



# **Non-technical Skills and Personal Characteristics of Frontline Leaders in Crisis Management**

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<p>Worldwide disasters impose an increasing burden on society. Multi-level leaders play a significant role in implementation of disaster response. Current disaster training emphasize little if at all in equipping disaster personnel in non-technical skills and development of personal characters.</p> <p>This master's thesis seeks to describe the nature and stressors of leadership in context of humanitarian crisis. The aim of the study is to illustrate from selected literature the essential non-technical skills and personal characteristics of frontline leaders that significantly support the comprehensive approach of leadership in crisis contexts and thus influence the outcomes of goal achievement.</p> <p>The study was conducted by descriptive literature review and provides a qualitative answer for the research question. The collected articles (n = 16) were analysed with inductive content analysis. The findings will serve the Finn Church Aid/ ACT Alliance in recruitment practices. Additionally it gives suggestions for individual leadership skill development as well as agencies readiness for responding to global humanitarian circumstances.</p> <p>The review defined non-technical skills and personal characteristics of leaders under five leadership competence levels; 1) Team Facilitation, 2) Cultural and Emotional Competence, 3) Multi-Level Collaboration, 4) Operational Management and 5) Goal Achievement. The reviews further implies that personnel wellbeing and safety, culturally sensible behaviour and interaction, innovative solution and creative control, trust, increased individual motivational and organizational commitment were the most substantial and important outcomes of the frontline leaders` skill and behaviour.</p> <p>The leaders` non-technical skills and personal characteristics that strongly impacted in leadership emergence were interest in others wellbeing and safety, cultural awareness and sense making, empathy, communication skills, self-confidence, reactivity, innovativeness, motivation skills and willingness leading by example. A strong context-dependency in gender preference emerged favouring female attributes in times of crisis. Nevertheless, the most significant predictor for leadership outcome, especially in crisis situations, was execution of a transformational leadership style.</p>	
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## FOREWORD

This study was executed with collaboration of Arcada University of Applied Sciences of Helsinki and Finn Church Aid/ ACT Alliance. The thesis seeks to illustrate a nature of humanitarian crisis management focusing the non-technical skills and personal characteristics of frontline leadership. The topic developed from author's interest in leaders' personal characteristic that makes leadership successful in challenging circumstances. Moreover, ATC Alliance expressed the need to improve quality of organization recruitment practises involving crisis leadership.

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Tuula J. Marshalls

# 1 INTRODUCTION

In the previous century humanitarian crisis has occurred rather frequently. Although global development has decreased the number of wars, the remaining crises has become increasingly complicated (Liesinen 2013, p. 93). Modern crises arise rapidly, and are hasty multi-dimensional and multi-complex situations, that habitually leave civilians relatively barefooted due to the lack of real action on the part of international community. The crisis affect and often even target the most vulnerable people, innocent civilians – mainly women and children. (Ådahl (ed.) 2013.) Vulnerability may also be defined as an internal risk factor that is exposed to hazard (Cardona 2003). Risk is constructed socially, even though it has a relationship to physical and natural space. It represents the physical, economic, political or social predisposition to be affected or damaged during a destabilizing phenomenon of natural or anthropogenic origin. While the development process seeks harmony between humankind and environment, the concept of vulnerability reduces the capacity of affected people to adjust in the determined set of environmental circumstances. Global vulnerability is a condition that is constructed, accumulates and remains over time and is closely linked to social aspects and to the level of development of the communities. (e.g. Cardona 2003.) A classic example of the modern crisis is the Arab Spring extending its influence to the larger surrounding (Ådahl (ed.) 2013). In this context, Syria is the most high-profile example of modern-day complex emergence presenting for example one of the fastest evolving internal displacement crisis in the world (IFRC 2012). Ongoing crisis in Central Africa Republic and South Sudan involving death and destruction have raised the demand for an improvement in humanitarian systems to execute the quick and focused responses during such emergencies. (IDMC 2014.)

The civilian non-state and non-profit organizations are widely recognized as a vital resource in crisis management. They offer a quick and efficient connection to the root level of local population. Each of the actors in the field, whether national or international, is a tool to gain the ultimate crisis management goal. It is worth noting that the crisis have shown worldwide that there are increasing constrains and a lack of respect for the immunity of international peace building agents and humanitarian agents. This is

affecting both personal and supply chain security. (e.g. Ådahl (ed.) 2013, p. 7; IFRC 2012).

Due to the nature of modern crisis, operational leaders in development support and peace building organizations are working in non-stable settings and unexpected circumstances. In these environments, the definition and dimension of normal management and leadership are extended. The leader is expected to adapt the overall goal set by international community, to follow the guidelines and interest of their own organization and yet to keep the personnel capable, safe and happy. The frontline leader is defined as a key person in leading the team to achieve the ultimate goal of their mission in the local context. It is suggested that the entire success of the mission is dependent on the leader's ability to understand the context (Liesinen 2013, p. 89) including a deepened awareness of culture, history and language (Sainio 2013, p. 77). The factors behind how one leads others can be concluded as being a product of both professional and personal resources (Liesinen 2013, p. 93). This has led to widespread concern that humanitarian action is underperformed due to a lack of effective leadership. As Buchanan-Smith & Scriven (2011, p. 8 ) suggests that *“much more needs to be done in international humanitarian aid sector to foster operational humanitarian leadership, with implications for the culture of the sector as a whole, and for individual organisations and their chief executives and senior management teams in particular.”*

The technical dimensions of leadership is a widely researched topic. Most organizations strongly emphasizes the position of leadership and management in their organization. However, despite the efforts invested in leadership, the current disaster training programmes and a majority of disaster response organizations undermines the need of equipping leading disaster personnel with non-technical skills. Notably, the evidence based research and an in-depth analysis in identifying the key non-technical skills are also yet very few. By limiting this review handling non-technical skills and personal characteristics of frontline leader, the focus provides an up-to-date view of crucial human resource used in tampering various crisis contexts.



## 2 HUMANITARIAN CRISIS IN 21<sup>ST</sup> CENTURY

### 2.1 Humanitarian crisis

In many occasions `disaster`, `hazard`, `crisis` and `vulnerability` are affiliated describing different perspectives, timespan and factors of a potential emergency that disturbs normality, when occurs. *Centre for Research on Environmental Decisions (CRED)* defines disaster as “*a situation or event which overwhelms local capacity, necessitating a request to a national or international level for external assistance; an unforeseen and often sudden event that causes great damage, destruction and human suffering*” (2013). Though a word of disaster does not have one universal definition, there are commonly recognised elements as a great loss of life and overwhelmed public systems. Disaster may be described moreover as a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses that exceed the ability of the affected community or society to cope using its own resources. Disaster occurs when a hazard impacts on vulnerable people (IFRC 2014). Hazard therefore is a situation that poses a level of threat to life, health, property or environment when hazard together with possibility creates risk.

In literature the determinants of crisis cover larger perception than the definition of disaster. It includes different levels of intensity of a time of danger or situation that implements the possibility being affected. Several dictionaries define crisis also as a turning point that may lead to better or worse (*Free Merriam-Webster Dictionary; Dictionary.com; The Free Dictionary*). Moreover the definition take account of elements such as risk analysis, preparedness and response combining it to crisis management. Crises are divided into two categories based on the causing method; technological crisis - also called as man-made crisis and natural crisis. (WHO 2014.) People's vulnerability level in crisis situation is determined by physical, economic, social and political factors. Vulnerability include diminished capacity to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. (IFRC 2014.) According to Cardona (2003), besides of physical ability, the elements of vulnerability moreover originates in socio-economic fragility or lack of resilience.

When talking about humanitarian circumstances, concerning either crisis or aid, it is vital to comprehend word `humanitarian`. According to WHO (2014), the definition of humanitarian relates to humane, benevolent, beneficent, considerate, compassionate, merciful, understanding, unselfish, welfare, charitable, gentle, sympathetic etc. It is an action from man to man seeking to protect humanity and promote human welfare according to everyone's right to life with dignity, humanitarian assistance, protection and security. Humanitarian crisis is a complex (political) emergency resulting in total or considerable breakdown of authority or state structures caused by internal or external conflict. These situations request an international response. The term is to differentiate humanitarian needs arising from instability. (WHO 2014; IASC 2013.)

In crisis situations widely used *Sphere Handbook* (Humanitarian Charter and Minimum Standards in Humanitarian Response) defines four basic protection principles guiding humanitarian actions. These are to

- Avoid exposing people to further harm as a result of your actions (Sphere 2011).
- Ensure people's access to impartial assistance – in proportion to need and without discrimination (Sphere 2011).
- Protect people from physical and psychological harm arising from violence and coercion (Sphere 2011).
- Assist people to claim their rights, access available remedies and recover from the effects of abuse (Sphere 2011).

This study concentrates in humanitarian crisis covering variety of circumstances that requires extended perspective of crisis management and operational leadership in its actions.

### 2.1.1 Human-made crisis

Technological or human-made hazards are of the two type of crisis, that handles events caused by humans and occur in or close to human settlements. Such crisis are caused based on a complex emergencies as conflicts, famine, displaced populations, industrial and transport accidents. (IFRC 2014.) Though the incidences of international and civil wars have decreased in last centuries, violent conflicts are arguably one of the hugest challenges of the era. These conflicts affect both individuals and wider communities through killing, injury, looting, robbery, abductions and displacement. The loss of assets such as houses, land, labor, utensils and livestock besides of the destruction of infrastructure and public services reduces people`s access to vital sources of livelihood impacting productive capacity and often the survival. The understanding of the factors behind of outbreak, the continuation and the end along with consequences of violent conflict interrelates with people`s behavior, made choices and interaction with the surrounding. These factors correlates also to the people`s coping mechanisms in the face of extreme uncertainty. (Justino *et al.* (eds.) 2013, pp. 3-4, 15.) According to the *Global Overview 2014* (IDMC 2014) of internally displaced people (IDP) by conflict and violence, the increase of global displacement is noteworthy particularly in Middle East and Sub-Saharan Africa having overwhelming escalation in figures. In year 2013 the total number of IDPs was 33.3 million excluding the number of refugees.

Human-made natural hazards and environmental degradation as climate change and deforestation may create further tensions and violence along with displacement. The behavioural elements increase erosion, dissipation and recurrent floods further causing famine and food insecurity. (IDMC 2014; IFRC 2014). Also the natural resources as water, both fresh and salty water, has played notable part and potential in triggering conflicts as in Sudan and Rwanda (Tulloch 2009). Additionally, industrial and transport accidents are a major cause of the human-made crises that strongly involve political, law enforcement and behaviour levels. Especially in less developed countries the events are common. The industrial accidents occurs during the production, transportation and handling of hazardous chemical substances. The term of transport accident involves mechanised modes of transportation as air, boat, rail transport and motor vehicles on roads and tracks. (IFRC 2014.)

