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Identifying the Leadership Skills Needed to Develop the Competencies to Lead in a Postcrisis

Organization: A Delphi Study

A Dissertation by

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Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

December 2019

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November 22, 2019

Identifying the Leadership Skills Needed to Develop the Competencies to Lead in a
Postcrisis Organization: A Delphi Study

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I would like to acknowledge the people in my life who have made an impact on me both personally and professionally. To my parents, George and Elaine Turgeon, you sacrificed so much to raise us kids. You provided me with a loving home and support. It was from you I learned hard work and boundless love, thank you.

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You both are amazing, and I have had no greater title bestowed upon me than the title of Dad. I am proud to be your father. I love you both more than you will ever know.

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ABSTRACT

Identifying the Leadership Skills Needed to Develop the Competencies to Lead in a Postcrisis Organization: A Delphi Study

by Paul E. Turgeon

Purpose: Organizational leaders play a pivotal role in postcrisis activities. There is abundant research in the actions of leaders in a crisis; however, there is limited research regarding the leadership competencies required postcrisis, and a gap remains in knowing which leadership skills are needed postcrisis. The purpose of this Delphi study was to identify the leadership skills needed to promote organizational resilience, to act with integrity, and to possess a learning orientation of organizational leaders in the postcrisis phase.

Methodology: This study used a 3-round Delphi technique to identify the leadership skills that support the possession of the competencies needed for a postcrisis leader. Panelists rated skills, previously identified in the literature, using a 5-point Likert scale. Furthermore, they provided their expert opinion on any additional leadership skills that support the possession of the competencies and any additional competencies needed for a postcrisis leader.

Findings: The participants reached consensus on the skills regarding the competencies of promoting organizational resiliency, acting with integrity, and promoting a learning orientation. The identified skills are (a) be adaptable, (b) inspire others by communicating a vision, (c) change direction while being sensitive to the need for transparency to maintain the integrity, (d) develop personal mastery, (e) embrace and enjoy learning, and (d) possess emotional intelligence.

Conclusions: Based on the literature review and the research findings, the following was concluded: (a) A leader must possess the competency of promoting organizational resilience, acting with integrity, possessing a learning orientation, and connectivity to internal and external stakeholders; (b) The newly identified skill of being supportive of change was identified in both the competency of promoting organizational resiliency and acting with integrity; and (c) Leaders need to be communicative and develop connectivity with internal and external stakeholders.

Recommendations: Additional research is recommended to validate an instrument to measure the skills a postcrisis leader possesses to support the competencies. Another study could conduct interviews with crisis management team members to further identify the competencies displayed by the crisis leader. Finally, researchers need to conduct a study to identify a correlation between effective postcrisis leadership and transformational leadership.

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CHAPTER I: INTRODUCTION

Crises are no longer rare as they are continuing to increase and are continuously present in both reality, present, and future (DuBrin, 2013; Mitroff & Anagnos, 2001). An organizational crisis can happen at any time to any organization, regardless of location, private or public, large or small; a crisis is always looming on the horizon for an organization and can threaten the very existence of an organization (Fink, 1986; Mitroff, 2005). Organizational crisis can affect thousands if not millions of people and cost billions of dollars in damage or lost revenue and in some cases, threaten the very existence of the organization (Luecke, 2004; Mitroff, 2005).

A crisis is typically characterized as a high impact event with ambiguity in cause, effect, and resolution and the general belief that decisions must be made quickly (Pearson & Mitroff, 1993). Each crisis, either expected or unexpected, threatens an organization's reputation such as the 2010 BP Gulf Oil Spill, the Pennsylvania State University sex scandal or the case of USA Gymnastics and Michigan State University team doctor, Larry Nassar (Kolowich & Thomason, 2018; Stafford, 2014; Thomason, 2018; Valvi & Fragkos, 2013). Most organizations and their leaders are not prepared and, in some cases, caught off guard when dealing with a crisis (Hagan, 2011; Smiar, 1992; Wang, 2007).

However, it is the leader that an organization will turn to in times of crisis as he or she is key in both searching for answers, making sense of the crisis, and in initiating action (Combe & Carrington, 2015). A leader's ability to successfully manage the containment and damage control phase of the crisis is well documented (James & Wooten, 2010). According to Wooten and James (2008), organizational leaders typically

end crisis management activities as soon as the organization is back to normal. However, a crisis event has the potential to be catalyst to organizational change and redevelopment (Brockner & James, 2008; Imamaglu et al., 2013; Mitroff, 2005).

Understanding a leader's ability to lead and the competencies he or she possesses may impact whether a leader will participate in business recovery and learning and reflection postcrisis (Brockner & James, 2008; Wooten & James, 2008). If a leader participates in such postcrisis activities, the leader is fostering an organizational culture that promotes innovative thinking and creative problem-solving regarding crisis management; thus, organizational resiliency is created within the organization (Helsloot, 2012; James & Wooten, 2012; Wang, 2007; Wooten & James, 2008). The current gap in research is regarding skills, knowledge, and abilities the leaders need to successfully manage their organization after a crisis (DuBrin, 2013; Wang, 2007; Wooten & James, 2008).

Background

Crisis

The definition of a crisis is as varied as the perception of the author who defines it; from the review of the literature, the perceptions are based on the field the author is referencing. The field of communication and public relations tends to define a crisis in terms of stakeholder perceptions and messaging to the media and the public (Coombs, 2012; Zdziarski, Dinkel, & Rollo, 2007). Government agencies and authors in the field of government-sponsored emergency management tend to see the crisis as a disaster that impacts systems and society with causal factors being natural or man-made events (Barton, 2008; Mileti, 1999). Private industry and business organization crisis managers

tend to see crisis as a business disruption resulting in a loss of customer confidence, damage to positive public image, loss of trust, and reduced value in the marketplace (Kildow, 2011). And those in the field of information technology view crisis as disaster recovery, which consists of back up computer centers and preestablished recovery times and recovery point objectives as part of business continuity planning (Blythe, 2014).

Crises are caused by a multitude of factors such as finance, technology, reputation, flooding, high winds, earthquakes, violence, or scandals such as sexual abuse or insider trading (Mitroff, 2005; Mitroff & Anagnos, 2001). A more comprehensive list is provided by Blythe (2014) and includes both manmade and natural disasters. Examples include accidental deaths, aircraft crashes, chemical and toxic exposure, civil unrest, consumer activism, discrimination, hostile takeover, labor disputes, sexual harassment, whistle blowers, white color crimes, terrorism, and supply chain disruptions (Blythe, 2014). Regardless of the crisis, the causes tend to be formed by one of three underlying themes: natural, man-made, or technology (Mitroff, 2005; Mitroff & Anagnos, 2001). For the purpose of general organizational management, the following definition is adopted.

A crisis is a critical point that implies a threat that can overwhelm an established system; by definition, it is an extreme event that threatens the existence of an organization and has the potential to cause injuries, deaths, financial loss, or damage to an organizations reputation (Bion & Hart, 2007; Canton, 2007; Mitroff, 2005). A crisis places the very existence of an organization on the line by threatening its reputation and viability (Mitroff, 2005; Pearson & Mitroff, 1993). Crisis can also threaten the core values and life-sustaining systems of an organization (Bion & Hart, 2007).

Crisis Management

Crisis management is a vast field of knowledge and is systemic (Mitroff, 2005). Crisis communications, business continuity, and risk management are all parts of a comprehensive crisis management process (Antonacopoulou & Sheaffer, 2014; Mitroff, 2005). According to Pearson and Mitroff (1993), crisis management's purpose is to prepare an organization to "think creatively about the unthinkable so that the best possible decisions will be made in the time of crisis" (p. 59). Crisis management is then the process of planning for a crisis in an attempt to remove the element of risk and uncertainty, thus allowing for more control over the outcome (Fink, 1986).

The crisis management model identified by Mitroff (2005) and adapted by Wooten and James (2008), which this study focuses on, is based upon three crisis mechanisms of being proactive, reactive, and interactive. The phases of crisis management identified and developed by Mitroff, known as the founder of the discipline of crisis management, are modeled as signal detection, probing/prevention, damage containment, business recovery, and learning and reflection (Mitroff, 1988, 2004, 2005; Mitroff & Anagnos, 2001; Pearson & Mitroff, 1993). The model is displayed in Figure 1.

According to Mitroff and Anagnos (2001), the best crisis management models are made of the following components of types of risk, mechanisms, systems, and stakeholders based on the scenario. The scenario is the "best case, worst case scenario that one can construct with regard to how a crisis will affect an organization" (Mitroff & Anagnos, 2001, p. 49). Jaques (2012), Mitroff (2005), and Mitroff and Anagnos (2001) agreed that most of the organizations and organizational leaders are not designed or

prepared to handle a major crisis as most of the crisis management activities are afterthoughts.

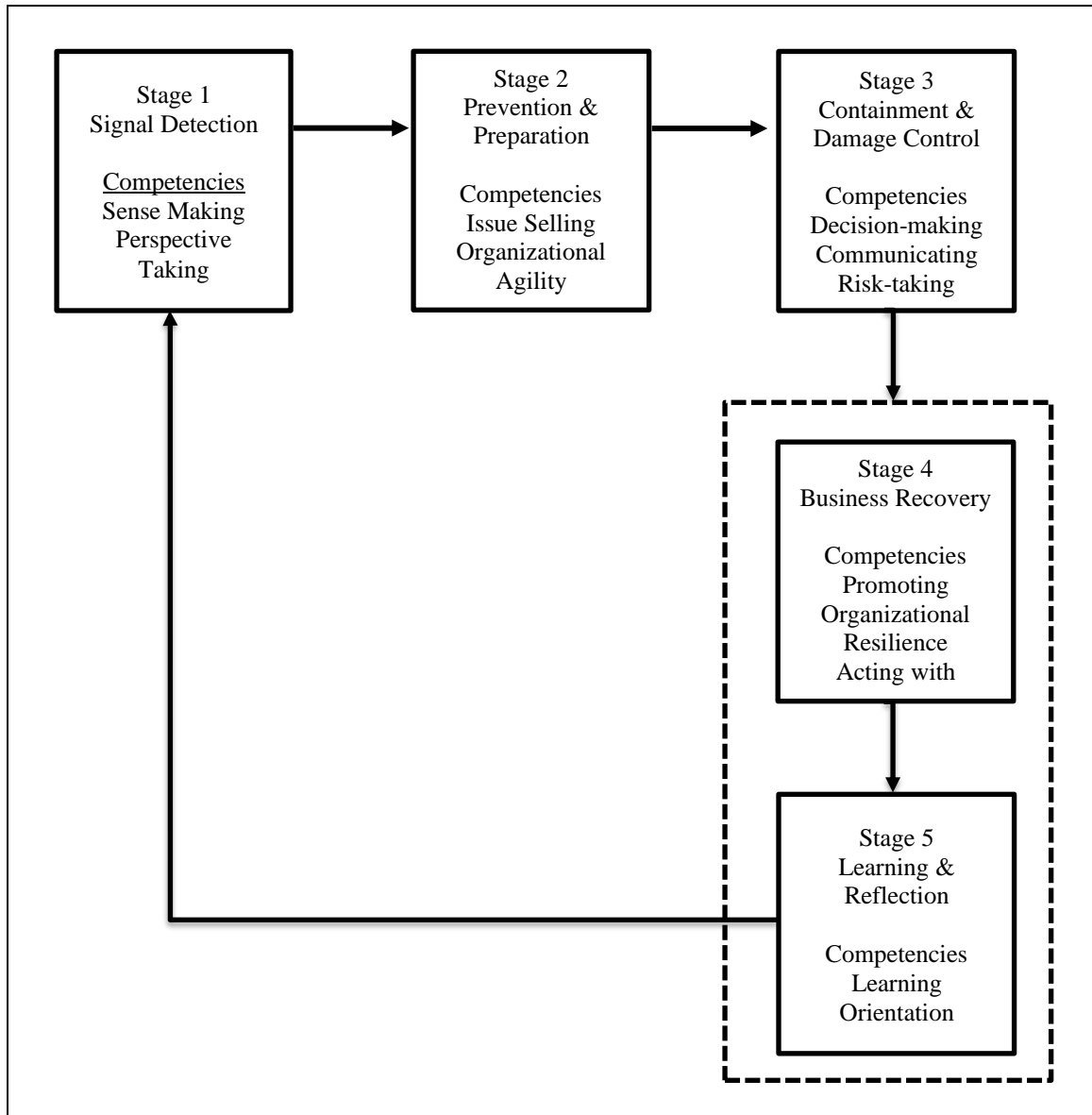


Figure 1. The current study focuses on Stages 4 and 5 of Wooten and James’s (2008) conceptual model. From “Linking Crisis Management and Leadership Competencies: The Role of Human Resource Development,” by L. P. Wooten and E. H. James, 2008, *Advances in Developing Human Resources*, 10(3), 353-379 (<https://doi.org/10.1177/1523422308316450>).

Crisis Leaders

According to DuBrin (2013), crisis leadership is when an organizational leader leads members of the organization, “through a sudden and largely unanticipated, intensely negative, and emotionally drained circumstance” (p. 3). The leadership qualities displayed during normal business operations are not necessarily the same leadership qualities required to lead an organization successfully during a crisis (Fink, 1986; Hargis, Bird, & Phillips, 2014; Mitroff, 2005). A leader needs to have the resiliency to lead in a crisis (Mitroff, 2005). Moreover, they need to lead through the challenges of a crisis with skills such as sense-making, the ability to make critical decisions, and the capacity to make meaning, terminate the crisis, and learn from the crisis (Bion & Hart, 2007; James & Wooten, 2010; Wooten & James, 2008).

The results of various research studies lead to the firm understanding that the leader’s actions or inactions during a crisis impact the course of the organizational crisis. Combe and Carrington (2015), citing the 2005 work of Weick, Sutcliffe, and Obstfeld, supported the earlier work of Fink (1986) in stating that leaders are important when an organization faces a crisis. The actions of the individual leaders play a crucial role in navigating an organizational crisis (Combe & Carrington, 2015; Fink, 1986; Smiar, 1992). The reason is that leaders have the ability to reduce the effects of instability placed upon the organization by a crisis (Coldwell, Joosub, & Papageorgiou, 2012). Furthermore, Coldwell et al. (2012) contended that the actions taken by an organizational leader to reduce instabilities and return to a more stable state can happen in a timelier manner if done correctly.

Prior research has thoroughly investigated and found that the expectation is that organizational leaders will be prepared for and act effectively in an organizational crisis. The public expects organizational leaders to cope with organizational crisis and to do so correctly and efficiently (Deverell, 2010). Organizational members expect the leader will define the problem and identify a solution, all while directing the crisis response and keeping the group informed (Yukl, 2006). Leading in crisis requires both creativity and improvisation on the part of the leader (Canton, 2007; Hubbard, 2008). Irrational responses or errors made by an organization's decision makers can exacerbate the negative impact of the crisis (Wang, 2007). The literature is filled with such examples.

An organizational crisis such as the fall of Lehman Brothers was due to the failure of the executives to recognize the changing conditions and their inability to modify their preexisting perspective of the crisis (Kayes & Yoon, 2016). Another example is the Gulf Oil Spill in 2010. Harsh criticism of Beyond Petroleum, formerly known as British Petroleum (BP), Chief Executive Officer Tony Hayward was due to his inability to effectively manage the crisis (Nelson & Reiersen, 2013). In contrast, the literature praises the leaders of Johnson & Johnson for their reactions to the 1982 Tylenol poisonings in the Chicago area. The Tylenol cases set the stage for organizational crisis management and leading in crisis for organizational leadership.

The reaction by Dave Collins, chairman of Johnson & Johnson's executive committee and assigned crisis leader, was both comprehensive and responsible as 31,000,000 bottles of Tylenol were recalled and a half a million letters were sent to hospitals, physicians, and medical distributors to explain the crisis and recommended actions (Coldwell et al., 2012; Fink, 1986). Postcrisis, Johnson & Johnson took further

actions to relaunch their valuable product and to maintain public trust (Audi & Murphy, 2006; Fink, 1986). The steps taken by Tylenol were early disclosure, acceptance of responsibility, disclosure of information openly to the media, assignment of leadership, rebuilding confidence, restructure for credibility, demonstration of social concern, and apology for the crises (Fink, 1986). The actions by Johnson & Johnson became the standard going forward in business crisis response (Bataille & Cordova, 2014; Coldwell et al., 2012; Fink, 1986).

Examples of such organizational leader impact are testaments to the role the organizational leader has in successful crisis management implementation. The results from most studies on the topic of leading in a crisis lead to the firm conclusion that the leader's actions in an organizational crisis during the phases of crisis management impact the outcomes. This leads to the primary question of what leadership competencies a leader should possess to lead in a crisis effectively.

Leadership Competencies

Wooten and James (2008) conducted a qualitative archival research study to examine the leadership competencies for the five stages of crisis management put forth by Mitroff (1988). Wooten and James (2008) analyzed a sample of business crisis and collected archival data regarding the management of each crisis. By using ethnographic content analysis, Wooten and James (2008) were able to constantly compare the data between data and theory. The process allowed for the identification of certain competencies initially missing in the various phases, allowing Wooten and James to develop a conceptual model that identifies the competencies leaders need at each level to effectively lead in a crisis (See Figure 1).

The conceptual model developed by Wooten and James (2008) addresses the competencies in each of the five stages of crisis. Stage 1 of signal detection has two competencies, sense-making, and perspective taking; Stage 2 is prevention and preparation and has the competencies of issues selling, organization agility, and creativity; Stage 3 of containment and damage control has the competencies of decision-making, communicating, and risk-taking; Stage 4 of business recovery has the competency of promoting organizational agility and acting with integrity; and Stage 5 of learning and reflection has the competencies of learning and reflection, acting with integrity, and learning orientation.

Competency Models

This study focused on the last two stages of crisis, business recovery and learning and reflection, of the competency model (See Figure 1). These two phases are considered postcrisis phases. Competency models are typically based on academic competency or operational competency, both of which have come under criticism (Talbot, 2004). There is not agreement in the literature on the use of competency models.

A critique of competency models is expressed by Patching (2012) and Hollenbeck, McCall, and Silzer (2006) who contended that competency models create the idea that leaders must copy others or that the models are a return to the “great person” view of leadership. Hollenbeck et al. (2006) contended that there are four underlying assumptions of leadership competency models:

- A single set of characteristics adequately describes effective leaders;
- Characteristics are independent of the others and of the context;

- Senior management usually blesses competencies and sometimes even helps generate them; they are the most effective way to think about leader behavior;
- Human resource systems are based on competencies; these systems work effectively. (p. 399)

Additionally, Hollenbeck et al. (2006) contended that the model is helpful as they summarize the experience of the leader, specify a range of advantageous leadership behaviors, serve as a self-development tool, and outline an effective framework that allows for the selection, development, and understanding of leadership effectiveness whereas Patching (2012) contended that a competency model will act more as a hindrance as they only copy existing leaders. Patching (2012) asserted that organizations should abandon the competency models in favor of having leaders develop their self-awareness. Patching argued that true leadership development is individually centered and to truly help leaders develop, the leader needs to stop being taught and learn to develop leadership capacity by “building a leadership strategy upon the firm foundations of the person a leader truly is” (p. 164).

Competency models were supported by Kin, Kareem, Nordin, and Bing (2015) who confirmed that leadership is discussed in term of competencies and cited the work of Cairns in 2000 that pointed out the leadership competencies, knowledge, skills, abilities, and traits leaders must possess to be competent leaders. Furthermore, Intagliata, Ulrich, and Smallwood (2000) claimed that leaders can become better by gaining knowledge, skills, and abilities and what competencies are needed for the planning of training, assessment, and certification of professionals. Finally, Intagliata et al. (2000) asserted

that leadership competencies are used as the baseline for determining the leadership development opportunities needed for a leader.

Both Kin et al. (2015) and Intagliata et al. (2000) agreed that competency models are useful as self-development tools and that integrity is a key element. Wooten and James (2008) supported the use of competency models. As both researchers and practitioners in the human resource development field, they claimed the models are necessary for leadership development; furthermore, their model has integrity as a competency. Whereas Hollenbeck et al. (2006) pointed out in their assumptions that human resource systems are based on competencies and that these systems work effectively, Patching (2012) asserted that the most important quality of a leader is integrity because leadership is not about a role, but the individual. Therefore, the competency model developed is sufficient as it is a development tool for crisis leaders and has as a component the element of integrity.

Wooten and James (2008) identified that little research has been conducted to systematically identify crisis leadership competencies needed in effective crisis management. Their conceptual model identifies the various competencies needed in the five phases of crisis. What is lacking in their model is the individual leader's skills or attributes required by the leader to develop those competencies. As an example, if the leader lacks a growth mindset or a desire to improve, then the leader may lack a learning orientation.

Identify Leadership Competencies in the Postcrisis Phases

The leadership competency identified by Wooten and James (2008), in Phase 4 business recover, is *promoting organizational resilience*. Postcrisis organizational

leaders have the opportunity to develop resilience within their organizations, often referred to as business continuity; the premise is that organizations both survive and continue operations postcrisis (Annarelli & Noninob, 2016; Paton, 2009; Rodríguez-Sánchez & Perea, 2015; Sawalha, 2015). Going beyond simple survival and restoration of operations is the idea that an organization can emerge postcrisis even stronger than it had been before the crisis occurred (Antonacopoulou & Sheaffer, 2014; Chen, 2016; Mitroff & Anagnos, 2001).

Wooten and James (2008), in Stage 5 learning and reflection, identified the leadership competencies of *learning orientation*, which is made up of both acting with integrity and learning orientation. Postcrisis organizational leaders can *act with integrity*, the third competency identified, in the decision they make moving forward. Integrity is a rather large subject, and the literature is filled with definitions from the field of psychology, ethics, leadership, religion, and philosophy.

A single working definition can be found by reviewing the work of Caelleigh (2003) citing the 1996 work of Stephen Cater who contended that integrity requires three elements: “discerning right and wrong; to act on that discernment by choosing right over wrong, even at a cost to oneself; and to say openly that the action is based on an understanding of right and wrong” (p. 225). Audi and Murphy (2006) illustrated that integrity is mentioned in the mission statement of 20% of the companies they surveyed and is the most frequently mentioned value in a company’s mission statement. Integrity is often viewed as a value and is described as doing the right thing (Caelleigh, 2003; Koehn, 2005; Monga, 2016).

Organizational leaders leading postcrisis have the opportunity to promote a learning orientation, thus creating a learning organization. Learning orientation is a set of values that influence organizational mental models, promote learning, impact information acquisition, dissemination, and interpretation in such a way that it increases both individual and organizational effectiveness by learning (Argyris, 1995; Jyoti & Dev, 2015; Main, Rauf, & Sarwar, 1991; Senge, 2006). Learning orientation relates to the development of competencies as described by Coad and Berry (1998) who purported that a person with a learning orientation is concerned with increasing his or her competence. At its basic level, a learning orientation is the development of new knowledge to influence behavior (Paparoidamis, 2005). Prior research showed a consensus on the three traits associated to having a learning orientation; they are a commitment to learning, a shared vision, and open-mindedness (Özsahin, Zehir, & Acar, 2011; Paparoidamis, 2005).

Statement of the Research Problem

What is lacking are the identified leadership skills of an organizational leader to lead in a postcrisis environment. Previous research by Brownlee-Turgeon (2017) identified the leadership skills in a precrisis situation. Hadley, Pittinsky, Sommer, and Zhu (2009) identified the leadership skills involving a leader's ability to assess information and make decisions in a crisis. There remains a gap in knowing what the leadership skills of a postcrisis leader are. The current study identifies the leadership skills needed by organizational leaders in the competencies required to lead in a postcrisis organization, purported Wooten and James (2008).

The conceptual model developed by Wooten and James (2008) is based on an archival qualitative study using purposeful sampling. Their study reviewed 20 cases in-depth, involving a variety of crises such as accidents, scandals, product-safety and health incidents, and employee-centered crisis (Wooten & James, 2008). Utilizing data from the Institute of Crisis Management from 2000-2006, Wooten and James (2008) analyzed the competencies necessary for crisis leaders as identified by the archives of previous crisis.

Organizational leaders play a pivotal role in postcrisis activities of business recovery and learning and reflection (Mitroff, 2005; Mitroff & Anagnos, 2001). While there is abundant research in the actions of leaders who lead in a crisis, there is limited research regarding the leadership competencies required postcrisis (James & Wooten, 2012; Mitroff, 2005; Wang & Hutchins, 2010). The research and theory surrounding effective crisis leadership characteristics is not based on solid research, and theory and is more opinion and anecdotal (DuBrin, 2013).

There remains a gap in what individual leadership skills (attributes or traits) are required of the organizational leader regarding the competencies of promoting organizational resiliency, acting with integrity, and possessing a learning orientation in a postcrisis context. Identification of such leadership skills will allow individuals and organizations to have personal and professional developmental programs in place to develop the competencies needed to lead effectively in a postcrisis organization. Perhaps James and Wooten (2010) said it best when they asserted that the development of these competencies “will serve the organization well before, during, and after a crisis” (p. 65).

Purpose Statement

The purpose of this Delphi study was to identify the leadership skills needed to promote organizational resilience, to act with integrity, and to possess a learning orientation of organizational leaders in the postcrisis phase.

Research Questions

1. What are the leadership skills needed for leaders to promote organizational resilience in the postcrisis phase?
2. What are the leadership skills needed for leaders to act with integrity in the postcrisis phase?
3. What are the leadership skills needed for leaders to possess a learning orientation in the postcrisis phase?

Significance of the Problem

A crisis has the potential to be a turning point for an organization allowing organizational leaders the ability to bring about substantial change and for the organization to be better off postcrisis than it was precrisis (Brockner & James, 2008). Unfortunately, most organizations are not prepared to manage a crisis (Wang, 2008). Also, organizational leaders have a tendency to end crisis management activities prematurely and simply return to normal operations (Wooten & James, 2008). However, organizational leaders who possess the competencies identified by Wooten and James (2008) in the postcrisis phases of business recovery and learning and reflection are poised to take advantage of a crisis, lead through it effectively, and implement substantial change (Wang, 2008).

The competencies to lead postcrisis are promoting organizational resilience, acting with integrity, and a learning orientation (Wooten & James, 2008). Not all leaders naturally possess these competencies; therefore, there is a need to identify the traits that support a leader possessing those competencies so that leadership development measures can be developed to support their learning (Wang, 2008). Human resources professions need to have the ability to possess the knowledge of the nature of crisis and its impact on both individuals and organizations so that they can identify and design effective development interventions and training (James & Wooten, 2010; Wang, 2008; Wooten & James, 2008). The purpose of this study is to add to that knowledge.

Implementing leadership development specific to the competencies of leading in crisis requires the identification of the specific traits for each competency (James & Wooten, 2010). It is these specific traits that can be taught to organizational leaders to develop their competency of leading in a crisis. An organization can also use their hiring or leadership development programs to identify individuals who possess such desired traits. Having leaders who can effectively lead and learn from crises allows for organizations to take advantage of a crisis and to emerge from it a stronger more resilient organization (Wang, 2008).

From a research perspective, identifying the traits to develop the competencies required postcrisis allows for the future development of an instrument to measure a leader's competency to lead postcrisis. Development of such an instrument would allow organizations and individuals to measure the level of competency to lead postcrisis. From a practitioner's perspective; there are several areas of benefit. Human resource professionals can use the traits to identify potential postcrisis leaders in their succession

planning efforts. Furthermore, human resource professionals can develop leadership development programs that develop this skill and close any gaps. Lastly, in the field of crisis leadership, educators and practitioners of emergency management can adjust their curriculum and training programs to develop the competencies needed for future business leaders and emergency managers to lead effectively in postcrisis activities.

Definitions

Attributes. As a noun, a quality, character, or characteristic ascribed to someone. As a verb, a means to explain something by indicating a cause (Intagliata et al., 2000).

Change management. Is a structured approach transitioning individuals, teams, and organizations from their current state to a desired future state to achieve an organization's objectives (Ivancevich, Konopaske, & Matteson, 2011).

Competence. An ability made up of skills, knowledge, and attributes that support its underlying intent about effective performance in job and task completion (Buker & Schell-Straub, 2017; Hines, Gary, Daheim, & van der Laan, 2017).

Competency. An individual characteristic that distinguishes superior average performance (Hines et al., 2017).

Competency model. Seek to describe the skills, knowledge, and attributes associated with work performance that fit the role (Buker & Schell-Straub, 2017; Hines et al., 2017).

Crisis. Is an extreme event that threatens the existence of an organization and has the potential to cause injuries, deaths, financial loss, or damage to an organization's reputation (Mitroff, 2005).

Crisis communication. The effort taken by an organization to communicate with the public and their identified stockholders when an unexpected event occurs that poses a potential negative impact on the organization's reputation (Coombs, 2012).

Crisis leadership. Crisis leadership is when an organizational leader leads member of the organization "through a sudden and largely unanticipated, intensely negative, and emotionally drained circumstance" (DuBrin, 2013, p. 3).

