

Monarch Business School
University For Graduate Studies In Management

The Emergency Medical System Services: A Praxis
Exploration of Leadership in Prehospital Care Environments

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QUOTES

"If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, here lived a great street sweeper who did his job well." — *Martin Luther King Jr.*

"To lead people, walk beside them ... As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear; and the next, the people hate ... When the best leader's work is done the people say, 'We did it ourselves!'" - *Lao-Tsu*

"Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people--they manipulate them. They do not liberate, nor are they liberated: they oppress." — *Paulo Freire*

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."- *John Quincy Adams*

DEDICATION

Firstly, I must give thanks to my mother Mrs. Cecelia Enid Jones-York for being the catalyst behind the topic of leadership for this dissertation. From my early childhood and into manhood, she has been an excellent example of perseverance, courage, strength, faith and hard work. Mrs. Jones-York's life has been far from simple and was met with an abnormal amount of tragedy, trauma and health challenges and yet her leadership ability was like no other. In the good and bad times, Mrs. Jones-York remained faithful and humorous. In times of weaknesses, she was always willing and able to single handedly raise and lead a family. Mrs. Jones-York never let too many things worry her, as she understood there are things in life that can be controlled and there are things that simply are uncontrollable. Nothing was ever too much for Mrs. Jones-York to handle and she always offered a helping hand to those close to her heart, people in whom she believed in or just simply to help a stranger in need.

Some of the many timeless leadership lessons Mrs. Jones-York has taught me indirectly or directly are: self-management, to be firm and stern, having a sense of humor, true love for people and for what you do, being supportive, the importance of presentation and the acceptance of failure to overcome challenges. Mrs. Jones-York's leadership passage was clearly explained through her many trials and errors, personal story telling, self-sacrifice and other people's perspectives. Mrs. Jones-York's strengths, shortcomings, morals and values remain with me forever. I have taken many of the lessons she has taught me and made them my own. In fact, I have taught and continue to help many people with her teachings. We compliment each other and have learned from one another. Interestingly enough, we have come to the point where our learning and experiences have become reciprocated and collaborative. Furthermore, Mrs. Jones-York continues to learn new things from me and I remind her indirectly or directly of the many age-old lessons she had once taught me. Thank you Mrs. Jones-York for your continual support, insightfulness, advice and prayers.

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Further, a special thanks is given to Dr. Lee Dahringer, DBA, Member of the Academic Board and Dean of the Faculty, for the help and encouragement throughout the dissertation process as well as for accepting to be the second reader on the Dissertation Committee.

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Moreover, a special thanks is also given to Dr. Robert Saggars, Ph.D. Professor of Educational Resource Management and Leadership studies at McGill University for all of his continual help, support and guidance throughout both my leadership studies at McGill University and during the present work while at UGSM-Monarch Business School.

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PURPOSES AND ATTESTATION

This document is prepared as a Dissertation submission to UGSM-Monarch Business School Switzerland and Universidad Azteca in fulfillment of the degree of:

D.Phil. Business Research / Ph.D. in Administration

The author hereby attests that the work herein provided in fulfillment of the above degree requirements is wholly of his own effort and hand. Further, the author attests that this document constitutes the entire submission of the dissertation component.

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LIST OF ABBREVIATIONS

EMSL	Emergency Medical Service Leader
EMS	Emergency Medical System or Emergency Medical System Services
EMT	Emergency Medical Technician
EMP	Emergency Medical Practitioner
FR	First Responder
BLS	Basic Life Support
ACLS	Advanced Cardiac Life Support
ALS	Advanced Life Support
PHTLS	Prehospital Trauma Life Support
AMLS	Advanced Medical Life Support

NOTE ON TERMINOLOGY

Within the dissertation the terminology “Emergency Medical Service Leaders” and “Emergency Medical System” are used frequently. It should be noted that the usage of these words should be taken to be gender neutral. Further, the male pronouns: he, his, him, himself should also be read with the female gender in mind.

CHAPTER ONE

INTRODUCTION

CHAPTER ONE - INTRODUCTION

1.0 INTRODUCTION

Injury is one of the primary causes of death and morbidity throughout the world (WHO, 2005). There are approximately 5 million deaths each year due to injury and also millions of people who are temporarily or permanently disabled worldwide (WHO, 2005). Compounding this is the unfortunate fact that “most of the world’s population does not have access to prehospital trauma care” (WHO, 2005, p. 8). The Emergency Medical System (EMS) has placed great importance, within their future vision, on the analysis and examination of “Leadership Support” and “Personnel Development” to ensure leadership capacity through their existing EMS leaders (EMSCC/DSMUC, 2006). According to the work of Manish Shah:

“EMS leaders must acknowledge these forces and limitations as they continue to develop the system into one that provides uniformly high quality acute care to all patients, improves the overall public health through injury control and disease prevention programs...” (Shah, 2006, p. 422).

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One noted observation from the review of the seminal literature is that EMS leadership theories and practices tend to be borrowed from corporate research. Consequently, how do the corporate concepts of leadership transfer and apply to EMS critical care situations and their designated leaders? Research of this particular focus does not appear to have been completed within Emergency Medical Systems. As a result, the important question that requires research is how do the various corporate theories apply directly to the leadership role assumed by various EMS personnel? The antecedents, precursors and possible explanations of this questions will be critically examined within the research.

The primary focus of the presented research is to investigate leadership constituents and structure throughout North America taken from the perspective of Emergency Medical Service (EMS) managers whose role as leaders is to provide public safety and service within their communities. The participating EMS leaders work within the domain of Ambulance and/or Fire Services in North America.

The scope of this research provides an opportunity to contribute to a broader perspective of knowledge in the fields of general and corporate leadership. The present research integrates the historical work of great thinkers and other significant influences alongside the relevant literature on leadership/management

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theories to fill and bridge the gaps while responding to the main research question. Furthermore, with a review of the historical to modern day elements of leadership theories and practices the research sets out to develop an understanding of EMS upper level management leadership beliefs, typologies and influences on the leader-follower relationships within prehospital care environments.

The subsequent sections present an overview of the term leadership, an epigrammatic description of the many challenges faced throughout the leadership literature and finally, the importance and purpose of carrying forth the present research.

1.1 THE ISSUES OF LEADERSHIP IN RESEARCH

The term leadership has been studied, researched and observed for centuries yet it remains a phenomenon that is not well understood. The term leader, stemming from the root 'leden' meaning "to show the way" or "to travel", was first used with the English language at the beginning of the fourteenth century (Goethals & Sorenson, 2004). Similarly, the Oxford English Dictionary's (OED) earliest entry of the term leadership within the English language was first utilized in 1821 by British politician Charles Watkin Williams Wynn (Oxford English Dictionary, 2011). The OED cites the work of Wynn by stating: "Charles writes

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that Tierney has regularly resigned the Leadership of the Opposition”, (2011, p. para.2). The former quote is instrumental as it hints that the term leadership was first used as a noun during the nineteenth century and stems from a political and military origin.

Leadership research has been met with great perplexity, complexity and lack of apparent clarity on the meaning and purpose behind the subject matter (Fenwick, 2010; Rost, 1993; Lotrecchiano, 2010). As Keith Grint states, “we appear to be no nearer a consensus [in understanding leadership’s] basic meaning, let alone whether it can be taught or its effects measured and predicted”, (2010, p. 1).

The above quotation is further supported by the information presented in Table 1.1 below where an example of citations taken from several of the most notable leadership scholars are given. The previously mentioned notable authors appear to be frequently cited for their innovations and theories within corporate leadership: textbooks, journals and articles. The majority of those authors are ranked as being the world’s top twenty-five experts on the topic of leadership (Top Leadership Gurus, 2010).

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TABLE 1.1 A
Notable Leadership Authors

1. The Leadership Pipeline: How to Build the Leadership Powered Company by Ram Charan, Stephen Drotter and James Noel (2011)	2. Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations by Ken Blanchard (2005)
3. The Truth about Leadership: The No-fads, Heart-of-the-Matter Facts You Need to Know by James M. Kouzes and Barry Z. Posner (2010)	4. Leadership Development in Balance: Made/Born by Bruce J. Avolio (2004)
5. The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You by John C. Maxwell (2007)	6. The 8 th Habit: From Effectiveness to Greatness by Stephen Covey (2004)
7. Leadership Matters The CEO Survival Manual: What It takes to Reach The C-Suite and Stay There by Mike Wyatt (2007)	8. Leadership in Organizations by Gary A. Yukl (2001)
9. Bass & Stogdill's Handbook of Leadership by Bernard M. Bass (1990)	10. On Becoming a Leader by Warren Bennis (2009)
<i>Source: Donald Oxford York, 2011</i>	

The criteria for inclusion as being part of the top twenty-five leadership experts include:

1. Being a full time contributor to the field of leadership;
2. Published authors on the topic of leadership;
3. Frequent keynote speaker on the topic of leadership;

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4. Having a credible brand based on elements, such as, the dispersion of publications; and finally
5. Possessing an outstanding character and professional reputation (Top Leadership Gurus, 2010).

A common issue that appears within the literature is that most of those who deem themselves leadership scholars only study the topic according to and relating to one academic discipline.

Below is a list that has been generated below on the previously mentioned notable authors and their related academic disciplines:

TABLE 1.1B Notable Authors – Related Disciplines	
Administrative Religious Education	Stephen Covey (2004)
Education Administration	Ken Blanchard (2005)
Entrepreneurship	Mike Myatt (2007)
Industrial Psychology	Gary A. Yukl (2001)
Engineering / Business	Ram Charan (2011)

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Ministry / Divinity	John C. Maxwell (2007)
Organizational Psychology	Bernard Bass (1990) Bruce Avolio (2004)
Organizational Behavior Administration	James Kouzes (2010) & Barry Z Posner (2010)
Organizational Consultant Business Professor	Warren Bennis (2009)
<i>Source: Donald Oxford York, 2011</i>	

Each of these influential authors appears to formulate leadership concepts/theories that fit within their own academic upbringing and do not extending the praxis towards other academic disciplines. Furthermore, many seminal authors in leadership literature appear to strongly hold the assumption that leadership is exercised differently within each professional practice. As stated by Joesph Rost, “Most of these leadership experts are heavily involved in only one profession either as trainers or as leaders, and by far the largest percentage are in Business organizations”, (1993, p. 1).

In Table 1.1 B, a list of ten popular culture books on leadership has been provided:

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TABLE 1.1 C
Popular Culture Leadership

1. The 5 Levels of Leadership: Proven Steps to Maximize Your Potential by John C. Maxwell (2011)	2. Monday Morning Leadership: 8 Mentoring Sessions You Can't Afford to Miss by David Cottrell, Alice Adams and Juli Baldwin (2002)
3. Quiet Leadership: Six Steps to Transforming Performance at Work by David Rock (2007)	4. Energy Leadership: Transforming Your Workplace and Your Life from the Core by Bruce D. Schneider (2007)
5. Courageous Leadership by Bill Hybels (2008)	6. The Soul of Leadership: Unlocking Your Potential for Greatness by Deepak Chopra (2010)
7. Leadership 101: Becoming the Leader God Made You to Be by Denise Van Eck (2005)	8. The ABCs of Leadership by Raymond Wenderlich (1997)
9. The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow by John C. Maxwell (2007)	10. How to Grow Leaders: The Seven Key Principles of Effective Development (John Adair Leadership Library) by John Eric Adair (2009)
<i>Source: Donald Oxford York, 2011</i>	

These popular leadership book titles are a small sample of the many produced by authors throughout the years. These books tend to lead the reader into believing that leadership revolves around mysticism and is produced solely upon following particular steps that involve changing behavioral traits and qualities.

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Furthermore, the list generated in Table 1.1 B tends to show that traits and qualities have dominated the popular culture readings on leadership. Popular culture books on leadership appear to stimulate the buyer into believing that they are missing the necessary traits and qualities needed to lead others and themselves. Furthermore, within corporate/organizational settings these new labels may lead employers into wanting to adapt these theories within the work setting. Accordingly, Edward De Bono and Robert Heller state:

“Top bosses are often eager to unleash the latest theory on their organization. While they can certainly be beneficial, too often these initiatives become 'flavor of the month'”, (De Bono & Heller, 2009, p. para.2).

Over the years such popular books have simply appeared to create a new and attractive adjective to associate with the term leadership and have misleadingly produced 'newness' to existing and reworked theories. For example, the book titles 'Quiet Leadership' (Rock, 2007), 'Successful Leadership' (Wenderlich, 1997) and 'Courageous Leadership' (Hybels, 2002) all associate leadership with an adjective that attempts to set a new trend on the concept as being unique and groundbreaking. The end result is that employees are then trained accordingly

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only to have the benefits deemed as negligible after a short period while the employer turns to the next fad (De Bono & Heller, 2009).

Moreover, such popular books lead readers into believing that leadership is something that must be acquired and does not already exist already within each individual. Once again, the authors appear to be keeping leadership within a realm of mysticism. From a scholarship standpoint, it is important to identify these labels since they appear to stop the advancement of individuals and creates a knowledge boundary the on the discipline in later chapters. The aforementioned notions will be further examined and explored in EMS leadership to better understand its praxis.

Additionally, it appears that the scholarly literature primary focuses upon leadership leaders, followers, styles, typology, the situation and teamwork but not enough apparent work on its constituents, its essence and praxis. This holds true concerning leadership and its existence within Emergency Medical System Services. The ability to manage people is at the core of leadership practice and it is important to understand how to apply the current theories in order to bring forth the full potential of the individual (Simonton, 2011).

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The research on leadership has not provided much satisfaction over the years on the meaning, its need and purpose (Rost, 2008; Rost, 1993). The relationship aspects and elements of leadership that constitute its meaning and necessity have not been extensively studied. Upon a thorough examination of various main research and scholastic databases there appears to be little research conducted within the area of Emergency Medical System Services. This is clearly illustrated in Table 1.6 presented later in the chapter.

The study of leadership also involves the analysis of power and influence within the organizational structure (Alcock, Carment, Sadava, Collins, & Green, 1997). Power and influence tend to be distributed across an organization amongst group members. Even though the distribution may appear to be uniform there is often more than one individual or group that is or are more influential than others (Alcock, Carment, Sadava, Collins, & Green, 1997). This statement is applicable whether or not these individuals are designated as being the leader. To differentiate even further, the role of leader can be designated informally as opposed to one of formal recognition. In turn, this appears to create a reoccurring issue within the scholarly literature that is based on who leads and who follows at what instances attributable due to power struggles and lack of ability to suppress the ego.

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The discussion on power and influence crosses over into the impact of leadership and Organizational Citizenship Behavior (OCB). Within the literature, OCB is a function of an employee's ability, motivation and opportunity (Lee, Jeung, & Kim, 2010). It is determined by the extent to which an employee wants or feels they ought to engage in the behavior (Lee, Jeung, & Kim, 2010). There is a significant impact that occurs based upon the leader's behavior or by the shaping of the environment that influences employees exhibiting OCB (Lee, Jeung, & Kim, 2010). This, in turn, is one of the intriguing factors within the present research, as the practitioners within the EMS field tend to work in uncontrolled and ambiguous environments on a daily basis (United States Department of Labor, 2009).

Another challenge associated with leadership is based upon the meaning and application of its qualities. Leadership qualities can be defined as personal attitudes and beliefs that are deeply rooted within the individual and slowly develop over time (Wilson, Lenssen, & Hind, 2006). Having existing or developing leadership qualities appears to be an essential and significant factor in the workplace, personal life and is of great value within our society (Kouzes & Posner, 2007; Rost, 2008). For example, Pacific Tomato Grower Limited integrates leadership vernacular as part of their marketing strategy, "Following the Sun. Leading In Quality," (Sunripe, 2010). As a wholesale distributorship

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service of fresh produce, it is a catchy and clever phrase used to state and project their envisioned position within the market.

The above paragraph introduces the question as to whether or not the qualities of leadership are based upon being number one. Furthermore, is being recognized as number one the primary objective of those who exhibit leadership qualities? The importance and the role of leadership qualities seem to be another unclear phenomenon as to whether or not there are leader specific qualities. The contemplated research examines these factors through the perspective of EMS leaders. Becoming, being a leader or obtaining a leadership position appears to be one of the most important recognitions that individuals strive for regardless of education, age, gender or profession. According to Dan Quinn Mills,

“Few things are more important to human activity than leadership.

Effective leadership helps our nation through times of peril. It makes a business organization successful”, (Mills Quinn, 2005, p. 10).

Keeping the above quote in mind the critical nature and value of leadership to society as a whole is of paramount importance and thus introduces us to the problem statement at hand.

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1.2 STATEMENT OF THE PROBLEM

Leadership is a term that appears to be covered within many professions and general areas of endeavor throughout our society. This is particularly true within the health field where critical life decisions are made on a continual basis.

However, there seems to be an insignificant quantity of leadership research within the medical profession outside the domain of physicians and nursing.

One noted observation from the review of the pertinent literature is that health care leadership theories and practices appear to be borrowed from corporate research (Gilmartin & D'Aunno, 2007; Gunderman, 2009). Hence, one can ask the important question as to how the business concepts of management and leadership are transferable and applicable to EMS leadership situations, their surroundings and their designated leaders. The present research will investigate the answer behind this question. The following section will elaborate further on the purpose behind the present research within prehospital care environments and the need of leadership in EMS research.

1.3 THE PURPOSE STATEMENT

The present research seeks to examine the following within the rubric of a multidisciplinary approach:

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To discover to what extent practitioners within the Emergency Medical System (EMS) whose position is typically associated as vital to: patient outcome, the safety of the public, and fellow co-worker safety subscribe to a shared set of beliefs about their role as leaders within prehospital care environments.

1.4 THE RESEARCH QUESTION

As previously mentioned, the aim of the research is to bring increased attention to the nature of leadership from the perspective of Emergency Medical System professionals within upper level management positions. Thus, the main research question has been developed and defined as:

Main Research Question:

“What are the predominant leadership theories held and/or employed by EMS upper management personnel with respect to their leadership position within the daily dynamics of ambiguous and uncontrolled pre-hospital environments”.

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The following sections will discuss the main research question that will be examined through the use of the selected research method.

1.5 THE RESEARCH METHODOLOGY

The research methodology is qualitative by way of a phenomenological research. The research design structure is rooted within the “Grounded Theory” approach in order to be able to isolate the main aspects and influences on EMS leadership, its designated leaders and the leader-team dynamics. Grounded theory is an inductive approach through its development of theory from data collected from the phenomenon (Moustakas, 1994). The present research will extract praxis and principles from responses provided by semi-structured interviews of selected EMS professionals to arrive at a holistic consensus of leadership. In other words, the present research will distinguish and provide linkage between ‘a priori’ and ‘a posteriori’ knowledge in order to provide justification in relation to the praxis of EMS leadership.

The research methodology relies on two separate study methods utilizing surveys:

1. Telephone Interviews: Study participants underwent a personal interview process by way of recorded telephone interview.

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2. Questionnaires: Study participants were questioned on their demographic backgrounds and basic understanding of leadership concepts in general as well as within their field.

Further details on the research methodology will be discussed and elaborated within Chapter Three. The subsequent section will discuss the significance of the study and its opportunity to contribute to EMS and healthcare research.

1.6 THE SIGNIFICANCE OF STUDY

As reflected within the academic literature it is believed that new research within Healthcare systems should prove to be critical knowledge in development of the leadership theory and practice (Gilmartin & D'Aunno, 2007). As Gilmartin and D'Aunno (2007, p. 389) state:

“Health and healthcare are so important in the modern world that advancing knowledge about effective leadership in this sector is worthwhile in and of itself”.

There seemingly has not been significant research carried out on EMS professionals' concepts of leadership and their adaptability to work in

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uncontrolled and ambiguous pre-hospital care environments (Soreide & Grande, 2011). In Table 1.6, a bibliometric review was generated using four referencing databases: EBSCO Host, McGill University World catalogue and Google Scholar. These four databases have been selected in order to further support the notion that there is a lack of existing research on EMS leadership.

TABLE 1.6 Bibliometric Review of EMS Leadership			
	EBSCO Host	McGill Catalogue	Google Scholar
TERMS	SEARCH RESULTS		
1. Leadership And Prehospital Care	5	68	5,060
2. Prehospital Care Leadership	5	68	5,060
3. Leadership And EMS	1	491	25, 300
4. Ems Leadership	24	491	25, 100
5. Emergency Medical System Leadership	50	371	182,000
6. Prehospital Care Leaders	3	31	6,030
7. EMS Leaders	14	59	25, 700
8. Emergency Medical Service Leaders	37	91	186,000
9. Ambulance Service Leadership	18	29	30, 700
10. Ambulance Service Leaders	11	45	34,100
11. Fire Department Leadership	110	1308	468, 000
12. Fire Service Leaders	103	935	536, 000
13. Leadership	117, 216	134, 724	2, 150, 000
14. Emergency Medical System	6, 249	10, 995	1,760,000
<i>Source: Donald Oxford York, 2011</i>			

Table 1.6 is important for gaining an appreciation that EMS leadership research is currently an understudied area. In addition, it is important to note that many of

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the search results may not contain any direct relationship to the subject matter of EMS leadership as each of these totals have not undergone any thorough form of filtering to extract non-significant results.

Furthermore, the search results consist of all formats such as books, articles and journals. Interestingly enough, when searched separately, the terms leadership and EMS produce a large amount of search results but very few occurrences when they are both combined. One can say that leadership should have a significant role within the emergency medical system, as it tends to be a paramilitary medicine organizational form geared towards personal and community safety.

With the bibliometric review presented in Table 1.6 there is an apparent lack of scholarly research on leadership and EMS. As health care is considered a vital institution within a functioning society, it should give precedence to leadership as being a crucial research domain. Therefore, although there is research on leadership and on EMS, a nexus of both elements affords an insignificant amount of research. Therein lies the opportunity for the research presented within this manuscript to shed additional insight into the domain of study.

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Keeping in mind the demonstrated lack of significant research of leadership in EMS and its assumed importance to society, the present research will focus on examining five main objectives:

1. To understand how leadership and its associated terms are being used within the profession of EMS;
2. To understand the essence of being a leader and the development of leadership within and outside the profession of EMS;
3. To examine how leadership is acquired, measured and the situations that hinder and enhance its progress;
4. To compare the findings of the present research to the existing academic literature to determine whether or not leadership constituents are universal, and;
5. To generate an Emergency Medical System Service Model of leadership that can be used across the profession.

The scope of this research does not appear to have been completed elsewhere; thus, the void provides an excellent opportunity to contribute new knowledge to create broader understanding on EMS leadership. The research integrates the historical work of great thinkers and influences alongside the more recent seminal literature on leadership and management theories in order to bridge the gaps as evidenced in praxis.

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1.7 THEORETICAL FRAMEWORK

The theoretical framework will be structured based upon an integrative literature review approach. The selection of this distinctive form of research will assist in generating new knowledge of leadership (Torraco, 2005). Additionally, it should bring forth a more holistic approach to the concept of Emergency Medical System Service leadership as the framework is designed upon various academic disciplines.

The theoretical literature review has been separated into three categories to allow for analysis and integration of the writings in order to formulate the essential determinatives on EMS leadership. They are:

- The Great Thinkers
- The Transition of Leadership Theory & Praxis
- The History of the Emergency Medical System (EMS)

In addition, the literature review will allow a fusion of historical to modern perspectives in leadership theory and practices to extract important determinants of EMS Leadership.

The information presented below is an abridged description of the integrative literature that will be utilized within the study:

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- A. Part I - The Great Thinkers: This section will discuss the timeless and seminal work of some of the major influential thinkers throughout history that have shaped current thought on Leadership praxis. The fundamental academic disciplines are: Theology, Mythology, Philosophy, and Psychology.
- B. Part II - The Transition of Leadership Theory & Praxis: This section will transition from a historical to a modern point of view concerning leadership theory and practice. Incorporated within this section will be key elements utilized in strategic thinking and thought processing tools. This section will be used to bridge and create understanding of the gaps within the seminal leadership literature and will assist in the development of how leadership is used within EMS. Furthermore, this section will compare and contrast leadership theory in conjunction with management studies and organizational behavior.
- C. Part III - The History of the Emergency Medical System (EMS): This section will introduce EMS evolution and the various operating levels found within North America. In addition, this segment will illustrate the various Leadership tools used within the profession. The latter will be

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instrumental for understanding the chosen research methodology discussed in Chapter 3 as well as familiarize the reader with the significance of data analysis and results collected in Chapters 4 and 5.

The following section will present a general overview and description of the nature of the research to be conducted.

1.8 NATURE OF THE RESEARCH

As mentioned, it is believed that leadership is generally not well understood, moreover, that it lacks clarity (Yukl, 1999; Rost, 1993). This appears to be an overlooked phenomenon especially in terms of its importance to EMS leadership and the transferability or similarity to the existing concepts of leadership theory. Furthermore, it appears that more research is needed to clarify the term leadership along with the processes and progression on creating leaders and their substitutes.

The nature of the present research focuses on the pivotal factors that influence EMS leaders' articulation and effectiveness to achieve: optimal staff performance, personal safety, public safety and patient care outcomes. In

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addition, characteristics, behaviors and types of professionals working in EMS will be studied.

The nature of the present research consists of a phenomenological approach to answer the main research question, however, the responses naturally lead to further exploration and investigation. There are three levels of analysis that are used in the examination of the present research which provide the basic analytical framework for the study, they are: Meta, Meso and Micro. The levels and their interdependencies are further explained below in Table 1.8 and as illustrated in Figure 1.8:

TABLE 1.8 Levels of Analysis		
Level	Area	Focus
Meta	Governmental Regulators Non-Profit Standard Orgs.	Public Security and Safety
Meso	Departmental Organizational Hospital Prehospital Environments	Systems, Department Heads, Budget Allocations, Policies and Procedures
Micro	Individual	Doctors, EMT's, Paramedics, Advanced Care Paramedics, Nurses, Respiratory Therapists,
<i>Source: Donald Oxford York, 2011</i>		

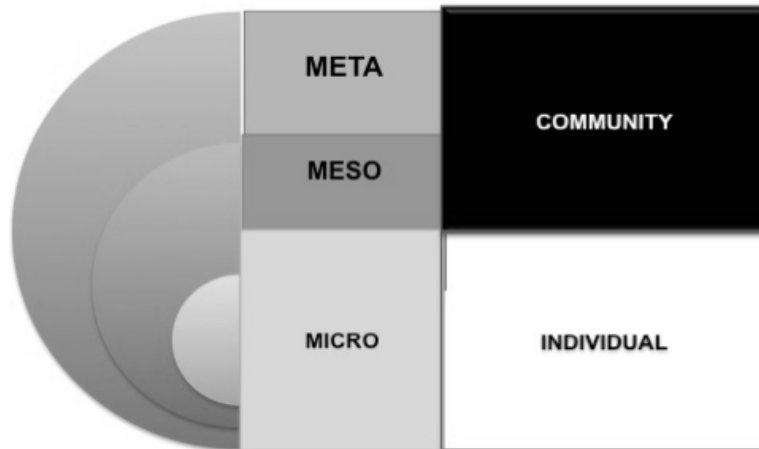
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The present research mainly focuses upon the Departmental & Organizational Level (Meso) and the Governmental (Meta) levels of analysis. At the Meso level the research perspective delves into the function of contextual factors. For example, the structure of work units, decision-making, crisis, leadership and collective values and ethics. At the Meta level, the perspective revisits many of the previously mentioned elements of the Meso level but also focuses upon the governmental aspects or effects hindering or promoting leadership development and its effects on serving the public good. Due to limitation of the study the micro level is of secondary concern but will be analyzed indirectly from the responses given by the upper level EMS personnel.

Extensive analysis will be reviewed in Chapter 4-Data Analysis and Chapter 5-Synthesis and Integration. In Figure 1.8 below, the analytical framework of the present research on EMS leadership can be seen. The primary focus of the present research is the merging of both the Meta and Meso levels of analysis. In this case, the merging of these two levels will be referred to as the Community (Figure 1.8). The community will consist of individuals who have years of experience in upper level management positions within various Emergency Medical System Services.

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FIGURE 1.8
The Analytical Framework



Source: Donald Oxford York, 2011

These selected participants will be limited to those who hold management positions within the Governmental level (Meta) and at the departmental level (Meso). Furthermore, the selected candidates will be directly involved in creating the policies and procedures that govern the EMS leadership process, decision making and the development of new leaders.

The Micro level or Individual level (Figure 1.8) will not be discussed due to the fact that the present research will not take into account the many professionals working within the field holding non-managerial positions. It is noted that

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ultimately all beliefs and behaviors are individual and are influenced by other members outside of management. However, due to resource constraints the focus of the analysis will remain upon upper level management. Furthermore, the present research analyzes from a 'top-down' approach but will also take into account the 'bottom-up' and 'horizontal' influences on the EMS leadership process as viewed from the upper management perspective.

The subsequent section will define the critical terms that will be used throughout the study along with their definitions to provide consistency throughout the manuscript.

1.9 DEFINITIONS

The author has provided definitions of some of the key terms used throughout the document to ensure a general framework for clarification.

Prehospital Care Environment: any initial medical care given to an ill or injured patient by a paramedic or other personnel before the patient reaches the hospital emergency department (Mobsy, 2009).

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Emergency Medical System Provider (EMSP): someone who has accepted the responsibility and is obliged to give 100% effort to provide as close to perfect care to the patient. These individuals must be sharp and capable. They must be ready to face challenges that are associated with death, patient safety and transmission of disease (NAEMT, 2007).

Emergency Medical System (EMS): part of a continuum of emergency services for delivery of critical (urgent) and medical (non-urgent) situations and is typically connected to an emergency department. EMS can be used for Emergency transport and inter-facility transfers (EMSCC/DSMUC, 2006).

Emergency Medical System Service Leaders (EMS-L): Individuals in middle to upper level management/leadership positions within Emergency Medical Services. The various levels and titles of EMS-L include: Chief, Assistant Chief, President, Vice-President, Government, Deputy Chief, Acting VP. These individuals are part of Ambulance Services, Dispatch and/or Fire Services at all levels of expertise.

Leader: One who leads; one who conducts, precedes as a guide, leads a person by the hand (Oxford English Dictionary, 2011).

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Leadership: The dignity, office, or position of a leader, esp. of a political party; ability to lead; the position of a group of people leading or influencing others within a given context; the group itself; the action or influence necessary for the direction or organization of effort in a group undertaking (Oxford English Dictionary, 2011).

Management: Organization, supervision, or direction; the application of skill or care in the manipulation, use, treatment, or control (of a thing or person), or in the conduct of something (Oxford English Dictionary, 2011).

Followership: A group of followers or supporters, a following. Also: the act of following or supporting as opposed to *leadership*. (Oxford English Dictionary, 2011).

1.10 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations are essential in identifying the potential weaknesses and threats that may affect the internal validity of the research. Accordingly, delimitations are fundamental in order to explain the specificity of the research and how it is circumscribed. The subsequent paragraphs will converse upon the limitations and delimitations of the present research on Emergency Medical System Service leadership.

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Limitations: As previously mentioned the Emergency Medical System services tend to function in uncontrolled and ambiguous environments that are not typical environments used to conduct research. Moreover, EMS is predominately a male profession. An imbalance of gender perspectives between male and female respondents can affect the results with respect to gender differences in EMS leadership. There is also a chance that the selected participants have not answered the questions honestly due to concerns about risks and benefits of their responses. This in turn, may have caused participants to feel uncomfortable with certain questions thereby limiting the full potential of the results.

The participant's years of experience, age and background may have impacted the results of the present research. The field of EMS is a very young profession, which may have an influence on establishing role orientation and identity within the field of prehospital care services. The former may affect clarity and description of the EMS processes and its elements.

Time constraints with respect to fieldwork may disrupt the data collection process. The lack of participation of the selected target population may present some difficulties in data collection. Also, based on the participants' work schedules and levels of fatigue, there is a high likelihood that there may be aspects of leadership practice, organizational culture and team communication

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that will not be revealed during the initial interview process. Scheduling conflicts and time zone differences may result in rescheduling and prolongation of the study. Moreover, study-group members may cause one or the other to feel guarded in their conversations and actions, especially when participating in the initial stages of the research.

Delimitations: The present research may include the participant's personal bias in the area of study as well as measured limitations such as the interpretation of the intensity of responses. As EMS is predominately a male profession, male point of view may be overrepresented due to lack of balance by an equal number of women participants. Also, age and years of experience may have influenced the participants' responses. Furthermore, as the research is limited to a North American study, the geographic locality may have affected the participants' responses. Choosing to analyze middle to upper level management on the topic of EMS leadership should allow for a more in-depth understanding of the issues and influences at hand. However, this is not guaranteed. The members who comprise EMS upper level management positions are key implementers of organizational and departmental productivity, efficiency and effectiveness. That being said, greater understanding is not necessarily guaranteed simply by virtue of the level of management one occupies.

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Additionally, structured interviews will be used in order to minimize the obtrusiveness. There are great opportunities to develop conceptual models or frameworks that can be utilized in EMS and other professional bureaucracies as the area is considered understudied. It is the opportunities to intervene on those issues that inhibit or enhance the development of leadership in the future.

1.11 ASSUMPTIONS

There are four main assumptions influencing EMS leadership that shape the conduct of this research:

A. EMS Leadership Is Simply Good Management:

The end result of having effective and efficient leadership simply equates to good management instead of leadership being the determining factor. The function and efficiency of management influences the end result of having an effective leadership process in place;

B. EMS Leadership Is Synonymous With EMS Followership:

Leadership can be taught to those who follow thereby increasing leaders' abilities; Followership is essentially a learning function of leadership;

C. EMS Leaders Are Both Followers And Learners:

Following is the learning process for leading. The collaboration of leading and following is leadership. The goal of leaders is achieved based on a partnership of reciprocal following to fulfill objectives; and

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D. EMS Leadership Constituents Are Universal:

When all the academic biases, labels and constituents are examined there are universal aspects of leadership that demonstrates it is a concept which remains the same across every profession. The slight difference between various organizations are the organization's objectives and mission, however, the structure and its elements remain the same.

1.12 SUMMARY OF CHAPTER ONE

Thus far, the area of leadership within Emergency Medical Systems is considered an underdeveloped area of research. Based on a thorough desk review and investigation of the literature it is believed that such a study has not been conducted within EMS upper level management personnel.

A secondary goal of the research is to develop an in-depth understanding of the motivations that govern human behavior when discussing what constitutes leadership, in addition to comprehending the leader-team dynamic effectiveness within professional bureaucracies. Also, a further goal is to gather and construct a collective sharing of best methodologies and strategies to help deal with urgency. It is hoped that departments and organizations may learn about actions that produce efficiency and effectiveness while enhancing their knowledge to further develop inspiration, innovation and creativity for added empowerment.

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Lastly, the research aims to provide professionals with the necessary competencies to work in collaboration with others who have many similar skills or crossovers in skill level.

The present research attempts to achieve the above through a careful analysis and fusion of both praxis and theory. In Chapter 2, the influential authors are studied in order to evaluate the Emergency Medical System, leadership concepts, general leadership theory and practice, in addition to adding new insight by delving into tangential academic disciplines to bridge materials and domains.

In Chapters 3 and 4, the research will focus on the presentation of the practical application of the seminal theories as observed by Emergency Medical System Leaders as obtained through the fieldwork analysis. The findings of the field work analysis and the application of the theories covered within the Literature Review chapter will be compared and contrasted. Within Chapter 5 the research synthesizes and integrates the findings while respect to responding to the research question as earlier identified. Further, Chapter 5 will introduce a new theoretical contribution to the knowledge base in the area of EMS leadership studies. Finally, Chapter 6 concludes with thoughts and ideas with respect to identifying further areas for future research.

CHAPTER TWO

LITERATURE REVIEW

CHAPTER TWO – LITERATURE REVIEW

2.0 OVERVIEW

As previously mentioned, the term leadership has been met with great complexity and lack of clarity in terms of its definition, purpose and use. The former statement holds true for understanding EMS leadership considering that there is an apparent lack of research within this area of expertise. This chapter will review the pertinent influences and ideas that have helped shaped modern day leadership praxis to generate groundwork for understanding EMS leadership. To achieve this objective, an integrative literature review approach will be selected to allow for the creation of genealogical distinctions and comparisons of the existing theories of leadership. Furthermore, the purpose of using an integrative literature review approach will allow for integration of ‘a priori’ and ‘a posteriori’ knowledge to comprehend the premise and practice of EMS leadership.

There appears to be a disjointed chronology within the leadership literature. Over the last century, dominant leadership theories and models appear to have been revolving although they are not truly advancing in terms of knowledge. Thus far, the criticism has focused on the lack of research on the nexus of leadership and EMS thereby representing a gap in the influential literature. The existing

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fragmented models therefore can be deemed as incomplete. To reiterate, the structure of this chapter is not solely based upon EMS; it will identify, connect and analyze the existing gaps found within management to non-management principles. This will prove to be important in understanding the roots of EMS leadership praxis.

In setting up the design of this chapter the subsequent paragraphs will merge the two terms management and leadership as being understood as management theories or principles. This will not hold true for the remaining subsections or chapters of this manuscript as both of these terms tend to be looked upon as separate and distinct areas of practice. Hereafter, non-management theories or principles will be defined as other academic disciplines influencing or conceiving modern management theories or principles. For example, concepts and theories will be extracted from other academic disciplines, such as, comparative mythology, philosophy and psychology in order to bridge the existing gaps found within the seminal management literature.

The principles of modern day management are not original but instead have been created from non-management related fields. This appears to be a weak point in modern day management theories by not identifying or bridging the gap with its origins. In other words, it is rare to see any detailed connections being

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made between the theory of management knowledge qua non-management theories and the practice of knowledge management. As aforementioned, the planning of this chapter is designed to remedy the apparent lack of connection between the two fields: it will compare and contrast in what way non-management theories have contributed to the development of modern day management knowledge and practices. The former will then be used to generate foundational knowledge for comprehending EMS leadership.

Before industrialization, management appears to have been influenced by many great ideas, inventions and thoughts generated from earlier early civilizations. Figure 2.0 illustrates many of the great thinkers throughout time who have shaped modern day theories of management.

All of the great thinkers and various schools of thought are significance in shaping the way modern day management theory is carried forth and practiced. However, due to time and resource constraints, the dissertation will not examine the various contributions made by influential thinkers throughout time. Instead, the chapter will select a specific few of those whose work continues to weave common threads as evidenced in modern day management theories and practices. Furthermore, the chapter will focus only with on schools of thought that

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have remained predominant and have been major contributors to the understanding of leadership theory development and its dynamics.

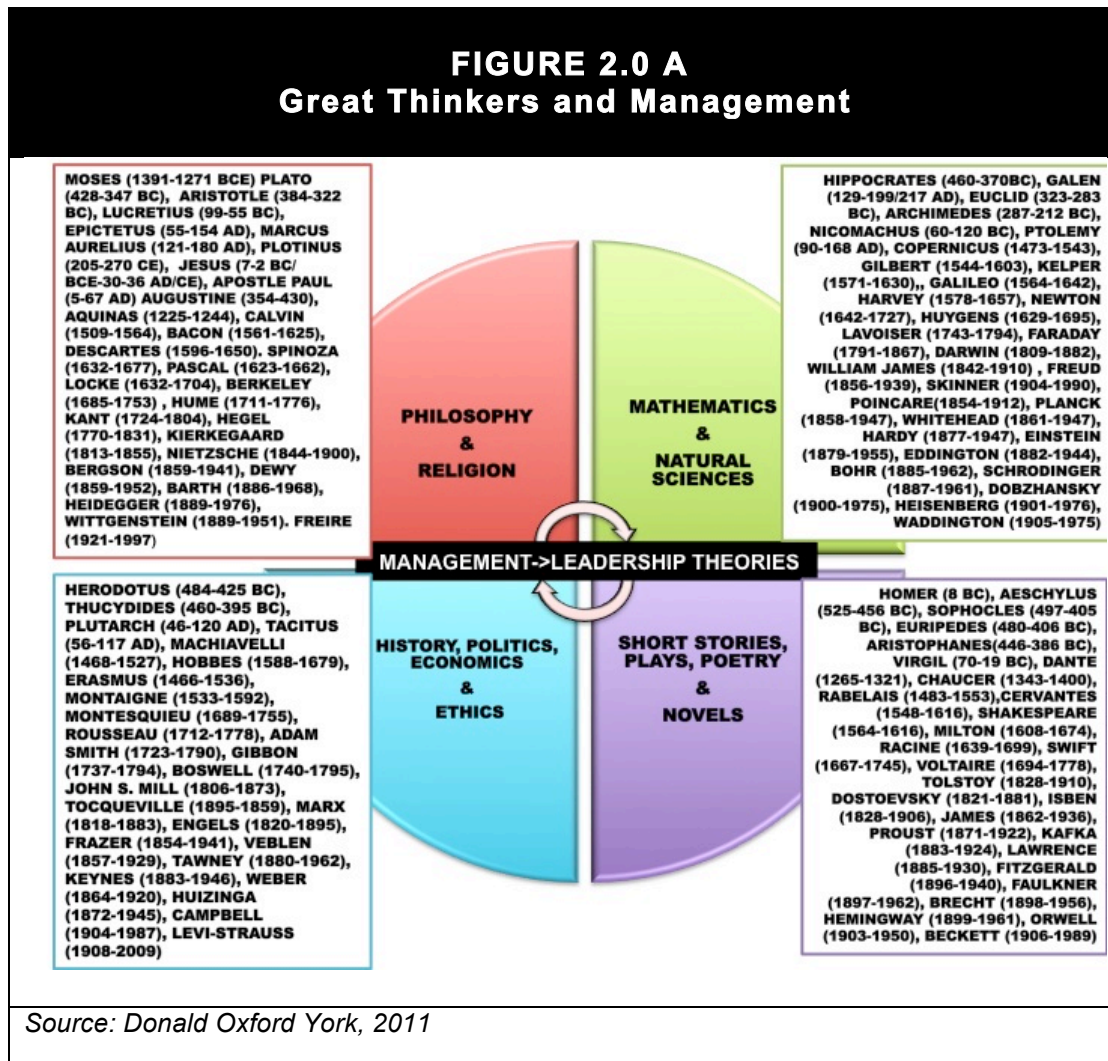
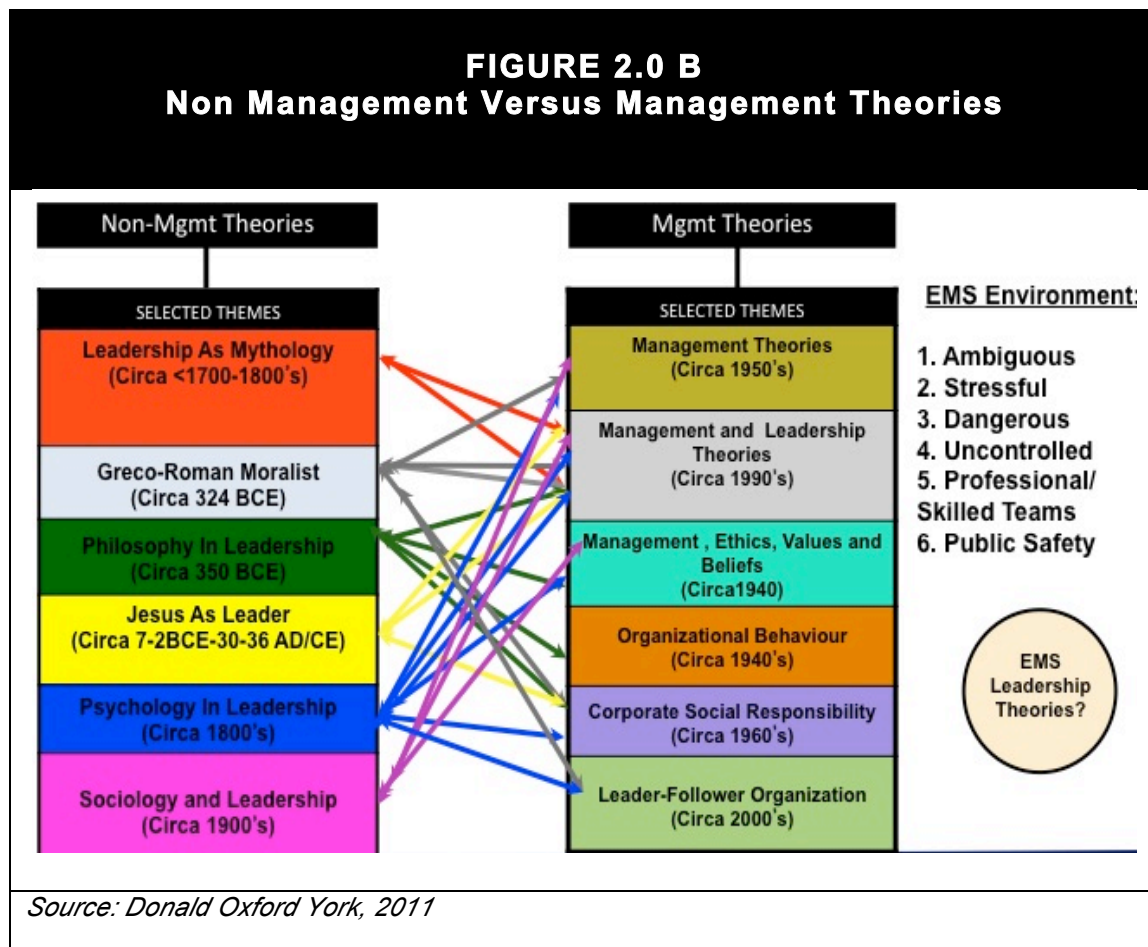


Figure 2.0 B briefly illustrates many of the genealogical elements and their interconnection between modern day management theories and their non-management predecessors.

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The left side of Figure 2.0 B, consists of non-management themes that have influenced modern management theories as found on the right side of the diagram. As evidenced by Figure 2.0 B, modern management theories appear to consist of what their ancient predecessors accomplished. There seems to be an existing overlap of theories and principles taken from various academic disciplines that constitute modern day management. The former premises will be imperative for developing an understanding of the nature of EMS leadership.

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The bottom right of Figure 2.0 B typifies the EMS environment: high stress, uncontrolled and ambiguous, designed to promote public safety and governed by professionals (PHTLS, 2007). Seemingly, the previous notions may be contributing factors towards the lack of existing research on EMS and management principles. Moreover, this may also be why there exists a lack of research between non-management principles, management principles and EMS. This raises the question as to whether or not the beliefs of EMS are distinct or similar to management and non-management doctrines. Hence, this is another reason why the chapter will follow an integrative approach in an attempt to investigate these above-mentioned impressions.

Accordingly, the dissertations integrative approach is grounded in the scholarly literature of the seminal writers of various academic disciplines in order to accomplish the research objectives and answer the main research question. It is for this reason that the integrative literature review will be divided into four Parts: The Great Thinkers, The Transition of Leadership Praxis, The History of EMS and Finally, A Critique of The Seminal Literature.

A more detailed outline of the present chapter has been provided below:

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- A. Part One- The Great Thinkers: This section will discuss the timeless and eminent work of some of the major influential thinkers throughout history that have shaped and persuaded current thoughts on leadership praxis. The various academic disciplines that will be fundamental in its extraction of knowledge are: Mythology, Philosophy, Religion and Psychology. Some of the influential references and thinkers include: Joseph Campbell, The Greco-Roman Moralist, Aristotle, George William Hegel, Heidegger, Sigmund Freud and Abraham Maslow.
- B. Part Two- The Transition Of Leadership Praxis: This section will transition from historical into modern day perspectives concerning leadership theory and practice. Some of the literature on leadership will cover theories such as: Great man, Trait, Socio-behavioral, Leading change, and Organizational Citizenship behavior. Certain of the authors include: Thomas Carlyle, Francis Galton, Mary Parker Follett, Bernard Bass. Furthermore, this section will compare and contrast leadership theory in conjunction with management studies and organizational behavior.
- C. Part Three- The History of the Emergency Medical System (EMS): This section will introduce the evolution of EMS and its various levels found within North America. In addition, this segment will illustrate the different leadership tools used within the profession.

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- D. Critique of the Literature: This section will synthesize and integrate Parts I, II, III of the integrative literature review to develop an understanding of the overall picture of leadership theories thus far. This section will prove to be critical in answering the main research questions and will set the tone for Chapter Five that is solely based upon synthesis and integration of the research findings.

PART ONE

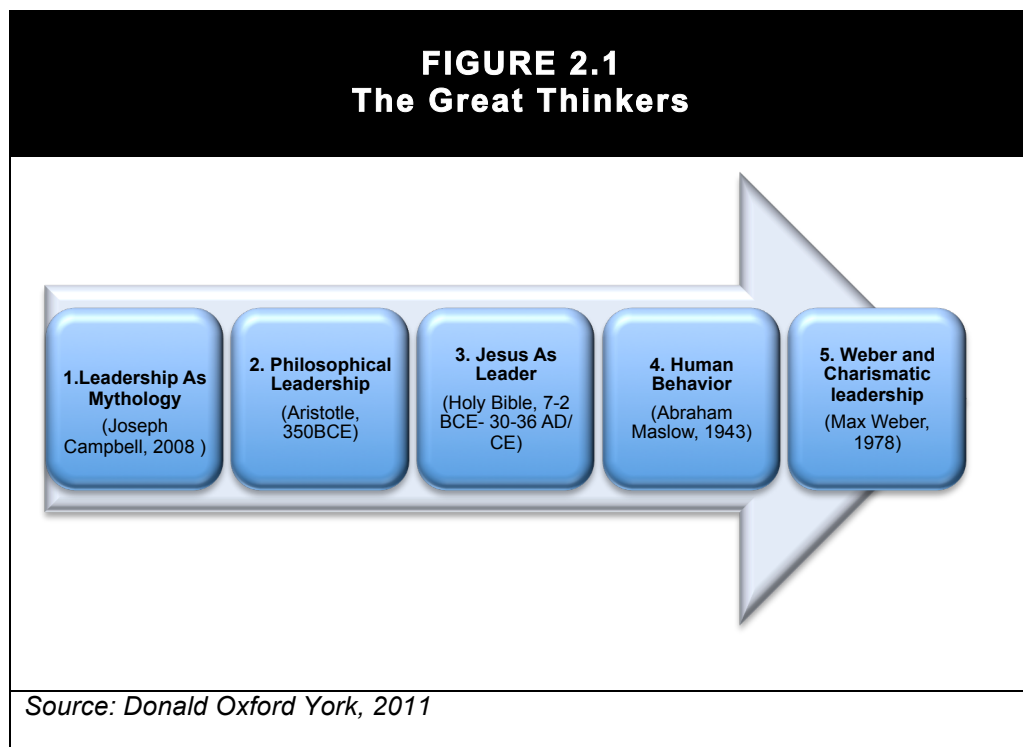
THE GREAT THINKERS

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2.1 PART ONE- THE GREAT THINKERS

The analysis of the great thinkers will provide an overview of ancient thought processes and standpoints that have influenced modern day leadership practice.

Figure 2.1 provides a general timeline of themes and illustrates some of the pertinent references that will be discussed throughout the subsequent sections.



2.2 LEADERSHIP AS MYTHOLOGY

Throughout time there appears to remain traditional stories that serve to develop part of mankind's beliefs and practices. Joseph Campbell uses myth

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comparatively in order to explain human experiences and their traditions (Campbell J. , 2007). Accordingly, myth is viewed by Campbell as a process for making sense of our world (Campbell J. , 2007). The study of comparative mythology connects myths that have influenced and structured our different cultures and/or present traditions (Campbell J. , 2007; Campbell J. , 2008). A study of Campbell's work provides insight into those mythological aspects that are common in all human beings. Moreover, Campbell's work provides important details on how our ideas and procedures progress throughout time.

Mythology uses storytelling and ideas for transferring knowledge and making sense of our world (Campbell J. , 2007). Campbell discusses the concept of functional mythology that acts to serve the individual and society (Campbell J. , 2007). Table 2.2 specifies four methods in which myth can function in human society. The upcoming section will examine the role of 'the hero' as leader in the developmental structure of culture and current traditions.

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TABLE 2.2
Joseph Campbell's Mythology Function

Metaphysical Function	Opens up the realization of the mystical dimension behind the surface phenomenology. There is a transcendent mystery source and a source within oneself.
Image of the World	Explaining the shape of the universe. This aspect changes radically from time to time.
Sociological	To validate and maintain a specific social order in the present within a given society.
Pedagogical	Guiding the individual through crises or stages of life. In today's world, it refers to its goods, values and dangers.
<i>Source Adapted:</i> (Campbell J. , 2007)	

2.2.1 The Hero As Leader

Joseph Campbell's theories are essential in understanding how cultural myths have survived for centuries, moreover, how they all share a fundamental structure. Campbell referred to this fundamental sharing as the cycle of monomyth (Campbell J. , 2008). Campbell summarizes the cycle of monomyth through this statement:

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“A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are then encountered and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man” (Campbell J. , 2008, p. 23).

TABLE 2.2.1 Three Rites Of Hero Passage	
PASSAGES	EXPLANATION
Separation or Departure	<p>The first section of the story is about the separation of the hero from the normal world. It is based upon the hero, venturing forth on the journey or quest and leaving what is familiar to him.</p> <p><u>Six Sub Stages:</u> The Call To Adventure, Refusal Of The Call, Acceptance Of The Call, Supernatural Aid, Crossing The First Threshold, Entering The Belly Of The Whale</p>
Initiation	<p>In the main part of the story the hero is initiated into true heroic stature by various trials and rites. Through daring and battle their true character emerges with every tasks accomplished along the journey.</p> <p><u>Six Sub Stages:</u> Road Of Trails, The Meeting With The Goddess, Women As The Temptress, Atonement Of The Father, Apotheosis, The Ultimate Boon</p>
Return And Reintegration With Society	<p>After initiation the hero can be cleansed and return in triumph to deserved recognition. Although this stage in itself may not be without its own trials and tribulations. Also, it is based upon the hero returning to the homeland with the knowledge and power acquired on the journey.</p> <p><u>Six Sub Stages:</u> Refusal Of The Return, Magic Flight, Recue From Without, Crossing The Return Thresholds, Master Of The Two Worlds, Freedom To Live</p>
<i>Source Adapted:</i> (Campbell J. , 2008)	

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The above quotation begins with the existence or generation of what Campbell depicts as 'the hero'.

The cycle of monomyth commences with the hero in a familiar domain, followed by him having to venture out into a realm of unfamiliarity to achieve a mission. In unraveling monomyth, Campbell describes three major passages that each consists of six sub-stages (Campbell J. , 2008). According to Campbell, the hero must undergo these passages and experiences along their journey (Campbell J. , 2008). In Table 2.2.1, a description of the three rites of hero passage has been provided.

Campbell refers to 'The Call to Adventure' as the inauguration of the hero (Campbell J. , 2008). Furthermore, if the call is accepted then the hero must face what is referred to as the 'Road of Trials and Tasks' (Campbell J. , 2008). Inside of the trial period, the hero may face challenges alone or with some assistance (Campbell J. , 2008). Importantly, cycles of monomyth do not consist of all the stages but can revolve around one or two of the stages.

The path of the hero is a majestic representation of the difficulties faced within their tasks (Campbell J. , 2008). In some instances, the hero must survive a life altering challenge by being able to connect previous experiences or use

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assistance that has been provided along the journey (Campbell J. , 2008). In surviving the challenge, the hero obtains an important element of self-knowledge referred to as 'the goal or boon' (Campbell J. , 2008).

The predicament of the hero then transfigures into whether or not he should return to the domain of familiarity with this newly found skill. However, despite of the decision made by the hero prevailing challenges may still exist along the return journey. In spite of this, if the hero is successful in overcoming these challenges, upon returning home, the newly founded skill can be used to change the world. Campbell refers to the former as the 'application of the boon' (Campbell J. , 2008).

The following section will assess the applicability of Joseph Campbell's theorem of monomyth in relation to the biblical legend of Moses.

2.2.2 The Legend Of Moses

According to Joseph Campbell, many of the classical myths across cultures rely on the previously mentioned theorems in Table 2.2.1. The following abridgment is based on the story of 'The Legend of Moses'. The excerpts will be taken from the 'King James Version Of The Holy Bible' found within Exodus: Chapters 1-40

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(KJV, 2008). The story of Moses will be explained in accordance with Campbell's three rites of hero passage: Separation/Departure, Initiation and The Return.

2.2.2.1 Separation / Departure Of Moses

In Egypt, the children of Israel were living in slavery. Pharaoh was quite fearful of the large population of Israelites during this time. Therefore, Pharaoh decided to put the children of Israel under extreme bondage and slavery to prevent a rebellion from occurring. Furthermore, Pharaoh had instructed his army to kill all male children being born by Israelites.

During this time period, Moses (the hero) was born and then hidden by his mother Jochebed for three months to prevent being killed by Pharaoh's army. After three months, Jochebed released him into the riverbank on an ark made out of bulrushes. She had hoped that Moses would be found and raised by someone else. The daughter of Pharaoh discovered the ark and took mercy on Moses knowing that he was born a Hebrew. Moses was then raised and educated within the palace of Pharaoh.

When Moses had grown up, he had become very distraught over the suffering of Israelites at the hands of the Egyptians. Moses ends up killing an Egyptian who had been abusing an Israelite. When Pharaoh had learned of the killing, he tried to kill Moses. However, Moses had fled from Pharaoh into the land of Median and lived in the desert for forty years until receiving a calling from God.

2.2.2.2 Call To Adventure And Acceptance Of The Call

God had heard the Israelites cry under Egyptian bondage. A plan was then created by God to help free the Israelites of their suffering. Thereafter, God seeks Moses' attention by sending an angel appearing in the form of a burning bush. Subsequently, the voice of God asked Moses for service in delivering the Israelites from their plight. Moses had a great amount of self-doubt and questioned if he was truly the one to

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accomplish such a task. God then attempts to reassure Moses by stating that guidance will be provided to him throughout the entire deliverance. Also, God tells Moses that when the Israelites ask 'What is the name of their God?' to give the response, 'I am, who I am....the God of their forefathers: Abraham, Isaac and Jacob'.

God then gives Moses instructions on how to approach and reason with Pharaoh on releasing the Israelites. God commences with a simple plan based on approaching Pharaoh and requesting to let the Israelites go into the wilderness for a three-day journey to the promise land. Next, God tells Moses that if Pharaoh does not comply, Egypt will be attacked with all of His wonders. God tells Moses that this sort of pressure should convince Pharaoh into setting the Israelites free.

2.2.2.3 Supernatural Aid

Despite all of this, Moses continues to have self-doubt about being the chosen one. Subsequently, God demonstrates two miracles in hope of boosting Moses' confidence level. In the first miracle, God turns Moses' rod into a serpent after it is cast onto the ground. In the second miracle, God turns Moses' hand leprous as snow. God expresses that if these two miracles do not convince Pharaoh then he will lift the river water, pour it over the dry land and that what is taken out of the river will become blood upon dry land. Despite all of this, Moses still doubts himself as being the correct one to perform these duties. God is angered by Moses' low self-confidence and instructs Moses to bring along his brother Aaron for assistance. God reassures Moses that guidance and instruction will be provided every step of the way.

2.2.2.4 Crossing Of The First Threshold / Initiation

Moses and Aaron approach Pharaoh about setting the Israelites free to be with their God. Pharaoh refuses this initial request, and as promised, God performs the first miracle. Aaron takes Moses' rod, throws it to the ground and it transforms into a serpent. In retaliation, Pharaoh's magicians perform the same act and drop their rods, which then also transform into serpents. God then causes the rod of Moses to devour the other two serpents to prove his strength and power. The display of God's power, however, does not cause Pharaoh to reconsider letting the people

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go. God then released ten plagues upon Egypt through Moses and Aaron: turns water into blood, unleashes a plague of frogs from the river, lice, huge swarm of flies, pestilence on the livestock (i.e. sheep and cattle), boils and sores on all men and beasts, fire and hail, locusts, darkness and finally death of all the firstborn. In the final plague, God instructs all of his people to blemish the blood of a lamb on their posts to prevent the angel of death from killing their firstborn. The final plague affects Pharaoh and causes him to lose his newborn baby.

2.2.2.5 Road Of Trials

Finally, Pharaoh decides to let the Israelites go. Afterwards, Pharaoh regrets his decision and attempts to get the Israelites back through the force of his army. From afar, the Israelites see Pharaoh's army in pursuit of them. As they approached the Red Sea, the Israelites began to worry. They had nowhere else to go and knew that one step forward would lead to their death through drowning. Moses addresses these issues by reassuring the Israelites that God will help see them through. Subsequently, God instructs Moses to lift up both hands and his rod. Miraculously, the Red Sea was parted to allow the Israelites to walk on dry ground surrounded by walls of water. Pharaoh's army had also entered the parted sea in pursuit of the Israelites. When the Israelites had crossed safely, God instructed Moses to repeat what he done initially. When Moses had followed God's instruction the walls of water collapsed on Pharaoh's army causing them to drown into the sea. The Israelites had witnessed this miracle right before their very eyes and were amazed to see Egyptians lying dead on the shore.

The sum of these acts of deliverance caused the Israelites to then gain confidence in God and in Moses. God is uncertain as to whether or not the Israelites would remain faithful to him. As a result, God turns a three-day journey into a two-year process to test the Israelites patience, faithfulness and loyalty to him. Afterwards, God gives Moses two stone tablets containing the Ten Commandments or laws by in which the Israelites must abide by.

Moses departs for forty days and the Israelites begin to worship a golden calf. God becomes angered by the Israelites actions and told Moses that

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death will be upon those who are worshiping false idols. Then, Moses persuades God not to kill them and it works. When Moses came down from Mount Sinai, he gathered the Israelites and demanded that they establish their loyalty. Those who did not to choose God's side were killed immediately.

2.2.2.6 The Return/Freedom To Live

Afterwards, Moses returns up to Mount Sinai where God manifests his presence. Moses did not see God's face but only his back. God then stated that no man could see his face and still live. Upon his return, Moses then leads the Israelites to the promise land but is unable to enter himself due to trespassing against God. Moses seemingly had two violations against him. The first violation was based on taking another human's life without God's commandment to do so. Secondly, God had given Moses instructions on how to bring forth water from a rock to allow the Israelites and their animals to drink. Moses went forward with God's instruction but did state to the Israelites about God's holiness involved in creating this miracle thereby causing a violation against God. The Israelites continued along the path and were able to reside in the promise land. Not too long afterwards, Moses ends up dying on Mount Nebo as he gazed onto the Promised Land.

In monomyth, the hero represents a personage with exceptional skills, able to defy challenges as depicted in the Legend of Moses. The hero can be honored or condemned by their society (Campbell J. , 2008). Furthermore, the legend of the hero exemplifies the human spirit in its aspirations, power, vicissitudes and wisdom (Campbell J. , 2008). The legend of Moses demonstrates the importance of self-belief, confidence and trust in leading others. The former appears to hold true when being lead by others. For example, when Moses had gained confidence, he was able to persuade even God to perform alternative acts.

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Moreover, the legend of Moses indicates that everything does not necessary end well for the hero despite the many trials, tribulations and goals accomplished.

The above-mentioned elements are significant when attempting to understand EMS leadership and their processes or progression in leading others.

The following subsection will introduce philosophy and its relation to the leadership paradigm

2.3 PHILOSOPHICAL INFLUENCES ON LEADERSHIP

Philosophy allows us to investigate the truth behind underlying principles of knowledge (Frost Jr, 1989). In addition, philosophy allows us to weave patterns through our experiences and fit them into their appropriate place (Frost Jr, 1989). The subject of philosophy should provide pertinent and logical reasoning towards analyzing the origins and dynamics of leadership principles.

The following sections will examine principles and perspectives of the Greco-Roman moralists position on the importance of self and virtues. The intention of this section will be to interconnect these concepts and relate ethical and effective principles in leadership.

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2.3.1 The Self, Virtues And Leadership

The wisdom of the Greco-Roman moralists contributes to understanding self-knowledge and the teachings of virtue. (Timothy, 2002). The former was carried forth through an apprehensive focus on human behavior and not solely based on theory. According to the Greco-Roman moralists, the aim of the philosopher was to exemplify the virtuous life for others (Timothy, 2002). The philosophers of the Greco-Roman moralists do not fit common perceptions as the characters come from different levels of social class and have all made valuable contributions towards modern thought. For example, Cicero was a politician, Marcus Aurelius was a Roman emperor and Epictetus was a slave (Timothy, 2002).

The Greco-Roman moral philosophers are forefathers to the modern counterparts of contemporary self-help media. Many of today's popular North American shows, such as Dr. Phil, are based upon what their ancient predecessors did. Hence, this demonstrates a continual need for wisdom and self-knowledge. The Greco-Roman moralist designed rules to help us progress as people (Timothy, 2002). Despite the differences in social classes and walks of life Marcus Aurelius, Cicero and Epictetus all agreed upon several topographies that defined philosophy:

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- The core of philosophy is to pursue the answer to: How do I live well as a human being? Is it how you act and not what you think that is most important in life?
- Virtue and morality are the keys to living a good life. Philosophy should focus on ethics, courage, self-control, and the habits that will cultivate them.
- Philosophers should practice what they preach (Timothy, 2002).

The final point was imperative to each of the Greco-Roman moralists. As previously mentioned, the philosopher coexisted to exemplify the virtuous existence for others (Timothy, 2002). Failure of a philosopher to ensure the former was the mark of a charlatan (Timothy, 2002). In other words, a charlatan was regarded as a false philosopher. Within the moralist tradition a philosopher was regarded as a doctor of the soul and provided instruction on how to live better through self-control and disciplining the body (Fitzgerald, 2008).

The Greco-Roman moralist stressed particular attention to the notion of Self. Epictetus introduces the notion of *eph' hêmin* meaning those that are 'up to us' or 'under our control' (Fitzgerald, 2008). The counterpart of the former is *ouk eph' hêmin* meaning those that are 'not up to us' (Sellars, 2006). Further explanation of these two conceptual distinctions has been provided below:

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- 'Up to us': Our opinions, conceptions, choices, aversions, desires, actions and everything that is our own doing; and
- 'Not up to us': Our bodies, possessions and reputations and everything that is not of our own doing (Sellars, 2006, p. 113).

Epictetus emphasized the importance of paying attention to 'up to us' (internals) rather than 'not up to us' (externals). 'Up to us' are unimpeded, unhindered and by nature free (Sellars, 2006). 'Not up to us' tends to be subject to hindrance, are weak, servile and not our own. Therefore, the primary focus should be placed on the acquisition and preservation of virtues and excellence that reside in the only faculty in which there is truly real control; namely, in the 'choices' (*prohairesis*) being made (Sellars, 2006).

2.3.1.1 Foucault And The Self

The work of Michel Foucault on 'Technologies of the Self' followed in the footsteps of the Greco-Roman moralists. The hermeneutics of technologies of the self were also witnessed in early Christian and Pagan practices. However, early Christian and Pagan practices placed sole emphasis on the history of its beliefs and not on a body of doctrine like textual hermeneutics (Foucault, Martin,

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Gutman, & Hutton, 1988). Foucault viewed Christianity as focused entirely on interested in the history of beliefs and ignored the practices of self. Foucault proposed that they are four types of technologies:

1. Production: permits to produces, transform or manipulate things;
2. Sign-Systems: permits us to use signs, meanings, symbols or significations;
3. Power: determines the conduct of individuals, submits them to certain ends or domination and the objectivizing of the subject; and
4. Self: permits individuals to achieve through own means or with the help of others, a certain number of operations on their bodies, and souls, thoughts, conduct, and way of being, so as to transform themselves in order to attain a certain state of happiness, purity, wisdom, perfection or immortality (Foucault, Martin, Gutman, & Hutton, 1988, p. 18).

These four technologies do not function separately; each have their own purposes associated with a certain type of domination (Foucault, Martin, Gutman, & Hutton, 1988). For the Greco-Roman moralists, there has been an inversion of the two principles of antiquity known as ‘taking care of oneself’ and ‘know thyself’ (Sellars, 2006). Knowledge of oneself appeared as a consequence of talking care of oneself. Foucault placed emphasis on a set of practices for “knowing

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thyself” which was the main principle for social, personal conduct and for the art of life (Foucault, Martin, Gutman, & Hutton, 1988).

As technical advice, it was imperative to ‘know thyself ‘ because the acquisition of knowledge is associated with taking care of oneself (Foucault, Martin, Gutman, & Hutton, 1988). Taking care of oneself eventually becomes absorbed in knowing thyself; a fundamental principle in the modern world (Foucault, Martin, Gutman, & Hutton, 1988).

2.3.1.2 Greco-Roman Moralists And Moral Education

The Greco-Roman Moralists gave great insight into the instruments of: moral education by following models, memorizing maxims and metaphors (Timothy, 2002). This in turn, exemplifies the values embedded within the culture (Timothy, 2002). A few examples of the many fundamental sayings of the moralists are listed below:

1. Inward character is much more important than social status, physical appearance or wealth;
2. Prove you are no better than any other man;
3. Character is inward but must reveal itself outwardly;
4. You can be an Emperor or slave but be brought to the same level of character, and;

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5. The Emperor can be a slave and a slave can be a King (Timothy, 2002).

Consequently, the Greco-Roman Moralists used metaphor as an instrument of thought and was considered to be the process of personal transformation (Timothy, 2002). The purpose of metaphor was to find a 'common place' and to discover ways of expressing cognition, organizing reality and building moral character. The following statement captures the essence and importance of metaphors according to the Greco-Roman moralists:

“If our metaphor is war then I am going to be marshaling arguments and be on the attack building differences. If our metaphor is solving a puzzle then we all have to get together for anyone of us to win. Each persons piece makes a contribution and solving of the puzzle” (Timothy, 2002).

Concurrently, the Greco-Roman moralists used frequently used the terms 'Paedeia' (Know Thyself) and Athletics (Healthy Body and Mind) (Timothy, 2002). In Table 2.3.1, a more descriptive explanation is provided on how broad metaphors are used by the Greco-Roman moralist.

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TABLE 2.3.1 Greco Roman Moralists Application of Broad Metaphors	
Paedeia	Education, culture and training. The importance on giving well rounded cultural education. To process an educational model for getting humans into their true form and genuine nature.
Athletics	Physical exercise leads to cultivation of the mind. This prepared one for the stadium of life and its important lessons.
<i>Source Adapted: (Timothy, 2002)</i>	

This section on Virtues and Leadership discussed the importance of the self in acquiring knowledge and for living a virtuous life. More over, it discussed the dichotomy of 'knowing thyself ' and 'taking care of oneself ' as being two distinct principles that at times become one. The works of the Greco-Roman moralists have left an imprint on personal development and teaching in modern day thinking. They have helped develop an understanding of moral education, self-knowledge and wisdom.

The subsequent section will transition away from heroes, myths and metaphors. The new focus will be towards Aristotelian thought processes based on logic,

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reasoning and virtues, It is a thought process that takes precedence over fictional and mythology based explanations of transferring knowledge.

2.3.2 Aristotle On Leadership Dynamics

In traditional society, oral culture seemed to be the predominant method for acquiring knowledge thus giving prominence to the study of rhetoric. Theories of rhetoric are based upon preconceived notions about human behavior. Greek philosopher Aristotle contributes knowledge on the subject of rhetorical persuasion (Aristotle, 350 BCE).

Aristotle's work commences with three types of discourse: Logic, Dialectic and Rhetoric. Rhetorical persuasion is based upon having the listeners take a side within the argument (Aristotle, 350 BCE). In contrast, dialectic persuasion is based upon resolving disagreement (Aristotle, 350 BCE). Aristotle envisioned people as rational beings with strong and decisive emotional inclinations. The art of rhetoric was apprehended as being unethical due to the fact that could be used for good or ill depending on the motives of the persuader (Gross & Dearin, 2003). Moreover, the idea of training persuaders was abhorrent and it was thought that individuals should be prepared against skillful persuaders (Gross & Dearin, 2003).

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Within Book one of the Rhetoric, Aristotle presents the dichotomy of the 'listeners' (or hearer) of speeches given by the 'orator' (or speaker). The listener must either be a judge of the past, future or an observer (Aristotle, 350 BCE). The orator's persuasion is judged upon their personal characteristics and ability to be vowed as credible based upon their speech (Aristotle, 350 BCE).

The listener, who is also a member decides about future events (Aristotle, 350 BCE). The juryman is a listener who makes decisions based on past events (Aristotle, 350 BCE). Finally, the listener who decides on the orator's skills are known as observers (Aristotle, 350 BCE). There are three divisions of oratory:

1. Political: urges the hearers to either do or not do something;
2. Forensic: either attacks or defends somebody always done by the parties in situation; and
3. Ceremonial Oratory Display: either praises or censures

In Book One Chapter Two of the Rhetoric, Aristotle states that the one in command can be an effective persuader based on three specific means (Aristotle, Rhetoric, 350 BCE):

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1. Ability to reason logically (Logos);
2. Understand human character and goodness in various forms (Pathos);
3. Having the ability to understanding the emotion (name, describe, know the causes and triggers) (Ethos).

