

Crisis Management & Business Continuity

MASY1-GC 3615 | 101 | Spring 2024 | 01/22/2024 -05/06/2024| 3 Credits

Modality: In-person

Course Site URL: <https://brightspace.nyu.edu/>

General Course Information

Name/Title: Kelly McKinney, Adjunct Instructor, He/Him/His

NYU Email: krm261@nyu.edu

Class Meeting Schedule: 01/22/2024 - 05/06/2024| Monday | 06:20pm - 08:55pm

Class Location: In-person

Office Hours: Students will have an opportunity to schedule via email. Meetings are by appointment

Description

This course focuses on the business decisions and management processes necessary to anticipate, plan for, manage, communicate about, and recover from crises affecting corporations and other complex organizations. It covers the key component steps for the development of a corporate Business Continuity Plan as a vital part of the day-to-day operations of enterprises. Additionally, the course examines the way companies in distress, and the constituencies who matter to those companies, predictably behave during crises. Students learn that crisis management is an ongoing process and learn to establish enterprise crisis training. They also create emergency preparedness and response plans such as mitigating hazards, executing crisis communication strategies, and managing business recovery and continuity.

Prerequisites

N/A

Learning Outcomes

At the conclusion of this course, students will be able to:

- Use appropriate principles and processes of dynamic of emergency and crisis management
- Create an emergency management team to address hazards within an organization
- Analyze for areas of highest business interruption risk
- Select methodologies to minimize systems and operational recovery times
- Develop a viable crisis management program including a Business Continuity plan
- Create continuity and emergency plans using appropriate software tools
- Conduct a hazard vulnerability analysis

Communication Methods

Be sure to turn on your [NYU Brightspace notifications](#) and frequently check the “Announcements” section of the course site. This will be the primary method I use to communicate information critical to your success in the course. To contact me, send me an email. I will respond within 24 hours.

Structure | Method | Modality

There are 14 session topics in this course that comprise the doctrine and practice of contemporary crisis management.

Active learning experiences and small group projects are key components of the course. Assignments, papers, and exams will be based on course materials (e.g., readings, videos), lectures, and class discussions. Course materials are available at the course site in [NYU Brightspace](#).

This course is in-person and will meet once a week on Monday, with assignments, announcements and emails being sent through Brightspace. Zoom is the remote instruction platform used at NYU. Students are expected to check email and/or Brightspace at least twice a week for announcements concerning assignments, class changes or cancellations, and other important information. The course will involve lecture/ forum discussions as well as case studies. One major project is required that will be done on a group basis.

Expectations

Learning Environment

You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course, and enrich our learning community.

Participation

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

Assignments and Deadlines

Please submit all assignments to the appropriate section of the course site in [NYU Brightspace](#). If you require assistance, please contact me BEFORE the due date.

- The course will make use of all aspects of Brightspace to communicate course content, assignment, provide additional resources, news articles, and assign and collect assignments. Please familiarize yourself with the website if you have not already.
- Thorough reading and analysis of all reading assignments is expected for each class session. Each class date reflects the readings we will be discussing on that date in the syllabus outline or as communicated through your email and Brightspace. The first class is not an exception. Prior to that class, you must read any assigned materials and participate fully in class.
- All assignments must be submitted by midnight on the date due. Assignments must be submitted through Brightspace. Missed assignments will lower the student's grade based on the percentage of the grade allocable to it. Late assignments are permitted only with notice to, and permission from, the instructor. Assignments and readings must

be executed and are due on the dates indicated. The assignment will be graded for content, grammar, and clarity.

- No work for this course may be all or part of assignments prepared for or used in previous or current courses.
- Finally, the instructor will endeavor to make the class entertaining and informative. You will endeavor to contribute to the class while demonstrating your knowledge and abilities, thus enabling him to give you a fair grade. Ultimately, everyone will get the grade they earn.

Course Technology Use

We will utilize multiple technologies to achieve the course goals. I expect you to use technology in ways that enhance the learning environment for all students.

Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook.

Attendance

I expect you to attend and participate in all class sessions. Attendance will be taken into consideration when determining your final grade. Refer to the [SPS Policies and Procedures page](#) for additional information about attendance.

Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance. Unexcused absences from sessions may have a negative impact on a student's final grade. Students are responsible for assignments given during any absence.

Each unexcused absence or being late may result in a student's grade being lowered by a fraction of a grade. A student who has three unexcused absences may earn a Fail grade.

