

# The Effect Of Knowledge Management On Crisis Management In Higher Institute Of Engineering Professions In Al-Qubba City East Of Libya

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**Abstract:** The aim of the study was to test the impact of knowledge management on crisis management at the Higher Institute of Engineering Professions in the city of Al-Qubba east of Libya. To achieve the aims of the study, the researcher used the descriptive analytical method. The study was conducted on a sample of (239) employees at the institute. To measure knowledge management, the study adopted four processes: knowledge diagnosis, knowledge capture, knowledge sharing and knowledge application. As for measuring crisis management, a five-stage scale was used: alarm signals, preparedness and prevention, damages containment, restore activity and learning. The study concluded that there is a significant effect of the processes of knowledge on crisis management, and the results also indicated the presence of an effect of knowledge management in three stages of crisis management, namely: alarm signals, preparedness prevention and learning, while it did not have a significant effect on damages containment and restoring the activity.

**Index Terms:** Knowledge Management, Crisis Management, Higher Institute Al-Qubba, Libya.

## 1. INTRODUCTION

Today the world is living in a unique period in terms of rapid change and continuous development, as it became the trend towards a knowledge-based economy business organizations were established based on knowledge and information, which rely primarily on experts, competencies and outstanding knowledge competencies. Therefore, contemporary organizations have become focused on the accumulated knowledge in the minds of individuals and competencies that come from the mental practices of work, guidance and support from leaders, also, through the exchange of ideas, knowledge and experience with co-workers. In addition to exposure to customer demands, training and all development efforts in which organizations invest large sums (Gad-Alrb, 2010). Throughout human history, it is noted that knowledge has today become the cultural center of nations and peoples it is involved in all areas of social and political life and other areas. However, it represents a wide and essential field in the economic field in the current stage. Knowledge management is currently gaining great importance and is the basis for focusing the efforts of multiple parties through different perspectives and interests. Knowledge management has become an intellectual development and this through its great role in achieving competitive advantage in the field of business organizations. In order to achieve the desired benefit through the introduction of knowledge management approach in business organizations. Therefore the management of organizations should focus on the effective use of this approach, this is done through employing knowledge management in the direction of achieving the strategic goals and operational goals of these organizations, in addition to enhancing the capabilities of organizations and the skills of their cadres, achieving continuous improvement and improvement of these abilities and skills (Alyan, 2008). To achieve the desired benefit from adopting knowledge management approach in organizations. The role of management of organizations should focus on the effective use of this approach, by employing it towards achieving the goals of the organizations. Crisis management has existed since human existence. There are many types of them, including natural crises, with no income and reason for humans to appear, such as volcanoes, earthquakes, floods

and hurricanes. There are man-made crises, such as financial crises, as a result of raging competition, corruption and others. There are also other organizational crises such as strikes and sit-ins that affect the activity and work of business organizations and others negatively or even in government organizations such as business resulting from fires or loss of records and theft of information, embezzlement and other factors that lead to the emergence of crises, Therefore, all these crises of all kinds need scientific management to manage them during their different stages. Knowledge management plays a fundamental and strategic role through explicit knowledge and tacit knowledge in all stages of crisis management; therefore, it is imperative for the organization's administration to configure early warning systems to be used in exploring and sensing the signs of crisis and facing them. Then evaluate its results and effects, and learn from them, and benefit from it (Al-Mutairi, 2017). The researcher is trying in this study Highlight the impact of knowledge management on crisis management, at the Higher Institute of Engineering Professions in Al-Qobba, Libya.

## 2. STUDY PROBLEM

After the emergence and spread of the concept of knowledge management, many organizations went to apply knowledge management, and specifically in its response to crises and all its stages, among these organizations and institutions comes the Higher Institute for Engineering Professions in the city of the Al-Qobba as one of the higher education institutions affiliated to the Ministry of Education in Libya, This study attempts to set a framework for knowledge management and show the reality of the practice of knowledge management and its role in crisis management at the Higher Institute for Engineering Professions Al-Qobba. Thus, the problem of the study lies in answering the following questions:

1. What is the reality of the practice of knowledge management at the Higher Institute for Engineering Professions?
2. What is the reality of crisis management in the Higher Institute for Engineering Professions?
3. What is the effect of knowledge management processes in crisis management at the Higher Institute for Engineering Al-Qobba?

