

## II. How to Teach Crisis Communication?

### Instructor's Manual

### Methodological Guide and Training Practice Descriptions

Vákát

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*To Adél and Gabó with all the love of my heart*

Vákát

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Vákát

## ***Exercise No. 1 – (A) Introduction (A Pig in a Poke)***

### **AIMS**

The aim of the exercise is to introduce the participants to each other and at the same time to introduce the “unexpected” (unexpected things such as events, turns and challenges) that accompany the course.

### **Field of application:**

Training in any subject, but especially in communication skills development and managing organisational change and challenges

### **Participants/method:**

Each participant individually

### **Time required:**

20 minutes

### **Tools:**

Miscellaneous and “unexpected” objects, a sack, a bag or a hat (from which they are to be drawn)

### **Source:**

Self-developed exercise based on Bajnok et al. 2021, 37

### **General description**

A classic warm-up, opening exercise in which participants present themselves based on the randomly received or drawn item.

### **Step-by-step**

Number	Steps of the exercise	Time
1.	Trainer explains that the exercise is a short 30-second-long introduction for which they give an unknown tool as a help. The objects need to be used for the introduction somehow. The trainer asks a volunteer to start the exercise.	1’
2.	The trainer walks around and asks participants to pull an item from the sack, and then measures the time during the introductions/speeches. Participants introduce themselves.	10’
3.	At the end of the round, the trainer asks participants for short reflections about their performances.	9’

### **Information to the trainer**

There should be unusual and funny objects in the bag and preferably ones that are involuntarily related to stressful, challenging situations or specifically crises. Contextual effects are usually strong, participants are able to evoke crisis events/thoughts about any object. If you mean to enhance this (the outcome), objects such as a plaster/band-aid or bandage, a wrench, an accident report sheet, etc. are suitable.

### Questions for discussion

- How much did you focus on presenting yourself? To what extent did the object make it difficult for you?
- Did you manage to keep/fill the time frame?
- What was the key message of your introduction?
- What was the biggest challenge for you during the exercise?

## ***Exercise No. 2 – (B) Introduction (Compulsory Detour)***

If the above-mentioned exercise requires too many resources for someone, you can choose the Compulsory Detour exercise (see in the following) or a traditional/usual way of the introduction. In a conventional introduction, it is advisable to ask for information regarding who will be responsible for crises management and why it is important. Who has a realistic chance (opportunity) of being a member of a crises management team.

### **AIMS**

The aim of the exercise is to acquaint the participants with each other and call their attention to the importance of textual coherence, congruence and the authenticity of the communication, and make them realise the difficulties in the communication of mandatory information, which can be inconvenient.

### **Field of application:**

Training on any subject, but especially on communication skills development and managing organisational change and challenges

### **Participants/method:**

Each participant individually

### **Time required:**

20 minutes

### **Tools:**

Word cards (with unusual words in the introduction e.g. farewell, mourning, wine tasting, swindler, mill, contact lens, interest margin, carburetor, whale, folklore, poppy miller, penalty, horse coupe, influencer, tinsmith, mole)

### **Source:**

Self-developed exercise (adaptation of Erika Besnyí's ice-breaker exercise – Growth Mindset master training, 2022)

### **General description**

A classic warm-up, opening exercise in which participants present themselves. The challenge is to hide a piece of inadequate information in the introduction, which should be guessed by the others. At the end, the group discusses how easy or difficult the exercise was and why.

## Step-by-step

Number	Steps of the exercise	Time
1.	Trainer explains that the classical introductory exercise has/contains a small extra element. Participants need to hide a piece of information in their introduction story and then the others need to figure it out. The trainer gives everyone a word card so that others can't see it. Participants prepare themselves for the introduction in 2 minutes, structure their stories.	3'
2.	The trainer entreats a volunteer to start the exercise. After the participants have completed their introduction, the trainer asks the group which word may be the odd one that has been added to the story.	10'
3.	At the end of the round, the trainer asks for short reflections.	7'

### Information to the trainer

The trainer should give words, which are strange in an introduction, and because of it, it is difficult to put them authentically into a few-sentence story (for instance, rare, ancient expressions, or special terms for every case).

Point out the strategies for including/hiding mandatory pieces of information.

### Questions/considerations for discussion

Recommendations of the Pig in a Poke exercise:

- To what extent have you successfully focused on your introduction?
- To what extent did the compulsory word influence your performance?
- What was the main message of your introduction?
- What was the biggest challenge for you during the exercise?
- Would you change anything next time?

The following can be added:

- How successful have you been in concealing and exposing the information in the course of the exercise? What do you think and why?
- What helped you find the information? (What strategies did you identify? What non-verbal manifestations accompanied the "false" information?)
- What can be the connection between the exercise and the training topic? How do you think the practice is related to the training topic? How do you think the exercise is connected to the training topic?

### ***Exercise No. 3 – (Crisis) Mind Map***

#### **AIMS**

The aim of the exercise is to explore the existing knowledge of the participants, to unfold their expectations and to collide with the lay(man) and professional (academic) logic(s).

#### **Field of application:**

Developing a common conceptual framework and thematic narrowing or matching, in crisis trainings, clarifying phenomenon and conceptual scope when launching any training program

#### **Participants/method:**

Each participant in small groups and plenary discussion

#### **Time required:**

35–40 minutes

#### **Tools:**

Flip chart, felt-tip pens, paint strip, blue tack

#### **Source:**

Self-developed exercise

#### **General description**

The topics of the training are processed in group work on a mind map. By systematising what students think, what belong to the topic of crisis training, the areas of competence in crisis communication can also be identified. And during plenary discussion, the trainer can clearly define what the training allows and what goes beyond the program.

#### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer forms small groups, distributes papers and felt-tip pens, and then asks participants to place the crisis in the centre of the page (the word crisis/crisis communication with some illustration).	2'
2.	The trainer asks the small groups to discuss and arrange on the mind map all the things they think should be talked about during the training. These can be concepts, questions, phenomena, events, assumptions, actually anything. The trainer also asks for specifics to appear and for illustrations and visual references to facilitate later recall. The groups work separately.	8–12'
3.	The small groups present their ideas through a spokesperson (or in a group presentation).	16'
4.	The groups reflect on each other's work, compare their solutions and they check whether there are any common ideas. Afterwards, the trainer summarises and describes the official topics where the expectations of the participants can overlap.	5–10'

## Information to the trainer

The completed works provide the initial diagnosis that is essential in all design and development work.

Depending on the target group, the task can be simplified or expanded. When the groups present their solutions, the trainer should pay attention to the time frame and take notes (if necessary) so that they can collide with the student and professional logic, to clearly delimit the training topic and define what the competency area of crisis communication is in the light of the suggestions.

The exercise shows whether participants use the terminology correctly. (In Hungary, in common parlance, the concepts of 'krízis' (critical stage) and 'válság' (crisis) are most often synonymous, while the Hungarian and especially the medical literature sometimes sharply separates these two).

The trainer should not rush ahead in their feedback on the participants' crisis typologies, leave it to the next task.

## Questions/considerations for discussion

- What kind of "things" have been added to the map and why?
- What connections and junctions have you outlined?
- What preferred themes and specific facts and/or dilemmas appear?
- What are the common and the different features of the completed maps?
- What does and does not belong to the competence area of crisis communication?

## Notes

The map can be used throughout the entire course, continuously expanded, illustrated – in the case of digital creation, thoughts and connections can be restructured, because this would be the point – enrichment, systematisation, synthesis and transcendence of knowledge.

Depending on the target group, the task can be simplified or supplemented. We can facilitate the start of the training and the dialogue if we simplify it and invite the small groups to make a collection of drawings, during which they sketch what events and situations come to mind when they hear the concept of crisis communication. For regular training participants with a deep managerial approach, or those who use the mind map on a daily basis, the creation of the map can be combined with the next exercise.

### ***Exercise No. 4 – Let There Be Order!***

This exercise leads the participants into the literature on crisis and clearly shows that the PR expands the range of phenomena that need to be managed by communication. The potential damage (even in its indirect form) to the organisational image puts PR into alert mode.

#### **AIMS**

The aim of the exercise is to provide an overview of the conceptual fundamentals, disciplinary heritage and crisis typologies of crisis communication.

#### **Field of application:**

Crisis management, crisis communication, clustering

#### **Participants/method:**

Each participant in small groups and plenary discussion

#### **Time required:**

30 minutes

#### **Tools:**

Flip chart, felt-tip pens, paint strip, blue tack, descriptions (or media reports) of crises events

#### **Source:**

Self-developed exercise

#### **General description**

The participant groups receive short descriptions of various crisis events (approximately 12–14 cases, the same or different per group, mixed or separately thematically, but definitely mixed according to its nature). These can even be headlines from various news materials. The participants read the cards and then group or arrange them in a row, as dictated by their unique/own logic.

#### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer explains that the small groups will be given case descriptions as handouts, which they will have to put in an order. The order can be based on their unique/own logic without any limits. The trainer asks the participants to read the information and discuss what can be the connection between the ideas, what may be out of line, and what kind of a logical order they can realise/spot among the cases (hands out the cards).	2'
2.	The small groups work and organise the cards (they can stick them on the flipchart, draw, etc.)	8–10'
3.	The small groups present their solutions and discuss how they deliberated, what the guiding principle was for them. In the course of the interaction, the groups can ask each other and reflect on any order.	12'
4.	The trainer summarises the gist of the works and then inserts what groups interpreted in a theoretical framework.	8'

## Information to the trainer

If the groups do not understand the task, the trainer should reassure them that there is not only a single solution or logical order. There are many different ways of seeing things, and the perspective of looking at the ideas can be very diverse, as the way of thinking could be chosen arbitrarily.

When processing, link back to the solutions that reflect the logic of the individual fields or disciplines (media science, security policy, disaster prevention, organisational development, PR, etc.).

In the solutions, we often come across the logic of the news media (foreign and domestic news, economic and political events, tabloid and colour news, etc.) and ranking. (In the latter, it is worth discussing the moral dilemmas.)

## Questions/considerations for discussion

- According to what principles did you arrange the cards?
- What categories did you create?
- What do you think about the systematising work of the other groups? How much do you understand, and to what extent can you agree with their thought process?
- What is the origin of the many orders, in which we can find meaning?
- Which cases (if any) would you exclude from the discourse, and why?

