurricane Katrina (Emergency Management Assistance Compact, 2013; Koliba et al., 2011). Another example of strategic personnel placement would be Alabama Governor Bob Riley's approach to weather-disaster planning (Waugh, 2007). Riley was less familiar with the EMAC system; however, a key member of his staff, the state's emergency management director Bruce Baughman, had more than 30 years of experience

in FEMA (Waugh, 2007). As a result of the knowledge of Governors Bush and Riley, assessments were completed and supplies and personnel were in place before several hurricanes hit their states (Waugh, 2007).

Another principle in crisis preparedness before a hurricane is to ensure open lines of communication exist among governors and federal, state, and local leaders as well as the public (Jin, Pang, & Cameron, 2012). This line of communication needs to provide factual information not only to the first responders but also all those affected by the hurricanes (Waugh, 2007). As part of the open line of communication, one voice and one message needs to come from the governor's office (Schultz, Utz, & Goritz, 2011). The message needs to ensure that only the facts are being provided and that no one is adding to the chaos of the environment that could lead to additional harm (Schultz et al., 2011).

Leadership as it relates to crisis preparedness. Crisis preparedness has been defined several times, but the core definition remains the same throughout (Jaques, 2011). For the purposes of this study, a unified definition of crisis preparedness was used. The definition being used is the leadership, training, readiness, exercise support, and technical and financial assistance to strengthen state governments and professional emergency workers as they prepare for disasters, mitigate the effects of disasters, respond to community needs after a disaster, and launch effective recovery efforts (AlBattat & Som, 2013).

Leadership and Leadership Behaviors

Leadership is a process in which a group is influenced by an individual to achieve a common goal (Northouse, 2010). Governors are a prime example of leadership because

they are responsible for the well-being of their state (Basolo et al., 2009). Under their leadership, when preparing for a hurricane, governors need to ensure all state workers are working together to achieve the goal of protecting the residents of the state and are providing relief to those affected directly and indirectly (Sitkin, See, Miller, Lawless, & Carton, 2011).

In any given situation, anyone could be the individual who is overseeing a project, has authority over a group of people, or is just a typical office or group manager (Tourish, 2014). Having a position of authority does not mean the individual is a leader as much as it means he or she is the boss (Tourish, 2014). This situation of having authority based upon an individual position is known as legitimate power (Lunenburg, 2012). It is based on the person's title and not always their leadership knowledge, as many times, an individual is assigned the position (Vigoda-Gadot & Beerli, 2012). The difference between being the manager and being a leader is how employees are motivated, influenced, and have the will and also want to achieve higher goals (Tomic & Tomic, 2011). Being able to motivate and influence employees takes a greater skill set than a leader simply giving orders to accomplish tasks (Tomic & Tomic, 2011). A governor having the ability to motivate employees through the extreme pressure and anxiety that comes with hurricane preparedness is crucial (Randolph & Kemery, 2011). Governors need to keep the employees on point, on message, and do the best they can under pressure (Alvesson & Spicer, 2012).

According to Bass (1990) and Northouse (2010), individuals can become or develop into leaders in several ways. The first way an individual can develop into a

leader is that individuals already have certain personality traits that led them into leadership roles (Bass, 1990). The second is a crisis or event presents itself in such a manner that an individual rises to the occasion (Northouse, 2010). The next one is that an individual chooses to become a leader and learns how to be a leader (Bass, 1990). Governors have shown they are leaders by getting to their position by either their personality or by choosing to become leaders and taking the time to learn to be leaders (Lunenburg, 2012). Hurricanes are crises that leaders face; therefore, a hurricane could be the crisis that defines a leader (Cascio, 2011).

The foregoing theories of great man, leadership trait, contingency, situational, behavioral, participative, management, relationship theories, and systems theory only represent a fraction of the total theories on leadership that a governor might employ in preparing for a hurricane (von Krogh, Nonaka, & Rechsteiner, 2011). With all the theories in existence, it can become very confusing for governors to know what type of leadership style is the best fit and will help in preparing for the crisis before them (Schyns & Schilling, 2011). Most leadership behaviors can be placed into one of nine categories: the great man theory, trait theory, contingency theory, situational theory, behavioral theory, participative theory, management theory, relationship theory, and emergency management theory (Hallinger, 2011).

Great man theory. The great man theory (Hoffman, Woehr, Maldagen-Youngjohn, & Lyons, 2011) is one of the most basic concepts in defining leadership. It was highlighted in history by a Scottish writer named Thomas Carlyle who discussed how history is the biography of great man (as cited in Allio, 2013). The great man theory

states that individuals were successful because of their own persona, which includes their intelligence, charisma, and wisdom (Clifton, 2012; Northouse, 2010). Another viewpoint of the great man theory is that great men evolve from their own personal attributes, ideas, and either direct or indirect actions that have such an impact on society that it can be recognized when reviewing history (Hoffman et al., 2011). The great man theory is dependent upon many factors, not just one item or event in an individual's life (Clifton, 2012). Every action that individuals take or do not take has an influence on the outcome of their lives (Northouse, 2010). Therefore, the entire lifespan of individuals needs to be reviewed and taken into consideration regarding whether they had a positive or negative influence on a society or if they had an effect (Hoffman et al., 2011). The limit to this leadership style is that it is dependent upon the individual's skills, and not a team or group of individuals, to make one successful (Northouse, 2010).

Such a leadership style is important for hurricane crisis preparedness because the governors were in the position that they were in due to their social status as governors and by the chance that they were governors when the storms hit; therefore, their actions had a serious effect regarding whether the states were prepared for the storm (Allen et al., 2011). Moreover, each action that they take or do not take could have major implications later (Noorani & Carpenter, 2011). The lack of taking preparation actions when the time presents itself could result in the governor being considered one of the worst leaders in history (Yukl, 2012). Likewise, if the preparations taken by governors save lives, they could be considered some of the best leaders in history (Yukl, 2012).

Leadership trait theory. According to the leadership trait theory, which traces

back to Thomas Carlyle, great leaders are born with leadership traits (Yahaya, Boon, & Hashim, 2011). Individual leadership ability is dependent on personal qualities and not outside influence (Clifton, 2012). Trait theory has been an influence in the development of the great man theory in which great leaders are born with leadership traits, and the factors for being great leaders are leaders' own attributes (Yahaya et al., 2011). This theory of leaders are born relates to hurricane preparedness because governors might already have leadership attributes before they go into leadership positions, and they are the most competent people for these leadership positions based upon who they are and their personal attributes (Benson, 2012).

Contingency theory. Contingency theory is different from the preceding two theories in a major way (Best, 2011). The contingency theory by Fiedler does not infer that leaders are born with certain qualities or are born for certain situations or positions (as cited in Liu, Liu, & Zeng, 2011). Contingency theory assumes that leaders have several leadership styles and attributes, and the style and skill set that leaders use depend upon the situation (Best, 2011). According to contingency theory, leaders are aware of their behavior and can adapt their skills to match given situations (Liu et al., 2011). Accordingly, the organization, strategic response plan of the organization, and environmental factors are all factors that leaders are aware of (Pleshko & Heiens, 2011). A leader in one situation may not be a leader in a different situation, which further demonstrates that leaders respond to the situations at hand as well as use their own skill sets instead having been born to be great leaders or just being intuitive and having the necessary skill set for all situations (Liu et al., 2011).

When reviewing hurricane preparedness, contingency theory is important because most governors are dependent upon their own skill set and the skill set of those under them to be prepared for the crisis (Eriksson & McConnell, 2011). Governors take into account several leadership theories and ideas to ensure their states are ready for the crises at hand (Hong, Huang, & Li, 2012). They review all the information concerning the preparation of the crisis and ensure it is disseminated appropriately (Austin, Fisher, & Jin, 2012).

Situational theory. Situational theory is more closely related to the contingency theory than the great man or trait leadership theories because according to the situational theory, no single style of leadership fits all situations (Yukl, 2012). Rather, effective leaders look at the several tasks that lie before them and adapt their leadership style to the maturity of the individual or group to be successful (Mujtaba & Sungkhawan, 2011). One of the most popular situational theories is the Vroom and Yetton theory (1973). As with other situational theories, the Vroom and Yetton theory puts more emphasis on the relationship between the entity being led and whether this relationship plays a big role in the style of leadership a leader will utilize (Vroom & Yetton, 1973).

During hurricane preparedness, situational theory is important because governors need to look at all the tasks ahead of them and adapt their leadership style to match (Kim & Grunig, 2011). Governors need to look at the preparations for all the emergencies and know the staff and employees who are there to make decisions and see that the correct actions and planning happen (Illia, Lurati, & Casalaz, 2013). The governors need to know if there are new individuals in positions who will need more help and guidance or if

they know what they need to do, how to do it, and are trusted to get the job done (Illia et al., 2013). Governors need to adapt to all the changes by employing this leadership trait (Kim & Grunig, 2011).

Behavioral theory. Behavioral theory is most like trait theory because the theory states that leaders are made through events in their lives and not through birth (Polat & Ayranci, 2014). The difference between behavior and trait theories is that a behavior is more easily learned and more easily changed than an individual's learned traits (DeRue et al., 2011). Leaders develop certain behaviors, and leaders can learn a behavior over time that influences the manner in which they lead (Okoroji, Anyanwu, & Ukpere, 2014). This also lends itself to the limitation to this model that developing leaders in this matter takes time and events to learn from (Okoroji et al., 2014).

One of the more popular behavior theories was developed by Blake and Mouton and is called the managerial grid model (as cited in DeRue et al., 2011). This model lists five different leadership traits that are based upon the leaders concern for people and their concern for achieving their goal (DeRue et al., 2011). Behavioral theory affects hurricane crisis preparedness because governors need to adapt in a crisis and be able to change their outlook or the way that they are leading if they realize that their strategies are not working in a short amount of time (Benson, 2012; Okoroji et al., 2014).

Participative theory. Lewin's participative leadership theory focuses on leaders who seek the involvement and input of others involved in the decision-making process or completing the tasks before them, which can include the leader's peers, subordinates, supervisors, or other stakeholders (as cited in Gharibvand, 2012). Though the leader does

have the final say in any situation, in the participative theory, the leader can give some or all control of the task to any of the above individuals (Cohen, 2010). The limitations to this theory involve lack of communication between involved parties, individuals not understanding the tasks and make wrong decisions, and getting individuals upset that their ideas were not used (Gharibvand, 2012).

The benefit for governors to employ the participative theory in preparing for a hurricane is that they can involve their staff and employees more and make them feel like a team during the decision-making process and when the preparations for the hurricane take place (Okoroji et al., 2014). The governors can also make the team members less competitive with each other because they could have an equal say in the process (Gharibvand, 2012). By being less competitive, team members are more likely to work together in order to get the job done in a timely and safe manner (Gharibvand, 2012).

Management theory. Management theory can be traced back to Burnham and his analysis of the world at the time, 1940s, and his theories for the future (as cited in McLaren, 2011). Under management theory, employees are rewarded based on their performance, an open communication exchange is encouraged, and maintenance and adherence to goals and normal business operations are expected (Jingyuan & de Pablos, 2011). Furthermore, management theory assumes that managers have power over the employees and that managers assume power over their employees, companies, and in society (McLaren, 2011). The limitation to management theory is the limit of the managers themselves and the increased call for manager control instead of individual control over operations (McLaren, 2011).

Management theory is especially important in hurricane preparedness, for an individual's performance is key to success and the safety of others (Jingyuan & de Pablos, 2011). It is also important for the public to know that those responsible for their safety maintain a high performance and adhere to the guidelines, goals, and expectations set out by the governors (Jingyuan & de Pablos, 2011). The management put into place the need to convey they are in control and show the public they are capable of handling the tasks at hand (McLaren, 2011).

Relationship theories. A relationship theory is also a transformational leadership theory (Groves & LaRocca, 2012; Guay, 2013). There have been several individuals who have developed relationship theories. Two of the more popular and recent individuals are Avolio and Bass (as cited in Groves & LaRocca, 2012). A relationship theory suggests that leaders inspire their employees their personal values and through motivation (Schyns, Tymon, Kiefer, & Kerschreiter, 2013). These leaders consider their employees individually while stimulating their intellectual needs (Schyns et al., 2013). A limitation to relationship theory is leaders not knowing what motivates employees or having the resources available to motivate the employees (Schyns et al., 2013)

While preparing for a hurricane, governors can use a relationship theory to bring their employees together as a team (Guay, 2013). The governors can discover what motivates the employees and use that knowledge to ensure the best outcome to get employees to prepare for the storms (Low, 2012). The preparation for a storm is a very stressful time, and by ensuring that the individuals responsible for the preparation are in high spirits and motivated to do a good job, the governors are ensuring that everyone's

best interest is being considered (Low, 2012).

