

## RECONFIGURING CRISIS MANAGEMENT SKILLS OF TEACHERS IN THE NEW NORMAL

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### ABSTRACT

*The outbreak of coronavirus 2019 (COVID-19) represents a significant danger to the general public's health, particularly in educational institutions. This study aimed to determine the crisis management skills of teachers in the new normal. It aimed to assess the profile of the respondents and their responses to manage their skills in terms of in-placed policies and guidelines, ability to respond in emergencies, integration of crisis management in delivering instructions, and adaptive teaching practices. The study involved 80 respondents teaching in Higher Education Institutions and the Department of Education of Zamboanga City. This study employed a descriptive-quantitative design to determine the crisis management skills of the respondents in dealing with the crisis management response. The research study utilized a four-point Likert scale administered survey questionnaire consisting of two parts that include the profile of the respondents and a statement that measures the crisis management skills of teachers in the new normal. The study revealed that the majority of the respondents were between the ages 20 – 35 years old; mostly female and average on the ICT literacy level. It also found that the most highly applied crisis management skills of the respondents were in-placed policies and guidelines for students' and teachers' safety, the ability to respond to emergencies, and adaptive teaching practices during a crisis. The integration of crisis management in delivering instructions involving teachers and students garnered only moderately applied interpretation. Respondents' age, gender, and ICT literacy level were not predictors of the crisis management skills of the respondents. Based on the findings, the following recommendations were made: implement a strategic plan that enables the institution to move forward while effectively managing and mitigating risks; encourage teachers to attend/participate in workshops that will strengthen their knowledge and skills; recalibrate the curriculum to enable teachers to revise the activities/course work/tasks/experiences that can be delivered through blending learning; and empower the faculty to reconfigure and reskill.*

*Keywords: COVID-19, Crisis Management, Skills, Crisis, Teachers*

### INTRODUCTION

When the 2019 Coronavirus Disease (COVID-19) was declared a global health crisis by the World Health Organization (WHO) and a public health emergency was declared in the Philippines in March 2020, emergency measures were taken

to reduce the spread of the virus. The government instructed all Filipinos to remain home from work and school. Joint memorandum guidelines on the gradual reopening of college campuses for limited face-to-face classes during the COVID-19 pandemic have been issued by the Commission on Higher Education (CHED, 2021) and the

Department of Health (2021) to ensure the continuity of learning. This study aims to establish the skills among teachers in response to crisis management. The teacher should know what are the skills needed to address the student's needs, develop policies and guidelines inside the classroom, and integrate ICT in delivering lessons.

Disasters do not announce their arrival. Whether it's a natural disaster or man-made, a disaster can strike at any time. When a crisis strikes, all you can do is be prepared and stay connected. According to Sanguinis (2009), crisis management is the response of an organization to a major and unexpected occurrence that poses a threat to the company, its stakeholders, or the general public. As a result, every firm should have a contingency plan in place and rigorously practice it. During the global pandemic, our educational system has been disrupted, and it has been presented with difficulties that have never been seen before in terms of the provision of teaching to students and the administration of crucial exams during an emergency (Chavez & Lamorinas, 2023). Because of the growing societal divide, a lot of schools have had little choice but to transfer their classes online for the time being. Even so, in contrast to years gone by, we can carry on with the delivery of education even after our school buildings have been closed.

According to Ogel (2005), a crisis is an unexpected and unplanned situation that requires rapid involvement and resolution and prohibits an individual from fulfilling the typical functions of a group or organization. This hinders the individual from carrying out the duties that are required of them. What is important for organizations is not to look for ways to postpone the crisis, but rather to feel that the crisis is coming before it is reached and to finish the pre-crisis preparations, or to get out of the crisis with minimal harm or even some positive consequences (Narbay, 2005). What is necessary for organizations is to feel that the crisis is coming before it is reached and to complete the pre-crisis preparations. It is essential to have a plan for dealing with a crisis and the knowledge of how to implement that plan if one occurs. To prevent a similar situation from occurring in the future, preventative measures and early warning systems need to be established.

