

## Emergency Management – Search and Rescue

### Leadership Concepts



*A leader is best when people barely know they exist, not so good when people obey and acclaim them, worse when they despise them....But of a good leader who talks little when the work is done, the aim fulfilled, they will say, "We did it ourselves".*

*Lao Tzu*

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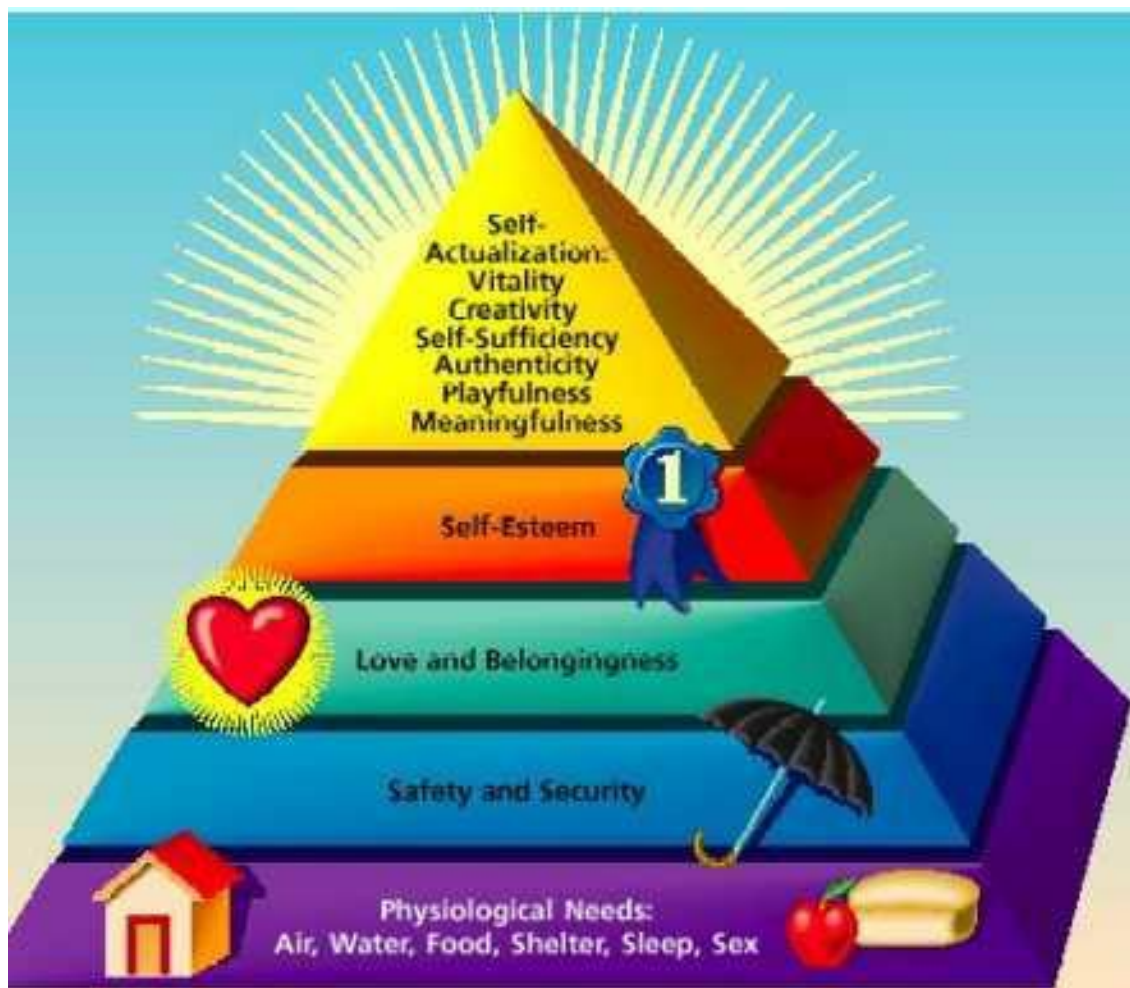
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## ***Theodore Maslow's Hierarchy of Needs***

An understanding of this model can enhance your effectiveness as a leader. Understanding what people need on a very basic level lies at the heart of helping them feel comfortable and confident. When they are confident, they are able to contribute meaningfully to the team process, bringing creativity and self-sufficiency to the resource pool.



