

## Session No. 32

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**Course Title: Social Dimensions of Disaster, 2<sup>nd</sup> edition**

**Session 32: Strategic Planning by Emergency Managers**

**1 hr.**

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### **Objectives:**

- 32.1 Define strategic planning and differentiate between managerial and coordination strategies
- 32.2 Identify at least five strategies used by effective emergency managers to maintain organizational integrity
- 32.3 Identify five types of strategies used by effective emergency managers to coordinate disaster responses
- 32.4 Identify three characteristics of effective emergency managers
- 32.5 Discuss six items of advice for newly appointed emergency managers during both non-emergency and emergency times.

### **Scope:**

This session introduces students to the main types of strategies effective emergency managers use during both non-emergency and emergency times and characteristics of effective emergency managers and emergency management programs.

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### **Readings:**

#### *Student Reading:*

Drabek, Thomas E. 2001. "Coordinating Disaster Responses: A Strategic Perspective." *Journal of the American Society of Professional Emergency Planners* 8:29-39.

#### *Professor Readings:*

Drabek, Thomas E. 2003c. *Strategies for Coordinating Disaster Responses*. Boulder, Colorado: Institute of Behavioral Science, University of Colorado (Chapters 4 and 6 entitled "Disaster Coordination Strategies," pp. 67-121 and "Insider Perceptions of Coordination," pp. 153-195).

Drabek, Thomas E. 1989. "Strategies Used by Emergency Managers to Maintain Organizational Integrity." *Environmental Auditor* 1:139-152.

Drabek, Thomas E. 1987. *The Professional Emergency Manager*. Boulder, Colorado: Institute of Behavioral Science, University of Colorado (Chapter 5 entitled "Perceptions of Successful Managers," pp. 90-104).

Drabek, Thomas E. 1990. *Emergency Management: Strategies for Maintaining Organizational Integrity*. New York: Springer-Verlag.

*Background References:*

Pennings, Johannes M. 1981. "Strategically Interdependent Organizations." Pp. 433-455 in *Handbook of Organizational Design. Vol. 1: Adapting Organizations to Their Environments*, edited by Paul C. Nystrom and William H. Starbuck. New York: Oxford University Press.

Thompson, James D. 1967. *Organizations in Action*. New York: McGraw-Hill.

Osborne, David and Peter Plastrik. 1998. *Banishing Bureaucracy: The Five Strategies for Reinventing Government*. New York: Plume.

Selznick, Phillip. 1949. *TVA and the Grass Roots*. Los Angeles, California: University of California Press.

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**General Requirements:**

Use Overheads (32-1 through 32-10 appended).

See individual requirements for each objective.

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**Objective 32.1 Define strategic planning and differentiate between managerial and coordination strategies.**

**Requirements:**

Use Overheads 32-1 and 32-2.

Start this session with student exercise and proceed with lecture material specified below.

**Remarks:**

I. Introduction.

A. **Exercise.**

1. **Remind** students of exercise procedures.
2. **Divide** class into four groups and assign roles.
  - a. Chair.
  - b. Reporter.
  - c. Timer.
3. **Announce** time limit: 5 minutes.

B. **Display** Overhead 32-2; “Workshop Tasks.”

1. Group 1 – According to Drabek (2001), what are three strategies that might reduce improvisation during disaster responses.
2. Group 2 – Define and illustrate these three coordination strategies: core, consequence, and customer.
3. Group 3 – Define and illustrate these two coordination strategies: control and cultural.
4. Group 4 – According to Drabek (2001), what are the implications of a strategic perspective for emergency management theory and practice?

C. **Start** discussion.

D. **Stop** discussion.

E. **Explain** that the group reports will be presented later in the session.

II. Strategic planning and types of emergency manager strategies.

A. Strategic planning.

1. **Definition:** a process designed to produce a strategic plan for an agency or organization.
2. **Steps** in the strategic planning process.
  - a. Display Overhead 32-2; “Strategic Planning Process.”
  - b. Explain:

- 1) **Vision** refers to the image of the organization that managers wish to project and use to structure decisions, e.g., “being recognized as an effective provider.”
- 2) **Values** are expectations regarding ideal qualities that ought to be nurtured, e.g., compassion, fairness, equity.

c. **Review** and illustrate each step.