System theories. When a part of a system is not working properly, it could cause a negative chain reaction across the entire system (Dekker, Cilliers, & Hofmeyr, 2011). By being able to review these different parts, one can see what is working, what is not working, and the impact each part has on the entire system (Dekker et al., 2011). System theory was developed by von Bertalanffy, and it focuses on the different parts of a system to see how they relate and connect to each other (von Bertalanffy, 1976).

The leadership and overall preparedness of a state are tested during a crisis, especially a hurricane (van Wart & Kapucu, 2011). Governors need to have an understanding of how to plan for a crisis, and part of this planning is to know how their decisions could affect the crisis (Reynolds & Earley, 2010). By knowing that not every crisis or leadership style is the same, a governor potentially could determine which leadership style is best used when preparing for a crisis and implement those behaviors early in their planning stages (DeRue et al., 2010). By employing the system theory to review decisions made by previous governors, current and future governors will be able to determine if an appropriate leadership behavior was used and determine whether they should use it or not (DeRue et al., 2010).

System theory is further relevant to governors and a crisis preparedness involving hurricanes as every decision that the governor makes has an effect on the outcome (Reynolds & Earley, 2010). These decisions include staffing levels, communication of information, and supply of materials (Reynolds & Earley, 2010). If one of these decisions does not provide a positive outcome or the supplies are not ready and slow the

entire process down, the preparedness of the entire plan is at jeopardy (Reynolds & Earley, 2010).

Governors of Coastal States

Governors are the elected leaders voted in by the citizens of each state, as each state laws permit and allow (Allen et al., 2011). They are the head of each state in all matters regarding state affairs (Barnes et al., 2008). Governors represent the people of each state on a national level and are the key decision makers during any state disaster (Allen et al., 2011). They are the public face for each state and as such need to use the media to their advantage (Barnes et al., 2008). During a crisis, the role of governors is to take control of the state, to lead it, and to ensure the protection of everyone in the state (Basolo et al., 2009). Not only do governors need to know what to do, but they also need to know how to do it and who to ask for help when needed (Apte & Heath, 2011). As such, the EMAC was developed among the states as a way to provide and receive mutual aid among the local, state, and federal governments (Clancy, Christensen, & Cortacans, 2014; EMAC, 2013).

The EMAC is a system set up for governments to request assistance formally before, during, and after a crisis (Koliba et al., 2011). Under this system, once a governor declares a state of emergency, assistance can be obtained (Kapucu & Garayev, 2011). The assistance can be in the form of people, supplies, or funds (Kapucu & Garayev, 2011). Though the EMAC is a useful tool for governors, it was started nationwide in 1996, which means that their predecessors would have had to rely on local mutual assistance agreements during a crisis (Koliba et al., 2011).

The states of Alabama, Georgia, Mississippi, and Louisiana also had the same governor during both Hurricanes Katrina and Ike (National Governors Association [NGA], 2014). These were Bob Riley from Alabama, George “Sunny” Perdue from Georgia, Haley Barbour from Mississippi, and Kathleen Blanco from Louisiana (Faust & Carlson, 2011; Inwood, 2011; Weber & Hilfinger Messias, 2012). Riley was the governor of Alabama, having started in politics in 1997 as a member of the U.S. House of Representatives and being elected as governor in 2003 (NGA, 2014). Perdue was the first Republican governor in Georgia in over a hundred years (NGA, 2014). Barbour stepped into the Mississippi political arena as a candidate in 1982 when he had an unsuccessful bid for the U.S. Senate (NGA, 2014). In 1993, he became the chair of the Republican National Committee (NGA, 2014). After 10 years running the committee, Barbour announced that he was running for governor in Mississippi (NGA, 2014).

During Hurricane Katrina, John “Jeb” Bush, son of President George Herbert Walker Bush and brother of President George Walker Bush, was governor of Florida (Thompson, 2013). Governor Bush began his young political career as the chair of the Dade County Republican party and as the State of Florida’s secretary of commerce (NGA, 2014). He resigned from this position to help work on his father’s election bid for president of the United States (NGA, 2014). In 1998, Jeb Bush ran for the governor of Florida and won by almost half a million votes (Wallis, 2011). During Hurricane Ike, Charlie Crist was the governor of Florida (Sitkowski, Kossin, & Rozoff, 2011). He began his political career in 1992 being elected to the Florida Senate (NGA, 2014). From there, he was elected as Florida Education Commissioner and later became attorney

general for the State of Florida (NGA, 2014). In 2006, he was elected governor for the state of Florida (Shober, 2012).

Hurricanes Katrina and Ike devastated parts of Texas (Stearns & Padgett, 2012). The governor during both of these tragedies was Rick Perry (Miller, Antonio, & Bonanno, 2011). Governor Perry started his career in politics by being elected into the House of Representatives of Texas in 1985 (Miller et al., 2011). In 1991, Governor Perry was elected to the Commissioner of Agriculture of Texas and in 1999 was elected lieutenant governor of Texas (NGA, 2014). Upon Governor George W. Bush's resignation to become the president of the United States in December 2000, Rick Perry became the 47th governor for the State of Texas, and is the longest sitting governor in Texas history (Miller et al., 2011). Perry has also become well-known on a national platform (Decker, 2011).

Not all the coastal governors were as successful as those previously mentioned. The governor of Louisiana during both Katrina and Ike was Kathleen Blanco (NGA, 2014). Despite being in the political arena since the mid-1980s, Governor Blanco's handling of the aftermath of Hurricane Katrina was not well-regarded by the press and her constituents (Kaniewski, 2011). Hurricane Katrina hit the state of Louisiana extremely hard, and flooding almost destroyed the city of New Orleans (De Haas & van Horen, 2012).

Hurricane Katrina. In August 2005, a perfect storm was forming and began winding its way through the Atlantic Ocean and the Gulf of Mexico, and its name was Hurricane Katrina (Williams, 2012). As a Category 1 hurricane, it devastated Cuba and

the Florida Keys (Jagger & Elsner, 2012; NOAA, 2013). While in the Gulf of Mexico, it increased in size and strength to a Category 5 hurricane with sustained winds of more than 175 miles per hour and became the sixth strongest storm in history (NOAA, 2013; Weng & Zhang, 2012). As a Category 3 hurricane, it made landfall on the border of Mississippi and Louisiana (Shrum, 2013; Weber & Hilfinger Messias, 2012; Williams, 2012).

Hurricane Ike. Hurricane Ike caused major devastation in the Gulf Coast region of the United States (Mitchell et al., 2012). It started out in the Atlantic Ocean as a tropical disturbance off the coast of the islands of Cape Verde (Li, Wang, & Xue, 2012). As it approached the North American continent, the storm gained strength as a strong Category 4 hurricane before making landfall over Cuba and eventually as a Category 2 hurricane when making landfall in Galveston, Texas (Brennan & Majumdar, 2011; Kennedy et al., 2011). Hurricane Ike was the strongest and most dangerous hurricane of the 2008 season (Kennedy, Graois, & Zachry, 2011). It was directly responsible for more than 100 deaths and almost the same number of deaths indirectly (Tracy et al., 2011). The cost of destruction was almost \$38 billion, making it the third most costly hurricane on record (Woosnam, 2012).

Summary of Literature Review

No one can predict when a crisis will strike or the destruction that a hurricane will cause (Gall et al., 2013). Individuals can only plan and prepare for the crisis (Curry, 2011). Having crisis preparedness plans and ensuring that one has the right tools, supplies, and people in place are necessary to be successful, especially when preparing

for a hurricane (Baker, 2011; Taneja et al., 2014). As leaders plan for a crisis, it is important to understand the leadership style that leaders employ and whether it works for crisis preparedness (Mullen et al., 2011). A review of different leadership styles showcased the main points of the styles to demonstrate the ideas and philosophies behind them. By understanding these leadership behaviors, leaders can determine whether the traits they portray fit a particular styles and if they need to change their approach to handle a crisis (Johansen et al., 2012). The styles were used because some are similar to each other while others contrast with each other significantly (Best, 2011, Yukl, 2012). By being able to see the similarities and differences among the styles, leaders will be able to determine whether they need to change their strategies (Hede, 2011).

One of the main crises that occur in the southern states in the United States is hurricanes (Koliba et al., 2011). Hurricanes have been deadly forces that are unpredictable, especially with regard to the destruction they bring. Hurricanes have destroyed cities, killed thousands of people, and caused billions of dollars in damage (Kousky, 2013). Many leaders are still as unprepared for them in the 21st century as shown by Hurricanes Katrina in 2005 and Ike in 2008 (Hatcher, Strother, Burnside, & Hughes, 2012). Death and destruction followed each of these hurricanes and lessons learned from all of them are still being considered (Heller, 2012).

At the heart of the leadership and those responsible for the well-being of the constituency of the individual states in the United States are governors (Allen et al., 2011). Though each state has different governors and concerns, a review of several governors' history and experiences was completed in an attempt to understand their

political history (Barnes et al., 2008). It is important to have a basic understanding of the governors, as a review of the governors in comparison to crisis preparedness behaviors will be completed in this study to determine which, if any, style is best to use in a crisis preparedness environment (Johansen et al., 2012).

Cotton (2009) focused on Hurricane Katrina as well as the leadership behaviors that key government officials used prior to, during, and after the hurricane hit. Cotton employed the case study method to review the information found that showed which leadership model each government official used and answer the research questions. Cotton answered the questions of which leadership approach would have been most effective as well as which leadership model was used. The questions were similar to the research question in this study.

Colbert (2006) focused on the response to Hurricane Katrina from FEMA through the viewpoint of the media. Colbert focused on Hurricane Katrina and the response from FEMA but only reviewed information through media sources and only for the first 5 days following the storm, which is different from the current research as sources from days to years after the crises are being used to provide as much information and best answer the research question. Colbert also used original data sources and newspaper articles to gather information but employed a quantitative method to answer the research question through using a questionnaire that she answered herself, weighted the answers, and used SPSS to get data points.

In conclusion, the utilization of a qualitative case study approach and the emergency management theory allowed me to review the massive information

surrounding the crisis preparedness steps taken by the governors of Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas before Hurricane Katrina and Hurricane Ike. This information includes the decisions each governor took in preparation and the result of these decisions. Upon completing the research for this study, I was able to answer the research question: What leadership behaviors does an elected leader use in crisis preparedness?

Transition

Hurricanes are deadly natural disasters but have become more predictable since the early 1900s (Gall et al., 2013; Kousky, 2013). Hurricanes create a crisis for which not everyone is prepared to cope, including governors of states directly in the path of these massive storms (Lalonde & Roux-Dufort, 2013; Mullen et al., 2011; Peters et al., 2011). What leaders do in the face of such crises and how they handle the aftermath remain undetermined (Lalonde & Roux-Dufort, 2013; Tracy et al., 2011). The problem under study was that leaders were not employing proper leadership skills when faced with such disasters.

A review of Hurricane Katrina and Hurricane Ike showed what information was available to the governors of Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas in regard to the strength of the hurricane, timeframe, path of the hurricane, and destructive history of the storm. History from other hurricanes and other governors also showed these leaders what to expect from such a crisis and what steps might serve to ensure proper crisis preparedness. During the literature review, I reviewed the emergency management theory and the key elements highlighted to show their properties.

I also reviewed the acts and decisions that the governors took for proper crisis preparedness to determine which leadership behaviors each governor used and which leadership behaviors should have been used based on their success.

In Section 2, my role as the researcher is reviewed as it relates to collecting data about the hurricanes and decisions. The data collection techniques, design, and analysis are reviewed as they relate to the study; furthermore, the population and sample size are determined to establish exactly how many and which governors were needed to be reviewed and then matched up against the leadership styles. The reliability and validity of the collected research was addressed to ensure the data collected were accurate and reflected the true accounts and history of the crises.

In Section 3, the research question will be answered: What leadership behaviors does an elected leader use in crisis preparedness? The leadership position will be evidenced by the preparedness steps taken after the governors of Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas were notified of the approaching hurricanes. Determining which leadership style should have been used by each governor before the crisis will be determined by reviewing several leadership styles and identifying which leadership behaviors specific governors used before a crisis. A determination will be made based upon the facts of the aftermaths of these hurricanes regarding which governor was most successful, and from that, a determination can be made regarding which leadership styles answers the research question.

