

American Public University System

American Military University | American Public University

MGMT621

Course Summary

Course: MGMT621 **Title:** Leadership in a Time of Crisis

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course will examine leadership's role in a time of crisis. The student will learn effective decision-making strategies and reaction strategies leaders should employ during crisis situations. The student will differentiate the types of leadership models to engage in an emergency environment. This course delivers examples on how to adapt to unique situations as well as prioritize procedures during these situations. The areas of contingency planning and disaster preparedness are also covered.

Course Scope:

This course will examine **leadership's role** in a time of crisis. The student will learn effective decision-making strategies and reaction strategies leaders should employ during crisis situations. The student will differentiate the types of leadership models to engage in an emergency environment. This course delivers examples on how to adapt to unique situations as well as prioritize procedures during these situations. The areas of contingency planning and disaster preparedness are also covered.

Objectives

After successfully completing this seminar, students will be able to:

1. Analyze the impact of disasters on an organization and the role of leadership
2. Describe the role of leadership in disaster mitigation planning.
3. Design planning goals for mitigation, preparedness, response and recovery.
4. Develop a contingency plan and recovery procedures by identifying risks and establishing priorities.
5. Establish protocols for interfacing with media, public service providers, and emergency management agencies.

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6. Analyze the impact of special circumstances (trade secrets, information technology, hazardous materials, etc.).
7. Estimate resources and time requirements for protective actions necessary in organizations

8. Evaluate ongoing threats, weaknesses, plans, and training.

Outline

Week 1:

Learning Outcomes

CO1. Analyze the impact of disasters on an organization and the role of leadership

CO2. Describe the role of leadership in disaster mitigation planning.

Learning Material

- Preparation of a Disaster Management's Contingency Plan
- CRISIS MANAGEMENT AND COMMUNICATIONS
- 3 Crisis Management Case Studies We Can Learn From
- What to do when disaster strikes your business
- The Crisis Management Cycle : Theory and Practice

Chapter 1

- Week 1 Lesson

Activities & Assessment

Introduce Yourself Discussion

Week 1 Discussion

Recommended Optional Reading

Recommended Media

Week 2:

Learning Outcomes

CO1. Analyze the impact of disasters on an organization and the role of leadership

CO2. Describe the role of leadership in disaster mitigation planning.

CO3. Design planning goals for mitigation, preparedness, response and recovery.

Learning Material

- Risk Assessment
- 5 Steps to Assure Your Risk Management Plan is Crisis-Ready
- The difference between Risk Management and Crisis Management
- The Crisis Management Cycle : Theory and Practice

Chapter 2

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- Week 2 Lesson

Activities & Assessment

Week 2 Discussion

Week 2 Essay

Recommended Optional Reading

Recommended Media

Week 3:

Learning Outcomes

CO1:.. Analyze the impact of disasters on an organization and the role of leadership

CO?:.. Estimate resources and time requirements for protective actions necessary in organizations

CO8: Evaluate ongoing threats, weaknesses, plans, and training.

Learning Material

- More than 200 meat plant workers in the U.S. have died of covid-19. Federal regulators just issued two modest fines.
- Amazon's Culture of Safety
- What is Safety Culture?
- Situation Analysis from HSTalks
- The Crisis Management Cycle : Theory and Practice

Chapter 3

- Week 3 Lesson

Activities & Assessment

Week 3 Discussion

Week 3 Essay

Recommended Optional Reading

Recommended Media

Week 4:

Learning Outcomes

CO3. Design planning goals for mitigation, preparedness, response and recovery.

CO4. Develop a contingency plan and recovery procedures by identifying risks and establishing priorities.

Learning Material

- Business - Ready.gov
- How Groupthink Led To a Military Failure from HSTalks
- Extended Contingency Planning Across a Matrix from HSTalks
- What about the 'human capital' list in a disaster?
- Prepare Your Business for an Emergency

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- The Crisis Management Cycle : Theory and Practice

Chapter4

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- Week 4 Lesson

Activities & Assessment

Week 4 Discussion

Week4 Essay

Recommended Optional Reading

Recommended Media

Week 5:

Learning Outcomes

CO1. Analyze the impact of disasters on an organization and the role of leadership.

CO3. Design planning goals for mitigation, preparedness, response and recovery.

CO5. Establish protocols for interfacing with media, public service providers, and emergency management agencies.