- 1) Prepare statement of mission, vision and values.
- 2) Identify major trends, e.g., both internal and external opportunities and threats.
- 3) Assessment of strengths and weaknesses.
- 4) Specify needed developments, e.g., additional warning sirens required for full coverage of community.
- 5) Formulate required actions, e.g., plan to purchase so many warning sirens each year for five years; maintenance contracts; etc.

B. Types of emergency manager strategies.

1. **Managerial strategies.**

- a. **Documented** by Drabek (1987) and (1990) as strategies used by emergency managers **prior to** a disaster event.
- b. **Definition:** managerial strategies are coping strategies taken to deal with uncertainties that impinge on organizational systems. Effective emergency managers, like managers of other organizations, use these strategies to maintain the integrity of their organization.
- c. **Organizational integrity:** refers to: 1) agency credibility or legitimacy (positive image and capability), 2) awareness of the need for the agency (mission justification), and 3) resource base (budget, staff positions, office space, equipment, etc.).
- d. **Intellectual context:** Drabek’s (1989, 1990) documentation linked emergency management theory to prior organizational theory, especially as developed by Thompson (1967), Pennings (1981), and many others.

## 2. Coordination strategies.

- a. **Documented** by Drabek (2001, 2003c) as strategies used by emergency managers **during** a disaster response.
- b. **Definition:** coordination strategies are coping strategies used by organizational executives during times of extreme turbulence. Effective emergency managers, like managers of other organizations, use these strategies to facilitate interagency relationships.
- c. **Intellectual context:** Drabek's (2001, 2003c) documentation validated the paradigm of strategic choice developed by Osborne and Plastrik (1998) who proposed their framework was applicable to all government agencies.
- d. **Refer** students to discussion of these in the assigned reading, i.e., Drabek 2001, pp. 31-34.

### Supplemental Considerations:

This section may be **very brief** and be confined to the exercise plus the material on the overheads. It is essential, however, for the upcoming sections that students clearly understand the basic distinction between the use of the **concepts managerial** (non-disaster) versus **coordination** (response to an event) strategies by Drabek. Remind students that these concepts were introduced previously, i.e., Session No. 22; "Emergent Multiorganizational Networks." Depending on course context, some professors will **expand** this section since it is an **opportunity** to make linkages to organizational theory. Even **brief discussion** of the work of Thompson (1967), Pennings (1981), and Osborne and Plastrik (1998) could **enhance** student understanding of these linkages.

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**Objective 32.2 Identify at least five strategies used by effective emergency managers to maintain organizational integrity.**

### Requirements:

Use Overhead 32-3; "Managerial Strategies."

### Remarks:

- I. Introduction.
  - A. Group 1 report: 2 minutes.

B. Ask students: “Why did Drabek (2001) propose that certain ‘managerial strategies,’ if used by local emergency managers could reduce the amount of improvisation after disaster?” (Answer: while disasters always bring some surprises, “. . . the extent and frequency of surprise is reduced to the degree that preparedness is high. Furthermore, the capacity to improvise is greatest when the pre-disaster response network has been nurtured and integrated . . .” (Drabek 2001, p. 33).

C. **Display** Overhead 32-3; “Managerial Strategies.”

D. **Review** each strategy listed, **illustrate** and **integrate** with Group 1 report (adapted from Drabek 2001, pp. 33-34).

1. **Constituency support.**

- a. Expanding another agency’s resource base.
- b. Providing emergency management planning expertise.
- c. Policy influence.
- d. Integration of volunteers.

2. **Committees.**

- a. Disaster plan creation committee.
- b. Disaster exercise committee.
- c. Mitigation committee.

3. **Co-optation.**

- a. **Definition:** “. . . the process of absorbing new elements into the leadership or policy-determining structure of an organization as a means of averting threats to its stability or existence.” (Selznick 1949, p. 13).
- b. **Example:** emergency manager forms an **advisory committee**. Drabek noted a case in South Dakota wherein a multicounty emergency management agency had an advisory committee comprised of one elected commissioner from each of the five counties served. Each county also had a part-time emergency manager. The multi-county director then pressed all of these individuals to attend joint planning meetings wherein their involvement in the decision making process would be enhanced

as would their capacity to implement group decisions. (See Drabek 1989, p. 147).