Section 2: The Project

The purpose of Section 2 was to define and organize the different parts of this study. To this end, I discuss the Purpose Statement, Role of the Researcher, Participants, the Research Method and Design, Population and Sampling, Ethical Research, Data Collection, Data Analysis Technique, and Reliability and Validity. This section also includes a discussion of the decision to use original data sources for the project as well as an explanation of how to ensure the reliability and validity of these data sources.

Purpose Statement

The purpose of this qualitative multiple case study was to explore what leadership behaviors an elected leader uses in crisis preparedness. Five Gulf Coast region members from the NEMA participated in semistructured interviews with open-ended questions to explore the crisis preparation they have used to handle crisis situations. I also reviewed the actions taken by seven coastal state governors through a document review of government reports, data (decisions, supplies, personnel, etc.), and statistics that reviewed leadership behavioral traits to demonstrated methodological triangulation.

The data from this study might contribute to social change by helping leaders understand crisis preparedness and guide governors to become better prepared when facing a crisis. This is done by studying the crisis preparedness actions taken before natural disasters, understanding the results of these actions, and interviewing government emergency preparedness leaders. Thereby, future leaders can plan for disasters, which could increase the overall outcome of the disaster and increase the numbers of lives saved. This study could further influence social change by reducing overall costs and

helping citizens reestablish lives after a disaster.

Role of the Researcher

I was the primary data collection instrument. My role as the researcher involved making contact with NEMA members who met the criteria to participate and then forwarded the research invitations to them. I used public resources such as Linked In or State Emergency Management websites to identify potential participants contact information (Peredaryenko & Krauss, 2013). Once the participants had been identified, the interviews were conducted and the participants' responses recorded. Once the interviews were completed, any follow-up questions or tasks were completed.

My role was also to review the data of the hurricanes to report when they made landfall, what strength they were, and what devastation they brought. Furthermore, I reviewed and gathered all the data regarding the governors who were at the time in charge of preparing their communities for the crisis. The data included a review of the governors' actions while they were preparing for the crisis and examining the outcome of their decisions, along with reviewing their decisions to determine which leadership behavior each governor employed in preparing for the crisis. The data were obtained through requesting and researching publicly available reports from various levels and departments of the government. These included the Federal and State Departments of Homeland Security, the United States Congress after action reports on Hurricane's Katrina and Ike, the Federal Emergency Management Agency, and other like governmental agencies. The first set of reports that were reviewed were all publically available reports. If any report was not generally available, a freedom of information act

request was submitted to the appropriate government agency.

My role further went into determining what leadership behaviors a public leader should use in crisis preparedness. This involved reviewing the answers from the interviews, original data sources, and secondary data such as reports from governmental agencies. Other sources used included previously conducted interviews with the leaders and articles written before, during, and after the hurricanes that created these crises. The advantage of using the aforementioned types of sources for this project was that it allowed me the opportunity to obtain data and information from individuals (Yin, 2012) whom I interviewed and previously compiled facts as well as statistics from those with firsthand knowledge of the events who would otherwise were unavailable.

I have had no prior relationship with the topic or any of the participants from NEMA. I did not live in the affected areas during the hurricanes in question nor have any relationships with the governors being reviewed. I am a current public official living in Ohio and was a student member of NEMA.

I had several roles related to ethics and the Belmont Report. The first role was to respect the participants; this was completed through protecting the identity of the participants and to ensure that the participants understood the study, the steps involved in the study, and that they had the ability to leave the study at any time (Brakewood & Poldrack, 2013; Fiske & Hauser, 2014). The second role was to ensure the safety of the participants and was completed by conducting the interviews via telephone. The third role was to treat the participants with the upmost respect during the interviews and to treat them fairly (Blee & Currier, 2011; Phimister, Feero, & Guttmacher, 2012).

Participants

The participants for this study included five members from NEMA. Access to these members was through reviewing the public information available on NEMA's website and making direct contact with the members identified as having the background needed to answer the questions. Contact information for these members was found through other public searches such as Linked In or State Emergency Management websites. The background needed to answer the questions was those individuals who have emergency preparedness experience and those who serve or have served as an emergency management official. All of the participants needed to have knowledge of the hurricanes and the governor's actions being studied. Since NEMA was not asked to forward the research invitations to possible participants, and all access to participants was through public information, per Walden University IRB; a letter of cooperation with NEMA was not required.

Any type of working relationship was established with the participants through phone communication and e-mail communication. By having both phone and e-mail communication, I was able to discuss the research project with the participants, answer any questions they had on the project or purpose of the project, and develop a rapport with the participants. This helped in obtaining the required information in timely manner from the participants as they will have had a voice and reason regarding why to submit the information submitted to the researcher sooner.

The measures used to ensure the ethical protection of the participants was saving all e-mails in a secure account, especially the participants e-mail consenting to

participating (see Appendix C), to allow the use of their answers, and to further assure them of their protection as research participants (Orb, Eisenhauer, & Wynaden, 2001). The protection of the data was completed through encrypting the file in which all the data were stored electronically and leaving them on an encrypted flash drive that is password protected. After 5 years, all the data will be destroyed or deleted. I am the only individual that knows who participated, and to protect the confidentiality of the participants, their names were removed, and they have been renamed as Participant A, B, and so on. No individual other than myself has had access to any of the research data, including data that contain emails or the recorded telephone interviews.

I employed purposive sampling to determine which participants to use from NEMA (Hays & Wood, 2011). Purposive sampling let me rely on their judgment to narrow down to individual characteristics or groups of people from which to select participants from a known population (Olsen, Orr, Bell, & Stuart, 2012). In the case of addressing crisis preparedness, the participants needed to have an emergency management and emergency preparedness background (Olofsson, 2011). NEMA provided access to individuals with these skills sets (NEMA, 2014).

The criteria used for participation selection included individuals who were experienced in the emergency management field and have vast experience dealing with hurricanes and governors. Each participant was screened by me to ensure that they met the basic qualifications prior to acceptance for participation. If they did not meet the criteria, they were not permitted to participate. Therefore, there will be no further classification for individuals other than the selection criteria.

Due to the nature of the experience being requested from the participants, no underage children or prisoners currently hold any emergency management position or expect to be an active member or associate with NEMA. This, therefore, eliminated these categories from possible participation. However, individuals with disabilities apply for and hold various jobs, so there was no exclusion of an individual for any of the following reasons as I did not foresee any of the following populations to have a condition that would disqualify them from participating: color, creed, elderly, pregnancy, religion, or individuals that have a physical, mental, or other type of disability that normally occurs. It was also possible that an individual who belongs to one of the above listed populations may have participated without my knowledge.

Research Method and Design

The method for this study was qualitative, and the design used was a multiple case study approach. Qualitative studies have several characteristics that supported the study choice and research question. These included the use of multiple sources of data and the ability of a researcher to make an interpretation of the data, to use a theoretical lens, and to develop a complex picture of the problem (Hurt & McLaughlin, 2012).

Research Method

The qualitative method allows the researcher to interpret the data and use a case study approach (Yin, 2012), and the qualitative method was more appropriate for this study than the quantitative or mixed methods approach. Employing a quantitative method allowed me to personally conduct the surveys, analyzing the data from the surveys, and use mathematical techniques to answer hypothesis (Allwood, 2012; Kraska,

2010). On the other hand, qualitative research provides researchers the ability to collect data through a variety of sources and not just from individuals to answer a research question and not test a hypothesis (Corley, 2011). The use of a mixed method approach would also require the use of data and techniques unavailable to me based on the information needed to complete the study (Harrison & Reilly, 2011). Many of the individuals who have firsthand knowledge of the crisis preparedness actions taken were either unavailable to talk with or are no longer in public life. Thus, the qualitative method allowed gathering the information through original primary data sources and interviews of individuals within the crisis preparedness and emergency management industry (Yin, 2012).

The use of original source data had several advantages over more traditional styles of research. The first advantage was the cost of using original source data was much lower than the cost of gathering more traditional data (Bowen, 2009). The second advantage was that the data under review were produced at the time of the incident (Bowen, 2009). I did not rely on an individual's possible recollection of the events, nor did I need to worry about any possible events not spoken about by participants because of personal reasons.

The quantitative research method was not appropriate as researchers employ this research method to describe numerical changes that exist in different measurable variables to answer questions such as *how many* and *how frequently* (Gibson & Fedorenko, 2013). Kraska (2010) employed the scientific method to produce the results of the study. In contrast, the data being collected in this study were from records and

reports ranging from personal accounts to government oversight reports. They were not being used to test a theory as they would be used if I had employed a quantitative research method (Kraska, 2010).

Research Design

Multiple case study design allows the researcher to extract data from documented history and interpret them to answer the research question (Thomas, 2011). Using the multiple case study design also allows the researcher to explore in detail events connected by activities or events over time (Yin, 2013). Furthermore, this study design has the ability to use original data sources such as documents, observations, interviews conducted by others, and artifacts as the main data source for the research in addition to using direct interviews (Yin, 2012).

The primary source of information used was through the interviews with members from NEMA, an organization that consists of emergency management directors from the District of Columbia, eight U.S. territories, and all 50 states. These are experts in crisis preparedness and provided firsthand knowledge regarding the roles of governors in crisis preparedness. The answers provided helped show what characteristics and actions are important for crisis preparedness leaders making decisions (Yin, 2012).

The use of document reviews was the secondary data source used to gather the data needed to answer the research question (Yin, 2012) and to demonstrate methodological triangulation. This review type is valid as it allows the researcher to gather all of the needed information in a fast and efficient manner (Yin, 2012). These documents included government reports, studies, archived firsthand interviews, and

public information about the storms, such as weather reports and news reports. Another study that used this case study model in addition to accessing original source data was conducted by Knott (2008). Although the aim of the study was different, Knott similarly employed investigative reports from a third party as he could not talk directly to individuals due to confidentiality issues.

In addition to the case study model, other qualitative design methods include narrative research, phenomenology, grounded theory, and ethnography. Narrative research uses more of the researchers and others own personal experiences to tell a story (Wiles, Crow, & Pain, 2011). Grounded theory methods mostly use interviews, and even though interviews are being used in this study, grounded theory can also rely on participant observing, which is unavailable for this study (Kolb, 2012). Phenomenology also uses interviews, but it is mainly a method that gathers participants who have experienced the same phenomenon and holds interviews and discussions at that time (Converse, 2012).

Likewise, ethnography involves the researcher submerging into the setting being studied and uses interviews and observations from being right in the middle of the situation (Goodson & Vassar, 2011). This method was not appropriate as firsthand observations are impossible since the events reviewed have already taken place and cannot be easily reconstructed (Smyth & McInerney, 2013). Furthermore, this is a review of information from prior years and on events that already have taken place (Fleischer, 2012). Upon final review of these designs, even though grounded theory could have possibly worked, a multiple case study was ultimately chosen for this study.

The amount of data available for the hurricanes and the preparedness efforts taken before they hit are immense. The multiple case study design allowed me to review a tremendous amount of data and analyze the data in a systematic manner and was the best choice to go through this information and obtain data saturation (Yin, 2013). Specifically, studying an issue using several sources, including original primary data sources, supply the needed data and information (Gibbert & Ruigrok, 2010).

Population and Sampling

There were two forms of data collection under review during this study. The first data collection was through interviews with members from NEMA and the second was through a data review of information. NEMA's population includes directors and employees of emergency management departments throughout the United States (NEMA, 2014). Sampling of these members was focused on the NEMA Preparedness Committee, Response & Recovery Committee, and Homeland Security Committee and will include five of its members. The listing of the members participating on the committees was available to the public on NEMA's website (NEMA, 2014). The members selected had 10 days to respond to the interview request before follow-up attempts were made. If the members selected had not responded within 10 days, a follow-up e-mail was sent and further members were asked to participate until five members responded.

The sample size for a qualitative study is likely to be smaller than in a quantitative study and depends upon what researchers want to know, or in this case if the research on the governors is credible, and what can be completed with the resources on hand (Dworkin, 2012). The sample size needs to be adequate to answer the research question

and, for a detailed study, could be in the single digits (Mason, 2010). By having five members from NEMA for the sample, I was able to spend more time with each participant and was able to go back to the participants for any follow-up information and reach data saturation (Nalbone, 2012). Furthermore, the sample size ensured data saturation by being able to have the flexibility to go back for more information as needed and to move on when no new themes emerged (Strickland, 2011). The interviews occurred at a convenient time for the participants to avoid any distractions from their day to day job. By performing the interviews over the phone, it allowed the participants to be in a comfortable environment and mitigate the need for travel (Rubin & Rubin, 2012). As technology continues to grow, telephone and video conference interviews are becoming more popular and more accepted in studies (Rubin & Rubin, 2012).