### 2.1.2 Natural crisis

In year 2013, 330 natural triggered disasters were registered worldwide causing a significant number of loss of lives and millions victimised. Among the top 10 countries in terms of disaster mortality, half of them represents low or lower-middle income economies. Though the number of effected seems high, it was less both in the average and associated human impacts than last decade. Between years 2003–2012 about 100,000 people were killed and 216 million effected by natural disaster annually. (CRED 2013.)

Natural disasters are divided into geophysical, hydro-meteorological (meteorological, hydrological, climatological) and biological disasters. The following Table 1 illustrates the definition of natural disasters categorically based on disaster subgroups, cause and type of disaster.

*Table 1. Natural disaster subgroup definition and classification (CRED 2013).*

Disaster subgroup	Definition/ cause	Disaster main types
<b>Geophysical</b>	Originating from solid earth	Earthquake, volcano, mass movement (dry)
<b>Metrological</b>	Atmosphere processes (minutes to days)	Storm
<b>Hydrological</b>	Deviations in the normal water cycle and/or overflow by wind set-up	Flood, mass movement (wet)
<b>Climatological</b>	From intra-seasonal to multi-decadal climate variability	Extreme temperature, drought, wildfire
<b>Biological</b>	Exposure of living organisms to germs and toxic substances	Epidemic, insect infestation, animal stampede

An earthquake is a sudden break within the upper layers of the earth resulting in vibration of the ground that may cause destruction of life and property and are measured by magnitudes (M) from 1 to 10. Earthquakes beyond 7 M occurs annually average of 20 times when scale 5-6 M shakes almost 50 times more frequently (University of Helsinki 2006). These often triggers corresponding landslides, tidal waves and tsunamis. One of the recent example was Haiti in year 2010. Furthermore, tropical storms, cyclones, hurricanes and typhoons are forms of atmosphere changes that defined under category of storm. (IFRC 2014.) One of the most researched hurricane Katrina showed a quick return to the normal daily routines being crucial for coping in changed situations. For example

adolescents shortly restarted school routine was found essential for adjustment and a coping method (Kelly 2009).

The floods arises regularly within tropical weather cycle. The flash floods are rather rare. Floods has a strong impact in housing and livelihood depending on livestock often destroying both crops and cattle. Furthermore the floods causes a high risk of communicable diseases especially in countries with poor sanitary systems and lack of safe water. Floods triggers also land- and mudslides. Climatological events as extreme temperatures are often the factor behind wildfires or sudden extreme weather invasions as cold waves. (IFRC 2014.) One of the most devastating example of this era of exposure of living organisms causing biological crisis may be HIV/AIDS worldwide or Ebola epidemic in Western Africa 2014.

A worldwide database on disasters, EM-DAT distinguishes technological and natural disasters. It reports number of people killed (including missing and presumed dead), people affected, injured or homeless and direct estimated economic damage. The economic impacts of a disaster are divided into direct consequences on the local economy (e.g. damage to infrastructure, crops, housing) and indirect consequences (e.g. loss of revenues, unemployment, market destabilization). The number of victims is used as a measure of the human impact of a disaster. (CRED 2013.) According to the *Internal Displacement Monitoring Centre* (IDMC 2014), the onset of natural crisis often forces the highly vulnerable IDPs to flee over again from place of refuge or relocation. The following Table 2 demonstrates few latest major natural and human-made crisis and conflicts in 2000-2010s.

*Table 2. Examples of natural and human-made crisis and conflicts in 2000-2010s (information collected from several sources such as CRED 2013, IFRC 2014 and IDMC 2014).*

<b>Natural</b>	<b>Human-made/ Technological</b>	<b>Conflicts (started)</b>
Iran Earthquake (2003)	Oklahoma City Bombings (2001)	Afghanistan War (2001-14)
Indian Ocean Earthquake/ Tsunami (2004)	September 11 (2001)	Second Congo War (1998-2003)
Pakistan Earthquake (2005)	Bali Bombings (2002/ 2005)	Darfur Conflict (2003-2007)
Hurricane Katrina (2005)	Al-Mishraq Fire (2003)	Iraq War (2003-11)
Pangandara Earthquake (2006)	Madrid Bombings (2004)	Second Sudanese Civil War (1983-2005)
Afghanistan Blizzard (2008)	London Bombing (2005)	Chadian Civil War (2005-2010)
Sichuan Earthquake (2008)	Iranian`s Nuclear Programme (2005-)	War in Somalia/ Civil War (2006-)
Myanmar Cyclone (2008)	Sichuan Drought (2006)	Boko Haram insurgency (2009-)
Chile Earthquake (2010)	Fukushima Nuclear Disaster (2011)	Second Ivorian Civil War (2010-2011)
Eyjafjalla Glacier Eruption (2010)	Malaysian Airlines 370 (2014) Germanwings 9525 Plane Crash (3/2015)	Greater Middle East Conflicts (2011-)
Haiti Earthquake (2010)	Pesawar school massacre (2014)/ Baga massacre (2015)	Ukrainian Revolution/ Krimmer Conflict (2014-)
Tohoku Earthquake/ Tsunami (2011)	Pakistan-India Floods (2014)	Yemen Civil War (2015-)
Fukushima Tsunami (2011)	France Attacks (1/2015)	
Nepal Earthquake (2015)	Garissa University Attack (4/2015)	

## 2.2 Changes of humanitarian crisis in 21<sup>st</sup> century

Crisis have occurred in previous century rather regularly and are gradually becoming supplementary complicated (Liesinen 2013, p. 93). The events have become multi-dimensional and multi-complex situations bearing the term `complex emergency`. The term describes the nature of humanitarian crisis was first adopted in the late 1980s in Africa continuing to gain currency since then.

Complex crisis are characterized by extensive violence and loss of life; displacement of populations; damage to societies and economics; the need for large-scale, co-ordinated and multi-dimensional assistance; significant security risks and obstruction of humanitarian assistance (IFRC 2012). The population`s vulnerability is tied to different social processes or natural and manmade environmental degradation. The increase in society`s vulnerability is related to factors such as rapid and uncontrollable urban growth and environmental deterioration. This leads to the destruction of natural resources and genetic/cultural diversity in intense locations. In order to analyse risks and vulnerability of particular societies it is essential to identify underlying causes, mechanisms and dynamic processes that transform these into insecure conditions. According to Cardona (2003, p. 12.) “... *degradation, poverty and disasters are all expressions of environmental problems and their materialization is a result of the social construction of risk, brought about by the construction of vulnerability or hazard, or both simultaneously. From a social point of view, vulnerability signifies a lack or a deficit of development.*”

Obstructions of humanitarian assistance by political and military constrains and furthermore significant security risk for humanitarian relief workers has increased (IFRC 2012). The major attacks on aid workers have escalated gradually throughout the decade. The Guardian published an article revealing year 2013 being so far the most dangerous for civilian aid operations and humanitarian aid workers on record, many been killed, kidnaped or wounded seriously worldwide. (Jones 2014; Stoddard *et al.* 2014.) Based on year 2014 statistics on incidences, there are estimations of yet new record, more than half of incidences involving ambushes and roadside accidents affecting supply chains and causing operational constrains on-going basis (Ådahl (ed.) 2013). Stoddard *et al.* (2014) additionally noted in their report, that “*the advances in humanitarian security*

*management have failed to effect address this most prevalent form of targeting” calling for “...more collective thinking and action is required...safe access in transit”. High insecurity may correspondingly radically limit the amount and quality of aid provided (AWSO 2014).*

## **2.3 Finn Church Aid/ ACT Alliance in humanitarian crisis**

Finn Church Aid (FCA) has 60 over years of experience in acting a significant non-governmental organisation in development cooperation and facilitation of humanitarian assistance. The organization operates across the four continents in over twenty countries located in Asia, Africa, Latin America, Caribbean and the Middle East. FCA is also a long-term partner of the Ministry for Foreign Affairs in Finland, member of Humanitarian Accountability Partnership and has framework partnership agreement with Humanitarian Aid Office ECHO of the European Commission. (Finn Church Aid/ ACT Alliance 2014.)

FCA responds to action in emergencies caused by natural disasters or wars. The organisation is specialized in local community supporting emphasising three rights: right to livelihood, education and peace. FCA participates in humanitarian assistance to secure sufficient nutrition, health care, clean water and sanitation, accommodation and waste management in most affected areas. Furthermore, the aim is to provide a possibility for children to return to school as soon as possible and obtain rebuilding local industries. The long-term focus is on development of communities and their disaster preparedness. (Finn Church Aid/ ACT Alliance 2014.)

The principles of FCA are to provide aid independently for affected people`s urgent needs, without discrimination facilitating the right to receive aid. The relief is delivered with respect of local cultures and customs with participation of the recipients of aid using local resources if possible. In addition, the organisation`s relief policy aims in empowering people for further disasters. (Finn Church Aid/ ACT Alliance 2014.)



### 3 CRISIS MANAGEMENT

#### 3.1 Management

In the turn of 20<sup>th</sup> century management theorist Henri Fayol created a ground of a classical management tradition by creating an early management theory of *Five Functions of Management*. He named five key functions defining the role of management including plan, organize, command, coordination and control. The elements of this management philosophy are still widely applied and updated with the concept of equity. In late 20<sup>th</sup> century the size and organization changes in business and public sector lead to distinguished transformation into `leadership` and `management`. (Pardey 2007, pp. 5-7.)

Management is divided into several areas according what subject one is managing. These are financial management, marketing or sales and engineering management and so on. Professor Kotter (2001) published in year 1990 an article suggesting that “*management is about coping with complexity*” bringing “*a degree of order and consistency to key dimensions as quality and profit*”. He described leadership and management being two distinctive and complementary systems of action both necessary in effective organization. Kotter argued successfully distinction between these professionals as illustrated in Table 3.

Table 3. Kotter`s distinction between managers and leaders (Pardey 2007).

<p><b><i>What managers do</i></b></p> <ul style="list-style-type: none"> <li>• Prepare plans and budgets, setting targets or goals for the future, to manage complexity</li> <li>• Ensure the organization has capacity to achieve the targets and goals by organizing ( deciding on structures and roles) and stuffing (filling those roles with the right people)</li> <li>• Making sure that the plan is fulfilled by controlling what is done and solving problems</li> </ul>	<p><b><i>What leaders do</i></b></p> <ul style="list-style-type: none"> <li>• Set a direction, develop a vision where the organization should be going and strategy for a change to achieve that vision</li> <li>• Aligning people to the direction being set, communicating in to people and building commitment to it</li> <li>• Motivating and inspiring people so that they work to achieve the vision, drawing on their needs, values and emotions</li> </ul>
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### 3.2 Aspects of crisis management

Crisis management may be defined as special measures taken to solve problems caused by crisis. It is based on skills acquired by experience, study or observation. *Crisis management planning* (CMP) is a tool for *crisis management team* (CMT) to practice tight co-operation to achieve control of crisis. The goal is to minimize the impact of the crisis by four key actions; taking quick charge, fact, multiple crisis scenarios and acting to fix the problem. The management planning involves always the participation of CMT and executive management as a source of information and expert of on-scene situation – in this study, a frontline operational leader. Without a participation of the frontline leaders, the plan lacks context as variety of interrelated conditions. The participation insures moreover a greater level of commitment to the common goals. (Delvin 2007, pp. 2-4.) However, the leadership experts emphasises also the importance of clear control structure, delegation of the necessary acting power from management to the operational leaders and peer support to achieve the relevant activity execution in fast changing circumstances (Ådahl (ed.) 2013).

