onBoard**MED**

TEACHER'S MANUAL

Course:

Crowd and Crisis Management

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Crowd and Crisis Management 2 ECTS (54 h)

Teacher's manual

The purpose of the teacher's manual is to assist teachers in organizing and introducing training courses. It is not the intention of teacher's manual to provide teachers with a rigid
teaching package which they are expected to "follow blindly", because national educational systems, groups size and the cultural backgrounds of trainees in maritime subjects vary considerably from country to country. The teacher can choose suitable parts for target group and can even make changes that is needed to achieve the learning outcomes.

The teacher's manual has been designed to give ideas how to you use material developed in the OnBoard Med –project. Teacher's manuals content is: objectives, content, target group and student's amount, implementation and learning methods, assessment, learning process (summary) and tips for the teacher.

Crowd and Crisis Management

Crowd management training and, Crisis and human behaviour training is described in Standards of Training, Certification and Watchkeeping (STCW) 2017. Courses are referred to in chapter V, regulation V/2 paragraph 7 and 8 (STCW-convention) and in sections A-V/2 paragraph 3 and 4 (STCW-code). Specification for minimum standard of competence in crowd management training is listed in table A-V/2-1 and for crisis management training in table A-V/2-2.

A general description of the concept crisis could be any event that is, or is expected to lead to, an unstable and dangerous situation affecting an individual, group, community, or whole society. Good Crisis Management starts with a risk analysis followed by development of contingency plans to prevent risks. When contingency plans are in place there is a need for training and exercise to prepare crew members and to scrutinize the procedures in order to improve them. Then, if an accident occurs, the crew should be prepared and well trained to manage the situation. Finally, good Crisis Management should establish a preparedness to manage the aftermath.

OBJECTIVES:

From STCW table A-V/2-1; Passenger ship **crowd** management training:

- *Contribute to the implementation of shipboard emergency plans and procedures to muster and evacuate passengers*
- *Assist passengers en route to muster and embarkation stations*

From STCW table A-V/2-2; Passenger ship **crisis** management and human behaviour:

- *Organize shipboard emergency procedures*
- *Optimize the use of resources*

- *Control response to emergencies*
- *Control passengers and other personnel during emergency situations*
- *Establish and maintain effective communications*

Course topic not included in STCW:

- *Media management in crisis*

For more specific information about competence and assessment, see STCW-tables below.

Table A-V/2-1

Specification of minimum standard of competence in passenger ship crowd management training

Column 1	Column 2	Column 3	Column 4
Competence	**Knowledge, understanding and proficiency**	**Methods for demonstrating competence**	**Criteria for evaluating competence**
Contribute to the implementation of shipboard emergency plans and procedures to muster and evacuate passengers	Knowledge of the shipboard emergency plans, instructions and procedures related to the management and evacuation of passengers

Knowledge of applicable crowd management techniques and relevant equipment to be used to assist passengers in an emergency situation

Knowledge of muster lists and emergency instructions | Assessment of evidence obtained from training and/or instruction | Actions taken in case of an emergency are appropriate and comply with established procedures |
| Assist passengers en route to muster and embarkation stations | Ability to give clear reassuring orders

Ability to manage passengers in corridors, staircases and passageways

Understanding the importance of and having the ability to maintain escape routes clear of | Assessment of evidence obtained from practical training and/or instruction | Actions taken conform with emergency plans, instructions and procedures Information given to individuals, emergency response teams and passengers is accurate, relevant and timely |

	obstructions Knowledge of methods available for evacuation of disabled persons and persons needing special assistance Knowledge of methods of searching passenger accommodation and public spaces Ability to disembark passengers, with special attention to disabled persons and persons needing assistance Importance of effective mustering procedures, including: .1 the importance of keeping order; .2 the ability to use procedures for reducing and avoiding panic; .3 the ability to use, where appropriate, passenger lists for evacuation counts; .4 the importance of passengers being suitably clothed as far as possible when mustering; and .5 the ability to check that the passengers have donned their life jackets correctly.		

Table A-V/2-2

Specification of minimum standard of competence in passenger ship crisis management and human behaviour

Column 1	Column 2	Column 3	Column 4
Competence	**Knowledge, understanding and proficiency**	**Methods for demonstrating competence**	**Criteria for evaluating competence**
Organize shipboard emergency procedures	Knowledge of: .1 the general design and layout of the ship .2 safety regulations .3 emergency plans and procedures The importance of the principles for the development of ship-specific emergency procedures, including: .1 the need for pre-planning and drills of shipboard emergency procedures .2 the need for all personnel to be aware of and adhere to pre-planned emergency procedures as carefully as possible in the event of an emergency situation	Assessment of evidence obtained from approved training, exercises with one or more prepared emergency plans and practical demonstration	The shipboard emergency procedures ensure a state of readiness to respond to emergency situations
Optimize the use of resources	Ability to optimize the use of resources, taking into account: .1 the possibility that resources available in an emergency may be limited .2 the need to make full use of personnel and equipment immediately available and, if necessary, to improvise Ability to organize realistic drills to maintain a state of readiness, taking into account lessons learnt from previous accidents involving passenger ships;	Assessment of evidence obtained from approved training, exercises with one or more prepared emergency plans and practical demonstration	Contingency plans optimize the use of available resources Allocation of tasks and responsibilities reflects the known competence of individuals Roles and responsibilities of teams and individuals are clearly defined