The justification for the small sample size for NEMA member's participation is because it is unknown the number of members from NEMA that are from gulf coast states and have knowledge of the necessary information to complete this study (NEMA, 2014). By keeping the numbers lower, the researcher is keeping the information contained to the information needed for the study (Dworkin, 2012; Marshall & Rossman, 2011). The initial eligibility requirement for the NEMA participants was that they must be from an eastern or southern coastal state or have worked in an eastern or southern coastal state. Other eligibility requirements included being active in emergency preparedness planning and knowledge of the planning needed for preparing for a hurricane. The selection of the participants was based upon the committees that they currently or have served on. By selecting the participants in a purposeful manner, I

ensured that the participants had the necessary skillset and experience with regard to leadership behaviors a public leader should use during crisis preparedness (Suri, 2011).

The second data source for methodological triangulation included the governors of the coastal states (Bekhet & Zauszniewski, 2012). The governors were studied through an additional form of data collection, which was through the use of original sources and secondary research such as weather and government reports, books, and published articles. The reason for this was to have a second data source for methodological triangulation (Horne & Horgan, 2012) and to further ensure data saturation (Johnson & Hirt, 2011). As a form of unobtrusive measure, secondary analysis of data allows researchers to gather data without personal interaction with participants (Patel et al., 2011).

To determine which individuals would be chosen out of the entire population, another data source will be used. To determine who in the data source was to be reviewed, judgment sampling or purposive sampling was used; in this case, seven coastal state governors composed of the data source. Judgment sampling allowed the researcher to use their own judgment when selecting the data sources in order to be the most productive and to answer the research question (Marshall & Rossman, 2011).

As this data source reflects (Mason, 2010) governors directly affected during the crises noted that the seven governors reflected a true representation of the entire population under review and was the most productive of the population. The governors include the governors that were in office during Hurricane Katrina from the states of Alabama, Florida, Georgia, Louisiana, Mississippi, and Texas and in office during

Hurricane Ike from the states of Texas and Florida. The governors were Texas Governor Rick Perry (2005 and 2008), Alabama Governor Bob Riley, Mississippi Governor Haley Barbour, Louisiana Governor Kathleen Blanco, Georgia Governor George Perdue, and Florida Governors Jeb Bush (2005) and Charlie Crist (2008; NGA, 2014).

Ethical Research

This study involved five volunteers from the National Emergency Management Association to participate in an interview. A review of NEMA's public website helped in identifying members who could be potential participants in the study. Once IRB approval had been obtained and potential participants identified, the invitations were sent (see Appendix D), contact with potential participants began, consent forms were sent (see Appendix C), and the interviews began (Cseko & Tremaine, 2013). The interview questions can be found in Appendix A. Follow up e-mails were sent to the first set of identified participants (see Appendix E). Not enough of the potential participants contacted me, I returned to NEMA's website and identified other potential participants from the public information and did the same process as outlined above in contacting them and completing the interviews.

As the interviews were conducted over the phone, the consenting process for the participants involved two parts. The first part was an initial phone call with the participant to discuss the consent form and make sure they have an understanding of their role in the study. Any questions that the participant might have about the study or consent to participate in the study will be discussed at this time. The second part of the consent process was the use of the consent form. The consent form was e-mailed to the

participants while the initial conversation discussing the study takes place. Upon return of the consent e-mail, the interviews started (Journot et al., 2013). A copy of the consent form can be found in Appendix C. Participants were able to withdrawal from the study at any time by informing me that they withdraw their consent to participate further in the study (Orb et al., 2001). The preference for this notification was by either telephone or by e-mail. Several potential participants sent e-mails stating that they did not wish to participate and those e-mails were kept for record keeping purposes. There was no incentives offered to participants to participate, but a one to two page summary of the study will be sent to them upon the successful completion and publication of the study.

All the data from public sources were already publically available and not from primary survey participants, therefore there's no requirement for the data to be stored. All of the data gathered and maintained from the participants has been kept on the researcher's personal laptop and a flash drive and was encrypted with a password. Any print sources have been stored in a safe and all the information, whether it is kept on the computer or in the safe will be kept for 5 years to protect the rights of participants. After 5 years, all data will be destroyed or if stored on a computer, deleted. Unless specifically authorized by the participants, no names have been used, and the participants were be labeled as participant A, B, C, D, and E (van den Berg & Cillessen, 2013). Any other possible identifying remark or characteristic of the participants have not be referenced in the study. After receiving approval from the university's Institutional Review Board to conduct the study, all data, regardless if public information or from the participants has been kept for future use and verification purposes for 5 years. After 5 years, all data will

be destroyed or if stored on a computer, deleted. Walden University's Institutional Review Board approval number for this study is 03-05-15-0073714 and it expires on March 4, 2016.

Data Collection Instruments

The purpose of this component is to explain the instrument and data collection techniques used to gather the data to answer the research question, which are interviews and document review (Yin, 2012). Determining the correct sample size was important when preparing for this study (O'Reilly & Parker, 2013). Keeping the number of participants low helped reach data saturation (Mason, 2010). Therefore, the number of participants from NEMA for the interviews was kept to five. I identified the participants' by reviewing public information available on NEMA's website and was based upon the available information that expresses the participant's expertise and location.

Next, the use of several search engines for Internet research as well as the local library and its network was used (Edelman, 2012). The use of a Governor Leadership Matrix and the Hurricane Statistics Matrix (see Appendices F & G) also helped in answering the research question. To show the collected data is in order and ready for use, this component includes an explanation of the data organization techniques used.

Instruments

I was the primary data collection instrument. The two chosen processes for use in this study were the semistructured interviews with NEMA members, in addition to a document review about Hurricane Katrina and Hurricane Ike events, specifically the activities regarding the governors and the leadership behaviors they showed. The use of

interviews is a widely used technique in both qualitative and quantitative studies (Lund, 2012). Specifically, the use of semistructured interviews with open-ended questions as they allow the same questions to be asked for each participant while allowing them to answer the questions using their own experiences and viewpoints (Turner, 2010).

Furthermore, the use of open-ended questions also permitted follow-up questions, which in this case were completed during the interview, through the use of phone calls. Wilson, Chur-Hansen, Marshall and Air (2011) used semistructured interviews conducted via the telephone to determine the reasons why individuals withdrew from an undergraduate nursing program. Likewise, Mosher, Jaynes, Hanna and Ostroff (2013) found that semistructured interviews conducted via the telephone were a good approach to complete their study on distressed caregivers of lung cancer patients. Adalja, Sell, Ravi, Minton, and Morhard (2014) also used semistructured interviews via the telephone to review the dynamics behind nuclear and emergency preparedness. Therefore, I used semistructured interviews conducted via telephone calls to further explore and address which leadership behavior would be best for public leaders to utilize in preparing for a crisis (Turner, 2010). A listing of the initial questions can be found in Appendix A.

The second instrument chosen to gather data for this study was a document review (Sterling, 2012). A document review allowed me to perform searches across a wide variety of databases with a wide range of papers, articles, documents, and reports not available at my local library (Smith, 2012). By completing part of the document review through the use of the Internet, it also allowed me to perform searches at local libraries and view sources from the areas where these crises took place (Vakkari, 2012).

This instrument also allowed me to obtain information from previous studies and interviews on a topic that normally would not be available. Two reasons to use a document review as an information source are the amount of information available and the convenience of being able to access the information at any time (Edelman, 2012).

The reliability of the data gathered about the storms and governors was verified against each other and from known accurate sources (White & Drew, 2011). An example would be to take facts from unknown, questionable, or even unreliable sources and to compare these against sources known to be reliable and true. By using participants from NEMA, the reliability of the participants was verified through their status with NEMA. To be a member of NEMA, an individual must play a role in emergency management either at a federal, state, local, a not for profit company, or in the academic community (NEMA, 2014).

The validity of the instruments and information was protected by using several sources to collect the data as well as multiple sources for the information and participants, which serves to ensure as much information and as many viewpoints of events are obtained as possible (White & Drew, 2011). Multiple vantage points are necessary, as it is possible for a single event to take place and for multiple individuals to record the information and make their own observation regarding what took place and the outcome of the decisions made (Yin, 2012). The participants also provided their own insight into crisis preparedness that can be used to help further verify the information found in reports and other sources.

Data Collection Technique

There were two means of data collection used in this study. The primary technique to collect data was semistructured interviews with open-ended questions (see Appendix A). These questions were asked verbally over the phone. Any additional follow-up questions were asked during the interview. A pilot study was not conducted as it was not required by Walden University IRB when conducting a qualitative study using semistructured interview questions over the phone. There were minimal anticipated psychological, relationship, legal, economic/professional, physical, or other risks to the participants during the interviews. During the interviews, it was anticipated that the participants will experience minimal additional stress than one would expect in a conversation or interview lasting 60 minutes or those they would encounter in their daily lives.

The second technique was collecting data by following the recommendations of Edelman (2012). I began to collect data through the use of library searches, database searches, freedom of information requests, and other requests to government and nongovernmental agencies that have data on the hurricanes and decisions made by the governors. These agencies include the Federal and State Departments of Homeland Security, the United States Congress after action reports on Hurricanes Katrina and Ike, the Federal Emergency Management Agency, and other like governmental agencies. Again, public access requests for reports were completed first, and when needed, freedom of information requests were sent to the governmental agencies. All these processes combined allowed me to gather a wide range of information and multiple viewpoints on

each crisis to show what actions were taking place before each crisis and what leadership attributes were being demonstrated.

The interviews were conducted over the telephone and lasted approximately 60 minutes each. They were scheduled and conducted at a time convenient to the interviewee. This ensured that the interviewee could be in a private location, free from distraction and interference. I was also in an office environment free of distraction and behind closed doors for privacy. The interviews were recorded using a teleconference call-in system for accuracy and maintained securely on the researchers hard drive for the confidentiality of the participants. An initial review of the transcripts was accomplished by the researcher through transcribing the interviews and reviewing them for accuracy and ensuring that the meaning of the interview was captured (Thomas & Magilvy, 2011). Furthermore, the researcher conducted a transcript review by sending copies of the transcripts to the participants to ensure the interviews were completed properly (Barr & Shields, 2011). All other data that was gathered was collected and stored on the secure hard drive and flash drive and all data will be kept for 5 years.

The reliability of the data was confirmed, as the data was from personal accounts and interviews and from peer-reviewed reports. Peer-reviewed reports included information and data that had already gone through a rigorous review (Chongwon & Hye-Won, 2010; Justice, 2008). Data of personal accounts were assumed reliable. The theory behind determining reliability in this manner was the theory of consistency, which utilizes instrumentation and outcome (Shadish, Cook, & Campbell, 2002). Instrumentation ensured the instruments used were reliable and captured what they were

designed to capture; outcome reliability was determined if the source provided is a known peer-reviewed source (Shadish et al., 2002). Using search engines to gather peer-reviewed data served to ensure the reliability of the information. Using methodological triangulation to review the data several times and use several sources to confirm the information served to ensure the validity of the information (Chongwon & Hye-Won, 2010).

Data Organization Technique

The two systems that were used to keep track of the data are hand written notes from the interviews and a Microsoft Access database that shows each piece of data, from where it was compiled, and what it shows the researcher (Mero-Jaffe, 2011). The data collected has been secured on my main computer as well as an external hard drive indefinitely to ensure the data was not lost during this study (Bansal & Corley, 2012). The data has been organized through the matrices. I used two matrices to analyze and categorize various leadership behaviors and hurricane information published in the government reports; the matrices are in Appendices F and G (Rubin & Rubin, 2012). The information about the governors included general information, such as the date they went into office, whom they appointed into positions, and when they left office to more detailed information about decisions made and actions taken (Chakravarty, 2011). Other information that was gathered for the matrices was the leadership models and the attributes associated with each one. The information gathered about the governors was then placed into the matrix and analyzed to determine what leadership behaviors were used by each.

Other information that was obtained included information about the two hurricanes and answers from the interviews. The answers from the interviews were used to help determine which model should be used and other information in regard to emergency preparedness (Yin, 2012). The statistical data about the hurricanes included wind speed, location, and size. The other information included death totals and; damage reports. This information was organized by statistical data, then by data gathered from government reports and other sources.

