

CRISIS COMMUNICATION IN THE DIGITAL CONTEXT. A LITERATURE REVIEW FRAMEWORK

DALIT KIRALY¹

ABSTRACT. In this paper, the author would like to acknowledge the contribution means of communication have given to the sturdiness of the civilian population, in times of security crisis, based on Ella Ben-Atar's work, a qualitative research which examined the role of the educational radio in regards to the topic of sturdiness in times of an emergency, using the conversation with radio listeners format, during the security crisis in Israel which took place during "Operation Pillar of Defense" in 2012. The research was done in the "Kol Hanegev" (Voice of the Negev) radio station, which is located in Sapir College in the southern parts of Israel and is being manned by B.A students from the Department of Communication.

Keywords: Crisis, Communication crisis, Mass media, Resilience, New media.

Introduction

A time of crisis or war enlists special preparation in any society. The authorities supervise the flow of information and maneuver between the public desire for intel, a need that grows while under situations of uncertainty, to the concern towards national security. Such supervision can be expressed by allowing only partial publication or complete and total censorship. When it comes to that, not only that sanctions over the flow of information do not diminish demand, on the contrary, it

¹ MA, Faculty of Political Science and Communication, Babeş-Bolyai University, Cluj-Napoca; Bar-Ilan University, Ramat-Gan, Israel. Email: dalit.ky@gmail.com.

increases it, hence increasing the tendency relying on the free channels of the interpersonal communication. A research that examined the communication patterns within the home front during the Yom Kippur War (Peled and Katz, 1974) has uncovered that friend-to-friend conversations perform a crucial role in understanding the situation at hand as well as relieving stress.

Furthermore, the research found that interpersonal communication channels were more relevant among the lower socio-economic groups, helping them to understand what was taking place as well as to calm themselves down. Information flow through informal channels filling out the space that created by censorship. Such an empty space is often used as a fertile foundation for rumors (Shibutani, 1966), which are then used as an alternative for the official intel that is not published. Unfortunately, there is no way to authenticate a rumor since one will not be able to trace its origin. Rumors move around in an independent and unsupervised manner, any man to whom the rumor gets to become an additional link in the chain who would then, in turn, can add to or diminish from it in terms of their overt or covert needs. Authorities are required to consider the benefits of content supervision in times of crisis in contrast to the drawback, which may lead to the formation of rumors, as such rumors under crisis situation may prove to be a danger and threat to the common order and social stability.

Rumors that are being transferred via means of mass media are public and, as a result, require attention (Caspi, 1995). In Israel we can see how combination of conditions that produce a highly developed rumor mill. A highly beneficial social media is an essential component for spreading rumors and it grows tighter under crisis as it is assisted by traditional communication patterns. Israel is considered a society that preserves traditional interpersonal, familial and social communication patterns well. With that being said, the integration of intel censorship with an emergency leads to the widespread creation of "Lieutenant Rumor" in its many variations.

From nearly its inception worked the research of means of mass media on the importance of combining said means with the interpersonal communication, to achieve the desired effect (Lazarsfeld and Merton,

1971). In reality, both types coexist side by side. As such, we can integrate both methods together in two different and separate ways, they are called Parallel integration and Complementary integration.

Parallel Integration: An absolute exploitation of the interpersonal communication and mass communication both separately and in parallel, without making any effort to strictly coordinate between messages within the various channels. For instance: political or commercial campaign.

Complementary Integration: A phenomenon in which both means of communication complete one another, for instance: "Media Forum", "Focus Group."

The Functions of the Mass Media

It is common to think about different roles in regards to mass media:

1. To reflect reality – common conception among the Israeli population, mostly within the state media.
2. The democracy's "Watch Dog" – Supervision and warning of every oversight or disorder in the political establishment.
3. Mediate between various parts within the population, especially between the public and the political leadership.
4. A source of entertainment for the consuming audience.

In his article "The Basic Model of the Communication Process", Lasswell (1948) classifies the functions of the media to three categories:

1. Surveillance – Gathering and spreading intel regarding people, events and processes. Commonly expressed in "news" format.
2. Correlation – Attaching fragments of information into a broader context while recommending on how to understand and respond to various events. Commonly expressed in various commentary formats.

