Crisis Management

The First International Scientific-Practical Conference "Personality, Society: Challenges of Engagement and Development"

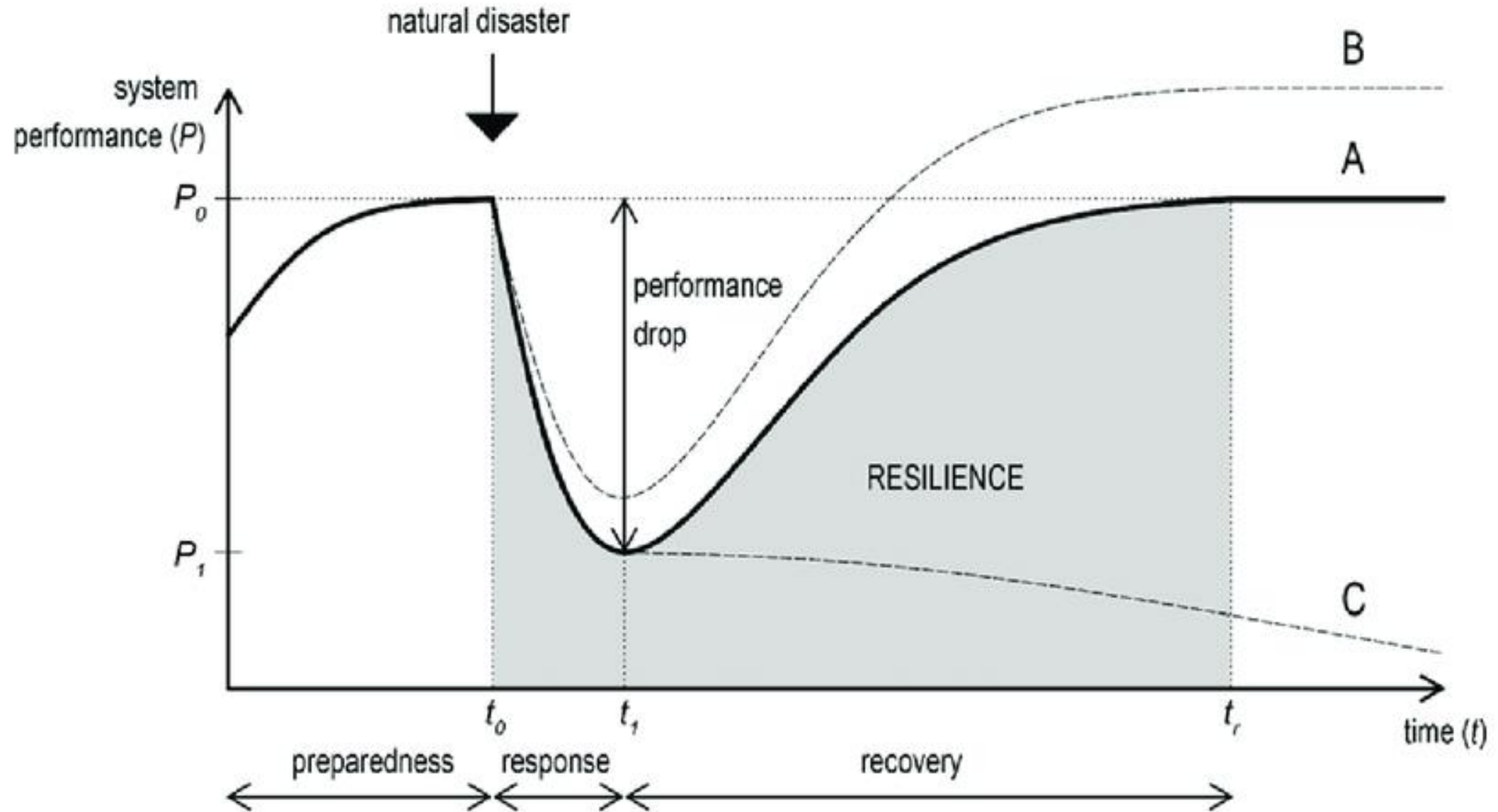**2022-11-30**

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Nijmegen University 1944 - WW-II
(The Netherlands)

Phases of a crisis:

1. Chaos
   - Information gathering
   - Uncoordinated actions
2. Intervention
   - Coordinated actions
   - Start scenario building

3. Stabilisation
   - First response to 'normal processes'
   - Back to business for not affected
4. Recovery
   - Building back better
   - Attention for the invisible

Crisis Management

Provide information to the phases of a Disaster Risk Reduction.

