

THE UNRECOGNIZED CRISIS MANAGEMENT

THE AFTERMATH OF A SCHOOL FIRE

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MOSAIK

MULTI-ORGANIZATIONAL COLLABORATION IN CRISIS

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ABOUT MOSAIK 2012-2015

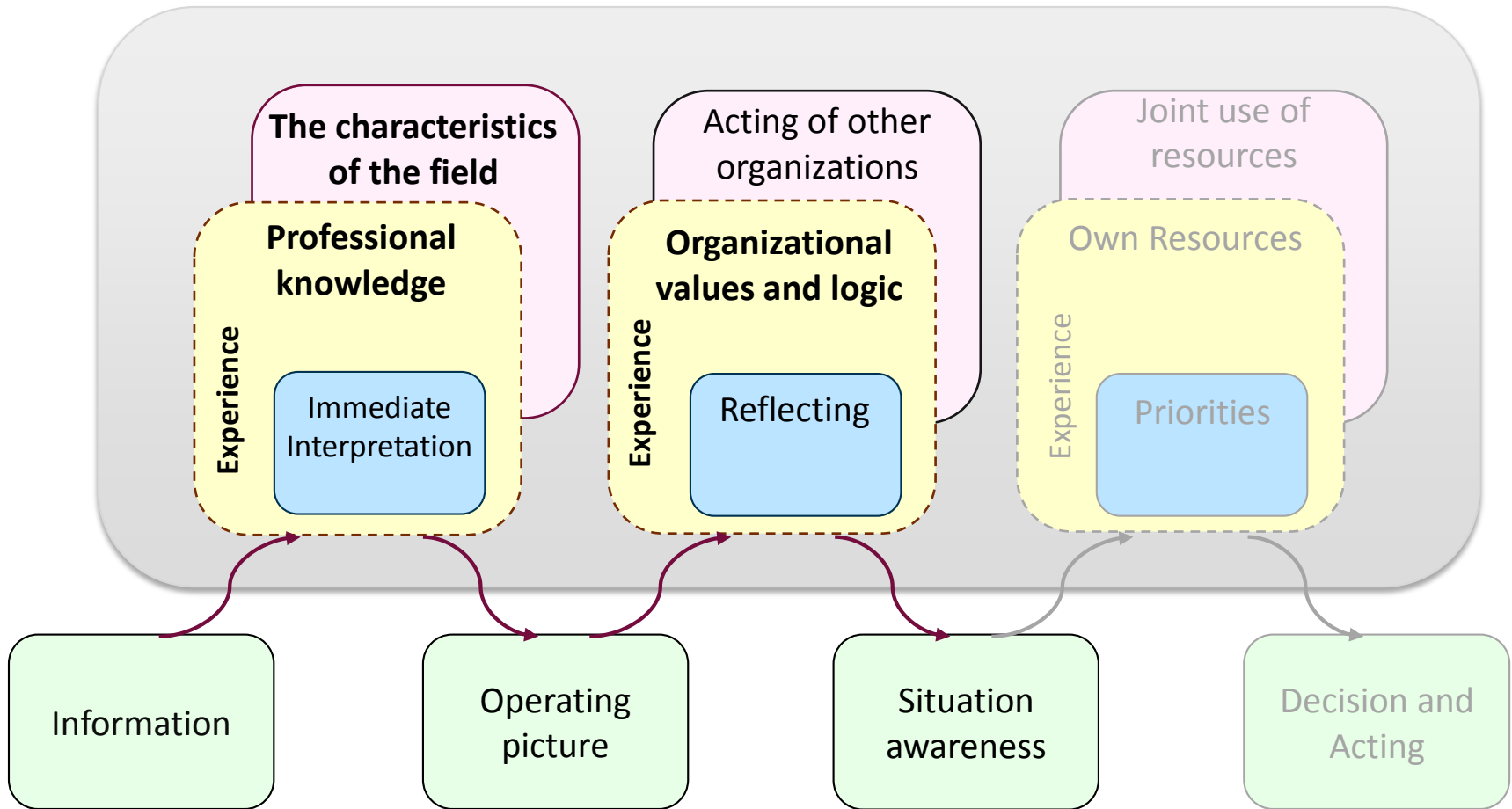
A three year project on cross-sectorial collaboration

- Rescue organisations (police and fire services)
- “Care organisations” (school and elderly care)

