UNIT III

Team Approach to Emergency Management

EMERGENCY MANAGEMENT INSTITUTE

NATIONAL EMERGENCY TRAINING CENTER

UNIT III: THE TEAM APPROACH TO EMERGENCY MANAGEMENT

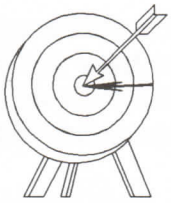
OVERVIEW

Thus far, you have discovered the degree to which your environment presents risk of disaster. You also have explored the need for an integrated approach to emergency management, focusing on responsibilities of different levels of government and their interrelationships.

GOAL

In this unit you will realize the importance of the team approach to emergency management and examine the relationships among members of the emergency management team.

OBJECTIVES



At the end of this unit, you will be able to do the following:

- Explain the value of teamwork in the emergency management process;
- Compare interactions within an emergency management team with interactions within other teams and develop generalizations about similarities and differences;
- Identify and explain the characteristics of an emergency management team and describe team goals and objectives, time constraints, and other criteria for effectiveness;
- Explain how the Emergency Operating Center (EOC) and the Incident Command System (ICS) augment teamwork during a disaster;
- Identify the functional groups within the emergency management team and relate the roles of team members;
- Draw conclusions about individual behavior and its effect on the nature of group interactions and achievement of group goals; and
- Describe the positive aspects of conflict in an emergency management team and methods for resolving differences in a useful manner.

BUILDING THE EMERGENCY MANAGEMENT TEAM

Each of the resource providers in the emergency management network--Federal, State, and local governments, as well as private-sector agencies--shares responsibility for applying resources effectively at every stage and phase of emergency management. While each group, unit, and individual in the system has its own role and function, the ultimate responsibility is shared among them. The result of their joint efforts is a team product that reflects the insights, experiences, and skills of the entire team.

In the context of emergency management, effective teamwork is of paramount importance.

One challenge we face is that teams we work with (and there may be many) often do not have stable memberships. Even individual organizations and agencies sometimes have high turnover rates, so that new people must be brought "up to speed" on emergency management issues and integrated into new roles on their agency team.

In addition, we have changes in *interagency* teams. We often must meet and work with new people from other agencies on a task-specific basis. There is, in fact, a national trend toward "temporary" teams or task forces, which come together to deal with a specific need--such as an emergency--and dissolve as a unit when the need is met. These teams may be under the leadership of different members as circumstances dictate.

As an emergency management professional, you may often work with experts brought in to supplement existing team expertise, perhaps with facts and skills pertinent to handling or planning for a specific emergency. You may be part of an organization that changes leadership frequently, or you may be called upon to work with personnel in many different agencies.

The changes in team membership and the challenge of forging a sound working relationship in a "temporary" team with an important mission can be stressful. On the other hand, longstanding teams are sometimes burdened by a "history" of poor relations that hinders effective teamwork. Each situation calls for careful attention to group process and applications of skills to improve process where needed to better accomplish the task at hand.

Whatever the circumstances, you need to know the principles of *effective teamwork* and help apply them, overcoming challenges such as

- Temporary teams or task forces,
- Changing leadership,
- Changes in personnel, and
- Changes in agency involvement.

No matter what the nature of the team, the same *basic principles* apply to creating an effective work team.

Use of teams in any context represents several important advantages:

- Greater use of human resources in the emergency services network;
- Greater involvement of all personnel involved;
- Greater ability to be innovative and to consider new approaches;
- Greater "bank" of skills;
- Greater effect on the major, more permanent organizations involved with emergency management in the jurisdiction; and
- Greater communication and information flow.

It is therefore well worth it to master the skills we need to help both longstanding and temporary teams accomplish their goals as smoothly as possible.

TEAM EXPERIENCES

Each of us has had extensive experience in working with teams--as team members, team leaders, or perhaps as team advisors. An integrated approach to emergency management requires regular participation in team efforts to produce the most desirable result.