In concern of increased insecurity in humanitarian crisis circumstances, the management should perform a risk analysis to identify most likely types of threats. In many cases it is common to face so called not high probability crises – in Ådahl (ed.) (2013) words – “*to expect the unexpected*”. This involves preparedness to respond to the probable crises concerning the operation, personnel, facilities and supply chain constraints. (Delvin 2007, pp. 25-26.) The clear organization level guidelines of security and crisis preparedness are essential for operation. The management team should be always updated with on-going situations.

During crisis situation, a lack of simple human intelligence leads to limited or even false information (Holopainen 2013, p. 18). The frontline leader is in a key position to demonstrate a comprehensive approach combining a relevant view based on his/hers personal situation awareness, dialogue and diplomacy to provide the necessary knowledge for CMT to make overall decisions. (Ådahl (ed.) 2013; Sainio 2013, p. 72.) Liesinen (2013, pp. 89-90) moreover stresses the mission`s success depending on the leader`s ability to understand the context in which the mission is operating. It is also suggested that the management is responsible of insuring the employee`s adequate leadership skills and ability of rapid adaption by proper pre-mission training (Holopainen 2013, p. 18; Lehtonen 2013, pp. 39-43; Pollock & Uitto 2013, pp. 51-59).

### **3.3 Leadership**

Leadership & management expert David Pardey (2007, pp. 8-10) describes leadership “*a bit like a good art*”. He adds that leadership may be difficult to be defined, but insures one knowing when personally seeing or experiencing it. A leadership can be defined as a relationship between leader and those being led or being counterpart with management. Kotter (2001, p. 7) furthermore centralized the core determinants of leadership as setting a direction, developing clear vision and strategies for needed changes – and most significantly, aligning people by communicating the set focus to others. Other vital elements in goal achievement orientated leaderships were responsibility delegation and implementation monitoring. An alignment empowers people by giving clear sense of direction while aiming at the same target.

Contradictory to the definition of management, leadership always involves people leading carrying an assumption that leadership is based on skills and behavior that most people acquire. The literature highlights leadership being tightly connected with team work. The leader is described as a key person in leading the team achieving the ultimate goal of mission in the present context. It is additionally suggested, that entire success of the mission is depending on the leader`s ability to understand the context (Liesinen 2013, p. 89). A crisis management team is usually built from individuals with multi-profession and often multi-national backgrounds.

Leadership models has underlined the differences between task- and relationship orientated leaders (Humphrey 2002). Leadership may be divided into three levels; Tactical, Strategic and Operational leadership. Tactical leadership concerns short-term decision and risk management for immediate gains simultaneously balancing needs of team members with the needs of mission or situation. The most important tool of tactical leadership is idealized influence or charisma. Strategic leadership creates long-term purpose and goals for resilient and functioning organization. Strategic leader provides intrinsic motivation and idealized view of organizational aims the future using transactional means to achieve them. The third and in this thesis used level of leadership is frontline operational leaders. They build the framework and systems for strategic visions, inspired actions and organization values to be achieved. They lead others in analysing and understanding the strategic and tactic realities by transactional and transformational approaches of leadership. (Martin 2011.) People are one of the main principles to successful leadership. There is an argument that leadership style should reflect the level of competence and commitment of people being led (Pardey 2007, p. 19).

Buchanan-Smith & Scriven (2011) combines the determinants behind successful leadership with 1) strategic leadership skills, 2) relational and communicational qualities, 3) decision-making and risk-taking skills, 4) management and organizational skills and 5) personal qualities. These factors are repeatedly mentioned when concerning successful operational leadership (e.g. Ådahl (ed.) 2013; Liesinen 2013, p. 93). Day *et al.* (2014) defines similar five leadership talents in public health context by determinant pairs such as shaping - organizing, network - connecting, advocating - impacting, knowledge -

interpreting and mentoring - nurturing. This leadership perspective emphasizes moreover the approach of vision, team building, influence and conflict management.

### **3.4 Frontline leadership in crisis management**

The term `frontline` is defined in military context as “*most advances units or elements in a battle*” and in public service setting as “*employees who are in direct contact with public*” (*Collings Dictionary*). *The Finnish Defence Force`s* crisis management publication links the frontline leadership with central terms such as professionalism, competence, courage, humility, empathy, tolerance, equality, caring, respect, awareness, co-operation etc. (Ådahl (ed.) 2013, p. 7). Buchanan-Smith & Scriven (2011, p. 5) adds to the list a judgment and one being comfortable with dissent.

Management literature uses various terms in referring to leadership in crisis circumstances. In this study, a term of `frontline leadership` was chosen to cover root level leadership that takes place in humanitarian crisis scene. Although many leadership qualities are not unique to humanitarian sector, the context often is so. Frontline leaders, whether in local or international operation, are working often in dangerous context. Leaders make decisions in unstable situations repeatedly on incomplete information affecting lives and livelihoods. Also the rapid changes of even hostile situations and challenges of decision making in scene of multiple actors labels this type of leadership. Leaders are entitled to difficult or unpopular decisions often in great uncertainty or danger and moreover decisions, that others are unwilling to make. Leaders are in every day actions in front line coping with changes and providing direction and purpose of that particular activity. (Pardey 2007, pp. 8-12). A central feature of modern organization is interdependence (Kotter 2001, p. 7).

In crisis management it is essential for frontline leader to have strategic leadership skills. These include ability to understand the context, clear vision of attempted achievement and focus of affected population and their both short- and long-term needs. Leader ought to be capable of making contextual analysis, building ownership (e.g. Buchanan-Smith & Scriven 2011, pp. 4-5). Working in multi-dimensional and multi-complex hasty situations, risk evaluation has three separate aspects converge: eventuality, consequence

and context. In order to analyse risks and vulnerability there is essential to identify underlying causes, mechanisms and dynamic processes that transform these into insecure conditions. (Cardona 2003, pp. 10-12.)

Relational and communicational skills are highly emphasised when involved with leading others to achieve the organizational and international goals in humanitarian crisis. Liesinen (2013, p. 82) stresses the communication skills as one of the three decisive aspects of successful leadership besides of culture understanding and mutual trust. Relational and communicational skills are expressed in practice through the ability to listen and learn from others, information sharing, transparency, language skills, ability to conversation and presentation and not least – connecting with stuff e.g. (Buchanan-Smith & Scriven 2011, p. 5; Liesinen 2013, pp. 89-90).

Rapid decision making in changing circumstances, while often having incomplete or contradictory information, involves the knowledge and awareness of society, values, emotions, culture, language, history and even existence (Cardona 2003; Liesinen 2013, p. 89; Sainio 2013, p. 77). Leader`s overall knowledge and understanding of decision impacts the achievement of common goal. Also his/hers flexibility to change decision in changed situations, innovativeness, willingness to learn from mistakes and accountability of decisions is important (Buchanan-Smith & Scriven 2011, p. 5). Therefore, the leader`s decision making reflects on the knowledge and ability to comprehend the factors that make populations vulnerable when faced with hazards and crisis. In most cases, the reduction of target groups` vulnerability is connected to the provision of the basic needs. (Cardona 2003, p. 10-12). Balanced approach in risk-taking is editable required. The ability to collect available official and root-level information is likewise essential in creating overall picture for decision making. (Liesinen 2013.) For instance *EM-DAT* report provides information of people affected and requiring immediate basic survival assistance during a period of emergency (e.g. requiring basic survival assistance such as food, water, shelter, sanitation and immediate medical help) (CRED 2013).

Management and organisational skills emphasises strong team spirit exercised by showing example, sharing and delegating responsibilities, and mentoring stuff. There is a requirement of mutual trust in each team members` capabilities and ability to accomplish

the given task (Liesinen 2013, p. 82). A trust building process may be illustrated for instance in a form of circles (Bailey-Huges 2014) focusing on a leader as a core source and example of action. The innermost circle describes one's own trustworthiness and ethical decision making. The middle circle covers everyday relationships with colleagues and peer, while the outermost circle projects beyond the usual circumstances. The process involves a perspective of relationship building basing on mutual benefit. (Bailey-Huges 2014.) Buchanan-Smith & Scriven (2011) and Ådahl ed. (2013) emphasizes personal characters such as self-awareness and self-reflection being crucial for growing in frontline leadership. Enthusiasm and determination are further qualities that pushes one forward especially in uncertain and fluid situations and circumstances that are mentally and physically demanding often leaving one without peer support.

#### **4 AIM OF THE STUDY AND RESEARCH QUESTION**

This study seeks to illustrate the nature of leadership in crisis contexts both in crisis management and crisis preparedness. The aim of the study is to describe frontline leader's non-technical skills and personal characteristics that support comprehensive approach of leadership in crisis management. The paper attempts to provide suggestions for enhancing frontline leaders' preparedness in crisis management.

The collected information will serve the Finn Church Aid/ ACT Alliance to improve the organization's recruitment practices and training of field leaders in the humanitarian crisis context. Additionally this study provides suggestion for enhanced leadership emerge in modern crisis, whether involving in an individual development or organized leadership training.

The research question is:

*What are the non-technical skills and personal characteristics of frontline leader that support leadership in crisis contexts?*

## 5 RESEARCH METHODOLOGY

### 5.1 Descriptive literature review

The descriptive literature review is a frequently used form of literature review. The interest of using the chosen research method in this study is based on the evidence based activity. (Kangasniemi *et al.* 2013.) This review offers information of the influence of leaders' non-technical skills and personal characteristics by collecting cumulative knowledge of the phenomenon. Furthermore, the study aims to provide further understanding through empiric findings of characters that support leadership in crisis contexts (Kangasniemi *et al.* 2013; Hirsjärvi *et al.* 2009, pp. 108–110; Katapodi & Northouse 2011; Kääriäinen & Lahtinen 2006, p. 37).

