

**Kingdom of Saudi Arabia**

**Al Baha University**

**Faculty of Administrative and Financial Sciences**

**Business Administration**

**COURSE SPECIFICATION**

**CRISES MANAGEMENT**

**16011602**

**2015**

# Course Specification

<b>Institution:</b>	Al-Baha University
<b>College/Department:</b>	Faculty of Administrative and Financial Sciences Business Administration Dept

## A. Course Identification and General Information

<b>1. Course title:</b>	Crises Management	16011602
<b>2. Credit hours:</b>	3	
<b>3. Program(s) in which the course is offered.</b> (If general elective available in many programs indicate this rather than list programs)	Business Administration	
<b>4. Name of faculty member responsible for the course:</b>	Dr. Boukthir Salem	
<b>5. Level/year at which this course is offered:</b>	6th level/r3rd Year	
<b>6. Pre-requisites for this course (if any):</b>	None	
<b>7. Co-requisites for this course (if any):</b>	None	
<b>8. Location if not on main campus</b>		

## B. Objectives

### 1. Summary of the main learning outcomes for students enrolled in the course.

Crises are everyday occurrences in organizations, and can have devastating consequences. Governments are also faced with crises. This course examines the nature and the sources of crises, and how to deal with them.

Participants will learn how to :

- a. Assess crisis risk
- b. Prevent crises from occurring through :
  - Issues management
  - Risk management
  - Managing stakeholders relationships
- c. Prepare for a crisis by :
  - Understanding the different types and sources of crises
  - Assembling an effective crisis management team
  - Creating an effective crisis management plan
- d. Manage different types of crises
- e. Evaluate crisis management performance .

In addition, students will gain a better understanding of the role of social media in crisis management

### 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg. increased use of IT or web based reference material, changes in content as a result of new research in the field)

The course will be reviewed periodically in order to update the contents as well as the use of new technologies for more effective delivery and learning.

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

<b>1. Topics to be Covered</b>		
Topic	No of Weeks	Contact hours
Introduction to crisis management: Conceptual definitions and frameworks	1	3
Sources of organizational crisis: external environment, industry life cycle, organizational life cycle	2	6
Strategy and crisis: strategic approach to crisis management, organizational culture and crisis planning	2	6
Forming crisis management team and crisis management plan	2	6
Crisis management: strategies at the beginning of a crisis, strategies during the crisis, the end of the crisis	2	6
Crises communication, including internet and social media	2	6
Ethics and crisis management	2	6
Case Studies and presentations on Crises of Confrontation, Malevolence, Skewed Management Values, Management Deception and Management Misconduct	2	6

<b>2. Course components (total contact hours per semester):</b>			
<b>Lecture:</b> 45	<b>Tutorial:</b> Varies	<b>Practical/Fieldwork/Internship:</b> None	<b>Other:</b> None

**3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) 4-6 hours per semester**

<p><b>4. Development of Learning Outcomes in Domains of Learning</b></p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> <li>• A brief summary of the knowledge or skill the course is intended to develop;</li> <li>• A description of the teaching strategies to be used in the course to develop that knowledge or skill;</li> <li>• The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</li> </ul>
<p><b>a. Knowledge</b></p> <p>(i) <b>Description of the knowledge to be acquired</b></p> <p>Upon successful completion of this course, students will be able to identify and evaluate approaches, tools and methods of crisis management, analyze risks and propose crisis plans. They will be able to apply theory of crisis management to practice in private and public sector organizations. Specifically,</p> <ol style="list-style-type: none"> <li>1. Knowledge and Understanding of hazards and disasters and their implications for Business Crisis and Continuity Managers.</li> <li>2. Understand of comprehensive emergency management</li> <li>3. Understand the functions and sub-functions of a comprehensive business crisis and continuity</li> </ol>

