

The Impact of Crisis Management In The Organization Through Empowering Employees : A Survey Study of A Number of Organizations In The Crisis Management Room In The City of Isfahan.

Researcher: Mohammed Hameed Abdulmajed

Mustansiriyah University / College of Tourism Sciences

mohammed.hameed@uomustansiriyah.edu.iq

Prof. Dr. Seyyed Mohsen Allameh

University of ISFAHAN / Faculty of Administrative Sciences and Economics

Sm.allameh@ase.ui.ac.ir

Abstract:

The purpose of this study is to design a model for effective crisis management in the organization through Empowering employees in selected organizations in the Isfahan Crisis Management Room. The present study is applied in terms of type, descriptive-correlational, survey-cross-sectional in terms of data collection time, and mixed research approach in terms of the nature of the data and the research approach (qualitative – a little). The statistical population of this study consists of a number of organizations and subsidiary centers of the Isfahan Crisis Management Chamber that have been selected by purposive sampling. In the quantitative part, the statistical population consists of 153 experts in crisis management in 12 subsidiary organizations of the Isfahan Crisis Management Chamber, who were selected based on the snowball technique. In the qualitative part of the research, the interviews were analyzed using thematic analysis method. In the quantitative part of the research, a researcher-made questionnaire was developed using the results of the qualitative part and this questionnaire was used to collect the opinions of the respondents. The validity of the content of the questionnaire was confirmed using the opinions of experts. The reliability of the questionnaire was evaluated using Cronbach's alpha coefficient. Cronbach's alpha value for all questions in the questionnaire was 0.961. Cronbach's alpha coefficient for the variables related to the pre-crisis phase was 0.935. Cronbach's alpha coefficient for the variables of the periods during the crisis and after the crisis was 0.700 and 0.856, respectively. In order to analyze the data obtained from the quantitative part, the exploratory factor analysis approach has been used using the principal component analysis method.

Keywords: Empowering employees, Organizational Crisis, Organizational Crisis Management, Learning in Crisis.

***Research extracted from the doctoral thesis**

Designing a model for Effective crisis management in the organization through organizational learning (case study: selected organizations in Isfahan chamber of crisis management)

1. Introduction

In a world where billions of people continue to live and live, few people really want to understand and imagine that organizations and individuals are facing growing environmental challenges that are threatening and will have a catastrophic impact on children and future generations. Organizations today need more speed and flexibility, whether to face threats from low-cost competitors, opportunities from innovative products, or acquisitions. Sometimes that speed has to be much faster, not just to face extraordinary events like COVID-19, but also to face the reality of our present and future, which is a changing phenomenon.

The challenges faced by businesses, and more broadly, humanity, are not few. As the coronavirus pandemic has shown, there is no room for debate to say that our ability to adapt and respond to these challenges is not just to achieve prosperity and success, but to survive and survive [1].

Today's organizations operate in an environment characterized by high uncertainty¹, risk² and turmoil³. For example, natural disasters, terrorist attacks, corporate scandals, major product defects, are all examples of these. These unforeseen critical events, on a small or large scale, naturally have a significant impact on organizations and individuals within organizations [2]. In order to prevent or reduce these effects, we not only need effective practice in crisis management, but we also need a significant effort in the field of learning. As the environment grows and develops in complexity, it is quite obvious that the rate of learning pace in organizations can be a determining factor in their ability to survive

¹ uncertainty

² risk

³ turbulence

and adapt [3].¹², the competitiveness of the organization³ and the long-term durability of the organization⁴ [4].

While the importance of Empowering employees is well documented, its contribution to effective crisis management has been little researched. There are not many studies and research specifically on how the Empowering employees approach can enhance and maximize the capacity of organizations to identify, prepare for prevention, problem-solving, and recovery and recovery after any crisis.

The purpose of this study is to investigate and research to find out how Empowering employees can contribute to effective crisis management. This fundamental question is based on three claims. First, crises cause organizational change. In other words, crisis management is a change management process that causes behavioral change and cultural change. Second, instead of being considered as a threat to organizational survival, organizational stability, or organizational development, it should be considered as an opportunity for learning that can lead to an increase in organizational adaptability, vitality, and longevity of the organization. Third, the greater the uncertainty in the environment, the greater the need for organizational learning. Finally, the study and research of the role of Empowering employees in crisis management unveils new boundaries and research horizons for human resource development researchers, who may discover unknown topics that are considered vital and necessary for the ultimate success of the organization.

The distinction between this research and other researches conducted in the fields of crisis management, organizational crisis management, and Empowering employees is that it specifically tries to improve the effectiveness of crisis management in organizations by using organizational learning, and on the other hand, by selecting the research population, it tries to improve the status of management in the field of organizational crisis and can help effective crisis management. In other words, if the selected organizations in the research population can respond to the crises created within their

¹organizational adaptability

² organizational survival

³ organizational competitiveness

⁴ organizational long-term viability

organization in an appropriate way or predict the crises in an appropriate way or try to prevent them, they will be able to effectively manage the crises created in the city of Isfahan. Therefore, the present study will have some achievements for each of the organizations in the research community, and the accumulation of these achievements will lead to the improvement of the effectiveness of crisis management at a broader and macro level (Isfahan city).

2. A review of the research literature

The crisis management system is a system consisting of some ministries, organizations and governmental, public, and private institutions and individuals that operate in the form of predefined organizations with separate tasks with the aim of controlling, preventing, managing, rehabilitating and rehabilitating the crisis-stricken society. In Iran, the core of this system is the Crisis Management Organization, whose duties are as follows: Identifying, planning, organizing, coordinating, controlling, executing, and ultimately modifying the system. The term organizational crisis describes a situation that disrupts the basic assumptions of organizations, challenges them, threatens their survival, and creates conditions in which there are no immediate and accessible coping mechanisms, thus undermining the legitimacy and performance of the organization due to the negative consequences it can cause, [6].