Data Analysis

The data analyzed for this study came from original data sources and firsthand reporting through semistructured interviews using open-ended questions directly asked to participants. The interviews provided firsthand insight into the skill set used for preparing for a crisis. The list of questions used in the interviews to answer the research question: what leadership behaviors does an elected leader use in crisis preparedness can be found in Appendix A.

The original data sources and firsthand reporting were all through text-based applications consisting of reports, interviews, field reports, news reports, and after-action reports. The content of this material included details of personal, observed, and recorded experiences that surrounded the crisis preparedness before each hurricane. The data also included information about the leadership characteristics and behaviors that can be categorized to specific leadership models that the governors used before the two hurricanes as evidenced by the preparedness steps taken after they were notified of the approaching hurricanes. This data included information about decisions that were made,

results of those decisions concerning crisis preparedness, what the decisions show in regards to leadership behavioral traits, and the effect of those decisions on the residents of the states.

All of the data collected from the interviews and the case studies review were recorded in a Microsoft Access database. The interview transcripts and Access database was organized by the leadership traits and hurricane data filled the columns while the participants filled the rows. The software that was used to analyze the data found in the matrices in Appendices F & G, to analyze the data, and find the correlation between the interviews and the case study was Microsoft Excel.

After reviewing and compiling all the data, the qualitative analysis method used was interpreted meaning (Denzin & Lincoln, 2005); this was completed through interpreting the meaning of the data in contrast to the leadership models. The strategy that was used to analyze the data involved two steps. The first step involved listing the traits of each leadership model reviewed in a matrix (see Appendix F), listing the different leadership models and behaviors that identify that leadership model, and determining which model each of the governors used. The leadership models reviewed were the behavioral (DeRue et al., 2011), participative (Gharibvand, 2012), management (Jingyuan & De Pablos, 2011), relationship (Schyns et al., 2013), great man (Hoffman et al., 2011), leadership trait (Yahaya et al., 2011), contingency (Liu et al., 2011), situational (Mujtaba & Sungkhawan, 2011), and emergency management models (McEntire, 2004). A data coding process of reviewing the information in the matrix to see which leadership trait was more dominant than others served to determine which leadership trait each

governor predominantly used (Mukhopadhyay & Gupta, 2014).

The second step involved using another matrix (see Appendix G) that showed the same governors but was cross-referenced with the basic outcome of their decisions and whether they showed successful crisis preparedness, which is defined as minimizing risks for others while ensuring normal activities continue (Bertolaso et al., 2009). To complete both matrices, all of the information was divided into one of two themes through open coding (Wahyuni, 2012). The first theme was the leadership traits and the second theme was the statistical information used for the second matrix. Once the information has been set into one of the two themes, the information was regrouped into subthemes that fell into either one of the leadership traits or into a category revolving around the hurricanes through axial coding (Wahyuni, 2012). Finally, selective coding was used to make connections between the core categories to determine which governor had the better results during each hurricane (Wahyuni, 2012).

The analyses of the matrices and the review of the interview questions and answers showed which leadership model is best to use when preparing for a crisis. These numbers in a qualitative study showed more precise information than what would be available without using them (Maxwell, 2010). The use of these matrices helped answer the research question of which leadership behaviors does an elected leader use in crisis preparedness?

In order to complete both matrices, all of the information was coded and divided into one of two themes. The first theme was the leadership traits and the second theme was the statistical information used for the second matrix. Once the information had

been set into one of the two themes, the information was further coded into subthemes that fell into either one of the leadership traits or into a category revolving around the hurricanes.

The validity of the analysis tool was assessed through cross referencing the traits used in the matrices with the traits identified in the literature review. The definitions for each leadership style provided in the literature review was used to list the traits for each leadership style. The reliability of the analysis tool will be assessed through a functionally standard matrix. Microsoft Excel was used to create the matrices (Kim, 2014). By inputting all of the information into Excel and separating them out in columns, the data was able to identify the different traits and which trait is more predominant. Furthermore, the data related to the conceptual framework of the study was the review of the leadership traits, and based upon the results, showed how these theories related to the governors and their crisis preparedness skills (von Krogh et al., 2012).

Reliability and Validity

This section contains a review of how the information and data collected was deemed reliable and a review of the validity of the same. The reliability of this study was ensured through using not only peer-reviewed articles, but also governmental agency reports and firsthand reports. The validity was reviewed using matrices, multiple sources on the same subject, and interviewing experts in the emergency management and preparedness field.

Reliability

Reliability of information in research involves the consistency, creditability,

confirmability, and the dependability of the data collected (Marshall & Rossman, 2011). By using specialists in the emergency management and preparedness field for interviews, peer-reviewed articles, verified accurate reports of data and facts, and reports that have been scrutinized ensured the reliability of the study by ensuring the creditability of the information (Ware, 2011). Using semistructured interviews with open-ended questions during the interview corroborated the data in the articles reviewed and strengthened the reliability of the study (Dworkin, 2012). Data that has been verified as well as scrutinized are other forms of reliability because they were also tested to ensure the dependability of the data. Common themes identified throughout multiple sources further showed the reliability of the information by showing the same information coming from multiple sources (Marshall & Rossman, 2011).

The dependability was further checked through transcript review (Buchbinder, 2011). This was completed by asking the participants to provide feedback and evaluate the accuracy of the information and researchers understanding of the information. Upon the completion of the interviews, the interviewees were asked if the researchers' understanding of the answers and information is provided during the interviews is correct. This was completed by sending a copy of the transcript to the participants via email. If the participant had significant changes to the transcripts, the changes were documented through extensive notes and how the participant had modified the response. This further helped determine if the information being presented is not only accurate from the interviews, but with the information found in the document review.

Validity

The validity of the study has been protected by using the matrix to show the interpretation of the data and an interview protocol. A threat to the validity could have occurred if I recorded information in the wrong part of the matrix; however, this situation has been avoided by having multiple checks of the validity of the data and the matrix. Furthermore, by having an interview protocol that has consistent questions being asked during the interviews further ensure the creditability of a study (Chenail, 2011).

The creditability of the study was further verified through the use of multiple sources for the data, as well as using different techniques in gathering the data, which included documentation collected as well as archival records (Yin, 2012). By triangulating different sources of information, a clear justification of the data could be provided (Torrance, 2012). This is known as methodological triangulation, when information from several sources is checked against each other to check both the validity of the information and ensure that the information from all the sources agrees with each other (Nor & Ilias, 2012). This was completed by checking the data gathered in the document review against each other.

The researcher ensured the transferability of the study in relation to the reader and future research by describing the research and assumptions that were central to the research. The trustworthiness of the study has been protected by reaching a data saturation point in the interview process (Francis et al., 2010). Data saturation was achieved when during the interviews both no new information came from the interviews and when no new themes or coding came from either the interviews or through the

review of the secondary data sources (Bjerregaard, 2011; Goffin, Raja, Claes, Szwejcowski, & Martinez, 2012). Data saturation comes when one is able to replicate the study based upon the information obtained (Marshall & Rossman, 2011).

Transition and Summary

In summary of Section 2, my role was to complete the interviews, review the information from the interviews, and review the original data available. The only way to accurately account for all the data collected was to collect the data in the same manner. Information was available over the Internet, and the reliability of such information should be questioned and reviewed continually. To ensure the data collected through this manner was accurate, only verified documents and facts presented in academic journals and peer-reviewed articles were used. Other data and information came from governmental reports and firsthand accounts. The documents were assumed to be accurate due to the sources of the content.

The project itself consisted of several matrices that included the nine leadership models under review and the key elements of these models within them. The matrices contain the names of the governors being reviewed and the data found in regard to certain actions and leadership traits or aspects they presented and the model into which they fell. A review of who was considered successful in handling their crises according to the data will be presented to determine which, if any, leadership model was the most successful model for handling such crises.

In Section 3, the findings of the study will be reported. A review of the disasters and a determination regarding which governor had the better outcome will also be made.

After these have been determined, a review of the most successful governor will be completed and the leadership model that this governor used will be determined to be the best leadership model to use in preparing for a crisis.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore which leadership behaviors an elected leader uses in crisis preparedness in order to answer the research question: What leadership behaviors does an elected leader use in crisis preparedness? To accomplish this, I used two different research instruments. The first was through the use of semistructured interviews. I conducted semistructured interviews with open-ended questions with five members from NEMA. The second instrument used was a document review of information surrounding the governors involved with Hurricanes Katrina and Ike. These data were used in a methodological triangulation process and helped supplement the interviews, in addition to providing further insight into the statistical information surrounding the two hurricanes.

The interviews provided an insight into the realm of crisis preparedness that a document review was not able to. The participants provided first hand experiences of dealing with both Hurricanes Katrina and Ike, and how decisions made impacted not only themselves but with everyone. Through the interviews, several themes developed and kept coming through each interview. I have called these the five Cs of crisis preparedness and describe each of them in the Presentation of the Findings.

Through the document review, the findings demonstrated that some of the governors were more prepared for the crisis presented before them than others. They also showed that while some were well prepared, others were not. The results of the crisis preparedness skills of each governor showed for themselves.

Presentation of the Findings

The research question for this study was the following: What leadership behaviors does an elected leader use in crisis preparedness? To answer this question, both interviews and a document study review were completed. The interviews were semistructured interviews with open-ended questions and were with five individuals affiliated with NEMA. The interviews were conducted over the phone and comprised of a list of standard questions that were asked to each participant (see Appendix A).

Through the use of the conceptual framework of the emergency management theory, several common themes that developed during the course of the interviews. The first common theme was what defines a crisis. This went directly with the conceptual framework of the project, which was the emergency management theory. Within this theory, the concepts of sustainability, compound disaster, and defining disaster (during the interviews, the terms disaster and crisis were used as synonymous terms) were reviewed and discussed with each interview. Over the remaining questions, a set of themes developed that shed light to the leadership behaviors the participants believed necessary in crisis preparedness. I have identified the themes as the five Cs of crisis preparedness: compassion, continuity, communication, common sense, and confidence.

The document review was completed through the use of the Internet search engines and using sources through Walden's virtual library and at local public and university libraries. The review was completed through using the matrices in Appendices F and G. All of the information gathered was distributed across three themes: Hurricane Katrina, Hurricane Ike, and governors. As the data were separated out by each governor,

it was also separated out by each storm. It was then separated by each governor to provide the ability to view the statistical data available and see the different crisis that each governor faced. The matrices are located in Appendices F and G.

Defining Crisis (Disaster) and Crisis Preparedness

Through all of the interviews, crisis and crisis preparedness were discussed at length. In order to continue through the interviews, defining these two items was necessary. All of the participants had their own way of stating the definitions, but at the end of the day, all the definitions were all similar in nature. A crisis was generally defined as a period of instability that impacted the public and caused disruption in the normal tempo of life, while crisis preparedness was viewed as having the measures in place to handle with whatever comes next in attempts to mitigate the hazards (Participant C, personal communication, April 8, 2015; Participant D, personal communication, April 9, 2015).

Throughout all of the interviews and the document review, the roles of government, community leaders, and individuals during a crisis were discussed and reviewed. All of the information gathered pointed to government leaders as the chief decision makers, the coordinators of the response, and the leaders before, during, and after the crisis (Enander, Hede, & Lajksjo, 2014; McCreight, 2015; Participant B, personal communication, April 7, 2015; Participant D, personal communication, April 9, 2015). A prime example of this throughout the document review was when the path of Hurricane Katrina was being reviewed by government leaders. The path was originally thought to have been the Florida panhandle (Kamel, 2012). It should have struck the

panhandle head on, but just a few days before landfall, the storm headed toward Louisiana (Kamel, 2012). On Saturday, August 27, the NHC declared several hurricane watches and warnings to cover the coastal regions from Florida to Texas (Williams, 2012).

Though the federal government has a large amount of authority, official evacuation orders were not issued for the City of New Orleans, surrounding parishes, and other coastal communities until Sunday, August 28 (Bosick, 2015). During these days before the hurricane made its final landfall, concerns of widespread flooding and the potential of levees breaking came under discussion (Kamel, 2012). No one was sure what would happen if the flood waters toppled over the levees, and no one could be sure that this situation would occur (Shrum, 2014). The U.S. Army Corps of Engineers, responsible for the building, development, and maintenance of the levees in New Orleans, could also not guarantee a direct hit from a hurricane of this size and strength (Hatcher et al., 2012).

