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

Problems with the pre-frontal cortex:
• Damage – loss of impulse control
• Limits in multi-tasking
• Data overload

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

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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?

- 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

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

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

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.