Crisis Management

In this chapter, you will

- read about crisis management,
- learn about how prefixes can help you guess the meaning of the words in a text,
- increase your knowledge of indirect speech in English grammar,
- learn about and practice writing expository paragraphs, and
- learn some technical and semi/technical vocabulary.

Crisis Management

Reading Strategy 5: PREFIXES

A prefix is placed at the beginning of a word to modify or change its meaning by adding particular meaning to the word to which they are attached. This is a list of some of the most common prefixes in English. Read the text carefully and find examples for the blanks in the following table.

Prefix	Meaning	Example	Prefix	Meaning	Example
a-, non-	without	anoxic	ex-	out, previous	extract
ab-	away, from	abnormal	hemi-	half	hemisphere
ante-	before	antecedent	hyper	more	hyperactive
anti-, ant-	opposite	antibiotic	un-, in-, im-, il-, ir-, dis-	negation	……………………
com-, con-	jointly	converse	inter-	between	international
de-	down	decrease	pre-	before	……………………
infra-	beneath	………………	re-	again	……………………
un-	negation	unimportant	under-	below	underdeveloped

Visual Hints

Look at the following pictures. Try to match each picture with the relevant action or noun from the box below.

Landslide   Tsunami   Flood   Tornado

UNPREPARED

Crisis Management

What is a Crisis?

Crisis is a change, sudden or *evolving*, which results in a problem that must be addressed immediately. For a business, crisis is anything that causes serious damage to its employees or reputation. It usually has three main characteristics. First, it is the result of sudden disturbing events that harm people in a country, region, area, or an organization. Second, it generally takes place on a short notice. Third, it creates a feeling of fear and *threat* among the individuals.

/ɪˈvɑːlvɪŋ/

/θret/

There are limitless types of crises, but for better analysis, they are traditionally divided into two main types: industrial and natural crises. However, recently terrorist crises are also added to these groupings. Natural crises are created by acts of nature and are generally beyond the control of human beings. Some examples of natural crises include: earthquakes, *Tsunamis*, floods, tornadoes, and landslides. On the contrary, industrial crises are situations in which organized activities are the source of major damage to human life and natural and social environments. Such crises can range from wars and terrorist attacks to *bankruptcy* which happens when an organization fails to pay its debts.

/tsuːˈnɑː.mi/

/ˈbæŋ.krəpt.si/

Before they occur, the majority of crises send a set of early warning signals, which announce the possibility that a crisis will take place; these signals are sometimes very weak or hard to detect.

What is Crisis Management?

Whatever the cause of the crises, it is generally accepted that exact solutions for a crisis cannot be *prescribed*; rather crises should be managed. Crisis management refers to the art of dealing with the negative impacts of unexpected events or situations on people, organizations, and countries in the best possible way. Crisis management approach depends on the crisis. For example, it can take the form of a routine financial control in a company for preventing unlawful activities.

/prɪˈskraɪbd/

The most important step in crisis management, however, is preparedness. Preparedness stands for developing a center for

- systematic examination of possible threats, opportunities and future developments, which may create new risks, and

- the use of certain strategies to come out of crisis conditions and also decision on the future course of action

/ˈmɪt̬.ə.ɡeɪtɪd/ so that potential and developing threats may be known, examined, and *mitigated* as early as possible. Preparation involves creating the crisis response plan, selecting and training the crisis management team, and conducting exercises to test the plan and team. To be effective, crisis response plans should be flexible, identifying at the local level the number of people who might need emergency support, the number of hospital beds required, and safe evacuation roads in case of natural or terrorist crises. This information needs to be made available to the emergency services and those involved in crisis management. In what follows, instances of crisis management plans in Iran and Mexico are given.

Tehran Disaster Mitigation and Management Organization

/səˈvɪr.li/ An earthquake in Tehran is considered the most important threat to the Iranian capital as it could *severely* damage the city. For this reason, a special protection program for earthquakes was created by the Ministry of the Interior in 2005 with a committee for earthquake emergency preparedness including all the related agencies. This organization aims to: (1) increase the safety of the city by carrying out careful studies before the earthquake, (2) do necessary actions to increase the effectiveness of Tehran's crisis management system when a crisis happens to reduce the losses, and (3)

/ˌriː.kənˈstrʌk.ʃən/ manage *reconstruction* of the city after the crisis.

Source: Tehran Disaster Mitigation and Management Organization.

/ˈvɪʒ.u.əl.aɪz/ **The System for the Analysis and *Visualizing* Risk Scenarios in Mexico (SAVER)**

Developed in 2010, this system shows the efforts of the Mexican government to use risk information for *emergency* preparedness. The system collects risk maps and geographical information on weakness of hospitals, schools, public *infrastructure*, and population in one single database. Ministries like the Ministry of Social Development, the Ministry of Communications and Transport and the Ministry of Public Education have provided valuable data and information on their infrastructure in order to feed the system´s database. Using this information, the system can create scenarios on potential damages and what populations may be affected based on disasters.