## ***Leadership Power***

Group members will not follow someone they perceive as powerless or non influential. But no matter what your level of experience leading, you possess some bases of power from which you can influence others. Leadership power has been categorised as coming from at least five sources. (French and Raven; 1960)

### **Reverent Power**

The least obvious source but the most voluntarily accepted of the five. When you are admired or valued by group members they are more likely to agree with and support your opinions and follow you.

### **Legitimate Power**

This refers to the authority given to you when you are appointed by a controlling agency or elected by group members. Most group members are likely to follow you if you have been given the legal and moral responsibility to make certain decisions for them.

### **Expert Power**

This is achieved through perceived competence. The more knowledge, skill or experience you appear to have, the more likely group members are to follow you. Often this is founded on expertise in one situation and may not transfer readily to other situations.

### **Reward Power**

By offering positive incentives you reward group members for effort or achievement. This only works if the rewards are valued by the group members.

### **Coercive Power**

This involves the threat of punishment (or negative incentives) and usually follows the failure of reward power to influence people.

## ***The Emergent Leader***

Emergence of leadership is significant in the life of a group. Leaderless groups tend to be uniformly unsuccessful in their tasks social structure. They waste time and resources, members become frustrated and the culture is dominated by strife and tension.

**Gaining and Retaining Leadership** (*things you should definitely **not** do if you want to lead effectively*)

- Thou shalt **not** show up late or miss important meetings
- Thou shalt **not** be uninformed about a problem commanding the group's attention
- Thou shalt **not** manifest apathy and lack of interest by sluggish participation
- Thou shalt **not** attempt to dominate conversation during discussion
- Thou shalt **not** listen poorly
- Thou shalt **not** be rigid and inflexible when expressing viewpoints
- Thou shalt **not** bully group members
- Thou shalt **not** use offensive and abusive language

### **General pattern of leader emergence**

A group selects a leader by a process of elimination where potential candidates are systematically removed from consideration until only one person remains to be the leader.

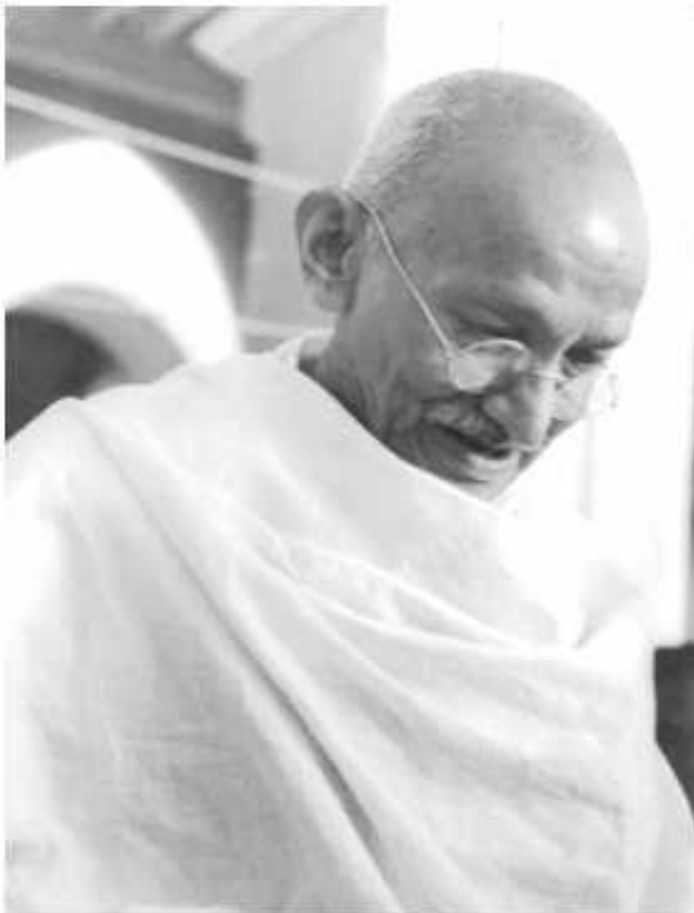
- Quiet members are among the first eliminated and those who talk most are perceived *initially* as potential leader material.
- Members who express strong, unqualified assertions are also eliminated.
- The uninformed, unintelligent, or unskilled are next in line for elimination.
- Those who are bossy or dictatorial and those whose communication style is irritating or disturbing to other group members are eliminated.