management

4. Understand the concepts of crisis management, contingency planning, and organizational continuity, recovery and restoration and apply them to the examination of organizations through class discussions, case studies, and independent student work.
5. Understand the risk management function and its component sub-functions as the foundation of a comprehensive crises management program.
6. Understand the importance of risk perception and risk communication in the consideration and management of risks associated with natural, technological and human induced hazards.
7. Understand the purpose, value and types of drills/exercises/training sessions needed to support and maintain an effective crises management program.
8. Understand the composition of and resources required to create and manage effective crisis management teams.
9. Understand the importance of and principles of effective crisis communication and critique the effectiveness of crisis communications in a case study.
10. Understand the complexity and need to integrate all facets of crisis management, disaster recovery and organizational continuity into a single crisis and continuity management program and apply this understanding to pandemic preparedness, response, recovery and restoration.

**(ii) Teaching strategies to be used to develop that knowledge**

Instructional methodologies, including lectures, case studies, small group activities, student presentations and open and directed discussions, will be used to actively involve each student in the learning process. When possible and practical, learning activities will be processed to include not only "what" was learned, but the "so what" and "now what" in order to complete the learning cycle.

Methodology will be selected to best meet student needs.

**(iii) Methods of assessment of knowledge acquired**

The student is required to respond to topic-related discussion questions after every chapter.

These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

**b. Cognitive Skills**

**(i) Cognitive skills to be developed**

Upon successful completion of this course, the student will be able to explain what crises means, how it can be management, using theories and principles and techniques drawn from different disciplines.

**(ii) Teaching strategies to be used to develop these cognitive skills**

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning. Experiential exercises, syndicate discussions, team work and presentations will feature prominently.

**(iii) Methods of assessment of students cognitive skills**

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

**c. Interpersonal Skills and Responsibility**

<p><b>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</b></p> <p>Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.</p>	
<p><b>(ii) Teaching strategies to be used to develop these skills and abilities</b></p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Experiential learning; Group or syndicate discussion and presentation will be most frequently used.</p>	
<p><b>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</b></p> <p>Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behaviour when making judgments or taking personal actions and demonstrate effective listening and feedback.</p>	
<p><b>d. Communication, Information Technology and Numerical Skills.</b></p>	<p>NA</p>
<p><b>(i) Description of the skills to be developed in this domain.</b></p>	<p>NA</p>
<p><b>(ii) Teaching strategies to be used to develop these skills</b></p>	



<p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p>	
<p><b>(iii) Methods of assessment of students numerical and communication skills</b></p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p>	
<p><b>e. Psychomotor Skills (if applicable)</b></p>	<p>Not applicable</p>
<p><b>(i) Description of the psychomotor skills to be developed and the level of performance required</b></p>	
<p><b>(ii) Teaching strategies to be used to develop these skills</b></p>	
<p><b>(iii) Methods of assessment of students psychomotor skills</b></p>	

<p><b>5. Schedule of Assessment Tasks for Students During the Semester</b></p>			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Discussion Questions and Quizzes	1 to 12	10%

2	Short Assignments	10	10%
4	Mid Term Exam	7	30%
6	Final Examination	17	50%

#### **D. Student Support**

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice on week days during the office hours. Additional assistance by appointment only.

#### **E. Learning Resources**

##### **1. Required Text(s)**

Crisis Management- Leading in the New Strategy Landscape

William Rick Crandall (Editor), John A. Parnell (Editor), John E. Spillan (Editor),  
Second Edition, Sage Publications ,  
2009

##### **2. Essential References**

Laye, John. (2002). *Avoiding Disaster: How to Keep Your Business Going When Catastrophe Strikes*. Hoboken, NJ. John Wiley and Sons.

Textbook: Coombs, W. T. (2011). *Ongoing Crisis Communication: Planning, Managing, and Responding* (3rd Edition). Sage

*Harvard Business Review on Crisis Management*. (2000). Boston, MA. Harvard

Business School Press.

**3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)**

• Article: Spilloconomics: Underestimating Risk (by David Leonhardt): The New York Times 5/31/10 .