3. Cultural Transmission - Intergenerational transmission of the cultural heritage, while expressing symbols and cultural values that are important for creating identity and intergenerational continuity in society (Caspi, 1993, 78). There is expectation that the media would perform as agents of mediation and sometimes as educators via television, films, books, literature, the arts, leisure journalism and whatever that is not considered "news".

Other researchers (Wright, 1959, 1985, Mcquail, 1984) listed two more additional functions to the mass media:

1. Entertainment, which provides stress relief, whether personal or communal, which may harm the society's stability, by music programs, movies and alike.

2. Mobilization, which is partially classified under the Mediation factor of mass media.

"Recent years have proven time and time again that it is in the media's power to promote and nurture national, central and ethical values, molding behavioral patterns in times of emergency, wars or crises... the trend to mold opinions and manipulating does not hide under a cloak of commentary." (Caspi, 1993, 79).

Each of the mass media means has its own relative advantage. Before the age of television, it was the radio that filled the role of entertainment which television fills these days and the newspaper is more used as a mediator, for its ability to broaden and deepen itself. However, the distinction between one role to another is not clear and unequivocal since that media consumers would often treat one format differently.

In the modern world, there is an incredible amount of information, an "Explosion of Information" that increases the individual's embarrassment that births the desire for "a device that would explain the facts and relate to a wider context and through this, will grant meaning to the mixture of news and information." (Caspi, 1993, 85).

New Media versus Traditional Means of Communication

Ever since the sixties, the term "New Media" has included a wide and varied array of beneficial communication technologies. Authors of the "Handbook of New Media" (Lievrouw and Livingstone, 2006) choose to define "New Media" in "a complex manner which coils information communication technologies (ICT) in social contexts relative to their use and combines three ingredients: technological products and devices, activities, practices and uses: social organizations and arrangements that are created revolving around said devices and behaviors... The core properties of the "New Media" are: Interconnectivity, granting the consumer access as both addresser and addressee, Interactivity, versatility and openness at the ends of the media process as well as the fact they are present everywhere and not centered around a sole domain." (Mcquail, 2014, 43).

The two main forces driving the change were satellite communications and the use of the computer as a means of communication. The computer's massive power as a means of communication is the result of the digitization process, which enables efficient and integrated transfer of information components of all types and formats. Even though it hasn't happened yet, in principal, the means mass media presented above have become superfluous, since they can be assimilated into the same computer communications network and at the same reception center (at home, for example). Today, there is a shift of the press to the Internet.

Other innovations in addition to computer technologies have changed some aspects of mass media (Carey, 2003), new means of broadcasting via cable, satellite and radio helped increasing broadcast capability.

The Internet

Its beginnings are linked to American efforts to achieve military supremacy over the Soviet Union during the Cold War. The Advanced Research Project Agency (ARPA), whose goal was to promote

interactive collaboration among American universities in computerized knowledge resources, so that they could communicate with distant computers. As a result, the ARPANET was created. The ARPANET was a communications network between computers, designed to link research institutes and computer centers in the United States. Connection of the network began around 1969 and by 1971, it had fifteen computer servers. In 1973, the Norwegian Institute carried out the first international connection to the Internet, through which additional European countries were connected to the network (John. N., 2008).

Influence Theories of the Mass Media

Influence is the result of social interaction between two factors – Influencer and Influenced. The causative agent causes the response of the recipient. The response may be cognitive, emotional (affective) or behavioral. Cognitive level refers to the range of mental activities such as perception, data processing, remembering, thinking and learning. The emotional level addresses reactions that stir as a result of media exposure, for example: anger, joy, sadness, regret and alike. The behavioral level addresses the influence means of media have over our behavior and functioning. The effects can be sorted by the degree of control and supervision between the addressee and the recipient. Whether they are pre-planned or not, whether the recipient is aware of the impact. What is the nature of the effect and how long it is expressed? Micro effects can be distinguished from their macro counterparts. Caspi summarizes the influence attributes means of media have (Caspi, 1995, 65): Different kinds of changes – design, conversion or reinforcement occurs at the cognitive, emotional or behavioral level, directed or unintentional by the addressee, the recipient is aware or unaware of them, occurring at the individual or the general level, in the short or long term, resulting from the mere exposure to the media or the content transmitted through them.