In Zamboanga City, they established the Zamboanga Peninsula Regional Recovery Program (RRP) in coordination with the Regional Development Council (RDC) IX and Regional Disaster Risk Reduction Management Council (RDRRMC) IX which intends to help with the impact of COVID-19. It suggests implementation mechanisms and coordinating arrangements for recovery, as well as includes an assessment of the level of harm caused by the pandemic, makes recommendations for mitigation measures/remedial activities, makes recommendations for policies, measures, and financing sources, and incorporates these recommendations. (nro9.neda.gov.ph). They also acknowledge our health professionals and other front liners, policy-makers, decision-makers, planners, implementing units, and our constituents for the tireless efforts they have made to save lives, ensure that health procedures are in place and followed, and further establish safer communities for everyone (ZamPen COVID-19 Regional Recovery Program, 2020-2022).

During the pandemic, flexible learning is considered to be the most appropriate and safest pedagogical technique; nonetheless, there are specific cases in which face-to-face delivery of certain courses is important. The teacher needs further knowledge and training on how to address a crisis, also the teachers experienced a digital gap when they moved their classes online.

This present study aims to formulate recommendations for training/workshops that will reinforce their knowledge of crisis management response and skills in ICT so that they could utilize it in their teaching pedagogy and develop, enhance, or revise policies and guidelines that could be better used by the teachers.

## OBJECTIVES OF THE STUDY

This study aimed to:

1. Determine the profile of the respondents in terms of:
  - 1.1. Age
  - 1.2. Gender
  - 1.3. ICT literacy level

2. Identify the crisis management skills among respondents in terms of:
  - 2.1. In placed policies and guidelines
  - 2.2. Ability to respond in emergencies
  - 2.3. Integration of crisis management in delivering instructions
  - 2.4. Adaptive teaching practices during a crisis.
3. Determine the significant difference in the crisis management skills among respondents when data is grouped according to profile
4. Develop an intervention program based on the crisis management skills among teachers

## METHODOLOGY

This chapter systematically demonstrates the research design, population and sampling techniques, research instruments, data gathering procedures, and statistical treatment of data that will be used to conduct the study.

*Research Design.* The study adopted a descriptive-quantitative research design to determine the crisis management skills of teachers in the new normal. The study is descriptive in the sense that the data gathered from this study were described in the form of theoretical statements. On the other hand, quantitative because the data generated from this study were translated into numerical values and interpreted using parametric statistical tools.

*Population and Sampling Design.* Convenience sampling was used in the selection of respondents to elicit data. The respondents were automatically considered as respondents as they were available to respond to the survey questionnaire distributed by the researchers during the data gathering. The survey questionnaire was made in a Google form through an online platform and a hard copy. Also, the time of data gathering happened during the time of the pandemic, and the teachers were scheduled in an alternative work

arrangement which is why the researchers decided to utilize the aforementioned sampling technique. The study included a total number of 80 sample respondents of which were 40 faculties from the Higher Education Institutions and 40 faculties from the Department of Education of Zamboanga City who were permanent, temporary, including visiting lecturers.

*Research Instrument.* This study is quantitative research where the researchers utilized an original instrument. A survey questionnaire on Reconfiguring Crisis Management Skills of Teachers in the New Normal was primarily a source for data collection made by the researchers in this study. The questionnaire was composed of two parts. Part I covered the respondents' personal information or demographic profile in terms of their age, gender, and ICT literacy level. In Part II, with four categories and sixteen statements, the respondent will indicate their answer by checking the number that corresponds to their desired answer. The proponents used descriptive ratings. Rating measurement is in the ordinal scale using the four-point Likert. The 1 – 4 scale was the basis of the researchers determining the results of the survey. If the respondents check Not Applied at all (1), the respondent is 100% does not apply at all to the statement, Less Applied (2) the respondent applied less to the statement, Moderately Applied (3), the respondents applied moderately to the statement, Highly Applied (4) the respondents are 100% highly applied to the statement. The researchers conducted a reliability test before data collection. The results were then treated, using Cronbach's Alpha in SPSS software which has a computed value of 0.803 signifying that the instrument has an acceptable reliability and could be used for actual data gathering.

*Data Gathering Procedure.* The researchers asked permission from the Dean of the Graduate School Department to survey written letters. Upon approval, the researchers distributed the survey questionnaires to the identified respondents and carefully explained to them the purpose of the study. Also, let them read the letter of informed consent and ethical consideration. It



was emphasized to them that their participation in the said study was completely voluntary and that the results of the study will be held with the utmost confidentiality and will only be used in this research study. Then, gathered data were retrieved, sorted, and tabulated for analysis and interpretation.

