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**Training of the ability of dealing with crisis for individual and team**

**Abstract:** In crisis responds, in order to control or mitigate the influence of crisis effectively, the collaborative efforts of multi agency is needed in emergency time. However, the traditional training method for public management personnel is mainly about their individual ability and ignores the training of coordination ability of multi institutional for crisis responds. In recent years, Chinese Academy of Governance trains Chinese public management personnel for improving their ability of crisis leadership not only through the crisis management case study and theory study, but also trains their team leadership ability (including the ability of crisis decision and crisis communication) through desktop exercise learning from Germany, America and France. This kind of desktop exercise is divided into static desktop exercise and dynamic desktop exercise. It can benefit more from computer simulation training in dynamic desktop exercise. Crisis management team training needs a crisis administrative command and a tactical command with a clear organizational structure. In the designing of desktop exercise courses, the virtual crisis situations constructing should be based on several real crisis cases and the exercise script should be designed in advance. And also, it needs an expert team with rich crisis management experience to control the desktop exercise process.

**Keywords:** Crisis management; Personal ability; Teamwork ability; Desktop exercise

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**Training of the ability of dealing with crisis for individual and team**

# the traditional training way of the civil servant focus on improving individual ability

Since the founding of new China in 1949, reform of teaching methods in the training of government staff are mainly experienced three stages:

## Indoctrination training model like In Colleges and Universities(1950 's-1980' s)

Because the education system is very backward, especially very poor in college education in old china, Educational level of government staff is generally not high, government staff need f training of knowledge.Chinese perfect education system whitch was build after 1949 was impacted, the cultural revolution between 1966-1976. government staff during this period is generally not have a bachelor's degree.Therefore, in 30 years after the new Chinese founding, the training of government staff focus on improving the knowledge with the training way like In Colleges and Universities.

## Training pattern of research type with lectures as the main form(90's of the twentieth Century)

In October 1, 1993, China started the implementation of the civil service system,

China’s higher education back on track since 1977, China civil servants generally have a bachelor's degree after 1990,Indoctrination training model like In Colleges and

Universities is not suitable for the training of civil servants. Therefore, gradually formed training pattern of research type with lectures as the main form, to enhance the civil servants’ knowledge and work ability in a specialized field.

## Case study training methods were gradually adopted since 2000

After 2000, the theory of China civil servant capacity were developed, For example, some scholars believe that from from the macro perspective of administrative environment, Civil servants should have the ability of administrative decision-making ability, strain capacity, ability of solving problems,and the way of thinking and behavior quality in accordance with modern scientific management principles and democratic politics. From the micro perspective of administrative environment,civil servants should have the basic ability and administrative power for business and operation to fulfill responsibilities closely connected their public positions.[1]Some scholars think that, Chinese civil servants should have two capabilities category: basic competence and core competence.The basic competence is based on organizational needs and the job requirements,the core competence is based on Individual demand and job requirements.[2]Therefore, the civil service training goal is to improve the quality, knowledge and skills of civil servants, including politics and business.[3]In order to improve the ability of civil servants in these areas, some new teaching methods are adopted:[4]

Case teaching--Pay attention to the training of ability,to help participants apply learned knowledge to solve practical problems in the case, not just to get some new knowledge.

Discussion Teaching--inspire students thinking. Penetratiing research,thinking,exploration and innovation factors into the the whole process of teaching.

The scene teaching--the combination of theory and practice.The scene teaching is the extension and supplement of classroom teaching, is a kind of new teaching method

combining knowledge, field trips, explanation, and discussion. Selecting a typical location, hiring experts to lecture topics, and combining the special on-site visit.

Scene simulation teaching -- reflect students' main function. Scenario simulation teaching is also called Cosplay method,the teacher design an environment and plot, let the students in the simulation environment roles, participate in specified activities.truely reproduct things conflicted and the management process.

But the above teaching methods are to improve students' ability of individuals.With the development of economy and society, especially the impact of globalization, informatization and liberalization,Various traditional and non-traditional security has a impact trend of high frequency, wide range and big intensity.It is not only needed to improve the ability of individuals for the reponds to these security related emergency, more is needed to improve the ability of organization and team.Some developed countries developed the tabletop exercise teaching methods to improve the civil servant's response ability of team and individual for Responsing to crisis. tabletop exercise is a special Scene simulation teaching.

