

LEADERSHIP

IN LAND

SEARCH and RESCUE

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**LEADERSHIP
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SEARCH and RESCUE**

by

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*"Now this is the Law of the Jungle - as old and as true as the sky;
And the Wolf that shall keep it may prosper, but the Wolf that shall
break it must die. As the creeper that girdles the tree-trunk the Law
runneth forward and back - For the strength of the Pack is the
Wolf, and the strength of the Wolf is the Pack."*

Rudyard Kipling

INTRODUCTION

In search and rescue (SAR) leadership is an essential component for very many reasons not the least of which is safety. Volunteers expect and deserve good leadership. Without leadership any organizational structure will not attain its full potential and, indeed, may fail. The team will not be able to provide a quality of service and casualties will not get the attention to be expected in the developing social climate. It would seem, at times, that discussions on the importance of leadership in SAR have been relegated to a minor position in overall schemes of training. Occasionally, views have been expressed that effective leadership is anti-democratic implying that democracy is the ultimate goal. As with many other subjects, the literature on leadership is increasing dramatically. The SAR environment, often, is hostile and can not be considered to be a stable factor in preplanning. In addition, a volunteer team's response both in terms of numbers and expertise is not predictably stable and, therefore, compounds the difficulties of preplanning. A short selected bibliography is given at the end of this paper. Williams (1970) stated that "The role of volunteer rescue leader is most demanding, requiring great skills, including knowledge of rescue procedures and jurisdictions of responsible agencies. But most important is a knowledge of psychology, the ability to deal with volunteers, and a great sense of tact and diplomacy."

What precisely is leadership has been and is the subject of considerable debate with uncertainty disguised as certainty and opinion stated as fact. To a very large extent leadership is conceptual. To term it a soft skill is to underrate its significance. Most team members have strong opinions as to what is and what is not good leadership. It must be stressed that without effective leadership command and management systems will fail. What follows are the ideas of the authors and claim little validity beyond that. It is hoped that this paper will indicate what leadership is, how it impacts on operations, how it may be applied and how it may be

developed within SAR organizations. No consideration will be given to command and management.

DEFINITION of LEADERSHIP

It is appropriate to draw clear distinctions between leadership, command and management. All three are significant and interrelated but without effective leadership command and management will fail to provide a quality of service required of any SAR operations. Ultimately the safety of all may be compromised.

A working definition of leadership may be stated as “the art and craft of influencing teams and members of teams in order to complete an operation in the manner necessary for the safe attainment of quality of service to the casualty or casualties”. It is axiomatic that effective leadership is required at virtually all levels of activity during an operation. Whilst this definition concentrates on the requirements for operations it is true to say that the general running of a SAR team requires leadership at all times if that team is to be fully prepared for the operations it was established to undertake.

Daughenbaugh (2002) in a significant paper stated:

“Leadership is, quite simply, what is necessary to complete the task utilizing the services of others.”

He also commented that the issues faced by a SAR leader are unique in that each situation is potentially life or death. The uniqueness of leadership in SAR is questioned. There are many other situations and many others organizations where the consequences of poor leadership can or will pose a serious threat to all those involved in a particular situation.

The principles of SAR leadership may be summarized as follows:

1. Know yourself and seek self improvement.
2. Be technically and tactically proficient.
3. Seek responsibility and take responsibility for your actions.
4. Make sound and timely decisions.
5. Set the example.
6. Know your team members and look out for their well being.

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7. Keep your team members informed.
8. Develop a sense of responsibility in your team members.
9. Ensure the task is understood, supervised, and accomplished.
10. Build the team.
11. Employ the team in accordance with its capabilities.

Lorenz (2005) considered these principles and added the following additional points:

- 1 Know when the situation is dangerous or beyond your capabilities.
- 2 Praise in public, criticize in private.
- 3 Know your rescuers, their capabilities and limitations.
4. Train your rescuers as a team.
5. Stress safety, balancing the risks with the mission to be accomplished.

He went on to advocate the use of SMEAC - The five paragraph operation order as an aid to clear instructions:

- S** - Situation
- M** - Mission or incident objective
- E** - Execution
- A** - Administration and logistics
- C** - Control and communications

He concluded with a short consideration of the importance of leadership training.

AUTHORITY

Authority is required for the exercise of leadership as is the acceptance of that authority by the team or group. Consideration of the derivation of this authority is of importance in volunteer SAR teams. It is suggested that the derivation will vary with circumstances:

- a) In routine administration and training the authority is derived from the team or group, and
- b) during actual operations a significant element of authority is derived from the legal entity under which the leader is operating. Some residual authority is derived from the team.