• Article: In Turnaround, Industries Seek U.S. Regulations (by Lipton and Harris): The New York Times 9/16/07 .

• Article: Krafting the Obesity Message: A Case Study in Framing and Issues Management (by Darmon, Fitzpatrick and Bronstein): Public Relations Review 34 (2008) 373-379 .

• Sample Crisis Management Plan: Crisis Communication: A Casebook Approach - 2nd Edition. (by

Kathleen Fearn-Banks): Lawrence Erlbaum: Mahwah, NJ ISBN 0-8058-3603-9 (2002)

• Appendix A: Generic Crisis Communications Plan for a Large Company P. 285-305

• Article: How Should a Company Respond to a Product Harm Crisis? The Role of Corporate

Reputation and Consumer-Based Cues (by Laufer and Coombs): Business Horizon 49 (2006) 379-385-

• Crisis Management Simulation - Organizational Misdeeds: Darden Case: UVA-OB-0790S -

Authors: Erika Hayes James; Gerry Yemen Origin: Published: 10/6/2003

• Case – Attack on Organization: A Hacker Attack: An E-Commerce Nightmare (A) – Ivey Case 9#B05E002 – The University of Western Ontario

• Case - Challenges from Stakeholders: American Girl: A Protest Over Corporate

## Philanthropy -

Eugene D. Fanning Center for Business Communication, Mendoz College of Business,  
University of Notre Dame Case #06-15

- Case – Product Harm Crisis: The crisis that keeps going ... and going...and going (by Kessner .(Business Horizon (in press .(

- Article: How do the news media frame crises? A content analysis of crisis news coverage (by An and Gower): Public Relations Review 35 (2009) 107-112

- Article: Crisis Communications Management on the Web: How Internet-Based Technologies are

Changing the Way Public Relations Professionals Handle Business Crises (by Gonzalez-Herrero and

Smith). Journal of Contingencies and Crisis Management 16 (3) (2008) p.143-153.

### **4.Electronic Materials, Web Sites etc**

[http://www.business.com/search/rslt\\_default.asp?vt=all&type=web&query=negotiation](http://www.business.com/search/rslt_default.asp?vt=all&type=web&query=negotiation)  
Textbook Online Learning Center with free student resources:

[http://highered.mcgraw-hill.com/sites/0072920378/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0072920378/student_view0/index.html)

### **5- Other learning material such as computer-based programs/CD, professional standards/regulations**

Internet Explorer, version 6.x or above, and Windows Media Player, version 10 or above. (Version 9 of Windows Media Player may be used only if using Windows 2000 or earlier operating system). The use of an updated version of Internet Explorer is strongly recommended in order to view Windows Media Player

## **F. Facilities Required**

<p><b>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</b></p>
<p><b>1. Accommodation (Lecture rooms, laboratories, etc.)</b></p> <p>Classes will be held in classroom and business computer lab and will accommodate approximately twenty-five (25) students.</p>
<p><b>2. Computing resources</b></p> <p>Students will have access to Microsoft Excel, Microsoft Access, and Microsoft Office systems.</p>
<p><b>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</b></p> <p>Business computer laboratory must encompass twenty-five (25) student workstations, network printer, and scanners for student use.</p>

## **G. Course Evaluation and Improvement Processes**

<p><b>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</b></p> <p>Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.</p>
<p><b>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</b></p> <p>Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through</p>

classroom visits and review of course materials and instructional contributions.
<p><b>3 Processes for Improvement of Teaching</b></p> <p>Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.</p>
<p><b>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</b></p> <p>To help instructor review the extent of the students' achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.</p>
<p><b>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</b></p> <p>Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.</p>

**Faculty In charge**

Dr. Boukthir Salem

**Vice Dean (Academic Affairs)**

Dr. Najeeb Al Mater

**Head of Department**

Dr. Mohammed Makni

**The Dean**

Dr. Mohammed Al Zehrani