

EDUCATION OF PROFESSIONAL EMERGENCY SERVICES WORKERS

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Abstract. Working in the field of professional emergency services involves a demanding job, with a high level of exhaustion and this analytical approach aims to highlight the importance of training and continuing education in occupational stress management. In this sense, the paper also aims an integrative review of the training process which, through critical and then synthetic examination, will be a starting point for management and awareness of the importance of providing appropriate training to ensure the worker's compatibility with work.

Continuing education of professional emergency services workers must function as a need for resilience, social and pedagogical, which can be met through training and professional development programs. It is a basic condition for improving emotional knowledge and optimizing organizational behaviours, for increasing work efficiency and effectiveness, identifying the most appropriate solutions to professional challenges and achieving desirable and sustainable results, especially in the current pandemic context.

We aim for this paper to provide vital information to management teams in the field of professional emergency services to understand why some workers have a higher level of resilience in relation to career development, and others a lower one. Based on these data, they should be able to provide adequate support, encourage a positive work organization culture and develop programs to help them become and remain resilient in the professional environment, especially in uncertain times such as the ones we are currently crossing.

More than ever, employees need stable benchmarks, security, appreciation, credibility, which is why internal education and on-the-job training must be given a fundamental role by managers and internal specialists. It is important for "front-line staff" to be provided not only with material resources, but also with continuing and adequate training, so that they are always ready to transform in order to keep rhythm with change, to use their crystallized

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intelligence before fluid, perform their tasks in a way that does not expose themselves, others or the institution to unnecessary risks.

Implementing an intervention strategy in the instructional-educational process, following the model of the workplace education program, developed by McDonald and collaborators in 2012, focused on issues such as: developing mentoring relationships, building resilience, maintaining a positive attitude, intellectual flexibility, emotional intelligence and reflection in participatory learning groups, is an essential element of training and strengthening the resilience of professional emergency workers. The effects are visible directly and in the long term on increasing self-confidence, commitment to work, self-awareness, flexibility, developing proactive skills for the diversity and complexity of tasks and communication and problem solving skills, despite countless challenges and socio-professional pressures.

Keywords: continuing education, professional emergency services, resilience in relation to career development.

Introduction

Always in the forefront of emergency response services to prevent, monitor and manage emergencies, professional emergency workers are often called the heroes of this difficult time we live in, but not without paying the price of professional stress which has taken the form of a harmful phenomenon, with multiple negative effects. The complexity of the work has increased a lot, at the same time multiplying and diversifying the stressors, both for the employees from the “first line” and for the managers. In normal situations, professional stress was an energizing factor, a motivating factor and, in some cases, even a tool in acquiring a dynamic adaptation to new challenges, through training employees being able to develop resistance to stress. In exceptional conditions, long-lasting and heavily burdened with uncertainty, such as the period we are now going through, excessive professional stress becomes a danger. Not infrequently, the first venting outlets are the bosses and then the family members and relatives, on whom the emotional residues accumulated during the missions are discharged.

In order to adapt to the current pandemic situation, the field of professional emergency services, like all other fields of activity, is in a position to make important changes. One of the ways to combat adversity in this organizational framework is resilience, a concept that aims at the institution's ability to remain productive, focused on tasks and linked to the organizational mission, while facing hard times. This requires employees, at all levels, to have the necessary internal strength and resources to enable them to cope with the impact of large-scale change.

The paper illustrates the need for a re-examination of the training process for professional emergency services staff and a reassessment of priorities in a time of rapid change and in a rapidly accelerating society.

It also provides a series of elements to argue the fact that resilience training represents a new paradigm for an integrative review of the professional training process. This paper outlines hypotheses which we intend to verify in subsequent empirical research, the most important of which being anticipating the fact that the levels of mental skills acquired through training which involves exposure to various interventions, with a high level of risk, are higher than those acquired through training which involves exposure to realistic training scenarios in the field.

The paper also aims to provide a brief analysis of the importance of instructional-educational programs on individual and organizational resilience. Thus, it is structured in the following sections: the first part consists in demonstrating the relevance of the concept of resilience in relation to career development, the second part analyzes the applicability of the concept of resilience from the perspective of organizational management and how it can contribute to the adaptation of workers to the powerful impact of the emergency situations in which they intervene, and in the third part we propose a strategy of intervention in the instructive-educational process is proposed, following the model of the on-the-job education program, developed by McDonald and collaborators in 2012.