Williams (1970) stated:

“It is imperative that the volunteer rescue leader recognize that the unit [Team] has no inherent jurisdiction to rescue, and that the only authority to activate is a derivative one through delegation of authority from the responsible agency.”

Derivation

Within voluntary SAR Teams a leader's authority is, in the first instance, derived from the appointment to leadership either by the action of the executive committee or by popular vote of the membership. If the fact of the appointment is accepted by the legal entity, the authority of the leader is considerably enhanced. However, such an appointment by a team does not necessarily mean that a particular appointment is acceptable to the legal authority. Lack of acceptance would be unusual but would greatly diminish the authority of the leader.

Daughenbaugh (2002) identified three forms of authority directly related to the requirements of SAR:

1. Legitimate authority which is based on a leader's position in the chain of command.
2. Expert authority which refers to knowledge, experience and judgment.
3. Referent authority derived from the leader's acceptance by other team or party members.

Skidelsky (1993) maintained that a true leader's authority is personal. This fourth form of authority is of importance in SAR.

Levels of Authority

Levels of authority derive from the legal framework in which SAR operates, that is the Chain of Command applicable to any particular jurisdiction. In many cases the ultimate but somewhat nebulous command is the senior elected official of that jurisdiction. In the context of SAR, the chain of command may be considered to start with the duly appointed law enforcement officer and progresses downwards through all levels to the leader of a small team dispatched to the field to undertake a

specific task during an operation. Within a team or group the level of authority is dependent on the operational structure of the team.

Discipline

There is a direct relationship between good leadership and effective discipline for without discipline there is nothing to lead. Discipline is one of the more difficult (contentious) concepts for many involved in SAR, particularly the volunteers. Discipline is absolutely essential for effective, high quality work. Lack of discipline is a threat to the safety of all. It is a fragile concept that must be nurtured and respected. If one can not accept discipline, if one assaults discipline, one can not expect discipline to be granted to you by others. In volunteer teams there are few, if any, effective sanctions that may be imposed when discipline breaks down. When discipline breaks down the quality of the job diminishes very rapidly and may, even, become hazardous.

Morrison (2003) quoted the comment of the Duke of Wellington after his first Cabinet meeting:

“Extraordinary! I gave them their orders and they wanted to sit there discussing them.”

Levels of Leadership

Most, if not all organizations need a structure in order to function. This is as true of a volunteer SAR team as it is for all other organizations. In addition, it is essential for the successful completion of any SAR operation. The existence of organization implies the existence of “rank”, whether informal as in many volunteer teams or formal as in the uniformed services.

If the concept of rank is accepted, then it must be accepted that are different levels of leadership. Whilst leadership skills are required at all levels. What changes is the level (amount) of responsibility which increases significantly with rank – the higher the rank, the greater the responsibility.

STYLES of LEADERSHIP

Adair (1988a & b) discussed the aspects of styles of leadership. A consideration of style of leadership is a useful way to consider how different periods during operations and in the routine of running a SAR team requires the adoption of different styles of leadership. Adair (1988a, pages 31 & 32)) presented the Blake and Mountain model which he called The Management Grid. It is suggested that, in the first instance, this model may be adapted for SAR by replacing his two attributes of concern for Production and concern for people with concern for safety and concern for the team. Concern for safety must always be present but the depth of the concern will vary according to time and circumstances. (See Figure 1.)