After answering the first question by yourself, explore the remaining questions with one other person.

INDIVIDUAL QUESTION

1. Individually, list five teams to which you belong (or belonged in the past). Use these team experiences as the basis for your discussion with your partner.

_____

_____

_____

_____

QUESTIONS TO DISCUSS WITH PARTNER

2. In your view, which of these "team experiences" is/was most effective? What characteristics did the effective team have that less effective ones did not?

_____

_____

_____

_____

3. What conditions or behaviors, in your experience, most work *against* or prevent effective teamwork?

_____

_____

_____

_____

4. Describe the structure of the most effective team in which you have participated. Did this structure help the group be effective? If so, how?

_____

_____

_____

_____

5. Describe the process used for making important decisions in the most effective team. Did this help the team's effectiveness? If so, how?

_____

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NOTES

CHARACTERISTICS OF EFFECTIVE TEAMS

EFFECTIVE TEAMWORK

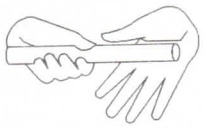
Two basic assumptions underlie effective teamwork for emergency management experts. First, in order for an emergency management team to be effective and productive, members of the group must coordinate and merge their efforts toward the accomplishment of mutually acceptable work goals. Second, the personal needs of group members for recognition and communication must be met.

As with any team, emergency management teams must be concerned with two dimensions--the specific purpose that caused the group to come together, and the process by which the group manages itself.

A team may be defined as a *group of people with a definable or observable set of relationships*. A random collection of people--for example, in a restaurant or on a bus--is not a team. But if something happens to change the pattern so that these people have a common purpose, the same collection of people can become a team. For example, if people standing in line band together to keep someone from crashing the line, they will have been transformed from a collection of people into a group with a common purpose. For that brief moment, they have acted as a team.

FIVE CONDITIONS THAT EXIST IN EFFECTIVE GROUPS OR TEAMS

John Paul Jones has enumerated five conditions that exist in an effective primary group or team.* A summary of these conditions is shown below.



- *Mutual trust* takes a long time to build, yet it can be destroyed quickly. Unspoken "rules" in a team determine whether each member feels free to express his or her opinion about issues and to ask questions that may display ignorance or disagreement, without concern for retaliation, ridicule, or negative consequences.

- *Mutual support* results from group members having genuine concern for one another's job welfare, growth, and personal success. If mutual support is established in a team, members need not waste time and energy protecting

*John Paul Jones, *The Ties That Bind*, New York: National Association of Manufacturers, 1967, pp. 21-23.

themselves or their functions from others. All will give and receive help in accomplishing whatever objective the team is working on.

- *Genuine communication* has two dimensions--openness and authenticity of the member who is speaking, and equally open, unprejudiced listening by other members. Open, authentic communication takes place when mutual trust and support are so well established that no member feels guarded or cautious about what is said. It also means that members of a good team will not play games with one another, such as asking "trap" questions. Quality listening requires removing "bias-filters" so the merit in the other person's contribution is fairly recognized. Most people listen through an evaluative screen and tend to hear only those aspects of a message that do not threaten their own status, roles, and convictions. No learning takes place under these conditions.

- *Accepting conflicts as normal and working them through* must be a factor because individuals are unique. They differ from one another and will not agree on all things. An unproductive heritage left by the "old school" of human relations management is the notion that people should strive for harmony at all costs. A good team (where mutual trust, mutual support, and genuine communication are well established) accepts conflict as normal, natural, and, in fact, as an asset. Conflict occurs naturally when people with different perspectives *care* about something. It is from conflict that most growth and innovation are derived. It also is worth noting that conflict resolution is a group process, and the notion that a manager can unilaterally resolve conflict between or among subordinates is a myth.