Textbooks and Course Materials

Required reading for this course:

Title: *Harvard Business Review Project Management Handbook How to Launch, Lead, and Sponsor Successful Projects, 2021*

Author: Nieto-Rodriguez, Antonio

Publisher: Harvard Business Review Press

ISBN-10: 978-1-64782-126-5

ISBN-13: 978-1-64782-127-2

Title: *Moment of Truth: The Nature of Catastrophes and How to Prepare for Them, 2018*

(available on Brightspace)

Author: Kelly McKinney

Publisher: Savio Republic (Post Hill Press)

ISBN-10: 978-1-68261-591-1

ISBN-13: 978-1-68261-592-8

More required reading (available on Brightspace)

- Developing and Maintaining Emergency Operations Plans, Comprehensive Preparedness Guide (CPG) 101, FEMA, September 2021, Version 3.0, retrieved at https://www.fema.gov/sites/default/files/documents/fema_cpg-101-v3-developing-maintaining-eops.pdf
- Lewis, Ted G. "Cause-and-Effect or Fooled by Randomness?" *Homeland Security Affairs* 6, Article 6 (January 2010). <https://www.hsaj.org/articles/93>
- Hagen, R, "Acts of God, man, and system: knowledge, technology, and the construction of disaster", Critical Disaster Studies, University of Pennsylvania, 2021

Recommended on-line training for this course is:

IS-230.E: Fundamentals of Emergency Management:

<https://training.fema.gov/is/courseoverview.aspx?code=IS-230.e>

6-hour entry-level on-line course designed for individuals new to the field of emergency management.

Suggested Readings

1. *Disasterology: Dispatches from the Frontlines of the Climate Crisis, 2021*, Samantha Montano, Park Row, ISBN-13: 978-0-7783-1103-4
2. *Create the Future + Innovation Handbook: Tactics for Disruptive Thinking, 2020*, Jeremy Gutsche, Greenleaf Book Group, ISBN-10: 978-1-7324391-4-6
3. *Harvard business essentials: crisis management: master the skills to prevent disasters*, Richard Luecke, Boston, Mass, Harvard Business School Press, c2004 ISBN-13: 978-1-7324391-5-3
4. Taleb, Nassim, and David Chandler. *The Black Swan*. W.F. Howes, 2007.
5. FEMA IS 1-Emergency Manager: An Orientation to the Position
6. FEMA IS 100.b- Introduction to the Incident Command System
7. FEMA IS 235.b- Emergency Planning

Full FEMA ISP On-line training courses. <http://training.fema.gov/IS/crslist.aspx>

Other recommended reading materials for this course are:

- The Economist Newspaper
- Bloomberg Businessweek
- New York Times
- Wall Street Journal
- Harvard Business Review
- Business Insider

Grading | Assessment

1. Group Assignments (40%)

Every student will be assigned into a group and all assignments will be group assignments
Assignments will involve a series of deliverables that are the building blocks of the final project. Missed assignments will lower the student's grade based on the percentage of the grade allocable to it. Relevant reading and writing assignments are listed next to the topic outlined in the course coverage section below. You will be graded on the quality, completeness and accuracy of your submission.

All assignments are to be submitted electronically through Brightspace in Microsoft Office (Word, Excel, PowerPoint) or equivalent form.

- List your group number, name, course, and section number at top of each page
- Assignments must be posted by midnight of the due date

2. Current Events Presentation (10%)

Every lecture will commence with an in-depth analysis of current crises and disasters from which we may glean insights relevant to our learning objectives

The instructor will model the Current Events Presentation requirements in early lectures, including quality, duration, level of discussion detail and diagnostics.

Each group will be required to develop and present two (2) Current Events Presentations during a lecture on the dates listed on the assignment schedule that will be provided in advance

3. Class Participation (10%)

Active participation in class discussion is an important part of the classroom experience. The goal is to learn from others and allow them to learn from you. All contributions count, including questioning, listening, and responding. Make sure to prepare for each lecture by completing the assigned readings. Other ways to contribute to the class include building on what someone else has said, paraphrasing a point someone has already made and building on it, or disagreeing with someone (including the instructor) in a respectful and constructive way. You might reflect the comment back to the speaker to indicate that you have listened well. If possible, point out what is interesting or compelling in someone's comment before explaining why and how you disagree.

4. Final Project: Crisis Management or Business Continuity Plan and Presentation (40%)

As it does in the workplace, the work of this course will culminate in a crisis management/ business continuity (CM/ BC) plan deliverable

The plan incorporates the learning within the deliverables that are the building blocks of the course. You will be graded on the quality, completeness and accuracy of your submission.