*Data Analysis Process.* To facilitate data analysis, the following statistics from the Statistical Package for the Social Sciences (SPSS) were utilized: Frequency and Percentage which refers to the numbers, or ratio of those numbers to the total results obtained in the survey relative frequency. Weighted Mean was used to determine the crisis management skills of the respondents. Two-tailed t-test (uncorrelated) was used to determine the significant difference in the crisis management skills of the respondents when grouped according to their age, gender, and ICT literacy level.

## RESULTS AND DISCUSSIONS

### 1. Demographic Profile of the Respondents

**Table 1**  
*Demographic Profile of the Respondents*

Demographics		Frequency	Percentage
Age	20 – 35 years old	47	58.75%
	36 years and above	33	41.25%
Gender	Male	32	40%
	Female	48	60%
ICT Literacy Level	Beginner	28	35%
	Average	52	65%
<b>Total</b>		<b>80</b>	<b>100%</b>

Table 1 shows the demographic profile of the respondents in terms of age, gender, and ICT literacy level. Data reveals that most of the respondents were within the age brackets of 20 – 35 years old with a total of 47 respondents which make up 58.75%. Whereas it shows that there were 33 respondents or 41.25% for 36 years and above.

In terms of gender, there were 32 respondents, or 40% male teachers and the

remaining 60% or 48 respondents were female. It further reveals that the respondents who were sampled and took part in this study were dominated by female teachers.

With regards to their ICT literacy level, 28 or 35% of the respondents were beginners and the rest were average which constitutes a total of 52 or 65%. The result could be directly related to the literacy level of the respondents wherein most of them were employed in the technology.

Age brackets within 20 – 35 years were 58.75% and 41.25% for both 36 years and above. Respondents' gender was comprised of 40% male and 60% female. Meanwhile, based on ICT literacy level, 35% were beginners and 65% were average. The teaching profession is dominated by women and most of the teachers nowadays are ICT literate because technology is being used and it is a part of the teaching and learning process. Millennials are also known as digital natives because they were born in the digital era and their everyday activities are heavily influenced by technology (Ng, 2012). This generation is also claimed to have different learning processes than the previous generation, therefore their capacity to embrace technology indicates a certain amount of digital literacy (Ng, 2012). Teachers are expected to be ICT literate to improve the quality of their professional work (Nur Hafifah et al., 2020).

### 2. Crisis Management Skills among Respondents in Terms of In-Placed Policies and Guidelines, Ability to Respond in Emergencies, Integration of Crisis Management in Delivering Instructions, and Adaptive Teaching Practices during A Crisis

#### 2.1. In terms of in-placed policies and guidelines

Table 2 shows that the respondents ensured to prepare proper hygiene and safety equipment before entering school, established guidelines that were taken inside the school premises, and implemented that teachers were involved in organizing policies and guidelines with a mean of 3.81, 3.63, and 3.55 respectively which are



described as highly applied. These results mean that the teachers are indeed following the policies and guidelines, especially in ensuring safety inside the school premises. This means that the respondents are actively involved in the in-placed policies and guidelines for the welfare of the students.

**Table 2**  
*Results on the in-placed policies and guidelines for students and teachers' safety*

Statements	Mean	Descriptive Rating
1. I should establish guidelines that were taken inside the school premises	3.63	Highly Applied
2. I should ensure to prepare proper hygiene and safety equipment before entering school	3.81	Highly Applied
3. I should implement that teachers were involved in organizing policies and guidelines	3.55	Highly Applied
4. I should subscribe to national and global health to create a proper infection control plan	3.20	Moderately Applied
<b>Over-all Mean:</b>	<b>3.54</b>	<b>Highly Applied</b>

On the other hand, data also reveal that in terms of subscribing to national and global health to create a proper infection control plan the respondents self-rated it with a mean of 3.20 which was the lowest among others and only described as moderately applied. This means that the respondents were not keen on subscribing to national and global health as most of the materials are downloaded from the internet which in return can create a proper plan to control infection.

The findings disclosed when data were collectively treated, the in-placed policies and guidelines of the respondents in terms of establishing, preparation, and implementation were highly applied as shown in the overall mean score of 3.54. Hence, the data imply that the respondents were indeed ensuring the safety of the students, especially in the proper hygiene and safety equipment.