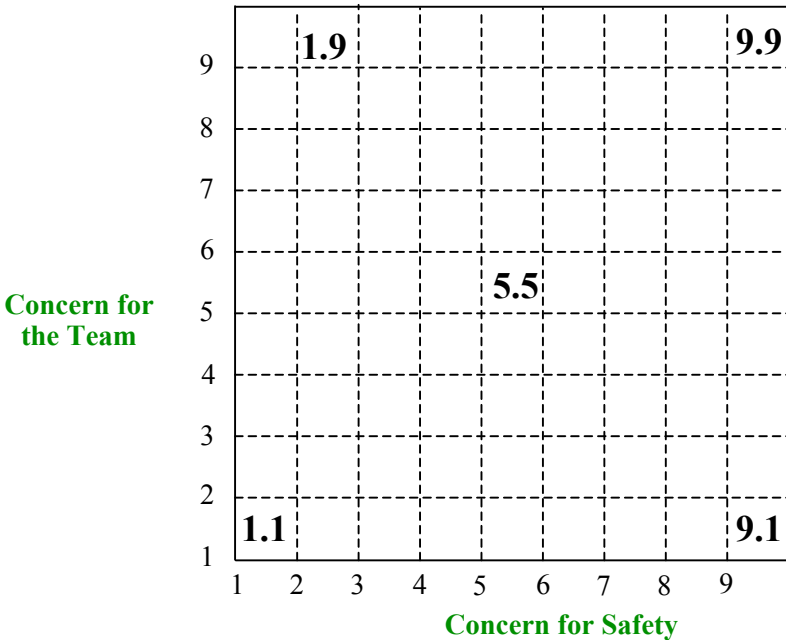


Figure 1

- 1.1 Style described as Laissez Faire or abdicating with little concern for either safety or the team.
- 1.9 Style described as Paternalistic with great concern for the teams members but may place too little emphasis on safety.
- 5.5 Style described as Persuasive and compromise position.

- 9.1** Style described as Authoritarian with safety uppermost in mind but shows very little concern for the team. There will be occasions during operations when this style would be the most appropriate.
- 9.9** Style as democratic with genuine consultation. There is concern for both safety and the team. It is suggested that this style would be appropriate in the routine administration of the team and during many training events.

It is suggested that consideration of only two attributes does not do justice to the many factors a leader needs to keep in mind during any one operation. Adair (1988a) proposed a three circle model. Again adapting his concept for SAR, it is suggested that it could look something like that illustrated in Figure 2.

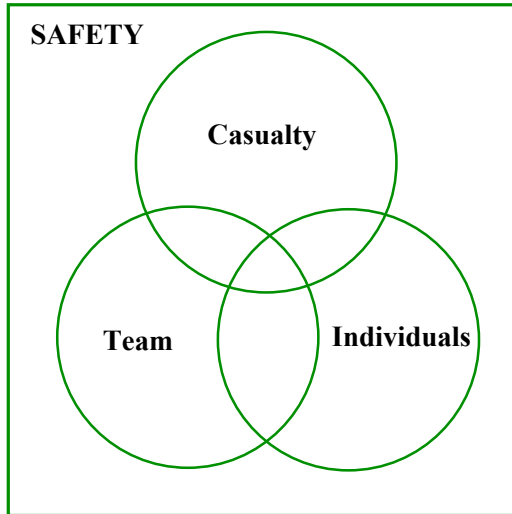


Figure 2

Note the addition of a total surround of safety. It may be argued that the area where the three circles intersect is the ideal position for a leader. It is likely that the size of the area will change with time and circumstance as the emphasis given to one of three components changes. It is suggested that an understanding of the needs of the individual can be of assistance in providing good leadership. Adair (1988a) discussed “the hierarchy of needs” which is illustrated in Figure 3.

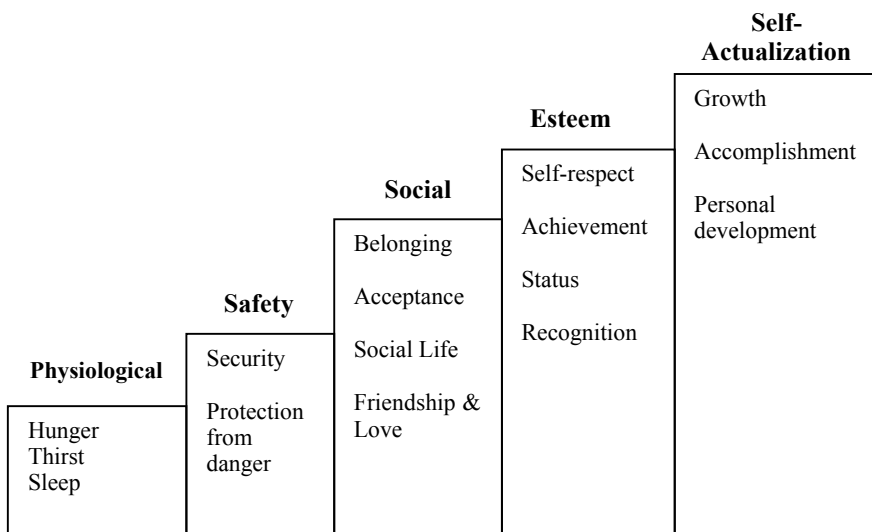


Figure 3

Daughenbaugh (2002) discusses basic ways (styles) to exercise authority, but maintains that only the first three are applicable to SAR operations:

1. Authoritarian.
2. Consultative.
3. Delegating.
4. Democratic.
5. Consensus.
6. Abdicating.

P. D. Jones (Pers. comm.) suggested that the appropriate style varied with the stage of an operation:

- **Initial call out:** Authoritarian because brevity is essential. It is not a matter of discussion for a person is or is not responding.
- **Basic planning:** Consultative. There is need for the contribution of ideas from experienced members.
- **In the field:** Democratic because the whole party should have valid ideas to contribute.
- **Debrief at conclusion of operation:** Persuasive and can afford to adopt a compromise position. Mistakes need to be dealt with and that requires strength.

He did make the point that an authoritarian approach may be necessary at any time if quick decisions are required.

ATTRIBUTES of LEADERSHIP

Integrity

The foundation of leadership for without it, the rest is meaningless. Demonstrated trustworthiness, loyalty, sincerity and dedication to the team and the mission in hand. Integrity means one is of sound principles.

Responsibility

Before and above all else a finely developed sense of responsibility is essential for without responsibility there can be little effective leadership. Some aspects of this responsibility may be listed as follows:

- A responsibility to ensure that everyone comes off the mountains, out of the field, in safety.
- A responsibility to ensure a satisfactory outcome of each phase of an operation. It is fair to say that, in SAR, failure is totally unacceptable.
- Responsibility and accountability to the sponsoring agency (jurisdiction) during the period of an operation.
- A responsibility to the members of the team.
- A responsibility to protect your team from the undue demands of others and protect them from ill advised critical comment.
- A responsibility to provide a service at least as good as any of the other emergency services.
- Acceptance of a responsibility for your own decisions and mistakes.
- Acceptance of a responsibility for the mistakes of others involved in an operation and under your leadership.
- Responsibility to participated in decision making as requested by superiors.
- Responsibility to support and carry out decisions made by superiors.
- A leader who can not make the decision “NOT TO GO” or to pull out before completion of an operation because the hazards to the team are judged to be too great has no right to be in a position of leadership.

Sacrifice

Effective leadership demands sacrifice of the leader. Leadership requires a great deal of time and effort, before, during and after an operation. As the leader you should be the first to be involved and the last to finish.

Flexibility

It is essential to develop the ability and willingness to change and adapted as circumstances dictate. During the course of any operation the circumstances will change, sometime in a dramatic manner. However, this flexibility must never be an excuse for loosing sight of the ultimate objective of any SAR operation – the delivery of **all** to a place of safety.

Operational flexibility is enhanced when all members have a clear understanding of the overall objectives of the mission and their role in the attainment of those objectives. This coupled with “mission” type instructions (what to accomplish) rather “detailed” instructions (how to accomplish) enables subordinate leaders to use their initiative to make necessary adjustments to operations in the field without detailed and time consuming consultations with higher authority

Knowledge

Leadership requires a considerable body of knowledge related to all aspects of SAR but in particular:

- Knowledge of the tactical capabilities and limitations of all resources necessary for completion of an operation.
- Knowledge of the members of the Team or party.
- Knowledge of all the practical and technical requirements necessary for the completion of an operation.
- Knowledge of the other organizations involved in the operation, their needs and desires.
- Knowledge of routine administration.

Skills

As with many other aspects leadership, to be effective, requires the development of skills over and above those learnt during routine training.

Further more, the acquisition of skills only stops when a person ceases to be a leader.

- What has been learnt and will continue to be learnt.
- Recalling and using past experience – yours and others.
- The ability to plan – fore thought and the ability to plan in response to immediate, changing needs.
- Develop the habit of observation and a critical analysis of what is observed.
- Develop the habit of checking and double checking but without interference of delegated tasks unless absolutely necessary.
- The ability to listen to what others have to say and consider their opinions.
- The ability to communicate clearly and concisely your decisions and directions.
- Fundamental to effective leadership is the ability to sound and timely decisions.
- The ability to delegate.

Many of these and other skills can be developed by participating in Tactical Decision Games (see page 11).

Judgment

Judgment is the coming together of knowledge, experience and situational awareness when making decisions. Judgment will vary in quality and the quality of a judgment is, to a certain extent, a matter of opinion. If leaders are expected to exercise judgment then it must be accepted that some judgments are poor, if not incorrect. Without the exercise of judgment there can be no decisions made and, therefore, little leadership.

Concern

Concern but without dropping into uncertainty must continually be exercised by a leader.