	debriefing after drills		
Control response to emergencies	Ability to make an initial assessment and provide an effective response to emergency situations in accordance with established emergency procedures *Leadership skills* Ability to lead and direct others in emergency situations, including the need: .1 to set an example during emergency situations .2 to focus decision making, given the need to act quickly in an emergency .3 to motivate, encourage and reassure passengers and other personnel *Stress handling* Ability to identify the development of symptoms of excessive personal stress and those of other members of the ship's emergency team Understanding that stress generated by emergency situations can affect the performance of individuals and their ability to act on instructions and follow procedures	Assessment of evidence obtained from approved training, practical demonstration and shipboard training and drills of emergency procedures	Procedures and actions are in accordance with established principles and plans for crisis management on board Objectives and strategy are appropriate to the nature of the emergency, take account of contingencies and make optimum use of available resources Actions of crew members contribute to maintaining order and control
Control passengers and other personnel during emergency situations	*Human behaviour and responses* Ability to control passengers and other personnel in emergency situations, including: .1 awareness of the general reaction patterns of passengers and other personnel in emergency situations, including the	Assessment of evidence obtained from approved training, practical demonstration and shipboard training and drills of emergency procedures	Actions of crew members contribute to maintaining order and control

	possibility that: .1.1 generally it takes some time before people accept the fact that there is an emergency situation .1.2 some people may panic and not behave with a normal level of rationality, that their ability to comprehend may be impaired and they may not be as responsive to instructions as in nonemergency situations .2 awareness that passengers and other personnel may, inter alia: .2.1 start looking for relatives, friends and/or their belongings as a first reaction when something goes wrong .2.2 seek safety in their cabins or in other places on board where they think that they can escape danger .2.3 tend to move to the upper side when the ship is listing .3 appreciation of the possible problem of panic resulting from separating families		
Establish and maintain effective communications	Ability to establish and maintain effective communications, including: .1 the importance of clear and concise instructions and reports .2 the need to encourage an exchange of information with, and feedback from, passengers and other personnel Ability to provide relevant information to passengers and other personnel during an emergency situation, to	Assessment of evidence obtained from approved training, exercises and practical demonstration	Information from all available sources is obtained, evaluated and confirmed as quickly as possible and reviewed throughout the emergency Information given to individuals, emergency response teams and passengers is accurate, relevant and timely Information keeps

| | | keep them apprised of the overall situation and to communicate any action required of them, taking into account:

.1 the language or languages appropriate to the principal nationalities of passengers and other personnel carried on the particular route

.2 the possible need to communicate during an emergency by some other means, such as by demonstration, or by hand signals or calling attention to the location of instructions, muster stations, life-saving devices or evacuation routes, when oral communication is impractical

.3 the language in which emergency announcements may be broadcast during an emergency or drill to convey critical guidance to passengers and to facilitate crew members in assisting passengers | | passengers informed as to the nature of the emergency and the actions required of them |

TARGET GROUP AND STUDENT AMOUNT:

Maritime students and/or external participants. Ideal group size 12 participants

IMPLEMENTATION AND LEARNING METHODS

- lectures
- low fidelity simulation
- e-learning
- exercise
- high fidelity simulation

ASSESSMENT

Continuous assessment during the course with regard to activity in participation

SUMMARY

From this summary you can, as a teacher, easily choose what learning subjects and material you want to use with your students (depends on the target group and the group size).

CONTENT	TIME	LEARNING METHODS and MATERIAL	ASSESSMENT
Pre-studies			
- Activity 1: Key terms and abbreviations	3-5 h	Pre-work with distance learning. Multiple choice questionnaire. References to relevant extracted materials (Internet can be used)	Continuous assessment during the course with regard to activity in participation
- Activity 2: List of Maritime disasters	4-6 h	Pre-work with distance learning. The participant gets a list containing maritime disasters and have to find information about them from Internet.	
- Activity 3: Describe an own experience	1-3 h	Pre-work with distance learning. The participant writes down an own experience of stress. This is a recommended but voluntary part of the pre-work. Should be handled with care.	
- Introduction, course schedule and presentation (of lecturers and participants)	2 h	Presentation of course program (ppt 1) Show film Oceanos Presentation of participants. The participants are asked to share an own experience together with their presentation. These could be examples in the lectures later.	
- Why crisis management	1 h	Presentation motivating crisis management (ppt 2)	
- Introduction to crisis and disaster psychology	2 h	Basics. Lecture (ppt 3)	
- Optimizing resources and control response to emergency	3 h	Lecture and group work. (ppt 4)	
- Crisis communication	2-4 h	Presentation (ppt 5). Could also contain a group work where the	