The role of the community business leaders were generally defined as those that help with the government response and those that are able to cut through the governments red tape (Berg, Musigdilik, Haro, & Myers 2014; Participant D, personal communication, April 9, 2015; Sammartinova et al., 2014). An example from the research showed that British Petroleum, Shell, and many private oil rig owners began shutting down their operations and evacuating their oil rigs, expecting another dangerous hurricane to devastate the Gulf (Kaiser & Yu, 2009). As a result, oil production in the United States dropped from 5 million barrels a day to 4 million barrels a day and caused

gas prices all over the United States to rise as several oil lines were damaged along with the shortage of production (Kaiser & Yu, 2009). It would take almost 2 months to get production back up to pre-Ike numbers and to repair the oil lines (Kaiser & Yu, 2009).

The role of individuals during crisis preparedness is one of taking self-responsibility, being prepared for what comes next, and following the recommendations from their government and business leaders (Linnell, 2014; McVicar, 2015; Participant C, personal communication, April 8, 2015). It was also noted in the document review that during Hurricane Ike, just like during the Hurricane of 1900, not everyone in the city heeded the warning to evacuate (Trepanier, Needham, Elsner, & Jagger, 2015).

Estimates indicated that approximately 20 to 40% of the citizens of Galveston stayed in the city when Ike made landfall in the early morning hours of September 13 (Huang, Lindell, Prater, Wu, & Siebeneck, 2012). The NWS reported that those in low-lying areas who lived in a one- or two-story house would meet certain death if they did not evacuate; although many hoped that warning would not be true, it was (Wei, Lindell, & Prater, 2014). Ike moved to the city of Houston, Texas, after making landfall (Pan, 2015). The strong Category 2 storm brought destruction to a city not accustomed to having a direct hit by a storm of this magnitude (Pan, 2015). By individuals not taking self-responsibility and following their role in the crisis, many died or were put into danger (Huang et al., 2012).

Another example during Hurricane Ike was when thousands of residents lost power and some were without power for almost a month (Quiring, Schumacher, & Guikema, 2014). Ike moved into the Midwestern states and brought with it strong,

gusting, hurricane-force winds that residents of some states such as Kentucky, Ohio, Indiana, and Pennsylvania were not accustomed to seeing (Schmidlin, 2011). The storm continued to cause major problems for these states: destroying property, causing power outages, and spawning tornadoes (Schmidlin, 2011).

Compound Disaster

During both Hurricanes Katrina and Ike, there were many examples of compound disasters (Kamel, 2012; Quiring et al., 2014). When Hurricane Katrina made land fall in New Orleans, no one could have imagined the devastation that would follow (Participant B, personal communication, April 7, 2015). Levees began to overflow, streets began to be overrun with water, and then soon majority of the city was flooded (Kamel, 2012; Penner, 2011). This caused havoc on the emergency systems, response times, and the overall infrastructure of the city (Participant C, personal communication, April 8, 2015).

One of the biggest investigations into Hurricane Katrina to review these compound disasters and see what went right and what went wrong was a bipartisan investigation completed by the United States Congress (U.S. House of Representatives, 2006). This investigation highlighted the many compound disasters caused by the hurricane when it made landfall (U.S. House of Representatives, 2006). The summary of the findings showed that local and state governments need to identify their needs during a crisis and communicate those needs to national emergency leaders (U.S. House of Representatives, 2006). Hurricane Katrina showed that during an initial period of time, these governments can be compromised and overwhelmed, and a system needs to be implemented to solve this problem (U.S. House of Representatives, 2006, p. 1).

Compassion

This theme came up several times with each of the participants and the document review (Participant A, personal communication, April 3, 2015; Participant B, personal communication, April 7, 2015; Participant C, personal communication, April 8, 2015; Participant D, personal communication, April 9, 2015; Participant E, personal communication, April 13, 2015), especially surrounding what was most important for government leaders to have when preparing for a crisis and when dealing with a crisis (Participant D, personal communication, April 9, 2015). This is because a governor needs to have compassion when dealing with the public (Participant C, personal communication, April 8, 2015). Governors and public leaders need to be able to understand and anticipate the feelings and emotions others will be feeling during a crisis (Participant E, personal communication, April 13, 2015). It is just as important to know the feelings and emotions of others as it is to have supplies and personal ready to support a crisis (Participant C, personal communication, April 8, 2015). Table 1 shows the frequency of participants discussing compassion.

Table 1

Frequency of Participants Discussing Compassion

Participant / Document review	Number	Percentage of total
Participant A	7	21%
Participant B	2	6%
Participant C	4	12%
Participant D	3	9%
Participant E	6	18%
Document review	12	35%
Total	34	100%

One participant with 30 plus years' experience stated that this was the most important trait when planning for a crisis. The participant continued to state that when one has compassion, the leader would have an understanding with others (Participant D, personal communication, April 9, 2015). Also with compassion comes never talking down to someone, as a leader would not know individuals' mental state of mind, the problems they are dealing with, or what an individual is capable of doing (Participant D, personal communication, April 9, 2015). Overall, the participants stated that compassion is huge when dealing with crisis preparedness (Participant B, personal communication, April 7, 2015).

An example of compassion being shown was during both Hurricanes Katrina and Ike (Koliba et al., 2011; Wu, Lindell, & Prater, 2012). Governor Perry was able to use

EMAC and request aid from other states as well as offer up the state's aid to other states (Koliba et al., 2011). The most noted example of not only his compassion but his state's compassion was after hurricane Katrina, Governor Perry and the State of Texas agreed to support and house 73,000 refugees from the state of Louisiana (Wu et al., 2012).

Another example of individuals and the government showing compassion was after Hurricane Katrina when thousands of volunteers came pouring into the affected areas and millions of dollars were raised to help aid those affected (American Red Cross, 2010; Kamel, 2012). The U.S. Congress authorized more than \$60 billion dollars to help aid those affected (American Red Cross, 2010). Thousands of displaced residents were placed into temporary housing such as trailers and hotels (Bosick, 2015). Others moved to different parts of the country with friends and relatives, while some just picked up and moved to start anew (Bosick, 2015). A year later, many of the residents had not returned to the affected areas while others were still staying in what was considered temporary housing (Kamel, 2012).

Continuity/Sustainability

Every participant stated and agreed that continuity or sustainability was vital when crisis preparedness was involved and for governors and other government leaders especially, as continuity of government is key to success (Participant A, personal communication, April 3, 2015; Participant B, personal communication, April 7, 2015; Participant C, personal communication, April 8, 2015; Participant D, personal communication, April 9, 2015; Participant E, personal communication, April 13, 2015). Participant B stated, "Governors need to plan for the continuity of not only their office

but of other governmental departments as well,” leaders need to plan for who is to step into a leadership role when the original responsible person is not available (personal communication, April 7, 2015). Having a plan in place to ensure the continuity of government and of services is especially important and is ranked as the second most important “C” in crisis preparedness (Participant C, personal communication, April 8, 2015). Table 2 shows the frequency of participants discussing continuity.

Table 2

Frequency of Participants Discussing Continuity

Participant / Document review	Number	Percentage of total
Participant A	1	4%
Participant B	4	17%
Participant C	6	25%
Participant D	8	33%
Participant E	2	8%
Document review	3	13%
Total	24	100%

An example given by Participant A was during Hurricane Katrina. Police officers and emergency management personnel were not available or could not be located due to the wide spread damage caused by the hurricane (personal communication, April 3, 2015). Others had to step into leadership roles in order to maintain law, order, and the continuity of these departments (Participant A, personal communication, April 3, 2015).

Another example of continuity given by Participant A was continuity of operations or ensuring that operations continue during the crisis, especially the correct people in place to deal with the planning and execution of a crisis preparedness plan (personal communication, April 3, 2015). As the document review showed, when it came to dealing with crises, Governor Riley was not as versed in the handlings of these situations as other governors or individuals (Helsloot, Boin, Jacobs, & Comfort, 2012). Governor Riley did however surround himself with individuals who were extremely knowledgeable in crisis preparedness (Helsloot et al., 2012). One of the main individuals was former FEMA senior disaster response official Bruce Baughman, who brought with him over 30 years' experience and served as Governor Riley's state emergency management director (Helsloot et al., 2012). With his experience "needs were anticipated, damage assessments were made, and formal requests followed" (Waugh, 2007, p. 108). The continuity continued as the right person was involved to ensure continued success (Helsloot et al., 2012; Waugh, 2007).

Another example of continuity is within planning (Participant C, personal communication, April 8, 2015). In 2008 before hurricane Ike made landfall in Florida, Governor Crist declared a state of emergency to allow for state funds to be funded to the potential disaster areas (Sitkowski et al., 2011). This also allowed for deferral funding requests as well as requests that would be completed through the EMAC support system (Koliba et al., 2011). The week before Ike made landfall, Governor Crist went to Miami, Florida, to help in the planning and preparation of the hurricane as well as talk about the aftermath of the storm (Sitkowski et al., 2011).

Communication

Leadership communication was expected by study participants as a major trait leaders need to have and be able to display (Participant C, personal communication, April 8, 2015; Participant E, personal communication, April 13, 2015). This behavior was noted during each of the interviews (Participant A, personal communication, April 3, 2015; Participant B, personal communication, April 7, 2015; Participant C, personal communication, April 8, 2015; Participant D, personal communication, April 9, 2015; Participant E, personal communication, April 13, 2015). Leaders need to be able to discuss what they want to do with others, explain the importance of what needs done, but also have the ability to listen to those with questions, concerns, or other ideas as to how to plan for a crisis or deal with it once it has arrived (Participant B, personal communication, April 7, 2015; Participant D, personal communication, April 9, 2015). Table 3 shows the frequency of participants discussing communication.

Table 3

Frequency of Participants Discussing Communication

Participant / Document review	Number	Percentage of total
Participant A	7	9%
Participant B	9	12%
Participant C	12	16%
Participant D	16	22%
Participant E	8	11%
Document review	22	30%
Total	74	100%

Throughout the document review, communication issues in both Hurricanes Katrina and Ike became very apparent (Adams & Stewart, 2014; Lazrus, Morrow, Morss, & Lazo, 2012). The research showed that during Hurricane Katrina especially, the communication between several layers of government had severe issues as cell phone towers were destroyed and basic communication methods were not working (Lazrus et al., 2012). Local governments were unable to communicate their needs for personnel and supplies to the state level and the state level was unable to obtain help from the federal government as no one was sure what others needed due to the lack of communication abilities (Adams & Stewart, 2014). All of this bureaucracy led to several different problems, primarily not being able to identify what kinds of resources were needed (Wachterndorf, Brown, & Holguin-Veras, 2013). The overall response of hurricane

Katrina in the state of Louisiana has been considered to be one of the biggest disasters in the history of disasters, not only from the destructive power of the hurricane but to the several blunders of aid requests and lack of experience and knowledge of how different systems worked to get the aid (Adams & Stewart, 2014; Kousky, 2013).

Once Hurricane Katrina was over and the water began to recind, several investigations arose into the handling of the disaster and what could have been done to have lowered the cost and destruction from the storm as well as to the number of deaths caused by the storm (Nicholls & Picou, 2012). The investigation completed by the House of Representatives reviewed the initial planning for the disaster by local, state, and federal departments of the different government agencies as well as the initial response by these agencies (U.S. House of Representatives, 2006). No agency or politician was exempt from the scrutiny that this investigation brought forward (U.S. House of Representatives, 2006). Some of the more known individuals were the mayor of New Orleans, Ray Nagin, the Governor of Louisiana, Kathleen Blanco, the director of FEMA, Michael Brown, the Secretary of Homeland Security Michael Chertoff, and the President of the United States, George W. Bush (Nicholls & Picou, 2012).

One of the key failures identified was the lack of communication before, during, and after the hurricane (Lazrus et al., 2012). In order for federal assistance to be afforded to the local and state governments, it needed to be requested (U.S. House of Representatives, 2006). The problem during this catastrophic event was that in many cases the request could not be requested due to the vast devastation that this disaster caused (Adams & Stewart, 2014).

An example of communication that went well was during Hurricane Ike (Villegas et al., 2012). Governor Crist of Florida declared several disaster areas before Ike went over the Florida Keys, which allowed federal and state aid for Florida (Villegas et al., 2012). The Florida Keys were evacuated of all tourists, and preparations for the hurricanes arrival were made (Villegas et al., 2012). By communicating this evacuation order early, thousands of lives were potentially saved (Villegas et al., 2012).

Common Sense

Every participant stated how important this aspect of planning for a crisis is (Participant A, personal communication, April 3, 2015; Participant B, personal communication, April 7, 2015; Participant C, personal communication, April 8, 2015; Participant D, personal communication, April 9, 2015; Participant E, personal communication, April 13, 2015). Common sense is important when planning year round for a crisis, when acting out the crisis, and when facing the actual crisis (Participant C, personal communication, April 8, 2015). This is important when figuring out supplies and personal levels needed, when facing the reality of what has happened or going to happen, and for figuring out how to stay calm during the crisis (Participant D, personal communication, April 9, 2015). Table 4 shows the frequency of participants discussing common sense.