Aristotle's rhetoric is dependent upon a situation being contingent and standard. Aristotle focused upon the methods utilized to persuade specific audiences to accept its declarations (Gross & Dearin, 2003).

2.3.2.1 Perelman On The New Rhetoric

The work of Chaim Perelman titled the 'New Rhetoric' further analyzes Aristotle's claims on rhetoric. Perelman accomplishes the former through devising a treatise on formal argumentation that is based on socially constructed truths that are not catered to a specific audience (Gross & Dearin, 2003). Perelman terms his work as 'Regressive Philosophy' which is based upon socially constructed truths that are modifiable and amendable to change (Gross & Dearin, 2003). Perelman accomplishes this element by bringing forth strengths of philosophy and speech building based on Aristotle's Rhetoric.

Perelman adds the element of human variation to concepts of Rhetoric.

Perelman acknowledges that people have an inconsistent amount of opinions

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that are not always self-evident (Gross & Dearin, 2003). Perelman's premise is that the 'universal' audience is never fixed or absolute but is contingent upon: the orator, the content, the goals of the argument and the particular audiences to whom the argument is being addressed (Gross & Dearin, 2003).

Additionally, the orator determines the adherence of an audience using three elements: values, facts and reasonableness (Gross & Dearin, 2003). Perelman argues that there needs to be more focus on the orator's values. The importance of the former strengthens the disposition toward action by increasing adherence to the values it lauds (Gross & Dearin, 2003). As such, the orator should always attempt to create a sense of communion centered on particular values that are recognized by the audience. The orator's argument consists of two divisions used to captivate an audience:

Division One:

- A. Facts And Truth: Should be established prior to argumentation, which facts are the aspects of the reality conceived by the orator. Establishing the facts and truth do not provide opportunity for dispute (Gross & Dearin, 2003); and

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- B. Presumptions: Are not to be defended as the orator may over turn previous opinions. Thereby, providing an opposite case and opposing presumptions (Gross & Dearin, 2003).

The second division consists of four subsections listed below:

Division Two:

- A. Values: Establishing concrete and abstract values should not be treated as universal. It is important to constantly reform common values because it influences actions and determines acceptable behavior. An audience will value justice and utility. Therefore the argument is determined by the preference between the two;
- B. Hierarchies: Can be abstract, homogenous, heterogeneous or concrete values and is justified by common places termed as loci of the preferable;
- C. Loci Of The Preferable: Allow for agreement according to which loci are preferred, and;
- D. Presence: Creating presence is the final aspect of argumentation as it acts directly on the audience's sensibility or lent indirectly through rhetorical figures (Gross & Dearin, 2003).

Furthermore, Perelman exemplifies that the orator must establish all points of agreement and then must categorize those points according to the purpose of

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the argumentation (Gross & Dearin, 2003). The orator is known to create linguistic categories under the guise of descriptive narrative (Gross & Dearin, 2003). Also, Perelman also distinguishes between non-formal arguments that are typified by the adherence of an audience and formal arguments in which the orator must ensure that each audience adheres to each successive element.

The works of both Aristotle and Perelman are imperative to understanding how an orator (or speaker) act's as a persuader when attempting to strategize on gathering an audience. Furthermore, the work of Perelman introduces the aspects of formal and informal arguments in creating adherence of the audience. These notions will be further examined in the critique and observation section of this chapter in relation to leadership studies.

The next section will return to the work of Aristotle. In this section it will introduce the dynamics of the teacher–student relation and its possible outcomes.

2.3.2.1 Aristotle And The Teacher-Student Relation

In circa 342, Aristotle was invited to educate King Phillip's thirteen-year-old son Alexander (Stenudd, 2006; Grint, 2007). Aristotle had taught Alexander the doctrines of morals, medicine and politics (Grint, 2007). Alexander had excelled

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as a student and was even able to teach Aristotle a few lessons as well (Stenudd, 2006). As a young man, Alexander ends up becoming one of the greatest conquerors and yet based on how one perceived him, could also be considered a megalomaniac. According to Luke Timothy Johnson, “Alexander had envisaged a Pan Hellenic world in which the ideals of classical Athens would embrace the entire world”, (Johnson, 2010, p. 12). On the other hand, Alexander did spread Greek culture and Greek philosophical literature to an Aristotelian philosophy throughout Egypt to India (Stenudd, 2006).

Mestrius Plutarchus (known in history as Plutarch) was a famous writer of biographies within Greek culture and his work added important insight into life of Alexander. Homer’s Iliad influenced Alexander and Achilles was his hero/role model (Plutarch, 356-323 B.C). Upon the death of King Phillip, Alexander became king at twenty years old (Plutarch, 356-323 B.C). Not too long afterwards, Alexander then put an end to the appointment of Aristotle as his teacher (Plutarch, 356-323 B.C).

At twenty-five years old, Alexander became King of Macedonia, Greece but that was not enough he wanted more and was intoxicated by his power (Plutarch, 356-323 B.C). The hated enemy at the time was Persia. After thirteen years of

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fighting Alexander never lost a battle and covered over 1300 square miles of land (Plutarch, 356-323 B.C).

At a young age, Alexander died of an infection and upon his death his army crumbled. Alexander's army argued amongst themselves because there were no lines of succession (Plutarch, 356-323 B.C). Alexander's love of power caused him to alienate his friends and he died an unhappy man (Plutarch, 356-323 B.C).

Alexander was remembered as one of the greatest military geniuses of all time and in some instances, he likened the worship he received to that of a God (Martino, 2008). Aristotle did not have much success in forming Alexander into an enlightened philosopher king that would be approved of (Stenudd, 2006). Despite of Aristotle's teachings, Alexander had a mind of his own and sought an insatiable quest for knowledge (Stenudd, 2006).

Upon Aristotle's return to Athens, he received a significant albeit reluctant form of respect when opening his school at the Lyceum (Stenudd, 2006). This was because the Athenians harbored hostility towards Alexander and any of his friends. A student of Plato, Aristotle was capable of demonstrating independent thought; as evidenced by the fact that he opened his own school at the lyceum, discontent with the standard system that simply perpetuated the same thoughts

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According to Keith Grint, “ So, if one of the greatest teachers in history had trouble teaching leadership to one of the most successful leaders in history, can we mere mortals, teach leadership?” (2007, p. 231). This quote exemplifies the notion that learning how to lead does not imply that leadership can actually be taught. Learning is often intertwined with experience(s); this appears to be the distinguishing element from Alexander’s life that when coupled with his tutorship by Aristotle, made him a truly exemplary leader (Grint, 2007).

According to Aristotle:

“[E]very state of soul has a nature relative to and concerned with the kind of things by which it tends to be made worse or better; but it is by reason of pleasures and pains that men become bad, by pursuing and avoiding either the pleasures and pains, they ought not or when they ought not, or as they ought not, or by going wrong in one of the other similar ways that may be distinguished ” (Aristotle, Nicomachean Ethics, 350 BCE).

In the Nicomachean Ethics written by Aristotle, he discusses three elements in which knowledge is formed (Aristotle, Nicomachean Ethics, 350 BCE):

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1. Epistme: meaning learning a body of theoretical knowledge;
2. Techné: meaning replicable skills; and
3. Phronesis: meaning practical wisdom.

This section was important for introducing the art of persuasion and its role in developing/persuading people to follow. Moreover, introducing the concept of the teacher-student in relation to leadership formation. The relationship between Aristotle and Alexander represents an existing dualism between teaching and learning, in addition to the dualistic nature between the teacher and student. On the one hand, there is the possibility of creating a megalomaniac who conquers and overcomes. On the other, exists an opportunity to create an ethical doctrine that explores the development of human leadership capacities. The latter replaces the notions of a solely power driven doctrine in leadership. Another important aspect worth highlighting is the fact that both the student and the teacher possess a mind of their own despite the lessons being taught.

The following subsections will discuss the philosophical perspective of modernity and will further examine the importance of its relationships.

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2.3.2 Hegel And Heidegger On Leader-Member Exchange

Modernity refers to a post-traditional view of society (Bowie, 2010). Prior to modernity, society relied on theological and traditional ways to view the world (Bowie, 2010). Modernity forces cultures to confront the statements and results of: modern natural sciences, new forms of production and exchange (Bowie, 2010).

German philosophy relates to key factors in modernity. German philosophy can be valuable for addressing modern events and dilemmas. There has been a revival of the works of Georg Wilhelm Friedrich Hegel and Martin Heidegger in the Anglo-American philosophical world and their insight should lead to further understanding of the essence of leadership.

The nineteenth century philosopher Georg Wilhelm Friedrich Hegel's publication on 'Phenomenology of Mind and Spirit (PM)' is a major contribution to understanding current leadership theory and the existing exchanges between a leader and follower. Hegel's argument is based on the premise "[that there is] nothing in itself because the thing becomes a something by being for us", (Bowie, 2010, p. 49). Hegel's dichotomy was based upon the self versus the other

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(Hegel, 1807). In other words, the self and the other are actually one although at times, they appear to be separate.

Researcher Andrew Bowie summarizes Hegel's concept of the self and the other by stating:

“Dependence makes possible new kinds of relationships between people and things. From the situation where the self always sees the other as a threat [...] Without mutual acknowledgement between self and other, rights have no concrete existence at all”, (Bowie, 2010, p. 47).

In the PM, the section on ‘Lordship and Bondage’ speaks of this above-mentioned relationship. Hegel viewed the self-conscious as existing in order to be recognized and acknowledged by the ‘other’ self-conscious (Hegel, 1807).

The self-conscious exists for the self and self-identity (Hegel, 1807). The self-conscious transfigures into the ego to create individual self-existence (Hegel, 1807). The self is thus independent and its essential nature is to be for itself (Hegel, 1807). The other is dependent, and its essence is the existence for another (Hegel, 1807). Hegel stated that, “the former is the Master or Lord and the latter is the Bondsman”, (Hegel, 1807, p. para.14).

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The master has a dependence on the bondsman and has subjected the bondsman to subordination for himself (Bowie, 2010). The master's dependence enables the bondsman to develop his own competencies to maneuver through the world and become more powerful than the master (Bowie, 2010). Hegel's proposition is based on a self-conscious that attains gratification only in another self-conscious (Hegel, 1807). The former is an indispensable condition for establishing self-realization in every individual (Kamal, 1998).

The master does not kill the slave but uses the slave as a mediator between being and himself (Kamal, 1998). Everything in the life of the master is the product of the slave's labor (Kamal, 1998). The slave owns nothing but does everything whereas the master owns everything and does nothing (Kamal, 1998). This is the dualistic nature of the exchanges between master and slave. The master needs the slave and only becomes a master when recognized as such by the slave (Kamal, 1998). This is known as formal dependence (Kamal, 1998). The master is frivolous and his being exists in relation to the work of the slave (Kamal, 1998).

On the contrary, the slave is active and has a direct relation with being (Kamal, 1998). The slave can be regarded as an agent of social revolution and is able to

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transcend the given reality of slavery through his work (Kamal, 1998). In other words, the slave can become a master and vice versa.

The philosophy of Martin Heidegger aides in the understanding of vital questions concerning modernity and seeks new ways of characterizing how things come about (Bowie, 2010). Heidegger's works demonstrate how theoretical forms of thought derive from practical ways of being in the world. Andrew Bowie states, "[Heidegger shows] our very way of being is interpretative. As soon as we deal with something in a specific way we employ the 'structure of understanding' ", (Bowie, 2010, p. 104). Heidegger argued that being aware allows for true identity to develop, which in turn helps create desires and limits (Frost Jr, 1989).

Heidegger states:

"man must become intensely aware of his own individuality [and] of the specialness of his person. In that, man is capable of questioning himself, existence precedes essence; that is, meaning can only be applied to what is already within an individuals experience", (Frost, 1989, p. 265).

This section was necessary for introducing German philosophy and its justifications for understanding the existing dependencies faced by human beings in wanting to become more like 'the other'. Heidegger's work placed great

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emphasis on the acknowledgement of self-awareness and the individual experience in personal development and knowledge. The upcoming section will discuss the historical Jesus as a leader and the ways in which he influenced individuals.

2.4 THE HISTORICAL JESUS AS LEADER

Carl Gustav Jung states “religion is incontestably one of the earlier and most universal activities of the human mind”, (1938, p. 1). Moreover, religion is of considerable personal concern to many individuals (Jung C. G., 1938). Jung argues that religion touches upon the psychological structure of human personality and should not be ignored in understanding individuals (Jung C. G., 1938).

The Holy Bible is a sacred text that deals with a plethora of human experiences and has impacted many cultures (Riches, 2000). The Bible’s purpose is to give direction, guidance, hope and comfort, instruction, warning and precautions for what man will have to face over time (Coogan, 2008).

The King James Version of the Holy Bible is divided into two parts: the “Old Testament” (OT) and the “New Testament” (NT) (KJV, 2008). The OT is based

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upon the structure of principles, the creation of nature, human beings and animals (KJV, 2008; NIV, 1984). The Old Testament is divided into three parts (Coogan, 2008):

1. The Law: The way to live life through 'teachings' or 'instruction';
2. The Prophets: A continued narrative of the law and its successors to carry forth the law, and;
3. The Writings: Reflections on human conditions, poetry experiences and knowledge through poetry.

The second division of the Bible is known as the New Testament (NT). The NT is a collection of works from various authors used to 'spread the word' of Jesus Christ's life, death and resurrection (Coogan, 2008). Christianity revolves around Jesus Christ, who is considered as having a direct relationship with God, is the successor to God and is also the Son of God (Johnson, 2010). Jesus emerged amongst other great miracle workers to become an important figure in Christian thought as a form of self-reference (Woodhead, 2004). Those who followed Jesus were called to serve and sacrifice rather than command and accumulate (Johnson, 2010). Jesus had refused to employ dominating power (KJV, 2008).

Jesus Christ practiced discipleship in which his followers would use as self-identification and learning from his teachings (Woodhead, 2004). The Oxford

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English Dictionary defines discipleship as “The state or function of a disciple, or follower of a master”, (Oxford English Dictionary, 2011). Discipleship was an effective way to pass on popular ideologies (Evans, 1990).

Accordingly, a disciple was (G. & C. Merriam Co, 1959):

- A. One who received instruction from another;
- B. A follower of Christ in his lifetime especially his twelve disciples or one of the seventy or seventy two¹;
- C. An adherent of a school.

The former definition holds true for the disciples of Jesus who were also his students, followers and advocates of his work (Johnson, 2010). Upon receiving Jesus’ tutelage, his disciples then journeyed throughout the land to ‘spread the word’, to teach others and simultaneously develop their own disciples or followers (Woodhead, 2004). Jesus taught a great deal on morality and unconditional self-sacrifice for God and for all other fellow human being (Johnson, 2010). Jesus helped shaped modern values and emphasized the importance of: humility, humbleness, dignity and freedom, the sense of community and family, service and forgiveness (Johnson, 2010).

¹ The Twelve Disciples, or Apostles, of Jesus were the early followers that were directly linked to 10:1-24]

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Jesus Christ did not have a collection of writings about his work or teachings made directly by him. Jesus taught mainly by oral tradition through riddles and parables (Johnson, 2010). It was Jesus' disciples who documented his works that are subsequently found within the New Testament section of the Holy Bible (NIV, 1984).

Jesus became known for his role as a teacher, a healer and for his ability to perform miracle work (KJV, 2008). As Jesus' reputation spread far and wide, people began to flock to him (KJV, 2008). Jesus had performed many acts of leadership carried forth throughout his time as leader. The subsequent sections will be taken from the King James version of the Bible and will recount three different situations in which Jesus employed distinct leadership styles.

2.4.1 Jesus Leadership Legacy (Matthew 28:1-20)

For many years, Jesus had taught his principles to the disciples. Overtime, all of Jesus' disciples had seen his miracle work. Each disciple had become a believer in Jesus and of his teachings. Jesus had promised to his disciples prior to his death that he would come again in spirit and will continually guide them. When the time had come for Jesus' death, he was crucified, died and buried. Jesus' death had left the disciples in despair.

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On the third day, Jesus was raised into the heavens. At the entrance to Jesus' burial site there was an angel seated on the outside. A devoted follower named Mary Magdalene had come to see the burial site in which Jesus laid. The angel told Mary to tell his disciples that Jesus has risen. Upon receiving this news, the disciples then gathered in Galilee on a mountain where Jesus had appointed them.

Jesus appeared in spirit and told them all power has been given to him with heaven and earth. Jesus then instructed and reinstated confidence within his disciples before sending out on a journey to teach all nations. Jesus as well told his disciples to baptize them in the name of holy trinity and to teach all the people how to observe all things and to be strong in faith. Once again, Jesus rekindled his disciples spirits by saying that he will always be with them until the end of the world. Therefore, it was time for all of the disciples to go forth and spread the word and works of god. (Matthew 28:1-20)

This particular story of Jesus as a leader indicates that the legacy of teacher, healer or miracle worker should continue within the work of their successors. Furthermore, in times of doubt, inspiration should be given to rekindle self-confidence or reinstate motivation and beliefs within disciples to overcome difficult times.

2.4.2 Jesus As Authoritative (John 2:12-22)

During the Passover, Jesus and his disciples were in the village of Capernaum. Jesus then journeyed up to Jerusalem and visited a temple. Jesus was surprised to see that within the temple there were sellers of oxen, sheep, doves and changers of money. Jesus was extremely appalled by those factors and took it upon himself to drive all of theses

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merchants and their animals out of the temple and poured out all of the moneychanger's money and turned over the tables.

Authoritatively, Jesus then told all of the sellers that this is his father's house (meaning God's house). Furthermore, Jesus stated that the selling of merchandise within God's house are unacceptable actions and will not be tolerated. Jesus then told the Jews to knock the temple building down and that he will rebuild it in three days. The former comment by Jesus baffled the Jews being that it had originally took approximately forty-six years to build. This was a symbolic representation of Jesus talking about his body as a temple. In this case, Jesus did die and was raised after three days of death. Jesus' death had to occur to redeem the sins of the world. (John 2:12-22)

This second story of Jesus as authoritative shows variation in Jesus' style when handling different situations. Jesus who was known as a teacher, healer and miracle worker changed his attitude in this circumstance because the merchants were violating temple rules. Jesus did not use any assistance from his disciples and simply took matters into his own hands. Jesus did not even consult with any of his disciples before taking action and resolved the issue on his own.

2.4.3 Jesus As Teacher/Mentor (Luke 24: 13-35)

The apostle Peter and Cleopas journeyed to the village of Emmaus and were discussing about the event of Jesus' death. As they both commuted towards Emmaus, Jesus himself drew nearer towards them and began to walk besides them. Peter and Cleopas did not recognize or realize that it was Jesus and simply regarded him as a stranger.

Jesus wanted to know why Peter and Cleopas were walking with such a sad disposition. Cleopas told the stranger that he was unaware of the

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events that have taken place in Jerusalem concerning Jesus' death. They explained to the stranger about the events that revolved around Jesus of Nazareth who was a prophet and word of God for all of his people. Then, Peter and Cleopas explained to the stranger that Jesus was crucified, died and was buried. Both Peter and Cleopas had seemed to be losing faith as they told the stranger that they thought Jesus would be the one to redeem Israel.

During mealtime, Jesus recited the scriptures and the many trials that past prophets had gone through as he sat. As soon as Peter and Cleopas realized that it was Jesus talking with them it was too late because he had already vanished. With their rekindled faith, Peter and Cleopas both journeyed to Jerusalem, gathered the eleven apostles and confirmed with them that Jesus had indeed risen and continues to guide each and everyone of them. (Luke 24: 13-35)

This third and final story of Jesus as leader highlights that his continual role as a guide and mentor does not end despite of his death. Jesus had left a large impact on the disciples and their lives. At times when the disciples are feeling desolate and afflicted, Jesus' words are always there to lift them up again.

Interestingly enough, the time at which the historical Jesus became a leader is not documented. When Jesus was with his disciples he was known as Jesus of Nazareth. When Jesus eventually became known as Christ (the leader and legend) may have only taken place during his crucifixion and after he rose from the dead. The question that still remains is whether or not his disciples actually saw him as Christ.

The disciples referred to Jesus as the Messiah, meaning:

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“The promised deliverer of the Jewish nation and redeemer of the human race prophesied in the Hebrew Scriptures; (*Christian Church*) Jesus Christ regarded as the fulfillment of this promise; In extended use: an actual or expected liberator or savior of an oppressed people, country, etc.; a zealous leader of any cause or enterprise”, (Oxford English Dictionary, 2011).

Rudolf Otto would term the existence and presence of the historical Jesus as a ‘numinous’ experience (Otto, 1958). This implies a one of kind experience that evokes a different response or ‘sui generis’ meaning in a class by itself (Otto, 1958). The revision of the historical Jesus as leader presents an important debate surrounding the question of when does one truly become a leader or is regarded as one. Jesus’ leadership appears to be inferred from his actions, the devoted disciples and a strong belief of the message brought forth to aide humanity.

The study of leadership within the context of the historical Jesus places antecedence on three modern day leadership theories: great man, charismatic and servant. Each of these theories is rooted in the term charisma. This gives reason for studying the historical Jesus as a leader, as his practice and character

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can seemingly be matched with the term charisma. The etymology of the term charisma comes from the Greek form 'Charismata' meaning a free gift or favor specially vouchsafed by God (Oxford English Dictionary, 2011). Subsequently, all of the previously mentioned leadership theories will be discussed in this chapter.

It is recognized that there are other important historical figures within the New Testament that contributed to the knowledge of modern leadership. For example, the apostle Paul is an influential missionary who ascribes to the development of the church. Paul writes as an apostle of Christ to the Church of God in Corinth (Johnson, 2010). All of Paul's compositions are an official body of literature pertaining to an organized religious movement (Johnson, 2010). Furthermore, Paul's work contributes to the universal virtues of the community/church (Johnson, 2010). Interestingly, Paul is less concerned with Christ as a leader but rather more as redeemer (Johnson, 2010). According to Paul, "The first man Adam became a living being...the last Adam [meaning Jesus Christ], a life-giving spirit", (1 Cor.15: 45).

There are many more important genealogical figures and schools of thought concerning and contributing to the subject matter of modern day leadership principles, such as, St. Augustine, Thomas Aquinas and the Stoics. These are all important theories or schools of thought but due to time and resource constraints,

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it remains beyond the scope of this research. Instead, the research will focus on the major schools of thought considered to be the most predominate influences.

The upcoming sections will discuss the importance of understanding individual behavioral patterns and other mental processes that effect the individual's motivation and participation within group behavior. Furthermore, the following section will discuss the influence of the environment on human behavior and actions.

2.5 HUMAN BEHAVIOR AND LEADERSHIP

Psychology is the study of behavior and mental processes. William James, one of the founders of modern psychology, defined psychology as "The science of mental life, both of its phenomena and of their conditions", (James, 1890, p. para.1). James' definition provides a basis for our understanding of the complexity of human behavior. Psychology attempts to provide methods, explanations as well as applications for particular life circumstances (Butler & McManus, 1998). The subsequent sections will discuss four of the major psychology disciplines: Psychoanalysis, Social, Cognitive and Personality

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2.5.1 Freud And Psychoanalysis

Sigmund Freud is credited for using a psychodynamic approach in understanding abnormal behavior (Holmes, 1994). Freud's concepts are known as psychodynamic, the root "Psych" meaning mind and the term "Dynamic" referring to the forces that push and pull our behavior in various directions (Holmes, 1994).

According to Freud, the unconscious is a portion of the human mind that is hidden from view (Holmes, 1994). The unconscious contains powerful urges, fears, and conflicts that have a great influence upon a person's behavior without them even acknowledging its existence (Holmes, 1994). The unconscious stores important memories and conflicts from early childhood but continues to affect the person throughout their entire lives (Holmes, 1994). For example, someone who grew up with very little to eat may continue to fear not having food despite having achieved many successes in life.

Freud had three important discoveries concerning human behaviors that are listed in Table 2.5.1:

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TABLE 2.5.1
Freudian Unconscious Theories

Id	The source of all of our innate biological needs (instincts) and the goal is to satisfy those needs.
Superego	These are restraints imposed on us by societal rules, taboos and moral values.
Ego	Mediates between the Id and the superego by finding realistic and effective ways of satisfying the needs of the id while not violating the restraints of the superego.

Source Adapted: (Holmes, 1994)

The following section will discuss the works of John Watson and Burrhus Frederic Skinner on the principles of behaviorism and the conditioning of human behavior.

2.5.2 Pavlov, Watson, Skinner And Modern Behaviorism

Ivan Pavlov is credited with the discovery of classical conditioning. Classical conditioning is based upon an unconditioned stimulus. For example, each time a doorbell rang followed by a balloon popping, the individual would elicit a startled response. The neutral stimulus that acquires the ability to elicit a response is known as the conditioned stimulus (i.e. Bell). Overtime, the individual may

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continue to have a startled response to the sound of the doorbell without the sound of a balloon popping. The work of Pavlov was deemed as central in behavioral learning theories.

John Broadus Watson is credited with promoting the idea that classical conditioning and operant conditioning (i.e. Skinner) explains abnormal and normal behavior in human beings (Holmes, 1994). Watson suggested that fear responses are a result of classical conditioning rather than unconscious conflicts (Holmes, 1994). In contrast, behaviors such as tantrums are operant conditions because they lead to rewards (Holmes, 1994). Behaviorism was used for Watson's conditioning approach and is based upon observable behaviors (Holmes, 1994). Watson suggested that a young child could be molded into any type of adult by using classical and operant conditioning (Holmes, 1994). The work of Watson was further explored by Burrhus Frederic Skinner.

Burrhus Frederic Skinner is credited with the refinement of behaviorism. Skinner viewed behaviorism as the basis for learning (or condition) perspectives on abnormal behavior (Holmes, 1994). Skinner's work was termed operant conditioning. Operant conditioning occurs when a response is followed by a reward (reinforcement) and this causes the response to be elicited again in the future to claim another reward (Holmes, 1994). Operant conditioning plays an

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important role when attempting to understand how inappropriate or appropriate behaviors are performed in order to obtain rewards or avoid punishment.

In both classical and operant conditioning, the learner is directly involved in the conditioning process (Holmes, 1994). Another type of conditioning is vicarious conditioning which is an indirect form of conditioning referred to as observational learning or modeling (Holmes, 1994). Vicarious conditioning indicates that some internal processes (thinking) must be involved. This is an important concept for understanding that classical and operant conditioning develops a condition-need response without directly experiencing the conditioning process. For example, one can be afraid of getting into a car accident simply by seeing or hearing about one. It is not necessary to have experienced getting into a car accident to develop the behavior. The subsequent section will discuss Maslow's theory on human motivation and drive.

2.5.3 Maslow And Human Motivation

Abraham Maslow's seminal work is based upon understanding human motivation through his model called 'The Hierarchy of Needs' (Maslow, 1943). Maslow classified five core needs governing human motivation within his model (Maslow,

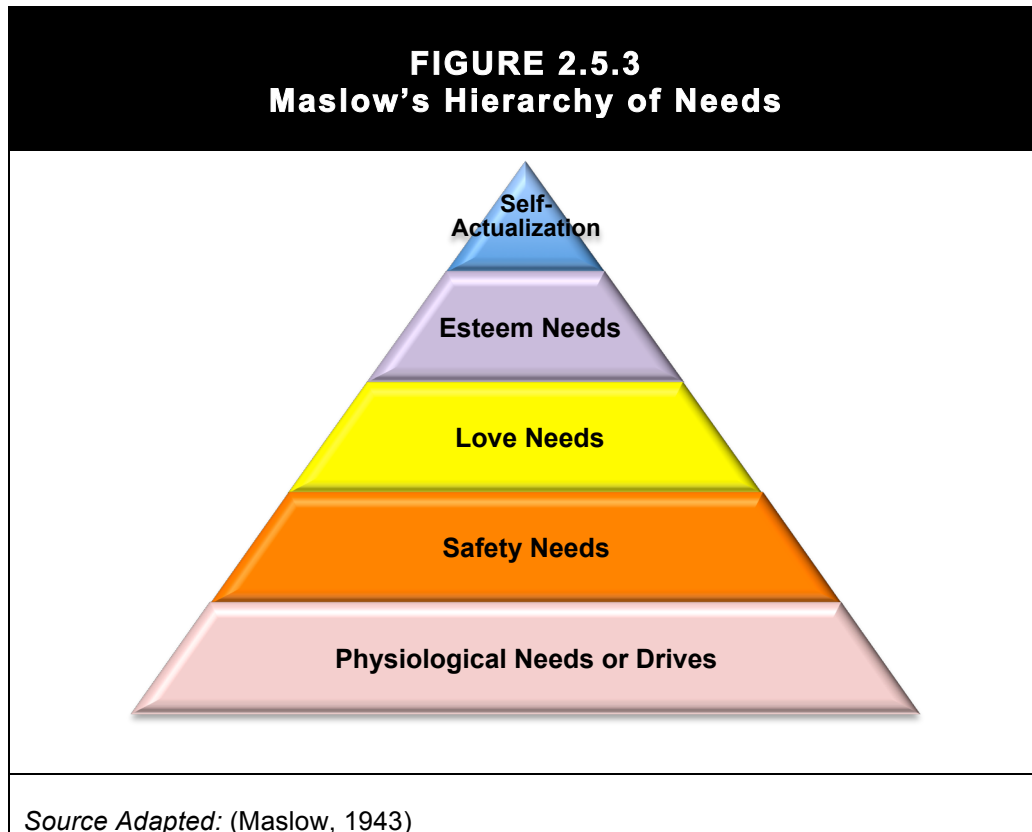
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1943). Starting from basic to higher level needs, the following paragraphs list a brief explanation of Maslow's theory of motivation (Maslow, 1943):

1. The 'Physiological' Needs or Drives: the starting point and the most pre-potent of all needs. Examples Include: Food and Shelter;
2. The Safety Needs: this need emerges when the physiological needs are relatively well gratified. Examples include: Protection and Security;
3. The Love Needs: when both safety and physiological are fairly well gratified, this need will emerge. Also, the safety and physiological needs repeat themselves. Examples Include: love, affection, belongingness;
4. The Esteem Needs: the desire or need for stable and high evaluations of the self. For example, esteem of others and self-esteem, self-confidence and self-respect. Based on real capacity, achievements and respect from others. Satisfaction of self-esteem leads to feelings of worth, strength, capacity and adequacy of being useful and necessary in the world, and finally;
5. The Need for Self-Actualization: if all needs are satisfied, discomfort may be felt due to not fitting into one's current role or not reaching the actual role one is best fitted for. "What a man can be, he must be"; this is self-actualization. In other words, it is a desire for self-fulfillment, for one to become actualized in what they are or who they are potentially (Maslow, 1943).

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In Figure 2.5.3, a schematic is shown of Maslow's Hierarchy of Needs within adult human motivation:



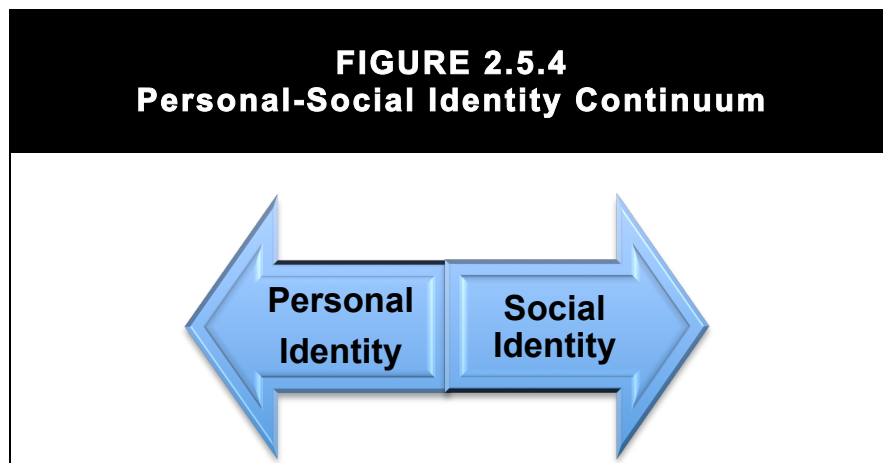
It is important for the human adult that these needs remain in homeostasis as they have a profound effect on their motivation. According to Maslow, "In our society the thwarting of these needs is the most commonly found core in cases of maladjustment and more severe psychopathology", (1943, p. 381). The following section will discuss how social situations affect human behavior and thought

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processes. In addition, the section will discuss group behavior within social situations.

2.5.4 Social Situations And Behavior

The discipline of social psychology seeks to understand individual's behaviors, nature and thoughts in social situations (Baron, Byrne, Branscombe, & Fritzley, 2011). Furthermore, social psychology focuses on how people think about, influence and relate to one another (Myers, 1996). In social psychology, the self is at the heart of how we think and decide on the choices exhibited by our behavior (Baron, Byrne, Branscombe, & Fritzley, 2011). The self and others act as a reference point for our perceptions (Baron, Byrne, Branscombe, & Fritzley, 2011). The fundamental principle in the social psychology perspective is the personal-social continuum (Figure 2.5.4);



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<i>Source: Donald Oxford York, 2011; Image interpreted from (Baron, Byrne, Branscombe, & Fritzley, 2011)</i>

Personal identity refers to the thoughts we have of ourselves as individuals (Baron, Byrne, Branscombe, & Fritzley, 2011). Social identity refers to the self within membership of specific social groups (Baron, Byrne, Branscombe, & Fritzley, 2011). In other words, the self-concept is something that is experienced all at once and is based on an individual's knowledge of who they are (Baron, Byrne, Branscombe, & Fritzley, 2011).

Another important focus in social psychology is group dynamics. Groups are individuals who perceive themselves to be bonded together in a coherent unit to some degree (Baron, Byrne, Branscombe, & Fritzley, 2011). The term entiativity is defined as the extent to which a group is perceived as being a coherent entity (Baron, Byrne, Branscombe, & Fritzley, 2011). Groups high in entiativity implies that the chances are greater that the members form coherent entities (Baron, Byrne, Branscombe, & Fritzley, 2011). High entiativity groups have the following characteristics (Baron, Byrne, Branscombe, & Fritzley, 2011):

1. Members interact often with one another;
2. Members view the group as important;
3. There are common goals and outcomes each member share;

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4. Members are similar to one another in important ways

The following section will discuss principles of cognitive psychology and will examine its relationship to leadership later within the chapter.

2.5.5 Cognition And Leading

Cognition can be defined as a set of beliefs, thoughts, attitudes, expectations and other mental events (Butler & McManus, 1998). This mental process sheds insight into how information is collected, processed, understood and used (Butler & McManus, 1998). Using the cognitive approach, personality is viewed primarily as beliefs, thoughts and mental processes that determine behavior across various situations.

The cognitive perspective focuses on abnormal behavior that results from problems with cognitive content (thoughts) or disruptions in the thought processes (Holmes, 1994). In other words, problems with cognition lead to behavioral problems. The way information is perceived, stored and retrieved is essential to preventing erroneous thoughts (Holmes, 1994). Cognitive restructuring is composed of various techniques used to change beliefs about situations and help develop the ability to cope with different situations (Holmes,

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1994). For example, if one has the belief that all snakes are dangerous, one may begin the cognitive reconstruction process by learning about snakes in order to gain a better understanding and truth about the animal.

Behaviors and cognitions are interrelated as they have a direct effect on one another. According to Jesse Wright, “A two way relationship between cognition and behavior is posited in which cognitive processes can influence behavior, and behavioral change can influence cognitions”, (Wright, 2006, p. 173). For example, having a belief that all snakes are dangerous and venomous can elicit an avoidance behavior of all snakes.

TABLE 2.5.5 Levels of Cognition	
Consciousness	A state in which rational decisions are made with full awareness.
Automatic Thoughts	More autonomous, often private cognitions that flow rapidly in the stream of everyday thinking and may not be carefully assessed for accuracy or relevance.
Schemas	Also known as core beliefs, schemas are the deepest level of cognition. Schemas are the fundamental rules or templates for information processing that are shaped by developmental influences and other life experiences. They play a role in regulating self worth and behavioral coping strategies.
Source: (Wright, 2006)	

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There are three levels of cognition: consciousness, automatic thoughts and schemas (Wright, 2006). Table 2.5.5 discusses each of these levels of cognition in greater detail.

The upcoming section will examine principles of personality psychology and bridge its importance to leadership later in the chapter.

2.5.6 Personality And Leading

The intention of personality psychology is to create a credible construct that is supported by a scientific account of psychological individuality (Adams, 2009). According to Dan Adams, “such an account must situate a person in a biological and cultural context while specifying how that person is similar to and different from other persons”, (2009, p. 3). In other words, this type of psychology focuses upon individual differences in people.

Gordon Allport is credited with the development of trait psychology. Allport’s convictions were based upon the fact that the whole person can be

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conceptualized by internal stable personality traits (or dispositions) (McAdams, 1994; McAdams, 2009). According to Allport traits are:

“Neuropsychic structures having the capacity to render many stimuli functionally equivalent and to initiate and guide equivalent (meaningfully consistent) forms of adaptive and expressive behavior “ (as cited in McAdams, 1994, p.250)

Additionally, traits exert influence on behavior across situations and were regarded as an important causal factor in human behavior (McAdams, 1994). Furthermore, the actions of traits allow for behavior to be viewed as predictable and consistent. There are four conceptions about personality traits:

- They are internal dispositions that are relatively stable in time and situations;
- They are bipolar terms, ranging from one extreme to another. They are often used in the language of opposites (i.e. high-low, dominant-submissive);
- They are additive and independent (i.e. high in respect, medium in stability, low in tolerance), and;
- They refer to broad individual differences in socioemotional functioning (McAdams, 1994; McAdams, 2009).

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Raymond Cattell is the predecessor of Gordon Allport's work. Cattell was credited with creating a method to allow for quantifying traits. Cattell divided traits into three general categories: Dynamic, Ability and Temperament traits. These three categories are further explained in Table 2.5.6

TABLE 2.5.6 Cattell -Source Traits	
Dynamic traits	Set the individual into actions to accomplish a goal.
Ability traits	Concerned with the effectiveness with which an individual reaches a goal.
Temperament	Concerned with stylistic aspects of responses as speed, energy and emotional reactivity.
<i>Source:</i> (McAdams, 1994; McAdams, 2009)	

The next section will discuss the importance of understanding the different types of power that exist within organizations. This section takes a standpoint from a social psychology perspective in understanding the formulation of groups and their behavior.

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2.5.7 Power In Group Dynamics

According to James Alcock et al. (1997), a group is two or more people who influence each other through common goals, establish an ongoing relationship and who believe they belong to the group. *Within each group there is a* distribution of power and its selected members may have more influence than others (Alcock, Carment, Sadava, Collins, & Green, 1997). Power creates the ability to influence groups to comply or adhere. Alcock et al. focused on seven types of power that can be found within group dynamics. Table 2.5.7 reviews the different types of power that Alcock et al. addressed:

TABLE 2.5.7 Types of Power in Group Dynamics	
Reward	Compliance carried forth due to reward
Coercive	Compliance influenced by threat
Legitimate	Authority figures exercising their duties backed by coercive power
Expert	Individuals with specialized and important knowledge
Informational	Those who provide or withhold information

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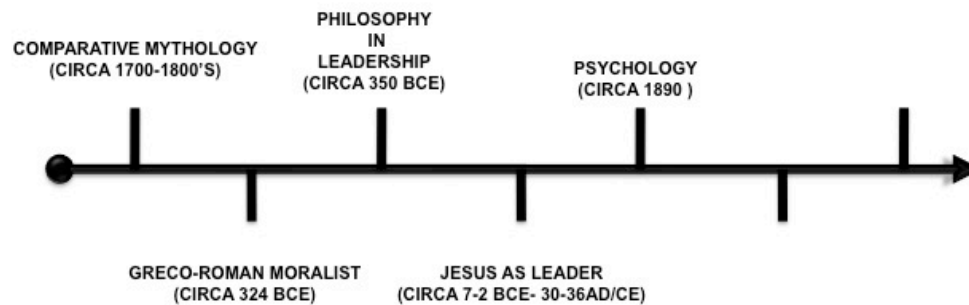
Referent	Obedience fulfilled due to the fact people wish to be like those holding power
Reciprocal	Based on the personal desire to gain or return support
<i>Source: (Alcock, Carment, Sadava, Collins, & Green, 1997)</i>	

2.5.8 Summary Of Great Thinkers

Part one of the chapter introduced the timeless wisdom of the earlier predecessors of management and leadership concepts. Elements were presented on topics such as the dualistic nature of human beings as they aim to develop themselves through the existence of others. Furthermore, the Great Thinkers gave valuable insight in understanding human character, their emotions, behavior and logic. Alongside the former were strategic elements of persuasion and a heavily stressed importance of the self, virtues and ethics in governing behavior. Furthermore, the section was important in order to comprehend human actions, thought processes and behaviors. In Figure 2.5.8, a timeline has been generated on Part One of the review:

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FIGURE 2.5.8
Summary Timeline Of Great Thinkers



Source: Donald Oxford York, 2011

As evidenced by Figure 2.5.8, the Great Thinkers have shown significant transitions in societal thought processes. The transition commences with hero worship to logic, followed by behavior and mental processes and ends with societal/environmental influences on human behavior.

This section was important for 'setting the stage' for extracting and interweaving leadership principles alongside of the essential elements found within the areas of: mythology, philosophy, religion and social psychology. Further analysis will be presented within the critique section of this chapter and within Chapter Five – Synthesis and Integration. Part Two of the literature review will compare and

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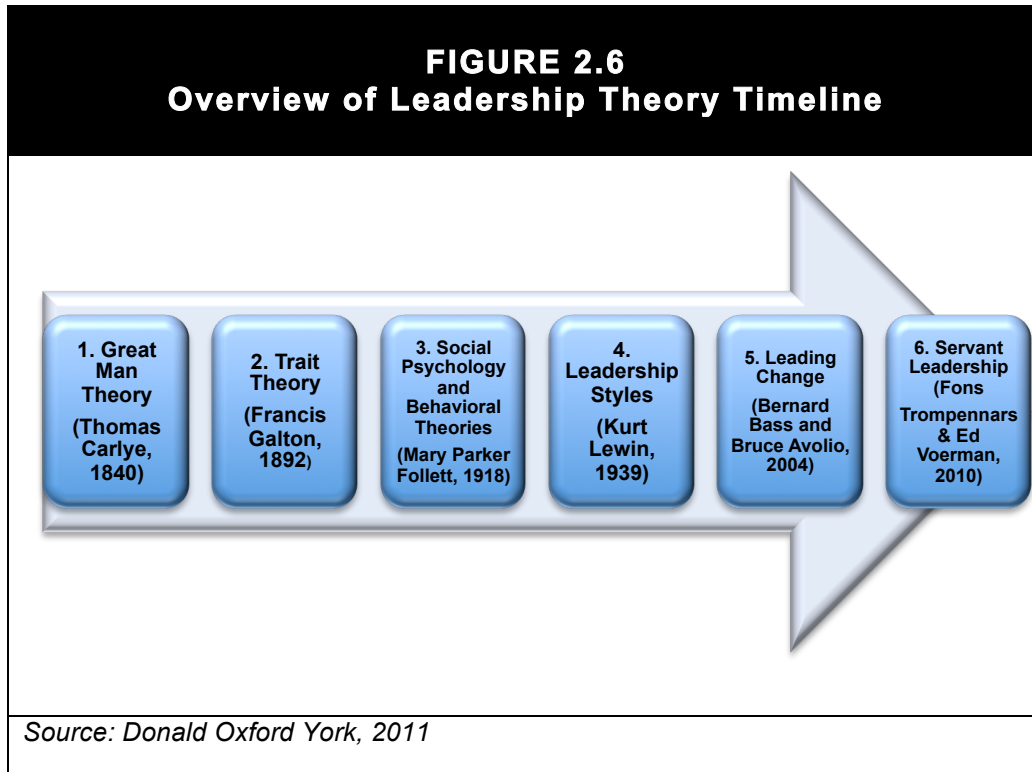
contrast historical and modern day theories of leadership, followership,
management and organizational behavior.

PART TWO

THE TRANSITION OF LEADERSHIP THEORY & PRAXIS

2.6 PART TWO-TRANSITION OF LEADERSHIP THEORY & PRAXIS

Over one hundred years have been devoted to the study of leaders and leadership theory. In Figure 2.6, The Leadership Theory Timeline is a general portrayal of the evolution of leadership theories and practices. More so, it recognizes the essential theorists and doctrines that have made a significant contribution in shaping modern leadership thought and structure.



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For centuries researchers have investigated leadership skills and its acquisition from a variety of perspectives. Important authors that are routinely referenced within the above themes include: Thomas Carlyle, Francis Galton, Mary Parker Follett, Rich Hughes, Fred Fielder, Kenneth Blanchard, Paul Hershey, Robert House, Terance Mitchell, Victor Vroom, Joseph Rost, Phillips Yetton and Ira Chaleff.

The work of these authors and others will be instrumental in providing an extensive examination of the previously mentioned themes while defining the process and role of leadership within the Emergency Medical System. The sections that follow will provide an epigrammatic review of leadership from the following perspectives: Great Man, Trait, Philosophical, Social-psychological, Behavioral theories and Leadership styles. Furthermore, the main theoretical models in leadership most often referenced will be mentioned.

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2.6.1 Great Man Theory

In the nineteenth century, the popular leadership theory of this time period was the Great Man. The Great Man theory focused on the question of 'Are leaders born or made?' (Alcock, Carment, Sadava, Collins, & Green, 1997). The historian Thomas Carlyle had a major influence on the Great Man theory of leadership. Carlyle believed that the history of the world is made up of the biography of Great Men (Carlyle, 1840). According to Carlyle, effective leaders are those who are gifted with divine inspiration and the right characteristics (Carlyle, 1840). Previously, these mentioned concepts were studied in Part One - Leadership As Mythology (The Hero) and Jesus As Leader (Charisma).

Some of the earliest research on the Great Man leadership theory looked at aristocratic rulers who were already successful leaders and who had achieved their position through birthright (Carlyle, 1840). People of a lesser social status had fewer opportunities to achieve and carry out leadership positions; it contributed to the idea that leadership is an inherent ability (Carlyle, 1840). Carlyle classified Great Men into four categories of distinction from 'Regular Men':

1. Divinity
2. Kings
3. Priests, and
4. Men of Letters (Intellectuals) (Carlyle, 1840).

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Carlyle deemed being in the presence of great men as an invaluable experience for acquiring work ethic and knowledge (Carlyle, 1840). From the Carlyean perspective, Heroes (leaders) possessed the following characteristics found in Table 2.6.1:

TABLE 2.6.1 Carlyle Great Man Leader Characteristics		
Heroic Nobleness	Nobleness	Loyalty
Charisma	Strong Faith	Truthfulness
Sincerity	Great Appreciation For Existence	
Source Adapted: (Carlyle, 1840)		

The following section shifts away from heroes and hero worship and focuses upon traits as the most significant element in understanding the various positions of leadership.

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2.6.2 Trait Theory Of Leadership

The Trait Theory assumes that there are inherit qualities and traits that make individuals better suited to be in positions of leadership (Alcock, Carment, Sadava, Collins, & Green, 1997). In the nineteenth century, Francis Galton is credited with the application of using a statistical method for the study of human intelligence and differences (Galton, 1892). Galton's work shifted leadership research towards genetics and hereditary factors (Alcock, Carment, Sadava, Collins, & Green, 1997). Furthermore, Galton's research aimed at explaining that inheritance was the key element in all leadership abilities (Galton, 1892).

Additionally, Galton discovered that great men have remarkable mothers and that they are largely indebted to maternal influences (Galton, 1892). Hence, the nature versus nurture contextual application to leadership development (Galton, 1892). Great men were seen to have high morals and have an affectionate character (Galton, 1892). In Table 2.6.2, a list of key traits discovered within Galton's work can be found below:

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TABLE 2.6.2 Galton Trait Theory Analysis Factors		
Race	Intelligence	Age
Personality	Self-Confidence	Height
Weight	Fingerprint Patterns	Talkativeness
<i>Source Adapted: (Galton, 1892)</i>		

The subsequent sections will shift focus towards twentieth century perspectives on leadership commencing with socio-behavioral theories.

2.6.3 Socio-Behavioral Theories Of Leadership

The socio-behavioral theorists have the reverse conceptualization of the Great Man theory. This simply means that leaders are considered made, not born. Leaders are created through group psychodynamics and individual behavioral responses. Mary Parker Follett examined the existing qualities of effective leaders (Follett, 1918). Follett's work was one of the first to document that leadership was a reciprocal process between leading and following. The

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dynamics of the leader-member exchange emphasized that the leader must guide their group (followers) and the group (followers) must guide their leaders (Follett, 1918). Follett's thought processes resembled a Hegelian perspective on the dynamics of master-slave and the self versus the other. The work of Follett categorized three types of leaders:

1. Actual Leader: the one who occupied a positional role as boss;
2. Official Leaders: these individuals were servants of the people; and finally
3. Genuine (or real) Leaders: these individuals are chosen from the people to lead freedom and equality (Follett, 1918).

The premise of Follett's work was that leadership could not be studied unless group psychology was explored. Moreover, people have an influence on selecting their leader and that leadership can be formal or informal. The following section will discuss contingency theory in leadership.

2.6.3 Contingency Theories Of Leadership

Contingency theories of leadership focuses upon what styles are better suited in different situations. The work of Kurt Lewin focused on leadership styles,

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transitions and purposes based upon the situational context (Lewin, Lippitt, & White, 1939). Lewin tested three particular styles of leadership:

1. Autocratic (Authoritarian): Increased productivity during high stress situations. Leader makes all decisions.
2. Democratic (Participative or Collective Rule): Offers guidance to group members and accepts input from members.
3. Laissez-faire (No Structure, Delegative or Guidance): Others decide in the decision to be taken (Lewin, Lippitt, & White, 1939).

Lewin concluded that the 'Participative' style was generally the most effective style whereas the 'Laissez-Faire' was most effective when members are highly qualified in an area of expertise (Lewin, Lippitt, & White, 1939). Lewin found that the 'Autocratic' style was best applied to situations where there is no time for group decision making and the leader is the most knowledgeable of the group (Lewin, Lippitt, & White, 1939). Lewin's research concluded that there is not one leadership style that is effective in all situations, thereby highlighting the importance of situational leadership (Lewin, Lippitt, & White, 1939). The subsequent section will discuss situational theories of leadership.

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2.6.4 Situational Theories Of Leadership

The structure of situational theories was expanded through the research studies of Kenneth Blanchard and Paul Hershey (Blanchard & Hershey, 1968). The situational leaders' effectiveness is based upon their personal behavior and their follower's development (Blanchard & Hershey, 1968). Blanchard and Hershey (1968) concluded that there are two existing categories of leader behaviors: task oriented and relationship oriented. Blanchard and Hershey's two categories are described below in Table 2.6.4.

TABLE 2.6.4 Situational Leadership Theory Categories	
Task Behavior	Involves the leader solely dictating the responsibilities (what, how, when and who does it) of the group.
Relationship Behavior	Involves two-way communication with their followers: listening, encouraging, being supportive, clarifying, elucidating importance, facilitating and giving support.
<i>Source Adapted: (Blanchard & Hershey, 1968)</i>	

The importance of situational leadership lies within the nexus between the leader and the follower. Thus, leaders can influence their followers but followers can

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also influence their leaders (Blanchard & Hershey, 1968). A successful leader must be in tune with the expectations and needs of the followers (Blanchard & Hershey, 1968). Consequently, being successful in leadership is a combination of the right leader and the right situation. Situational leadership paved the way for leading change theories, such as, Transformational and Transactional, two theories that will be discussed later within the chapter. The following section will discuss the role of education and learning in creating new leadership.

2.6.5 Freire Leadership Pedagogy

Paulo Freire is best known for his theories on education. Freire emphasized and reprised upon two main distinctions: the oppressors and the oppressed (Freire, 1970). The usage of the words “oppressors-oppressed” was a direct influence of political argument from his personal, observed and experienced realities within education (Freire, 1970). Praxis is created when awareness is coupled with reflection (Kaak, 2011). When awareness develops, so does having the insight into the exploitive methods of the oppressors (Kaak, 2011).

Freire calls this process of new awareness *Conscientizacao* (Freire, 1970). The term *Conscientizacao* means, “learning to perceive social, political and economic contradictions, and to take action against the oppressive elements of reality”,

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(Freire, 1970, p. 19). According to Freire, “education is a subversive force” (1970, p. 9). Freire viewed education and learning as being crucial for building self-awareness and to develop an ability to think critically within social situations (Freire, 1970). This in turn creates a proactive responsibility that is developed into those who engage in public and societal changes. In other words, education and learning creates empowerment.

Freire’s standpoint was that education is the means to transform society and pave the way in partaking within its transformation (Freire, 1970). Freire argued that when given the proper tools, every human being could look critically at the world and their perceived personal and social reality (Freire, 1970). This in turn, will allow for peoples realities and their existing contradictions to become conscious, thereby allowing them to deal critically with it (Freire, 1970). For example, an individual who possesses the power of thinking negates any accepted self-limits and provides the path to a new future. With this in mind, Freire stated that:

“The mans ontological vocation is to be subject who acts upon and transform his world, and in doing so moves towards ever new possibilities of fuller and richer lives individually and collectively”, (1970, p. 13).

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Interestingly, Freire brings into perspective the old paternalistic 'teacher-student' relationship. Moreover, Freire's viewpoints underline that even a peasant can become more of an effective facilitator than a teacher. Hence, the resemblances of Hegelian thought processes.

Freire states that for this sort of praxis to occur the following must be in effect:

"It is necessary to trust in the oppressed and in their ability to reason.
Political action on the side of the oppressed must be pedagogical action",
(Freire, 1970, p. 49).

Paulo Freire describes two methods of education: the banking concept and the problem posing. The banking concept of educating refers to teachers (depositors) who make 'deposits' of knowledge onto their students (depositories) (Freire, 1970). The banking concept suppresses creative power and forces the student to just memorize and repeat the same actions (Freire, 1970). The problem-posing approach to education, however, allows for the student to be cognitive at all times (Freire, 1970). The problem-posing educator is constantly re-forming their reflections through their students (Freire, 1970).

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The revolutionary leader must comprehend that their beliefs of the necessary struggle are indispensable to what constitutes a new leadership style to be employed and is necessary for the oppressed (Freire, 1970). Freire states that the revolutionary leader “cannot think without the people nor for the people but only with the people”, (Freire, 1970, p. 126). The lack of faith or fear of the people prohibits any new form of leadership from being created.

According to Freire, “a revolution is made by acting together in unshakable solidarity”, (1970, p. 126). The new leadership should express the consciousness of the students (people) themselves (Freire, 1970). The aims of the new leadership:

1. Express consciousness of the students themselves;
2. Practice co-intentional education;
3. Recreate knowledge as they attain knowledge of reality through action and reflection;
4. Self-discovery for the student and teacher;
5. Careful analysis of teacher-student relationships at any level reveals its fundamental narrative character. Narrating the teacher-student through listening, patience and objectives of the student, and;
6. Contradict any form of manipulation that leads to domination (i.e. manipulation, management and propaganda) (Freire, 1970)

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This section introduced the importance of education and learning in becoming empowered, better self-aware and managed. The following section will discuss Max Weber's theory and principles of charismatic leadership taken from a sociological perspective.

2.6.6 Weber On Charismatic Leadership

The science of sociology pertains to an interpretive understanding of social action, its course and consequences (Weber, 1978). An individual's actions embody all behavior and insofar as action being social, it takes into account the behavior of others (Weber, 1978).

Max Weber's work on leadership commences with the following dichotomies: bureaucracy and patriarchalism. The patriarch is considered as a natural leader for matters of everyday life whereas bureaucracy is its counterpart (Weber, 1978). Bureaucracy is permanent in its structure and is made up of rational rules, geared towards ordinary everyday men.

The 'natural' leaders' key element is having a charismatic base that satisfies all extraordinary needs (Weber, 1978). According to Weber, this means that during times of distress the 'natural leader' was not an appointed office holder nor professional in the present day sense (Weber, 1978). The natural leader was a

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bearer of specific gifts of mind and body that no one could have access (Weber, 1978). This was termed by Weber as charisma. Weber defined charisma as being:

“self-determined and sets its own limits. Its bearer seizes the task for which he is destined and demands that others obey him and follow him by virtue of his mission“, (Weber, 1978, p. 1112).

In order for charisma to be effective, the follower(s) must recognize the charismatic leader and the virtues of his or her mission (Kalberg & Cohen, 2005). The charismatic leader will remain as a master as long as he continues to prove himself (Weber, 1978). This condition appears to be similar context of the historical Jesus and his relation to the disciples. On the other hand, if those who follow do not recognize the charismatic leader for the claims then the leader collapses (Weber, 1978). The charismatic leader does not derive his claims from the will of followers but rather there is a duty to be:

1. Recognized for his charisma by the believers;
2. The personal mission which establishes his power is recognized; and
3. Recognized for the popular sovereignty claims (Weber, 1978).

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Max Weber explains three types of leadership, power and domination that will be further explained in Table 2.6.6:

TABLE 2.6.6 Max Weber: Three Levels of Leadership, Power and Domination	
Leadership, Power, Domination	Explanation
Bureaucratic (Modern state, bureaucracy)	Hierarchy of appointed officials, requires an authority which as not been appointed in the same fashion as the other officials.
Patriarchal-Feudal (Patriarch, Patrimonialism, Feudalism)	Naturally given in the nuclear family of parents and children and in the extended family he is established through unambiguous traditional prescription.
Charismatic (Familial, Religious)	Resting on devotion to the exceptional sanctity, heroism or exemplary character of an individual person and of the normative patterns or order revealed or ordained by him.
Source: (Weber, 1978)	

The importance of recognition is a key element for personal qualification and effectiveness in charismatic character (Weber, 1978). There is a great deal of

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importance in studying the selection criteria for the highest holder of power, leadership and the designation of successors (Weber, 1978). Weber's work is essential in understanding legitimate political leadership, domination and authority. Weber's tripartite classifications on authority are ideal pure types that are rarely seen. He argues that authority is power accepted and is justifiable by those who are subject to it (Weber, 1978).

This section was important for introducing leadership, power and domination from a sociological perspective. Weber exemplifies the idea that within a hierarchical development order, there exists a progression from charismatic authority, to traditional authority, and finally reaches the state of rational-legal authority, which is characteristic of a modern liberal democracy (Weber, 1978).

Furthermore, the element of charisma was introduced as the main factor in leading effectively and producing followers. Charismatic leadership along with situational theories have paved the way in generating Transformational and Transactional leadership, theories which will be discussed within the subsequent sections.

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2.6.7 Change Theories Of Leadership

The research of Bernard Bass and Bruce Avolio (2004) focuses on two categories of leaders: 'Transactional' and 'Transformational'. The transactional leader recognizes the roles, tasks and needs of the followers in order to achieve desired outcomes (Bass & Avolio, 2004). According to Bass and Avolio, "[the transactional leader] displays behaviors associated with constructive and corrective transaction", (Bass & Avolio, 2004, p. 6). The intention of a transactional leader is to get the follower to expend the necessary energy required by the tasks at hand (Bass & Avolio, 2004). The transactional leader achieves this objective through building confidence, using motivation techniques, stimulating desire and specifying the compensational rewards (Bass & Avolio, 2004). In its active or passive form, transactional leadership is based on identification of mistakes (Bass & Avolio, 2004). In its constructive form, the transactional leader works closely with the follower (Bass & Avolio, 2004). Bass and Avolio define a Transformational Leader as one who:

"Articulates a shared vision of the future, intellectually stimulates subordinates, provides a great deal of support ...[,] recognizes individual differences and sets high expectations", (Kirkman, Chen, Farh, Chen, & Lowe, 2009, pp. 744-745).

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Transformational leaders are proactive, increase potential in their followers and optimize organizational development (Avolio, Walumbwa, & Weber, 2009).

Transformational leaders have a tendency to establish credibility, respect, trust, and are admired (Avolio, Walumbwa, & Weber, 2009). This causes followers to want to emulate their leader's behaviors and actions (Bass & Avolio, 2004). The transformational leader places the needs of the followers over their own needs (Bass & Avolio, 2004). Moreover, the transformational leader has more open communication with the follower, shares risks, consistently promotes values, ethics and principles (Bass & Avolio, 2004). The goals of the transformational leader are based on improving and developing followers. The subsequent section will discuss empowerment theories in leadership.

2.6.8 SuperLeadership

The concept of SuperLeadership challenges organizations to view all employees as potential leaders (Bunch, 2001). According to Charles Manz and Henry Sims, a super leader designs and implements a system that allows others to lead themselves to become self-leaders (Manz & Sims, 1989).

The concept of SuperLeadership is at the heart of empowerment and is based upon developing self-leadership to encourage team members (Draft, 1999). As

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previously mentioned, the intent of practicing SuperLeadership is to develop others to lead themselves. In the process, the leader (SuperLeader) turns over responsibilities, authority and power to a self-leading or managing team. The contributing factor to empowerment is delegation of authority and responsibility (Draft, 1999). This in turn, aides the employees to become self-managed, thereby allowing them to feel empowered. As such, researcher John Bunch states:

“SuperLeadership involves listening more and talking less, asking more questions, encouraging learning, using less punishment, and exhibiting other behaviors that foster initiative in subordinates and colleagues. The approach calls for leaders to counsel others to take responsibility for solving problems rather than asking the boss”, (Bunch, 2001, p. 148).

Practicing SuperLeadership is based on the principle of “unmanagement”, implying no bosses or managers only many leaders (Draft, 1999).

SuperLeadership stimulates and facilitates self-leadership in others (Manz & Sims, 1989). It is through self-influence that excellence and powerful opportunities are achieved. The concept of SuperLeadership overlaps onto the next theory of discussion which is based upon Self-Leadership.

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2.6.9 Self-Leadership

Self-leadership is defined as a set of strategies based on thoughts and behaviors that people use to influence themselves (Manz & Sims, 1989; Zaccaro S. , 1990). In other words, Self-leadership is based on what individuals do to lead themselves and can be viewed as responsible followership if they are given an opportunity to control their own lives (Manz & Sims, 1989). Having too much control over employees can eliminate the importance of the person's self (Manz & Sims, 1989).

According to Charles Manz and Henry Sims, "to be effective, a leader must successfully influence the way people influence themselves", (1989, p. 7). The premise of Self-leadership is based upon long-term organizational success due to unleashing the potential within each individual (Manz & Sims, 1989). By exploring the potential of each individual the creation of a powerful leadership and commitment to excellence is made (Manz & Sims, 1989). It is important in self-leadership to relinquish reliance on control as it hinders individual development.

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2.6.10 Servant Leadership

Servant leadership is based upon serving the people he or she leads (McCrimmon, 2011). The intention is based on serving the needs of organizational members while simultaneously meeting the needs of those they lead (McCrimmon, 2011). The servant leader develops members, coaches and encourages self-expression (McCrimmon, 2011). The goal of the servant leader is to facilitate personal growth and to build a sense of community and joint ownership (McCrimmon, 2011). The effectiveness of servant leadership is based on the follower's ability to reach their full potential and thus, perform at their very best (McCrimmon, 2011).

According to Mitch McCrimmon servant leadership, "forces us away from self-serving, domineering leadership and makes those in charge think harder about how to respect, value and motivate people reporting to them", (2011, p. para.3). The two components of servant leadership are being selfless and serving employees (McCrimmon, 2011). A selfless leader is willing to risk his or her own fate and make sacrifices in order to do what is right (McCrimmon, 2011).

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2.6.10.1 Servant Leadership And Jesus

An alternate perspective to servant leadership is the kind of leadership Jesus Christ practiced, a leadership that is closely based upon God's word (Rinehart, 1998). In this perspective, the role of a leader is to serve. Jesus used diversity rather than standardization that allowed for freedom to use varying methods, styles and visions (Rinehart, 1998). According to Stacy Reinhart (1998), "Jesus did not use standardized methods; Rather, he fit His approach to individual needs and personalities", (p. 38). Servant leadership allows for diversity as it promotes freedom in methodologies, ideals and approaches due to the fact that the individual is valued (Rinehart, 1998). A servant leader's intention is to bring individuals back to the Bible as God has already given standards to embrace (Rinehart, 1998).

Servant Leadership is a life long commitment based on God giving us the people to sheppard in His care (Rinehart, 1998). Servant leadership aims at suppressing the need to rely solely on power and control. Instead, it aims to develop others while reflecting on one's leadership through faith, prayer and dependence on God (Rinehart, 1998). The philosophy of serving is at the heart of this type of leadership regardless of how people follow (Rinehart, 1998). The Servant Leadership Model can be summarized in Table 2.6.10.1

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TABLE 2.6.10.1
The Servant Leadership Model

Diversity not standardization	Diversity of the body is valued. No standardized values, expectations or assumptions.
Empowerment not conformity	Equip and develop individuals to be empowered and to release their gifting and god-give calling. It treats all believers alike and expects them to be and act alike.
Centered in Scriptures rather than pragmatism	Using scriptures for answers rather than pragmatism (business models).
Authenticity above productivity and control	Different evaluation standard for each person. Authenticity allows for value in what is real and brings forth freedom to do things that may seem to fail in the long run but may not be failure in God's eyes.
<i>Source:</i> (Rinehart, 1998)	

The subsequent section will be devoted to cross cultural aspects of leadership theories and practices. In addition, the section will take into consideration cross-cultural aspects involved in a leader's role and their respective environment.

2.6.11 Global Leadership

A global leader must strategically and cross culturally develop a more flexible leadership style that is based on adaptability for situations worldwide (Deresky,

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2006). Global leadership is based on four personal development strategies to create effective global leaders. These previously mentioned strategies are known as the 'Four T's':

1. Travel: become exposed to various cultures, political systems, economies and markets;
2. Teamwork: how to operate on an interpersonal level, be aware of cultural norm differences, models and decision-making processes;
3. Training: participating in training seminars as well as being internationally assigned, and;
4. Transfers: international assignment and repatriation (Deresky, 2006).

In order to establish global effective leadership, the key traits are: having the ability to influence and inspire attitudes and behavior of people anywhere in the world (Deresky, 2006). The global leader's ability to inspire and influence has a direct effect on the motivation and behavior of the workers and the climate of the organization (Deresky, 2006).

The research project titled 'Global Learning and Observations to Benefit the Environment (GLOBE)' focused on behaviors that were universally accepted and culturally contingent in leadership (Deresky, 2006). Table 2.6.11 A, describes cross-cultural leadership behaviors and styles merged with behaviors.

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TABLE 2.6.11 A Cross Cultural Leadership Behaviors and Styles	
LEADERSHIP BEHAVIORS	
POSITIVE	NEGATIVE
Trustworthiness, encouraging, effective bargainer, skilled administrator and communicator, team builder.	Uncooperative, egocentric, ruthless and dictatorial.
LEADERSHIP STYLES & BEHAVIORS	
• Charismatic	• Team oriented
• Self-protective	• Participative
• Humane and Autonomous	
<i>Source: (Deresky, 2006)</i>	

There are universal leadership styles and behaviors that can be found across cultures: Charisma, Team-Oriented, Self-protective, Participative, Humane and Autonomous.

Table 2.6.11 B describes the styles and behaviors explained in Table 2.6.11 A, but they are rated on a scale from 1 (low importance) to 7 (high importance) according to a particular sample size within Canada and the USA. Table 2.6.11 B, has been modified to study only the countries found within this research.

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TABLE 2.6.11 B Cultural Contingent Beliefs Regarding Leadership Styles	
CANADA (English) N=257	USA N=399
Charisma= 6.16 Team=5.84 Self-Protective=2.96 Participative= 6.09 Humane=5.20 Autonomous= 3.65	Charisma= 6.12 Team=5.80 Self-Protective=3.16 Participative= 5.93 Humane=5.21 Autonomous= 3.75
<u>Legend</u> N= number of participants 1= behaviors not favorable; 7=facilitates effective leadership 0=Low; 100=High	
<i>Source Adapted: (Deresky, 2006)</i>	

In addition, cross-cultural leadership also examines the role of the leader during delegation of authority. Table 2.6.11 C compares the leader's participation and initiatives within the USA and Canada only. However, the lowest and the highest ranked countries are merely mentioned in the table to compare them to the countries studied within the research. It should be noted that the term participative does not mean lack of initiative or responsibility (Deresky, 2006).

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TABLE 2.6.11 C Hampen-Tuner and Trompenaars Comparative Leadership Dimensions: Participation and Initiative	
Managerial Initiative, Managers’ Sense of Drive and Responsibility	Extent to Which Leaders Delegate Authority
Canada = 61.56; USA = 73.67 (#1) Portugal (lowest) = 49.74; USA = 73.67 (highest)	Canada = 64.38; USA = 66.23 Greece = 37.95 (lowest); Sweden = 75.51 (highest)
<i>Source Adapted:</i> (Deresky, 2006)	

The work of David Waldman et al., researched countries around the world that ranked high on power distance. According to the researchers, “power distance values as the extent to which societal members believe that power should be concentrated in the hands of only a few people in a culture, and that those people should be obeyed without question and afforded special privileges, (2006, p. 826). Societies high in power distance are more prone to manipulative use of power, gender inequalities and minorities; authoritative figures expect obedience and receive (Deresky, 2006).

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Societies low on power distance prefer a more consultative, participative leadership style and expect supervisors to adhere to that style. The essential component to cross-cultural leadership is the employees' attitudes towards leaders (subordinateship).

TABLE 2.6.11 D Geert Hofstede National Culture In Four Dimensions	
Power Distance (Small, Medium, Large)	Society accepts the fact that power in institutions and organizations is distributed unequally.
Uncertainty Avoidance (High/Low)	The extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid these situations by providing greater career stability, establishing more formal rules, not tolerating deviant behaviors and believing in absolute truths and the attainment of expertise.
Individualism (Collectivism)	<ul style="list-style-type: none"> • Individualism loose social framework in which people take care of themselves and immediate families only. • Collectivism a tight social framework in which people distinguish between in-groups and out groups. They expect their in-group to look after them and show absolute loyalty.
Masculinity (Femininity)	<ul style="list-style-type: none"> • Masculinity the dominant values in a society such as assertiveness, acquisition of wealth and material things, not caring for others nor preoccupied with quality of life. The wider a society scores towards the masculine side, the wider the gap depicts "men's" and "women's" values. • Femininity stand for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus oriented.
Source Adapted: (Hofstede, 1980)	

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Much depends on subordinancy and their cultural conditioning and it is that subordinancy to which the leader must respond (Hofstede, 1980). Cultural conditioning is not a characteristic of individuals; instead, it is about people who are conditioned by the same education and life experience (Hofstede, 1980). In other words, cultural conditioning is a collective thought process or condition.

Table 2.6.11D provides explanation of Geert Hofstede's Four National Cultural Dimensions.

2.6.12 Servant Leadership Across Cultures

In a diversified workforce, servant leadership across cultures gives insight into cross-cultural management. The intention of servant leadership across cultures is to merge both leading and serving in management styles to produce thoughtful interactions within the environment (Trompenaars & Voerman, 2010). There are two models that will be discussed on the subject manner: the power model and the shared model.

The power model of leadership is about attainment, exercise and retention of power (Trompenaars & Voerman, 2010). The sharing of power is not considered and therefore, the power model falls upon traditional leadership ideologies (Trompenaars & Voerman, 2010). Within the organization, a servant leader must have a strong desire to serve in addition to having a strong ability to lead. The

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servant leader continuously develops themselves, others and society as a whole (Trompenaars & Voerman, 2010).

There are seven core qualities that have been formulated within intercultural management: Leading through serving, Better rules though expectations, Building teams of creative individuals, More passion as a result of control, Putting parts into a whole, Short term and Long term vision, Combining internal from external. Further explanation of these seven core qualities in cross-cultural management can be found in Appendix A.

The subsequent section will analyze gender and leadership. This section will be devoted to examining the notions of whether or not gender differences are present in leadership and/or leaders in particular.

2.6.13 Gender Differences In Leadership

The role of gender appears to be a significant factor in leadership positions. Women seem to have difficulty in being accepted as managers/leaders, especially when transitioning into traditionally male dominated roles. According to Sharon Buckmaster,

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“ The idea of women in top leadership roles is still difficult for many to grasp, and women who do succeed in attaining those positions need to be both exceptional and exceptionally able to deal with enormous social and psychological pressures” (Buckmaster, 2004, pp. 2-3).