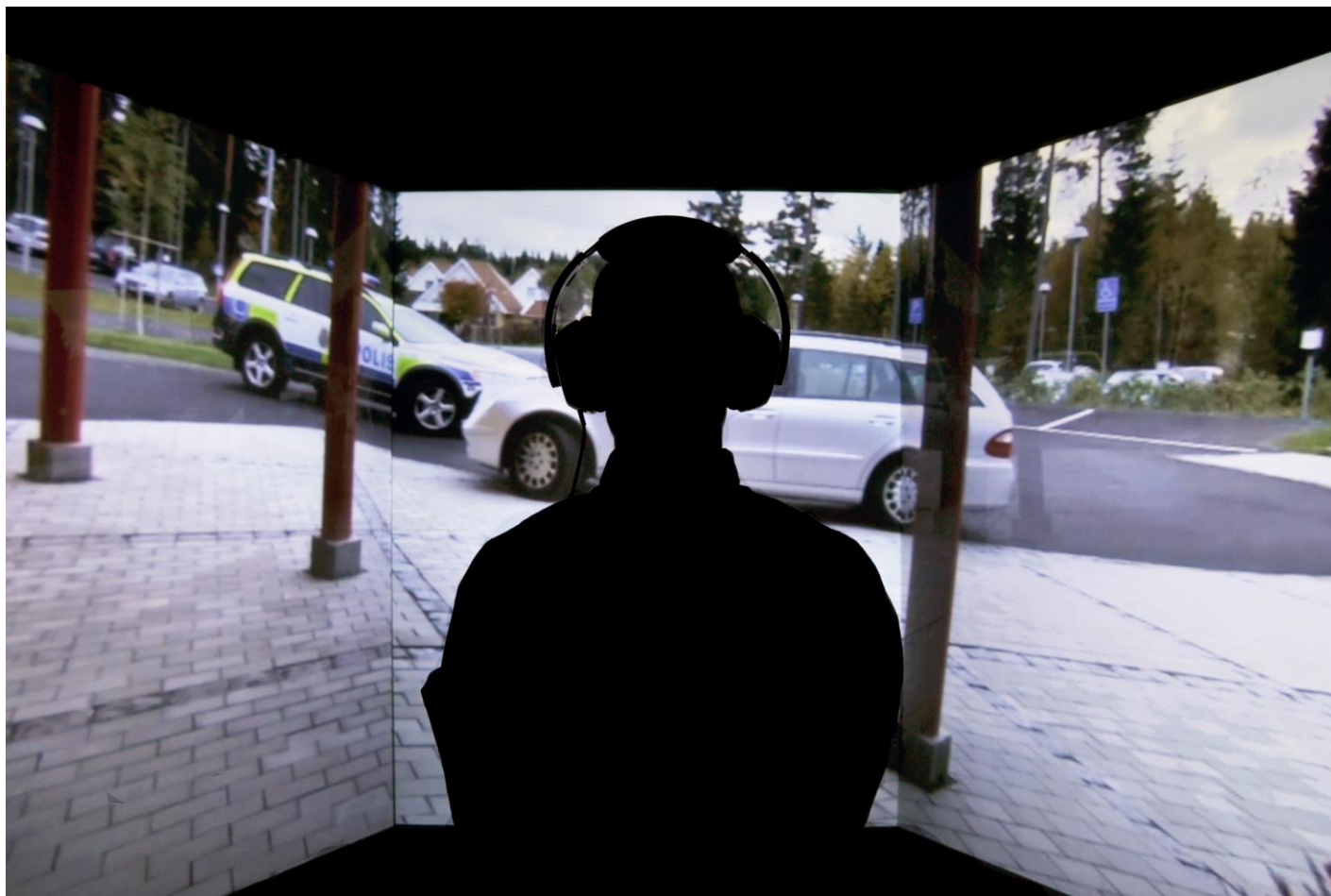
Data

- Interviews (43 professionals from police, fire services, schools, elderly care, and administrative staff)
- Experiment (23 participants from police, fire services, elderly care)
- Workshops (8 national and 2 international workshops based on the experiment) mixed groups

MODEL IN USE



EXPERIMENT



INTERPRETATION

BOMB

Physical: how the bomb looks like – quite similar

Interpretation of the “thing”: bomb, explosives, home made

Interpretation of the situation:

Fire services / Elderly care: Threat full, strange

Police:

- This is something that should not be here
- *Someone* are to do something bad
- Danger to people in the neighborhood

ACTING

Evacuating

Police: Hurry up – get the people out! Check that all rooms are empty

Fire services: Ask the personnel at the elderly care to help evacuate the building. Press the fire alarm to get the residents attention.