4. **Joint ventures**, e.g., emergency manager joins with a hospital committee to obtain a grant for inter-hospital communication system.
5. **Organizational intelligence**, e.g., emergency manager attends meetings and reviews newsletters of other local agencies, e.g., Red Cross.
6. **Agenda control**.
  - a. **Definition**: actions taken to prevent an issue from becoming divisive; nip a potential controversy in the bud before it gets out of hand.
  - b. **Example**: LA County emergency manager “. . . headed off confrontation by preparing a very delicately worded statement, which was adopted by the commission and the Board of Supervisors as registering local opposition to CRP. This statement was used by personnel in the California State Disaster Office as indicating local support of CRP. By cleverly creating ‘structured ambiguity’, he defused the issue.” (Drabek 1989, pp. 145-146). (CRP referred to a FEMA initiative, i.e., “Crisis Relocation Program.” It became controversial in some communities).
7. **Innovation**, e.g., implementation of advanced information technologies.
8. **Product differentiation**.
  - a. **Definition**: expansion of organizational mission to include new products and programs.
  - b. **Example**: emergency manager engaged in joint venture with a local veterans group to sponsor “The Vial of Life.” A small plastic tube was distributed widely in the community with instructions that it be placed underneath the top shelf in the refrigerator using a rubber band. Placed inside was a paper form on which residents could list selected emergency information, e.g., kin or friend for contact, physician name, medications, etc. (See Drabek 1990, p. 102).
9. **Entrepreneurial actions**, e.g., disaster fund raiser initiated to obtain matching funds for multiagency communications equipment.

10. **Mergers**, e.g., discussions with department heads to merge the 911 dispatch system with the emergency management agency or other such arrangements to enhance the resource base and community visibility.
11. **Regulation**, e.g., meetings with private and public entities to garner support for new zoning restrictions to reduce building in flood prone areas or to secure mobile home tie-down requirements.
12. **Flow of personnel**, e.g., hiring individuals into emergency management unit who have served in other local agencies and thereby bring with them “inside” knowledge of policies, personalities, and culture of fire, law enforcement, etc.
13. **Additional strategies**: Drabek (1990) described and illustrated three other strategies that were used by effective emergency managers.
  - a. Media relations.
  - b. Outside experts.
  - c. Coalitions.

### **Supplemental Considerations:**

By **integrating** the student group report with the material listed on the **Overhead**, most professors will accomplish this objective rather **quickly**. Others, however, may wish to review Drabek’s study (1990, 1987) in much detail and **illustrate each strategy** with several examples from their own experience and/or Drabek’s publications. Others may **press students** to provide examples of some or all of the strategies. The **key message** of the section, however, is that five or six of the managerial strategies be understood by all students. This way of conceptualizing preparedness activities within a **strategic choice** paradigm will help them better **understand** the realities and obstacles emergency managers confront.

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**Objective 32.3 Identify five types of strategies used by effective emergency managers to coordinate disaster responses.**

### **Requirements:**

Use Overheads 32-4 and 32-5.

### **Remarks:**

- I. Introduction.

- A. Group 2 report: 2 minutes.
  - B. Group 3 report: 2 minutes.
- II. Coordination strategies.
- A. **Display** Overhead 32-4; “Coordination Strategies: Core, Consequence, and Customer.”
  - B. **Review** topics listed, **integrate** with Group 2 report, and **supplement** as necessary (adapted from Drabek 2003c, pp. 69-94).
    - 1. **Core strategies.**
      - a. **Domain clarification** (45%), e.g., discussions regarding who will do what (p. 70).
        - 1) **Explain:** the percentages listed for each strategy refers to the proportion of emergency managers who reported use of the strategy during the **restoration phase** of the disaster response.
        - 2) **Explain:** Drabek documented how the use of certain strategies was more common during certain phases of the response, e.g., only 22 percent used the domain clarification strategy during the warning phase whereas during the evacuation phase the percentage reporting such activity increased (46%; emergency response phase – 44%) (Drabek 2003c, p. 73).
      - b. **Jurisdictional negotiation** (28%), local government lane reversals during hurricane evacuations on state highways (p. 74).
      - c. **Resource familiarizations** (96%), e.g., implementation of interagency procedure to obtain sand bags from one, equipment to fill them from another and transportation of them by another (p. 77).
    - 2. **Consequence strategies.**
      - a. **Display of decisions** (94%), e.g., EOC briefing procedure (p. 79).