## Sample (crisis descriptions)

- 1. In four different pharmacies in London and one in Northern Ireland, Nurofen Plus medicine has been bought, the box of which contained Seroquel XL (for the treatment of schizophrenia) and Neuronton (a tablet used to treat epilepsy), instead of the popular pain killer. Two of the customers accidentally took some of the swapped pills. (United Kingdom and Northern Ireland, 2011)
- 2. Bill Gates arrived in Brussels for an education conference sponsored by the Flemish government. The performance took place in the Concert Noble Hall. However, when the businessman was going to the hall, Noel “the Pieman” Godin attacked him in the corridor and threw a cake in his face. (Brussels, Belgium, 1998)
- 3. A number of gay organisations have expressed outrage after Guido Barilla’s radio statement last Thursday, in which the pasta maker said: “I would never advertise with a homosexual family... if gay people don’t like that, then go and choose another brand! The concept of family is sacred and is one of the core values of our company.” (Italy, 2013)
- 4. A half a million litres of diesel may have spilled into Manila Bay, the busiest waterway in the northern part of the Philippines, on Thursday, raising environmental and health concerns. The local news portal Rappler cited a report from the Philippine Coast Guard, according to which the spilled oil affects 12 coastal towns in Cavite province. It is feared, that the livelihood of the local residents will be in danger, as the oil leakage has still not stopped. (Manila, Philippines, 2013)

- 5. The first Hungarian sex scandal erupted in 1997 when the mayor of Füzesabony, József Pásztor, accidentally took his own sex video back to the local rental company. In the film, the joint mayor of Fidesz–FKgP–MDF can be seen together with the elderly mother of the municipality’s driver and a young woman. (Füzesabony, 1997)
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- 6. A 29-year-old man fell almost five meters from the roof of one of the buildings on a pig farm in Bánhalma, during installation. The man was taken to hospital with life-threatening injuries after hitting his head on a concrete curb. (Bánhalma, 2011)
- 
- 7. Ernő Kiss, head of the Central Law Enforcement Directorate, urinated on the ORFK Teve Street building. He explained his action by saying he was taking a “diuretic management pill”. (Budapest, 1998)
- 
- 8. In Norway, the anti-terror alert was raised to level 5, representing the “extreme danger” after a 42-year-old Norwegian citizen opened fire in a well-known gay bar in the capital. Two people were fatally wounded, and at least 21 others have been injured in the attack, which took place the day before the Pride parade. (Oslo, 2022)
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### **Additional information to the trainer**

The emphasis is not on the actuality of the cases but on their diversity and on the different causes, treatment and communication methods. The trainer needs to know the news backgrounds because the participants tend to categorise many cases as “little colourful”, “tabloid”, “not serious”, “no need to deal with it”, “does not require changes”.

## ***Exercise No. 5 – Immediate Questions and Answers***

### **AIMS**

The goal is to discuss who the faces of the crisis are, what the main requirements for choosing a spokesperson are, what qualities a good spokesperson has, and what can be appropriate, responsible messages in crisis management.

### **Field of application:**

Crisis management, crisis communication, preparation of spokespersons

### **Participants/method:**

Each participant in small groups, some participants individually and plenary discussion

### **Time required:**

30–40 minutes

### **Tools:**

Flip chart, felt-tip pens and descriptions of crisis events in a few statements

### **Source:**

Self-developed exercise

### **General description**

Each small group receives a description of a crisis event in a few sentences and the accompanying question: who will speak and what will they say? After a few minutes of processing, the spokespersons of the groups hold an impromptu on-site press conference.

### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer explains that the small groups will get case descriptions for discussion. Group members need to consider who should speak on behalf of the organisation and what questions the public expects them to answer (taking into account the importance of the case). The trainer deals out the cards to them.	2'
2.	The small groups work, prepare a list of questions and answers, and appoint their (own) spokesperson.	8–10'
3.	The spokespersons of the small groups answer the questions addressed to them at an impromptu press conference. The journalists are played by members of the other groups and, if necessary, the trainer.	16–20'
4.	The groups assess their performances then the trainer summarises the lessons learned and inserts what was said in a theoretical framework.	8'

## Information to the trainer

The trainer's task is to point out that, by appointing a spokesperson, it is possible to exaggerate and trivialise the given case. The spokesperson will inevitably be one of the faces of the crisis.

In connection with the compilation of the question-and-answer list, draw the attention of the groups to the fact that it is not only necessary to develop media-friendly answers to evident questions but also to all questions that can come to mind after hearing the news (whether a layman or an expert on the given topic). The goal is to make the participants realise that preparation cannot be limited to writing popular answers to 5–10 basic questions. You must be familiar with the past of the organisation; you have to take into account the possibility of any previous mistakes being brought up and aired by the press.

We need lost cases when the groups can only explain their evidence as a last resort, and it cannot be truly convincing either (e.g. Barilla case, Krokodil Zoo). There may be such cases in which social values are violated (dignity, equality, the priority of human life) or the organisation, the owner or the spokesperson has obviously and demonstrably lied to the public (concerning it).

Very often, groups decide almost automatically that the professional spokesperson will speak. In this case, let's discuss how many organisations have a realistic chance of maintaining an independent spokesperson position or an interior PR staff (department, division), and when a professional external crisis team should be commissioned.

## Questions/considerations for discussion

- What aspects did the groups consider for assigning their spokesperson? How much importance did they give to the case with their/this choice?
- How complete was the list of questions and answers? What questions hit them unexpectedly?
- Did their pre-specified answers finally match the communication situation and what key messages did they contain?
- Did the spokesperson address the stakeholders, did they keep their composure, did they stick to their role, did they avoid excessive use of technical jargon, and did they seem sincere?
- Did the spokespeople (groups) take the opportunity to act as communication managers (taking control)? How was the story framed?
- What is an appropriate spokesperson like? Which of their skills did they use in the course of the internship? What do they need to improve on?

## Sample (case descriptions)

- 1. The Czech Ministry of Health – in compliance with the European Commission's request – banned the distribution and serving of alcoholic beverages with an alcohol content of more than 20 percent in the country with immediate effect on Friday evening. The measure was taken after the number of people who died from methyl alcohol poisoning in the country rose to 21 in the last ten days. According to data from Monday morning, another 38 people are being treated in hospital and are in severe condition. The police have so far detained 23 people in connection with the case, criminal proceedings have been initiated against 13 of them, but the source of the highly toxic alcohol has not yet been identified. The Hungarian government has not yet, but Poland has already taken restrictive measures. (Czech Republic, September 2012)

You are employees of the Ministry of Foreign Affairs and Trade, what questions do you have to answer for those involved?

or

You are employees of the National Food Chain Safety Office, what questions do you have to answer for those involved?

2. Two people were injured by a crocodile in Balatonszárszó, at the reptile house called "Krokodil Zoo". A 150-kilogram and more than two-meter-long crocodile was brought from France and was to be placed in its new home when the attack happened. The animal bit the helpers during the placement. The owner of the zoo claims that there was no bite, but according to the doctor treating the injuries, there was. (Balatonszárszó, October 2, 2011)

Do you have to make a statement on behalf of the reptile house, what questions do you have to answer for the people involved?

3. A ransomware attack hit the IT system of the public transport company Société de transport de Montréal (STM) in Montreal. Although the outages caused by the attack did not affect the operation of buses and the subway, for example, the alternative public transportation (paratransit) service for disabled passengers became unavailable, as it can only be requested through an online registration system. STM confirmed on Tuesday evening that a ransomware attack is causing the malfunctions, the restoration of which has already begun. (Montreal, Canada, October 19, 2020)

You are a member of the transport company's PR team, what questions do you have to answer for the stakeholders?

4. In the past days, the number of extortionate letters aimed at state and local government bodies, public institutions, and private individuals has increased. The texts of the letters are identical, written in broken Hungarian, according to their content, the addressee visited sites with adult content, and a recording was made of their activities during the visit, which the blackmailer will send to the recipient's friends if they do not pay the requested ransom. (April 11, 2019)

You are employees of the National Cyber Defence Institute, what questions do you have to answer for those involved?

### ***Exercise No. 6 – The Crisis on a Fairy Tale Map I (Group Diagnosis)***

In the following, a safe method for exploring the general spiritual, emotional and existential state of the participants will be presented, which can apply both in times of peace and in challenging times. The training enters the world of symbols and offers an opportunity for injury-free self-exploration by leaving the real world. The fairy tale is the reality dressed in symbols, a mirror of knowledge handed down for thousands of years. At the same time, it is a buffer zone where fairy-tale figures can express their opinion to us, where it is easier to ask difficult questions, as it happens indirectly, yet clearly. In addition, the fairy tale entitles you to research absurd, incredible, magical ways and solutions (out-of-the-box thinking). (Kajtár, 2020) It can provide suitable service in training groups where personal involvement arises in some crises, where a far-reaching organisational transformation is taking place.

#### **AIMS**

To introduce key terms and phenomena related to the psychological fundamentals of crises, to process the literature through personal experience.

#### **Field of application:**

Crisis management, crisis communication, crisis intervention, self-awareness

#### **Participants/method:**

Each participant in small groups, and plenary discussion

#### **Time required:**

30–35 minutes

#### **Tools:**

Story map (large for group work), figures (pebbles, buttons, board game or LEGO figures, etc.) at least twice the number of participants

#### **Source:**

Self-developed exercise using the Fairy Tale Map of Vanda Tátrai

#### **General description**

During the exercise, the participants become familiar with the map and put their figures on it, then they will briefly reflect on their current life situation. The imaginary “fairy tale” speech and metaphorical content allow them to talk about personal matters/issues and their life in a safe environment. The group discusses what risks, threats and anxiety-inducing circumstances there are in their lives and what kind of emotional events (what quantity of stress) this generates and in whom. During the exercise, we go from the personal level to the general.

## Step-by-step

Number	Steps of the exercise	Time
1.	The trainer explains that they have brought a new group work tool for the training, which hopefully will evoke familiar places for everyone. Places the map on the ground in front of the group. The trainer gives the participants a few minutes to look at the Fairy Tale Map while they identify the details.	3–4'
2.	The trainer asks the participants to place themselves on the map. The participants put down their figures.	1–2'
3.	The trainer asks the group to tell everyone one by one where they put their figure and why.	16–20'
4.	The trainer thanks them for sharing information and asks if the participants see any connection between what they see on the map and the training topic. The group discusses the ideas that surface.	5'

### Information to the trainer

When “deploying” alternative tools, I always ask for the group’s approval and confirmation whether they are open to trying something new, especially when we move into the private sphere (also) during a professional training session. Preliminary, we conclude from personal experience which are later discussed in the context of organisational development and management tasks.