Organizational crisis management¹ is the systematic effort made by the organization's members and external stakeholders to avert crises or effectively manage crises that occur [2]. A number of factors have been identified that contribute to the success or failure of crisis management. For example, studies show that leaders' perceptions of risk and leaders' ability to deal with it have a direct effect on Organizational cultural beliefs around the value and need of crisis management and the potential consequences of a crisis.

Learning in crisis stems from the logical assumption that the unknown and those that cannot be known shape how we learn and how we experience crisis. This research offers a new approach to understanding learning, crisis, and their relationship as a dynamic practical process. This approach and perspective challenges key

¹ Organizational crisis management

assumptions that emphasize the discussion of learning from failure (and success) And it offers new insights to explain why failure to learn is a pervasive organizational challenge. The approach of this research is to take a new look at the strategic role of learning at the individual, group, and organizational levels and its impact, especially in turbulent and turbulent times. On the other hand, this research tries to understand the causes and causes of some organizational cases and problems by recognizing and explaining learning more accurately in cases such as the occurrence of crises, such as: Why are the mistakes that lead to crises repeated over and over again? Or why are organizations not properly prepared to face the unknown? Acknowledging that learning is essential for crisis management is not enough on its own. Because with the emergence of new concepts such as "learning in crisis¹" or "learning from crisis²", the question always remains why societies, organizations, and individuals cannot learn from and learn from all kinds of crises. Considering such events as the financial crisis, the global economic downturn, we see little lessons learned from the event itself, and we have very little information about the process of learning from such failures. In fact, another challenging debate is whether it makes sense to focus on the lessons that can be learned from failure. Essentially, a major concern is that the mistakes that lead to a particular crisis will be repeated, and we tend to interpret this process as a failure to learn from past events. For example, Leland and Rubinstein (1988) believe that the relatively homogeneous tendency of actors and actors in the field of financial services is directly related to previous economic downturns [7].

Research conducted in the field of Empowering employees has significantly improved our understanding of the nature and practices of learning and knowledge in organizations. As recent studies on the state of this concept show, understanding the dynamics of learning is still a key challenge [8]. Empowering employees becomes 3more vital and necessary based on dynamic capabilities⁴, organizational friendliness⁵, and absorption capacity [9]. These concepts

¹ Learning in crisis

² Learning from crisis

³ dynamic capabilities

⁴ ambidexterity

⁵ absorptive capacity

encourage organizations to adapt to frequent environmental changes and avoid repeating mistakes so that they can absorb learning processes, and if they want to cope with uncertainty, they must learn from the experiences they encounter [10].¹ If companies gain from the learning experience, it is expected that the quality of this experience will affect the scope and effectiveness of learning.

Crises are caused by infrastructure failures, product and service failures, violent attacks, and natural disasters and pose significant threats to the organization's strategic objectives. Hands-on learning helps organizations strategically adapt to their environment. All of this translates into a continuous cycle of organizational renewal in which the occurrence or possibility of a crisis can initiate Empowering employees processes, which in turn increases organizational resilience and improves the ability to learn and prepare for future events [13].

An organizational crisis is a specific, unexpected, and unusual event or series of events that create high levels of uncertainty and threats, and threaten those organizational goals that are of high priority. Organizations that are affected by such events, including high-reliability organizations, governments, businesses, and self-organized communities, must work to prevent them from happening and try to minimize their impacts. When faced with the immediate threat of a crisis, organizations must use operational capabilities and resources to adapt and deal with the situation. Beyond that, they need to take strategic actions to gather information about the sources of potential risks so that they can plan for the occurrence of crises and build resilience, learn about current events and their impacts so that they can act appropriately to allocate resources and continue or restart operations, and engage with stakeholders and other organizations, and ultimately learn lessons. Draw on your own experiences and those of other organizations to prepare for future events [14].

Empowering employees is the process of change in individual and common thought and action that is influenced by the organization's institutions [15]. Empowering employees theory emphasizes the role of learning in the context of strategic

¹ service timeliness

restructuring¹, i.e., the continuous process of change that enables an organization to grow and develop and adapt itself to the environment. An organization encompasses the entire organization at all levels, including the environment in which it is placed [16]. They must be implemented simultaneously and continuously to allow for Empowering employees and strategic restructuring [17]. Empowering employees is a key mechanism in crisis management. Learning from crises is essential to developing the capabilities needed to prevent them from happening and limit their consequences. However, one of the defining characteristics of crises is that learning within a crisis², which means learning to improve the response to a crisis when that crisis occurs, is very difficult for organizations. In addition to the sheer impact of crisis events, other factors such as limited experience in dealing with crises, as well as cognitive and operational limitations to information collection and processing, are strong barriers to Empowering employees. In the critical impact stage of the crisis, they create [14].

Since Empowering employees is considered as one of the important organizational components, and on the other hand, considering that the learning organization itself can be considered as one of the ultimate goals and objectives for today's organizations, as a result, the importance of Empowering employees is not hidden to anyone. In addition, given the short gap between crises both globally and at organizational levels, which stems from rapid and complex changes in the current and present world, the necessity of improving crisis management is really palpable. Knowledge as an organizational power and learning as an organizational superpower will clearly explain the necessity of conducting this research and will help us to improve management in the face of crises by learning (whether through crises or through other resources inside and outside the organization). Since Isfahan needs the necessary predictions for natural and unnatural disasters due to its geographical expanse and the existence of various devices and facilities, the present study can help to strengthen the power of planning in the field of crisis management and also help to strengthen the perspectives of Isfahan crisis management and adopt more comprehensive approaches in the

¹ strategic renewal

² intra-crisis learning

face of sudden events and crises, especially through organizational learning. For this purpose, in order to achieve goals such as improving and facilitating crisis management in organizations so that these goals can be achieved through organizational learning, it is better to first think about which organizations, companies, or businesses crisis management is considered as a major challenge. On the other hand, it should be considered that as a result of the occurrence of a crisis in a business or in an organization, what percentage of the people in that organization and consequently how many people in the society may be involved in the consequences of that crisis or the damages caused by that crisis due to the mismanagement of the crisis.