The relevance of resilience in relation to career development

Difficulties, vulnerabilities, human suffering can be overcome more easily with a positive vision, translated into resilience. We are thus talking about a process of internal restructuring, through personal development, associated rather with the system's ability to adapt positively, an adaptation that would allow it to continue to develop.¹

According to Jiang, Lepak, Hu & Baer in 2012, the use of human resource practices involving the organization of training and development programs develops the knowledge and skills of employees, increases motivation, and offers the chance to make a personal contribution, being associated with positive outputs, such as greater organizational commitment, lower staff turnover, increased productivity, and job satisfaction.

Being a pressing current concept and at the same time challenging, having a multidimensional and dynamic character, resilience represents "the process of positive adaptation in the face of risk or adversity".²

Resilience in relation to career development in professional emergency services involves the achievement of two major objectives: the first aims at preparing for intervention, all organized and carried out activities being subsumed to this objective, and the second objective is related to the workers' organization, training, equipment, action in order to perform work tasks and specific missions.

Resilience in relation to career development is fundamental in the life of professional emergency services workers, representing their ability to adapt quickly, through learning and with low psycho-somatic consumption, to a tragic event, problems, or failures, so that they achieve a state of well-being and activate various protection factors against an acute state of stress. Workers constantly involved in instructive-educational practical programs perform endurance training, being able to

recover after taking part in interventions with a stronger negative impact, and being able to:

- effectively manage the challenges, stress, changes and pressures of professional life and beyond;
- cope with and successfully adapt to adversity;
- return to a balanced state after having suffered a major disruption of their life or career.³

The applicability of the concept of resilience from the managerial perspective

The focus of this paper is to develop within the management actions a program that will contribute to strengthening and maintaining the resilience of professional emergency services workers to annihilate the experiences with negative effects associated with the traumatic interventions they take part in. The main objective of the intervention strategy is to facilitate positive responses to the work environment by exploring practical and relevant coping techniques. In this regard, it is very important that in the first phase a work-based educational intervention is carried out by the staff with management functions (with the support of various specialists) in order to promote resilience.

Starting a resilience training program for employees of professional emergency services requires the inclusion of sessions with experiential and didactic exercises, aiming in particular at developing strategies for managing the stressors inherent in this field of activity, focusing on critical incidents, job dissatisfaction, public control as well as on the usual interpersonal, emotional and behavioral challenges for this professional category. Testing of such a program in 2018, through a randomized controlled study by Christopher and colleagues, suggested that it was a feasible intervention, but follow-up activities or amplification sessions are needed to maintain the gains.⁴

In this regard, it is important for managers to be directly involved in designing and implementing the resilience training program, so that they take into account including not only the educational session, but also a mentoring one, conducted by a multidisciplinary team (staff with extensive professional experience, unit doctor, psychologist), the research conducted by Ramay and his collaborators highlighting that such training has the potential to positively influence the factors generating professional stress, with manifestations in all the areas of physical and mental health.⁵

The intervention strategy in the instructional-educational process to ensure resilience among professional emergency services workers

Starting from the fundamental characteristics of resilience, as they are shown in the specialized literature⁶, subjects like the importance of mentoring, building positive relationships, maintaining positive perspectives on work, intellectual flexibility, emotional intelligence, achieving a work-life balance, spirituality, critical and reflective thinking and building future projects will be covered.

Following the model of the workplace education program, developed by McDonald and collaborators in 2012, the intervention strategy in the instructional-educational process put forward addresses the following components:

1. Mentoring relationships – Mentoring as learning activity

Proposed objectives:

- Exploring the benefits and opportunities for mentoring partnerships by employees in management positions in the context of emergency situations;
- Identifying the roles and responsibilities associated to the mentoring partnerships.
- Connecting mentoring concepts to personal and organizational learning.
- Management focus on the protecting aspects of positive relationships and support networks on the effects of workplace adversity;

Familiarizing managers and arousing their interest in mentoring, as a form of support, which should be given special importance and, implicitly, concern, would be a very important point. “Formal mentoring” programs need to be organized and optimized so that a structured framework is created, in which a variety of learning experiences take place, enabling employee development - under the guidance and support of successful people in the organization. Mentoring will constantly provide opportunities for relationships, communication and cooperation at different levels, dissemination of formal and informal knowledge, improvement of individual motivation, work performance, etc. A mentoring program in this professional environment can provide a relatively easier adjustment of one's own behaviors, but also of the profession in a framework of types of interventions in dynamic growth.