- b. **Use of information technologies** (80%), e.g., geographic information system (p. 82).
- c. **Maintenance of hospitable EOC social climate** (84%), e.g., use of humor (p. 85).

### 3. **Customer strategies.**

- a. **Communication of citizen expectations and requests** (94%), e.g., adding extra phone lines to process incoming citizen calls (p. 86).
- b. **Facilitation of media relations** (77%), e.g., establish a Citizens Information Center (CIC) to be a source of press releases and contact point for dispersal of information and responses to citizen inquiries (p. 90).
- c. **Documentation of damage assessments** (80%), e.g., coordinate and collate all damage assessment surveys done by multiple agencies (p. 92).
- d. **Documentation of disaster repairs and restorations** (75%), e.g., coordination point between local government and state and federal personnel for FEMA assistance (p. 94).

C. **Display** Overhead 32-5; “Coordination Strategies: Control and Cultural.”

D. **Review** topics listed, **integrate** with Group 3 report, and **supplement** as necessary (adapted from Drabek 2003c, pp. 94-121).

#### 1. **Control strategies.**

- a. **Appeals to prior legitimacy** (88%), e.g., executives in other local agencies reported to Drabek many examples of how the EOC team had practiced a potential response and had their legitimacy accepted immediately after an actual disaster occurred (p. 96).
- b. **Reference to planning documents** (96%), e.g., use of a sample disaster declaration from the plan (p. 97).
- c. **Reference to prior experiences** (86%), e.g., many emergency managers informed Drabek of how they reminded personnel in other agencies of procedures used or problems encountered in prior disaster responses (p. 98).

- d. **Decentralization of decision-making** (84%), e.g., use of a “web concept” wherein “. . . the hub of the web is the emergency operations team captain. . . . And from that central point, going outward in a horizontal manner rather than a vertical dimension, are the various spokes.” (p. 99).
- e. **Use of self-managed work teams** (86%), e.g., once tasks are assigned, for example, providing so many meals, the agency or multiagency team accepting the task is expected to solve the problem and report back on progress made (p. 102).
- f. **Emergent collaborative planning** (51%), e.g., improvised, often multiagency, solution to unexpected problems. Examples included procedures for a hospital wash down after a wildfire, sand bag locations, prior to a flood, and storage of donated goods after a tornado (p. 103).
- g. **Emergent community-government partnerships** (45%), e.g., designation of an area of a church for shelterees with pets (p. 104).
- h. **Implementation of mutual aid agreements** (53%), use of public works department personnel and equipment from nearby jurisdictions to assist in post-tornado debris removal (p. 106).

## 2. Cultural strategies.

- a. **Enhance awareness of cultural differences among responding agencies** (18%), e.g., among units participating in large wild fire responses, conflicts emerge regarding saving structures versus “sound” forest management (p. 108).
- b. **Enhance awareness of vulnerable populations** (96%), e.g., inventory of nursing homes and child care centers (p. 112).
- c. **Enhance awareness of community diversity** (67%), e.g., warning information distributed in multiple languages (p. 113).
- d. **Facilitate interagency cross talking** (86%), e.g., use of EOC to provide cross agency communication especially among multiple jurisdictions and levels of government (p. 114).
- e. **Building shared vision** (88%), e.g., themes of a holistic view and community trust were described to Drabek by agency personnel who illustrated how their emergency manager had helped them obtain “the big picture” (p. 115).

- f. **Develop an in-house school house** (80%), e.g., post-event multiagency critique (p. 116).
- g. **Celebrating success** (57%), e.g., letters, banquets, and t-shirts that honor those who served (p. 118).
- h. **Monitor stress symptoms** (73%), e.g., directing short breaks, naps, or “. . . just go outside for a walk and come back in half an hour” (p. 120).