CRISIS COMMUNICATION IN THE DIGITAL CONTEXT.
A LITERATURE REVIEW FRAMEWORK

Research engagement on the effects of difficulties involves many constraints: Conceptual-ideological constraints and methodological historical constraints. There is a debate between those who favor the functionalist approach and those who support the critical Neo-Marxist school. According to the critical view, if we treat mass media as a social institution, as the functionalists recommend, the question of influence is irrelevant because it is not raised for other social institutions, such as the family, the economic or political institution. Scholars who support different ideologies may interpret similar phenomena differently and attribute them to entirely different meanings. For example, the contribution of the media to preserving the consensus may be interpreted by functionalists as one of many influences. On the other hand, the critical school, which undermines the sanctity of the existing social order, attributes such an influence to a central and decisive significance (Caspi, 1995, 17).

Historically speaking – the development of communications in terms of technology is quick, intensive and drastic. Research struggles keeping up with the changes taking place within the media industry and as a result, keeping up with the audience's consumption habits. In the time it would require one to perform an in-depth research, technological innovations within the consuming population may occur and the research would lose its validity even before it had started. Hence, it is also difficult addressing findings and conclusions made by previous research, before technological changes. The empirical tools available today also find it difficult providing an appropriate research array which would enable measuring long term influences, macro and subconscious influences and would conclude an unequivocal circumstantial link between exposure to means of communication and possible outcomes.

Caspi (1995, 19) discovered three traditions in the research of influences related to mass communication. The first tradition, which benefited during the first four decades of the 20th century, had witnessed an omnipotent factor within mass communication with an almost infinite potential that had fast and direct effect on whoever that has

been exposed to it. This perception attributed to the media the ability to dictate in an instant and effective manner opinions, feelings and behaviors.

The second tradition – the Limited Effects Approach, has been formed in the United States around the late 1940s, attributed limited impact to the media, which is contingent on intermediary factors protecting the individual from mass media. It challenged the assumptions regarding assumptions about a uniform, rapid and direct impact. It presented how different people are affected differently by the media.

The third tradition – began appearing around the 1970s as a trend that once again adopts the perception of the media as having great power, even though not in the same manner as seen in the first tradition (Noelle-Neumann, 1973). This approach focused on the long-term impact of the media in terms of organization, values, norms and such.

"We can say, that fluctuations that characterized the argument regarding impact – from the strong influence model to a limited influence model and then going back to the strong influence model – are based on changes in the social world during this period [...] In the 1930s it has been discovered that the strong media influences, because of the economic downturn, and the political trends which revolved around the war, gave birth to a fertile foundation for growth of certain types of influences. Similarly, the normality of the fifties and sixties produced a model of limited influences. Around the late 1960s, political controversy and inflation joined together, exposed the social structure in fundamental ways and made it permeable to the media (Carey, 1978; Caspi, 1995, 19).

The theory involving mass society referred to the process of social change: the individual loses the family framework and becomes isolated in the crowd (Kornhauser, 1953). German sociologist Ferdinand Toennies, differentiated between the community (*Gemeinschaft*) and the society (*Gesellschaft*). As said by Toennies, the community is the typical social system of the pre-modern society. It is based on unmediated interpersonal relationships (as well as on interpersonal communication)

and is characterized by a deep identification of the individual with the other and with the community and its values. This solidarity comes from what sociologist Emile Durkheim called the "Mechanical Solidarity", connections of both difference and similarities that were felt among members of the community and their broad common trait. Each and every detail is deeply rooted in certain primary groups - the family, the village, the community of believers - and shares their backgrounds, beliefs, and norms." (Kaspi, 1995, 20). In contrast to the community, Toennies characterizes modern society in anonymous and competitive relationships, breaking with tradition and loosening interpersonal ties. "In such a society there is an atmosphere of alienation, and mechanical solidarity gives way to "organic solidarity" - a system of connections based on differences, complementarities and interdependence. In such circumstances, the bonds formed between people become a kind of utilitarian and purposeful "contract." (Caspi, 1995, 19).

The radio, which was present in every household, was considered as a very real threat of invasion of privacy, mostly due to the detachment state of the individual within the mass society and his disconnection from interpersonal bonds. This gave birth to the Magic Bullet theory or the Hypodermic Needle Theory, whereby the mass media, and especially the radio, is like a syringe needle that transmits its messages directly to the individual's brain, which is described as the target. Passive, helpless and completely exposed to the contents of the "syringe".

