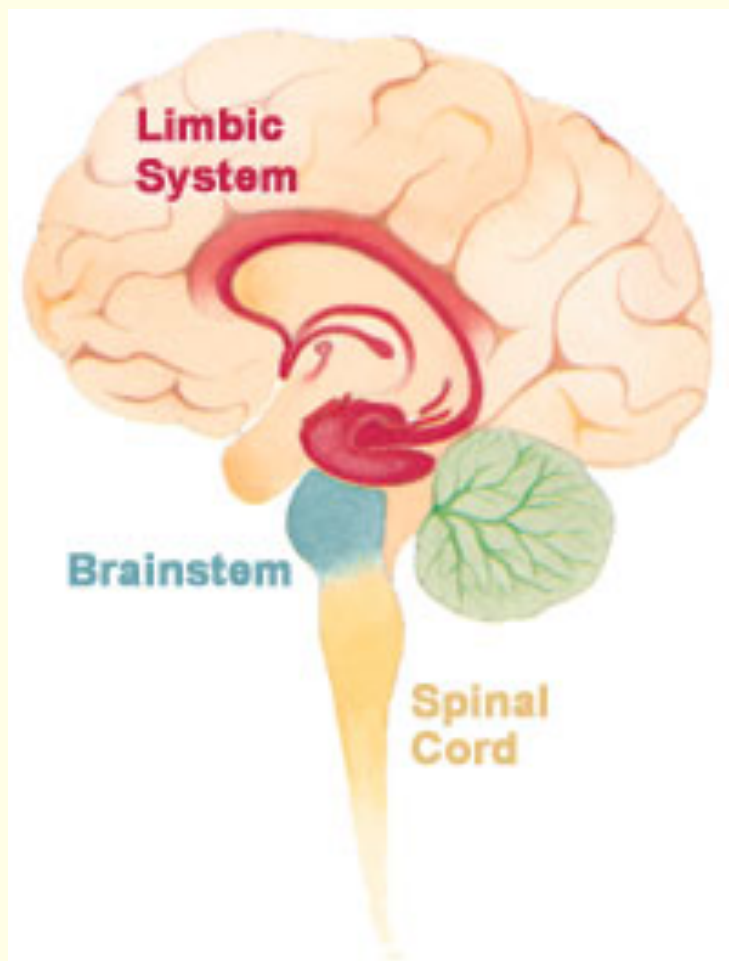


# YOUR CRISIS PERSONALITY



# THE LIMBIC SYSTEM

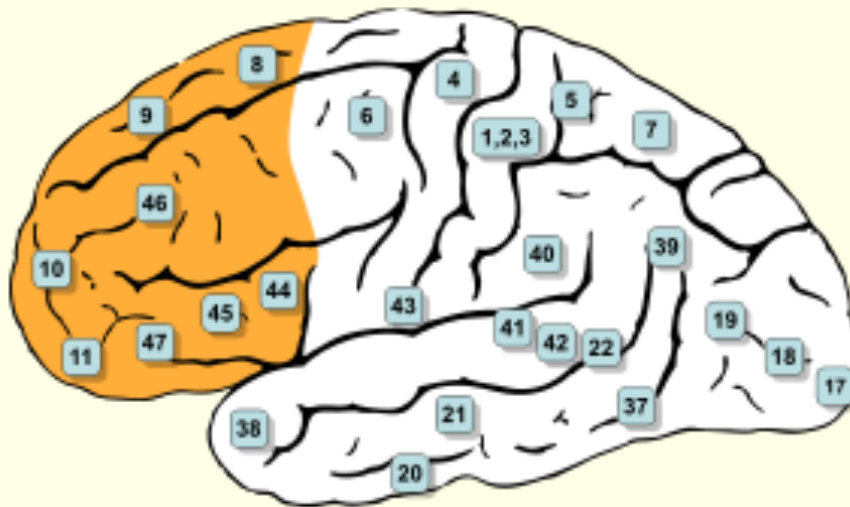


- The amygdala - hyper paranoid
- Innate emotions and fears
- Urges and motivations
- Benefits of the limbic system

When the limbic system is damaged:

- Loss of fear response
- Reduced aggression
- Inability to make decisions

# The pre-frontal cortex



Higher cognitive functions, such as critical thinking, decision-making and judgment occur within the pre-frontal cortex.