Crisis management. Is the implementation of strategies for preparing for and handling a crisis that utilizes the application of public relation strategies and tactics to either prevent or modify the impact of the events on an organization, thus minimizing damage to the reputation of the organization, stakeholders, and industry (Fink, 1986; Mitroff, 2004).

Crisis management model. Crisis management model refers to the five-phases crisis model developed by Mitroff (1988) that contains the phases of signal detection, preparation and prevention, damage control and containment, business recovery, and learning and reflection.

Integrity. Is being loyal to a set of principles such as being honest, trustworthy, and doing the right thing and practicing such principles openly (DuBrin, 2013).

Job performance. Is the effectiveness with which employees perform activities and tasks that contribute to the organization (Redmond, 2013).

Learning orientation. Is a person's disposition to acquire knowledge as a personal strategy to problem solve (Kareem, 2016; Senge, 2006).

Organizational resilience. Is the ability of an organization to change and adapt in order to handle challenges and issues by being pliable, elastic, and flexible in order for an

organization to avoid failure and obtain success after adversity (Leflar & Siegel, 2013; Spake & Thompson, 2010).

Skill. Is the ability to use one's knowledge effectively and immediately in execution or performance or a learned power of doing something competently such as a developed aptitude or ability (Buker & Schell-Straub, 2017).

Delimitations

This study was limited to crisis leadership experts who are educators in crisis leadership and organizational leadership, emergency management practitioners, and organization leaders who have dealt with an organizational crisis. Each panel member must have had 10 years of work experience and possess a master's degree or advanced certificate in his or her field. The leadership skills to be identified are based solely on the leadership competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation.

Organization of the Study

This research is presented in five chapters. Chapter I was an overview and introduction to the study of competencies for postcrisis leaders. Chapter II is a review of the literature pertinent to the nature of crisis, crisis management models, and the competencies of a leader postcrisis. Chapter III describes the methodology used for this study. Chapter IV presents the data analysis and key findings. Chapter V is a summary of the study along with the conclusions, suggestions for future research, and recommendations for application of postcrisis leadership attributes.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter focuses on the literature in the following areas: crisis, crisis management, crisis communications, crisis leadership, competency models, and the crisis leadership competencies of promoting organization resiliency, acting with integrity, and possessing a learning orientation.

The first section of the literature review covers the nature of crisis, the opportunity to view crisis as an opportunity for an organization, and the role of organizational crisis communications and crisis management. The second section of the literature review is composed of the exploration of crisis management models, organizational crisis leadership, the role of the organizational crisis leader, previous research on organizational crisis leaders, and examples of crisis leadership. The third section contains the competencies of a leader in a crisis, the role of competencies models, their history, their progression, and critique of the competency models.

The postcrisis leadership competencies of promoting organization resiliency, acting with integrity, and possessing a learning orientation, as identified by Wooten and James (2008), are explored. A competency is a set of individual characteristics that identify superior performance and is made up of skills, knowledge, and attributes.

Effective crisis leadership skills are not based on theory and research, according to DuBrin (2013). This lack of theory and research presents a gap. This gap in the existing literature regarding the leadership skills required of a postcrisis organizational leader requires further study.

Nature of Crisis

Crises are continuing to increase, are no longer viewed as rare events, and are continuously present in both our reality, present, and future (Brownlee-Turgeon, 2017; DuBrin, 2013; Lalonde, 2007). According to Fink (1986), a crisis is a turning point and must include a risk of escalating in intensity, is subject to scrutiny, interferes with normal operations, jeopardizes a positive public image, and damages the bottom line of a company. A crisis is a critical point that implies a threat that can overwhelm an established system; by definition, it is an extreme event that threatens the existence of an organization and has the potential to cause injuries, deaths, financial loss, or damage to an organization's reputation (Mitroff, 2005). A crisis threatens the core values and life-sustaining systems of an organization (Bion & Hart, 2007). A crisis places the very existence of an organization on the line by threatening its reputation and viability (Pearson & Mitroff, 1993). Moreover, there is an element of urgency in a crisis as there is a need to exercise timely decision-making and a need to address the urgent problem immediately (Barton, 2008; Blythe, 2014; Luecke, 2004).

Impact of Crisis on Organizations

Organizations are not in the business of dealing with crisis, claimed Jaques (2012). The logic behind this statement is supported by the work of James and Wooten (2005) who asserted that organizations exist for a variety of reasons such as manufacturing a product, providing services, and creating value, not for managing crisis. Lando (2014) contended that a crisis can and will happen to any organization at any place and time. Moreover, while organizations realize they are not immune to crisis, they often find themselves unprepared when they are in one, wrote Smiar (1992).

Coombs (2012) provided insight into the types of organizational crises and offered no less than 97 potential cases studies involving organizational crisis throughout 13 years. Coombs's (2012) list of potential case studies of organizational crisis involved such incidents as an explosion and fire at the Morton International plant in Patterson, New Jersey in 1998, an improper team media training video in 2005 involving the San Francisco 49ers football organization, and an inappropriate promotional video in 2010 from Air New Zealand. Such a long list of a variety of organizational crises supports the work of Lando (2014).

Lando (2014) purported that a crisis can and will happen to any organization. The sex scandal involving Pennsylvania State University serves as an example of how crisis can impact an organization. Penn State had their public image diminished, experienced severe financial loss, and sustained damage to their customer confidence (Bataille & Cordova, 2014; Petroff, 2017).

Organizational Crisis

An organizational crisis can happen at any time to any organization, regardless of its location and whether it is private or public, large or small; a crisis is always looming on the horizon for an organization (Fink, 1986). Organizational crisis can affect thousands if not millions of people and cost billions of dollars in damage or lost revenue. Organizational crisis can threaten the very existence of an organization (Mitroff, 2005). Moreover, an organizational crisis could be financial or informational, or it could cause destruction of property, be a human resource-related event, cause reputational or brand damage, or be caused by violent behavior (DuBrin, 2013).

Organizational Crisis as Opportunity—Driving Change Post Crisis

Kurt Lewin, in 1951, put forth a change management model of unfreezing, moving, and then refreezing (Anderson, 2015). In 1969, Richard Beckhard defined the emerging discipline of change management as an “effort that is planned, organizational wide, and managed from the top,” according to Anderson (2015, p. 2). The purpose of change management is to increase organization effectiveness and health by utilizing planned interventions in the organization’s processes (Beckhard, 1969).

Kotter (2007) put forth an eight-step model for creating change. The eight steps are: “a sense of urgency; form a powerful coalition; create a vision; communicating the vision; empowering others to act on the vision; planning for and creating short term wins; consolidating improvements and producing still more change; and institutionalizing new approaches,” according to Kotter (2007, p. 1). Regarding change management within an organization, a crisis is an opportunity to bring about a significant transformation that can alter the course of an organization according to Wang (2007).

Van Wart and Kapucu (2011) identified crisis management as a special type of change management. Characteristics of crisis as change management are the following: They are unexpected events, are largescale, have a condensed timeline, and constitute potential death or threat to the existence of the organization, according to Van Wart and Kapucu (2011). George (2009) used the phrase “never waste a good crisis” as a means to see crisis as an opportunity to bring about organizational change because the resistance to such change is lessened in a time of crisis (p. 12). Ackerman-Anderson and Anderson (2010) defined such a moment as a wake-up call, and while crises may come in many

forms if the leader is “conscious and open to learning and changing, they will deal with the wake-up call differently than if they are not” (p. 39).

Often, organizations are quick to want to return to normal business operations after a crisis (Jaques, 2010). This rapid return to normal often allows for missed opportunities in both learning and driving change (Blythe, 2014; Jaques, 2010). Jaques (2010) pointed out that the postcrisis period is an opportunity to change aspects of the organization and that the opportunity must be used to drive needed change.

Wang and Hutchins (2010) identified that crisis events often drive organizational change management activities. Change management involves a structured approach transitioning individuals, teams, and organizations from their current state to a desired future state (Ivancevich et al., 2011). Change management can be used to implement or fulfill an organization’s vision and/or mission, goal, or strategy, according to Anderson (2015). Change management is an organizational process with the goal of empowering employees to accept and embrace the desired change in their organization (Eisenberg, Goodall, & Trethewey, 2007).

Mikušová and Čopíková (2016) concluded that a crisis leader needs to know the methods and techniques associated with change management. Brockner and James (2008) contended that a crisis may be a means to bring about positive organizational change. An example of such positive change may be new systems or technology, according to Brockner and James (2008).

Wood (2013) warned that crisis-driven change is challenging to manage unless the organization is provided a clear and compelling vision forward from the leader. Crisis leaders and their organizations typically focus only on the containment phase of

crisis and fail to recognize the opportunity being presented to them (Jaques, 2012; Wooten & James, 2008). To begin to make an organization better from a crisis, the leader and the organization must pose a learning orientation, argued Coad and Berry (1998).

As is often the case, organizational leaders typically end crisis management activities as soon as the organization is back to normal (Wooten & James, 2008). However, a crisis event has the potential to be a catalyst to organizational change and redevelopment (Brockner & James, 2008; Imamaglu et al., 2013; Mitroff, 2005). According to Blythe (2014), organizational crisis leaders need to stop viewing a crisis as a threat because such a mindset triggers damage control resulting in a zero-damage outcome and leads to a single focus on specific operational, ethical, and legal actions of crisis.

Blythe (2014) went further and purported a threat-centered mindset ignores the opportunity, and it is the responsibility of senior leaders to conceptualize crisis as a business issue aligned with the strategies and core values of the organization. Senior organizational leaders need to view crisis as directly linked to the core values of the company such as damage to the relationship with key stakeholders, including customers, suppliers, distributors, investors, employees, communities, the media, and governmental regulators, according to Blythe (2014). The argument put forth by Blythe is similar to previous modes put forth by Fink (1986) and Coombs (2012) regarding crisis communications.

The work of Brockner and James (2008) supports statements of Blythe that a threat-centered mindset ignores crisis as an opportunity. Their work calls for

organizational leaders, particularly those leading in a crisis, to see the crisis as an opportunity and to overcome their instincts to see a crisis as a threat to reputation and their ability to lead. As is often the case, an executive views crisis as a failure; therefore, the executive needs to make the transition from perceiving a crisis as a threat to perceiving a crisis as an opportunity, purported the researchers.

By being able to turn crisis into opportunity, the organization can become resilient and can move onto the outcome of organizational evolvability, according to Kantur and ArzuIseri-Say (2012). The opportunity to capitalize on a crisis to bring about transformational organizational change should not be overlooked as it would be a missed opportunity, wrote DuBrin (2013).

By participating in such postcrisis activities, the leader fosters an organizational culture that promotes innovative thinking and creative problem-solving regarding crisis management, and organizational resiliency is also created within the organization (Wooten & James, 2008). The idea of seeing postcrisis as an opportunity to develop an organizational culture involving organizational change is taken a step further by Seville (2017). People within an organization need to be aware of the areas that need change, stated Seville (2017), so when a crisis occurs, they are ready to make those changes because the crisis presents a window of opportunity for change to occur.

An example of an organization seizing the opportunity postcrisis is the work of Tulane University. According to Reingold (2006), Tulane University President Cowen said, “out of every disaster comes an opportunity. We might as well take the opportunity to reinvent ourselves” (para. 7). The crisis allowed Cowen to enact a postcrisis plan that was previously prepared and subsequently changed how the university operated

academically (Fogg, 2007; Reingold, 2006; Selingo, 2018). Subsequently, the crisis provided Tulane University the opportunity to address the social issues facing the community of New Orleans and the region being a beacon for social awareness efforts and thereby adding much-needed revenue streams for the university, according to Cowen (2009) and Selingo (2018).

Organizational Crisis Communications

The foundation of organizational crisis inquiry is rooted in the research fields of crisis management and crisis communication, according to Gilstrap, Gilstrap, Holderby, and Valera (2016). Such a statement is supported by Antonacopoulou and Sheaffer (2014) who asserted that crisis communication is one of the components of a comprehensive crisis management process. Therefore, it is worth exploring the foundation of crisis management and crisis communication starting first with crisis communication.

Crisis communication was defined by Coombs (2012) as “the effort taken by an organization to communicate with the public and their identified stockholders when an unexpected event occurs posing a potential negative impact on the organization’s reputation” (p. 168). The origins of the modern history of organizational crisis communication can be found in the Three Mile Island near-nuclear meltdown in 1979 (DuBrin, 2013; Mitroff, 2004). The reason the event was deemed a communications crisis was due to the barrage of conflicting information from multiple sources (Fink, 1986). Because the crisis caused widespread fear and panic in society, the event caused a lack of public trust in both the use of nuclear power and in the agencies that managed the industry (Fink, 1986). The near miss of a nuclear melt-down caused reputational

damage, and since an organization's reputation is typically the responsibility of an organization's public affairs unit, the field of crisis communication became a discipline for the public affairs field according to Ulmer, Sellnow, and Seeger (2007) and Hagan (2011).

The credit for starting the field of crisis communication often goes to former Johnson & Johnson Chairman and Chief Executive Officer James E. Burke (Fink, 1986; Pearson & Mitroff, 1993). Barton (2008) provided an example of the role Burke played in the crisis from Fox News anchorperson Neil Cavuto: "Burke was everywhere, talking to everyone. Far from trying to bury a crisis, he was on top of the crisis" (p. 232). Johnson & Johnson based their successful managing of the crisis on their strong corporate culture, credo, and values of customers before profits according to Fink (1986) and later by Mitroff and Anagnos (2001).

In more detail, Fink (1986) identified four core responsibilities known as the Johnson & Johnson Credo: responsibility to the customer, responsibility to the employees, responsibility to the community they serve, and responsibility to the stockholder. Classifying a corporation's responsibility hierarchy is supported by former General Electric Chief Executive Officer Jack Welch who identified the top continuances as the employees, the customers, a company's products while the shareholders' value is a result of a strategy, according to George (2009). For Johnson & Johnson, following their credo as their guide in the decision-making process allowed them to avoid reputational damage in a time of crisis and with that, the field of crisis communications was launched according to Fink (1986).

Coldwell et al. (2012), in their research involving reputational crisis for organizations, used both a qualitative historical case study analysis and qualitative time series research design to conclude that the steps taken by responsible leadership in response to a crisis will reduce the effects of instability and allow for a more stable state to return quickly. Coldwell et al. (2012) pointed out that the steps taken by Johnson & Johnson developed a model of how a company should react to crisis, thus creating a model of crisis communications. According to Coldwell et al. (2012), the crisis communications model consists of “early disclosure; acceptance of responsibility; disclosing information openly to the media; selecting governance leadership to handle the event; rebuilding confidence; restructuring for credibility; demonstrating social concern, and apologizing for the crisis” (p. 139). An example of an organizational crisis communication in action was provided by Coombs (2012).

In 1985, E. F. Hutton officials pleaded guilty to 2,000 counts of fraud resulting in a \$2 million fine; furthermore, an internal investigation was conducted resulting in the firing of 14 executives and reforms put in place to prevent a future crisis (Coombs, 2012; Purdy, 2005). The newsworthiness of the story was gone and the media quickly lost interest in the story, according to Coombs (2012), because the “penalties had been paid, guilt admitted, the why question answered, and E. F. Hutton was working to prevent a repeat of the crisis” (p. 177).

Ninety percent of crisis response is communication related according to Reynolds (2007). The value of crisis communication cannot be understated according to Hagan (2011) who asserted that how an organization reacts to a crisis impacts how soon it can recover from the crisis. This sentiment was echoed by Coldwell et al. (2012) who

postulated that the actions taken by an organization to address instability will reduce impact and allow for a more stable state to emerge more rapidly. Furthermore, Hagan (2011) contended it is the organizational leader who is responsible for both strategic relationships with key stakeholders and the management of an organizations reputation.

In describing the role of a crisis leader, Farmer and Tvedt (2005), in an article examining the successful leadership example of a university president to lead in a crisis, contended it is the chief executive officer who sets the example of how an organization will engage with its stakeholders. To achieve success in leading in a crisis, Schoenberg (2005) contended that it is the organizational leader who needs to master the art of communication with key stakeholders. Holmes (2009) identified the ability of a leader to maintain communications with organizational stakeholders as one of the seven principles of crisis leadership. Moreover, Barton (2008) contended an essential responsibility of a crisis leader is to create and maintain credibility with an organization's stakeholders.

The actions of the organization are directly impacted by the role of the leader (Blythe, 2014). The importance of the leader's actions in a time of crisis cannot be understated according to Seville (2017). In most cases, it is the actions or inactions of leaders that become the crisis for the organization, not the event itself, according to Hagan (2011).

Organizational Crisis Management

Crisis management is defined as the implementation of strategies for preparing for and handling a crisis that utilizes the application of public relation strategies and practices to prevent or change the effect of the crisis on the organization allowing for a mitigation of damage to the reputation of the organization, stakeholders, and industry (Coombs,

2012; Gainey, 2009). Crisis management emerged as a field of study in the late 1970s (Bonvillian, 2013; DuBrin, 2013). With incidents such as the Watergate scandal, a near miss nuclear reactor melt-down at Three-Mile Island in 1979, the Johnson & Johnson Tylenol poisonings in 1982, and the Union Carbide gas tragedy in Bhopal, India in 1984, the field of crisis management was becoming a science according to Fink (1986) and supported by the work of Bonvillian (2013) and DuBrin (2013).

An organizational crisis has the ability to cripple if not destroy an organization; therefore, crisis management activities are extremely valuable as purported by Antonacopoulou and Sheaffer (2014) and supported by Hutson and Johnson (2016). Crisis management is a vast field of knowledge and is multidimensional (Mitroff, 2005). The fields of crisis communications, risk management, and business continuity are all parts of a comprehensive crisis management process according to Antonacopoulou and Sheaffer (2014).

The fields of business continuity and risk management are worthy of their own literature reviews; however, for the purpose of this study the literature reviewed is limited to the overarching field of crisis management. In the end, the fields of risk management and business continuity are more operational and put into action the operational functions required to respond to an organizational crisis (Kildow, 2011; Paton, 2009). According to Pearson and Mitroff (1993), crisis management's purpose then is to prepare an organization to "think creatively about the unthinkable so that the best possible decisions will be made in the time of crisis" (p. 59).

Crisis management is the process of planning for a crisis in an attempt to remove the element of risk and uncertainty thus allowing for more control over the outcome

(Fink, 1986). Crisis management has origins in the field of public relations and the media and managing the brand of an organization (Fink, 1986). Crisis management is the fluid and dynamic decision-making of the organization to adequately prepare for, respond to, recover from, and learn from crisis (DuBrin, 2013). Moreover, if done correctly, a crisis can be an opportunity

The use of the terms crisis management and crisis leadership in the literature is problematic. As with any two terms, the distinctive meaning of the two by various authors and scholars can be profound. As an example, crisis management is defined as being reactive whereas crisis leadership is defined as proactive (Mitroff, 2004).

Crisis Management Models

The review of the literature shows a variety of crisis management models (see Table 1). In its basic form, a crisis management model exists to provide a framework for preparing for, responding to, and drawing lessons from a crisis according to research conducted by the Organisation for Economic Co-operation and Development (Baubion, 2013). A crisis management model, also referred to as a phases dimension, as described by Mitroff (1994), “has to deal not only with how crisis unfold over time but with the distinct, identifiable mechanisms that accompany each of the different phases” (p. 105). According to Heller (2012), a crisis model allows an organization to manage a crisis while still managing its day-to-day operations. Furthermore, a crisis model creates an early detection system, and it is this warning system that could prove most valuable to an organization as it allows for prevention or at least mitigation activities to occur according to Heller (2012). While the five-stage model developed by Mitroff (1994) serves as the

model for the research conducted by Wooten and James (2008), a review of others models is worth an examination.

Table 1

Crisis Management Models

Fink	Mitroff	Coombs	FEMA
Prodromal	Signal detection	Precrisis	Mitigation
Crisis breakout	Probing and prevention	Crisis	Preparedness
Chronic	Damage containment	Postcrisis	Response
Resolution	Recovery Learning		Recovery

The incident command system, a four-phase model, and a three-phase model are worth review. The similarity between all the models is that they are segmented. The Incident Command System, a modification of the Fire Scope program, developed in the 1970s in California to manage multi-agency firefighting operations (Cote, 2004). The four-phase model consists of prevention/mitigation, preparedness, response, and recovery and is the model selected for use in the field of emergency management. The four-stage crisis model is more for operational functions as compared to strategic functions (DuBrin, 2013). The four-phase crisis model is used by both the governmental and private sectors to achieve their emergency management functions and serves as the primary model used by the Federal Emergency Management Agency (Lindsay, 2012).

Fink (1986) developed a four-phase crisis model consisting of four distinct phases of the prodromal stage, the acute stage (crisis breakout), chronic stage, and the resolution stage. The prodromal stage crisis leaders attempt to identify a pending crisis according to the author. The following stage of acute is the time the triggering event happens and the

crisis and subsequent damage occur. Next is the chronic stage, which according to the author is the lasting impact of the crisis. Last, is the resolution stage, which is the stage in which the crisis is resolved and comes to an end according to Fink (1986). It should be noted that the research was based on crisis communications, which is the management of the reputation of an organization involving the media to the organization's stakeholders. Fink's model of crisis management, according to Heller (2012), provides for a systematic and orderly response to crisis situations for organizations to follow.

Coombs (2012) presented the three-phase crisis model of precrisis, crisis, and postcrisis. The rationale for the model, according to the researcher, is that the three-phase crisis model allows for the model to incorporate the other staged approaches used for crisis management. Subsequently, the three-phase model provides enough generality to allow for substages to be injected as needed for the required need, claimed the author. As with Fink, the work of Coombs (2012) is based on crisis communication.

The five-phase crisis model, used by Wooten and James (2008) to put forth their competence model, was developed by Mitroff (1994) who posited that in order for an organization to be prepared for a crisis, it must follow a deliberate path based on strategies of preparing for the event. In the wake of such incidents as the Branch Davidian shootout with the Federal Bureau of Investigation in Waco, Texas, the World Trade Center Bombing in New York in 1993, and corporate crises such as syringes in Pepsi and consumer deaths involving Jack-in-the-Box, Mitroff put forth a five-phase crisis model.

Mitroff (1994) admitted that while no crisis follows a distinct pattern, the process allows the organization to begin to think about the unthinkable. By thinking about the

unthinkable, the organization lessens the emotional trauma often associated with a crisis (Mitroff, 1994). Mitroff's five-phase crisis model identifies the mechanisms that tend to accompany each phase of the crisis.

The first phase presented by Mitroff (1994) was signal detection. Signal detection is the identification by the organization of the early warning signs often admitted by a crisis, and by recognizing the signals, the organization may take steps to avert the crisis, which is the best form of crisis management. The second phase is probing and prevention and involves reviewing an organization's manufacturing and production processes along with products and services for forces that can lead to a crisis; examples are unsafe products, chemical spills, or financial mismanagement. The third phase of the model is damage containment, which is responding to a crisis to limit its impact on the organization through escalating in intensity or spreading to other portions of the organization. The fourth phase is recovery and consists of business continuity measures to recover normal business functions, maintain current customers, and bring systems back online. The fifth and last phase is learning and calls for a no-fault review and critique of the organizational crisis to learn what was done well and what needs improvement, resulting in learning from the crisis so the organization can respond better in the next crisis.

While Mitroff (1994) was not alone in his development of crisis models, the model put forth includes four dimensions not previously mentioned in the literature: types, phases, systems, and stakeholders. The four primary dimensions, Mitroff (1994) said, derived from interviews from 500 senior executives in over 200 crisis-prone organizations, "emerges repeatedly in the cause, treatments, and prevention of most

major crises, or potential crises” (p. 104). The phase dimensions have to do with how crisis unfolded over time and the identifiable mechanisms that are in each phase according to Mitroff (1994). From that point, Wooten and James (2008) used Mitroff’s model to underscore the need for crisis leaders to possess certain competencies in each of the five phases of crisis.

Organizational Crisis Leadership

The role of a leader in a crisis is to lead an organization through a sudden, often unanticipated, largely negative, and emotionally impactful event according to DuBrin (2013). For the purpose of this literature review, the term leading through a crisis assumes the organizational leader is leading the organization through the entire crisis from beginning to end to include the postcrisis phases of recovery and learning. Walker, Earnhardt, Newcomer, Marion, and Tomlinson (2016) maintained that given the critical role of organizations’ leaders during crises, such as natural disasters, terrorist attacks, and global economic collapse, there is value in analyzing a leader’s response to crisis in order to further the understanding of crisis leadership. Even though an organizational leader may excel in leadership, many leaders frequently fail when leading in a crisis according to Blythe (2014).

The leadership qualities displayed during normal business operations are not necessarily the same leadership qualities required to lead an organization successfully through a crisis (Bonvillian, 2013; DuBrin, 2013). According to Klann (2003), an organizational leader should expect to lead during a crisis once in his or her career. Furthermore, a leader should realize his or her actions can reduce the probability of a

crisis occurring or reduce both the duration and the impact of a crisis by addressing the human element before, during, and after a crisis (Klann, 2003).

Moreover, organizational leaders need to lead through the challenges of a crisis using such leadership competencies as resiliency, sensemaking, critical decision-making, applying meaning, successful termination of the crisis, and learning from the crisis (Bion & Hart, 2007; James & Wooten, 2010; Wooten & James, 2008). Klann (2003) purported that effective crisis leaders exhibit the following characteristics: facing emotions, showing respect, making connections, being sincere, taking actions, maintaining a positive attitude, and being communicative. Rego and Garau (2008) emphasized the need for a crisis leader to enable a culture of empowerment and improvisation.

Furthermore, the crisis leader needs to allow for flexibility, initiative, and empowerment while setting clear objectives (Rego & Garau, 2008). Walker et al. (2016) conducted a qualitative phenomenological study involving the Economic Crisis of 2008 and determined that the actions of the leader during all three phases of the crisis had a significant impact on the organization successfully navigating the crisis. The ability of the organizational crisis leader to effectively communicate to both internal and external stakeholders is paramount to success according to Walker et al. (2016).

According to Smiar (1992), if the organizational leader does not possess the needed qualities and skills, then the leader needs to establish a core team to help him or her manage through a crisis. Blythe (2014) warned that organizational crisis management should not be delegated to a functional specialist, such as a legal expert or public relation specialist. Instead, an organization should pair these outside specialists with the leaders of the impacted operational areas to form a crisis management team led

by a crisis leader to manage the crisis effectively (Blythe, 2014). This sentiment was supported by Barton (2008), Kildow (2011), and Smith (2005).

Walker et al. (2016) also mentioned that crisis leaders are required to frequently make difficult decisions in an environment that consists of a multitude of factors that exacerbate the situation. Such factors are increased media pressure, organizational chaos, and inaccurate information according to the authors.

A Leader's Impact on Crisis Management

The results of various research studies lead to the firm understanding that the leader's actions or inactions during a crisis impact the course of the organizational crisis (Bonvillian, 2013; Walker et al., 2016). Weick, Sutcliffe, and Obstfeld (2005) stated that leaders are important when an organization faces a crisis and that the actions of the individual leader play a crucial role in navigating an organizational crisis. The reason is that leaders can reduce the effects of instability placed upon the organization by a crisis according to Coldwell et al. (2012). Bonvillian (2013) went even further and emphasized that properly applied strategy and the actions of an organizational leader will lead to a successful response to a crisis.

The expectation is that organizational leaders will be prepared for and act effectively in an organizational crisis (Bonvillian, 2013). The public expects organizational leaders to cope with organizational crisis and to do so correctly and efficiently (Deverell, 2010). The errors or irrational decisions made by organizational crisis leaders can increase the impact of the crisis on the organization according to Wang (2007).

An organizational crisis such as the fall of Lehman Brothers was due to the failure of the executives to recognize the changing conditions and inability to modify their preexisting perspective of the crisis (George, 2009; Kayes & Yoon, 2016). Another example was the Gulf Oil Spill in 2010, and the harsh criticism of Beyond Petroleum, formerly known as British Petroleum (BP), Chief Executive Officer Tony Hayward was due to his inability to effectively manage the crisis (Nelson & Reiersen, 2013).

Examples of such organizational leaders' impact are testaments to the role the organizational leader has in successful or unsuccessful crisis management implementation. The results from most studies on the topic of leading in a crisis lead to the firm conclusion that the leader's actions in crisis management activities and organizational crisis impact the outcomes (Combe & Carrington, 2015; DuBrin, 2013; Walker et al., 2016; Weick et al., 2005).

Previous Research on Organizational Crisis Leadership

Both practitioners and scholars have explored the topic of leading organizations through a crisis situation (Bonvillian, 2013). There is ample literature on the topic of the role of a leader in a crisis, and a leader's ability to successfully manage the containment and damage control phase of the crisis is well documented (James & Wooten, 2010). One such example is the work of Rego and Garau (2008) who wrote about the leadership during crisis and their role in effectively leading before and during a crisis. Rego and Garau (2008) convened a forum with both formal and emergent leaders who played pivotal roles in Hurricane Katrina. The gathering of these crisis leaders allowed for a facilitated conversation between the crisis leaders with discussants in disaster, terrorism, public health, and leadership (Rego & Garau, 2008). The result of their work led Rego

and Garau (2008) to conclude that when an extraordinary crisis occurs and formal systems are overwhelmed, new leaders emerge to step into the void, and these new leaders are willing to work collectively to improvise a response. The question posed by their research is how can we enhance more inclusive and adaptive leadership capacity in others, organizations, and communities (Rego & Garau, 2008).