- *Mutual respect for individual differences* must be present. In a goal-oriented team, some decisions require the commitment of all team resources and cannot be implemented without this commitment. However, a good team will not demand unnecessary conformity of its members. It is easy for a group to drift into the practice of forcing decisions on individuals when clearly, for their own growth and for the good of the organization, they should make the decisions. Individual members should be free to ask advice of other members who, in turn, must recognize that no one is obligated to take the advice. A good team delegates within itself. In such a team, only important issues need to be "worked through," and there is much delegation from the leader to members, from members to other members, and even from members to the leader.

NOTES

TEAMBUILDING

A group can achieve results greater than the sum of its parts if its members become a smoothly functioning team. But such a goal takes effort on the group's part to keep things running well. Good teams do not just happen!

Teambuilding is a videotape that discusses several elements that can prevent teams from succeeding. Some of the problems a team may encounter include the following:

- Confusion about the true goal of the team;
- "Hidden agendas" and individual goals and ambitions that are not shared with the group, yet influence the person's behavior, or perhaps interpersonal resentment and other feelings that are unexpressed, coloring the behavior toward other individuals in the team;
- Resentment about "giving up" what members perceive to be their territory, and unwillingness to accept one's defined role in the team;
- Disagreement over procedures, or how to best complete a task;
- Strong competitive feelings among members; and
- A climate in which people are afraid to voice their feelings, ideas, and opinions.

The videotape then makes recommendations on how to build and maintain an organizational team. Some of the specific things a leader can do to help build and maintain an effective team include the following:

1. Create an environment in which people feel it is safe to speak (accusations, personal attacks, and "put downs" of people and ideas should be prohibited);

2. Get team members to agree to cooperate--rather than compete--with each other;

3. Obtain a commitment from each member to work with the team to achieve its objective;

4. Allow the task, not individual ambitions or preconceptions, to dictate which procedures are used to accomplish the team's goal;

5. When there are differences of opinion or disagreement over goals, forge a workable compromise with those involved; and

6. Be alert for opportunities to help the group succeed in its efforts.

In conclusion, the videotape reinforces that the task should be the boss of the team. The task is the focus and everything else (individual ambition, private goals) should be subordinate to getting it done.

DISCUSSION QUESTIONS

1. Bounty Industries experienced a number of problems in trying to develop a new model pleasure boat for the upcoming boat show. What are some of the things that were going wrong?

_____

_____

_____

_____

_____

2. What factors are contributing to this lack of teamwork? Have you found these factors to be significant in the context of emergency management?

3. The videotape makes several suggestions about what can be done to get a team which is "dead in the water" moving again. What are they? What other suggestions would you add?

INTEGRATED EMERGENCY MANAGEMENT SYSTEMS

Communities, States, regions, and the nation at large are exposed to a wide range of real and potential emergencies. To meet them, communities need a functional and fully prepared emergency management team. For maximum efficiency and minimal cost, this team should function within the framework of an integrated emergency management system.

Such a system

- Lends consistency to the way team members and agencies function in an emergency, and
- Fosters efficiency by eliminating the need to "reinvent the wheel" for each new emergency.

Emergency management systems use an *integrated* approach to prepare for emergencies ranging from those that are caused by natural and technological hazards through conventional war and nuclear attack. Using this system, communities define and build capabilities in the *generic* elements of warning, communications, evacuation, and sheltering, etc.

Specifically, an integrated emergency management system seeks to do the following:

- Foster a full Federal, State, and local partnership with maximum flexibility available to State and local partners for achieving commonly accepted goals; and
- Build on the foundation of existing emergency management plans, systems, and capabilities to broaden their applicability to a wider range of emergencies.

An all-hazards approach to emergency planning and operations--an *integrated* approach--is a requirement for any jurisdiction seeking to implement an effective emergency services program.