This study employs the methodology that applies the literature review principles in data collection from electronic data bases with particular limitations and detailed description of the research process (Kangasniemi *et al.* 2013; Kääriäinen & Lahtinen 2006, p. 39–40; Katapodi & Northouse 2011; Flinkman & Salanterä 2007, p. 88). Kangasniemi *et al.* (2013) however separates two contrary data selection processes by the level of systematism. While the systematic literature review inclusion criteria clarifies the article relevancy, the descriptive review relies on the selected article's value and role in reflecting the research question. The usage of descriptive method allows moreover the modification and diverse settings of search words if significance for the research question. The integrated review accepts also the inclusion of articles conducted by using various research methods (Flinkman & Salanterä 2007, p. 84–86) and data sources beyond academic researches (Kangasniemi *et al.* 2013).

The core reason of using descriptive literature review method is to discover elements of leader's non-technical skills and personal characteristics from empiric data, that may have methodological contradictions on research methods, sample groups, professional context and terminology. Differing from systematic method's objective, this particular review does not seek to cover all available information, but aims for wider empiric view of various crisis contexts where multi-professional actors are involved in crisis management and preparedness (Katapodi & Northouse 2011).



The last stage, discussion, evaluates the strength of the elements of phenomena and interprets the clinical applicability of the results. The discussion reflects the findings to the available relative information (Kangasniemi *et al.* 2013; Katapodi & Northouse 2011) and describes future challenges and research suggestions (Kangasniemi *et al.* 2013). As Kangasniemi *et al.* (2013) and Katapodi & Northouse (2011) notes while working with rather loose methodological principles of used methodology, the ethical reflection over researcher`s own choices, categorizing, conclusions and restrictions of the study is important.

## **5.2 Content analysis**

The content analysis is widely used and relevant method especially in health care research. It provides empiric analysis from literature and documents by describing, organizing and quantifying the phenomena. The aim of this study is to conduct an integrated research and expert article (if necessary) review (Flinkman & Salanterä 2007, pp. 84–86, 94, 97) and to report the categories and contents (Elo, Kanste, Kyngäs, Kääriäinen & Pölkki 2011) that are supporting the crisis leadership within multiple contexts.

The information will be gathered by qualitative data-driven inductive content analysis to describe the researched phenomena. As suggested by Elo *et al.* (2011), the result of analysis describing non-technical skills and personal characteristics of leaders may be delivered in form of mind-mapping. The mind-map will be organized into main categories and sub-categories allowing the reader to conclude the findings with the success factors of actions (Elo & Kyngäs 2008). The inductive findings will be presented in a structure where individual characters of leaders` non-technical skills and personal characteristics create sub-categories that may be further synchronized under higher level sub-categories and finally under the main-category of crisis leadership competences. The findings that are supported by relevant saturation among the selected data will be included to the presentation. The review attempts also to provide suggestions for crisis leadership improvement and non-technical skill growth based on selected literature.

## **6 LITERATURE REVIEW PROCESS**

This chapter provides transparent distribution of the descriptive literature review process from Sept 2014 to Sept 2015. The aim of using the particular research method was to collect the latest empiric information of leaders' non-technical skills and personal characteristics required or favoured in frontline leadership in various crisis contexts. The findings included health care settings, military contexts, corporations involving humanitarian type of crisis and theoretical perspective of crisis leadership. The review also presented perspectives of crisis leadership and crisis preparedness both in local and global contexts.

The study was conducted by combining (n=16) mixed method, mainly (14/16) peer-reviewed research articles. (See the list of selected articles in Appendix 1.) The research process was linear deepening the information by steps aiming to provide an overall view of frontline leaders' non-technical skills and personal characteristics supporting the leadership emerge in crisis situation or preparedness. The process is illustrated in Fig.1 (page 28) and Table 6 (page 29). The information was analysed by means of qualitative inductive content analysis. See Section 6.3.

### **6.1 Data collection criteria**

Descriptive literature review data identification was based on set research question. The inclusion characters were slightly modified during the data search based on quality and accessibility of electronic material. The focus of description of frontline leader was widened to involve team leading in crisis situation disregarding professional limitation. Chosen articles presented the perspective of health care, military and other organizational leadership. The research article inclusion and exclusion principles are presented next page in Table 4.

Table 4. Inclusion characteristics in data collection.

<i>Inclusion characters</i>	<i>Exclusion characters</i>
Research or expert article	Other type of articles
Published in Academic Journal or recognized Professional Journal	Published in other magazines
Published between 2005 to 2/2015	Published before year 2005 and after 2/2015
In English	In other languages
Handling leadership aspects in local or international crisis/conflict or crisis preparedness	Financial crisis
Handling frontline leadership	Other levels of leadership or management
Handling non-technical skills or personal characteristics	Handling only technical skills of leadership

## 6.2 Data collection

The data search process was comprehensive, detailed and assisted by information specialist. The study emphasizes more the descriptive elements in data collection than the systematic approach. This is due to limited availability of relevant original research articles, usage of various data machines and the process been accomplished by singular researcher, e.g. (Kangasniemi *et al.* 2013; Kääriäinen & Lahtinen 2006, pp. 39–40; Katapodi & Northouse 2011; Flinkman & Salanterä 2007, p. 88).

Literature searches took place in the beginning of 2015. The search was executed primarily from the three data basis including EBSCO CINAHL full text, MEDLINE Ovid and Science Direct. The similarity of search words were priority from each database (Kangasniemi *et al.* 2013) and presented in Table 5. Based on differences between upper mentioned data machines, if possible, the quality was insured by using available Mesh subject headings. Each data search quality was also proven by several detailed trial searches combined with free words. The search was based on the word setting such as `leader or leadership`, `crisis or disaster`, `characteristics or non-technical skills` and `characteristics or personality`. A free word search was focused selectively based on several combination in title, abstract or all text.

Table 5. Search words.

Database	Search words
EBSCO CINAHL	leader* (TI) AND personality (MW)
Ovid MEDLINE	leader* (TI) AND (crisis OR disasters) (AB) AND (personality OR characteristics) (AT)
Science Direct full text	leadership (TI-AB-KEY) AND (disaster OR crisis) (TI-AB-KEY) AND years 2005-2015 AND Topic limit
Search from references	References + similar articles suggested in data machines

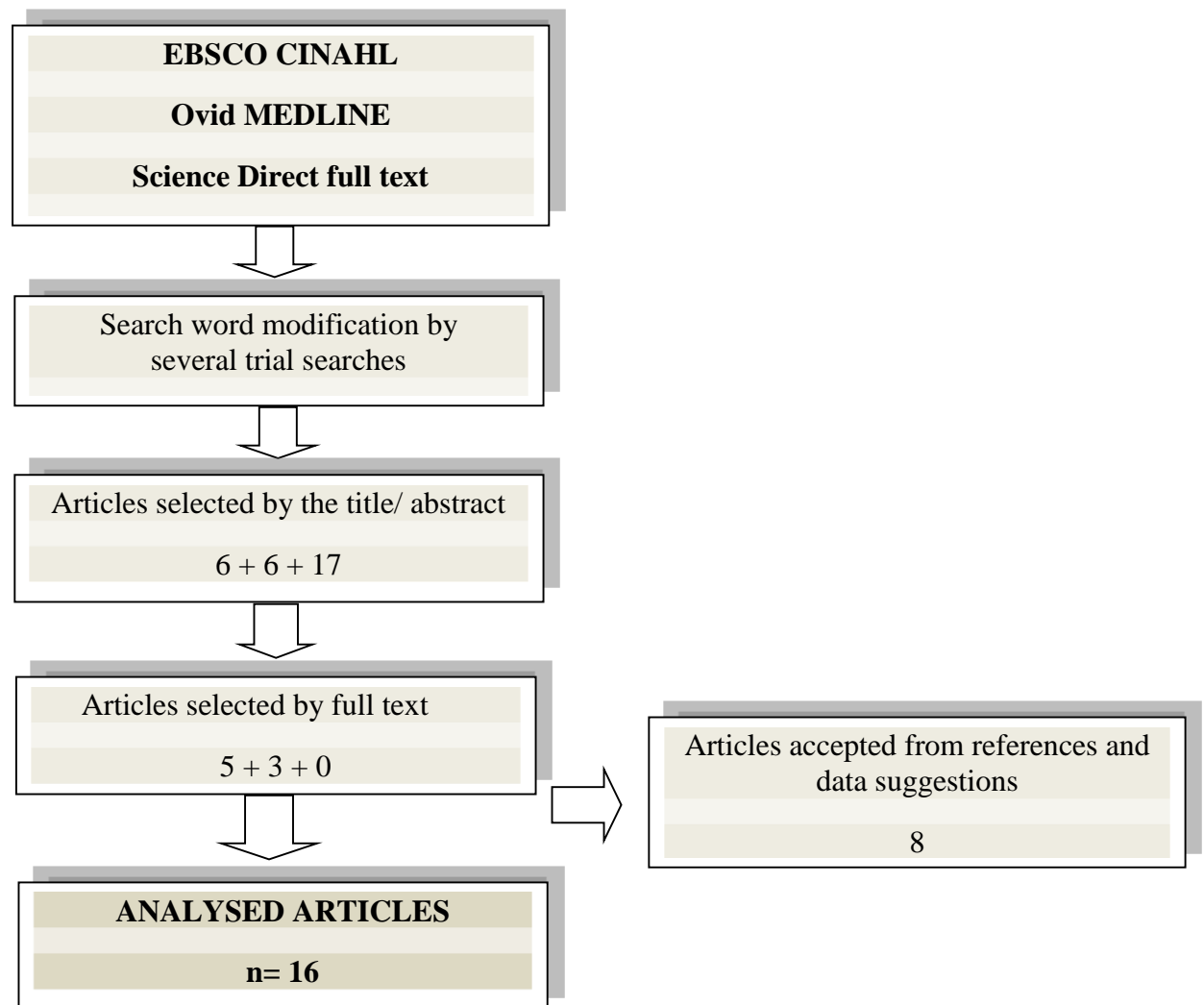


Figure 1. Data collection process.

Table 6. Search process in numbers.

<b>Acceptation Process</b>	<b>EBSCO CINAHL</b>	<b>Ovid MEDLINE</b>	<b>Science Direct</b>	<b>Similar suggestions</b>
<b>Search result</b>	50	6	17	
<b>By title/ abstract</b>	8	5	2	
<b>By text</b>	6	3	2	6
<b>By quality</b>	5	3	0	6
<b>References</b>	0	1	1	
<b>Number of included articles</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>6</b>

Due to low search results based on the set limitations, the inclusion characteristics were modified including various types of crisis excluding only financial crisis. Search was expanded to include also the references of selected articles and suggestions of similar data. Few 'grey literature' were accepted to the selected data, referring to literature which has not been peer-reviewed. However, the final data selection was based on article adequacy reflecting the research question as illustrated in e.g. Fig.1 and Table 6. The selected articles are presented in Appendix 1 in reading order. Note, that in findings (Section 7) the articles are referred only by article number from 1 to 16 and in Discussion (Section 8) by both author's name and article number.