Klann (2003) purported that effective crisis leaders exhibit the following characteristics: facing emotions, showing respect, making connections, being sincere, taking actions, maintaining a positive attitude, and being communicative. Rego and Garau (2008) emphasized the need for a crisis leader to create a culture of empowerment. Furthermore, the crisis leader needs promote adaptability, flexibility, and initiative (Rego & Garau, 2008).

The role of leadership in a crisis was explored in detail by Heller (2012). In his case analysis of the Beyond Petroleum Gulf Oil Spill, Heller emphasized that effective organizational crisis management can only occur through the development and implementation of meaningful leadership strategies such as the crisis leader's ability to perceive, influence, guide, and provide direction in the course of action to respond to the crisis. Supporting the strategies put forth by Heller (2012) is the work of Marcus and McNulty (2010) who stated the responsibility of the leader in a crisis is to help people focus their attention to allow for the fulfillment of their responsibilities. Marcus and McNulty (2010) conducted their research by observing firsthand the leadership of the response to the Gulf Oil Spill in 2010 and their respective command centers.

While these may seem like normal leadership activities, Marcus and McNulty (2010) pointed out that the ability of the leader to exercise this influence during a crisis is

a critical function. According to Marcus and McNulty (2010), leading in a crisis becomes difficult because a crisis is, “an unprecedented event that is difficult to control and predict, with many different stakeholders who are fully involved” (p. 10). For many leaders acting outside normal operations may be a nightmare, wrote Heller (2012). Therefore, a crisis leader must be able to move away from normal stable operations and embrace the skills needed to lead in working conditions that are highly changeable, interactive, and systemic (Heller, 2012). Steps taken by responsible leadership to respond to crisis will reduce instability brought on by such events, argued Coldwell et al. (2012).

Schoenberg (2005) put forth a crisis management model involving the skills of a leader to lead in a crisis. The model was developed by conducting an analysis of the current literature, a series of personal interviews with leading experts, and a survey of professional communications and input from visitors to his website, explained the author.

It should be noted that Schoenberg's (2005) research methodology was similar to that of Wooten and James (2008), on which this study is based, and no quantitative instrument was developed to measure a leader's ability to lead in the postcrisis stages of recovery and learning and reflection. The leadership skills in Schoenberg's (2005) crisis leadership model include “integrity, intelligence, passion, charisma, organized, analytical, vision, and courage” (p. 15).

Moving past the response phase, Schoenberg (2005) argued that the value of the leader in the immediate aftermath of the crisis trumps any preparation taken by the organization to deal with crisis. In the postcrisis phase, the leader must be willing to see the crisis as an opportunity to strengthen the organization and make a significant

organizational change, asserted George (2009). Wooten and James (2008) went even further and put forth the leadership competencies an organizational leader should possess to lead an organization postcrisis. Wooten and James (2008), using the five-phases crisis management model of Mitroff (1994), examined the competencies of a leader to lead in both the recovery and learning phases of a crisis. The recovery phase and the learning phase are postcrisis phases that occur after the damage and containment of the crisis, often called the response phase, has occurred (Mitroff, 1994).

Examples of Crisis Leadership

Schoenberg (2005) asserted that there is growing evidence that crisis management and leadership are closely intertwined and that the role of the leader in a crisis can have both a positive and negative impact. Examples include the relatively slow response to Hurricane Katrina by Mayor Nagin and his apparent absence from the city as the storm struck New Orleans (Drye, 2005; Lingan, 2015). In contrast, Mayor Giuliani played an active and present role in New York City during 9-11 when it appeared that the mayor was almost everywhere (Giuliani & Kurson, 2002). The crisis that impacted BP was more than an environmental one caused by the oil spill; it was also a reputational crisis for the oil giant (Belloff, 2010; Heller, 2012). The crisis was compounded by the relative lack of response by then CEO Hayward who disregarded the loss of 11 lives when he quipped, "I'd like my life back" when complaining about the impact the crisis had had on his routine (Winston, 2010, p. 2).

The leadership put forth by Tulane University President Cowen, to seize the opportunity in the middle of a crisis, allowed the university to become healthier and more resilient (Cowen, 2009; Selingo, 2018). In contrast, Penn State University President

Spanier along with his top deputies faced prison time for attempting to cover up a sex scandal to avoid a reputational crisis, which in turn created more damage (Chappell, 2012; Freeh Sporkin & Sullivan LLP, 2012).

United Airlines Chief Executive Officer Oscar Munoz created a crisis by responding to an event involving law enforcement activity on a United flight (Czarnecki, 2017). Munoz's disregard for the tone of his message and the lack of concern for the passenger caused a reputational crisis that led to almost a billion-dollar loss in market share in 24 hours (Petroff, 2017). His response was in contrast to the classic response to reputational management set by Johnson & Johnson Chairman and Chief Executive Officer James E. Burke who apologized for the crisis and quickly removed all Tylenol products from store shelves to regain public trust during a poison scare in the 1980s (Barton, 2008; Fink, 1986).

Competencies of a Crisis Leader

A competency is defined as an individual characteristics that distinguishes superior average performance (Hines et al., 2017). Competence is described as the ability made up of skills, knowledge, and attributes that support the underlying intent about effective performance in job and task completion (Buker & Schell-Straub, 2017; Hines et al., 2017). DuBrin (2013) asserted that the theory and research regarding what constitutes effective crisis leadership skills are based more on opinion and advice, presenting a gap in the literature and research regarding crisis leadership. However, what is available is promising as the theory and research available supports the opinions, advice, observations, and practice according to DuBrin (2013). The actions of a crisis leader to effectively manage a crisis can be identified as personal skills compared to

behavior, and it should be noted that the two work in concert together because traits tend to determine behavior (DuBrin, 2013). Examples of such are compassion and decisiveness; if a leader possesses those traits the leader in a crisis will act with both compassion and an ability to provide direction in a crisis (DuBrin, 2013).

Mikušová and Čopíková (2016) conducted a random sampling of 1,050 small-medium sized organizations to determine whether managers have an intuitive idea of what demands are required of a crisis leader. They concluded that crisis leadership competencies are derived from a general manager and are instinctively called upon in times of crisis. The authors cited the 2001 work of Vladimir Mika that stated both personal and functional competencies such as planning abilities, the capacity to evaluate, ability to realize goals and task, social leadership, and communication are identified as competencies. Moreover, the skills and abilities of a crisis leader can be broken down into managerial, social, and functional according to the researchers.

DuBrin (2013) identified the personal skills of an effective crisis leader to see the big picture, expresses sadness, and show compassion while the behaviors of an effective crisis leader are adaptability, flexibility, and resilience. Schoenberg (2005) presented a crisis leadership model that includes the personal skills and values of integrity, intelligence, passion, charisma, organized, analytical, vision, and courage. Schoenberg (2005) presented a crisis leadership model that included “information gathering, external conscience, preparation, and experience” (p. 2). Schoenberg's (2005) model is centered on the foundation of communication based on both authenticity and influence.

Wooten and James (2008) presented the competencies model that focuses on crisis leadership in each phase of crisis. Their work identified that the postcrisis leader

should possess the competencies of promoting organizational resilience and acting with integrity in the recovery phase and possessing a learning orientation in the learning phase (See Figure 2). The competencies put forth in their work go beyond managing communication and public relations in a crisis and build the foundation for trust, creating corporate mindset, identifying organizational vulnerabilities, making wise and rapid decisions, taking courageous actions, learning from a crisis to make change, and leading in a crisis according to Mikušová and Čopíková (2016).

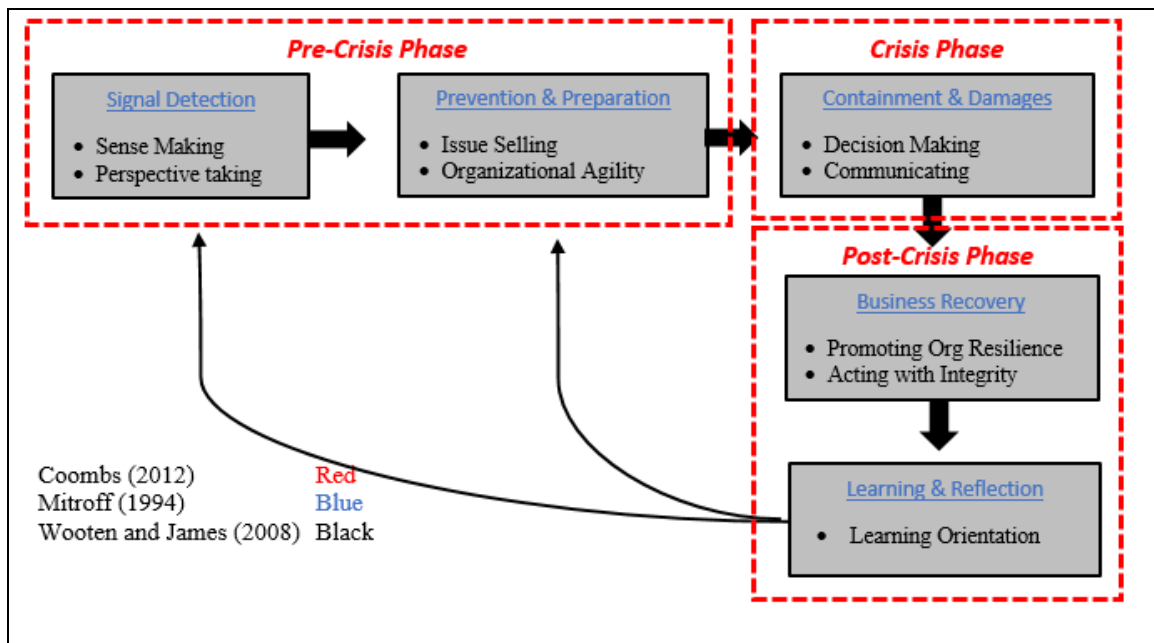


Figure 2. Mitroff's 5-phase crisis model, Wooten & James's competencies in crisis model, and Coombs's 3-phase crisis model.

Similar competencies were mentioned by Schoenberg (2005) who contended the skills of the organizational crisis leader should include, integrity, intelligence, passion, charisma, vision, analytical, strategic thinking, communication, persuasion, courage, and decisiveness. The purpose of having a competency model is that it allows for quick adaptation to new business strategies and effective change according to Serim,

Demirbag, and Yozgat (2014). Furthermore, it serves as a communications tool that translates the vision of the organization into behavioral terms that people both understand and can implement according to Serim et al. (2014).

Competency Models—Leadership Competencies

The use of the term competencies to describe how humans develop skills to adapt to the environment was first described by White (1959) while the use of competencies for individual development was put forth by McClelland (1973). Adding to the discussion of competencies was the work of Boyatzis (1982) who purported the use of competencies to develop managers. Since that time, the idea of developing competencies to improve a manager's ability to lead has reached the field of crisis leadership.

Wooten and James (2008) contended that crisis leadership requires a leader to possess a complex set of competencies to lead an organization through the five stages of crisis. Drawing from the 1997 research of Bolman and Deal on organizational theory, Wooten, James, and Parsons (2013) proposed that crisis leaders view their role from four distinct frames: design, political, human resource development, and cultural. The design frame consisting of viewing organizations and systems that are constructed to achieve goals for the organization of creating value for stakeholders is from the 1997 work by Nadler and Tushman, as cited by Wooten et al. (2013).

Wooten et al. (2013) claimed that the political frame allows the leaders to acknowledge the political behaviors within the organization, thus allowing leaders to understand the sources of power, the networks, various alliances, and influence within the organization. The human resource development frame developed by the researchers drew from the 2008 works of Hutchins and Wang, who purported that the policies and

practices that support, train, develop, and empower employees thus allow a crisis leader to facilitate the competencies needed to manage change, an example being the installation of a learning orientation of organizational members. Furthermore, they asserted the cultural frame allows for shared values, assumptions, and beliefs to bond the organizational members together in times of crisis allowing for direction and purpose while defining what is appreciated and rewarded. Lastly, the authors said it is the leader's role then to acknowledge and use the organization's identify and ideology to bring about stability brought on by the shock of a crisis.

Crisis leadership is about handling a crisis in a manner that allows the organization to be better off after a crisis than it was before, argue Wooten and James (2008). Moreover, by developing the competencies of a leader, there is an increased chance an organization will become more resilient following a crisis according to their research. Furthermore, the authors asserted that crisis leadership demands the integration of skills, abilities, and traits (competencies) to allow the leader to respond to and learn from crisis.

Theoretical Foundation of Competency and Competency Models

The theoretical foundations of competencies began with the work of White (1959) who defined competence. McClelland (1973) then expanded the work of White by discussing the need to measure competence. Boyatzis (1982) then built upon the work of McClelland by linking competencies to individual characteristics or skills of managers. The theoretical foundation put forth by these seminal authors sets the stage for today's discussion and use of competencies models (see Table 2 for the pillars of today's use of competency models).

Table 2

Pillars of Competency Models

Author	Competencies		
Boyatzis (1982)	Leadership	Human resources	Directing subordinate
	Focus on others	Specialized knowledge	Goal and action management
Serim et al. (2014)	Emotional	Social	Cognitive intelligence
Mikušová and Čopíková (2016)	Managerial	Social	Functional
Skorkova (2016)	Professional knowledge	Application of skills	Skills maturity
Harhai and Krueger (2016)	Foundational principles	Information resources	Research
	Information technology	References	Information organization
	Lifelong learning	Administration	
Muller-Frommeyer, Aymans, Bargmann, Kauffeld, and Herrmann (2017)	Professional and methodological	Social communicative	Personal competencies

The literature is consistent in the description of a competency model as a means to develop an assessment of a person's level of competence in performing a task based on identified standards (Campion et al., 2011; Redmond, 2013; Suhairom, Musta'amal, Amin, & Johari, 2014). Muller-Frommeyer, Aymans, Bargmann, Kauffeld, and Herrmann (2017) supported the definition of competency model put forth by Suhairom et al. (2014) as being the sum of all knowledge, skills, and proficiencies that a person can apply when dealing with a new or unexpected event.

Today, competency models are used by human resources, educational institutions, and various professional associations to identify the competencies desired of individuals

in their fields (Hines et al., 2017; Redmond, 2013; Suhairom et al., 2014). The competency model serves as a guideline for employees in their actions and their role in the organization while also informing management of employee's actions related to superior performance (Campion et al., 2011; Getha-Taylor, Hummert, Nalbandian, & Silvia, 2013; Harhai & Krueger, 2016; Suhairom et al., 2014).

Use of competency models to measure and develop competencies of the individual. The concept of competency models is the use of competencies to identify skills, knowledge, and abilities of a person to determine or measure performance (Epley, Ferrari, & Cochran, 2017; Hines et al., 2017). Competency models inspire authenticity and confidence (Hines et al., 2017). Liang, Howard, Leggat, and Bartram (2018) asserted that practitioners and academics agree that managerial competencies are valuable for monitoring and improving the performance of both managers and organizational leaders.

Skorkova (2016) went on to describe the concept of holistic managerial competence in a competency model as based on three pillars of professional knowledge, application of skills, and skills maturity. By utilizing the holistic approach, the organization avoids selecting leaders who are underqualified (Mikušová & Čopíková, 2016; Skorkova, 2016; Suhairom et al., 2014). Furthermore, the use of the holistic approach regarding development contributes to lifelong professional development and learning and can be identified into three areas of professional and methodological, social-communicative, and personal (Getha-Taylor et al., 2013; Harhai & Krueger, 2016; Muller-Frommeyer et al., 2017).

Development of competencies for the individual. The means typically applied to the development of desired competencies are a formal education in addition to

experience and cognitive development (Hines et al., 2017). Such a measure is a demonstration that competencies can be developed in adults according to Hines et al. (2017). The literature supports the use of competency models as they can be highly effective and are a compelling approach to developing professional capacity and performance (Getha-Taylor et al., 2013; Harhai & Krueger, 2016; Hines et al., 2017; Redmond, 2013).

Management competencies are identified using the following methods: online survey, focus groups discussions, interviews, and the role and scenario analysis according to Liang et al. (2018). Understanding that competencies are both observable and measurable indicates that competencies can then be assessed in an individual to determine performance, which is a key point of this study. Such an assessment of competency models goes back to the original work of Boyatzis (1982) who put forth his management competency models consisting of 21 types of characteristics.

Anticompetency Models

The literature is not all favorable for the use of competency models. Redmond (2013) contended that competency models are a source of tension for employees if there is management mistrust or the employees do not understand their place within the competency framework. Additionally, some employees struggle with continual development requirements and potential job changes and decreased career paths, which are characteristic of competency-based organizations (Redmond, 2013).

Patching (2012) contended that leadership competency models have the potential to harm leaders. Based on existing literature, the researcher insisted that a competency model will hamper individuals rather than develop them. The author maintained that by

following current models, leaders will only copy existing leaders rather than lead on their own.

According to Patching (2012), a competency model is nothing more than a blueprint and by following such a model, a leader is only developing his or her ability to follow. What is required is a need to approach leadership development at a personal level and to put the individual first, the author asserted. It starts by identifying, exploring, and unlocking the talents and then shaping those characteristics into an integrated whole according to the author.

The argument put forth by Patching (2012) is as follows:

Leadership development is not about creating an ideal and then trying to get people to act according to that ideal. It is about working with individuals, their beliefs and characters, and helping each of them to evolve his or her strategy for leading. (p. 164)

It is understood there are limits to competency models because competencies are dynamic; thus, no single competency model can specify the desired traits of a leader to be effective in a crisis (Vandaveer, Lowman, Pearlman, & Brannick, 2016).

Foundation of Competencies for Crisis Leaders

Blanchard (2005) called on academia to design educational programs to effectively develop core competencies in the next generation of crisis leaders. Blanchard (2005) identified the following skills and knowledge base as essential to crisis leaders: “an understanding of crisis framework and philosophy; leadership and team-building; management, networking and coordination; integrated emergency functions; crisis management functions; political, bureaucratic and social context; technical systems and

standards; social vulnerability reduction approaches; and experience” (p. 1). The competency model put forth by the author is broad and vague according to Wooten and James (2008).

Using the definition of competencies put forth by Boyatzis (1982), Wooten and James (2008) contended that leadership competencies are the knowledge, skills, or abilities that facilitate a leader’s ability to perform a task. The research conducted by Wooten and James (2008) identified the leadership competencies expected of a leader to effectively lead an organization in times of crises. Furthermore, their model is conceptual and is not operational, hence proving an opportunity for future research to add to the body of knowledge.

Theoretical Framework

James and Wooten (2010) conducted a qualitative archival research study to examine the leadership competencies for the five stages of crisis management put forth by Mitroff (1988). Their works analyzed a sample of business crisis and collected archival data regarding the management of each crisis. Using ethnographic content analysis, the researchers were able to compare the information between data and theory constantly. The process allowed for the identification of certain competencies initially missing in the various phases, one of which was organizational learning after the crisis. Based on their findings they were able to develop a conceptual model that identifies the competencies leaders need at each level to effectively lead in a crisis.

Wooten and James (2008) used Mitroff’s five-phase crisis model, which identifies the precrisis phases of signal detection and prevention and mitigating, the crisis phase of containment and damages, and the postcrisis phases of business recovery and learning

and reflection. Figure 2 is an overlay of Coombs's (2012) three-phases crisis model, Mitroff's (1994) five-phases crisis model, and Wooten and James's (2008) competencies in crisis.

The conceptual model developed by Wooten and James (2008) addresses the competencies in each of the five stages of crisis (See Figure 2). Stage 1 of signal detection has two competencies, sense-making and perspective taking; Stage 2 is prevention and preparation and has the competencies of issues selling, organization agility, and creativity; Stage 3 of containment and damage control has the competencies of decision-making, communicating, and risk-taking; Stage 4 of business recovery has the competency of promoting organizational resilience and acting with integrity; and Stage 5 of learning and reflection has the competency of learning orientation.

The last two phases of business recovery and learning and reflection and their respective competencies (promoting organizational resilience, acting with integrity, and possessing a learning orientation), as identified in Wooten and James (2008), are the subject of this research study. Brownlee-Turgeon (2017) developed an instrument to measure the competencies of a leader to lead in the precrisis stages. Moreover, Hadley et al. (2009) developed an instrument to measure a leader's competencies to lead in the response phases of the crisis. There remains a gap in the research as to a validated instrument to measure the leadership competencies of a leader to lead in the postcrisis phases. Therefore, the competencies of promoting organizational resilience, acting with integrity, and possessing a learning orientation are examined below.

Promoting organizational resilience. In the postcrisis phases of business recovery, Wooten and James (2008) identified promoting organizational resilience as a

leadership competency. Rodríguez-Sánchez and Perea (2015) pointed out that to best understand, respond to, and recover from a crisis, an organization must build resiliency. Kantur and ArzuIseri-Say (2012) maintained that unpredictable and chaotic environments propel organizations to become more resilient. In a postcrisis scenario, the organization is attempting to establish resilience, which according to Spake and Thompson (2010) is the act of an organization being pliable, elastic, and flexible in order to understand how an organization can avoid failure and obtain success after adversity. Leflar and Siegel (2013) wrote, “Resiliency is the ability of an organization to change and adapt in order to handle challenges and issues” (p. 12). The more capable an organization is to handle disruptive events such as crisis the more resilient they are (Leflar & Siegel, 2013). From an organizational perspective, resiliency is how people learn and adapt in a complex set of potential adversities, claimed Spake and Thompson (2010). Kantur and ArzuIseri-Say (2012) emphasized a crisis environment requires organizations to be flexible, adaptable, and creative to respond effectively to changing conditions.

Various schools of thought exist pertaining to resiliency in organizations. Annarelli and Noninob (2016); Chen (2016); Rodríguez-Sánchez and Perea (2015); and Sapeciay, Wilkinson, and Costello (2017) identified the first schools of thought as being that organizational resilience is the ability of the organization to manage the disruptions of normal operations and to retain a stable environment for the continuation of business goals. The other school of thought sees organizational resilience as more than the simple disruption and maintaining operations, but as emerging from the crisis stronger and more resourceful than prior to the crisis (Annarelli & Noninob, 2016; Chen, 2016; Rodríguez-Sánchez & Perea, 2015; Sapeciay et al., 2017).

Paton (2009) contended that for an organization to develop resiliency, three core elements must be present. The first is the safeguarding of existing management and information systems or the implementation of substitutes should the primary systems fail. The second requires crisis management systems and procedures that allow for the transition from normal operations to crisis operations quickly. The third element is the availability of staff to operate the systems needed to manage the crisis and to do so in a challenging environment.

According to Paton (2009), organizational resilience to crisis requires leaders to be able to conceptualize the capacity to manage disruptive events that have yet to occur yet pose a risk of widespread societal disruptions and devastation.. A central tenet of organizational resilience is trust, emphasized Seville (2017). It is this trust that allows for crisis leaders to impact the organizational culture, learning, and change needed to bring about resilience in the organizations they lead (Paton, 2009).

The benefits of organizational resiliency are described by Sapeciay et al. (2017) as contributing to creating a more resilient community. They use as an example the need for the construction industry in New Zealand to be more resilient to natural disasters and by doing so allow the industry to provide its services to communities facing major disruption. Should the construction industry not be resilient to an earthquake, its services would be delayed as the industry brought its operations back online, which would delay the recovery of the society as a whole, purported the researchers.

A means of developing organizational resilience is by following proved business continuity management principles, purported Sawalha (2015). By mitigating vulnerabilities, creating response plans, and developing a preparedness culture an

organization can become more resilient, stated Sawalha (2015). Citing the previous work of Mitroff (1988) and Pearson and Mitroff (1993), Sawalha (2015) pointed to the culture of the organization and the ability to create resiliency to disasters and crisis. In his research, Sawalha (2015) identified cultural factors that limited the ability of an organization to be resilient; two of them were a lack of organizational learning and a lack of professional leadership.

The role of the organizational leader in building organizational resilience is to develop a culture that allows for the building of both engagement and trust, claimed Van Gorder (2010). Pal, Torstensson, and Mattila (2014) pointed out that the aspects of culture, leadership, and vision within an organization have an impact on resilience. It is the combination of engagement and trust that allows for an organization to be both resilient and effectively operate in times of crisis (Van Gorder, 2010).

Bolton (2004) identified the leadership traits and actions needed to develop a culture of organizational resilience as compassion, honesty, and patience. Van Gorder (2010) listed the traits of a resilient organization as “transparency; honest; consistency; continuous reflection’ faith in leadership; organizational pride; continuous and real-time communication; accountability; compassionate leadership; stability; and engagement” (p. 26). Pal et al. (2014) identified three enablers to building organizational resilience: decision-making by top leadership, a collectiveness of sense-making, and employee wellbeing.

Pal et al. (2014) viewed the actions of the leader to build resilience as imperative, and they asserted that the leader should support the enhancement of the knowledge in both the individual and the organization as a whole. Wicks and Buck (2010) identified

the leadership traits and actions to develop organization resilience as exhibiting confidence, showing respect, having a sense of higher purpose, being enthusiastic, being thoughtful, showing creativity, being adaptable, and being able to reframe crisis as an opportunity. Kantur and ArzuIseri-Say (2012) supported the idea of reframing crisis as opportunity and stated that leadership in a crisis needs to be able to turn crisis into an opportunity at the individual and organizational level. Kantur and ArzuIseri-Say (2012) pointed out that the resiliency of individuals is expected to be a positive factor for organizations to develop their resiliency.

Acting with integrity. In the postcrisis phases of business recovery Wooten and James (2008) identified acting with integrity as a leadership competency. Wooten and James (2008) cited the 1990 work of Hayman, Skipper, and Tansey in stating that “personal integrity and the ability to engage in ethical decision making and behavior are the foundation for organizational integrity and trust” (p. 370). According to Kouzes and Posner (2012), honesty, which is used synonymously with integrity and character, is cited as the single most important leadership trait in decades-long studies. Audi and Murphy (2006) reported that in the world of business, integrity is the most commonly cited morally desirable trait, and the absence of integrity has been blamed for numerous offenses. Cannon (1993) recognized acting with integrity as the most valuable trait of an organization’s behavior. DuBrin (2013) defined integrity as being loyal to a set of principles and practicing such principles openly and listed being honest, trustworthy, and having integrity as the top leadership behaviors. Cooner, Tochterman, and Garrison-Wade (2004) identified acting with integrity, fairness, and in an ethical manner as a core

standard in educational leaders. Integrity is a moral virtue (Audi & Murphy, 2006; Calhoun, 1995; Koehn, 2005; Posner, 2001).

Integrity is at the core of any sound business, asserted Koehn (2005). Treviño-Rodríguez (2007) proclaimed that integrity has a direct impact on organizational action and the decisions made. Moreover, trust and integrity need to be well established before a crisis occurs (Bataille & Cordova, 2014; Coombs, 2012; Stafford, 2014).

Wooten and James (2008) related the integrity of the leader with trust. In the recovery stage of a crisis, it is crucial to regain the trust of the stakeholders, emphasized Wooten and James (2008), “and the leader’s ability to act with integrity is an important mechanism for rebuilding that trust” (p. 370). Trust is the respect and confidence earned from doing the right thing as a matter of principle, not when it is in a leader’s best interest to do so, claimed Seville (2017).

Coombs (2012) concluded that trust is consistent with credibility and that credibility is important during crisis management activities. Wooten and James (2008) contended that trust is particularly necessary following an organizational crisis. Furthermore, Coombs (2012) stated trustworthiness is the ability to be truthful and ethical while leaders consider the impact of their actions on stakeholders in the decision-making process of a crisis. The display of compassion indicates concern and sensitivity for those impacted by the crisis (Coombs, 2012).

The idea of doing the right thing as a matter of principle is a reoccurring theme in the literature on integrity. Caellegh (2003) cited Stephen Carter’s 1996 work *Integrity*, who contended that integrity is made up of “discerning what is right and wrong, acting upon that discernment by choosing right over wrong, even at the cost to oneself: and state

publicly that the action was based on the understanding of right and wrong” (p. 225). Audi and Murphy (2006) provided the example of former Johnson & Johnson CEO James Burke, who demonstrated moral leadership in recalling potentially poisonous products despite government regulators encouraging him not to. Adding to the idea of doing the right thing as a part of integrity, Monga (2016) viewed integrity as a core value and defined integrity as the action of doing the right thing that is both ethically and morally sound. In organizations with various competing stakeholders and interest, the act of doing the right thing is toward the customer with due care of customer interest, suggested Monga (2016).

Koehn (2005) identified various means in which integrity is a business asset: “avoiding short-term thinking and acting; maintaining healthy relationships with all stakeholders; selling more effectively because more genuine; having the courage to resist madness; getting the diverse perspectives needed to make prudent decisions, and being able to act creatively” (p. 127). People need to believe the organizational crisis leader has their best interest in mind, asserted Coombs (2012). Posner (2001) found that acting with integrity is often tied to leadership and that people are aware that to build trust and respect they must act with integrity.