It’s okay if the participants can’t identify every location or detail on the map, it’s not part of the task. At the same time, practice shows that folktale motifs are such an integral part of the Hungarian cultural heritage and are so common in the groups to such an extent that the map provides an immediate point of connection. The map involuntarily recalls fairy tale experiences, word images, feelings and memories.

In the case of a group with a mixed cultural background, we offer the possibility for the group members to “translate for themselves” the motifs of the map. Let’s leave time and encourage them to tell stories about the fairy tale world of their own culture and, if necessary, to supplement the map with new inscriptions or drawing signs and references. This completion obviously means extra time, but the investment will pay off during further exercises.

Dark, menacing locations, elements evoking negative connotations and emotions (hellfire, 12-headed dragon, witch’s hut or the ‘petrified figures,’ etc.) obviously deserve special attention on the map. The participants’ interpretation, personal communication and chosen position together show who is “in trouble” in the group. The map often points to this as evidence, the language communication can be much more nuanced.

### Questions/considerations for discussion

- What locations have you identified?
- Where did you place yourself and why?
- What is there? What can be seen and heard there? How is the mood? How do you feel there?
- Do you see any connection between the training topic or the “reality” seen on the map and the information covered?
- Depending on how “deep” we want to dive into the map, the discussion can be continued with questions aimed at even deeper immersion:
  - What are the colours, lights, smells like where you are?
  - What would you touch there?
  - What moves there?
  - How do you see yourself in Fairyland?
  - Who and what can you meet there?

### ***Exercise No. 7 – The Crisis on a Fairy Tale Map (The Thread of Life – Personal Crisis)***

There is an exercise for those who like and use exercises on a personal level and prefer experience-based competency development. They are not afraid that the participants will come to the professional “truths” (considerations) through their self-discovering work. Less experienced trainers can choose other ways of processing the topic: creating a working definition, collecting and discussing in pairs, etc. The trainer can also bring a film excerpt about the rules of crisis intervention, on which a conversation can be based. It could provide source texts for processing and group discussion.

#### **AIMS**

The exercise aims to learn the core concepts related to the psychological fundamentals of crises and to summarise the psychological processes that are important from the point of view of communication and must be taken into account when formulating messages.

#### **Field of application:**

Crisis and change management, crisis intervention, self-awareness

#### **Participants/method:**

Each participant individually, later in pairs or small groups, then plenary discussion

#### **Time required:**

30–45 minutes

#### **Tools:**

Story map (large for group work), figures (pebbles, buttons, board game or LEGO figures, etc.) at least twice the number of participants, yarn for each participant (approx. 1 meter long), scissors

#### **Source:**

Self-developed exercise using the Fairy Tale Map of Vanda Tátrai

#### **General description**

The participants “draw” their life path on the map with the help of a piece of yarn, which they can bend anywhere. They take stock of the events and feelings of the main stations and turning points, which they will discuss in pairs, and then look for common issues regarding both positive and negative experiences. Finally, coping methods, abilities and different preparations are explored in small groups or as plenary work. Thus, the task leads from eustress and distress to the concept of resilience.

## Step-by-step

Number	Steps of the exercise	Time
1.	The trainer distributes the copies of the map and the threads, then asks the participants to use them to draw their life path on the map. Ask them to lead the life thread to where they have been (even more than once), show where they started from and where they got or didn't get, what detours they had (if any), and where they are now.	2–3'
2.	The participants are working on the visualisation of individual life paths.	5–7'
3.	The trainer arranges the participants into pairs and asks them to discuss what realisations they made and what paths they took.	10–12'
4.	Depending on the preparation of the group, the extent of involvement, and the level of group trust, the trainer decides whether to continue the processing in pairs, in small groups, or in plenary work. According to the previous decision, the participants form small groups or turn back in the circle for plenary discussion.	1'
5.	a) The trainer provides criteria for further processing in pairs or small groups. b) The trainer conducts the plenary discussion and then summarises it on a flipchart.	15'
6.	a) If there was also small group work, the trainer asks the groups to present the most important lessons of the exercise to the large group in 1–2 minutes. b) The trainer provides a framework for the exercise with the theoretical summary.	6–8'

### Information to the trainer

The self-awareness-related part of the work means that the participants answer to themselves where they are, in which location and motif they discover themselves, what complications they see around them, and what fairy-tale functions they operate in their lives (victims or shapers of the circumstances). In the following, they can be asked questions as to what goals they need to achieve, what competencies or tools they need to acquire to move forward, and what the planned or desired direction is, etc. (Boldizsár 2010, 125) It is all about the work with their motivation and preparation (skills), as well as their vision, which is synonymous with "arming" them, expanding their possibilities to becoming a hero.

This practice evolves depending on the depth of individual processing. It is not advisable to bring it into group members who do not know each other at all, just as it is also necessary to consider that this kind of self-discovery also has pitfalls in case of people coming from a workplace collective. That is why the aspects of assignment and discussion may also change. The questions may also refer to work life, time spent in the organisation and the general career path.

The yarn can be replaced by drawing and numbering. I prefer using yarn because it involves another sense, touch in the exercise, thus enhancing the memory effect.

### Questions/considerations for discussion (for the pairs)

- What were the most important milestones in your life?
- What happened there? What kind of challenge, success and difficulty did you mark on the map?
- What thoughts and emotions did each turn evoke?
- When the balance was broken or the situation became uncertain, or something unexpected happened, how did you feel and behave in the moments of truth?
- What was your first reaction? How did your behaviour change later during the crisis?

- If it is a set working group (staff) that has become familiar with each other or is expected to work together for a long time in the future, the focus of the exercise and conducting of the discussion can be changed to organisational life or from the individual to the group.
- If you had to review what happened to you in the labour market from the first day of your employment, where would your path lead from and to?
- What difficulties did the individual stations, detours and turns involve, and how did they enrich you?
- Where are you standing now, and what does this situation mean?
- Where would you start the group's story on the map? Can you remember the first meeting, the beginnings, the company founding? Where have you been, where did the road take you?
- What were the most significant milestones in the group's life? Have you been on the dark side? When? How did you get out of there?

#### **Questions/considerations for discussion (for small groups)**

- What thoughts, emotions and behaviours appeared during the review of life paths?
- What were the common features of the burdensome situations and the responses?
- What coping methods have you identified?

#### **Questions/considerations for discussion (for plenary discussion)**

- What basic concepts related to crises did the practice elicit?
- What specific unstable (crisis) situations did you recall?
- What lessons do the surfaced emotional and behavioural reactions have for interpersonal communication?

### ***Exercise No. 8 – Crises and Resilience***

The exercise below focuses on restoring the shaken balance and the ingredients/components of personal and organisational resilience. It can be a flexibly used program element in crisis training, as well as in stress management and burnout prevention training.

#### **AIMS**

The exercise aims to deepen the knowledge about the psychological foundations of crises and introduce the concept of resilience and the resilient organisation. Furthermore, it shows the techniques for developing resilience.

#### **Field of application:**

Crisis and change management, crisis intervention, resilience development

#### **Participants/method:**

Each participant individually, later in pairs, then plenary discussion

#### **Time required:**

50–70 minutes

#### **Tools:**

Story map (large for group work), figures (pebbles, buttons, board game or LEGO figures, etc.) at least twice the number of participants, yarn for each participant (approx. 1 meter long), scissors

#### **Source:**

Self-developed exercise

#### **General description**

The participants recall the previous successes of their own lives, dividing their earlier lives into four equal periods, no matter how old they are. The trainer asks them to work individually and write down two success stories, proud events, results and accomplishments per era. Then the participants arrange pairs and analyse the recalled life events. Certainly, personal crises are also going to be mentioned. During the discussion, they examine what skills they had (have) and who and what helped them achieve the successes mentioned, as those are the fundamental sources of their resilience. Finally, the group discusses what the components of resilience are, in line with the latest research, and to what extent those abilities are innate or can be learned. Last but not least, the concept of a resilient organisation links back to the organisational focus of the training.

## Step-by-step

Number	Steps of the exercise	Time
1.	The trainer asks the participants to divide their lives up to now into four eras, then recall two success stories from each era and briefly describe them.	10'
2.	The trainer arranges participants into pairs, providing perspectives for the discussion and analysis: supportive persons, necessary skills, appropriate behaviour and lessons learned.	20'
3.	The trainer asks the group to share some points briefly from the two-person conversations.	5'
4.	The trainer then asks the participants to work individually again and asks them to recall a challenging situation or crisis for each era.	5–10'
5.	The trainer asks the participants to look for 5–7 lessons for themselves in the copings, even such that has become clear to them only now, from a long time ago.	10'
6.	During the plenary discussion, the trainer asks the participants to share their insights and the patterns they think they have discovered.	15'
7.	The trainer connects the topic to the concept of a resilient organisation during a presentation or initiates a conversation about the same.	5'

## Information to the trainer

In this task, we are already leaving Fairyland, but in terms of content, we are still working in it, since the processing of personal life stories and trials follows. Everyone emerges as a hero. The cross-talk in fairy tales can still be very strong: since the test, challenge or enemy is also a standard in the stories, it proves the hero's courage and ability. The crisis is nothing more than a checker of the leader's or management's competencies, it shows the leader's charisma, leadership ability, decision-making ability, ingenuity, the perspective-giving function of the leader, etc. In addition, the fairy tales have the motif of rebirth, which is the fairy-tale equivalent of successful recovery from crisis and flexible reorganisation. Rebirth assumes the need to come face, and overcome obstacles. Its essential parts are suffering, pain, trials and finally, the ability and compulsion to utilise the acquired knowledge. (Boldizsár 2010, 198)

Here, we have to make a short digression about another very common motif of fairy tales, the miracle. Miracle most often means a kind of metamorphosis, a change of shape, during which the hero takes the most supportive shape, which helps him/her to achieve the set goal. (Boldizsár 2010, 242) Someone (please) tell me that is different from what we expect from those involved in crisis management!

There are many versions of the above-mentioned exercise in positive psychology (for this reason, unfortunately, I cannot recall or find the original source [in English], but as an alternative, I refer to another way of conducting it. The exercise shared here can also be interpreted as a revision of it).