The general tendency is for groups to accept as leader the person who provides the **optimum blend of task efficiency and sensitivity to social considerations.**

## Developing the Leader within You

- The boss drives the workers; the leader coaches them
- The boss depends upon authority; the leader upon goodwill.
- The boss inspires fear; the leader inspires enthusiasm
- The boss says "I"; the leader says "We."
- The boss fixes the blame for the breakdown; the leader fixes the breakdown.
- The boss *knows* how it is done; the leader *shows* how it is done.
- The boss says "go"; the leader says "let's go!"

*Taken from [www.lyn\\_mead.tripiod.com](http://www.lyn_mead.tripiod.com)*



*Gandhi. When stepping onto a moving train and losing his sandal, he immediately threw the other one after it. When asked why he replied, "What use is only one sandal to the person who finds it?"*

## ***Roles in Groups (there are several models, here is one)***

<p><b>Task Roles</b></p> <p>Extract the maximum productivity from the group</p> <p>Moves the group toward the attainment of its goals</p>	<ul style="list-style-type: none"> <li>● <b><i>Initiator</i></b> - Offers lots of ideas and suggestions; proposes solutions and new directions</li> <li>● <b><i>Information Seeker</i></b> - Requests clarification; solicits evidence; asks for suggestions and ideas from others.</li> <li>● <b><i>Opinion Seeker</i></b> - Requests viewpoints from other; looks for agreement and disagreement</li> <li>● <b><i>Information Giver</i></b>- Acts as a resource person for the group; provides relevant and significant information based on expertise or personal experience</li> <li>● <b><i>Clarifier</i></b> - Explains, expands, extends the ideas of others; provides examples and alternatives</li> <li>● <b><i>Coordinator</i></b> - Draws together ideas of others; shows relationships between facts and ideas; promotes teamwork and cooperation</li> <li>● <b><i>Secretary</i></b> -Serves group memory function; takes minutes of the meetings; keeps group's records and history</li> <li>● <b><i>Director</i></b> - Keeps group on track-guides discussion; reminds group of goal, regulates group activities</li> <li>● <b><i>Devil's advocate</i></b> - Challenges prevailing point of view for the sake of argument in order to test and critically evaluate the strength of ideas, solutions, or decisions.</li> </ul>
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<p><b>Maintenance Roles</b></p> <p>Focus on the social dimension of the group</p> <p>The central function is to gain and maintain cohesiveness of the group</p>	<ul style="list-style-type: none"> <li>● <b>Supporter</b> - Bolsters the spirits and goodwill of the group; provides warmth, praise, and acceptance of others, includes reticent members in discussion</li> <li>● <b>Harmoniser</b> - Maintains the peace; reduces tension through humour and by reconciling differences between members.</li> <li>● <b>Gatekeeper</b> - Controls channels of communication and the flow of information; encourages evenness of participation; promotes open discussion</li> </ul>
<p><b>Disruptive Roles</b></p> <p>Serve individual needs or goals (Me-oriented) while impeding attainment of group goals.</p> <p>The central function is to focus on the individual</p>	<ul style="list-style-type: none"> <li>● <b>Stagehog</b>- Seeks recognition and attention by monopolizing conversation; prevents others from expressing their opinions fully; wants the spotlight</li> <li>● <b>Isolator</b> - Deserts the group; withdraws from participation; acts indifferent aloof; uninvolved; resists effort to be included in group decision making.</li> <li>● <b>Clown</b> - Engages in horseplay; thrives on practical jokes and comic routines; diverts members attention away from the serious discussion of ideas and issues; steps beyond the boundaries of mere tension reliever</li> <li>● <b>Blocker</b> - Thwarts progress of group; does not cooperate; opposes much of what the group attempts to accomplish; incessantly reintroduces dead issues; makes negative remarks to members</li> <li>● <b>Controller</b> -Tries to dominate group; competes with members; abuses those who disagree; picks quarrels with members; interrupts to interject own opinions into discussion.</li> <li>● <b>Cynic</b> - Displays sour outlook (a person who smells the flowers and looks around for a coffin)' engages in fault finding; focuses on negatives; predicts failure of group</li> </ul>



## The greatest survival and leadership story ever?



### The launching of the James Caird from Elephant Island in 1914

How could anyone have thought that 7 exhausted men dressed in woolly long johns and reindeer skin overalls could sail this 22' boat loaded with rocks for ballast and covered with makeshift canvas decking, 700 nautical miles to a small island in the middle of the southern ocean?