**Supplemental Considerations:**

The **key message** of this section is to enhance student understanding of the pre-event and post-event **strategic choice paradigm** that reflects the actions of **effective emergency managers**. Some professors will **expand** this section through class discussion and presentation of more illustrations of each type of strategy. Review of Drabek (1990 and 2003c) will provide **appropriate material** although student generated **examples** and personal experiences of the professor also could **enrich** the session. Students could be urged to **prepare questions** about these strategies for the upcoming visit to the local emergency management agency (Session No. 38), e.g., “What examples could you provide of ‘jurisdictional negotiation’ or ‘display of decisions’ during your last disaster response or exercise?”

**Objective 32.4 Identify three characteristics of effective emergency managers.**

**Requirements:**

Use Overhead 32-6.

**Remarks:**

- I. Introduction.
  - A. **Explain:** in Drabek’s (1987) study of “managerial strategies”, he interviewed extensively in 12 communities that varied in population size and had differing threat profiles, e.g., Dallas, Texas; Pinellas County, Florida; La Plata County, Colorado (p. 17).
  - B. **Explain:** jurisdictions were selected using a “reputational” sampling strategy so as to identify a mix of emergency managers who were regarded as being **highly effective** (Drabek 1987, pp. 268-269).
  - C. **Explain:** contact agency personnel were interviewed in each community, e.g., elected official, law enforcement, fire, public works, etc. (n = 75).

D. **Interview item:** “To get started, let me begin with a very general question. From your vantage point, what is it that makes (**local director’s name**) a good agency head? What kinds of managerial strategies have you seen him using to build his program here in (**name of city or county**)? (Bold in original) (Drabek 1987, p. 90).

II. Characteristics of effective emergency managers.

A. **Display** Overhead 32-6; “Characteristics of Effective Emergency Managers.”

B. **Review** each topic listed and illustrate with points like these (adapted from Drabek 1987, pp. 90-104).

1. **Professionalism.**

- a. Coordinator niche.
- b. Specialized knowledge.
- c. Commitment.
- d. External recognition.

2. **Individual qualities.**

- a. Personality, e.g., “diplomatic,” “enthusiastic,” “organizer,” “human relations capability.”
- b. Communication skills.
- c. Unique personal skills.
  - 1) Varied among directors, actual content did not matter; “The critical element was that each director had some type of experience base or skill that others perceived as being a helpful resource to them in job performance.” (p. 99).
  - 2) Examples of skills included media background, military training, building contractor experience, etc.
- d. Disaster experience.

3. **Emergency management activities.**

- a. Approach to emergency preparedness, e.g., all-hazard not civil defense.
- b. Visibility of agency or director, e.g., not just sitting in office, is out and about.
- c. Task-related activities.
  - 1) Acquired equipment for other agencies.
  - 2) Offered training programs.
  - 3) Helped with hospital disaster planning.
  - 4) Had exercises and critiques of them.

### **Supplemental Considerations:**

The **key message** of this section is that there are **fundamental qualities** that have been documented that characterize effective emergency managers. While **general** and **diverse**, these qualities reflect **commonalities** that can provide **guidance** for training programs and self-help initiatives. Some professors will **expand** this section through more detailed lecture material drawn from Drabek (1987), other sources, or their own experience base. Extended class discussion of the major topics listed on Overhead 32-6 could **enhance** student **understanding**.

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**Objective 37.5 Discuss six items of advice for newly appointed emergency managers during both non-emergency and emergency times.**

### **Requirements:**

Use Overheads 32-7 through 32-10.

### **Remarks:**

- I. Introduction.
  - A. Group 4 report: 2 minutes.
  - B. **Explain:** there are three types of material from the Drabek research that pertain.
    1. **Non-emergency times:** Drabek (1987) formulated a summary from interviews with emergency managers (n = 67) and agency contact personnel (n = 87).

2. **Emergency times:** Drabek (2001) summarized “implications for emergency management theory and practice” (pp. 34-36).
3. **Emergency times:** Drabek (2003c) summarized interviews with emergency managers (n = 62) and agency contact personnel (n = 89) following 62 disaster events.