Usage of the media as means of campaign has become more common because of the First World War, mostly via the radio. Such propaganda was seen in a negative eye and as a manipulation whose sole purpose was to spread lies and half-truths. In his research called "Propaganda Techniques in the World War" (1927), Lasswell has identified several categories of the propaganda:

- Propaganda in order to justify the war's objectives - mainly internal in nature - to the population on the home front and to the soldiers on the front lines. Its purpose is to strengthen the citizens' belief in the justice of the war, the public's willingness to bear the burden and the morale of the soldiers.

- Accusation - Places responsibility for the war on the opponent, in order to undermine the legitimacy of the enemy's regime and the motivation of its fighters.
- Slander or Satanism - Presents the enemy as the devil himself and sharpens the distinction between the good guys (us) and the bad guys (them).
- Illusion of Victory - Especially in wars that have lasted a long time, to encourage the fighters in the hope that the good end is approaching and sowing despair among the opposing forces.

Lasswell's research is of great importance in the study of propaganda and the media in general. Among other things, they formed the basis for the communication model of the five main questions: who says what, by what means, to whom and by what influence.

The Media's Impact Over Event Outcomes

Research (McQuail, 2014, 600) says that the media can lead to change by itself but only rarely, though she does provide "transmission pipelines", means and an arena for the "unfolding" of events in which various players and agendas are involved that are often competing with one another. One type of event in which the media plays an active and significant role in the course of its occurrence is usually of a public and collective nature, has a historical significance and lasts for a long time during which interaction between the media and the key players. This is significantly evident in international crises and events such as the fall of the Berlin Wall and the Arab Spring, the civil uprisings that began in the social networks and led to actual uprisings in reality. McQuail (628) accepts the claim that the new properties that means of communication can and do serve for matching and strengthening the process of communication as we have seen thus far. Communication makes full use of the new media and sees it as an arsenal of better and more beneficial tools for getting the message through. Integrating

interactivity, participation and networking in large-scale advertising and transfer of old-style communications products that are owned by only a few hands. The new media is effective in tying fans and followers to media sources and streamlining information from the public, enabling targeted audience targeting. McQuail compares this to the difference between "smart bombs" that are supposed to hit a spot, a barrage of bombs fired at random.

Communication in Times of Crises

"Communication in Times of Crises" is a concept reminiscent of the Indian parable of a group of blind people trying to describe an elephant. Each person touches one of the elephant's organs and describes his feelings, and each description is different, of course, than what the animal actually looks like" (Coombs, 2004, Limor, *ibid*, Mendlzis, 2014, 335). Coombs (Coombs and Holladay, 2010) states that the term crisis does not have a precise or common definition yet. The definition suggested by Coombs describes crisis situation as "a significant risk has the potential to have adverse negative consequences if not properly handled" (Coombs, 2007a, Limor, *ibid*, Mendlzis, 2014, 335). The crisis contains, says Coombs, three types of risks that are related to each other: a threat to public safety, financial loss and damage to reputation, that is, image and credibility. Some crises can cause disasters and loss of human life (in Limor, Leshem, Mendelsis, *ibid.*, 2007b, 335).

1. There are three clear characteristics of the crisis, according to a classic definition, that try to distinguish between a crisis situation and other problematic events: "It constitutes a threat to values of paramount importance to the organization, it requires a response within a short time and it occurs unexpectedly and unexpectedly" (Hermann, 1963, 64). Ulmer and his colleagues view the crisis as an event or a series of unexpected events that create high level of uncertainty and risk, or have the potential to threaten the organization's most important goals

(Ulmer Sellnow and Seeger, 2007). A crisis is also defined as "an unexpected event that threatens important expectations of stakeholders and can seriously affect the functioning of the organization and produce negative results (Coombs, 2007b, 2-3, Limor, Leshem, Mendelsis, *ibid.*, 335). A crisis that threatens the ability to perform an organization and is not properly dealt with might cause damage to the organization. Barton (Barton, 1993 Limor, Leshem, Mendelsis, *ibid.*, 335) sees crisis as "a situation in which the individual, the group, or the organization cannot cope in routine work processes, as a result of pressures stemming from a sudden change." The definition of the World Health Organization for crisis situations calls it "an unstable situation that creates great danger or great difficulty, and may even escalate it to a deterioration" (Limor, Leshem, Mendelsis, *ibid.*, 335). According to all the definitions, a crisis situation hinders the organization's ability to achieve its goals, and requires it to be rearranged (Smith, 2007, Limor, Leshem, Mendelsis, *ibid.*, 335). The term organization refers to the state, society, organization, and individual person. Limor, Leshem and Mendelsis (*ibid.*, 335) state that experts in the field are able to differentiate among three types of crises:

1. An immediate crisis that occurs without warning or following a faint warning, such as a tsunami.
2. A crisis that develops slowly which gives a higher probability of stopping it. An example to that would be the Mouth and Foot disease from Britain in the late 20th century.
3. A prolonged crisis that continues for quite a long time.

The mass media plays a significant role in each of the crisis situations (Avraham, 2009). The definition of "Crisis Communication" is obscure and not unequivocal. Researchers believe that the concept includes two separate systems: a system of gathering and disseminating information about the crisis, and formulating a strategy for coping with the crisis, its results and its implications (Coombs, 2004, Limor, Leshem, Mendlzis, *ibid.*, 335). The term consists of two components: Crisis and Communication in Crisis. On the face of it, any negative

publicity in one of the forms of media creates a crisis situation in the famous organization, but in fact, not every negative publication is perceived as a crisis. Kathleen Fearn-Banks (Fearn-Banks, 2007, Limor, Leshem, Mendlzis, *ibid.*, 336) distinguishes between two types of crises – one that happens in the organization but does not reach the media and the public and a communicational crisis – whose echoes reach the media and public. Hence, a media crisis begins once the mass media are aware of the crisis in the organization.

From this moment, the organization is dealing not only with the crisis itself, but with its media and public implications as well. It is possible to identify different groups that the organization depends on during crises: employees of the organization, customers, shareholders, citizens of the community, members of management, professional organizations (Fearn-Banks, 2007, Limor, Leshem, Mendlzis, *ibid.*, 336). The broad preoccupation with communication in crisis situations comes from the social, communicational and technological changes that took place mainly in the last two decades of the 20th century and in the first decade of the 21st century.

The Radio in the New Era

Despite the somber predictions in regards of the radio's future following the emergence of television, the radio has never faded nor pushed aside. The radio has a special advantage unlike other means of communication, especially for its status as a secondary medium, which enables us performing other tasks while listening to it (Starky & Crisell, 2009). The radio stands in the background and accompanies us all day in such mundane and natural manner that it is hard for us to comprehend its contribution to our lives (Lavi, 2011).

The Radio Under State of Emergency and War

During an emergency or war, the radio has a crucial and central role by providing the population with an important service and it enables access, availability, immediacy and live report from the field. In times of crisis, citizens in a democratic country set aside internal disagreements and unite to cope with the crisis, such as "gathering around the flag", this can be seen in Israel during the Gulf War (1991) when Kol Yisrael (Voice of Israel) and Army Radio joined forces for joint broadcasts. It is precisely at this time that the advantages of the radio, especially its accessibility, its availability and its ability to transmit information immediately, live and communicate with people in society, become apparent. These data led the research field to examine today the contribution of radio not in entertainment or government, but in its unique contribution to emergency situations during this period of accelerated development in technology. In emergency situations, communication broadcasts are a main source of information on pressing questions: "What?" "When?" "Where?" The extensive media coverage enables viewers to feel part of the community, and in times of distress, the social ties and unity of local communities are consolidated and merged into the heroic national ethos (Libs & Prosh, 2006; Hermoni, Lebel & Tzuriel, 2011, Neiger, Mayers & Zandberg, 2009).

Research literature deals with the importance of the media as a source of information, encouragement, comfort, and satisfaction of emotional and psychosocial needs. In the field of broadcast interviews, four sub-categories are distinguished (Montgomery, 2012): Interviews with reporters, mainly reporting or interpreting; Interviews with experts for explanation and advice; Interviews with functionaries responsible for restoring functioning in a disrupted routine; Interviews with "ordinary" people, affected by the news events and reporting on the impact of events. Most researchers agree that during emergency situations, the Israeli media joins in the national effort, relinquishing

its role as a "guard dog" and not criticizing the establishment. In other words, even media that in normal times criticizes the government tends in times of crisis to avoid doing so and instead, maintains national morale and to mobilize for national goals by allocating more broadcast time and priority to the positions of decision makers. Katz and Wedell (Katz & Wedell, 2009; Neiger et.al.) examined the role the plays in new nation-states. According to them, in many countries, radio has been widely used since its effectiveness in transmitting messages between the government and citizens and in disseminating national educational messages. In this context, researchers found radio better than television, more expensive for production and consumption, and the press, which requires literacy.

