

MODULE OUTLINE ERM611

1. GENERAL INFORMATION

SCHOOL	FACULTY OF ECONOMICS AND MANAGEMENT, OPEN UNIVERSITY CYPRUS (OUC) & SCHOOL OF SOCIAL SCIENCES, HELLENIC OPEN UNIVERSITY (HOU)		
PROGRAM COURSE	ENTERPRISE RISK MANAGEMENT (ERM)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	ERM611	SEMESTER OF STUDY	3 rd
MODULE TITLE	CRISIS MANAGEMENT		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		HOURS	CREDIS
Weekly teaching hours 19-23 hours x 13 weeks		250-300	10 ECTS
COURSE TYPE Compulsory, Optional, Optional mandatory	COMPULSORY		
PREREQUISITE MODULES:	ERM513		
LANGUAGE OF INSTRUCTION AND EXAMS	English		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	Yes		
MODULE WEBSITE (URL)	https://www.ouc.ac.cy/index.php/el/studies/programmes/master/master-erm-2/thematikes-enotites-erm/3570-erm611 Each module has its own space in the Learning Management System of OUC (https://eclass.ouc.ac.cy/), with controlled access (use of code) for students and teaching staff.		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p>
<p>Upon completion of this module, the students will be able to:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> - Exhibit a deep and thorough understanding of crisis management concepts decision-making theories, frameworks, approaches and models for organisation in the Digital Society. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Assess factors shaping a crisis. - Distinguish and classify different crisis types. - Explain crisis management processes, strategies, and assessments. - Explain crisis management concepts, theories, and frameworks. - Assess the role and effectiveness of different social media for communication during crisis management. <p><u>Application</u></p> <ul style="list-style-type: none"> - Apply risk / conflict / crisis management techniques to understand case study material. - Use crisis management techniques to understand how operational issues and event became a crisis.

- Use models and theories to understand ethical implications in decision-making during a crisis.

Analysis

- Analyse issues and events which lead to crisis and require management.
- Categorise and prioritise crisis factors.
- Create visual assessment and analysis of crisis.

Synthesis

- Assemble information for performing crisis assessment.
- Consolidate and interpret results of research data and information from different sources in context to communicate relative information for supporting business decision making.
- Design crisis treatment strategies and crisis portfolios.
- Select the most appropriate model after a comparison among alternatives and interpret crisis management issues and ethics in context providing insight of potential implications for stakeholders.

Evaluation

- Appraise the appropriateness of various theories, models, and techniques in addressing some crises, ethical responsibilities, and the need for conflict management.
- Evaluate models for their currency in helping us understand the impact of crises in the Digital Society.
- Evaluate factors and stages in the evolution of a crisis including impacts on organisational effectiveness and the need for proactive and positive communications

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information, by the use of technologies that are necessary according the case
Adapting to new situations
Decision-making
Independent work
Team work
Working in an international environment
Working in an interdisciplinary environment
Introduction of innovative research

Project planning and management
Respect for difference and multiculturalism
Environmental awareness
Social, professional and ethical responsibility and sensitivity to gender issues
Critical consciousness, criticism and self- criticism
Development of free, creative and inductive thinking

- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Adapting to new situations
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3. MODULE CONTENT

Module “Crisis Management”, ERM611, is designed to introduce students to evaluation of implications from Crisis Management decision-making theories, frameworks, approaches, and models for organisations in the Digital Society.

The main objective of the module is to train students in:

- Introduce the concept(s) of crisis, risk evaluation, and risk communication.
- Critically evaluate key stages in a crisis.
- Identify and assess socio-cultural, and other factors shaping a crisis, including the role of digital social media.
- Evaluate models, theories, and emerging professional trends in crisis management.
- Assess the underlying role of ethics in crisis management for the digital age.

The module focuses on cognitive, conceptual approaches and ways to link theory and practice in the evaluation of issues impacting organizational decision-making about Crisis Management in the digital age. Theories are discussed in relation to actual case studies detailing critical events in organisations and implications are drawn out. Case studies are historical in nature, but where appropriate current crisis management events are used to highlight issues and implications of relevance to the module.

The subjects covered by this module are:

- Concepts of crisis and evaluation of risk and communication of key stages in a crisis.
- Identification and assessment of factors shaping a crisis; role played by social media.
- Evaluate models, theories, trends in crisis management and assess role of ethics.

4. TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance education complemented with:</p> <ul style="list-style-type: none"> • 6 Group Consulting Meetings (GCM) of 2 hours each • Personal communication and feedback, where needed (consulting role of tutors) 														
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>The potential of ICT is exploited in the digital platform eclass which constitutes a modern distance learning environment (e.g. a space for dialogue and creative activities).</p> <p>Remote meeting tools (Blackboard) and presentation software (powerpoint) are used in GCMs.</p> <p>Office automation tools, web browsers and e-readers for digital books are also used by the students.</p>														
<p>MODULE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc</i></p> <p><i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Annual Workload</th> </tr> </thead> <tbody> <tr> <td>6 GCMs (x 2 hours)</td> <td>12</td> </tr> <tr> <td>12 interactive activities (12 x 2-2.5 ώρες)</td> <td>25-30</td> </tr> <tr> <td>3 written assignments (3 x 25-30 ώρες)</td> <td>75-90</td> </tr> <tr> <td>Exams</td> <td>0</td> </tr> <tr> <td>Individual study ((13 weeks *~10 hours) (2 weeks *~20 hours))</td> <td>138-168</td> </tr> <tr> <td>Total module workload (hours)</td> <td>250-300</td> </tr> </tbody> </table>	Activity	Annual Workload	6 GCMs (x 2 hours)	12	12 interactive activities (12 x 2-2.5 ώρες)	25-30	3 written assignments (3 x 25-30 ώρες)	75-90	Exams	0	Individual study ((13 weeks *~10 hours) (2 weeks *~20 hours))	138-168	Total module workload (hours)	250-300
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p style="text-align: center;"><i>Detailed description of the evaluation procedures.</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i></p>	<ul style="list-style-type: none"> • Students are evaluated with 9, if they collect 90% of the possible grade, i.e. 90%*10=9, etc. • Passing rate <ul style="list-style-type: none"> ○ 50% of the Assignments and weekly interactive learning activities, Students are allowed to participate in the final exam of a Module, if they have overall collected the minimum grade (> = 50%) in their assignments and weekly interactive learning activities. ○ 50% of the Final exam <p>Grades with decimal points, are rounded to the nearest half unit.</p>
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5. SUGGESTED BIBLIOGRAPHY

<p>Compulsory Bibliography</p> <ul style="list-style-type: none"> • Pecujlija, M. and Cosic, D. (2019) Crisis Management: Introducing Companies Organizational Reactivity and Flexibility. New York: Nova (Business Issues, Competition and Entrepreneurship); http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2155991&site=ehost-live • Argenti, P. (2002). Crisis Communications Lessons from 9/11. Harvard Business Review, 80(12), 103-109. • Ashcroft, S. L. (1997). Crisis Management – public relations. Journal of Management Psychology, 12(5), 325-332. • Kasperson, R. E. (1988) The Social Amplification of Risk: A Conceptual Framework. Risk Analysis 8(2), pp. 177-187. • Kash, J. T., Darling, R. J. (1998) - Crisis management: prevention, diagnosis and intervention. Leadership & Organization Development Journal, 19(4):179-186. • Mitroff, I., Harrington, K., & Gai, E. (1996) - Thinking about the unthinkable. Across the Board, 33(8), pp.44-48. • Heller, L.V., Darling, R.J. (Socio-Political Aspects of Crisis 2012) - Anatomy of crisis management: lessons from the infamous Toyota Case. European Business Review, 24(2):151 – 168. • Digital Material available on e-class <ul style="list-style-type: none"> ○ Recording of Group Advisory Meetings ○ PowerPoint presentations on eClass ○ Notes <p>Optional Bibliography</p> <ul style="list-style-type: none"> • Chong, K., S., J., (2004) - Six steps to better crisis management. Journal of Business Strategy, 25(2):43-46. • Coombs, W., T., Holladay, S., J., (1996) - Communication and attributions in a crisis: An experimental study of crisis communication. Journal of Public Relations Research, 8(4):279- 295. • Coombs, W., T., (2007) - Ongoing crisis communication: Planning, managing, and responding (2nd ed.). Published by Sage Publication Inc, USA. • Canhoto, A. I. et al. (2015) Fall and redemption: Monitoring and engaging in social media conversations during a crisis, Cogent Business & Management, 2(1), p. 1–N.PAG. • Alexander, D. (2014) Social Media in Disaster Risk Reduction and Crisis Management, Science & Engineering Ethics, 20(3), pp. 717–733. • Kazakov, R. and Kunc, M. (2016) Foreseeing the Dynamics of Strategy: An Anticipatory Systems Perspective, Systemic Practice & Action Research, 29(1), pp. 1–25.
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