Source: National Disaster Prevention Center of Mexico (CENAPRED)

Conclusion

The capability to manage crises should not be seen as something that can simply be developed when needed. The development of the crisis management capability requires a systematic approach. Organizations, governments, and crisis management committees should actively learn from crises that affected other organizations and/or countries. In addition, recovery from crisis should be seen as an opportunity to restructure the affected area or organization rather than to return to previous normal situation; that is, moving toward a new normality.
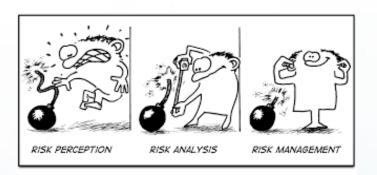
TECHNICAL CHECK

A. Recalling Information. Choose the best option for the following items.

1. Crisis management stands for ....
a) prescribing a solution of the crisis.
b) handling the consequences of the crisis.
c) monitoring employee performance to avoid crisis.
d) mitigating decisions to address the conditions after the crisis.

2. The strategy which is picked up in crisis management depends on the ....
a) crisis   c) response plan
b) preparedness   d)infrastructure

3. To be effective, a crisis response plan should .... at the time of crisis.
a) select and train crisis management team   c) prevent unlawful activities
b) examine possible threats   d) identify safe evacuation roads

4. Once the required information for devising effective crisis response plans is collected, it should be forwarded to ....
a) Ministry of Interior   c) emergency services and committees
b) news agencies to inform people   d) Ministries of Education and Transport

5. Which statement is <u>NOT</u> true?
a) Preparedness is the most important step in crisis management.
b) A crisis takes place on a short notice with no detectable signals.
c) Industrial crisis refers to the harms brought about through organized activities.
d) Crisis managers should get prepared for not only the crises also future new risks.

B. Statement Accuracy. Decide if the following statements are True (T), False (F), or Not Given (NG).

1. The crises resulting from environmental factors which are beyond human control are called natural crises.   ....
2. Crisis recovery stands for attempts to bring the situation back to normal.   ....

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3. One of the missions of crisis management committees is prescribing
   solutions for crises. ....
4. Tehran Disaster Mitigation and Management Organization has devised
   plans for before-, during-, and after-earthquake period. ....
5. The main function of SAVER is collecting geographical information on
   Mexico's population and infrastructure. ....
6. The capability to manage crises can be developed when needed. ....

RISK PERCEPTION   RISK ANALYSIS   RISK MANAGEMENT

MATCH IT UP

Match the numbered words from the reading selection to its definition in the column on the right.

....	1. prescribe	a. very seriously
....	2. evacuation	b. able to change or be changed easily according to situation
....	3. evolving	c. a suggestion that something unpleasant or painful will happen
....	4. severely	d. advise and authorize the use of (a medicine or treatment) for someone
....	5. reconstruction	e. to develop gradually
....	6. landslide	f. way of doing something
....	7. disaster	g. the process of moving people from a dangerous place to somewhere safe
....	8. flexible	h. a sudden accident or a natural catastrophe that causes great damage
....	9. approach	i. a mass of rock and earth moving suddenly and quickly down a steep slope
....	10. threat	j. the process of building or creating something again that has been damaged or destroyed

What is Indirect Speech?

In order to report what someone has said, you can use either *direct speech* or *indirect speech*.

- **Direct Speech**. In this type of reporting we mention speaker's *exact words* and put them between two quotation marks right after an *introductory verb* and a *comma*: *Maryam said, "I'll arrive within ten minutes."*
- **Indirect Speech.** In this type of reporting we don't mention speaker's exact words but we keep the exact meaning of the sentence. Because it is indirect, (1) the comma and quotation marks are removed, (2) a '*that*' is added, and (3) the main verb and sometimes the subject in the indirect statement are changed: *Maryam said <u>that</u> she would arrive within ten minutes.*

This table shows the changes which are made to the verb tense in the indirect statement.

Direct Statement	Indirect Statement
*Sarah said, "I **am** tired."*	*Sarah said that she **was** tired.*
*Sarah said, "students **are studying**."*	*Sarah said that students **were studying**.*
*Sarah said, "I **have seen** that movie."*	*Sarah said that she **had seen** that movie.*
*Sarah said, "We **passed** the exam."*	*Sarah said that they **had passed** the exam.*
*Sarah said, "I **was staying** in a hotel."*	*Sarah said that she **had been staying** in a hotel*
*Sarah said, "they **are going to** visit Spain in the summer."*	*Sarah said that they **were going to** visit Spain in the summer.*
*Sarah said, "Tina **will come** with us."*	*Sarah said that Tara **would come** with them.*
*Sarah said, "I **can speak** English very well."*	*Sarah said that she **could speak** English very well.*

Note1: The infinitive in the indirect statement is *never* changed. The pronouns and possessives change to the second or third persons except when the speaker is reporting his/her own words.