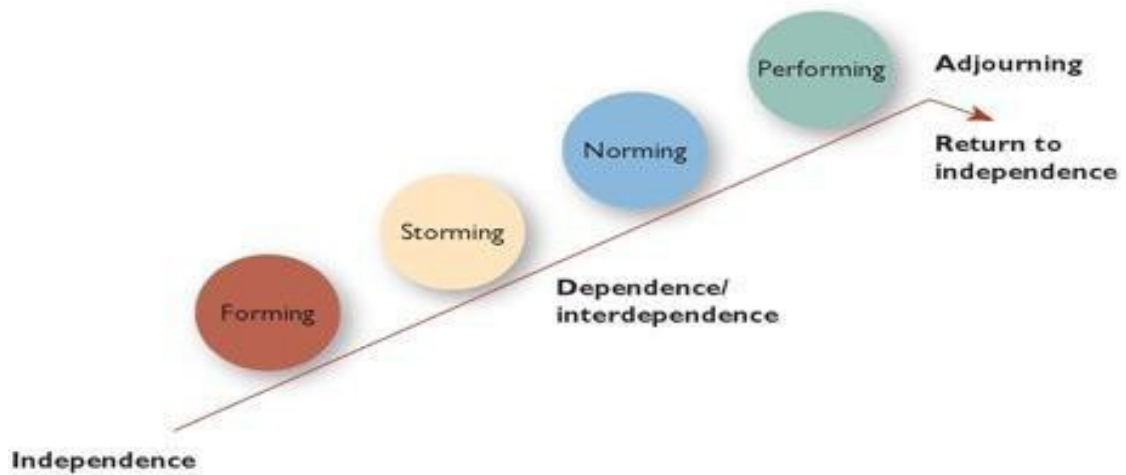
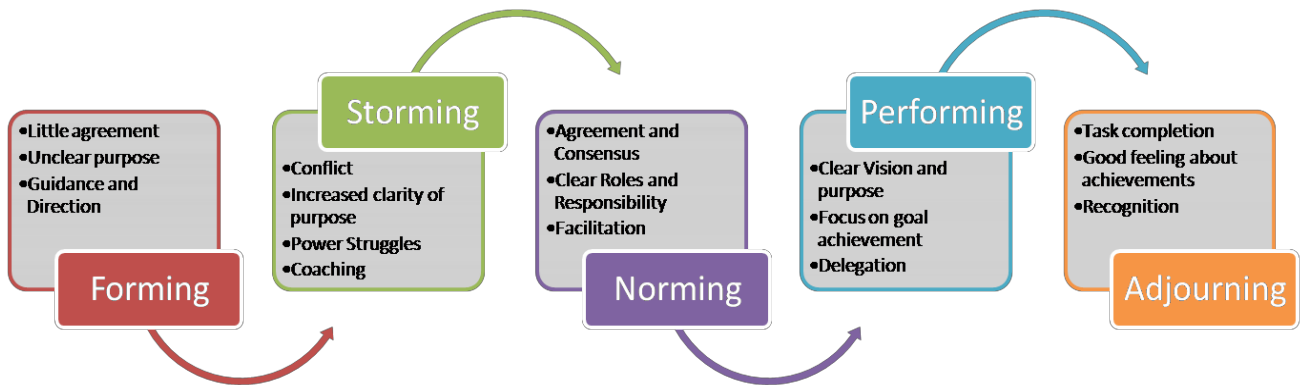
When they did arrive on South Georgia Island, a week after this picture was taken, they were forced to cross the island to find salvation at the whaling station of Grytviken. No one had done this before and even now the crossing is considered a significant mountaineering undertaking. These men did it at the end of 18 months of hardship, without food, water or mountaineering equipment.

Shackleton's captain on this voyage was Frank Worsley, from Wellington.

For more about this story go to;

[www.ibiblio.org/ebooks/Shackleton/South/South.htm](http://www.ibiblio.org/ebooks/Shackleton/South/South.htm)

## Tuckmans Group Life Cycle



	Forming	Storming	Norming	Performing	Adjourning
<b>Individual issues</b>	"How do I fit in?"	"What's my role here?"	"What do the others expect me to do?"	"How can I best perform my role?"	"What's next?"
<b>Group issues</b>	"Why are we here?"	"Why are we fighting over who is in charge and who does what?"	"Can we agree on roles and work as a team?"	"Can we do the job properly?"	"Can we help members transition out?"

