



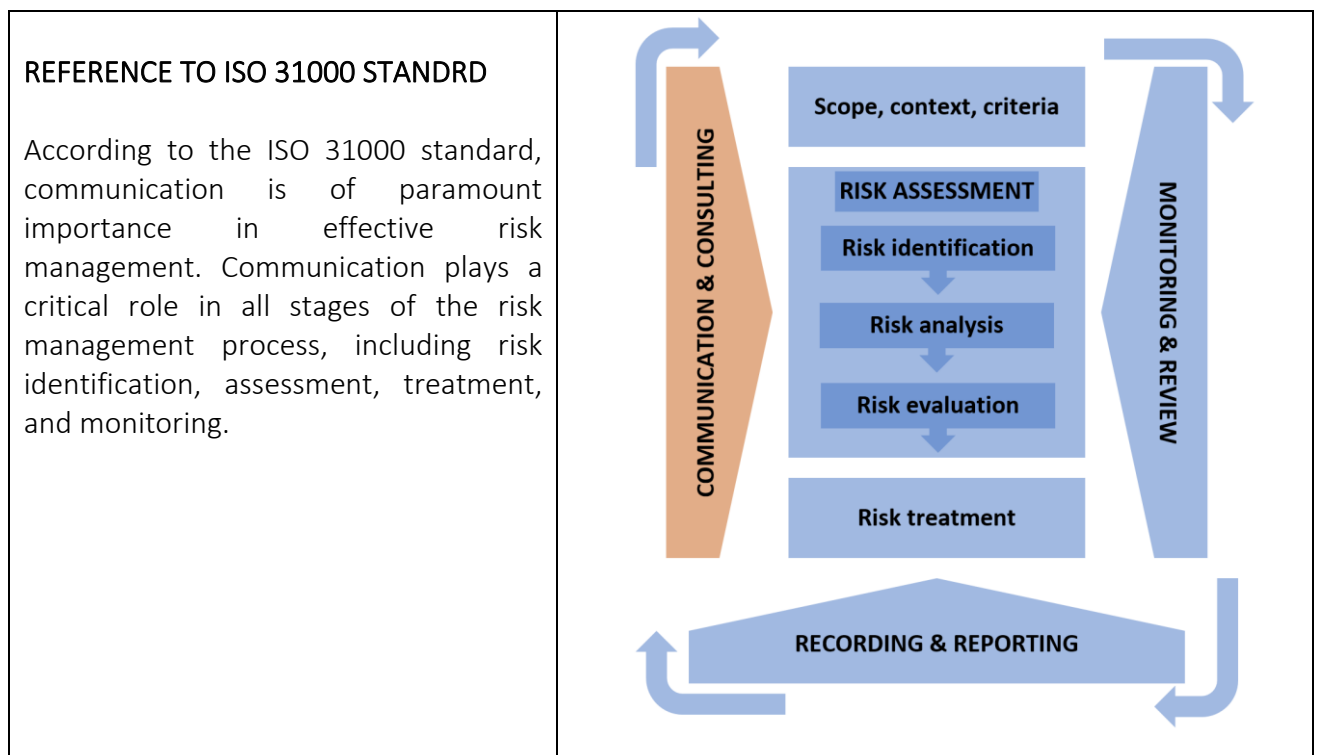
EXERCISE FOR SECURITY STUDENTS

Crisis typology and success factors in crisis management

AUTHORS: Ensieh Roud, Nord University, Norway

BACKGROUND:

Crisis managers must have a clear understanding of the type of crisis they are facing and its potential consequences. Effective crisis management requires balancing improvisation with pre-planned strategies, and leveraging both formal and informal networks. This exercise emphasizes the critical role of communication and knowledge sharing within organizations, aligning with principles outlined in the ISO 31000:2018 Risk Management framework. Successful crisis response focuses on building effective collaboration networks, characterized by key elements such as reciprocity, joint decision-making, and collaborative leadership. These factors are involved in navigating the complexities of a crisis and ensuring a coordinated response.



GOAL OF THIS EXERCISE:

To equip students with a deeper understanding of key factors involved in effective collaboration and communication during the crisis response phase. By first identifying the type of crisis, its scope, and potential consequences, students will develop critical skills in assessing and managing crisis situations. Through a case study, they will practice categorizing incidents and pinpointing essential success factors for efficient crisis management.

TASK DESCRIPTION FOR STUDENTS:

- 1.** Form groups (3-4) as instructed by teacher.
- 2.** All the groups are given a case study to work on.
- 3.** Familiarize yourself with crisis typologies under guidance from teacher.
- 4.** Prepare a short presentation in your group where you answer the following questions:
 - a) Categorize this crisis based on the typologies given
 - b) Why this could be considered as successful response?
 - c) What was the challenging issues in this event?
- 5.** Present your presentation for your fellow students in the other groups.
- 6.** After all presentations, discuss and share your thoughts with class.

TASK DESCRIPTION FOR TEACHER / TRAINER:

The teacher's tasks are as follows:

- 1.** Before class, estimate the number of students and how many groups of approximately four students they would form. If you use digital platform, using breakout rooms could be suitable.
- 2.** Before the class, the case and the crisis typology material should be send to students for example in Canvas. To familiarize students with crisis typology, you can suggest they watch the video titled 'Crisis Management' available here: <https://security.turiba.lv/video/>
You can choose and case which reflects crises situation. T "Two examples of crisis situations can be found in the best practice articles: 'Collaborative Response During the Gjerdrum Landslide in Norway' and 'Learning from the Experiences of the Northguider Grounding'. Both articles are available here: <https://security.turiba.lv/best-practice-cases/>
- 3.** Instruct student on preparing a presentation with a template.
- 4.** During presentations, make sure to chair the discussion and keep the groups within the given schedule. The process is as follows:
 - a) Approx. max. 5 minutes for one group presentation,
 - b) After all presentations, groups should discuss 10 minutes with the class.
- 5.** You might use a digital tool like LearnLab to make a visual summary of the students presentations and share with them

ADDITIONAL SKILLS THAT THE STUDENT ACQUIRES THROUGH THIS ASSIGNMENT:

- Engaging in effective group work to solve complex crisis scenarios.
- Navigating tasks efficiently under time constraints, simulating real-world crisis response.
- Delivering presentations and defending their analysis and decisions with well-founded arguments.
- Enhancing skills in comparing different crisis responses, assessing strategies, and thinking critically to determine best practices.