

# **CRISIS MANAGEMENT**

**Spring 2007, 12:30 PM – 3:15 PM**

**Maxwell 115**

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## **Class Description**

This course will examine leadership, cooperation, and conflict in times of crisis. An emphasis is placed on understanding the key dynamics that influence the way that decision makers perceive and respond to crises as well as the organizational and inter-organizational dynamics that impact crisis management. Real life case illustrations, exercises, and simulations will be used to give participants an interactive experience and a realistic understanding of the limitations and opportunities that arise in high-pressure crisis management situations. Insights about crisis management theory and practice will be augmented (and tested) through the completion of a crisis management case study that follows a pre-set research methodology developed by crisis researchers at the Maxwell School, the Swedish National Defense College, and Leiden University. Completed cases will become part of a case bank housed at the Moynihan Institute of Global Affairs and will be used for comparative research, theory-building, and crisis management trainings. The best cases written this semester will be published by the Moynihan Institute in the fall of 2007.

### *Course Goals:*

- To learn about crisis management across different conditions and contexts
- To better understand the dynamics and processes (individual, group, institutional / bureaucratic / psychological) that tend to impact leadership decision making in times of crisis
- To begin to understand our own tendencies and capacities in crisis situations
- To develop case study research and writing skills that will enhance professional development

### **Books (available at Follett's Orange Book Store)**

Boin, A., t'Hart, P. Stern, E. & Sundelius, B. (2005). *The Politics of Crisis Management: Public Leadership Under Pressure*. Cambridge, Cambridge University Press

### **Reader**

Unless listed as a URL, all reading material listed in the syllabus, other than the book listed above, is available in two readers that can be found at the Copy Center in the Marshall Square Mall. The

reader numbers are 1046 and 1047. One of the readers is the case writing manual that you will use to complete your class research project. The other reader is a series of articles related to the course content.

## **Class Requirements**

### *1. Case Study, 70% of final grade*

All students will be required to complete a case study of a crisis of their choice. This research will follow a pre-determined methodological approach to crisis management / analysis that is outlined in the case manual that goes with this class. Your paper will be completed in increments with various portions due at different times across the semester (see the syllabus for the date each section of the paper is due). You will receive a grade for your work on each increment of the paper; however, you will be allowed to improve upon previous versions of your paper by handing in a complete and final version on May 7<sup>th</sup>. At the end of the semester you will hand out an executive summary of your case to your fellow classmates and make a short presentation of your work (details to be discussed toward the end of the semester). Finally, you will 'code' your completed case so that it can be entered into our data bank (details to follow).

Drafts	20%
Final version	60%
Oral presentation	10%
Coding quality	10%

### *2. Class Participation, 20% of final grade*

The class participation grade will include: the quality of your contributions to class discussion; the degree to which you can effectively discuss the assigned readings; the quality of your contribution to exercises, simulations and group projects; your record of attendance.

### *3. Group Reports on Decision Units, 10% of final grade*

On February 15<sup>th</sup> and 22<sup>nd</sup> there will be three group presentations that focus on the role of 'decision units' in crisis management. Each group will be assigned one decision units (predominant leader, single group, coalition) to report on. Groups are expected to prepare a propositional inventory of the information contained in the decision unit chapter that they are assigned to (see reader) and hand it out to the rest of the class the day of their presentation.

## SCHEDULE

<p><b>January 18</b></p>	<p><b>The Cognitive / Institutional Approach to Crisis Management</b></p> <ul style="list-style-type: none"> <li>• Definition of a crisis</li> <li>• Crisis Cube</li> </ul>
<p><b>January 25</b></p>	<p><b>Individual Meetings</b></p> <p><i>Assignment:</i> Students should meet with Asthildur Bernhardsdottir with a one page overview of their case that discusses how it conforms to the definition of a crisis and situates it in the ‘crisis cube’. A sign-up sheet for your meeting will be on Asthildur’s door, 346 D. Eggers Hall.</p> <p><i>Reading:</i></p> <p>Part 1 of Case Manual (including all attachments)</p> <p>Boin, et. al, Chapter 1</p>
<p><b>February 1</b></p>	<p><b>1) Trends in crisis emergence and crisis management; 2) Introduction to the Case Writing Methodology (context / chronology, process tracing, occasions for decision)</b></p> <p><i>Exercise:</i> Identifying Occasions for Decision</p> <p>DUE: Formal 1-page project proposal which includes: 1) Brief description of the case, 2) why it is significant, 3) how it constitutes a crisis, 4) how you will bound it in time, 5) what actor’s perspective you will research your case from</p> <p><i>Reading:</i></p> <p>Dayton, B. <i>Managing Crises in the Twenty-First Century</i> (ed.) <u>International Studies Review</u>. (2004) 6: 165-194. Read part 1: Lessons from Crisis Research, A. Boin.</p> <p>Boin, A. Legadec, P. Critical Infrastructure under Threat: Learning from the Anthrax Scare. <i>Journal of Contingencies and Crisis Management</i> (11) 3: 2003</p> <p>Coleman, L. Frequency of Man-Made Disasters in the 20<sup>th</sup> Century. <i>Journal of Contingencies and Crisis Management</i> (14) 1: 2006</p> <p>Boin, A. Legadec, P. Preparing for the Future: Critical Challenges in Crisis Management. <i>Journal of Contingencies and Crisis Management</i> (8) 4: 04</p>