## ***The 5 Dysfunctions of a Team***

Patrick Lencioni

The true measure of a team is that it consistently accomplishes what it sets out to achieve. To do this a team must overcome 5 essential challenges (listed here as dysfunctions) by embodying the behaviours listed for each one.

### **Dysfunction 1      Absence of Trust**

Members of great teams trust one another on a fundamental, emotional level and they are comfortable being vulnerable with each other about their weaknesses, mistakes, fears and behaviours. They get to a point where they can be completely open with one another, without filters. This is essential because...

### **Dysfunction 2      Fear of Conflict**

...teams that trust one another are not afraid to engage in passionate dialogue about important issues and decisions. They do not hesitate to disagree with and challenge one another, all in the spirit of finding the best solution, getting to the heart of things and making great decisions. This is important because...

### **Dysfunction 3      Lack of Commitment**

...teams that engage in unfiltered conflict are able to achieve genuine buy-in around important decisions about which they may have initially disagreed. This is because all members are confident that all the options have been fully explored and they are now confident to move on without recriminations. This is important because....

### **Dysfunction 4      Avoidance of Accountability**

...teams that commit to decisions and standards do not hesitate to hold one another accountable for adhering to those decisions and standards. Additionally, they do not regard the team leader as the primary source of accountability; they go directly to their peers. This matters because...

### **Dysfunction 5      Inattention to Results**

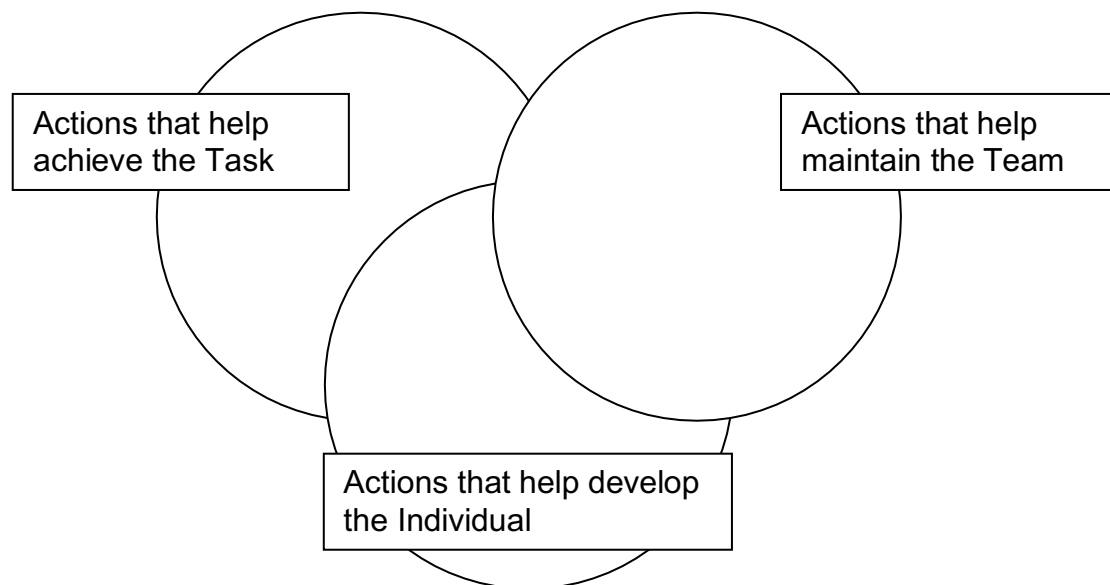
...teams that trust one another, engage in healthy conflict, commit to decisions, and hold one another accountable, are very likely to set aside their individual needs and agendas and focus entirely on what is best for the team. They do not give in to temptation or their own ego-driven status needs. They are team players.

## ***Functional Leadership Model***

Proposed by John Adair this model says it doesn't matter who or what you are, whether you have a range of skills or technical expertise or can use a range of leadership styles; what really matters is what you do when you lead. It says leadership is a trainable skill, achievable by all.

It assumes that if you successfully attend to the three areas identified as Task, Team and Individual then you can achieve as a leader.

This can be a useful model to use when analysing a leadership performance.