Concern for the well being (safety) of all the team members and others involved in an operation.

Concern for the well being of the survivors and casualties of an incident.

Concern for the quality of the job in hand and those yet to come.

Ego

Ego has very little place in effective leadership for leadership is, at its best, a selfless activity.

“The responsibility of leadership imposes a discipline that allows no room for personal ambitions or aspirations unless those ambitions and aspirations are directed towards the well being of the casualties and team members. Leadership is a state of mind that is largely selfless.”

Paraphrased from
ERIC LANGMUIR

Grigg (1999) maintained:

“Of all the qualities needed for leadership, only one is indispensable – courage. Without it, all the others are more or less useless.”

Loyalty

Loyalty to leaders with support for decisions made.

Loyalty to team members from understanding of team needs, capabilities and limitations, and a willingness to ensure that the team is utilized properly.

Respect

Respect is important in the exercise of leadership. In the context of SAR there are two parts:

1. Respect from the duly appointed authority for the SAR Volunteers.
2. Respect from the SAR Volunteers for the duly appointed authority.

Each has the right to respect but this respect has to be earned, in a sense justified. It is only gained with effort but all too easily lost. Loss of respect adds an unnecessary complication to the whole effort and may, even, compromise a SAR operation. With particular regard to the volunteers, there is another aspect and that is the mutual respect between the members and the leader.

Respect for leadership depends on many of the attributes discussed above. It is a fallacy to assume that respect will be automatically granted purely because of position or status. An added complication is the human variation when one person may grant respect and another not.

Endurance

Physical and mental stamina, the ability to sustain the level of effort necessary to accomplish the mission.

Honest self assessment with a willingness to request relief at the appropriate time.

Experience

Experience and the continuing acquisition of experience is an important part of the development of team leaders. Experience alone is not necessarily a justification for leadership. Leaders should constructively add to the experience and learn by it, always maintaining a questioning mind.

Chandler (2001) from a survey of crisis managers identified at least 14 characteristics that effective leaders should possess. These 14 characteristics are listed in “Marks of a Leader” on the following page.

He maintained that many, if not all, of the characteristics listed can be taught and developed through training and education.

Marks of a Leader after Chandler, 2001.

1. Coordinated
2. Decisive
3. Experienced
4. Goal-oriented
5. Able to communicate
6. Able to facilitate
7. Able to handle stress
8. Able to listen
9. Open minded
10. Responsible
11. Able to prioritize
12. Able to think critically
13. Adaptive
14. Trained and prepared

Characteristics that received the most frequent mention in the survey:

- Training/knowledge/preparedness
- Listening skills
- Decision-making skills

CONSTRAINTS

As a leader one is expected to be able to do everything and yet, as a leader one must stand aside. One must keep an eye and mind on the overall situation from the beginning until the very end. Once committed to a particular detailed task one is very likely to lose touch with the totality of the operation and, therefore, lose control of the whole operation.

“A Leader is best when people barely knows that he exists, not so good when people obey and acclaim him, worst when they despise him. Fail to honor people, they will fail to honor you; but a good leader, who talks little, when his work is done, his aim fulfilled, they will say “we did this ourselves”

LAO TZU

Delegation is essential to effective leadership. It is a truism that one can not do everything by one's self. It is probable that proper delegation is the hardest to learn and practice. Essential to delegation is trust in those that have been delegated tasks.

Recall the comment -

“The best leader is the one who has the sense enough to pick good men to do what he wants done, and the self-restraint to keep from meddling with them while they do it.”

THEODORE ROOSEVELT

SELECTION (APPOINTMENT) OF LEADERS

Leadership is not a right, it is a profound responsibility. It is accepted that leaders can be trained but the fundamental problem is choosing suitable people who have the potential to develop into effective leaders. It is axiomatic that before selection a person must want to be a leader and desires to assume leadership roles. Cox (1983) maintained that leaders grow, they are neither made nor born. In the context of SAR it is time that constructive thought was given to the selection, training and education of future leaders. It is no longer sufficient that leaders are just picked by popularity or gain the position of leader by default through length of service.

- Selected by:
- a) the legal authority
 - b) the volunteer group
 - c) a panel established to select leaders

Concepts of democracy would indicated that in volunteer groups leaders should be selected by election. This poses the very real problem that popularity could become the overriding but least significant attribute of

leadership. It is argued that annual elections for the leader(s) will lead to an undesirable instability and diminish the vital acquisition of experience and development of judgment. On the other hand appointment, however appointed, for an undefined extended term can result in entrenched attitudes that prevent the developments of new ideas and encourages a tendency to the autocratic. They may also inhibit the development of young potential leaders. The point is made that a periodic review of leaders in a team or group should be conducted as part of the periodic review of the team or group as a whole. An element of external assessments greatly enhances the significance of such reviews.