Learning orientation. In the postcrisis phases of learning and reflection, Wooten and James (2008) identified learning orientation as a leadership competency. The ability of a leader to have a learning orientation allows them to elicit a more adaptive response to a crisis, and they are not easily discouraged if there are setbacks or challenges (Wooten & James, 2008). The lessons learned from the crisis are one of the most understudied aspects of crisis management (Bion & Hart, 2007; Lagadec, 1997). Furthermore,

Imamaglu et al. (2013) purported that top management must establish a culture of learning and become a learning organization.

A learning organization is achieved when an organization enables the learning of its employees allowing for continual transformation to occur, according to Senge (2006). Furthermore, he claimed the leader of a learning organization is different from a charismatic decision maker and requires new skills such as vision casting, bringing to the surface and challenging current thinking, and championing a more systemic pattern of thinking. Lastly, he claimed such a leader is responsible for the learning of the organization.

A correlation exists between organizational change and crisis management based on learning from previous failures and particular crisis preparedness, which is a part of crisis management (Imamaglu et al., 2013). Resiliency within an organization must start with the leader, and it is the leader's responsibility to not only demonstrate resiliency but to also promote this resiliency into the mindset of the employees (Wooten & James, 2008). Brownlee-Turgeon (2017), citing the 2004 work of Mitroff, supported this line of logic when the researcher postulated that it is the crisis leader who can redesign his or her organization to gain greater organizational resiliency postcrisis.

Joaquin and Myers (2015) identified learning as a core principle behind the state government's becoming more resilient to the next recession by learning from the 2008 financial crisis. The question becomes how can the long-term incorporation of the organizational learning that takes place in a crisis be developed into organizational resiliency for the next crisis? It is this learning and the incorporation of it into the organization that a leader must be able to achieve to build organizational resiliency

(Leflar & Siegel, 2013). Organizational crisis has been shown to be significant in organizational improvement according to Mano (2010).

Mano (2010) postulated the reasoning is that crisis causes the reevaluation and reorganization of values and principles, thus highlighting the origins and consequences of the crisis. Based on the sentinel 1979 work of Weick on double loop-learning, Mano (2010) pointed out that it is a learning theory that clearly states that organizational learning can shape present actions and future outcomes also. It is this learning that allows for organizational design and restructures that are important factors in the mitigation of crisis and the impact of it on the organization (Mano, 2010). The organizational design and restructure are the very points identified by Wooten and James (2008) in their five phases of crisis that are the underpinnings of this study.

Organizational leaders continue to make the same errors and do not absorb the lessons they experience (Lalonde, 2007). Speaking about public entities, Bion and Hart (2007) contended that leaders need to recognize the lessons learned from crisis and to integrate them into the preexisting policy networks and public organizations. However, if an organization partakes in crisis preparedness and learning from its mistakes, it can lay the foundations for change and realize change needs to occur more than an organization that does not partake in crisis preparedness and learning from its mistakes (Imamaglu et al., 2013). Moreover, having a culture of learning from its failures and addressing the underlying causes makes crisis preparation easier for the organization (Imamaglu et al., 2013).

Mikušová and Čopíková (2016) recognized adapting as a leadership competency needed to lead in a crisis. Adapting is similar to learning orientation as the items

necessary include reflection, bridging goals with strategies, options, tactics, and actions, along with communicating alternate futures, tracking key indicators, and it is a continuous cycle of progress (Mikušová & Čopíková, 2016). Crichton, Ramsay, and Kelly (2009) identified themes about organizational learning orientation and noted that organizations can become wiser by examining incidents both inside the industry and outside to explore the resiliency of their emergency plans.

Jaques (2010) called for the need to implement systematic organizational learning and unlearning. Barriers exist in organizations learning postcrisis; however, organizational design offers a solution by designing systems that allow for formal reviews of internal and external crisis. Jaques (2010) claimed that organizations need to get past the adage of this will not happen to us, and even if it did, we are better prepared and move toward an attitude of maybe this could happen to us in order to learn and perhaps avoid the same issues. To achieve this level of organizational learning, there must be an objective, formal, and genuine acceptance of a learning opportunity with open curiosity. Jaques (2010) further stated that having benchmarks of the crisis management program using established standards or best practice to identify potential crisis allows for the proper management of the program and allows for the organizations to objectively assess their program for key areas of improvement.

Liaw et al. (2010), researching the use of both simulation-based training and problem-based discussions, determined that the use of simulation is an effective means to conduct training as it creates opportunities for learners to develop their skills in crisis management. Lalonde (2007) asserted that organizational leaders tend to make the same errors when a crisis occurs. Furthermore, organizational development may offer a means

to allow for long-term organization learning from the crisis (Lalonde, 2007). If crisis management is merged with the field of organizational development, which is characterized by the strengthening of an organization's capacity to accept lasting change, that can change. Lalonde (2007) purported that to ensure the long-term incorporation of organizational learning during a crisis to improve organizational resilience, organizational development interventions and approaches need to be incorporated. Crichton et al. (2009) claimed that by engaging in learning, an organization will enhance its resilience to crisis.

Conclusion

Crisis can occur in any organization and can come in many forms such as fires, financial misdeeds, and reputational scandals to name a few. An organizational crisis can impact the very existence of an organization. Yet, organizations are not in the business of dealing with crisis (Jaques, 2012).

A crisis can be viewed as an effective change management opportunity (Wang, 2007). For those crisis leaders who view crisis as an opportunity, most focus their attention on the containment phases of crisis and fail to capitalize on the opportunity available to them in the recovery and learning and reflection phases (Jaques, 2012; Wooten & James, 2008). In managing, crisis organizations rely on the field of crisis communications, which is their effort to communicate with their stakeholders in a time of crisis (Schoenberg, 2005). While important, crisis communications is more about managing an organization's reputation than managing the crisis.

The actions of an organization in a crisis are directly impacted by the leader (Blythe, 2014). These actions can be directed and acted upon by following the principles

of crisis management. Crisis management is a set of strategies an organization can take to prepare for and handle a crisis (Coombs, 2012; Gainey, 2009). Providing a framework to crisis allows for an organization to prepare for, respond to, and learn from a crisis (Baubion, 2013). Such a framework is referred to as a crisis management model.

The role of the organizational leader is to lead his or her organization through the various stages of the crisis management model (DuBrin, 2013). The leadership qualities displayed in a normal business climate are not necessarily the same qualities needed in a time of crisis (Bonvillian, 2013; DuBrin, 2013). The leadership qualities needed are resiliency, possessing sense-making, having critical decision-making skills, being able to apply meaning, being successful in termination of the crisis, ability to learn from the crisis, being good at facing emotions, showing respect, ability to make connections, being sincere, ability to take action, a positive attitude, being communicative, enabling a culture of empowerment and improvisation, allowing for adaptability, flexibility, ability to set clear objectives, and encouraging on-scene initiative (Bion & Hart, 2007; Klann, 2003; Rego & Garau, 2008).

Wooten and James (2008) identified the competencies specific to a postcrisis leader as promoting organizational resiliency, acting with integrity, and possessing a learning orientation. A competency is a set of individual characteristics that identify superior performance and are made up of skills, knowledge, and attributes. According to DuBrin (2013), what constitutes effective crisis leadership skills is based more on opinion and advice than on theory and research, presenting a gap in the research. This gap in the existing literature on the leadership skills needed of a postcrisis organizational leader requires further study.

CHAPTER III: METHODOLOGY

Overview

This chapter contains a description of the methodology used in the study, the Delphi technique, and the procedures applied to conduct the study. The chapter starts with the purpose statement, research questions, and research design. The population is described as is the sample of experts involving crisis leadership who serve as members of the Delphi panel. The chapter also presents the instrumentation, validity and reliability, the data collection process, data analysis, and limitations of the study. Lastly, a summary is presented.

Purpose Statement

The purpose of this Delphi study was to identify the leadership skills needed to promote organizational resilience, to act with integrity, and to possess a learning orientation of organizational leaders in the postcrisis phase.

Research Questions

1. What are the leadership skills needed for leaders to promote organizational resilience in the postcrisis phase?
2. What are the leadership skills needed for leaders to act with integrity in the postcrisis phase?
3. What are the leadership skills needed for leaders to possess a learning orientation in the postcrisis phase?

Research Design

The research design for the study utilized survey research to aggregate or summarize expert knowledge gained using the Delphi technique. The research design is

based on the need to identify the leadership skills that support the possession of the competencies needed for a leader to successfully lead an organization postcrisis. According to DeVellis (2012), a means to identify those desired leadership skills is for a group of people who are knowledgeable in crisis leadership and postcrisis competencies to rank the identified item pool.

This group of knowledgeable people made up the panel of experts for a study using the Delphi technique, which consists of a three-round process to develop a consensus. The study utilized survey research to collect data in all three rounds as participants rated the level of each competency using a Likert scale. Survey research is defined as a means to collect information from a sample of individuals through their responses to questions (Check & Schutt, 2012). The expert's review of the item pool either confirmed or invalidated whether the leadership skills are relevant to the competencies (DeVellis, 2012). An item pool is a collection of the thing(s) regarding the construct being measured (DeVellis, 2012). The construct being measured is the collection of leadership skills of a postcrisis organizational leader being measured by the panel members (see Appendix A). More detail on the development of the item pool can be found in the Item Pool Development section.

The Delphi Method

The Delphi technique was originally established by the RAND Corporation in the 1950s according to Brewer (2011). The technique is an approach that allows for the systematic solicitation and collation of experts' opinions according to Udinsky, Osterlind, and Lynch (1981). The technique allows experts to analyze the items to forecast future events (Hsu & Sandford, 2012; Pandza, 2011; Rice & Simon, 2011).

Furthermore, the Delphi technique ascertains the views of experts to form a consensus on a topic (Brewer, 2011; Hsu & Sandford, 2012; Pandza, 2011). The Delphi technique is characterized by multiple rounds or iterations (Hsu & Sandford, 2012). The three-round process allows for consensus to be generated by the experts (Brewer, 2011; Udinsky et al., 1981). The process is repetitive as the same experts are asked the same questions three times with variations between rounds (Brewer, 2011; Hsu & Sandford, 2012; Pandza, 2011). The Delphi technique is a structured process: the experts score the importance of the item, experts are given anonymity during the process, and the survey is designed to provide statistical results using a Likert scale (Brewer, 2011; Hsu & Sandford, 2012; Pandza, 2011; Udinsky et al., 1981).

Advantages and Disadvantages of the Delphi Technique

The Delphi technique is a well-defined and structured process that allows for the gathering of expert opinions on issues that lack previous research or well-documented information (Hsu & Sandford, 2012). The technique allows the researcher to gather data from a panel of experts in an efficient manner (Avella, 2016; Hurworth, 2011). Participant anonymity prevents group think and relieves the pressure of needing to conform (Hsu & Sandford, 2012; Hurworth, 2011). The technique allows time for participants to reflect and modify their responses in subsequent iterations (Hsu & Sandford, 2012; Hurworth, 2011). The technique requires little to no cost (Brewer, 2011). Lastly, the technique allows the researcher to gain members without geographical limitations (Brewer, 2011; Hurworth, 2011).

A disadvantage of the Delphi technique is the preconstructed view of the problem by the researcher to the participants caused by overspecifying the structure of the Delphi

process and limiting the contribution of participants in defining the problem, thus creating research bias (Avella, 2016; Udinsky et al., 1981). Another disadvantage can occur if the researcher uses poor techniques to summarize and present the panel's responses between the rounds and fails to ensure the common interpretations of the evaluation used in each round by the participants (Udinsky et al., 1981). Lastly, panel members can become discouraged or disengaged and depart the panel prematurely, thereby creating an artificial consensus because of incomplete responses (Udinsky et al., 1981).

Selection of Research Design

The goal of the study was to identify the leadership skills that make up the competencies of a postcrisis organizational leader. The Delphi technique allows for a general consensus to occur among the experts according to Brewer (2011), Hurworth (2011), and Udinsky et al. (1981). For this study, the general consensus needing to be developed is the leadership skills needed for a postcrisis leader to possess the competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation will be. The Delphi technique allows for such consensus to be generated (Brewer, 2011; Hurworth, 2011; Udinsky et al., 1981).

The Delphi technique used consisted of three rounds, which is consistent with the methodology suggested by Brewer (2011), Hsu and Sandford (2012), and Udinsky et al. (1981). The three-round process allowed for consensus to be generated by the experts as to what the skills of a postcrisis organizational leader are. The three-round process is described in the following section.

Phases of the Delphi Technique

The Delphi technique process involves several carefully structured steps (Brewer, 2011; Hsu & Sandford, 2012). The first step, according to Udinsky et al. (1981) and supported by Hsu and Sandford (2012) and Brewer (2011), is the definition of the problem, which in this study was to identify the skills of leaders to possess or develop the competencies needed to lead postcrisis effectively.

The second step is to identify the panel of experts, which according to the literature is the single most important step in the process (Hsu & Sandford, 2012; Udinsky et al., 1981). Delphi panel participant selection criteria are described in the population section. It should be noted that panel members are provided anonymity throughout the process to ensure the independence of responses and avoid both bias and groupthink (Hsu & Sandford, 2012; Pandza, 2011; Udinsky et al., 1981).

The third step is the implementation process, which consists of a series of rounds. Round 1 consisted of the following: identify panel members, provide member orientation, send a questionnaire, retrieve their input, summarize their opinions, and refine the questions (Brewer, 2011; Hurworth, 2011; Udinsky et al., 1981). Round 2 consisted of repeating the process of the first round, and subsequent rounds occur until a consensus is reached (Brewer, 2011; Hsu & Sandford, 2012; Udinsky et al., 1981). To achieve the desired goals, there needs to be consensus formed by the experts on the item pool (DeVellis, 2012; Udinsky et al., 1981). As expected, this study took three rounds.

The survey research allowed for the aggregation and summarization of the experts' knowledge to determine whether the leadership skills or items in the item pool are significant in the development or possession of the competencies to lead postcrisis.

Reliability is strengthened with the removal of items that are otherwise ambiguous or unclear (DeVellis, 2012).

Population

Delphi Panel Participants

Hsu and Sandford (2012), citing the 1971 work of Kaplan, contended that the literature is ambiguous when it comes to participant selection of the Delphi panel. Hsu and Sandford (2012), quoting the 1975 work of Gustafson, defined an expert for the Delphi panel as “the top management decision maker who will utilize the outcomes of the study; a professional staff member together with their support team; and the respondents of the Delphi questionnaire whose judgments are being sought” (p. 346). For this reason, the study utilized two different stages of data collection. The first included experts in the Delphi technique and was utilized to strengthen reliability (DeVellis, 2012). The first stage consisted of three members of academia. The purpose of the first stage is to ensure the Delphi process being used is accurate.

Once the Delphi technique was deemed appropriate, the second stage commenced. The second stage of data collection was the subject matter experts (Delphi panel participants) who were utilized for evaluation of the item pool. Specific membership is described in the next section. Following this process strengthens the validity of the study (DeVellis, 2012).

Target Population

According to Graham (2006), a population is all the objects in a particular context under consideration. Therefore, a population comprises the entirety of the individuals

under consideration. This study looked for a population of experts in three specific populations (Graham, 2006).

First is the population of educators who teach in the fields of organizational leadership and the field of crisis leadership. The Bureau of Labor Statistics (2019) listed postsecondary teachers at 197,800. The Bureau of Labor Statistics does not track the specific areas of organizational leadership and crisis leadership. However, LinkedIn.com, the social networking site for professionals, listed 1,619 search results for crisis leadership and another 726,017 for organizational leadership. It should be noted that LinkedIn.com is not specific to just the United States and is not validated information as the Bureau of Labor Statistics is.

The second population is persons who are practitioners of crisis management, such as emergency managers and business continuity professionals. According to the Bureau of Labor Statistics (2019), an emergency management director is responsible for developing plans and procedures for emergency response, and there are 9,560 emergency managers in the United States. The Bureau of Labor Statistics does not track business continuity managers. However, LinkedIn.com listed 6,788 business continuity managers.

The third population is senior-level managers who have led an organization in a time of crisis. Crisis is defined as an extreme event that threatens the existence of an organization and has the potential to cause injuries, deaths, financial loss, or damage to an organization's reputation (Mitroff, 2005). Potential participants were asked whether they had led an organization during a crisis and were provided the operational definition described above.

Senior-level managers, for example, include such titles as organizational presidents, chief executive officers, chief operation officers, commanding officers of military units, mayors, and corporate level risk managers. The Bureau of Labor Statistics (2019) defined a chief executive as being responsible for the highest levels of strategic and operational activities and one who relies on the assistance of other executives, managers, and staff to implement. The Bureau of Labor Statistics (2019) listed the number of chief executives in the United States at 210,160. Those working under the chief executive offer are referred to by the Bureau of Labor Statistics as general and operations managers of which there are 2,212,200 in the United States. Their main responsibility is to design, coordinate, and direct the operations of an organization, according to Bureau of Labor Statistics (2019). The Bureau of Labor Statistics does not specifically list risk managers; however, LinkedIn.com listed 726,017 risk managers. There is no database identifying the number of managers who have dealt with a crisis. Therefore, the number is subjective.

Sample

A sample is defined by Graham (2006) and supported by Salkind (2014) as a subset of a population. A sample needs to be selected in such a way that the sample matches as closely as possible the characteristics of the population, wrote Salkind (2014). From this target population, the sample of experts was selected to finalize membership of the Delphi panel using purposive sampling. Purposive sampling, according to Patten (2012), is the purposive selection of individuals who are good sources of information. The Delphi technique requires experts in the broad field who can skillfully rate whether the items accurately reflect the construct being measured (Brownlee-Turgeon, 2016).

The experts include educators in the field of organizational leadership and crisis leaders, crisis management practitioners, and senior-level management who have dealt with crisis (See Figure 3). Shariff (2015) explained, “Studies applying the Delphi survey usually use non-random, purposive samples. The sample selected when employing such a survey is referred to as the ‘panel of experts’” (p. 3). Shariff continued,

Purposive sampling refers to the sample being selected purposely and depends on the researcher’s judgment, in line with the aim of the study, regarding whom he/she judges to be typical of the population and is particularly knowledgeable about the issues being studied. (p. 3)

Therefore, purposive sampling was the preferred sampling method for the Delphi study.



Figure 3: Population and sample.

Using purposive sampling techniques, the population of experts for the Delphi panel was selected by the researcher based on their expertise (Creswell, 2014). The

Delphi technique is reliant upon the selection of experts specific to the issue being studied (Creswell, 2014; Hsu & Sandford, 2012). Therefore, the population identified in this study is a collection of experts centered around the context of crisis leadership. As previously stated, the individuals were educators in organizational leadership and crisis leadership, crisis management practitioners, and senior-level management who have dealt with a crisis. The experts identified in these three fields centered on crisis leadership and were the study population or panelists for the Delphi panel.

To further strengthen both validity and reliability of the study, Udinsky et al. (1981) recommended that the panel possess the following variables:

- Consistent with enough members to be a representation of the field;
- Competence and appropriateness as each member is competent to render the required judgments;
- Panel members are committed to completing repeated questionnaires;
- Panel members understood the questioners and their items;
- Each member is independent in his or her responses;
- Personality differences do not impact the members; and
- There is no significant difference between members who respond and those who fail to respond to a questionnaire. (pp. 37-38)

Scheele (2002) put forth that the panel members should meet three sets of criteria: be impacted by the phenomenon, have an applicable specialty or relevant experience in the phenomena, and be proficient in clarifying, organizing, synthesizing, and stimulating. This study considers an expert in crisis leadership to be one who demonstrates at least four of the following criteria:

- has been impacted by the phenomenon;
- have an applicable specialty or relevant experience;
- be proficient in clarifying, organizing, synthesizing, and stimulating;
- have a minimum of 10 years of experience in the profession;
- possess a master's degree or an advanced certificate specific to his or her profession;
- hold a membership in a professional association in their field; and
- have articles, papers, or books published or presented at conferences or association meetings relevant to crisis leadership.

For specific credentials, certifications, experience, recognitions, awards, works published, and associated professional affiliations for each panel member, see Appendix B.

Geographical Locations

In order to obtain the best possible panel participants, no geographical restrictions were applied.

Size of the Panel

While the literature does not specify the set numbers of Delphi panel members or sample, the desired number for this study was established at 30. The rationale for this number of panel members was that it allowed for multiple subject matter experts from the preferred fields of educators in organizational leadership and crisis leadership, crisis management, and senior-level organizational leaders who have dealt with a crisis. The sample was divided equally among the fields: 10 educators, 10 crisis managers, and 10 senior-level management. These 30 individuals made up the sample for the study, and each member was recruited to ensure active participation.

Selection of the Panel

When selecting the panel, the researcher needs to keep in mind that the Delphi technique requires experts in the broad field who can skillfully rate whether the items accurately reflect the construct being measured (Brownlee-Turgeon, 2016). The panel selection was conducted without a geographical region applied.

The researcher analyzed the professional profiles of individuals and identified persons according to whether their listed qualifications met or exceeded the minimum requirements identified previously in the sample section. Panel selection was conducted using direct communication with potential panel members and asking their level of experience according to the criteria. Several potential participants were discovered by scouring professional association websites. Others were discovered during the literature review portion of the study and are published authors on the topic of crisis leadership. Others are professional associates and educators familiar to the researcher.

A message was sent to potential participants via LinkedIn messaging tools soliciting potential participants for their interest in being on the Delphi panel. Those responding from the solicitation with interest in being on the panel were asked to provide their e-mail contact, and a message was sent to them informing them of the data collection process, which comprises three rounds of electronic questionnaires. The e-mail contained a link for interested participants to review the informed consent form, which asked the participants whether they agreed to participate in the study, whether they had read and understood the consent form, were 18 years or older, and understood the terms of the study.

After receiving signed consent documents from 30 participants, the researcher sent the participants a confirmation e-mail that contained the link to the online survey, using the website hosted by Survey Monkey, for the initial round. In keeping with the Delphi technique, the participants remained anonymous to each other to prevent bias and groupthink. However, the researcher was able to identify the participants and their respective responses.

Instrumentation

The instrument development of the study involved two distinct actions. The first was the identification of leadership skills involving the construct of promoting organizational resilience, acting with integrity, and possessing a learning orientation, as identified in the theoretical framework put forth by Wooten and James (2008). The second was adapting the verbiage of the leadership skills to develop an item pool.

Item Pool Identification

The panel was asked to identify the leadership skills needed for promoting organizational resilience, acting with integrity, and possessing a learning orientation of organizational leaders in the postcrisis phase, as previously identified by Wooten and James (2008). The first step in item pool development was identifying the leadership skills for each competency identified by Wooten and James (2008). The second step was to review the items for redundancy (DeVellis, 2012). Since the items were being gathered from multiple competencies, there was likelihood the items were redundant. Furthermore, the items were modified to represent present tense. The review identified 16 distinct leadership skills (see Appendix A).

Theoretical Framework

Acting With Integrity

Integrity is being loyal to a set of principles such as being honest, being trustworthy, doing the right thing, matching one's actions to one's comments, and practicing such principles openly (Cannon, 1993; Cooner et al., 2004; Monga, 2016; Treviño-Rodríguez, 2007). Effective organizational crisis leaders take responsibility for their actions and the outcomes as well as the actions and outcomes of their organization (Posner, 2001). Effective postcrisis leaders demonstrate the competencies of personal integrity and ethical decision (Wooten & James, 2008).

Promoting Organizational Resiliency

According to Leflar and Siegel (2013), organizational resiliency is the “ability of an organization to change and adapt in order to handle challenges and issues” p. 12). Organizational resiliency has the potential to propel an organization beyond where it was before the crisis (Rodríguez-Sánchez & Perea, 2015). If an organizational crisis leader utilizes this attribute, the individual and the organization can recover from crisis and execute at a higher level (Sawalha, 2015).

Learning Orientation

Learning orientation is a person's disposition to acquire knowledge as a personal strategy to problem solve (Kareem, 2016; Senge, 2006). Crisis can be an opportunity to drive significant change (Brockner & James, 2008; George, 2009; Wang, 2008). However, any opportunity is lost if there is a failure to engage in learning and reflection (DuBrin, 2013; Wooten & James, 2008). Effective organizational postcrisis leaders can

both learn from the experience and use the opportunity as a driver for change management activities in a postcrisis organization (Brockner & James, 2008).

Validity and Reliability

Validity

Validity was enhanced with the quality of the panel members (Udinsky et al., 1981). Therefore, the number of participants was established at 30, the variables of the participants' competence to render the required judgment was established, each panel member was committed to completing the three rounds of the Delphi technique, each panel member understood the questions, each member was independent in his or her responses, and bias was avoided by maintaining participant anonymity (Udinsky et al., 1981).

Content validity was enhanced by asking several education research experts to review the survey questions before dissemination to the panel for each round to ensure the questions were well defined (DeVellis, 2012). To further strengthen content validity, the initial item pool was derived from previous literature involving the identified competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation allowing for increased validity. The survey questions in each round were designed to use the same data from the previous round to allow the experts to narrow down the item pool, which was the leadership skills to each competency previously mentioned.

Reliability

Reliability is established when the scores of the survey are internally consistent, and the survey was administered and scored following the same practices each round

(Creswell, 2014). The survey tool was reviewed by educational research experts before distribution to Delphi panel members to ensure that it was understandable to the participants. The research experts review secured understanding, wording, and meaning before release to the panel of experts of postcrisis leadership. Feedback from the educational research experts was then incorporated into the survey. Additionally, the educational research experts reviewed the study methodology before dissemination of the survey for Round 1.

Data Collection

Delphi Process

The Delphi study consisted of three rounds.

Round 1. Each Delphi panel participant received an online survey using the online survey tool Survey Monkey with a hyperlink to the survey. The survey consisted of an overview of the research study, instructions, and a deadline for survey completion. The survey asked the participants to rate the importance of each item, using a 5-point Likert scale, to identify the leadership skills required of an organizational leader to lead postcrisis. Panel members were solicited to add any additional leadership skills regarding the competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation for a postcrisis leader.

Once the Delphi panel members completed the original questionnaire, the results were analyzed, and any item receiving a 4 and higher and items with 80% of participants' rating over 4 was retained for the second round of the Delphi process. All items that did not meet these standards were eliminated from the pool.

Round 2. The second round of the Delphi process consisted of the panel receiving an additional e-mail. The e-mail reintroduced the researcher, explained the item reduction process, and provided a hyperlink to the new item list with instructions. The panel was again asked to rate the importance of each of the items toward the construct with the same 5-point Likert scale as in Round 1. Additionally, the panel was asked to provide recommendations on what might be missing from the initial item pool as well as feedback that would be helpful to increase content validity. Lastly, panel members were also solicited to add any additional leadership skills regarding the competencies of integrity, promoting organizational resiliency, and possessing a learning orientation for a postcrisis leader.

Once the Delphi panel members complete the second round, the results were analyzed and any item receiving a 4 and higher and items with 80% of participants' rating over 4 was retained for the second round of the Delphi process. All items that did not meet these standards were eliminated from the pool.

Round 3. The third round of the Delphi process consisted of the panel receiving an additional e-mail. The e-mail reintroduced the researcher, explained the item reduction process, and provided a hyperlink to the new item list with instructions.

The panel was again asked to rate the importance of each of the items toward the construct with the same 5-point Likert scale as in Round 1. Additionally, the panel was asked to provide recommendations on what might be missing from the initial item pool as well as feedback that would be helpful to increase content validity. Lastly, panel members were also solicited to add any additional leadership skills regarding the

competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation for a postcrisis leader.

Once the Delphi panel members completed the third round, the results were analyzed, and any item receiving a 4 and higher and items with 80% of participants' rating over 4 was retained. All items that did not meet these standards were eliminated from the pool. The solicited comments, to have the members add any additional leadership skill regarding the identified competencies, were analyzed for trends.

Informed Consent

Delphi panel members meeting the criteria for inclusion received a letter through e-mail soliciting their participation. The letter explained the purpose of the study and their role as a panel member. An informed consent form was included as part of the instrument as was an anonymity and confidentiality acknowledgment section. Each member had to acknowledge his or her participation before being allowed to begin Round 1.

Confidentiality

Confidentiality for the Delphi panelists and the formal study was maintained, and participants were made aware of the process and given a guarantee of confidentiality. No printed materials were developed. All survey results were maintained in the Survey Monkey tool and protected using a unique password only known by the researcher. Participants had the opportunity to view the results of the study upon request.

Data Analysis

Round 1

Once the Delphi panel members completed the original questionnaire, the results were analyzed, and any item receiving a 4 and higher and items with 80% of participants' rating over 4 was retained for the second round of the Delphi process. All items that did not meet these standards were eliminated from the pool. Any additional items identified by members were collected and analyzed for trends.

Round 2

Once the Delphi panel members completed the second round, the results were analyzed, and any item receiving a 4 and higher and items with 80% of participants' rating over 4 was retained for the second round of the Delphi process. All items that did not meet these standards were eliminated from the pool. Any additional items identified by members were collected and analyzed for trends.