Table 4

Frequency of Participants Discussing Common Sense

Participant / Document review	Number	Percentage of total
Participant A	2	9%
Participant B	4	17%
Participant C	5	22%
Participant D	3	13%
Participant E	2	9%
Document review	7	30%
Total	23	100%

Some examples of common sense identified in the document review were when hurricane Katrina made land fall in Mississippi (Bosick, 2015; Helsloot et al., 2012; Strang, 2014). Governor Barbour's prior position in the Republican National Committee came extremely useful as he was familiar with various governors and what guidance they could offer (Weber & Hilfinger Messias, 2012). As such, he used common sense in two situations (Bosick, 2015; Strang, 2014). The first was asking for help from Governor Jeb Bush of Florida to request assistance through EMAC (Helsloot, 2012; Strang, 2014). The second way was issuing evacuation orders twenty four hours before the hurricane made landfall (Strang, 2014). The act of issuing the evacuation orders alone saved thousands of people who would have potentially been in the path of this devastating storm (Strang, 2014).

Another example of common sense from the research showed that while Florida and the Gulf were preparing for the worst before Hurricane Ike, so were Louisiana and Texas (Ewing, Liang & Cui, 2014; Galemore, 2012; Highfield, Peacock, & Zandt, 2014). In Florida, supplies and personnel from FEMA and other agencies were along coastal communities from Key West up to Key Largo and Miami (Galemore, 2012). In Louisiana, they were still feeling the effects from Hurricane Katrina only a few years prior, and everyone in Louisiana were afraid of another direct hit by a major hurricane (Galemore, 2012). This area had also had sustained thousands of power outages and flooded areas from Hurricane Gustav only a few days earlier (Cutter & Smith, 2009). Therefore, proper evacuation orders were issued and practical steps were taken to ensure a plan of sustainability was put into place (Ewing et al., 2014).

Moreover, with the path of the storm going straight toward Galveston, Texas, the question was if the city was ready for another devastating hurricane (Nix-Stevenson, 2013). Having learned from recent history, President Bush and Governor Perry both exercised common sense and were able to declare many coastal areas in Texas a national disaster area, including the city of Galveston (Zane et al., 2011). An evacuation order was issued for the lower lying parts of the city, and later an evacuation order was issued for the entire city (Trepanier et al., 2015). The fears involved storm surges more than 20 feet devastating the city and putting most of it under water (Nix-Stevenson, 2013).

Confidence

The final “C” that was discussed and brought up by all of the participants was confidence (Participant A, personal communication, April 3, 2015; Participant B,

personal communication, April 7, 2015; Participant C, personal communication, April 8, 2015; Participant D, personal communication, April 9, 2015; Participant E, personal communication, April 13, 2015). Governors need to have the confidence in themselves to be able plan for a crisis, to pick the right people to help with the crisis, and that they have planned and taken the right actions in their plans (Participant B, personal communication, April 7, 2015). Confidence is important in knowing that the decisions a leader makes are right and that the leader is making the best decision that the leader knows to make (Participant D, personal communication, April 9, 2015). If a governor starts to doubt his or her abilities or doubts his or her own confidence, it could cause a simple crisis to turn into a major crisis or could turn a major crisis into a catastrophe (Participant C, personal communication, April 8, 2015). Many of the participants had experienced several instances in which a governor's confidence was shattered or non-existent, and saw how it negatively impacted the crisis planning for the entire team (Participant C, personal communication, April 8, 2015; Participant E, personal communication, April 13, 2015). Table 5 shows the frequency of participants discussing confidence.

Table 5

Frequency of Participants Discussing Confidence

Participant / Document review	Number	Percentage of total
Participant A	1	3%
Participant B	8	22%
Participant C	4	11%
Participant D	12	32%
Participant E	5	14%
Document review	7	19%
Total	37	100%

During Hurricane Katrina, there were few examples of when confidence was being shown by governors (Koliba et al., 2011; Mazur, 2011; Paraskevas et al., 2013). The primary example was with Governor Bush. Governor Bush was very knowledgeable regarding the interworking of EMAC (Koliba et al., 2011). His confidence in knowing the system and request aid through the system proved to be very helpful for his state (Koliba et al., 2011; Mazur, 2011). He was successful in being able to request for assistance after disaster and aid was able to come to the state shortly after his declarations of state emergencies were issued (Mazur, 2011; Paraskevas et al., 2013).

However, there were examples of when confidence was not being shown by the leadership of the States (Lindell, 2013; U.S. House of Representatives, 2006). As thousands of people began fleeing the area, it became quite clear by the lack of planning,

the lack of preparation time that the areas had, and the response of the elected leaders in giving the evacuation orders, as well as the help provided in completing the evacuation, that this area of the country was not ready for the disaster that was approaching, nor would it be (Lindell, 2013; U.S. House of Representatives, 2006). Tornadoes and high winds were reported in New Orleans and surrounding parishes and more than 1,800 people lost their lives during the life span of this storm (Durant Jr., 2011). The storm caused more than \$100 billion in damage (Gotham, 2014) and became the costliest storm in history (Kousky, 2013).

Application to Professional Practice

This study has filled one of the gaps it sought to fill in the beginning of this study, to understand different leadership styles. This understanding includes which leadership styles and behaviors are best used for crisis preparedness (Taneja et al., 2014). While some of the leadership traits identified have been discussed in prior literature, such as communication and common sense, others such as continuity, compassion, and confidence have not been discussed as much (Taneja et al., 2014). These three trends are extremely relevant to improving business practices as the more leaders that work with all five leadership traits, the more successful leaders this country will have (Tetenbaum & Laurence, 2011).

These trends each have their own importance when understanding leadership traits and crisis preparedness. Communication is needed to ensure that everyone impacted by a crisis knows what is happening and is also important while responding to a crisis. Common sense is needed to ensure that decisions made in a crisis are the correct

ones, especially when dealing with supplies and personal levels. Continuity is needed to ensure the sustainability of government agencies in case of emergencies. Compassion is necessary when dealing with individuals personal problems while leaders also need to have the confidence in themselves that the decisions they make are the correct ones.

It is also important for leaders to continue to plan and find those individuals that can fill the gaps of what they are lacking in when preparing for a crisis. These gaps could be in communication, identifying potential problems, navigating different government agencies, or responding to a crisis. Therefore, if a leader has these gaps, by finding individuals who can fill them, a leader will be more prepared to handle a crisis. A prime example of this is how much a governor knows about EMAC and the emergency preparedness steps of their state before they come into office (Clancy et al., 2014; EMAC, 2013). If this is the first time they have ever had to deal with these issues, then they need to surround themselves with individuals that have worked in the field, have studied it, and have participated in activities for years (Koliba et al., 2011, Waugh, 2007). Filling these gaps in knowledge is key to proper crisis preparedness as outlined in the findings of this study (Koliba et al., 2011, Waugh, 2007).

Implications for Social Change

There are several implications of this study for social change. The first is that it identified five leadership traits that should be use in planning for a crisis; these are the five “C’s” of crisis preparedness; compassion, continuity, communication, common sense, and confidence. By leaders using these traits leaders will be better prepared when planning for a crisis (Tetenbaum & Laurence, 2011). These traits are not just used for

crisis preparedness but are core leadership traits that should be used in multiple aspects of governing (Reynolds & Earley, 2010).

With leaders using these traits, they will be better prepared to make decisions that affect hundreds to thousands of people. Leaders that communicate their plans and actions to communities ensure that everyone stays informed (Participant B, personal communication, April 7, 2015). When a leader shows compassion to individuals, they get an understanding of how the crisis is affecting an individual on a personal level (Participant D, personal communication, April 9, 2015). By showing common sense, a leader shows an understanding of knowing how their actions could affect thousands of people and shows that they are not afraid to make the easy decisions when it comes to asking for help or evacuating an area (Participant E, personal communication, April 13, 2015). Continuity ensures that even if a leader is not in a position to take charge, others within the organizations are and will be to ensure the safety of the communities (Participant C, personal communication, April 8, 2015). Finally, by leaders showing confidence, they display a sense of calm over others when the worse is about to take place (Participant A, personal communication, April 3, 2015).

Recommendations for Action

The themes brought forward from the data saturation of interviews and document review methodological triangulation have identified four recommended actions for elected leaders and others to take when preparing for a crisis. Lack of knowledge in dealing with a crisis might make it difficult for a governor to properly plan for a crisis (Tetenbaum & Laurence, 2011). Therefore, these recommendations may assist

governors in implementing proper crisis preparedness skills and utilization of the correct leadership traits. These recommendations will be submitted to emergency management journals for publication, reviewed at public conferences held on emergency management, as well as presented during training courses with public leaders that deal with crisis preparedness.

The first recommendation for elected leaders would be to “surround oneself with individuals that can be trusted and who have prior experience in crisis preparedness” (Participant A, personal communication, April 3, 2015; Paraskevas et al., 2013). As it was identified in the document study, those governors who were able to navigate and utilize EMAC and other systems available to them had individuals in leadership positions who had dealt with these agencies before (Koliba et al., 2011; Parmer et al., 2013; Prewitt et al., 2011). Those same governors also had individuals who they could trust for advice either in their cabinet or in their circle of acquaintances and individuals that they depended on for support and advice (Helsloot et al., 2012).

The second recommendation for elected leaders would be to plan for a crisis all year round (Participant C, personal communication, April 8, 2015). All of the documents reviewed and interviews conducted agreed that crisis preparedness was not a onetime thing to think about and never to think of it again (Low, 2012). It is something that should be planned, reviewed, work through, and revisited all year round (Participant A, personal communication, April 3, 2015). Once a leader has worked through a test run of their crisis plan, the leader needs to perform an after action review and then modify any procedures that did not go as planned and add those procedures that did work or were

implanted during the test run (Participant E, personal communication, April 13, 2015).

The important thing to take away with this recommendation is that one never knows when a crisis will hit (Maja et al., 2012). A crisis could be a hurricane as outlined in this study or a fire, an earthquake, a train wreck, or a hazardous chemical spill (Participant C, personal communication, April 8, 2015). An important item to remember is that crises happen every day and the only way to know that a leader is ready for one is to continue to plan for the crisis and to think about crisis preparedness all year round (Participant E, personal communication, April 13, 2015).

The next recommendation for elected leaders would be to utilize the five “C’s” of crisis preparedness in their planning. These traits have come from the interview participants, who have over 130 combined years of experience in the field. These traits are compassion, continuity, communication, common sense, and confidence. Governors need to have compassion when dealing with others, ensure that continuity of government personal and services are in place during crisis preparedness, have an open communication plan that everyone knows and uses, “utilize common sense when making decisions and then finally have the confidence in themselves to make a decision” (Participant E, personal communication, April 13, 2015). Know that as a leader, “you will make a mistake, but have the confidence to continue to make decisions and learn from those mistakes” (Participant C, personal communication, April 8, 2015).

The final recommendation is for all those who interact with governors, those who elect governors, and those who have a vested interest in the success of governors. Hold governors accountable to the above recommendations. Ensure that they are doing their

job and give them the support they need to be able to perform their job (Allen et al., 2011). As the data demonstrated, individuals have the responsibility of taking responsibility into their hands (Taneja et al., 2014). By holding those they elect into leadership roles and into roles of public trust with a high level of expectations and higher standard of being prepared, they will do their part of crisis preparedness (Koliba et al., 2011; Lalonde & Roux-Dufort, 2013).

Recommendations for Further Research

The first recommendation for future research would be to complete a case study review on Hurricane Sandy and see which leadership traits were used during that crisis. By performing this study, one could address the limitation of the current study of being limited to a single area. This storm affected the entire east coast of the United States and caused severe damage over several different types of communities from the east coast to the northeast, whereas the hurricanes in this study were focused on the Gulf Coast communities.

The second recommendation would be to conduct a study relevant to leadership traits after a crisis and how does a community and business get back to normal. Determine if there is a correlation between the leadership traits one shows during a crisis compared to afterwards. If the individual performing this study had direct access to the leaders making the decisions, that would help address the limitation of this study of not having access.

The third recommendation is to review the current communication systems, policies, and procedures that are in place during a crisis. Review what works compared

to what does not and see if there is any room for improvement. This can be accomplished by reviewing the actions taken during the crisis and compare that to the results achieved after the crisis has passed.