### 6.3 Inductive content analysis

This descriptive literature review process had simultaneously proceeding stages. The process was based on a priory set research question, which directed it throughout different stages. The descriptive method's content driven data selection aimed to provide the most relevant, update (articles published between years 2005 and 2015) and multi-perspective information (military, health care and other). This limitation was made in response to provide information on leader's non-technical skills within wider range of natural and human-made crisis contexts including challenges of leadership in both local and multinational crisis leading and preparedness. (Kangasniemi *et al.* 2013.)

Each selected multi-professional and variety context article provided several leaders' non-technical skills or personal characteristics which were collected into similar groups, sub-categories. To create the structure for inductive findings, all found characters in selected articles were collected from expression of leadership outcomes or mentioned personal characteristics/ non-technical skills. The first mentioned features formed sub-category called *Skill implementation* providing a view of leadership skill outcome either in individual or organization level. This sub-category emphasised also the importance of individual skill development and skill emerge impacting in goal achievement. The inductive findings and their saturation from selected articles are presented in Appendix 2.

The second level sub-category is called *Leader's non-technical skills and personal characteristics* defining found skills and characteristics. (See Fig.2. in Section 7). Further sub-category, *Specially demanded characters in crisis leadership* combined found skills and characteristics leading to the main five categories of *Leadership competences in frontline crisis management*.

To approve the result quality, all the selected articles were reread to gain possible additional information to cumulating lowest sub-category. Furthermore, this was to confirm adequate construction of higher level of sub-categories.

## **6.4 Validity, trustworthiness and ethical issues**

The aim of used method was to provide an empiric information of leaders' non-technical skills and personal characteristic supporting an emergence in humanitarian crisis management and crisis preparedness. The validity measures of descriptive literature review are notably strict and considered as the most important elements of particular research methods' validity and research ethics. (Kangasniemi *et al.* 2013.) The research methods' validity and reliability has been discussed partially in previous chapters.

This study was constructed to support the frontline leader recruitment improvement of Finn Church Aid/ ACT Alliance. Mr. David Korpela, the Finn Church Aid/ ACT Alliance representative of East and Southern Africa, contributed his professional field experience

of humanitarian operations to enhance the validity and relevancy of this study. (Berg & Lune 2014.)

This review included studies from military extremis context leadership (n = 4), studies from several frontline health care sector professionals including surgeons, head nurses and other nurse managers (n = 3). The study had articles involving Enterprises crisis management (n = 3) and an actual humanitarian crisis context evaluation (n = 1), the case of Chile mining, offering corporation view within humanitarian crisis situation. There were also articles accepted to the study presenting theoretical approach of crisis leadership in forms of leadership style discriminations (n = 5). Most of the articles were located in U.S., Australia or Canada. Only two articles presented untypical Non-Western perspective, one from Israel and another from Chile. Despite of the wide variety of article professional contexts and practical-theoretical perspectives, the selected articles provided rather synchronized view of non-technical skills and personal characters that support frontline leadership in rapidly changing and challenging crisis circumstances. The articles created an image of importance of leaders` role in leading both followers and situations towards the expected outcome.

All the studies were published between 2005 and February 2015 in professional journals. Despite of few articles, the selection presented original research articles. The quality of articles were confirmed by adequate writers especially then, if article was not peer-reviewed or original research article. Though two selected leadership articles, number 5 and 9 were without a straight connection with crisis leadership, they were accepted based on a strong view of emotional intelligence and interpersonal conflict management. In this study, empathy as a personal characteristic was considered helping to understand transformational leadership requiring a balance between conceptual and emotional approach, and conflict management skills part of team leading. Many of the risen skills and characteristics shows a significance impact particularly to workers motivation and outcome.

## **7 NON-TECHNICAL SKILLS AND PERSONAL CHARACTERISTICS THAT SUPPORT CRISIS LEADERSHIP AND GOAL ACHIEVEMENT**

This study expressed an interest in reviewing leaders' non-technical skills and personal characteristics as predictor of leadership emergence, performance and outcome. The non-technical skills were described as comprising combination of cognitive and social skills. Moreover, the literature emphasized the fact, that technical skills alone does not form a sufficient leadership competence in increasingly challenging crisis environment. The findings formed five leadership competence areas that were found supporting effective frontline crisis leadership. The core findings are illustrated in following page in Fig.2.



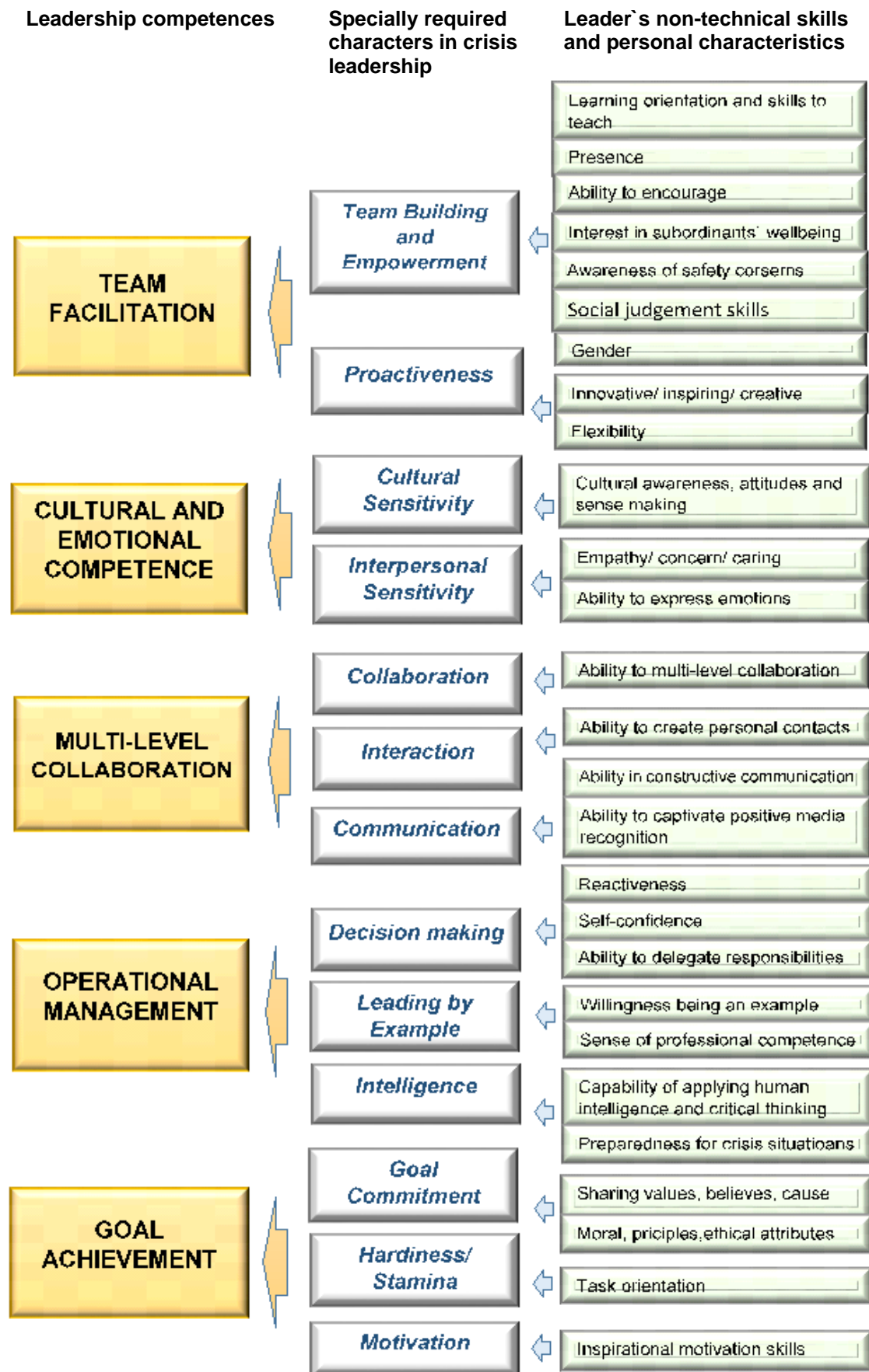


Figure 2. Non-technical skills and personal characteristics that support leadership emerge.

## 7.1 Team Facilitation

Team work between organizations, departments, professional groups and individual is well emphasised in disaster literature. The competence of team facilitation combined two team work elements; team building and empowerment skills, and personal proactiveness. The competence underlined a ground breaking definition of a solid, supported and functional team.

### 7.1.1 Team Building and Team Empowerment

Team building and team empowerment formed the first special character of leadership in crisis context. To achieve the competence, a leader was found needing following non-technical skills or personal characteristics.

- ***Learning orientated and skilled in teaching*** was required to facilitate the team members` intellectual stimulation and growth. It emphasised also a leader to be able to mentorship, exercise tolerance for imperfect execution by giving possibility of learning from mistakes, and support competency-specific face-to-face multi-diverse feed-back for effective coaching system.

*“They (nurse leaders) are highly involved in mentorship, which promotes a strongly educational and positive working environment.” (3). “Tolerance for imperfect execution is essential in dynamic situations.” (6).*

- ***The presence*** allowed maintained monitory and control, also supporting the team spirit construction and sense of brotherhood/ mateship.

Mateship was associated in literature with characters of “...loyalty, non-pretentiousness and stoicism combined with the ideals of fairness, self-sufficiency and egalitarianism” and was “developed through the sharing of special circumstances.” (12).

- ***Ability to encourage*** others facilitated individual confidence building through optimism and trust in followers` ability, promoted encouragement and hope, and was part of maintaining harmony and consensus.

*“...consensus building especially among a team of creative and expert individual members, is critical.” (14).*

- ***An interest in subordinates` wellbeing*** was presented as a significant element in attending to individual wellbeing and needs involving the leader`s example of self-care.

*“In extremis leadership...followers believe that leader behaviour will influence their physical well-being or survival.” (12). “...frontline nurses spoke of the importance of their leaders looking after themselves and being aware of their own boundaries in order to protect their own welfare.” (3).*

- ***Strong safety awareness*** was named one of the main concern in crisis circumstances.

As a *“conflict refers to a process of social interaction involving a struggle over claims to resources, power and status, beliefs, and preferences and desires.” (2). “...that has implications for the individuals overall efficiency of the team and patients safety and outcomes.” (2),* leaders` awareness and ability to promote safety was found greatly impacting in personnel and patient safety and survival. *“..one of the most consistent findings points to the role of organizational leadership and a predictor of safety outcomes.” (11).*

- ***Skilled in social judgement*** emerged especially during interpersonal conflicts.