Round 3

Once the Delphi panel members completed the third round, the results were analyzed, and any item receiving a 4 and higher and items with 80% of participants' rating over 4 was retained. All items that did not meet these standards were eliminated from the pool. Any additional items identified by members were collected and analyzed for trends. The third round was the completion of the Delphi panel process resulting in an item pool being developed for a survey.

Pilot for Large Sample

As done with the Delphi process, four individuals were selected to pilot the survey. The pilot sample were asked to report any issues or concerns. Potential issues

could have been the hyperlink, whether the survey was user friendly, clarity of the instructions, clarity of the items, and clarity of the invitation.

Limitations

Potential limitations to the study were identified and need to be acknowledged.

The limitations were the following:

1. Data collection was reliant upon a Delphi panel of crises leadership experts.
2. The selection of panel members was based on the credentials the participants voluntarily relayed on a social networking site, and the members may have inflated their credentials and expertise.
3. Potential sample members were selected from a social networking site, which could have resulted in selection bias by the researcher.
4. Three rounds of data collection could have resulted in survey fatigue, and the expert panel members could have become disengaged affecting the quality of the answers provided.
5. Validity could be challenged by the use of a Delphi panel versus a larger sample survey.

Summary

Chapter III presented an explanation of the Delphi technique, the methodology behind the process, and the means to which it was used for this study. The purpose of the study and the research was to identify the leadership skills of an organizational leader to possess the competencies of acting with integrity, promoting organizational agility, and possessing a learning orientation. These competencies were then used by the organizational leader to lead an organization postcrisis. The population of Delphi panel

members is made up of those who teach crisis leadership, others who support crisis leaders as crisis managers, and organizational leaders who have managed a crisis. The expertise of the Delphi panel members was verified by having 10 years or more in their field and possessing a master's degree or certifications. The data collection process and limitations for the Delphi study were described. The next chapter provides the results of the Delphi panel responses and includes an analysis of the data collected.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This chapter presents the data collected from this study, which used a Delphi technique with a panel of 29 experts who were familiar with organizational crisis leadership. The Delphi panelist was asked to identify the leadership skills needed for promoting organizational resilience, acting with integrity, and possessing a learning orientation of organizational leaders in the postcrisis phase.

Overview

The results of this study were generated from recommendations by a group of expert panelists in crisis leadership regarding the competencies of organizational crisis leaders to lead in the postcrisis phase. The results of this study may have implications for organizational crisis planning, crisis leadership development, organizational crisis policy, and future development of a postcrisis leadership measurement instrument. This chapter contains sections reviewing the purpose statement, the research questions, and methods used in the study. It also contains sections presenting the results of the study.

Purpose Statement

The purpose of this Delphi study was to identify the leadership skills needed to promote organizational resilience, to act with integrity, and to possess a learning orientation of organizational leaders in the postcrisis phase.

Research Questions

1. What are the leadership skills needed for leaders to promote organizational resilience in the postcrisis phase?
2. What are the leadership skills needed for leaders to act with integrity in the postcrisis phase?

3. What are the leadership skills needed for leaders to possess a learning orientation in the postcrisis phase?

Research Methods and Data Collection Procedures

The Delphi technique served as the research method for the study. It offered an approach in which experts in crisis leadership could identify the leadership skills leaders need for promoting organizational resilience, acting with integrity, and possessing a learning orientation during the postcrisis phase. The technique offered the ability to aggregate or summarize expert knowledge (DeVellis, 2012).

The Delphi technique is an approach that allows for the systematic solicitation and collation of expert opinions. Furthermore, the technique ascertains the views of experts to form a consensus on the topic. The technique is characterized by multiple rounds or iterations. The study included a three-round process allowing for consensus to be generated by the experts. The process was repetitive and consisted of the same experts being asked the same questions three times with variations between rounds (Brewer, 2011; Hsu & Sandford, 2012; Pandza, 2011).

Per the Delphi technique, the experts scored the importance of the items, the experts were provided anonymity during the process, and the survey was designed to provide statistical results using a 5-point Likert scale. Items scored by the panelists lower than a 4 were deemed as not gaining consensus and removed for the next iteration.

Additionally, the panelists provided additional skills for each competency in each of the three rounds. The panelists were also asked in each round to add any additional competencies they believed were missing of an organizational leader in the postcrisis phase. The software used to gather the data was Survey Monkey. The analysis tool in

Survey Monkey assisted in both the analysis of the scores and the identification of key terms from the experts' comments in order to identify additional skills and missing competencies. For a detailed explanation of the research method, process, and design for this dissertation, see Chapter III.

Pilot Study

The pilot study was conducted to help establish validity using the first-round survey questions. Four members of the Delphi panel who were experts and educators in the field of organizational leadership and experts in academic research were asked to review the instrument to report any issues or concerns. The pilot study was completed to ensure the hyperlink worked to Survey Monkey, the survey was user friendly, the instructions were clear, the time were clear, and the invitation was clear. The participants in the pilot survey were not made aware of the identity of the other participants. The four experts in crisis leadership and academic research who were willing to participate in the pilot study received a letter of introduction and an informed consent form. Three of the four responded and reviewed the instrument and answered the questions. Suggestions were made regarding sentence structure and clarity regarding the instructions.

Population

The population of the study consisted of educators in the field of organizational leadership and crisis leadership, practitioners in the field of crisis management, and senior-level managers who had led an organization in a time of crisis. The panelists were determined to be experts based on their positions, credentials, certifications, experience, recognitions, awards, published works, associated professional affiliations, and a

minimum of 10 years of working in their fields. The population identified in this study was a collection of experts centered on the context of the practice of crisis leadership.

Sample

The sampling frame included 29 individuals. Nine participants came from the field of education in organizational leadership and crisis leadership. Ten participants came from the field of crisis management. The final 10 were senior-level managers who had led an organization in a time of crisis. One participant, an expert in the field of education in organizational leadership and crisis leadership, was unavailable for the study.

Demographic Data

The Delphi panel consisted of 29 experts in the field of crisis leadership. Participants included university presidents, chief executive officers, vice presidents of organizations, a brigadier general, a colonel, business presidents, professionals in crisis management, published authors on crisis leadership and business continuity, and educators in crisis leadership and organizational leadership. Table 3 shows the panelists, their area of expertise, and affiliation. For a complete description of their current fields, certifications, credentials, degrees, any published works, and experience, see Appendix B.

The participants who were identified meet the criteria based upon their field of expertise, level of experience, and years of experience. The study considered the participants experts in crisis leadership if they met at least four of the following criteria: impact by the phenomenon, applicable specialty or relevant experience, proficiency in clarifying, organizing, synthesizing, and stimulating data, minimum of 10 years of

Table 3

List of Delph Panel Participants

Expertise area and participant	Affiliation
Educator crisis leadership	
Andrew Campbell	Educator
David D. Pitcher	Chief Executive Officer, Higher Education Administration and Educator in Leadership
Eric McNulty	Crisis Leadership Expert
Helio Fred Garcia	Organizational President, Higher Education Administration, and Educator Organizational Leadership
Shirley Jensen	Higher Education Administration and Educator Emergency Management
Educator organizational leadership	
Bob Brower	University President
Janel Johnson	Higher Education Administration and Educator Organizational Leadership
Jen Blakey	Human Resource Professional - Training and Development
Rick Roof	Higher Education Administration and Leadership
Emergency management practitioner	
Betty Kildow	Business Continuity and Crisis Leadership Professional
Blair Kerley	Business Continuity Professional
Bruce Blythe	Business Continuity and Crisis Leadership Professional
Crystal R. Chambers	Business Resiliency
Donna Griffin	Business Continuity Professional
Stephen B. Baruch	Business Continuity Professional
Marianne Waldrop	Military and Leadership Consultant
Robert Weronik	Risk Management
Tom Roepke	Senior Leadership – Global Crisis Management
Tracey Wilder	Business Continuity Professional
Senior-level leader who has dealt with crisis	
Carol Taylor	University President
Chris Danielson	President and CEO
Dean Grose	Politician
Gareth Jones	Senior-Level Leader – Crisis Leadership
Jason Bohm	Military Staff Office – Brigadier General
Jason Townsell	Vice President
Ken Lawonn	Senior Vice President
Malek Khouri	Vice President
Matt Jones	Military Staff Officer – Colonel
Shenice Smith	Health Care Professional – Legal Counsel

experience in the profession, possession of a master's degree or an advanced certificate specific to their profession, membership of professional association in their field, author of articles, papers or books published or presented at conferences or association meetings relevant to crisis leadership. The panelists and their demographic information were discovered using public information on a professional social networking website.

Identified experts received a letter through e-mail soliciting their participation. The letter explained the purpose of the study and their role as a panel member. An informed consent form was included as part of the instrument as was an anonymity and confidentiality acknowledgment section. Each member had to acknowledge his or her participation before being allowed to begin Round 1. A copy of this document is provided in Appendix C.

Presentation and Analysis of Data

The first round of data collection began on June 24, 2019. The survey was delivered using a link generated by Survey Monkey. The participants were unaware of the identity of the other panelists in all three rounds of data collection. In each round of the survey, participants were asked to add additional comments regarding the traits of a postcrisis organizational leader. The panelists had 10 days to complete the initial survey. A reminder to complete the survey by the ten-day deadline was sent to the participants on July 1, 2019. Sixteen panelists participated in Round 1. The data analysis began, and the instrument was revised based upon the agreed-upon methodology (see Appendix D).

The second round of the survey was released to the panel on July 7, 2019. The panelists were asked to complete the survey within 10 days. A reminder to complete the survey by the deadline was sent to the participants on July 16, 2019. Sixteen panelists

completed Round 2 (see Appendix D). In Round 2, the instrument was not revised as the threshold for removal of items was not met based upon the agreed-upon methodology.

The third round of the survey was released to the panel on July 21, 2019. The panelists were asked to complete the panel in 10 days. A reminder to complete the survey by the deadline was sent to the participants on July 27, 2019. Sixteen panelists completed Round 3 on July 29, 2019 (see Appendix E). For the purposes of this study, the threshold for consensus was any item receiving a 4 and higher on a 5-point Likert scale, and items with 80% of participants' rating over 4 was deemed agreement among the panelists. The additional comments provided by the panelists regarding the traits of a postcrisis organizational leader for all three rounds were collected for future analysis.

Findings Delphi Round 1—Narrative and Tables

Data collection and analysis for this study began on June 24, 2019 and concluded on July 29, 2019. Round 1 commenced on June 24, 2019 and concluded on July 5, 2019. The panel was to rate the importance of each of the 16 items toward the construct with a 5-point Likert scale. Panel members were also solicited to add any additional leadership skills regarding the competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation for a postcrisis leader. Sixteen experts participated in Round 1. For a summary of ratings and additional skills provided by the panelists, see the tables after each research questions.

RQ 1: Promoting organizational resiliency. Panelists rated the importance of the skills regarding the competency of promoting organizational resiliency.

The skill that the organization leader *possess a postcrisis vision that their organization is to move beyond where it was precrisis* met the threshold of consensus

with an average score of 4.69 out of 5. One participant rated the skill as somewhat important. Three participants rated the skill as moderately important. Eleven participants rated the skill as very important.

The skill that the organizational leader *views crisis as a catalyst for thinking differently about what is possible for the organization* met the threshold of consensus with an average score of 4.31 out of 5. Three participants rated the skill as somewhat important. Five participants rated the skill as moderately important. Eight participants rated the skill as very important.

The skill that the organizational leader *leads with resiliency, which is defined as the maintenance of positive adjustment under challenging conditions* met the threshold of consensus with an average score of 4.63 out of 5. One participant rated the skill as somewhat important. Four participants rated the skill as moderately important. Eleven participants rated the skill as very important.

The skill that the organizational leader *has the capacity to absorb strain and improve functioning in the face of adversity* met the threshold of consensus with an average score of 4.75 out of 5. One participant rated the skill as somewhat important. Two participants rated it as moderately important. Thirteen participants rated the skill very important.

Completing the competency of promoting organizational resiliency, the skill that the organizational leader *has the ability to bounce back in a new and improved way following a difficult situation* met the threshold of consensus with an average score of 4.33 out of 5. Two participants rated the skill somewhat important. Six participants rated

the skill as moderately important. Seven rated the skill as very important. One participant failed to rate the skill. See Table 4 for a summary of ratings.

Table 4

Round 1 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Promoting Organizational Resiliency

Competency	Item	Rating
Promoting organizational resiliency	Possess a postcrisis vision that their organization is to move beyond where it was precrisis	4.69
	Views crisis as a catalyst for thinking differently about what is possible for the organization	4.31
	Leads with resiliency, which is defined as the maintenance of positive adjustment under challenging conditions	4.63
	Has the capacity to absorb strain and improve functioning in the face of adversity	4.75
	Has the ability to bounce back in a new and improved way following a difficult situation	4.33

Additional skills. Several panelists added comments when asked to add any additional leadership skills regarding the competency of promoting organizational resiliency for a postcrisis leader (see Table 5). One panelist listed the skills of negotiation, conflict resolution, collaboration, strategic thinking, strategic planning, financial accountability, relationship building, diplomacy, and partnering as skills necessary for a postcrisis organizational leader. Another panelist confirmed that the skills for promoting organizational resiliency are each important during and postcrisis. The panelist went on to identify the following skills as being important for a postcrisis leader: adaptability, the ability and desire to readily innovate, and teachability as many leaders fail to learn new things.

Table5

Panelist Identified Additional Leadership Skills Regarding the Competency of Promoting Organizational Resiliency—Round 1

Competency	Panelist identified additional leadership skills		
<ul style="list-style-type: none"> • Promoting organizational resiliency 	<ul style="list-style-type: none"> • Negotiate • Conflict resolution • Collaboration • Strategic thinking • Strategic planning • Financial accountability • Relationship building • Diplomacy • Partnering • Adaptability 	<ul style="list-style-type: none"> • Readily innovate • Teachability • Adapt • Lead team to adapt • Inspire • Caring • Articulation of goals and objectives vision • Leader identity 	<ul style="list-style-type: none"> • Self-confidence • Emotional intelligence • Social capital • Vulnerability • Communicate reality and describe plan and path forward • Understand organizational risk

Another panelist said a postcrisis leader needs to have the ability to adapt and lead the team to adapt under adverse situations. One panelist liked the idea of absorbing strain saying it was unique and that it might be worth having two items to reflect this item as they believed absorbing strain is important in resiliency but essential for a postcrisis leader. The next panelist stated that the ability to inspire in the face of crisis, to create hope is important.

Other panelists pointed out that caring is a critical component of crisis leadership along with identifying impacted stakeholders and demonstrating caring behaviorally. Having a clear articulation of goals and objectives is important as is having a vision, leader identity, self-confidence, emotional intelligence, social capital, and vulnerability. Having the capacity to communicate reality and describe a plan and having a path forward to the future was mentioned by another panelist. Lastly, possessing an understanding of the organization’s risk profile was important for another panelist.

RQ 2: Acting with integrity. Panelists rated the importance of the skills regarding the competency of acting with integrity. The skill that the organizational leader *possesses personal integrity and the ability to engage in ethical decision-making and behavior* met the threshold of consensus with an average score of 4.88 out of 5. Two participants rated the skill as moderately important. Fourteen participants rated the skill as very important.

The skill that the organizational leader *is trustworthy* met the threshold of consensus with an average score of 4.88 out of 5. Two participants rated the skill as moderately important. Fourteen participants rated the skill as very important.

The skill that the organizational leader *is capable of regaining trust of stakeholders* met the threshold of consensus with an average score of 4.88 out of 5. Two participants rated the skill as moderately important. Fourteen participants rated the skill as very important.

Completing the competency of acting with integrity, the skill that the organizational leader *demonstrates behavior integrity, which is the alignment of their words and actions* met the threshold of consensus with an average score of 4.75 out of 5. One participant rated the skill as somewhat important. Two participants rated the skill as moderately important. Thirteen participants rated the skill as very important.

Completing the competency of acting with integrity, the skill that *the leader's actions in response to the crisis are consistent with the initial communication about the crisis. Demonstrates consistency in the response to the crisis that aligns with the initial communication about the crisis* failed to meet the threshold of consensus with an average score of 3.87 out of 5 (See Table 6). One participant rated the skill as not at all

important. Four participants rated the skill somewhat important. Five participants rated the skill as moderately important. Five participants rated the skill as very important. Neither the consensus threshold of 4.0 nor the criterion of 80% of participants' rating the skill moderately important or very important was met. Therefore, the skill was subsequently removed for Round 2 as it failed to meet the threshold of consensus by the expert panel. See Table 6 for a summary of ratings.

Table 6

Round 1 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Acting With Integrity

Competency	Item	Rating
Acting with integrity	Possesses personal integrity and the ability to engage in ethical decision-making and behavior	4.88
	Is trustworthy	4.88
	Is capable of regaining trust of stakeholders	4.88
	Demonstrates behavior integrity, which is the alignment of their words and actions	4.75
	The leader's actions in response to the crisis are consistent with the initial communication about the crisis. Demonstrates consistency in the response to the crisis that aligns with the initial communication about the crisis	3.87

Additional skills. Several panelists added comments when asked to add any additional leadership skills regarding the competency of acting with integrity for a postcrisis leader (see Table 7). A postcrisis leader needs to nurture ethically-minded organizations through personal discipline, values, self-control, and policies that reinforce ethical behavior. A postcrisis leader also needs to demonstrate selflessness of action by doing the right thing regardless of personal and professional consequences and behaving in an honest, fair, and ethical manner without regard to pressure from other authorities.

The postcrisis leader must show consistency in words and actions, instill trust and confidence, and model high standards of ethics according to one panelist.

Table 7

Panelist Identified Additional Leadership Skills Regarding the Competency of Acting With Integrity for a Postcrisis Leader Round 1

Competency	Panelist identified additional leadership skills		
Acting with integrity	<ul style="list-style-type: none"> • Nurtures ethics • Personal discipline • Values • Self-control • Selflessness • Doing the right thing • Honest • Fair 	<ul style="list-style-type: none"> • Ethical • Consistency of words and actions • Instill trust and confidence • Encourage trial and learn approach • Solicit information 	<ul style="list-style-type: none"> • Lifelong learner • Adaptive • Flexible • Vulnerable • Humility • Supportive • Learn from examples • Self-reflection

Consistency between communication and action is very important; however, there may be times when conditions change and the leader may need to make decisions that are completely appropriate but do not fully line up with previous communications because they were made under previous conditions according to one panelist.

Another panelist believed consistency is important; however, it is not always easy to be consistent during a crisis. Even though during postcrisis, the business recovery stage still has “aftershocks” like an earthquake that may make this difficult, purports the panelist. Another panelist mentioned that in a fast-moving incident, or even slow-moving for that matter, initial communications may not be applicable as the fact pattern changes. It is better to be flexible and give a rationale for why things have changed as appropriate.

Another panelist claimed that clear communication with stakeholders is important. If initial information about a crisis changes through the crisis, a leader should clearly communicate that and own his or her messaging. However, if the message changes as a result of a changing crisis, the panelist did not consider that inconsistent.

The postcrisis leader must also be able to communicate what is changing or discovered in addressing the crisis that may not have been known or clear in the initial communication. Adjustments must be factually based and clearly communicated as to the reasoning and purposes of the changes that achieve solution or progress according to the panelist. Moreover, the postcrisis leaders need to be forthright in estimating and describing the consequences of the crisis for employees and other stakeholders.

RQ 3: Possessing a learning orientation. Panelists rated the importance of the skills regarding the competency of possessing a learning orientation. The skill that the organizational leader *engages in the activities of learning and reflection* met the threshold of consensus with an average score of 4.79 out of 5. Three participants rated the skill as moderately important. Eleven participants rated the skill as very important. Two participants failed to rate the skill.

The skill that the organizational leader *uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates* met the threshold of consensus with an average score of 4.25 out of 5. Three participants rated the skill as somewhat important. Six participants rated the skill as moderately important. Seven participants rated the skill as very important.

The skill that the organizational leader *views crisis as a catalyst for producing individual and organizational learning* met the threshold of consensus with an average

score of 4.44 out of 5. Two participants rated the skill as somewhat important. Five participants rated the skill as moderately important. Nine participants rated the skill as very important.

The skill that the organizational leader *is purposeful and skillful in finding the learning opportunities inherent in crisis situations* met the threshold of consensus with an average score of 4.44 out of 5. One participant rated the skill as somewhat important. Seven participants rated the skill as moderately important. Eight participants rated the skill as very important.

The skill that the organizational leader *leads in a manner that elicits adaptive responses to adverse conditions* met the threshold of consensus with an average score of 4.69 out of 5. One participant rated the skill as somewhat important. Three participants rated the skill as moderately important. Twelve participants rated the skill as very important.

Completing the competency of possessing a learning orientation, the skill that the organizational leader *promotes innovative and creative problem-solving with respect to crisis management* met the threshold of consensus with an average score of 4.75 out of 5. Four participants rated the skill as moderately important. Twelve participants rated the skill as very important. See Table 8 for a summary of ratings.

Additional skills. Several panelists added comments when asked to add any additional leadership skill regarding the competency of possessing a learning orientation for a postcrisis leader (see Table 9). One panelist stated that a learning orientation is critical and that too many leaders do not allow themselves to continue to learn, and there are several reasons for this. Additionally, crises are living and evolving situations that

can and should provide new learning opportunities at every turn, and those who cannot or will not learn are unable to innovate.

Table 8

Round 1 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Possessing a Learning Orientation

Competency	Item	Rating
Possessing a learning orientation	Engages in the activities of learning and reflection	4.79
	Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates	4.25
	Views crisis as a catalyst for producing individual and organizational learning	4.44
	Is purposeful and skillful in finding the learning opportunities inherent in crisis situations	4.44
	Leads in a manner that elicits adaptive responses to adverse conditions	4.69
	Promotes innovative and creative problem-solving with respect to crisis management	4.75

Table 9

Panelist Identified Additional Leadership Skills Regarding the Competency of Possessing a Learning Orientation for a Postcrisis Leader Round 1

Competency	Panelist identified additional leadership skills		
Possessing a learning orientation	<ul style="list-style-type: none"> • Encourage trial and learning • Solicit information • Self-reflection 	<ul style="list-style-type: none"> • Lifelong learner • Adaptive • Flexible • Vulnerable 	<ul style="list-style-type: none"> • Humility • Supportive • Learn from examples

Another panelist said that a high tolerance for low-consequence mistakes and encouraging a trial and learning approach are needed. Another said it is best to solicit input from the team versus autocratic leadership for problem-solving and creativity.

Postcrisis leaders must be willing to learn from examples both in their field and outside of their field and be able to draw lessons back to their field/organization, said another panelist. Several other panelists listed the skills of being a lifelong learner, adaptive, flexible, vulnerable, humble, supportive to teams making fast decisions, and self-reflective are skills required of a postcrisis leader.

Missing competencies. When asked to list any missing competency the panelists believe is a characteristic of a postcrisis organizational leader, several panelists listed the following: creativity and innovation, external awareness, flexibility, resilience, strategic thinking, vision, adaptivity, resilience, collaboration, and building connectivity across organizational boundaries. Another panelist suggested placing people first because good crisis management is about identifying impacted all stakeholders and addressing their needs and concerns. The people side of crisis management is critical. Having open communication channels, both incoming and outgoing, is the foundation of good crisis management because no crisis response is any better than its communication, purported one panelist. Another panelist said a postcrisis leader must have the skills of trust, reliability, consistency, steadiness, confidence, humility. The leader must also be a learner, a collaborator, and present in the crisis and organization. Lastly, a postcrisis leader must possess optimism and believe and communicate the belief that the organization will survive and prosper postcrisis. See Table 10 for a summary of the missing competencies identified by the panelists.

Table 11 shows the one item from Round 1 that did not reach the threshold of consensus for Round 2.

Table 10

Missing Competency Panelists Believe is Characteristic of Postcrisis Organizational Leader Round 1

Panelist identified missing leadership skills			
<ul style="list-style-type: none"> • Creative and innovative • External awareness • Flexibility • Resilience • Strategic thinking • Collaborative 	<ul style="list-style-type: none"> • Reliability • Consistent build connectivity • Vision • Innovative • Adaptive resilient 	<ul style="list-style-type: none"> • Optimistic people first • Open communication channels • Trust 	<ul style="list-style-type: none"> • Steady • Confident • Humility • Learner • Collaborator • Present

Table 11

Round 1 Results: Item not Reaching the Threshold of Consensus from Round 1

Competency	Item	Rating
Acting with integrity	The leader’s actions in response to the crisis are consistent with the initial communication about the crisis. Demonstrates consistency in the response to the crisis that aligns with the initial communication about the crisis	3.87

Findings Delphi Round 2—Narrative and Tables

After the data analysis from Round 1 was completed, the second-round survey was constructed and sent to the participants (see Appendix D). Round 2 commenced on July 7, 2019 and concluded on July 19, 2019. The second round of the Delphi process consisted of the panel receiving an additional e-mail. The e-mail reintroduced the researcher, explained the item reduction process, and provided a hyperlink to the new item list with instructions. The panel was again asked to rate the importance of each of the remaining 15 items toward the construct with the same 5-point Likert scale as in

Round 1. The one item that did not reach the threshold of consensus for Round 2 is displayed in Table 11.

Additionally, the panel was asked to provide recommendations on what might be missing from the initial item pool as well as feedback that would be helpful to increase content validity. Lastly, panel members were solicited to add any additional leadership skills regarding the competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation for a postcrisis leader. Sixteen experts participated in Round 2. For a summary of ratings and additional skills provided by the panelists, see the tables after each research question.

RQ 1: Promoting organizational resiliency. Panelists rated the importance of the skills regarding the competency of promoting organizational resiliency.

The skill that the organization leader *possess a postcrisis vision that their organization is to move beyond where it was precrisis* met the threshold of consensus with an average score of 4.63 out of 5. One participant rated the skill as somewhat important. Four participants rated the skill as moderately important. Eleven participants rated the skill as very important.

The skill that the organization leader *views crisis as a catalyst for thinking differently about what is possible for the organization* met the threshold of consensus with an average score of 4.38 out of 5. One participant rated the skill as somewhat important. Eight participants rated the item as moderately important. Seven participants rated the skill as very important.

The skill that the organization leader *leads with resiliency which is defined as the maintenance of positive adjustment under challenging conditions* met the threshold of

consensus with an average score of 5 out of 5. All 16 participants rated the skill as very important.

The skill that the organization leader *has the capacity to absorb strain and improve functioning in the face of adversity* met the threshold of consensus with an average score of 4.69 out of 5. One participant rated the skill as somewhat important. Three participants rated the item as moderately important. Twelve participants rated the skill as very important.

Completing the competency of promoting organizational resiliency, the skill that the organization leader *has the ability to bounce back in a new and improved way following a difficult situation* met the threshold of consensus with an average score of 4.63 out of 5. One participant rated the skill as somewhat important. Four participants rated the skill as moderately important. Eleven participants rated the skill as very important. See Table 12 for a summary of ratings.

Table 12

Round 2 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Promoting Organizational Resiliency

Competency	Item	Rating
Promoting organizational resiliency	Possess a postcrisis vision that their organization is to move beyond where it was precrisis	4.40
	Views crisis as a catalyst for thinking differently about what is possible for the organization	4.47
	Leads with resiliency, which is defined as the maintenance of positive adjustment under challenging conditions	4.47
	Has the capacity to absorb strain and improve functioning in the face of adversity	4.80
	Has the ability to bounce back in a new and improved way following a difficult situation	4.53

Additional skills. Several panelists added comments when asked to add any additional leadership skills regarding the competency of promoting organizational resiliency for a postcrisis leader (see Table 13). The crisis leader needs to project hope and be optimistic, said one panelist. One panelist added the skills of ability to project hope and be optimistic. Another panelist added personal accountability and defined it as the ability to own the crisis for the team. The same panelist was referencing the skill of a postcrisis leader needing to *view crisis as a catalyst for thinking differently about what is possible for the organization* as dependent upon what stage of postcrisis one is; the further along one is, the more relevant it becomes.

Table 13

Panelist Identified Additional Leadership Skills Regarding the Competency of Promoting Organizational Resiliency for a Postcrisis Leader Round 2

Competency	Panelist identified additional leadership skills		
Promoting organizational resiliency	<ul style="list-style-type: none"> • Project hope • Optimistic • Common purpose • Caring 	<ul style="list-style-type: none"> • Trust • Lead adaptive systems • Accountability 	<ul style="list-style-type: none"> • Address stakeholder needs/concerns • Promotes adaptability

Another panelist stated that the chaos of crisis is a test of leadership. To bring stability to a system, a common purpose and trust are pivotal to drive the inter-connectivity of information and shared consciousness leading to agility. The key premise is how to lead systems to be more adaptable. A leader promotes adaptability according to the panelist. Another pointed out that a postcrisis leader needs to identify all impacted stakeholders and address their needs and concerns. The leader needs to demonstrate corporate caring through actions, not just verbal platitudes, according to another.

Additionally, one panelist said a postcrisis leader needs to model transparent communication and be accessible to others during and after the crisis events. Lastly, another panelist said he or she see all these abilities as being equally important parts of the whole.

RQ 2: Acting with integrity. Panelists rated the importance of the skills regarding the competency of acting with integrity.