Gender stereotyping has created and reinforced a set of beliefs about the nature of men and women (Buckmaster, 2004).

Innate sex differences or ingrained differences may play a role in how leaders lead. In 1990, researchers Alice Eagly and Blair Johnson published their work on the comparative nature of leadership and gender. In management, there are two models of gender leadership: the masculine model and the feminine model.

The masculine model of gender leadership within management involves the following:

1. Unemotional hierarchical control;
2. Analytical problem solving;
3. Competitiveness, and;
4. A high level of control for the leader (Eagly & Johnson, 1990).

Concurrently, the feminine model of leadership within management consists of:

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1. Cooperativeness;
2. Collaboration of managers and subordinates;
3. Lower control for the leader, and;
4. Problem solving based on intuition and empathy as well as rationality (Eagly & Johnson, 1990).

Thus, it can be argued that both genders behave stereotypically and learn to adopt the most admired qualities of the other in order to be more effective (Eagly & Johnson, 1990). According to Eagly and Johnson, "There are in fact no reliable differences in the ways women and men lead...[but] evidence for sex differences in leadership style", (1990, p. 233). Women leaders appear to behave in similar ways as male colleagues (Eagly & Johnson, 1990).

Furthermore, there are suggestions that the differences amongst the genders are due to structural positions rather than the selection of those who are equivalent in power and status (Eagly & Johnson, 1990). In addition, women occupying managerial roles may be met negatively and are generally less supported than male managers (Eagly & Johnson, 1990). Female managers are common members of a small minority whereas males tend to be a majority (Eagly & Johnson, 1990). Gender differences may exist because women tend to have the status of 'token' due to the rarity of higher positions, salary differences and gender differences in evaluation (Eagly & Johnson, 1990).

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Eagly and Johnson (1990) concluded that the observable differences are those which are gender stereotypical and within social behaviors. In terms of personality and skills, women were more democratic than men and there were very subtle differences on how both genders in the same role approached their position (Eagly & Johnson, 1990). Males tend to be more task-oriented than female leaders and age was a significant predictor of sex differences in task and interpersonal styles (Eagly & Johnson, 1990). Older leaders were more stereotypic in their interpersonal style but less stereotypic in their task style (Eagly & Johnson, 1990).

2.6.14 Leadership Effectiveness And Gender

In terms of leadership effectiveness and gender in the US Air Force, Christine Gedney states “There is more of a hidden bias by men against women than there is logical reason for this representation of women in the senior ranks” (1999, p. 5). Gedney argues that most of the qualities or characteristics associated with leaders are simply attributes and not gender specific (Gedney, 1999). These attributes are gender neutral based on being an effective leader. According to Gedney, there needs to be a more equitable approach in leadership training to allow for female leaders to have role models to learn from and to identify with

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(Gedney, 1999). In other words, a model of leadership that transcends gender is a necessity.

In order for women to emerge as leaders, there needs to be a change in perspective that allows for and presents the opportunity to influence and motivate others (Gedney, 1999). Although there are more similarities than differences in leadership amongst the genders, women are less likely to be pre-selected for leadership (Gedney, 1999). Interestingly, the number of leaders who emerged increased as the amount of women within the group increased; gender majority thus has an effect on gender and leadership (Gedney, 1999).

The following sections will address the essence and challenges of becoming and of being a leader.

2.6.15 What Do Leaders Do

The work of Debra Anacona (2005) communicates a framework focused on what leaders actually do through the integration of leadership theories. Anacona's framework allows leadership to be viewed as a capacity that individuals and

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groups possess. The framework consists of four core assumptions (Anacona, Kochan, Scully, Maanen, & Westney, 2005).

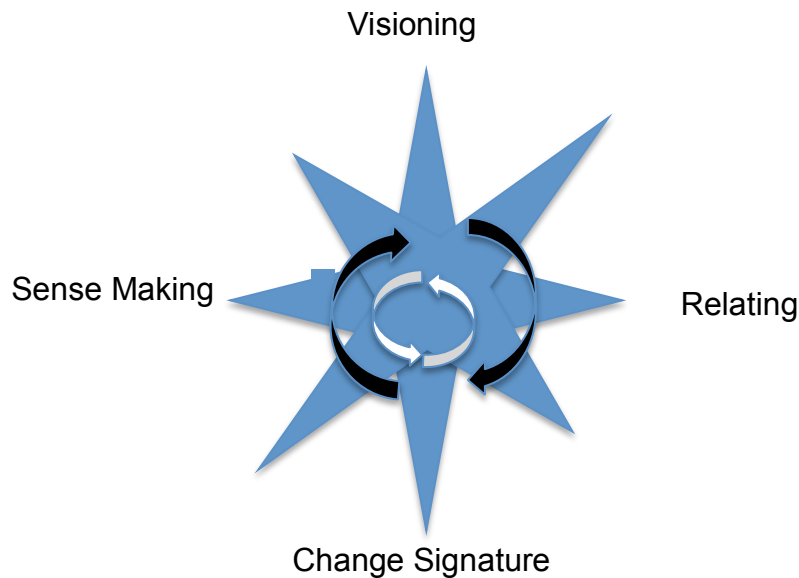
1. Leadership is distributed across all levels of the organization: For example, one can be a leader in product development and also be at the top level of the organization simultaneously;
2. Leadership is personal and developmental: It should aim to utilize innate qualities, while striving to improve on strengths. For example, it requires understanding personal values, skills, personality and knowledge of the self;
3. Leadership is a process to create change contingent in context: Leaders may be central players in creating change or fostering an environment where others feel empowered to act. The nature of change does not depend on the process or route taken but rather depends on context;
4. Leadership develops over time: For example, having practice role models, reflection feedback and theory.

Anacona's et al. (2005) leadership framework can be viewed in Figure 2.6.15.

Anacona's framework consists of four key capabilities: Sensing, Relating, visioning and change signature.

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FIGURE 2.6.15
Anaconda Leadership Framework



Source Adapted: (Anacona, Kochan, Scully, Maanen, & Westney, 2005)

Sense making is how a leader operates and makes sense of the world/situations during times of uncertainty and change (Anacona, Kochan, Scully, Maanen, & Westney, 2005). Relating is developing characteristics such as optimism, harmony, connecting and trust (Anacona, Kochan, Scully, Maanen, & Westney, 2005). The aforementioned characteristics are important in the development of interpersonal relationships (Anacona, Kochan, Scully, Maanen, & Westney,

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2005). Visioning is a motivational tool to foresee the future based upon the implications of change. Inventing is used to overcome roadblocks during the change process and is employed to help realize the vision.

The four key capabilities are complimentary in creating what is known as the leader's change signature (Anaconda, Kochan, Scully, Maanen, & Westney, 2005). The change signature develops over time and represents a leader's unique characteristics such as values, experiences, competencies, strategies and personality that they bring to their respective role. The subsequent section will discuss the qualities of a leader.

2.6.16 The Qualities Of The Leader

The work of John Maxwell (1999) has an important role in understanding the transformational process a leader undergoes from understanding leadership concepts to leading successfully. Maxwell believes that in order to activate and empower one's own leadership abilities, an analysis and application of qualities is required (Maxwell, 1999).

John Maxwell aims at helping individuals develop, recognize and refine their characteristics to become good and effective leaders (Maxwell, 1999). Maxwell

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discusses 21 indispensable qualities of being a good leader. The following qualities are listed in Table 2.6.16:

TABLE 2.6.16 Maxwell's 21 Indispensible Qualities of a Leader		
• <i>Character</i>	• <i>Focus</i>	• <i>Relationships</i>
• <i>Charisma</i>	• <i>Generosity</i>	• <i>Responsibility</i>
• <i>Commitment</i>	• <i>Initiative</i>	• <i>Security</i>
• <i>Communication</i>	• <i>Listening</i>	• <i>Self-discipline</i>
• <i>Competence</i>	• <i>Passion</i>	• <i>Servanthood</i>
• <i>Courage</i>	• <i>Positive Attitude</i>	• <i>Teachability</i>
• <i>Discernment</i>	• <i>Problem Solving</i>	• <i>Vision</i>
Source Adapted: (Maxwell, 1999)		

The following section will discuss the journey of leadership development into achieving higher positioned roles within the organization.

2.6.17 The Passage Of Leadership

The journey of leadership requires the chosen candidate(s) to be positioned and given the opportunity to be placed into various levels of personal and

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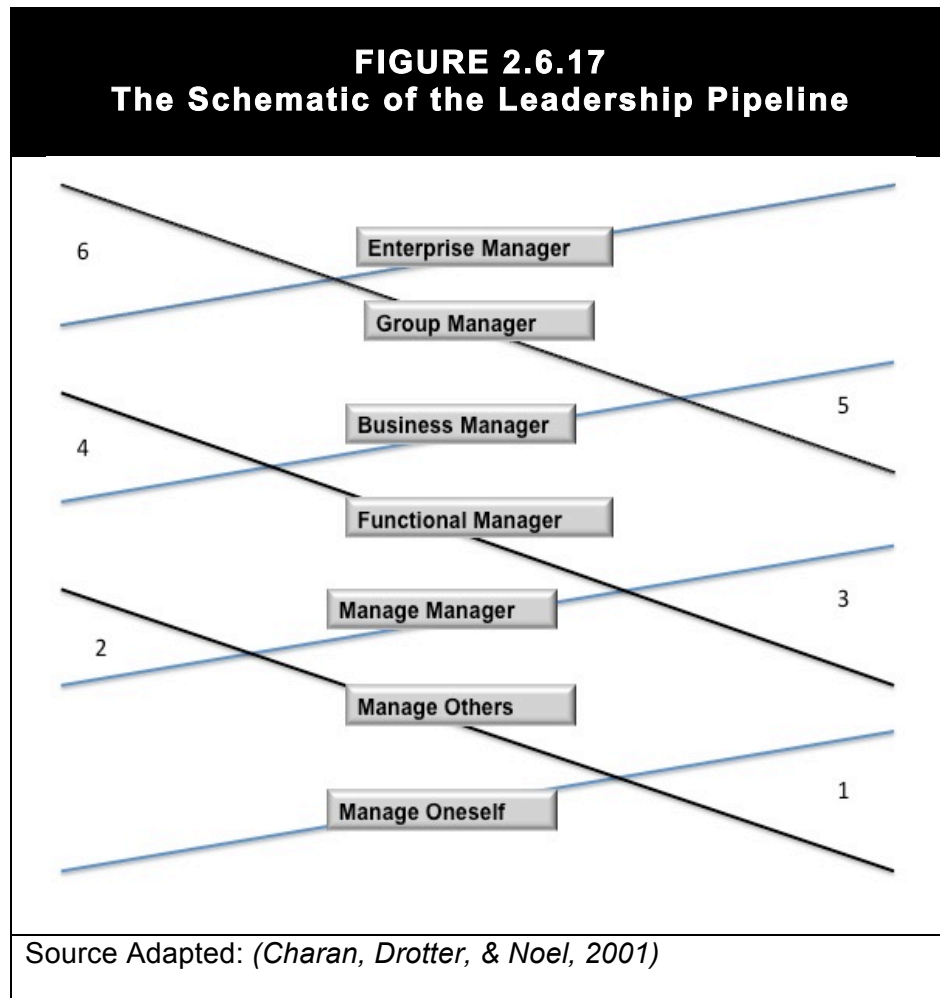
organizational growth. The leadership pipeline model assists in unraveling talent, facilitating personal growth and 'unclog' the organization's blockages as per the demands of entering into a higher level of management (Charan, Drotter, & Noel, 2001).

Walt Mahler is credited with the concept of the leadership pipeline and its foundation for succession planning approaches (Charan, Drotter, & Noel, 2001). Mahler's work was pivotal for seeing the challenges and changes at different leadership levels and for explaining why some leaders are more successful than others (Charan, Drotter, & Noel, 2001). Mahler concluded that the most important factor was their work values and changes in their perspective as they moved from leadership positions (Charan, Drotter, & Noel, 2001). Work values demonstrate what the individual deems important in the new position and with regards to moving up the organizational hierarchy (Charan, Drotter, & Noel, 2001).

Another significant factor was the need to develop balanced leaders within organizations. According to Ram Charan et al., "the lack of effective talent development within organizations has contributed to the leadership deficit" (2001, p. 4). The leadership pipeline explains the changes that occur in time, skill and

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application as the leader transitions into different and higher level positions. The six leadership passages can be viewed in Figure 2.6.17.



The starting point of the leadership passage is being self-managed (Charan, Drotter, & Noel, 2001). The ability to manage oneself transitions into the first

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passage that is being able to manage others (Charan, Drotter, & Noel, 2001).

Upon being successful at managing others, it can lead to managing and developing other managers (Charan, Drotter, & Noel, 2001). In becoming a functional manager, the leader's role is based on teamwork and team play in conjunction with working with other functional managers (Charan, Drotter, & Noel, 2001). The remaining three pipeline passages revolve around the manager being able to:

1. Visualize and reflect upon company objectives;
2. Personal success through developing other businesses and business managers; and finally
3. Setting direction for long-term strategies.

The first four passages of the pipeline are deemed as being more pertinent to the present research. Further information about the leadership passages can be found in Appendix B. The following section will discuss the importance of emotional intelligence in leadership.

2.6.18 Emotional Intelligence

Research on intelligence was initially based upon testing the Intelligence Quotient (IQ) that measures cognitive aspects, such as, memory and problem solving abilities. Daniel Goleman recognized the importance of social and

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emotional factors in intelligence (Goleman, 2011). Goleman's work revolved around the concept of Emotional Intelligence (EI) (Goleman, 2011).

Goleman states "most effective leaders are alike in one crucial way: They all have a high degree of what has come to be known as Emotional Intelligence", (2011, p. 1). Goleman acknowledges that different situations call for different types of leaders and that IQ and technical skills are not enough at times (Goleman, 2011). Furthermore, Goleman refers to IQ and technical abilities as requirements for entering into an executive position (Goleman, 2011). In leadership, emotional intelligence is absolutely indispensable (Goleman, 2011).

According to Goleman, "without [EI], a person can have the best training in the world, an incisive analytical mind and an endless supply of smart ideas, but he still won't make a great leader", (Goleman, 2011, p. 2). Furthermore, the higher performers' effectiveness was attributable to having more EI (Goleman, 2011). Every person is born with EI skills that they can develop and strengthen through practice, persistence and feedback from their peers and superiors (Goleman, 2011).

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In Table 2.6.18, an explanation of the two core competencies of Emotional Intelligence has been provided: Personal (Self-awareness, Self-regulating, Self-motivating) and Social (Empathy and Social Skills).

TABLE 2.6.18 Emotional Intelligence Two Main Competencies	
PERSONAL	<u>Self-Awareness</u> : understanding emotions, weaknesses, strengths, values, motivation and its impact on others. <u>Self-Regulation</u> : controlling the disruptive emotions and moods. <u>Motivation</u> : relishing achievement for its own sake.
SOCIAL	<u>Empathy</u> : understanding and recognizing other people's emotions. <u>Social Skills</u> : building relationships and rapports with others.
<i>Source Adapted: (Goleman, Boyatzis, & McKee, 2002; Goleman, 2011)</i>	

Goleman argues that the primary function of leadership is emotional and that it determines everything else a leader does (Goleman, Boyatis, & McKee, 2002). Honing emotional intelligence should be a primary concern for leaders who wish to become successful (Goleman, Boyatis, & McKee, 2002). Emotional intelligence is a powerful tool in understanding what drives leadership resonance and performance. Emotional Intelligence reiterates Aristotelian thought on the

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importance of understanding 'Ethos' as a persuader. The subsequent section will be based on the constituents of leadership.

2.6.19 The Constituents Of Leadership

The research of James Kouzes and Barry Posner (2010) revealed several important 'character tests' that an individual must surpass in order to be granted the title of leader. In Kouzes and Posner's study, the participants came from six different continents and were asked to select seven out of twenty characteristics (Kouzes & Posner, 2010). Interestingly, the top four ranked qualities required before anyone is willing to follow a leader are:

1. Honesty (truthful and ethical);
2. Forward-looking (sense of direction and concern for the organization);
3. Inspiring (genuine enthusiasm, energy and excitement for possibilities ahead); and finally
4. Competent (ability to get things done and track record) (Kouzes & Posner, 2010).

Other leader qualities that were highlighted by the study can be reviewed in Table 2.6.19.

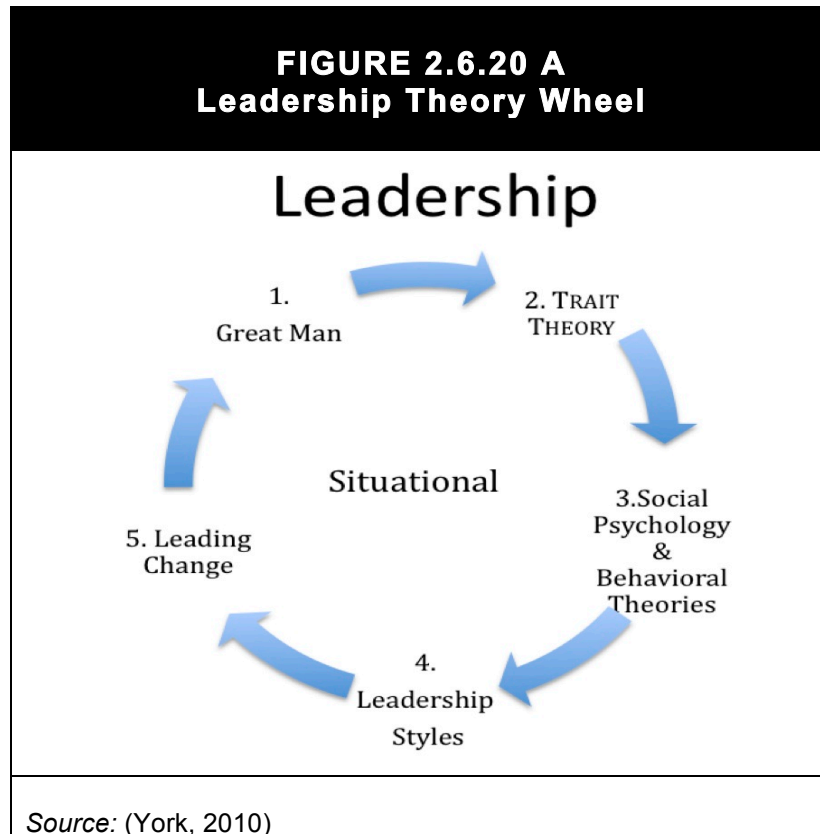
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TABLE 2.6.19 Characteristics of Admired Leaders	
Percentage of Respondents Selecting Each Character	
CHARACTERISTICS	PERCENTAGE SELECTING
Honest	85
Forward looking	70
Inspiring	69
Competent	64
Intelligent	42
Broad-Minded	40
Dependable	37
Supportive	36
Fair-Minded	37
Straightforward	31
Determined	28
Cooperative	26
Ambitious	26
Courageous	21
Caring	20
Loyal	18
Imaginative	18
Mature	16
Self Controlled	11
Independent	6
<i>Source Adapted: (Kouzes & Posner, 2010)</i> <i>*Highlighted section represents the top Four Qualities</i>	

Kouze and Posner (2010) state that the best leaders are also the best learners. Furthermore, everything a leader will do is based on the audacious assumption that ‘they matter’ (Kouzes & Posner, 2010). When a leader verbalizes the word ‘Yes’, this is when everything gets done and great achievements can occur (Kouzes & Posner, 2010).

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2.6.20 Summary Of Leadership Theory



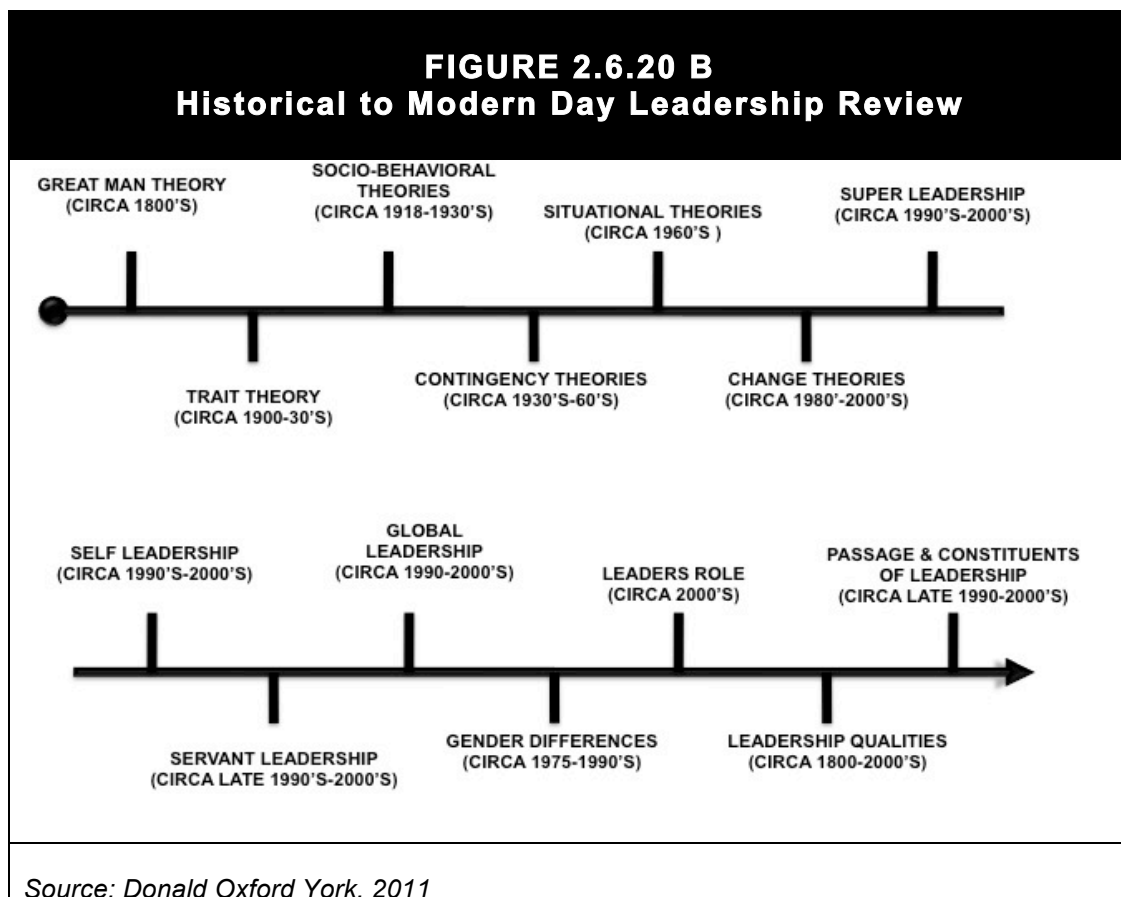
As shown above in Figure 2.6.20, after extensive analysis of leadership theories, one notices that there are only five principal approaches. Leadership styles appear to lack research in the areas of internal and external factors (personal and organizational) that influence the leadership environment. The five main approaches of leadership revolve around situational circumstances that appear to catalyze effectiveness and style. Moreover, the five theories can be placed into

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two distinct categories that seemingly play an important role when becoming or being a leader:

1. Leader Traits/Qualities Theories: great man, trait, socio-behavioral; and
2. Leader Styles: socio-behavioral, leadership styles, changes theories.

A review from the historical to modern day leadership theories can be reviewed below in figure 2.6.20 B:



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The historical and modern leadership theories do not present any explicit distinctions on the determinants involved in being a leader versus a follower. Currently, there now exists a shift in leadership research towards followership as an important constituent and revolving aspect in understanding what creates effective leadership. The subsequent section will discuss the importance of followership within the leadership paradigm.

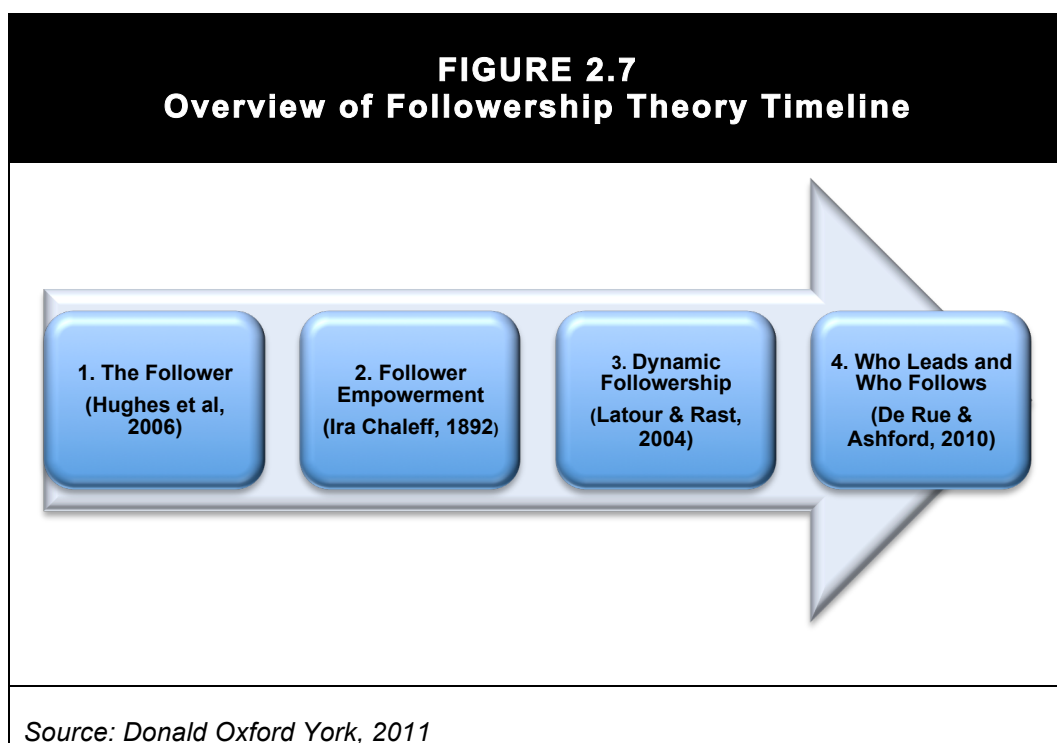
2.7 FOLLOWERSHIP

Leadership theories tend to focus on leader behaviors, the importance of support from followers, structuring tasks or goals and including followers in the decision-making process. There are several theoretical models that help explain differences regarding what constitutes effective leadership and interactions between leaders and followers. However, there is a shift within the research towards followership as an important constituent in understanding what creates effectiveness in leadership.

In 1913, the earliest entry of the term 'followership' within the English language was noted in the Oakland tribune (Oxford English Dictionary, 2011). According to the Oxford English dictionary, the term followership was used within the

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following phrase: “We seem now to have another school of public men who do not put their ambitions to the hazard of leadership, but have developed a followership and profess exact knowledge of what ‘the people’ want”, (2011, p. para. 1). An overview of the upcoming topics of discussion on Followership studies can be seen in Figure 2.7.



2.7.1 The Follower

The follower is an important part of the leadership equation that has not always been held in high esteem (Hughes, Ginnett, & Curphy, 2006). The followers’

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motivation to do their work is based upon having a shared goal and on the values of their leader(s) (Hughes, Ginnett, & Curphy, 2006). Susan Baker and David Gerlowski's (2007) research has shown that:

“[T]he view of followers has shifted from one that saw followers as passive, blindly obedient subordinates who unquestionably obeyed the directives of their superiors to one that recognizes followers as active and collaborative participants in the leader-follower relationship”,
(p. 17).

It is believed that all successful leaders need good followers and the leaders who listen to followers are unbeatable (Cavell, 2007). Followers have the ability to move upwards with training or by becoming better skilled (Hughes, Ginnett, & Curphy, 2006). Hence, followers can take on leadership role responsibilities by being proactive and are able to construct roles collaboratively with their leaders (Hughes, Ginnett, & Curphy, 2006).

The organization can be improved by changing the role of the followers. Followers are usually within areas of the organization where the problems persist and can, therefore, provide valuable information to the leader on solving the issues at hand. However, followers require more training in expressing their

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ideas (Hughes, Ginnett, & Curphy, 2006). The subsequent section will discuss follower empowerment.

2.7.2 Follower Empowerment

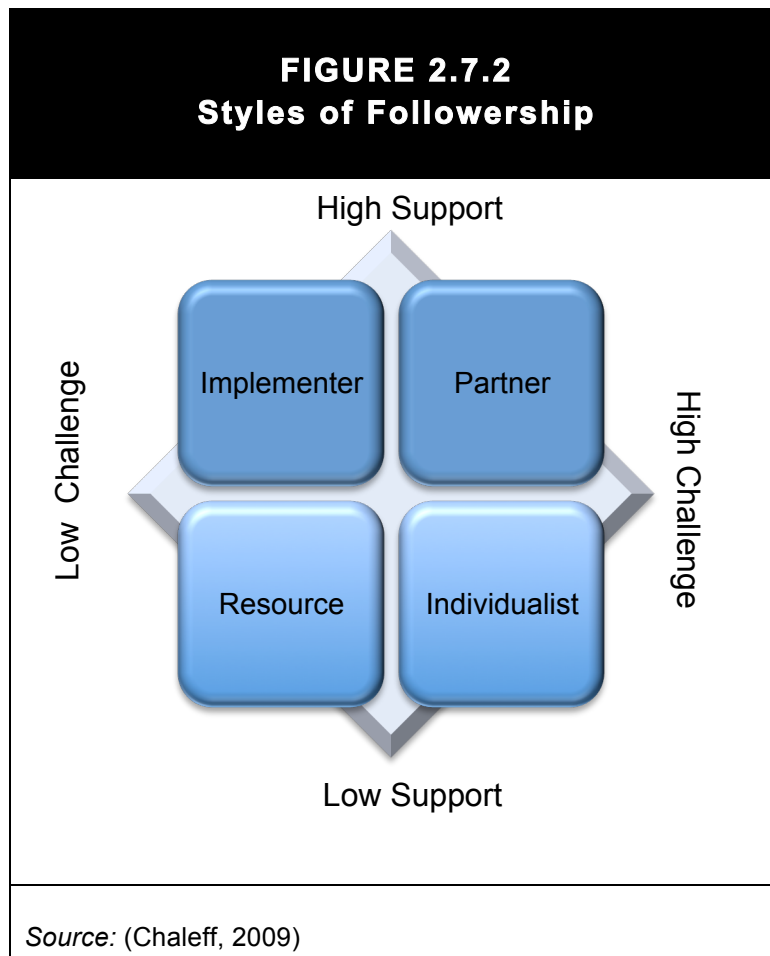
Unfortunately, there still appears to be an imbalance in formal power amongst leaders and followers. As previously mentioned, followers require training in order to express their ideas coherently (Hughes, Ginnett, & Curphy, 2006). As a consequence of such training, followers should be able to learn how to connect their formal power while simultaneously implementing it (Chaleff, 2009).

Ira Chaleff argues that power is distributed within every organization amongst both the leaders and the followers (Chaleff, 2009). The author describes a chain of command that is built upon an autocratic structure that allows followers to reclaim their power when the leader steps down or requires substitution (Chaleff, 2009). A democratic chain of command power may be distributed amongst the followers and the leaders (Chaleff, 2009). Ira Chaleff states:

“If [followers] are to be effective partners with leaders, it is important to remember ...followers...possess [their] own power, quite apart from the reflected power of the leader”, (Chaleff, 2009, p. 19).

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As illustrated in Figure 2.7.2, Chaleff's model on followership styles is based on four types of conduct in which empowered followers supported their leader(s)



Ira Chaleff (2009) separated and defined the follower types into the following:

- Implementers: reinforce the leader's perspective, they are team oriented, respectful of authority, supportive, dependable, and compliant.
- Partners: complement the leader's perspective and revolve around peer

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relations with authority, focus is on strength and growth, they confront sensitive issues, they are mission oriented and purpose driven.

- Resource Types: avoid the attention of authority, they make complaints to third parties, execute minimum requirements, their primary interest lie elsewhere, they are uncommitted, they bring forth a set of specific skills and are available and present.
- Individualists: are not intimidated by authority, they are self marginalizing, rebellious, irreverent, reality checker, independent thinkers, self-assured, forthright, and confrontational.

2.7.3 Dynamics Of Followership

The debate on the differences between leaders and followers agrees that having an established dynamic followership is a prerequisite for leadership positions and substitutions (Latour & Rast, 2004). The research of Sharon Latour and Vicki Rast shows that leading and following is a reciprocal act and is simultaneously natural (Latour & Rast, 2004). Latour and Rast's perspective is military driven. In transforming the traditional leader-follower role, they believe that developing followership is perhaps even more essential than leader development is (Latour & Rast, 2004).

Latour and Rast state that "a dynamic leadership program should produce individuals who, when the moment arrives, seamlessly transition to lead

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effectively while simultaneously fulfilling their follower roles in support of their superiors", (2004, p. 103). At any level of an institution, a leader will fail without having followership (Latour & Rast, 2004). Placing value within followers leads to the development of transformational leaders (Latour & Rast, 2004).

Effective leaders must acknowledge that their perspectives, priorities and actions will set standards for their followers (Latour & Rast, 2004). The one common dominator that is shared within various organizations is followership. The evaluation of four follower competencies can create leaders with minimum effort. According to Latour and Rast (2004), these competencies are:

1. Loyalty;
2. Functions well in change oriented environments;
3. Thinks independently and critically; and
4. Considers integrity of paramount importance.

2.7.4 Summary Of Followership

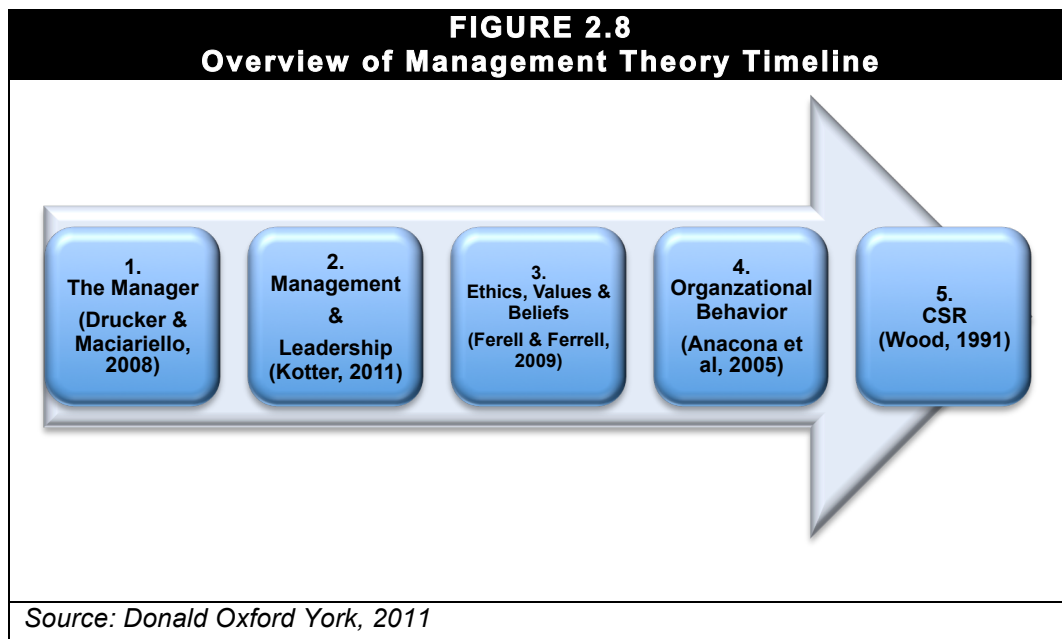
This section was important in understanding how leaders implement or develop plans for their subordinates. The term "follower" often takes on a negative connotation. Being a follower is associated with 'being passive', "blindly obedient subordinates", "lacking drive and ambition", "inferior" or "lacking the right stuff"

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(Baker & Gerlowski, 2007). However, the research shows a shift in the understanding that an overly centric preoccupation with leadership theory prevents the field from discussing the importance of followership (Kellerman, 2007). Subsequently, the following sections are devoted to the discussion of Management theories, Values and Ethics and Organizational Behavior.

2.8 MANAGEMENT STUDIES

In 1598, the term management was first recorded within the English language and was used in John (Giovanni) Flores' work titled 'Worlde of Wordes' (Oxford English Dictionary, 2011).



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During the 16th century, the term management was synonymously used with terms such as negotiation, business and handling. Figure 2.18 presents an overview of the management theories that will be discussed throughout the following section.

2.8.1 Drucker On The Manager

Managers are responsible for contributing to the results and sharing in the performance of the enterprise (Drucker & Maciariello, 2008). Drucker states that “managers are not helpers and their jobs are not delegated. Their jobs are autonomous and grounded in the needs of the enterprise” (Drucker & Maciariello, 2008, p. 238). The role of manager exists because there is an enterprise that needs to be managed and their tasks are based upon the necessity of achieving the company’s objectives (Drucker & Maciariello, 2008). A manager’s job makes a visible and potentially measurable contribution to the success of the enterprise and this should be achieved by having the broadest scope and authority (Drucker & Maciariello, 2008).

Managers should be directed and controlled by objectives of performance and their existence is because the enterprise needs and requires it (Drucker & Maciariello, 2008). Therefore, a manager’s job must include: it’s own authority, responsibility and must allow the manager to manage.

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A manager must always have a managerial scope and considering that they are the one who takes responsibility and contributes to the final results of the enterprise, the job should:

1. Always embody the maximum challenge;
2. Carry the maximum responsibility; and finally
3. Make the maximum contribution (Drucker & Maciariello, 2008, p. 239)

The manager's job is identified by four conducts:

1. The longevity of the job position and its specific function: the job should be required for a long time. For example, an operations manager.
2. Accountability for assignments based on "here and now": This requires and re-evaluates their specific contribution to the mission statement and the objectives/goals of the company.
3. Establishing relationships at all levels: upper level management (seniors), lower level (subordinates) and sideways (other departments). The relationships are informal and formal relationships of authority and information. Importantly, they are all relationships of mutual dependence.
4. Information flow: The information needed for the job and the manager's position in the information flow.

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To manage effectively, relationships should be viewed as duty (the enterprise) and responsibility of performance and achievement as opposed to supervision. It is also based upon specific needs and obstacles that the company faces, it rests on concepts of human action, behavior and motivation and it ensures performance by converting objective needs into personal goals. Drucker affirms, “a managers real job and functions are grounded in the real needs of the enterprise rather than in title or delegation of power” (2008, p. 249). The subsequent section will discuss the differences found between management and leadership.

2.8.2 Kotter On Management And Leadership

According to John Kotter, “management is about coping with the complexity; it brings order and predictability to a situation...[and] to succeed companies must be able to adapt to change. Leadership, then, is about learning how to cope with rapid change”, (2011, p. 39).

Management and Leadership are two distinct and complementary systems of action (Kotter, 2011). Each of these actions serves a function that are characteristic of activities but more importantly, necessary for success in

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complex and volatile business environments (Kotter, 2011). The challenge is to combine both strong management and strong leadership to have balance within the organization; one without the other can be detrimental (Kotter, 2011). The distinctions between Management and Leadership can be examined in Table 2.8.2:

TABLE 2.8.2 Kotter's Management Versus Leadership Distinction	
Management	Leadership
<ul style="list-style-type: none">• Involves planning and budgeting	<ul style="list-style-type: none">• Setting Direction
<ul style="list-style-type: none">• Organizing and Staffing	<ul style="list-style-type: none">• Aligning people
<ul style="list-style-type: none">• Provides control and solves problems	<ul style="list-style-type: none">• Provides Motivation
<i>Source Adapted: (Kotter, 2011)</i>	

2.8.2.1 Drucker On Modern Management

Peter Drucker is credited with his vision on what modern management entails and how leaders and managers must operate (Drucker & Maciariello, 2008). Management is about culture, human beings and a commitment to common

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goals and shared values (Drucker & Maciariello, 2008). Management must enable growth, develop its enterprise and the needs of its members and provide opportunities for change at all levels (Drucker & Maciariello, 2008). Furthermore, having diverse work groups means building communication and individual responsibility, thereby having an adequate measure of performance (Drucker & Maciariello, 2008). Drucker claims that the single most important thing to remember is that the results exist only on the outside (Drucker & Maciariello, 2008).

Thus, leadership according to Drucker is about “lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations “, (Drucker & Maciariello, 2008, p. 288). Management prepares the foundation for leadership by practicing strict principles of conduct, maintaining high standards of performance and respecting members and their work.

Effective leaders get the right things done, in the right ways (Drucker, 2011).

Drucker proposed that there are eight rules effective leaders have in common:

1. Ask what needs to be done;
2. Ask what’s right for the enterprise;
3. Develop action plans;

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4. Take responsibility for decisions;
5. Take responsibility for communicating;
6. Focus on opportunities, not problems;
7. Run productive meetings;
8. Thank and say “We”, not “I”. (Drucker, 2011, p. 25).

The upcoming section will discuss the study of ethics to provide more insight into corporate/organizational strategy and decision-making in leadership.

2.8.3 Ethics, Values, Principles And Beliefs In Business

For the last three decades, ethics have been an influential trend for practices of principled behavior in individuals and collectives (Madarasz, 2010). The purposes of ethical inquiry are: decision-making, justification and broader perspectives on conduct (Madarasz, 2010). The former are subjective attitudes used to bring forth proper reasoning rather than to remain stagnant in behavioral conduct (Madarasz, 2010). According to Norman Madarasz:

“[E]thics grow within the field of subjectivity into ever more immanent degrees of self-consciousness, a process that accomplishes the concept of freedom. Second, subjectivity itself moves into a higher plane beyond the split between the objective notion of substance and the abstract field

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of concepts external to themselves such as will and mind”, (Madarasz, 2010, p. 60).

The concluding point is the most critical and is based on education, also known as ‘Bildung’ (Madarasz, 2010). Bildung is the process by which ethos or custom is confronted with change.

Ethics have an important role within the complex environment of business. Investigating the ethics of businesses allows for understanding the responsibilities of leaders, managers and the employees of an organization. Furthermore, ethics allow for understanding society, the environment(s), organizational advancement and the development of such settings (Ferrell & Ferrell, 2009).

Ethical behavior is governed by a set of principles and values that might be organizational and personal (Ferrell & Ferrell, 2009). Principles help bring structure to relationships, habits, communication and customs (Ferrell & Ferrell, 2009). Values are based on choices made by the leaders of the organizational culture and their external constituents (Ferrell & Ferrell, 2009). Table 2.8.3 A, describes the function of principles and values:

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TABLE 2.8.3 A
Ethics, Values and Principles

Principles	<ul style="list-style-type: none"> • Universal and absolute. • Specific boundaries that must be respected. • Provide guidance and direction for behavior. 	<ul style="list-style-type: none"> • Valued across cultures. • Used to develop rules.
Values	<ul style="list-style-type: none"> • Relate to choice. • Used to develop norms. • Subjective and internal. 	<ul style="list-style-type: none"> • Applied to daily decisions. • Vary across cultures. • Developed from our experiences of social environment and influence of institutions.

Source Adapted: (Ferrell & Ferrell, 2009)

The research of Lloyd Williams argues that values and beliefs establish the parameter for morals (Williams, 1993). Furthermore, values and beliefs construct the framework in order to respond to others whom we perceive as different (Williams, 1993). Table 2.8.3 B describes Williams' five types of values:

TABLE 2.8.3 B
Types of Values

TYPES OF VALUES	DEFINITIONS
Work Values	Getting the job accomplished is the greatest need among work values. You are valued by what you do, not by who you are.

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Communal Values	Establishes the group's goals as first priority and maintenance of the system is second, productivity is third and individual feelings are fourth.
Individuation	Highest priority or concern is primarily for the individual with respect to his or her feelings and second, for the feelings of others.
We-Oriented Values	Group issues and goals as concepts of highest value. Proactive movement toward a common goal, proving group advancement and actualization is the desired result.
Family Values	Sets and uses values in order to imprint a way to guide the development and choices for family.
<i>Source Adapted: (Williams, 1993)</i>	

Williams argues that comprehending various systems of beliefs is the first factor to examine when determining functionality in our relationships with people or organizational systems (Williams, 1993). Williams claims that “[a] belief system is the framework that defines each person or organization as psychological, emotional, and personal structure for explaining physical and social reality” (1993, p. 17). Table 2.8.3 C, describes and defines the different types of belief systems according to Williams:

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TABLE 2.8.3 C
Types of Belief Systems

Primitive Beliefs	Are learned by direct encounter with the object of the belief and are strongly supported by social consensus among one's reference persons or groups.
Primitive, Zero-Consensus Beliefs	The belief is not dependent on others for validation.
Authority Beliefs	Primitive beliefs for which we must obtain both positive and negative validation.
Derived Beliefs	Believing in the validity and credibility of a particular authority or reference group, establish acceptance of other beliefs that emanate from religious and political institutions to which one looks for guidance.
Inconsequential Beliefs	Encompass matters of taste and have no relationship to other beliefs.
<i>Source Adapted: (Williams, 1993)</i>	

The following sections will explore the effects of organizational behavior and its outcome on group performance and intergroup relations.

2.8.4 Principles Of Organizational Behavior

Organizational behavior analyzes gathered knowledge of individuals and their group dynamics at all levels of the institution (Nelson & Quick, 2011).

Organizational behavior is the study of variables such as: design of work,

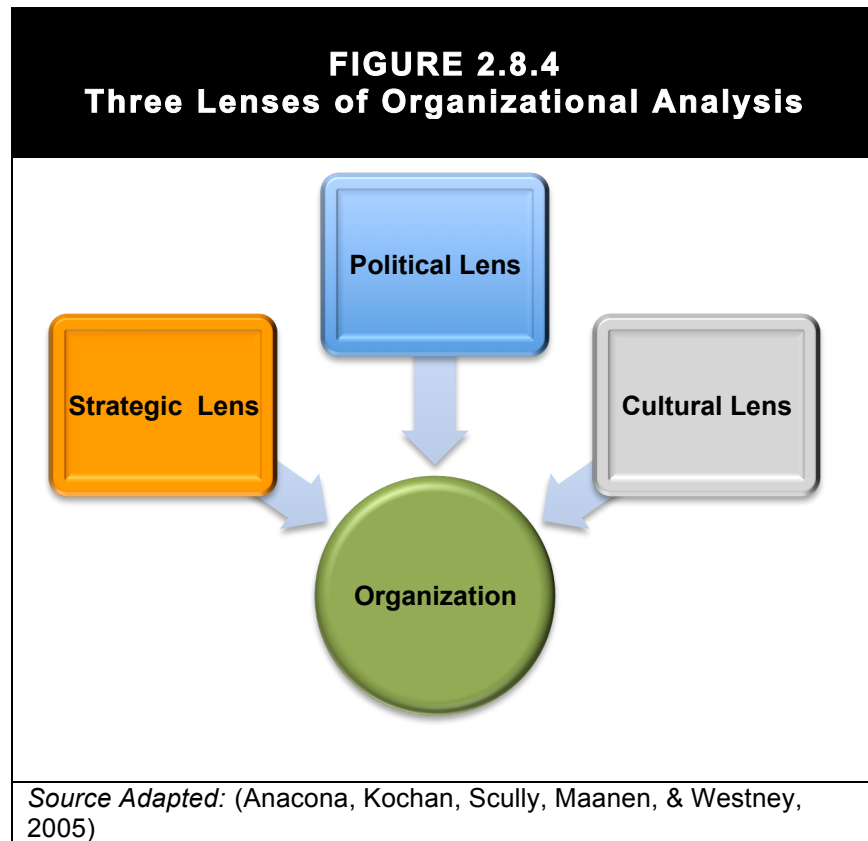
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organizational structure, organizational design, communication, performance appraisal and culture (Anacona, Kochan, Scully, Maanen, & Westney, 2005).

Debra Anacona et al. (2005) utilizes three lenses for the analysis of organizational behavior:

1. The Strategic Lens: The design of information flow and tasks. How roles are classified and related. Also, how goals are achieved;
2. The Political Lens: The distribution and handling of power and influence. Conflict resolution and stakeholders involvement or lack of decision making; and finally,
3. Cultural Lens: The historical aspects that have shaped meaning to the different characters. How meaningfulness in practices are created and become ritualistic. Finally, how artifacts and stories shape the experience of an organization (Anacona, Kochan, Scully, Maanen, & Westney, 2005).

Figure 2.8.4 illustrates Anacona's three lenses of organizational behavior:



The next section will discuss principles of organizational citizenship behavior and its importance to job attitudes and levels of satisfaction.

2.8.5 Principles Of Organizational Citizenship Behavior

The dispositional predictors of Organizational Citizenship Behavior (OCB) are deeply based upon job attitude and level of satisfaction (Organ & Ryan, 1995). Job attitude measures variables such as organizational commitment, perceived fairness and supportiveness of the leader (Organ & Ryan, 1995). The

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aforementioned are at the same level as job satisfaction (Organ & Ryan, 1995).

The dispositional measure of conscientiousness correlates well with organizational behavior citizenship (Organ & Ryan, 1995). Simply put, this means that the higher the level of conscientiousness, the better the job satisfaction and attitudes (Organ & Ryan, 1995). Furthermore, affective organizational commitment leads to a long-term interest and relationship with the organization (Organ & Ryan, 1995).

The study of OCB leads to understanding the leader-follower exchange parameters which in turn, provide factors at the individual, group and organizational levels (Lee, Jeung, & Kim, 2010). The research of Lee, Jeung and Kim (2010) found that the more a leader advocates workers in the achievement of company objectives, the more the workers recognize their personal assertion and capabilities in the duties being executed (Lee, Jeung, & Kim, 2010). The higher the level of leader-member exchange perceived, the more readiness to perform OCB (Lee, Jeung, & Kim, 2010).

In addition, Lee, Jeung and Kim (2010) found that the more complex an organizational structure is, the more of a negative effect it has on the leader-member exchange. These results conclude that the leader-member exchange deteriorates when there are too many classes and complex decision routes (Lee,

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Jeung, & Kim, 2010). The organizational validity is enhanced through maintaining an uncomplicated organizational structure (Lee, Jeung, & Kim, 2010). Complexity can be reduced through solidifying team structure (Lee, Jeung, & Kim, 2010).

The research of Kathleen Eisenhardt, Nathan Furr and Christopher Bingham (2010) brings forth further insight into the microfoundations of performance in dynamic work environments and helps address how leaders find balance between efficiency and flexibility (Eisenhardt, Furr, & Bingham, 2010).

Eisenhardt, Furr and Bingham define microfoundations as:

“The underlying individual-level and group-level actions that shape strategy, organization, and, more broadly, dynamic capabilities, and lead to the emergence of superior organization-level performance”, (2010, p. 1263).

The issue being faced with is that many leaders have various challenges in coordinating and strategizing dynamic work surroundings (Eisenhardt, Furr, & Bingham, 2010). Leaders resolve these issues of efficiency and flexibility through two methods termed as Ambidexterity and Semi-structures.

Ambidexterity focuses upon a perspective that supports either efficiency or flexibility (Eisenhardt, Furr, & Bingham, 2010). Semi-structures emphasize

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simultaneity of both efficiency and flexibility. Eisenhardt et al. (2010) concluded that as an organization ages and grows, it drifts towards efficiency and therefore, leaders lean towards flexibility in their processes and structure for balance. Another conclusive finding was that leaders balance efficiency and flexibility by relying on higher order thinking, coexistence of dual conflicting solutions and expertise (Eisenhardt, Furr, & Bingham, 2010).

The upcoming section will introduce the concept of the leader-follower organization to explain leadership processes.

2.8.6 The Leader-Follower Organization

The leadership processes are based on the role of leaders and followers within an organization (Rost, 2008; Rost, 1993). Organizations are organisms in which creativity, inventive agility and complexity are always in flux (Dixon, 2008). Thus, the concept of the leader-follower origination appears to be far-fetched. However, Dixon's research shows that many middle levels of organizations have been given a dual role: that of leader and follower, which appears functionally in job descriptions and performance review criteria (Dixon, 2008).

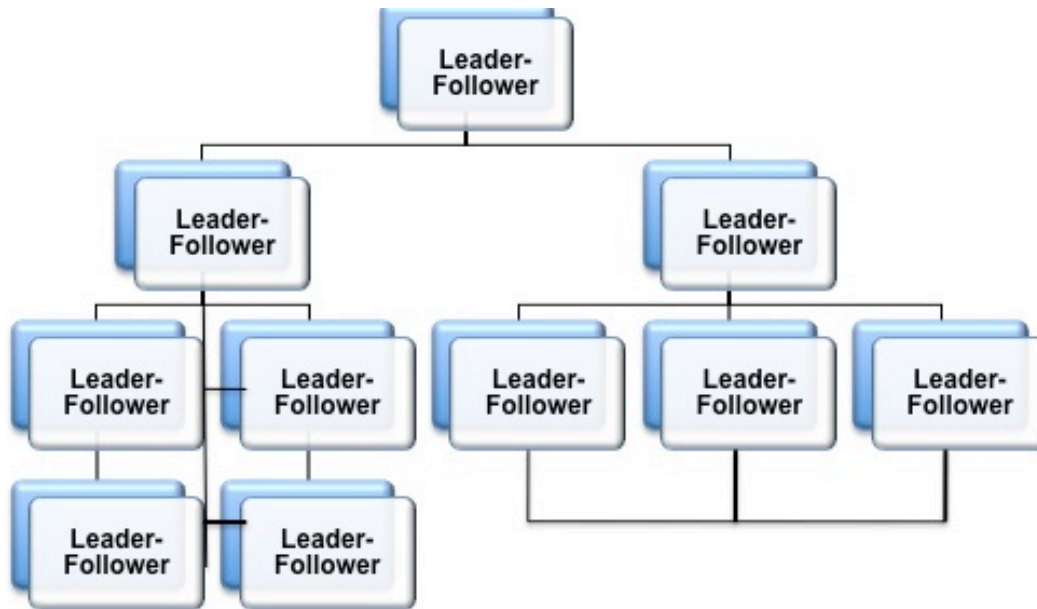
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Managers in middle levels tend to be pulled both ways. Each member is capable of transitioning from leading to following through the scope of his or her responsibilities (Dixon, 2008). This dual role process happens naturally, with no formal recognition and occurs with fluidity. The two fundamental principles are:

1. By staying aware of our reactions to those who follow, we learn to be more sensitive to our effect on those we lead; and
2. By staying aware of our reactions to those we lead, we learn to be more sensitive in our efforts to support those we follow (Dixon, 2008, p. 175).

The leader-follower organization can occur when the follower(s) have been well nurtured, are respected and rewards are based on contribution and responsibility (Dixon, 2008). In the creation of such an organization, the followers are granted status parallel to leaders (Dixon, 2008). Figure 2.8.6 A illustrates the Leader-Follower Organization. The organization of leader-follower works on the basis that the triad of leaders and followers are joined by a common purpose that binds all aspects together. In other words, it is those aspects, the common purpose that brings the organization's mission and vision together.

FIGURE 2.8.6 A
The Leader-Follower Organization



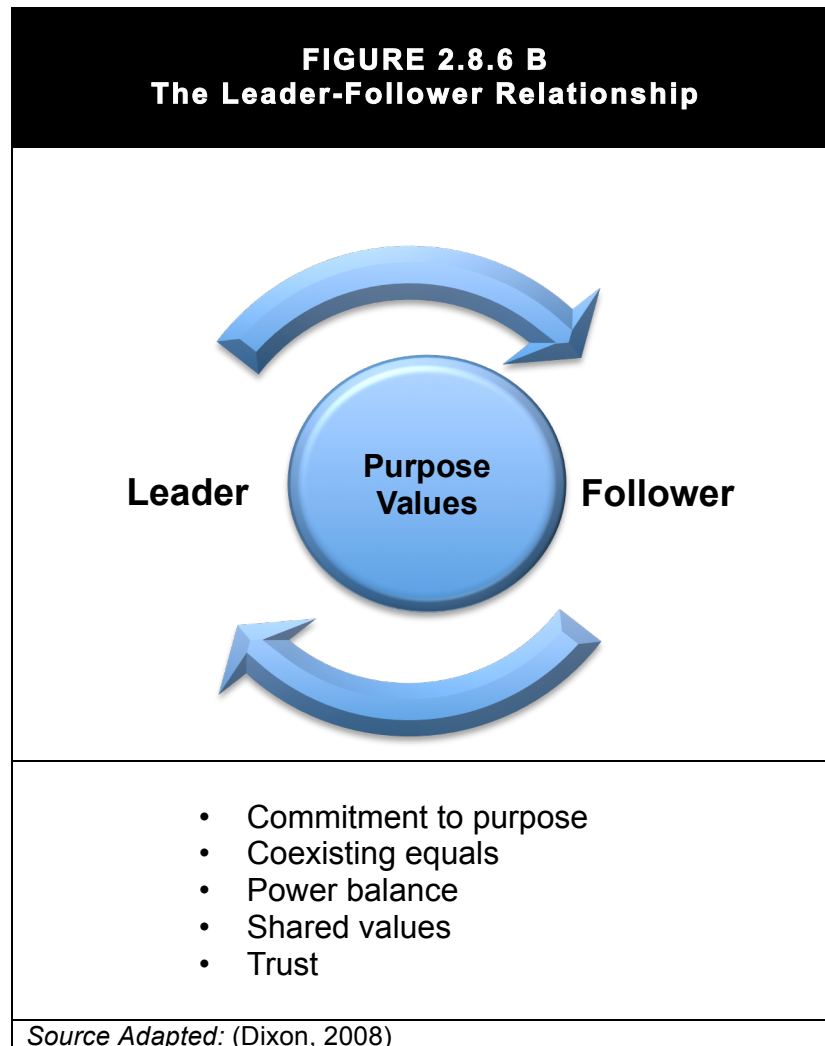
Source Adapted: (Dixon, 2008)

The leader and follower orbit around the common purpose (see Figure 2.8.6 B).

Researcher Gene Dixon argues that:

“[An] all leader paradigm is whimsical and unworkable. The traditional organization chart, positional in nature, brought us through the industrial age and into the information age of industry”, (2008, p. 173).

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The subsequent section will discuss dysfunction within the organization and amongst individuals while emphasizing the importance of congruency to function efficiently and effectively.

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2.8.7 Williams Congruence In Organizations

The work of Lloyd Williams addresses the issue of why people and organizations experience dysfunction during development (Williams, 1993). Williams' premise is based upon the fact that,

“[p]eople and organizations often operate from individual values and beliefs. They function appropriately with these values and beliefs as long as they remain unchallenged”, (1993, p. 4).

The conflict begins when individuals are confronted with challenges to their values and beliefs (Williams, 1993). Therefore, it is essential to understand the various beliefs and value sets in order to function effectively (Williams, 1993).

Williams attributes the lack of linking multiple values into one system with the creation of dysfunction, thereby setting the stage for dysfunctional performance(s) (Williams, 1993). Accordingly, dysfunction stunts behaviors, response to change(s), gradation and performance as it traumatizes and psychologically marks the individual (Williams, 1993). The conflict is due to the fact that although society demands personal development and individualism, there is an automatic shift to conform to a homogenous collective (Williams,

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1993). The factors that guide an individual to be functional or dysfunctional are those within the system of beliefs and values (Williams, 1993).

Another compounding factor to dysfunction is education. Williams argues that education places too much emphasis on individuality in order to achieve success (Williams, 1993). The emphasis on individuality is an illusion because the conformity issues become detrimental to success (Williams, 1993). Individual values cannot intermix with the values of the socialization process of the organization (Williams, 1993). This leads to a new leader being generated who is less qualified or competent, less responsible and action oriented simply because they fit into the current mold (Williams, 1993). Williams argues that the goals of systems are to make everyone ordinary and expunge individuality (Williams, 1993). The individuals who run these systems draw strength and energy from their people for their own sustenance (Williams, 1993). When individuals try new ideas outside of the norm, they are punished and/or denied rewards (Williams, 1993).

Collaboration of individuals would allow for creativity and help move the organization towards other solutions, in order for all individuals to feel part of the process while feeling valued and safe (Williams, 1993). In order to avoid

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dysfunction in long-term performance and involvement, the people must be of great importance not only the goals of organization (Williams, 1993).

The following section will further elaborate on organizational dysfunction through emphasizing the importance of being socially responsible.

2.8.8 Corporate Social Responsibility

The principles and practice of Corporate Social Responsibility (CSR) is steadily growing in importance throughout the world (Henderson, 2010). CSR recurrently overlaps with comparable approaches such as: corporate sustainability, corporate sustainable development, corporate responsibility, and corporate citizenship (Industry Canada, 2011). CSR not does have a universal definition, although many explain and examine the phenomenon through the economic, social, and environmental imperatives of their activities (Henderson, 2010).

CSR entails generating proactive solutions and innovation to accommodate societal and environmental challenges (Industry Canada, 2011). In addition, CSR involves the collaboration of stakeholders (internal and external) to improve performance (Industry Canada, 2011). The former is in accordance with Jeffrey Henderson (2010) who states:

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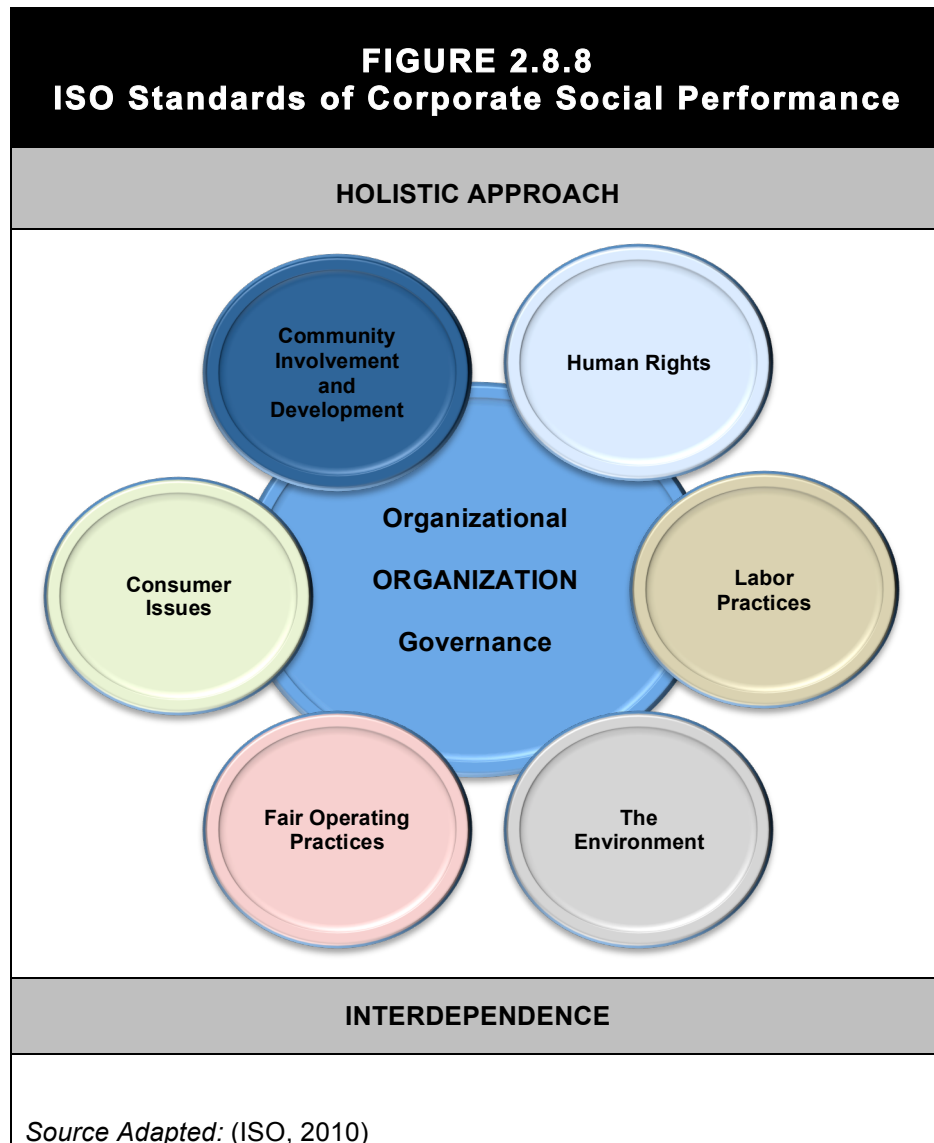
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“Corporate citizenship issues and crises as they are played out through corporate social irresponsibility affect both the local and global community. In order to find a solution to these intractable problems existent players who are accountable for having created the problems will be required to re-orient their perspective and become part of the solution” (Henderson, 2010, p. 13).

The international organization for standardization discusses seven core principles of being socially responsible (ISO, 2010). It is important to note that these standards are not for certification but rather to help to align the operations and practices of small and large organizations using the guidance provided (ISO, 2010). The seven core ISO standards can be viewed on the following page in Figure 2.8.8.

The works of Donna Wood reformulated the academic study of corporate social performance (CSP) to build a coherent and more integrative framework for society and business (Wood, 1991).

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Corporate social performance can be defined as a, (Wood, 1991, p. 693):

“[B]usiness organization's configuration of principles of social responsibility, processes of social responsiveness, and policies, programs, and observable outcomes as they relate to the firm's societal relationships“,

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Wood was able to produce a means by which businesses and societal relationships can be integrated for assessment of corporate performance. The work of Wood consists of three broad categories: principles of corporate social responsibility, processes of corporate social responsiveness and outcomes of corporate behavior. The former are assessment tools for investigating the degree to which ideologies of social responsibility motivate actions taken on behalf of the organization (Wood, 1991). Table 2.8.8 illustrates Wood's Corporate Social Performance Model and divides the theory into separate categorical elements of analysis:

TABLE 2.8.8 Woods- The Corporate Social Performance	
Category I Principles of Corporate Social Responsibility	<u>Institutional Principle:</u> Legitimacy
	<u>Organizational Principle:</u> Public responsibility
	<u>Individual Principle:</u> Managerial discretion
Category II Processes of Corporate Social Responsiveness	Environmental assessment Stakeholder management Issues management
Category III Outcomes of Corporate Behavior	Social impacts Social programs Social policies
Source: (Wood, 1991)	

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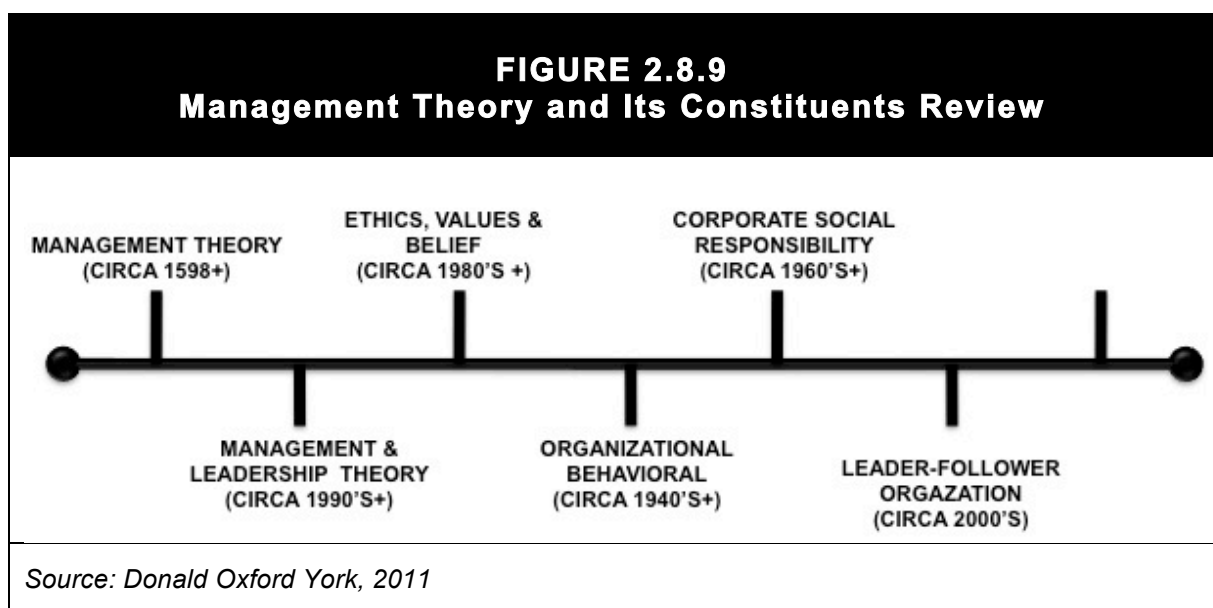
To be congruent with the nature of the present research, Woods' Category One-Principles of Corporate Social Responsibility will be examined in further detail below. In Category One, Donna Woods describes three subcategories:

1. Institutional: This principle discusses the relationship between society and business. If the society does not deem the business responsible, the business will lose its power;
2. Organizational: This principle explains the role businesses have in relation to public responsibility in addition to social responsibility. The businesses are thus responsible for dealing with the problems they have caused as well as to help solve the problems and social issues related to their concerns, interests and business; and
3. Individual: there are individuals in business who constantly make decisions and choices that range from minute to consequential. These individuals must, therefore, be personally responsible for their decisions and cannot simply avoid this responsibility (Woods, 1991).

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2.8.9 Summary Of Management Theory

Management theory and its constituents present important elements in understanding the role leaders and leadership plays within organizational settings and its structure. Leadership appears to be an important component for management and a manager's role.



One noted issue within large companies is that most of the staff are administered and not led (Townsend R. , 1970). Moreover, the staff is not treated as people but instead, viewed as personnel (Townsend R. , 1970). The latter is a recurrent issue present throughout the historical context of management. Moreover,

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management and leadership have held an ongoing debate on their distinctions despite the fact that both notions appear to be uniform.

Ethics, values and beliefs are integral and important factors present in all leaders that affect: decision-making, performance and actions, organizational policies, climate of the organization and productivity of the work term, behavior, and recruitment (Baglione & Zimmener, 2007).

The corporate approaches to responsibility are becoming an important topic of research in leadership studies (Tulder R. V., 2006). Corporate attitudes have a strong relationship to leadership styles that are based on goals, vision to implementation and the clarification of roles and responsibilities (Tulder R. V., 2006). The latter will be discussed further in the critiques section of this chapter

This concludes Part Two, a section dedicated to leadership, followership and management principles and practices. Part Three of this review will introduce the profession of EMS and the roles their members fulfill. A second purpose of the subsequent section is to examine the ways in which leadership theories and practices are utilized in EMS. Furthermore, it will identify alternative practices suited to improve effectiveness, efficiency and add collaboration amongst EMS professionals.

PART THREE

EMS LEADERSHIP

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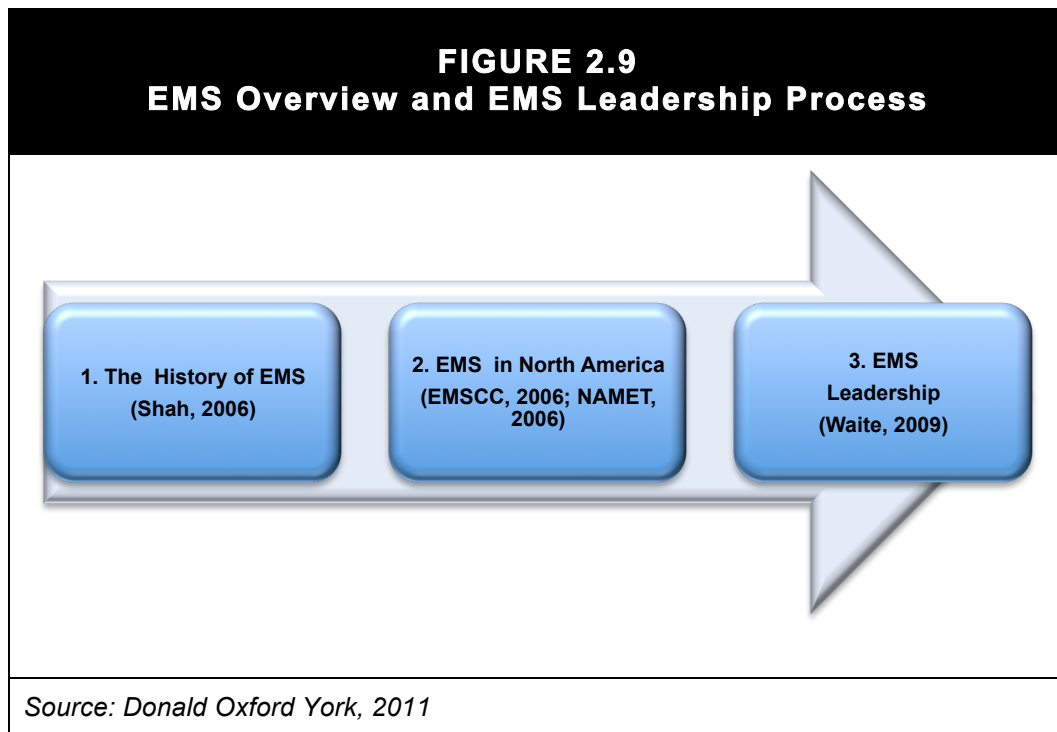
2.9 PART THREE- EMS LEADERSHIP

The objectives of the following sections are to review the Emergency Medical System Services and its contributory literature to the field of leadership. This will be accomplished by examining:

1. The Emergency Medical System (EMS): the evolution of the Emergency Medical System (EMS) and its current status; and
2. EMS Leadership Concepts: An examination of the theoretical perspectives on leadership that have shaped current thought.