Learning Material

- 9 PR Fiascos That Were Handled Brilliantly By Management
- How to Respond to a Crisis: The Importance of Communication in the cases of Exxon and BP from HSTalks.
- What you can learn from the all-time best-managed PR Crises
- Space Shuttle Challenger: How Safety and Risk Were Overlooked from HSTalks
- The Crisis Management Cycle : Theory and Practice

Chapter 5

- Week 5 Lesson

Activities & Assessment

Week 5 Discussion

Recommended Optional Reading

Recommended Media

Week 6:

Learning Outcomes

CO6: Analyze the impact of special circumstances (trade secrets, information technology, hazardous materials, etc.).

CO8: Evaluate ongoing threats, weaknesses, plans, and training.

Learning Material

- The Equifax hacks are a case study in why we need better data breach laws
- Cyberthreat Prevention from HSTalks

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- The Crisis Management Cycle : Theory and Practice

Chapter6

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- Week 6 Lesson

Activities & Assessment

Week 6 Discussion

Week 6 Essay

Recommended Optional Reading

Recommended Media

Week 7:

Learning Outcomes

CO4: Develop a contingency plan and recovery procedures by identifying risks and establishing priorities.

CO5: Establish protocols for interfacing with media, public service providers, and emergency management agencies.

Learning Material

- Air Crash Investigations S01E05 Cutting Corners Alaska Airlines Flight 261
- Loss of Control and Impact with Pacific Ocean Alaska Airlines Flight 261
- How Southwest Airlines Challenged a Global Crisis from HSTalks
- Why Do You Lead The Way You Do?
- The Crisis Management Cycle : Theory and Practice

Chapter?

- Week 7 Lesson

Activities & Assessment

Week 7 Discussion

Week 7 Final Project

Recommended Optional Reading

Recommended Media

Week 8:

Learning Outcomes

CO1. Analyze the impact of disasters on an organization and the role of leadership

CO2. Describe the role of leadership in disaster mitigation planning.

CO3. Design planning goals for mitigation, preparedness, response and recovery.

CO4. Develop a contingency plan and recovery procedures by identifying risks and establishing priorities.

CO5. Establish protocols for interfacing with media, public service providers, and emergency management

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agencies.

CO6. Analyze the impact of special circumstances (trade secrets, information technology, hazardous materials, etc.).

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CO?. Estimate resources and time requirements for protective actions necessary in organizations

CO8. Evaluate ongoing threats, weaknesses, plans, and training.

Learning Material

- The impact of communication on human behaviour in times of crisis
- COMMUNICATING DURING A CRISIS IS DIFFERENT -CDC
- 5 Tips for Communicating with Employees During a Crisis
- The Crisis Management Cycle : Theory and Practice

Chapter8

- Week 8 Lesson

Activities & Assessment

Week 8 Discussion

Recommended Optional Reading

Recommended Media

Evaluation

- Discussions 40%
- Essay (4) 30%
- Final Project 30%

Grading:

Name	Grade%
Discussions	40.00 %
Introduction Forum	4.00%
Week 1: Discussion	4.00%
Week 1: Discussion 2	4.00%
Week 2: Discussion	4.00%
Week 3: Discussion	4.00%
Week 4 : Discussion	4.00%
Week 5: Discussion	4.00%
Week 6: Discussion	4.00%
Week 7: Discussion	4.00%
Week 8: Discussion	4.00%
Assignments	30.00 %
Week 3 Essay	7.50%
Week 2 Essay	7.50%
Week4 Essay	7.50%
Week 6 essay	7.50%
Final Project	30.00 %
Final Project	30.00 %

Materials

Book Title: The Crisis Management Cycle : Theory and Practice (Ebook available through the APUS Online Library)

Author: Christer Pursiainen

Publication Info: Taylor and Francis Lib

ISBN: 9781138643871

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework to the School of Business.
- Please note that no formal citation style is required on forum assignments in the School of Business- only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

[Student Deadlines](#)

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of

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content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

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Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Discussion Board

- Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the discussion. The purpose of the discussions is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly discussion prompt and post the required number of replies to other students - refer to the grading rubric and/or discussion instructions for specific expectations on number of replies and word count requirements.
- The main response to the discussion needs to be provided mid-week allowing classmates time to respond - refer to the grading rubric and/or discussion instructions for specific expectations.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of

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the course is at the top center of all pages.

- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.

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- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty/ Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

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Disclaimers

- Please note that course content- and, thus, the syllabus - may change between when a student

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registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.