The skill that the organization leader *possesses personal integrity and the ability to engage in ethical decision-making and behavior* met the threshold of consensus with an average score of 4.75 out of 5. Four participants rated the skill as moderately important. Twelve participants rated the skill as very important.

The skill that the organization leader, *is trustworthy*, meet the threshold of consensus with an average score of 4.81 out of 5. Three participants rated the skill as moderately important. Thirteen participants rated the skill as very important.

The skill that the organization leader *is capable of regaining trust of stakeholders* met the threshold of consensus with an average score of 4.81 out of 5. One participant rated the skill as somewhat important. One participant rated the skill as moderately important. Fourteen participants rated the skill as very important.

Completing the competency of acting with integrity, the skill that the organization leader *demonstrates behavior integrity, which is the alignment of their words and actions* met the threshold of consensus with an average score of 4.87 out of 5. Two participants rated the skill as moderately important. Thirteen participants rated the skill as very important. One participant failed to rate the skill. See Table 14 for a summary of ratings.

Table 14

Round 3 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Acting with Integrity

Competency	Item	Rating
Acting with integrity	Possesses personal integrity and the ability to engage in ethical decision-making and behavior	4.88
	Is trustworthy	4.94
	Is capable of regaining trust of stakeholders	4.88
	Demonstrates behavior integrity which is the alignment of their words and actions	4.88

Additional skills. Several panelists added comments when asked to add any additional leadership skills regarding the competency of acting with integrity for a postcrisis leader (see Table 15). One panelist believed it is important to retain trust rather than regain trust regarding the skill of the postcrisis leader being *capable of regaining trust of stakeholders*. Another panelist said that a postcrisis leader could also make mistakes and needs to act with confidence but also humility. Additionally, another panelist said a leader needs to implement crisis response on a timely basis, even with only partial knowledge. Moreover, the panelist added that doing the right thing too late can compromise crisis response effectiveness.

Table 15

Panelist Identified Additional Leadership Skills Regarding the Competency of Acting with Integrity for a Postcrisis Leader Round 2

Competency	Panelist identified additional leadership skills		
Acting with integrity	<ul style="list-style-type: none"> • Confidence • Humility 	<ul style="list-style-type: none"> • Timely crisis response 	<ul style="list-style-type: none"> • Doing the right thing

The crisis leader needs to display empathy with others, prioritize relationship management, and display high levels of self-awareness according to one panelist. Another mentioned that the leader needs to have the ability to articulate a shared vision, inspire action, empower campus leaders to take the initiative and celebrate the wins. Lastly, one panelist said the leader must possess excellent relationship skills.

RQ 3: Possessing a learning orientation. Panelists rated the importance of the skills regarding the competency of possessing a learning orientation.

The skill that the organization leader *engages in the activities of learning and reflection* met the threshold of consensus with an average score of 4.44 out of 5. Nine participants rated the skill as moderately important. Seven participants rated the skill as very important.

The skill that the organization leader *uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates* met the threshold of consensus with an average score of 4.38 out of 5. One participant rated the skill as somewhat important. Eight participants rated the skill as moderately important. Seven participants rated the skill as very important.

The skill that the organization leader *views crisis as a catalyst for producing individual and organizational learning* met the threshold of consensus with an average score of 4.44 out of 5. One participant rated the skill as somewhat important. Seven participants rated the skill as moderately important. Eight participants rated the skill as very important.

The skill that the organization leader *is purposeful and skillful in finding the learning opportunities inherent in crisis situations* met the threshold of consensus with an

average score of 4.5 out of 5. One participant rated the skill as somewhat important. Six participants rated the skill as moderately important. Nine participants rated the skill as very important.

The skill that the organization leader *leads in a manner that elicits adaptive responses to adverse conditions* met the threshold of consensus with an average score of 4.88 out of 5. Two participants rated the skill as moderately important. Fourteen participants rated the skill as very important.

Completing the competency of possessing a learning orientation, the skill that the organization leader *promotes innovative and creative problem-solving with respect to crisis management* met the threshold of consensus with an average score of 4.4 out of 5. One participant rated the skill as somewhat important. Seven participants rated the skill as moderately important. Seven participants rated the skill as very important. One participant failed to rate the skill. See Table 16 for a summary of ratings.

Table 16

Round 2 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Possessing a Learning Orientation

Competency	Item	Rating
Possessing a learning orientation	Engages in the activities of learning and reflection	4.44
	Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates	4.38
	Views crisis as a catalyst for producing individual and organizational learning	4.44
	Is purposeful and skillful in finding the learning opportunities inherent in crisis situations	4.50
	Leads in a manner that elicits adaptive responses to adverse conditions	4.88
	Promotes innovative and creative problem-solving with respect to crisis management	4.40

Additional skills. Several panelists added comments when asked to add any additional leadership skills regarding the competency of possessing a learning orientation for a postcrisis leader (see Table 17). One panelist said a learning orientation is also dependent upon how far one is from the crisis itself and is based upon the leader’s preferred learning style, and that has an impact based upon the stages of postcrisis development. The panelist provided an example, stating that some leaders prefer a style of learning that is quick and to the point, and others prefer a more defined competency-based approach that requires more time and development. Another panelist mentioned that a leader must embrace information flow for greater adaptability. Furthermore, the postcrisis leader needs to engage in effective two-way communication that is to and from appropriate stakeholders. The leader must be emotionally intelligent and a listener, concludes the panelist.

Table 17

Panelist Identified Additional Leadership Skills Regarding the Competency of Possessing a Learning Orientation for a Postcrisis Leader Round 2

Competency	Panelist Identified Additional Leadership Skills		
Possessing a learning orientation	<ul style="list-style-type: none"> • Preferred learning style 	<ul style="list-style-type: none"> • Embraces information 	<ul style="list-style-type: none"> • Effective communication

A postcrisis leader must recognize and reward those who embrace and champion changes needed to sustain the institution, build a strong team than can “row together,” and demonstrate Lencioni’s three virtues of a team player as a leader—be humble, hungry and smart—according to one panelist. Another said a postcrisis leader needs to believe in a diversity of crisis management approaches and trust his or her staff to follow

up without clear directions. Lastly, a leader must possess the strengths of learning, listening, and acting and should utilize both internal and external resources to enlighten and develop ownership according to one panelist.

Missing competencies. When asked to list any missing competency the panelists believe is a characteristic of a postcrisis organizational leader, one panelist said the following: Leaders in a postcrisis environment need a basic management competency so they can manage the details they have delegated or owned themselves, and it keeps the small things from becoming additional problems. Another panelist said a leader is driven by a system of followers, and so effective communication in maintaining trust is essential. Engaging the community/organization and tending to relationships between and across discipline for postcrisis solutions is key. Moreover, a leader brings connectivity and stability to a dynamic environment. One panelist said the skill of caring is foundational. If stakeholders believe a leader does not care, the severity and duration of negative consequences will likely expand.

One panelist said a postcrisis leader must genuinely love the institution and those the leader serves with, have a willingness to lead by example, and sacrifice for those he or she serves. Being a team player who has developed a resilient team is required, said another panelist. A postcrisis leader should have a consistency of message, yet be clear and explanatory when new data or circumstances require changes in strategies, stated another panelist. Lastly, it requires a steady hand capable of making adjustments and being able to tell why according to another panelist. See Table 18 for a summary of missing competencies identified by the panelists.

Table 18

Missing Competency Panelist Believe is Characteristic of Postcrisis Organizational Leader Round 2

Missing competency panelists believe is characteristic of postcrisis organizational leader

<ul style="list-style-type: none"> • Basic management competency • Sacrifice for followers 	<ul style="list-style-type: none"> • Effective communication • Caring • Engaging 	<ul style="list-style-type: none"> • Tending relationships brings connectivity and stability 	<ul style="list-style-type: none"> • Genuinely love the institution and people lead by example
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Findings Delphi Round 3—Narrative and Tables

After the data analysis from Round 2 was completed, the third-round survey was constructed and sent to the participants (see Appendix E). The third round commenced July 21, 2019 and concluded on July 29, 2019. The third round of the Delphi process consisted of the panel receiving an additional e-mail. The e-mail reintroduced the researcher, explained the item reduction process, and provided a hyperlink to the item list with instructions. The panel was again asked to rate the importance of each of the remaining 15 items toward the construct with the same 5-point Likert scale as in Rounds 1 and 2.

Additionally, the panel was asked to provide recommendations on what might be missing from the initial item pool as well as feedback that would be helpful to increase content validity. Lastly, panel members were solicited to add any additional leadership skills regarding the competencies of acting with integrity, promoting organizational resiliency, and possessing a learning orientation for a postcrisis leader. Sixteen experts participated in Round 3. For a summary of ratings and additional skills provided by the panelists, see the tables after each research question. Participants’ recommendations on

wording modifications to the survey instrument can be found in Table 26 at the end of this chapter.

RQ 1: Promoting organizational resiliency. Panelists rated the importance of the skills regarding the competency of promoting organizational resiliency.

The skill that the organization leader *possess a postcrisis vision that their organization is to move beyond where it was precrisis* met the threshold of consensus with an average score of 4.4 out of 5. Nine participants rated the item as moderately important. Six participants rated the skill as very important. One participant failed to rate the skill.

The skill that the organizational leader *views crisis as a catalyst for thinking differently about what is possible for the organization* met the threshold of consensus with an average score of 4.47 out of 5. One participant rated the skill as somewhat important. Six participants rated the skill as moderately important. Eight participants rated the skill as very important. One participant failed to rate the skill.

The skill that the organizational leader *leads with resiliency which is defined as the maintenance of positive adjustment under challenging conditions* met the threshold of consensus with an average score of 4.67 out of 5. Five participants rated the skill as moderately important. Ten participants rated the skill as very important. One participant failed to rate the skill.

The skill that the organizational leader *has the capacity to absorb strain and improve functioning in the face of adversity* met the threshold of consensus with an average score of 4.8 out of 5. One participant rated the skill as somewhat important.

Another rated it as moderately important. Thirteen participants rated the skill very important. One participant failed to rate the skill.

Completing the competency of promoting organizational resiliency, the skill that the organizational leader *has the ability to bounce back in a new and improved way following a difficult situation* met the threshold of consensus with an average score of 4.53 out of 5. Seven participants rated the skill as moderately important. Eight rated the skill as very important. One participant failed to rate the skill. See Table 19 for a summary of ratings.

Table 19

Round 3 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Promoting Organizational Resiliency

Competency	Item	Rating
Promoting organizational resiliency	Possess a postcrisis vision that their organization is to move beyond where it was precrisis	4.4
	Views crisis as a catalyst for thinking differently about what is possible for the organization	4.47
	Leads with resiliency, which is defined as the maintenance of positive adjustment under challenging conditions	4.47
	Has the capacity to absorb strain and improve functioning in the face of adversity	4.80
	Has the ability to bounce back in a new and improved way following a difficult situation	4.53

Additional skills. Several panelists added comments when asked to add any additional leadership skills regarding the competency of organizational resiliency for a postcrisis leader (see Table 20). One panelist added the following skills: Deals effectively with pressure, ambiguous and emerging conditions, and multiple tasks;

remains optimistic and persistent even under adversity or uncertainty; recovers quickly from setbacks; and anticipates changes and learns from mistakes. Another panelist added the skill that a leader promotes adaptability. Yet another panelist added the skill of reliance on a diverse staff of advisors. Lastly, one participant added the skills of demonstrating corporate caring and effectively communicating to impacted and involved stakeholders.

Table 20

Panelist Identified Additional Leadership Skills Regarding the Competency of Promoting Organizational Resiliency for a Postcrisis Leader Round 3

Competency	Panelist identified additional leadership skills		
Promoting organizational resiliency	<ul style="list-style-type: none"> • Deals with pressure ambiguity, emerging conditions, and multiple task • Optimistic 	<ul style="list-style-type: none"> • Persistent • Recovers from setbacks • Anticipates change • Learns from mistakes • Promotes adaptability 	<ul style="list-style-type: none"> • Reliance on diverse opinions • Caring • Effective communications

RQ 2: Acting with integrity. Panelists rated the importance of the skills regarding the competency of acting with integrity. The skill that the organizational leader *possesses personal integrity and the ability to engage in ethical decision-making and behavior* met the threshold of consensus with an average score of 4.875 out of 5. Two participants rated the skill as 4, and the remaining 14 participants rated the skill as a 5.

The skill that the organizational leader *is trustworthy* met the threshold of consensus with an average score of 4.94 out of 5. One participant rated the skill as 4, and the remaining 15 participants rated the skill as a 5.

The skill that the organizational leader *is capable of regaining trust of stakeholders* met the threshold of consensus with an average score of 4.88 out of 5. Two participants rated the skill as 4, and the remaining 14 participants rated the skill as a 5.

Completing the competency of acting with integrity, the skill that the organizational leader *demonstrates behavior integrity, which is the alignment of their words and actions* met the threshold of consensus with an average score of 4.88 out of 5. Two participants rated the skill as 4, and the remaining 14 participants rated the skill as a 5. See Table 21 for a summary of ratings.

Table 21

Round 3 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Acting with Integrity

Competency	Item	Rating
Acting with integrity	Possesses personal integrity and the ability to engage in ethical decision-making and behavior	4.88
	Is trustworthy	4.94
	Is capable of regaining trust of stakeholders	4.88
	Demonstrates behavior integrity which is the alignment of their words and actions	4.88

Additional skills. Several panelists added comments when asked to add any additional leadership skills regarding the competency of integrity for a postcrisis leader (see Table 22). One participant stated that the leader needs to nurture ethically-minded organizations through personal discipline, values, self-control, and policies that reinforce ethical behavior. Furthermore, they need to demonstrate selflessness of action by doing the right thing regardless of personal and professional consequences. The leader must behave in an honest, fair, and ethical manner without regard to pressure from other

authorities. The leader must also show consistency in words and actions. Moreover, the leader must instill trust and confidence and model high standards of ethics. Another panelist stated that the point is to have a means toward building trust. Another stated that honest, ethical, legal, and transparent communications and actions should be a guiding principle for the postcrisis leader.

Table 22

Panelist Identified Additional Leadership Skills Regarding the Competency of Acting With Integrity for a Postcrisis Leader Round 3

Competency	Panelist identified additional leadership skills		
Acting with integrity	<ul style="list-style-type: none"> • Nurtures ethics • Personal discipline • Values • Self-control • Selflessness • Doing the right thing 	<ul style="list-style-type: none"> • Honest • Fair • Ethical • Consistency of words and actions • Instill trust and confidence 	<ul style="list-style-type: none"> • Models high standard of ethics • Builds trust • Honest • Ethical • Transparent communicator

RQ 3: Possessing a learning orientation. Panelists rated the importance of the skills regarding the competency of possessing a learning orientation. The skill that the organizational leader *engages in the activities of learning and reflection* met the threshold of consensus with an average score of 4.64 out of 5. One participant rated the skill as a 3, three participants rated the skill as a 4, and 10 participants rated the skill as a 5. Two participants failed to rate the skill.

The skill that the organizational leader *uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates* met the threshold of consensus with an average score of 4.56 out

of 5. One participant rated the skill as a 3, five participants rated the skill as a 4, and 10 participants rated the skill as a 5.

The skill that the organizational leader *views crisis as a catalyst for producing individual and organizational learning* met the threshold of consensus with an average score of 4.38 out of 5. Two participants rated the skill as a 3; six participants rated the skill as a 4, and eight participants rated the skill as a 5.

The skill that the organizational leader *is purposeful and skillful in finding the learning opportunities inherent in crisis situations* met the threshold of consensus with an average score of 4.56 out of 5. One participant rated the skill as a 3, five participants rated the skill as a 4, and 10 participants rated the skill as a 5.

The skill that the organizational leader *leads in a manner that elicits adaptive responses to adverse conditions* met the threshold of consensus with an average score of 4.69 out of 5. Five participants rated the skill as 4, and 11 participants rated the skill as a 5.

Completing the competency of possessing a learning orientation, the skill that the organizational leader *promotes innovative and creative problem-solving with regard to crisis management* met the threshold of consensus with an average score of 4.56 out of 5. One participant rated the skill as a 3, five participants rated the skill as a 4, and 10 participants rated the skill as a 5. See Table 23 for a summary of ratings.

Additional skills. Several panelists added comments when asked to add any additional leadership skill regarding the competency of possessing a learning orientation for a postcrisis leader (see Table 24). One participant said the leader must be willing to

trust advice from the field and act on it. Another participant said the leader must establish a requirement for a timely postcrisis debriefing for lessons learned.

Table 23

Round 3 Results: Importance of Leadership Skills Required of an Organizational Leader to Lead Postcrisis, Regarding the Competency of Possessing a Learning Orientation

Competency	Item	Rating
Possessing a learning orientation	Engages in the activities of learning and reflection	4.64
	Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates	4.56
	Views crisis as a catalyst for producing individual and organizational learning	4.38
	Is purposeful and skillful in finding the learning opportunities inherent in crisis situations	4.56
	Leads in a manner that elicits adaptive responses to adverse conditions	4.69
	Promotes innovative and creative problem-solving with respect to crisis management	4.56

Table 24

Panelist Identified Additional Leadership Skills Regarding the Competency of Possessing a Learning Orientation for a Postcrisis Leader Round 3

Competency	Panelist identified additional leadership skills	
Possessing a learning orientation	• Trust advice	• Timely learning

Missing competencies. When asked to list any missing competency the panelists believe is a characteristic of a postcrisis organizational leader, one participant added the competency of being a team leader. Another added empathy and caring, expertise to address content of the crisis, commitment to resolving the crisis in the best manner

possible, and ongoing communications with stakeholders for as long as appropriate.

Another participant said they are all super important and inter-related. One participant said the ability to bring stability to a system following a disruption, common purpose, and trust are pivotal to the interconnectivity of relationships and information flow, which yields the desired agility. Lastly, one participant commented that in order to bring stability to a system following a disruption, common purpose and trust are pivotal to the interconnectivity of relationships and information flow, which yields the desired agility.

Table 25 shows the key terms used to identify the missing competencies provided by the participants from Round 3.

Table 25

Missing Competency Panelist Believe is Characteristic of Postcrisis Organizational Leader Round 3

Missing competency panelist believe is characteristic of postcrisis organizational leader			
<ul style="list-style-type: none"> • Team player • Adaptable 	<ul style="list-style-type: none"> • Consistent messenger 	<ul style="list-style-type: none"> • Effective why communicator 	<ul style="list-style-type: none"> • Steady hand

Panelists were asked to make recommendations on wording modifications needed for any of the items above. Table 26 shows the wording modifications recommended by the participants from all three rounds. The recommendation to use a singular approach for the instrument to be used as an assessment tool would provide clarity and solicit specific feedback from participants on the skills for the competencies is valuable for further modifications.

Table 26

Participants' Recommendations on Wording Modifications to Instrument

Open comments	Recommendations on wording modifications
Round 1	<ul style="list-style-type: none"> No comments from participants
Round 2	<ul style="list-style-type: none"> To some degree, all attributes listed are essential for effective leadership of large organizations in any dynamic situation. I wonder if the instrument is revealing meaningful differences in assessed importance among the attributes. The competencies should be singular with only one behavior per competency. It's hard not to mark all of the competencies as very important.
Round 3	<ul style="list-style-type: none"> All competencies are super important and interrelated. To bring stability after a crisis, common purpose and trust are pivotal to the interconnectivity of relationships and information flow, which yields the desired agility.

Results: Research Questions

The participants both rated the skills and offered a variety of responses that align with the study's research questions.

Research Question 1

What are the leadership skills needed for leaders to promote organizational resilience in the postcrisis phase?

The expert panelists gained a consensus of the following skills from the survey for promoting organizational resilience in the postcrisis phase.

- Possesses a postcrisis vision that their organization is to move beyond where it was precrisis
- Views crisis as a catalyst for thinking differently about what is possible for the organization

- Leads with resiliency which is defined as the maintenance of positive adjustment under challenging conditions
- Has the capacity to absorb strain and improve functioning in the face of adversity
- Has the ability to bounce back in a new and improved way following a difficult situation

The expert panelists were asked to add any additional leadership skill regarding the competency of promoting organizational resilience for a postcrisis leader. The experts identified the following skills:

- Adaptability
- Optimistic mindset
- Accountability of actions
- Strategic thinking
- Caring for stakeholders
- Supportive of change

Research Question 2

What are the leadership skills needed for leaders to act with integrity in the postcrisis phase?

The expert panelists gained a consensus of the following skills from the survey for acting with integrity in the postcrisis phase.

- Possesses personal integrity and the ability to engage in ethical decision-making and behavior
- Is trustworthy
- Is capable of regaining trust of stakeholders

- Demonstrates behavior integrity which is the alignment of their words and actions

When asked to add any additional leadership skill regarding the competency of acting with integrity for a postcrisis leader, the experts identified the following skills.

- Personal
- Supportive of change
- Consistent

Research Question 3

What are the leadership skills needed for leaders to possess a learning orientation in the postcrisis phase?

The expert panelists gained a consensus of the following skills from the survey to possessing a learning orientation in the postcrisis phase.

- Engages in the activities of learning and reflection
- Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates
- Views crisis as a catalyst for producing individual and organizational learning
- Is purposeful and skillful in finding the learning opportunities inherent in crisis situations
- Leads in a manner that elicits adaptive responses to adverse conditions
- Promotes innovative and creative problem-solving with respect to crisis management

When asked to add any additional leadership skills regarding the competency of possessing a learning orientation for a postcrisis leader, the experts identified the following skills:

- Supports personal and professional development

- Is approachable
- Possesses and demonstrates traits of emotional intelligence

Summary

The results of the data collection for this study were presented in Chapter IV. The purpose of this Delphi study was to identify the leadership skills needed to promote organizational resilience, to act with integrity, and to possess a learning orientation of organizational leaders in the postcrisis phase. The panelists, experts in their field, shared their recommendations on additional leadership skills regarding the competencies for a postcrisis organizational leader to possess.

The Delphi study explored postcrisis leadership competencies by asking the panel participants to rank the importance of the skills associated with each. The consensus was formed on the competencies of promoting organizational resiliency, acting with integrity, and possessing a learning orientation. For a complete list of identified skills and missing competencies, see Appendix F.

The Delphi study solicited the participants to identify additional leadership skills for each of the three competencies. The experts identified the skills of being adaptable, optimistic, accountable, strategic, caring, and supportive of change as required skills of a postcrisis leader for promoting organizational resiliency. The experts identified the skills of being personal, supportive of changes, and consistent as required skills of a postcrisis leader for acting with integrity. The experts identified the skills of supporting development both personal and professional, being approachable, and possessing the trait of emotional intelligence as required skills of a postcrisis leader for possessing a learning orientation.

The Delphi study solicited the participants to identify any missing competencies required of a postcrisis organizational leader. The experts identified the competencies of being communicative with both internal and external stakeholders and connectivity with both internal and external stakeholders.

The findings, implications, and suggestions for future studies are discussed in Chapter V. The chapter includes a summary of the study, the study's purpose, conclusions, and comments. The implications of this study and recommendations for future studies are reviewed.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The role of a leader in a crisis is to lead an organization through a sudden, often unanticipated, largely negative, and emotionally impactful event according to DuBrin (2013). However, even though an organizational leader may excel in leadership, many leaders frequently fail when leading in a crisis, purported Blythe (2014). The reason is that the leadership qualities displayed during normal business operations are not necessarily the same leadership qualities required to lead an organization successfully through a crisis (Bonvillian, 2013; DuBrin, 2013).

There is a firm understanding that the leader's actions or inactions during a crisis impact the course of the organizational crisis (Bonvillian, 2013; Walker et al., 2016). The actions of the leader have a significant impact on the organization successfully navigating the crisis according to Walker et al. (2016). Wooten and James (2008) put forth a competency model identifying the leadership competencies an organizational leader should possess to lead an organization postcrisis.

Using the five-phases crisis management model of Mitroff (1994), Wooten and James (2008) examined the competencies of a leader to lead in both the recovery and learning phases of a crisis. The concern, according to DuBrin (2013), is that effective crisis leadership skills are not based on theory and research. Wooten and James (2008) stated, "There has been little research to systematically identify crisis leadership competencies that are necessary for crisis management" (p. 353). Noticeably absent from this list is a set of leadership competencies that can help organizations effectively and

efficiently resolve the crisis and achieve resiliency in their strategy, human capital, and other resources.

Purpose Statement

The purpose of this Delphi study was to identify the leadership skills needed to promote organizational resilience, to act with integrity, and to possess a learning orientation of organizational leaders in the postcrisis phase.

Research Questions

The research questions that guided this study were the following:

1. What are the leadership skills needed for leaders to promote organizational resilience in the postcrisis phase?
2. What are the leadership skills needed for leaders to act with integrity in the postcrisis phase?
3. What are the leadership skills needed for leaders to possess a learning orientation in the postcrisis phase?

Methodology

The Delphi technique served as the research method for the study as it offered an approach in which experts in crisis leadership could identify the leadership skills leaders need to promote the competencies put forth by Wooten and James (2008) of organizational resilience, acting with integrity, and possessing a learning orientation during the postcrisis phase. The panelists participated in three Delphi rounds. The Delphi technique allowed for the systematic solicitation and collation of expert opinions to ascertain the views of experts to form a consensus on the skills required of a postcrisis organizational leader.

In each round, the same experts were asked the same questions three times with variations between the rounds (Brewer, 2011; Hsu & Sandford, 2012; Pandza, 2011). The panelists scored the importance of the items, the experts were provided anonymity during the process, and the survey was designed to provide statistical results using a 5-point Likert scale. Items scored by the panelists lower than a 4 were deemed as not gaining consensus and removed for the next iteration.

Additionally, the panelists provided additional skills for each competency in each of the three rounds. The panelists were also asked in each round to add any additional competencies they believed were missing of an organizational leader in the postcrisis phase. The use of the Delphi technique may lead to the development of training programs to develop the required leadership competencies and skills to support those competencies of organizational postcrisis leaders. The Delphi technique allows experts to analyze the items to forecast future events (Hsu & Sandford, 2012; Pandza, 2011; Rice & Simon, 2011).

The Delphi is a method that requires the selection of a panel of experts who have in-depth knowledge of the subject matter (Creswell, 2014; Hsu & Sandford, 2012). Therefore, the population identified in this study was a collection of experts centered on the context of crisis leadership. The individuals were educators in organizational leadership and crisis leadership, crisis management practitioners, and senior-level management who had dealt with a crisis. Scheele (2002) put forth that the panel members should meet three sets of criteria: those impacted by the phenomenon, those who have an applicable specialty or relevant experience in the phenomena, and those proficient in clarifying, organizing, synthesizing, and stimulating. This study considers

an expert in crisis leaders to be one who demonstrates at least four of the following criteria:

- has been impacted by the phenomenon;
- have an applicable specialty or relevant experience;
- be proficient in clarifying, organizing, synthesizing, and stimulating;
- have a minimum of 10 years of experience in the profession;
- possess a master's degree or an advanced certificate specific to his or her profession;
- hold a membership in a professional association in their field; and
- have articles, papers, or books published or presented at conferences or association meetings relevant to crisis leadership.

Population and Sample

This Delphi study consisted of a panel of 29 experts. The panel consisted of educators in the field of organizational leadership and crisis leadership, practitioners in the field of crisis management, and senior-level managers who had led an organization in a time of crisis. The panelists included university presidents, chief executive officers, vice presidents of organizations, a brigadier general, a colonel, business presidents, professionals in crisis management, published authors on crisis leadership and business continuity, and educators in crisis leadership and organizational leadership.

Scheele (2002) purported that the panel members should meet three sets of criteria: those impacted by the phenomenon, those who have an applicable specialty or relevant experience in the phenomena, and those proficient in clarifying, organizing, synthesizing, and stimulating. The researcher ensured that all three types of panel members were included in this study.

According to Udinsky et al. (1981), a Delphi study allows for the systematic solicitation and collation of experts' opinions. The Delphi technique ascertains the views of experts to form a consensus on a topic (Brewer, 2011; Hsu & Sandford, 2012; Pandza, 2011). The sampling frame included 29 individuals. Ten participants came from the field of education in organizational leadership and crisis leadership. Ten participants came from the field of crisis management. The final 10 were senior-level managers who had led an organization in a time of crisis.

Major Findings

Research Questions Findings: Resiliency, Integrity, and Learning

The 16 experts who participated in each Delphi round rated the importance of the skills previously identified in the literature. Delphi panel members were also asked to add any additional leadership skills and to add any additional competency they felt was characteristic of a postcrisis organizational leader. Following are the major findings based on the overall research questions and additional skills identified by the Delphi panel members and their alignment with the literature.

Research Question 1

What are the leadership skills needed for leaders to promote organizational resilience in the postcrisis phase?