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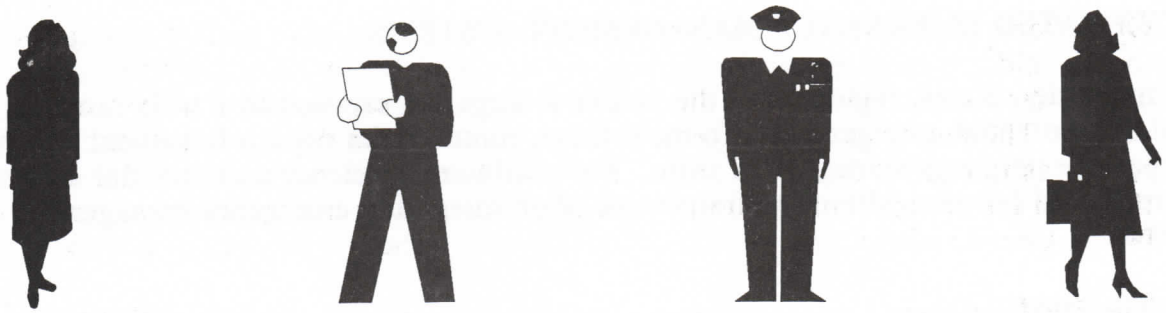


FUNCTIONAL GROUPS IN EMERGENCY MANAGEMENT

An integrated approach to emergency management is based on solid, general management principles and the common theme of protecting life and property. It provides direction for participants to begin working together with all of the principals in the network. Included in this team are individuals who have obvious responsibilities in this area, as well as others whose roles may appear to be minor but which are, in fact, very important. The editor of the local newspaper and the supervisor of a local construction crew may be important members of the emergency management community.

It is helpful to imagine the working relationships of the team as divided into four broadly defined groups, typical of those that exist in many organizations.

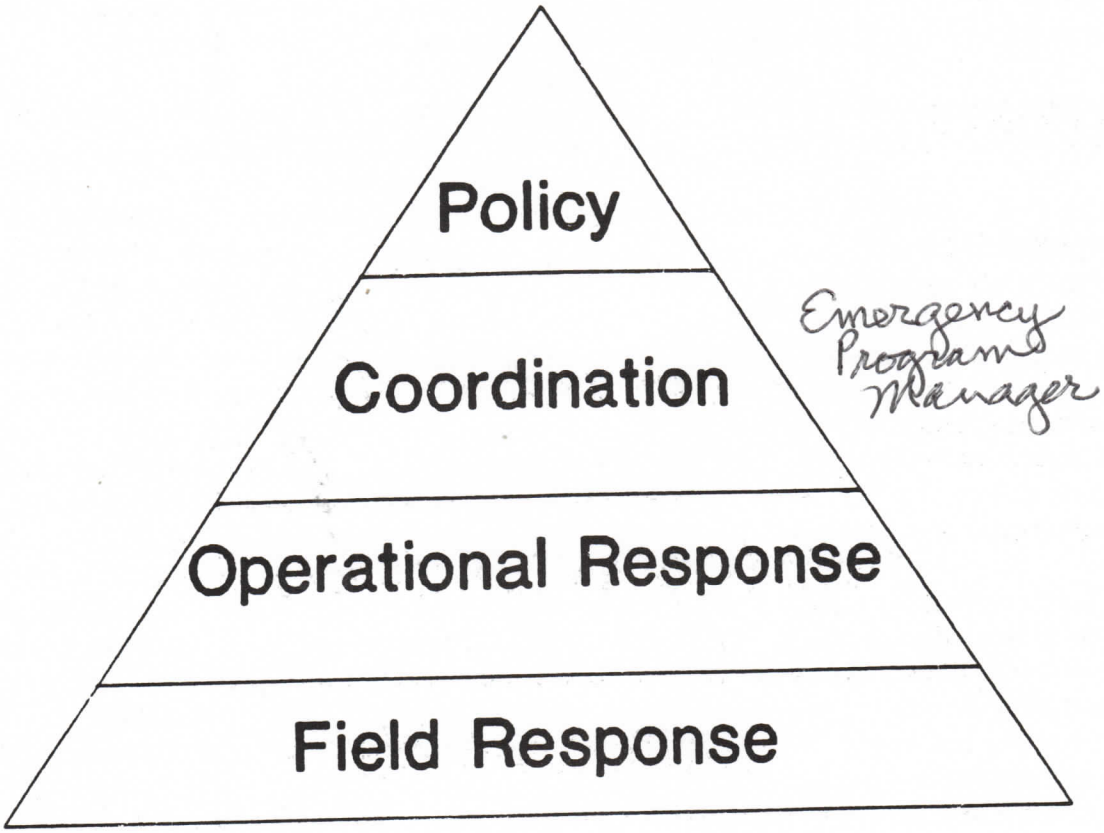
The *Policy Group* is an informal and flexible grouping of senior public officials representing State, county, and municipal governments. They meet to develop emergency policies and then, as necessitated by the disaster situation, discuss the economic, political, legal, and social implications of both the threat and the response to determine the best general approach to the situation. Members of this group can include the governor, adjutant general, State director of emergency services, county manager, mayor, city manager, public works director, chief health officer, city council members, district attorney, chief of police, fire chief, sheriff, State police representative, and (depending on the type of emergency) other authorities and specialists.