### 3. STUDY IMPORTANCE

#### The importance of this study lies in the following:

1. The importance of employing knowledge management in crisis management, it helps in facing crises and eliminating them as they happen as quickly as possible.
2. Because of the changes and complications that accompanied the environment of organizations, including educational institutions, such as universities and higher institutes, and the spread of technology, as a result, increased attention has been paid to managing knowledge and skills of individuals, especially those skills related to the field of technology, which has become the basis for building and sustaining competitive advantage.
3. The growing interest in the field of knowledge management as a modern management at the level of educational institutions such as universities and higher institutes through the application of some knowledge management activities and enabling them to achieve their goals.
4. The study derives its importance from submitting recommendations that can assist the administration of the Higher Institute for Engineering Professions in facing it in future crises.

### 4. STUDY OBJECTIVES

1. Highlighting the role of knowledge management in crisis management at the Higher Institute for Engineering Professions.
2. Learn about the levels of knowledge management processes at the Higher Institute of Engineering Professions.
3. Determine the level of interest in crisis management at the Higher Institute for Engineering Domes.
4. Learn about the impact of knowledge management processes on crisis management at the Higher Institute of Engineering Professions

### 5. THEORETICAL BACKGROUND

#### 5.1 KNOWLEDGE MANAGEMENT

Knowledge management has been defined as the method that the organization uses through its collective intelligence to achieve its strategic goals (Barquin, 2001, 138). The concept of knowledge management is constantly evolving as thinkers acquire it from different angles due to its breadth and multiplicity of fields. Knowledge management has been defined as the set of processes developed in an organization to create, store, transform, and classify knowledge (Laudon & Laudon, 2003, 317). It was also known as the systematic and developed processes that are performed in the organization in order to diagnose, generate, store, distribute and apply knowledge, which results in adding value to the work carried

out by the organization and an increase in its organizational performance (Naif & Al-Aboudi, 2016, 130). The oldest categorization of knowledge is provided by the Hungarian philosopher Michael Polanyi in the 1960s. He distinguished between explicit knowledge and tacit knowledge (Beijerse, 1999, 100) and he supported it in this distinction (Nonaka & Takeuchi, 1995, 8) as he classified knowledge into two types which are the most used (Najm, 2005, 44):

1. Explicit knowledge: it is formal and organized knowledge that can be coded as well as written and passed on to others, also known as leaked knowledge, because of the possibility of leakage out of the organization.
2. Tacit knowledge: it is informal knowledge and is not transferable and depends on personal experience and on evidentiary rules, intuition and personal judgment.
3. Knowledge is described as a form of intellectual capital, it will not be so unless it is discovered and invested by the organization, by converting it into a value, wealth is achieved through application (Stewart, 1999, 57). Turban (2002, 49) also referred to it as data and information that has been applied and processed in order to transfer the understanding, experience and cumulative learning that is applied in the problem or in the current activity. Knowledge is also referred to as a coherent mixture of experience, values and all information that provides a framework for assessing and assessing recent experiences and information (Najm, 2005, 26). It is a group of experiences, skills, abilities and all information that is in a specific context and fixed and cumulative among employees and the organization. It includes several types, including explicit knowledge and tacit knowledge (Al-Ali, Qandalji & Al-Omari, 2009, 26). Naif & Al-Aboudi, 2016, 129 indicates knowledge that it is the experiences, capabilities, and all the explicit and implicit information and the accumulated learning of the organization and its employees.

#### 5.1.1 KNOWLEDGE MANAGEMENT OPERATIONS

Al-Tit and Al-Eid (2017) are seen as represented in four successive processes, namely the generation of knowledge, storage, diagnosis, acquisition, distribution and application. Al-Rubaie and Alwan (2018) believe that these four processes of knowledge management can be continuous, permanent and repeated and that they basically require knowledge sharing. Knowledge management is carried out through the implementation of activities related to the process of knowledge discovery. Possessing knowledge, Knowledge sharing and apply knowledge, so these four processes constitute the main processes of knowledge management (Arouf & Attia, 2018). For the purpose of conducting this study, the four main processes were approved, namely:

- Knowledge Discovery: the process of discovering knowledge represents the first and most complex and costly process of knowledge management, as knowledge discovery refers to a process that aims to generate or develop ideas, knowledge and modern skills that will increase the current stock of knowledge (Iqbal, Latif, Marimon, Sahibzada & Hussain, 2019). Al-Shanti (2017) defined the process of discovering knowledge as the method by which knowledge is extracted and extracted and obtained from all internal or external sources, so competitors may have knowledge, And experts and customers. The specialists and all these sources are

human sources of knowledge, In addition to the presence of digital sources such as electronic databases.