Part of a risk assessment

Create points of intervention (lines of defence)

Crisis Management

Universities often have a Crisis Management Plan (CMP)

- These include suggested procedures. Each event or situation will be unique, and the procedures may need to be modified

- (e.g. COVID19, act of war, occupation, natural disaster, terrorist attack, etc.)

Example 1: Basic CM Plan of a university (USA)

1. Introduction
2. Purpose of the Plan
3. Types and Levels of Crisis
4. Plan Activation
5. Emergency Authority
6. Leadership Framework for Crisis Management
7. Response Framework for Crisis Management
8. Crisis Management Team-Policy Group
9. Crisis Management Team-Operations Group
10. Crisis Management Plan - Concept of Operations
11. Emergency Operations Center (EOC)
12. Priority Objectives
13. Recovery and Planning
14. Communications
15. Plan Usage
16. Plan Development, Maintenance & Dissemination
17. Community Assistance by the University

Example 2: CM Plan of another university (USA)

1. Record of Distribution
2. Crisis Management Plan Purpose and Objective
3. Crisis Management Team
4. Duties of the Crisis Management Team
5. Incident Response Team
6. Duties of the Incident Response Team
7. Natural Disaster Emergencies
8. Tornado
9. Earthquake
10. Snow Storm
11. Fire
12. Medical Emergencies
13. Automated External Defibrillator
14. Pandemic
15. Death on Campus
16. Attempted Suicide
17. Sexual Assault or Rape
18. Maintenance Emergencies
19. Hazardous Materials
20. Evacuation
21. Shelter In Place Procedures
22. Active Shooter
23. Hostage or Barricade
24. Bomb Threats
25. Suspicious Object / Package
26. Hate Crimes
27. Civil Protests / Peaceful Demonstrations
28. International Students / Study Abroad
29. Media Procedures for Responding to a Crisis

Example 3: Crisis management Leiden University

- **Crisis management team & plan**

- **Emergency Response Service (BHV)**

- **The Decentralised Incident Team (DIT)**

- **The International Incident Team (IIT)**

- **The Central Crisis Team (CCT)**

- If the University is involved in a crisis, a crisis management team is formed. This unit implements the crisis management plan, which describes the tasks, authorities and responsibilities of the crisis management unit.

- The Emergency Response Service deals with local incidents of limited scope such as evacuating persons, providing first aid, and first deployment in case of fire.

- The DIT is called in when:
  - The Emergency Response Service (BHV) is not (or no longer) able to control the undesirable event or ensuing damage.
  - More coordination is required than the Faculty or central service is able to provide.

Decentralised Incident Teams (DIT) are linked per faculty to specific buildings and building managers. There are DITs at every faculty or unit with the exception of the Medical Faculty and LURIS (Poortgebouw). These units fall under the crisis management unit of the LUMC.

- The University also has an International Incident Team (IIT). This team meets if an undesirable event involves a student or employee abroad and the central Student and Educational Affairs (SEA) department is able to coordinate and handle the incident itself.