3. General methodology of the research:

Since the present study is a mixed study, therefore, the process of data collection and data analysis has been carried out in two qualitative and quantitative phases. The primary model for crisis management in the pre-crisis, during the crisis, and post-crisis phases is related to the qualitative phase of the research, which is based on the thematic analysis method. Thematic analysis in the present study has been done with the approach of Brown and Clark (2006) [18]. The researcher has adapted the phases expressed in the thematic analysis that have been explained by Brown and Clark (2006), and has analyzed the qualitative data in six phases. In the quantitative phase of the research, by adapting the results of the qualitative part, the model presented in the initial stage and the components of measuring this model have been further evaluated using the exploratory factor analysis method and principal component analysis.¹ In this research, it is tried to better explain the main topic of the research by analyzing quantitative and qualitative data. The continuation of the qualitative section has quantitatively evaluated the findings of the qualitative section. According to Creswell (2012), in order to start collecting data in qualitative research, the most important step is to identify those participants and those places that need to be studied in order to obtain information and data from those places or from the relevant people [19]. The crisis management room of Isfahan city consists of organizations that are introduced below.

¹. principle components analysis (PCA)

After referring to the subsidiary organizations of the Isfahan Management Chamber, the researcher referred to the people in charge of crisis management in the relevant organization with interview questions and pen and paper and took notes of the necessary items. The statistical population of the study in the qualitative phase consisted of organizations and subsidiary centers of the Isfahan Crisis Management Chamber. The names of these organizations are mentioned in Table 1. Sampling in the present study by purposive¹ selection method have been done. The participants in the interview were selected by a specific method, and the main goal was to be able to consider all aspects of the organizational crisis as an expert, manager, or crisis manager in the relevant organization. In the methods related to qualitative research, what is important in the topic of sampling is the relationship between sampling and theoretical saturation [20]. In fact, when all the categories have been identified and formed in terms of characteristics, dimensions, and distinctions and differences, this is when the researcher has reached theoretical saturation. to be added to the conceptualization, though distinctions can always be discovered [21].

In purposive sampling, researchers intentionally select people and places that can understand or learn the main concepts [19]. It has been. Of course, interviews have been conducted with 2 people at the Isfahan Crisis Management Headquarters.

Table 1: Data Collection Sites in the Qualitative Phase

Number of interviewees	Organization Name	Row
2	Isfahan Crisis Management Headquarters	1
1	Management and Planning Organization	2
1	Red Crescent	3
1	Isfahan Municipality	4
1	Isfahan Governorate	5
1	Isfahan Meteorology	6
1	Natural Resources and Watershed Management	7
1	Isfahan Fire Department	8
1	Gas Distribution Company	9

¹ . Purposive

1	Water & Wastewater	10
1	Regional Electricity Distribution Company	11
1	Geology of Isfahan	12

3.1 Determining Validity in the Qualitative Phase

One of the procedures for determining credibility in a qualitative study is to describe the environment, participants, and themes of a qualitative study that are presented in full detail [22]. Thick descriptions and descriptions¹ are in-depth, dense, and detailed. In contrast, low-key and diluted descriptions² lack detail and simply report facts [23].³ To create reality, to produce propositions and phrases that give the reader a sense that the events described in that study have experienced or can experience. Thus, credibility is created through the lens and perspective of readers who are reading a narrative. In order to use this procedure to create credibility, researchers must use structuralist approaches in order to be able to contextualize people or The places to be studied. The process of writing using thick descriptions involves providing as much detail as possible. This process may involve describing a small part of the interaction, experience, or action (action). It may involve specific people being placed in certain situations. It may involve making a live connection and interaction between two or more people. It may include a detailed description of how and how people feel. Through these vivid details, researchers help readers understand that what they encounter is valid. In addition, the rich description⁴ allows readers to decide whether the findings can be applied to other similar contexts [23].

Considering that in the present study, the narratives and descriptions of the interviewees in the context of the crises they have faced in their own organization have been examined, and also considering that by studying and reading the descriptions, the reader can fully understand the feelings of the interviewee, so the validity of the findings is confirmed in the qualitative phase. On the other hand, at the time of interviewing the interviewees, although the

¹ thick descriptions

² Thin descriptions

³ verisimilitude

⁴ Rich description

researcher had the interview questions in hand and asked the questions, but due to the nature of the research that three consecutive phases of the crisis were examined, the narration of a crisis that occurred in the organization helped the researchers to be able to distinguish the components related to these three phases (stages) well and increase the validity of the qualitative findings.

2.3 Qualitative Data Analysis Method

In the present study, using the method of thematic analysis and data coding and thematic formation, the dimensions of Empowering employees in each of the crisis phases have been identified. The coding in the qualitative section has been done manually using repeated notes and re-reading the opinions of the interviewees.

3.3 The general approach of research in the quantitative phase

In the quantitative phase of the present study, according to the themes (main themes and sub-themes) extracted in the qualitative phase, a 28-item questionnaire was developed in order to measure and evaluate the initial research model. The general approach of the research in the quantitative phase is exploratory, and as a result, in order to evaluate the initial model obtained from the qualitative part (which has been done in the quantitative part), methods related to the extraction of factors in exploratory factor analysis have been used. It should be noted that in addition to the above, due to the fact that no structural relationship or hypothesis has been defined for the extracted factors in the model, confirmatory factor analysis has not been a suitable solution for evaluating the initial model, and the investigation of the initial model of the research has been done through confirmatory factor analysis methods and specifically using the principal component analysis method and the parallel analysis method. The statistical population of this study in the quantitative phase included those employees who were considered as people involved in organizational crisis management in each organization, and according to the background and history of each organization in dealing with the crisis, these people had a history of playing a role in solving and facilitating crisis management. The sampling method was snowball technique and after preparing the questionnaire, the questionnaire was distributed among the eligible individuals by referring to the organizations mentioned in Table 1.