The fourth recommendation would be to perform a study regarding crisis preparedness where the researcher has direct access to the governors or public leaders being studied. This can be accomplished by choosing a more current crisis and ensuring that the governors that were making decisions are still in office. If the researcher would be able to speak with the governors or leaders that were directly involved, it would address the limitation of this study of being able to speak with current leaders.

Reflections

The results of this study confirmed my personal suspicion that certain governors were more prepared for dealing with a crisis than others. This study also verified a case study approach is an effective design when reviewing information of this magnitude and when reviewing information that cannot be obtain directly from the source. It would have been a lot easier if I had access to the governors themselves but, due to circumstances beyond my control, that was not plausible.

My perceptions regarding collecting the data and performing the interviews turned out to be incorrect. I assumed that getting five interviews would be easy to do and I should have that part done in a week or ten days maximum. This was not the case as many individuals contacted declined an interview due to several various reasons. Then once individuals agreed to participating, some changed their minds after discussing it with others, while others were able to schedule an interview, but days to weeks out as

their immediate schedule was already booked.

Once the interviews took place, all of the interviewed participants were eager to help and were very engaged during the interview. All of the participants answered the questions openly and honestly, and many were able to expand beyond the list of questions. The interviews were very helpful as the participants were able to discuss their personal experiences during the hurricanes in question, provide specific insight as to some of the problems that took place, and then provide insight into their personal dealings with some of the Governors and their personal opinions of the entire situation. This type of interaction was not available in a data review and only made possible through the interviews. I am very grateful for each participant giving up their time to help provide me with their insight and ideas.

I started this study expecting to be able to determine which if any of the listed leadership theories were better for a Governor to use when preparing for a hurricane. I never expected it to come down to individual behaviors that combined really don't match any of the traditional theories. That's how the five "C's" of crisis preparedness came to fruition. These were the common themes that kept coming through the interviews and the document review. This study has changed me by acknowledging a lack of certain understanding of how to handle a crisis and now I utilize the five "C's" in how I handle crisis as an elected leader.

Summary and Study Conclusions

The purpose of this qualitative multiple case study was to explore which leadership behaviors an elected leader uses in crisis preparedness. To accomplish this, I

conducted semistructured interviews with open-ended questions with five members from NEMA and performed a document review of information surrounding the governors involved with Hurricanes Katrina and Ike. All of this information helped answer the research question, which leadership behaviors an elected leader uses in crisis preparedness.

Through the interviews and document review, six definitive themes developed. The themes included a review of what defines a crisis and crisis preparedness and then lead into what I have called the five “C’s” of crisis preparedness: compassion, continuity, communication, common sense, and confidence. These five final themes answered the research question and the goal now of this study is that these five key traits begin to define crisis preparedness and help further develop the emergency management theory. These five key traits are also important to everyone as they display the traits that should be expected to see from their elected leaders and to use as a baseline when electing those leaders. Finally, leaders need to understand what their role is in a crisis and how the five “C’s” of crisis preparedness are important in all aspects of planning for and dealing with a crisis.

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Appendix A: Interview Questions

1. What is your current position?
2. How long have you been involved in emergency management?
3. How long have you been involved in crisis preparedness?
4. How would you define a crisis?
5. How would you define crisis preparedness?
6. What is the role of the following groups in crisis preparedness?
 - a. Government leaders?
 - b. Community business leaders?
 - c. Citizens?
7. What is the most important factor in planning for a crisis?
8. How is someone in a governmental leadership role, such as a Governor, fully prepared for a crisis?
9. How does an individual in a leadership position prepare for a crisis? Is it an all year long process or just when one has time?
10. How can a crisis be predicted?
11. What is the emergency management theory?
12. What leadership behaviors are included with the emergency management theory?
13. What leadership behaviors are demonstrated when facing a hurricane review in preparing for a crisis?
14. What leadership behavior is used when preparing for a crisis?
15. What leadership behavior is most productive for a governor preparing for a crisis?

16. What leadership theories are to be included in the further development of the emergency management theory?
17. How do governor's plan for a crisis?
18. How do you measure the success of one's preparedness for a crisis?
19. What leadership behaviors do leaders need in preparing for a hurricane?
20. What leadership behaviors do leaders preparing for a hurricane or other natural disaster avoid?
21. What additional information would you like to add that was not asked?

Appendix B: Identification and Accountability Chart

	Total #	% of total peer-reviewed since 2011	
Literature Review Content			
Acceptable Peer-Reviewed Journal or Sound Academic Journal	117	107	91%
Other Sources with Sound Academic Justification	7	4	
Total Sources within Literature Review	124	111	90%
Entire Document			
Acceptable Peer-Reviewed Journal or Sound Academic Journal	230	209	91%
Other Sources with Sound Academic Justification	20	11	
Total Sources within Document	250	220	88%
Reviewed References	92%		

Appendix C: Participant Consent Form

PARTICIPANT CONSENT FORM

You are invited to take part in a research study of Crisis Preparedness of Leadership Behaviors Among Elected Leaders During Hurricanes. The researcher is inviting members from the National Emergency Management Association to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Fredric Francis, who is a doctoral student at Walden University.

Background Information:

The purpose of this study is to explore and answer the research question, which leadership behaviors an elected leader uses in crisis preparedness. There will be 21 questions asked during the telephone interviews and the possibility of follow up questions at the completion of these questions. The content of the questions will first include basic information about the participant, then questions about the participant’s professional opinion on the leadership behaviors that the governors displayed when preparing for the hurricanes.

The criteria used for the participant selection process include (a) being members of NEMA, (b) have emergency preparedness experience, (c) serve or served as an emergency management official, (d) have knowledge of Hurricanes Ike and Katrina and at least one of the governors’ from the states of Florida, Texas, Louisiana, Georgia, and Arkansas during these hurricanes.

Procedures:

If you agree to be in this study, you will be asked to:

- Interview should take no longer than 60 minutes
- The interview is conducted via telephone, interview will be audio recorded, data will be collected once, follow-up interview questions could be asked at this time.
- Validate your transcript of the interview, which should take approximately 30-45 minutes. This includes reviewing a transcribed report of the interview for accuracy.

Here are some sample questions:

- What is your current position?
- How long have you been involved in emergency management?
- How long have you been involved in crisis preparedness?

- How would you define a crisis?
- How would you define crisis preparedness?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at the National Emergency Management Association is being informed as to who is being asked to participate nor will they be informed if you decide to participate or decide not to participate. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Conflict of Interest

The researcher has had no prior relationship with the topic or any of the participants from NEMA. The researcher did not live in the affected areas during the hurricanes in question nor have any relationship with the governors being reviewed. The researcher is a current public official living in Ohio and is a student member of NEMA.

Risks and Benefits of Being in the Study:

Being in this type of study does not involve any risk of the minor discomforts that can be encountered in daily life. Being in this study would not pose risk to your safety or wellbeing.

The results of this study might contribute to positive social change by helping to identify the best-qualified individual who should occupy the governor's office. Since governors are an elected official and the voters know the behavioral traits needed, the voters will be able to elect the person they believe would be best suited for the position. This study's value to positive social and business change is through possibly helping leaders transform from individuals needing to plan to individuals knowing which leadership style is best to prepare and plan for a crisis. Leaders who face any crisis can utilize the lessons learned in this study as well as the different leadership behaviors most effective in crisis preparedness. This study may further contribute to effective practice of business as it could help leaders ensure different agencies, organizations, and communities are prepared for a crisis and will be able to handle the predicament and meet the challenge.

Payment:

There is no cash payment in participating in this study. Upon completion of the study, a one to two page summary will be provided to participants.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your

personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by being maintained encrypted on a single computer and back up drive. Only the researcher will have the password to access the information. Data will be kept for a period of at least 5 years, as required by the university. After 5 years all data will be destroyed as appropriate.

Contacts and Questions:

You may ask any questions you have now in regard to the study or the interview questions that will be asked. Or if you have questions later, you may contact the researcher via e-mail at XXX or via telephone at XXX-XXX-XXXX. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368 ext. 3121210. Walden University's approval number for this study is 03-05-15-0073714 and it expires on March 4, 2016.

Note: Please print or save this consent form for your records.

Statement of Consent:

I have read the above information and I think I understand the study well enough to make a decision about my involvement. By responding to the e-mail stating "I Consent" and completing a telephone interview, I understand that I am agreeing to the terms described above.

Appendix D: Initial Letter to Potential Participants

Insert Current Date

Dear _____,

My name is Fredric Francis and I am a Doctorate Student at Walden University working towards a Doctorate of Business Administration concentrated in Leadership. I am currently in the process of completing my doctoral study titled Crisis Preparedness of Leadership Behaviors Among Elected Leaders During Hurricanes. The purpose of this study is to explore and answer the research question, which leadership behaviors an elected leader uses in crisis preparedness.

As part of this study, I will be conducting interviews with leaders that have had previous crisis preparedness experiences. The criterion below is what I have used to help identify potential participants.

1. Member of NEMA
2. Have emergency preparedness experience
3. Currently serving or has served as an emergency management official
4. Have knowledge of Hurricanes Ike and Katrina (with an emphasis on at least one of the governors from the states of Florida, Texas, Louisiana, Georgia, and Arkansas during these hurricanes).

It is important to note that NEMA is not participating in facilitating this request nor will they be notified of any responses as to whether you decide to participate or not.

I am pleased to say that based upon public information you have been identified as a potential participant and I am asking for you to consider helping me by participating in an interview. The interviews will be conducted over the telephone and will consist of 21 questions, with the possibility of additional follow up questions at the end (the interview will be audio recorded only to ensure accuracy of the interview). The content of the questions will first include basic information about the participant, then questions about your professional opinion on the leadership behaviors that the governors displayed while preparing for these hurricanes.

If you decide to participate, I would first need you to reach out to me at either my e-mail: XXX or on my phone: XXX-XXX-XXXX. From there we would discuss the consent form and the process to return it to me (e-mail is preferred). We would also schedule a time to conduct the interview at that time. It is expected that the interview will take approximately 60 minutes. After completion of the interview, I will send you a typed out transcript of the interview and ask you to check it for accuracy. It is also important to note, I am not offering any type of payment for participating in this study; instead I will be sending a one to two page summary of the doctorate study following

publication to each participant.

I would like to thank you in advance for your time and consideration with this request. Should you have any questions, please feel free to call me at XXX-XXX-XXXX or e-mail at XXX.

Respectfully Yours,

Fredric Francis

Appendix E: Follow Up Letter to Potential Participants

Insert Current Date

Dear _____,

I would like to take this time to personally thank you for your time and consideration for my request to participate in my study, Crisis Preparedness of Leadership Behaviors Among Governors During Hurricanes. At this time, I am still looking for more participants for the study. I would like to encourage you, if you have an hour or two to spare, to help with this project.

As a reminder, in order to participate in this study, you would need to agree to the following:

1. Agree to the consent form (this will be sent to you directly from me upon your initial contact showing interest in participating)
2. Participate in a telephone interview (approximately 60 minutes)
3. After completion of the interview, validate a typed out transcript of the interview for accuracy
4. It is also important to know that I am not offering any type of payment for participating in this study; instead I will be sending a one to two page summary of the doctorate study following publication to each participant.

I appreciate everyone's time and consideration with this request. Should you decide to participate, please contact me at either XXX-XXX-XXXX or XXX.

Respectfully Yours,

Fredric Francis

Emergency Management Theory Behaviors (McEntire, 2004)							
Utilizes equipment effectively	X					X	X
Understanding of decision making theories	X	X	X		X	X	X
Utilize all personal, public and private, effectively	X					X	X
Shows an understanding of the phases of disasters	X		X		X	X	

Appendix G: Matrix Used to Chart Governors and Basic Statistics

	Perry	Riley	Barbour	Blanco	Perdue	Bush	Crist
Hurricane Katrina							
Number of Deaths	0	2	238	1,577	2	14	N/A
Number of Households Without Basic Utilities	0	584,000	958,000	900,000	30	77,000	N/A
Strength of Hurricane at Landfall	0	3	3	3	3	1	N/A
Years Governor Before Landfall	5	2	1	2	4	7	N/A
Hurricane Ike							
Number of Deaths	48	0	0	8	0	N/A	0
Number of Households Without Basic Utilities	2.8 Mil	0	0	200,000	0	N/A	0
Strength of Hurricane at Landfall	2	0	0	0	0	N/A	0
Years Governor Before Landfall	8	5	4	5	7	N/A	1