Problems with the pre-frontal cortex:

- Damage – loss of impulse control
- Limits in multi-tasking
- Data overload

# Arousal, Learning, and Performance

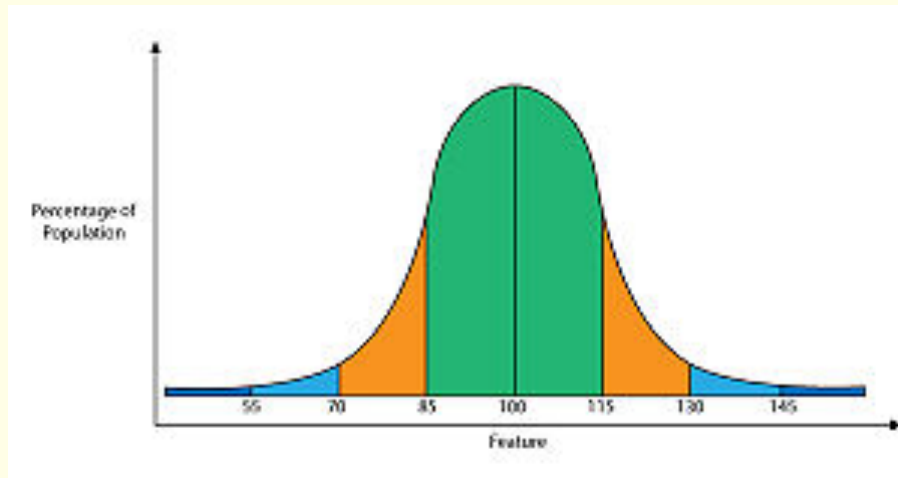


**Too little stress** leads to poor performance and poor recall.

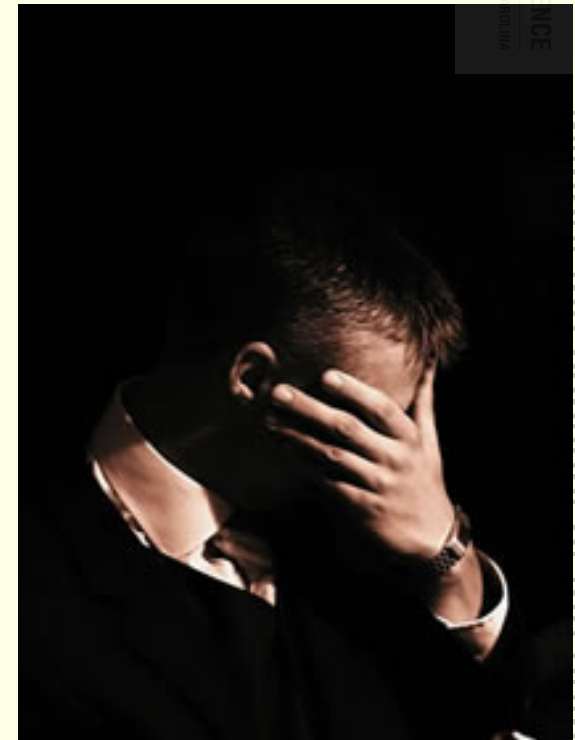
**Too much stress** leads to poor performance and poor recall.

Optimal learning occurs when there is **“just the right amount” of stress.**

# Predictable and common crisis responses



1. Panic
2. Bewilderment
3. Cool and collected  
(the stress is "just right")



# BEHAVIORS THAT FOLLOW THE INITIAL RESPONSE

- Gathering
- A need to be with others
- Milling
- A need for hierarchy and leadership
- Openness to suggestions



# WHAT MAKES A DIFFERENCE?

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- 1. Genes and personality traits
- 2. Predictability and control
- 3. Knowledge and information
- 4. Experience and expertise
- 5. Familiarity
- 6. Realistic training followed by reflection and feedback
- 7. Checklists

# ACTION ITEMS

1. Create a realistic and intense/stressful emergency (field of administrative) that can be used in your organization or to assist other organizations.
2. Develop guidelines or a form for assisting people to give and receive effective feedback.
3. Create a useable and effective checklist that is single-task oriented and that can help guide employees through a field emergency.



# SCENARIOS

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- 1) Decide what it is you are hoping to teach or practice
  - caring for the injured
  - Initiating an evacuation
  - Dealing with stressed survivors
  - How to conduct an administrative emergency action plan
2. Make them as real as possible
3. Add stress
  - Lack of knowledge
  - Missing pieces
  - Time constraint (in story line)
  - Use of camera

# Creating, presenting, and debriefing scenarios.

- Primary teaching/learning points should be identified and should be clear.
- Role play profiles should be detailed, and role players should be appropriately prepped for their roles.
- Facilitators should be skilled at using video to highlight teaching points and to assist in debriefing scenarios.
- Facilitators should identify teaching points prior videotaping, and questions used during videotaping should address these learning points.
- Feedback should be given to all participants who were expected to learn or practice parts.

# Giving and Receiving Feedback

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When giving feedback, you should be giving a TOAST. Feedback is most beneficial when it is

- Timely
- Objective
- Aimed at the right person
- Specific, and
- Tactful.

# CHECKLISTS

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## Effective checklists have the following qualities:

- ✓ They provide reminders of only the most critical and important checks;
- ✓ They make priorities clear and prompt
- ✓ They are concise. Each checklist should only contain between 5-10 items.
- ✓ Separate checklists should be used for separate tasks/goals.
- ✓ The wording should be simple and exact. The checklist should be user friendly.