A total of 153 questionnaires were distributed and 153 questionnaires were collected. After referring to 12 organizations in

Isfahan that were members of the Isfahan Crisis Management Room, since it was not clear how many samples could be sufficient for exploratory factor analysis, therefore, after referring to the 12 organizations mentioned in Table 1 and collecting 141 questionnaires, the tests related to exploratory factor analysis were performed and due to the inadequacy of the sample size, among the mentioned organizations were referred to the crisis management department of the Isfahan Red Crescent, which was located in another place outside this organization, and 12 other questionnaires were distributed and collected, and by re-performing exploratory factor analysis tests, the adequacy of the sample in the quantitative section was confirmed.

3.4 Validity of the questionnaire in the quantitative phase

In order to evaluate the suitability of the questionnaire in the quantitative part, two components of validity and reliability have been evaluated.

In order to evaluate the content validity, the questionnaire was seen by five experts in the field of management to evaluate the validity of its content qualitatively. After the content validity was confirmed qualitatively, in order to evaluate the content validity quantitatively, the relative content validity coefficient¹ (CVR) and content validity index² (CVI) were used. Considering that the number of experts to monitor the content of the questionnaire was 10 people, according to The³ results of the relative content validity coefficient and content validity index for Empowering employees components are presented in Table 2.

Table 2: Content Validity Index and Content Relative Validity Coefficient Related to the Questionnaire Questions

0.8-1	Content Relative Validity Coefficient (CVR) Range for Each Question
10	Number of Specialists
28	Number of questions
0.8-0.9	Content Validity Index (CVI) range for each question

¹ Content Validity Ratio

² Content Validity Index

³ Lawshe

4. Analysis of the findings

According to the approach of the present study, in the first part, the qualitative data have been analyzed using the thematic analysis method, and in the second part, the data collected from the quantitative part have been analyzed using SPSS25 software . At first, the results of the thematic analysis obtained from the qualitative part for each of the crisis phases are presented. quantitatively, and finally, by comparing the results of the qualitative and quantitative sections, the final model of the research is presented.

A summary of the results obtained from the analysis of the extracted themes related to the pre-crisis phase can be seen in Table 3.

Table 3: Extracted Themes Related to the Pre-Crisis Phase

Sub-Theme	Main Theme	Row
Having creativity in predicting future crises	Scenario Planning	1
The organization's understanding of external vulnerabilities and dependencies		
Perspective	Systems Thinking	2
Changing Isolated and Isolated Thinking to Dynamic Thinking		
-----	Organizational memory	3
Adsorption capacity	Creating a Learning Organization	4
Knowledge sharing between organizations		
Adaptive Learning, Single-Loop Learning, Two-Loop Learning		
Learning from the Crisis		
Predicting the crisis	Preventing Organizational Neglect	5
Training to boost readiness		

The summary of the results obtained from the analysis of the extracted themes related to the phase during the crisis can be seen in Table 4.

Table 4: Extracted Themes Related to the Crisis Phase

Sub-Theme	Main Theme	Row
---	Inter-Organizational Collaboration and Networking	1
---	Knowledge sharing between networks	2

The summary of the results obtained from the analysis of the extracted themes related to the post-crisis phase can be seen in Table

Table 5: Extracted Themes Related to the Post-Crisis Phase

Sub-Theme	Main Theme	Row
---	Lessons learned	1
---	Mentoring	2
---	Coaching	3

Using the main and sub-themes, the primary model of the research is presented. It should be noted that the final model of the research will be presented after analyzing the findings of the qualitative and quantitative sections.

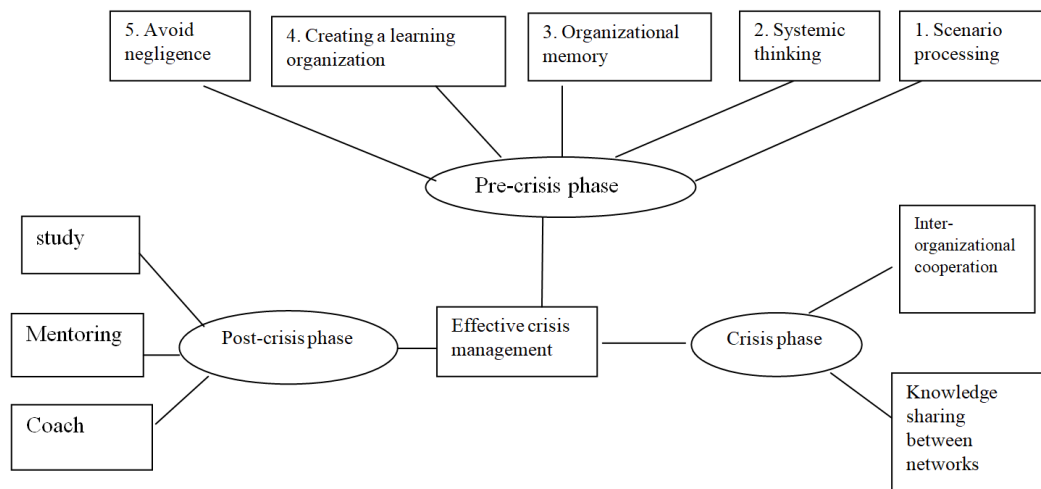


Figure 1: Initial research model

4.1 Analysis of the findings of the quantitative section

4.1.1 Reliability of the questionnaire

In order to measure the reliability of the questionnaire, Cronbach's alpha coefficient was used. It should be noted that since the research questionnaire was extracted using the results of the qualitative part and after performing exploratory factor analysis in the quantitative part, the constructs were re-refined and new themes were considered to present the final research model, so the results of Cronbach's

alpha coefficient can be seen in Table 6 after modifying the model. It should be noted that Cronbach's alpha coefficient for all the questions in the questionnaire was equal to 0.961. Cronbach's alpha coefficient for the variables related to the pre-crisis phase was equal to 0.935, for the variables of the phase during the crisis was equal to 0.700, and for the variables of the post-crisis phase was equal to 0.856.