Research Question Finding 1. Leadership skills for promoting organizational resilience. The leadership skill to communicate a vision of the future was identified by the panel as promoting organizational resilience. In all three rounds, the panelists were asked to rate the importance of the skills provided regarding the competency of promoting organizational resiliency. Sixteen experts participated in Round 1, 16

participated in Round 2, and 16 participated in Round 3. After all the responses were collected, the following skills, organized by the expert rankings from highest to lowest, were identified for the leadership competency of promoting organizational resilience in the postcrisis phase:

- has the capacity to absorb strain and improve functioning in the face of adversity (4.75),
- possesses a postcrisis vision that their organization is to move beyond where it was precrisis (4.69),
- leads with resiliency, which is defined as the maintenance of positive adjustment under challenging conditions (4.63),
- has the ability to bounce back in a new and improved way following a difficult situation (4.33), and
- views crisis as a catalyst for thinking differently about what is possible for the organization (4.31).

The panel came to a consensus on the skills put forth by Wooten and James (2008) regarding the competency of promoting organizational resilience. The first trait is a personal one, the postcrisis leader's ability to absorb strain and improve functioning during adversity. One panel member stated that a postcrisis leader needs to have the ability to adapt and lead the team to adapt under adverse situations. Another panel member liked the idea of absorbing strain and said that the trait is unique and important in resiliency and essential for a postcrisis leader. DuBrin (2013) identified resilience as a personal skill of an effective crisis leader.

Possessing a postcrisis vision is a trait required of a postcrisis leader. A panel member said having a clear articulation of goals and objectives is important as is having a vision postcrisis. Another panel member said having the capacity to communicate reality and describe a plan and having a path forward to the future were essential for a postcrisis leader. Pal et al. (2014) pointed out that the aspects of culture, leadership, and vision within an organization have an impact on resilience. Kotter (2007), in his eight-step model for creating change, identified the need for the leader to create a vision, communicate the vision, and empower others to act on the vision and the necessity to institute change in an organization.

Viewing crisis as a catalyst for thinking differently about what is possible for the organization was identified as a required skill of the postcrisis leader. The expert panel came to a strong consensus that this skill is required of a postcrisis leader. A crisis is an opportunity to bring about a significant transformation that can alter the course of an organization according to Wang (2007). George (2009) used the phrase “never waste a good crisis” as a means to see a crisis as an opportunity to bring about organizational change because the resistance to such change is lessened in a time of crisis (p. 12). Lastly, Jaques (2010) pointed out that the postcrisis period is an opportunity to change aspects of the organization and that the opportunity must be used to drive needed change.

Research Question Finding 2. Panel experts identify the additional skills for promoting organizational resiliency. In all three rounds, the panelists were asked to add any additional leadership skills regarding the competency of promoting organizational resiliency. Sixteen experts participated in Round 1, 16 participated in Round 2, and 16 participated in Round 3. After all the responses were collected, the following additional

skills were identified for the leadership competency of promoting organizational resilience in the postcrisis phase:

- has the ability to be adaptable and promotes adaptability to support innovation,
- is optimistic about the future of the organization and remains optimistic under adversity,
- expects accountability and demonstrates accountability for their own actions,
- is strategic in thinking and planning with a vision,
- demonstrates a caring demeanor toward others, and
- is supportive of change.

One panel member stated that a postcrisis leader needs to have the ability to adapt and lead the team to adapt under adverse situations. Another member said a postcrisis leader needs to promote adaptability. Still another panel member said a postcrisis leader must have the ability to inspire in the face of the crisis in order to create hope. Regarding being strategic, one panel member said a postcrisis leader must both think strategically and plan strategically. Lastly, others talked of the need to demonstrate caring and be effective in communication to key stakeholders.

Rego and Garau (2008) stated that a crisis leader needs to promote both adaptability and flexibility. These traits were supported by Bion and Hart (2007) and Klann (2003) who claimed a crisis leader must allow for adaptability and flexibility, set clear objectives, and encourage the on-scene initiative of his or her followers. Hagan (2011) contended that it is the organizational leader who is responsible for both strategic relationships with key stakeholders and the management of an organization's reputation. Schoenberg (2005) contended that the skills of the organizational crisis leader should include the skills of being analytical, strategic thinking, and communicative.

Antonacopoulou and Sheaffer (2014) asserted that effective crisis communication is one of the components of a comprehensive crisis management process. Wooten and James (2008) identified communication as a key competency of an organizational crisis leader.

Research Question Finding 3. A postcrisis leader needs the skill of adaptability for promoting organizational resilience. The leadership skill of being adaptable was identified by the panel as promoting resilience. When asked to list additional leadership skills regarding the competency of promoting organizational resiliency, the panelists noted, a leader promoted adaptability. The Delphi panel members said that the chaos of crisis is a test of leadership. To bring stability to a system, common purpose and trust are pivotal to drive the interconnectivity of information and shared consciousness leading to agility. The key premise, according to one panel member, is how to lead systems to be more adaptable.

According to another Delphi panel member, a postcrisis leader must deal effectively with pressure, ambiguous and emerging conditions, and multiple tasks while remaining optimistic and persistent even under adversity or uncertainty. The idea of adaptability and being resilient is supported by the seminal work of Wooten and James (2008) who used the 2003 definition of resiliency put forth by Sutcliffe and Vogus as the maintenance of positive adjustments under challenging conditions. According to Leflar and Siegel (2013), adaptability to changing conditions is an essential component of organizational resiliency. Mikušová and Čopíková (2016) recognized adapting as a needed leadership competency of a crisis leader. By being adaptable, a postcrisis leader is able to recover quickly from setbacks, stated another Delphi panel member. Furthermore, a postcrisis leader anticipates changes and learns from mistakes.

Research Question Finding 4. Postcrisis leaders should inspire others by communicating a vision for the future. The experts developed consensus regarding the skill that the postcrisis leader possesses a postcrisis vision for the organization. One expert stated that the leader needs to have the ability to articulate a shared vision and inspire action. One Delphi member said that a postcrisis leader needs to have the ability to inspire in the face of crisis to create hope. Another Delphi panel member mentioned that a postcrisis leader must clearly articulate goals and objectives. The capacity to communicate reality and describe a plan and a path forward to the future is a required skill of a postcrisis leader according to another panel member. A postcrisis leader must have the ability to project hope and be optimistic according to another Delphi panel member.

The finding is in alignment with the seminal work of Wooten and James (2008). By casting a vision, a leader can move his or her organization beyond precrisis levels (Wooten & James, 2008). As described by Wooten and James (2008), “The ability to lead an organization to such an outcome can be described as resiliency” (p. 370). The most desirable form of business recovery, according to Wooten and James (2008), is not just the ability of a leader to lead an organization through a crisis but to also assist the organization to be in a better state postcrisis than it was precrisis.

According to Kotter (2007), creating a vision, communicating that vision, and empowering others to act on the vision creates change. A postcrisis leader who can articulate a clear vision for the future can inspire others in times of crisis and drive change. Change is achieved because the postcrisis leader is able to provide a clear and compelling vision forward (Wood, 2013).

Research Question 2

What are the leadership skills needed for leaders to act with integrity in the postcrisis phase?

Research Question Finding 1. Leadership skills for acting with integrity. The leadership skills for acting with integrity were identified by the panel for acting with integrity. In all three rounds the panelists were asked to rate the importance of the skills provided regarding the competency of acting with integrity. Sixteen experts participated in Round 1, 16 participated in Round 2, and 16 participated in Round 3. After all the responses were collected, the following skills, organized by the expert rankings from highest to lowest, were identified for the leadership competency of acting with integrity:

- possesses personal integrity and the ability to engage in ethical decision-making and behavior (4.88),
- is trustworthy (4.88),
- is capable of regaining trust of stakeholders (4.88), and
- demonstrates behavior integrity, which is the alignment of their words and actions (4.75).

The panel came to a consensus on the skills put forth by Wooten and James (2008) regarding the competency of acting with integrity. One panel member said a postcrisis leader needs to nurture ethically minded organizations through personal discipline, values, self-control, and policies that reinforce ethical behavior. Another panel member mentioned that a postcrisis organizational leader is forthright in estimating and describing the consequences of the crisis for employees and other stakeholders. Another panel member said a postcrisis organizational leader needs to demonstrate

selflessness of action by doing the right thing regardless of personal and professional consequences. Furthermore, another panel member said the leader must behave in an honest, fair, and ethical manner without regard to pressure from other authorities and show consistency in words and actions. Lastly, a postcrisis leader instills trust and confidence and models high standards of ethics according to another panel member.

The concept of integrity and the postcrisis leader demonstrating traits of integrity is supported in the literature. DuBrin (2013) identified integrity as being loyal to a set of principles, such as being honest, trustworthy, and doing the right thing, and practicing such principles openly. Kin et al. (2015) and Intagliata et al. (2000) agreed that integrity is a key element of self-development of an individual. Patching (2012) asserted that the most important quality of a leader is integrity. Lastly, Audi and Murphy (2006) reported that in the world of business, integrity is the most commonly cited morally desirable trait, and the absence of integrity has been blamed for numerous offenses.

Research Question Finding 2. Additional skills for acting with integrity.

Additional leadership skills were identified by the panel as acting with integrity. In all three rounds, the panelists were asked to add any additional leadership skills regarding the competency of acting with integrity. Sixteen experts participated in Round 1, 16 participated in Round 2, and 16 participated in Round 3. After all the responses were collected the following additional skills were identified for the leadership competency of acting with integrity:

- is personable to both internal and external stakeholders,
- is supportive of change, and
- demonstrates consistency in both words and actions.

The panel added additional skills regarding the competency of acting with integrity. One panel member said a postcrisis leader shows consistency in words and actions. A postcrisis leader instills trust and confidence and models high standards of ethics according to another. A postcrisis leader needs to be accepting of change and be willing to be transparent in his or her communication about the change according to another panel member.

The relationship with stakeholders is the responsibility of the organizational crisis leader and consistency in action is supported in the literature. Hagan (2011) contended it is the organizational leader who is responsible for both strategic relationships with key stakeholders and the management of an organization's reputation. Holmes (2009) identified the ability of a leader to maintain communications with organizational stakeholders as one of the seven principles of crisis leadership. The ability of the organizational crisis leader to effectively communicate to both internal and external stakeholders is paramount to success according to Walker et al. (2016). Integrity is often viewed as a value and is described as doing the right thing (Caellegh, 2003; Koehn, 2005) while Monga (2016) viewed integrity as a core value and defined integrity as the action of doing the right thing that is both ethically and morally sound.

Research Question Finding 3. Leaders need to be able to change direction while being sensitive to the need for transparency to maintain integrity. The leadership skill of leaders being adaptable to change direction during a crisis was identified by the panel for acting with integrity. The experts do not support the skill identified in the seminal work of Wooten and James (2008) that the leader's actions in response to the crisis are consistent with the initial communication about the crisis. The

skill that the postcrisis leader demonstrates consistency in response to the crisis that aligns with the initial communication about the crisis failed to meet the threshold of consensus and was subsequently dropped in the first round.

Participants responded to the skill with statements that the skill is important; however, changing conditions may warrant other actions. One panelist stated that while consistency between communication and action is very important, there may be times when conditions change, and the leader may need to make decisions that are completely appropriate but do not fully line up with previous communications that were made under previous conditions. Supporting the expert's opinion is the statement from another panel member who purported that while consistency is important, the postcrisis leader needs to be able to have flexibility and to react to the ever-changing conditions of a crisis.

Another panelist stressed the need for initial communications might not be consistent with later communications because pattern changes brought on by the crisis itself. The postcrisis leader just needs to clearly communicate the inconsistencies and the reason why they exist according to the panelist.

The literature supports such rational. Changing conditions during a crisis to include the postcrisis phases are multifaceted and unpredictable (Fink, 1986). Perhaps one panelist summed it up best when she wrote about the skills as simply, requires training. The idea of transparency was raised by several panelist to address changing communication as the crisis progresses. One panelist listed the following skills of a postcrisis leader: honest, ethical, legal, and transparent in communications and actions as a guiding principle.

The idea of transparency for a crisis leader is identified in the literature by Van Gorder (2010); however, it was in reference to the competency of promoting organizational resiliency. Van Gorder (2010) listed the traits of “transparency; honest; consistency; continuous reflection’ faith in leadership; organizational pride; continuous and real-time communication; accountability; compassionate leadership; stability; and engagement” (p. 26). This puts forth the idea that crisis leadership skills are not unique to any single crisis phase and that they are interchangeable as the conditions of the crisis determine, which is in keeping with the work of Intagliata et al. (2000) who asserted that the leadership competencies are used as the baseline for determining the leadership development opportunities needed for a leader. The key is knowing the leadership competencies an organizational leader possesses as a foundation for his or her professional development.

Research Question Findings 4. Integrity requires postcrisis leaders to develop what Peter Senge describes as personal mastery. The experts developed consensus regarding the skill of demonstrating behavior integrity. According to a Delphi panel member, a postcrisis leader must behave in an honest, fair, and ethical manner without regard to pressure from other authorities and demonstrate consistency in words and actions. These actions of the postcrisis leader instill trust and confidence as long as the leader models high standards of ethics according to the Delphi member. According to one Delphi panel member, a postcrisis organizational leader nurtures ethically minded organizations through personal discipline, values, self-control, and policies that reinforce ethical behavior.

Furthermore, the postcrisis leader must demonstrate selflessness of action by doing the right thing regardless of personal and professional consequences. Together, these skills can be defined as personal mastery. Senge (1990) described personal mastery as self-awareness and the ability to recognize the effect one's actions, thinking, feeling, and behaving have on the people and situations around them.

The expert opinion concerning the competency of acting with integrity aligns with the work of Wooten and James (2008). Trust is critically important in the postcrisis phases, and if there is any perceived breach of that trust it is paramount that the organizational leader regains that trust from stakeholders (Wooten & James, 2008). The essence of trust and organizational integrity, according to Wooten and James (2008), are personal integrity and ethical decision-making. The ability to act with integrity is key to regaining trust (Wooten & James, 2008). If a leader's actions and words align, it is perceived that the leader possesses and acts with integrity. Essential to achieving personal mastery is a commitment to truth (Senge, 1990).

Research Question 3

What are the leadership skills needed for leaders to possess a learning orientation in the postcrisis phase?

Research Question Finding 1. Leadership skills for possessing a learning orientation. The leadership skills for possessing a learning orientation were identified by the expert panel. In all three rounds, the panelists were asked to rate the importance of the skills provided regarding the competency of possessing a learning orientation. Sixteen experts participated in Round 1, 16 participated in Round 2, and 16 participated

in Round 3. After all the responses were collected, the experts identified the following skills, organized by the expert rankings from highest to lowest:

- engages in the activities of learning and reflection (4.79),
- promotes innovative and creative problem-solving with respect to crisis management (4.75),
- leads in a manner that elicits adaptive responses to adverse conditions (4.69),
- views crisis as a catalyst for producing individual and organizational learning (4.44)
- is purposeful and skillful in finding the learning opportunities inherent in crisis situations (4.44), and
- uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates (4.25).

The panel came to a consensus on the skills put forth by Wooten and James (2008) regarding the competency of possessing a learning orientation. One panel member said a postcrisis leader must be a lifelong learner, adaptive, and flexible, and demonstrate vulnerability. Another panel member said a postcrisis leader should show humility and be supportive to teams to allow for making fast decisions. Specific to the postcrisis leader possessing a learning orientation, another panel member urged that a learning orientation is critical. As a crisis evolves, so do the opportunities for learning, and it is this learning that leads to innovation according to the panelist. A postcrisis leader must be willing to learn from a variety of fields both internal to their industry and external.

Such statements regarding a learning orientation are supported in the literature. Learning orientation is a person's disposition to acquire knowledge as a personal strategy

to problem solve (Kareem, 2016; Senge, 2006). There are three traits associated with a learning orientation, and they are a commitment to learning, a shared vision, and open-mindedness (Özsahin et al., 2011; Paparoidamis, 2005). To begin to make an organization better from a crisis, the leader and the organization must pose a learning orientation, argued Coad and Berry (1998). The ability of a leader to have a learning orientation allows him or her to elicit a more adaptive response to a crisis and he or she is not easily discouraged if there are setbacks or challenges (Wooten & James, 2008).

Research Question Finding 2. Additional skills required of a postcrisis leader for possessing a learning orientation. The additional leadership skills needed for a postcrisis organizational leader to possess a learning orientation were identified by the expert panel. In all three rounds, the panelists were asked to add any additional leadership skills regarding the competency of possessing a learning orientation. Sixteen experts participated in Round 1, 16 participated in Round 2, and 16 participated in Round 3. After all the responses were collected, the experts identified the following additional skills:

- supports personal and professional development both personally and for the staff in their organization;
- is approachable by both internal and external stakeholders; and
- possesses and demonstrates traits of emotional intelligence such as being self-aware, self-reflective, vulnerable, humble, and listening to information provided by followers, being supportive, and being good under pressure.

The panel added additional skills regarding the competency of possessing a learning orientation. One panel member said a postcrisis leader embraces information

flow for greater adaptability while another said that a postcrisis leader engages in effective two-way communication to and from appropriate stakeholders. Furthermore, a postcrisis leader must be willing to trust advice from the field and act on it, stated another. Several other panel members identified the following skills: being a lifelong learner, adaptive, flexible, vulnerable, humble, and supportive, and having self-reflection.

The literature is vague in the skills identified by the expert panel, and they are new regarding the skills required of a postcrisis organizational leader. The skills can best be described as a collection of skills regarding emotional intelligence discussed previously under major findings (See the section, Findings 4: Postcrisis leaders must possess emotional intelligence).

Research Question Finding 3. Postcrisis leaders need to embrace and enjoy learning. According to one Delphi member, too many leaders do not allow themselves to continue to learn. A postcrisis leader should be a lifelong learner according to one Delphi participant, because a crisis is a living and evolving situation and provides new learning opportunities at every turn. Failure to take advantage of these learning opportunities will not allow for innovation to occur according to the Delphi member. According to another Delphi member, possessing a learning orientation is critical for a postcrisis leader.

The skills identified by the panelists regarding possessing a learning orientation are supported in the literature. Rego and Garau (2008) emphasized the need for a crisis leader in creating a culture of empowerment, promoting adaptability, flexibility, and initiative. Imamaglu et al. (2013) purported that top management must establish a culture of learning and become a learning organization. Wooten and James (2008), stated the characteristics displayed by the postcrisis leader of possessing a learning orientation

“may influence whether leaders will engage in reflection and learning following a crisis and, if so, can potentially promote innovative and creative problem-solving with respect to the crisis management” (p. 371).

Research Question Finding 4. Postcrisis leaders must possess emotional intelligence. Lastly, one Delphi member said that a postcrisis leader should be adaptive, flexible, demonstrating vulnerability, possessing humility and being supportive to teams, making fast decisions and exhibiting self-reflection. These skills are similar to the attributes identified as emotional intelligence. Therefore, a postcrisis leader should be emotionally intelligent. The literature supports this claim. Klann (2003) argued that effective crisis leaders exhibit the following characteristics of facing emotions, showing respect, making connections, being sincere, exhibiting a positive attitude, and being communicative. Together, the traits identified by the panel members make up the five key areas of emotional intelligence, self-awareness, self-management, social awareness, and relationship management as described by Bradberry and Greaves (2009).

Unexpected Findings

As a result of the study, the researcher identified two unexpected findings. These findings were a result of unexpected ratings and comments of the Delphi panel participants who are experts on the topic of crisis leadership.

Unexpected Finding 1

A leader's actions do not need to be consistent throughout the crisis.

An unexpected finding was the lack of consensus regarding the experts' opinion that the leader's actions must be consistent in a crisis. Wooten and James (2008) contended that a leader's actions in response to the crisis must be consistent with internal

communications about the crisis. Moreover, the ability of the leader to demonstrate consistency in response to the crisis that aligns with the initial communication about the crisis is important according to Wooten and James (2008).

The panelists were asked to rate the importance of the leader's actions in response to the crisis that are consistent with the initial communication about the crisis. The leader demonstrates consistency in response to the crisis that aligns with the initial communication about the crisis. Five of the panelists rated the skill as very important, five rated the skill as moderately important, four rated the skill as somewhat important, one panelist rated the skill as not at all important, and one panelist failed to rate the skill.

While the panelists agreed that consistency between communication and action was very important, the experts felt the leader needs to have the ability to adjust to changing conditions. The leader needs the ability to make decisions that do not fully align with previous communications, stated one participant. Because of changing conditions and facts, the leader needs to be transparent in his or her dealings with the changes he or she makes according to another.

Rego and Garau (2008) contended that a crisis leader needs to allow for such flexibility while setting clear objectives. The ever-changing nature of a crisis is a critical factor in allowing a crisis leader to change the direction that may contradict his or her original direction. Walker et al. (2016) purported that crisis leaders are required to frequently make difficult decisions in an environment that consists of media pressure, organizational chaos, and inaccurate information. These are all relevant factors that would cause a crisis leader to change the initial direction.

The argument put forth by the panelist was that changing conditions around the crisis justify such a modification. One panelist stated that the adjustment must be based on facts and clearly communicated and that the reasoning and purpose of the change should be to achieve a solution or make progress. Wang (2007) contended that errors or irrational decisions made by organizational crisis leaders can increase the impact of the crisis on the organization. Therefore, it would make sense that a crisis leader is allowed to change direction or contradict his or her earlier decisions and actions in order to bring about a solution or to make progress.

Unexpected Finding 2

Connectivity is a required competency of a postcrisis leader.

Another unexpected finding was the additional competency identified by the panelist of connectivity with both internal and external stakeholders. Panelists stated that building connectivity across organizational boundaries is a required competency of a postcrisis leader. It is the role of the leader to bring connectivity in order to provide stability to a dynamic environment according to the experts. Klann (2003) purported that effective crisis leaders exhibit the characteristic of making connections and being communicative. According to one panelist, connectivity brings about the stability of both information and a shared consciousness leading to adaptability. Adaptability can also be described as organizational resiliency.

Marcus and McNulty (2010) stated that the responsibility of the leader in a crisis is to help people focus their attention to allow for the fulfillment of their responsibilities. While these may seem like normal leadership activities, Marcus and McNulty pointed out that the ability of the leader to exercise this influence during a crisis is a critical function.

It would be a reasonable assumption that to establish such leadership influence is important, and the postcrisis leader should possess the ability to build relationships and have connectivity with both internal and external stakeholders.

Unexpected Finding 3

Missing competency. In all three rounds, the panelists were asked to add any missing competency the panelists believed was characteristic of a postcrisis organizational leader. Sixteen experts participated in Round 1, 16 participated in Round 2, and 16 participated in Round 3.

Connectivity is essential. After all the responses were collected and analyzed according to the theoretical framework, the following competencies were identified: a postcrisis leader must be communicative with both internal and external stakeholders, and the postcrisis leader must form connectivity with both internal and external stakeholders. Connectivity, according to Marcus, McNulty, Henderson, and Dorn (2019), is a social exercise that cultivates, nurtures, and builds relational value in an effort to link objectives. Connectivity is achieved when there is a shared purpose developed among stakeholders (Marcus et al., 2019).

Conclusions

The intent of this research study was to gain expert opinion on the leadership skills needed for promoting organizational resilience, acting with integrity, and possessing a learning orientation of organizational leaders in the postcrisis phase. The major findings were the result of the expert opinions, the literature presented in Chapter II, and the prior research conducted on postcrisis leadership competencies. The first series of major findings is based on the overall research questions. The second set of

major findings in this study coincides with the research questions and the open-ended question at the end of each Delphi round asking the panelists to add any missing competency the panelists believed is characteristic of a postcrisis organizational leader. The following three conclusions emerged from the literature, the research findings, and the unexpected findings of this study.

Conclusion 1

Crises are complex and continuously evolving. The leadership competencies and the skills to support those competencies vary based on which phase the crisis is in. In the postcrisis phase, a leader must possess the competency of promoting organizational resilience, acting with integrity, possessing a learning orientation, and maintaining connectivity to internal and external stakeholders.

Pal et al. (2014) viewed the actions of the leader to build resilience as imperative and believed the leader should support the enhancement of the knowledge in both the individual and the organization as a whole. The postcrisis leader has a responsibility to develop both the individuals in his or her organization and the collective knowledge of the organization. Cannon (1993) recognized acting with integrity as the most valuable trait of an organization's behavior. The traits displayed by the organizational leader are critical for setting the standard for the followers of the leader. The lessons learned from the crisis are one of the most understudied aspects of crisis management (Bion & Hart, 2007; Lagadec, 1997). It is the role of the postcrisis leader to establish a culture of learning so that the organization can be stronger postcrisis than it was precrisis.

In the midst of an unstable and dynamic environment, a postcrisis leader needs to bring connectivity and stability. Connectivity is the act of cultivating, nurturing, and

building relational value in order to link objectives among stakeholders according to Marcus et al. (2019). A key aspect of connectivity is forging strategic relationships (Marcus et al., 2019). These strategic relationships need to be developed both internally and externally of the organization to accomplish organizational priorities.

Conclusion 2

The newly identified skill of being supportive of change was identified in both the competency of promoting organizational resiliency and acting with integrity by the Delphi panel members. Imamaglu et al. (2013) purported that organizations involved in organizational learning are able to lay the foundation of change and realize that change needs to occur. Having an organizational leader who supports change would be critical to developing organizational learning. According to George (2009), in the postcrisis phase to make significant organizational change, the leader must be willing to see the crisis as an opportunity to strengthen the organization.

Conclusion 3

Postcrisis leaders need to be communicative with both internal and external stakeholders and maintain connectivity with both internal and external stakeholders. The open-ended question in each Delphi round asked the participants to add any competency they believed was missing of a postcrisis organizational leader.

Marcus et al. (2019) identified connectivity as a social exercise that cultivates, nurtures, and builds relational value in an effort to link objectives. It is the role of the leader to create connectivity and this is achieved when all stakeholders become invested in a shared purpose (Marcus et al., 2019). To create connectivity, the leader must be able

to lead down, up, across the organization structure as well as to lead beyond the organization to key stakeholders (Marcus et al., 2019).

Implications for Action

This section presents the implications for action regarding the postcrisis leadership competencies that were derived by the researcher from the conclusions, the significance of the study, and the literature. The following actions are recommended.

Implication 1

Researchers should develop an instrument to measure the level of competencies outlined in this study. Building on the results of this study, future research could be done to validate an instrument using factor analysis to develop a survey tool to measure the skills an organizational crisis leader possesses to support the competencies required to lead postcrisis. The same instrument can be used to measure the skills of an organization's human capital to support the competencies required of organizational members to support recovery and learning in a postcrisis organization, leading to the enhancement of a more effective and resilient organization.

Implication 2

Human resource professionals can develop training programs to educate employees of an organization to be aware of the skills and competencies required in a postcrisis organization. The purpose would be to develop an understanding and awareness of the skills and competencies of a postcrisis organization to effectively resolve a crisis and achieve resiliency.

Implication 3

Human resource professionals can create training programs to develop the skills in the human capital of an organization as a strategy for recovering and learning from an organizational crisis. Developing such skills and competencies will have an impact on postcrisis organizational response with the potential to effectively recover and learn from a crisis, achieving resiliency for the organization.

Implication 4

Organizational leaders need to develop the skills outlined in this study. The personal development of such skills and competencies can serve as a strategy for recovering and learning from an organizational crisis. Crisis leadership needs to adopt a complex set of competencies to lead their organizations through the phases of crisis effectively and successfully recover. Developing such skills and competences will have an impact on organizational recovery and learning postcrisis, leading to a more effective and reliant organization.

Recommendation for Future Research

There is a limited amount of research regarding the competencies of a postcrisis leader. The researcher respectfully suggests the following recommendations for future research.

Recommendation 1

Building on the results of this study, future research could be conducted to validate an instrument using multivariant data analysis to develop a survey tool to measure the skills an organizational crisis leader possesses to support the competencies required to lead postcrisis. From the results of the current study, future research could be

conducted by having a large, diverse population sample rate the items. By using the concepts defined in principle component factor analysis, the results of a future study could be used to establish a reliable and validated instrument to measure postcrisis leadership competencies.

Recommendation 2

The study could encompass all phases of the organizational crisis. Beyond interviewing the organizational crisis leader, researchers could conduct interviews that include crisis management team members, managers reporting to crisis management team members, and front-line staff involved with the crisis. The purpose could be to identify further the leadership competencies displayed by the organizational crisis leader in the various phases of the crisis.

Recommendation 3

Researchers could begin to explore whether there is a difference between the leaders of for-profit or not-for-profit organizations. A researcher could explore whether the mission or focus of the organization impacts the type of leader attracted to lead the organization, thus identifying whether there is a difference in leadership skills possessed by the organizational leader specific to leading in a crisis.

Recommendation 4

Researchers need to conduct a study to see whether there is a correlation between effective crisis leadership and transformational leadership. By conducting a comparative study, researchers can determine whether there is a parallel between an organizational leader's leadership style and effective crisis leadership.

Recommendation 5

Researchers could conduct a qualitative phenomenological study or a case study by conducting interviews with organizational crisis leaders. By interviewing organizational leaders who have been removed from their positions and/or those who have taken over an organization in the postcrisis phase, researchers could learn more from the first-person point of view.