<b>February 8</b>	<p><b>People as Crisis Managers: The Limits of Leadership</b></p> <p>Guest speaker: Peg Hermann, People as Crisis Managers</p> <p><i>Documentary excerpts:</i> The Fog of War</p> <p><i>Exercise:</i> Crisis management style</p> <p><i>Reading:</i></p> <p>Boin et. al, Chapter 2 and Chapter 3</p> <p>Hermann, M. Indicators of Stress in Policymakers During Foreign Policy Crises. <i>Political Psychology</i> (1979)</p> <p>Useem, J. What it Takes, <i>Fortune</i>, 144/9 (2001)</p>
<b>February 15</b>	<p><b>Decision Units I</b></p> <p><i>Group Presentations</i> on Predominant Leader and Single Group</p> <p><i>Guest speaker:</i> Toby Van Ashe “On Group Think”</p> <p><i>Reading:</i></p> <p>Part II of Case Study Manual including all attachments from the special issue of <i>International Studies Review</i> of ‘decision units’</p> <p>Handout: Group Think</p>
<b>February 22</b>	<p><b>1) Decision Units II ; 2) Problem Definition and Framing</b></p> <p><i>Group Presentation</i> on Coalitions</p> <p><i>Exercise:</i> Identifying Frames</p> <p><i>Reading:</i></p> <p>Boin et. al. Chapter 4</p> <p>Rochefort, D. &amp; Cobb, R. Problem Definition: An Emerging Perspective. <i>The Politics of Problem Definition</i>, (1994).</p>

<p><b>March 1</b></p>	<p><b>Preparedness</b></p> <p>---- DUE: PART ONE OF CASE STUDY ----</p> <p><i>Exercise:</i> Preparedness for School Violence</p> <p><i>Reading:</i></p> <p>McConnell, A. and Drennan, L. Mission Impossible? Planning and Preparing for Crisis. <i>Journal of Contingencies and Crisis Management</i> (14) 2: 2006</p> <p>Review information contained at the following Department of Homeland Security links:</p> <p><a href="http://www.dhs.gov/xprepresp/">http://www.dhs.gov/xprepresp/</a></p> <p><a href="http://www.dhs.gov/xprevprot/">http://www.dhs.gov/xprevprot/</a></p>
<p><b>March 8</b></p>	<p><b>Information Management and the Media</b></p> <p><i>Guest Lecture:</i> Joan Deppa, Professor, Newhouse School</p> <p><i>Exercise:</i> The media and crisis management (reports based on assignment handed out on 3/1)</p> <p><i>Reading:</i></p> <p>Boin, et. all, Chapter 5</p>
<p><b>March 22</b></p>	<p><b>Values Complexity, Leadership and Bureaucratic Cooperation and Conflicts: Case Studies from Homeland Security, Hurricane Katrina and the Columbia Disaster</b></p> <p>NOTE: A special session with Amy Donahue will be held today. Time and location TBA</p> <p><i>Reading:</i></p> <p>Kettl, D. Coordination Dilemmas (ch. 2), Reshaping the Bureaucracy (ch. 3), &amp; the Federalism Jumble (ch. 4) in <i>Systems Under Stress</i>. CQ Press, 2007</p>

<p><b>March 29</b></p>	<p><b>1) Culture and Crisis Management, 2) Sequencing and Synchronicity, Crisis Termination and Learning</b></p> <p>---- DUE: PART II OF CASE STUDY ----</p> <p><i>Guest Speaker:</i> Asthildur Bernhardsdottir</p> <p><i>Reading:</i></p> <p>Hood, C, <i>The art of the State: Culture, Rhetoric, and Public Management</i> Oxford (1998). Chapters 1 – 7</p> <p>Sander, D. &amp; Hansen, D. Learning Under Pressure, <i>Journal of Public Administration Research and Theory</i> 14/2 (2004).</p> <p>Boin, et. al, Chapter 6</p>
<p><b>April 5</b></p>	<p><b>1) Pulling it Together 2) Coding your case</b></p> <p><i>Activity:</i> Watch and debrief <i>Meltdown at Three Mile Island</i></p> <p><i>Reading:</i></p> <p>Boin, et. al. Chapter 7</p>
<p><b>April 12</b></p>	<p><b>Simulation</b></p> <p><i>Activity:</i> Entire class will participate in a 3-hour simulation of a crisis event</p>
<p><b>April 19</b></p>	<p><b>Case Presentations</b></p> <p>---- DUE: PART III OF CASE STUDY ----</p> <p><i>Activity:</i> Simulation debriefing</p>
<p><b>April 26</b></p>	<p><b>Case Presentations I</b></p>
<p><b>May 7</b></p>	<p><b><i>Completed case study including executive summary &amp; parts I, II, and III due at 346 E. Eggers Hall by 12:00 PM</i></b></p>