The *Coordination Group* typically consists of the assistants, deputies, and staff of agencies and departments represented in the Policy Group. This group performs a staff function by coordinating the types and amount of personnel and material resources deployed, providing logistical support to field units, contracting for relief of forces, and carefully monitoring both the immediate emergency situation and other potential situations. The emergency program manager is responsible for coordinating the efforts of various agency and department personnel assigned to this group. Typically, the Coordination Group *does not* command field-level personnel.

Operational supervisors of agencies and departments that have personnel deployed in the field are included in the *Operational Response Group*. Each agency/department is expected to coordinate its actions as closely as possible with the others. The emphasis for this group is on requesting and deploying essential resources to control the situation in the field. They are directly responsible for those on the scene. This group is responsible for proper use of resources provided by the Coordination Group within guidelines established by the Policy Group.

The *Field Response Group* represents fire, law enforcement, medical, military, and public works units that normally would be on the scene.

The structure of these groups can be depicted as a pyramid.



LARGE GROUP DISCUSSION: FUNCTIONAL GROUPS IN YOUR COMMUNITY

Below is a chart outlining the functional groups discussed, indicating the general purpose of each group and stating who belongs in each.

FUNCTIONAL GROUPS IN EMERGENCY MANAGEMENT		
GROUP	PURPOSE	PRINCIPALS
Policy	Develop policy	Executives
Coordination	Develop plans	Deputies, assistants, staff
Operational response	Develop procedures	Operations supervisors
Field response	Respond	Experts on the scene

A blank chart appears on the following page. Your task is to fill in the blanks appropriately to reflect the situation in your community as we discuss functional groups in your community. While different titles and terms may be used from place to place, the need to organize and control emergency management in every community is universal. Be as specific as possible in identifying the groups and their members as they exist in your community.

EMERGENCY MANAGEMENT FUNCTIONAL GROUPS IN YOUR COMMUNITY	
GROUP	WHO IS RESPONSIBLE FOR THIS IN YOUR COMMUNITY?
POLICY	
COORDINATION	
OPERATIONAL RESPONSE	
FIELD RESPONSE	

INTERACTIONS IN EMERGENCY MANAGEMENT

The many groups, agencies, and individuals with roles to play in emergency management may be combined in very different ways for different emergencies. Each should be able to perform many different functions. However, each brings a distinct area of expertise to emergency situations, and tends to perform certain types of tasks. Reviewing these characteristic areas of responsibility can add clarity to the picture we are developing of the emergency management team.