Taking into account the specifics of professional emergency services, formal mentoring programs should be developed within these structures, which would also bring traditional mentoring elements, thus taking into consideration organizational needs and objectives and keeping a professional relationship, while at the same time targeting the personal development of workers, along with the professional one.

2. Building resilience in relation to career development – Maintaining a positive perspective

Proposed objectives:

- Identifying the elements of a positive perspective related to the endurance of professional emergency services workers' personality;
- Experiencing the benefits of maintaining a positive perspective and the effects of resilience on work satisfaction, health and well-being;
- Building individual and organizational strategies by managers with the purpose of increasing resilience and maintaining a positive perspective;

In 2013, in the US state of Michigan, a team of experts set up to develop a safety standard for national defense and security personnel highlighted that staff stability and resilience are strongly influenced by a range of behaviors, attitudes, beliefs and personal traits such as: the winning mentality (that “safe base” that creates the feeling of security and protection so that the focus is on possibilities, exploration, creativity and things that provide satisfaction), emotional control (controlling anxiety,

fear, anger and stress through discipline, controlled breathing, etc.), situational awareness (360-degree situational and environmental awareness), communication skills (interpersonal relationships and verbal skills) and personal traits (individual particularities with impact on the safety that one should be aware of)⁷. For the management of professional emergency services, all these must be the pivot of organizational success. Their development means an uninterrupted process of perfectibility through trainability.

What we consider important is the systematic and consistent practice of techniques in the field of mental skills, by developing and implementing individualized programs to train resilience.

Resilience training programs must be structured on three main stages: the first stage is the educational-informational one, the second is the acquisition of mental skills and specific techniques, and the final stage is the application of techniques from the field of mental skills during interventions. Resilience training does not replace physical training, or technical, tactical training or reduced professional experience. For a high professional performance and psycho-affective balance it is necessary to integrate all these forms of training.⁸

An important component of resilience training programs should be incorporating the lessons learned from survivors of emergencies in which they have intervened (victims of various fires, road accidents, natural disasters and crises in society or biological, chemical, nuclear, radiological accidents etc.). At the same time, we support the importance of using training exercises that, by virtue of their content and repetition, will form the determination, confidence and mastery, but also the visualization of the response in a dominant manner in situations where staff integrity is threatened. Resilience training programs should focus on preparing for recognition and action on psychological and physiological responses to extreme professional stress, repeating the right words to prevent blockages in critical situations, and repetitive training to over-learn how to act in certain situations, all these to avoid being overwhelmed by various stimuli in critical situations.

3. Intellectual Flexibility - Emotional Intelligence and Crystallized Intelligence

Objectives pursued:

- Studying the principles of intellectual flexibility, emotional intelligence and crystallized intelligence;
- Assessing the benefits of applying elements of emotional intelligence during missions.

Consistent with S. Hein's opinion, emotional intelligence involves: - being aware of how you feel and what others feel, and knowing what to do about it; - knowing how to distinguish what is good for you and what is bad for you and how to go from bad to good; - having emotional awareness, sensitivity and leadership ability to help you maximize long-term happiness and survival.⁹

A high level of emotional intelligence is the assuring condition of success both personally and professionally. Employees of professional emergency services must provide personal needs, physical, mental comfort and treatment to citizens in

difficult life situations. Therefore, this profession requires empathic skills, flexibility, tolerance, sacrifice, conscientiousness, responsibility, but also a high level of emotional intelligence. Every victim expresses their confidence in the employees of the professional emergency services. This profession does not allow mistakes, as the rescue of people, their property and the environment depends on the way they perform their professionalism and the security shown in their decision-making. Basically, because of this, the environment in which this professional category operates is predominantly stressful, and the level of emotional intelligence, when there are a multitude of stressors around, decreases. Therefore, managers must keep in mind that the continuous development of emotional intelligence is the premise of increasing performance.

Until recently, it was believed that fluid intelligence could not be changed in adulthood. No research had been conducted to show that training can significantly improve this fundamental cognitive ability. In recent years, the field of intelligence research has undergone a real revolution, more and more scientists are ceasing to consider fluid intelligence as an unchangeable trait, coming to perceive it as a muscle-like ability: with a biological basis, but which can be trained. It gives people the ability to quickly solve various problems, regardless of the knowledge gained so far. In order to keep pace with the changes, through continuous training programs, it is imperative to constantly train fluid intelligence and especially, for an easier adaptation to the environment, the crystallized one. Crystallized intelligence is the use of information stored in the brain as a result of learning. It develops from the application of fluid intelligence to a specific cultural context, being used mainly in common tasks. It is important to master and apply conservation techniques over time so that they can always rely on the knowledge stored over time, have access to it and use it easily in the new situations they face.