- Leiden University's Central Crisis Team (CCT) meets in the event of a serious crisis. A serious crisis means that:
  - There is an urgent need for central coordination and alignment for all of Leiden University
  - The undesirable event cannot (or can no longer) be controlled at decentralised level, and/or
  - The external emergency services consider it necessary to upgrade to GRIP level, and/or
  - The safety of Leiden University employees, students and guests can no longer be guaranteed, and/or
  - Leiden University can no longer guarantee the continuity of its teaching and/or research activities
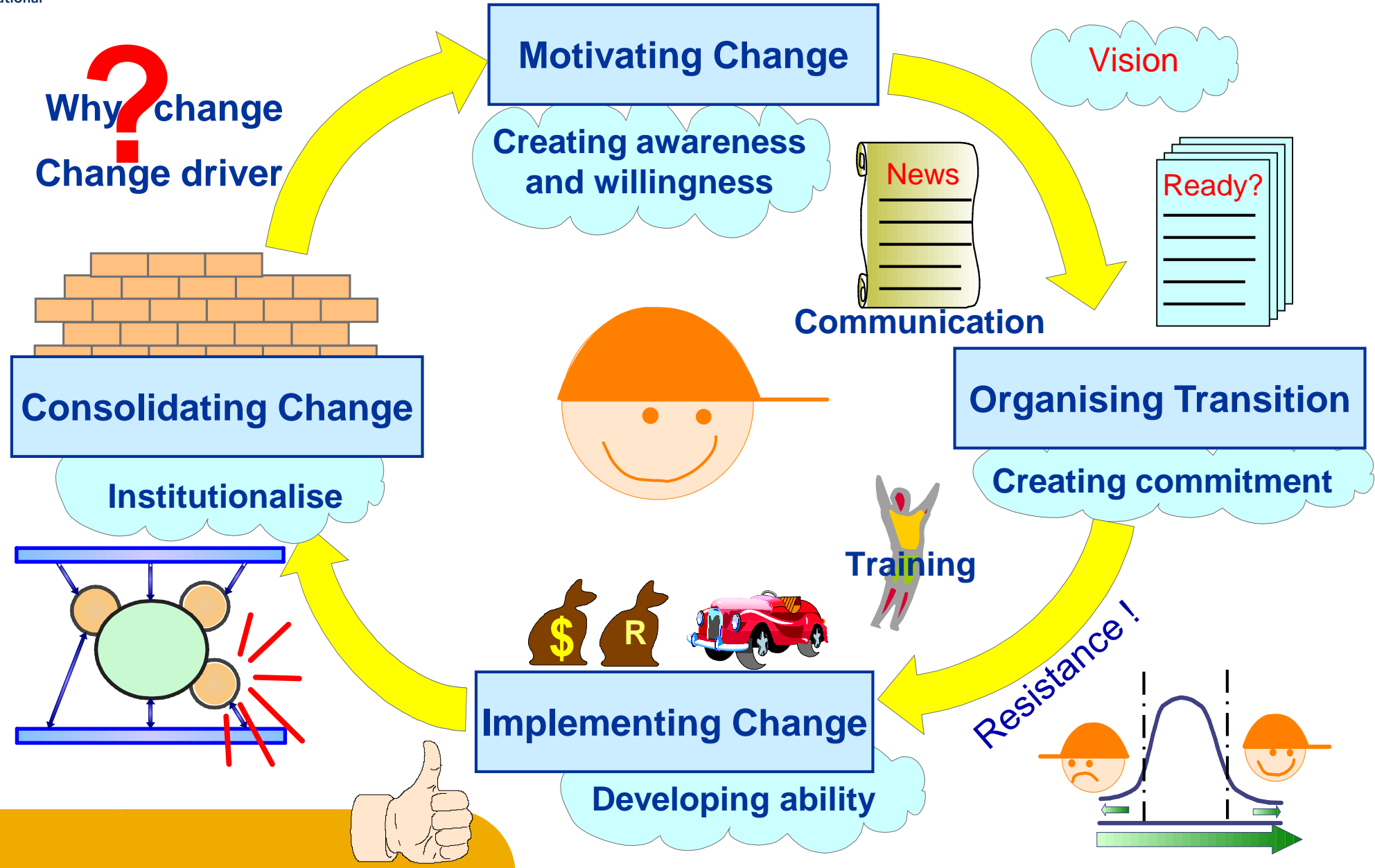
Example student perspective

- On 12 November 2019, Hong Kong police raided and seriously damaged the Chinese University of Hong Kong.