1. Fire departments are usually responsible for _____
_____.

2. The role of law enforcement in an emergency is _____
_____.

3. Emergency medical services can be counted on to provide _____
_____.

4. Public works personnel assist with _____
_____.

5. Public health personnel are responsible for _____
_____.

6. The school system may be brought in to _____
_____.

7. The role of the American Red Cross in a disaster is _____
_____.

8. Other voluntary agencies or groups may provide _____
_____.

9. Business or industry typically can provide _____
_____.

10. Others who play a major role in my community are _____
_____.

11. What are some of the ways these groups interact

- With each other?

_____

_____

_____

- With your department or the local emergency program manager or program office?

_____

_____

_____

12. Which of the four types of groups just discussed are involved in these interactions?

_____

_____

_____

NOTES

INDIVIDUAL ACTIVITY: INTERDEPENDENCE WITHIN THE EMERGENCY MANAGEMENT TEAM

This activity presents a structured format with which to explore interrelationships among emergency personnel in various program and functional areas.

The role you will be assigned should NOT be the one you have in real life. It is better that you approach the activity with a minimum of preconceptions. To answer these questions, you do not need in-depth knowledge of what the job involves--just empathy, imagination, and appreciation for the *general* role of that person in all-hazards management.

The worksheet will ask you to consider the following factors relating to the role assigned:

- Emergency protection responsibilities;
- Possible contacts;
- Resource and information needs;
- Results or accomplishments of specified interactions; and
- Possible effects.

Proceed through your worksheets in order, completing each question before moving on to the next.

Your answers may be general; for example, if you know the *type* of person or organization, but not its *title*, a description of the type is sufficient. Also, if you are unsure about a contact but think it would be valuable, include it. The value of this activity is in thinking as expansively as possible.

After the class has completed the activity, the instructor will ask for reports from various role representatives. You will want to pay special attention to the reports of those whom you included on your list of contacts. You will have 25 minutes to complete your worksheet. Your instructor will call time.

NOTES

INTERDEPENDENCE ROLE LISTING

- Local Fire Chief
- Local Executive Officer
- Chief of Emergency Medicine at the Local Private Hospital
- State Director of Emergency Services
- Superintendent of Schools
- Local Public Information Officer
- Red Cross Disaster Director
- Hazardous Chemicals Safety Officer at Local Plant
- Vice-President of Local Utility Company
- Vice President for Operations of Major Regional Rail Freight Carrier
- Local Police Chief
- Public Works Director

INTERDEPENDENCE WORKSHEETS

Your Role _____

Instructions You will be assigned one of the roles listed on the previous page.

In what sector do you operate in this position (Federal, State, local, or non-government)?

_____

Briefly describe your role (in this position) in relation to

- Emergency mitigation/prevention

  _____

  _____

  _____

- Emergency preparedness

  _____

  _____

  _____

- Emergency response

  _____

  _____

  _____

- Emergency recovery

  _____

  _____

  _____

Name ten contact points (by position or role) in various functional areas with whom you should interact. Consider contacts in all three levels of government as well as with voluntary organizations and business/industry. To generate this list, review your role statements and consider what you will need from others to accomplish that role.

Position or role of contact	In what sector is this contact?

Select five of the contacts you listed above. For each, name one specific activity you will undertake involving this contact. Then briefly describe information or resources you will need from that person. Consider needs in all four phases (mitigation, preparedness, response, recovery). *List this work on a flipchart for posting.* Write your own role at the top of the flipchart.

Contact	Result or Activity	Phase	Your Needs

Select one of the activities or results you listed above. Based on that activity or result, identify and describe three possible effects of your interaction on other positions, groups, or activities. Who would be affected and how? What *other* activities could be more successful or less successful as a result of that activity?

1.

2.

3.

COORDINATION AMONG ORGANIZATIONS

Given the level of interdependence we have seen, coordination is absolutely essential for effective emergency management. Coordination also is a complex process, difficult to conceptualize, and even harder to promote. Although the subject may seem rather abstract, there are practical applications of the process of coordination at all levels and in all phases of emergency management.