In the continuing education program, we consider it necessary to use the following techniques for the development of crystallized intelligence.

- the development of synaptic plasticity by training working memory, the development of the creative side (which has long been considered an aspect contrary to the rigorous environment of hierarchically structured organisms, with increased obedience to order) and neophilia, the search for the new being essential for survival. Experience in organizational psychology allows us to conclude that employees have a higher level of satisfaction, a higher degree of sociability and a better psycho-somatic balance when they have three defining traits: desire for change, perseverance and self-transcendence (the ability to expand one's self-limits intrapersonally, interpersonally, temporally and transpersonally);

- training cognitive energy and glucose in the brain by exercising the courage to accept challenges or make decisions. This involves the use of different techniques of exercising courage and implementation during various missions when the intervention is perceived as risky (even if only emotionally) or when the outcome of the actions is uncertain;

- stimulating divergent thinking - finding several right solutions to the same problem. Because no intervention is similar to another, we consider it necessary to apply exercises to solve in an analytical and practical way the various professional

problems that will allow employees to transfer and use the information gained in other missions;

- getting out of the comfort zone, starting from the idea that this is the essence of personal development - choosing the hard way at the expense of the easy one. Many times this is what professional as well as personal evolution comes down to: how much we are willing to deliberately do things that we know are difficult and uncomfortable, but which in the end will turn us into an increasingly better version of ourselves.

- exposure to a variety of people, ideas, and environments to facilitate the exchange of information.

4. Achieving life balance - Activating spirituality

Objectives pursued:

- Awareness of work-life balance for health and well-being
- Identifying at least two strategies to improve work-life balance
- Creating a historical background of the roles of professional rescuers to shape the organizational culture

- Exploring the personal perspective on individual spirituality and its relationship with the components of contemporary life and community.

Achieving life balance involves creating harmony between personal, professional and spiritual life, the optimal and personal way to gain a sense of fulfillment and personal satisfaction, improving the quality of life and automatically of work. Social support plays an essential role in achieving this balance. Beyond the input of family members, friends, and colleagues, in the field of professional emergency services, the support of the boss can be considered a generic form of emotional, informational, and instrumental support, as it can provide the most effective socio-emotional resources to do better in response to intervention requirements. Although the generic support provided by the boss is not the family-type, it is a significant resource for reducing socio-professional stress. All this because bosses are the institutional agents that implement the policies and practices of the organization.¹⁰ Real social support provided by managers and colleagues at work can lead to a feeling of trust and organizational attachment, and if the social support received at work is weak it can become an important source of stress, which can generate feelings of isolation and loneliness.

The activation of spirituality in the professional context must be perceived as a promoter, as a supporter of mental health, through the power to go beyond oneself. It provides access to an inner knowledge and, at the same time, it offers an experience localized in bodily feelings and sensations, through contact with the depths of the person, with the body memory.

5. Reflective and critical thinking

Objectives pursued:

- Identifying the importance of therapeutic use of the self and reflection in practice;

- Understanding the benefits of the reflective process, reflection skills and the development of reflective practice;
- Analyze individual strategies to creatively access and explore the reflection process.

It is important to encourage constructive analysis and critical thinking in training programs.

In order to successfully adapt to this time of rapid and numerous changes and to deal with crisis situations effectively, professional emergency services staff must know how to apply critical thinking operations, sort information, and make sense of it which, in turn, will materialize in certain adaptable behaviors. Because in most situations, the impact does not occur automatically, there is a need for specialists to instruct them on how to identify, process, acquire and use professional data and experiences, practicing the skills of critical analysis and reflection. For this to happen in the workplace, bosses need to provide them with a systematic and transparent learning and development framework:

- systematically - to understand and apply the procedure consistently;
- transparent - to be aware of, follow and monitor their own thought processes during the independent experience¹¹

6. Building future projections

Objectives pursued:

- Identifying the traits of a resilient person in relation to career development and relating them to individual experiences;
- Formulating individual strategies for perpetuating resilient beliefs and behaviors in relation to career development by building future projections.