It would seem reasonable to suggest that the selection of leaders within a legal jurisdiction such as a Sheriff's Department and the selection within a volunteer organization will be somewhat different but in either case the person(s) so chosen must have the basic qualities of leadership if they are to be effective.

TRAINING and EDUCATION

Training in leadership, per se, is a contentious area of debate. Some hold the position that leaders are born, not made. Others argue that anyone may be trained to become a leader. It is probable that reality is to be found between these two poles. Many and varied skills are required of good leaders and these skills can be taught. A suggested syllabus for team leader training is given in Appendix I. The ability to make good and timely decisions is a very significant, if not essential, aspect of effective leadership.

It has been succinctly pointed out that

“Correct decision making does not occur through magic nor is it innate ---- mastering decision making requires thought and practice”.

HOPGOOD, 1996

Schmitt (1996a) discussed the reality of the problem of how decisions are made and makes the following points:

- a) Decision making is not a neat, clean, orderly process,
- b) There are rarely any absolutely right or wrong answers,
- c) Uncertainty is always present.

He goes on to consider two models for the decision making process:

- a) Analytical – a rational, calculating activity – essentially scientific,
- b) Intuitive – an arational but not irrational sensing activity – essentially artistic.

The two models (approaches) are not mutually exclusive and which is employed depends, to a very great extent, on the time available. It may be argued that the analytical approach requires some time in order to assess all the relevant factors before a decision is reached but in time critical situations only the intuitive approach will produce a good decision in the time available. It is suggested that in SAR intuitive decision making will be the most significant.

The point was well made that *“the essential factor in intuitive decision making is experience. Experience allows for situational assessment that is at the heart of intuitive decision making.”* If the forgoing is valid then experience gained through the reality of actual operations may be greatly enhanced by training and practice. Participating in Tactical Decision Games (TDG) develops and will continue to develop experience and, hence, improve intuitive decision making.

“Leadership is action – not position.”

DONALD H. McGANNON

Former President

Westinghouse Broadcasting Corp.

Tactical Decision Games

Tactical Decisions Games – some would call them scenarios – allow SAR team members and leaders to consider and debate solutions to a variety of problems and in a variety of circumstances. In doing so TDGs build up experience in the participants and the more experience the better. Schmitt (1996b) describes how to design and run effective TDGs.

1. Some objectives of TDGs:

- a) Exercise decision making skills in the context of SAR operations

- b) Provide vicarious experience.
- c) Practice communicating decisions in the form of instructions

2. How TDGs should work:

- a) Role playing. The team members(s) is given the role as the leader of a party and given a scenario.
- b) The team member(s) is placed in a situation requiring some sort of decision – a problem to solve
- c) The team member(s) is placed in a situation that requires a decision.
- d) The team member(s) will not have all the information they desire.
- e) The team member(s) will be given limited time in which to make a decision.
- f) The team members discuss and analyze the decisions presented.

3. Rules – there are only three rules:

- a) Time limit. Team members should feel that they have less time than they need to make a decision
- b) Decisions as instructions. A team member will be expected to explain a decision afterwards but the dictum “Decide First, discuss afterwards” applies.
- c) There are no predetermined solutions. What decision is made by team member is less important than the why of how the decision was made. Creativity should be prized and unusual should be encouraged and recognized.

4. Ways to play TDGs:

- a) Solitary. The team member takes of thinks up a problem then considers possible solutions. Such a method may be done at any convenient time. For example, when out on the mountains or hills the team member sets a possible situation in the terrain, develops solutions then adds in various complications and considers how to resolve the complications. This is very much a mental exercise.
- b) Seminars – A small group of team members led by a designated seminar leader solves problems given to them. The

- solutions are presented to the group and debated.
- c) More extended scenarios involving multi-party or multi-team operations and requiring multiple decisions over a period of time.
5. Limitations of TDGs:
- Like any training there are limitations and it is a useful exercise to identify and discuss these limitations.
6. Advantages of using the seminar format:
- a) The format does or should make efficient use of the limited time available for training.
 - b) Immediate feedback – critique of solutions presented by peers and the seminar leader.
 - c) Controlled extra pressure because the team members have to expose their decision making process to the group.
 - d) Interactive because the format gives opportunity for discussion of the tactical issues and concepts.
 - e) Learning from others. Team members have the opportunity to consider other solutions presented to the group and so develop their own experience.
 - f) Practicing delivery of clear and comprehensible instructions to others.
7. The Role of the Seminar Leader:

A good seminar leader is essential to the success of a good seminar. The responsibilities include:

- a) Present the scenario
- b) Enforce the time limits
- c) Ensure that decisions are presented as instructions
- d) Choose individuals to present solutions. It is far better to select than to ask for volunteers and increases the perceived pressure.
- e) Question the thought processes.
- f) Lead the critique fairly but do not dodge contentious issues.
- g) Draw lessons during a summary at the end of each scenario.

Some suggested scenarios - TDGs – are given in Appendix II. There

should be little difficulty in producing scenarios for any particular team and for any particular environment. Past operations, aided by some imagination, will provided the basis for any number of suitable scenarios.

CONCLUSION

As a leader one will be expected to:

- Be everywhere
- Produce what everyone wants and when they want it
- Know the solutions to all problems
- Have instant answers to every question

Rarely, very rarely will one be granted the time to make considered judgments and much of the success of an operation depends on the quality on one's judgments. The exercise of rapid, sound judgment is of paramount importance in SAR.

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SUGGESTED SYLLABUS FOR SAR TEAM LEADER TRAINING

Within the context of the volunteer SAR teams, there appears to be a dearth of leadership training and very few, if any, courses suitable for the volunteers. The development of such courses is to be strongly encouraged.

Prerequisite:

It is an essential prerequisite that a member has successfully completed all training, including practical sessions, up to the level of leadership to be taught. It goes without saying that the member must be competent in the skills required in the environment in which the SAR team operates or is expected to operate.

SAR Team Leader Training Should Include:

1. Discussion on definitions of Leadership.
2. Selection of Leaders
3. Authority for Leaders
4. Attributes of Leadership
5. Styles of Leadership
6. Leadership Skills
7. Training and Education
8. Decision Making
9. Tactical Decision Games

APPENDIX I

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APPENDIX II

TACTICAL DECISION GAMES - SCENARIOS

SCENARIO 1

A	You are the leader of a party of 6.	
B	Date & Time:	Late November, 15.30 hours.
C	Terrain:	Altitude: 4,500 feet. Vegetation: Tall timber, old growth. Slope: Moderately steep.
D	Weather:	Hill fog (mist covered). Temperature: 50° F. Drizzle. Wind: 10 – 15 kts. down slope.
E	Situation:	Casualty is found 4 hours from trail head.
F	Casualty:	Male, 200 lbs. Age: 27 years. Sitting on a log. Injury: Undisclosed fracture of right ankle. Condition: Otherwise good. Clothing: Adequate for conditions.
G	Consider and describe the decisions you need to make in the first few minutes of getting to the casualty site.	

SCENARIO 2

A	You are the leader of a party of 4.	
B	Date & Time:	Middle of July, 18.45 hours.
C	Terrain:	Altitude: 5,300 feet. Vegetation. Low scrub and bare rock. Slope: Steep rocky ridge (scrambling ground).
D	Weather:	Clear with good visibility.

APPENDIX II

		Temperature: 65° F. Dry. Wind: 25 kts across ridge.
E	Situation:	Casualty is found 3 hours from road head.
F	Casualty:	Female, 120 lbs. Age: 23 years. Stuck - cragfast. Injury: None other than second degree sunburn. Condition: Frightened and panicky. Clothing: Minimal.
G	Consider and describe the decisions you need to make in the first few minutes of getting to the casualty site.	

SCENARIO 3

A	You are the leader of a party of 5.	
B	Date & time:	Early January, 17.00 hours.
C	Terrain:	Coastal estuary – inter-tidal zone. Mud flats.
D	Tide:	Flooding, site will be submerged in 45 minutes.
E	Weather:	8/8 cloud. Temperature: 36° F. Continuous light rain. Wind: 25 to 30 kts.
F	Situation:	Casualty is found. Site is 30 minutes by boat, 2 hours overland.
G	Casualty:	Male, 250 lbs. Age: 55 years. Stuck in mud up to waist. Wearing chest waders and waterproof jacket.