During a crisis is too late to build relationships. We must have previous good relationships with people so we can rely on them. This is especially true since emergency program managers often have to accomplish things without line authority. A solid foundation for positive interaction, including clear channels for communication, should be built when there is time to do so, not when there is a crisis.

COORDINATION

status boards - look at the big picture

difficult to establish

don't have to agree - just know everyone knows what the other is doing

For this course, coordination is defined as the process of integrating different organizations and activities in a system toward a common goal. It means dividing complex tasks and then working together to get them done.

Among a few individuals or smaller groups, coordination often is easy. But among complex organizations with interrelated tasks, careful thought is needed to establish a workable system or structure appropriate to the organizations involved. Two primary system components are

- A process for making decisions, and
- A process for communicating decisions and necessary information to the members.

Communication

Communication is the process by which decisions and information are transmitted among members of a group. The process can be accomplished through formal links, such as telephone and written reports, and informal structures and relationships that affect information flow.

The following list includes some of the many linkages which are possible between or among organizations:

- Sharing resources, clients, and information;
- Jointly participating in planning or programming;
- Fiscal linkages, such as joint budgeting;
- Legally contracting to assist each other through mechanisms such as mutual aid agreements; and
- Developing informal or unofficial linkages, such as personal friendships among members of different organizations.

The effectiveness of communication is determined by factors such as the speed and accuracy of the flow of information.

Effective communication among organizations is generally direct, involving only sender and receiver. Intermediate influences garble messages. Keep the distance small and channels clear.

Clarifying and improving the decisionmaking processes and communication systems among organizations, in turn, improves coordination.

To improve communications, consider each organization's goals and objectives, structures, resources, and procedures. Taking all these factors into account will improve communications. As with decisionmaking between organizations, communication in an emergency must be different. Any organization that is assisting the lead agency at a scene must understand the communications channels it should use *well in advance* of a specific emergency. It helps immeasurably if sound working relationships already exist, so that the conditions for effective teamwork are in place at the outset.

CASE STUDY

TRAIN DERAILMENT IN MIAMISBURG, OHIO

On the afternoon of July 8, 1986, a railroad train was crossing a trestle over a creek near Miamisburg, Ohio, a suburban area ten miles south of Payton with a population of about 18,000. Suddenly several cars derailed. (Some investigators believe this was because of a "sun-kink" in the rails resulting from uneven expansion in the 90° heat.) A car containing 12,000 gallons of white phosphorus--a toxic substance which ignites in the presence of air at 86°F--was left settled along the embankment, propped against a pier, with a gash in its side. The trestle was only one hundred yards from the downtown business district of Miamisburg.

Slowly, at first, the phosphorus began to burn. The orange fire produced a thick, billowing cloud. In only half an hour it was visible for miles, and had begun to drift toward populated areas.

First on the scene, a fire captain learned from the conductor that the burning tank contained phosphorus. Within five minutes the fire chief had arrived, established a command post, and consulted a hazardous materials handbook in his car to learn the effects of the phosphorus cloud: at the very least, eye and skin irritation and short-term respiratory problems. He immediately called for evacuation of about 20,000 residents of Miamisburg and adjacent areas in the path of the cloud. The city manager, who had decisionmaking authority, concurred with the decision, and city officials drove down neighborhood streets to begin the initial evacuation while dispatchers summoned the city's entire emergency response force to aid in the effort (twenty-nine police officers and thirty-seven firefighters.) Police detectives divided the city into eleven sectors and assigned sectors to arriving cruisers.

Both the fire service and police activated existing mutual aid agreements to augment their resources. By the time the crisis was over, more than thirty fire departments lent assistance and medic units from more than 100 organizations were made available. A hazardous materials team was minutes away, quickly bringing expertise in fighting chemical fires. Within 1-1/2 hours, the mayor and city council declared a state of emergency, giving the city manager clear authority to make critical decisions and making the city eligible for State and Federal disaster assistance. The city manager's authority was soon challenged by the trainmaster, who wanted to begin clearing derailed cars from the scene before accident investigators arrived. When the city manager asked the trainmaster if he was "willing to take responsibility for the safety of the citizens of Miamisburg," he said he was not. The city manager then "introduced him" to the police

chief and had him removed from the command post. (More senior railroad officials arrived the following day and were more helpful.)

