

# **Crisis Leadership**

## **Course Outline**

**Course Name:** Crisis Leadership  
**Course Number:** EMHS:401  
**Course Credit:** 3 credit hours  
**Format:** Online 7.5 week accelerated

### **Course Purpose:**

With a growing interest in crisis leadership and practices, it becomes essential that the system of instruction has a sound theoretical and empirical base. While there are many personal opinions and perspectives concerning leadership practices, the field of Emergency and Crisis Management seems to be overlooking the historical research foundation that has already been established for forward progress in shifting the paradigm into useful and practical leadership application. With the segregation of disciplines from the public and private perspective, an exploration of overall practice is difficult, unless one has studied the empirical evidence on both sides and joined this research.

Since the fields of Emergency and Crisis Management are relatively “new” leadership theory must come from a multidisciplinary perspective in order to best understand the theoretical evolution that has taken place over the past 80 years. Currently, the system of leadership in Emergency and Crisis management is being called into question and few researchers have called attention to a reexamination of the leadership literature in order to better educate emergency/crisis managers by offering a foundation upon which to make better leadership decisions. Exploration and education of leadership perspectives is necessary to fuel a new paradigm to evolve our crisis and emergency managers into becoming better leaders. It is past time for students to be better educated on leadership practices to assist the development of better leadership application in the fields of Emergency and Crisis Management.

### **Program Outcomes:**

Students will learn about the evolution of leadership theory from historical to contemporary models. The difference between “normal” leadership and crisis leadership will be examined along with insights and recommendations toward building better crisis and emergency management leaders and decision makers. Upon the completion of this course, students will:

1. Examine the historical and contemporary theories of leadership and crisis leadership.
2. Identify what aspects of leadership have been disproven through research.

3. Produce a term paper demonstrating further study into a crisis or emergency management leadership issue.
4. Analyze and synthesize multi-disciplinary articles for discussion and further understanding.
5. Identify cognitive processes that take place under the context of stress and uncertainty.
6. Explain the contextual and psychological processes that differentiate “normal” leadership from “crisis and emergency management” issues of leadership.
7. Differentiate between managerial tasks and leadership tasks.
8. Identify the process of training transfer
9. Identify some common gaps that exist between training programs and actual performance.
10. Differentiate between training models of mentoring, coaching, experiential learning, computer based, simulation, and scenario.
11. Examine case studies in crisis success and failure.
12. Differentiate between the pros and cons of using scenario based training programs to prepare crisis and emergency managers for leadership roles.

### **Grading Scale:**

Grade	Percent Required
A	93-100%
A-	90-92%
B+	87-89-%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0- 59%

### **Accessibility Statement:**

Any student who feels she/he may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928. The office is located in Simmons Hall, 105.

## **Program Assessment Statement**

The University of Akron and specifically the Emergency Management program assesses student learning at several levels. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. Grades and work samples may be selected to gather learning outcome data to be measured and tracked over several years. Student names or indicators are not used in data analysis. Students have an active role in course and program assessment projects. Generated data will direct any changes made in the curriculum which is designed to strengthen and constantly improve student learning and educational outcomes.

## **Course Outline**

### **Week 1:**

Topic I: The Evolution of Leadership Research From Vertical to Horizontal Theories

### **WEEK 2:**

- Leading versus Managing: Behavior based research- The separation of transactional and Transformational.
- The idea of the Charismatic transformational leader.
- Shared and Distributed Leadership: Cross organizational research
- Servant Leadership

### **WEEK 3:**

Topic II: Leadership Development Training Models and Theories

- The Process and Problem of Training Transfer Back into the Organization

### **WEEK 4:**

- Experiential learning
- Mentoring
- Coaching

### **WEEK 5:**

- Use of Computer Based Training and Simulations
- Scenarios
- Topic III: Leadership under the Crisis Context
  - The Differentiation Between Leading under Crisis Versus Day to Day Leadership

## **WEEK 6:**

- The Process of Stress in Decision Making and Information Processing
- Suggestions for Improved Leadership Practice and Effectiveness for Emergency Managers