- Knowledge Capture: capture knowledge refers to the process of restoring and retrieving both explicit knowledge and implicit knowledge, whether from outside or from within the organization. It can be retrieved from suppliers, competitors, or experts (Hamshary, 2013, 125-126), whereas, the process of owning knowledge can be accomplished by retrieving the tacit knowledge present in the minds of workers in the organization (Al-Kubaisi, 2005, 69). Al-Shanti (2017) also defined it as the way in which knowledge from all workers within the organization is recorded and stored and in it all new knowledge is recorded, analyzed and documented by the organization.

- Knowledge Sharing: Knowledge sharing is the process of spreading explicit and implicit knowledge among all members of the organization (Araf Suwais, Falak, Bugatti and Abu Hammad 2011). The knowledge sharing process is the first step in the process of stimulating the circulation and use of knowledge, where knowledge is transferred between workers at the right time and at the right cost, so that the workers of the organization can perform the tasks required of them (Obaid, 2017). Exchange: this process relates to replacing and transferring the explicit knowledge that exists between individuals, one of the mechanisms of this process is the distribution of documents, brochures, and brochures among workers (Sweiss et al., 2011).

- Knowledge Application: knowledge application processes are an important process in knowledge management in organizations, as the main goal of them is to invest knowledge that has been discovered, owned and shared and implement them because the success of the application of knowledge reflects the success of the organization. The organization's ability to manage knowledge is assessed (Obaid, 2017). The correct application of knowledge is a contribution to achieving the goals of organizations efficiently and effectively. This requires the organization to empower employees and provide an atmosphere of confidence and freedom to share and apply their knowledge (Al-Shanti, 2017).

## 5.2 CRISIS MANAGEMENT

Margaret (2013, 3) defined crisis management as the implementation of strategies that were designed to help an organization that was exposed to a negative event and suddenly due to an unpredictable event or as an unexpected outcome of some events that were an expected risk. Therefore, the foundation will have to make quick decisions in order to limit the damage caused to it, with the need for a person to be a manager of the crisis when it occurs. From Jafar (2017) viewpoint that it is a pre-planning process towards an unexpected negative event with the aim of limiting or minimizing its harm to the organization and this is done through setting strategies or a set of scenarios expected to occur and proposing appropriate solutions for each scenario in the event of its occurrence. Abu Fara (2008, 59) believes that crisis management is the system that provides the organization with a coordinated response to crisis situations so that the organization has the ability to continue its daily activities related to providing products and collecting profits and others and at the same time when the crisis is managed successfully. Celik and Yilmaz (2016) defines it as a set of methods and frameworks that help the institution to make

quick and correct decisions in order to face the challenges, developments and all the specific contingencies.

### 5.2.1 CRISIS MANAGEMENT STAGES

Al-Maliki (2013) and Al-Hudmi (2009) state that the stages of crisis management are as follows:

Alarm Signals: as the initial stage in which warnings are sent before the crisis has occurred, or that manifestations of the crisis are sent and no one pays attention to it.

- Preparedness and Prevention: the aim of prevention is to discover and know the weaknesses in the institution's prevention system, as it is difficult to confront or prevent something from happening if it is not foreseen, therefore institutions must be sufficiently prepared to prevent them.

- Damages Containment: In this stage, means are designed to limit the damage and limit its spread so that it does not include other parts that have not been affected yet. The crisis is contained by absorbing the results and recognizing the reasons that led to that, then overcoming them, and address its results and outputs, and through the provisions of control over the administrative entity with the aim of dealing with the exploitation of the crisis, by motivating and participating individuals and working to increase their affiliation so that their productivity is maximized.

- Restore Activity: at this stage, work is done to prepare and implement ready-tested programs, these programs may be short or long-term.

- Learning: in this stage, a reassessment is carried out in order to improve what has already been accomplished and to draw lessons and experiences that have been used. And that is in order to address it and face it in the future if it occurs.