The sections that follow will prove to be essential in identifying critical elements, terminology and organizational designs and strategies that will be discussed throughout the dissertation concerning EMS practices. Figure 2.9 introduces the main themes that will be discussed throughout:

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2.9.1 The Evolution Of EMS

The evolution of the emergency medical system (EMS) revolved around three major events: World War II (WWII), health care reform and socio-environmental factors. During the Second World War, a transportation system was developed to evacuate injured soldiers from the field (Shah, 2006). In the 1960's, a dual system of EMS was established by assembling physicians, trained and untrained personnel.

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The two main systems of the Emergency Medical Services within prehospital service delivery are: The Franco-German model and The Anglo-American Model. The Franco-German model's philosophy on prehospital care delivery is 'Stay and Stabilize' (Advanced Life Support) with the intent of bringing the hospital to the patient (Al-Shaqsi, 2010; Lockey & Deakin, 2005). The Anglo-American model is based on the 'Scoop and Run' (Basic Life Support) philosophy with the intent of rapidly bringing the patient to a hospital (Al-Shaqsi, 2010). The differences between the two models are: the amount of technology, country/state, the amount of resources and the availability of specialists (Al-Shaqsi, 2010).

It should be noted that one model is not better than the other; instead, the models are heavily based upon the needs of a specific community. There are a number of research studies that reinforce the aforementioned notion. The work of David Lockey and Charles Deakin has shown that neither of the emergency medical systems is better at improving patient 'income' but rather, that patient 'outcome' is a situational and highly variable factor (Lockey & Deakin, 2005). The research demonstrates that what is of crucial importance is the presence of competent providers who can attend to the seriously injured and for the patients to be transferred as rapidly as possible to the hospital (Lockey & Deakin, 2005).

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In the 1970's, EMS systems around the world developed varied compositions of each model (Al-Shaqsi, 2010). The mixed model is composed of both previously mentioned interventions (Franco-German and Anglo-American). In Table 2.91, the existing EMS models are further described. It appears that both methods (Anglo-American and Franco-German) may merge at times in order to manage the crisis at hand and can also be used to regulate the organization of prehospital care systems (Al-Shaqsi, 2010).

TABLE 2.9.1 Existing EMS Models					
MODEL	PROFESSIONAL	MISSION	PATIENT DESTINATION	EMS ORGANIZATION	MENTALITY
FRANCO- GERMAN	Physicians	Hospital to Patient	Direct to Hospital wards	Public health organization	Treat on scene, less patients to hospital
ANGLO- AMERICAN	Paramedics with medical supervision	Patient to Hospital	Direct to Emergency Department	Public safety organization	Few treated on scene. More patients transported to hospital
MIXED	Varies with each case. May include multiple professionals at times	Varies with case	Varies with cases	May be both public or private organization	Medical case versus trauma case. Case specific and units available
<i>Source: Donald Oxford York, 2011</i>					

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2.9.2 Levels Of EMS Professional Services

In North America, there are at least six variations of EMS services provided. The following list of EMS organizational services were specifically selected based on the target population of the present research. Many of the EMS leaders should fall within one or more of these categories:

1. Government: A country's governmental authorities or regional government controls, designs and develops these systems;
2. Volunteer: Prehospital providers donate their time and services to the community;
3. Private: Private EMS operating as profit or non-profit; and
4. Hybrid: Combination of the system models described above (WHO, 2005).

For a more detailed listing of EMS service models, please refer to Appendix C.

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2.9.3 Types Of EMS Medics In North America

In understanding EMS, it is worth noting that there exists multiple levels of prehospital care offered based upon the qualifications of the ‘medics’ or the level of professional services offered by the organization. The emergency medical system operates on three different ‘tiers’ or levels (WHO, 2005). These ‘tiers’ largely determine: the abilities, attitudes, and advancement of knowledge and skill set of the EMS professionals:

1. The First Tier: An affordable and accessible alternative to formal EMS provided by basic and advanced first aid providers.
2. The Second Tier: Formally trained professionals with more knowledge and skill set than first tier.
3. The Third Tier: Advanced trauma care performed by physicians and highly skilled paramedics.

In appendix D, a table of the many EMS tiers and their associated skills performed within a prehospital trauma environment is further summarized.

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Within North America, there are at least six different types of medics and services provided. In Canada, the EMS is publicly and privately funded and operated by the ministry of health (EMSCC/DSMUC, 2006). The ministry sets the standards, dispatch networks, communications and procedures but each Canadian province or territory is responsible for overseeing the policies (EMSCC/DSMUC, 2006). In the United States of America, the EMS is publicly and privately funded by the federal government. In turn, the federal government sets the standards or responsibility for the individual states to control and direct EMS development (NAEMT, 2006). Similar to Canada, there are significant variations across states due to differences in population density, topography and a variety of situations that call for different types of EMS systems.

As depicted in Appendix C & D, there are many cross-cultural differences amongst EMS professionals in North America. As seen in Appendix D, the levels of technical competencies and the ability to practice in Canada and the United States of America differ. In Canada, all the levels of certification are known as 'Paramedic' (EMSCC/DSMUC, 2006; Kirkwood, 2011). According to an article written by Skip Kirkwood on EMS (2011):

“ What we call an EMT-B, they [Canada] call a primary care paramedic.

What we call an EMT-P, they call an advanced care paramedic. And they

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have critical care paramedics, tactical paramedics and so on. Collectively, they're all paramedics. That makes it easy for the Canadian media," (Kirkwood, 2011, p. para.6).

The differences presented in EMS levels of certification may lead to issues in task expectancy by the general public and can create identity issues within the field workers. The following section will review EMS leadership concepts.

2.9.4 EMS Leadership

The evolution of EMS over the past decade has lead to an increased number of lives saved due to advancements in skilled performance amongst all levels of practitioners within the field (Waite, 2009). The intention of EMS leadership is to pave the way for future practitioners through modeling effective leadership (Waite, 2009). Accordingly, effective leaders are: good decision-makers who can articulate organizational needs effectively and communicate clearly (Waite, 2009).

An EMS organization leadership style may be referred to as 'leading from the front' (Waite, 2009). According to Mitchell R. Waite, "A very dynamic world seems to thrust change upon us at a famous pace. To cope with such change

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effective leadership is necessary” (Waite, 2009, p. 7). The profession of EMS appears to deal with uncertainty and ambiguity on a daily basis. Therefore, leadership in EMS implies coping with change.

Waite states the EMS leader, “must have a ‘chameleon-like’ approach to leadership”, (2009, p. 23). Thus, all leaders must have a good degree of flexibility in their approach to achieving the desired goal; one manner does not work effectively in all situations. Consequently, Mitchell Waite argues that:

“Leadership is about action. Leadership is about taking command and not waiting for something to happen...the true tragedy lies in the fact that many people in leadership positions have no idea how to get anything accomplished! They just simply occupy space” (Waite, 2009, p. 23).

In Table 2.9.4, Waite proposes ten leadership tips comprised within the term ‘L.E.A.D.E.R.S.H.I.P.’ used by the fire service as an effective tool for action-oriented leaders. The very nature of EMS work can leave room for misunderstandings given the teamwork oriented environment and the various situations that they are constantly being presented with.

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TABLE 2.9.4
Waite's Ten Leadership Tips

L	Lead from the front
E	Effectively communicate
A	Advise, mentor and counsel
D	Decide, act and evaluate
E	Envision the future
R	Remain flexible
S	Share your knowledge
H	Honesty is always right
I	Invest in your personnel
P	Prepare to fail, if you fail to prepare
<i>Source Adapted: (Waite, 2009)</i>	

There is thus a great need for developing high performance teams. A high performance team can be defined as “high performance members, individuals who have proven to their organization that they have the necessary skills, abilities and professionalism to handle difficult and complex scenarios”, (LeSage, Dyar, & Evans, 2011, p. xi). However, even high performance teams can fall prey to communication issues. Furthermore, they can be difficult to lead due to strong personalities and individuals with technical expertise (LeSage, Dyar, & Evans, 2011).

In recent years, the concept of Crew Resource Management (CRM) training has become essential for high performance teams, such as fire fighting and

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emergency medicine (LeSage, Dyar, & Evans, 2011). The goal of CRM is to aide professionals' decision-making abilities in high-pressure situations. In CRM, all team members work at their maximum efficiency with the assumption that they recognize the importance of their responsibilities and roles (LeSage, Dyar, & Evans, 2011). The strength of CRM is based on the 'collective' rather than on a 'collection' of people (LeSage, Dyar, & Evans, 2011).



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An effective CRM program revolves around good communication within the teams and it is essential that the core values such as trust, respect, mission and safety be in place. Figure 2.9.4 depicts the CRM's Circle of Success.

Effective CRM utilizes six core concepts within its 'Circle of Success':

1. Inquiry: based upon the mission objective
2. Advocacy: methods used for approving an action
3. Conflict resolution: negotiation, diplomacy and mediation
4. Decision: Collective awareness of the team; being decisive, attentive listeners and empathetic.
5. Observe critique: encouraging input and the ability of the team to observe and critique one another;
6. Options: building new or necessary strategies based on the conclusions of the team's critiques.

As described by Gerald Myers and John Holusha, "EMT have developed a crisis management that allocates scarce resources or that will do the most good", (1986, p. 6). An EMT maximizes overall achievements by prioritizing and not wasting time on 'the doomed' (Myers & Holusha, 1986). In leading during times of critical care it appears that anticipation, self-management and prioritizing are key elements for maximizing efficiency. Businesses can learn a great deal from the EMT field when it comes to crisis management (Myers & Holusha, 1986).

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2.9.5 SUMMARY OF EMS LEADERSHIP

This concludes the review on the evolution of EMS, its practices and various leadership concepts. What appeared in the 1970's, the field of EMS is still considered a relatively young profession. Its theories on leadership are borrowed from corporate/organizational literature; thus, leaving very little room for understanding the acquisition, qualification and praxis of leadership/leaders in prehospital care environments. Hence, there remains a continued lack of research in this area that needs to be explored further as EMS appears to utilize leadership praxis on a daily basis to deal with ambiguous and uncontrolled environments. Moreover, another question that remains is to identify what are the fundamental components associated with leadership style/theories that relate to the profession of EMS.

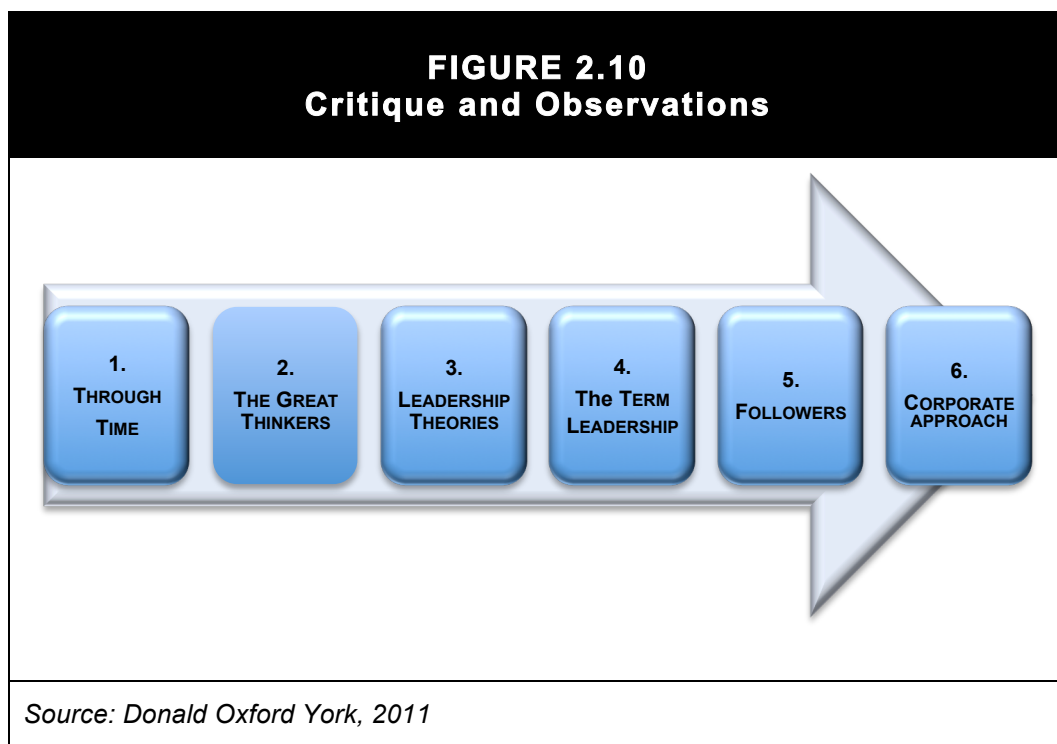
The following section will provide a critique on the relevant literature thus far; the intent will be to identify gaps found within the literature itself. Furthermore, it will provide analysis and integration on the genealogical aspects of non-management versus management as discussed throughout the chapter.

PART FOUR

CRITIQUE AND OBSERVATIONS

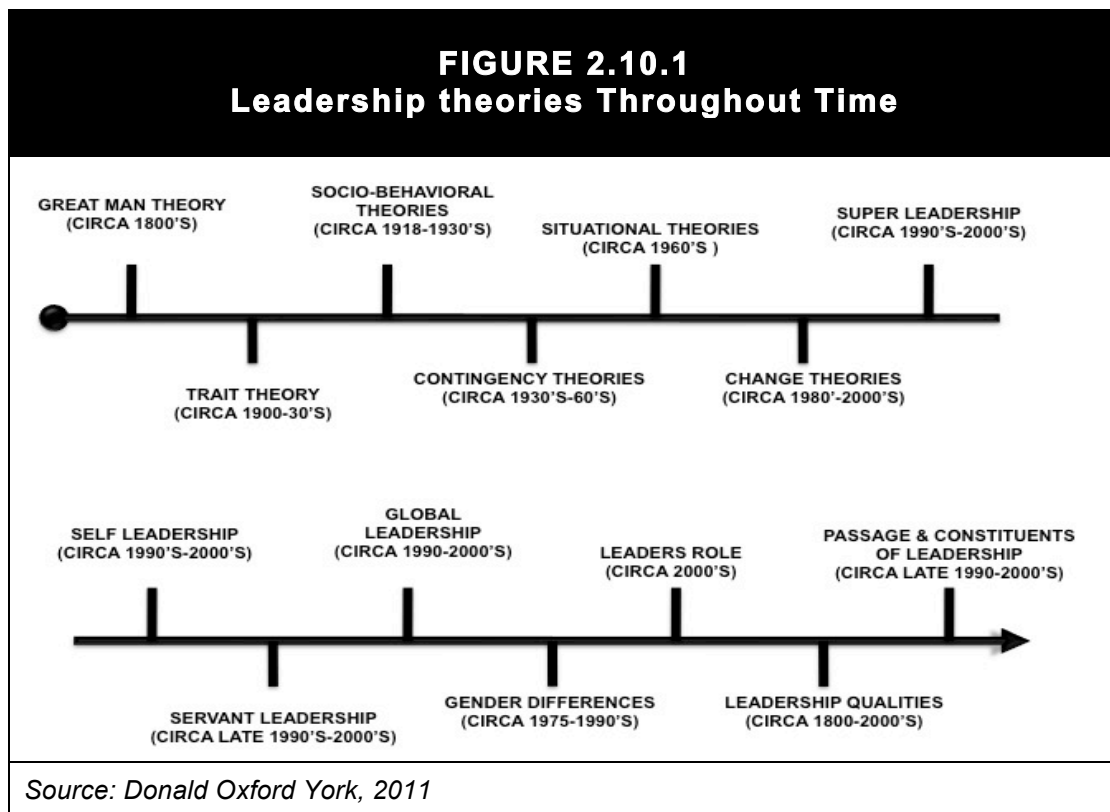
2.10 CRITIQUE AND OBSERVATION

Figure 2.10 was designed to guide this section on the critique and observations found in the influential literature. The main themes that will be discussed throughout the subsequent sections have been highlighted in this illustration:



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2.10.1 Genealogical Observations Of Leadership Theory



Many of the leadership theories seen in Figure 2.10.1 appear to have been generated based upon particular world events in history. One noted observation is that leadership theories have stemmed from different periods in time leading to varying popular beliefs as to what the concept entails. Table 2.10.1 below merges the theories listed in Figure 2.10.1 and briefly explains some of the major world events that were occurring at the time these theories were generated.

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TABLE 2.10.1
Worlds Events to Leadership Theory

Time Period	Brief World Event(s)	Leadership Theories
19th Century (1801-1900)	Was a period in history marked by the collapse of the Spanish, Portuguese, Chinese, Holy Roman and Mughal empires. This paved the way for the growing influence of the British Empire, the German Empire, the United States and the Empire of Japan, spurring military conflicts but also advances in science, invention and exploration.	<ul style="list-style-type: none"> • Great Man • Trait /Qualities • The term leadership was first used in English language (1821)
20th Century (1901-2000)	The British, Chinese, Russian, German, Ottoman, and Austro-Hungarian empires dissolved in the first half of the century, with all but the British, French, and Japanese empires collapsing during the course of World War I. Russia transformed into the communist state of the Soviet Union. The inter-war years saw a Great Depression that caused a massive disruption to the world economy. Shortly afterwards, World War II broke out.	<ul style="list-style-type: none"> • Great Man • Trait/ Qualities • Socio-Behavioral • Contingency • Situational • Change • Gender • Leader Role
21st Century (2001-2100)	In contemporary history, the 21st century began with the United States as the sole superpower in the absence of the Soviet Union. Digital technology, in its early stages of mainstream use in the 1980s and 1990s, became widely accepted by most of the world.	<ul style="list-style-type: none"> • Traits/ Qualities • Change • SuperLeadership • Self-Leadership • Servant • Global • Gender • Constituents

Source: Donald Oxford York, 2011

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After 300 years, it appears that the dominating theory in leadership studies continues to be trait theory and variants stemming from its root. What has not been done is a thorough analysis of leadership theories development to non-management science. There is a need for what Paulo Freire refers to as 'Conscientizacao', implying a new awareness that should be made to modern leadership theories. The following sections will explore this awareness, beginning with the great thinkers and drawing a comparison to modern day leadership concepts.

2.10.2 The Great Thinkers

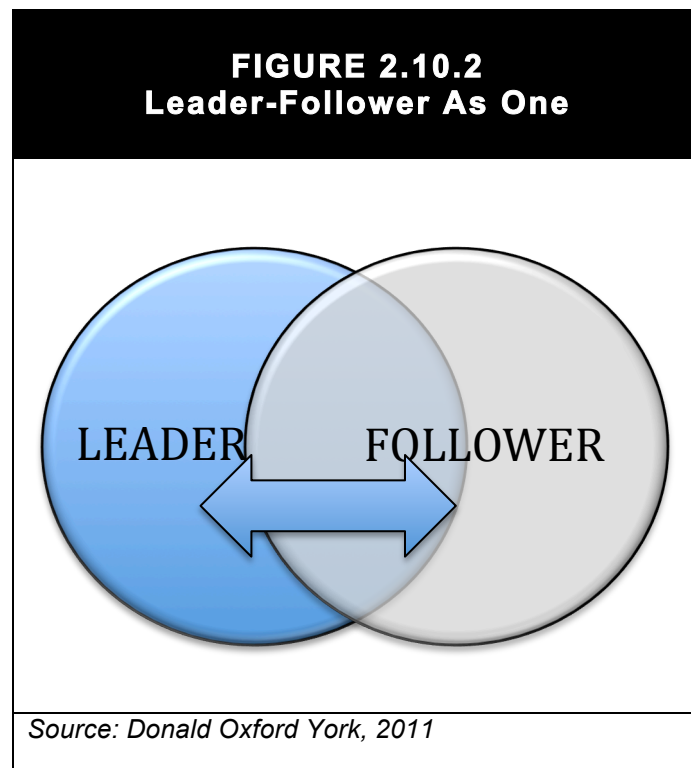
Throughout history, the discourse of modern day leader-follower exchange has been present. There has always been a partition between levels of social class, education and role identity, as discussed in the works of great thinkers such as Aristotle, George William Hegel and Paulo Freire. The relevance of these great thinkers is found within their presentation of the natural exchanges that should occur in time between someone of a higher-ranking status versus someone of a lower ranking one.

Each of these authors and philosophers presented the reciprocal, collaborative, functional, and purpose of the exchanges by individuals of different social class. None of the authors used the term leader-follower as it is employed today,

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although they did heavily emphasize the need, importance and purpose both the leader (Authoritative figures) and the follower (Subordinates) had in each other's lives.

Furthermore, the exchanges between leaders and followers are important in terms of personal development and advancement. As Hegel stated, there is nothing in itself because the entity becomes something by merely being for us (Hegel, 1807). This is true concerning the relationship between the leader and the follower. Both the leader and the follower are actually one in and of itself.



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The leader can be independent, meaning a self-leader and can also be dependent, a follower (or dependent on the other). The former statement is illustrated in Figure 2.10.2: The exchanges discussed by the great thinkers are directly related to current day leader and follower issues and experiences. The great thinkers simply reinforced the notion that when an opportunity is given to a lower status/ranking individual, he or she can become a great leader. The great thinkers argue that leader qualities already exist within each person. This belief is critical when understanding that the exchange of succession involved in leadership should occur naturally.

In Table 2.10.2, some examples have been provided of the common dichotomies seen throughout time that are equivalent in nature to modern day leader-follower debates and dialectics:

TABLE 2.10.2 Comparison of Equivalent Debates Over the Centuries	
The Holy Bible	Teacher (leader) and Disciples (follower)
Aristotle (350 BCE)	Orators (leader) and Hearer (follower); Teacher (leader) and Student (follower)

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Hegel (1807)	Self (leader) and Other (follower)
Greco-Roman Moralists (2002)	Emperor (leader) and Slave (follower)
Paulo Freire (1970)	Oppressor (leader) and The Oppressed (follower)
<i>Source: Donald Oxford York, 2011</i>	

Modern day leadership theory seemingly places limits on follower development. In some instances, the former may be partially due to the fear exuded from the employer of having their role replaced (oppression). In the above table, the multiple partitions listed show that leaders and followers are one and of the same origin when looking deep within the core. All of the great thinkers and other influences show that the goal of someone in command, regardless of rank within the hierarchy or structure, should be to develop others to take on that position as they both have individual independence but are both dependent on one another. Furthermore, as previously mentioned, it is important to note that the lower ranking individual can become even better than his previous leader.

The great thinkers commonly conclude that those who are in positions of authority (formal or informal) cannot exist without those who are not within positions of authority (formal or informal) and vice versa. Moreover, the great thinkers embraced the idea of succession of leadership; a leader cannot forever

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maintain their respective position of authority. There should, thus, be an exchange between the leader and the follower, the latter given the opportunity to become even greater than his predecessor.

It appears that succession can occur in two forms: naturally, meaning the emergence of someone taking over, or authority which has been passed on by a group or an authoritative figure. Naturally, succession can occur when someone replaces another who holds a lower socioeconomic status, level of education or who possess differences in skill sets. The crucial element for succession is centered on being presented an opportunity to show strengths and qualities. The importance of succession to personally carry forth and lead the command is essential. In addition, understanding the needs and emotions of those being led and the relationships being established must be understood.

2.10.3 Leadership Theories

Over the last 100 years, leadership research has not produced a comprehensive theory to explain why the separation exists between the concepts of leadership and followership (Rost, 1993). The field of leadership theory has generally failed to show an explicit distinction in character between those who follow versus those who lead. In reference to Joseph Rost, "Many scholars have studied

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leaders and leadership over the years, but there still is no clear idea of what 'leadership' is or who leaders are", (1993, p. 13). Joseph Rost attributes one of the problems with existing leadership studies based on the fact that:

“most of the people who call themselves leadership scholars study leadership in one academic discipline or profession[.] [The one-disciplined scholar] strongly holds to the assumption that leadership as practiced in the particular profession they are studying is different from leadership as practiced in the other profession”, (1993, p. 1).

These same individuals are responsible for the training of their professionals and of their development (Rost, 1993). Furthermore, those one-discipline practitioners are said to be leading the leadership programs in organizations (Rost, 1993). Keeping this in mind, after a thorough review of the existing leadership literature, one may conclude that the vast majority has been generated from business schools or corporations. There does not appear to be any significant universal comparison of leadership theory that transcends other domains such as education or critical care, leaving much of the literature unidirectional. According to Nitin Nohria and Radekesh Khurana, other notable flaws of the existing leadership literature can be summarized as follows:

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“It seldom conforms to the norms of the scientific method; it employs casual and sometimes self-serving empirical evidence; it is rarely grounded in any well-established theoretical tradition. In short, it lacks intellectual rigor”, (2010, p. 5)

The above quotation identifies an existing gap between the purpose and practice of leadership. Furthermore, it highlights flaws in the aim of developing leaders. Consistently thinking of leadership as framed, defined and sustained will lead to problems in leader development (Nohria & Khurana, 2010). For example, new learners may think that leadership is all about: getting ahead, gaining power, trust issues, traits and specialized qualities. These are important failings to expose due to the fact that the relevant literature does not emphasize enough the importance of certain elements such as, professionalism, experience, actions and social responsibility.

In Appendix E, a small sample of leadership definitions has been provided from other academic disciplines for further study. Over the years, leadership definitions were centered on the opinion that leaders emanated from aristocratic and well-educated backgrounds. The theories, therefore, are plagued with many flaws which omit the true essence of leadership. Norman Madarasz states:

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“Opinion is precisely anything but a thought on itself thinking. While it might be subjective, it falls dramatically short of thinking subjectively, or rather thinking subjectively”, (2010, p. 63).

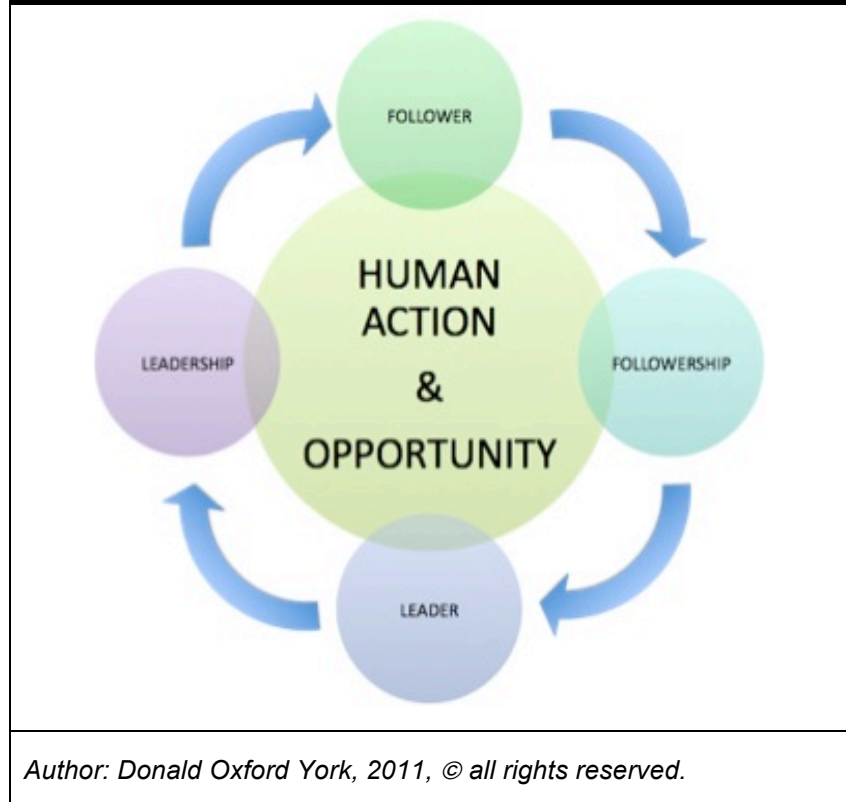
The above quote highlights one of the fundamental issues on why the current literature on leadership, that aims to search for qualities, traits and characteristics in those who lead, demonstrates a lack of verifiable basis. In addition, such theories produce only partials of truth and are essentially flawed.

Figure 2.10.3.A illustrates that at the core of all the different terminology used to describe the process(es) of leadership and followership, in addition to those pertaining to individual(s) as leader and follower, two imperative elements remain: human action and opportunity. Without those two elements, change is impossible and thus, cannot occur within the process or within the individual.

The Leadership-Followership Interactional Schematic (Figure 2.10.3), designed by the author, also known as the FLOWS diagram, was generated using the influential literature in order to explain the relationship between these corporate terms. FLOWS stands for: Followership, Leadership, Opportunity, Win-Win and Strategy.

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FIGURE 2.10.3 A
The Leadership-Followership
Interactional Schematic
(FLOWS Diagram)



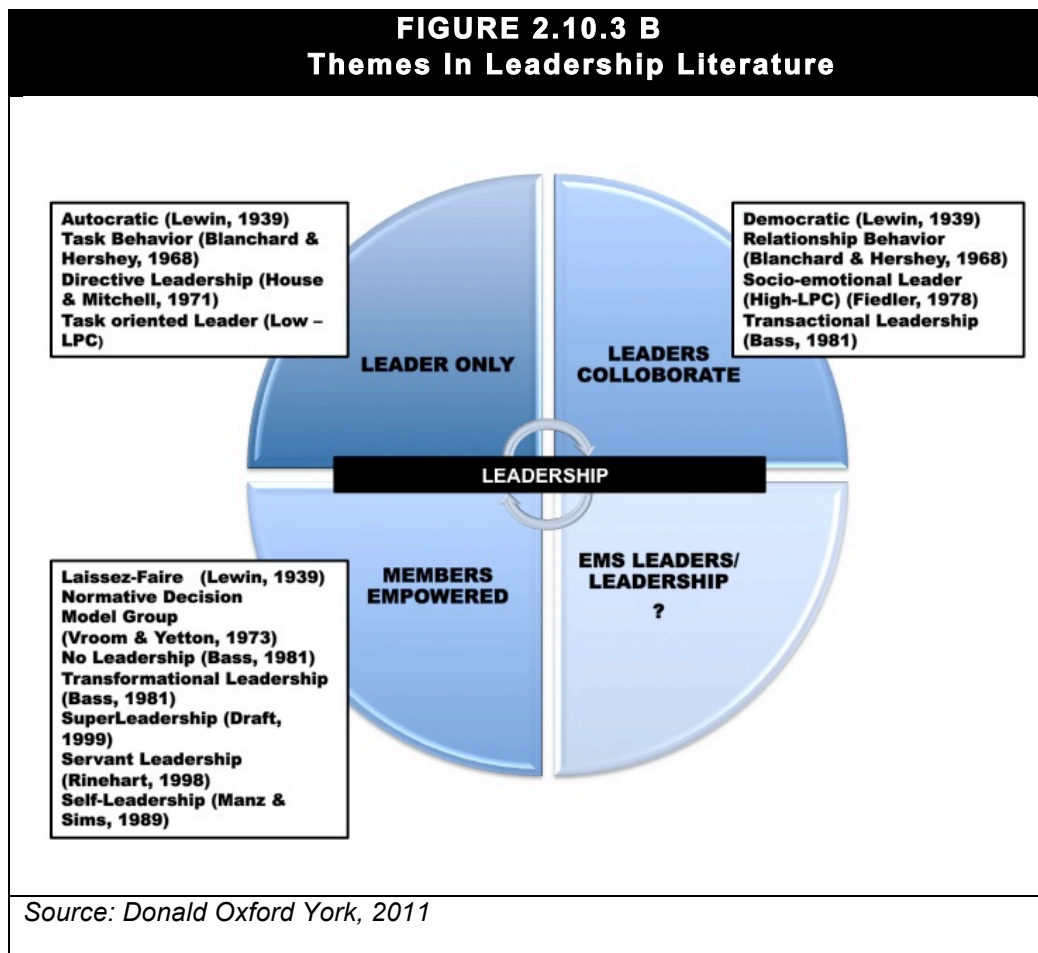
The flow of leadership and followership creates new combinations for groups and individual interaction by producing new and innovative win-win strategies that enable the harnessing of greater opportunity.

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In accordance with Kurt Lewin (1939), there seems to be only three types of leadership styles or leader approaches: leader only (only decision-maker), leader collaborates (group input), members are empowered (Self-managed). There is a fourth style that is based on flexibility/adaptability which does not appear to have a particular name indicating a possible gap in the literature; however, it is precisely this fourth approach that appears to be the ideal way for a leader to lead. According to Mihail Orzeata, "Leaders' style should be dominated by flexibility to allow permanent adaptation to situations and by determination in pursuit of the objectives", (2011, p. 95).

Figure 2.10.3 B links recurring themes found within the leadership literature and categorizes them into particular styles/approaches. The unanswered question remains what type of Leader/leadership does EMS fall into. Thus far, EMS leadership approaches tend to be borrowed from corporate ones. What continues to remain uncertain, however, is how leadership is viewed, practiced and what it is believed to be.

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2.10.4 The Terminology Used In Leadership

The suffix 'ship' was used within Old English and many of its usages have been re-coined after the fifteenth century (Oxford English Dictionary, 2011). The suffix 'ship' was used to denote:

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1. The state of life, occupation or behavior;
2. A condition of being;
3. The class level class of a human being;
4. Designating an official;
5. An honorific; and
6. Having a collective. (Oxford English Dictionary, 2011).

What is increasingly apparent is that new adjectives are constantly being added to the term leadership and it seems to constitute a groundbreaking trend. For example, some adjectives used in conjunction with leadership include: 'Effective', 'Transactional', 'Situational', 'Transformational', 'Charismatic' and 'Servant'. The same tendency also takes place within academic subject matter (See Appendix E).

Examples of terms used in conjunction with the word leadership within academia to create a distinction are: 'Educational Leadership', 'Social Leadership', 'Physician Leadership' and 'Political Leadership'. These new adjectives appear to start a new trend but make very little progress in unifying/clarifying what leadership is about. What is merely taking place throughout the literature is a regurgitation of historical concepts that were discussed in the classical works of seminal authors and influential texts such as:

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1. The Legend of Moses and Comparative Mythology: The importance of Servitude and Discipleship; the passages and trials of building self-confidence to lead others. The importance of oral tradition in exemplifying leadership, the concept of the hero and story telling;
2. Greco-Roman Moralists: Importance of Self, Virtues and Ethics. The separation of social class in contributing to knowledge, awareness and wisdom of self-development. The importance of balancing the mind and body in leading the self and other;
3. Aristotle and Perelman: The Rhetoric – Ethos, Logos and Pathos as important qualities of persuasion in order to build communion and gathering/leading individuals. The work of Perelman introduces the aspects of formal and informal arguments in creating adherence in followers. Leadership can thus be exercised informally or formally;
4. Hegel-Heidegger: Master-slave dualistic nature and self versus the other. Imperative for understanding the importance that both the leader and follower are one and of the same in each other's lives and within their personal development and succession, and;
5. Max Weber: Economy and Society - (Charismatic leadership and sociology). The principles of 'Charisma' perpetuate an important trait that exists in leaders who are able to gather and persuade large followership. The perspective of leadership as a 'gift' continues to appear sporadically in modern day thought.

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The above-mentioned historical themes are central to classical and modern day leadership theories and praxis. In other words, all of these great thinkers are fundamental in understanding how modern leadership is formulated through ‘a priori’ knowledge.

As previously mentioned in Chapter One, the evolving issue remains that the integration of these adjectives to leadership and its applications are not well understood and thus, the term is highly misconstrued. Over the centuries, the apparent new trend within the discipline of management sciences seems to be the juxtaposition of new labels to preexisting terms but suited to fit into the organizational /corporate behavior. For example, the terms ‘leader’, ‘leadership’, ‘follower’ and ‘followership’ actually carry very little difference in meaning.

The slight difference between the terms is attributable to the organizational perspective(s), the ranking, its hierarchy and its relationship to its people. Regardless of rank or hierarchy, what is not clearly identified is the fact that everyone leads and follows, every individual partakes in the processes of leadership and followership equally. The organizational structure thus separates or creates distinctions in order to either enhance or oppress the growth of individuals.

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2.10.5 Followership Theory

The English term ‘follower’ is derived from the Old English word ‘Folgian’ and the Old Norse ‘Fylgja’ meaning to accompany, help or to lead (Grint, 2010). The term consists of both negative and positive connotations within the relevant literature. Ironically, one of the meanings of follower is to lead.

Thus far, leadership research demonstrates that leaders are designated authority figures selected through hierarchy (Pearce & Conger, 2003). Craig Pearce and Jay Conger state:

“[Leadership theory] lags seriously behind...[due to its]...singular focus on the conception of an individual leader to the neglect of distributed forms of leadership”, (Pearce & Conger, 2003).

Scholarly literature has begun to negate the notion that leadership can only be established through the traditional ‘top-down’ perspective (Adair, 2008; Baker & Gerlowski, 2007; Rost, 1993). The ‘top-down’ perspective appears to be a limiting factor that skews the true meaning of leadership (Rost, 1993). In addition, the ‘top-down’ model does not explain why some individuals are not seen as leaders despite their formal positions as such (DeRue & Ashford, 2010).

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Leadership from the 'bottom-up' should be made an essential element in an organizational model for understanding existing issues or successes not being perceived by the leader.

The work of Robert Kelley discusses the fact that followers can influence 'the upward' as they are often at the bottom where the problems occur; this may cause them to become more skilled and adequately prepare them for leadership roles (Kelley, 1988). Followers can thus perform at a high level, embodying true leadership (Townsend R. , 1970).

What clearly differentiates following from leading is individual skills and talents, experience, readiness and abilities. The former are also determining factors for transitioning from a follower role to a leader role. Table 2.10.4 highlights essential elements that seem to define a leader from a follower:

TABLE 2.10.5 Key Distinctions of Leaders from Followers	
Values	Represent the individual's value system; is it in line with organizational goals and purpose.
Trust	Is the individual trustworthy, credible and believed in.
Power	The level of the employee within the organizational hierarchy and how they utilize their authority to complete the task at hand.
Vision	Strategy, goals for the group or organization when leading.
<i>Source: Donald Oxford York, 2011</i>	

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Another determining factor in leader-follower relations is the examination of an organization's willingness and ability to empower subordinate positions, thereby allowing an opportunity to transition up the leadership pipeline. The transition from leader to follower occurs within the situation and the realization that there are different levels of leaders (i.e.: formal versus informal). The confidence of the organization, their understanding of the subordinate's skill set and the ability to embrace the many crossovers in competencies should be further examined in order to effectively transition followers to leaders. Robert Townsend (1970) states, "True leadership should be for the benefit of the followers, not enrichment of the leaders. In combat, officers eat last", (Townsend R. , p. 80).

At the heart of leadership should be reciprocation and collaboration of the leader (designated or not) and team members in order to meet objectives by rotating between leading and following (York, 2010). The importance of establishing collaborative efforts within leadership can be studied through the V-formation flight of birds. According to Joshua Pope (2007):

"If you hear a flock of geese, you will notice they fly in a "V" formation. The reason for this is simple. Each time a goose flaps its wings, it creates "uplift" for the birds that follow. By flying in a "V" formation, the entire flock adds 71% greater flying range than if each bird flew alone. When the lead bird

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tires, it rotates back in to the formation to take advantage of the lifting power of the bird immediately in front of it”, (Pope, 2007, pp. para.3-4).

Pope argues that the role of a leader is to set the vision for achieving the mission’s objectives (Pope, 2007). The unit’s mission is based on providing community and sense of direction (Pope, 2007). Each person within a unit must be given clear direction and contribute equally to provide the same “uplift” needed to work effectively and efficiently (Pope, 2007).

According to Lao Tzu, the best way of leading others is to ‘walk’ behind them (Tzu, 1891). A successful leader must at times be a follower and must learn to work with others with similar leadership and followership styles (Campbell & Kinion, 1993). The former is relevant to the present research as prehospital care environments require other professionals to work together with similar skills and styles, while maintaining different points of view.

2.10.6 Corporate Approaches And Leadership Style

As demonstrated, there exists a significant amount of corporate approaches and leadership theories. Many of these theories and principles overlap and are of the same essence. The relevant corporate approaches include: social performance, societal/social responsibility, social responsiveness, and self-responsibility. The

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aforementioned relates to three or more different types of leadership styles.

Table 2.10.6 compares and contrasts the corporate approaches to leadership styles:

TABLE 2.10.6 Corporate Approaches and Leadership Styles		
Corporate Approach	Leadership Styles Leader Types	Explanation
Corporate Self Responsibility	<ul style="list-style-type: none"> • Transactional • Charismatic Leaders • SuperLeadership • Self- leadership • Autocratic 	The leader's ability to be self-motivated and to be able to motivate workers to achieve goals (organizational and group). Clear goals, roles and responsibilities. Vision of the future by becoming efficiency oriented.
Corporate Social Performance	<ul style="list-style-type: none"> • Transactional • Charismatic • Laissez Faire • Democratic 	The more experienced the leader is within managing the environment appears to increase performance.
Corporate Social Responsibility	<ul style="list-style-type: none"> • Transformational Leaders • SuperLeadership • Servant Leadership 	This type of leader appears to be needed in order to generate an outward approach in generating, formulating and implementing the new vision of the organization. They greatly influence the workers' relationships and spur empowerment in order to create and lead changes.
Corporate Societal Responsibility	<ul style="list-style-type: none"> • Transformational • Charismatic • SuperLeadership 	The leader's actions appear to be based on the level of effectiveness which is embedded within a broader perspective on society and of the organization itself. The leader's ability to have vision of the future.
Source: Donald Oxford York, 2011		

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As explained by the corporate approaches to leadership, there is an existing correlation that should be noted. It appears that successful societal management requires effective leadership. In hindsight, both the informal or formal leader has an important role in fulfilling both the groups' level of performance and the organization's itself. However, it is inaccurate to measure leadership based on organizational performance. Leadership seems to have far more components and purpose than just organizational performance, as previously mentioned in the critique section. Moreover, it eliminates the importance of other elements, such as failure in achieving higher performance.

2.10.7 Summary Of Chapter Two

As reviewed in this chapter and after centuries of research, there still exists a particular focus on leader centrism and not enough on the natural process of both leading and following. Furthermore, present day research on leadership is shifting focus to 'bottom-up' leadership and negating the notion of 'top-down' only. This shift is critical due to the existing reciprocal and collaborative nature amongst leaders and followers and by the fact that no one can truly lead all of the time (York, 2010). In addition, the potential for leadership exists within everyone once there is an opportunity to present qualities and skill set.

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Another evolving issue has been the very little progress made on defining the term leadership. The former was highlighted and discussed in Part I – Great Thinkers and Influences and Part II-Leadership, Followership and Management Theories. Hence, the term leadership and its praxis continue to be met with great complexity and is highly misconstrued.

After a review of the relevant literature, there appears to be no formal study or theory that links EMS leadership styles, orientation and personal perspectives to prehospital care environments specifically. EMS lacks research within the aforementioned areas when it attempts to explain what constitutes a leader in their profession. In addition, EMS tends to borrow concepts that are utilized within corporate/organizational settings which raises the question of how well do these theories actually apply within the various types of ambiguous situations faced by EMS personnel. Moreover, how do these theories apply to the EMS leader's role within the community/public service. The answer to these questions will be investigated in Chapter Four and Five of the manuscript.

Taking into consideration the preceding review of the historical to modern day elements of leadership theories and practices, this dissertation aims to develop an understanding of the EMS upper level management leader's beliefs, typologies and influence on the leader-follower relationship within prehospital

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care environments. The following chapter on research methodology will further examine the organization and techniques used to create an extensive study on EMS leadership.

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER THREE – RESEARCH METHODOLOGY

3.0 OVERVIEW

As previously mentioned in Chapter One, the dissertation's methodology is qualitative by way of phenomenological research. The qualitative research approach allows for developing a deeper understanding of existing problems within the phenomenon and allows for converging new ideas with the old (Trochim, 2006). For instance, researching the roles and beliefs of EMS leaders working in prehospital care environments that would emphasize or elaborate upon key positions on the subject matter would prove to be difficult using a quantitative methodology

Upper level management personnel were specifically targeted as a population based on their significant role in organizational decision-making, strategies and involvement within the existing policies and procedures of EMS leadership. The sample consisted of eighteen upper level EMS personnel recruited across North America.

3.1 APPRIOPRIATENESS

The phenomenological methodology is considered most appropriate for capturing subtle meanings and personally held beliefs without imposing external thought complexes on the participants (Moustakas, 1994). Specifically, the research applied the 'Grounded Theory' approach for developing theory about the phenomena of interest. In this case, grounded theory was used to research EMS leaders' beliefs and their leadership praxis. Furthermore, this theory allows for exploratory linkages to be developed between the theoretical concepts and the data collected (Trochim, 2006). In addition, grounded theory is an appropriate method to answer the main research question. Moreover, due to the lack of research within EMS, grounded theory appears to be an appropriate method for generating a deeper understanding of the structures involved in answering the main research question.

Grounded theory is rooted in observation of the phenomenon and is not just an approach for abstract theorizing (Trochim, 2006). In other words, the best way to understand a phenomenon is within its existing contexts. Grounded theory allows for studying elements and interrelations, thereby forming a theory that enables the researcher to understand the nature and meaning of the experience of the chosen group of people in a particular setting (Moustakas, 1994).

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As previously mentioned, grounded theory allows for the researcher to become more experienced with the phenomenon being studied (Trochim, 2006).

In its totality, EMS leadership is a very broad and complex phenomenon. By extracting theory grounded within the participants' observations, a more detailed description of the analytical coding of the data collection and the creation of an integrative model rooted in the EMS leader's own experiences can be formulated.

Traditionally, leadership studies have utilized quantitative methodologies to justify their existing theories on the subject matter of leadership and its constituents.

The research of Karin Klenke concludes that:

“the history of [leadership] research has...relied heavily [and] at times exclusively on...quantitative methodology to help us identify and understand leadership problems and develop solutions that can be scientifically tested, verified, and replicated”, (2008, p. 3).

In conjunction with the previous quote, some examples include: Great Man theory and Trait theories of leadership. In Great Man theory, Thomas Carlyle tabulated individual characteristics of authoritative figures that were used for differentiating leaders from non-leaders (Carlyle, 1840). Similarly, Trait theories

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of leadership utilized statistical analysis for determining human variations within leaders versus non-leaders (Galton, 1892).

Furthermore, in an attempt to understand the complex relationships involved in leadership research, the quantitative methodology approach has proven to be deficient (Judge, Ilies, Bono, & Gerhardt, 2002). In examining leadership, the quantitative approaches conceal the affiliations of the subject matter (Judge, Ilies, Bono, & Gerhardt, 2002). As of recent, the qualitative approach for leadership studies has become the main method of inquiry (Klenke, 2008).

Qualitative research allows for analysis of how people think and generates in-depth information about specific topics (Trochim, 2006). By selecting a qualitative methodology to research EMS leadership, the challenges, functions and roles of an EMS leader can be analyzed in great detail through their own colloquial speech.

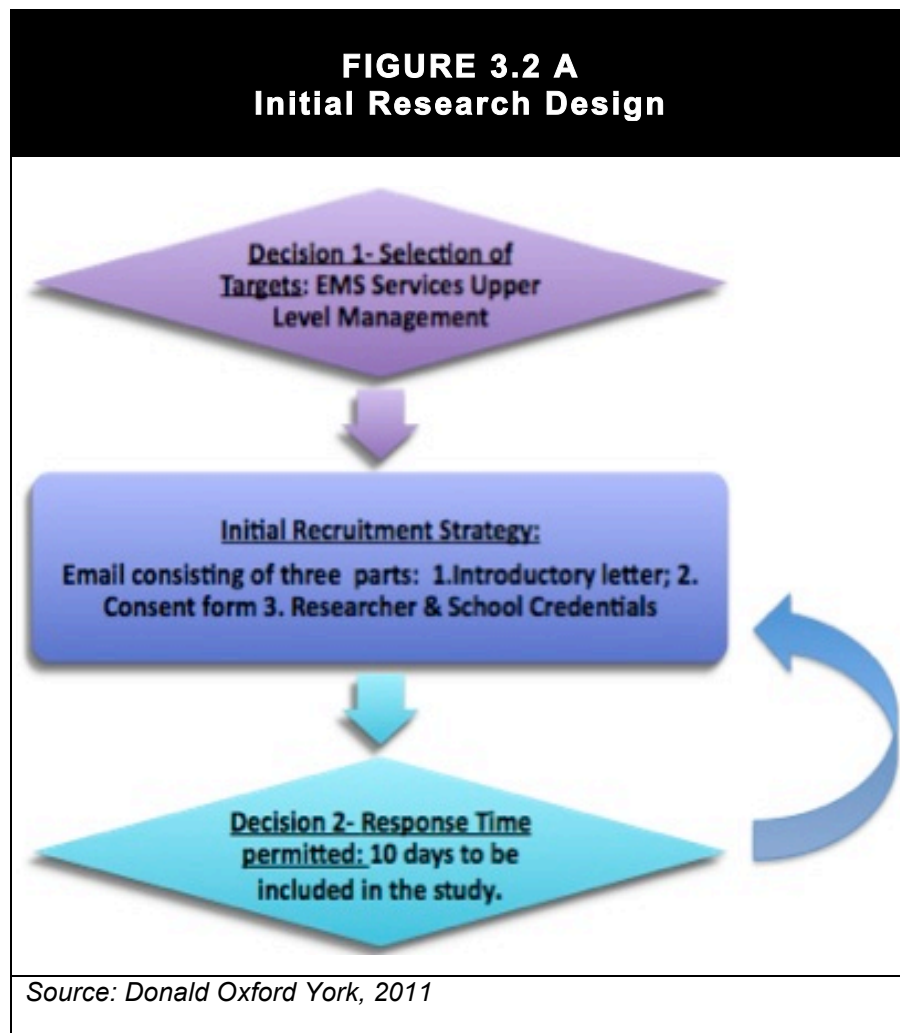
3.2 RESEARCH DESIGN

As previously mentioned, the research design is rooted within the 'Grounded Theory' approach in order to isolate the main aspects and influences on EMS leadership. According to Clark Moustakas, "the focus [of grounded theory] initially

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is on unraveling the elements of experience”, (1994, p. 4). Grounded theory is an inductive approach through its development of theory from data collected from the phenomenon (Moustakas, 1994).

During the recruitment phase, introductory emails were distributed over a two-month period to forty-seven different organizations throughout Canada and the USA. Originally, twenty organizations replied but at the end only eighteen continued with the process. Specifically, the geographical areas included ten Canadian provinces and eight states in America. This resulted in a 38% response rate. Four participants were female (EMSL =22% of population) and fourteen participants were male (EMSL =78% of population). This was not very surprising as the field of EMS is traditionally a male dominated profession. All of the participants work for EMS in different areas that include: Dispatch, Governmental, Volunteer, Hybrid, Fire, Regional and National Levels. The average age of the participants was thirty-one years old with an average tenure in their current organizational position of seven years. Figure 3.2 A, illustrates the initial phases of the research design:



The research methodology will be split into three sections:

1. Introductory and Setup Appointment Email: This was the initial recruitment method for introducing the research topic and the researcher credentials (Appendix F & G). Second, it introduced the school and its credentials as well as the consent forms (Appendix H, I & J);

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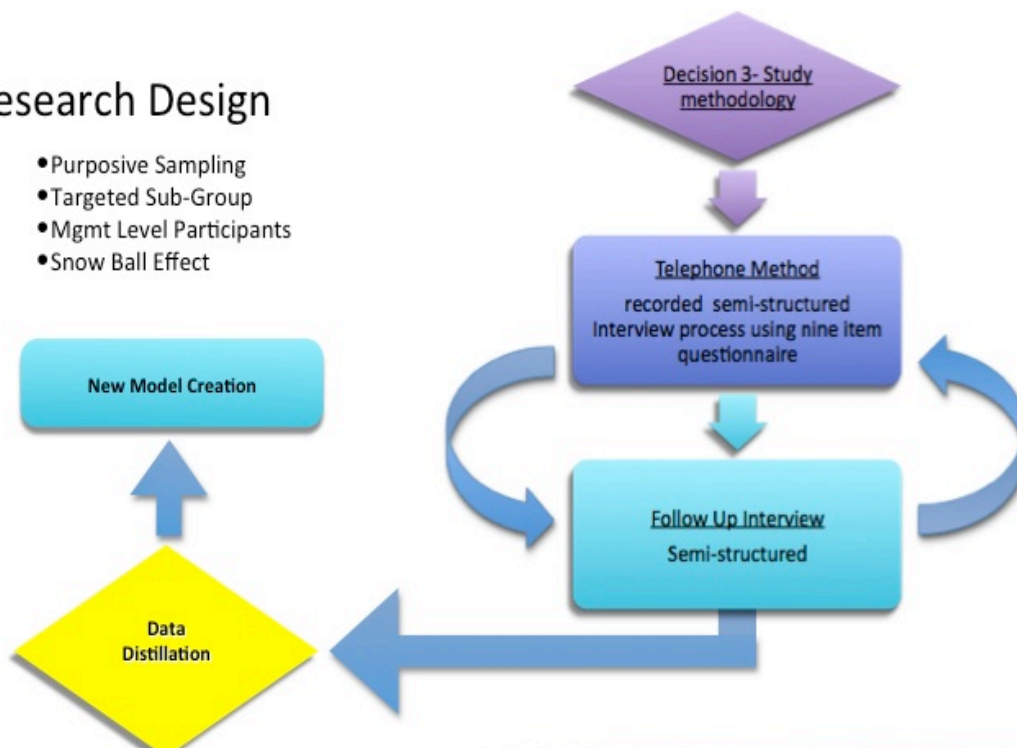
2. Telephone Interviews: A semi-structured questionnaire was used in order to uncover the attitudes held by EMS leaders with respect to their roles as leaders and beliefs on leadership concepts (Appendix K); and
3. Follow-Up Interviews: To allow for further elaboration and clarification of the participants responses, as well as for approval of the transcribed data taken from the original conversations that were held, a semi-structured interview is carried out on the received survey responses. An example of a follow-up email message can be seen in Appendix L and M.

The telephone interview was selected over other methods in order to increase the promptness of the data collection and for its cost effectiveness; in contrast to the survey method that can take a few days or even weeks to provide any feedback. Furthermore, using the survey method, participants' responses may get lost in the mail and/or participants may not be as candid in their responses (Zikmund, 2003). As the telephone method is more impersonal, the participants may respond more willingly and impartially to confidential questions (Zikmund, 2003). The telephone interview also provided the opportunity to reach out to a wider geographical area within North America. In Figure 3.2 B, the research design is further described and the uncovered elements will be discussed in Chapters Four and Five.

FIGURE 3.2 B
More on Research Design

Research Design

- Purposive Sampling
- Targeted Sub-Group
- Mgmt Level Participants
- Snow Ball Effect



Source: Donald Oxford York, 2011

The difficulties presented using the telephone method is: not having incorrect phone numbers or those who screen their calls (Zikmund, 2003; Sommer & Simmer, 1991). Another disadvantage of using the telephone method is based on the fact that respondents can easily discontinue the interview (Zikmund, 2003).

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The preliminary telephone interview questionnaire design contains two sections (see Appendix K):

1. Participant Profile: was designed to give credence to cultural aspects, organizational type, religious/philosophical upbringing, gender, title or ranking within the hierarchy of management, highest level of education and other areas of expertise (related or non related) to current position, years of experience within the position or field and the influence of age. All of these factors were deemed important as they influence the responses of the participants as it relates to their conceptualization of leadership.

2. The Research Questionnaire: was designed to develop a personal understanding of EMS leaders: definitions of leadership terminology, the acquisition of leadership, the important traits/characteristics involved in leadership qualities, the determinants of being a leader(s) versus follower(s) in the field of EMS, the influential dynamics involved between leaders and followers, the collaboration between experts with different and similar skill sets and gender differences in approach.

The research questionnaire design utilizes an original nine-item questionnaire divided into two parts. The questionnaire was constructed, pretested, revised and distributed to eight-registered management professionals working either in

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governmental, regional or local services in EMS and Nursing. This method was implemented in order to assist in determining whether or not the data collection plan would be appropriate for the main phase of the research.

Additionally, this allowed for minimizing errors within the final questionnaire by re-wording particular questions, checking for clarity and verifying whether the general survey design would be sufficient and appropriate. The data tabulated from the small sample pretest provided a more thorough format for the eventual collection of relevant information and subsequent knowledge within the main survey.

The selected design used open-ended questions that bring forth salience of the issues involved in EMS leadership. The reason for utilizing the open-ended format is that it allows for respondents to reply in their own colloquial speech. This method is considered most appropriate in order to capture subtle meanings and personally held beliefs; it also avoids imposing external thought complexes on the participants (Zikmund, 2003).

Additionally, by using this methodology, the attitudes of the participants towards the subject matter can be meticulously analyzed; theories can thus be extracted

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through the grounded theory approach. The two main analytical strategies that are utilized within the grounded theory approach are:

- Coding: used to categorize the qualitative data and to analyze the significance, inferences and details of the groupings. Initially, coding was done using hand tabulation method. Opening coding was used to develop initial categories and then selective coding was performed to systematically regulate the development of core concepts. Furthermore, analysis was performed via the handwritten test tabulation method for differentiating and coding open-ended responses as fixed-alternative questions are more easily coded.
- Integrative Diagrams and Sessions: used for synthesis and integration of all of the responses in order to make sense of the data collected in relation to the emerging theories. This was performed using Mindjet MindManager software for Mac (Mindjet, 2011).

These analytic approaches are the main strategies employed throughout the research in order to fully develop a thorough understanding of EMS leaders' perspectives on leadership. As previously mentioned, the intent of the selected research methodology and design is to measure seven factors:

1. Self definition of leadership terms;
2. The acquisition of leadership;
3. Important traits and characteristics;

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4. Issues in the leadership process;
5. The dynamics of leader and follower behavior and their exchanges;
6. The collaboration of experts with similar or different skill sets;
7. Gender differences.

The summation of these seven responses should indicate which of the general leadership styles, qualities and types are most descriptive within the organizational culture (personal values and beliefs), exchanges among staff and the type of relationships involved in EMS leadership.

The third part of the research design involved follow up interviews. These interviews were based on the initial questions in the semi-structured telephone interview but contained a few modifications to the wording and sentence structure in order to draw more in-depth information pertaining to the specific questions asked.

Transcription of the telephone conversation will be done using the software MacSpeech Scribe. MacSpeech Scribe is an advanced personal transcription software to convert spoken-word audio files into text documents (Nuance Communication Inc, 2011).

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Participants will be tested one month after the initial interview to test for accuracy in participants' responses in order to ensure response consistency. The participants will be sent the same questions via email and will be given one week to respond to the survey; this method should give participants a chance to reflect and afford them more time to develop their response. Based on the respondents' age and level of experience this method is deemed as being suitable (Sommer & Simmer, 1991). The two methods will be used to generate a large quantity of information related to the pressing questions involved in EMS leadership studies within prehospital care environments. It was believed that implementing such a strategy would yield important insight into present day theories of EMS leadership. Further information pertaining to data collection of the will be discussed in Chapter Four.

3.3 VALIDITY AND RELIABILITY

The work of Yvonna Lincoln and Egon Guba proposed four alternative criteria in verifying the validity of qualitative methods based on what they call 'trustworthiness notes' (Lincoln & Guba, 1985). Trustworthiness notes is a subcategory found within the researcher's process notes that are taken after coding and categorization are completed (Lincoln & Guba, 1985). The following

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list explains Lincoln and Guba 's (1985) four categories of trustworthiness and included in brackets are the traditional names used for validating research:

- Credibility (Internal Validity): Confidence in the truth of the findings;
- Transferability (External Validity): Applicability of the research findings to other contexts;
- Dependability (Reliability): Based upon whether or not the research findings are consistent and can be replicated; and
- Confirmability (Objectivity): The extent to which the research findings are shaped by the respondents and not any bias stemming from the researchers own interests (Lincoln & Guba, 1985).

As previously mentioned, the interview questions used were verified for clarity and organization during a small sample of the pretesting phase of the research. This in turn, allowed for the top nine questions to be formulated accurately, brought forth a balance to the subject matter of the questions, ensured its proper placement to help establish a good relationship with the participants and to pave the way for more difficult or controversial questioning during the initial and follow-up interview in an organized and culturally sensitive way. The former will be

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imperative for utilizing the appropriate procedures to gather and interpret the data and to present the research findings honestly. Such neutrality will be achieved by using what Lincoln and Guba refer to as a confirmability audit. A confirmability audit consists of an audit trail meaning:

1. Raw data (data collection);
 2. Analysis notes (coding);
 3. Reconstruction and synthesis products (content analysis);
 4. Process notes;
 5. Personal notes; and
 6. Preliminary developmental information (presentation of the data)
- (Lincoln & Guba, 1985, pp. 320-321).

Furthermore, in protecting the research findings from any potential subjectivity, the above mentioned tactics were utilized in order to diminish or eliminate any researcher or contributing biases to the objective knowledge of leadership itself and in the field of EMS. The results in Chapter Four are all open responses of the arguments and foundations of leadership perspectives from EMS leaders. The commitment from the EMS leaders had been received diligently and meticulously.

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3.4 SAMPLING METHOD

The pre-interview phase of the research will consist of direct contact with EMS organizations found via Internet with a valid email address. EMS sites typically do not have direct contact information, as they are highly secure and confidential organizations. Moreover, EMS organizations appear to receive a great deal of spam and pranks that require extensive filtering before responding to inquiries. At times, this may lengthen the response time in participating research coming from unfamiliar sources. The aforementioned factors automatically place limitations on the researcher's options for recruiting candidates and organizations. rec

At the same time, the benefit of the abovementioned strategy was that if the organization was interested in participating in the research study, then the introductory email sent was presented directly to upper level managers/leaders within the organization. In some cases, this may only occur after human resource approval. Some EMS websites contained a short contact form or provided an email address to request further information.

The target population will be EMS leaders in upper level management selected by way of purposive sampling. This method was selected insofar that the EMS upper level management personnel are thought to be the most important and relevant actors involved in leadership policies and procedures in prehospital care

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environments. Furthermore, the EMS upper level managers/leaders are involved in the praxis and implementation. Snowball sampling occurred due to the difficulty of accessing EMS upper level management personnel with respect to their hectic schedules. The researcher asked for other potential follow-up respondents to contact. In some cases, direct referrals or name recommendations to research were given. All participants received via email an introductory letter (Appendix F), researcher's credentials (Appendix G) and a consent form (Appendix H, I and J). The process of sampling included the following:

1. Target Population: comprised of EMS upper level management personnel within various types of EMS organizations throughout North America. Target population members were asked to volunteer thirty minutes of their time to participate in the research and include: EMS upper level managers working in the Emergency Medical System Services. For example, Ambulance and Fire services, Dispatch Units, Governmental level, both National and Regional levels, Volunteer, Private and Public. Each member had to be an active member of EMS working in teams identified by their level of expertise.

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2. Sample size and units: The sample included eighteen employed Emergency Medical System Service personnel in upper level positions. As previously mentioned, an introductory email was sent detailing the aim and nature of the study. The selection of the sample came from a random search of the leading organizations across Canada and USA in EMS by way of the Internet. Upon receiving confirmation from the participating organization, consent forms were then emailed directly to the department EMS leader. Many participants were self-selected to represent their field and expertise.

3.5 DATA COLLECTION

As previously mentioned, the telephone interview was the primary method for collecting qualitative data for the research. The data was collected using a speakerphone, digital tape recorder with USB port and laptop computer. All of the data collection instruments were used to initiate direct entry of information as the interview was taking place.

The pre-testing phase of the instruments involved five different telephone conversations with external participants to the research. The purpose was to assess the differences in sound between the male and female voices. The

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recorded system allowed the researcher to reexamine the conversation and extract extraneous information not mentioned.

Using MacScribe software (2011), the audio file generated from the recorded interview was then transcribed into document format. This method allowed for verification of the information being transcribed and allowed the researcher to listen to the audio file to test the software's accuracy. Finally, the transcribed information was then sent back via email to the participants for verification and approval. This step in the procedure allowed the participants to modify their commentaries on the subject of leadership.

As previously mentioned, each participant received an introductory email that consisted of three phases:

1. Primarily, an introduction to the research and the purpose of the research (Appendix F);
2. Secondly, a second email with letter of acceptance to conduct the research from the University; it also included the credentials of the University. Moreover, it included a letter of consent and a human approval

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form (Appendix H, I and J) and photocopy of the researcher's credentials and identification for the study (Appendix G); and

3. Finally, participants were asked to select a thirty-minute time frame at their convenience for a volunteer interview. It is important to note that no interview questions were given to any of the participants beforehand allowing for a more spontaneous and free flowing conversation. Furthermore, the only prior knowledge the EMS leaders had concerning the interview was that it was based on leadership within their area of expertise.

A general summary of the interview was discussed with participants at the date of their scheduled appointment times. For example, participants were told that there would be two sections: participant profile and leadership concepts. This method, however, may have been a reason for the lack of participation by certain organizations. Certain organizations had wished to see the details and extent of the questions being asked beforehand, prior to confirming their willingness to participate in the research. In those cases, the researcher refused such requests but did give a general overview of the interview structure and of its divisions. This in turn, could have made the potential participants insecure about participating in the research. Furthermore, the former could have made potential participants

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apprehensive about the research itself. The researcher chose this method in order to prevent participants from preparing ahead of time, as the research's aim was not to test knowledge, but rather to discover the meanings, influences, structure and definition of terms.

Initially, two weeks were given to potential participants to respond; otherwise, they were eliminated from the process due to time constraints. However, considering it was a North American study and the different time zones across the continent, it could take up to three weeks to receive a response. Furthermore, vacation times and in some cases, an early retirement process interfered with the response time. Therefore, the time allotted was extended, as some organizations required the approval from higher powers prior to disclosing information about themselves and the organizations they work for. This, despite the fact that confidentiality was stressed within the informed consent forms.

All of the potential participants were called and/or emailed to verify that they had received the introductory email of the research. If no email was received, they were then given the option of contacting the researcher within a one-week time frame. The interview times were decided by the participants to eliminate the potential feeling of being pressured. The intention of the interview process was to

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provide a low stress and comfortable experience for participants, in order to allow them to volunteer as much information as they wished.

The interview questions were open-ended as the participants had a diverse range of experiences and expertise. During the interview process, any vague responses provided were probed for further elaboration by asking the respondents questions such as, 'Can you explain further...' or by 'repeating' the participant's response to see if they understood or appreciated their own responses. The researcher provided feedback to encourage frank and elaborate responses on the subject matter. For example, the researcher stated encouraging statements such as, 'Thank you for that response...' or 'that is very helpful...'.

3.6 DATA ANALYSIS

The nine-item questionnaire was designed to reflect the possible influences, beliefs, values and roles of an EMS leader (EMSL) working in a prehospital care environment. Content analysis was used to quantify the responses given from the telephone interviews and to ensure that the research would be systematic and replicable. The content analysis was performed by means of:

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1. Hand Tabulation Method (handwritten): Initially, placing all of the document field notes on a wall and table and then circling and itemizing all of the data variables into groups. This was done until no new codes were formed and the data became more centrally focused. A matrix was created with the participants' responses and will be examined in Chapter Four; and,
2. Concept Mapping and Coding: Using MindManager (2011) software version 9 for Mac software. MindManager allows for information/concept maps to be created, organized and categorized that can be used for coding the research and further analysis (Mindjet, 2011).

The important issues and special content provided by the interviews were transcribed and then proofread by the researcher. Afterwards, they were returned to the participants via email in order for them to verify their intended responses and to verify, whether or not, there were any discrepancies between the transcribed text and the intended meaning. If modifications were required, the respondent was given the initial transcript by the researcher to modify. Finally, the modified transcript needed to be approved by both the researcher and the participant. The participants were sent a final copy of the transcript for their own personal records. The participants can access their recorded interview segment

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by contacting the researcher or via the university should any requests be made. No publication or duplication will be allowed without the written permission and at the request of the participant.

As previously mentioned, coding categories were then developed with associated content by analyzing the questionnaire segments in conjunction with the telephone interview segments. This process allowed for the creation of a coding dictionary that was continuously tested and revised until no new categories emerged. Further discussion on coding schemes will be reviewed in Chapter Four.

3.7 SUMMARY OF CHAPTER THREE

Grounded theory was the phenomenological research method used throughout the study. This method allows for a more detailed personal description on EMS leadership concepts. Furthermore, it should allow for testing the respondent's self-concepts, role orientations and their interactions with leaders and other team members. A total of eighteen professionals working in EMS for various organizations across North America partook in the present research. Fourteen of the participants were male and four were female. Each respondent had a diverse work history and set of competencies.

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The research employed an original nine-item questionnaire consisting of two sections: 1. Participant Profile and 2. Definition of terms and acquisition of leadership and roles. The questionnaire was pre-tested prior to collecting data from the target population. Pre-testing allowed for determining whether or not the data collection plan would be appropriate for the main phase of the research. This allowed for minimizing errors within the final questionnaire.

Each EMS leader contributed to the research through a recorded telephone interview that was then transcribed. In addition, all of the EMS leaders had a follow up interview that also gave them a chance to review and approve the transcribed copy of the conversation and to put forth any additional modifications if need be. The responses of the EMS leaders were then analyzed, coded and categorized to develop a further understanding of the constituents, beliefs and values in leadership within prehospital care settings. The following chapter will explore in further detail the data collected and will present the resultant findings.

CHAPTER FOUR

PRESENTATION OF THE DATA

CHAPTER FOUR- PRESENTATION OF THE DATA

4.0 PURPOSE STATEMENT

As previously mentioned, by implementing a multidisciplinary approach, the primary purpose of the research is:

To discover to what extent the upper level EMS personnel whose position is typically associated as vital to patient outcome, the safety of the public, personal safety and fellow co-workers, subscribe to a shared set of beliefs about their role, purpose and exchanges as leaders within prehospital care environments.

4.1 REVIEW OF THE RESEARCH METHOD

As mentioned in the previous chapter, a qualitative approach had been implemented by way of phenomenological research methods. The research design is rooted within grounded theory to be able to isolate the main aspects and influences on EMS leadership and its dynamics. The targeted population were selected throughout Canada and The United States of America. The final sample consisted of eighteen upper level management personnel taken from

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different organizational types found in Emergency Medical Systems Services (EMSs).

4.2 REVIEW OF DESIGN AND DATA COLLECTION

Initially, forty-seven organizations had received an introductory email for participation in a volunteer study on EMS leadership. In the end, only eighteen organizations partook in the research, each represented by an individual selected to participate in the study. The selected individual from each organization had up to three weeks to confirm their participation in contributing to the research. If no response was received after such time, they were eliminated from the process due to time constraints. The final research sample of EMS leaders are those who responded to the initial email in the respected time limit and confirmed their willingness to partake in the research.

The data was collected through direct participation of EMS leaders who narrated personal perspectives on leadership. The information was digitally recorded during a telephone interview. The allotted fifteen to thirty minute interview time was extended in certain cases due to the following factors: years of experience in EMS leadership roles, personal perspectives and their understandings on the concepts of leadership. The majority of the respondents (10 out of 18) provided

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forty-five minutes to one-hour of narrative during the telephone interview. The majority of participants had great insight and knowledge when articulating their responses to the questions. The participants' overall consensus concerning the interview was that the questions forced them to think deeply and critically about their role as leaders.

4.3 DATA DISTILLATION

This section will provide a detailed explanation of the information collected from the previously stated instruments and methods used in Chapter Three-Research Methodology. The eighteen Emergency Medical System Leaders' (EMS-L's) responses were apportioned into two parts:

1. Part A-Participant Profile (Appendix K): the respondents were categorized into three tables: 4.3 A, 4.3 B and 4.3 C. Afterwards, each respondent was given a code name and listed numerically as EMS-L1 to 18, then characterized within their respective demographics:

- | | |
|---------------------------------------------------------|------------------------|
| ➤ Gender | ➤ Education Levels |
| ➤ Age | ➤ Nationality, and |
| ➤ Title | ➤ Religious upbringing |
| ➤ Administrative Level | ➤ Organizational Types |
| ➤ Years of Experience within
the Field or Profession | ➤ Other Specialties |

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3. Part B-Characteristics Survey (Appendix K): from section 4.4 and onwards, sixteen classifications were produced based on the resultant findings. This information was then coded and distributed into several tables and tally charts to illustrate the results. Tally charts are used to identify significance of findings. This method acts as a way to improve understanding of a situation and check for effectiveness in actions (Sommer & Simmer, 1991). Tally charts helped highlight information concerning the many factors that influence self-concepts, perspectives and the interrelations/dynamics of EMS leadership.