Table 6: Cronbach's alpha values for Empowering employees components (factors)

Empowering employees Component/Related Index in the Questionnaire	Component Name	Cronbach's alpha	Cronbach's Alpha Empowering employees in the Related Phase
The pre-crisis phase (1-2-3-4-5)	Scenario planning	0.751	0.935
The pre-crisis phase (6-7-8)	Systems Thinking	0.700	
The pre-crisis phase (9-10)	Organizational memory	0.737	
The pre-crisis phase (11-12-13-14-15-16-17-18)	Creating a Learning Organization	0.889	
The pre-crisis phase (19-20)	Preventing Organizational Neglect	0.748	
Phase During Crisis (21-22)	Proper Networking	0.700	0.700
Post-crisis phase (23-24)	Lessons learned	0.807	0.856
Post-crisis phase (25-26-27-28)	Coaching & Mentoring	0.841	

4.1.2 Using Exploratory Factor Analysis and Related Methods to Explain the Components of Empowering employees Themes in the Before, During, and Post-Crisis Phases

For each of the Empowering employees indicators in the crisis phases (pre-crisis, during the crisis, and after the crisis), the suitability of the data for exploratory factor analysis has been investigated using tests related to the suitability of the data for factor analysis, the results of which are given in Table 7. In the following, using the results of principal component analysis and using the values related to rotation, for each of the Crisis phases refer to the

eigenvalues, percentage of variance explanation, and factor loads of the indicators of each component. It should be noted that exploratory factor analysis is used as a method for discovering data, and the interpretation and use of it depends on the researcher's opinion and is not influenced by solid statistical rules [25].

Table 7: KMO Test and Results of Bartlett Spherical Test for Exploratory Factor Analysis of Empowering employees Indicators in Crisis Phases

Post-crisis phase	Phase During Crisis	The pre-crisis phase	Related Values Test/Index
0.735	0.500	0.600	K.M.O
529.465	48.444	4156.12	X ²
15	1	190	Degree of Freedom
0.001	0.001	0.001	Level of Significance (Sig)

A total of 20 indicators related to the pre-crisis phase, 2 indicators related to the crisis phase, and 6 indicators related to the post-crisis phase were tested by the principal components (PCA) using SPSS25 software . crisis) was equal to 0.600, 0.500, and 0.735, respectively, which is at an acceptable level [24]. As a result, the Bartlett spherical test was statistically significant, which confirms the factorability of the correlation matrix for all three phases of the crisis.

The results of the principal component analysis report for the pre-crisis phase show the existence of five components with an eigenvalue greater than 1 which explains a total of 80.07% of the total variance. The results of this test can be seen in Table 8. In order to help interpret the five components (factors), the alumine rotation was performed. There are identified factors. Considering that the factor loads for all indices were higher than 0.3, they are desirable [26] and none of the indices were eliminated. According to the results obtained from the qualitative analysis, and the comparison of the results of the initial model with the results of the exploratory factor analysis section, no new classification was presented for the components (factors) of the pre-crisis phase. Is.

Table 8: Rotated Factor Matrix for Learning Components in the Pre-Crisis Phase

Indicators (Questionnaire Questions)	Factors (Components)				
	1. Scenario planning	2. Systems Thinking	3. Organizational memory	4. Creating a Learning Organization	5. Preventing organizational neglect
1	0.610				
2	0.546				
3	0.841				
4	0.819				
5	0.910				
6		0.762			
7		0.930			
8		0.726			
9			0.726		
10			0.796		
11				0.633	
12				0.931	
13				0.550	
14				0.739	
15				0.902	
16				0.752	
17				0.704	
18				0.627	
19					0.888
20					0.727

The results of the report of principal component analysis in the crisis phase show the existence of a component with an eigenvalue greater than 1, which explains a total of 76.23% of the total variance. Since only one factor was extracted for the total indicators related to learning in the crisis phase, the rotation test was not performed. Considering that the factor loads for all indicators were higher than the value of 0.3, as a result, have the necessary desirability and none of the indicators were eliminated. According to the results obtained from the qualitative analysis, since two main themes were identified for this block in the qualitative analysis section, the parallel analysis method was also used to make a better and more decisive decision about explaining the components in this phase (during the crisis) in the form of a component. 1 The results of parallel analysis showed that from the second component onwards, the benchmark value in the parallel analysis (PA) was

¹ . Parallel analysis

higher than the eigenvalue obtained from the principal component analysis (PCA).). As a result, more than one component is not acceptable. As a result, more than one component is not acceptable. Therefore, the block of motivators is named in the form of a component called the appropriate networking system, and each of the two main themes in the qualitative analysis section is considered as the appropriate sub-components of networking.

Table 9: Comparison of PCA Eigenvalues and Benchmark Values from PA Analysis

Number of Components	Eigenvalue related to principal component analysis	Benchmark value related to parallel analysis	Rejection/Acceptance
1	1.52	1.096	Admission
2	0.475	1.020	Reject

The results of the principal component analysis report in the post-crisis phase show the existence of two components with a eigenvalue greater than 1, which explains a total of 76.70% of the total variance. In order to help interpret the two components (agents), the rotation of abelimin was performed. The rotated solution showed that there were strong factor loads for each of the identified factors. Considering that the factor loads for all indices were higher than the value of 0.3, as a result, they have the necessary desirability and none of the indices were eliminated. According to the results obtained from the qualitative analysis, and comparing the results of the initial model with the results of the exploratory factor analysis section, a new classification was presented for the components (factors) of Empowering employees in the post-crisis phase, which can be seen in Table 10. In this table, the rotated factor loads for the indices related to each component can be seen. In order to make a better and more decisive decision about the explanation of the components in this phase (after the crisis) in the form of two or more components, the parallel analysis method was also used. The results of the parallel analysis can be seen in Table 11. According to the results obtained from the parallel analysis, the number of one component has been extracted which is different from the results of the main component analysis. Therefore, since exploratory factor analysis as A method is used to

discover data and the interpretation and use of it depends on the researcher's opinion and is not influenced by solid statistical rules [25], the researchers have decided to separate and categorize the components of this phase in the form of two main components under the titles of 1) Lesson Learning, and 2) Coaching and Mentoring.