- ***Gender***

Different leadership style usage and leadership male/ female attribution association was found rather context-dependent. Male stereotypical characteristics such as *independent, competitive, dynamic, objective and striving for power* (1,7,10) were described especially in times of success. The female attributes such as *communication skills, ability to encourage and build others confidence, intuitiveness, cooperativeness, awareness of others feelings* were as desirable especially in crisis contexts (3,5,7,9,10,14,15,16). Neutral interpersonal characteristics were mentioned being *rationality, ability to deal with conflict, ability to motivate, inspiration, determination and innovate thinking*.

### 7.1.2 Proactiveness

The literature highlighted the leader`s proactiveness requiring personal characteristics such as

- ***Innovativeness, inspiring approach, creativeness and improvise skills.*** These skills were found crucial for innovative solutions in changing circumstances.  
*“The group needs to explore, experiment, and invent together, and to integrate deep knowledge and ideas...” (6). “A leader with improvisation skills will be able to effectively navigate the unique challenges the various cultural distances if the crisis bring.” (8).*
- ***Flexibility*** was found supporting a creative control over situation and person`s ability to adapt the environmental, cultural and situational challenges.

## 7.2 Cultural and Emotional Competence

Cultural and emotional competence obtained cultural and interpersonal sensitivity and found increasingly important in modern crisis leadership. The literature called for enhancement in cultural awareness and sense making for more effective interaction emphasizing the leader's role in sense giving especially in ambiguous cross-cultural situations. The humane dimension of leading others involved empathy and ability to express emotions.

### 7.2.1 Cultural Sensitivity

Cultural sensitivity was described combining meta-cognition, cognition, congruent behaviours, motivation, attitudes and policies that come together. The cultural sensitivity, as a special character of crisis leadership in cultural competence was formed by following non-technical skills and personal characteristics.

- ***Cultural awareness, attitude and sense making*** included culturally sensible and effective behaviour and interaction, willingness or inspiration of learning new, and language skills supporting mutual understanding.

A person who is open to new experience, was described as perceptive, imaginative, cultured, curious, creative, broad-minded, and intelligent (1). Cultural competency correlated strongly with mutual understanding, not only through common language, but culturally sensible interaction, that was underlined in various articles. *“The behavioural aspects of cultural intelligence indicates an individual's ability to appropriately select and display verbal and non-verbal behaviours...”* (8). Furthermore, the lack of understanding of the language, cultural practices of host nation and restrictions of interaction with local populace, as dressing or behaviour, were suggested adding to the uncertainty and sense of powerlessness (4).

### 7.2.2 Interpersonal Sensitivity

Other special character in crisis leadership was leader`s interpersonal sensitivity. The sensitivity was defined as a core of emotional competence and in several contexts mentioned demonstrating with significant outcomes

- ***Empathy, concern and caring***

The individualized consideration was found leading to individuals` increased organizational commitment. Empathy was also linked strongly to effective leadership by sensitivity for other`s needs.

- ***Ability to express motions*** presented characteristics such as an awareness of feelings and emotional control during circumstances with stressors and strains.

*“Leaders who understand their own emotional quotient and that of their staff are better able to guide and lead their stuff and organisations effectively.” (3). “...the nature of the crisis will drive which emotions will be perceived as appropriate or effective.” (10).*

## 7.3 Multi-level Communication

The competence of multi-level communication regarded leaders` skills in collaboration, interactional and communicational characters. The findings emphasised the influence of leaders` non-technical skills and personal characteristics in cooperation and multi-level networking between diverse experts and agents. Person`s communicational approach illustrated moreover the ability to build relationships for effective emerge.

### 7.3.1 Collaboration

The collaboration described leader`s essential skill in crisis leadership

- ***Ability to multi-level collaboration*** demonstrated the level of cooperativeness and collaboration promotion skills in multi-level networking with intra- and inter-agency contexts.

The definition of collaboration referred to leader`s ability to work inter-professionally as *“...collaborative partnership working towards a common goal.” (2).*

### 7.3.2 Interaction

Leader`s interactional capability included

- ***Ability to create personal contacts*** by building one-to-one relationships that gives a sense of self-worth and connectivity.

*“Leaders who model good communication skills are capable of interacting...and determining the most effective ways to assist them.” (3).*

### 7.3.3 Communication

Communication skills presented a significant role in multi-level and multi-cultural crisis contexts.

- ***Ability in constructive communication*** involved two-way communication skills, openness and culture of discussion supporting leadership effectiveness for instance through communicated visions and values.

*“The leader who, through example and discussion, communicates a positive construction or reconstruction of shared stressful experience, may exert an influence on the entire group in the direction of his or hers interpretation of experience.” (4).*

*“Effective leaders have the ability to motivate and engage the people they lead.” (3).*

*“...effectiveness as communication outcome...” (9). “...communication skills are crucial to the establishment of positive personal connections, which they (nurses) characterized as a sense of caring and concern.” (3). An effective communication was found increasing resilience in dangerous conditions (13).*

- ***Ability to captive positive media recognition***

## 7.4 Operational Management

The competence of operational management stressed the leader's ability to rapid decision-making and intelligent reactivity in fluid situations. The findings included also a perspective of leading others by example, underlining the leader's responsibility of being an example and role model for his/ hers followers.

### 7.4.1 Decision-making

Decision-making in crisis situations was noted throughout the literature becoming increasingly important and complex in crisis contexts demanding high level of

- **Reactivity** that was the most regularly noted single leaders' character supporting rapid response and control in changed situations.

While each leadership task has directive and empowering elements, “...to orchestrate a balance between them, leaders must constantly analyse their changing situation and environment.” (6). “...appropriate training promoted rapid and effective decision-making amid chaos and danger...experience led to effective decision making, which was highly valued by followers under threatening conditions.” (12)

- **Self-confidence** development and emergence was connected in several contexts to reactivity, sense of professionalism and level of followers' trust in leader.
- **Ability to delegate responsibilities** described the personal skills relating to responsibility and work load sharing, and promotion of roles and involvement in decision making.

### 7.4.2 Leading by Example

Leading by example was another element of operational management competence involving leader's

- **Willingness to be an example** allowing followers to have a sense of easily followed leader and having a sense of being a led team.



- ***Sense of leader's professional competency*** was found being a character that supported the trust building in leader. The character also promoted a sense of meaningful and challenging group tasks. The leadership and conflict management styles emerged in half of the articles presenting a transformatinal leadership style as a strong predictor of leadership outcome.

*"...the development of trust is largely dependent upon demonstrated competencies."* (12) and being *"...a central in the development of close personal relationships."* (12).

*"Leaderships style and choice of conflict management strategies may strongly influence of conflict outcome."* (16). *"...the ability to shift interpersonal relationships and leadership styles depending on the phase of mission and/or changing of environment demands."* (13). *"...safety specific transformational leadership offered a significant unique predictor of both safety participation and safety compliance ... the effects were stronger for the young workers..."* (11). *"Transformatinal leadership has strong correlation and best predictor of outcomes as leaders' extra effort, leadership satisfaction and effectiveness."* (15).

### 7.4.3 Intelligence

Intelligence were designed from following non-technical skill and personal characteristic

- ***Capability in applying human intelligence*** included critical thinking in crisis leadership, ability to collect reliable information and form situation analysis for awareness.

Intelligence reflected to the individual's ability to deal with abstractions, novel situations and learning ability to adapt new circumstances and solve problems (1). *"In the operation's complex and fast-changing context, it was essential to balance an assessment of the big picture with an awareness of details that just might matter... constant brainstorming produced several plausible solutions..."* (6).

- ***Preparedness for crisis situation*** underlined the importance of professional preparation, training and self-development.

## 7.5 Goal Achievement

The goal achievement competence assessed the required non-technical skills and personal characteristics in crisis leadership under three special characters such as goal commitment, hardiness/ stamina and followers motivation skills. The findings raised a flag for firm individual and organisational values and principles describing leader as a key person in sharing organizational values, believes, common cause, moral, principles and ethical attributes. These elements had a strong correlation with work motivation and goal achievement.

### 7.5.1 Goal Commitment

Leader`s goal commitment was underlined throughout the selected crisis literature requiring skills and characteristics such as

- ***Sharing organizational values, believes and cause***

Sharing the values, collective goal and believe in common cause were found increasing the motivation in goal achievement by establishment of clear vision and achievable goals.

*“To enrol followers, leaders must repeatedly present their vision of the end state.”* (6)

*“Because engagement brings frequent bursts of crucial new knowledge, constant re-envisioning is essential.”* (6).

- ***Moral principles and ground***

*“A strong moral centre allowed these leaders to `rise above` adversity and rely on their principles for direction and support”* (3). *“In ambiguous and dynamic environments, leaders drive that process (engagement) through an unusual mix of disciplined executions and rapid innovations.”* (6). *“...crisis leaders will rely in incremental improvisation to adjust pre-existing crisis policies in real-time.”* (8).

### 7.5.2 Hardiness/ Stamina

Another dimension of goal achievement was hardiness/ stamina with character of

- ***Task orientation*** as personality dimension of stress resilience, clear purpose and direction was found crucial despite of crisis contexts or location.

A proactive, committed, high-hardy leader was found in literature having possibility to influence others in greater stamina, stress resilience and more hardy interpretation of experience.

### 7.5.3 Motivation

Motivation was highly emphasised throughout the crisis leadership literature emphasising leaders`

- ***Inspirational motivation skills***

The literature highlighted leader being a source of motivation – the strong emergence of motivational skills impacting in increased individual motivation even excess effort beyond expectation.

The impact of these findings are discussed in the following section. The recommendations are presented in Section 9 specifically concerning the frontline leaders` non-technical skill and personal characteristic enrichment through training and self-development. The thesis topic provides likewise a suggestion for further study.

## 8 DISCUSSION

The previous literature agree with the fact that personal characteristics has an effect on person`s own and other`s behaviour (Buchanan-Smith & Scriven 2011; Day *et al.* 2014; Delvin 2007; Pardey 2007). While the modern crisis has become supplementary complicated and multi-dimensional (Liesinen 2013. p. 93; Ådahl ed. 2013), the leaders` behaviour has a significant influence in managing the complex situations. The earliest U.S. military leadership description images leadership as an [art of influencing human behaviour] (Fallesen *et al.* 2011). According to the study articles, the crisis leadership elements such as leading, developing and achieving were found significant on a set of leader`s skills, knowledge, abilities and characteristics. A leader had a strong influence to subordinates motivation, organizational commitment and stress resilience in crisis circumstances for instance through providing purpose, direction and motivation (Anonson *et al.* 2014 (3); Barbuto & Xu 2006 (9); Fallesen *et al.* 2011; Pardey 2007; Delvin 2007).

The findings of this study provided five main crisis leadership competences including team facilitation, cultural and emotional competence, multi-level communication, operational management and goal achievement. Each competence were formed by number of non-technical skills and personal characteristics mentioned enhancing crisis leadership.