For ethical purposes, it is important to note that each participant had received a transcribed copy of his or her interview for approval before any publication of data distillation could occur. Each participant produced a written statement via email addressed to the researcher which approved all of their responses and confirming that they could be used for publication, their names remaining anonymous and in conformity with the informed consent and human approval forms. In the forthcoming pages, the presentation of the data distillation will begin with a series of tables (4.3 A, 4.3 B and 4.3 C) based on the categorizations and characterizations of EMS-L1 to 18 in their designated areas of expertise, rank,

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experience, demographics and other areas. The following Participant Profile

Tables -4.3 A, 4.3 B and 4.3 C are divided into three parts to introduce six

different EMS-L's at a time in ascending numerical value:

TABLE 4.3 A Participant Profiles-Part One						
	EMS-L1	EMS-L2	EMS-L3	EMS-L4	EMS-L5	EMS-L6
Gender	Male	Female	Male	Male	Male	Male
Age	46	51	41	44	40	58
Title	Chief	Acting Dir.	President	Director E. P	Dir. Prov. Prog	Dir. EMS
Admin. Level	Senior Man.	Senior Man.	Senior Man.	Senior Man.	Senior Man.	Senior Man.
Yrs in F/ P	28	4	25	20	22	38
H. Edu. Level	M.PA	M.Ed	B.Sc	M. of L	Medic school	Medic School
Nationality	American	Canadian	Canadian	Canadian	Canadian	American
Religious Up.	Christian	Christian	Christian	Christian	Christian	Christian
Other. Spec.	Fire EMS	RN	Paramedic	Flight Para.	Paramedic	
Org. Type	P/P	Gov	Gov	P/P	Gov	P/P
LEGEND						
1. Emergency Medical System Leader-number= EMS-L # 2. Acting Director= Acting Dir. 3. Director of Emergency Preparedness= Dir. Emer. P. 4. Director of Provincial Programs= Dir. Prov. Prog. 5. Senior Management= Senior Man. 6. Master's of Public Administration= M.PA 7. Master's of Education= M.Ed 8. Master's of leadership= M. of L 9. Bachelor of Science= B.Sc 10. Paramedic College/University= Medic School			11. Administrative Level= Admin. Level 12. Year's within the Field and/or Position= Yrs in F/P 13. Highest Education Level= H.Edu. Level 14. Other Certifications= Oth. Certifications 15. Religious Upbringing= Religious Up. 16. Other Specializations= Other Spec. 17. Organizational Type= Org. Type 18. Registered Nurse= RN 19. Flight Paramedic= Flight Para. 20. Governmental= Gov 21. Public/Private= P/P * important to note that it includes volunteer organizations			
Source: Donald Oxford York, 2011						

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TABLE 4.3 B
Participant Profiles- Part Two

	EMS-L7	EMS-L8	EMS-L9	EMS-L10	EMS-L11	EMS-L12
Gender	Male	Male	Male	Male	Male	Male
Age	36	57	54	45	52	48
Title	Proj. Man.	Com.Prg. Dev.	Manager	Dir. Reg.EMS	Chief Exe. Ad.	Deputy Chief
Admin. Level	Senior Man.	Senior Man.	Senior Man.	Senior Man.	Senior Man.	Senior Man.
Yrs in F/ P	18/2	34/10	35/5	27	31	27
H. Edu. Level	Medic School	College	Medic School	M.of L	Medic School	Medic School
Nationality	Canadian	Canadian	American	Canadian	American	Canadian
Religious Up.	Christian	Christian	Christian	Christian	Christian	Christian
Other. Spec.	Paramedic	Police Officer	Inhalation T.	Paramedic	Paramedic	P.medic Sp.Ops
Org. Type	Gov	P/P	P/P	Gov	P/P	Gov

LEGEND

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Emergency Medical System Leader-Number= EMS –L# 2. Director of Emergency Medical Services= Dir. EMS 3. Project Manager= Proj. Man. 4. Commander Program Development= Com. Prg. Dev. 5. Director of Regional Emergency Medical Services= Dir Reg. EMS 6. Chief Executive Administrator= Chief Executive Administrator 7. Senior Management= Senior Man. 8. Master's of leadership= M. of L 9. Paramedic College/University= Medic School | <ol style="list-style-type: none"> 10. Inhalation Therapist= Inhalation T. 11. Registered Nurse= RN 12. Year's within the Field and/or Position= Yrs in F/P 13. Highest Education Level= H.Edu. Level 14. Other Certifications= Oth. Certifications 15. Religious Upbringing= Religious Up. 16. Other Specializations= Other Spec. 17. Organizational Type= Org. Type 18. Governmental= Gov 19. Public/Private= P/P * important to note that it includes volunteer organizations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Source: Donald Oxford York, 2011

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TABLE 4.3C
Participant Profiles- Part Three

	EMS-L13	EMS-L14	EMS-L15	EMS-L16	EMS-L17	EMS-L18
Gender	Female	Male	Female	Male	Male	Female
Age	55	54	50	38	54	58
Title	Chief	Assis. Dir. Edu	Senior VP	Exe. Dir. Ops	Exe. Dir. CCP	Captain & S. Sup
Admin. Level	Senior Man.	Senior Man.	Senior Man.	Senior Man.	Senior Man.	
Yrs in F/ P	27	35	7 months	20/1	24	19 / 8
H. Edu. Level	Medic School	M.Sc	M. Nur. Admin	M. of L	B. EMM	Medic School
Nationality	American	American	Canadian	Canadian	American	American
Religious Up.	Christian	Christian	Not Given	Christian	Christian	Christian
Other. Spec.	Customer Ser.	RN	RN	Paramedic	Master Serg.	Acc't/ Paramedic
Org. Type	P/P	P/P	Gov	Gov	P/P	P/P

LEGEND

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Emergency Medical System Leader-
Number= EMS –L# 2. Director of Emergency Medical Services= Dir. EMS 3. Project Manager= Proj. Man. 4. Commander Program Development= Com. Prg. Dev. 5. Director of Regional Emergency Medical Services= Dir Reg. EMS 6. Chief Executive Administrator= Chief Executive Administrator 7. Shift Supervisor= S.Sup 8. Senior Management= Senior Man. 9. Master's of leadership= M. of L 10. Bachelor of Emergency Medical Management= B,EMM 11. Paramedic College/University= Medic School | <ol style="list-style-type: none"> 12. Masters of Science= M.Sc 13. Masters of Nursing Administration= M. Nur. Admin. 14. Customer Service= Customer Ser. Accountant= Acc't 15. Paramedic Special Operations and Emergency Planning= P.medic. Sp. Ops. 16. Master Sergeant= Master Serg. 17. Bachelor 20. Year's within the Field and/or Position= Yrs in F/P 21. Highest Education Level= H.Edu. Level 22. Other Certifications= Oth. Certifications 23. Religious Upbringing= Religious Up. 24. Other Specializations= Other Spec. 25. Organizational Type= Org. Type 26. Governmental= Gov 27. Public/Private= P/P * important to note that it includes volunteer organizations |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Source: Donald Oxford York, 2011

4.4 CATEGORY ONE - DEFINITION OF THE TERM LEADERSHIP

In this section, every EMS-L was asked to respond to the following question, 'Define leadership?'. Each of the responses were then collected and documented in Table 4.4, as found in Appendix N. In Appendix N1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the resulting subsections.

4.4.1 Combined Results On The Term Leadership

In Table 4.4, the EMS-L's were asked to define the term leadership based on their perspectives and experiences. In Table 4.4.1 A, data similarities were highlighted and common terms were generated into units of meaning in order to define and explain the term leadership. There were thirty-eight key words and terms used to define leadership. The results are not ranked in order of importance.

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TABLE 4.4.1 A
Defining and Explaining Leadership

1. Process 2. Culture 3. Demonstrating or showing the way 4. Willingness 5. Ability 6. Helping 7. Service to others 8. Inspiring 9. Metaphorical 10. Motivation 11. Instilling confidence 12. Supporting 13. Role modeling 14. Giving direction 15. Achieving an end state 16. Providing opportunity 17. Ability to articulate vision 18. Visualizing the end state 19. Clearly communicating organizational directions 20. Managing others	21. Working towards a vision 22. The best care of the patient 23. Meaningful goals 24. Working together 25. The human component of work 26. Collaborating to make right choices 27. Clear vision 28. Contributing to goals 29. Directed towards creating willingness to follow. 30. A group or team 31. Cost effectiveness 32. Mentorship and mentoring 33. Guiding behaviors 34. Ability to persuade 35. Supporting organizational goals 36. Engaging others 37. Setting examples and leading by example 38. Problem solving
Source: Donald Oxford York, 2011	

In Table 4.4.1 B, a tally chart was produced to analyze the value of each EMS-L's responses in defining the term leadership. Furthermore, this was an important measure to see how many times each EMS-L 's used these categories. There were fifteen categories generated from Table 4.4.1 A.

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TABLE 4.4.1 B
Leadership Term Tally

EMS L #	Professionalism & Skills	Willingness	Serving & Helping others	Vision	Giving or Setting Direction	Persuasion	Follower Accumulation	Communication	Motivating & Inspiring Others	Common Goal	Culture or Cultural	Metaphorical	Mentorship	Teaching	Self
1				√	√	√	√					√		√	
2	√							√							
3					√				√				√	√	
4	√			√								√			
5			√												
6					√						√	√	√	√	
7		√					√	√							
8	√								√						√
9						√				√					
10			√		√				√				√		
11			√		√										
12				√				√				√			
13				√					√			√			√
14										√	√				
15			√	√				√	√	√					
16							√		√	√					
17	√		√						√	√					
18	√							√							√
Total #	5	1	5	5	5	2	3	5	7	5	2	5	3	3	3

Source: Donald Oxford York, 2011

4.5 CATEGORY TWO-DEFINITION OF LEADER

In this section, every EMS-L was asked to respond to the following question, 'Define leader?'. Each of the responses were then collected and documented in Table 4.5 found in Appendix O. In Appendix O1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the following sections.

4.5.1 Combined Results On The Term Leader

In Table 4.5, the EMS-L's were asked to define the term leader using their perspectives and experience. In Table 4.5.1 A, the data collected generated eighty-one units of meaning to define the term leader. The results are not ranked in order of importance.

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TABLE 4.5.1 A
Defining and Explaining Leader

<ol style="list-style-type: none"> 1. Person or individual 2. Inspiring others 3. Internally motivated 4. Service to others in the leadership capacity 5. Analyzes everything 6. Cognisant of all the dangers (pluses and minuses) 7. Chooses the safest and most successful path 8. Gets all people together 9. Follows through on their actions, words and deeds. 10. They are naturally born to be or have natural born traits 11. They are appointed 12. They learn to be 13. Cultivates others to take their job 14. Learns from and accepts failure 15. Respected individual 16. Willingness to listen 17. Welcomes questions 	<ol style="list-style-type: none"> 18. Meaningful goals 19. Working together 20. The human component of work 21. Collaboration to make right choices 22. Clear vision 23. Contributing to goals 24. Directed to create willingness to follow. 25. A group 26. Cost effectiveness 27. Mentorship and mentoring 28. Guiding behaviors 29. Ability to persuade 30. Vision 31. Supporting organizational goals 32. Engaging others 33. Humble 34. Respectful of people who help build that vision 35. Makes action steps 36. Real role in mentoring people 37. Takes initiative in leadership 	<ol style="list-style-type: none"> 38. Gets others engaged and interested 39. Increases quality and contributes by making it stronger and effective 40. Not easily discouraged and makes a comeback after failing 41. Changes anything to help others 42. Listens to others needs 43. Develops others 44. Takes responsibility to serve people in an organization 45. Who followers choose to collaborate with 46. Puts message forth knowing you can't make someone do something 47. Accomplishes goals for patient and community 48. Group within organization 49. People come to them.
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Source: Donald Oxford York, 2011

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TABLE 4.5.1A
Defining and Explaining Leader (Continued)

50. Followers and offers advice 51. Visualizes the end state 52. An ability 53. Insightful 54. Formally educated in specialty work 55. Doing the right thing and doing it right 56. Showing the way 57. Working towards a vision 58. The best care of the patient 59. Has to have followers 60. Not necessarily comfortable with leadership component 61. Not having to tell someone to do something	62. Real role in mentoring people 63. Takes initiative in leadership 64. Not the smartest person of the group and knows that 65. Allows others to contribute their expertise 66. Encourages 67. Depends on collective decisions 68. Having influence 69. Learned to teach	70. People are willing to follow without hesitation 71. Helps organization reach goals 72. Directs workflow 73. Who people trust 74. Ability to generate visions 75. Humility 76. Accountable 77. Tactical 78. Formal or informal 79. Carries forth a participative approach 80. Its metaphorical 81. Ability to influence others to accomplish goals
Source: Donald Oxford York, 2011		

In Table 4.5.1 B, a tally chart was produced to analyze the value and importance of each EMS-L's responses in defining the term leader. There were fifteen categories generated from Table 4.4.1 A.

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TABLE 4.5.1 B
Leader Term Tally

EMS L #	Accomplishes Objectives	Self-Managed	Attraction	Vision	Giving or Setting Direction	Responsibility/Accountable	Follower Accumulation	Communication	Motivating & Inspiring Others	Common Goal	Education and competencies	Metaphorical	Mentorship	Formal or Informal	Self
1								√	√				√		
2	√					√	√								√
3											√	√			
4				√	√	√									
5		√					√							√	√
6		√					√		√				√		
7		√				√		√	√		√		√		
8			√		√		√								√
9		√	√			√	√								√
10															
11					√		√	√	√				√		
12	√			√			√	√				√		√	
13	√	√			√		√			√	√	√			√
14									√						
15	√	√		√					√	√					
16															
17	√		√		√		√		√			√			
18	√	√	√					√							
Total #	6	7	4	3	5	4	9	5	7	2	3	4	4	2	5

Source: Donald Oxford York, 2011

4.6 CATEGORY THREE- DEFINITION OF FOLLOWER

In this section, every EMS-L was asked to respond to the following question, 'Define follower?'. Each of the responses were then collected and documented in Table 4.5 found in Appendix P. In Appendix P1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the subsequent sections.

4.6.1 Combined Results On The Term Followership

In Table 4.6, the EMS-L's were asked to define the term follower using their perspectives and experience. In Table 4.6.1 A, the data collected produced forty-one key terms and words generated in defining the term follower. The results are not ranked in order of importance.

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TABLE 4.6.1 A
Defining and Explaining Follower

<ol style="list-style-type: none"> 1. Person or individual 2. Everyone is 3. Negative connotation 4. Contributes to vision and the shared beliefs of the vision 5. Accountable for themselves and objectives achieved collectively 6. Not independent minded 7. May not do the right thing 8. Continually assessing themselves 9. Following a leader's vision and hopefully develops their own 10. Someone who new to the leadership role 11. Benefits from service of a leader 12. Beginner in an organization or position 13. Confides in the leader to accomplish their personal goals and objectives 14. Willingness to execute and accomplish it 15. Proud of their accomplishments 16. Not a leader yet but wishes to get there 17. Blindly following 18. Just doing what is told 19. A desire to achieve but doesn't know what 20. Getting information they need to make decisions 21. See things as they come 	<ol style="list-style-type: none"> 22. A collaborative group of people 23. The think tank 24. In the learning process or learning or learners 25. Temporarily following 26. Contributors 27. Supports leader 28. Working to achieve common goals or objectives 29. Teammate 30. Ability to lead in their own way 31. They are inspired and engaged 32. A person's choice 33. Believes in the leader and makes choices to follow their direction 34. Fear of the unknown or failure but is willing to give it a shot 35. Entrenched in the culture and goes along with it 36. No leadership niche yet 37. Junior 38. Lacks confidence in the expertise in a particular area 39. Willing to follow direction or someone (leader or leadership skills) 40. Places faith and livelihood into hands of others 41. Not looking at the big picture
<p><i>Source: Donald Oxford York, 2011</i></p>	

In Table 4.6.1 B, a tally chart was produced to analyze the value and importance of each EMS-L's responses in defining the term follower. There were ten categories generated from Table 4.6.1 A.

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TABLE 4.6.1 B Follower Term Tally										
EMS L #	Following a Leader	Everyone Is	Negative Connotation	Developing Own Vision	Not Independent Minded	Self-Development	Common Vision	Beginner or Learner	Contributes to Common Goal	Formal or Informal Leader
1	√			√						
2		√								
3			√		√	√				
4						√	√		√	
5	√					√		√	√	
6	√				√	√	√		√	√
7	√								√	
8	√				√	√		√		
9	√				√					
10	√						√		√	
11	√				√					
12				√		√				
13	√					√		√	√	
14	√									
15		√	√	√			√		√	√
16									√	
17	√				√		√		√	
18	√				√					
Total #	12	2	2	3	7	7	5	3	9	2
<i>Source: Donald Oxford York, 2011</i>										

4.7 CATEGORY FOUR- DEFINITON OF FOLLOWERSHIP

In this section, every EMS-L was asked to respond to the following question, 'Define followership?'. Each of the responses were then collected and documented in Table 4.7 found in Appendix Q. In Appendix Q1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the subsequent sections.

4.7.1 Combined Results On Followership

In Table 4.7, the EMS-L's were asked to define the term followership using their perspectives and experience. In Table 4.7.1 A, the data collected resulted in thirty-six key terms and words used in defining followership. The results are not ranked in order of importance.

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TABLE 4.7.1 A
Defining and Explaining Followership

<ol style="list-style-type: none"> 1. Individual or someone or group 2. Empowered group 3. Empowered to follow a leader 4. Less negative than follower 5. Team spirit 6. Collegiality 7. Belief of leader 8. The respect and sharing of a leader's vision 9. Common goal and mission is not the people involved 10. Function of leadership 11. Ownership of their job or specific mission 12. Belief in the mission, cultivates and achieves it 13. Not someone who punches a card 14. Cultural meaning based on beliefs of right and wrong, expectations and fit 15. Never heard the concept before 16. Combination of being leader and follower 17. Being heard from those leading and being acknowledge 18. Combination of leadership and being a follower 19. Developing followers 20. Willingness to learn how to be a leader 	<ol style="list-style-type: none"> 21. Someone who does not want to take responsibility to become leaders (rather preferred to be told what to do) 22. Commitment to an organization 23. Commitment to a leader, the direction and purpose values of an organization. 24. Contributor 25. Participator and information provider 26. Collective ideology of a group of people who do not see themselves as leaders within the organization. 27. A culture that needs to be understood by a leader 28. Helps guide the leader 29. Leaders in training 30. The think tank 31. Beginner and learner 32. Understands the importance of following and assisting the leader towards the mission 33. Someone wanting to contribute more 34. Leader finding commitment in those who follow 35. Helping the leader learn how to inspire and engage others to move forward and the follower's own role in it 36. Directly tied to leadership and one cannot exist without he other
<p><i>Source: Donald Oxford York, 2011</i></p>	

In Table 4.7.1 B, a tally chart was produced to analyze the value of each EMS-L's responses in defining the term followership. Furthermore, this was an important measure to see how many times each EMS-L 's used these categories. There were thirteen categories generated from Table 4.7.1 A.

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TABLE 4.7.1 B
Fellowship Term Tally

EMS L #	Empowerment	Following /Belief In A leader	Team Unity	Leadership	Self-Motivated	Self- Development	Common Vision	Morals	Contributes to Common Goal	Never heard of concept	Leader/Follower Combination	Follower Development	Leaders in Training
1	√	√											
2										√			
3	√		√								√		
4		√					√		√				
5				√		√			√				
6	√				√	√	√		√				
7								√			√		
8	√			√		√		√		√	√		
9	√	√				√						√	
10		√	√				√		√				
11		√					√		√				
12		√	√				√		√				
13	√											√	√
14		√					√		√				
15							√		√				
16												√	√
17		√		√		√						√	√
18		√										√	
Total #	6	9	3	3	1	5	7	2	8	2	3	5	3
<i>Source: Donald Oxford York, 2011</i>													

4.8 CATEGORY FIVE– ACQUISITION OF LEADERSHIP

In this section, every EMS-L was asked to respond to the following question, 'How were you introduced to leadership concepts?'. Each of the responses were then collected and documented in Table 4.8 found in Appendix R. In Appendix R1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the subsequent sections.

4.8.1 Combined Results On The Acquisition Of Leadership

In Table 4.8, the EMS-L's were asked to explain how they were introduced to leadership concepts. In Table 4.8.1 A, thirty-one units of meaning were generated to explain the acquisition of leadership. The results are not ranked in order of importance.

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TABLE 4.8.1 A
Introduction to Leadership

<ol style="list-style-type: none"> 1. Mentorship 2. Role models 3. EMS gurus or “the experienced” 4. Father or mother figures 5. Learning from bad experiences of others 6. Learning from others who have not fully developed competencies to lead others 7. Learning on the spot 8. Higher degree (Bachelors, Masters) 9. Experience from other specializations or former professions before EMS 10. Army majors 11. Girl or boy scouts 12. Family member (father, brother, mother, their children or others, cousin, nephews) 13. Being a spokesperson 14. Teenage employment 15. School of hard knocks 	<ol style="list-style-type: none"> 16. Management or supervisory roles 17. Snowball effect 18. Developing knowledge 19. Preparing the leaders of the future 20. Being a parent 21. Working in the designated field 22. Cultivated through situations 23. Opportunity 24. Learning through failure 25. Informal 26. Guidance 27. Kindness 28. Organized sports 29. Customer service 30. Personal research and commitment to leadership 31. From someone who had a physical challenge
<p><i>Source: Donald Oxford York, 2011</i></p>	

In Table 4.8.1 B, a tally chart was produced to analyze the value and importance of each EMS-L’s responses on the acquisition of leadership. There were fourteen categories generated from Table 4.8.1 A.

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TABLE 4.8.1 B														
Leadership Acquisition Tally														
EMS L #	Father	Siblings	Scouts/Sports	Teenage Employment	Mentors in Field	Parental Role	Through Experiences	Mentorship/ Coaching	Bad Experiences	Role Models	From Beginners	Higher Education	Former Profession	On the Spot
1					✓		✓		✓		✓			
2							✓					✓	✓	
3					✓		✓	✓				✓		
4	✓				✓		✓	✓	✓			✓		
5					✓		✓							
6		✓			✓	✓	✓							
7					✓		✓			✓				
8	✓		✓				✓		✓	✓				
9					✓		✓	✓		✓				✓
10							✓	✓					✓	
11				✓			✓							
12			✓				✓						✓	
13			✓				✓			✓				
14							✓							✓
15							✓	✓				✓	✓	
16					✓		✓	✓				✓		✓
17							✓						✓	
18	✓				✓		✓	✓		✓				
Total #	3	1	3	1	9	1	18	7	3	5	1	5	5	3
<i>Source: Donald Oxford York, 2011</i>														

4.9 CATEGORY SIX- EMS LEADER(S) AND FOLLOWER(S)

In this section, every EMS-L was asked to respond to the following question, 'What determines leaders and followers within your area of expertise?'. Each of the responses were then collected and documented in Table 4.9 found in Appendix S. In Appendix S1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the following sections.

4.9.1 Combined Results On Leader Determinants

In Table 4.9, the EMS-L's were asked to explain the determinants of being a leader and follower. In Table 4.9.1 A, the data collected resulted in forty-nine key terms and words used to explain leader determinants in EMS. The resulting tables are not ranked in order of importance.

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TABLE 4.9.1 A
Determinants of Leader(s)

1. Those from the Vietnam or Korean era area occupy leadership positions (more stoic style).	16. Insight to their own abilities and weaknesses (shortcomings).	34. Mentors and develops new and existing leaders.
2. Versed as a technician or master of trade in a leadership position.	17. Ability to envision and follow through.	35. Rank and position.
3. Uses appreciative inquiry to develop good followership skills.	18. Being able to goal set.	36. Are professionals on the team.
4. Those who are willing to take on headaches and immense workloads.	19. Understanding what it is like to be a follower.	37. Autonomy and independent practice.
5. Those who want responsibility.	20. Knowing right from wrong.	38. Collaborative.
6. Ability to listen to others and accept advice.	21. Open and be able to react.	39. Engaging others and building relationships.
7. Money is a factor.	22. Decisive person.	40. Innate characteristics of the individual to assume the role.
8. Doing the right thing not the most popular.	23. Guide or mentor.	41. Needs to play role of both leader and follower.
9. Typically advanced educational background.	24. Developing themselves.	42. Understand when its time to "hand off the reins".
10. Formally educated.	25. Keeps up with the times.	43. Manager-employee.
11. Insight to situation, problems and themselves.	26. Participates in the whole process.	44. Someone taking the lead and others contributing to it.
12. Go-getters.	27. Learns from followers.	45. Responsibility implied by policies, procedures and direction of the organization.
13. Do not need direction and knows expectations.	28. Does what is best for the patient.	46. Hierarchy.
14. Asks questions and seeks alternatives.	29. Dual role of everyone.	47. Designated as in charge.
15. Part of solution and not the problem	30. Personal experience.	48. Very charismatic individuals with great sense of humor.
	31. Determined by desire, ability and personality.	49. Teachers and love to share knowledge
	32. Does not manage, administer or supervise.	
	33. Can step aside to help others dreams come true	

Source: Donald Oxford York, 2011

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In Table 4.9.1 B, a tally chart was produced to analyze the value and importance of each EMS-L's responses for leader determinants. There were fourteen categories generated from Table 4.9.1 A.

TABLE 4.9.1 B Leader Determinants Tally														
EMS L #	Generational Era	Skilled & Technical Expert	Good Communicators	Followership	Followership skills	Takes on Responsibility Develops others/	Advancement In Educated	Finance	Insight	Emotional Intelligence	Actions/ Decisions	Following	Goal setting Ability	Designated or Position
1	✓	✓	✓	✓	✓									
2						✓	✓	✓						
3		✓	✓		✓	✓	✓		✓	✓				
4						✓			✓		✓		✓	
5		✓			✓		✓				✓			✓
6						✓					✓			
7		✓	✓									✓		
8			✓	✓	✓						✓			
9	✓										✓			
10				✓	✓							✓		✓
11			✓			✓	✓					✓		
12		✓			✓						✓			✓
13					✓	✓					✓			
14											✓			✓
15						✓					✓	✓	✓	
16												✓		✓
17					✓						✓			✓
18			✓			✓							✓	
Total #	2	5	6	3	8	8	4	1	2	1	10	5	3	6
<i>Source: Donald Oxford York, 2011</i>														

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4.9.2 Combined Results On Follower Determinants

Table 4.9 outlined the determinants for being recognized as a leader and follower. In Table 4.9.2 A, the data collected resulted in twenty-three key terms and words used to explain follower determinants in EMS. The results are not ranked in order of importance. The coding and categorization of this section can be found in Appendix S2.

TABLE 4.9.2 A Determinants of Followers	
1. Little fear of the unknown or failure and are willing to give it a shot. 2. Confidence in the leadership. 3. Keeps up with the times. 4. Participants in the whole process. 5. Learns from leaders. 6. Does what is best for the patient. 7. Dual role of everyone. 8. Determined by desire, ability and personality. 9. Stands back and takes direction very well. 10. Content with being soldiers (like what they do and do what is expected). 11. Not self-starters, need direction.	12. Rank and position. 13. Informal leaders. 14. Are professionals on the team. 15. Autonomy and independent practice. 16. Responsibility implied by policies, procedures and direction of the organization. 17. Leaders within themselves. 18. Employee-manager. 19. Innate characteristics of the individual to assume role. 20. Lives off of the adrenaline. 21. Works with someone who is a great provider so they can learn from them. 22. Learners or beginners studying leader's moves. 23. Tends to seek energy and camaraderie.
<i>Source: Donald Oxford York, 2011</i>	

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In Table 4.9.2 B, a tally chart was produced to analyze the value and importance of each EMS-L's responses in assessing follower determinants. There were fourteen categories generated from Table 4.9.2 A.

TABLE 4.9.2 B Follower Determinants Tally														
EMS L #	Generational Era	Not Clear	Skill Level	Willing to Try	Communication	Avoids Responsibility	Personal Choice	Dual Role	Need Direction	Organizational Maturity	Actions/Decisions	Leading	Ones Doing The Work	Designated or A Position
1	✓													
2						✓								
3		✓												
4		✓												
5		✓												
6				✓		✓								
7			✓		✓							✓		
8				✓		✓	✓							
9	✓						✓							✓
10												✓		✓
11					✓		✓					✓		
12							✓			✓	✓			✓
13				✓			✓		✓					
14							✓				✓			✓
15								✓				✓		✓
16							✓	✓				✓		✓
17				✓			✓				✓			✓
18									✓				✓	
Total #	2	3	1	4	2	3	8	2	2	1	3	5	1	7
<i>Source: Donald Oxford York, 2011</i>														

4.10 CATEGORY SEVEN - LEADERSHIP DELEGATION OR TRANSFER

In this section, every EMS-L was asked to respond to the following question, 'Is leadership something that is transferable within your position and/or in particular situations and if so, to whom?'. Each of the responses were then collected and documented in Table 4.10 found in Appendix T. In Appendix T1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the following sections.

4.10.1 Combined Results On Delegation Or Transfer

In Table 4.10.1, a tally chart was produced to analyze the value and importance of each EMS-L's responses on the delegation or transferability of leadership. There were twenty-eight generated rationales that were divided into two separate columns: 'Yes and To Whom?' and 'No and Why Not?'. Each column consisted of fourteen rationales. Some EMS-L's were listed within both categories based on their responses given in Table 4.10. The resulting table is not ranked in order of importance.

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TABLE 4.10.1
Delegation or Transferability of Leadership

<p style="text-align: center;">YES EMS-L 1-5, 7-8 11-12, 14, 16, 18</p>	<p style="text-align: center;">NO EMS-L 6 & 9-11, 13, 14, 15, 18</p>
<p style="text-align: center;">TO WHOM?</p>	<p style="text-align: center;">WHY NOT?</p>
<ol style="list-style-type: none"> 1. Position power 2. Based on best written scores (no leadership assessment) 3. Upper level management with interchangeable skills 4. Same skill level 5. To managers, paramedical supervisors, senior staff, EMS practitioners or anyone 6. Downwards to allow people to learn 7. Across provinces to disseminate it to staff 8. To junior leader (to a subordinate) 9. Line of succession but does mean leadership necessarily 10. Situational 11. During absenteeism 12. A true leader will absolve themselves of their responsibilities 13. To develop others Same position or rank only 	<ol style="list-style-type: none"> 1. Management of personnel and staff equivalent could be delegated 2. Leadership is a culture within and a mindset people have to develop 3. You can empower to take on a leadership role 4. Positional or responsibilities can be transferred. 5. Leadership is an earned environment not given 6. Line of succession for decision making 7. Leadership is individual and customizable 8. The buck stops at the top 9. Situational 10. Policies and procedures determined authority 11. Leadership is not a thing 12. Leadership is a trait that all people can achieve 13. Some may not be aspiring to be leaders and are content with where they are Authority can be transferred

EMS-L = Emergency Medical System Leader

Note: Some EMS-L were repeated twice due to a dual/mixed response that fit in both sides of the table. Also, the responses are not ranked according to importance. They are strictly random responses.

Source: Donald Oxford York, 2011

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4.11 CATEGORY EIGHT- INFLUENCES ON LEADERSHIP PROCESS

In this section, every EMS-L was asked to respond to the following question, 'What are some of the departmental or organizational influences that affect the leadership process?'. Each of the responses were then collected and documented in Table 4.10 found in Appendix U. In Appendix U1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the following sections.

4.11.1 Combined Results On Leadership Influences

In Table 4.11, the EMS-L's were asked to explain the departmental or organizational influences affecting the leadership process. In Table 4.11.1 A, there were thirty-three key terms and words used to explain the many influences on the leadership process in EMS. The results are not ranked in order of importance.

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TABLE 4.11.1 A
Departmental or Organizational Influences
on Leadership

<ol style="list-style-type: none"> 1. Politics and political influences 2. Doing right versus doing what is popular 3. Costs, finance or budget 4. Subjectivity to leader selection 5. Favoritism for leadership role 6. Not relying on experience or abilities but popularity 7. Patriotism and patronage 8. No competition to becoming a leader just appointed as one 9. Organizational culture 10. Policies and procedures that block goals 11. Personnel who believe in the goal being strived for 12. Communication within teams 13. Peoples' passions and shared beliefs 14. Positive workflow for efficiency 15. Followers not buying into the goals 16. The senior staff and management 17. Leader's confidence 18. Leader's confidentiality 	<ol style="list-style-type: none"> 19. The spending of money 20. Egos or big egos in leadership roles 21. Getting bad leaders out of the position is difficult 22. Not enough training to put people into leadership 23. Those needing the spotlight and media attention 24. A distinct cultural identity within parent structure 25. Political appointees being appointed to leadership positions based on political affiliations and not expertise in field 26. The interaction of fellow members 27. Popularity\personality conflicts 28. Command and control hierarchy 29. In teams, the formal or informal will define more or less the leadership responsibility 30. Adaptability to the situation 31. Adaptability to individuals 32. Self-motivation and confidence 33. The alpha leaders past experiences, knowledge, expertise
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Source: Donald Oxford York, 2011

In Table 4.11.1 B, a tally chart was produced to analyze the value and importance of each EMS-L's views on the influences affecting the leadership process. Furthermore, this was an important measure to see how many times each EMS-L used these categories to measure importance of salience. There were fourteen categories generated from Table 4.11.1 A.

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TABLE 4.11.1 B
Influences On Leadership Process Tally

EMS L #	Political Situation	Personal Issues	Financial Issues	Experience	Subjectivity of Selection	Patronage/ Patriotism	Organizational Culture	Procedures	Management	Communication	Actions/ Decisions	Being In Public Eye	Continuing Education	High Turnover Rate
1	✓	✓									✓			
2			✓	✓	✓	✓								
3							✓							
4		✓					✓	✓	✓					
5	✓						✓	✓		✓				
6		✓					✓		✓		✓			
7							✓		✓		✓			
8		✓	✓				✓					✓		
9			✓								✓			
10		✓										✓		
11					✓			✓					✓	
12							✓	✓	✓					
13	✓				✓	✓		✓	✓			✓		
14	✓	✓			✓	✓	✓							
15							✓	✓	✓		✓			
16							✓	✓			✓			
17		✓		✓	✓				✓					
18		✓	✓						✓		✓		✓	✓
Total #	4	8	4	2	5	3	10	7	8	1	7	3	2	1

Source: Donald Oxford York, 2011

4.12 CATEGORY NINE- EVALUATING LEADERSHIP

In this section, every EMS-L was asked to respond to the following question, 'How is leadership evaluated?'. Each of the responses were then collected and documented in Table 4.10 found in Appendix V. In Appendix V1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the following sections.

4.12.1 Combined Results On The Evaluation Of Leadership

In Table 4.12, the EMS-L's were asked to explain the evaluation process of leadership. In Table 4.12.1 A, upon completion of content analysis, thirteen reasons were generated and then separated into two different categories:

1. 'Yes'- meaning there is an evaluation method; and
2. 'No'- meaning there are no evaluation methods used.

The following results are not ranked in order of importance.

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TABLE 4.12.1 Evaluation of Leadership			
	YES	NO	Reason
EMS-L 1,3, 6,7,9, 11, 12, 16, 17, 18	√		<ol style="list-style-type: none"> 1. Peer evaluation 2. One by one through observation 3. Self-reflection 4. Evaluation over 5-15 years 5. Where the organization was before and where is it now 6. The public evaluates the professionals 7. Each measure is based on different leadership abilities and role 8. Informally (from followers) and formally 9. Organizational chart 10. Effective accomplishment 11. Employee member satisfaction, recruitment and retention
EMS-L 2, 4,7, 10, 13, 14, 15		√	<ol style="list-style-type: none"> 1. Organization not good at evaluating abstract concepts 2. The measure of leadership is subjective 3. Performance assessments based on managerial or supervisory roles played
<i>Source: Donald Oxford York, 2011</i>			

4.13 CATEGORY TEN- LEADING TRAITS AND CHARACTERISTICS

In this section, every EMS-L was asked to respond to the following question, 'What are key characteristics and/or traits necessary to be effective in leading others? The data was then collected and documented in Table 4.13 found in Appendix W. In Appendix W1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded to create the tables and tally charts seen in the resulting sections.

4.13.1 Combined Results ON Traits And Character

In Table 4.13, the EMS-L's were asked to explain the traits and characteristics required to be effective in leading others. In Table 4.13.1 A, there were seventy-six traits and/or characteristics generated. The resultant findings are not ranked in order of importance.

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TABLE 4.13.1 A
Effectiveness in Leading

1. Mentorship	28. Supportive	55. Compassionate and giving person
2. Presence	29. Ego	56. Understanding
3. Coaching	30. Commitment	57. Firm and fair
4. Teaching	31. Approachable	58. An avid reader and well read
5. Competent	32. Self-evaluating	59. Humility
6. Insightfulness	33. Controls negative motions	60. Knowing strengths and weaknesses
7. Bottom up approach	34. Loyalty	61. Being scrutinized and recognized
8. Technical abilities	35. Selflessness	62. Willingness
9. Doing it right and doing the right thing	36. Ability to discipline others	63. Bit of an extrovert
10. Honesty	37. Public responsibility	64. Internally motivated and goal driven
11. High ethics	38. Respecting limitations	65. Interpersonal relations
12. Grounded in personal life	39. Accountability	66. Experience
13. Morals as their foundation	40. Ability to apologize	67. Engaging others establishes leadership capital
14. Integrity	41. Ability to supervise and step back	68. Constantly learning and growing
15. Trustworthiness	42. Perform under stress and distress	69. Inspirational
16. Being of service to the people and organization	43. Does not complain to peers or subordinates	70. Charisma
17. Team oriented and collaborative	44. Decision maker	71. A learner or is constantly evolving
18. Developing others	45. Unpretentious and maintains credibility	72. Can play a follower role
19. Focus on others abilities	46. Answers own telephone	73. Creating, finding and developing opportunity
20. Diversity	47. Writes own letters	74. Vision of now and future
21. Good listening skills	48. Respectful and has manners	75. Gains greater perspective
22. Having solutions and opening doors	49. Self-Awareness	76. Patience and perseverance
23. Transformational	50. Good communication	
24. Building sub leader culture	51. Culturally sensitive	
25. Handle bad performances	52. Building direct relationships	
26. Ability to motivate	53. Gender sensitive	
27. Curiosity	54. Must have a level of arrogance	

Source: Donald Oxford York, 2011

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In Table 4.13.1 B, a tally chart was produced to investigate the importance of each EMS-L's responses pertaining to the traits and characteristics required in order to be effective in leading others. The resultants findings produced fifteen categories generated from Table 4.13.1 A.

TABLE 4.13.1 B Leader Effectiveness Tally															
EMS L #	Problem Solving	Self-Managed	Attraction / Presence	Decision-Making	Ethical / Moral	Team oriented	Insightful	Communication /Listening	Mentorship / Teaching	Emotional Intelligence	Competent	Empowerment	Being a Learner	Integrity	Trust/ Honesty
1	✓							✓	✓			✓		✓	✓
2	✓	✓	✓	✓		✓		✓		✓	✓			✓	✓
3	✓						✓		✓		✓			✓	✓
4	✓								✓						
5	✓					✓			✓			✓			
6	✓	✓			✓			✓		✓					✓
7								✓	✓		✓	✓			
8		✓		✓		✓			✓				✓		
9	✓		✓							✓					
10		✓	✓			✓			✓	✓			✓		
11		✓						✓							✓
12	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓	✓
13	✓	✓		✓	✓	✓	✓			✓	✓		✓	✓	
14		✓				✓	✓				✓				
15	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓		
16			✓							✓	✓		✓		✓
17				✓	✓					✓				✓	✓
18	✓	✓		✓	✓			✓					✓		
Total #	11	9	5	7	5	7	4	8	9	9	7	4	7	3	8
Source: Donald Oxford York, 2011															

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4.14 CATEGORY ELEVEN - OTHERS VERSUS PERSONAL APPROACH

As previously mentioned, responses found Table 4.13 (Appendix W) were based on the traits and characteristics required in order to be effective in leading others.

In Table 4.14, the EMS-L's were asked two questions:

1. What do you admire in others who lead?
2. What is your leadership approach?

Interestingly enough, the generated responses were equivalent to the responses illustrated in Table 4.13.

TABLE 4.14 What do you admire in others who lead? What is your leadership approach?	
EMS-L1 To EMS-L18 Unanimous	The traits and characteristics listed in Category Ten are what all the current Leader's admire in others that lead. Self perception of approach matches the same traits and characteristics listed in Category Ten and what they admire in others as evidenced by Category Eleven
<i>Source: Donald Oxford York, 2011</i>	

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4.15 CATEGORY TWELVE - LEADERS INFLUENCING FOLLOWERS

In the next two sections (4.15 and 4.16), EMS-L's were asked to respond to the following questions:

1. What type of influence do the leaders have on the followers' attitudes and behaviors?
2. What type of influence do the followers have on the leaders' attitudes and behaviors?

The data was then collected and documented in Table 4.15 found in Appendix X. Using MindJet MindManager (2011) further analysis, categorization and coding was performed in order to allow for the creation of tables and tally charts that will be presented in the following sections. Appendix X is divided into two parts (A and B) to provide explanation on the different perspectives. In Part A, the coding and categorizations can be found in Appendix X1. In Part B, coding and categorizations can be found in Appendix X2.

4.15.1 Combined Results On Leader Influencing Follower

EMS-L's were asked to explain the dynamics between two phenomena:

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A. Table 4.15.1 A: Leader(s) influence on follower(s); and

B. Table 4.16.1 A: Follower(s) influence on leader(s).

In Table 4.15.1 A. there are thirty-one ways in which a leader can influence their followers in EMS. The results are not ranked in order of importance.

TABLE 4.15.1 A Leaders Influence on Followers		
1. To develop and build loyalty 2. Followership 3. Creating a collaborative approach 4. To keep motivated 5. Self control to gain better outcomes 6. Based on gaining 7. Clear communication to get work or goals accomplished 8. Encouragement and guidance 9. Influence based on passion and vision 10. Developing leadership capital 11. Having a greater level of expertise for those to learn from	12. Listening to others to avoid errors and cognitive biases 13. The way senior staff and management reacts to situations 14. Helping work groups understand expectations 15. Controlling negativity 16. Trying not to overstep and underestimate themselves and others. 17. To teach and educate others 18. Watch out for the safety of the team members 19. By not being part of the problem or overly critical 20. Setting the mood of the work environment or culture.	21. Optimistic attitude rather than pessimistic 22. To be an example or lead by example 23. Performance and interaction 24. Building relationships 25. Respect for the other 26. Being negative thereby influencing negatively other teams 27. Supporting followers and fostering a positive environment 28. Patience and perseverance with new or existing members 29. Delegation or transferring of tasks 30. Positive mentorship and attitude 31. Self-mastery
<i>Source: Donald Oxford York, 2011</i>		

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In Table 4.15.1 B, a tally chart was produced to analyze the value of each EMS-L's responses on how leaders influence followers. Furthermore, this was an important measure to see how many times each EMS-L used these categories. The resultant findings produced eleven categories that were generated from Table 4.15.1 A.

TABLE 4.15.1 B Leaders Influence on Followers Tally											
EMS L #	Development of Others	Good Followership	Good Leadership	Role Ambiguity	Role Conflict	Maintaining Work Ethics	Emotional / Behavioral	Learning / Reinforcing	Decision-Making	Communication	Safety
1	✓	✓	✓	✓	✓		✓				
2						✓	✓				
3							✓	✓	✓	✓	
4	✓						✓	✓			
5							✓	✓		✓	
6							✓				
7						✓	✓				
8							✓				
9	✓					✓	✓				
10	✓					✓	✓				
11	✓		✓			✓	✓				
12	✓					✓	✓	✓			✓
13	✓		✓			✓	✓	✓			
14	✓	✓	✓			✓	✓				
15						✓	✓	✓			
16	✓	✓	✓			✓	✓	✓			
17	✓					✓					
18	✓	✓				✓	✓				
# Total	11	4	5	1	1	12	17	7	1	2	1
<i>Source: Donald Oxford York, 2011</i>											

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4.16 CATEGORY THIRTEEN- FOLLOWERS INFLUENCE ON LEADERS

In Table 4.15 (Appendix X-Part B), EMS-L's responded to the question, 'What type of influence do the followers have on the leaders' attitudes and behaviors?'. The responses were then categorized and coded to formulate the resulting data, as seen in appendix X2.

4.16.1 Combined Results On Follower Influencing Leader

In Table 4.15, the EMS-L's were asked to explain the effect both leaders and followers have on each other's behaviors and attitudes. As evidence by Table 4.16.1 A, there are fifteen ways in which a follower can influence a leader. The resultant findings are not ranked in order of importance.

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TABLE 4.16.1 A
Followers Influence on Leaders

<ol style="list-style-type: none"> 1. Through informal leader development emerges a stronger leader 2. Informal leadership in the followership 3. Role conflict and role ambiguity 4. Collaborating and not provoking or causing conflict with the formal leader 5. Not having enough experience or expertise to understand 	<ol style="list-style-type: none"> 6. Teaching and reminding the leader of important or past lessons 7. Remind leaders of safety, simplicity and to go by "gut" feelings of the patient 8. Sometimes they are the leader and the formal leader recognizes that 9. Group of negative individuals can influence other teams 10. Support leader and help make the environment a positive one 	<ol style="list-style-type: none"> 11. Asking respectful questions 12. Helping leader develop self awareness 13. Being receptive and open 14. Reacting to help leader recognize situations or something that is missed 15. Contributing to the vision
<p><i>Source: Donald Oxford York, 2011</i></p>		

In Table 4.16.1 B, a tally chart was produced to analyze the value and assess the frequency of responses. The resultant findings produced nine categories that were generated using Table 4.16.1 A.

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TABLE 4.16.1 B									
Followers Influence on Leaders Tally									
EMS L #	Informal Leaders/ Leadership	Change in Direction	Role Conflict	Role Ambiguity	Emotional/ Behavioral	Patient Safety / Care	Insightfulness	Communication Issues	Learning / Reinforcing
1	√	√	√	√	√				
2		√						√	
3		√	√					√	
4					√		√		
5						√		√	
6	√	√	√	√					√
7	√						√		√
8	√				√				
9									√
10		√						√	√
11				√	√				
12	√				√				√
13	√	√	√	√					
14			√	√	√	√			
15									√
16				√	√				
17		√	√	√	√				
18			√	√	√				
# Total	6	7	7	8	9	2	2	4	6
<i>Source: Donald Oxford York, 2011</i>									

4.17 CATEGORY THIRTEEN- LEADERS COLLABORATING

In this section, every EMS-L was asked to respond to the following question, 'How do two designated leaders (similar and different expertise) work together in order to achieve goals effectively?'. The data was then collected and documented in Table 4.17, as found in Appendix Y. In Appendix Y1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded in order to create the tables and tally charts seen in the resulting sections.

4.17.1 Combined Results On Leaders Collaborating

In Table 4.17, the EMS-L's were asked to explain various methods of collaborating with leaders of similar or different expertise. In Table 4.17.1 A, the results showed thirty-six commonly used ways leaders collaborate with others of similar or different expertise. The resultant findings are not ranked in order of importance.

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TABLE 4.17.1 A
Collaboration of Leaders

<ol style="list-style-type: none"> 1. Good planning 2. Clear goals 3. Prescribed work and passions based on each leader's talents 4. Helpful if they knew each other 5. Beneficial if they communicated before or are good communicators (sending and receiving) 6. Sharing each other's strengths and weaknesses 7. Mutual respect 8. Controlling ego and personality 9. Sense of collegiality 10. Respect for differences 11. Issue role identity 12. Open to different and new ideas 13. Trying not to take over unless necessary 	<ol style="list-style-type: none"> 14. Based on the way each individual was educated (regardless of expertise) 15. Balancing workload 16. One problem is lack of consistent education 17. Find the common dominator or factors 18. Through transitional and transformational leadership styles 19. In hospital, environmental and scenario based 20. Prehospital, even physician may take instruction from a paramedic during resuscitation 21. Look at the big picture and consequences down the road 22. Engaging others 	<ol style="list-style-type: none"> 23. Embracing adversity and understanding that it offers different perspective 24. Meetings and setting rules 25. Both have to know what they are trying to accomplish 26. Making sure educational tools are in place 27. Having public support 28. Relationship building 29. Costs 30. Safety of each other 31. Vigorously challenge 32. Yin and Yang makes a perfect circle 33. Understanding there are many ways of doing the same thing 34. Not resisting during times of sensitive issues 35. Encouraging questions from others 36. Rotating between being a leader and follower
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Source: Donald Oxford York, 2011

In Table 4.17.1 B, a tally chart was produced to analyze the value of each EMS-L's responses on leader collaboration. Furthermore, this was an important measure to verify how many times each EMS-L used these. The resultant

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findings produced eight categories that were generated using the responses in

Table 4.17.1 A.

TABLE 4.17.1 B Leaders Collaborating Tally								
EMS L #	Stepping Back	Education	Respect	Knowledge of Expertise	Separation of Tasks	Clear Goals	Communication	Planning / Role Rotation
1				✓	✓	✓	✓	✓
2				✓	✓		✓	✓
3		✓	✓					
4					✓	✓		
5				✓	✓			
6				✓			✓	
7					✓		✓	✓
8		✓		✓	✓	✓	✓	✓
9		✓		✓		✓		✓
10			✓	✓			✓	
11			✓	✓			✓	
12				✓		✓		✓
13				✓	✓		✓	✓
14			✓	✓	✓			✓
15		✓					✓	
16				✓	✓			
17	✓			✓	✓			
18			✓				✓	
# Total	1	4	5	13	10	5	10	9
<i>Source: Donald Oxford York, 2011</i>								

4.18 CATEGORY FOURTEEN- GENDER AND LEADERSHIP

In this section, every EMS-L was asked to respond to the following question, ‘Are there any gender differences or characteristics in leadership within your area of expertise?’. The data was then collected and documented in Table 4.17, as found in Appendix Z. In Appendix Z1, concept maps were created using MindJet MindManager (2011) to allow for the responses to be further analyzed, categorized and coded in order to create the tables and tally charts seen in the subsequent sections.

4.18.1 Female Responses On Gender Differences

In Table 4.18, the EMS-L’s were asked to explain if there are any differences amongst the genders in EMS positions of leadership. In Table 4.18.1, the data collected generated many differences and similarities that were then separated into three sections: males, females and both genders. The resultant findings are not ranked in order of importance.

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TABLE 4.18.1
Combined Female Responses
on Gender Differences

	Female Leader(s)	Male Leader(s)	Both Genders(s)
Female Perspective EMS-L2 EMS-L13 EMS-L15 EMS-L18	1. Clear direction. 2. Confidence (in self and in others' abilities) 3. Encouraging and flexible. 4. Fair and reasonable. 5. Favoritism. 6. Sense of humor 7. No sense of humor. 8. Discouraging (jabs and criticisms). 9. More emotion in leadership style. 10. Teach and explain more. 11. Talk, sit down and play with kids 12. Nurturing 13. Greater sensitivity perhaps towards experiences or emotional side 14. Can be male like 15. Good communicators	1. Authoritative. 2. Disciplinarian. 3. Can be sensitive 4. More harder on other men 5. Softer on women	1. More females are drawn to this type of work. 2. Both do a great job but do it differently 3. Gender neutral. 4. Differences are in the leadership styles used.
Source: Donald Oxford York, 2011			

4.18.2 Male Responses On Female Differences

In Table 4.18, the EMS-L's were asked to explain if there are any differences amongst the genders in EMS positions of leadership. In Table 4.18.2, the male

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EMS-L's gave their perspectives on female differences in leadership positions.

The responses generated thirty-two differences based upon male perspectives on female leaders. Codes and categorizations can be found in Appendix Z2. The resultant findings are not ranked in order of importance.

TABLE 4.18.2 Combined Male Responses On Female Leaders	
EMS-L1 • EMS-L3 to 12 • EMS-L14 • EMS-L16 to 17	
1. More nurturing. 2. Neutral on patient assessment and performance. 3. Physical limitations in job duties (i.e. fire service). 4. Better with certain situations (i.e. domestic violence, rape, drunkenness, children). 5. More compassionate and humane. 6. Collaborative, builds relationships and team-oriented. 7. More intuitive. 8. Glad to see more women in top-level positions. 9. Brings a feministic approach (open and engaging). 10. Smart and equal. 11. Change dynamics of scene in a positive way. 12. Puts patient at ease. 13. Change to or for men who challenge their role. 14. Direct more so than others. 15. Higher degree of education than men. 16. Uncomfortable with asking for help. 17. Prefer to be treated by a female paramedic rather than a male.	18. Strength difference. 19. Trying to prove themselves in a male-dominated environment. 20. Think differently. 21. Can become aggressive in male-dominated environments. 22. Trying to find place in "the herd". 23. Consultative. 24. Grasp transformational leadership style easier than men. 25. Challenged by site command (incident commander role) but not by joint incident command. 26. More reluctant to discipline staff. 27. More empathetic and sympathetic towards workers. 28. May not be seen as equals with men in leadership roles. 29. Able to establish leadership capital and do it successfully 30. May attempt to or use female influence upon male leaders. 31. Compassionate and understanding. 32. Has not fully established self-confidence but aims to be able to properly use the authority granted
<i>Source: Donald Oxford York, 2011</i>	

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4.18.3 Male Perspective On Both Genders

In Table 4.18, the EMS-L's were asked to explain if there are any differences amongst the genders in EMS positions of leadership. Male EMS-L's perspectives on other males in leadership positions can be seen in Table 4. 18.3 A. Codes and categorizations can be found in Appendix Z3. Eleven specific differences on males in EMS leadership positions were noted. The results are not ranked in order of importance.

TABLE 4.18.3 A Male Perspectives On Male Specific Differences	
On Male Leaders	
<ol style="list-style-type: none">1. Might equal's right.2. Command and control.3. Uncomfortable with asking for help.4. Alpha male (Territorial and I am in charge).5. Require more time to understand transformational leadership.6. No problem with site command (incident commander role).7. Complain more to peers in leadership roles than females do.8. More tutelage needed in joint incident command.9. Fewer issues with disciplining staff.10. Use power in influential roles rather than building leadership capital.11. May "bow" down to sexual influence, female influence or attempt to win the favor of the females.	
<i>Source: Donald Oxford York, 2011</i>	

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Table 4.18.3 B shares the male perspective on both genders while simultaneously highlighting the many changes that have occurred over the years. Codes and categorizations can be found in Appendix Z4. The results are not ranked in order of importance.

TABLE 4.18.3 B
Male Perspectives On Both Genders in General

1. Sexism, racism and gender insensitivities are gone.
2. Nothing gender specific.
3. Gender neutral.
4. Brings forth balance and dynamics in teamwork.
5. No specific differences.
6. Glad to see both genders in the field and more female enrollment.
7. EMS needs more females.
8. Men still occupy most leadership positions.
9. Cultural differences (men versus women).
10. Gender not a factor but skill level is.
11. Still few senior females in upper management roles.
12. Strong and nurturing females in leadership positions may sometimes be shifted to alternative positions that cause them and the organization to struggle. Replaced by the alpha male.
13. Cautious when moving different genders into different roles and responsibilities.
14. Both strong and weak female and male leaders.
15. Mutual respect between both genders.
16. The profession has changed drastically for the better.
17. As a young profession, glad to see doors have opened up for females in higher positions of authority.

Source: Donald Oxford York, 2011

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This concludes the data collection and results on EMS leaders and their leadership. Chapter Five will synthesize and integrate the findings and examine the significance behind the results.

4.19 CHAPTER FOUR SUMMARY

The Emergency Medical System leaders' responses were analyzed, coded and categorized into result tables in order to generate fundamental elements involved within leadership positions. Chapter Four demonstrated the impact that experience, role and context have when developing a greater understanding of the EMS leaders perceptions on issues such as: personal definition of key concepts found within the leadership literature, the effect self-concept has on role orientation, the view on leaders and followers in prehospital care and the determinants that encourage, support, influence or prevent the processes of leadership development. Chapter Five will examine in greater detail the synthesis and integration of the research findings. Furthermore, the following chapter will bridge the research findings and their contribution to knowledge leadership by formulating a model.

CHAPTER FIVE

SYNTHESIS AND INTEGRATION

CHAPTER FIVE – SYNTHESIS AND INTEGRATION

5.0 OVERVIEW

The present research was conducted using various Emergency Medical System organizations throughout North America. The sample size included eighteen EMS leaders within upper level management positions. Using the telephone interview method, the research was able to collect and generate a set of variables relating to leadership and its constituents in EMS. The subsequent sections will synthesize the nature of the resultant findings and construct a new model of EMS leadership.

5.1 IDENTIFICATION OF FINDINGS

This dissertation attempts to answer the following main research question:

“What are the predominant leadership theories held and/or employed by EMS upper management personnel with respect to their leadership position within the daily dynamics of ambiguous and uncontrolled pre-hospital environments”.

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Table 5.1 provides a synthesized version of the EMS leaders' profiles, previously mentioned in Tables 4.3 A, B and C.

TABLE 5.1 Synthesized EMS-L Profiles					
Gender	Number of Participants	Religious Upbringing	Age Range (youngest to oldest)	University Educated	Professionals/ Specialists prior to EMS Leader role
Male	14	Unanimous Christian Upbringing	36 to 58	7	All 18 candidates in self-managed roles
Female	4	3 Christian and 1 response not given due not seeing the relevancy	51 to 58	2	
	Nationality	Years in the Position	Years in the Field	Other Certification	Organizational Types/Levels
Males	8 CDN 6 AMER.	1 yr-10yrs	18-38 yrs	All 18 candidates have continuing education degrees	Governmental Volunteer Private Public
Female	2 CDN 2 AMER.	7 months-8 yrs	0 (never in EMS prior) to 27yrs		Governmental Volunteer Private Public
LEGEND					
1. CDN= Canadian 2. AMER= American 3. Yrs= Years					
Source: Donald Oxford York, 2011					

The research has demonstrated the importance of having experience when being designated to an EMS leadership role. Furthermore, the research has shown that

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the element of experience does not have to be directly linked to the field of EMS but instead, should consist of the following:

1. Being a professional/specialist: having been a professional prior to the field of EMS or having pertinent and/or relational work experiences;
2. Experienced and experiences: each individual at a specific age and length of exposure and practice in the field can be placed within a leadership position. There is an element of maturity that plays an important factor. Having come from different walks of life lived various experiences and has expertise. Ability to link former experiences to present role (relational learning); and
3. Influences: education, upbringing, organizational levels, the level of organizational maturity and type.

5.1.1 EMS Leaders Definitions Of Terms

The EMS leaders were asked to define the following terms: leadership, followership, leader and follower. The responses were given from their own perspective and experiences. Table 5.1.1 A is a collection of EMS leaders

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responses taken from tables: 4.4.1, 4.5.1, 4.6.1 and 4.7.1 and is used to generate a more holistic view and define how the relevant terminology is being used within EMS leadership.

TABLE 5.1.1 A Compilation of Definitions Terms	
Leadership	An ability and willingness of one or more individuals to lead and manage other people into accomplishing a goal or common organizational goals. It is an ability to control, influence, motivate and persuade actions of someone else. A way of leading and collaborating with followers. Both informal and formal leaders can carry out leadership.
Leader	A person possessing certain characteristics such as emotional intelligence, has flexibility in styles, can be charismatic, speaks up for themselves, challenges group or others to think. They should possess high ethics and exhibit moral behavior. Can be a teacher, mentor, coach and /or role model. They possess a level of arrogance, ego suppression and are both internally and externally motivated. Flexibility is integrated into daily tasks while dealing with different situations, people and accomplishing something great. Self-aware and self-managed. Someone who people come to naturally.
Follower	A person who follows or learns from a leader. They tend to adhere to a suggestion or command. They tend to be learners or beginners. A person who does not question decisions made by superiors or designated leader. They may not necessarily take initiative on their own, does not like change. One who says yes to everything and does not have motivation to lead but can if they are internally motivated to do so. Both a designated leader and informal leader rotate to and from this role.
Followership	The willingness to follow a leader. It is synonymous with leadership. It is the process of learning to follow a leader or be supportive while at the same time, developing skills. It is a form of succession management. A way of learning to be good leaders or developing substitutes for leadership or leaders. It is a contribution from the collective.
<i>Source: Donald Oxford York, 2011</i>	

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The research indicates that EMS leader characteristics are based upon: level of education, years of experience, their self-perception of the job role, personal attributes and behaviors and response time. Interestingly, the research also indicates that the follower's characteristics are based on various situational factors such as: level of education, years of experience, their self-perception of the job role, personal attributes and behaviors and response time. The aforementioned results are synonymous with the philosophy of the Great Thinkers and modern day followership theory that stipulates both the leader and follower are one.

Furthermore, positions that were considered as leadership/leaders roles were:

1. Authoritative or designated formal positions;
2. Field professionals (EMT's) were viewed as informal leaders; and
interestingly
3. Positions of leading appear to be viewed as rotational or collaborative,
implying that some must lead and follow simultaneously depending on the
circumstance. Both leadership and followership are simultaneous
processes based on collective and rotational efforts.

In Table 5.1.1 B, synthesis and integration of the EMS leaders' responses as

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described in Tables 4.4 and 4.4.1, produced five dimensions through which EMS leadership can be viewed.

TABLE 5.1.1 B EMS Leadership Big Five Dimensions	
DIMENSIONS	EXPLANATIONS
Metaphorical, Mythical and Parables	'Leadership is understood when seen'. 'It's a big forest with no path'. It is about 'steering the ship' and 'guarding the router'. The belief in an unknown process but attracts, motivates, influences and persuades others towards its processes. It possess' elements of myth and tale that are past down from storytellers and role models throughout the years and teach lessons of its structure and decision making obligations. Not necessarily field related but rather, through life lessons.
Personal or group Attributes and Behaviors	There are specific qualities, characteristics and traits required to be involved in the leadership processes. It involves human actions, response(s) and behavior. It is a personal desire that brings an individual to a single or collective designated authoritative figure while not being forced to. It is belief and trust based on personal choices and experiences in life.
Development of Self and Others	Purpose is based on achieving an end state that may be personal, organizational or metaphorical through internal and external motivation that has been triggered by the need for developing the self and transferring to others. Teaching, delegating, motivating and persuasion are key tools in its succession.
Organizational	A culture that aims as a collective to achieve an objective, goal or end state.
Service	A commitment to the public, to coworkers and to the self to be dedicated, responsible and display personal attributes and behaviors that are positive in building personal and organizational goals and most importantly, safety to the patient and community.
<i>Source: Donald Oxford York, 2011</i>	

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Upon comparison of EMS leadership literature, two essential elements were revealed:

1. EMS leadership involves people accomplishing and achieving.
2. EMS leadership consists of the gathering of individuals (a collective or culture) to accomplish and achieve. Within this definition, leadership is a process and a metaphor. Leadership consists of a mystical and/or unseen element but emerges and is created at right moments in time. When 'it' appears, it is acknowledged and is called good leadership.

5.1.2 The Determinants Of EMS Leaders Definitions

The determinants when becoming a leader in the Emergency Medical System Services are based on two main dimensions: personality and analysis of the departmental/organizational level. The list formulated below presents the key determinants required for being a leader in EMS. The following list is divided into two parts: Personal and Departmental/Organizational Type.

1. Personal: age, the acquisition of leadership role, role models, styles, cultural sensitivity, knowledge, emotional intelligence, self-awareness/management, characteristics/traits, experiences, level of

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education and training (career specific and external occupations).

Also, includes seniority, dedication to the job, and how well skills were learned (technical).

2. Departmental/Organizational Type:

A. Positional: ranking system and hierarchies. Authoritative titles such as, Captains, VP, Presidents, Deputy Chiefs, Chiefs; and

B. Influences: financial, political and political situation, worker readiness, leader readiness, reciprocation in collaboration and role, compensation. Influences play a role when searching for leaders outside of the hospital rather than exploring talents internally.

Table 5.1.2 was created after synthesis and integration of EMS leaders responses in Tables 4.5, 4.5.1, 4.9 and 4.9.1. Table 5.1.2 provides 'the Big Five' EMS leader determinants:

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TABLE 5.1.2 EMS Big Five Leader Dimensions	
DIMENSIONS	EXPLANATIONS
Myth and metaphor	'The one who lays the path', 'the one who steers the ship'. 'Naturally born into this role' or has 'innate traits' that make them suitable for the position.
Personal or Group Attributes and Behaviors	Internally motivated, committed and educated. Strong sense of self and management of the self. Great communicator and visionary. May have arrogant personality but yet the ego is suppressed in order to be effective and ethical. Open-minded and influential. People come and are drawn to them naturally. A learner, follower and authoritative figure designated or not. Accepts failure and grows from it. Relationship builder that has emotional intelligence and connectedness. Culturally sensitive. Everyone can be a leader and everybody is one.
Development of Self and Others	Teaching, coaching, mentoring, constantly learning and growth of the self and others.
Organizational	A culture that aims as a collective to achieve an objective, goal or end state. Cultivates the worker and is tactical, strategic and cost effective.
Service	Accomplishes goals for patient and community.
<i>Source: Donald Oxford York, 2011</i>	

Table 5.1.2 reveals the characteristics involved in being an EMS leader and has been summarized below:

1. Internally, a person with a certain set of characteristics and traits based on a thorough understanding and sense of the self for developing and serving themselves and others;

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2. Externally, a person who is able to draw people close to them and lead through change, help develop and serve others; and
3. Other characteristics: Being both a learner and a follower.

5.1.3 The Determinants Of EMS Followers

Table 5.1.3 was created after synthesis and integration of EMS leaders responses in tables 4.6, 4.6.2 and 4.9.2. The former produced the 'Big Five follower determinants':

TABLE 5.1.3 EMS Followers Big Five Dimensions	
DIMENSIONS	EXPLANATIONS
Myth and Metaphor	Puts faith livelihood into the hands of others. 'Not looking at the big picture', 'fearful of the unknown' but willing to give it a chance. They are 'think tankers'.
Personal or Group Attributes and Behaviors	Emulate leader traits.
Development of Self and Others	Supportive and can remind or educate a designated or formal leader. They tend to be leaders, learners.
Organizational	Entrenched in the culture.
Service	Benefits from service of the leader.
<i>Source: Donald Oxford York, 2011</i>	

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The term follower revealed four important elements based on the responses of the EMS leader:

1. Internally: a person with a certain set of characteristics and traits based on discovering and developing the self for serving themselves and others;
2. Externally: a person who is able to draw people close to them and at times, lead through change, help develop and serve others;
3. A learning or growth phase: everyone rotates from various positions regardless of authority; and
4. Synonymous with the term leader: A leader, learner, and/or beginner.

5.1.4 The Determinants Of EMS Followership

Table 5.1.4 was created after synthesis and the integration of the EMS leaders' responses as depicted in Tables 4.7 and 4.7.1. The following table consists of the Big Five followership determinants:

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TABLE 5.1.4 EMS Followership Big Five Dimensions	
DIMENSIONS	EXPLANATIONS
Myth and Metaphor	A culture of learners and beginners. The think tankers. It is an understanding of following and assisting.
Personal or Group Attributes and Behaviors	Someone, a collective, a process and a culture. A follower. Being acknowledged and heard from. In some cases, is told only what to do. Participant and information providers. Contributor. A willingness and ability to lead.
Development of Self and Others	Leader preparation or leadership substitutes. Helping the leader inspire and engage. Team spirit and collaboration.
Organizational	Entrenched in the culture of leadership. A culture that needs to be understood by a leader. Directly ties to team spirit and collegiality.
Service	To the leaders' vision and goals. Common goals.
Source: Donald Oxford York, 2011	

In Table 5.1.4, the term followership presents two important elements:

1. Synonymously used with the term leadership. It is used as a method in preparing successors.
2. To follow the leader and support objectives, achievements and actions.

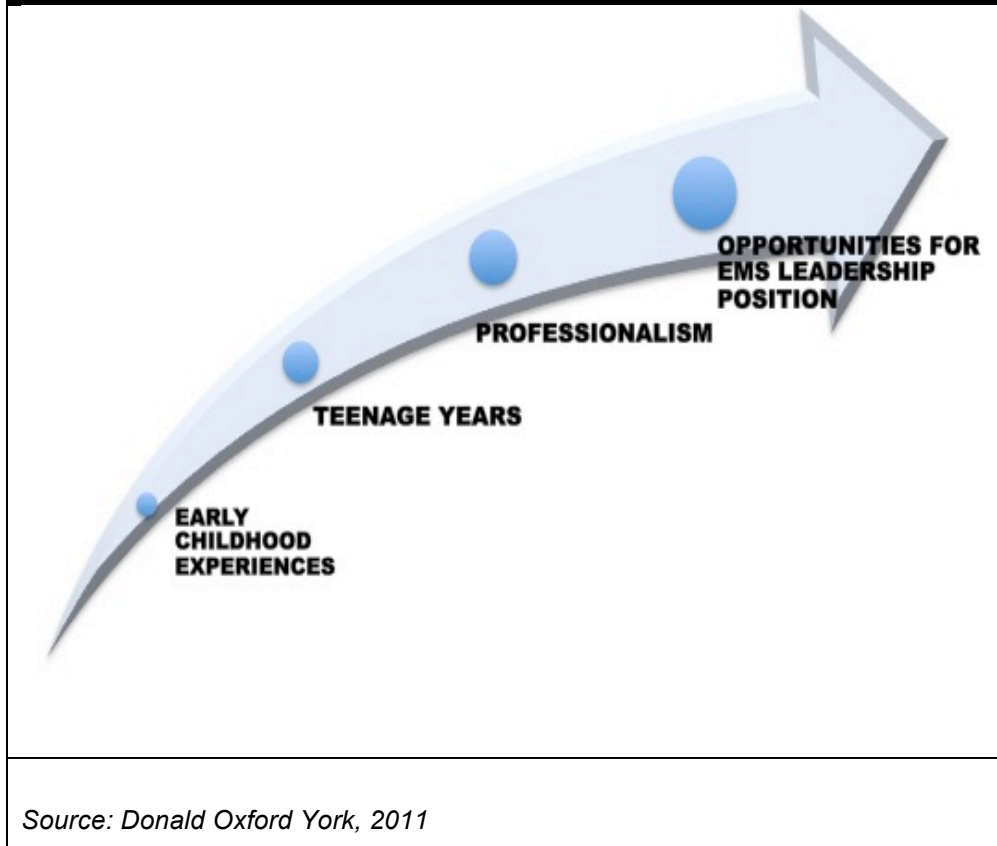
5.2 THE ACQUISITION OF LEADERSHIP

Upon synthesis and integration of the EMS leaders' responses in Tables 4.8 and 4.81, it was revealed that acquisition of EMS leadership is based upon three dimensions:

1. Personal Experiences: From earliest childhood experiences, sports and early leadership activities/camps, role models and influences. Collaboration and working with others with the same or different level of knowledge or skills. Internally and externally driven. Being a parent or family member. The self-developing and development process;
2. Fostering Talents: personal exploration for mentors, advisors, coaches, and teachers. Furthermore, talents were discovered by mentors, teachers, role models, and parents and were then fostered;
3. Education/Careers: level of education, authoritative roles, self-managed, critical thinking and decision making roles internally and externally to career. Previous work experiences and knowledge. The self being identified and positioned in a societal role.

In Figure 5.2, an illustration has been provided on the EMS leadership acquisition cycle.

FIGURE 5.2
EMS Leadership Acquisition Cycle



5.2.1 Further Analysis On EMS Leadership Acquisition

In further analysis of the responses given by EMS-L's, there are four essential factors to the acquisition of leadership and on being a leader. The four factors

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are: The Self, Upbringing/social activities, Employment and lastly, Education
(both formal and informal):

1. Self: Is divided into two phases:
 - A. The exploration of awareness, confidence, identity, esteem, strengths, weaknesses, determination and motivation.
 - B. Seeking to develop character, learning through observation hands on experiences and ego suppression.

2. Upbringing: moral and religious values from family members, work ethics of parents or relatives fostering the motivation to “to be” someone of importance. Altruistic behavior. There is also a component of psychological imprinting that occurs when the child views a role model or mother/father figure as the being basis for self-development and exploration. Childhood experiences transfer and develop into the adult psyche and have an effect on drive and motivation. It also affects how an individual deals with personal experiences and various situations.