Table 10: Rotated Factor Matrix for Learning Components in the Post-Crisis Phase

	Parameters	
Indicators (Questionnaire Questions)	1. Lessons learned	2. Coaching and mentoring
23	0.912	
24	0.868	
25		0.835
26		0.901
27		0.672
28		0.674

Table 11: Comparison of PCA Eigenvalues and Benchmark Values from PA Analysis

Number of Components	Eigenvalue related to principal component analysis	Benchmark value related to parallel analysis	Rejection/Acceptance
1	3.588	1.249	Admission
2	1.015	1.155	Reject
3	0.683	1.052	Reject
4	0.346	0.953	Reject
5	0.209	0.863	Reject
6	0.108	0.725	Reject

According to the results obtained from the qualitative and quantitative sections, the final research model for effective management of organizational crisis is presented in Figure 2.

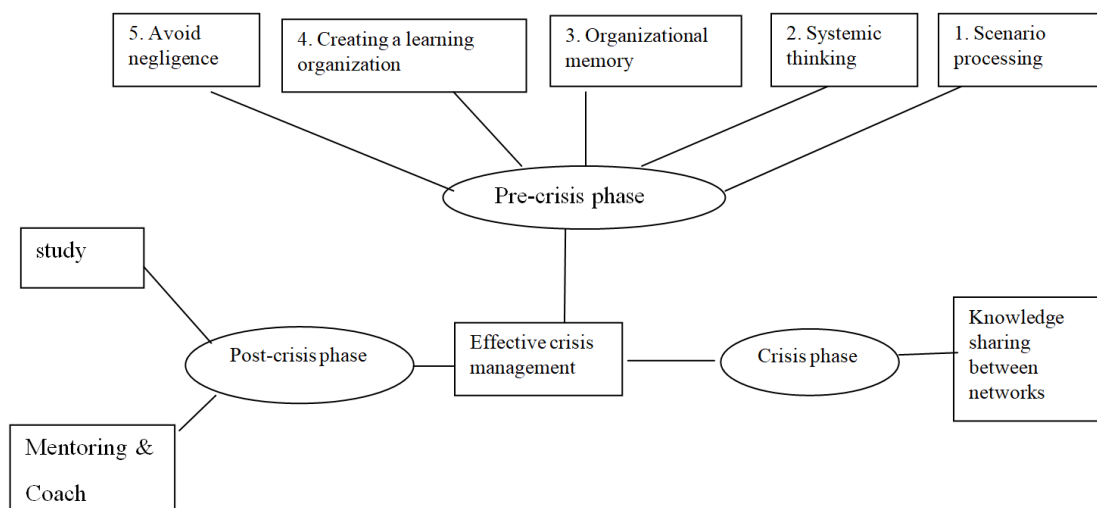


Figure 2: The final model of the research

5. Discussion and Conclusion:

The results of the present study showed that having systems thinking is very important in crisis management in an effective way. Zhou et al. (2018) believe that based on practical studies on the state of crisis management, it is possible to organize and manage the crisis faster and more efficiently using systems thinking [28].

According to James and Wooten¹ (2022), in order to face and confront the crisis and also in order to prevent the crisis, it is necessary for organizations, especially the organization's leaders, to support the growth, learning, and experience of the employees and provide a space for the employees to be given the right to make decisions [29]. It is a crisis. The reason for the alignment of the results of the present study with the statements of James and Wooten (2022) is that learning at any level of the organization can help to promote individual power and consequently to promote and develop organizational power and use this potential power in controlling and managing organizational crisis in a desirable way [29]. □

Adaptive learning in order to become a learning organization can help to effectively manage the crisis in the pre-crisis phase. The results of Simmons' (2009) studies have shown that adaptive Empowering employees models are usually based on limited rationality, according to which people have a limited ability to

¹ James & Wooten

process information in uncertain environments and rapidly changing environments. of Simmons' (2009) studies do not fit perfectly. It can be argued that adaptive learning can be useful in the pre-crisis phase based on the findings of the present study, and the reason for this is related to the fact that the organization through adaptive learning can somewhat resemble organizations that are in a better situation and by imitating them, it can protect itself from potential crises to some extent. Of course, the results of Simons' (2009) studies may indicate that due to the rapidly increasing rate of change in the external and internal environment of organizations, the use of the same scales and the same indicators and criteria for learning can not be very helpful for organizations in times of crisis.

In the post-crisis phase, learning is considered as an important component in crisis management, and in the crisis phase, sharing experiences can be very important. In this regard, Smith (2005) has referred to the concept of learning from crisis (31). He believes that in this stage, organizations learn from their own experiences and from the experiences of others. that an organization has, and as a result, help to create organizational resilience. On the other hand, Simmons (2009) claims that if the organization applies the lessons learned from past crises or learns from the uncertainties created by crisis situations , or treats learning as an emerging concept whose history is an integral part of understanding, it can turn a crisis into a desirable opportunity. The findings of the present study indicate that the organization's perception of external vulnerabilities and dependencies can be considered as one of the main components in effective crisis management through Empowering employees in the pre-crisis phase. Chekar and Oni (2013) believe that the lack of Empowering employees , or in other words, organizational neglect in providing appropriate performance, is one of the factors that cause the recurrence of the crisis and the emergence of future crises (32). It can be stated that dependence on external organizations is a weakness for the organization, and if the organizations are not able to reduce their dependence as much as possible or are unable to establish a strategic link with the organizations that depend on it, they will be neglected and will not be able to manage it properly when the crisis occurs. One of the results of Empowering employees is that the organization will be able to overcome those vulnerabilities and dependencies with a correct understanding of its