The selected literature seemed not only agreeing with an argument that the leader doesn`t exist without followers (Pardey 2007, p. 10), but moreover underlining a perspective, where leader exists *for* followers. Leader was often described as a key factor behind of facilitated and empowered team. A present leadership was noted being a ground for team building and team members` empowerment, where leader`s ability to build trust and motivation, stimulate learning, provide encouragement, safety and individual consideration were vital for team function ability. On the other hand, leader`s personal proactiveness facilitated innovativeness, creativity and flexibility. Additionally, in this literature the leader`s gender played a surprisingly important role based on articulated attributes of gender and diversely in practiced leadership styles between males and females. It was noted that although most of the upper organizational management posts

were yet remaining primarily male, the female attributes were found rather favourable in context of crisis. A gender factor appeared also connecting with emotional intelligence and sensitivity emergence.

The literature showed increasing demand of the particular type of non-technical skills and personal characteristics in future multi-diverse crisis circumstances. Leader`s cultural competence including cultural sensitivity counting on person`s cultural awareness, attitudes towards unfamiliar cultures and customs, and willingness to learn new. Interpersonal sensitivity on the other hand enlightened a humane perspective of leadership, leader`s ability to express emotions, empathy and caring for subordinates and victims. Though the communication competence formed a separate category presenting the multi-level and professional collaboration, communication skills in cultural and interpersonal sense included interpersonal skills supporting communicational sense-making. However the language skills were noted as an important element in effective interaction, furthermore the literature highlighted the leader`s cultural sensitivity by describing it as individual`s energy towards functioning in different culture.

Non-bordered disasters and crisis requires professionals, who has the ability to collaborate with diverse range of agencies presenting various personal characteristic, belief, national and organizational background. The multi-level collaboration called for leader`s interactional and communicational skills. Intact collaboration was evaluated especially vital in unstable and fast changing crisis situation, where multi-level collaboration was referred to the combination of civilian, military and institutional mix of actors. These circumstances and environments furthermore often pervaded by hazards, disorganisation and chaos. It is worth to notice, that the intense multicultural collaboration was described demanding high-level of individual ability of creating personal contacts, and culturally competent and constructive communication. The findings suggested that an open communication, articulated values, trust, common experiences and believes increased team homogenous and harmonious in multi-actor contexts.

As a part of leader`s reactiveness, person`s ability to collect vital information by e.g. networking and skills to construct a reliable analysis of situation, even when available information was found limited, were noted crucial for response and even for team safety.

The leader's good communication skills supported a capture of positive media recognition especially when delivering crisis information for public. Besides of situation awareness, the operational management competence stressed moreover the leader's intelligent critical thinking and ability to make rapid decisions in complex situations becoming increasingly important. Leader's self-confidence also was linked in several contexts to reactivity and sense of professional competence which boosted trust in leader's capabilities.

Leader's willingness to be a role model and example was underlined in several contexts. The leader sharing same experience, facilities and duties were mentioned elements of team regarding the leader as an example. Additionally, the leader's attitudes and emotions were found reflecting strongly subordinates' behaviour. In the crisis circumstances, the ability to delegate and share the responsibilities was suggested being notably important, not only easing the leader's pressure, but furthermore allowing the team members to participate in critical activities such as brainstorming, innovating and decision-making, and so impacting outcome with higher level of motivation. Besides of upper mentioned, the literature highlighted the individual and organisational values and principles. The leader's behaviour emphasised the level of goal commitment and hardiness/ stamina in goal achievement. The crisis leadership character of motivation including an argument of leader being a source of inspirational motivation. These characteristics were emphasised having a strong connection with follower's moral, ethical attributes and increased motivation. Another important personal dimension of modern crisis leadership included leader's stress resilience during enormous workload, danger and ambiguity circumstances.

One of the surprising finding from this multi-vary literature was rather linear conclusion combining most of the found leaders' personal characteristics and non-technical skills under leadership style, called transformational leadership. Half of selected article from various contexts suggested that the transformational leadership style was the most effective leadership style in crisis management. It was also noted, that leaders utilize often more than one even seemingly contradictory leadership style to tackle multi-dimensional challenges in crisis situations.

## 9 RECOMMENDATIONS

The most devastating natural disasters in this century i.e., Haiti earthquake in 2010 and Nepal in year 2015, and prolonged man-made humanitarian crisis in Syria, has painted an image of humanitarian crisis management successes and failures – agents, organizations and nations struggling in uncontrollable bottlenecks crisis situations and surprises of unstable conditions. These incidences calls for willingness, readiness and reactivity to achieve the global goal of reaching the affected population by empowerment, rather than causing further harm.

The skill implementation (see Appendix 2) provided an interestingly visible bridge between leader`s non-technical skills and personal characteristics, and organizational outcomes. According to the selected literature, the current disaster training programmes are inefficient in equipping disaster actors with non-technical skills for disaster response. The preventive mental health measures also had received rather little attention and overall recruitment practices, pre-training and peer-support of frontline workers vary widely between organizations. To borrow McCall & Salama (1999) conclusion, the *“Relief organizations should develop a coordinated and cooperative approach to training and managing field workers”*.

An appropriate training was highly noted as a future facilitator of crisis management. There were found a great demand in team building skills, multi-cultural working, conflict resolutions and stress management. These non-technical skills were also the mostly neglected elements in training programs. The prior mission training and self-development (even through distance learning) were forms of recommended training practices in this literature.

According to Yammarino *et al.* (2010) in article 14, the ultimate goal of formal training, operational assignments and self-development is *“to enhance leader and team adaptability and flexibility...”*. Appropriate training promotes rapid and effective decision-making, physical and mental stamina, and self-control. As the frontline leaders are responsible of their team members` safety, the firm awareness and training of safety issues are crucial for personnel well-being. Further education in inter-professionalism was suggested increasing mutual respect and break down of demarcations between

various specialities in multi-professional working context. The leader`s ability to build interpersonal relationships and network, and a willingness to lead by example, was strongly emphasised in findings of this review. Person`s flexibility and adaptability was also discussed as a selection requirement. While physical and mental stamina supports interpersonal flexibility, leader candidates` self-care orientation and candidate`s prior exposure, whether professional or personal in various international contexts, was found improving person`s self-awareness. Self-confidence building on the other hand supported moreover the decision-making processes in stressful fluid situations. The cultural competence was highly stressed in multi-cultural crisis management throughout the literature. Especially the person`s attitude and eagerness of learning new was underlined. Cooperation and negotiation skill development was found likewise crucial for frontline leaders. Maldonado & Vera (2014) in article 8 suggested, that “...*personality characteristics related to CQ (cultural intelligence or in this study as cultural sensitivity), such as extraversion and tolerance to ambiguity, can evolve through time through intensive experiences.*”

As these training elements were found supporting the leader`s individual development, the further practical prior mission training as composed situation problem-solving practicing by assignments were suggested increasing individual reactivity and proactivity. Prior training was stressed enabling team building and trust. As Fisher *et al.* (2010) in article 12 notes, the “...*training and mateship occupied dual roles as a facilitator and a buffer.*” The theory, elements and predictors of different leadership styles, especially transformational leadership style was supported to be taught for leaders to utilize in vary situations. Also the literature based the leadership characteristics on context-dependence gender preference, which may be vital to notice as recruiting organization.

Further study suggestion presents personally one of the most interesting finding involving upper mentioned context-dependant gender attributes of leadership. Despite of traditionally strong stereotypical male/ female preference in management, there are indications that gender assumptions in future crisis leadership are likely to change (Bruckmuller & Branscombe 2010 (article 7)). There is a need for further empiric study of impact of gender attributes in crisis contexts.





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## APPENDICES

### Appendix 1. List of Review Articles

1. Intelligence, dominance, masculinity, and self-monitoring: predicting leadership emergence in a military setting.  
**Rueb JD, Erskine HJ & Foti RJ.**  
*Military Psychology (Taylor & Francis Ltd), 2008; 20 (4):*  
ISSN: 237-52 ISSN: 0899-5605 DOI: 10.1080/08995600802345139.
2. Interprofessional non-technical skills for surgeons in disaster response: a literature review.  
**Willems, Anneliese; Waxman, Bruce; Bacon, Andrew K.; Smith, Julian & Kitto, Simon.**  
*Journal of Interprofessional Care, 2013 Sep; 27 (5): 380-6.*  
ISSN: 1356-1820 PMID: 23751138.
3. Qualities of exemplary nurse leaders: perspectives of frontline nurses.  
**Anonson, June; Walker, Mary Ellen; Arries, Ebin; Maposa, Sithokozile; Telford, Patti & Berry, Lois.**  
*Journal of Nursing Management, 2014 Jan; 22 (1): 127-36.*  
ISSN: 0966-0429.
4. Resilience under military operational stress: can leaders influence hardiness?  
**Bartone PT.**  
*Military Psychology (Taylor & Francis Ltd), 2006; 18: Supplement: S131-48.*  
ISSN: 0899-5605.
5. Valuing empathy and emotional intelligence in health leadership: a study of empathy, leadership behaviour and outcome effectiveness.  
**Skinner C. & Spurgeon P.**  
*Health Services Management Research, 2005 Feb; 18 (1): 1-12.*  
ISSN: 0951-4848 PMID: 15807976.
6. Lessons from the Chile Mine Rescue.  
**Rashid, Faaiza; Edmondson, Amy C. & Leonard, Herman B.**  
*Harvard Business Review, July-August 2013. pp. 113-134.*
7. The glass cliff: when and why women are selected as leaders in crisis contexts.  
**Bruckmuller Susanne & Branscombe Nyla R.**  
*British Journal of Social Psychology. 49(Pt 3):433-51, 2010 Sep.*
8. Leadership skills for international crises: The role of cultural intelligence and improvisation.  
**Maldonado Tiffany & Vera Dusya**  
*Organizational Dynamics 2014, 43, pp. 257-265.*

9. Sources of motivation, interpersonal conflict management styles, and leadership effectiveness; A structural model.  
**Barbuto John E. & Xu Ye**  
*Psychological Reports*, 2006, 98, 3-20.  
 DOI 10.2466.
10. The effects of leader negative emotions on evaluations of leadership in a crisis situation: The role of anger and sadness.  
**Madera Juan M. & Smith Brent D.**  
*The Leadership Quarterly*, Vol. 20, Issue 2, April 2009, Pages 103-114.  
 doi:10.1016/j.leaqua.2009.01.007.
11. Inconsistent style of leadership as a predictor of safety behavior.  
**Mullen Jane, Kelloway Kevin E. & Teed Michael**  
*Work & Stress* Vol 25, No 1, Jan-March 2011, 41-54.
12. The “Bright” and “Shadow” Aspects of in Extremis Leadership.  
**Fisher Kelly, Hutchings Kate & Sarros James C.**  
*Military Psychology* 22 pp. S87-S116, 2010.
13. A Selective Review of Leadership Studies in the U.S. Army.  
**Fallesen Jon J., Keller-Glaze Heidi & Curnow Christina K.**  
*Military Psychology* 23; 462-478, 2011.
14. Leadership and Team Dynamics for Dangerous Military Context.  
**Yammarino Francis J, Mumford Michael D, Connelly Mary Shane & Dionne Shelley D.**  
*Military Psychology* 22 pp. S15-S41, 2010.
15. Staff nurse perceptions of nurse manager leadership styles and outcomes.  
**Casida Jesus & Parker Jessica**  
*Journal of Nursing Management*, 2011, 19, 478-486.
16. Leadership style and choice of strategy in conflict management among Israeli nurse managers in general hospitals.  
**Hendel Tova, Fish Miri & Galon Vered**  
*Journal of Nursing Management*, 2005, 13, 137-146.