## 6. LITERATURE REVIEW

In the study of Abdul Rahman (2019) in which the researcher tried to reveal the reality of crisis management in Jordanian university and the effect of demographic variables (gender, college, academic rank, years of experience). The researcher concluded that the crisis management at the university came at an intermediate level and an arithmetic average, and that there are statistically significant differences between those with less than 5 years of experience and those with 11 years of experience or more. The differences were in favor of (11) years and over. As for the Mayors Study (2019), its results indicated that there is an effect of administrative communication management in crisis management, and that there is a trace of knowledge management in crisis management, and the presence of the impact of the department of administrative communications on knowledge management. In another study conducted by Albulah and Khamis (2018), which focused on highlighting the important role of some characteristics of information quality on crisis management. Its results showed a positive correlation between the characteristics the decision-making process at the time of the crisis requires the availability of information with specific characteristics, such as accuracy of information quality and crisis management, inclusivity, reliability, reliability until a sound decision is taken on the crisis. As for Al-Arefan (2018), the results of the study showed reaching a proposed strategy for managing the administrative crises in Kuwaiti higher education institutions according to the criteria of strategic leadership. As for the study of Mansor and Kader (2017), it was concluded that the variables of attributing blame and responsibility for the perceived crisis have a negative impact

on the consumer's intention to purchase after the crisis. It showed that both the responsible recall variable and the crisis communication had a positive effect on the consumer's intention to purchase after the crisis. Business organizations must be prepared to manage effective crises, as well as crisis communication strategies able to help the success of application of crisis management. The study conducted by Marshall (2015) indicated that individuals believe that among the important stages that help organizations' departments are the stage of preparation and discovery. It reduces the effects of the crisis. It showed that there are no differences in terms of gender or experience in the perceptions of individuals about the importance of discovery as one of the stages of crisis management, And the presence of differences in perceptions of individuals due to the age factor in favor of the oldest.

## 7. HYPOTHESES

H1: There is a significant effect of knowledge management on crisis management in higher institute of engineering professions in Al-Qubba City East of Libya.

H2: There is a significant effect of knowledge management on alarm signals in higher institute of engineering professions in Al-Qubba City East of Libya.

H3: There is a significant effect of knowledge management on preparedness and prevention in higher institute of engineering professions in Al-Qubba City East of Libya.

H4: There is a significant effect of knowledge management on damages containment in higher institute of engineering professions in Al-Qubba City East of Libya.

H5: There is a significant effect of knowledge management on restore activity in higher institute of engineering professions in Al-Qubba City East of Libya.

H6: There is a significant effect of knowledge management on learning in higher institute of engineering professions in Al-Qubba City East of Libya.

## 8. METHOD

The descriptive analytical approach to this study was adopted in the process of collecting data and information related to the subject of the study. Two sources were adopted in data collection, namely:

- Secondary sources, which relied on the administrative literature on the subject of the study as well as on the desk survey.
- Primary sources, which are data collected from the sources of the study sample and through the survey tool.

### 8.1 Population and Sample

The study population consisted of all 264 workers at the Higher Institute of Engineering Professions. The questionnaire was distributed using the comprehensive survey method to all workers in the study population, (239) questionnaires valid for analysis were returned, and this represents (91%) of the distributed questionnaires.

### 8.2 Measurements

To measure the knowledge management variable, the researcher used a measure consisting of four processes used in several studies (Al-Khshali, 2015; Marshall, 2015; Abdul Rahman, 2019; Jaafar, 2017) which are: Knowledge discovery, Possessing knowledge, Knowledge sharing and application of knowledge. The scale is corrupted from (20) phrases distributed with (5) phrases for each knowledge

management process. To measure crisis management, a five-stage scale was used that is widely used in the study of crisis management (Al-Rubaie and Alwan, 2018; Al-Shanti, 2017; Sweis and others, 2011; Al-Tit and Al-Eid, 2017; Obaid, 2017, Awad, 2012) which are: Discover alarm signals, Preparedness and prevention, Containment of damages, Restore activity, and Learning. The scale consists of (25) phrases distributed with (5) phrases for each stage of crisis management. The consistency of the study measures was confirmed by using the stability factor of Cronbach alpha and the alpha values ranged between (0.827) as the lowest value for the stage of learning from the stages of crisis management as shown in table (1) This indicates an internal consistency in the parameters of the study variables.

## 9. RESULTS

Table (1) indicates the number of dimensions items for each variable on this study and reliability coefficient of these items, it's all greater than the statistically acceptable percentage (0.70) (Sekaran & Bougie, 2010). The highest value in mean it was for damages containment items with this value (3.946) and the lowest value in mean it was for learning items with this value (3.287).