What the trainer has to be careful with is that the recall takes place in individual work, that the sharing both in pairs and in plenary focuses on the lessons and skills, and does not go in the direction of invading the private sphere.

## Questions/considerations for discussion (for the pairs)

- How did it feel to experience success?
- When you achieved that particular success, did you fully experience it, who were by your side? Who are the regulars in your success stories?
- What skills did you rely on to achieve success?

- How would you describe your behaviour in the evoked situation, what you did, or didn't do? (Participants can be quite tight-lipped about this question, so let's help them with additional questions: did you plan in advance, did you look for information, did you ask for advice, did you accept it, how much risk did you take, did you express an opinion, did you ask for help, did you accept any help, etc.?)
- What is the message of these stories for you?

### **Questions/considerations for discussion (for plenary discussion)**

- What feelings were mentioned? How emotionally intense were the stories and the recall process?
- What skills helped you succeed?
- What kind of network of contacts and support staff can be identified behind your success?
- What lessons are outlined based on the stories? What wisdom have you acquired?

### **Questions/considerations for discussion (for the pairs)**

- What coping strategies did you use in times of crisis?
- What have you learned from difficult situations?
- What guides were there from others in the stories (admonitions from grandparents, parents, anecdotes, quotes, metaphors, personal insights, etc.)?
- What effect do you think the coping had on your future life?

### **Questions/considerations for discussion (for plenary discussion)**

- If I tell you that you have discovered sources of personal resilience in practice, what would be the main points of your personal resilience development plans for the future?
- Knowing the concept of personal resilience, what do you think is the basis of organisational resilience? What parallels can be set? What is different about the flexibility of the organisation, its components?

## **Exercise No. 9 – Gordon Ramsay is the Evil**

### **AIMS**

Thinking about alternatives, practicing decision making and public speaking, raising awareness of the rules of crisis communication

### **Field of application:**

Communication and media studies, crisis communication

### **Participants/method:**

The whole group in small groups, aquarium exercise, plenary discussion

### **Time required:**

40–90 minutes depending on the aim of the exercise (study)

### **Tools:**

Flipchart, felt pens

### **Source:**

Self-developed exercise

### **General description**

The trainer forms small groups and instructs them to take on the roles of the Master Chef TV reality show staff members. They are to prepare themselves to inform the public about the start of the fourth season via a press conference. (Depending on the education program and the learning goals the task can be either organising the whole event or planning the statements or simulating speaking to the press.) However, the planning process is interrupted by an unexpected event, an unfortunate death casts a shadow to the start of the new season. The groups need to figure out how to handle/manage the situation, how to communicate.

By this time the class needs to know that one of the most important duties is to collect the Q&A (Questions and Answers), identify and formulate the key messages in three types (must, may, forbidden).

The trainer gives some minutes to the small groups to work on this and after a while, gives the information to them that circumstances have changed, something happened and they need to bear that in mind whilst planning [58]

- **The finalist committed suicide**

- *Joshua Marks, a finalist in Gordon Ramsay's cooking competition, shot himself.*

- The man was seemingly pleased with his life. He finished second in a very close competition in the 3<sup>rd</sup> season of the Master Chef television competition. His body was found in a part of Chicago with a gun lying next to it. The official report comes only after the autopsy, but a police spokesman said the man was most likely shot in the head. Joshua Marks, according to family members, suffered from bipolar depression and schizophrenia.

- Joshua Marks is already the third cook to commit suicide after appearing on Gordon Ramsay's show. In
- the first season, 39-year-old Joseph Cerniglia threw himself from a bridge into the Hudson River, and
- Rachel Brown, having the chance for the first-place, also shot herself in the head during the second
- season. Because of their deaths, many blamed Gordon Ramsay, who was shouting at them all the time.

The trainer asks the small groups to ponder on their actions having the latest information and to continue the preparation for the start of the fourth season. (10–15 minutes) By this time, the journalist will have received their invitations to the press event, which is to begin within 15 minutes.

The briefing can be held in several rounds according to the individual solutions of the small groups or by asking the teams to delegate 1–1 member to the briefing (producer, program director, Ramsay or an imaginary co-host and/or jury member, etc.). In the case of the latter, allow 1–2 minutes to reconcile their statements. In the meantime, instructions may be given to other participants transforming to journalists (e.g. whose views should be presented in their questions: television journalist, gastro blogger, competitors, professional advocacy for chefs, grieving family members and relatives, TV viewers, competitor channel or show, people with mental disorder, etc.).

### Additional information

(The following information will only be included in the press conference. Can be issued as a handout to students taking on the role of a journalist.)

Mark's parents say the world's best-known TV chef indirectly contributed to their son's death, and his illness surfaced after the show. Additionally, a week before the suicide he had been treated due to this in a hospital. Joshua was overcome by a blind woman in the final, and he heard voices almost the whole day. He turned out to be schizophrenic, which may have been brought to the surface by the competition. He was also arrested once for attacking a police officer. Then he said Ramsay had possessed his body and turned him into God.

Journals invite their readers to a similar vote in the media when discussing the case:

Who do you think is responsible?

- Gordon Ramsay is a crazy person, why do you have to humiliate everyone?
- His family should have prevented him from entering the contest.
- The TV channel would have done better if it had not allowed the man into the competition, if only for its own sake.

### Step-by-step

Number	Steps of the exercise	Time
1.	The trainer forms small groups and asks them to take on the roles of the Master Chef TV reality show staff members and instructs them to prepare for the press conference.	8'
2.	The trainer interrupts the group work and gives new information (about the 3 <sup>rd</sup> death case) and asks students to continue the work considering the suicide.	1"
3.	The small groups are working on the topic.	12'
4.	Each group delegates an actor to the aquarium situation (they reconcile their ideas).	5'
5.	The group imitates the press conference. (The trainer gives the handout for the journalists.)	20–40'
6.	Plenary discussion.	20'

## Information to the trainer

It is necessary during the plenary discussion, for the trainer or their co-trainer to take notes during the aquarium situation. In this case they can recall what participants have said (at the level of words and phrases), but observers from the group can also be asked for this role.

## Questions/considerations for discussion

- Strong words, phrases, labels, key messages
- Framing information, managing information and meanings
- Specific measures, compensation, guarantees
- Blaming (victims), responsibility
- Information of the disorder, discriminatory issues, vulnerable groups
- Expression of condolences (explicit, implicit)
- Communication of losses and casualties, “packaging” of the death, timing of communication, direct context
- Showing emotions
- Presence of values (e.g. human life)
- Role boundaries, role pressure
- Coherence of the speeches, contradictions
- Presence of authentic and non-authentic verbal and non-verbal signals
- Rhetorical strategy (silence, denial, counterattack, partial or complete confession, apology, reduction of the significance – mitigation of the event, strategy to increase support [reconstruction], etc.)
- Target groups, etc.

## Comment

In media training, the task can be built further with full target group segmentation, stakeholder analysis, documentation and follow-up (planning media monitoring and analysis, indicators, reach, etc.).

In a crisis training, the task can be preceded by risk analysis, and the development of the relevant chapter of the crisis scenario can follow it.

[58] Transcription based on Farkas György: Öngyilkos lett a Mesterszakács kiesője. *24.HU*, 14 October 2013. <https://24.hu/kulfold/2013/10/14/ongyilkos-lelt-a-mesterszakacs-kiesoje/#>

## ***Exercise No. 10 – Preparing for the Crisis***

The group can deal with the tasks of the pre-crisis phase even before clarifying the psychological foundations of crises, but if we return to this stage or return back, we can expect much more sophisticated task solutions. From the variety of tasks, we can focus on monitoring tools, organisation-specific crisis types, the management approach (a matter of control), or the analysis of the organisation's stakeholders. In the same way, the composition and authorisations of the crisis team or the basics of press work (contact system, press lists, messages, documentation, evaluation, etc.) can come into focus. In each case, it is advisable to put the participants in the managerial role of a real (or fictitious) organisation.

### **AIMS**

The purpose of the exercise is to present the primary tasks of preparing for crises, introduce some assessment tools of risk management, and prepare the participants for target group segmentation and the compilation of press lists. Thinking about alternatives, practicing decision making and public speaking, raising awareness of the rules of crisis communication.

### **Field of application:**

Crisis and change management, risk management, target group segmentation

### **Participants/method:**

Each participant in small groups and plenary discussion

### **Time required:**

50–60 minutes depending on the aim of the exercise (study)

### **Tools:**

Cards with the description of the organisations's profile and operating sector (if necessary, with facilitation questions), flipchart paper, felt-tip pens, blue tack, or painter's tape

### **Source:**

Self-developed exercise

### **General description**

The small groups, taking on the role of the management of an organisation, discuss the dangers that are potentially present in their lives and threaten the operation and what kind of risks and risks of damage can be expected in the short, medium and long term. They record the earlier-discussed issues on a risk map or the so-called vestibule window scheme. In addition, after a brief plenary overview, each group works on a target group analysis and systematises which public opinion groups they should communicate with during a crisis, which of them enjoy priority, and via which channels they can be reached.

## Step-by-step

Number	Steps of the exercise	Time
1.	The trainer forms small groups and distributes or draws organisation cards. He/she explains that the task is to create a risk map or to fill the vestibule window scheme with content, then asks the participants to think through possible threats, risks of damage and even unimaginable risks.	10'
2.	The groups briefly summarize what they have come up with. The groups can reflect on each other's solutions or complete them.	5'
3.	The trainer asks the groups to name the groups of actors involved in the crisis (differentiated, if necessary, depending on the crisis classification) and to think through what their points of view are during a crisis, and how they should communicate with them.	20'
4.	The groups present their solutions and answer the questions addressed to them.	20'
5.	The trainer summarises, highlights the essence, provides feedback, and closes the circle with the basic principles of crisis management.	5'

### Information to the trainer

The chosen organisations should be diverse, even in the case of groups coming from specialised fields. The logic of organisations with very different profiles, perspectives and multifarious values resulting from their organisational culture has a beneficial effect on group discourse. To make those participants feel comfortable who are inexperienced in risk assessment practice and so they don't feel like they are stumbling in the dark, it is advisable to give some help at the beginning, e.g. present some completed risk assessments or samples.

### Questions/considerations for discussion

(Risk map, vestibule window diagram)

- What possible dangers did you identify, and how easy or difficult was it to place them in the scheme?
- To what extent was it possible to list the risks completely? Seeing other people's solutions, what would you add to your (own) risk maps?