## Appendix 2. Leader`s Personal Characteristics and Non-Technical skills

LEADER'S PERSONAL CHARACTERISTICS AND NON-TECHICAL SKILLS THAT SUPPORT FRONT-LINE CRISES MANAGEMENT				
Tuula J. Marshalls				
Master`s Degree, ARCADA University of Applied Sciences				
2015				
LEADERSHIP COMPETENCES	SPECIAL CHARACTER OF CRISIS LEADERSHIP	LEADER'S PERSONAL CHARACTERISTICS AND NON-TECHNICAL SKILLS	SKILL IMPLIMENTATION	ARTICLE SATURATION
TEAM FACILITATION	TEAM CONSTRUCTION AND EMPOWERMENT	Learning orientation and skills to teach	Facilitated intellectual stimulation and growth	3,11,14,15,16
			Shared skills, knowledge and information	2,3,14
			Providing learning opportunities	14,16
			Possibility to learn from mistakes	4,6,14
			Tolerance for imperfect execution	6,14
			Mentoring	2,3,15
			Focused self-development	13,15
			Challenge for creative thinking	15,16
			Advising/ counselling	15,16
			Feedback to-from peer, subordinants and superiors	13,14,16
		Presence	Monitoring/ control	12,13,14,16
			Mateship/ brotherhood/ team spirit	3,10,12,14
			Construction of cohesion and climate	14
			Impartial leaders where actual leader not available	12
			Daily meetings leading for revisiolizing	6
		Ability to encourage	Optimism and trust in followers ability	3,12,15
			Team building and maintainance	14
			Facilitated individual confidence building	7,12,14,15
			Promotion of encouragement and hope	3,6,7,10
			Maintaining harmony/ consensus in the group	12,14,16
			Showing respect/ acceptance	3,12,14
			Autonomy	15
		Interest of subordinates' wellbeing	Attend of individual wellbeing/ needs	8,11,12,15,16
			Promotion of occupational health	11
			Leader is an example for self-care	2,3,11
			Innovative work practices	15,16
		Awareness of safety concerns/ Interest in safety promotion	Flexible work schedule	15
			Increased personnel/ patient safety and survival	2,3,8,11,12,13,15
			Safety-related climate: attitudes and behaviour	11
			Safety initiative among employees/ health advocacy	2,11
			Participation in safety activity	11
		Social judgement skills	Safer work environment	11
			Development of safe work practices	11
			Reaction and restriction identification	14
			Support building for implimentations	14
		Gender	Interpersonal conflict management	2,3,12,14,16
			Sence of reinforced equity and justice	2,12
			Effect on composition of team	7,14
		Innovative/ inspiring/ creative/ improvise	Differences in leadership style execution	1,3,5,7,9,12,14,15,16
			Attributions (male/ female) of interpersonals skills	1,7,9,16
			Gender sensitive stage/ circumstances of crisis	7,14
			Context-dependance in gender preference	7,15,16
	PROACTIVENESS	Flexibility	Innovative solutions	2,3,4,6,7,8,11,14,15,16
			Inspirations	7,11,15,16
			Available recourse utilization	2, 4,6
			Improvisation/ Intuitiveness	2,7
			Engagement	3
			Promotion of experimentation	6
			A creative control over situation	2,4,6,12,14,16
			Shared roles and responsibilities	14,15
			Adabtability on changing environments	2,6,12,13,14



LEADERSHIP COMPETENCES	SPECIAL CHARACTER OF CRISIS LEADERSHIP	LEADER'S PERSONAL CHARACTERISTICS AND	SKILL IMPLIMENTATION	ARTICLE SATURATION
<b>CULTURAL AND EMOTIONAL COMPETENCE</b>	<b>CULTURAL SENSITIVITY</b>	<b>Cultural awareness, attitudes and sense making</b>	Culturally sensible/ effective behaviour /interaction	<b>2,3,4,8,10,13,14,16</b>
			Increased commitment	<b>4,8,12</b>
			Cultural values impacts in relationship moderation	<b>14,16</b>
			Differences in power/ motivation/ goal.. orientation	<b>14,15,16</b>
			Inspiration of learning new	<b>8,12,13,14</b>
			Mutual understanding throung language skills	<b>2,3,14</b>
	<b>INTERPERSONAL SENSITIVITY AND EMOTIONAL INTELLIGENCE</b>	<b>Empathy/ concern/ caring</b>	Increased organizational commitment	<b>5,11,12,13,15,16</b>
			Sympathy for people involved in crises/ situations	<b>8, 10</b>
			Sensitivity to others needs	<b>3,8,14,16</b>
		<b>Ability to express emotions</b>	Awareness of feelings	<b>7,9,14</b>
			Influences emotional reactions	<b>10</b>
			Signal for followers for situation interpretation	<b>9, 10</b>
			Signal regarding the organization's response to event	<b>10</b>
			Strengthened bonds/ attachements	<b>10,14</b>
			Encreased support from subordinates	<b>10</b>
			Emotional control in context of stressors and strains	<b>3,12,14</b>
			Humour	<b>2,12</b>
<b>MULTI-LEVEL COLLABORATION</b>	<b>COLLABORATION</b>	<b>Ability to multi-level collaboration: intra-agency, inter-agency, civil/military and local/ international contexts</b>	Allows multi-disiplinary networking	<b>2</b>
			Engagement/ exclusion of diverse experts	<b>6,13</b>
			Multi-level brainstorming for plausible solutions	<b>6,13</b>
			Enhensed situational awarenss	<b>6,13</b>
			Cooperativeness/ collaboration promotion	<b>3,14,15,16</b>
			Shared information with multilevel actors	<b>1,3</b>
	<b>INTERACTION</b>	<b>Ability to create personal contacts</b>	Sense of connectivity/ affiliation	<b>3, 10</b>
			Sense of leader being abroachable	<b>3,11</b>
			Construction of mutual trust	<b>12,15</b>
			One-to-one relationships	<b>3,5,14,16</b>
			Sense of self-worth/ integrity	<b>12,14,15</b>
	<b>COMMUNICATION</b>	<b>Ability in constructive communication</b>	Positive re-/construction in stressfull circumstances	<b>4,7</b>
			Effectiveness	<b>2,3,9,15,16</b>
			Communicated values	<b>11,15</b>
			Communicated visions	<b>1,14,15</b>
			Openness/ discussion	<b>3,4,6,14,16</b>
			Encouraged dissent/ debates for new ideas	<b>6</b>
			Influencing each other	<b>14</b>
			Cabability to negotiate	<b>16</b>
			Engagement of different communication styles	<b>6</b>
		<b>Ability to captivate positive media recognition</b>	Sense and pride of accomplishment	<b>4</b>
			Recognition/ reward of accomplishment	<b>15</b>
			Media preparedness with correct information	<b>8</b>

LEADERSHIP COMPETENCES	SPECIAL CHARACTER OF CRISIS LEADERSHIP	LEADER'S PERSONAL CHARACTERISTICS AND	SKILL IMPLIMENTATION	ARTICLE SATURATION
OPERATIONAL MANAGEMENT	DECISION MAKING	Reactiveness	Rapid reactions to changes of situation	1,2,3,4,6,7,8,12,14
			Reaching to leadership "Flow"	12
			Dominancy/ authoritative final decisions making	1,2,9,12
			Compromizing skills	16
			Quality decisions	1
			Taking time for reflection	6
		Self-confidence	Self-confidence/ self-recilience	3,7,12,14,15
			Self-regulation, -awareness and -monitory	1,3,13
			Professionalism	2
		Ability to delegate and share responsibilities	Involvement in decition making as appropriate	3,12
			Responsibility delegation/ shared governance	12,14,15,16
			Articulated roles and respocibilities	16
			Role sharing	12,14
			Shared work load	12,14
	LEADING BY EXAMPLE	Willingness to be an example/ role model	Easily followed leader	3,6,12,15
			Leaded/ directed team	2,3,4,6
			Coordinated execution	6
			Doing what is right	11
			Sharing the experience with others	4,12
		Sense of professional competency	Effective in teaching-learning	16
			Tolerance of intimacy in sharing the lifestyle	12
			Leader's passionate attachment to work	3
			Meaningful and challenging group tasks	4,12,15
			Desire to overcome challenges and reinforce	9,15
			Trust in leader	3,12,14,15
			Control of situation	3,4
			Tranformal leadership style	3,4,5,7,11,14,15,16
		Cabability of applying human intelligence and critical thinking	Reliable information collection of situation	1,8,13
			Situation analysis/ interpretation	4,6,8,12,13,15
			Understanding of the available options	6,8,14
			Promotion of realism and situation awareness	6
		Prepredness for crisis situations	Balance between crises planning and improvisation	8
			Conflict prepareddness	16
			Openness to experiences	1
			Professional preparation/ training/ self-development	2,4,8,12,13,14,16
GOAL ACHIEVEMENT	GOAL COMMITMENT	Sharing organizational values/ beliefs/ cause	Increased motivation in goal acheavement	3,4,15
			Collective goal/ common cause	9,11,14,15
			Believe in the common cause and values	9,11,15
			Loyalty to the organization	12
			Established clear vision and achievable goals	6,14,15,16
		Exercising strong moral principles and ethical attributes	Endorsed values	14,15
			Moderated relationships	14
			Strong moral ground	3,4,15
			Persistance in acheaving goals	9,15
			Defined and reinforced norms	12
	HARDYNESS/ STAMINA	Task orientation	Responsibility taking for outcomes	1,9,10,16
			Sense making in ethical dilemmas	13
			Stress recilience	4,12,13,14
			Shared risk and experience of operation	12,13
		Inspirational motivation skills	Clear purpose and direction	7,12,14,16
			Personal risk-taking/ courage/ braveness	12,15
			Individual accountability/ self-resposibility	6,14
			Increased individual motivation and commitment	4,6,7,9,11,12,14
			Excess effort beyond expectations	5,6,11,14,15
			Rewarded performance	14