The development of professional emergency services requires competent behavior, a vision of the system, support and involvement from top management. This means planned change - a program with provisional standards and focused on developing human resource for beneficial changes in the future.

Building future projections must be a systematic way of managing change and building a consensus and a shared vision of the whole institution to ensure a better future. It is important to combine long-term perspectives with short-term actions.

Because resilience is not an exceptional phenomenon, but has a native character, which can be capitalized, improved and developed at any time during life ¹², this is an important argument in favor of increasing the interest of managers for resilience, as a premise for involvement in training activities in the context of lifelong learning.

The philosophy of any manager must revolve around the constant concern for building professionals, investing, above all, in knowing and acquiring the professional skills specific to subordinate human resources. Starting from the synergistic principle, according to which the professional performance of each employee leads to the overall performance of the institution, this investment in the continuous improvement of the knowledge and skills of all employees will certainly lead to the continuous improvement of organizational processes as a whole.

According to the latest trends in the managerial development component, the management of professional emergency services should pay special attention to the learning process, equally investing in all three of its elements:

- education of workers - through a planned process of formation of knowledge, skills, moral values, but also of understanding the general aspects of life, not only of certain fields of activity;

- worker development - through a planned process of awareness of personal skills through conscious or unconscious learning, such as through studies or experience and using methods such as mentoring or counseling;

- training of workers - through a planned process of changing attitudes, knowledge or skills based on experience designed to achieve effective performance in a particular type of activity. Depending on the purpose of the learning, the learning methods within the instructive-educational programs developed at the level of this institution, will include techniques such as: case study (because it places the individual in a neutral situation, in which he is free to explore certain problems. relate them to theory and use his own skills of analysis, communication and synthesis), simulation (involves learning from new situations and without taking real and unnecessary risks, as well as acquiring decision-making skills, stimulates research, communication and teamwork skills) and the consulting project (allows learning through action, workers being placed in a real organizational context, and then asked to formulate proposals for optimizing products or services provided by the organization, as well as ways to implement these solutions).¹³

Conclusions

Many situations routinely encountered by employees of professional emergency services (fire, release and rescue interventions in case of various types of accidents - car and train traffic, technological or natural disasters, in order to release the trapped people and provide qualified first aid at the site of events) have the potential to expose them to extreme risks and, implicitly, cause stress. Exposure to extreme situations during most missions, enhanced by the current pandemic context, can trigger a series of psychological responses of extreme intensity that severely affect performance.

In this material, we aimed to emphasize the importance of the instructional-educational process in ensuring institutional performance, while showing the importance of considering the uniqueness of human resources in this process.

Learning plays a key role in ensuring the success and progress of an organization. Ensuring the professionalism of employees through lifelong learning and training is the fundamental component of competent management, whose major objective is to build a successful organization, as we want professional emergency services to be in the current context of the pandemic and of many changes .

Continuous training of professional emergency services staff must function as a need for social and pedagogical resilience, which can be met through training and professional development programs.¹⁴ It is important for “front-line staff” to be offered not only the resources, but especially enough education to use first of all their

crystallized intelligence and perform their tasks in a way which does not expose employees and the institution to unnecessary risks.¹⁵

Obviously, the issue of reducing the negative effects of occupational stress on professional emergency services workers must be approached from a multidisciplinary perspective, given that this type of stress has individual repercussions (decreasing work performance, performance, efficiency, motivation), psychological (producing changes in the subjective experience of workers, but also of mental processes), physiological (diminishing the capacity of mechanical, physical and biochemical functions of the human body), interpersonal (affecting social relationships at work, home, in society), organizational (there are difficulties in ensuring efficient communication channels within the institution, difficulties in managing the problems generated by the unavailability to perform tasks).

As a continuation of the professional tutelage of the first months, after the socio-professional integration of the workers has been ensured, designing mentoring programs should be a priority for the employees with management positions. Managers must take into account making competent and valued employees of the team more responsible, employees who at the same time enjoy extensive experience and professional training, in order to share theoretical and practical knowledge with others, to provide assistance when required, all in a framework freed from the pressure of formal constraints imposed by direct subordination.

When designing training plans for subordinates, managers should consider introducing resilience training as a form of training that has proven effective in all areas of activity where critical incidents occur triggering survival stress, such as military, emergency response, public order and national security. Because it uses the full range of cognitive, behavioral, and physiological self-management techniques available, in all these areas, organizing and conducting this type of training must be a priority for management teams, as it supports the efficiency of operational activities

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