II. Advice for new emergency managers: non-emergency times.

- A. **Display** Overhead 32-7; “Advice For New Emergency Managers: Non-Emergency Times.”
- B. **Review** each point on the overhead and **supplement** with additional examples as required (adapted from Drabek 1987, pp. 236-244).
  1. **Meet and greet agency heads**, e.g., “Get out into the towns and find out what the problems are; ask them, don’t tell them.” (p. 236).
  2. **Research your community**, e.g., “All of us as individuals are interested in our own needs, what is best for us, what we want. In some cases the people that we have to deal with could care less as to what we want. We have to relate what we’re doing to what they want in such a way that we can still accomplish our goals.” (p. 237).
  3. **Ascertain the level of commitment and mission**, e.g., “Your program will only be as good as the elected official will let it be. Get him to see this as a cheap insurance policy. Once he is convinced, others will become so.” (p. 237).
  4. **Establish personal credibility and commitment**, e.g., “Don’t incur antagonisms—walk before you try to run. Get a beach-head first.” (p. 238).
  5. **Use past experience**, e.g., “I have heard someone say, ‘I’m Colonel so-and-so’ while sitting in a meeting with fire and police. You watch the people look around as if to say, ‘who’s he think he is?’ It’s something you have to be very, very careful with because there’s people that you’re going to work with that may have an opinion of retired military officers . . . got a blockhead and he’s not going to change his mind about anything.” (p. 238).
  6. **Engage in consensus-building activities**, e.g., “The main thing is to build a consensus of what needs to be done and involve a team approach to whatever is going to be done. There must be involvement by everybody; they all must have a piece of the action and should be

involved in the whatever—the planning, the processing, the decision-making.” (p. 239).

7. **Seek to coordinate, not control**, e.g., “Too many times a young person tried to justify his existence by setting the world on fire. Other departments will not accept him unless they feel they are a part of it. He must go slow, find out what they have and what they need. You need to orchestrate. That is your role, not to create resentment by trying to do their job.” (p. 240).
8. **Increase public awareness and knowledge**, e.g., “Increase involvement in public education. The more you make the office visible, the more support you will have.” (p. 240).
9. **Establish media relationships**, e.g., “Media support. Get them on your side. Don’t be negative, even on misquotes. We had done badly, but they didn’t report it. Go out to them; always give them time and let them into the incident.” (p. 241).
10. **Continue professional development**, e.g., “Take any courses offered; go to NETC at Emmitsburg.” (p. 242).
11. **Establish a professional network**, e.g., “Get in touch with other places around the country and find out what they are doing. Don’t feel like you will have to rediscover everything.” (p. 243).
12. **Tenacity is essential**, e.g., “You can’t do everything overnight. It took us nine years to get a basic setup. It is a slow process of building credibility.” (p. 244).

III. Advice for new emergency managers: emergency time conclusions.

- A. **Explain:** Drabek (2001) summarized key conclusions of his field study that had “implications for emergency management theory and practice” (pp. 34-36). All of these conclusions are items that emergency managers, new **and** old, should consider.
- B. **Display** Overhead 32-8; “Advice for New Emergency Managers: Emergency Time Conclusions.”
- C. **Review** each item on the overhead, **integrate** with Group 4 report, and **supplement** as necessary (adapted from Drabek 2001, pp. 34-36).
  1. “**A strategic perspective is required,**” (p. 34), e.g., grasp the big picture (p. 34).

2. **“A comprehensive approach is required,”** (p. 35).
  - a. Inclusiveness of community.
  - b. Implementation of coordination strategies.
  - c. Mitigation, not just response focus.
3. **“Across disaster phases, the composition of the multiorganizational network changes,”** (p. 35), e.g., restoration phase involves different agencies, relationships, and priorities than warning or evacuation phases (p. 35).
4. **“The lower the level of preparedness, the greater the degree of improvisation”** (p. 35).
  - a. Remind students of the empirical documentation of this conclusion which was discussed in Session No. 22 (“Emergent Multiorganizational Networks”) (See Objective 22.6, Section II).
  - b. **Greater use of managerial strategies** prior to an event, was documented as being related to the **lowest levels of improvisation**.
  - c. “When a strong inter-agency network has been nurtured prior to disaster, the initial response can emerge rapidly with the local emergency manager’s facilitation.” (p. 35).
5. **“A strategic perspective on emergency management highlights core functions and approaches, but no single standardized organizational model.”** (p. 35).
  - a. Community histories.
  - b. Personalities of agency directors.
  - c. Urban-rural differences.
  - d. Core strategies are the same across all communities, but **the tactics** used to implement them differ greatly (p. 36).

