

## Towards Development Of Competence-Based Crisis Management Education Programs In Norway

Ensieh Roud<sup>a</sup>, Riana Steen<sup>b</sup>

<sup>a</sup>*Nord University, Bodo, Norway*

<sup>b</sup>*BI Norwegian Business School, Stavanger, Norway*

*Keywords:* crisis management, competence-based education, curriculum, preparedness

---

In recent decades, the world has borne witness to a surge in devastating calamities, encompassing both natural and human-induced catastrophes. As the spectre of the climate crisis looms large, evident from early manifestations observed in Europe and Canada, concerns regarding our level of preparedness have amplified. These evolving circumstances have significantly augmented the intricacy of crisis manager roles, necessitating a heightened emphasis on collaboration and networking. The core competencies required to effectively carry out their jobs are manifold and multifaceted. Following the disasters that the world has experienced, the crisis management discipline has grown and evolved in the past two decades (Wolbers, Kuipers and Boin, 2021; Neal, 2005; Deabek, 2007). That growth has led to greater professionalism and increased demand for emergency management programs (Oyola-Yemaiel and Wilson, 2005). To be more prepared, colleges and universities have developed and implemented new courses and degree programs in crisis management. Historically, crisis management has tended to attract experienced emergency responders, many of whom are highly trained but not highly educated (Waugh, 2007). Therefore, it is challenging to find the best balance of theory and practice, and addressing the educational needs of crisis management personnel in the educational program (Waught and Sadiq, 2011). The effectiveness of emergency management tools, techniques, and strategies has changed, and to address this issue more up-to-date emergency management skills are required. Some of the obvious reasons for these changes are the overall increased scope and diverse nature of the disasters; heightened expectations and demands by societies and communities to serve them during catastrophic events; advancements and innovations in technology demanding more sophistication; the impact of globalization demanding networking with different societies across the world (Chang and Wang; 2021).

During crisis, emergency managers face circumstances that create uncertainty in roles and responsibilities, contextual knowledge, or situational awareness, making their tasks highly challenging. They are hard-pressed for time and required to respond and react quickly due to the severity and importance of the emergency situation. The devastating consequences of disasters and crises, such as casualties and damage to people and property, make it imperative to prepare for, respond to, and recover from disasters in the most effective and timely manner. This study explores to what extent current educational programs in Norway within crisis management correspond to the core competencies of crisis management identified in the literature. Further it aims to reveal areas of improvement in the crisis management education in Norway. Crisis management competencies can be summarized in two categories: intra-organizational and interorganizational (Kapucu, 2001). While the former includes important issues as organizational management, technological competency, and comprehensive and supported decision making, the latter incorporates issues relating to leadership, networking, coordination, and collaboration. Crisis management programs should be developed based on the core competencies identified by the literature and practitioners. The findings of this article can reveal the gap between the crisis management related program's curriculum and the required competencies of the field. Moreover, it provides recommendations to universities in Norway to develop or regulate their program based on the identified core competencies.

## References

- Chang, K., Wang, W. J. 2021. Ranking the collaborative competencies of local emergency managers: An analysis of researchers and practitioners' perceptions in Taiwan. *International Journal of Disaster Risk Reduction* 55, 102090.
- Drabek, T. E. 2007. *Emergency Management and Homeland Security Curricula: Contexts, Cultures, and Constraints*. Paper presented at the annual meeting of the Western Social Science Association, Calgary, Alberta, Canada, April, 2007.
- Neal, D. M. 2005. Higher Education and the Profession of Disaster Management: A Brief Commentary on Past, Current and Future Directions. *International Journal of Mass Emergencies and Disasters* 23(1), 73-76.
- Kapucu, N. 2011. Developing competency-based emergency management degree programs in public affairs and administration. *Journal of Public Affairs Education* 17(4), 501-521.
- Oyola-Yemaiel, A., Wilson, J. 2005. Three Essential Strategies for Emergency Management Profession in the U.S. *International Journal of Mass Emergencies and Disasters* 23(1), 77-84.
- Waugh, W.L., Jr. 2007. Local Emergency Management in a Post-9/11 World, in *Emergency Management: Principles and Practice for Local Government*, 2nd Edition, edited by W.L. Waugh, Jr., K. Tierney (Washington, DC: International City/County Management Association).
- Waugh Jr, W. L., Sadiq, A. A. 2011. Professional education for emergency managers. *Journal of Homeland Security and Emergency Management* 8(2).
- Wolbers, J., Kuipers, S., Boin, A. 2021. A systematic review of 20 years of crisis and disaster research: Trends and progress. *Risk, Hazards & Crisis in Public Policy* 12(4), 374-392.