(Press list, media database)

- What mediums were added to the list, and what types of mediums did you use at all?
- To what extent is communication, in the light of the list, based on traditional and online media channels? Which professional mediums have been placed on the list?
- What would be the key messages in "peacetime" about the organisation?

(Target groups, messages)

- What stakeholders have you identified, and which are affected by the operation?
- How can these public opinion groups be characterised, and via which channels can they be reached? (What was the basis for the separation?)
- What do these groups expect during a crisis? What main interests do the stakeholders have? How much power do they have, and do they have the ability to intervene in the processes?
- In times of crisis, what key messages would reassure each group?

## Organisation cards (sample)

(risk map, hall/vestibule window scheme)

- You are the management team of Budapest Waterworks PLC (Sales and Customer Service Director, International Business Development Director, Financial Director, Operations Director, etc.). Your task is to prepare the organisation's risk map according to the given scheme.
- You are members of the Hungarian State Opera's management staff (Artistic Director, Ballet Director, Operations Manager, Financial Director, Chief Music Director, etc.), and your task is to prepare the organisation's risk map according to the published scheme.

(Press contact lists)

- You are members of the management of the National University of Public Service (Rector, Vice-Rectors, CFO, Director of Communications, Director of Education Development, IT Director, etc.), and your task is to compile the list of press contacts for the organisation (or a university faculty).
- You are a member of the management of Dreher Sörgyárak PLC (brewery) (HR Director, Marketing Director, Financial Director, Sales Director, Supply Chain Director, etc.), your task is to compile the organisation's press relations list.

(Monitoring, forecasting)

- You are members of the management of the Zoo and Botanical Garden of the capital (Public Relations Manager, Feeding Manager, Plant Safety Manager, Care Director, Zoo Pedagogical Manager, CFO, etc.). Your task is to collect the issues (events, processes, signals, metrics, etc.) that can predict the occurrence of a possible crisis in the organisation. Think about what tools can help you track these, monitor their changes and detect any crises early!
- You are members of the management of the Budapest Transport Centre (Mobility Development Director, Customer Relations and Sales Director, IT Director, Infrastructure and Revenue Assurance Director, HR Director, etc.). Your task is to collect those issues (events, processes, signals, metrics, etc.) that can forecast the occurrence of any crisis in the organisation. Think about what tools can help you track these, monitor their changes and detect crises early!

### ***Exercise No. 11 – The Lost Workforce (Loss of Communication)***

The case study explained below shows vividly how the initial parry can turn against us, especially if we break the “expect the worst” rule. A case receiving international press coverage is worthy of analysis in itself, especially if there are many factors affecting the news value, such as the fame and influence of the participants, the involvement of elite nations or organisations, significant damage or violation of norms, public perceptions, continuity, etc.

#### **AIMS**

Awareness of rhetorical strategies and principles of loss of communication, public speaking practice taking into account cultural factors.

#### **Field of application:**

Crisis and change management, crisis communication, intercultural management

#### **Participants/method:**

Each participant in small groups, in a kind of “rotating” aquarium situation

#### **Time required:**

50–60 minutes

#### **Tools:**

Case description or newspaper articles in chronological order, cards for drawing lots (with names of rhetorical strategies)

#### **Source:**

Self-developed exercise based on media monitoring (the original news material is slightly modified and dramatised)

#### **General description**

The participants face the crisis of a large company manufacturing telecommunications components in the Far East: a wave of suicides among employees. They are to inform the public by placing themselves in the role of the owner of the company. The difficulty of the exercise is that more and more new information and events shade the situation and the groups cannot go beyond the framework of the strategy issued to them (denial, counterattack, mitigating the event, full admission and apology). As the simulation progresses from group to group, the trainer always puts the next speaker in a more difficult situation than the previous one with the addition of new information. Finally, the group solutions and the real-life outcome are going to be compared.

## Step-by-step

Number	Steps of the exercise	Time
1.	The trainer divides the participants into small groups and tells them that they have to take the role of a Taiwanese tycoon, briefly reading the relevant press material. After that, they are to draw lots so that they can decide which group should use which rhetorical strategy.	3'
2.	Working in small groups.	10'
3.	The trainer asks the spokesperson of the first group to present the group's solution in the role of speaker. The members of the other groups ask questions as journalists.	5'
4.	The trainer steers the task in a new direction with new facts, so the remaining groups can refine their messages.	5'
5.	Next comes the spokesperson of the second small group, and journalists ask questions again.	5'
6.	The trainer shares new background information and gives time to the other two groups to fine-tune their statements and to the journalists to collect more and more questions.	5'
7.	The press conference of the third and fourth small groups follows, the same way as the previous ones.	10–15
8.	The group summarises, the trainer highlights the essence, discusses the cultural context, the challenges of loss of communication in the age of digital media.	10–15'

### Information to the trainer

The trainer should choose the order of the press conferences, and after each aquarium situation, give the other groups time to modify their statements. It is advisable to start the aquarium exercises with one of the denial strategies because the participants usually live with the assumption that it is enough to verbally reject the accusations and answer no to all the questions that arise. "It is not our fault. We are not responsible for it. It is not true that the working conditions are inhumane." etc. Reconstruction strategies aimed at recovery should be left to the end. In this way, the participants can polish their solutions, taking into account the mistakes of the previous speakers, and the pitfalls of dishonesty and evasion of responsibility can be continuously uncovered and discussed.

If the trainer does not want to leave it to chance to "scare" the spokespeople and wants to provoke journalists to confront them considering the expectations of the public opinion, they can prepare facilitation cards for the group members who take on the role of journalists. At the same time, practice shows that, even if not in all cases, the participants have made serious progress in the way questions are asked by this time.

### Questions/considerations for discussion

- How do you judge the efficiency and credibility of each strategy, considering the aspects and expectations of the public?
- Which basic principles of crisis communication did the latest media news bring to your mind?
- How do you judge the solutions of each group, not only in terms of rhetorical strategies but also measures taken?
- To what extent did the communication dictated by the rhetorical strategy received by the group match the personal values?
- What is the fundamental difference between the way we see suicides as Europeans and the Chinese public?

- What is the role of the individualistic and collectivistic cultural dimension when we talk about workplace accidents or suicides?
- In the specific case, what does the fact mean that the crisis affects a manufacturing plant for multinational companies for communication?

## Case description/Scenario

(First news article)

### • *The tenth Foxconn worker committed suicide*

• On May 26th, a 19-year-old man jumped off a building at Foxconn's Shenzhen plant. According to the  
 • primary police investigations, it was beyond doubt a suicide. The man from Gansu province in northwest  
 • China is the tenth in a row to take his own life at the company. Several people saw him throwing himself  
 • into the deep. Taiwanese billionaire CEO Terry Gou travelled to the site to respond to public accusations  
 • about the inhumane working conditions at the factory and to open the factory's doors to journalists.  
 • About 300 journalists were officially present at the event.

(Background information for the groups uniformly)

• Gou is the 3<sup>rd</sup> richest man in Taiwan. Foxconn is a manufacturer of electronic devices employing a total of  
 • about 820,000 people and a supplier to such large companies as Apple, Nintendo, Dell, Hewlett-Packard,  
 • Intel, or Microsoft. A total of 420,000 people work at the Shenzhen plant. A 21-year-old man told the  
 • press that they work 12-hour shifts six days a week and that he cannot even talk to his colleagues.

• Here follows the first briefing (the group receiving the denial strategy).

• No matter how well the chosen rhetorical strategy works, the trainer tells what the company manager's  
 • first statement was, and asks the groups to think and plan their statements again in light of this.

(Second news item)

• As Terry Gou arrived on the scene and stood in front of the cameras to prove the company's innocence,  
 • like dotting the i's and crossing the t's, another suicide occurred. This time, a woman jumped from  
 • the roof of the workers' dormitory of the Shenzhen factory. In a statement, Gou denied that working  
 • conditions had contributed to the deaths and argued that:

• "If the gross domestic product increases in a society, then the rate of suicides generally increases as well.  
 • I spoke to psychologists who assured me that our suicide rate is well below the national average."

• The second press conference follows (still with some rhetorical strategy of denial and avoidance).

(Third news item)

### **The Apple leader called the suicides worrisome**

After the 11<sup>th</sup> death, the suicides at Foxconn were called worrying by the CEO of Apple, who spoke for the first time about the case at a professional conference. He said that it was a difficult matter that they try to understand before they reason. He added that the Chinese factory is not a "sweatshop". The Guardian suggested that the deaths at Foxconn could also cast a shadow on the success of the iPad. If that wasn't enough, the South China Morning Post published the commitment statement, in which Foxconn new hires must promise not to kill themselves or, if they do, their families will not receive compensation.

In the meantime, a relative of one of the deceased made a statement to the French newspaper Libération and said that his brother, who died in January, complained that he could not stand the working conditions anymore. In December, he worked 120 hours overtime, even though Foxconn employees are not officially allowed to work more than sixty hours a week. In addition, the man had to clean the toilet for the last two weeks. The photos, which the boy's sister took at the morgue and presented to the press, show that the man suffered skull injuries and bruises all over his body. According to the police, the boy fell from the balcony, but his father was convinced, that his son could not have committed suicide, so he asked for compensation from the company. According to the boy's mother, everyone is warning them that it would be crazy to attack Foxconn legally, and no lawyer has taken their case so far. Next comes the third press conference (with some strategy for rebuilding or increasing support).

(Fourth news item)

### **Compensation and prevention**

Terry Gou apologized and said that the statement of commitment that was previously objected, will not be used in the future, and many preventive measures will be taken. The company announced a salary increase of 30 percent the previous week and a further 70 percent this week. All employees have already received the former raise, and the latter will be introduced after completing the three-month performance evaluation review. The 70 percent increase is a possibility in principle, and if the workers perform well, they can earn up to 2,000 yuan (HUF 70,000) a month, which is twice what they had received before the suicides started occurring.

Next is the fourth press conference (with a strategy for rebuilding or increasing support).

(Closing news item)

In addition to the salary increase implemented to improve the general mood, the company decided to create a hospital where specialists will deal with the workers. To prevent suicide attempts over one and a half million square meters of nets will be stretched around the worker's hostels and factory buildings. Gou commented, that he knows it sounds like a crazy idea, but if it can save a life, it's worth it.