Table (1) Descriptive statistics

Variables	Items	Alpha	Mean	Std.
Knowledge Diagnosis	5	0.872	3.581	0.673
Knowledge Capture	5	0.819	3.842	0.14
Knowledge Sharing	5	0.857	3.699	1.023
Knowledge Application	5	0.902	3.759	0.820
Alarm Signals	5	0.882	3.481	0.746
Preparedness and Prevention	5	0.796	3.570	1.152
Damages Containment	5	0.895	3.946	0.774
Restore Activity	5	0.847	3.749	0.698
Learning	5	0.877	3.287	0.837

H1: There is a significant effect of knowledge management on crisis management in higher institute of engineering professions in Al-Qubba City East of Libya.

Table (2) Effect of knowledge management on crisis management

Dimensions	B	Beta	T	Sig.
Knowledge Diagnosis	0.095	0.114	1.305	0.179
Knowledge Capture	0.346	0.305	7.042	0.000
Knowledge Sharing	0.412	0.381	9.593	0.000
Knowledge Application	0.219	0.197	4.571	0.000
	$R^2 = 0.235$	$F = 9.270$	$Sig. = 0.000$	

Table (2) indicates the results of a linear multiple regression analysis for the knowledge management on crisis management in higher institute of engineering professions in Al-Qubba City East of Libya. It showed that there is effect of the knowledge management on crisis management, where the value of  $R^2$  reached (0.235), this means that knowledge management explains (23.5%) of the variance in crisis management, and the value of F (9.270), and the significance level was (0.000). About the dimensions of knowledge management, found that it has individual effect and it was significant for Knowledge Sharing, Knowledge Capture and Knowledge Application. Where B value (0.412, 0.346, 0.219), Beta value (0.381, 0.305, 0.197), T value (9.593, 7.042, 4.571) and significantly Sig. (0.000). As for knowledge diagnosis, its impact was not significant, as the degree of significance reached (0.0179), which are greater than (0.05). The test results indicate acceptance of the first hypothesis of the study.

H2: There is a significant effect of knowledge management on alarm signals in higher institute of engineering professions in Al-Qubba City East of Libya.

**Table (3) Effect of knowledge management on alarm signals**

R <sup>2</sup>	B	F	Sig.
0.251	0.370	64.115	0.000

Table (3) shows the results of a linear simple regression analysis for the effect of knowledge management on alarm signals in higher institute of engineering professions in Al-Qubba City East of Libya, and it showed that there is a significant effect of knowledge management on alarm signals, where the value of R<sup>2</sup> reached (0.251), this means that knowledge management explains (25.1%) of the variance in alarm signals, and the value of B (0.370), while the value of F (64.115) with a significant level (0.000). The results of regression analysis indicate to accept of the second study hypothesis.

H3: There is a significant effect of knowledge management on preparedness and prevention in higher institute of engineering professions in Al-Qubba City East of Libya.

**Table (4) Effect of knowledge management on preparedness and prevention**

R <sup>2</sup>	B	F	Sig.
0.129	0.218	19.779	0.000

Table (4) indicates the results of a linear simple regression analysis for the effect of knowledge management on preparedness and prevention in higher institute of engineering professions in Al-Qubba City East of Libya, where the value of R<sup>2</sup> reached (0.129), this means that knowledge management explains (12.9%) of the variance in preparedness and prevention, and the value of B (0.218), while the value of F (19.779) with a significant level (0.000). The results of regression analysis indicate to accept of the third study hypothesis.

H4: There is a significant effect of knowledge management on damages containment in higher institute of engineering professions in Al-Qubba City East of Libya.

**Table (5) Effect of knowledge management on damages containment**

R <sup>2</sup>	B	F	Sig.
0.047	0.096	1.731	0.293

Table (5) shows the results of a linear simple regression analysis for the effect of knowledge management on damages containment in higher institute of engineering professions in Al-Qubba City East of Libya, and it showed that there is not significant effect of knowledge management on damages containment, where the value of R<sup>2</sup> reached (0.047), and the value of B (0.096), while the value of F (1.731) with a significant level (0.293). The results of regression analysis indicate to reject the fourth study hypothesis.

H5: There is a significant effect of knowledge management on restore activity in higher institute of engineering professions in Al-Qubba City East of Libya.