- The university management team thus announced a premature end of semester two weeks early. All students could proceed to the next semester for online classes, and arrangements would be made for evaluating their work in the shortened semester.

From Crisis Management to Change Management

"Change management is thoughtfully and carefully re-aligning the organisation based on the answers of constant re-evaluating your policy strategy"

Organisational change process

VNG International

Why change?
Change driver

Motivating Change
Creating awareness and willingness

Vision

News

Communication

Ready?

Organising Transition
Creating commitment

Consolidating Change
Institutionalise

Training

Resistance!

$R

Implementing Change
Developing ability

The problem with change…

- People who have been doing things a certain way for a long time don't like to be suddenly told:

    "*You have to do things differently*"

- Change often comes with:
    - Uncertainty
    - Poor communication
    - Power plays
    - Chaos

- And teamwork is very important: do you want to see some bad and good examples?

Embed video "bad teamwork and good teamwork"

8 steps of Kotter's Model of Change

Implementing & Sustaining for change

8. Make it stick

7. Build on the change

Engaging & enabling the organisation

6. Create quick wins

5. Empower action

4. Communicate the vision

Creating the climate for change

3. Create a vision for change

2. Form a powerful coalition

1. Create urgency

Reasons for resistance

Loss of control	• People can be territorial in change thus they feel the power lost when they no longer have control.
Excess uncertainty	• Change can make someone feel like they are walking off a cliff blindfolded.
Surprise, surprise!	• There is often the element of surprise in changes and there is no time to react.
Everything seems different	• Routine work is like a habit, when a habit needs to be changed it can be uncomfortable.
Loss of face	• People associated with previous decisions may feel defensive about their methods.
Concerns about competence	• People feel skeptical and constanntly worry if they are doing it correctly.
More Work	• Change creates extra task as compared to your daily norm.
Ripple effects	• Like throwing a stone in a lake, the ripples affect a larger area and you can affect other stakeholders.
Past resentments	• Haunted by the ghost of past, leaders need to consider resolving old issues before making changes.
Sometimes the threat is real	• Change is resisted because you may fail at your attempt and cause the company losses.

How to deal with resistance

Manage successfully… if you're managing a change ensure you:

1. *Communicate the threat of NOT changing*
2. *Involve your team in the decision making (when possible)*
3. *Minimize uncertainty*
4. *Celebrate successes in moving towards the goal*
5. *Keep explaining the reasons to change*

    When there is an information vacuum… people often assume their managers are plotting terrible things…

6. *So be as transparent as possible…*

And remember: change is less scary when <u>you are </u>driving it.
Consider your passengers!

"<u>The human side of change</u>"

Principles in dealing with resistance

There is no change without resistance

Resistance always carries coded messages

Ignoring resistance leads to blockages

Go along with the resistance, not against it

10 tips for effective change

1. Make clear why the change is needed

2. Make clear what the ambition is, better still make sure that you formulate this ambition together. This ambition, this goal will have to work as a magnet; it will have to be energizing and yes it can be challenging and exciting

3. Involve as many employees as possible; better still make sure they are co-owner of the change

4. Book success, no matter how small. This creates trust and creates (more) involvement. Everyone wants to be part of a successful team

5. Take small steps; big steps scare too much and are often too difficult

6. Be an example as a manager. Suppose the change aims to work in a more customer-oriented way, do not put your car in the customer parking lot (do not laugh but it happens)

7. Communicate, communicate, communicate. Listen and tell. Enter the dialogue and not enter into discussion

8. See the change as a learning path. Making mistakes is allowed. Accept that you take 3 steps forward and 1 back

9. Measure progress not only on the hard aspects (such as costs, turnover, quality, etc.) but also on the soft aspects (pleasure, trust, involvement)

10. Offer frameworks in which people can get started. Facilitate and stimulate instead of controlling and steering. So let go.