APPENDIX II

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| H | Consider and describe the decisions you need to make in the first few minutes of getting to the casualty site. |
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SCENARIO 4

A	You are the leader of a party of 10.	
B	Date & Time:	Middle of February, 21.30 hours.
C	Terrain:	Altitude: 3,500 feet. Rock and scree covered by soft snow. Streams in spate. Ill defined path.
D	Weather:	Hill fog (mist). Temperature: 30° F. Continuous light snow. Wind: 20 kts, expected to increase to 45 kts higher up.
E	Situation:	The party has been out for 7 hours on a previous assignment. One member falls through snow into stream and becomes very wet. You are 2 hours from the vehicles.
F	Consider and describe the decisions you make in the first few minutes of the incident.	

SCENARIO 5

A	You are the leader of a party of 3.	
B	Date & Time:	Middle of September, 23.45 hours.
C	Terrain:	Altitude: 2,300 feet. Vegetation: Grassland with small puddles. Slopes: Fairly gentle.
D	Weather:	Clear with no moon.

APPENDIX II

		Temperature: 55° F. Dry. Wind: 10 kts.
E	Situation:	A missing hiker. Your assignment is to search along a 3 miles long fence line. You come across a trail showing recent traffic on foot. You have no communications with Base.
F	Consider and describe the decisions you make.	

SCENARIO 6

A	You are the leader of a party of 4.	
B	Date & Time:	Middle of May, 17.00 hours.
C	Terrain:	Altitude: 1,300 feet. Vegetation: Low scrub and boggy grassland. Slopes: Generally fairly gentle but with steep sided gullies.
D	Weather:	Hill fog with visibility of about 50 yards. Temperature: 60° F. Dry. Wind: 5 kts.
E	Situation:	A missing hiker. Your assignment is to search along a 3 mile long fence line. You find yourself in terrain that you not expect to encounter.
F	Consider and describe the decisions you need to make.	

SCENARIO 7

A	You are the leader of a party of 5.	
B	Date & Time:	Middle of June, 12.00 hours.
C	Terrain:	Altitude: 4,200 feet. Vegetation: Low scrub.

APPENDIX II

		Screens and small crags. Slopes, moderately steep.
D	Weather:	Cloud above 5,000 feet. Temperature: 45° F. Dry. Wind: 5 kts.
E	Situation:	The weather deteriorates with rain, visibility down to 25 yards. One of the group has not feeling well for the past hour and tells you that they can not continue.
F	Consider and describe the decisions you need to make.	

SCENARIO 8

A	You are the leader of a party of 3.	
B	Date & Time:	Late June, 14.30 hours.
C	Terrain:	Altitude: 3,400 feet. Vegetation: Low scrub and boggy grassland. Slopes: Generally fairly gentle but with steep sided gullies.
D	Weather:	8/8 Cloud. Temperature: 60° F. Drizzle. Wind: 15 - 20 kts.
E	Situation:	A missing hiker. Your assignment is to search along a 3 mile long fence line. Your reach a new fence that is not marked on your maps. It heads off in an inviting direction – down hill, away from the wind and towards a well known trail head some 5 miles away. It possibly could be a more likely route for the missing hiker to follow.
G	Consider and describe the decisions you need to make.	

FIRST NOTICE SCENARIOS

SCENARIO 9

A	You are the Ranger on duty at the Information Centre.	
B	Date & time:	Middle of September, 15.30 hours.
C	Terrain:	Mountainous with well defined paths and heavy vegetation.
D	Weather:	Mild, mist on tops, light drizzle and moderate winds.
E	Situation:	You are informed that a party has returned to the Information Centre to report that one of their party is missing.
F	What information should you attempt to gather?	
G	What is the search urgency?	
H	What are your initial actions?	
I	What maps are necessary - when required?	

SCENARIO 10

A	You are the Team Leader of the local volunteer team who is on call.	
B	Date & time:	Late January, 17.34 hours.
C	Terrain:	Mountainous with pronounced rock outcrops. Paths not well defined.
D	Weather:	Very cold, dry, light winds.
E	Situation:	You are informed that a male aged about 19 years

APPENDIX II

		has fallen and sustained leg injuries. The casualty is immobile.
F	What are your initial actions?	

SCENARIO 11

A	You are the Team Leader of the local volunteer team who is on call.	
B	Date & Time:	Early July, 10.00 hours
C	Terrain:	Rolling hills with light vegetation. Not much water on tops.
D	Weather:	Hot and dry.
E	Situation:	Your are informed that a party of four has not returned from an extended hike. They are said to be well equipped.
F	How would you proceed?	

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