In times of emergency, listeners are more likely to turn to the radio to share their feelings and events with their lives, compared to normal days, because of the need to share the conditions of the routines with others and return to a renewed homeostasis. Emotional acceptance of emotions (in the case of radio, between the broadcaster and the listener) usually reinforces the positive component associated with adaptation and the development of mental strength, thus making this radiophonic format part of the emergency support system (Gilat, 2013; Lavi, Northman-Shwartz & Dekel, 2015). The radio also plays non-journalistic functions for the behavior of the crisis (Barzilai, 1992), such as handing over peace demands from soldiers to their families, counseling programs and conversations with listeners. In some cases, the radio was the first to provide information and report on the events on the front and even participated in the wars themselves by sending messages to reserve forces, as a means of making alarms and as a means of communication between the front and the home front.

To this day, there have only been a few studies conducted regarding the role of radio as a building support systems over the airwaves and as one that can influence the residents' perception of the intensity of the crisis. Among them is a study that follows the huge fires in Australia (Cohen, Hughes & White, 2007), when the national Australian radio station took on the role of a factor reporting about the

spread of the fire while emphasizing the importance of the bond between the media and the community. Residents were updated regarding what was being done above the site and received instructions regarding preventive measures and actions they are required to take (Cohen, Hughes, & White, 2007; Hall, 2011).

The media plays a significant role in transmitting information to the public in emergency situations. However, misuse may lead to radicalization and drama in the nature of the broadcast and to the search for sensations, which may result in damage to the civilian strength. Out of the experience accumulated in the world resulting from widespread disasters, researchers have identified five principals in promoting sturdiness, which are beneficial beyond differences in its traits, its radius and ties to the disaster:

1. Security Increase - In order to increase strength you are first required to strengthen the individual's sense that they will be protected and is able to receive intel regarding people who mean to them, and as such, refuting rumors and using the media for reliable information. The media can increase the sense of security within the community via media coverage that would transmit live and constantly updating report concerning the matter at hand by refuting rumors (especially in view of the development of social networks in which information is spread without control nor filtering) and by transferring intel from an authority factor (McQuail, 2014; Nosk & Limor, 1995).

2. Increasing Calmness - To increase resilience, it is important to calm the physical manifestations of distress and successfully deal with negative thoughts and feelings. While the media does have the ability to mediate the news, the individual should know how to use them wisely and controlled use to catch up without exacerbating the anxiety. Self-teaching and practice of skills such as joy, humor, interest and positive emotions can widen the set tools and optimize the individual's struggle with hardships. Researchers suggest music as an option for stress relief and can be loosening and soothing (Booth, 2010 ;Hutchinson, 2012).

3. Increased Sense of Competence - During emergency or threat, it is important to restore the sense of both self and collective competence as well as the belief that it is possible to deal against such hardships. A perception of high self-competence makes it possible to act even in situations of difficulty, especially when one believes that the task is important (Kaplan & Asor, 2012). In order for one to be able to sense one's competence, they are in need of partners who would then cooperate or join with them for the sake of figuring out problems that are too big for one individual to handle (cass, 2012).

4. Increasing Social Cohesion - Social cohesion, mutual support and the existence of "togetherness" among members of the community enable the preservation of social structures and therefore, maintain the rules and order that prevailed in the company prior to the crisis. Cohesion is measured firstly in the absence of serious conflicts among members of the community or among the sub-groups residing with in. Communal Cohesion affects the individual's psychological state directly by the fact that it enables for their mental stability (Lev-Sade, 2003).

5. Giving Hope - The sense of hope expresses an active mental process that awakens in order to deal with a threat (Snyder, 2000). Hope can awaken expectation and therefore, it also directs action so that the results are as good as possible. Optimism is a learned trait, and it is reinforced when the individual challenges excessive catastrophic thinking, which it would then replace with realistic aspirations and fact-based thinking that does not ignore the problems but can also anticipate their solution (Levi et al., 2012). Services within the community that support and strengthen the belief that returning life to their proper course is available, have a great value (Margalit, 2014). Hobfoll et al. (2007) claim that a message of hope given directly following a traumatic event benefits greatly to the victim's regrouping ability.