3. Social activities/employment: work experiences from childhood into adulthood play an important role in leading. Many of the EMS leaders’ earlier teenage employment (i.e. store manager or girl/boy scouts) played

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a crucial role in the present day; such individuals are more likely to be proactive and demonstrate inspirational thoughts, styles and qualities and aim at further self-exploration with the goals of self- actualizing.

4. Education (informal and formal): Having a balance between informal and formal education. Informal education implies direct experiences told from others who have gone before, or personal experiences which enhance the leadership process. This in turn, assists in personal transitions and helps develop others. Formal education, on the other hand, provides the theoretical and practical basis for preparation of the actual situation. However, formal education is limited in truth as the EMS prehospital environments always consist of uncertainty. Informal education must work in conjunction with formal education in order to balance out the process. It is a crucial factor in the growth phase and allows the acquisition of tools for leader development and the expansion of knowledge on leadership.

5.3 LEADERSHIP TRANSFER

Upon synthesis and integration of the EMS leaders' responses as seen in Tables 4.10 and 4.10.1, two key elements were revealed about the delegation and transferability of leadership:

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1. Multidirectional: Leadership can occur upwards, downwards and across same levels of expertise or skill level. A leader can be customized and is customizable.

2. The Organizational Level / Type: The direction of leadership is based on politics, policies and procedures when determining the direction of leadership and considers factors such as level of experience and education, favorability and past performance. Outside of organizational policies and procedures, there are individuals in positions of authority who determine the flow of leadership.

5.3.1 Further Analysis On Transfer Of Leadership

In EMS, delegation or transferability of leadership is either viewed as being positional or individual. Positional EMS leadership is a process that can only be transferred under three conditions: same level (management), downwards (towards field workers) or across (other experts). Organizational structure and upper level management perspectives determine the basis of positional EMS leadership. In contrast, individual EMS leadership is something that an individual must develop, seek, earn and achieve. Individual leadership cannot be given; it must exist on its own merit.

5.4 INFLUENCES ON LEADERSHIP

Upon synthesis and integration of EMS leaders' responses as depicted in Tables 4.11 and 4.11.1, the findings revealed six outstanding influences on leadership that are determined by both internal and external factors of control:

1. Government: funding and investments into public security and safety;
2. Financial: lack of private, public and government investments. Departmental or organizational spending and budgeting;
3. Favoritism/Camaraderie: a particular attitude or frame of mind. For example, 'can get by without necessarily having the best person for the job'. This leader gets along well with others and aims to establish relationships;
4. Personality: the personalities of the workers, their superiors, insecurities, power struggles, self-management and management of others. Experiences and age/generational differences. Ego and understanding to step down to allow a new leader to emerge;
5. Hierarchy: the organizational structure that is based on a ranking or paramilitary system and provides possibility for upward mobility. Succession management in place;

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6. Technology: keeping up with generational differences and the speed of technological advancements. Texting, computers and other transitional items.

5.4.1 Influences Of Leadership Process

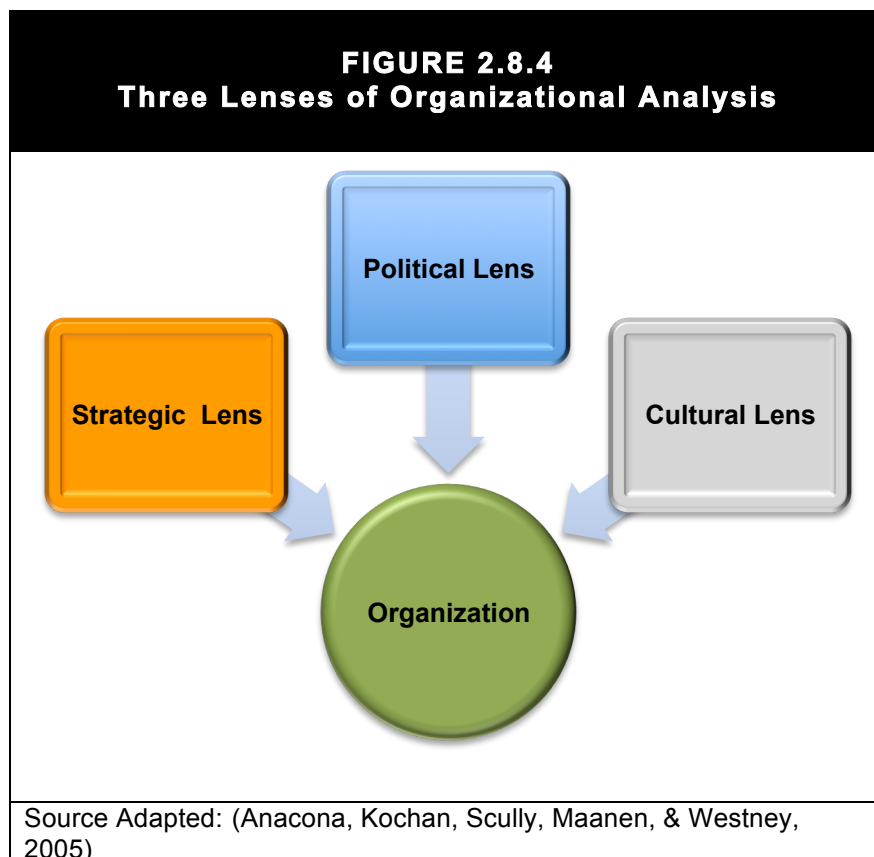
The influences on EMS leadership development fall into two major categories and three subcategories. They are based on theories of cognitive behavioral personality psychology and organizational behavioral perspectives.

In personality psychology, the principle of locus of control (LOC) determines whether or not an individual feels as if they have control over their lives (internal) or the extent to which the environment and/or higher power has control over their lives (external) (McAdams, 1994). Locus of control is measured between high or low; low implying results and outcomes that stem from one's own behaviors and actions (McAdams, 1994). A low LOC thus indicates that the individual feels that their own actions dictate control or outcomes on their life. A high external LOC would indicate that supernatural beings or fate primarily determines the outcomes in one's life.

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In internal LOC, reinforcements and rewards are expected to follow one's own actions (McAdams, 1994). In contrast, external LOC is based on the fact that the person does not feel as if their behavior will bring forth any predictable reinforcement or rewards as these are dispersed by external sources (McAdams, 1994).

As discussed in Chapter Two, Figure 2.8.4 describes the three lenses for analysis of organizational behavior: Strategic, Political and Cultural Lens.



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By incorporating both LOC and the three lenses of organizational analysis to EMS leaders/leadership, the resulting paradigms are created: EMS Leader Internal and EMS Leader External.

1. EMS Leader Internal: attributes outcomes based on one's own control and actions.
 - A. Personal Perspectives – human action and motivation, connection with the other, age, education and training, upbringing, religious and cultural. Big and multiple Ego, popularity, favoritism, strong sense of self (esteem, confidence, efficacy, determination) and adaptability (people and situations);
 - B. Strategic Lens – team member regardless of level within the organization, is a professional within the field and external to the field coming from same or alternative programs. The individual provides alternative perspectives on solving issues and in formulating strategies based on a multidisciplinary approach;
 - C. Political Lens- the distribution of leadership, power and influence is done evenly across all organizations yet remains simultaneously unequal and rank specific. Expert power and referent power. There is an element of stakeholder involvement and decision making;

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- D. Cultural Lens- the transmission of stories and personal experiences in and outside the field and their wealth of personal knowledge. Their mandate to serve has placed a strong sense of purpose and meaning in the culture of EMS. The evolution and development of this young profession has created practices and procedures that have become ritualistic. There is a strong sense of patronage, camaraderie, honored heroes and remembering those who have gave their life to serve the community.

The following section will discuss EMS Leader External incorporated within the three lenses.

2. EMS Leader External: attributes outcomes to external circumstances.

- A. Personal Lens- financial, socio-economical, age, education, training and upbringing.
- B. Strategic Lens- the roles are based upon the command and control of the hierarchy. Information flow tends to move horizontally, then downward and in some cases, upwards. Policies, politics and procedures block success and succession of leaders in positions of leadership.
- C. Political Lens- stakeholders' lack of involvement in decision-making. The organizational type private versus government.

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Political appointees appoint leaders who are not experts in the field.

- D. Cultural Lens- informal leadership takes over formal leadership. Poor management and staffing issues. Positive workflow from management, personal belief in the goal being strived for. A sense of camaraderie.

5.5 LEADING EFFECTIVENESS

In Tables 4.13, 4.13.1 and 4.14 the EMS leaders' responses revealed five broad and imperative traits to be effective when leading others. All of these traits are based on personal attributes:

1. Self: esteem, mastery, awareness, confidence, determination, identity, development and management;
2. Ethical Behavior: respect, cultural awareness and sensitivity, morals, values, humbleness and humility. Safety of the patient and coworkers;
3. Critical Thinker: strong, communicator, decision-maker, problem solver, judgment, strategist, experienced and is able to see the whole picture. "Cool under fire". Innovative. Manages and orchestrates well;

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4. Attractive/Appealing: credibility, knowledge, emotional intelligence, draws attention and belief, trustworthiness, persuasive, logical/tactical, motivational;
5. Team Player and Developer: collaborator, engages and supports, develops, learner, teacher, mentor and coach. Rotates positions between following and leading. Public and personal service, organizational.

Interestingly enough, the same characteristics deemed to be effective when leading others are also the same characteristics EMS leaders admire in those who lead (see Table 4.14). Furthermore, the EMS leaders' self-perception of their own traits and characteristics are matched or being strived for with those they admire. In other words, some EMS leaders were confident in saying that they possessed the same traits as those they look up to. In contrast, others felt that they are constantly striving to acquire the characteristics present in those they admire. Furthermore, the EMS leaders use those same characteristics and traits in order to be effective when leading others.

This indicates that EMS leaders are attracted to those who can provide or fulfill their needs as learners, are seekers of specific knowledge and those with whom they identify with, look up to or believe in. The characteristics EMS leaders'

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admire are the same as the traits they identify in others. This is consistent with the philosophical influences on leadership based on the distinction between 'what you think you are' versus 'what others think of you'.

The top qualities mentioned by EMS leaders across Canadian and American cultures that may thus, be deemed as universal are the following:

1. High Ethics: honesty, kindness, good morals, values and principles (self and for others). A product of moral and religious education and life lessons;
2. The Ability to Look Ahead: provide a forward look on the development of the organization and the people. A product of vision and of being a visionary;
3. The Ability to Think Critically: strong decision maker, adaptable, flexible, collaborative and rotational;
4. Competent: responsible, accountable, technical, educated (formal and informal), and;

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5. Serve or Service: to be able to serve others and develop the organization, community and themselves. This appears to be part of EMS corporate social responsibility.

5.6 LEADERS AND FOLLOWERS INFLUENCE ON THE OTHER

Upon synthesis and integration of the EMS leaders' responses as seen in Tables 4.15, 4.15.1, 4.16 and 4.16.1, the many influences that both the leader and follower have on one another are revealed:

1. EMS leaders can influence EMS followers in two ways:
 - A. Positively: transferring knowledge, educating, mentoring, coaching and developing, giving opportunity to prove themselves. Sets positive attitudes and behaviors amongst team members.
 - B. Negatively: mood swings, overstepping and underestimating, not placing faith or belief in others, not providing opportunities. Stunting organizational growth.
2. EMS followers can influence EMS leaders in two ways:

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- A. Positively: potential leader substitute, building relationships, teaching or reminding the leader forgotten lessons, camaraderie, making the environment positive, contributing to leader's and organizational vision, develops leader, informal leadership or leaders, resolving conflict.

- B. Negatively: Informal leadership or leaders, negative work environment, creating conflict. Stunting the growth of the organization.

5.6.1 Being An EMS Leader And / Or Follower

Figure 5.6.1 A, illustrates three types of leadership based on levels of experience:

1. The Experienced:

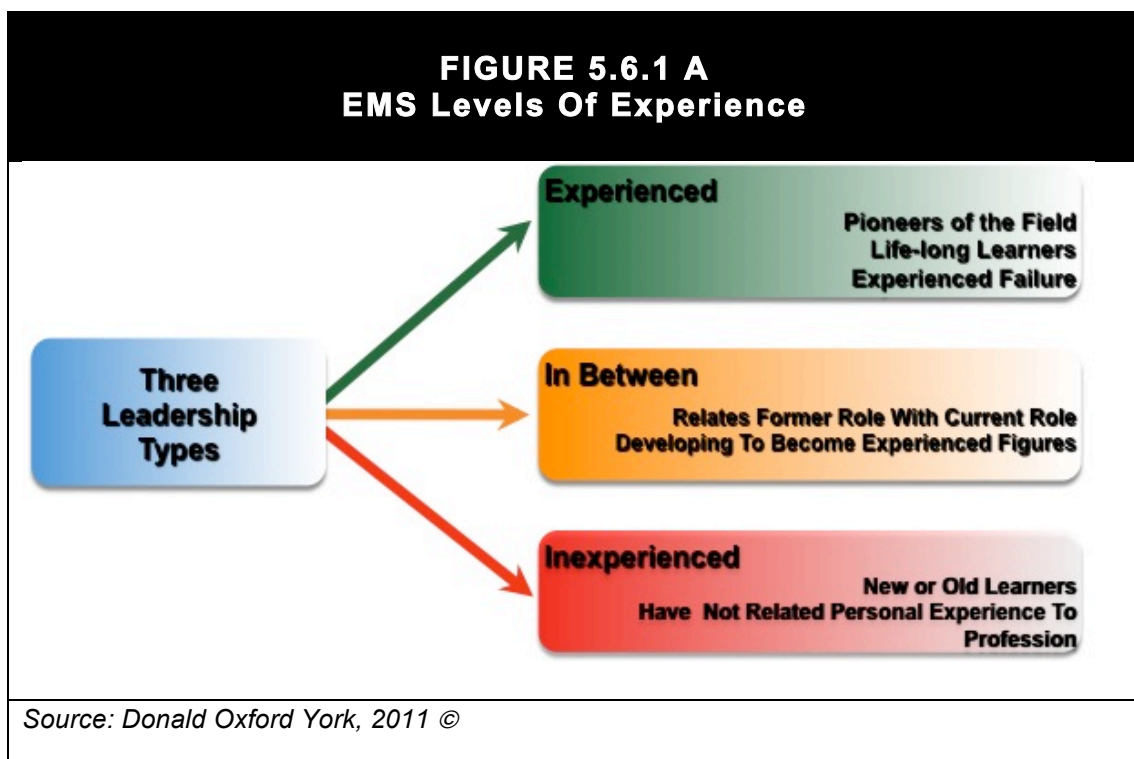
A. The pioneers of the field who have seen and experienced many years of transition and development in the field. Throughout the years, they have built upon relational learning and balance of their personal and professional life. They are looked upon positively by most and they are a

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good example of someone to strive to be better than in the future. Major contributor in paving the way for future generations;

B. Those who experienced many failures and have grown significantly from them; and

C. Age is significant factor in this type of leadership as life experiences are interwoven into everyday areas.



2. The Inexperienced: New or old learners who have not yet linked their personal experiences to their profession. They may simply occupy a post but contribute little to its development. In some cases, the opportunity has not presented itself. They can be highly motivated and seek change. They

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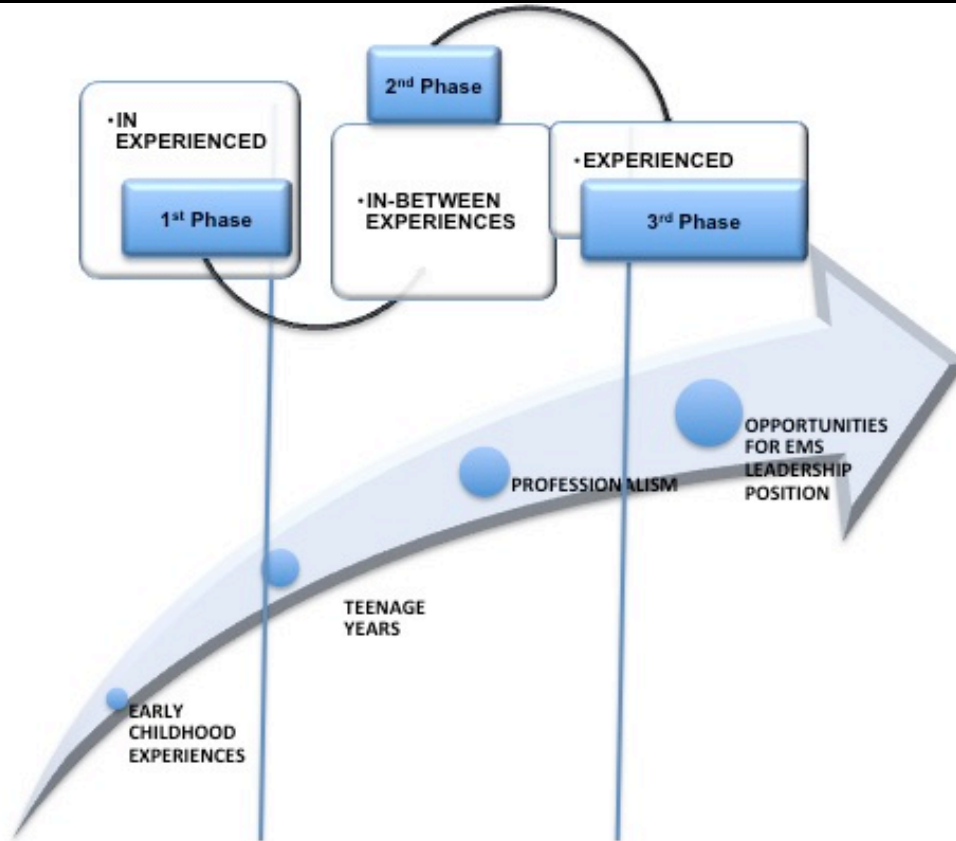
also tend to be more technology savvy than the experienced. They tend to be part of a younger generation, although this phase can occur in older generations as well.

3. The In-Between Experiences: They are developing the professional and life experience necessary to become a figure of experience within the profession. Can relate former roles with current role.

Figure 5.6.1 B illustrates a universal constant within the three above-mentioned leadership types that is present throughout the lifetime of an EMS leader: the three categories appear to be present at every stage of life. It is hoped that each of the categories stimulate or trigger growth within the individual until their needs and wants are achieved. Moreover, the three categories are interrelated, thereby allowing the experienced to go back and forth from being in-between experiences and inexperienced. The key element for the EMS leader is to be able to relate and link aspects of being 'experienced' with new and old experiences throughout their lifespan, in their current job position and for the preparation of a successor.

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FIGURE 5.6.1 B
EMS Leadership/Leaders Life Cycle



Source: Donald Oxford York, 2011

5.7 COLLABORATION OF EMS LEADERS

Upon synthesis and integration of EMS leaders' responses as illustrated in Tables 4.17 and 4.17.1, the findings revealed how leaders with different or similar expertise collaborate to accomplish a task. There are four important elements:

1. Role Awareness: Identifying each other's strengths and weaknesses and differences in skill set or expertise. Information is gathered from communication, education and previous educational training.
2. Communication: clear communication that builds effective strategy and safety for everyone in order to achieve the best results.
3. Personality: Ego suppression, ability to see the whole picture and understand that the aim is patient safety, not fame.
4. Planning: complementing each other's strengths and weaknesses.
Anticipation of substitutes and substitutions.

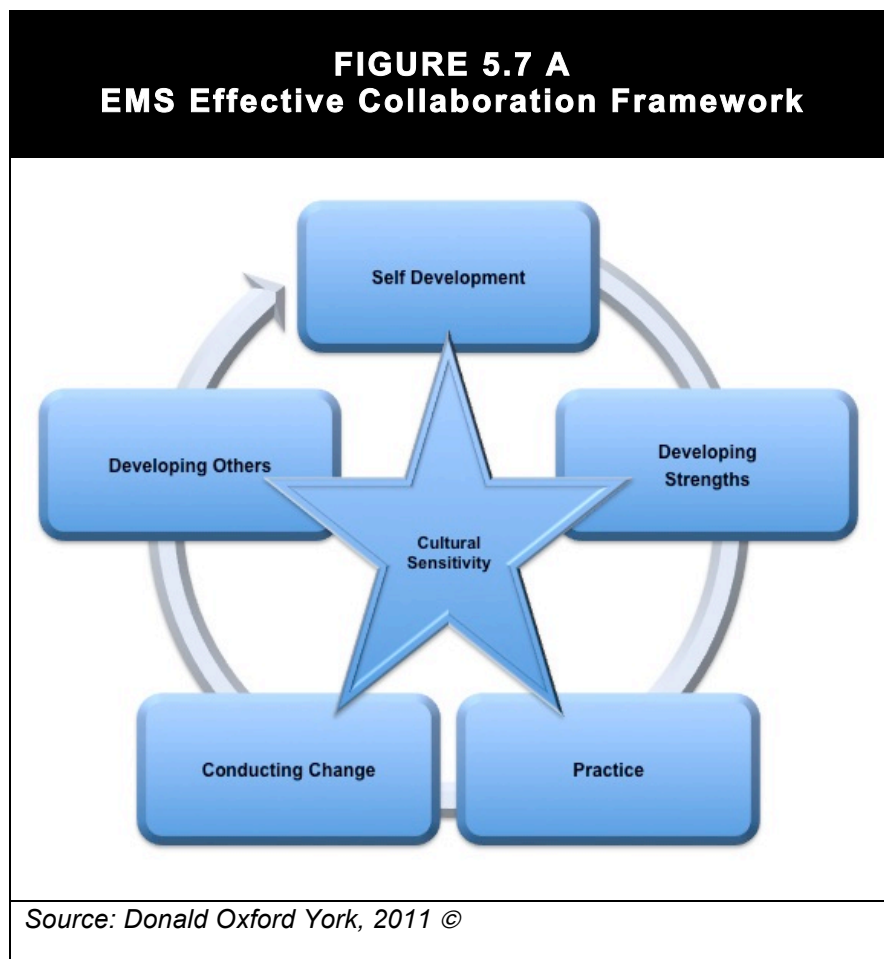
EMS leadership bases its approach on the collaborative nature of followership and rotational leadership. EMS leadership fills an apparent gap in the literature

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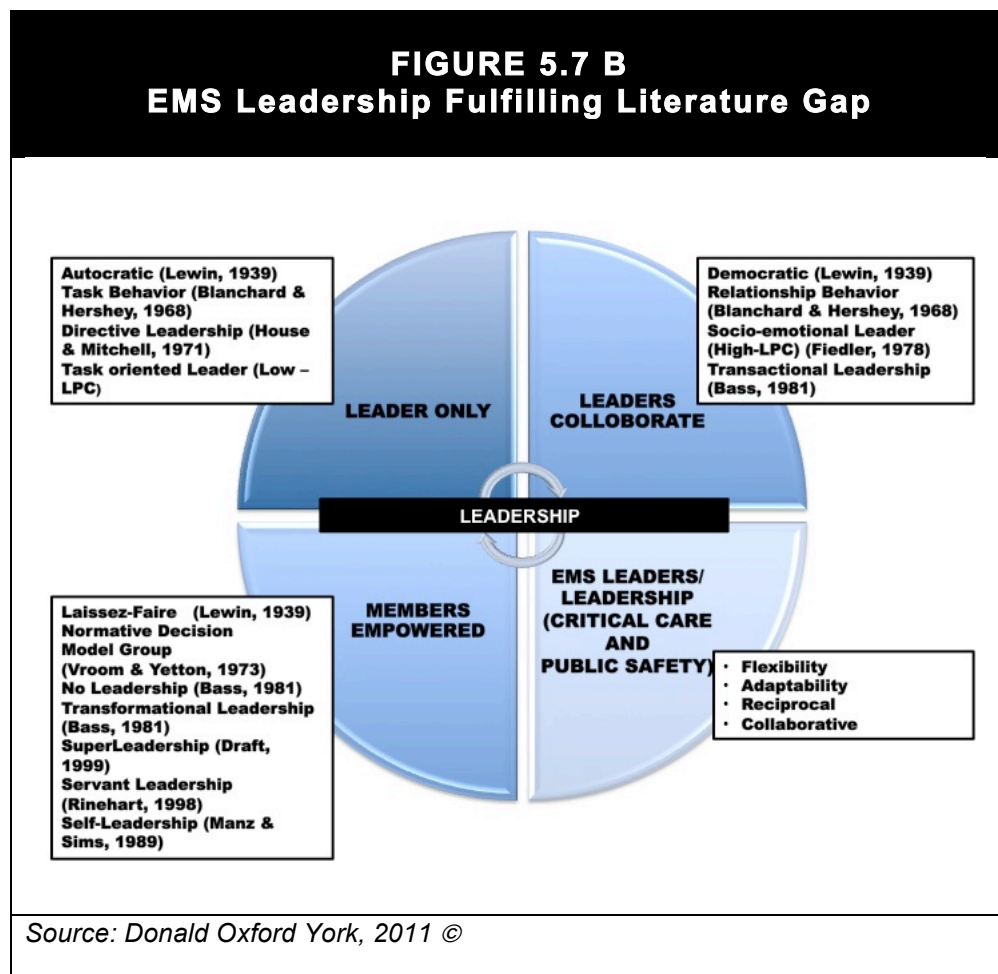
and presents a new framework for effective collaboration based on cultural sensitivity at its core.

The EMS leader begins with self-development and then continues on to develop his own strengths. After having acquired newfound strengths, the EMS leader puts his new skills into practice in the hopes of creating change within the input of his teammates.



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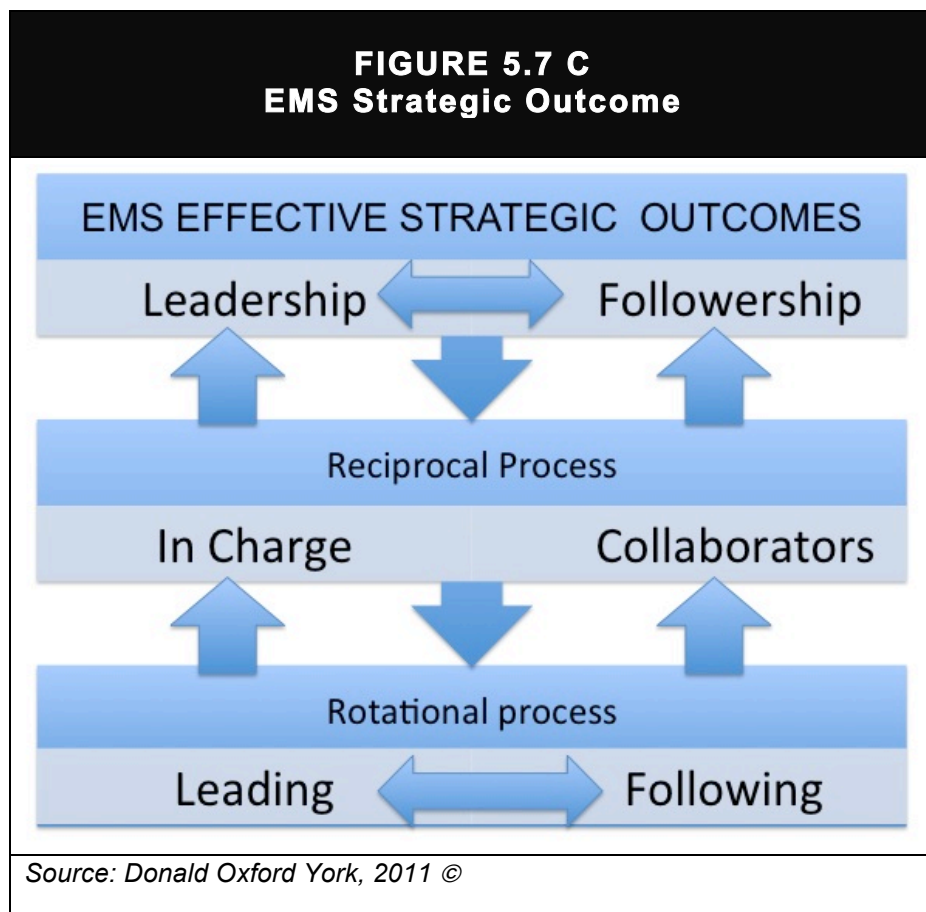
Should the newly acquired skill be successfully implemented, it is then taught to the inexperienced or in-between experiences to allow succession to take place and to help guide the team members towards achieving experienced leadership status. Figure 5.7 A, illustrates the EMS effective collaboration framework.



As previously mentioned in the critique section of Chapter Two, there was an existing gap throughout the leadership literature that has been filled using the

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EMS leadership/leaders perspectives. Flexibility in style and approach is an element that does not appear to be mentioned in the existing literature as an essential component in the management of crisis situations and service to the community. Figure 5.7 B illustrates how EMS leadership fills a possible gap within the relevant literature. As previously mentioned, EMS leaders and their leadership appear to use elements of flexibility in style, adaptability, reciprocation and collaboration in order to attend to high stress and uncontrolled environments on a daily basis.



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Congruently, these elements produce a hypothetical schematic of EMS strategic outcomes as illustrated in Figure 5.7 C.

5.8 GENDER DIFFERENCES IN EMS LEADERSHIP

Upon synthesis and integration of EMS leaders' responses as found in Tables 4.18, 4.18.1, 4.18.2 and 4.18.3 and by combining both female and male EMS leader perspectives, existing gender differences involved in EMS leadership were revealed:

1. Female leader: as emotional, more intuitive, humane component with regards to strategy. Great for domestic and child related incidents. Motherly. Listen and weigh issues before reacting quickly. Can be insecure of their role in a male-dominated profession. Some women can be harder on males due to insecurities of working in a male-dominated profession. Females were harder on other females than males. Can be more persuasive. Some think and act like male leaders.
2. Male leaders: are less emotional and aim to get the job done. Fatherly. Tough personality. Fix the perceived problem right away without truly listening to the problem. Less humane, more strategic, less intuitive but

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anticipates events well. Males can be harder on other males but softer on females.

5.9 COMPARISON OF EMS LEADERS TO THE LITERATURE

The EMS leaders' definitions of the term leadership and its associated relationships are synonymous with the great literary influences and thinkers of leadership theory. For example, The Holy Bible, Aristotle, George William Hegel, Heidegger, and Paulo Freire. These authors presented the reciprocal, collaborative, functionality and purpose of the many exchanges that should occur throughout time between someone of a higher ranking level (leading) versus someone of a lower ranking level (following). This implies that the origins of leadership and its associated debates appear to have remained consistent throughout the centuries, regardless of profession or academic discipline. This indicates that there are universal constants within the study of leadership.

When thoroughly examining the literature and drawing comparisons to the present research, Table 5.9 illustrates the analogous debates that have reoccurred throughout the centuries:

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TABLE 5.9 Comparison of Equivalent Debates Over the Centuries	
The Holy Bible	Teacher (leader) and Disciples (follower)
Aristotle (350 BCE)	Orators (leader) and Hearer (follower); Teacher (leader) and Student (follower)
Hegel (1807)	Self (leader) and Other (follower)
Greco-Roman Moralists (2002)	Emperor (leader) and Slave (follower)
Paulo Freire (1970)	Oppressor (leader) and The Oppressed (follower)
EMS Leadership	Manager/Leader and The Succession
<i>Source: Donald Oxford York, 2011</i>	

The first of the universal constants is that there has to exist a dichotomy between the needs of the individual versus the wants of the individual. When merging certain concepts taken from Abraham Maslow and the present research findings, another possible leadership debate is revealed which is based upon the influence(s) between the individual and the societal role in which they choose to embark upon.

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Thus, there is an existing debate between the needs and wants of an individual that at its core, creates a human action that is self-stimulated or triggered by opportunity. An illustration of this concept can be seen in Figure 5.9 A:



The distinction amongst the two dichotomies is that at the core of leadership there exists a tension between human needs and wants which in turn, triggers a reaction that governs exploration and discovery proceedings and attempts to fulfill what Abraham Maslow (1943) would refer to as “ Physiological needs or drives” (see section 2.8). Upon the individual fulfilling their physiological needs, they move up the pyramid for developing the self. This exposes the equivalent

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notion within the leader–follower relationship as discussed in EMS Leadership. For example, a paramedic who is also an accountant may feel a stronger need to help others and get involved in patient safety by serving the community. This individual then seeks to find the most appropriate route that will help him fulfill this core desire.

The relationship between EMS leaders and followers presents interesting notions that both roles have a reciprocal and participative nature. The EMS leader and follower both have separate levels of identity and at times, the same. This is in line with the great thinkers debates of the self versus the other. The differences between leading and following are based upon a ranking system that has existed throughout time, for example, the Master and Slave relationship. However, the aforementioned emanates from a societal outlook on the debate and not from an individual perspective. The existing truth in EMS leadership is that leadership must consist of those who are willing and able to both lead and follow for the process(es) to work. This can occur under the guises of self-leadership (individual) or transformational (for others) leadership. The distinction is that self-leadership should continuously develop ‘The Self’ in order to achieve a higher role or position.

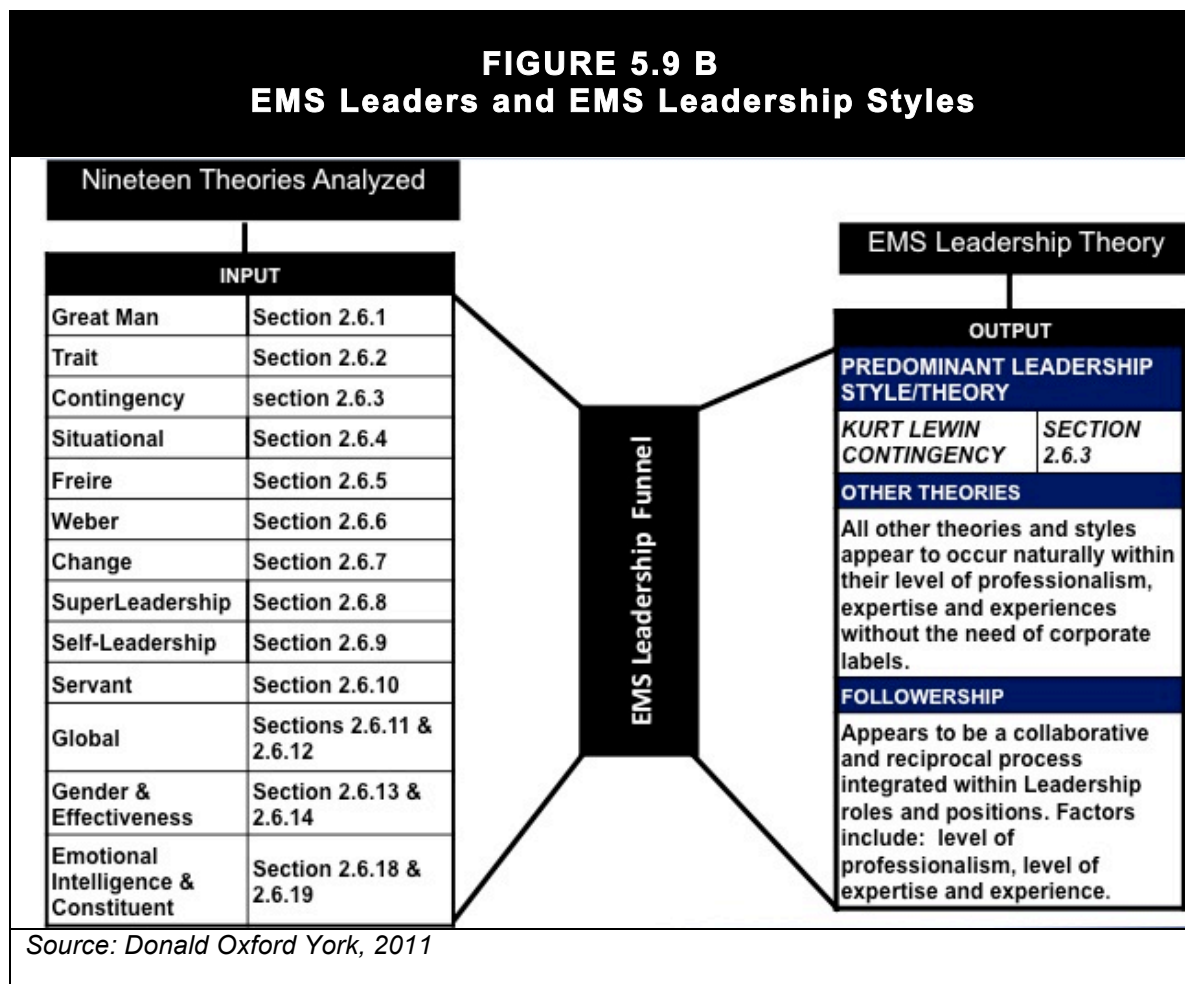
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The second part of this debate is that in order to generate followers, there needs to be an understanding that there is a greater emphasis on succession rather than on oppression. Freire argues that oppression stunts the intellectual capacity and capabilities of both 'the learner' and 'teacher'. Both individuals need each other to validate their existence, aim and/or purpose. Although at times they remain distinct (i.e. rank or level of experiences), the EMS leader and follower are essentially one and of the same. The great thinkers and influences of leadership theory alike have consistently demonstrated the dependent nature of this particular relationship. The former notion crosses over into EMS leadership.

The remaining variable in EMS leadership involves applying these principles while working in unpredictable prehospital care environments in order to be able to lead and manage during crisis. The education and training provided to EMS professionals thus becomes crucial for high performance.

In Chapter Two, nineteen modern leadership theories were explored. Figure 5.9 B illustrates the primary modern leadership theories analyzed throughout the literature review and bridges the predominant theory in EMS leadership.

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EMS leadership styles are predominantly aligned with Kurt Lewin's (1939) contingency theory. Lewin describes three styles of leadership: autocratic, participative and laissez-faire (Section 2.6.3). In Lewin's original study, the findings were established by assigning schoolchildren to one of three

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aforementioned groups, each group composed of a respective leader (Lewin, Lippitt, & White, 1939). Lewin discovered that under:

1. Autocratic Leadership: decision-making is less creative and it is difficult to transition from an authoritarian style of leadership to a democratic one and vice versa. Autocratic leadership was considered an ideal form of leadership in situations where there is little time, or in cases where the leader is the most knowledgeable and thus, helped increased production (Lewin, Lippitt, & White, 1939).
2. Democratic Leadership: generally the most effective leadership style. The leader offers guidance to members but also participates within the group and allows input from other members. Children in this group were less productive than those in the autocratic group. The leader encouraged members but retained final say on decision-making. Members felt more engaged in the process and are more motivated (Lewin, Lippitt, & White, 1939).
3. Laissez-faire Leadership: Children in this group were the less productive of all three groups, placed more demands on the leader and could not work independently. The leader offers very little to no advice and leaves

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decision-making to the members. It can lead to poorly defined roles and lack of motivation (Lewin, Lippitt, & White, 1939)

Lewin's model was a static one and lacked the flexibility needed in order to deal with the many transformational and transactional operations that may occur within the environments of prehospital care. Nevertheless, Lewin's model appears to outline the predominant style of EMS leadership, albeit, within the context where the prehospital care community (leader and members) are highly skilled and trained professionals. However, Lewin's model lacks the dynamics and capability of having the leader flow from one style to another, based on their level of experience and training.

Interestingly enough, the other major theories seem to merge into Lewin's theories of leadership. As previously mentioned in Chapter Two-Section 2.10.3, there appears to only be three types of leadership styles or leader approaches: leader only (only decision-maker), leader collaborates (group input), members are empowered (self-managed). One of the gaps in the literature is the notion that being highly qualified in an area of expertise should lead to mastery of styles. In leadership, mastery of styles appears to be adaptability and flexibility of approach in order to accommodate the situation at hand. Flexibility/adaptability in style seems to be the ideal way for a leader to lead 'The Self and Others'.

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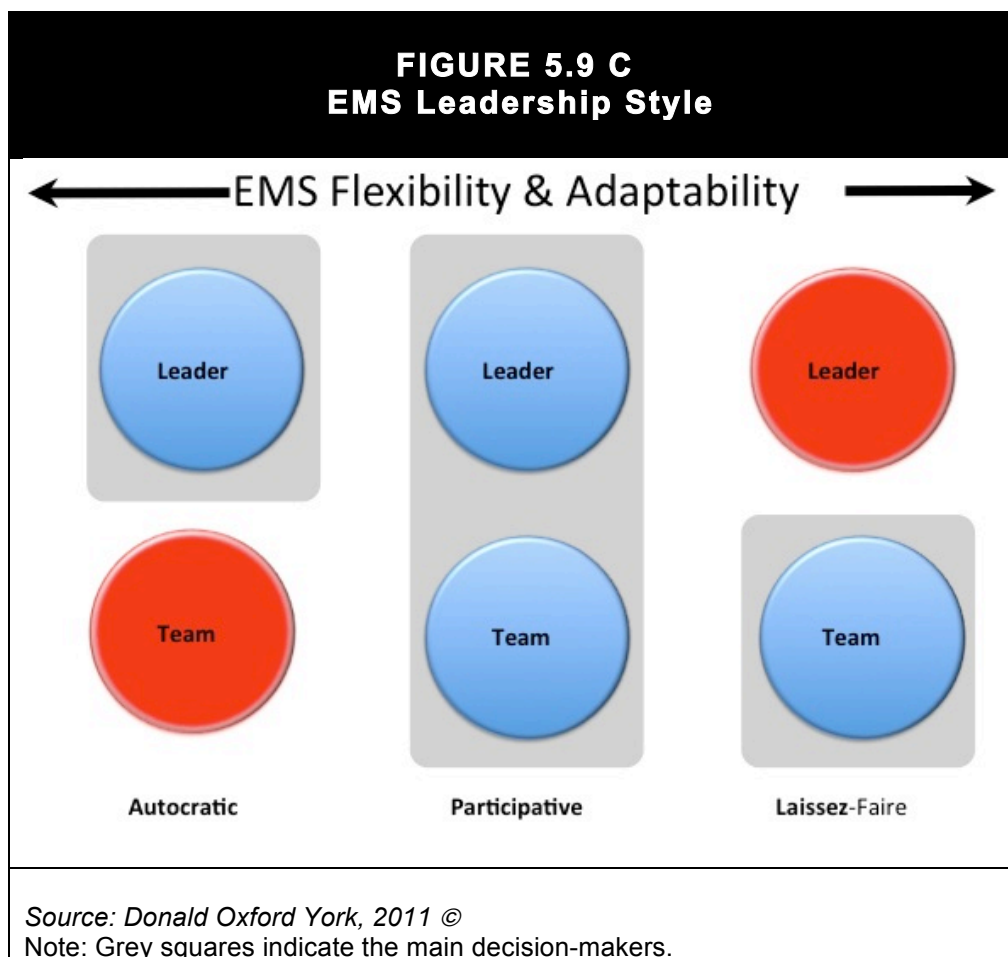
The EMS leader's role appears to transition between three types of environments: the public, the organization and their own personal environment. In all three environments, their role involves service and transformation. The public may view them as 'great men and women' who emerge during emergency crises to 'save the day' or relieve them from a particular situation. The other leadership styles are not EMS particular but appear to be performed naturally or based on the nature of work, level of experience and professionalism. These other leadership styles can be considered as skills or duties that stem from the EMS leader's 'tiers' of training. Based on the responses given by the EMS leaders, one can infer that there exists a natural dynamic between leaders and followers that is based on a respect for professionalism. In turn, this respect allows leaders to rotate between following and leading in the presence of other professionals, throughout the entire leadership process.

As previously mentioned, EMS leadership is uniform, dynamic, transformational and collaborative. Informal leaders merge with the formal and collaborate at times. This function indicates that both parties are leaders on and off the field but operate differently within the organizational setting. This difference is based on

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the level of expertise and experience of those in designated positions of authority.

Figure 5.9 C illustrates EMS leadership styles combined with Kurt Lewin's (1939) three styles of leadership: autocratic, participative and laissez-faire.



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In EMS, there are three styles of being a leader:

1. The EMS Autocratic: The EMS leader is the main decision-maker; however, the team or followership are the main decision-makers in the field, and can, in those situations, be considered informal leaders. There is a respect for team members as everyone is recognized as being a professional;
2. The EMS Participative: Both the formal and informal leaders merge their thoughts together to provide solutions, safety and service to the community, themselves and to one another; and
3. The EMS Laissez-Faire: The EMS formal leader works diligently with their team of informal leaders. The informal leaders have been given the role of leading to enhance the self-governance of the followership, thereby affording the formal leader a predominantly observational role.

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In EMS leadership, the leader is constantly rotating between the three styles without necessarily being fixated on one in particular. This is due to the fact that the leaders respect and acknowledge that team members or the followership are professionals and form part of the succession of leadership. EMS leadership thus recognizes that within each team member lies a potential successor.

The Laissez-Faire style is notable as the EMS leader develops team members to become more self-efficient in order to achieve personal goals. This in turn, is important for delegation of tasks and the opportunity to grow personally and professionally.

Moreover, this allows the formal leader to become a follower and the followers to become informal leaders or leaders due to succession. Such dynamics may be due in part to the diverse work environments and situations that they must partake in on a daily basis. In EMS, laissez-faire style leadership does not necessarily lead to decreased productivity, although it can lead to informal leadership. As professionals working in unpredictable environments, EMS leaders appear to have naturally created flexibility and in some cases, mastery of EMS leadership styles.

5.10 EVALUATING LEADERSHIP

Leadership is a subjective term that presents no true formal evaluation but can be evaluated informally by self-reflection and peer feedback. There is no way or form of evaluating individual leadership in EMS. EMS leadership is based on merit, certification or continuing education, years of experience and the many milestones accomplished, in addition to self-achievement and influences external to achievements. Accomplishment is suggestive of good leadership or of being a good leader.

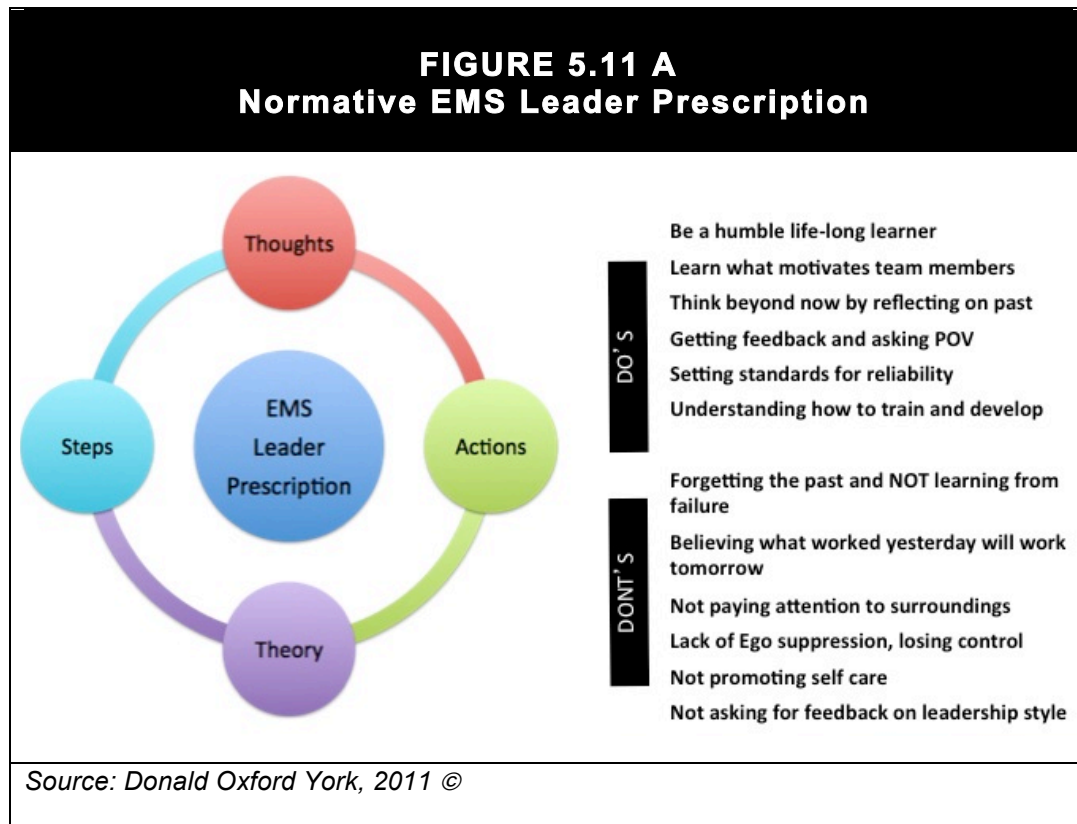
The findings demonstrate that EMS leadership is not simply associated with a physical person, an organization, a department or a social process. According to suggestions, EMS leadership consists of an unknown mystical aspect and is subjectively measured. EMS leadership cannot be measured with certainty or clarity, it simply occurs or does not. The former statement is confirmed by EMS leaders' responses concerning leadership such as, 'the person has it or they don't'. There is a consensus that effective management can be measured by utilizing particular evaluation forms and procedures. However, this is not true of leadership.

5.11 SYNOPSIS OF EMS LEADER (S) AND LEADERSHIP

EMS leadership consists of four broad dimensions: motivation, skills, communication and delegation. These four dimensions are intertwined and are used to develop others, themselves and to simultaneously serve the community. EMS leadership occurs spontaneously as the situation or crisis emerges (Waite, 2009; LeSage, Dyar, & Evans, 2011). The spontaneity in this context allows EMS leaders to simultaneously lead and follow as they constantly rotate between styles (authoritative, participative and laissez-faire). The research has lead to two resultant findings: The Normative EMS Leadership (NEL) (Figure 5.11) and The Descriptive EMS Leader Social Act (DELSA) (Table 5.11).

The Normative EMS Leader Prescription (NELP) prescribes how EMS leaders ought to be in order to successfully carry forth their mandates, while adjusting and adapting to the many changes presented within their work environment(s). The EMS leader revolves around four essential elements in order to be recognized as a leader or to be placed in a leadership position. Figure 5.11 A illustrates and partly describes the NELP. The Normative EMS Leader Prescription (NELP) is based on balancing out these four objectives: shared thoughts and ideas, actions to create opportunity, self-control, consistently keeping educated and well read, setting the example, developing others and taking steps towards making the situation a better one.

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The elements of NELP are described in further detail below:

- Thoughts: Thinking as a leader consists of balancing basic life principles (moral and ethics) that guide decisions throughout the EMS leader's life.
Setting strong examples;

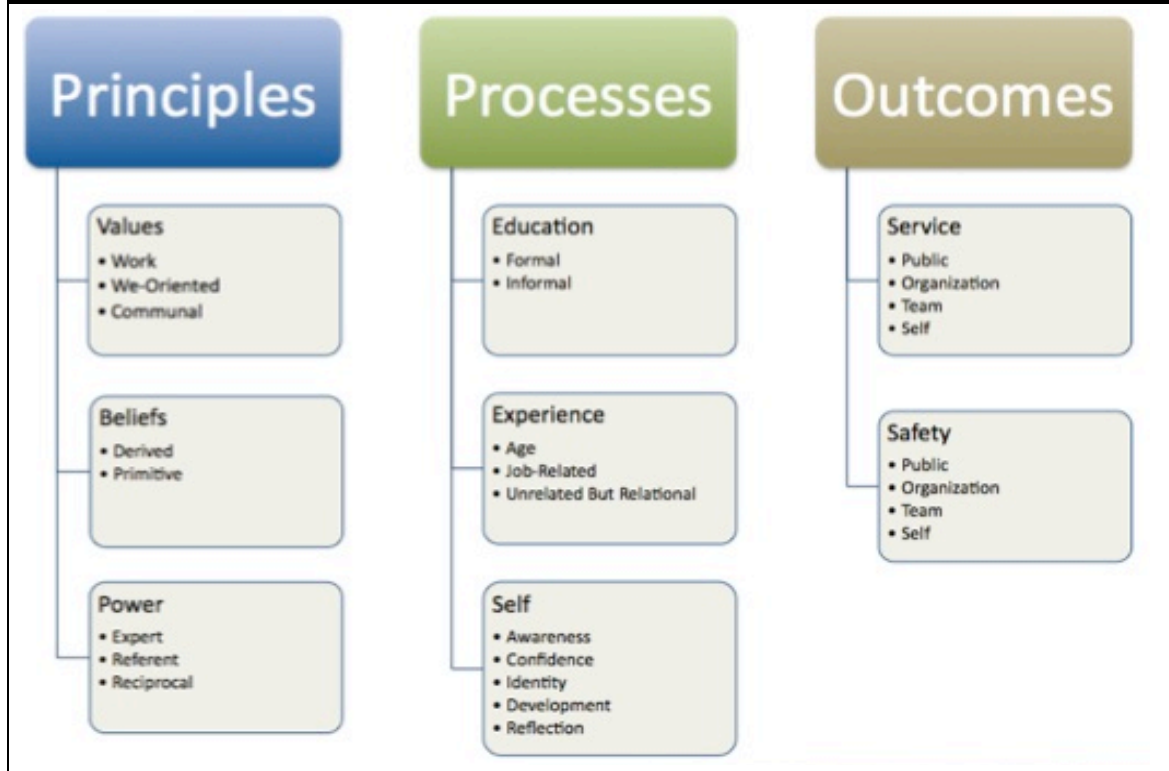
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- Actions: Based on using thoughts, theories and practice to move between leadership and management roles if necessary. It plays a role in becoming recognized by the team and building the sense of safety surrounding the public and team members. Establishes credibility;
- Theory: Acquiring the necessary knowledge and constantly remaining updated with the latest trends, technologies and methods in order to carry forth the mandate. Using theory to better oneself is an important aspect, in addition to being able to then implement it. It is composed of both informal and formal education. Life-long learning; and
- Steps/Practice: keeping on top of your game, building on existing strengths and consistently developing oneself so that skills become second nature. Through preparation and anticipation, one is able to prepare for uncertain situations.

The work of Donna Wood (1991) on Corporate Social Performance (Table 2.8.8) was integrated within the present results to create the Descriptive EMS Leader Social Act (DELSA). Figure 5.11 B illustrates the Descriptive EMS Social Act and its various elements:

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FIGURE 5.11 B
Descriptive EMS Social Act Elements



Source: Donald Oxford York, 2011 ©

The term “descriptive” is used to characterize how EMS leadership and their leaders ‘appear to be like’. In Table 5.11, there are three categories that are used to potentially describe the current situation of EMS leadership: Principles, Process and Outcomes. These three categories are then subdivided into singular

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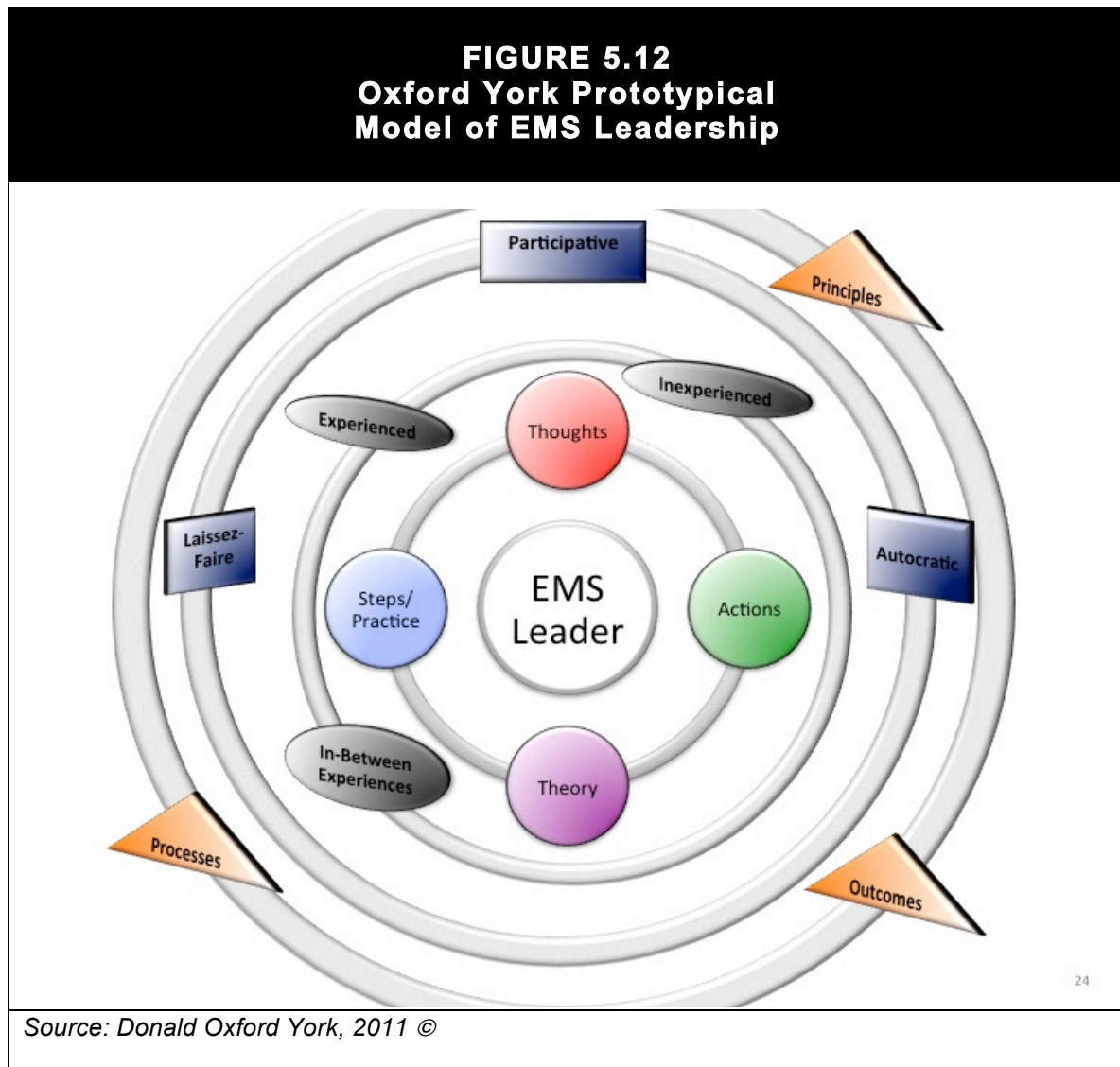
elements in order to explain the relations and organizational citizenship behavior that leads EMS leaders to perform socially and achieve desired outcomes. The term “act” stands for outcomes and actions as a single process based on EMS-L responses. The present research could not and did not identify all of the processes to social performance/actions in EMS.

TABLE 5.11 Descriptive EMS Social Act	
Category I Principles of EMS Leadership	<ol style="list-style-type: none"> 1. Types of values: Work, We-oriented and Communal (Table 2.8.3 B) 2. Types of Beliefs: Derived and Primitive (Table 2.8.3 C) 3. Types of Power: Expert power, Referent Power and Reciprocal Power (Table 2.5.6)
Category II Process of EMS Leadership	<ol style="list-style-type: none"> 1. Education: both formal and informal 2. Experiences: Age, job related or relational 3. Self: awareness, reflection, development, confidence and identity
Category III Outcomes of EMS Leadership	<ol style="list-style-type: none"> 1. Service: to the public, organization, team and to themselves 2. Safety: to the public, organization, team and to themselves
<i>Source: Donald Oxford York, 2011 ©</i>	

5.12 CONTRIBUTION TO KNOWLEDGE

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The integration of Figure 5.11 A, Figure 5.11 B and Table 5.11 have led to the generation of the Oxford York Prototypical Model of EMS Leadership (OYPEL), as illustrated in Figure 5.12.



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The OYPEL is composed of four rings that appear to be essential when investigating the core of an EMS leader's: persona, performance, style and expertise in leadership. The OYPEL model operates in more than one direction and thus, can be analyzed using both an internal and external lens. The terms internal and external are used to identify two divisions that appear to occur simultaneously. The first is the influence from the individual. The second can be viewed as a dual process between the personality type and the organization.

The internal lens considers personal perspectives from the 'inside out' to explain EMS leaders' behaviors and responses. In other words, how they view themselves while influencing others. The internal EMS leadership pipeline begins within the first orbit and is based on the Normative EMS Leaders Prescription (Section 5.11). Furthermore, the internal lens analyzes the EMS leader's 'passages'; from their existing formal position and also how they have related previous experiences in order to become who they are or hope to develop into (Figure 5.6.1 B).

The external lens considers how the EMS leader is viewed from the 'outside in' to explain the influences upon personal development and job functions. In other words, how the environment influences their inner character and relationship with others (i.e. team members and the public). Furthermore, the external lens

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provides insight into EMS leaders' social actions and performance (Figure 5.11 B and Table 5.11). The subsequent section will discuss the four rings of OYPEL.

5.12.1 The Four Rings Of OYPEL

As previously mentioned, there are four rings that comprise the OYPEL model. The four orbits are listed as: the individual, the experiences, the style and the social acts. Each orbit path has been described below:

- A. Ring One- The Individual (starting from within): Is the beginning of looking internally towards the outside. It is the developmental factors and the situational/environmental processes that influence the EMS leader's level of competency, cognitive abilities, behavioral actions and responses. Hence, the core's importance in the EMS life cycle, as seen in Section 5.61. When an EMS leader assumes a leadership role, they are expected to take on multiple tasks that are based on elements of the FLOW diagram found in Figure 2.10.3. The EMS leader appears to merge both societal and personal identities, in addition to their actions, in order to create opportunity to better personal and public service outcomes (Section 2.5.4). The EMS leadership core appears to create a rippling effect towards the performance of the team and ensures that the team follows and leads in

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accordance with the organization's visions and values. The EMS leader meets goals through developing new opportunities;

- B. Ring Two- The Individual Experiences: Are additional building blocks of the core that emanate from both professional and everyday life experiences. They are merged into one through relational learning and being a life long learner. This is what classifies and strengthens the EMS leader's decision-making process and spurs the transition into the next orbit. The third orbit is based on the EMS leader's style when he is in a position of authority. The experiences are discussed in Section 5.6.1;
- C. Ring Three- The Individual Styles: The apparent natural fluctuation in style comes from the EMS leader's experiences learned through professionalism and both positive and negative life experiences. The three styles, Autocratic, Participative and Laissez-Faire are presented with flexibility and adaptability due to EMS leader having successfully balanced Rings One and Two. In balancing Rings One and Two, a triad of professionalism (competency), managerial (position) and leadership (relationships) is generated. These three broad skills must be constantly maintained in a dynamic balance in order to sustain effectiveness and influence the EMS social act; and

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D. Ring Four- The Individual's Social Act (Outside-In): Is the beginning of looking in from the outside. The outside-in perspective requires two important elements: feedback from the team and peers, the ability to self-reflect and to relate learning. The latter element assists the leader to continue developing as a person, professional and as a team leader. Furthermore, this area is where the processes, principles and outcomes are formed and are later sustained by the EMS leader. The fourth ring is an important area as it is where the EMS leader reflects and relates upon the work from an external perspective in order to gain experiences and to evaluate the self and the decisions that have been made. Furthermore, it is where the EMS leader examines their followership's principles, processes and outcomes to see if they are in line with their own image and visions.

5.13 SUMMARY OF CHAPTER FIVE

After a comprehensive analysis of the research findings, the results have revealed that EMS leaders have a unique style of leadership based on flexibility and the approach used to create a successor(s). Moreover, EMS leaders are

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able to draw upon past experiences, including those unrelated to the field, to make way for future goals and achieve milestones. EMS leaders appear to be consistently striving for growth but continue to face many political, interdepartmental, and personal issues that may hinder these objectives.

Cross-culturally and at the different organizational levels, there is a consensus that the evaluation of EMS leadership is subjective versus management, which is objective. EMS leaders constantly rotate between leading and following depending on the situational aspects within their prehospital care environment. Regardless of gender, all EMS leaders carry forth the mandate of providing safety and service to the community. There are no differences in gender and EMS can be deemed as a profession that is gender neutral. EMS leaders must collaborate with other prehospital care services and therefore communication and respect are two central aspects that are necessary within the field. Chapter Six will review concepts of EMS leadership and explore the conclusive nature of the findings to provide recommendations for future research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

CHAPTER SIX- CONCLUSION & RECOMMENDATIONS

6.0 REVIEW OF EMS LEADERSHIP

For summary purposes, the main research question is restated below:

“What are the predominant leadership theories held and/or employed by EMS upper management personnel with respect to their leadership position within the daily dynamics of ambiguous and uncontrolled pre-hospital environments”.

Traditionally, leadership studies have been explained in terms of the traits of the leader, characteristics of the situation, and the interaction of the leader's and the group's characteristics (Galton, 1892; Hughes, Ginnett, & Curphy, 2006). Also, leadership theories have mainly focused upon the leader utilizing top-down models and bureaucratic paradigms. The aforementioned elements proved to be inadequate when understanding what constitutes effectiveness or purpose of leadership.

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This research has broadly investigated the theoretical and empirical developments within EMS leadership and its comparative nature to the influential literature. Upon completing a thorough review of the leadership literature, there are common truths and trends that can be extracted. For example, EMS leadership refutes the notion that leaders are simply born. Instead, EMS leadership demonstrates that leaders are born with existing talents that need to be fostered through individual wants, needs and given opportunities.

6.1 THE SIGNIFICANCE BEHIND THE RESEARCH FINDINGS

When compared to corporate leadership theories, the significance behind the resultant research findings carry forth a very basic message that holds within it the value of life. That being, when a business organization has poor leaders or leadership, then there is a loss in profits; when an EMS organization has poor leaders or leadership, a life or multiple lives are lost (including their own). The above reiterates the importance of developing a unique leadership theory for EMS environments.

There were many new elements discussed and discovered on the topic of EMS leadership and its constituents. Some of the major findings include leader types: experienced, inexperienced and in-between experiences. Furthermore, it has

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been proposed that the three main styles of EMS leadership are based upon flexibility, coloboration, reciprocation and the rotation of leading and following. The presented findings were direct, personal and original perspectives based on EMS professionals' levels of expertise and life experiences.

The present research has uncovered five main findings:

1. Understanding how leadership and its associated terms are being used within the profession of EMS;
2. To understand the essence of being a leader and the development of leadership within and outside the profession of EMS;
3. To examine how EMS leadership is acquired, measured and the situations that hinder and enhance its progress;
4. To compare the findings of the present research to the existing academic literature in order to determine whether or not leadership constituents are universal; and
5. To generate a new model of leadership that can be used across academic disciplines.

It is hoped that the research findings can aide EMS department heads' understanding with regards to:

1. Empowerment: to further explore their own talents and help develop the talents within their organization or departments;
2. Improvement: in decision-making abilities, reflection and critical thinking; and finally;

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3. Membership: The level of respect that the profession offers for both new and existing members.

6.2 THE EMS LEADER'S CONTRIBUTION TO GENERAL LEADERSHIP

Leadership within the EMS profession is a critical issue that can often imply the difference between life and death. Furthermore, the leadership skills required involve dealing with emergency and safety issues affecting the public, coworkers and the leaders themselves. The EMS leader's individual perspective was somewhat similar and thus, comparable to current leadership literature. However, of the noted differences, very specific professional competencies can be highlighted. For example, at the very heart of EMS leadership, lies professionalism and mastery of skill sets.

Interestingly enough, many of the EMS leaders' responses drew upon centuries of contributions from other academic disciplines, in addition to personal and peer experiences, practice and aspects of the self. Furthermore, EMS leadership appears to be based on strong elements of teamwork such as: communication, reciprocation, rotation, respect and collaboration. Moreover, EMS leaders appear to share:

- Field and non-field related experiences;
- Professionalism;

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- Informal and formal education;
- The Self (i.e. esteem, awareness, management and confidence), and;
- The organization (i.e. beliefs, practices, goals and budget).

An important area of EMS leadership involves managing others and oneself, in order to achieve organizational goals and to be of service to the community. The EMS leader must manage behavior in order to provide upcoming leaders with the understanding and necessary skills that should be employed. Furthermore, the EMS leader must manage in developing high performance teams. The resultant findings demonstrate that an inherent set of personality traits is not sufficient to lead teams. Instead, personality seems to be linked to developing others and oneself, gathering followership and transforming followers into leaders through succession.

Additionally, it appears that the EMS leader's ability to effectively lead teams is transferable to both internal and external situations. For example, an EMS leader can transform scenarios found within the organization or outside of the field. The EMS leaders ability to transform situations and achieve ambitious goals appears to be based on mastery of specific skill sets:

- Vision and foresight;

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- Professionalism and expertise;
- Persuasion and influencing;
- Human motivation (intrinsic and extrinsic);
- Critical thinking, strategy and innovation; and
- Relational learning.

It is likely that there are other EMS leader abilities that have not been gathered by this research although the above-mentioned seems to be the EMS leader's power tools. When the EMS leader uses these tools positively, correctly and ethically, it can lead the changes required internally and externally in order to perform at a high level.

TABLE 6.2
EMS Team Leaders Observed Competencies

1. Address safety issues for their team and for the safety of others;
2. Have the ability to lead during crisis efficiently, effectively, quickly and comprehensively;
3. Have the ability to give the benefit of their training and experience to junior staff;
4. Able to manage conflicts and resolve issues fairly amongst team members, other workers, and those that arise publicly;
5. Deal with leader-follower relationships and issues;
6. Able to manage administrative, executive and fiscal responsibilities.

Source: Donald Oxford York, 2011

Seemingly, the EMS leader's ability to relate and transfer knowledge

demonstrates that leadership skills can be learned, practiced and applied to any

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aspect of one's professional life. For example, many of the professionals stated they are leaders, learners and followers inside and outside of the organization.

Table 6.2 enumerates a list of EMS leader competencies.

6.3 LEADERSHIP AS A TERM

In terms of EMS leadership, all of the leadership jargon tends to be used synonymously in everyday vernacular. During emergency situations, the EMS leaders and their leadership consistently rotate between leading and following roles. This raises an important question: how can one person view himself as being a leader all of the time? Accordingly, Keith Grint states:

“The importance of the definition of leadership is not simply to delineate a space in a language game, and it is not merely a game of sophistry; indeed we don't need to agree on the definition (though organizations probably should), but we should understand each other's position so as to make sense of each other's arguments”, (2010, p. 2).

A further question can be asked as to when corporate leadership research will stop the focus on power and influence and begin research on the importance of: knowledge, sharing of experiences (past/present), expertise (past/present),

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personal development (Self), collaboration and reciprocal influences that increase productivity and effective functioning through the appreciation of another team member's skills. Leadership should unite, not divide.

The terminology used in modern leadership appears to anchor people into a specific mindset. Therefore, by creating further boundaries, this academic domain risks becoming stifled because the research cannot get beyond the frequently used terminology that limits the reader's way of looking at terms, concepts and theories. Often, a domain must 'sit' over time until a congruent or tangential domain comes along with new terminology that intersects with the previous and finally, both domains can move forward together.

In table 6.3, there are common truths and trends that have been extracted upon completion of a thorough review of the leadership literature:

TABLE 6.3
Common Treads Seen In Leadership Research

1. A leader cannot exist without followers. A self-acclaimed leader with no followers is a non-existent leader.
2. Leaders are followers and vice versa.
3. Followership is a prerequisite to leadership substitutes and developing personal abilities.
4. Followers are the backbone of the organization and do the grunt of the work.
5. Followers tend to be the ones to implement change.
6. Management science favors leadership or leaders thereby creating leader centrism.

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Source: Donald Oxford York, 2011

At the present time, there is a need for new terminology and models in leadership. There is a great deal of autonomy and respect granted to professionals and professionalism. Therefore, defining and studying the dynamics of leadership in prehospital care environments can prove to be an essential step for determining what constitutes effectiveness in leader-team dynamics, in addition to developing policies for efficiency in patient care and safety. This, in turn, can be transferred to the corporate setting with regards to crisis management. Furthermore, performing research in these previously mentioned areas can lead to a new shift of paradigm within general leadership studies. Also, it may be able to shed insight on how crises can be managed quickly and efficiently. Moreover, as previously stated, this new insight may identify key components to leading and managing change within a corporate setting.

EMS leadership appears to bring forth a more holistic approach to leading by merging personal and professional experiences to service: the organization, their team and the community. In the present research, the individualized responses brought forth findings on the constituents, meaning, purpose(s) and objectives of

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leadership that are not currently being expressed with clarity or present within the relevant literature.

6.4 RESEARCH VALIDITY AND RELIABILITY

As previous mentioned in Chapter 3-Section 3.3, there are four categories of trustworthiness used for validating qualitative research. They are: Credibility, Transferability, Dependability and Confirmability. The following paragraphs will discuss how these methods relate to the present research.

