

Table 1. Recommended steps for future research regarding an induction training curriculum for NOCMs and a diversification curriculum for experienced crisis managers.

Objectives	Method	Expected outcomes
Tabletop risk and vulnerability analyses		
Defining relevant goals for risk and vulnerability tabletop analyses based on Nilsson’s work (2010)	<ul style="list-style-type: none"> • Literature analyses • Interviews with stakeholders to understand needs 	<ul style="list-style-type: none"> • A prototype tool that allows organisations to identify their current crisis management capacity and identify improvement affordances in their organisation
Testing prototype tool in several municipalities	<ul style="list-style-type: none"> • Direct observation • In situ video recordings providing material for self-confrontations • Self-confrontations 	<ul style="list-style-type: none"> • Precise data on learning affordances of the tool
Understanding appropriability and implementability degree of the tool and actual use in organisations	<ul style="list-style-type: none"> • Questionnaires investigating actual use in organisations and obstacles to use it 	<ul style="list-style-type: none"> • Data on implementability and appropriability of the tool reflected in the actual use of it
Video artefact training		
Define relevant goals for video training		
Produce video footage of crisis situation with high complexity where procedures turn out obsolete. Conduct self-confrontations with the involved actors	<ul style="list-style-type: none"> • In situ video recordings of crisis situations • Self-confrontations with actors 	<ul style="list-style-type: none"> • Material for video training
Analyse material in the light of Flandin & Poizat’s typology of problems (2021)	<ul style="list-style-type: none"> • Inductive analysis 	<ul style="list-style-type: none"> • A classification of situations in Flandin & Poizat’s typology of problems

Objectives	Method	Expected outcomes
Production of video artefacts	<ul style="list-style-type: none"> • Compilation of episodes from the crisis management response with excerpts from the self-confrontation 	<ul style="list-style-type: none"> • A curriculum of video artefact-based training in crisis management
Analyse constructive potential of video training	<ul style="list-style-type: none"> • In situ video recordings of training situation • Self-confrontations with participants • Tried-and-tested coding methods (e.g. hexadic sign) • Inter-rater reliability measurement (e.g. Cohen's kappa coefficient) 	<ul style="list-style-type: none"> • Comprehensive understanding of affordances provided by video artefact training
Co-designing simulations		
Identify participants' concerns and the vulnerabilities they point out in line with crisis management	<ul style="list-style-type: none"> • Semi-directive interviews 	<ul style="list-style-type: none"> • An understanding of participants' concerns and the vulnerabilities they identified in their organisation regarding crisis management
Define relevant pedagogical goals for simulation co-design	<ul style="list-style-type: none"> • Hierarchise participants' concerns and their identified vulnerabilities in terms of feasibility and constructive potential 	<ul style="list-style-type: none"> • An array of promising topics to work on during simulation co-design
Conduct the process of co-designing simulations	<ul style="list-style-type: none"> • In situ video recordings of training situation • Self-confrontations with participants • Tried-and-tested coding methods (e.g. hexadic sign) • Inter-rater reliability measurement (e.g. Cohen's kappa coefficient) 	<ul style="list-style-type: none"> • Comprehensive understanding of affordances provided by the process of simulation co-design.

Objectives	Method	Expected outcomes
Cross-training		
Perform analysis of different team members' tasks in a crisis situation	<ul style="list-style-type: none"> • Task analysis • Observations • Interviews 	A comprehensive understanding of participants' main tasks during crisis situations
Evaluate task interdependence	<ul style="list-style-type: none"> • Task comparison (including work-as-imagined and work-as-done) 	An understanding of interrelatedness between tasks and functions
Decide most appropriate form of cross-training and design training	<ul style="list-style-type: none"> • Design of training situation coupled with choice of cross-training 	A concrete training proposal
Evaluate learning outcomes cross-training	<ul style="list-style-type: none"> • In situ video recordings of training situation • Self-confrontations with participants • Tried-and-tested coding methods (e.g. hexadic sign) • Inter-rater reliability measurement (e.g. Cohen's kappa coefficient) 	Comprehensive understanding of affordances provided by the process of simulation co-design.

Ketelaars, E. (2024). Resilience-oriented training through the lens of lived experience: a course-of-experience research on crisis management simulation training. *Doctoral thesis*. <https://archive-ouverte.unige.ch/unige:181561>