The research I have chosen to relate to is this article, examined how the components of resilience mentioned above are expressed in the bond between broadcasters and listeners in times of a security threat.

Research Questions (of the educational radio regarding resilience during an emergency)

1. Which components of resilience described by Hobfoll et al. (2007) have been expressed during Kol Hanegev's educational broadcasts during an ongoing security threat?

2. How the components of resilience did received a spontaneous or premade expression during conversations with the viewers? and in what way the immediate and actual threat on the lives of the broadcasters found spontaneous expression during broadcast?

3. How did dialogue with listeners during state if emergency expressed dialogical practices of cooperation and equality during the conversation or of authority and strength?

Hypotheses (of the educational radio regarding resilience during an emergency)

1. The emergency broadcasts will feature content related to the five principles of immediate intervention in threat situations: security, calm, ability, cohesion and hope (Hobfoll et al, 2007).

2. In the spontaneous discussion regarding the broadcasters, one would be able to spot statements that increase the various components of resilience, and there will be statements that harm the sense of resilience. The physical threat experienced by the broadcasters will be reflected in the frequency of the appearance of those who harm the strength.

3. The social and geographic affiliation group from which the listeners come to broadcast will affect the messages transmitted on the broadcast and the relationship that is woven between the broadcaster and the listeners.

The study is based over the phenomenological paradigm that deals with examining the human experience by information collected from the research of field. This is a qualitative study, based on an analysis

CRISIS COMMUNICATION IN THE DIGITAL CONTEXT.
A LITERATURE REVIEW FRAMEWORK

of the content of texts produced by the radio station Kol Hanegev at Sapir College during the emergency broadcasts taking place during Operation "Pillar of Defense". All recordings are original and accepted for the purposes of the research in their entirety. The research materials were collected from the radio station's archive.

Study Period (of the educational radio regarding resilience during an emergency)

Operation "Pillar of Defense" which took place during the month of November, 2012.

The Course of the Study (of the educational radio regarding resilience during an emergency)

An analysis of the conversations in radio programs during the operation is part of a broad study in which radio broadcasts were analyzed in emergency situations (Ben Atar, 2016). During the operation, about 24 conversations were held with listeners. All of the listeners were current or former students in the communications department at Sapir College, and the broadcasters contacted them on their own initiative to share experiences from the emergency situation.

Analysis of Findings (of the educational radio regarding resilience during an emergency)

The content of the broadcasts was classified into five main themes from the point of view of the psychosocial approaches described above, and especially the typology of Hobfoll et al. (Hobfoll et al., 2007). These themes were examined in connection with the relationship between broadcasters and listeners. The five themes were: increasing security, increasing the sense of calm, increasing the sense of ability, increasing social cohesion and giving hope.

The Findings (of the educational radio regarding resilience during an emergency)

During the eight days of battle of operation Pillar of Defense, when classes have been suspended, students were not forced to man the radio station but there were those who chose to do so (20 students, a few of the college's graduates as well as some broadcasters from the community). Unlike regular school days, during which the station broadcasts continuously three hours in the morning and from noon till midnight, during the operation broadcast were made from 7:00 until midnight, live and continuous broadcasts that were accompanied by reports regarding the situation, directives from the HFC (Home Front Command) and interviews with both representatives from the community as well as professionals. During analysis of the conversation broadcasted, give themes have been found: 1) Sapir is our home; 2) Ways to create solidarity during live broadcast; 3) Feelings and emotions resulting from the fighting; 4) We have to remain optimistic; 5) Functioning under fire.

Summary

In conclusion, this study sheds light on a unique angle that usually disappears from view. Young broadcasters who operate from an area under real threat to their lives function simultaneously as a person who provides support and strength to listeners and as those who are encouraged by the listeners with whom they converse. The recognition of the special role of educational radio in times of emergency for the development of resilience emphasizes the need to provide a professional response during an emergency, not only to the content of the broadcast, but also to the feelings of broadcasters operating under fire. Digital media contribute to human relationships, especially in times of crisis.

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CRISIS COMMUNICATION IN THE DIGITAL CONTEXT.
A LITERATURE REVIEW FRAMEWORK

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