**Table (6) Effect of knowledge management on restores activity**

R <sup>2</sup>	B	F	Sig.
0.038	0.084	1.575	0.327

Table (6) indicates the results of a linear simple regression analysis for the effect of knowledge management on restore activity in higher institute of engineering professions in Al-Qubba City East of Libya, where the value of R<sup>2</sup> reached

(0.038), and the value of B (0.084), while the value of F (1.575) with a significant level (0.327). The results of regression analysis indicate to reject the fifth study hypothesis. H6: There is a significant effect of knowledge management on learning in higher institute of engineering professions in Al-Qubba City East of Libya.

**Table (7) Effect of knowledge management on learning**

R <sup>2</sup>	B	F	Sig.
0.228	0.327	53.832	0.000

Table (7) indicates the results of a linear simple regression analysis for the impact of knowledge management on learning in higher institute of engineering professions in Al-Qubba City East of Libya, where the value of R<sup>2</sup> reached (0.228), this means that knowledge management explains (22.8%) of the variance in learning, and the value of B (0.327), while the value of F (53.832) with a significant level (0.000). The results of regression analysis indicate to accept of the sixth study hypothesis.

## 10. DISCUSSION

To verify the effect of knowledge management on crisis management at the Higher Institute of Engineering Professions in the city of Al-Qobba, east of Libya. The results of the study indicated that there are high levels of three knowledge management processes, namely: knowledge capture, knowledge application and knowledge sharing, whereas, the management of the institute is keenly interested in acquiring and searching for knowledge based on the electronic system, where the institute has databases serving different activities. This enables its employees to retrieve information quickly and accurately, in addition to identifying knowledge needs and working to provide them. On the other hand, the process of knowledge diagnosing appeared at an intermediate level, as there are some deficiencies in employee learning and development of their capabilities. There is also a bit of lag in converting individual knowledge into collective knowledge, also, the management of the institute is not serious enough to attract creative talents and competencies of employees. As for the stages of crisis management, it was found that the management of the institute gives the greatest attention to the containment and restoration activities. The management of the institute will be at its highest level of activity after the crisis and damage has occurred, as it does a lot of emergency measures to reduce the damage associated with the crisis to prevent its spread and expansion, enabling it to control its repercussions. On the other hand, it is noted that there is a lack of attention to the appropriate level of learning stage, alarm Signals, preparedness and prevention. These stages are the ones that precede the occurrence of the crisis and that come after its completion. It appears that the institute's administration focuses all of its attention on managing the crisis only after its occurrence, which leads to an increase in the damage caused by the crisis. With regard to the impact of knowledge management in crisis management, the results of the study indicated that there is a significant effect of knowledge management in crisis management, and that this effect was significant in three dimensions: the acquisition of knowledge, Knowledge sharing and application of knowledge, while the process of diagnosing knowledge did not have a significant effect. This result indicates that the

actual existence of knowledge is stored in the form of databases and their participation by workers, whether it is tacit knowledge or explicit knowledge that enables workers to transfer it to the reality of application to face crises when they occur. With regard to the impact of knowledge management in the stages of crisis management, it has been shown that there is a significant effect of knowledge management in three stages: warning signals, Readiness, prevention and learning. As the availability of different information databases and the ease of access to and updating them help the institute's administration by monitoring the events that foretold from the occurrence of crises and then forming teams to confront them and then learn from them to face the coming crises.

## 11. RECOMMENDATIONS

1. The need for the institute's administration to pay attention to diagnosing the knowledge it needs in its various activities, and identify the parties that possess this knowledge and its sources, whether internal or external, in addition to determining its size and cost.
2. The necessity of giving the institute administration more attention to the stages of the crisis warning signals, preparation, prevention and not waiting for the crisis to occur and starting to deal with it, because this increases the losses incurred by the institute, this can be done by collecting information on the parties with which the Institute deals with, studying and analyzing this information for the purpose of forming a crisis management team and developing plans and scenarios to confront the crisis.
3. The administration of the institute should pay attention to taking lessons and lessons from the events that accompanied the crisis and learning from it, at the time of the crisis, the administration will have taken many decisions, which have had positive and negative results, the administration, after the crisis is over, must review these events that accompanied the crisis to determine its negative and positive aspects, in order to avoid the negative ones and adopt positive decisions as a working method in facing the coming crises.

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