The credibility of the research findings are based upon the level of positional power and influence each of the respondents have within their designated origination (Lincoln & Guba, 1985). The selected sample of participants are all in upper level management positions within their organization and are directly involved with designing and implementing strategies to better organizational behavior, team performance, leadership training and education of staff.

The transferability of the research findings indicate that there are similar issues and much needed solutions available to aid in deciphering the term leadership and implementing its strategies (Lincoln & Guba, 1985). The results are

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imperative and demonstrate the importance of the reciprocal nature and collaboration of leadership.

Moreover, the findings demonstrate the transition from leading, to coaching, to mentoring as part of the succession process. The transferability of the research findings should prove to be essential in the design of policies and procedures within other types of professional bureaucracies similar to EMS. For example, physicians, nursing, teachers, hospitals and corporations can learn from the EMS leadership findings when dealing with crisis management.

The dependability of the research findings proves to be consistent and replicable in a variety of settings. The present research was performed in different EMS organizational types and focused on two different levels of analysis (i.e. governmental and organizational). Furthermore, the research included individual perspectives taken from EMS upper level managers/leaders. The similar factor between all eighteen participants was that they work in the field of EMS. Therefore, the reliability of the research findings are consistent through this chosen research design and in the participants' responses. The research findings themselves were consistently repeated in different formats by the various types of organizations, which may imply a desirable quality of reliability. This may prove

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to be true and replicable in a variety of settings in and outside of the Emergency Medical System.

The confirmability of the research findings is based on careful diligence and a concerted effort not to present any researcher bias during the telephone interview process. The design of the interview questions were crucial in accomplishing this; they were based around the structure of the main research question to incite free-flowing and very specific responses based upon the respondent's own personal experiences.

In EMS, there is a continued need for new models. Although the Oxford York Prototypical EMS Leadership (OYPEL) model was produced by individual perspectives across North America, it is not a strong representation of EMS organizational belief. The OYPEL is hypothetical and may not be appropriate when studied cross-culturally. Thus, the model requires further analysis across the domain of EMS in order to accurately test for reliability and validity.

6.5 FUTURE RECOMMENDATIONS

The focus on EMS leaders and their leadership highlights the imperative nature of incorporating flexibility in leadership style and approach. Flexibility is

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imperative when managing emergency crises and leading diverse professional teams. Further research is needed on the topic and eventual studies on EMS leadership should focus on:

1. Multi-Level Analysis of Leadership Development: Future research should investigate leadership by analyzing the EMS perspective and influences from various levels of other outstanding prehospital care professionals. This will assist in advancing knowledge on leadership processes, development, funding and other influences. Also, this will test the applicability and transferability of the OYPEL model.

2. EMS Organizational Behavior Analysis: The present research focused on select individuals in leader positions, thus, providing a personal perspective on leadership in EMS. The research, however, was not representative of how EMS organizations view leadership. It is important to fill the aforementioned gap in order to understand whether or not individual perspectives match organizational ones and whether both share the same goals for leadership/leader behavior. To ensure that such research is representative of EMS leadership, a large sample size of multiple organizations across North America is required.

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3. Global Cross-Cultural: EMS leadership should be analyzed throughout various continents in order to explore the presence of cross-cultural differences in leadership. In addition, such studies would provide a comparison to identify any outstanding cross-cultural variables that differ from the present North American study on EMS leadership. Global findings on the study of EMS leadership will contribute further to a deeper understanding of the concept. At an organizational or departmental level, cultural aspects that affect categorizations, styles, processes and behaviors of EMS leadership could be investigated. Furthermore, as EMS is an organizational umbrella that consists of many subdivisions such as Fire, Critical Care, Air and Water Rescue and Ambulance; each of these divisions should be researched to test for cultural differences in EMS leadership.

4. Succession Pathway To Leading: More research should be dedicated to examining the EMS leader's role in follower development within prehospital care settings to examine the preparation of successors. Furthermore, this line of research would also afford the possibility to examine the management of succession in EMS.

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5. Mixed Method Approach: Replication of the present research using the qualitative approach followed by the quantitative method to further quantify the significance and importance of the resultant findings in EMS and across other technical academic professions. Furthermore, it may be a revolving trend throughout technical professions; over time, the field leader also becomes a manager, climbing the corporate ladder as their duties shift towards more administrative work. Thus, one area for further research is to examine whether being a leader, over a certain period of time, necessarily equates to becoming a manager.

6. Testing Of Oxford York Model in Other Care Settings: The Oxford York Prototypical EMS Leadership Model is strictly hypothetical and is not directly applicable to all EMS systems, nor is it necessarily true for all EMS systems in North America. Therefore, the model could prove to have its fallacies. The research should thus be replicated to examine the differences in models used. This is an important area for further study, as the sample size was not diverse or large enough to demonstrate transferability in all EMS settings. To truly test its diversity, the model should also be analyzed in other critical care settings and outside of the health care system.

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The aforementioned points represent critical and salient issues exposed by the research study that should be the focus of future investigations.

6.6 CHAPTER SIX SUMMARY

The Emergency Medical System (EMS) has placed great importance on analysis and examination of “Leadership Support” and “Personnel Development” within their future vision, in order to ensure leadership capacity through existing EMS leaders (EMSCC/DSMUC, 2006).

According to the work of Manish Shah:

“EMS leaders must acknowledge these forces and limitations as they continue to develop the system into one that provides uniformly high quality acute care to all patients, improves the overall public health through injury control and disease prevention programs...” (Shah, 2006, p. 422)

Taken as a whole, the present research can contribute to the discipline of general leadership. Specifically, it makes a notable contribution to knowledge, the components and the essence of leadership in Emergency Medical System

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Services. On a larger scale, the research compiles many universal elements found throughout the academic literature in order to distinguish and develop the meaning and purpose of EMS leadership.

In conclusion, the research has made four critical observations concerning EMS leader/leadership in prehospital care environments:

1. Styles : There are three existing styles found in EMS leadership. This factor holds true after extensive examination, analysis and comparison of the relevant literature available. The three styles in EMS leadership coalesce to form one style that is based on flexibility. The EMS leader rotates between styles on a daily basis, not fixated on any one particular style with the exception of remaining flexible in order to be able to adapt during crisis management;
2. Types: There are three types of leaders: The Inexperienced, The Experienced and The In-Between Experiences. All three types are interrelated and interchangeable, based on the context and the situation the EMS leader is faced with. Therefore, the ability to relate and learn from experiences (i.e. life and job related) and being able to visualize the future,

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remain strong key points when being an EMS leader. This allows the EMS leader to adapt to all situations and remain flexible in style.

3. Lack of Appropriate Terminology: The corporate terminology is not appropriately used, nor is it directly transferable to EMS leadership. The heart of EMS leadership is collaboration and reciprocation. Both of these terms are the basis for effective EMS leadership dynamics and should be used in prehospital care environments. Leadership and being a leader is a collective effort (personal and societal influences). Moreover, the collective effort is essential in managing crisis situations and for being able to provide service to the community. Respect and Ego suppression is important as the leader and the follower can be the same. At times even, both the leader and the follower are the same entity. Specifically, this occurs within followership versus leadership in professional bureaucracies such as EMS. Lastly, the term EMS leader appears to be synonymous and at times, is simultaneously used with the terms: teacher, healer, servant, mentor, learner, follower and manager.

4. The Basics of Leadership: Throughout time, leadership has consisted of six main elements that are present in modern day leadership and cross over into EMS leadership. These elements are:

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- High ethical standards (virtues and values);
- Human action (internal and external) and behavior (Self and other);
- Team player/collaboration with the other;
- Lifelong learning (personal development);
- Presented opportunity 'Up to You' philosophy of the Self; and
- Finally to gain followership, the leader should show compassion, intuition and genuinely care about the people, work duties and uniqueness of the job.

Keeping in mind the above noted conclusions and recommendation it is hoped that EMS leadership may develop further into its own unique domain of study. The isolated and identified characteristics that are unique to the EMS environment and EMS leadership have the potential to reinvigorate the mainstream dialogue on management leadership. If successful this aspect may be the most important contribution that the study of EMS leadership may in turn give back to the academic and professional communities. In this regard, leadership study truly takes on a symbiotic nature for which it is exemplified through the leader-follower relationship.

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APPENDICES

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APPENDIX A: QUALITIES IN INTERCULTURAL MANAGEMENT

TABLE 2.12.2 Seven Core Qualities in Intercultural Management		
Core Qualities	Meaning	Key Elements
1. Leading Through Serving	By serving you become a stronger leader and the strength of your leadership is based on giving others the opportunity to grow.	<ul style="list-style-type: none"> • Leading oneself • Turning the (organizational) pyramid on its head • Empowerment
2. Better Rules Through Expectations	Good rules are strong enough to make exceptions.	<ul style="list-style-type: none"> • Mistakes as a way to Improve
3. Building Teams of Creative Individuals	The ability to use the creativity of individuals for the better performance of the team. The team should do everything to increase the creativity of the individual.	<ul style="list-style-type: none"> • Community Building
4. More Passion as a Result of Control	Able to show emotions at the right moment in the context of controlled humility. Not cold or emotionless beings.	<ul style="list-style-type: none"> • Humor
5. Putting Parts into a Whole	Having a helicopter overview to see the forest but being able to zoom in on the trees. Keeping sight of organizational goals and losing sight of development of their people.	<ul style="list-style-type: none"> • Education • Commitment to Growth • Conceptualization
6. Short-Term and Long-Term Vision	Able to see the long-term but understands it consists of several short-term decisions and results. Future of the organization is based upon respect for the traditions of the past.	<ul style="list-style-type: none"> • Looking Forward
7. Combining Internal and External (and Vice Versa)	Being active listeners and combining push with pull. Not being lead by client but acknowledging that the client is relying on the product or service offered by the company.	<ul style="list-style-type: none"> • Active Listening • Compassion • Successfulness
<i>Source:</i> (Trompenaars & Voerman, 2010)		

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APPENDIX B: THE SIX LEADERSHIP PASAGES

Table 2.15 The Leadership Pipeline- Six Major Passages	
PASSAGES	SIMPLIFIED EXPLANATION
Managing Self (Starting Point)	<ul style="list-style-type: none"> Sharpening and broadening skills to be “promotable”. Demonstrate an ability to handle responsibilities, are contributors and adhere to a company’s values. Promoted to First Line Manager (Passage One)
1. Managing Others (First Line Managers)	<ul style="list-style-type: none"> Involves the ability to reallocate their time to help others and themselves perform at the professional standards. Learn to get work done through others. Their values change from individual to managerial work.
2. Manage Manager	<ul style="list-style-type: none"> Involves only managing. Select people for Passage One by coaching and assigning managerial and leadership tasks to them. Then measuring their progress as managers.
3. Functional Manager	<ul style="list-style-type: none"> Team play and teamwork. Working with other functional managers. Creating strategies as a team that enables them to do something better than the competitors and gain an advantage within their function. Learn to consider other functional needs and concerns. Developing and adopt a long-term perspective.
4. Business Manager	<ul style="list-style-type: none"> Allocating time to reflect and analyze. They are responsible for the bottom line and must examine the short and long-term profit perspective. Values the success of their own business.
5. Group Manager	<ul style="list-style-type: none"> Succeeding indirectly by managing and developing several businesses and business managers. Evaluating strategy and assessing core values of businesses. Derive satisfaction from the success of other peoples businesses.
6. Enterprise Manager	<ul style="list-style-type: none"> Set direction and develop operating mechanisms for long-term strategy and performance. Visionary thinking and global perspective with a focus on the whole picture. Assemble team of high achievers and ambitious people to take over the job. Learn to value trade-offs, manage long external constituencies proactively and managing one entity.
Source Adapted: (Charan, Drotter, & Noel, 2001; Drotter, 2003)	

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APPENDIX C: COMMON MODELS OF AMBULANCE SERVICES

Table 2.21.4 A Common Models of Ambulance Services	
SYSTEMS	SERVICE STRUCTURE
National	<ul style="list-style-type: none"> A country's central governmental authority (for example, the ministry of health) controls, designs and develops these systems.
Local or Regional	<ul style="list-style-type: none"> Administered by local or regional governments, and they may use existing infrastructure (e.g., police, fire or public health systems) or a separate nonprofit infrastructure (e.g., a nonprofit authority) to deliver prehospital care. In line with other public safety agencies and municipal.
Private	<ul style="list-style-type: none"> Private emergency medical service companies, operating as either nonprofit or for-profit organizations. May contract with authorities to provide prehospital services throughout a specific neighborhood, city or region.
Hospital Based	<ul style="list-style-type: none"> These systems are often the simplest to establish and maintain because they utilize the personnel, resources and infrastructure of a central or referral hospital. The hospital and its staff govern all aspects of the system.
Volunteer	<ul style="list-style-type: none"> These systems depend on prehospital providers who donate their time and services to their community. This model is particularly common in rural and remote areas.
Hybrid	<ul style="list-style-type: none"> Many systems combine components of the models described above to provide prehospital care for a particular community. The decision of whether to combine different models depends on local, political, financial and administrative concerns.
Source Adapted: (WHO, 2005)	

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APPENDIX D: EMERGENCY MEDICAL SYSTEM TIERS

Table 2.21.4 Emergency Medical System Tier		
The First Tier	The Second Tier	The Third Tier
<p>First responders (two levels)- provide an acceptable alternative to a more formal EMS system that is not accessible or affordable.</p> <p>A. Basic first aid providers: stop to or call for help, assess the victim, start the breathing, and stop bleeding. Equipment: (gloves, bandages, CPR barrier device).</p> <p>B. Advanced first aid providers: role more formally defined. Extricate victims and transport to appropriate health care facility. Faculty can be volunteers or paid for their services.</p>	<p>A. Basic prehospital trauma care - a core group of formally trained professionals who have more knowledge and skill set than first tier. Skills: extrication and rescue, oxygen and more detailed scene size up and management, stabilization. Typically, emergency medical technicians (EMTs) or primary care providers (PCP). Transport patient in ambulance to hospital.</p>	<p>Advanced prehospital trauma care – higher and middle income countries (urban and suburban). Physicians and highly skilled paramedics (non physician). Trained in injury processes and acute diseases, can perform invasive interventions, provide intravenous medications and use advanced airways. Skills for stabilization that permit long distance transports as well. Also known as advanced life support (ALS).</p>
Source Adapted: (WHO, 2005)		

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APPENDIX E: VARIOUS DEFINITIONS OF LEADERSHIP

TABLE 2.6 A The Analysis and Definition of Leadership Term(s)	
Discipline	Definitions of Term (s)
<u>Education /School</u> (Bush & Glover, 2003)	Leadership: a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision.
<u>Social Psychology</u> (Alcock, Carment, Sadava, Collins, & Green, 1997)	Leadership: no definition given Leader: no definition given without an adjective in front to distinguish types or styles only. Group: defined as two or more people who influence each other, share common goals, have an ongoing relationship and who believe they belong to the group.
(Myers, 1996)	Leadership: one example of power of individuals. The process by which certain individuals mobilize and guide groups. The process by which certain group members motivate and guide the group. Leaders: can be formally appointed or elected; others emerge informally as the group interacts.
<u>Business</u> (Baker & Gerlowski, 2007).	Leadership: is a process, not a person and is also a property. The property is a set of characteristics attributed to those who are perceived to use such influence successfully. Leader: a role in which a person assumes primary authority, guides, commands, directs and supports the activities of another or other, who are commonly called followers, to achieve goals held in common with the leaders or organization.
<u>Production and Operations Management</u> (Gaither, 1996)	Leadership: Success in creating and sustaining a clear and visible quality culture.
<u>Evolutionary Psychology</u> (Vugt, 2006)	Leadership: Behaviors that determine the type, timing, and duration of group activity. Nothing more than a by-product of a drive for dominance.

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Marketing (searchcrm.com) (BusinessDirectory.com, 2011)	Market Leadership: is the position of a company with the largest market share or highest profitability margin in a given market for goods and services. Market Leader: often dominates its competitors in customer loyalty, distribution coverage, image, perceived value, price, profit and promotional spending.
World Book Dictionary (Bernhardt, 1966)	Leadership: 1. The position, function or guidance of a leader. 2. Ability to lead Leader: 1. A person, animal or thing that leads. 2. A person well fitted to lead.
Webster's New Collegiate Dictionary (G. & C. Merriam Co, 1959)	Leadership: No definition given, simply stated as a noun. Leader: One that leads; as: 1. Guide; conductor. 2. A Chief; commander; also head of the group, sect or undertaking, etc.
<i>Source: Donald Oxford York, 2011</i>	

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APPENDIX F: INTRODUCTORY EMAIL AND APPOINTMENT SETUP

From: Donald Oxford York <dyork@oxfordyork.net>	Sent: Mon 21/02/11 19:10
To: <xxxxx@xxxxxxxxx.org>	Priority: Normal
Subject: Assistance with Ph.D Research	Type: Embedded HTML/Text

Dear xxx xxxxx,

I have received your contact information from Executive Director xxxxxxxxx concerning my research dissertation. I am pursuing my Ph.D in Business Research. My topic of interest is "Leadership and Followership in Pre-Hospital Emergency Care". I have selected your area of expertise being that it possesses a formal leadership position within the research subject. It would consist of an anonymous volunteer interview lasting approximately 15-30 minutes of time (via telephone) to answer approximately 10-12 questions pertaining to the study, definition and dynamics of leadership within this profession. Please let me know if this would be of interest to your knowledge and we will discuss further the next steps. Thank you very much for your time.

Yours truly,

Donald Oxford York , RRT., M.Phil

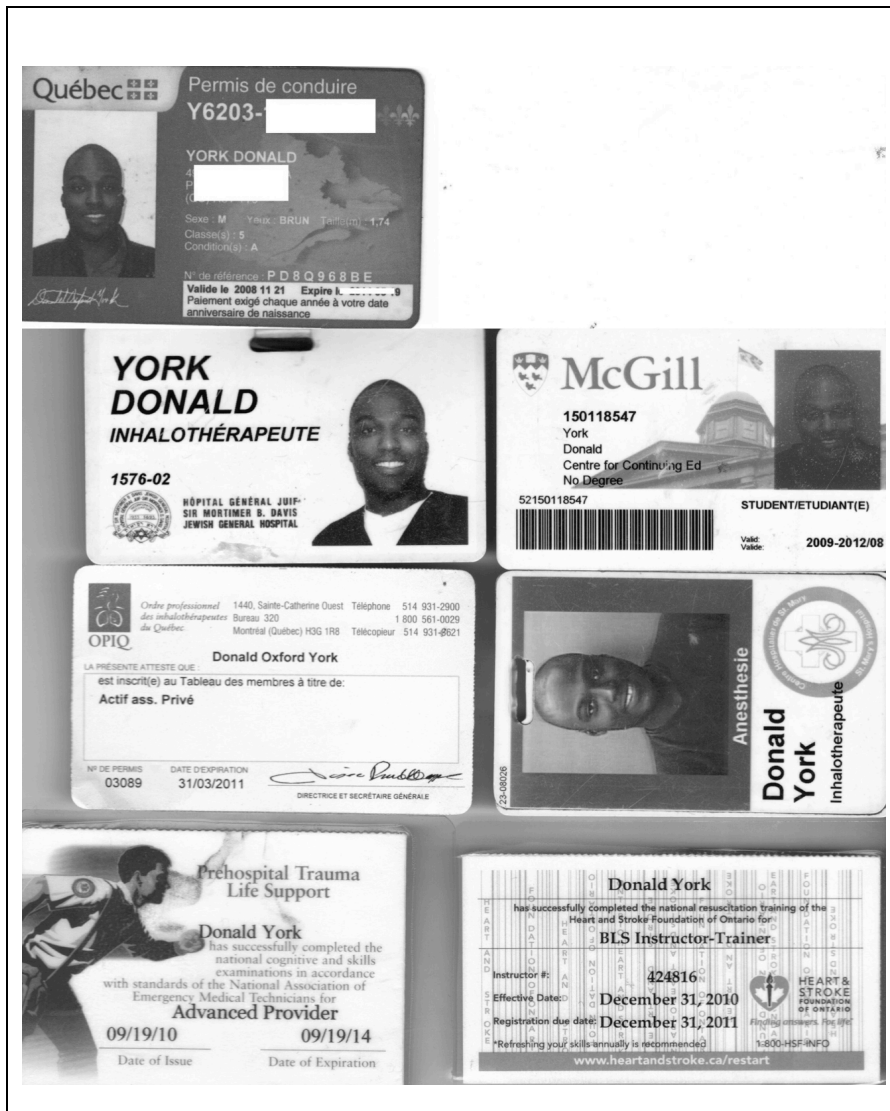
Monarch Business School- Ph.D candidate
McGill Student 150118547-Graduate Diploma in Health and Social work Management

514-267-XX5

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APPENDIX G: RESEARCHER CREDENTIALS

Identification provided to establish credibility as a Researcher.



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APPENDIX H: DOCTORAL DISSERTATION FIELD WORK LETTER

The University for Graduate Studies in Management
Monarch Business School

Monday, July 19, 2010

REF: Doctoral Dissertation Field Work – Donald Oxford York

To Whom It May Concern,

This letter is to serve as an introduction for the fieldwork that Mr. Donald Oxford York is carrying out in fulfillment of a Doctor of Philosophy in Business Research Degree that he is pursuing at UGSM-Monarch Business School. The purpose of his research is to study leadership and followership within critical care health environments.

As per the protocols of the University all information collected will remain anonymous and confidential at all times and remain solely the property of the University.

If there should be any further questions please do not hesitate to contact me at the coordinates provided below.

Sincerely,



Dr. Jeffrey Henderson, Ph.D.
Director of Studies
UGSM-Monarch Business School
dr.henderson@ugsm-monarch.com
<http://ugsm-monarch.com/>
International Tel: 1-514-334-6470
International Fax: 1-514-221-4711
Switzerland Tel: 0041 41 780 08 82



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APPENDIX I: HUMAN SUBJECTS APPROVAL FORM



HUMAN SUBJECTS APPROVAL FORM

1. **INVESTIGATOR:** Mr. Donald Oxford York, RRT., M.Phil.
2. **TITLE OF RESEARCH:** Leadership and Followership within Critical Care Situations.
3. **DURATION OF STUDY:** August 2, 2010; conclude March 31, 2011
4. **LOCATION:** Pre-hospital Ambulance Services
5. **SUBJECTS:** EMS, Fire brigades and Ambulance Services
6. **CONTACT METHOD:** Email and Telephone.
7. **PROCEDURES:** 15-20 minute telephone interview and follow up interviews by email for further clarification. Also, there will be an opportunity for a one on one interview if the participants prefer this method.
8. **PURPOSE OF STUDY:** To study the constructs, attitudes and beliefs held by Pre-hospital services with respect to their operational, functional and temporal roles in assuming the position of leader or follower within the group dynamics of working in situations.
9. **RISKS AND BENEFITS:** The questionnaires pose no potential risk to the subjects. After the session is finished, participants will receive a description of the objectives and procedures, and can request a copy of the data analysis. This experience will be of great educational value to all departments. It will help pre-hospital services with identifying their professional goals as leaders in the health profession and discuss ways of achieving these goals. Also, It will encourage others to amass knowledge on this currently underdeveloped research sphere.
10. **INFORMED CONSENT:** See attachment

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APPENDIX J: CONSENT TO PARTICPATE IN RESEARCH STUDY



CONSENT TO PARTICIPATE IN RESEARCH STUDY

TITLE OF RESEARCH: Leadership and Followership within Critical Care Situations.

INVESTIGATOR: Mr. Donald Oxford York, RRT., M.Phil.,

PURPOSE OF STUDY:

To study the constructs, attitudes and beliefs held by Pre-hospital services with respect to their operational, functional and temporal roles in assuming the position of leader or follower within the group dynamics of working in critical care situations.

PROCEDURES:

15-20 minute telephone interview and follow up interviews by email for further clarification. Also, there will be an opportunity for a one on one interview if the participants prefer this method.

RISKS AND BENEFITS:

The questionnaires pose no potential risk to the subjects. After the session is finished, participants will receive a description of the objectives and procedures, and can request a copy of the data analysis. This experience will be of great educational value to Pre-hospital services and management studies. It will help professionals identify with their goals as leaders in the health profession and discuss ways of achieving these goals. Also, it will encourage others to amass knowledge on this currently underdeveloped research sphere.

CONFIDENTIALITY:

All information collected will remain anonymous and confidential at all times and remain solely the property of the University.

RIGHT TO REFUSE:

At any point in the study participants may refuse to continue. Participants may quit or change their mind about being in the study even after it has commenced.

QUESTIONS:

At any point in time should you have questions please do not hesitate to ask. If at a later time any questions should arise. The principal investigator can be reached at 514-267-9815(Cell). Also, by email donald.oxford.york@ugsm-monarch.com. You will be given a copy of this form.

Date

Signature of Participant

Signature of Researcher

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APPENDIX K : QUESTIONNAIRE

PART A- Participant Profile

PROFILE

1. Name: EMS-L #
2. Gender:
3. Title:
4. Main units of work:
5. Years within the discipline:
6. Age Range:
7. Center(s) of practice:
8. Place of Birth:
9. Religious or Philosophical upbringing:

PART B- Characteristics Survey

1. Define the following terms:

A. Leadership	
B. Leader	
C. Follower	
D. Followership	

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Part B- Questionnaire Continued

2. How were you introduced to leadership concepts?
3. What determines leaders and followers within your area of expertise?
4. Is leadership something that is transferable within your position and/or in particular situations (If so to whom)?
5. What are some of the departmental or organizational influences that affect the leadership process?
6. How is leadership evaluated?
7. What are key characteristics and/or traits that are effective when leading others?
8. What do you admire in others who lead?
9. What is your approach within your area of expertise?
10. What type of influence does the leader have on the followers' attitudes and behaviors?
11. What type of influence does the follower have on the leaders' attitudes and behaviors?
12. How do two designated leaders (similar and different expertise) work together to achieve different or similar goals effectively?
13. Are there any gender differences or characteristics in leadership within your area of expertise?

Source: Donald Oxford York, 2011

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APPENDIX L: FOLLOW UP ON TRANSCRIBED CONVERSATION

From: Donald Oxford York <donald.oxford.york@ugsm-monarch.com]>	Sent: Thu 14/04/11 12:26
To: "xxxxxxx" <xxxxxxx.xxxxxxx@xxxxxxx.ca>	Priority: Normal
Subject: RE: transcribed copy of our conversation	Type: Embedded HTML/Text

-----Original Message-----

From: Donald Oxford York [donald.oxford.york@ugsm-monarch.com]
Sent: April 8, 2011 8:19 PM
To: xxxxx xxxxxxxxx
Subject: transcribed copy of our conversation

Hello Sir,

Thank you very much for all of your help. I have attached a copy of our discussion for your perusal and to make any modifications if need be. Upon your approval I will begin the data analysis. Thanks again and I will be in touch.

Have a great weekend!

Donald

This message and any attached documents are only for the use of the intended recipient(s), are confidential and may contain privileged information. Any unauthorized review, use, retransmission, or other disclosure is strictly prohibited. If you have received this message in error, please notify the sender immediately, and then delete the original message. Thank you.

From: Donald Oxford York [mailto:donald.oxford.york@ugsm-monarch.com]
Sent: April 13, 2011 12:15 AM
To: xxxxxx
Subject: Transcribed Copy of Our Conversation

Thank you very much for all of your help. I have attached a copy of my conversation with xxxxxxxxx for his perusal and approval. Upon receiving his approval I will continue with the data analysis.

Thanks again,

Donald

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From: xxxxxx
Sent: April 14, 2011 10:32 AM
To: donald.oxford.york@ugsm-monarch.com
Subject: FW: Transcribed Copy of Our Conversation

Donald I will review and provide any comments or possible edits shortly.

Thank you

On Thu 14/04/11 12:20 , xxxxxx.xxxxxxxx@xxxxxxx.ca sent:

Hi Don. I'm responding on behalf of xxxxxx xxxxxx:

He approves that this is representative of your conversations. Thanks
xxx for xxxxxx

xxx xxxxxx
Office of the Executive Director
Emergency Medical Services -

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APPENDIX M: UPDATES AND THANK YOU

From: Donald Oxford York <Donald.oxford.york@ugsm-monarch.com>

Sent: Thu 14/04/11 12:19

To: <xxxxx.xxxxx@xxxxxx.ca>

Priority: Normal

Subject: RE: Transcribed Copy of Our Conversation

Type: Embedded
HTML/Text

On Thu 14/04/11 12:06 , "xxxxxx, xxxxx" xxxxxx@xxxx.ca sent:

Thank you for the opportunity and I hope that my participation has proved beneficial to you. I understand the complexities involved in phone interviews and transcribing. I have provided by edits towards my intent.

Regards

xxxxxx

Deputy Chief/Chef Adjoint
Paramedic Service

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APPENDIX N: EMSL'S DEFINITION OF THE TERM LEADERSHIP

TABLE 4.4	
Part I Leadership Definitions	
EMS-L1	About vision, setting direction, powers of persuasion to accumulate followers.
EMS-L2	About professionalism, role modeling, integrity, great communication, listening, great organizational skills, ability to deliver and produce.
EMS-L3	Broad term, giving direction, instruction, mentoring, precepting, leading by example.
EMS-L4	Someone who is accountable, has humility and vision.
EMS-L5	Service to others, including to an organization, to a follower and to society.
EMS-L6	A culture in which someone can cultivate in a group of people or in one person. Pushing someone to a better place or to the next level. It's about "guarding the router" or "making sure the ship is going in the right direction". "Standing back and looking" at those who need mentorship in leadership. "Helping to steer" or "steering as well". Teaching others your leadership style or finding their leadership style.
EMS-L7	Willingness to make people follow.
EMS-L8	Someone who leads by example instills confidence in subordinates and challenges oneself to meet goals or objectives of the organization.
EMS-L9	Ability to persuade people to perform a series of tasks or accomplishing a collaborative goal.
EMS-L10	Is about "doing things" for people. It's the 'humane side' in everything we do. The human component of the areas in which we work in.

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TABLE 4.4 Leadership Definitions Continued	
EMS-L11	"Showing the way" and providing an opportunity for the service to move forward as cost efficient as possible with the highest level of care.
EMS-L12	Is a nebulous term. "People know it when they see it". The ability of a single person to "visualize the end state". Ability to communicate their intent, to direct, mentor and guide the behaviors of others in order to achieve the end state.
EMS-L13	It is a big forest with no path. The leader "sets the path". Everyone working together in the decision-making process. The person "in front" is the leader but can only do so much. It is based on the collaborative work of the group to make the right moves forward.
EMS-L14	The ability to inspire others towards a common goal.
EMS-L15	Helping others on the team. The role is to enable and facilitate the work of the team being led. Working with the team to try to achieve common results and objectives. Bring out the best of the individuals on the team and help them contribute the best they can. Motivating others and clearly communicating organizational direction. Helping other teams understand their role and helping the organization move forward. Having clear vision, direction and goals of the working group being led. Being able to articulate vision and make it meaningful, working towards it and contributing to the vision. In health, it is about the best care for the patient.
EMS-L16	Inspiring others, engaging and supporting organizational goals. Directives given in a manner that makes others willing to follow. Working towards a common goal and doing it in a timely manner that creates excitement, enthusiasm and commitment.
EMS-L17	Demonstrating the skills needed to guide either people or an organization towards the accomplishment of a common goal or mission.
EMS-L18	Setting and leading by example. Being able to manage people without having too many disciplinary problems. Good communication skills, being able to talk to people and solve problems.
<i>Source: Donald Oxford York, 2011</i>	

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APPENDIX N1: Coding Of Leadership Definitions

Code A: Leadership

1. Competencies

- i. Professionalism
- ii. Skills
- iii. Ability

2. Self

- i. Ability
- ii. Willingness
- iii. Motivation
- iv. Humane Component

3. Metaphorical

- i. Showing the way
- ii. Problem solving
- iii. Ability
- iv. Process
- v. Demonstrating
- vi. Helping
- vii. Providing opportunity
- viii. Team
- ix. Group

4. Educating

- i. Mentorship
- ii. Coaching
- iii. Teaching
- iv. Giving direction
- v. Managing others
- vi. Mentoring
- vii. Role modeling
- viii. Guiding directions

5. Service

- i. Helping others
- ii. Inspiring others
- iii. Culture
- iv. Cultural
- v. Managing others
- vi. Best care of patient
- vii. Cost effectiveness

6. Inspiring

- i. Motivation
- ii. Willingness
- iii. Supporting
- iv. Instilling Confidence
- v. Human Component

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vi. Managing others	
7. Shared Goals	i. Vision
	ii. Cultural
	iii. Culture
	iv. Setting direction
	v. Working together
	vi. Achieving end state
8. Followers	i. Persuading
	ii. Adherence
	iii. Team
	iv. Group
	v. Providing Opportunity
<i>Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager</i>	

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APPENDIX O: EMSL'S DEFINITION OF THE TERM LEADER

Part II	
TABLE 4.5 LEADER DEFINITIONS	
EMS-L1	Person who conveys destination of an organization. About developing people; the manager is heavily focused on the processes.
EMS-L2	An individual who a group of people can trust to assist them in completion of a task or product. They can get a group together to produce outcomes, are aware of the environment and work can be fun.
EMS-L3	Someone with tactical competence and proficiency, formally educated in field of work, insightful, "do the right thing and do it right".
EMS-L4	Someone who is accountable, has humility, is respectful and has ability to generate vision. Helps grow organization towards vision and helps build people towards that vision. People who envision and make action steps towards goals. The leader tends to achieve things using two types of styles: Transactional (takes and does specific things to get to that vision) and Transformational (using the right people to help achieve objectives so it is less difficult on oneself).
EMS-L5	Individual who is legitimate, in a position of authority or who is internally motivated to take initiative to serve others with leadership capabilities.
EMS-L6	Real role is to mentor people. They have command presence. Takes initiative in leadership. Cultivates others to eventually replace them or adopts a supervisory role and helps others rise to their best potential. They acknowledge and learn from their failures and they are not discouraged to try again.
EMS-L7	Someone who is respected, who offers advice and is open to ideas. Competent in all situations and is willing to listen. Leadership style depends on the scenario and on the current work environment. Welcomes questions from followers.
EMS-L8	Someone who is confident, directs workflow appropriately and people are willing to follow that person without hesitation. A leader may not necessarily be comfortable with the leadership component.
EMS-L9	Someone who is able to put forth a message knowing that you cannot force people do something. Followers have to choose to collaborate with the leader in order to accomplish goals for patients and community.
EMS-L10	An individual who takes on the responsibility to serve people in an organization.
EMS-L11	Someone who people respect. Helps others develop, listens to their needs and makes changes to help them.
EMS-L12	Somebody who can visualize the end state and have the ability to articulate and demonstrate it in ways that others will want to follow through their actions and words. Can be formal, informal, appointed or often, they just are.

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TABLE 4.5	
Leader Definitions Continued	
EMS-L13	It is metaphorical. The lead, leader or person, "leads the group into the forest and is the one setting the path". Being aware of all the dangers, "pluses and minuses". They visualize everything ahead of them and choose the safest and most successful path. Sometimes there is a choice to be made between one path or many; the leader must then analyze everything and is dependent on others' collective decisions and encouragement. Not necessarily the smartest person in the group; knows others can be smarter than them and allows others to contribute their expertise.
EMS-L14	An individual who inspires others.
EMS-L15	An individual who carries forth a participative approach and gets others engaged and interested in the work they are doing. They increase the quality and contributions made to the organization and help strengthen, make effective and help the organization reach their goals.
EMS-L16	Role of engaging and inspiring others to move forward.
EMS-L17	Individual that is able to influence others to accomplish a goal. Some are born with natural traits to lead and others must learn. There has to be followers in order to be a leader. The follower must believe in what the leader is trying to accomplish. Influences by being a leader not by telling others what to do.
EMS-L18	Someone who can accomplish something with minimal effort. At times, they can get things done without asking people. They act efficiently and people come to them.
<i>Source: Donald Oxford York, 2011</i>	

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APPENDIX O1: Coding Of Leader Definitions At times,

Code B: Leader

1. Communication

- i. Not having to tell someone to do something
- ii. Listens to others
- iii. Respectful of people who help build the vision
- iv. Welcomes questions
- v. Willingness to listen
- vi. Puts message forth knowing you cannot make someone do something

2. Competency

- i. Tactical
- ii. Ability to generate visions
- iii. Humble
- iv. Humility
- v. Directs workflow
- vi. Best care of patient
- vii. Analyzes
- viii. Cognizant of all the dangers
- ix. Insightful
- x. Willingness to listen
- xi. Cultivates others to take their job
- xii. Formal
- xiii. Appointed
- xiv. Informal
- xv. Subtopic
- xvi. Develops others
- xvii. Accepts failure
- xviii. Learns from failure
- xix. Ability to persuade
- xx. Not easily discouraged
- xxi. Makes comebacks after failing
- xxii. Participative approach

3. Follower Accumulation

- i. People willing to follow without hesitation
- ii. Has to have followers
- iii. Who followers choose to collaborate with
- iv. Creates willingness to follow

4. Service

- i. To others in leadership capacity
- ii. Changes anything to help others
- iii. Listen to others needs
- iv. Accomplishes goals for patient and community
- v. Cost effectiveness
- vi. Supports organizational goals

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- vii. Takes responsibility to serve people in organization
- viii. Increases quality and contributes by making it stronger and effective

5. Appointment

- i. Appointed
- ii. Formal
- iii. Informal

6. Metaphorical

- i. Working towards a vision
- ii. Showing the way
- iii. Having influence
- iv. Willing to follow without hesitation
- v. Depends on collective decisions
- vi. Not the smartest person of the group
- vii. Not necessarily comfortable with leadership component
- viii. A person or individual
- ix. Chooses the safest path
- x. Who people trust
- xi. Develops others
- xii. Naturally born traits to be
- xiii. Working together
- xiv. The human component of work
- xv. People come to them
- xvi. Follows through on actions, words and deeds
- xvii. A group
- xviii. Doing the right thing and doing it right

7. Goals

- i. Vision
- ii. Accomplishes objectives
- iii. Common goals
- iv. Working towards a vision
- v. Ability to influence others to accomplish goals
- vi. Visualizing the end state
- vii. Collaboration to make right choices
- viii. Accomplishes goals for patient and community
- ix. Meaningful goals

8. Educator

- i. Mentorship
- ii. Education
- iii. Formal
- iv. Informal
- v. Setting direction
- vi. Giving direction
- vii. Having influence
- viii. Guiding behavior
- ix. Mentoring
- x. Develops others
- xi. Learns from failure and accepts failure
- xii. Engaging others

9. Self

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- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">i. Managedii. Attractioniii. Responsibilityiv. Accountablev. Motivatingvi. Humilityvii. Humbleviii. Learnedix. Takes Initiativex. Takes action stepsxi. Internally motivatedxii. Analyzesxiii. Insightfulxiv. Learns from failurexv. Accepts failurexvi. Ability to persuade |
| <i>Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager</i> |

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APPENDIX P: EMSL'S DEFINITION OF THE TERM FOLLOWER

TABLE 4.6 FOLLOWER	
PART III	
EMS-L1	A person who follows leader's vision and hopefully develops their own.
EMS-L2	Everyone is in this category. Someone who takes direction.
EMS-L3	Negative connotation, not independent minded and may not do the right thing, does not continually reassess themselves.
EMS-L4	Somebody who contributes to vision and shares belief of that vision. Accountable for themselves and objectives of the organization. Those who contributes to the "collective" organization. They may not necessary have their own set vision but wishes to develop their own.
EMS-L5	Someone who benefits from services of the leader. Someone who begins a position in an organization and asks the leader how to go about accomplishing his or her goals and objectives.
EMS-L6	Someone who buys into the leadership role that you have or informally you have been placed upon you be the leader. They are willing to execute the program and accomplish it. Not someone who has "Roots in the Ground" and "Sucks air and grows hair". Someone who is proud of their accomplishments over the years. Not a leader as of yet but willing to follow to achieve such a status one day.. May have little fear of the unknown or failure but is willing to give it a shot.
EMS-L7	Someone who follows the leader, is entrenched in the culture and goes along with the culture that is created.
EMS-L8	Someone who has not found his or her leadership niche just yet. Someone junior who is not as confident in the expertise of a particular area. Willing to follow direction or follows somebody who is a leader or has leadership skills.
EMS-L9	An individual who has chosen to put their faith and livelihood into the hands of others. Tries to get the information they need in order to make decisions themselves. They see things as they come.
EMS-L10	A committed belief in the organization and the leader's direction and values.
EMS-L11	Blindly follows, does what they are told and does not look at the big picture.
EMS-L12	Someone who has a desire to achieve something but does not yet know what exactly.
EMS-L13	A collaborative group of people, the "think tank". No negative connotation, they are in the process of learning. They are temporarily following and some may hope to become leaders themselves. They are contributing by being followers and are workers who are learning.

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TABLE 4.6 CONTINUED	
EMS-L14	An individual who supports the leader.
EMS-L15	Individuals working together in a team to achieve common objectives and goals. Prefers the word teammate. Everybody has the ability to lead in his or her own way. The followers contribute to the overall team's objectives. .
EMS-L16	Those that are inspired and engaged.
EMS-L17	A person's choice. They believe in the leader and make a choice to follow in their direction.
EMS-L18	Someone who solely mimics the leader but does not accomplish anything and does not go anywhere. Does not have any ideas of their own and they are simply drawn to a leader.
Source: Donald Oxford York, 2011	

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APPENDIX P1: Coding Of Follower Definitions

Code C: Follower

1. Leader

- i. Informal
- ii. Formal
- iii. Beginner
- iv. Learner
- v. Learning
- vi. Learning process
- vii. Junior

2. Positive

- i. Contributes to common goal
- ii. Following a leader
- iii. Benefits from service of a leader
- iv. Proud of their accomplishments
- v. Not a leader yet but wishes to get there
- vi. Learning process
- vii. Learning
- viii. Learners
- ix. Temporarily following
- x. Contributors
- xi. Entrenched in culture and goes along with it
- xii. Ability to lead in their own way
- xiii. Fear of unknown but willing to give it a shot
- xiv. Believes in leader and makes choice in following leaders direction

3. Service

- i. Accountable for themselves
- ii. Collaborative group of people
- iii. Subtopic
- iv. Contributes to common goal
- v. Contributors
- vi. Supports leader
- vii. Entrenched in culture and goes along with it
- viii. Teammate
- ix. Believes in leader and makes choices in following leaders direction
- x. Objectives achieved collectively

4. Metaphorical

- i. Person or individual
- ii. Everyone is
- iii. The think tank
- iv. A collaborative group of people
- v. Learning process
- vi. Learning
- vii. Learners

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	<ul style="list-style-type: none"> viii. Temporarily following ix. Contributors x. Teammate xi. See things as they come
5. Self	<ul style="list-style-type: none"> i. Development ii. Developing own vision iii. Beginner iv. Learners v. Assessment vi. Learning vii. Inspired viii. Engaged
6. Negative	<ul style="list-style-type: none"> i. Not independent minded ii. Following a leader iii. May not do the right thing iv. Blindly following v. Benefits from service of a leader vi. Just does what is told vii. Entrenched in culture and goes along with it viii. Places faith in others ix. Places livelihood in hands of others x. No leadership niche as of yet xi. Not looking at the big picture xii. Fear of the unknown but willing to give it a shot xiii. Believes in leader and chooses to follow in their direction
7. Goals	<ul style="list-style-type: none"> i. Common vision ii. Contributes to common goal iii. Following a leader iv. Willingness to execute and accomplish v. Desire to achieve but does not know to what vi. Objectives achieved collectively
<p><i>Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager</i></p>	

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APPENDIX Q: EMSL'S DEFINITION TO THE TERM FOLLOWERSHIP

TABLE 4.7 FOLLOWERSHIP	
Part IV	
EMS-L1	Group empowered to follow the leader
EMS-L2	Never heard of concept
EMS-L3	Less negative than follower, connotes team spirit, collegiality
EMS-L4	Belief in leader, respects and shares leader's vision. They share a common goal and the mission of the organization.
EMS-L5	Function of leadership in many ways, an individual who asks something of a leader or an organization to accomplish or achieve a personal goal and through particular circumstances.
EMS-L6	Someone who has ownership of their job or specific mission. Belief in their mission, cultivates and achieves it. Not someone who just punches a card.
EMS-L7	All based on culture meaning "the beliefs of right and wrong, knowing what is expected of me and adhere too. Followership is based on the specific area they are working.
EMS-L8	Never heard of the concept. Combination of being a leader and a follower. Being heard and acknowledged by those who lead helps the cycle of followership.
EMS-L9	Two directions depending on the leadership 1. Dynamic leaders who recruit for the purpose of developing followers; recruit people who are willing to lead and work with the leader. 2. Willingness to learn the required aspects to become a leader in their own field. 3 Someone who does not want to take on the responsibility of being a leader; they rather be told what to do.
EMS-L10	Commitment to an organization, the leader, the direction, purpose and values of the organization.
EMS-L11	Someone who follows what is supposed to be done but also tries to participate and contributes information to the leadership process.

TABLE 4.7 FOLLOWERSHIP Continued	
EMS-L12	More or less a collective ideology of a group of people who do not see themselves as formal leaders within their organization. It is a culture within an organization that needs to be understood by the leader so that the leader can then help guide them.
EMS-L13	Leaders in training or think tankers. Someone who is learning as a beginner and will someday be able to contribute more to the organization.
EMS-L14	An individual who understands the importance of following and assists the leader in the mission.
EMS-L15	The follower in the manager staff position. Follows through work that needs to be done.
EMS-L16	A way in which the leader finds the needed commitment for those to follow.

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	It is less about the followers and more about the leaders inspiring others and engaging them to move forward, whether it be organizational directives and the follower's role in it.
EMS-L17	Why people follow. Directly tied to leadership, for one cannot exist without the other. Simply following a leader.. It is being an effective follower in order to be an effective leader. They tend to emulate leader traits and are likely to be inspired by similar traits the leaders have in themselves. By starting as a great follower, one may become a great leader.
EMS-L18	Leader who wants people to follow them or mimic their leader style or path. A group of people following a leader's path or instruction.
<i>Source: Donald Oxford York, 2011</i>	

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APPENDIX Q1: Coding Of Followership Definitions

Code D: Followership

1. Unknown

- i. Never heard of concept

2. Self

- i. Empowerment
- ii. Development
- iii. Motivated
- iv. Morals
- v. Belief in the mission
- vi. Willingness to learn how to be a leader
- vii. Contributor
- viii. Beginner
- ix. Learner

3. Leaders

- i. Empowerment
- ii. Leaders in training
- iii. Leader and follower
- iv. Empowered group
- v. Helps guide the leader

4. Goals

- i. Common vision
- ii. Team unity
- iii. Contributes to common goals
- iv. Team spirit
- v. Common goal
- vi. Mission is not concerned with the people involved
- vii. Cultural meaning of right and wrong
- viii. Purpose values of an organization
- ix. Commitment to an organization
- x. Someone wanting to contribute more

5. Development

- i. Empowerment
- ii. Subtopic
- iii. Self-development
- iv. Team unity
- v. Empowered group
- vi. Team spirit
- vii. Cultural meaning of right and wrong
- viii. Beginner
- ix. Learner
- x. Helps leader engage others to move forward
- xi. Helps leader inspire

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6. Metaphorical

- i. A group
- ii. Someone
- iii. Individual
- iv. Team spirit
- v. Collegiality
- vi. Not someone who punches a card
- vii. Cultural meaning of right and wrong
- viii. Collaborator
- ix. Participator
- x. Information provider
- xi. Think tankers
- xii. Leaders in training
- xiii. Beginner
- xiv. Learner
- xv. Collective ideology of a group of people who do not see themselves as leaders

7. Service

- i. Team spirit
- ii. Team unity
- iii. The respect and sharing of a leader's vision
- iv. Ownership of their job or specific mission
- v. Cultural meaning of right and wrong
- vi. Commitment to an organization
- vii. Commitment to leader
- viii. Commitment to direction
- ix. Purpose values of an organization
- x. Collective ideology of a group of people
- xi. Helps leader inspire
- xii. Helps leader engage others to move forward

8. Leadership

- i. Team unity
- ii. Empowered group
- iii. Function of Leadership
- iv. Helps guide the leader
- v. Directly tied to leadership and one cannot exist without the other

9. Following

- i. Team unity
- ii. Belief in a leader
- iii. Empowered group
- iv. Team spirit
- v. Being heard and acknowledged from those leading
- vi. Commitment to leader
- vii. Commitment to leader
- viii. Commitment to direction
- ix. Beginner
- x. Learner
- xi. Collective ideology of a group of people who do not see themselves as

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10. Negative	leaders
	<ul style="list-style-type: none">i. Someone who does not want responsibilityii. Rather prefer to be told what to doiii. Do not see themselves as leaders
<i>Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager</i>	

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APPENDIX R: EMSL'S LEADERSHIP ACQUISITION

TABLE 4.8 How were you introduced to leadership concepts?	
EMS-L1	Mentorship in the field by "father figures". Great mentors who steer you around those "land mines" and "pitfalls" of emerging as a leader. Accomplishing and achieving certain goals and processes before reaching the current leadership position. Learning from the bad experiences of others and from those who have not fully developed the competencies to lead others.
EMS-L2	Through Master's degree in education. Learned about organizational structures and leaderships (administrative leadership). From experience as a registered nurse.
EMS-L3	Mentorship by those who were my preceptors, instructors, doctors, professors. Folks that I predominately looked up to throughout my education.
EMS-L4	1. Through my father's respect, responsibility and disciplined approach. My father led by example and set an example. Father shared work ethics with everyone, never belittled and everyone knew he was the leader and we respected that fact. 2. Being a paramedic there was a lack of respect, not good work ethics and the culture was odd. People claimed it to be due to burnouts. 3. First introduction to leadership was from a close friend who convinced me to do a Master's in leadership degree. 4. Mentorship.
EMS-L5	Informally, through looking at legitimate leaders in organization for guidance and mentorship. Very little formal leadership in the past as there is now. Seeking out examples from others and mentorship.
EMS-L6	1. Brother who is 10 years and 4 days older. I observed my brother's transformation from newspaper reporter to sports editor to managing editor. Brother showed me what to do in order to become a leader. 2. My son tweaked the leadership role I now have; every parent is a leader in waiting. 3. Cultivated by a situation involving a schedule conflict that made me say "If I ran things here's how I would do it". Five years later had the opportunity to do so. 4. Mentorship from one of the EMS guru's. He was the first to say, "I would fall flat on my face and that is ok; at some points I'm going to fail and it's alright". Don't be afraid but learn from those experiences.

TABLE 4.8 CONTINUED	
EMS-L7	Looking up to more wiser and experienced practitioners. Role models showed me what was expected of me and what character to not become. Role models helped me see the type of model I needed to become.
EMS-L8	As a teenager my father helped out with leadership concepts. 2. Being a member of Scouts Canada, the skipper of the youth group was quite a leader. He was an ex. British army major and commander and a prisoner of a war camp and prison camp for British soldiers. He had a diverse view of leadership. I learned that it was ok to fail provided that you try. The scouts

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	theme was based on the concept of setting objectives and going forward with those objectives. Other objectives may be short or long-term but as long as you come back to those same objectives and analyze for success or failure, you demonstrate and develop your leadership.
EMS-L9	Mostly physicians and scrubbing for surgery. 1. Learning from direct experiences "Here is what you are going to do and here is how you are going to do it and do you understand that", philosophy. 2. From another physician's mentorship and kindness. I told him that I could never repay him. His response was " Well, your payment is to take all the things I helped you with, the things you learned and did and return those to folks who are willing to learn from you". This is the fundamental way I learnt to be a leader. 3. Developing and refining knowledge and making use of what other folks have allowed or helped you learn and then be able to transfer these skills to coming leaders for future development.
EMS-L10	Informal mentoring many years ago from an organization that I was in.
EMS-L11	Fourteen years old working in a supermarket. The owner became a mentor. By the time I had graduated high school, I had worked my way up from packing bags to becoming the manager of the supermarket.
EMS-L12	Leadership concepts were progressive: 1. Organized sports as a younger individual (pee-wee). 2. Boy scouts. 3. The military. 4. My father who was a military man. He was an officer and people understood exactly what needed to be done and it was accomplished the way he wanted it to be done simply by him having asked.

TABLE 4.8 CONTINUED	
EMS-L13	1. From Girl Scouts (great leaders) in the fourth grade. One of the leaders was a female who was hearing impaired. I was in awe by the fact that she was deaf and yet she was able to take us in, teach us, share and bring in resources. I was impressed and learned a great deal from this experience. She was a girl scout leader with a challenge who adapted and worked on all aspects of her impairment. This was a learning experience for us all as she was just like everyone else. Also, we learned to speak with her face to face rather than behind her back as otherwise, she would not be able to hear us. This proved to be beneficial then, as it is now, when speaking with someone. 2. Being a captain on a basketball team; as a leader I was the spokesperson for the rest of the group. I have always been the example for others to follow.
EMS-L14	The school of "hard knocks" elected me as an officer for a rescue squad.
EMS-L15	1. Through my Master's degree I studied leadership transition. 2. Through work experiences and having the opportunity to work in leadership roles. As a nurse in charge of a particular shift, I would help coordinate the work, help others on the team and help support them while getting their work done.
	1. My career as a paramedic requires a certain amount of leadership. More from a "command and control" or "a paramilitary perspective". Formal

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EMS-L16	leadership came from my years as a paramedic and the supervisory roles I held. 2. By snowball effect meaning when you have confidence and are affiliated with the role then it tends to "call to you". 3. Being coached inspired to further research and my commitment to leadership.
EMS-L17	Started in the military through its professional military program (PME). After a major promotion, you were eligible to attend and it was strongly recommended that you did.
EMS-L18	My father. I learned a lot about "how I am and how I am at work" through my father's work ethic. Also, I learned a lot from every boss I had in the past.
<i>Source: Donald Oxford York, 2011</i>	

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APPENDIX R1: Coding Of Leadership Acquisition

Code E: Leadership Acquisition

1. Experiences

- i. Learning from bad experiences of others
- ii. Learning from others who have not fully developed competencies to lead others
- iii. Failure
- iv. Informally
- v. Opportunity
- vi. Indirectly from someone with a physical challenge
- vii. Situations
- viii. School of hard knocks
- ix. Snowball effect
- x. On the spot

2. Public Speaking

- i. Being a spokesperson

3. Educator

- i. Mentorship
- ii. Guidance
- iii. Preparing the leaders of the future

4. Adolescent Employment

- i. Subtopic

5. Sports/Activities

- i. Girl Scouts
- ii. Boy Scouts
- iii. Organized sports

6. Role Models

- i. EMS gurus
- ii. The experienced
- iii. Father figures
- iv. Mother figures
- v. Brothers
- vi. Cousins
- vii. Subtopic

7. Higher education

- i. Bachelor
- ii. Masters
- iii. Medic school
- iv. College
- v. Own personal research and commitment to leadership

8. Former Profession

- i. Army Majors

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- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ii. Nursing
iii. Respiratory therapy
iv. Police
v. Paramedic
vi. Accountant
vii. Subtopic
viii. Fire department
ix. Master sergeant
x. Customer service |
| <i>Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager</i> |

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APPENDIX S: DETERMINES LEADERS AND FOLLOWERS WITHIN
EMS

TABLE 4.9 What determines leaders and followers within your area of expertise?	
EMS-L1	The people in leadership roles are of the Vietnam or Korean era and they have a more stoic management style. Then there is the newer generation coming into the profession now as the “Generation X-Y” or “Gamers” or “Nintendo”. A leader should be versed enough as a technician or as a master of trade in a leadership position to be able to convey back to them a correct response without being insulting; this is how good followership will develop. A leader uses “appreciative inquiry” to develop good followership skills.
EMS-L2	Leaders are people who are willing to take on headaches and immense workloads. Seriously, there are many smart people I know who do not want these positions and workloads due to having to put in the extra long hours of work. Simply put, leaders are those who want responsibility. Money is also a factor.
EMS-L3	Leaders are recognized as having technical competency in what they do. An ability to listen to others and accept advice. An ability to do the right thing even if it isn't the most popular thing to do. Typically it is more advanced education background, someone who has taken part in formal education above what other practitioners have done. A leader should have insight into situations, problems, themselves and their own abilities and shortcomings. Leaders must have the insight into others abilities and shortcomings. A leader really knows how to get or draw out the best of every person and the way that is done varies from person to person. A leader must be insightful and have some understanding of human nature in order to do that.
EMS-L4	We have a collaborative group of people and actions speak louder than words. The ability to envision, follow through and being able to goal set.
EMS-L5	The way an organization exists today; leadership is determined primarily through legitimate positioned authority granted from within the organization on a formal basis. Informally, it is based on personal traits of assertiveness and some differences within levels of certification or training. For example, an advanced care paramedic or critical care paramedic will often provide leadership at the scene to other professionals even those with more seniority or if they are replacing primary care paramedic. Being on the government and on the regulator's side. Leadership is not necessarily legitimate but we have a contractor and a service provider. Much of my leadership affects another organization, so my approach has to be very collaborate and needs to be service oriented to enable some of the things that our service provider needs to do their work effectively and efficiently.
EMS-L6	Leaders have failed and know it's not going to kill you. A leader has ownership of their job and pushes to develop it. There are people who punch a card, get paid and then go home. That's ok but that is a worker. Are they committed to the mission? If I went to them and said “I have some special mission for you, would they do it?” Probably not as they may begin

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	to think it is too hard. The deciding factor between a follower and a tee (someone with roots in the ground and wants to punch a card) is fear of failure or fear of the unknown. Followers may have a little fear of the unknown or failure but they are willing to give it a shot.
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TABLE 4.9 Continued	
EMS-L7	I am a designated leader but I understand what it is like to be a follower as I am entrenched in the culture. I am expected to know right from wrong and the willingness to listen and competency across situations is what determines a leader from a follower.
EMS-L8	Some people don't mind being followers once they are given clear and concise information or direction on how everything operates and the rules are clear. The follower has some confidence in leadership. The leaders of the organization have to be open and be able to react when followers need assistance and give them clear and concise directives. A good leader is a decisive person and makes sure everyone understands the decisions that have to be made. A follower wants to see confidence in their leader. A leader has to demonstrate confidence in order for people to follow. A poor leader can't make a decision (right or wrong). If we are all going down the left path, I don't mind someone saying that left path wasn't a good one but I then become interested on how did they get to that decision. As long as you can show me that I may have forgotten about a rule that's ok but they must understand why path 'A' was a better decision and point it out so they can learn from it and will remember it.
EMS-L9	Everyone matures differently, I have folks in their 40's who have not sufficiently matured in their thought processes to lead people. I got people in their early to mid-20's who are going to be dynamic leaders in a short period of time. Factors involved may be their upbringing or ceasing the opportunities and making the extra effort, time and energy to set, understand and develop the leadership mindset that is appropriate for them. "You can't take everything I do and use it but you can take everything I do and decide if it works for you". Develop your own leadership style to make it effective for that individual person. I am at the age where I can use a "colorful metaphor" and get away with it but a 26 year old cannot use a colorful metaphor and get away with it.
EMS-L10	There are different leadership styles which emerge in different scenarios and circumstances, which controversially at times, can be seen as followership. Being a leader is scenario specific and one cannot be naïve of the fact that there is also "positional leadership" that occurs. Not sure if it is role specific versus individual specific. It's not about leading all the time it is about constantly supporting and serving.
EMS-L11	Both leaders and followers have to keep up with the times. This is true whether you are a paramedic, EMT or team leader. You have to keep up on all the information as things are constantly changing. Both must try to communicate changes and look for ways to provide the best services. Just followers or complete followers exist to do what they have to survive. It's a

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	dual role of everyone and we are all participants in the whole process. A leader still has to listen to the other side. Both the leaders and followers have to learn from each other, both have to adjust to the times, do what is best for the patient and the service even if it is not what either side wants.
EMS-L12	Leaders and followers are determined by desire, ability and personality. In my expertise, it is also formal as it is a ranked structure in a uniformed service. As a leader my job is to guide, mentor, and develop new and existing leaders. Fundamentally, that is my job. Due to the state of maturity of the organization, I do not to manage, administer or supervise. It is fundamentally leadership.

TABLE 4.9 CONTINUED	
EMS-L13	Leaders tend to be the “go getters” in my organization, they are not for profit but they want to get to the patient and start taking care of them right away. Leaders do not need direction and know what the expectations are and if not, they will ask and seek acceptable alternatives. Leaders tend to be part of the solution rather than part of the problem. A leader steps aside to see others’ dreams come true. As a leader, one must understand that the time will come to “hand off the reign”. Followers should stand back and take direction very well. They are content to be “soldiers” so to speak; they like to do the work and do what is expected of them. They are not necessarily “self starters” and they need direction. They want to learn and study from the leaders to take on or create a persona or their own in order to progress forward.
EMS-L14	Traditionally, it is rank and position. I have known many informal leaders who lead by example. It depends on your position, rank and crew. As a paramedic you are expected to be the leader.
EMS-L15	1. The people I work with for many years are all professionals on the team. Though they have a blend of autonomy and independent practice they simultaneously have responsibility implied by policies, procedures and direction of the organization contributes in the realm of their role(s). 2. In a clinical scenario where care is being provided, it is the role of the physician to outline the plan for the follower; however, each of those followers are leaders within themselves. Each follower has the responsibility to perform in the role that they play. 3. In an administrative role, working within a collaborative nature throughout a lot of different areas and with people from across the organization. When I think of my own team and the individuals that report directly to me. There is a direct leader–follower relationship in the formal sense where you have manager-employee.
EMS-L16	Two components: 1. Hierarchy- every emergency scene or organization has a bit of hierarchy. In the health care setting, the physician is normally at the top of the hierarchy. In the street, however, the paramedic is often at the top. 2. The innate characteristics of the individuals to assume roles. Some assume roles as leaders and others as followers. Any leader must play the role of both leader and follower.
EMS-L17	EMS follows a military style organization. People work in teams of two and usually the senior is designated as the leader in charge. However, it works

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	out that the one in charge may not be the leader. Leaders in EMS seem to be very charismatic individuals with a great sense of humor. They are teachers and love to share their knowledge. Followers in EMS tend to seek the energy and camaraderie that EMS organizations have. They live off of the adrenaline and want to work with someone who is known as a great leader so that they can learn from them.
EMS-L18	Leaders are always in front and followers are not. Leaders are the first ones to speak up during meetings, during huge disasters or major incidents. The leaders are the ones snapping their fingers to get it done whereas the followers are getting the things done. Leaders are telling, giving direction or directing or supervising and making sure followers are getting it done.
<i>Source: Donald Oxford York, 2011</i>	

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APPENDIX S1: Coding Of Leader Determinants

Code F: Leader Determinants

1. Communication

- i. Good communicators
- ii. Uses appreciative inquiry to develop followership skills
- iii. Ability to listen to others
- iv. Ability to accept advice
- v. Asks questions
- vi. Engaging others
- vii. Building relationships
- viii. Loves to share knowledge

2. Following

- i. Understanding how to follow
- ii. Dual role of everyone

3. Educator

- i. Guides
- ii. Mentors
- iii. Develops others
- iv. Develops new and existing leaders
- v. Teachers
- vi. Loves to share knowledge

4. Metaphorical

- i. Those who are willing to take on headaches
- ii. Those who want responsibility
- iii. Doing right thing and not the popular thing
- iv. Part of the solution and not the problem
- v. Understanding when it's time to hand off the reigns

5. Generational Era

- i. Vietnam War
- ii. Korean War
- iii. Stoic style

6. Development

- i. Develops others
- ii. Followership
- iii. Guides
- iv. Mentors
- v. Develops themselves
- vi. Develops new and existing leaders
- vii. Engaging others
- viii. Loves to share knowledge

7. Self

- i. Insightful
- ii. Others

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- 1. Themselves
 - iii. Emotional intelligence
 - iv. Responsibility
 - v. Actions
 - vi. Decisions
 - vii. Ethics
 - viii. Doing right thing and not the popular thing
 - 1. Knowing right from wrong
 - ix. Awareness
 - x. Insightful
 - xi. Own weakness
 - 1. Own abilities
 - xii. Develops themselves
 - xiii. Go-getters
 - xiv. Personal experiences
 - xv. Personality
 - xvi. Autonomy
 - xvii. Independent practice
 - xviii. Innate characteristics
 - xix. Charismatic
 - xx. Sense of humor
 - xxi. Loves to share knowledge

8. Higher Education

- i. Advanced educational background
- ii. Keeping up with the times

9. Organizational

- i. Designated
- ii. A position
- iii. Finance dependent
- iv. Does not manage
- v. Does not administer
- vi. Does not supervise
- vii. Rank
- viii. Engaging others
- ix. Building relationships
- x. Manager-employee
- xi. Hierarchy
- xii. Policies
- xiii. Procedures
- xiv. Direction of the organization

10. Service

- i. Does what is best for the patient

11. Competencies

- i. Well versed as a technician
- ii. Master of a trade
- iii. Those who are willing to take on headaches
- iv. Those who are willing to take on immense workloads
- v. Insight to problems
- vi. Seek alternatives

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- vii. Part of the solution and not the problem
- viii. Ability to envision and follow through
- ix. Being able to goal set
- x. Participates in whole process
- xi. Develops themselves
- xii. Develops others
- xiii. Can step aside to allow others' dreams to come true
- xiv. Professionals on team
- xv. Develops new and existing leaders
- xvi. Autonomy
- xvii. Independent practice
- xviii. Engaging others
- xix. Building relationships
- xx. Loves to share knowledge

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX S2: Coding Of Follower Determinants

Code G: Follower Determinants

1. Leader

- i. Learners
- ii. Beginners
- iii. Studying leaders moves
- iv. Leading
- v. Needs direction

2. Organizational

- i. Rank
- ii. Position
- iii. Informal leaders
- iv. Professionals on the team
- v. Responsibility implied with policies
- vi. Responsibility implied with procedures
- vii. Responsibility implied with direction of organization
- viii. Employee-manager
- ix. The ones doing the work
- x. Organizational maturity
- xi. Designated

3. Communication

- i. Informal leaders

4. Generational Era

- i. Age

5. Competencies

- i. Professionals on the team
- ii. Works with someone who is a great leader so that they can learn from them

6. Self

- i. Autonomy
- ii. Independent practice
- iii. Leaders within themselves
- iv. Innate characteristics
- v. Learners
- vi. Beginners
- vii. Energy seeker
- viii. Actions
- ix. Choice

7. Negative

- i. Avoids responsibility

8. Metaphorical

- i. Little fear of the unknown
- ii. Little fear of failure but willing to give it a shot
- iii. Lives off adrenaline

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- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">iv. Works with someone who is a great leader so that they can learn from themv. Energy seekervi. The ones doing the work |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<i>Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager</i>

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APPENDIX T: TRANSFERBILITY OF EMS LEADERSHIP

TABLE 4.10 Is Leadership something that can be delegated or is transferable within you position? If so to whom?	
EMS-L1	In Fire and EMS service, both have hierarchical structures where people ascend to positions of authority based on “position power” not “referent power” or “expert power”; instead they are promoted based on who does the best on a written score without any real assessment on leadership abilities. Positions can be easily transferred but at the upper level positions, these folks are selected based on an assessment center process. Upper level positions are assessed for leadership abilities. Also, the pool of command officers or command staff would have the leadership skills that could be interchangeable amongst them. This is the case when one of them has to be removed or when a loss occurs; another command officer should be able to step into that role.
EMS-L2	Yes, it can be transferred or delegated to another individual of the same skill level or position and within the same department. These aspects revolve around financial and formal authorization/approval.
EMS-L3	Absolutely, leadership can be delegated to managers, paramedical supervisors or anyone I desire. On a regular basis, leadership responsibilities are delegated to managers, paramedical supervisors and senior staff. We work with a tier response model where a medical supervisor oversees the operational paramedics.
EMS-L4	It can be delegated to those of the same skill level. It is hierarchical and experience and skill level counts greatly when delegating tasks.
EMS-L5	To some extent, especially within some of the provincial programs that I have direct authority and reporting relationships over. Much is delegated quite routinely to program managers and even those who are in the ranks in those programs just because of our organizational structure.
EMS-L6	The management of people should be delegated. The management of personnel and staff equivalent could be delegated. Leadership is a culture within you. You can teach it and you are a role model for people to think about and pick up from. Leadership isn't a capsule or a book or a page. It's a mindset that people have to develop before they can say they have leadership style or say, “I am a leader”.

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TABLE 4.10 Continued	
EMS-L7	It definitely can be. Part of my position is to develop the scope of practice for EMS practitioners (in my province). By creating, adding to the scope or amending it somehow, I pass that along to what the practitioners in the field can do within the province and they, in turn, have to cascade or disseminate it to the rest of the staffs. I still work in the streets and the delegation of task and role is still there. As supervisor, it is important to lean back and let the paramedic take the role and I may assist when the situation is not being handled or something else is going on. However, they are more than capable of handling it.
EMS-L8	Yes it can and must be. You delegate leadership downwards. If you delegate downward to allow people to learn, then they are able to learn how to be responsible and develop leaders in the past and for the future. They won't be afraid and/or step back without saying something.
EMS-L9	As a leader you cannot delegate or transfer leadership. You can empower people to take up a particular role in leadership if they are choosing to become a leader. You can't expect someone with no background in finance to do a budget. In other words, we take square pegs and try to drop them into round holes on a routine basis without fully developing them. Then we wonder why the heck we have failed? We ask ourselves "what didn't they understand" but in fact, we never gave them the knowledge to begin with.
EMS-L10	From a true leadership perspective, I don't think it is. From a positional or responsibility perspective, we can transfer those responsibilities. We can create actors or "stand-ins" to fill positions. Leadership for the position and respect for that position is an earned environment and not a given one.
EMS-L11	Leader is one of two things; 1. The buck stops at the top; there is always someone above you and whatever your job is, the buck stops there. 2. However, you have to empower people to do their jobs. We all have our own jobs but we have to empower people to do theirs.
EMS-L12	Yes, I can delegate to a junior leader any authority I may have. A junior leader is a subordinate in nature and structure within the organization. A junior leader can also be new to their position in the organization. The nature of my position is such that a frontline superintendent or middle management commander is below a deputy chief. The nature of my position allows me to delegate certain levels of authority but legally, within the corporations, I can only delegate so much.

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TABLE 4.10 A CONTINUED	
EMS-L13	It is hard to say delegate. We have a line of succession but it doesn't necessarily mean leadership. We have a line of succession for decision-making; for example, my assistant chief acts as chief when I am not present or available to make decisions. Leadership is very individual and customizable.
EMS-L14	The situation dictates who needs to take the leadership role.
EMS-L15	The policies and procedures determine the delegation of authority. It stipulates the different parameters for different manager-leadership roles in the organization.
EMS-L16	Leadership is expected to be delegated, especially in situations where the leader is absent. A true leader will find opportunities to absolve themselves of their responsibilities in the interest of developing others and coaching others in their practice. It is important for the leader to find development and opportunity. The leader must play a follower's role in order to gain greater perspective of the issue at hand. This is how leadership evolves.
EMS-L17	Because leadership is not a thing, it cannot be transferred. It is a trait that not all people are able to achieve. Some people may be solely followers. Some people are merely content in doing what they can to support a leader but do not aspire to be a leader. What can be transferred is responsibility and authority.
EMS-L18	We are in a ranking position; if you have someone in the same position, then you can transfer leadership to that person. Leadership is something that you have or you don't. You can't just transfer leadership over to someone. I would not be able to transfer leadership role downward to someone who is working on a truck (EMS). Not in this field.
<i>Source: Donald Oxford York. 2011</i>	

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APPENDIX T1: Coding Of Transferability Of Leadership

Code H: Delegation or Transferability of Leadership

1. NO

- i. Management of personnel and staff equivalent could be delegated
- ii. Leadership is a culture within and a mindset people must develop
- iii. You can empower to take on a leadership role
- iv. Position or responsibilities can be transferred.
- v. Leadership is an earned environment not a given one
- vi. Line of succession for decision-making
- vii. Leadership is individual and customizable
- viii. The buck stops at the top
- ix. Situational
- x. Policies and procedures determined authority
- xi. Leadership is not a thing
- xii. Leadership is a trait that all people are able to achieve
- xiii. Some may not be aspiring to be leaders and are content at where they are
- xiv. Authority can be transferred

2. YES

- i. Position power
- ii. Based on best written scores (no leadership assessment)
- iii. Upper level management with interchangeable skills
- iv. Same skill level
- v. To managers, paramedical supervisors, senior staff, EMS practitioners or anyone else
- vi. Downwards to allow people to learn
- vii. Across provinces to disseminate it to staff
- viii. To junior leader (to a subordinate)
- ix. Line of succession but does not necessarily mean leadership
- x. Situational
- xi. During absenteeism
- xii. A true leader will absolve themselves of their responsibilities
- xiii. To develop others
- xiv. Same position or rank only

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX U: INFLUENCES THAT AFFECT THE EMS LEADERSHIP

TABLE 4.11 What are some of the Departmental or Organizational influences affecting the leadership process?	
EMS-L1	From an organizational standpoint, the political influence has affected our leadership process many times. The challenge leaders may face is “doing what is right” versus “what is popular”. That in itself is one of the biggest influential problems in which a leader is confronted with on a daily basis.
EMS-L2	Unfortunately, costs. On the positive side it is experience. Some say tenure and ability are the two biggest ones. Another is subjectivity to the selection of leaders. If others feel that someone performs well, they will favor that individual for a leadership role. This decision may have nothing to do with their experiences or abilities. There is subjectivity in the selection of leaders from the highest to lowest levels. There is patriotism/patronage and so, it depends on who you know. No competition, leaders may simply be appointed.
EMS-L3	Organizational culture is the single most important influence on the leadership process.
EMS-L4	If you have policies and procedures that don't mirror the same goals or objectives of an organization it can be counterproductive. From a managerial perspective, if you have personnel that share the belief in a common goal, then you are more likely to achieve that goal because people are more passionate at achieving it. If you can achieve this factor, it is quite powerful.
EMS-L5	Communication within a team environment is crucial if the most effective care is going to be provided to the patient. In general, shifts in healthcare.
EMS-L6	The biggest organizational influence is having a positive workflow and that will make leadership run at lightening speed. If there is a “we can't do that” or “we haven't done that before” or “no I am not doing that” attitude, they will crush a leader that is coming in. The leader has to have the ability to turn that culture around. This is the issue in leadership so many people in its position do not see or realize. The leader may want to go forward with this great program and if everyone says “your program stinks” and that negative culture is there, you are going to end up with a “cerebral hemorrhage”. In other words, as the leader is going, the followers haven't yet bought into it. This is especially important in EMS as it is directly relates to the foundation of what we do in terms of the culture, total and absolute commitment to doing the right thing for the patient all of the time and it should be part of their core values. There are leadership roles in organization and EMS where doing the right thing for the patient is 10th or 15th on the important list. If we can't make the patient the forefront of every decision we make and everything we do, then we need to close off the doors and go sell shoes. Selling shoes doesn't take much leadership and someone won't die if you don't sell the right pair of shoes.