		students/participants record a PA-announcement in their smartphones and these are then played by the instructor and discussed in class. Specific attention should be focused on trigger-words. Another group work: "Broken Phone" (a message is passed on from one person to another in a chain of students / Closed Loop.	
- Media management	2 h	Lecture. (ppt 6)	
- Rear-view mirror	1 h	Looking back on previous lessons. (Control of competence/Assessment)	
- Cognition and perception	2 h	Lecture (ppt 7)	
- Stress reactions. Basics	2 h	Lecture (ppt 8)	
- Group work	1 h	Handling of people under stress	
- Managing individual reactions on stress	2 h	Lecture (ppt 9)	
- Crowd Management	2 h	Lecture (ppt 10) Group work (Questions)	
- Briefing-defusing-debriefing	2 h	Lecture (ppt 11)	
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- Exercise	5 h		
- Rear-view mirror	1 h	Looking back on previous lessons. (Control of competence/Assessment)	
- Debriefing of exercise	3 h	Instructor conducts a full debriefing with students/participants	
- Technical review of exercise	1 h	Instructor reviews the structure and contents of the exercise	
- Leadership and decision making under stress	2 h	Lecture. (ppt 12)	

- Summary and evaluation	2 h		

TIPS FOR THE TEACHER:

Pre-work 1 could be used as pre-work or as final assessment of the non-technical skills in the course.

The purpose of pre-work 2 is two-fold:

The student/participant gets in to the crisis-thinking as the suggested disasters clearly show that disasters happen and they can also analyze why disasters happen.

The pre-task 2 is a good background for the part of *Optimizing resources* and *Control response to emergencies*

For pre-task 3 "Describe an own experience" it is important to explain to students/externals that they should not describe very traumatic experiences. There is no need for that and such events could be difficult to handle for the instructor. The task is voluntary but it has many advantages:

- The experiences could be referred to during the course to exemplify crisis theories
- The student/participant could recollect experiences in advance and the instructor could give response to them in advance.
- In the beginning of the course it is extremely important to set the stage. That means to get every student/participant to feel relaxed and free to talk. Therefore, the presentation part in the beginning of the course could be done in a certain manner. Firstly, the instructors present themselves, the course schedule and the aims of the course. Before the students/participants present themselves a film clip with a crisis scenario is showed (**Oceanos** is one example).
- As the students/participants starts to present themselves they are kindly asked to give a short presentation with name, rank or class and then give their experience which they have written in pre-task 3. If they have not given any experience they could instead make comments about the film.

In the communication part there is theoretical material in a power-point but there is also a possibility to have the students/participants to make a PA-announcement recorded in a smartphone. The recording can be sent to the instructor and then played before the whole group and discussed from an information point of view. Specific attention should be brought to trigger-words and the importance of a clear and calm voice. This could be done in a flipped-class mode, i.e., do the group work first and take the theories afterwards (instructors choice).

Group work example:

The students/participants are divided into groups with 3-4 persons. They should discuss and write down how to handle the following situation onboard a passenger ferry:

1.

You are working in the ship´s information desk when a group of 5 passengers come to your desk. They are apparently in panic and the only thing you can comprehend is about some man with a knife.

How should you handle the situation? How should you handle the people in panic?

This group work could be done as a flipped class-room.

Optional Links

Three phases in reactions

http://www.pamf.org/teen/life/trauma/problems/reactionphases.html#Impact%20Phase

Book about Estonia survivors

https://news.postimees.ee/2923167/estonia-survivors-recall-faces-punched-for-own-good

The Guardian about Estonia

https://www.theguardian.com/theguardian/1994/sep/29/fromthearchive

Statements from survivors of Estonia

http://www.estoniaferrydisaster.net/estonia%20final%20report/chapter21.htm

German Experts

http://www.estoniaferrydisaster.net/estonia/index.html

Communication barriers

https://2012books.lardbucket.org/books/management-principles-v1.1/s16-03-communication-barriers.html

The Oceanos (part 1-6)

https://www.youtube.com/watch?v=E6Ifnl3Iung

Investigation reports

Herald of Free Enterprise

Costa Concordia

Norman Atlantic

Al Salaam Boccacio 98

Course leaders

Malmberg Bengt, Senior Lecturer in Nautical Science, Master Mariner/Lecturer, Åland University of Applied Sciences

Silander Gunnar, Special Advisor, Consultant, Åland University of Applied Sciences

Course co workers:

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