Concluding Remarks and Reflection

This Delphi study investigated and identified the leadership skills needed for the competencies of organizational leaders in the postcrisis phase. A group of panelists shared their expert opinions and made final recommendations regarding the skills and additional competencies required of a postcrisis organizational leader. The experts who participated in the Delphi panel came to consensus on the skills required competencies of a postcrisis organizational leader. These skills could be used by human resource professionals to develop professional development programs to enhance the competencies of a postcrisis leader. Those competencies are promoting organizational resiliency, acting with integrity, possessing a learning orientation, being communicative with both internal and external stakeholders, and maintaining connectivity with both internal and external stakeholders.

Furthermore, the skills identified and the competencies confirmed in this study could be used by human resource professionals to develop training curriculum not only for postcrisis organizational leaders but also for all members of the organization. By training all members of an organization in the competencies and the skills to support those competencies, an organization should be able to successfully navigate the business

recovery and learning and reflection phases of a crisis. As concluded by this study, the skills required of a postcrisis leader to possess the competencies of leading an organization such as promoting organizational resilience, acting with integrity, and possessing a learning orientation are needed.

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APPENDICES

APPENDIX A

Initial Item Pool of 16 Items Reflecting Modifications

Measure	Items
Business Recovery Phase <i>Promoting Organizational Resiliency</i> Wooten and James (2008)	Possess a postcrisis vision that their organization is to move beyond where it was precrisis.
	Views crisis as a catalyst for thinking differently about what is possible for the organization.
	Leads with resiliency which is defined as the maintenance of positive adjustment under challenging conditions.
	Has the capacity to absorb strain and improve functioning in the face of adversity.
Wooten and James (2008)	Has the ability to bounce back in a new and improved way following a difficult situation.
Business Recovery Phase <i>Acting with Integrity</i> Wooten and James (2008)	Possesses personal integrity and the ability to engage in ethical decision-making and behavior.
	Is trustworthy.
	Is capable of regaining trust of stakeholders.
	Demonstrates behavior integrity which is the alignment of their words and actions.
Wooten and James (2008)	The leader's actions in response to the crisis are consistent with the initial communication about the crisis. Demonstrates consistency in the response to the crisis that aligns with the initial communication about the crisis.
Learning & Reflection Phase <i>Learning Orientation</i> Wooten and James (2008)	Engages in the activities of learning and reflection.
	Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates.
	Views crisis as a catalyst for producing individual and organizational learning.
	Is purposeful and skillful in finding the learning opportunities inherent in crisis situations.
	Leads in a manner that elicits adaptive responses to adverse conditions.
	Promotes innovative and creative problem-solving with respect to crisis management.

APPENDIX B

Delphi Panel Members

Role	Name	Field	Credentials	Experience
Educator Crisis Leadership	Andrew Campbell	Educator	Doctorate of Global Leadership.	Director, International Peace and Leadership Institute, Adjunct Faculty- Crisis Leadership at Federal Executive Institute Specialties: Strategic Crisis Leadership (for Senior Executives and Crisis Managers)
Educator Crisis Leadership	Shirley Jensen	Higher Education Administration and Educator Emergency Management	Doctor, Policy, Planning and Development.	Program Coordinator - CSULB - MS. Emergency Services Administration Program, Educator - Emergency Management - Lecturer & Program Coordinator, Emergency Services Administration MS Program, California State University Long Beach
Educator Crisis Leadership	Eric McNulty	Crisis Leadership Expert	Master of Arts in Leadership	Human Side of Crisis and PostIncident Return to Work, Published Author on Crisis Leadership. Associate Director of Harvard University National Preparedness Leadership Initiative. Co-author, <i>You're it: Crisis, change, and how to matter when it matters most.</i> Specialist Leadership, crisis leadership, systems thinking, strategy, collaboration, conflict resolution, urbanization, sustainability, social enterprise, entrepreneurship, and innovation.

Educator Crisis Leadership	Helio Fred Garcia	Organizational President, Higher Education Administration and Educator Organizational Leadership	Doctor of Humane Letters, MA in Philosophy	Executive Director of Logos Institute President of Logos Consulting, Executive Director of Logos Institute President of Logos Consulting, Professor at: Columbia, Communication University of China, New York University. Published Author of <i>Agony of Decision Making: Mental Readiness and Leadership in a Crisis</i> ; <i>Reputation Management: The Key to Successful Public Relations and Corporate Communication</i> ; <i>The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively</i> . Trustee on multiple governing boards.
Educator Crisis Leadership	David D. Pitcher	Chief Executive Officer, Higher Education Administration and Educator in Leadership	Ph.D. Leadership Professional and CEO	CEO and Educator in Crisis Management. Experienced university dean and professor; trainer in leadership, business, management and marketing. People-oriented, process developing, goal-achieving leadership
Educator Organizational Leadership	Jen Blakey	Human Resource Professional - Training and Development	Ed.D. Organizational Leadership	Vice President, Organization Development and Learning, Irvine Company
Educator Organizational Leadership	Rick Roof	Higher Education Administration and Leadership	Ph.D. Organizational Leadership	Higher Education Faculty and Administration - Leadership, Aeronautics, Business, Research. Online Chair, Associate Professor at Liberty University.

Educator Organizational Leadership	Janel Johnson	Higher Education Administration and Educator Organizational Leadership	E.D. Organizational Leadership	Organizational Leadership Expert – Author, Advocate, Curriculum, Consultation, Keynote, Mentor, Research, Training.
Educator Organizational Leadership & Senior- Level Leader Who Has Dealt with Crisis	Bob Brower	University President	Ph.D. Business and Corporate Communications	University President at Point Loma University (22 years) and educators in Business and Corporate Communications
Emergency Management Practitioner	Tracey Wilder	Business Continuity	Certified Business Continuity Vendor, Certified Business Continuity Planner – Disaster Recovery Institute	Deep expertise in business continuity & supplier risk. Business Continuity - Process Improvement, Risk Assessment, Strategy Development, Project Management, and Problem Resolution
Emergency Management Practitioner	Tom Roepke	Senior Leadership: Global Crisis Management Experience	Master's Degree from Webster University in Business & Security Management and a bachelor's degree from Wayland Baptist University in Human Services & Criminal Justice. Certified Business Continuity Professional (CBCP) and a Certified Protection Professional (CPP)	Executive Director of Global Crisis Management & Business Continuity at Sony Pictures Entertainment. Isan experienced Crisis Management, Business Continuity & Corporate Security professional with over 25 years of wide-ranging experience in the fields of crisis management, business continuity, supply chain security, investigations, emergency preparedness and program development.

Emergency Management Practitioner	Robert Weronik	Risk Management	Master's degree in business and Organizational Security Management	Experienced enterprise security risk management leader with unique ability to align function strategies with company mission and goals. Mastery in identifying, assessing and prioritizing cross-domain risks and collaboratively developing mitigation and resiliency strategies.
Emergency Management Practitioner	Crystal R. Chambers	Business Resiliency	Master's degree - Emergency Services Administration	Business Resiliency at Southern California Edison as Senior Manager at Southern California Edison (SCE)
Emergency Management Practitioner	Marianne Waldrop	Military/Leadership Consultant	Ph.D. - Leadership Consultant - Leadership Development Practitioner	Leadership Development Consultant, Colonel – USMC, Board of Directors – Tender Loving Canines Assistance Dogs.
Emergency Management Practitioner	Betty Kildow	Crisis Leadership Professional	Business Continuity. Certified PECB ISO 22301 Master; ISO 28000 Lead Implementer, Lead Auditor; Trainer	Partnering with executives, department managers, planning groups, and business continuity managers to provide a tailored, comprehensive approach to enterprise business continuity, disaster recovery, and emergency management planning, leading to greater organizational resilience. Speaker and educator on topics including business continuity management, emergency management, supply chain risk management, and organizational resilience.

Emergency Management Practitioner	Blair Kerley	Business Continuity Professional	CBCP, MBCI Certifications 25+ Years' experience	Specialties: BCM Program Development, ISO 22301 alignment, BCM Operations Management, Staff Management & Budgeting, IT Disaster Recovery (DR), Risk Assessment, Impact Based Planning, Business Impact Analysis (BIA), RTO Identification, Business Process Minimization, Incident Command System, Global Incident Response, BCM M&A Integration, Enterprise Risk Management, GRC Convergence with BCM, Vendor Management
Emergency Management Practitioner	Dr. Stephen B. Baruch	Business Continuity Professional	Doctor of Environmental Science and Engineering, UCLA. CBCP, MBCI certifications	Helping organizations achieve comprehensive situational awareness; Integrating the use of Social Media for better crisis communications; and Establishing processes, including damage assessments, to facilitate an effective transition between emergency response and business recovery.
Emergency Management Practitioner	Donna Griffin	Business Continuity Professional	25+ years professional experience in the field. CBCP and MBCI Certifications	Experienced Business Continuity Manager with a demonstrated history of working in the investment management industry. Skilled in Crisis Management, Enterprise Risk Management, Analytical Skills, Emergency Management, and IT Service Management. Strong research professional.

Emergency Management Practitioner	Bruce Blythe	Crisis Leadership	Master of Psychology and Practitioner/Expert in Crisis Leadership Author	Blythe has made repeated appearances on NBC's Today Show, CNN, ABC's 20/20, CBS'48 Hours, CNBC, NPR, Fox and many others. Fast Company Magazine published a cover-story article about Blythe's leadership in responding to 204 companies onsite following 9/11. He provides commentary in Newsweek, Wall Street Journal, Business Week, Smart Money, New Yorker, Fortune Magazine, USA Today and is keynote presenter to multiple national and international conferences per year.
Senior-Level Leader Who Has Dealt with Crisis	Dean Grose	Politician	FBI, InfraGard, Member & ILO (infrastructure liaison officer)	Former Council Member, and now Candidate in 2018, for the City of Los Alamitos (2006-2009; 2012-2016). Elected to a four-year term on the 72nd California Assembly, Central Committee for the GOP, starting in 2016.
Senior-Level Leader Who Has Dealt with Crisis	Malek Khouri	Vice President	MBA/MS Marketing, Management Information Systems	Vice President for Auto Club Enterprises. Experience in managing business continuity and emergency response programs. Lead the organizational crisis – response for AAA to Hurricane Harvey.
Senior-Level Leader Who Has Dealt with Crisis	Shenice Smith	Health Care	Juris Doctorate and bachelor's degree Communications & Marketing	Chief of Staff and Senior Counsel to the CEO at CHOC Children's

Senior-Level Leader Who Has Dealt with Crisis	Gareth Jones	Senior-Level Leader - Crisis	Master of Risk-Crisis and Disaster Management Crisis Management & Organizational Resilience specialist	Crisis Management. Organizational Resilience, BCM. Over 30 years' experience in organizational resilience and risk management related issues gained over 15 years intensive international commercial consulting, focusing on crisis management and organization level resilience, BCM
Senior-Level Leader Who Has Dealt with Crisis	Matt Jones	Military Staff Officer - Colonel	Master of Science, National War College	Veteran Marine officer with extensive leadership, management, and strategic planning experience. Combat commander. Staff Officer, Command level as a Colonel. Veteran Marine officer with extensive leadership, management, and strategic planning experience. Qualifications include: Proven leader of large organizations; Strategic planner and critical thinker; Adept at managing complex projects and multidisciplinary teams; Broad knowledge of national security strategy and military history; Extensive experience with manual/tabletop wargaming and simulation; 27 years management experience; expert writer and editor; Top Secret (SCI) Clearance.
Senior-Level Leader Who Has Dealt with Crisis	Carol Taylor	University President	Doctor of Philosophy (Ph.D.), Multilingual/Multicultural Education	Crisis leadership experience. Leading organizations thru crisis.

Senior-Level Leader Who Has Dealt with Crisis	Chris Danielson	President and CEO	Certified Professional in Human Resources	CEO and President of Mint Condition of Eastern Nebraska and former Vice President of Operations for Lakeside Hospital in Omaha, NE.
Senior-Level Leader Who Has Dealt with Crisis	Ken Lawonn	Senior Vice President	MBA, Executive Leadership.	Sr. VP & CIO at Sharp HealthCare
Senior-Level Leader Who Has Dealt with Crisis	Jason Townsell	Vice President	MS, CSP, CHST, OHST Certifications in Safety and Safety Management	Vice President SH&E, Critical Infrastructure at Parsons Corporation
Senior-Level Leader Who Has Dealt with Crisis	Jason Bohm	Military Staff Office - Brigadier General	MS Military War College. MS USMC Command and Staff College	Chief of Staff at Naval Striking and Support Forces NATO. Former Commanding General USMC Training Command.

APPENDIX C

Instrument – Round 1

Link: <https://www.surveymonkey.com/r/7DQ9TPC>

Postcrisis Leadership Skills - Delphi Survey

1. Welcome to My Survey

Thank you for participating as part of the Delphi panel. Your expertise in the area of crisis leadership is valuable for this research study.

The purpose of the Delphi panel is to reduce the item pool used in the instrument. The item pool has been generated from a previous archival qualitative study conducted by Wooten and James (2008). Each item is a leadership skill.

The first step of the Delphi process asks that you rate the importance of each item (leadership skills) in measuring a leader's ability to lead a postcrisis organization using a 5-point Likert scale. More specifically, a leader's ability to lead in the postcrisis phases of business recovery and learning and reflection. All items are in the context of 'postcrisis' as defined as after the crisis event takes place.

There are a total of 16 items. There is a comment box at the end of each competency as an opportunity for you to add an item should you believe one is missing.

There is also a comment box at the end of the survey asking you to list any competency that you believe is missing of a postcrisis organizational leader.

I welcome all recommendations and additions that you may have for me.

Thank you again for your time and expertise!

Paul Turgeon

Postcrisis Leadership Skills - Delphi Survey

2.

Please rate each item based on its level of importance in a leader's ability to lead in a postcrisis organization.

1. Possess a postcrisis vision that their organization is to move beyond where it was precrisis.
 Not at all Important Minimally Important Somewhat Important Moderately Important Very Important
2. Views crisis as a catalyst for thinking differently about what is possible for the organization.
 Not at all Important Minimally Important Somewhat Important Moderately Important Very Important
3. Leads with resiliency which is defined as the maintenance of positive adjustment under challenging conditions.
 Not at all Important Minimally Important Somewhat Important Moderately Important Very Important
4. Has the capacity to absorb strain and improve functioning in the face of adversity.
 Not at all Important Minimally Important Somewhat Important Moderately Important Very Important
5. Has the ability to bounce back in a new and improved way following a difficult situation.
 Not at all Important Minimally Important Somewhat Important Moderately Important Very Important
6. Comments: Please add any additional leadership skills regarding the competency of organizational resiliency for a postcrisis leader.
7. Possesses personal integrity and the ability to engage in ethical decision-making and behavior.
 Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

8. Is trustworthy.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

9. Is capable of regaining trust of stakeholders.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

10. Demonstrates behavior integrity which is the alignment of their words and actions.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

11. The leader's actions in response to the crisis are consistent with the initial communication about the crisis. Demonstrates consistency in the response to the crisis that aligns with the initial communication about the crisis.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

12. Comments: Please add any additional leadership skills regarding the competency of integrity for a postcrisis leader.

13. Engages in the activities of learning and reflection.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

14. Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

15. Views crisis as a catalyst for producing individual and organizational learning.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

16. Is purposeful and skillful in finding the learning opportunities inherent in crisis situations.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

17. Leads in a manner that elicits adaptive responses to adverse conditions.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

Postcrisis Leadership Skills - Delphi Survey

3.

18. Promotes innovative and creative problem-solving with respect to crisis management.

Not at all Important Minimally Important Somewhat Important Moderately Important Very Important

19. Comment: Please add any additional leadership skills regarding the competency of possessing a learning orientation for a postcrisis leader.

20. Comment: Please, list any competency that you believe is missing of a postcrisis organizational leader. A competency is described as a skill, knowledge, or attribute.

21. Comment: Please make recommendations on wording modifications needed for any of the aforementioned items.

Postcrisis Leadership Skills - Delphi Survey

4. Thank you!

Thank you again for your participation in the Delphi process.

I will be deploying a second iteration of this survey to the Delphi panel in a week using items rating 4 or higher based on the interrater agreement.

Thank you, Paul Turgeon

APPENDIX D

Instrument – Round 2

Round 2 - Postcrisis Leadership Skills - Delphi Survey

Competency	Item
Promoting Organizational Resiliency	<ul style="list-style-type: none"> • Possess a postcrisis vision that their organization is to move beyond where it was precrisis. • Views crisis as a catalyst for thinking differently about what is possible for the organization. • Leads with resiliency which is defined as the maintenance of positive adjustment under challenging conditions. • Has the capacity to absorb strain and improve functioning in the face of adversity. • Has the ability to bounce back in a new and improved way following a difficult situation.
Acting with Integrity	<ul style="list-style-type: none"> • Possesses personal integrity and the ability to engage in ethical decision-making and behavior. • Is trustworthy. • Is capable of regaining trust of stakeholders. • Demonstrates behavior integrity which is the alignment of their words and actions.
Possessing a Learning Orientation	<ul style="list-style-type: none"> • Engages in the activities of learning and reflection. • Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates. • Views crisis as a catalyst for producing individual and organizational learning. • Is purposeful and skillful in finding the learning opportunities inherent in crisis situations. • Leads in a manner that elicits adaptive responses to adverse conditions. • Promotes innovative and creative problem-solving with respect to crisis management.

APPENDIX E

Instrument – Round 3

Round 2 - Postcrisis Leadership Skills - Delphi Survey

Competency	Item
Promoting Organizational Resiliency	<ul style="list-style-type: none"> • Possess a postcrisis vision that their organization is to move beyond where it was precrisis. • Views crisis as a catalyst for thinking differently about what is possible for the organization. • Leads with resiliency which is defined as the maintenance of positive adjustment under challenging conditions. • Has the capacity to absorb strain and improve functioning in the face of adversity. • Has the ability to bounce back in a new and improved way following a difficult situation.
Acting with Integrity	<ul style="list-style-type: none"> • Possesses personal integrity and the ability to engage in ethical decision-making and behavior. • Is trustworthy. • Is capable of regaining trust of stakeholders. • Demonstrates behavior integrity which is the alignment of their words and actions.
Possessing a Learning Orientation	<ul style="list-style-type: none"> • Engages in the activities of learning and reflection. • Uses prior experience, or the experience of others, to develop new routines and behaviors that ultimately change the way the organization operates. • Views crisis as a catalyst for producing individual and organizational learning. • Is purposeful and skillful in finding the learning opportunities inherent in crisis situations. • Leads in a manner that elicits adaptive responses to adverse conditions. • Promotes innovative and creative problem-solving with respect to crisis management.

APPENDIX F

Comments and Key Terms and Missing Competencies Combined

Key Terms from Participants Comments Rounds 1-2-3				
Competencies	Round 1	Round 2	Round 3	Key Terms
Promoting Organizational Resiliency	<ul style="list-style-type: none"> • Negotiation, conflict resolution, collaboration, strategic thinking, strategic planning, financial accountability, relationship building, diplomacy, and partnering. • The prior 6 are each important during and postcrisis. Number 3 is very important during recovery but not as much so during response. Additional leadership skills I think are important are adaptability, the ability and desire to readily innovate (speaks to #4) and teach-ability (many leaders fail to learn new things as therein. • Has the ability to adapt and lead team to adapt under adverse situations.² • I like the idea of absorbing strain; it's unique. It might be worth having two items to reflect this item as I believe it is important in resiliency but absolutely essential for a postcrisis leader. 	<ul style="list-style-type: none"> • ability to project hope, to be optimistic • Personal accountability - the ability to own the crisis for your team. #2 is dependent upon what stage of postcrisis you're in. The further along you are the more relevant it becomes. • The chaos of crisis is a test of leadership. To bring stability to a system, a common purpose and trust are pivotal to drive the inter-connectivity of information and shared consciousness leading to agility. The key premise is: How to lead systems to be more adaptable? A leader promotes adaptability. • Identifies all impacted stakeholders and addresses their needs and concerns. • Demonstrates corporate caring through actions, not just verbal platitudes. 	<ul style="list-style-type: none"> • Deals effectively with pressure, ambiguous and emerging conditions, and multiple tasks; remains optimistic and persistent even under adversity or uncertainty. Recovers quickly from setbacks. Anticipates changes and learns from mistakes. • A leader promotes adaptability. • Reliance on a diverse staff of advisors • Demonstrates corporate caring. Effective communication to and from impacted/involved stakeholders. 	<ul style="list-style-type: none"> • Negotiate • Conflict Resolution • Collaboration • Strategic Thinking • Strategic Planning • Financial Accountability • Relationship Building • Diplomacy • Partnering • Adaptability • Readily Innovate • Teachability • Adapt • Lead Team to Adapt • Inspire • Caring • Articulation of Goals and Objectives Vision • Leader Identity • Self-Confidence • Emotional Intelligence • Social Capital • Vulnerability • Communicate Reality and Describe Plan and Path Forward • Understand Organizational Risk Profile

	<ul style="list-style-type: none"> • Ability to inspire in face of crisis, to create hope. • Caring is a critical component of crisis leadership. Identify impacted stakeholders and demonstrate caring behaviorally. • Clear articulation of goals and objectives. • vision, leader Identity, self-confidence, emotional intelligence, social capital, vulnerability. • Capacity to communicate reality and describe a plan, path forward to the future. • Possess an understanding of the organization's risk profile. 			<ul style="list-style-type: none"> • Project Hope • Optimistic • Personal Accountability • Common Purpose • Trust • Lead Adaptive Systems • Promotes Adaptability • Address Stakeholder Needs/Concerns • Caring • Deals with Pressure Ambiguity, Emerging Conditions, and Multiple Task • Optimistic • Persistent • Recovers from Setbacks • Anticipates Change • Learns from Mistakes • Promotes Adaptability Reliance on Diverse Opinions • Caring • Effective Communications
	Round 1	Round 2	Round 3	Key Terms
	<ul style="list-style-type: none"> • Nurtures ethically-minded organizations through personal discipline, values, self-control, and policies that reinforce ethical behavior. Demonstrates selflessness of action by doing the right thing regardless of personal and professional consequences. Behaves in an honest, fair, and ethical manner without regard to pressure from other authorities. Shows 	<ul style="list-style-type: none"> • for 10, I think it is important to retain trust (rather than regain trust) • Leaders can also make mistakes and need to act with confidence but also humility. • Implements crisis response on a timely basis, even with only partial knowledgeable. Doing the right thing too late can compromise crisis response effectiveness. 	<ul style="list-style-type: none"> • Nurtures ethically-minded organizations through personal discipline, values, self-control, and policies that reinforce ethical behavior. Demonstrates selflessness of action by doing the right thing regardless of personal and professional consequences. Behaves in an honest, fair, and ethical manner without regard to pressure from other authorities. Shows 	<ul style="list-style-type: none"> • Nurtures Ethics • Personal Discipline • Values • Self-Control • Selflessness • Doing the Right Thing • Honest • Fair • Ethical • Consistency of Words and Actions

<p>Acting with Integrity</p>	<p>consistency in words and actions. Instills trust and confidence; models high standards of ethics.</p> <ul style="list-style-type: none"> • Regarding #12 consistency between communication and action is very important; however, there may be times where conditions change, and the leader may need to make decisions (that are completely appropriate) that don't fully line up with previous communications (that were made under previous conditions). • While I think consistency is important, it is not always easy to be consistent during crisis. Even though this is postcrisis, the business recovery stage still has "aftershocks" like an earthquake that may make this difficult. I might consider using a word such as transparency. "he/she communicates with transparency" or make the actions and words consistent without tying it to what was said initially. • In a fast-moving incident (or even slow-moving for that matter), initial communications may not be applicable as the fact pattern changes. Better to be flexible and give rationale why things have changed, as appropriate. 		<p>consistency in words and actions. Instills trust and confidence; models high standards of ethics.</p> <ul style="list-style-type: none"> • #11 is really about a means toward trust-building • Honest, ethical, legal and transparent communications and actions as a guiding principle. 	<ul style="list-style-type: none"> • Instill Trust and Confidence • Encourage Trail and Learn Approach • Solicit Information • Learn from Examples • Lifelong Learner • Adaptive • Flexible • Vulnerable • Humility • Supportive • Self-reflection • Confidence • Humility • Timely Crisis Response • Doing the Right Thing • Nurtures Ethics • Personal Discipline • Values • Self-Control • Selflessness • Doing the Right Thing • Honest • Fair • Ethical • Consistency of Words and Actions • Instill Trust and Confidence • Models High Standard of Ethics • Builds Trust • Honest • Ethical • Transparent Communicator
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	<ul style="list-style-type: none"> • Re #12: I think clear communication with stakeholders is important. If initial information about a crisis changes through the crisis, a leader should clearly communicate that out and own their messaging. However, if their message changes as a result of a changing crisis, I don't consider that inconsistent. • In regard to item 12, the leader must also be able to communicate what is changing or discovered in addressing the crisis that may not have been known or clear in the initial communication. Adjustments must be factually based and clearly communicated as to the reasoning and purposes of the changes that achieve solution or progress. • Is forthright in estimating and describing the consequences of the crisis for employees and other stakeholders. • Item 12 requires training. 			
	Round 1	Round 2	Round 3	Key Terms
	<ul style="list-style-type: none"> • A learning orientation is critical. Too many leaders do not allow themselves to continue to learn (there are several reasons for this). Crisis' are living and evolving situations that can and should provide new learning opportunities at every turn. 	<ul style="list-style-type: none"> • Learning orientation is also dependent upon the how far you are from the crisis itself. Learning orientation is based upon the leader's preferred learning style and that has an impact based upon the stages of postcrisis development. For 	<ul style="list-style-type: none"> • Is willing to trust advice from the field and act on it. • Establishes requirement for timely postcrisis debriefing for lessons learned 	<ul style="list-style-type: none"> • Encourage Trial and Learn Approach • Solicit Information • Learn from Examples • Lifelong Learner • Adaptive • Flexible

Possessing a Learning Orientation	<p>Those that can't/won't learn can't/won't innovate.</p> <ul style="list-style-type: none"> • High tolerance for low-consequence mistakes/encourages a “trial and learn” approach. • Best to solicit input from the team vs. autocratic leadership for problem-solving and creativity. • Must be willing to learn from examples both in their field and outside of their field and be able to draw lessons back to their field/organization. • Lifelong learner, adaptive, flexible, vulnerability. • Humility and supportive to teams making fast decisions. • Self-reflection. 	<p>example, some leader's prefer SWAT-style learning because it's quick and to the point and others prefer a more defined competency-based approach that requires more time and development.</p> <ul style="list-style-type: none"> • A leader embraces information flow for greater adaptability. • Engages in effective two-way communication (to and from appropriate stakeholders). 		<ul style="list-style-type: none"> • Vulnerable • Humility • Supportive • Self-reflection • Preferred Learning Style • Embraces Information • Effective Communication • Trust Advice • Timely Learning
	Round 1	Round 2	Round 3	Key Terms
Missing Competencies	<ul style="list-style-type: none"> • Creativity and innovation, external awareness, flexibility, resilience, strategic thinking, and vision. • Innovative, adaptive, resilient, and collaborative. • Building connectivity across organizational boundaries. • People first - Good crisis management is about identifying impacted stakeholders (all of them) and addressing their needs and concerns. People side of crisis management is critical. 	<ul style="list-style-type: none"> • Leaders in a postcrisis environment need a basic management competency so they can manage the details they've delegated or owned themselves. It keeps the small things from becoming additional problems. • A leader is driven by a system of followers, and so effective communication in maintaining trust is essential. Engaging the community/organization and tending to relationships between and across discipline for 	<ul style="list-style-type: none"> • Team player • Empathy/caring, expertise to address content of the crisis, commitment to resolve the crisis in best manner possible, and ongoing communications with stakeholders for as long as appropriate. 	<ul style="list-style-type: none"> • Creative and Innovative • External Awareness • Flexibility • Resilience • Strategic Thinking • Vision • Innovative • Adaptive • Resilient • Collaborative • Build Connectivity • People First • Open Communication Channels • Trust

	<p>Open communication channels (incoming and outgoing) are the foundation of good crisis management. No crisis response is any better than its communication.</p> <ul style="list-style-type: none"> • Trust and reliability. • Consistent, steady, confident humility, learner, collaborator, and present in the crisis and organization. • Optimism - believes and communicates belief that the organization will survive and prosper postcrisis. 	<p>postcrisis solutions is key. A leader brings connectivity and stability to a dynamic environment.</p> <ul style="list-style-type: none"> • “Caring” is foundational. If stakeholders believe a leader doesn’t care, the severity and duration of negative consequences will likely expand. • Genuinely love the institution and those the leader serves with a willingness to lead by example and sacrifice for those he or she serves • Team player who has developed a resilient team • Consistency of message yet clear and explanatory when new data or circumstances require changes in strategies. It’s a steady hand capable of making adjustments and being able to tell why. 	<ul style="list-style-type: none"> • Reliability • Consistent • Steady • Confident • Humility • Learner • Collaborator • Present • Optimistic • Basic Management Competency • Effective Communication • Engaging • Tending Relationships • Brings Connectivity and Stability • Caring • Genuinely Love the Institution and People • Lead by Example • Sacrifice for Followers • Team Player • Consistent Messenger • Steady Hand • Adaptable • Effective Why Communicator
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