### **Task Needs**

Define the task and create the plan. Ensure competence and equipment are available. Delegate tasks and monitor standards and progress. Adjust the plan and define completion.

### **Team Needs**

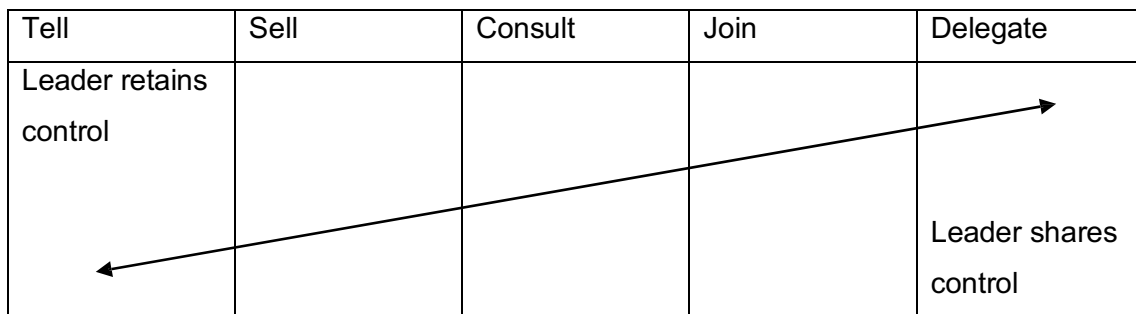
Encourage participation, set standards and maintain discipline. Facilitate and build trust. Train and coordinate. Relieve tension and boost morale.

### **Individual Needs**

Recognise needs as per Maslow's hierarchy. Provide motivation and opportunities to contribute and succeed. Support, praise and reward.

## Situational Leadership

A simple version of this idea was proposed by *Tannenbaum and Schmidt*. It refers to how much control a leader attempts to maintain during a task. The amount of control is dependent on how competent the team are to make their own decisions about the “how” of achieving. When the group requires more direct input the leader “tells” them what to do and how to do it. As the group gains confidence and competence the leader “sells” the ideas and consults on the process. With a competent team the leader will merely “delegate” the work.