Lateef (2020) discussed how disturbance and discomfort are caused by transitions and changes in human existence; therefore, preparation, training, and readiness are essential in order to manage people's attitudes and

decrease psychological suffering in the face of these obstacles.

**2.2. In terms of ability to respond to emergencies**

**Table 3**  
*Results on the ability to respond to emergencies in the new normal*

Statements	Mean	Descriptive Rating
1. I should increase the demand for health-related technologies and innovations to manage disasters	2.74	Moderately Applied
2. I should be aware and participate in a crisis management team	3.23	Moderately Applied
3. I should read the emergency kit	3.71	Highly Applied
4. I should have an emergency response plan	3.18	Moderately Applied
5. I should take part in safety and emergency preparedness training	3.65	Highly Applied
<b>Over-all Mean</b>	<b>3.30</b>	<b>Highly Applied</b>

Table 3 shows the respondent's readiness for the emergency kit and taking part in safety and emergency preparedness training with a mean of 3.71 and 3.65 which were described as highly applied. These results mean that the teachers are prepared in case there is an emergency.

On the other hand, data also reveal that in terms of awareness and participation in a crisis management team, have an emergency response plan and increasing the demand for health-related technologies and innovations to manage disasters the respondents self-rated it with a mean of 3.23, 3.18 and 2.74 which was the lowest among others and only described as moderately applied. This means the respondents were not much aware in participating in a management team, planning emergency response plan and increasing the demand for health-related technologies and innovations in terms of crisis.

Moreover, the findings disclosed when data were collectively treated, the ability to respond to emergencies in the new normal was highly applied as shown in the over-all mean score of 3.30.



Hence, the data imply that the respondents were indeed ready and responsive to emergencies.

Alim et al., (2020), it is necessary to develop a more accurate measurement technique for students' ability to mitigate disasters.

### 2.3. Delivering Instructions Involving Teachers and Students

**Table 4**  
*Results on the integration of crisis management in delivering instructions involving teachers and students*

Statements	Mean	Descriptive Rating
1. I should integrate technology and create an innovative classroom.	3.16	Moderately Applied
2. I should enhance my learning using technology as a tool for distance learning.	3.23	Moderately Applied
3. I should allow students to create and demonstrate crisis management participation and response.	3.08	Moderately Applied
<b>Over-all Mean</b>	<b>3.15</b>	<b>Moderately Applied</b>

Table 4 shows that the respondents enhance learning by using technology tools for distance learning, integrating technology, and creating an innovative classroom, allowing students to create and demonstrate crisis management participation and response with a mean of 3.23, 3.16, and 3.08 respectively which were all described as moderately applied. This means that the teachers use technology to integrate crisis management in delivering instructions on their computers or the use of technology such as allowing students to create, demonstrate participate, and respond anytime and anywhere.

That is why the findings disclosed when data were collectively treated, the integration of crisis management in delivering instructions involving teachers and students was moderately applied as shown in the overall mean score of 3.15. Hence, the data imply that the respondents were indeed integrating the technology of their respective students.

According to Rahmadi et al. (2020), the instructors' willingness to adjust to remote

education during the COVID-19 crisis is a positive omen for the future adaption and adoption of remote education in official school systems.

### 2.4. In terms of adaptive teaching practices during a crisis

**Table 5**  
*Results of the adaptive teaching practices during a crisis*

Statements	Mean	Descriptive Rating
1. I should monitor each student's learning and adjust instruction as necessary	3.74	Highly Applied
2. I should know my students and assess their needs, abilities, and skills even during a crisis	3.79	Highly Applied
3. I should design a learning environment that is accessible in learning	3.14	Moderately Applied
4. I should apply flexible learning during a crisis	3.83	Highly Applied
<b>Overall Mean</b>	<b>3.62</b>	<b>Highly Applied</b>

Table 5 shows that the respondents apply flexible learning, knowing their students, assessing their needs, abilities, and skills, monitoring each student's learning, and adjusting instruction as necessary with a mean of 3.83, 3.79, and 3.74 respectively which were all described as highly applied. These results mean that the teachers are indeed exposed to the various teaching practices that are useful in times of crisis. This means that teachers are equipped and aware of its importance in the teaching and learning process, especially in crisis management skills.