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TABLE 4.11 CONTINUED	
EMS-L7	Senior staff and management really influence the behavior and the culture of the organization. In some crisis cases, why and how they react can have a huge impact on the staff.
EMS-L8	Things such as confidentiality. Leaders within the organization and the commanders have to respect the people and have confidence that they will keep information confidential. Another organizational pressure as a public entity in prehospital care is that I have a duty to the taxpayers who pay my salary. Leaders have to be beyond reproach when it comes to how they spend the money that is given to them to effectively run the organization. I have a big project I wish to do but the budget may not allow for me to do so this year. Another aspect that may affect leadership may come from other leaders as well.
EMS-L9	Finances affect the leadership process very significantly. In EMS, the finances are not there and aren't where they are supposed to be. You have to be more creative and have diverse abilities when it comes to how resources are being used. When you don't have money, you have to find others ways. I give people my time through talking to them, having lunch with them, helping them cleanout their ambulance or rescue vehicle or roll a hose back up or whatever it may be. I may not be able to financially reward them for the particular endeavor they are doing, but I can give them some of my time.
EMS-L10	Ego plays a great role in it. Folks with big egos in leadership roles and those needing the spotlight may not be as effective. Leaders who need recognition and media attention and all of this things; this is all very fatiguing and I get weary of it quickly. I also question if their followers have the same approach.
EMS-L11	When you pick somebody in a given department, it is hard to change somebody when they are already placed in a leadership position. Sometimes you put someone in a leadership position and they don't always fit but it is hard to get them out of this position. One of the reasons is that in EMS we do not have enough training to put people into leadership. There is not a lot of movement.
EMS-L12	We are one of three uniformed services in the city. The culture within the city is primarily office based and bureaucratic. We are a response organization based on a paramilitary structure, hence, we have an independent leadership process that is not necessarily the same as the corporation. Our cultural identity is distinct within the parent structure.

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TABLE 4.11 A CONTINUED	
EMS-L13	I am a civil servant. Politics affect the leadership process. I have a political appointee who is an elected director or appointed every time there is a new mayor. This is quite a challenge as I try to be kind and positive. These individuals do not go through an interview or application process, neither do they have to compete for the position to see who is the most qualified. It is a challenge because they are appointed due to their political affiliation and not necessarily for their expertise in the field or for their administrative capabilities.
EMS-L14	In a volunteer organization, so much of the leadership is a function of politics. It's also a function of your interaction with fellow members and your popularity. In a commercial agency, there is supposed to be more rank by merit but often times, due to personality conflicts and politics, it's not the case. As scenes evolve, leadership roles also change which is the reason for a unified command. At different points, different organizations need to take a leadership role.
EMS-L15	There are policies and procedures that affect the leadership process. For example, who has approval for what or how things must get done. In our organization, delegation of authority stipulates the different parameters for different authorities and for different manager-leadership roles in the organization: what decision-making powers they have or spending authority for travel or purchasing or program development and implementation. Therefore, policies have an impact on what leaders can do in some cases.
EMS-L16	Within our organization we do have a defined "command and control" hierarchy. We also have an organizational chart that helps to define these rules. On a team level, they organize themselves using informal and formal terms of reference that define how, who, and at what time to take more or less leadership responsibility.
EMS-L17	A leader must adapt to the situation and to the individuals that may be his followers. In public service, we attract those that are usually very motivated and self-confident. They are tough to lead as each one of them feel that they are a leader, which makes it difficult to get them to follow. Self-motivated people in EMS can; if you ask them how to do something, they are going to tell you how to do it. They are very opinionated which also makes it difficult to lead. In the fire department, they are more team-oriented, similar to a platoon. The "Alpha Leader", through his past experiences, knowledge and expertise rises to the top. The Alpha leader is the one who has exhibited the most leadership skills. In EMS, one person is in charge whereas in fire, they work together as a group. It is more difficult because you don't have a pack to lead, you are simply leading a team. As a manager, I am leading those teams in which each member thinks of themselves as being totally in charge. They have to be that way because we are out to save lives and lives are at stake. It's like the "arrogance of a surgeon"; they hold someone's life in their hands so they have to be very

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	selfish with it.
EMS-L18	<p>Longevity, turnover rate (people coming and going) they don't stay long enough to grow within the department. People from a certain area understand the area and the benefits. If they are coming and going they don't have that 'age'. There are a lot of younger people coming into this field now. Many of them have the 'it's all about me' attitude. When I started it was all about 'what can I do for you', 'what do I need to do to progress to the next level', 'what extra schooling do I need to have', 'do I need to work harder' and 'do I need to take this leadership class?'. Whereas with the young people, the attitude is more about 'what are you going to do for me?'. It is that type of attitude and mentality in the department right now. Upper management has been in the position for a while, it is those under us who are processing out faster. Many of the younger ones are going to nursing school or PA (physician assistant) school or becoming a doctor; they are not staying in the field that long. Money is the primary reason why as they would make more money as a nurse or a PA. They are not processing out of the medical field entirely but the money is not enough for them in EMS. I feel as if I make good money, they feel they are not making good enough money.</p>
Source: Donald Oxford York, 2011	

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APPENDIX U1: Coding Of Influences On Leadership Process

Code I: Departmental Influences on Leadership Process

1. Education

- i. Continuing education
- ii. Lack of training
- iii. Cultural identity differs from parent structure
- iv. Popularity
- v. Conflicts
- vi. Formal
- vii. Informal
- viii. Adaptability to situations
- ix. Adaptability to individuals
- x. Motivation
- xi. Past experiences
- xii. Expertise

2. Communication

- i. Team communication
- ii. Cultural identity differs from parent structure
- iii. Popularity
- iv. Conflicts
- v. Adaptability to situations
- vi. Adaptability to individuals
- vii. Motivation
- viii. Past experiences
- ix. Expertise

3. Public Figure

- i. Being in the public eye
- ii. Needing to be in spotlight
- iii. Political appointees being appointed based on affiliations and not on expertise in the field
- iv. Popularity
- v. Adaptability to situations
- vi. Adaptability to individuals
- vii. Past experiences

4. Political

- i. Financial issues
- ii. Subjective selection criteria
- iii. Political situation
- iv. Politics
- v. Political influences
- vi. Not relying on experience
- vii. No competition to become a leader

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- viii. Popularity over experience
- ix. Lack of training
- x. Cultural identity differs from parent structure
- xi. Political appointees being appointed based on affiliations and not on expertise in the field
- xii. Popularity
- xiii. Conflicts
- xiv. Command and control hierarchy
- xv. Formal
- xvi. Informal
- xvii. Adaptability to situations
- xviii. Adaptability to individuals
- xix. Motivation
- xx. Past experiences
- xxi. Expertise

5. Self

- i. Experience
- ii. Personality
- iii. Actions
- iv. Decisions
- v. Ethics
- vi. Subtopic
- vii. Passions
- viii. Beliefs
- ix. Confidence
- x. Confidentiality
- xi. Ego
- xii. Big egos
- xiii. Needing to be in the spotlight
- xiv. Cultural identity differs from parent structure
- xv. Interpersonal relationships
- xvi. Conflicts
- xvii. Formal
- xviii. Informal
- xix. Adaptability to situations
- xx. Adaptability to individuals
- xxi. Motivation
- xxii. Alpha leader
- xxiii. Past experiences
- xxiv. Expertise

6. Organizational

- i. Financial issues
- ii. Policies
- iii. Procedures
- iv. Culture
- v. High employee turnover rate
- vi. Management
- vii. Subjective selection criteria
- viii. Patronage
- ix. Patriotism

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- x. Costs
- xi. Budget
- xii. Favoritism
- xiii. Not relying on experience
- xiv. No competition to become a leader
- xv. Popularity over experience
- xvi. Cultural identity differs from parent structure
- xvii. Political appointees being appointed based on affiliations and not on expertise in the field
- xviii. Popularity
- xix. Conflicts
- xx. Command and control hierarchy
- xxi. Formal
- xxii. Informal
- xxiii. Adaptability to situations
- xxiv. Adaptability to individuals
- xxv. Motivation
- xxvi. Past experiences
- xxvii. Expertise

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX V: EVALUATION OF EMS LEADERSHIP

TABLE 4.12 How is leadership evaluated?	
EMS-L1	Through assessment ability, performance appraisal, performance metrics, division accomplishments and personal accreditation (chief medical officer and chief fire officer designations, skills and accomplishments). This is a very specific process carried forth by the center for public safety excellence. The process involves demonstrating your work, documentation and examples of your work and situations that you have met with competency; challenges such as strategic planning, human resources issues, communications, public service, philanthropy and education.
EMS-L2	In general, it should be, or I would like to see a 360-degree feedback (by boss, peers and outside shareholders) and a multilevel view to get a true picture from all the people you work with. In my particular organization and in 14 years of service, I have never had a performance evaluation, which shows structural flaws.
EMS-L3	Through reports, supervision and discussion (indirect and direct). The lower level managers and supervisors are evaluated in more specific ways. At the higher level, it is more about the organizational culture. At the senior level, it's about the cultural key decisions that the management has made in finding the correct fit for the organization. Supervisor or managerial level leadership tends to be more specific due to the fact we document all of those factors. However, at the senior level of administration, it is subjective.
EMS-L4	The measurement of a leader is based upon their humility, the transformational behavior they have to share, their passion and their vision that has had positive outcomes. These things are then measured via a checklist. Does the person have vision? Are they accountable for things that go wrong? Is the person passionate about what they do? Does the person involve his people in the process of growing? However, there is no actual template that exists. At the moment it is subjective.
EMS-L5	Very good question because I don't think our organization is very good at evaluating abstract concepts or constructs like leadership. There are quantifiable measures that every organization is able to look at. You get results from 360-degree feedback systems from peers, mentors and direct reports. I don't think that we have sound methods of evaluating leadership in its truest forms due to its varied perceptions of the construct. It is very subjective.
EMS-L6	Evaluated on a couple of levels. One of the levels, which I dislike, is whether or not everybody likes you. There are leaders there who are buddies with their employees. I enjoy the people I work for and with. I would even visit them if they were hospitalized and make sure their families are ok but I can't be there friend, I am their boss. So, this is a challenge for anyone in a leadership position. There is a time to sit and talk with your employees and come out from behind the desk and say, "What's going on or how can I help you" but remember you are still the boss and no matter what they say to you, you are still the boss. You are

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	<p>always going to be that leader. So, does your staff love you? Sometimes that's ok but sometimes it just depends. Largely you are not evaluated in a day or week or month but over several years when a person looks back and says "ok". Leaders are evaluated by looking back 5-10 years and saying "where were we then and where are we now", "where were we then and where are we now in terms of patient care" and "where are we now in regards to the living conditions or the equipment being used for our patients". We judge the last 5-15 years to see if our values as a leader. From the outside of our organization, people evaluate us by how comfortable we are and how willing we are to step out of our comfort zone in order to tackle a project. They evaluate us on how much of a balanced life the leader has.</p>
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TABLE 4.12 CONTINUED	
EMS-L7	I don't think it is to tell you the honest truth. It's the respect from peers and those who look up to you.
EMS-L8	I would think that the EMS division, other divisions and the management group is under a performance system. My leader and all other leaders get together to discuss "what we are going to do, got to do, would like to do to make the organization better". After I am given consultation and I go forward with specific dates along with 6-10 key things to accomplish within the year. If I meet these performance objectives, then I must be a pretty good leader. Then I have put in place or rationalize why I could not accomplish certain objectives due to things such as budget restraints or during outbreak of illnesses i.e. SARS. This whole leadership evaluation process then requires three signatures: 1. my own, 2. my leader's, and 3. my leader's leader before it can move forward. In the unionized group, if you are there for 12 months and have not made any "screw ups", then you are eligible for the next salary increase.
EMS-L9	General effect. "Are you able to get to...? Do they show up for....? What they are supposed to do day in and day out/ do they take care the way you would want your own family taken care of? Do they complete or do the documentation? Do they take care of the people work that has to be done?"
EMS-L10	No formal evaluation, it is subjective.
EMS-L11	One on one. You have to try to read these individuals, like they read me. "Trying to put yourself in other peoples' shoes; trying to influence them onto your side. Listening and trying to make it into ways they will understand. It is evaluated also by showing them and if it doesn't work you need to discipline people at times. You are accountable for your jobs, unfortunately, people look at all leaders differently and they may say "I don't care" and sometimes when bringing people together for a situation the leader is only looking at their side.
EMS-L12	I would suggest that leadership is evaluated differently depending on the leader function within the organization. Each measure can be and should

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	be different based on their leadership abilities: 1. Influencing others 2. Changing the direction of the culture of the organization. 3. Getting things done within that structure or getting others to do those things effectively. 4. Doing it and measuring that deliverable. So, people are evaluated differently based on their leadership role.
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TABLE 4.12 CONTINUED	
EMS-L13	Subjectively. No formal way. There is a job performance assessment but it is based on the managerial or supervisory role that is played. Nothing to do with leadership.
EMS-L14	Subjectively. No formal way.
EMS-L15	There are different competencies, dimensions and qualities that are important for effective leadership. It is about understanding what those are and evaluating how effective an individual is in fulfilling those qualities and competencies. It is important to get input from the person they report to, to get input from colleagues and also from the people they work with. In addition, it is important to get input from the individuals that form the team that report to this particular leader.
EMS-L16	Informal and formal. Informally, those who follow provide the evaluation and it is from the personal and leadership "capital" that one will build their role. By capital, I mean "engagement", "inspiration", "trust" etc. In other cases, it may be defined through the organization; for example, an organizational chart that stipulates the leadership capital that needs to be built.
EMS-L17	In our organization, leadership is evaluated through effective accomplishment of our mission, employee/member satisfaction, recruitment and retention.
EMS-L18	Leadership is evaluated by being able to get things done in the field: controlling large incidences, training of new hirers, mass scenes, being able to work with problems, work through problems, work with other agencies and getting things done all in a timely matter. Working with the training division and supervising. In general, it is about accomplishing the task and being able to work with people. People follow you and your direction. You are working for and with them. .
Source: Donald Oxford York, 2011	

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APPENDIX V1: Coding Of Evaluation Of Leadership

Code J: Evaluation of Leadership

1. YES

- i. Peer evaluation (they like you or not and your personality)
- ii. One by one through observation
- iii. Self-reflection
- iv. Evaluation over 5-15 years
- v. Where the organization was before and where is it now
- vi. The public evaluates the professionals
- vii. Each measure is based on different leadership abilities and role
- viii. Informally (from followers) and formally
- ix. Organizational chart
- x. Effective accomplishment
- xi. Employee member satisfaction, recruitment and retention

2. NO

- i. Organization not good at evaluating abstract concepts
- ii. The measure of leadership is subjective
- iii. Performance assessments used but they are based on the managerial or supervisory roles played

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX W: TRAITS AND CHARACTERISTICS IN LEADERSHIP

TABLE 4.13 What are key characteristics and/or traits to be effective in leading others?	
EMS-L1	Mentorship, empowerment, integrity, trust, good listening skills, you need to have solutions.
EMS-L2	Presence, ability, performance, integrity, make good decisions, honesty, understanding, team oriented, diplomacy, transparency, fairness, ability to handle bad performances.
EMS-L3	Insightfulness, ability to focus on others' abilities, ability to develop others, Honesty, integrity, competent, trustworthiness, compassionate, demonstrate technical abilities, doing it right and doing the right thing, diversity.
EMS-L4	Shared beliefs, shared goals, transformational bottom up approach, shared objectives, building blocks for success, build sub leaders in small culture or organization.
EMS-L5	Be of service to anyone in the organization regardless of position on the organizational chart, service-oriented, collaborative, able to motivate others, empower, able to remove barriers and open doors, enables others to do the work they are supposed to do.
EMS-L6	High ethics (not situational), honesty, openness (confidential not too much though), the leader's ethics have to be grounded in their personal life, have morals as their foundation, the big four (don't lie, steal, cheat or use drugs), people skills, cultural sensitivity, gender sensitive, comfortable (self, others and with your person), curiosity, problem solving ability, prioritize and analyze (time is an issue in EMS), thinking outside of the box and being creative, 360 global view of what you're looking at, door is open and rarely closed, communicate with people, making sure message gets across.

TABLE 4.13 CONTINUED	
EMS-L7	Communication, listening (lost art in a lot of people), transformational, giving opportunities, giving opportunity to those with less ability, experience and competency.
EMS-L8	Willing to take chances, exhibit confidence, being respectful and respected, educator or teaching others, able to lead a group of people, needs to make mistakes and learn from them, quality to self-evaluate, able to admit they are wrong, able to apologize, stepping out of comfort zone (self and others), personal success means developing others to be

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	successful, succession management, develop personal abilities in leadership, mentorship and coaching, supportive.
EMS-L9	Approachable, giving person, firm and fair (both), understanding (there's grey between white and black).
EMS-L10	The human component, serving people and the organization, making the believer committed to the organization, being committed to the direction and values, humility, being well read, ego and how it impacts our leadership style.
EMS-L11	Honesty, communicate truthfully, tries to see both sides, listening and communicating, loosing your temper sometimes helps when self-evaluating and personal change, effective in controlling anger or position.
EMS-L12	Being oneself within the leadership structure, being true to yourself, understanding leadership principles such as: honesty, integrity, loyalty, selflessness, ability to discipline others, public responsibility and accountability, is in high order of importance, understanding the nature of public service, servitude, being physically and mentally fit (high importance, ability to listen well, respectful, strength of character, being yourself, understanding yourself, respecting own limitations, trying to follow the leadership of the organization, understanding the culture of the organization, understanding weaknesses of the organization within its parent institution, ability to make decisions (ability is highly underrated), ability to supervise, they do not complain to peers or subordinates (extremely important), ability to perform effectively and appropriately under stress, accountability, ability to stand by decisions and say 'I did this or that'.

TABLE 4.13 CONTINUED	
EMS-L13	Able to recognize self-limits, knowing what your resources are, nice to know a lot but understands they will never know it all, unpretentious, depends on "the other brains around" and their talents, seeks answers to unknown questions and gives credit to those who provided the answer or contributed. Gets all the credit and the blame, being scrutinized and recognized, ability to set the pace for the group, integrity, constantly seeks improvement and knowledge of self, answers own telephone, writes own letters, respectful and has manners, realize they are only as good as their team.
EMS-L14	Willingness, extrovert, goal-driven, effective training, unified team roles.
EMS-L15	Interpersonal relationships, ability to communicate and interact with others, build values, respectful, evaluating and seeking input from others, experience, to acknowledge that you don't have all the answers and that wisdom is acquired, understanding, being inquisitive, engaging others, accepts different perspectives, implements change and directions, getting others to buy in early on the development of change, clear goals and objectives, achieving results towards those objectives, collaborative and

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	independent, effective relationship building, self-awareness, strategic thinking, sharing common goals, thinking beyond “here and now” and thinking of the future, leading and engaging others towards the future, looking for opportunities to grow, learn and develop oneself; this inspires others and engages others to do the same.
EMS-L16	Responsibility, engagement, inspiration, trust, finding development and opportunity, ability to play a follower role to gain greater perspective, constantly evolving, charisma (not easy for everyone), learning from good and bad examples and being comfortable with oneself.
EMS-L17	Honesty, integrity, compassion, confidence, consistency, sense of fairness, respecting others’ opinions, ability to make decisions.
EMS-L18	Awesome listener, ability to communicate, staying calm because you take a lot of anger from people sometimes, knowledgeable in the field that you are leading, well written and good with technology (texting). Disciplined and ability to discipline, decision-making, problem solving. Removing the personal aspect in order to make right decisions. Quick thinking.
Source: Donald Oxford York, 2011	

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APPENDIX W1: Coding Of Leader Effectiveness

Code K: Leader Effectiveness (Traits, Qualities & Characteristics)

1. Educator

- i. Mentorship
- ii. Teaching
- iii. Coaching
- iv. Insightfulness
- v. Technical abilities
- vi. Developing others
- vii. Focus on others abilities
- viii. Transformational
- ix. Commitment
- x. Approachable
- xi. Ability to discipline others
- xii. Public responsibility
- xiii. Perform under stress
- xiv. Perform under distress
- xv. Maintains credibility
- xvi. Good communication
- xvii. Culturally sensitive
- xviii. Gender sensitive
- xix. Compassion
- xx. Giving person
- xxi. Understanding
- xxii. Avid reader
- xxiii. Well read
- xxiv. Knowing strengths and weaknesses
- xxv. Willingness
- xxvi. Experience
- xxvii. Interpersonal relationships
- xxviii. Engaging others
- xxix. Constantly learning and growing
- xxx. Inspirational
- xxxi. Patience
- xxxii. Perseverance

2. Communication

- i. Insightfulness
- ii. Bottom up approach
- iii. Grounded in personal life
- iv. Developing other
- v. Good listening skills
- vi. Transformational
- vii. Ability to motivate
- viii. Commitment

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- ix. Approachable
- x. Ability to discipline others
- xi. Public responsibility
- xii. Perform under stress
- xiii. Perform under distress
- xiv. Maintains credibility
- xv. Good communication
- xvi. Culturally sensitive
- xvii. Gender sensitive
- xviii. Understanding
- xix. Knowing strengths and weaknesses
- xx. Willingness
- xxi. Experience
- xxii. Interpersonal relationships
- xxiii. Constantly learning and growing
- xxiv. Inspirational
- xxv. Gains perspective
- xxvi. Patience
- xxvii. Perseverance

3. Team

- i. Competent
- ii. Insightfulness
- iii. Bottom up approach
- iv. Technical abilities
- v. Service to people
- vi. Service to organization
- vii. Team-oriented
- viii. Collaborative
- ix. Focus on others abilities
- x. Transformational
- xi. Building a subculture of leaders
- xii. Supportive
- xiii. Commitment
- xiv. Approachable
- xv. Ability to discipline others
- xvi. Ability to step back
- xvii. Ability to supervise
- xviii. Perform under stress
- xix. Perform under distress
- xx. Decision maker
- xxi. Culturally sensitive
- xxii. Gender sensitive
- xxiii. Understanding
- xxiv. Firm and fair
- xxv. Knowing strengths and weaknesses
- xxvi. Willingness
- xxvii. Interpersonal relationships
- xxviii. Experience
- xxix. Constantly learning and growing
- xxx. Learner

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	xxxi. Follower
	xxxii. Patience
	xxxiii. Perseverance
4. Self	
	i. Presence
	ii. Competent
	iii. Insightfulness
	iv. Bottom up approach
	v. Technical abilities
	vi. Doing it right
	vii. Doing right thing
	viii. High ethics
	ix. Grounded in personal life
	x. Honesty
	xi. Morals as their foundation
	xii. Integrity
	xiii. Trustworthiness
	xiv. Service to people
	xv. Developing others
	xvi. Diversity
	xvii. Collaborative
	xviii. Transformational
	xix. Ability to motivate
	xx. Curiosity
	xxi. Supportive
	xxii. Ego
	xxiii. Commitment
	xxiv. Approachable
	xxv. Self-evaluating
	xxvi. Controls negative emotions
	xxvii. Loyalty
	xxviii. Selflessness
	xxix. Ability to discipline others
	xxx. Respecting limitations
	xxxi. Accountability
	xxxii. Apologetic
	xxxiii. Perform under stress
	xxxiv. Perform under distress
	xxxv. Decision maker
	xxxvi. Not a complainer
	xxxvii. Does things themselves
	xxxviii. Respectful
	xxxix. Manners
	xl. Maintains credibility
	xli. Self-awareness
	xl.ii. Culturally sensitive
	xl.iii. Gender sensitive
	xl. iv. Arrogance
	xl. v. Compassion
	xlvi. Giving person

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- xlvi. Understanding
- xlvi. Firm and fair
- xlix. Avid reader
 - I. Well read
 - li. Humility
 - lii. Knowing strengths and weaknesses
 - liii. Scrutiny
 - liv. Recognition or recognized
 - lv. Willingness
 - lvi. Bit extroverted
 - lvii. Interpersonal relationships
 - lviii. Experience
 - lix. Constantly learning and growing
 - lx. Inspirational
 - lxi. Charisma
 - lxii. Learner
 - lxiii. Follower
 - lxiv. Vision
 - lxv. Now
 - 1. Future
 - lxvi. Gains perspective
 - lxvii. Patience
 - lxviii. Perseverance

5. Problem Solving

- i. Insightfulness
- ii. Bottom up approach
- iii. Technical abilities
- iv. High ethics
- v. Morals as their foundation
- vi. Developing others
- vii. Focus on others abilities
- viii. Having solutions
- ix. Opening doors
- x. Transformational
- xi. Building a subculture of leaders
- xii. Handle bad performances
- xiii. Commitment
- xiv. Approachable
- xv. Ability to discipline others
- xvi. Ability to step back
- xvii. Ability to supervise
- xviii. Perform under stress
- xix. Perform under distress
- xx. Decision maker
- xxi. Understanding
- xxii. Firm and fair
- xxiii. Knowing strengths and weaknesses
- xxiv. Willingness
- xxv. Experience
- xxvi. Constantly learning and growing

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- xxvii. Opportunity
- xxviii. Creating
 - 1. Finding
 - a. Developing
- xxix. Gains perspective
- xxx. Patience
- xxxi. Perseverance

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX X: INFLUENCES ON ATTITUDES AND BEHAVIORS

Part A: Leaders Influence On Followers

TABLE 4.15 What type of influence do the leaders have on the followers behaviors and attitudes?	
EMS-L1	Once a leader gets into their role, they should be permanently focused on people and not on the process. A leader must work to develop people and in return, it should build loyalty and good followership. A huge factor in good followership or leadership is that both the leader and the follower must understand that they can or may each do things that can provoke the other. If they respect each other then they will come up better and more clever and more appropriate for solutions.
EMS-L2	Some days I think a lot and other days I think not at all. When I was a younger person, I thought there was a significant influence but as I have aged and become more experienced, my perspective has changed. I think people come to work with their own set of values and beliefs and it is very difficult to motivate people. Presently, I have great staff and they work hard. I sometimes think I did not do anything for them to be performing the way they are but for some its based on their own family history. I also have people who I call "pylons"; they do not do anything and don't even feel guilty about it. Can't I motivate them? I have tried to motivate them, documented their unproductive ways and tried to let them go in accordance with HR policies. I am really not sure if it is really about influence. I can get people to work hard during really bad situations and when dealing with crisis. I am able to motivate them for that short-term crisis; however, on a day-to-day basis, people work at their own pace.
EMS-L3	Significant influence; it can be at a high level cultural view, an operational one or a clinical example. From my experience, I have seen the effects of the opposite style; the team leader yelling and shouting at teammates and the outcome of which is never good and everything falls apart. The way the leader and follower communicate has a profound impact. A leader who is open to advice from follower team members or colleagues, is open to creating a transparent culture, encourages followers, seeks out shortcomings of the organization and advice can help influence the followers decisions.
EMS-L4	Influential behavior is something that resonates with the follower and may compound. If a leader is passionate about something, that passion is shared with the follower. A belief is based on imagination or references. The leader can influence the follower based on references that are either true or not. The influencing behavior is passion and vision. Once people believe in their leader then they will tend to do anything the leader tells them to do.
EMS-L5	Situational leadership is something that is very powerful and ingrained in our culture. One of the exemplary aspects of this shift is the early establishment of situational leadership; regardless of whether the individual taking charge is a legitimate leader in the form of a supervisor or has a great level of expertise given the particular situation (i.e. advanced care paramedic versus

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	primary care paramedic). It has a great and tremendous influence on the given situation because most of the others attending that event expect that this individual will be responsible for the leadership of that particular event. The leader needs to be able to listen to everyone involved and solicit the opinions and perspectives of others in order to provide the best care to the patient. This, in turn, avoids errors and cognitive biases that creep into our practice.
EMS-L6	It has a direct effect on the follower as they look and say "this leader has it going on". The follower has the potential to take some of those characteristics and use some of them or take all of them to become a leader. Also, you can be a follower with having been influence by a leader.

TABLE 4.15 CONTINUED	
EMS-L7	The clearest example of what an organization represents is your senior staff and management team; the way they react or don't react to certain situations. These factors have a huge and lasting impact that shape our culture.
EMS-L8	By definition, the leader is entrusted with power and that can be a negative or positive experience when it has to be exercised. It's also known as "command authority". If the work group understands what the expectations are, then the need to exert power is probably not necessary. This is due to the fact that everyone is doing what is expected of them. If a new person comes into this work group and is then temporarily reassigned, it is because they do not understand the work dynamics. In such a case, power can be viewed as a negative influence on that new person. However, it is also the leader's responsibility to welcome the new member into the work group. The latter helps dissipate the effect of negative power.
EMS-L9	If I have a negative attitude or I'm unable to progress and I tend to say "this is what I know and this is all I will do", how can I expect people to do more and develop themselves if I am unwilling to progress and develop myself? A leader can get locked into what they know, the environment that they are in and become unwilling to look beyond that. I have taught in Brazil, Greece, Italy, South Africa, China, and Okinawa. My cross cultural experiences reflects well on folks who want to work with me as and me a late life father as well. You need to see the world, you then understand that people are the same and yet not. You have to challenge yourself and look outside of your boundaries. You have to understand history so as to not repeat the same mistakes. A great leader moves forward and smoothes out the issues. All those things are critical for a leader. If you are stuck in the same rut and you're not willing to get out, you will be unable to compete and won't be able to deliver the highest level of care because technology and knowledge will surpass you.
EMS-L10	I don't think leadership is about power. It is more of an influence within an environment. From a personal experience (working in a large organization),

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	the leader needs to be aware of the different perceptions and beliefs that exist. It is important to know what these perceptions and beliefs are as we strategically influence attitudes and behaviors. Secondly, in order to positively influence those behaviors and attitudes from the outside, the leader needs to be clear, as in: what are the goals and what are the visions and expectations?
EMS-L11	I try to make sure the leaders know their roles and their powers. This is in the hopes that they don't try to overstep their boundaries but at the same time, so that they don't underestimate themselves or do less than they are supposed to do. If they know that you expect them to do something and they are authorized and capable of doing it, then there's no issue. You hope that your leadership helps to tell them how to do their job.
EMS-L12	A leader within my organization has extensive power (influence and authority) over the followers, as in critical care situations. That is why they must be educated and guided to use that authority judiciously, respectfully and appropriately. Ultimately, what it may come down to, is doing your job or doing what you are told to depending on the nature of the situation and then ask questions later. In our organization and in within the nature of Paramedicine (in general), it can be very dangerous; at the same time, our actions can save lives but they can also be dangerous to the paramedic. Hence, at certain times, the leader must be able to balance the safety of the paramedic over the safety of the patient. Thus, the leaders have a considerable amount of influence.

**TABLE 4.15
CONTINUED**

EMS-L13	The leaders influence can be incredibly powerful and that is why I put more pressure on myself than on most of my folks to set the example. The leader absolutely influences what everyone behind him thinks. If a supervisor isn't fair, is a critic, part of the problem and never part of the solution, then the people who they work with pick up on that and get "asshole poisoning". This is something people can get when exposed to those who are too nasty; you end up picking up that nasty behavior as well. The leader is contagious. If I start the day off laughing then everyone will laugh. If I find myself coming in to work very serious, I can see everyone getting withdrawn and quiet. I can see the influence I have on everybody I work with. Whoever the leader is, they represent what others are going to feel. I ask for laughter everyday and try to find something to laugh about everyday.
EMS-L14	In high risk or high life hazard situations, typically the followers fall into line and it is very much about "handing the glove" and there's not a lot of time for talking. Most followers understand that there is a time to ask questions and a time to do what you are told.
EMS-L15	Leaders can have a significant influence. A leader needs to have some optimism and a positive attitude, striving to move things forward, as opposed to someone who is empty or a pessimist. You got to be a realist

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	and have balance between idealism and realism. These characteristics can have quite an impact on new members of the team. When you have new staff, you want to setup mentorship and orientation with a partner who is knowledgeable, has a positive attitude, is motivating, has energy, challenges and is open to answering a lot of questions. Definitely, leaders can have a significant influence on new team members.
EMS-L16	The power and influence of one's (the leader) ability to be self-masterful, self-reflective and self-evaluate. Self-mastery; that whole idea of self-leadership and self-mastery brings them from an amateur state to a more mature state. To self-reflect and understand one's own abilities and areas that need improvement. Through the process of self-mastery, leaders can develop themselves and the organization. From a command and control and paramilitary and resuscitation perspective, the power of a leader is granted by role. Also, your previous performances and interactions with the followers can have an influence that is bot positive and negative. Through your actions, you are respected and trusted by the followers. In resuscitation or critical care situations, followers have to follow somewhat unquestionably. Where the leadership capital has not been built, some followers may be reluctant, hesitant or push back in some cases. Power plays a role throughout the hierarchy side of things. Also, power is built through the construction or development of ongoing leadership capital.
EMS-L17	To lead by example.
EMS-L18	If the leader has a positive and upbeat attitude, that's how the followers will be. If the leader has a negative and an "I don't care attitude", then that's how the followers are going to behave.
<i>Source: Donald Oxford York, 2011</i>	

Part B: Followers Influence On Leaders

TABLE 4.16 What type of influence do the followers have on the leaders behaviors and attitudes?	
EMS-L1	If there is an informal leader within the followership group but he is a weak, a stronger person will emerge who may end up taking the organization down a different path or direction. This will create role conflict and ambiguity. We are currently seeing this occur across the fire service nationwide. This influences how followers are going to operate as a leader within a situational leadership scenario. Also, it indicates whether they are going to perform poorly due to a lack in direction. As previously mentioned, both the leader and the follower may do things that can provoke the other. For the follower there maybe something not done right for reaching the end

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	goal or the follower doesn't have the expertise or experience to understand thereby affecting the leadership process.
EMS-L2	I would say that they could have an influence on my behavior and attitude. I have a very positive staff and they positively motivate me. If I had a difficult staff, (never had) they would also influence my behavior and attitude.
EMS-L3	The way the leader and follower communicate with one another has an impact. It is the role of the follower to add some input or advice that can help influence the leader's decisions when they require help from their team.
EMS-L4	Influential behavior is something that resonates with the follower and may compound. The influencing behavior is passion and vision.
EMS-L5	With the emphasis being on patient safety. Communication within a team environment is crucial and needs to be influential if the most effective care is going to be provided to the patient, especially in situations of critical care and resuscitative scenarios. The leader needs to be able to listen to everyone involved and solicit the opinions and perspectives of others in order to provide the best care of to patient. This, in turn, avoids errors and cognitive biases that creep into our practice.
EMS-L6	I have seen followers influence managers and managers who then follow. What it amounts to is that the manager wants to go to an area that is too uncomfortable. The follower finds the easiest way and takes the easiest path. I have never seen a follower influence a leader. A leader would take a follower's idea or path and tweak it a little bit. This is part of a leader's mentorship.

TABLE 4.16 CONTINUED	
EMS-L7	Sometimes, when senior staff don't react to a situation, the followership in our culture recognizes that we have missed something.
EMS-L8	I had a follower who wanted to be a leader but didn't want to be a leader in my particular work group. When I had to exercise power, he made clear his disagreement with the decision and did it not because he was told to but because he wanted an opportunity to change the directives made. As a leader, I respected his attempt but it taught me how to adapt to and deal with the follower the next time and interaction took place. The follower does influence the leader but only if the leader is willing to be influenced.
EMS-L9	Everyday I see this at work. I had an EMT-B (who I personally mentor) in my office who reminded me that at times, you have to do things because it is the right thing to do and because you have to do it at that moment and not in a day or week or a month from now. A basic EMT-B, who has been in the field for 5 years, has taught and reminded me of the need to make a decision when necessary and to follow through, as opposed to hesitating when a patient is in need and suffering. The EMT-B reminded me of the age-old lesson that is based on the immediacy of the patient's needs. If a leader is not being influenced on a daily basis by the people that surround him, then he is not surrounded by forward thinking people.
EMS-L10	This comes back to the initial understandings of what the perception of the

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	belief system that is currently in place. If we understand what it is that belief system this allows for a good perception, then we can reinforce a particular kind of behavior. If it is not so good, then we strategically reinforce how we will make the necessary changes.
EMS-L11	The followers can pick whom they follow and so you have to be careful. Followers can't simply follow and listen to a crowd blindly. They have to be self aware and understand what is in their hearts to be a good follower.
EMS-L12	Followers influence everyday. Sometimes the follower is the leader and the formal leader recognizes that and it is incorporated into their leadership styles and abilities. Also, a good leader knows that they don't know everything.

TABLE 4.16 CONTINUED	
EMS-L13	"Asshole poisoning" can occur which implies a group of nasty individuals that can have a negative influence on other teams. For example, when I took over as supervisor, the workers were afraid of working because it was a rough area of town. I cleaned house and did things very differently which led to developing a "we can do it" attitude to care for our patients. In this environment, I worked with people that I both respected and others I did not. If the leadership is respected, it should make people continually want to seek and reciprocate respect. With time, people began coming in to work because they actually enjoyed it.
EMS-L14	By respectfully asking questions to the leader that cause them to take a moment and consider their actions. Transfer of care causes roles to shift. For example, an EMT may show up to the scene and take the lead. If they need back up from medics, then the roles change due to transfer of care and the EMT follows.
EMS-L15	A leader should be self-aware and want to grow; whether it be as an individual or within their workplace, it is about being open to new ideas and the desire to innovate. Also, it is about being receptive and open to encouraging questions from others. In my mind, a follower is someone who is walking blindly or simply following as opposed to being a participant. This is difference from being simply a follower (so to speak).
EMS-L16	Best leaders know when and how to give up power and how to empower others. As I previously referred to this as self-mastery. The From a command and control and resuscitation perspective, part of the learning process is experimental, even though the situation may be perceived by others as critical. The intuitive and thoughtful leader or paramedic needs to demonstrate significant patience and perseverance when leading the paramedic student though the intubation procedure (an airway management procedure during a resuscitation) rather than taking control of it.
EMS-L17	This is what you might refer to as situational leadership. Depending on the situation you are in, you can adapt your leadership style to a particular environment. In the hybrid organization that I lead, the typical employee-to-employee relationship is very directive. This means that when you are told

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	to do something you have to do it. In a membership organization, I have to use a lot of influence in order for me to get them to do something. I don't have directive power and influence over them. The majority is paid on call or they volunteer their time; they are not obligated to come to work. As such, I try to give them a positive environment in which to work so they are willing and happy to come in.
EMS-L18	Followers can have something against the administration or they can simply be mad at the world. That will affect supervision.
Source: Donald Oxford York, 2011	

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APPENDIX X1: Coding Of Leader Influencing Followers

Code L: Leaders Influencing Followers

1. Development

- i. Good leadership
- ii. Good followership
- iii. Building loyalty
- iv. Followership
- v. To keep motivated
- vi. Self-control to gain better outcomes
- vii. Encouragement
- viii. Guidance
- ix. Passion
- x. Vision
- xi. Developing leadership capital
- xii. Subtopic
- xiii. Self-mastery
- xiv. The way senior staff reacts to situations
- xv. Trying not to overstep themselves and others
- xvi. Trying not to underestimate themselves and others
- xvii. To teach others
- xviii. To educate others
- xix. Optimistic attitude rather than pessimistic
- xx. To be an example
- xxi. Lead by example
- xxii. Performance
- xxiii. Interaction
- xxiv. Building relationships
- xxv. The respect for the other
- xxvi. Supporting followers and making the environment positive
- xxvii. Patience and perseverance with new or existing members

2. Communication

- i. Clear communication to get work or goals completed
- ii. Listening to others to avoid errors
- iii. Listening to others to avoid cognitive biases
- iv. Building relationships
- v. Respect for the other

3. Service

- i. Safety
- ii. The way senior staff reacts to situations
- iii. Performance
- iv. Interaction
- v. Building relationships
- vi. Respect for the other

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4. Role

- i. Ambiguity
- ii. Conflict
- iii. Guidance
- iv. Helping work groups understand the expectations
- v. Optimistic attitude rather than pessimistic
- vi. To be an example
- vii. Lead by example
- viii. Performance
- ix. Interaction
- x. Building relationships
- xi. Respect for the other

5. Policies/Procedures

- i. Creating a collaborative approach
- ii. Clear communication to get work or goals completed
- iii. Guidance
- iv. The way senior staff reacts to situations
- v. Watch out for safety of the team members
- vi. Respect for the other
- vii. Delegation or transferring tasks

6. Emotional

- i. To keep motivated
- ii. Self-control
- iii. Encouragement
- iv. Guidance
- v. Self-mastery
- vi. The way senior staff reacts to situations
- vii. Controlling negativity
- viii. Trying not to underestimate themselves and others
- ix. Setting the mood of the work environment or culture
- x. Optimistic attitude rather than pessimistic
- xi. Building relationships
- xii. Respect for the other
- xiii. Negative individual influencing negatively other teams
- xiv. Patience and perseverance with new or existing members

7. Behavioral

- i. Self-control
- ii. To keep motivated
- iii. Encouragement
- iv. Guidance
- v. Self-mastery
- vi. The way senior staff reacts to situations
- vii. Controlling negativity
- viii. Trying not to overstep themselves and others
- ix. Not being part of the problem or overly critical
- x. Optimistic attitude rather than pessimistic
- xi. To be an example
- xii. Lead by example

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- | |
|--------------------------------------------------------------|
| xiii. Performance |
| xiv. Interaction |
| xv. Respect for the other |
| xvi. Negative individual influencing negatively other teams |
| xvii. Patience and perseverance with new or existing members |

<i>Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager</i>

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APPENDIX X2: Coding Of Followers Influencing Leaders

Code M: Followers Influencing Leaders

1. Leadership

- i. Informal Leader
- ii. Change in direction
- iii. Informal leadership
- iv. Emergence of a stronger leader
- v. Informal leadership in followership
- vi. Sometimes they are the leader
- vii. Formal leader
- viii. Supporting leader
- ix. Help develop formal leader's self-awareness
- x. Being receptive
- xi. Being open
- xii. Reacting to help leader recognize situations
- xiii. Reacting to help leader recognize something that has been missed

2. Development

- i. Not enough experience
- ii. Not enough expertise
- iii. Supporting leader
- iv. Making the environment positive
- v. Help develop formal leader's self-awareness
- vi. Being receptive
- vii. Being open

3. Emotional

- i. Not provoking
- ii. Not causing conflict with formal leader
- iii. Making the environment positive
- iv. Help develop formal leader's self-awareness
- v. Being receptive
- vi. Being open

4. Communication

- i. Issues with communication
- ii. Making the environment positive
- iii. Being receptive
- iv. Being open

5. Teaching

- i. Learning
- ii. Reinforcing
- iii. Insightfulness
- iv. Reminding leader of important lessons of the past
- v. Teaching leader important lessons of the past
- vi. Help develop formal leader's self-awareness

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	vii. Being receptive
	viii. Being open
6. Service	
	i. Patient safety
	ii. Patient care
	iii. Contributing to the vision
	iv. Supporting leader
	v. Making the environment positive
7. Behavioral	
	i. Collaborating
	ii. Group of negative individuals influencing other teams
	iii. Supporting leader
	iv. Making the environment positive
	v. Help develop formal leader's self-awareness
	vi. Being receptive
	vii. Being open
	viii. Asking respectful questions
8. Role	
	i. Role conflict
	ii. Role ambiguity
	iii. Supporting leader
	iv. Making the environment positive
	v. Help develop formal leader's self-awareness
	vi. Being receptive
	vii. Being open

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX Y: EMS EXPERTS IN COLLOBORATION WITH EXPERTS

TABLE 4.17 How do two designated leaders (similar or different expertise) work together to achieve similar (or different) goals effectively?	
EMS-L1	Good planning and with clear goals. The secret is to make sure you've delegated the work or leadership role according to the specific talents of each leader. Generally, people are going to be more passionate about something than someone else might. If they can identify those who have passion and expertise for a certain task, they should be able to move forward pretty quickly.
EMS-L2	It would be helpful if they knew one another and beneficial if they communicated before, during and after so that they could share their strengths and weaknesses, as opposed to one leader taking over and delegating. At certain times, one may lead and during others, that same person may follow. You can work with people of different skill set but they must be good communicators so that the work can be balanced.
EMS-L3	Having worked with those who practice law and diverse areas of medicine, it happens through a sense of collegiality, mutual respect, respect for individual differences and something that comes by way of an initial educational process. The educational process plays a large role when working together, even if the roles are different or adversarial. In paramedicine, there is a significant number working in a collegial format. One of the largest obstacles comes from a lack of consistent education throughout the country. For example, the term paramedic can mean different things in many different regions. Another issue is the varied backgrounds in education (degrees versus not, or two years versus four months). This in turn, creates huge role identity issues due to the lack of definition of levels in the field and lack of consistency in education. The interrelations in EMS are very unique from the other health disciplines I work with. Outside of healthcare, everyone may have egos but there is collegiality and a common denominator that they respect in each other and I think this is lost in EMS.
EMS-L4	There are two ways the leaders can achieve this: transactional, meaning purpose tasks and doing specific things to achieve a vision or via a transformational leader style, using the right people to help achieve objectives so that it is less difficult on oneself.
EMS-L5	It has less applicability in the prehospital setting. In a hospital or other primary care focused environments, having leaders work together is a likely scenario. Certainly, challenges occur from time to time because there are situations in which a physician may take direction from a paramedic during resuscitation. It has certainly become an issue on occasion when someone, instead of collaborating with the designated leader, will try to take over that leadership role., Sometimes, it is more appropriate to hand over leadership within a certain context. At times, this has created tension. However, an effective leader, regardless of their rank, will work with that situation in order to provide the best care to the patient and advocate responsibility. Also, it is important to become an effective follower and work with the individual in

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	order to ensure that their responses are being heard and that the best patient care is being provided.
EMS-L6	It is done through the ability to communicate with one another; not just sending and receiving the message but communication on a hundred different levels in a thousand different languages or styles and getting it done. Whether it is a follower, a tree or another leader communication style mode matters most when both leaders are working on a project. This is how they absolutely can work together. Sometimes, they can have diametrically opposing views and yet both are still be right. This is due, in great part, to the various styles in approach.

TABLE 4.17 CONTINUED	
EMS-L7	There are different leadership styles and obviously people are different. You don't have to totally agree with someone, but you have to listen, be open-minded and take into account that other person's opinion. Having another pair of eyes on the desired objectives is what drives success. They have to communicate, be open with one another and look at the big picture. If this doesn't happen, it may have big consequences down the road. I like having adversity on the team because it offers a different perspective.
EMS-L8	This has popped up tons of times in my career. Not telling the other how to do there job is key when dealing with those of a different discipline. It is being able to grasp what the person's skills and expertise are and taking into account the other person's point of view. Also, it is based on the leader's willingness to understand quickly by identifying strengths and weaknesses. A lot of the collaboration occurs during the initial meeting as it helps set the rules. Discussing questions such as "where do you come from", "what do you like to do" and "what is your expertise or favorite call". If both parties are willing to understand each other, it should work well.
EMS-L9	You have to know what you are trying to accomplish. This is achieved by setting goals, striving for them and all the milestones in between. At the end of the day, there are always common concerns: did that patient truly get the care that they need? Did they get it at the right time? And were we right? You have to ensure that the educational tools and programs are available. We also need to make sure that we can get the funding we need and the public support required in order to deliver the best care to our patients. I have been working with my boss for a long time and despite having different opinions sometimes, he keeps me around. Our disagreements don't matter because at the end of the day, we come up with the best and most the effective solutions for the community. That's how leaders get along; sharing common goals and vision.
EMS-L10	There are a number of things: one of them is the relationship. It is all about the relationship. It's also about costs, safety and sharing thoughts, feelings and opinions freely and in a safe place, knowing that it won't be used against you.
EMS-L11	They have to communicate and learn from each other. At times, they must

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	vigorously challenge one another but must do so respectfully. If there is a difference of opinion amongst leaders, you should not communicate this to your followers.
EMS-L12	Whether they think and act the same or are diametrically opposed (in style and personality), they have to concentrate on the end state. What do we need to do here to make it work? At his time, the focus is not on the individual but rather on the common good; the goals and objectives required to reach the desired end result. Personality comes into play when you get to that point and you have to go back to knowing yourself and know how you can use your leadership skills to work with the other leader.

TABLE 4.17 CONTINUED	
EMS-L13	It's Yin and Yang. Both the yin and the yang have their own styles yet they fit together to make an even circle. One is stronger in one area than the other and vice versa. Both heads of the Ying and Yang symbol are at each other's tails to provide strength for the other. My assistant chief and I have completely different leadership styles. We call upon the other's expertise and collaborate. We don't just sit down and "lock horns" like two rams. Instead, we work together, recognize each other's limits and seek out solutions and ideas from one another. Also, it's important to decide together who will be the designated person or the one out in front. We work together to achieve consistency and strong communication.
EMS-L14	It is all about followership. One has to understand and appreciate that one must lead while the other one follows. Also, that that role may change from given the situation. For example, an unfamiliar incident may cause you realize that you must follow in this specific situation. Although there is often some resistance and some push back. Usually collaboration for most part ends well and works out spontaneously. The resistance encountered is less about ego and more about a difference in approach or in opinion; one will do it one way and the other will do it in another way. It's the old saying "there are many ways to skin a cat". Unless, there's clearly an error, it may not be the way you would have done it but you don't resist and understand that their approach is simply different. Ultimately, when it is a time sensitive emergency, you have to go with one approach and it may not be the one you would have chosen.
EMS-L15	It's about being open to new ideas and wanting to innovate. Also, it involves being open and receptive to encouraging questions from others. An effective leader engages others on the team and seeks their input and different perspectives. Leadership is about effective relationship building and knowing there is little you can achieve independently. Asking good questions and being a good listener.
EMS-L16	It depends on the relationship of the individuals and the length of practice they have with the organization and/or resuscitation. The capital those folks have built with one another and with those individuals that follow are important factors in working together. Many folks may say "too many cooks

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	spoil the stew” but given the right framework, capital and the right amount of respect amongst leaders, goals can be achieved effectively. This is where a shared leadership model comes into play.
EMS-L17	Effective leaders will know and rely on the strengths and expertise of each individual. They may even switch roles from being a leader to a follower when one is more effective or is stronger than the other with respect to a particular task. A good leader knows intuitively when to step back and allow someone else to take the lead.
EMS-L18	They have to communicate and be consistent.
Source: Donald Oxford York, 2011	

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APPENDIX Y1: Coding Of Collaboration Of Leaders

Code N: Collaboration of Leaders

1. Goal setting

- i. Clear goals
- ii. Beneficial if they have communicated before
- iii. Sharing each others' strengths and weaknesses
- iv. Mutual respect
- v. Sense of collegiality
- vi. Open minded to differences and new ideas
- vii. Balancing work load
- viii. Finding common denominators or factors
- ix. Look at the big picture
- x. Look at the consequences down the road
- xi. Meetings
- xii. Setting rules
- xiii. Relationship building
- xiv. Understanding there are many ways of doing the same thing
- xv. Not resisting during time sensitive issues

2. Planning

- i. Good planning
- ii. Work is designated according to each leaders' talents and passions
- iii. Beneficial if they have communicated before
- iv. Sharing each others' strengths and weaknesses
- v. Mutual respect
- vi. Respect for differences
- vii. Sense of collegiality
- viii. Open minded to differences
- ix. Open minded to new ideas
- x. Trying not to take over unless necessary
- xi. Not based on the way each individual was educated (regardless of expertise)
- xii. Balancing work load
- xiii. Finding common denominators or factors
- xiv. Meetings
- xv. Setting rules
- xvi. Relationship building
- xvii. "Yin and Yang" makes an even circle
- xviii. Understanding there are many ways of doing the same thing
- xix. Not resisting during time sensitive issues

3. Communication

- i. Clear goals
- ii. Good communicators (sending and receiving)
- iii. Beneficial if they have communicated before
- iv. Sharing each others' strengths and weaknesses

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- v. Mutual respect
- vi. Respect for differences
- vii. Sense of collegiality
- viii. Open minded to differences
- ix. Open minded to new ideas
- x. Not based on the way each individual was educated (regardless of expertise)
- xi. Finding common denominators or factors
- xii. Engaging others
- xiii. Relationship building
- xiv. Understanding there are many ways of doing the same thing
- xv. Encouraging questions from others
- xvi. Rotating between a leader and a follower

4. Knowledge of Expertise

- i. Work is designated according to each leaders' talents and passions
- ii. Helpful if they knew each other before
- iii. Mutual respect
- iv. Respect for differences
- v. Sense of collegiality
- vi. Open minded to differences
- vii. Open minded to new ideas
- viii. Trying not to take over unless necessary
- ix. Not based on the way each individual was educated (regardless of expertise)
- x. Balancing work load
- xi. Finding common denominators or factors
- xii. Engaging others
- xiii. Making sure educational tools are in place
- xiv. Relationship building
- xv. Understanding there are many ways of doing the same thing
- xvi. Not resisting during time sensitive issues
- xvii. Rotation between the leader and the follower

5. Education

- i. Good communicators (sending and receiving)
- ii. Mutual respect
- iii. Respect for differences
- iv. Sense of collegiality
- v. Open minded to differences
- vi. Open minded to new ideas
- vii. Trying not to take over unless necessary
- viii. Not based on the way each individual was educated (regardless of expertise)
- ix. Problem: lack of consistent education
- x. Finding common denominators or factors
- xi. Engaging others
- xii. Making sure educational tools are in place
- xiii. Relationship building
- xiv. Understanding there are many ways of doing same thing
- xv. Not resisting during time sensitive issues
- xvi. Rotation between the leader and the follower

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6. Self

- i. Mutual respect
- ii. Controlling Ego
- iii. Personality
- iv. Respect for differences
- v. Sense of collegiality
- vi. Issue role identity
- vii. Open minded to differences
- viii. Open minded to new ideas
- ix. Trying not to take over unless necessary
- x. Problem: lack of consistent education
- xi. Transactional leadership
- xii. Transformational leadership
- xiii. Engaging others
- xiv. Embracing adversity
- xv. Relationship building
- xvi. Understanding there are many ways of doing the same thing
- xvii. Not resisting during time sensitive issues
- xviii. Rotation between the leader and the follower

7. Situational

- i. In hospital: environmental and scenario based
- ii. Prehospital: even a physician may take instruction from a paramedic during resuscitation
- iii. Having public support
- iv. Relationship building
- v. Costs
- vi. Safety of the other
- vii. Rotation between the leader and the follower

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX Z: GENDER DIFFERENCES AND LEADERSHIP

TABLE 4.18 Are there any gender differences in leadership within your area of expertise or in the type of work carried out?	
EMS-L1	Typically, by nature, upbringing or choice women are more nurturing. In contrast, males are typically more demanding and not as nurturing. In terms of patient assessment and performance issues on the medicine aspect that is a "hit and miss". In the fire service, due to the physical demands of the job, there tends to be more male providers. In the private ambulance service or third service EMS, there tends to be more females. Personally, I think it is important to have more female providers because there are things they are better equipped to handle. For example, taking care of children or answering a domestic violence call. In domestic violence cases, an all female crew is at times necessary because there are certain females who will not trust a male provider.
EMS-L2	I have worked primarily with women and have only had one male boss in my entire career. I do not have enough experience working with both genders to honestly say there is a difference and therefore, I want to avoid a biased response. In terms of the female leaders that have helped me throughout my career, some of the positive attributes of the strong leaders are: good communication, clear in direction, confident (also in their abilities), encouraging and flexible. I appreciated their sense of humor, they were also fair and reasonable. The negative leaders were: poor communicators, questioned my abilities and criticized me. They had no sense of humor and favored certain people. In my experience, I have only had two bad leaders.
EMS-L3	Nothing I see is gender specific in our leaders. The negative and the positive are the same for both genders; nothing specific stands out.
EMS-L4	No specific differences mentioned.
EMS-L5	It is one factor that I have seen change in EMS recently but we still have a great deal of "geography" left to cover. We certainly have seen gender differences in EMS neutralized. We almost have as many female paramedics as we do male paramedics. Within our organization, most of the legitimate leadership, supervisor or management positions are still occupied by men. In other areas of medicine, we see that changing slowly. In EMS, we have a very eclectic leadership culture at the organizational level; many senior leadership positions are occupied by former nurse managers or by folks who have never worked clinical practices before. We have seen female leaders at the top of our organization and it brings a more feminine approach to leadership at the senior level. This is very nice to see as it fosters a more open and collaborative approach to leadership. This is what EMS needs.
EMS-L6	A lot of the differences have disappeared. In the 70's, women weren't in EMS. When two male leaders approach a problem, they do it in different ways and if there's an issue, it may be handled better by leader A than by leader B. However, this is not because A is necessarily better than B. It is because their styles differ; this is where we are now. I think it's probably true for women in leadership roles but you will have to confirm this by asking women. Women had to change their role somewhat for other men or

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	<p>those who said they should not be in that position. This has largely disappeared. On the other hand, my assistant who is female might say that there still remains a divide between male and female leaders. However, I believe that the racial and sexual divides between leaders are pretty well all gone. If a man and a woman leader stood together, most people would have headed towards the man. This may have been due, in part, to cultural differences but I don't think you see it as often anymore. People today tend to want to look at the individual and acknowledge their skills rather than observe whether they are short or tall, man or women, black or white. Instead, people look at the individual's leadership skills and say to themselves that this is a man or women who knows what they are doing. It has definitely changed from 35 years ago.</p>
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TABLE 4.18 CONTINUED	
EMS-L7	<p>If a drunk patient becomes aggressive, he responds differently with a woman practitioner than he does with a male. If a woman attends to the patient, it puts the patient at ease. Being treated by a woman triggers a different mindset in the patient; the patient believes he "has to behave" or, if he is told something reassuring by a female practitioner, it can also make a big difference. Some women are direct and others are not so direct. During physical altercations, it is great to have both a male and female present especially when the person is high, drunk or aggressive. The woman changes the entire dynamics of the situation. A woman neutralizes the scene differently than a man does. Males go towards "might equals right" or "command and control". Women change the dynamics of the scene in a very positive way.</p>
EMS-L8	<p>I'm fascinated by the amount of new paramedics coming on who have graduated with an undergraduate degree. Gender wise, our staff is pretty close to 50/50 and I am excited to find out that our new boss is a female deputy chief. I do not see gender as a factor. Instead, I appreciate an individual's skill level. I personally mentor approximately 70% men and 30% women and they are all smart and hold equal standing in our organization. There is a difference in approach between those who are new trying to discover their leadership qualities. Very few female staff has fully established their self-confidence but they want to use their authority or power. As a leader, I have to be careful at times because I may offer help but they may then feel that my help undermines what they are doing. However, I am sure this may occur regardless of gender. Some people are just uncomfortable with asking for or accepting help and may become offended. I don't think it is right, however, because at times, help is necessary to get the job done and move on to the next project. Personally, I would prefer to be treated by a female paramedic because they are compassionate and understanding. If I am having chest pain, I would rather be treated by a female paramedic.</p>
EMS-L9	<p>Women are highly intuitive and I find myself soliciting their opinion or observing their interpretation of people and events. The female gender has an inherent capability that I try to study and replicate parts of it. Being male,</p>

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	<p>I think that there is a significant amount of ego in the workplace and at times, you need that to drive and force you to do well and achieve. Thus, I try to use my ego to force me to use the opposite gender's strengths in order to make up for the lack of ability I have in certain areas. Am I generally physically stronger than most women? Absolutely. Am I smarter than most women? Absolutely not. It is unwise for anyone to feel as if they have an advantage solely based on their gender. As an older male, I see the mistakes that have been made when taking a very strong female who is able to nurture people and then when they are moved out of that position the organization can begin to struggle. This is because that person had a very strong relationship with the people and then the wrong person or the "alpha male" substitutes them. The alpha tries to mark his territory and constantly state "I am in charge" and this attitude is disastrous. You have to be cautious when moving different genders into different roles and responsibilities.</p>
EMS-L10	<p>I think this is due to the fact of the male-dominant environment that we find ourselves in. I find that females in leadership roles seem to need to prove themselves in a male-dominated environment; this can sometimes be perceived as aggressive or having a "large ego". From my experience, they are simply trying to find their place in "the herd". As we know, females think differently and I think they struggle with "how they do that". This in turn may workers to not clearly understand their intentions. From an ability standpoint and an educational perspective, there are no differences. There may be differences in traits but these are based on the whole nature-nurture argument. Females tend to be more nurturing and they feel the need to overcome in most leadership environments or positions. That might cause them to be perceived in a not so positive light sometimes.</p>
EMS-L11	<p>No gender differences. I have been around long enough to say that the time has passed. Now there are strong female leaders and strong male leaders. There are weak female leaders and weak male leaders. In the past, you observed the "male-female thing" and male dominance in the workplace as well, but I do not believe that we are anywhere near those times today. There is a lot of mutual respect. In terms of style, I do believe that females are sometimes better at showing compassion and sometimes females may feel they need to "hammer" other females for the sole reason that they are female. However, we have come quite a long way in our profession and I would say both genders are close if not equal.</p>
EMS-L12	<p>I would suggest that for the formal and informal leaders in my organization, there are gender differences in leadership roles. Female leaders tend to be more consultative and collaborative and tend to adopt transformational leadership style more easily when learning new leadership styles. Male leaders take more time to understand the concept and tend to institutionalize transformational leadership. Male leaders have no problem with assuming site command and being very direct in their approach. Female leaders tend to find site command more challenging when they have to be an incident commander on a large-scale incident site and direct multiple assets of the workforce. Females tend to work more easily within the joint incident command structure, with our law enforcement partners and other specialized agencies. Male leaders require more tutelage in that area. Females tend to be more empathetic towards workers than do males. Males</p>

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	also have fewer issues in dealing with staff discipline whereas females tend to be more reluctant to issue discipline to staff. Male leaders tend to complain more to peers than females within their leadership role in my organization. That is my observation.
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TABLE 4.18 CONTINUED	
EMS-L13	I believe and live it. Instinctively, women are far more nurturing as leaders than men. Women have more emotion in their leadership style. Also, women have a stronger desire to teach, explain, draw a picture or even sit down with the kids and talk or play. It is that old gender stereotype: "daddy is the boss and moneymaker, while mommy is the nurturer and stays with the kids". Kids may feel that the image is "authoritative or disciplinarian". When I started there were six women to a hundred plus men. Now 35% of the staff is female meaning more females are drawn to this work. Men do a great job at this kind of work but do it differently than women.
EMS-L14	Men are more authoritative; women are more compassionate and caring.
EMS-L15	Generally not, I don't know. Although I do wonder whether females have a greater sensitivity when it comes to the experiences or emotional side of the work place. The strongest differences are apparent within leadership style.
EMS-L16	If I were naïve (purposefully act that way sometimes), I would say that gender differences play no role from a leadership perspective. However, it does play a role in the current generation of leadership roles. Concerning leadership roles, the generation before me has a different take on a woman's role in an organization or leadership role. There is a bit of a contrasting perspective out there among current leaders in the work force. My approach is one of equality although others may not necessarily see it that way. Presently in the workforce, we may still see examples of women who are not necessarily treated as equals when men are in leadership roles. However, there are increasing examples of women in leadership roles who are able to possess certain traits (trust, leadership, capital, etc) and lead very well and successfully. In some cases, women do it far better than men. I think society as a whole is moving away from gender differences in the workplace but I would be naïve to say that it is completely absent. Leaders who I have worked with are of a different generation. I am thus making an assumption based on the innate characteristics of those in a generation older than mine. In general, male leaders took on an influential role based on the power they have in the organization versus the leadership capital they have built. One might say women tend to take a more caring and collaborative approach. One might be correct in generalizing but I have also seen quite the opposite in women who take a "command and control" approach without having leadership capital built either. Either way, I think it's correct to say that society is moving away from gender differences in leadership as a whole.

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EMS-L17	<p>Leadership in its truest form should be gender neutral. That being said, it is difficult to do so. Usually in a situation where a male is the leader and the female is the follower, it depends on the characteristics of the male and the female. There are males who may “bow” to sexual or female influence. These males try to “win the favor of the female” and there are females who may use it to influence or attempt to influence a leader. Sexual harassment may occur. However, sexual biases by the followers can undermine even the most effective leader. In the fire service, for many years females were not allowed to achieve senior leadership roles and even this has only recently begun to change. However, in EMS, we are a young profession with less tradition and therefore, I feel it to be more gender neutral. Despite this, there are still few females who occupy senior roles.</p>
EMS-L18	<p>Some of the females think like males. For example, people start talking to me, I start to think of solving the issues. Some female supervisors may be emotional and more involved in the human aspect but it can be an issue. You have to acknowledge emotions sometimes but you can’t get too far involved with the emotional aspect of it. As a supervisor, it causes the emotional part of the employee conflict to take precedence over the main issue. That’s the difference between males and females. Males are softer on the women they supervise. The male who supervises a female is more on the emotional side and a male who supervises another male is harder on them. Women are more emotional when they supervise. However, in terms of the work accomplished, it is gender neutral.</p>
<p><i>Source: Donald Oxford York, 2011</i></p>	

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APPENDIX Z1: Coding Of Gender Differences

Code O: Female Responses on Gender Differences

1. Both Genders

- i. Differences are in the leadership styles used
- ii. More females are drawn to this type of work
- iii. Both do a great job but do it differently

2. Men Leaders

- i. Softer on women
- ii. More harder on men
- iii. Can be sensitive
- iv. Disciplinarian
- v. Authoritative

3. Female Leaders

- i. Clear direction
- ii. Confidence (in self and in others' abilities)
- iii. Encouraging and flexible
- iv. Fair and reasonable
- v. Favoritism
- vi. Sense of humor
- vii. No sense of humor
- viii. Discouraging (jabs and criticisms).
- ix. More emotion in leadership style
- x. Teaching and explains more
- xi. Talk with kids
- xii. Sit down and play with the kids
- xiii. Nurturing
- xiv. Greater sensitivity towards experiences
- xv. Can be male like
- xvi. Greater sensitivity towards emotional side
- xvii. Good communicators

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX Z2: Coding Of Gender Differences

Code P: Male Responses on Female Leaders

1. By Nature

- i. More nurturing
- ii. Better with situations
- iii. Domestic violence
- iv. Rape
- v. Drunkenness
- vi. Children
- vii. Collaborative
- viii. Builds relationships
- ix. Physical limitations in job duties
- x. More intuitive
- xi. Smart
- xii. Engaging
- xiii. Think differently
- xiv. Consultative
- xv. More empathetic
- xvi. More sympathetic
- xvii. Compassionate
- xviii. Understanding

2. Technical Skills

- i. Neutral on patient assessment
- ii. Physical limitations in job duties
- iii. Strength difference
- iv. Consultative
- v. Neutral on patient performance
- vi. Equal
- vii. Open
- viii. Think differently
- ix. Grasps transformational leadership style easier than men

3. Approach

- i. Puts patient(s) at ease
- ii. Equal
- iii. Open
- iv. Team-oriented
- v. Collaborative
- vi. Builds relationships
- vii. Brings a feministic approach
- viii. Changes the dynamics of a scene positively
- ix. Adopts a male attitude when their role is challenged
- x. Direct
- xi. Others not direct

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- xii. Uncomfortable with asking for help
- xiii. Trying to prove themselves in a male-dominated environment
- xiv. Think differently
- xv. Consultative
- xvi. Grasps transformational leadership style easier than men
- xvii. More reluctant to discipline staff
- xviii. More empathetic towards workers
- xix. More sympathetic towards workers
- xx. Able to establish leadership capital and do it successfully
- xxi. May use or attempt to use female influence on male leaders
- xxii. Compassionate
- xxiii. Understanding

4. The Profession

- i. Glad to see more in top-level positions
- ii. Brings a feminine approach
- iii. Changes the dynamics of a scene positively
- iv. Higher degrees than men
- v. Uncomfortable with asking for help
- vi. Preference in being treated by a female paramedic rather than a male
- vii. Trying to prove themselves in a male-dominated environment
- viii. Think differently
- ix. Can become aggressive in male-dominated environments
- x. Grasps transformational leadership style easier than men
- xi. Trying to find their place in the herd
- xii. Challenged by site command (incident commander role)
- xiii. More comfortable with joint incident command
- xiv. May not be seen as equals with men in leadership roles
- xv. Able to establish leadership capital and do it successfully
- xvi. May use or attempt to use female influence on male leaders
- xvii. Hasn't fully established self-confidence but wants to use the power

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX Z3: Coding Of Gender Differences

Code Q: Male Responses on Male Leaders

1. Attitude

- i. Uncomfortable with asking for help
- ii. The alpha male
- iii. I am in charge
- iv. Territorial

2. Approach

- i. Might equal right
- ii. Command and control
- iii. Territorial
- iv. No problem with site command (incident commander role).
- v. Requires more time to understand transformational leadership
- vi. More tutelage needed in joint incident command
- vii. Fewer issues with disciplining staff

3. The Profession

- i. Uncomfortable with asking for help
- ii. Command and control
- iii. Territorial
- iv. More time to understand transformational leadership
- v. No problem with site command (incident commander role).
- vi. Complains more to peers in leadership roles than females
- vii. More tutelage needed in joint incident command
- viii. Fewer issues with disciplining staff
- ix. Uses power in influential roles rather than building leadership capital
- x. May “bow” down to sexual or female influence to win the favor of the females

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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APPENDIX Z4: Coding Of Gender Differences

Code R: Male Responses on Both Genders

1. The Profession

- i. Sexism insensitivities all gone
- ii. Racial insensitivities all gone
- iii. Gender insensitivities all gone
- iv. Nothing gender specific
- v. Gender neutral
- vi. Brings forth balance and dynamics in teamwork
- vii. No specific differences
- viii. Glad to see both genders in the field
- ix. Glad to see more female enrollment
- x. EMS needs more females
- xi. Men still occupy most leadership positions
- xii. Cultural differences (men versus women)
- xiii. Gender not a factor
- xiv. Skill level is a factor
- xv. Still few senior females in upper management roles
- xvi. Strong and nurturing females in leadership positions
- xvii. Females may be shifted to alternative positions that cause them and the organization to struggle.
- xviii. Females leader replaced by the alpha male
- xix. Cautious when moving different genders into different roles
- xx. Both strong and weak female and male leaders
- xxi. Mutual respect between both genders
- xxii. The profession has changed drastically for the better
- xxiii. As a young profession, glad to see doors are opening to females for positions in higher authority

Source: Donald Oxford York, 2011 Generated using Mindjet 2011 Software Mind Manager

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