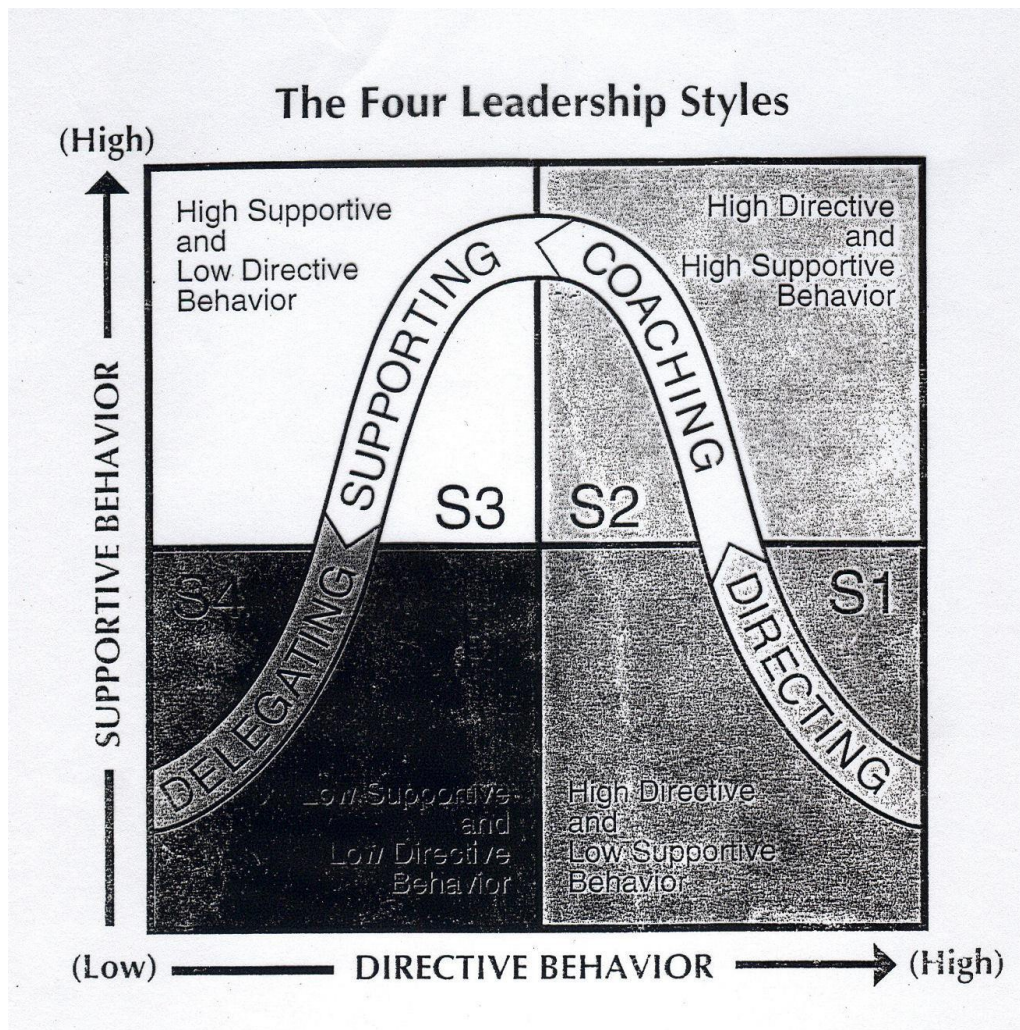


A slightly more complex version (and the one favoured as a working model today) is the Situational Leadership Model (Hersey and Blanchard). It maintains that the style of leadership used in a given situation is a function of the difficulty of the task relative to the skills of the individuals and the team involved.

It says that there is no one best way to lead in all situations and it demands a high level of social and situational awareness and empathy from the leader.

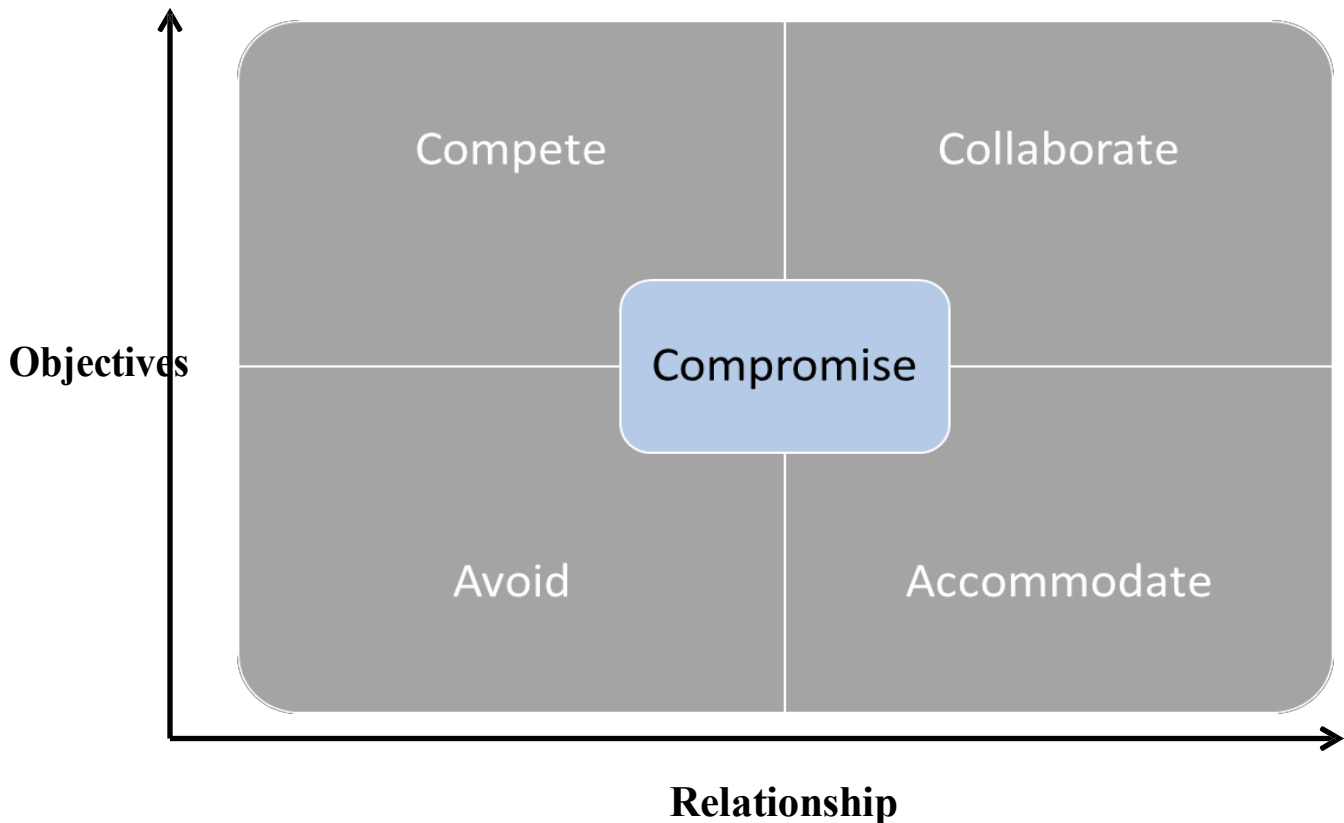
## Situational Leadership Model (Hersey and Blanchard)