On the other hand, data also reveal that in terms of designing a learning environment that is accessible in learning the respondents self-rated it with a mean of 3.14 which was the lowest among the others and only described as moderately applied. This means that the respondents were not much in designing a learning environment that is accessible in learning as they believe teaching in the new normal will limit the students to attend physically.



Moreover, the findings disclosed when data were collectively treated, the adaptive teaching practices during a crisis were highly applied as shown in the overall mean score of 3.62. Hence, the data imply that the respondents indeed adopted various practices to teach during a crisis.

The crisis management skills of the respondents in terms of in-placed policies and guidelines for students and teachers' safety, the ability to respond to emergencies in the new normal, integration of crisis management in delivering instructions involving teachers and students, and adaptive teaching practices during a crisis yielded an overall mean of 3.54, 3.30, 3.15, and 3.62 respectively.

Teachers are supposed to participate in the development of the curriculum and make judgments that are in line with it and helpful for students' learning (Halinen & Järvinen, 2008).

Safety in schools is essential to the teaching and learning process. No genuine teaching and learning can occur in an unsafe and insecure environment for both students and instructors. Teachers and students should be well educated on the preventive measures and monitored for compliance with preventive policies (Chavez, 2020). As a result, educational stakeholders must maintain a safe and secure school environment to increase student enrollment, retention, and completion, and hence excellent education (Nyakundi & Oguny, 2012).

Teachers should participate in training programs administered or organized by the appropriate government agencies. These establishments are good sources of data about natural hazards and past disasters in the country. Emergency and catastrophe education should be a priority thus authorities should work together to create a unique program. It is believed that a system of communication should be gradually implemented among teachers in all institutions and that the manner of sharing information and interacting should be improved and standardized (Izadkhah et al., 2012). To enhance students' engagement and participation in the educational process, teachers must be present and attentive to their needs. (Boy et al., 2021) and acquire skills that enable them to experiment with technology in

contexts that foster interdisciplinary innovation in teaching and learning (Koehler et al., 2011).

### 3. Significant difference in the crisis management skills among respondents when data is grouped according to profile

#### 3.1. In terms of Age

**Table 6**  
*Demographic Profile according to Age*

Age	t-value	p-value	Decision	Interpretation
20 – 35 years 36 years and above	0.119	0.905	Retain Ho	Not Significant

*Level of significance @ 0.05*

Table 6 reveals the result of the two-tailed independent samples t-test on the crisis management skills of the respondents when data were grouped according to their age. The findings manifested that a significant difference did not exist as the result is equal to ( $t\text{-value}=0.119$ ) with the ( $p\text{-value}=0.905$ ) under the null hypothesis lower than the assumed alpha of  $\alpha = 0.05$  level of significance. Thus, the suggested hypothesis stated that there was no significant difference in the crisis management skills of the respondents when data were analyzed according to profile age retained, as there was no statistically significant difference among the groups tested in the study. The data consequently implied that age does not directly affect the skills of the teachers in crisis management response. This means the teachers are prepared, knowledgeable, and have the ability to respond during a crisis regardless of their age.

#### 3.2. In terms of Gender

**Table 7**  
*Demographic Profile according to Gender*

Gender	t-value	p-value	Decision	Interpretation
Male Female	0.947	0.346	Retain Ho	Not Significant

*Level of significance @ 0.05*

Table 7 shows the result of the two-tailed independent samples t-test on the crisis management skills of the respondents when data



were grouped according to their gender. The findings manifested that a significant difference did not exist as the result is equal to ( $t\text{-value}=0.947$ ) with the ( $p\text{-value}=0.346$ ) under the null hypothesis lower than the assumed alpha of  $\alpha = 0.05$  level of significance. Thus, the suggested hypothesis stated that there was no significant difference in the crisis management skills of the respondents, once data were analyzed to profile gender was retained, as there was no statistically significant difference among the groups tested in the study. The data implied that gender is not considered a factor in the crisis management skills of the respondents. It further justifies that both male and female teachers were abreast with the various crisis management responses and were knowledgeable about it and both integrated it into their teaching-learning process during crisis.