It was midnight before firefighters were able to confirm that another tank car containing sulfur was burning only eight feet from the phosphorus car, making an already poisonous mix potentially more deadly. The difficult decisions faced by the town were made easier by a close relationship with Monsanto Research Corporation, a plant which had participated in exercises and training with the town to prepare for just such a disaster. Through these exercises key officials had become familiar with EOC operations, which had prepared them for the extensive communication and coordination required. Expertise on chemical behavior also was available from a phosphorus emergency response team, PERT, part of an industry mutual-aid system, and data provided through the Chemical Transportation Emergency Center (CHEMTREC), an industry service that assists responders to chemical emergencies by telephone. Nevertheless, the ultimate responsibility for decisionmaking rested with the city manager, who had been prepared for such a moment, as well as anyone can prepare, by a training session sponsored by FEMA and the International City Management Association. Two key decisions stood out: when to attempt to stabilize the precariously perched phosphorus car, risking an even greater problem, and when evacuated townspersons could be allowed home.

The city manager resisted pressure to end the evacuation order as soon as the toxic cloud was under control (after extensive amounts of water had been applied to the fire). The decision turned out to be right, for a pylon gave way and the car slipped before it could be stabilized, sending a huge plume of smoke directly over the city. An estimated 30,000 persons were forced to flee the area, and police who had been carefully prepared for just this contingency swung into action to direct residents to safe areas from their assigned sections.

State and Federal aid at the scene was substantial. Because of the threat that the Miami River could become contaminated, the Ohio Environmental Protection Agency, as well as the U.S. EPA, provided expertise on how to control damage to natural resources and public health. The State Patrol was also in evidence, along with many other agencies. The Governor of Ohio facilitated the establishment of a citizen hotline to address fears and questions related to the incident, and assigned a representative to serve as liaison between city and State agencies on the scene.

Private resources also were critical. For example, a local television station supplied a helicopter for incident viewing.

The town had been planning for such an emergency for at least twenty years, and it showed. Because networks, procedures, and legal agreements had been worked out in advance, and training and exercises had been prepared by personnel, there was no loss

of life, and injuries were limited to the scores of persons treated for respiratory problems and eye irritation in the local hospital (which also had a disaster plan coordinated with the town, and a specially equipped system that let them slow down their intake of outside air and recirculate filtered inside air, avoiding evacuation). There was no property damage (other than to the railroad) and significant environmental damage was limited to a large fish kill resulting when a car full of animal fat entered the river.

Because the town had planned, and planned well, it could be proud of its disaster response and the superb protection its well-prepared team was able to offer the community.

DISCUSSION QUESTIONS: ANALYSIS OF TEAMWORK IN A DISASTER RESPONSE

Among the distinguishing features of effective temporary groups are cooperation and coordination. This discussion provides an opportunity for you to analyze these features as described in a case study.

After reading the case study information, you will join the class in answering questions about the situation depicted.

1. Who were some of the key participants in the response team in this situation?
   - Local representatives?

     _____

     _____

     _____

   - State representatives?

     _____

     _____

     _____

   - Federal representatives?

     _____

     _____

     _____

   - Non-government agencies (not-for-profits and business/industry)?

     _____

     _____

     _____

2. What were some of the major activities required in response to this emergency? Who was involved in each?

3. What formal and informal linkages aided cooperation across jurisdictional boundaries and governmental units?

4. What would your role and responsibilities have been if this incident had occurred in your community?

5. Should a disaster similar in magnitude and danger strike your community, what would you expect the response to be? How would it be like or unlike the approach in this case?

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