This is a combination of Directive and Supportive behaviours. Directive behaviour involves **control, structure and supervision**. Supportive behaviour involves **listening, facilitating and praising**. Each leadership style (S1-4) is matched to the development level of the people in the team. The development levels (D1-4) are defined as;



## Common Approach's to Conflict

(Thomas Killman Model)



The above approaches to conflict are broadly based on your values relative to the importance of the relationships and the objectives involved. The more concerned about objectives, and the less about relationships you are, the more likely you are to adopt a competitive approach. Similarly, when you are highly concerned with maintaining relationships, you are more likely to adopt an accommodating approach.

Note that in this model, avoiding conflict indicates a low value for both objectives and relationship. In other words, engaging in conflict **appropriately** is good for both relationships (let's clear the air) and objectives (let's get the job done).

Skills that are essential to appropriate conflict resolution are the ability to **listen** actively and demonstrate **empathy**. It is also important to understand your own **emotions (EQ)** and to speak **assertively** without being aggressive.

# Lessons from the Geese

## A GUIDE TO LEADERSHIP AND TEAMWORK

1. *As each bird flaps its wings it creates an uplift for the bird behind it. By flying in formation the birds can fly 71% further than if they fly alone.*

**THE LESSON:** People who share a common sense of purpose can get where they want to go quicker and easier when they are propelled by the thrust of others who share the same goals.

2. *Whenever a goose falls out of formation it suddenly feels the difficulty of trying to fly alone and quickly gets back to formation.*

**THE LESSON:** We should stay in formation with those who are headed in the direction we want to go. We can accomplish much more together than by ourselves.

3. *When the lead goose gets tired it rotates back into the formation and another goose flies at the point position.*

**THE LESSON:** It is only fair that we take turns doing the hard tasks and share leadership responsibilities. Leaders must have followers and followers need leaders.

4. *The geese in formation honk from the rear to encourage those up front to keep on course and maintain their speed.*

**THE LESSON:** We need to make sure our honking from behind is helpful and encouraging. Let's remember to say please and thank you to those we serve.

5. *When a goose gets sick or shot down, two geese drop out of formation and follow it down to help and protect it. They remain with it until it dies or is able to fly again.*

**THE LESSON:** It is easy to like those who are like us. However, our true character is revealed in our response to those around us who are hurting or suffering misfortune.



## ***SAR Leadership Pre Course Exercises***

Think about 2 or 3 people who have acted as leaders for you or around you. Describe their styles using either the Situational Leadership model, or Adair's Functional Leadership model referred to in the Resource. Can you pinpoint certain behaviours related to these models that helped them lead effectively?

Think about and describe actions that these leaders took in affecting/improving/maintaining morale in a group or team? Google "maintain team morale or spirit" and see what this prompts for you.

Read the following article and consider your own approach to conflict.

<http://www.managetrainlearn.com/page/conflict-resolution-model>.

Do you have a "go to" style? When has it worked well? Or failed miserably?

What 3 things would you specifically like to gain from this leadership course?

Following is a SAR Leadership Questionnaire, comprised of 3 separate (and brief) questionnaires. They are all drawn from different sources but all refer to your desire or motivation to lead. There are no wrong answers and no test – this is simply a tool to get you thinking about;

- Why we need leaders?
- What it takes to be a leader?
- How you view yourself in this role?

We will take a closer look at some of these issues over the 3 days of the course. Ideally you would print the questionnaires and bring them along. Alternately you could simply make a note of your scores and any impressions you had about those.