# Emergency management Tabletop Exercise in developed countries (Take German for example)

Desktop exercise is widely used in emergency management training in Germany,and was very successful.

## German emergency management tabletop exercise classification

The German crisis response tabletop exercises are divided into static desktop walkthrough, dynamic command exercises and dynamic joint command exercise.

Static tabletop exercise is that the trainees drills based on a virtual, static initial disaster scene.

Dynamic command training is that the disaster scene is dynamic updating, changing, the students do continuous research and countermeasure new plan according to the changing situation.

Dynamic joint command exercises In addition to all the elements required to meet the command exercise, It also need more than two commands to drill.

## tabletop exercise participants

In the tabletop exercises, teachers, students and observers undertake different tasks,.The students act as working group leadesr of the emergency command post,and the Emergency Command commander.

## Advantages and disadvantages of the desktop

Advantages of the desktop exercise

Small difficulty: no time pressure, clear responsibilities of the parties, exercise the ability to discover problems, solve problems;

Easy operation: compared with the actual combat drills, not affected by time and weather;

Low cost: it takes about a day for preparation. The preparation is relatively simple,consumption of time and energy is relatively small,and it is relatively easy to implement.

Disadvantages of the desktop exercise

The difference between virtual scene and real scene ; Often confined to the theoretical level;

Easy to loose: "discuss" time is too long, lost control.

## The curriculum framework of desktop exercise

A.Demand analysis and target selection of desktop exercise; B.Development of desktop exercise scenes and teaching materials;

C.Organization and Implementation of tabletop exercise;

Classroom: classroom layout, teaching equipment, teaching materials, supplies

The desktop exercise process: pre - analysis of the problem - results show, decision make - results show - follow-up activities. Pre activity is hosted by the teacher,including the release of the initial disaster, the purpose of the command meeting.Follow up activities include training evaluation, summing up the work, improvement ideas.

The discuss principles:private principle, flexible principle, encourage principle.

D. Desktop exercise evaluation

Assessment content:decision making process, internal communication; Evaluation method: assessment by trainee, teacher and observer;

F. Desktop exercise teaching evaluation

Assessment content: teaching preparation, teaching organization, teaching effect.

# Emergency exercise teaching methods in Chinese Academy of Governance

Based on learning teaching method of emergency desktop exercise fromGermany, France and the America etc., Chinese Academy of Governance developed two kind of tabletop exercise:static and dynamic simulation tabletop exercise, We achieved good teaching effect since we use the desktop exercise teacking mothold in 2010.

## Static tabletop exercise

Static tabletop exercise is that the trainees drills based on a virtual, static initial disaster scene.The students according to the initial disaster, analyzes the development trend of the disaster, and make a decision.In the drilling process, participants served as various roles of the emergency command. Teaching aims can be one of the following, or two:

To improve the students’ ability of problem analysis and decision-making in crisis management.

Test of emergency preparedness; Feasibility test of emergency plan;

Test the communication and information sharing between different departments;

The prede cessor s



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Introduce

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Figure 1 Flow chart of static tabletop exercise program

## Dynamic tabletop exercise

China Academy of Governance have developed a computer system for dynamic desktop exercise, disaster scene, geographic information and dynamic disaster can be easily showed.

The teacher can preset the drilling process,continues to give a new dynamic disaster, constantly adjusting the disaster information according to the strategy of students in order to control the exercise in a certain direction.

Comparing to static desktop exercise,dynamic simulation desktop exercise give students more pressure, higher requirements on the team cooperation ability.

The prede cesso rs



Introduce

Introduce

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Figure 2 Flow chart of dynamic tabletop exercise program

# Conclusion

* 1. Based on our experience, the students have high enthusiasm to tabletop exercise,and tabletop exercise has better learning effect; better understand of crisis,and low cost.
  2. If students come from emergency response member units of the same region or city's, desktop exercise can promote student ’s mutual understanding, promote communication and cooperation; fing problems, improving work.After all, improve

the ability of the team to deal with crisis.

* 1. Dynamic tabletop exercise has better effect for the team’s ability. The computer training system can improve the efficiency of the desktop exercise

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