IV. Advice to new emergency managers about multiagency coordination: emergency times.

- A. **Explain:** based on his interviews with contact agency executives (n = 89) and local emergency managers (n = 62), Drabek (2003c) summarized key areas of advice for new emergency managers.
- B. **Interview item:** (at end of each interview) “Now that we have completed this detailed review of coordination strategies that were relevant to this particular disaster, what do you see as the most important lessons about coordinating a multiorganizational disaster response network? Let’s say you were talking informally with a new emergency manager who had never experienced anything like this, what are the most important lessons?”
- C. **Display** Overhead 32-9; “Advice to New Emergency Managers about Multiagency Coordination: Contact Agency Executives.”
- D. **Review** items on overhead and **supplement** as necessary (adapted from Drabek 2003c, pp. 180-188).

1. **Agency relations.**

- a. “Preparedness pays.” (p. 180).
- b. “Interpersonal relationships are important.” (p. 181).
- c. “Training and drills are essential.” (p. 182).

2. **Role and function of the EOC.**

- a. EOC is viewed as the key coordination structure (p. 182).
- b. EOC model may resemble ICS system, “. . . but the community emergency manager is working at a much broader level.” (p. 183).

3. **Personal qualities.**

- a. “Ability to improvise and understand the role of improvisation in a disaster response” (p. 183).
- b. “General communication skills” (p. 183).
- c. “Capacity to communicate with the full spectrum of agency personnel” (p. 183).
- d. “Ability to nurture a team effort” (p. 183-184).
- e. “Dedication to emergency management” (p. 184).

f. “Flexibility and resourcefulness” (p. 184).

4. **Community matters.**

a. “Hazard awareness education for the public” (p. 185).

b. “Procedures for integrating volunteers and donations of various types” (p. 185).

5. **Specific issues.**

a. “Be prepared to establish an identification system for access to secured areas” (p. 187).

b. “Maintain an up-to-date phone list” (p. 187).

c. “Recognize that looting will not be a problem” (p. 187).

d. “Have a shelter policy in place” (p. 187).

e. “Visit an EOC during another community disaster” (p. 187).

f. “Have a policy for integrating personnel from other cities” (p. 187).

E. **Display** Overhead 32-10; “Advice to New Emergency Managers about Multiagency Coordination: Local Emergency Managers.”

F. **Review** items on overhead and **supplement** as necessary (adapted from Drabek 2003c, pp. 188-195).

1. **Be aware of certain negatives.**

a. “Lack of information” (p. 188).

b. “Difficulty in performing dual functions” (p. 188).

c. “Delays in mobilization” (p. 188).

d. “Premature deactivation” (p. 188).

2. **Preparedness pays.**

a. “Treat people like you would want to have been treated” (p. 190).

- b. Through preparedness, actual responses to some disasters, i.e., those anticipated, can become **near** routine (p. 190).
- c. Accept the importance of meetings, joint training, and exercises (p. 190).

**3. Interagency relationships are a must.**

- a. “Know other agency personnel personally” (p. 191).
- b. “Build trust” (p. 191).
- c. “Delegate, don’t over coordinate” (p. 191).
- d. “Know the expectations of your elected officials” (p. 192).

**4. Think through an EOC management model.**

- a. Unity of command is goal (p. 193).
- b. “Functional areas” may fit community better than language of incident command (p. 194).
- c. ICS model works in some communities and allows for rapid integration of new agencies (p. 194).

**5. Keep in mind community and family requirements.**

- a. “Educate the public” (p. 194).
- b. “Anticipate spontaneous volunteers” (p. 194).
- c. “Develop a family plan” (p. 194).

**Supplemental Considerations:**

The **key message** of this section is to bridge the gap between the broad **conceptual level** of strategic choice and more practical **areas of advice** that may help emergency managers become more effective. Some professors will **expand** this section through the incorporation of more **examples** and/or **extended** student discussion. As each of the topics on the overheads are reviewed, some professors will **ask students** for examples. These may be **integrated** by the professor with the **illustrations** noted from the Drabek interviews.

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