Elderly care personnel: "I hope that the police and fire fighters stay away from our residents, if not, it will be chaos."

I would take a plate with cookies and ask the residents to come and have a coffee in the other building.

PROFESSIONALS INTERPRETATION

Professionals from different sectors:

- Have different understanding of the rational of risk-, and crisis management field
- Are unfamiliar with other professions competence and routines
- Interpret the situation similar, but how to act differently
 - Bomb situation – police matter
 - Evacuation of elderly – a matter of the elderly care personnel
- Have an institutionalized view on what crisis management is and what it is not

SCHOOL FIRE

An analysis made together with PhD Angelika Sjöstedt-Landén

Focus: Doing crisis management

A primary school for 250 pupils burnt down
It took two years to build the new school

Selected three interviews, all from the same crisis

- Incident commander Fire and Rescue
- Headmaster
- Two teachers

THE VIEW OF THE INCIDENT COMMANDER

“So **I stood there thinking**. I actually had a cup of coffee in my hand, and turned around and I saw that the sun was rising. Then I looked down towards a farm from where I was standing and I saw an excavator. Then I thought, I can dig through the building instead [of letting it all burn down] because this is never going to work. Because I get no more people, I’m getting bigger problems; the roof is start falling in on my men [...] I can see the tiredness coming. I realise it’s not worth it. If **I’m going to make it, I need to find** something completely different and then **I saw the excavator**. “

“**I demand support**. When doing so, I gain two things; first, I don’t need to do things myself, e.g. what to order. They do it for me. So, released from that task, also, my order is documented. Everything I order from the central support is documented.”

THE VIEW OF THE HEADMASTER

“I’m **responsible** for the school activities and the school activities are very dependent on everything around it which makes it very much about **coordination**”

“There was a lot of **dialogue** and great many **meetings**.”

“This with **information and making everyone participate** and that everyone get the same information. There are a lot of rumours.”



THE VIEW OF THE TEACHERS

“Then we are **pretty strong** in that way. In any case **together.**”

“**We thought** on Sunday that they required a little bit too much of us. At eight o'clock the next morning we were supposed to be fresh and welcome children and **implement a full school day, at a new location, in a hasty prepared school room.**”

“Very much of the job [refurnish] **ended up on us**, when we were in the midst of it all, ordering textbooks and such things since there was nothing left from the fire.”

DOING CRISIS MANAGEMENT

Incident commander

“I asked the police to do it. They have one or two tasks [in an emergency]. They shall investigate if a crime is committed, and do some tracking and take pictures. It is their actual task. Then they assist us when cordon off, at my request.”

“I had the headmaster in place, and then it becomes natural. It is like the military. You go to one the next in line. ... I talked to the headmaster. He was my contact in the school.”

”Emotional issues is maybe important for others to take care of. Facts is our business.”

DOING CRISIS MANAGEMENT

Headmaster

“I have been involved in construction meetings and it taught me a lot about how one must interact with electricity, water and ventilation agencies and with all the different parts. It is something taken for granted but it is a great coordination for the building constructor. “

“You hired barracks both for dining and handicraft room and staff facilities and school-rooms. When we started the fall semester then it was settled that we for two years were going to work in temporary facilities. It was amazing to get it.”

DOING CRISIS MANAGEMENT

Teachers

“It was the headmaster who had to take care of this, together with the most senior managers from the city. It was they who had the main responsibility. So it was perhaps their crisis handbook in force with just police and emergency management, to handle all parents who came and ask about everything. We never needed to take these issues. But we were the victims. Then we helped each other and we helped the children.”

“It was arranged for us. It was just our own planning, which was a bit annoying. But we got no extra help. Then when we moved back here and got a lot of extra work; we should fix everything.”



CRISIS MANAGEMENT

- Associate with physical issues and environments
- Dissociate from emotional and collective issues
- Relate oneself to other crisis managers who handle the crisis
- Hand over the responsibility to higher level management and to the emergency personnel when they arrive to the scene
- Not recognized – nor talk about other competences and managerial skills as crisis management

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