Note2: When the introductory verb is in the simple present tense, no change would be made in the verb(s) of the reporting statement: *Dr. Kaveh says IT will continue to be a hot topic in research.*

Note3: For questions which begin with an auxiliary (did, do, & does), the auxiliary is replaced with 'if' in indirect speech. In such a case, 'that' is no longer used.

Note 4: For imperatives, the verb turns into infinitive with to and 'that' is removed. The introductory verb used in these statements is usually 'tell' and 'ask.'

Practice A. Rewrite the following statements using indirect speech and the introductory verbs inside the parenthesis.

1. "The police have found the missing girl." (said)
   They ....
2. "Can I borrow your newspaper?" (asked)
   He ....
3. "I don't feel very well." (say)
   She ....
4. "We had a great time." (told)
   They ....
5. "Why are you late?" (asked)
   My boss ....
6. "Do you think the Prime Minister will resign?" (asked)
   They ....
7. "Did you arrive before seven?" (asked)
   My roommate ....
8. "They had never been to Scotland until last year." (said)
   Maria ....
9. "Make sure you arrive at six!" (asked)
   My dad ....
10. "I usually drink coffee in the mornings." (tell)
    Vickie ....

Practice B. Choose the correct reporting verb from this list and finish the reported speech for each example.

Told	Said	Advised	Warned
Suggested	Asked	Offered	Ordered

1. "I'd go and see a doctor if I were you," Julie said to me.
   Julie .... me to go and see a doctor.
2. "Can you come and help me with this box?"
   John .... me to help him with the box.
3. "This is an exam Mr. Jenkins! Turn off your cell phone right now!"
   The headmaster .... Mr. Jenkins to shut up.
4. "That road is very dangerous so just be very careful!"
   His mother .... him that the road was very dangerous and to be careful.
5. "Iran won the match last night."
   The journalist .... that Liverpool had won the match the previous night.
6. "Why don't we go and see that new film at the cinema."

Bill .... going to see the new film at the cinema.
7. "I can come and look after the children tomorrow night."
    Jane .... to come and look after the children the following day.
8. "The lesson starts at six o'clock in the evening."
    The teacher .... us that the lesson started at six in the evening.

WRITING ESSENTIALS

The third type of a paragraph is expository paragraph. This type of paragraph provides the reader with instruction or explains something. For example, it might move the reader step by step all through a method or a process. You can find this type of paragraph frequently in research articles, textbooks, news, magazine articles, or any other types of publications. In addition, when you answer questions in a text or an exam with essay type questions, you need to use expository mode of writing i.e., to give information. Therefore, in expository writing, linking words like first, second, then, and finally are usually used to help readers follow the ideas. Consider the following sample paragraph:

> All flush tanks work about the same. When the toilet is flushed, the trip handle lifts the tank ball, opening the outlet and letting water flow into the bowl. When the tank is nearly empty, the ball falls back in place over the outlet. The float falls with the water level, opening the water-supply inlet valve just as the outlet is being closed, and the tank is refilled through the filler tube. Water also flows through the bowl refill tube into the overflow pipe to replenish trap-sealing water. As the water level in the tank nears the top of the overflow pipe, the float closes the inlet valve, completing the cycle.

This paragraph from Reader's Digest *Complete Do-it-yourself Manual* gives detailed information about how the water moves through a toilet when it is flushed. It is instructive.

WRITE IT UP (SELF PRACTICE)

Select one of the writing prompts below. Respond to the prompt with one exceedingly excellent expository paragraph.

- Name one movie you enjoy watching and explain why.
- If you could live anywhere, where would you live and why?
- If you could have any one superpower, what would it be?
- Which sports team is your favorite?
- What job would you like to have?
- Is it important to be able to speak a second language?

Chapter 5 Word List. The main words in this chapter are listed here. You can check your vocabulary knowledge by providing relevant meaning(s) or synonyms for each.

Agency: ………………….

Announce: ………………….

Bankruptcy: ………………….

Contrary: ………………….

Crisis: ………………….

Dept: ………………….

Detect: ………………….

Disaster: ………………….

Disturbing: ………………….

Earthquake: ………………….

Emergency: ………………….

Evolve: ………………….

Flexible: ………………….

Flood: ………………….

Immediately: ………………….

Infrastructure: ………………….

Landslide: ………………….

Management: ………………….

Ministry of the Interior:………

Mitigate: ………………….

Prescribe: ………………….

Reconstruction:……………….

Reputation: ………………….

Routine: ………………….

Severely: ………………….

Threat: ………………….

Tornado: ………………….

Tsunami: ………………….

Unlawful: ………………….

Visualize: ………………….