own vulnerabilities. Organizational memory is considered as one of the main components (themes) of Empowering employees in the pre-crisis phase. The results of the research of Leah and Wu (2009) showed that the successful implementation of systematic thinking, innovative experimentation, and organizational memory can effectively help to increase logistical capability, which contributes to better efficiency and effectiveness of the utilization of logistics resources, and thus improves the logistics performance of the organization in a The practical and operational definition of systems thinking is learning in action. When an organization is able to learn through performing a task in a practical way, it will understand the results and consequences of that action more clearly in the overall framework of the organization, and by recording that practical activity as well as recording its results and consequences in the form of creating organizational memory, it will be able to predict the results and consequences. that result from similar actions, and in this way, he can have a better understanding and recognition of his strengths and weaknesses, and by creating readiness in himself, he can consolidate his current situation to face possible future crises.

Practice in order to strengthen crisis preparedness can lead to effective crisis management. The findings of the researchers and Friedham (2017) showed [34] that crisis management maneuvers provide arenas for learning and knowledge sharing and serve as important tools for decision-making and strategic planning processes in units or organizations. In addition, according to the results of the studies of Chekar and Oni (2013), [32] has shown that exercises are key factors in crisis management. They believe that in today's societies, despite emerging and uncontrollable threats, pre-crisis exercises and maneuvers provide essential parts of preparing and planning for the unexpected and crises According to the results of the present study in the pre-crisis phase, creating preparedness and practice can lead to learning and learnings that are important in effective crisis management. Inter-organizational cooperation and the creation of appropriate networks in the crisis phase can be helpful for effective crisis management. According to the results, inter-organizational cooperation is very important in order to create agile organizations, and the development of agile organizations in crisis situations should be prioritized in the crisis phase. The results of the present study also indicate that knowledge

sharing between networks in the crisis phase and knowledge sharing among organizations in the pre-crisis phase are considered as the two main components in effective crisis management. On the other hand, the research of Eftekhari et al. (2020) showed that it is necessary to create a correlation between the activities, for this purpose, they claimed that the formation of a headquarters called the Crisis Headquarters based on the required and efficient strategies along with the necessary implementation and training seems necessary. The use of different methods in coaching and mentoring can be helpful for effective crisis management. In this regard, Chekar and Oni (2013) believe that since crisis management involves broad leadership and efficient coaching, it can be considered as a factor that mobilizes all internal resources and possible competencies to improve the crisis management process.

Resources:

1. Kotter, J. P., Akhtar, V., & Gupta, G. (2021). Change: How organizations achieve hard-to-imagine results in uncertain and volatile times: John Wiley & Sons.
2. Pearson, C. M., & Clair, J. A. (1998). Reframing crisis management. *Academy of management Review*, 23(1).
3. Bontis, N. (2001). Organizational Learning: From World-class Theories to Global Best Practices. *Management learning*, 32(2).
4. Mitroff, I. I. (2005). Why some companies emerge stronger and better from a crisis: 7 essential lessons for surviving disaster: AMACOM/American Management Association.
5. FARHANGI, A.A., POUREZAT, A.S., & ALIPOUR, MAHMOUD. (2009). Designing a Trans-Organizational System for Safety Management and Prevention of Abnormal Accidents in Tehran. 2nd Conference on Safe Society in Tehran, Iran, Tehran.
6. Coombs, W. T. (2021). *Ongoing crisis communication: Planning, managing, and responding*: Sage Publications.
7. Leland, H., & Rubinstein, M. (1988). Comments on the market crash: Six months after. *Journal of Economic Perspectives*, 2(3).
8. Antonacopoulou, E. P., Clegg, S., & Cooper, R. (2008). Organisational learning: the dynamic flow of macro and micro forces. *The SAGE Handbook of Organisational Behaviour: Volume Two: Macro Approaches*.

9. Birkinshaw, J., Probst, G., & Tushman, M. (2009). Organizational ambidexterity: balancing exploration and exploitation for sustained corporate performance. *Organ Sci*, 20(4).
10. Ellis, S., & Davidi, I. (2005). After-event reviews: drawing lessons from successful and failed experience. *Journal of Applied Psychology*, 90(5).
11. Argote, L., Beckman, S. L., & Epple, D. (1990). The persistence and transfer of learning in industrial settings. *Management science*, 36(2).
12. Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (1998). Communication, organization, and crisis. *Annals of the International Communication Association*, 21(1).
13. Williams, T. A., Gruber, D. A., Sutcliffe, K. M., Shepherd, D. A., & Zhao, E. Y. (2017). Organizational response to adversity: Fusing crisis management and resilience research streams. *Academy of Management Annals*, 11(2).
14. Eismann, K., Posegga, O., & Fischbach, K. (2021). Opening organizational learning in crisis management: On the affordances of social media. *The Journal of Strategic Information Systems*, 30(4).
15. Vera, D., Crossan, M., & Apaydin, M. (2011). A framework for integrating organizational learning, knowledge, capabilities, and absorptive capacity. *Handbook of organizational learning and knowledge management*, 2.
16. Crossan, M. M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: From intuition to institution. *Academy of management Review*, 24(3).
17. Werder, K., & Heckmann, C. S. (2019). Ambidexterity in Information systems research: overview of conceptualizations, antecedents, and outcomes. *Journal of Information Technology Theory and Application*, 20(1).
18. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2).
19. Cresswell, J. W. (2012). Planning, conducting, and evaluating quantitative and qualitative research. *Educational Research*.
20. Bryant, A. (2017). *Grounded theory and grounded theorizing: Pragmatism in research practice*: Oxford University Press.
21. Corbin, J., & Strauss, A. (2008). Qualitative research. *Techniques and procedures for developing grounded theory*, 3.

22. Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
23. Denzin, N. K. (2001). *Interpretive interactionism* (Vol. 16): Sage.
24. Shultz, K. S., Whitney, D. J., & Zickar, M. J. (2013). *Measurement theory in action: Case studies and exercises*: Routledge.
25. Pallant, J. (2013). *SPSS survival manual*: McGraw-Hill Education (UK).
26. Mun, J., Mun, K., & Kim, S.-W. (2015). Exploration of Korean students' scientific imagination using the scientific imagination inventory. *International Journal of Science Education*, 37(13).
27. Floyd, F. J., & Widaman, K. F. (1995). Factor analysis in the development and refinement of clinical assessment instruments. *Psychological assessment*, 7(3).
28. Zhou, L., Wu, X., Xu, Z., & Fujita, H. (2018). Emergency decision making for natural disasters: An overview. *International journal of disaster risk reduction*, 27.
29. James, E. H., & Wooten, L. P. (2022). *The Prepared Leader: Emerge from Any Crisis More Resilient Than Before*: University of Pennsylvania Press.
30. Simmons, C. (2009). Crisis management & organizational learning: How organizations learn from natural disasters. *Available at SSRN 1351069*.
31. Smith, D. (2005). Business (not) as usual: crisis management, service recovery and the vulnerability of organisations. *Journal of Services Marketing*.
32. Chekkar- Mansouri, R., & Onnee, S. (2013). Towards a Theoretical Understanding of the Recurrence of Crises Embracing the Issue of Organizational Learning: An Illustration with the Case of Two Hostile Takeover Bids Faced by Société Générale (1988, 1999). *Journal of Contingencies and Crisis Management*, 21(1).
33. Liu, L., & Wu, J.-n. (2009). *Notice of Retraction: Identifying the Key ways of Organizational Learning for Enhancing Logistic Capability*. Paper presented at the 2009 International Symposium on Information Engineering and Electronic Commerce.
34. Grunnan, T., & Fridheim, H. (2017). Planning and conducting crisis management exercises for decision-making: the do's and don'ts. *EURO Journal on Decision Processes*, 5(1-4).

35. Torkian, M., Daneshfard, Karamollah, Valikhani, Mashallah, & Pilehvari, N. Designing An Inter-Organizational Coherence Model In The Implementation of Crisis Management Policies With An Interpretive Structural Approach. Journal of Crisis Management, No. 22, Autumn And Winter 2022.

36. Eftekhari, S.M., Etemadi, M., & Hosseini, Mahmoud. (2020). Presenting A Model For Social Crisis Management Under The Impact of Earthquake And Modifying The Structure of Vital Artery Division. Quarterly Journal of Crisis Management And Emergency Situations, 12(4).

تأثير ادارة الازمة في المنظمة من خلال تمكين العاملين دراسة لعدد من المنظمات في غرفة إدارة الأزمات في مدينة أصفهان

الباحث: محمد حميد عبد المجيد

الجامعة المستنصرية / كلية العلوم السياحية

mohammed.hameed@uomustansiriyah.edu.iq

ا.د سيد محسن علامه

جامعة اصفهان / كلية العلوم الادارية والاقتصادية

Sm.allameh@ase.ui.ac.ir

مستخلص البحث:

الغرض من هذه الدراسة هو تصميم نموذج للإدارة الفعالة للأزمات في المنظمة من خلال تمكين العاملين في عدد من منظمات مختارة في غرفة إدارة الأزمات في أصفهان. الدراسة الحالية عبارة عن مسح مقطعي مستعرض من حيث الغرض من التطوير من حيث النوع، والارتباط الوصفي، والمسح المقطعي من حيث وقت جمع البيانات، ونهج البحث المختلط من حيث طبيعة البيانات ونهج البحث (كمي - نوعي). يتكون المجتمع الإحصائي لهذه الدراسة في القسم النوعي من منظمات ومراكز مختارة تابعة لغرفة إدارة الأزمات في أصفهان، والتي تم اختيارها عن طريق أخذ عينات هادفة. في الجزء الكمي، يتكون السكان الإحصائيون من 153 خبيراً في إدارة الأزمات في 12 منظمة فرعية لغرفة إدارة الأزمات في أصفهان. في الجزء النوعي من البحث، تم تحليل المقابلات باستخدام طريقة التحليل الموضوعي. في الجزء الكمي من البحث، تم تطوير استبيان من صنع الباحث باستخدام نتائج الجزء النوعي وتم استخدام هذا الاستبيان لجمع آراء المبحوثين. تم تأكيد صحة محتوى الاستبيان باستخدام آراء الخبراء. تم تقييم موثوقية الاستبيان باستخدام معامل ألفا كرونباخ. تم استخدام نهج تحليل العوامل الاستكشافية لتحليل البيانات التي تم الحصول عليها من القطاع الكمي باستخدام طريقة تحليل المكون الرئيسي. أظهرت نتائج تحليل البيانات في قسمين نوعي وكمي أن المتغيرات المتعلقة بتمكين العاملين في مرحلة ما قبل الأزمة في شكل 5 محاور رئيسية (وضع سيناريوهات للأزمات المحتملة، التفكير المنظومي، الذاكرة التنظيمية، إنشاء منظمة متعلمة ومنع الإهمال التنظيمي)، المتغيرات المتعلقة بتمكين العاملين في المرحلة أثناء الأزمة في شكل 1 محور رئيسي (التشبيك المناسب) والمتغيرات المتعلقة بتمكين العاملين في المرحلة بعد الأزمة، يمكن شرحها في شكل موضوعين رئيسيين (التحرك نحو منظمة تعليمية مع نهج سرد القصص والتدريب والتوجيه). بناء على نتائج اختبار فرضيات البحث، يمكن استنتاج أن جميع العلاقات بين المراحل المختلفة للأزمة وإدارة الأزمات لها آثار إيجابية وكبيرة.

الكلمات المفتاحية: تمكين العاملين، الأزمة التنظيمية، إدارة الأزمات التنظيمية، التعلم في الأزمات.

• بحث مستل من اطروحة دكتوراه.