The company management divided its employees into four thousand groups, with fifty employees per group, in order to facilitate communication between them. In addition to the approximately one hundred professionals, they also selected volunteer spiritual caregivers, whose number they would like to

- increase to a thousand within a month. At the end of the year, the company ended with 14 deaths out of
- 18 suicide attempts. In the years that followed, there was no suicide wave of a similar magnitude – which
- received media attention. And yet, a year and a half later, Foxconn was in the headlines again due to the
- rejection of salary increases, at that time, the factory workers threatened mass suicide. (Even in that case,
- an agreement was finally achieved.)
-

## ***Exercise No. 12 – A Fatal Trip***

Perhaps the story that has undergone the most significant transformation (compared to reality) in the library. It was inspired by an accident that happened in Austria in 2013.

### **AIMS**

The exercise aims to raise awareness of the rules for the operation of the crisis team, to experience the feeling of being under siege, and to deal with negative emotions. Similar to the previous ones, this simulation is also suitable for raising awareness of rhetorical strategies and practicing making statements.

### **Field of application:**

Crisis and change management, crisis communication, crisis intervention

### **Participants/method:**

Each participant in small groups, as crew members or as observers or as journalists in plenary discussion

### **Time required:**

60–90 minutes

### **Tools:**

Case description, situation cards

### **Source:**

Self-developed exercise based on media observation

### **General description**

The participants get the case description and a few minutes to think about what role they intend to play in the exercise: staff member, journalist, or observer. Then, the staff has a meeting and discusses the situation, slowly revealing the multi-layered conflict web, which burdens the work process and hinders the effective contribution of solutions. The team makes decisions, prepares a statement, a press appearance follows, then a processing round.

### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer explains that, during the exercise, the group plays the role of a faculty and conducts a crisis team meeting. Participants choose their roles. The trainer distributes the role sheets and the case description.	1–2'
2.	The staff is having a meeting.	25'
3.	The simulation of the press conference at eight o'clock in the evening follows.	15'
4.	After summarising the lessons learned, the staff gathers again and prepares their communicator for next morning's television interview.	10'
5.	The morning television interview follows.	5'
6.	The group summarises the lessons in a plenary discussion.	20'

## Information to the trainer

The trainer who does not want to introduce another communication process related to human loss to the group can also replace the case with the Green River exercise of the State Audit Office. (There, the team has to solve the problem of environmental pollution, complicating the situation with deep corruption involvement.)

## Questions/considerations for discussion

- How does the group evaluate the presence of different actors? (Does it reflect on the composition of the crew at all?)
- What are the aspects of the discussion?
- What values are expressed during the team meeting?
- What specific action does the group take?
- Which target groups' communication needs does the group name during the meeting, and in which direction does it reach the development of the message/communication?
- How do dependencies appear during the discussion, reasoning and decision-making?
- Whom does the staff choose as a spokesperson and what are the advantages and disadvantages of this?
- How carefully were the questions from the journalists representing the interests of the public listed, and how precisely were the answers elaborated?
- How should the group use the already known tools to make the crisis management and communication process more transparent and structured? (Who is the moderator, the recorder, and what goes on in the communication forms and in the interim statement, etc.?)

## Case description

(Handout to be distributed)

- You are the employees of the Eötvös High School in the 25<sup>th</sup> district. In connection with a sad case, you meet for the institution's first crisis consultation. They just received the notification that one of the students in the "11<sup>th</sup> C" class, which went to Austria, had a fatal accident during the annual adventure trip. The accompanying teacher, Pintér, called the School Director from a police station in Lower Austria. Pintér is a physically fit instructor with a lot of experience, and great popularity among students. He reported in a broken voice that he was calling during a break in the interrogation. The authorities were very fair and careful, they had already started a procedure to investigate the case, so the class expectedly would spend a day longer in Schwarzaau.
- The members of the 35-person class are considered regular hikers since we are talking about a sports class that has produced winners of several domestic survival tours of different age-groups and cross-country and rock-climbing competitions in recent years. The young man who died as a result of a skull injury was the 17-year-old Benedek Dániel, whom everyone just called Bende. Her classmate, Zsanett Molnárka, was also hospitalized with multiple broken bones. The others are all safe. The two young people fell hand in hand into the depths when the group decided to leave the designated hiking trail. Last day, there were heavy rains all over Austria and the group was hit by a thunderstorm at the top of a mountain. Because of that, they looked for a shorter route so that the drenched and freezing group

could reach their destination as soon as possible. Bende and his girlfriend walked in the middle of the group. The people in front of them waded through the gully some minutes earlier, where the two young people lost their balance and fell into the water. Pintér and the other half of the group reached the ford only minutes later. By then, two of their companions had already helped Bende and Zsanett wriggle out of the water. Bende's injuries did not seem serious, as he only had small scratches and a large bump on his forehead. However, Zsanett reported severe pain. One of her knees and left arm hurt, and she had an open fractured wrist that was bleeding profusely.

Upon arriving at the scene, Pintér immediately administered first aid to the girl. He put her leg in a splint, had her arm bandaged, and stopped the bleeding by putting pressure bandage on the area. The class continued its journey until they met locals and asked for help, and an ambulance arrived for the injured. By the time the young people got to the hospital in Neunkirchen, Bende was in an unconscious state, and while surgeons performed a life-saving operation on him, his heart stopped. The doctors could not restart it. Zsanett's injuries were treated, and she underwent two surgeries during the night. Her condition is stable. The class is upset.

## Role sheets

### 1. Financial Director

You listen to what happened with shock and are already afraid of reproaches. Recently, in connection with some school accidents, you dissuaded the parents from reporting the insurance damage events, so as not to worsen the school's accident statistics and reputation. You are afraid that these cases from half a year ago will now come to light. Earlier, one of the students rolled down the stairs because the cleaning lady had left the cleaning tools in the way, and another broke his arm while jumping over a vaulting horse.

In addition, you were the one who removed the lines about free accident insurance for the 13–18 age group from the first-year information package. The school has a stable financial position, thanks to the Eötvös Foundation. There is no problem if extra expenses arise now. Your preference is efficient communication. You are the Director's best friend.

### 2. School Director

You are the Director. You have been leading the institution for 14 years, living and dying for your students. You would put your hands in the fire for your teachers. You particularly like Pintér, as he always volunteers to organise multi-day school programs, which are not preferred by colleagues who have family. He really likes to guide tours and organise competitions. However, you know that Pintér has been taking things a little more relaxed lately, as if he was scatterbrained, superficial and sometimes inattentive due to his personal problems. And it looks like as if he showed more interest than allowed in one of his students...

(Of course, you don't have any evidence or specific information, just that crazy intuition!)

You consider the preservation of the school's good reputation, the personal respect for authority, and the reassurance of parents, to be of primary importance. You are afraid of the press. You do not like and therefore you are not used to being in the spotlight, so you have always diverted even the inquiries of the district TV.

### 3. School secretary

You have been fulfilling your position for 22 years. You know everyone, maintain a good relationship with everyone. However, you think it is time to remove Pintér from the staff. You think that Pintér is too liberal, he allows himself and the students too much. Discipline is loosening because of him, although it is a fact, that he is very popular among young people. You hate alcoholics, and the rumour is that Pintér has been drinking a lot lately. Sometimes also during working hours. Sometimes also with students. Concerning the trip, you indicated weeks earlier that not all students have travel insurance, and that the insurance subject to the right of the subject does not cover damages that occur during the trip abroad. You had an argument with Pintér about the fact that if he leads the group on the red hiking route instead of the blue sign, the excursion is not considered a sightseeing or tourist trip, but an (extreme) sports activity. Now, your head really hurts. What will become of this? If the maintainer asks you, you spill the beans, and do not have anyone's back.

### 4. Pintér, the accompanying teacher

You keep in touch with your colleagues by phone, constantly informing them about the progress of the official procedure, the class and the trip home. You feel guilty because on the day of the accident, you drank a couple of shots and you didn't really guide the group, the class led you. You gave in too fast to the request of the class to take the shorter route. You have been hiking for many years, but there have not been any serious accidents in your groups yet, other than surface abrasions or muscle strains. You told the Austrian police, so there was no point in hiding it from your family, that you knew that some of the group's members had smoked weed the day before, and that a small fight also had interrupted the events of the night's farewell party. Bende fought with a guy about girls. The atrocity was not considerable, but the accident puts every detail in a different light. Of course, you should know that the Austrian hiking trails do not have sufficient nor safe signs, so even if you are sober, you can be in trouble if you go off the road.

### 5. Bélai, President of the Parents' Working Association

At the meeting, you can represent the parents' interests, convey the parents' point of view and demands, and ask for information, but do not take part in decision-making. The staff may ask you to leave to hold a closed meeting or staff meeting. You are a confidant of the Benedek family, you know well that the elder Benedek has high-level political connections and has been supporting the Eötvös Foundation with substantial amounts of money for years. He wants someone responsible at all costs. You consider that it is unacceptable that the children were exposed to danger, and Pintér led the class alone, and he did not keep the group together. It requires an investigation down to the smallest detail and the strictest accountability.

### 6. Education district/KLIK spokesperson

You are in constant contact with the maintainer (KLIK and the minister). The maintainer does not want a scandal. Because of it, you want to settle the "incident" behind closed doors. You are instructed to protect the institution's reputation. The public trust in education must not be undermined in any case.

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### ***Exercise No. 13 – It Was just a Flash Drive...***

In the next task, the participants face the challenge of how difficult it is to formulate their messages for a target group whose preparation and professional background are significantly different or are very heterogeneous. Underestimating and overestimating the evidence-based communication can cause serious problems. And the style must be adjusted, not only to the communication situation and the characteristics of the interlocutor(s) but also to the needs of the current (physically distant) target audience represented by the direct interlocutors.

#### **AIMS**

The aims are raising the awareness of rhetorical strategies, formulation of context and target group-specific messages, and discussion of expert communicator role challenges.

#### **Field of application:**

Crisis and change management, crisis communication, electronic information security

#### **Participants/method:**

Each participant in small groups, and as a speaker, or trainer of the communicator/spokesperson or observers, in a kind of “rotating” aquarium situation

#### **Time required:**

40–45 minutes

#### **Tools:**

Case description, situation cards

#### **Source:**

Self-developed exercise based on media observation

#### **General description**

Participants must prepare statements and tailor their messages to different target groups. They have to talk about the importance of information security in connection with a lost flash drive: to kindergarteners, to viewers of a morning television program, in a discussion of a security policy TV program, and during an organisational training session for newcomers.

#### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer arranges the participants into small groups, explains the situation, and then the groups are given a few minutes to prepare the designated member for the communication situation that awaits him/her. The groups formulate the key messages.	5–10'
2.	The trainer asks for volunteers to be journalists, audience, etc., and if it is necessary, the trainer takes part in the exercise as the interviewer. The groups imitate the situations.	20'
3.	Group members reflect on communication performance and role challenges.	15'

## Information to the trainer

The communication situations can be freely modified, according to the target group. They can be a radio interview, a thematic podcast, a speech at a professional conference, further training for teachers, a forum for conscious parents, etc.

## Questions/considerations for discussion

- What meeting point did you find with the target group?
- To what extent was the communication tailored to the target group and the situation regarding its information content and tone?
- Were the messages clear?
- How did the speaker react to unexpected questions?
- What was the overall impression of the speaker?

## Case description

- A lost pen drive, full of confidential information, was found in West London by an unnamed private
- individual and handed over to the Sunday Mirror. The journal notified both the Heathrow airport and the
- authorities about the case. In a total of 76 libraries, the flash drive contained classified information about
- the airport, such as the Queen of England's security route and related measures. In addition, there were
- the identifiers required to enter the closed security areas and the timetable of patrols against suicide
- bombers. The flash drive also contained the names, dates of birth, passport numbers, photographs and
- other personal data of many individuals.

## Background information

The incident happened before the mandatory application of the GDPR guidelines, but the data protection law already protected personal data and prescribed the imposition of fines in case of abuse. During the investigation, the authority did not consider the confidential nature of the personal data to be primary, but rather the risk they posed to each individual. What the company did or didn't do to prevent similar incidents in the future came under heavy scrutiny.

The ICO (Information Commissioner's Office) specifically highlighted in its decision that the company provided data protection training to only 2 percent of its 6,500 employees, which probably contributed to the incident significantly. At the same time, the authority emphatically stated that the company cannot "redeem" the missing education with the fine, it is forced to make up for it immediately.

The authority pointed out (mentioning as a considerable omission) that no encryption was used on the data carrier, and confidential data were stored improperly. According to the authority, encryption is a fundamental requirement that is required from data controllers as the first and essential protection measure in the event of any incident.

Even then, it caused several debates in professional circles that the solution would be to ban the use of flash drives one by one, and for companies to switch to cloud-based storage only. The other way would be if encryption of USB sticks were required, what is more, investments would be made in infrastructure conditions for this, and companies would build a system in which all drives can be tracked, remotely restored and deleted, if necessary.

### ***Exercise No. 14 – AXIS Is in Trouble***

In part, the exercise provides general lessons regarding the cost implications of crises, and in part, it is a real reflection of profession-specific (electronic-information security) consequences. It helps to recognise the importance of a long-term strategic approach.

#### **AIMS**

The purpose is to carry out a crisis simulation and identify the short-, medium- and long-term losses, and raise awareness of subsurface cost items.

#### **Field of application:**

Crisis and change management, crisis communication, electronic information security incident management

#### **Participants/method:**

Each participant in small groups, then aquarium practice with observers

#### **Time required:**

70–80 minutes

#### **Tools:**

Case description and role sheets, the loss-iceberg diagram, description of the incident

#### **Source:**

Self-developed exercise based on [59]

#### **General description**

During the exercise, the participants face the crisis of an international private healthcare service company. Taking the management role of the Hungarian subsidiary of the company, they are looking for a solution to an IT incident. They model the team, make decisions and make statements to the press. After the group evaluates its performance, the trainer describes the case that is the basis of the exercise and its loss dimensions.

#### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer arranges the participants into small groups and explains the basic situation. The trainer asks the groups to draw one (or two) role cards (depending on the size of the group and the small groups).	2–3'
2.	The small groups briefly discuss what the given case means, and what position should the character formed by them take at the crisis team meeting, what the stakeholder would like to achieve.	5–7'
3.	The trainer asks the staff members to take a seat at the meeting and start discussing and solving the situation.	15'

Number	Steps of the exercise	Time
4.	After about 15 minutes, the trainer indicates that they should start to prepare the person they have designated for the expected questions of the press, and then asks the groups to move on to compile the question-and-answer list and develop the key messages.	15'
5.	The group simulates a short television interview, and the observers can send questions to the reporter in writing, as if they were editorial information, the so-called hot news, during the broadcast. The host of the program also includes these in the show.	10'
6.	The group evaluates and discusses happenings.	10'
7.	The trainer asks the small groups to make a short list of the HUF-denominated damages following the current incident.	5'
8.	A plenary discussion will follow on the downside of the crisis.	5–10'
9.	The trainer describes the loss-iceberg and the 14 impact factors that appear as a result of a cyberattack.	5'

### Information to the trainer

At this point in the training, I usually suggest that the participants should think of any indispensable character whom they miss, and if they feel like embodying them, they are free to name and impersonate them.

### Questions/considerations for discussion

- What decision did the team make, and how do you evaluate it?
- What losses should the organisation expect in the short, medium and long term?
- How did the groups choose the speaker, and how fully did they prepare him/her for the live interactive television interview?
- If the instruction (did not require – had not required) a mandatory television appearance, what communication method and what sort of channel would you have chosen? Why?

### Case description

• You all work at a private healthcare provider, AXIS, in various managerial and expert positions (Manager Responsible for Information Security, Physical Security, Financial Director, Chief Medical Director, Sales and Communication Director). The company has a long history of providing diagnostic services and medical care in dozens of clinics and laboratories across Europe. AXIS started as a traditional family business, its main shareholder is still the founding owner, Herbert Küppendorf. He is not young, but he does not intend to hand over (the baton – the leadership) to his daughter, Gréta.

• At four in the morning, you will receive a short text message that Herr Küppendorf is waiting for you in the conference room of the central location. The message contains the emergency indication.

• This is not a dream; this is the worst reality. Patient data was leaked, not just a little, but a lot. In addition, the case was reported by one of the largest corporate clients, IT Solutions (perhaps not by chance).

• Not much can be known yet, what is certain is that those patient data that have been breached you handed over to another company, which develops the software background of the patient care and management system. This company is Gagyí Solutions. For IT Solutions, the data breach became apparent when the data of their employees appeared on the dark web.

## Role sheets

### 1. You are the Manager Responsible for Information Security

You'd had many doubts concerning Gagyi Solutions before the incident. First of all, that the company owner is the Director's son, and you don't like this kind of family-business entanglement. Secondly, lately you have been hearing a lot of strange things about the company, and also about how the "little boy" gets business. However, in one respect, your conscience is not clear: two days ago, one of the system administrators indicated that he had noticed something, but you did not deal with the issue, you were in a hurry to an important meeting with the Financial Director regarding company insurance.

### 2. You are the Financial Director

As a financial manager, you see dark clouds approaching. Some significant negotiations with domestic energy providers regarding regular employee health screenings have just arrived at the stage of signing contracts, but they are about to change, precisely because their trust in their former provider has wavered. Last year was battered by Covid-19 due to the mandatory closures and missed screenings and treatments. You are also worried about the changes in regulation, according to which the clinic's doctors will not be able to take care of patients from the state healthcare like before. You are not envisioning good years, and therefore you prefer cost-effective solutions. You are focused on that.

### 3. You are the Chief Medical Director (Prof. Dr. Tamási)

You have been at the top of the Hungarian clinical network for 22 years. The Küppendorff family are almost your friends. So far, you have not mentioned the information to them, that through the clinics, your son is also reaping huge profits and building his own little empire. You know that sometimes your son moves in the gray zone, but you never talked to him about it. And that is not a mistake. You feel that your entire career is now at stake, since the domestic clinics have merged with your name. In addition, the Chamber has just nominated you for an important professional award. For you, the interests of patients always come first.

### 4. You are the son of the Chief Medical Director (Ede Tamási)

You can guess what happened. Last time there was a party, a laptop was stolen. It was yours. You were drunk and made a huge fuss about it, but then you let it go. It could have been disastrous to turn it into a police issue since the party was not entirely "clear". Some drugs were used there. You thought it was an insignificant accident anyway. It has been, so far. Whoever has it in their hands knows by now that you also borrowed from your father's company data to make Gagyi Solutions flourish. In any case, the Küppendorfer family is not your favourite, because Gréta always looks down on you.

### 5. You are the Manager Responsible for Physical Security

You are not involved in the business, so your field is the "stepchild" among management areas. You are an old trouper, following the rules has always been a top priority for you. Perhaps in the case of Ede, you are a little more indulgent because he is the son of Prof. Tamási, after all. According to the inventory list, everything is fine, and that is all you care about. There was no break-in, theft, unauthorised entry or incident into the premises. And only two years until retirement!

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## ***Exercise No. 15 – The Heroes of Norsk Hydro***

The exercise focuses on a crisis event that threatened the global supply chain and shows an attention-worthy example of clear communication and a transparent crisis management process. At the same time, the role of PR in managing meanings and telling stories is emphasised in the example.

### **AIMS**

The purpose of the exercise is to present, through a real case study, the procedures and techniques with which an organisation can emerge as the controller of communication and create a new organisational hero myth out of a crisis.

### **Field of application:**

Crisis and change management, crisis communication, electronic information security incident management, supply chain management

### **Participants/method:**

Each participant in small groups, then plenary discussion

### **Time required:**

50–60 minutes

### **Tools:**

Case description, internet, mobile phones

### **Source:**

Self-developed exercise based on media observation [60]

### **General description**

Participants will process the communications of a cyberattack on one of the world's largest aluminium companies. First, they gather information in small groups using the Internet, then they discuss, based on guided questions, what it means to be transparent in crisis management and communication, and how reputation capital can be raised via managing the crisis responsibly.

### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer arranges small groups and briefly explains the circumstances of the ransomware attack on Norsk Hydro.	2–3'
2.	The small groups need to collect as much information as possible (retrieve it via the Internet) about the case. The trainer asks the groups to record their results on a flipchart and display them on the wall after completing the task.	10–12'

Number	Steps of the exercise	Time
3.	The trainer asks the groups to make markings or notes on the prepared flipcharts according to what information is related to the pre-crisis, active crisis and post-crisis period. Then he/she asks the groups questions about the channels, content, dynamics and impact/effectiveness of communication. He/she asks that these be critically compared with the knowledge shared during the training.	5'
4.	The groups briefly (in no more than 4 minutes each) tell what findings they have made in relation to Norsk Hydro's crisis management and answer the questions (if any) addressed to them by the other groups.	20'
5.	Together the group summarises the most important lessons, which the trainer puts on the flipchart.	10–20'

### Information to the trainer

The discussion of this crisis is “liberating” because most of the participants, especially in the domestic context, do not believe in and rarely encounter the practice of open, honest communication (which would be undertaken in business and politics, as well). Here, however, in connection with a crisis that endangers the global supply chain, they get a real example of how transparency is an existing and rewarding crisis response. At the same time, the Norwegian crisis management team adhered to the main rules of crisis communication, such as centralising communication, responding immediately, but only providing the most necessary information (giving a transitional statement) and indicating the preferred communication channel (in this case, Facebook and the company's website). And the vice president responsible for media relations insisted that during a crisis of this size, the company must stick to its core values such as, amongst others, transparency. That is the only way they can compete against the shadowy operations of cyber criminals.

### Possible moderation/orientation questions for small groups

- Which information you have collected relates the crisis to the pre-crisis, active and post-crisis stages?
- What communication channels and tools have you identified?
- What relevant messages are related to the company's crisis measures?
- Who are the faces of the crisis?
- What (rhetorical) strategy did the company choose?
- How do you evaluate Norsk Hydro's crisis management (short, medium and long term)?

### Questions/considerations for discussion

- To what extent does the crisis management method chosen by Norsk Hydro resonate with the literature recommendations? Where do you see concordances and discordances?
- What became the dominant narrative? How do you see the role of the cultural context in that?
- What lessons can be learned from the case?
- From the point of view of your organisations, what elements have you identified that could be learned and are worth considering?

### Case description

- In the morning of 19<sup>th</sup> March, 2019, one of the world's largest aluminium producers, Norsk Hydro (an
- Oslo-based company), informed its followers on Facebook (at 9:42 a.m.) that it was under cyberattack.

The communication consisted of only two sentences and stated that an attack was taking place against them and that they would provide further information on Facebook. And so it happened. As a result of the attack, Hydro's IT systems were completely shut down, due to it, where it was possible, they switched to manual mode of operation. The case also had its consequence in Hungary, since the plant in Fehérvár was also affected by the attack.

However, Hungarian managers did not comment on the press reports about the ransomware attack on the parent company. No one from the Hungarian subsidiary responded to the repeated inquiries of Fehérvár Television. The attack's weight is illustrated by the fact that when Hydro (in the first hours of the crisis) asked Microsoft's DART team (Detection and Response Team) for help, it immediately considered the situation as a matter of urgency.

The Norwegian giant provided information about two hours after the first announcement, in which it reported that the incident did not endanger people's safety. It was also from the post that the public learned that the attack had already begun the night before, was very extensive, and affected several business processes. Of course, the company did not estimate the extent of damage and effects.

In their message, they emphasized that they were concentrating on mitigating the damage and that they had contacted all relevant authorities. They confirmed that they are communicating on Facebook and that they would report back on the events as soon as possible. At 1:00 p.m., the company announced that it would hold a press conference two hours later and shared a link through which the event could have been followed live. (Kriskó 2019) Three of the company's vice presidents presented themselves to the public at this briefing: Inger Sethov, Executive Vice President of Communications and Public Relations, Eivind Kallevik, Executive Vice President and Chief Financial Officer and Egil Hogna, Executive Vice President Responsible for Extruded Solutions.

How seriously they thought about ensuring transparency is clearly shown by the fact that the senior staff conducted daily webcasts and answered questions from the audience. The management held daily press conferences at the Oslo headquarters, posted updates on Facebook, and even allowed journalists into their operations control rooms. They even launched a new company website in the first week of the attack. Moreover, even the ransom letter sent to Norsk Hydro is available online: <https://news.microsoft.com/wp-content/uploads/prod/sites/382/2019/12/Norsk-Hydro-ransom-crop-1024x525.jpg>.

However, Norsk Hydro was not going to pay a single bitcoin to the hackers and did not negotiate to restore the locked files. Instead, it chose to restore its data through (previously intact) backups of the servers.

[60] Norsk Hydro Cyber Attack Cost It Nearly \$52M in First Quarter. *Insurance Journal*, 30 April 2019. [www.insurancejournal.com/news/international/2019/04/30/525093.htm](http://www.insurancejournal.com/news/international/2019/04/30/525093.htm); Mark Burton – Jonas Cho Walsgard: Norsk Hydro Cyber Attack Exposes Risks of Global Supply Chain Disruptions. *Insurance Journal*, 20 March 2019. [www.insurancejournal.com/news/international/2019/03/20/521150.htm](http://www.insurancejournal.com/news/international/2019/03/20/521150.htm)

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## ***Exercise No. 16 – Raising Information Security Awareness***

The next task aims to raise electronic information security awareness, but the topic can be changed flexibly according to the participants' profession. (Efforts to increase general security awareness or crime prevention, victimisation can be discussed – for example, in law enforcement or disaster prevention training, but any attitude formation or behavioural change can be discussed: climate-conscious behaviour, health-conscious lifestyle, drug prevention, quitting ELF Bar, domestic tourism support, conscious consumption, etc.)

### **AIMS**

The purpose of the exercise is to raise awareness of the role of client education and long-term attitude formation in the establishing and development of safety-conscious behaviour, presentation of the effectiveness of three possible tools (narrative fear appeal, vivid messages, observational learning) based on academic literature and the results of scientific experiments.

### **Field of application:**

Change management, information security awareness development, attitude formation, concept creation

### **Participants/method:**

Each participant in small groups, group presentations and plenary discussion

### **Time required:**

50–60 minutes

### **Tools:**

Flipchart paper, felt-tip pens, blue tack (laptop, projector)

### **Source:**

Self-developed exercise

### **General description**

The participants arrange small groups and prepare a program promoting electronic information security awareness for an organisation. The wording is intentional, as the trainer does not tell you to think in the short, medium, or long term. It's okay if the results are very different. Finally, client education and attitude formation as a type of long-term prevention initiative will be discussed. The trainer explains how effective the tools were in the narrative fear appeal, vivid messaging and observational learning in achieving a safety-conscious behaviour among users.

# Step-by-step

Number	Steps of the exercise	Time
1.	The trainer arranges the participants into small groups and asks them to jointly develop a safety awareness program for an organisation (one of their employers, the university, etc.), then outline the concept on a flipchart and getting ready for their presentation.	2'
2.	The small groups briefly discuss what kind of organisation the plan is for and what it should contain. They work.	15–20'
3.	The trainer asks the groups to present their prepared concepts (within an individual or group presentation) in a maximum of 4 minutes each.	16–20'
4.	The groups compare their solutions and can turn to the others with questions.	5'
5.	The trainer presents the results of the research after the wake of Wanna Cry.	5–7'
6.	The group discusses what has been said (reviews its own plan in light of the presence and effectiveness of the proposed methods).	5'

## Information to the trainer

When assigning the task, the groups query what time frame they should plan, the trainer can decide how much he/she expects the summary, complex solutions, or rather creative plans worthy of discussion. In management groups, I try to “provoke” a complete review that frames the material of the entire course, so my usual answer is that they think in the short, medium and long term and come up with a complete concept.

## Questions and considerations for discussion

- Did the groups adhere to SMART principles during planning (were specific, measurable, attainable, realistic and time-scheduled goals designated)?
- What existing good practices were used, and how did the groups tailor those to themselves?
- What tools, methods, techniques and key messages were incorporated into the program?
- How and to what extent were the target groups diversified, and what kind of stakeholders has been identified?
- How willing would they be to be the subjects of a similar campaign or strategy?
- What tools can be used to establish a sense of relevance regarding the problem for users?

Further background information can be reached in Marett, Kent – Ali Vedadi – Alexandra Durcikova: A Quantitative Textual Analysis of Three Types of Threat Communication and Subsequent Maladaptive Responses. *Computers and Security*, 80 (2019), 25–35. <https://doi.org/10.1016/j.cose.2018.09.004>

## ***Exercise No. 17 – Once upon a Time, There Was a Crisis...***

### **AIMS**

The purpose of the last exercise is to frame the training, conclude it thematically and check the knowledge.

### **Field of application:**

Crisis and change management, crisis communication, organisational story telling

### **Participants/method:**

Each participant in small groups, plenary discussion

### **Time required:**

45–60 minutes

### **Tools:**

Fairy tale maps for group work, felt-tip pens, blue tack, post-its, fairy tale cards (figures and houses – optional)

### **Source:**

Self-developed exercise using the Fairy Tale Map by Vanda Tátrai

### **General description**

The task for the participants is to write a story in small groups. There are only two restrictions: the story must be about a crisis, and all members of the small group must participate in solving the task. The groups can use the Storyteller map in the creation process, each group receives a copy of it, but this is only one option. Finally, the groups have to perform (or read) the story.

### **Step-by-step**

Number	Steps of the exercise	Time
1.	The trainer arranges the participants into small groups, distributes copies of the Fairy Tale Map and asks the groups to write a story. For this, they can use various story cards, but they can also draw new ones themselves.	2–3'
2.	The small groups write (and draw) their stories.	20'
3.	Each small group presents the stories, and the other groups reflect on them.	20'
4.	The trainer starts a closing round about the lessons of the fairy tales and the training.	15–17'

### **Information to the trainer**

As we have seen previously, fairy tales have a place not only in children's lives and psychotherapy but also in *the work of understanding ourselves*. In general, the fairy tale can also hold a mirror about our world, and us, and it can depict our dilemmas and decisions.

As I see it, the tale offers a view focused on coping and solving, as it tells the process of overcoming adversity. In addition, the narrative way of thinking tries to maintain a subjective perspective even when

we are talking about collective knowledge and shared stories. The story is shared, but its receptions are individual.

If we accept in therapy that every life situation has a fairy-tale counterpart (or can be represented by the corresponding symbols), we can benefit greatly from this during the work with crisis scenarios and in organisational development.

### **Questions/considerations for discussion**

- How was the fairy tale born, and how was the creative process?
- What inspired the plot of the tale?
- What is it about the story of the other group that caught your attention, or that you can directly relate to, that was an aha! experience?
- How do you evaluate the matching of fairy tale and crisis elements in your creative works and the fairy tales of other groups?
- What is this practice good for? What guidance does the tale give us?