### 3.3. In terms of ICT literacy level

**Table 8**  
*Demographic Profile according to ICT literacy level*

ICT Literacy level	t-value	p-value	Decision	Interpretation
Beginner Average	0.349	0.728	Retain Ho	Not Significant

*Level of significance @ 0.05*

Table 8 manifests the result of the two-tailed independent samples t-test on the crisis management skills of the respondents when data were grouped according to their ICT literacy level. The findings divulged that a significant difference also did not exist in the crisis management skills of the respondents ( $t\text{-value}=0.349$ ) with the ( $p\text{-value}=0.728$ ) under the null hypothesis lower than the assumed alpha of  $\alpha = 0.05$  level of significance. Therefore, the posited hypothesis stated that there was no significant difference in the crisis management skills of the respondents when data were analyzed according to profile ICT literacy level was retained since there was no statistically significant difference among the groups tested in the study. The data therefore connotes that the ICT literacy level of the teachers does not predict the crisis management skills of the respondents. This means that the teachers who were beginners have the same orientation in the integration of

technology in responding during crisis that of the average teachers. This is also because, even though the teachers are beginners, they may have experience in the use of the technology that they may have acquired in their previous employer/teaching experience which even them with their colleagues. Moreover, teachers were also given equal opportunity to join various trainings related to technology application in teaching which is why they don't differ in this aspect.

It appeared that there was no significant difference in the crisis management skills of the respondents when data were grouped according to their age, gender, and ICT literacy level. Gender, age, and experience, as well as numerous organizational preconditions, all play a role in how collaboration and crisis communication are managed in relation to the many individuals involved in crisis management (Ericson, 2014).

### 4. Program Intervention Could be Developed to Reconfigure Teachers' Crisis Management in the New Normal

The study investigated the difficulties and problems that have arisen as a direct result of the COVID-19 epidemic in the continuation of teaching and learning in public higher education institutions in the Philippines. During times of crisis, the teaching and learning process takes on a new form. When disasters and crises strike, schools and institutions need to be resilient and discover new ways to continue teaching and learning activities. (Chang-Richards et al., 2013). Teachers adapted their lessons and classroom strategies to be utilized during lockdowns in accordance with the school's official policies. To make sure that teaching and learning keep going, higher education schools need to switch to a flexible mode of teaching and learning, re-evaluate the curriculum, train the faculty, improve the facilities, put a strategic plan into action, and evaluate all of the plan's parts.

### CONCLUSION

The majority of the respondents were part of a new generation mostly female and average on



ICT literacy level. The crisis management skills of the respondents in terms of in-placed policies and guidelines, the ability to respond to emergencies in the new normal, and the adaptive teaching practices during a crisis were highly applied, and the integration of crisis management in delivering instructions involving teachers and students was moderately applied. Age, gender, and ICT literacy level have not directly affected establishing the skills in responding to crisis management in the new normal. This means that teachers regardless of their age, gender, and ICT literacy level were inclined the use the technology and able to address the needs of the students during a crisis. Administrators, the person in charge of the program, teachers, and students all need to be involved in efforts to be ready for a crisis. This means that the strategic planning process, training drills, and coordination between organizations must work systematically. According to (Coombs, 2015), crisis management is made up of four interconnected parts: prevention, preparation, reaction, and review. The goal of crisis management is to fight crises and reduce the real damage they cause.

## RECOMMENDATIONS

The researcher makes the following recommendations for the faculty to reconfigure and reskill their abilities to respond to and manage crises.

1. *Implement a Strategic Plan.* All relevant parties at the institution must work together to put the planned response into action. To properly manage and mitigate risks, this procedure necessitates the participation of the administration, faculty, staff, students, parents, and other stakeholders in the institution.

2. *Training/Workshops.* Encourage teachers to attend/join training/workshops that will reinforce their knowledge in crisis management response and skills in ICT so that they can utilize it in their teaching pedagogy.

3. *Recalibrating Curriculum.* This approach allows teachers the chance to change the activities, courses, tasks, and experiences that can be taught through blended learning. This also

helped them come up with the teaching methods, activities, and tests that would help them meet the learning goals. The changes to the syllabi included making modules and evaluation tasks that can be done in class or outside of class and can be taught in different ways.

4. *Capacitating Faculty.* Online education, which became popular during the COVID-19 pandemic, was also a focus of the flexible learning capacity of teachers. The institution may decide to provide its faculty with online training in module development for flexible learning distance education and the usage of an online learning management system in order to facilitate a school-wide reconfiguration and reskilling effort.

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