The Assignment

Select a fictional or real public, private, non-profit, faith based or voluntary organization that you are familiar with or that you can envision (hereafter the "Focus Organization") and create a CM/ BC Plan. You must understand or conceive of the Focus Organization in detail, including its size, operating locations, mission, facilities, and organizational structure

The CM/ BC plan should go into detail as to how the Focus Organization would come together to understand, notify, activate, and respond to a specific type of disaster. The deliverable is twofold:

1. A written Crisis Management or Business Continuity Plan
2. A PowerPoint presentation, appropriate for a Board of Directors, which highlights your plan, discusses some of the challenges your company faces and how you worked around (mitigated) them.

Submission & Grading

You will be graded on:

- The quality of your materials, the organization and clarity of the presentation and written plan.
 - A **group component (40%)** which all members of that group will receive. The Group will be graded on the quality of your materials, how everyone works together as a team - the sharing and collaborating on ideas, materials, and research - and the clarity of the overall presentation.
 - An **individual component (60%)** where each student will be assessed on their portion of the presentation and written plan, uses of supporting materials, organization, and completeness of their section, and the overall clarity of the material presented. Students must provide a breakdown of their individual responsibilities in the overall group project by dividing specific sections of the project and identifying the sections the student was responsible for.
 - The plan should be a minimum of twenty (20) pages, and the presentation should be no longer than 15 minutes.

<u>DESCRIPTION</u>	<u>PERCENTAGE</u>
Assignments	40%
Class Participation	10%
Final Project (40% overall)	
Group Component (40%)	16%
Individual Component (60%)	24%
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TOTAL POSSIBLE	100%

See the [“Grades” section of Academic Policies](#) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

Course Outline

Start/End Dates: 01/22/2024 -05/06/2024 | Mondays

Time: 06:20pm - 08:55pm

No Class Date(s): Monday - 2/19/2024 and 03/18/2024

Special Notes: Spring Break, 03/18/24 - 03/24/24

Session #1 - 01/22/24**Course Introduction: Complexity, Resilience and Risk**

- Overview of the assets, systems, and networks that enable our way of life and the landscape of risks that threatens them
- Understanding the nature of resilience and how it is achieved
- Focus challenge: Long-term power disruption
- Case Study: The Great Seamless Disaster, Brooklyn NY, 30 August 2015

Read:

- McKinney: Chapters 1 and 2
- Lewis, Ted G. "Cause-and-Effect or Fooled by Randomness?" *Homeland Security Affairs* 6, Article 6 (January 2010). <https://www.hsaj.org/articles/93>
- Hagen, R, "Acts of God, man, and system: knowledge, technology, and the construction of disaster", Critical Disaster Studies, University of Pennsylvania, 2021

Assignment: *Focus Organization Profile: One-page overview - Due prior to Session #2*

Session #2 - 01/29/24**Anatomy of a Crisis**

- Understand the concept, nature, and challenge of the 'crisis' that we are called to 'manage'
- Physical world: Anatomy of Disaster
- Cerebral world: Psychology of Disaster

Read:

- McKinney: Chapters 4 and 6

Assignment: *10 Worst Things that Could Happen List. – Due prior to Session #3*

Session #3 - 02/05/24**FEMA and the Doctrine of Emergency Management**

- History, stakeholders, funding, and information sharing in emergency management
- Federal Emergency Management Agency: Organization, programs, role and responsibilities, Stafford Act
- FIRESCOPE and the birth of the Incident Command System (Meyers Fire, California 1970)
- Case Study: Deepwater Horizon oil spill (Gulf of Mexico, 2010)

Read:

- McKinney: Chapter 5
- National Response Framework, DHS/ FEMA, Fourth Edition, October 28, 2019, retrieved at https://www.fema.gov/sites/default/files/2020-04/NRF_FINALApproved_2011028.pdf

Assignment: Reasonable Worst-Case Scenario from 10 Worst Things that Could Happen List – Due prior to Session #4

Session #4 - 02/12/24

The Essential Crisis Manager

- Crisis Management: Evolution, Mission, and value
- Knowledge management, effectiveness mission, Incident organization concept: theory and practice, concept of activation
- Humanitarian mission,
- Case Study: Worldwide Tours Bus Crash, 0530 hrs., 21 March 2011

Read:

- McKinney: Chapter 8

Watch:

- The Essential Emergency Manager, <https://youtu.be/3jXlhPGs0T8>

Assignment: Situation Report: Reasonable Worst-Case Scenario from *10 Worst Things that Could Happen List* – Due prior to Session #5

Session #5 - 02/26/24

Crisis Planning

- Preparedness: Strategic Risk Review, Threat and Hazard Identification and Risk Assessment process, Identify and Rank Target Risks
- Strategy formulation and execution
- The crisis plan: characteristics, components, command and control vs coordination and communication
- Focus challenge: Environmental contamination, demand for resources; compressed response timeframes

Recommended Reading:

- Luecke, Chapter 3
- Nieto-Rodriguez, Chapters 3-7

Assignment: Project Canvas: Reasonable Worst-Case Scenario from *10 Worst Things that Could Happen List* – Due prior to Session #6

Session #6 - 03/04/24

Capacity Building

- Exercises: Conceiving, designing, planning, building, and executing tabletop, functional and full-scale exercises; building muscle memory: meeting vs exercise
- Training: Conceiving, designing, developing, delivering, and evaluating foundational coursework

Recommended Reading:

- Nieto-Rodriguez, Chapter 8-11

Watch:

- Stronger Community, Better Response Connecting Community Organizations During Disaster, <https://youtu.be/qhurBdMXraM>
- Managing Consequences During Disasters: Solving Problems Together, <https://youtu.be/s5rL0OFnrH0>
- Strategic Risk in Disaster Planning, <https://youtu.be/6D11XAzldwo>

Assignment: Business Continuity Plan or Crisis Management Plan – *Due prior to Session #14*

Session #7 - 03/11/24**The Challenge and Opportunity of Catastrophes**

- Nature of catastrophes, characteristics, trajectory; first, second, third order impacts; societal impact; humanitarian impacts
- Historical mega-disasters: Tohoku earthquake and tsunami (Japan 2011), Hurricane Katrina (USA 2005), Indian Ocean earthquake and tsunami (Indonesia 2004); Port-Au-Prince Earthquake (Haiti 2010), Christchurch earthquake (2011 New Zealand)
- Track record of government-led response to mega-disasters, criticality of governance

Read:

- McKinney, Prologue, epilogue
- The Really Big One, By Kathryn Schulz, The New Yorker, July 13, 2015, retrieved at <https://www.newyorker.com/magazine/2015/07/20/the-really-big-one>
- A Proposed Framework for Managing Catastrophic Incidents, Patrick L. Stevens, Mark T. Smith, 6 April 2011, retrieved at <https://mcsolutions.com/wp-content/uploads/2012/08/CatastrophicIncidentFrameworkPaper-MCS-110411.pdf>

Assignment: none

Session #8 - 03/25/24**Case Study:** Novel Coronavirus (COVID-19)

- Description of crisis management within the epicenter of the first wave of coronavirus pandemic at NYU Langone Health including the process and the outcomes it enabled, the mindset, the focus on first principles, and the value proposition for the enterprise
- Compare and contrast with alternatives including lived experience of students

Assignment: none

Session #9 - 04/01/24**Tactics of Crisis Management**

- Extreme Project Management: creating order out of chaos via coordination
- Tactics of coordination: resource management, information management, consequence Management:
- Leading without authority
- Case Study: New York City Emergency Operations Center, Hurricane Sandy (Brooklyn NY, November 2012)

Recommended Reading:

- Luecke, Chapters 4-6

Forum: Discussion of Draft Business Continuity or Crisis Management Plans

Assignment: none

Session #10 - 04/08/24**Crisis Communications**

- Identify the first steps essential to crisis communications in the early hours of the crisis
- Highlight the important differences between public relations and crisis communications
- Understand the key phases of crisis communications: preparedness and response
- Identify the major components of a crisis communications plan

Recommended Reading:

- Luecke, Chapter 7

Assignment: Broadcast email to Focus Organization staff: Reasonable Worst-Case Scenario from *10 Worst Things that Could Happen List* – Due prior to Session #11

Session #11 - 04/15/24**Diversity, Equity and Social Justice in Crisis Management**

- Engaging the community: understanding diverse needs, integrate community members to the crisis management team
- Ensuring a focus on diversity, equity, and social justice in crisis management
- Focus on DAFN: Crisis Resilience for Individuals with Disabilities and Functional Needs (CRI-DAFN)
- Empowering local action

Recommended Reading:

- Montano, Part 6
- McKinney, Chapter 9

Assignment: Diversity mission statement– Due prior to Session #12

Session #12 - 04/22/24**Leadership and Crisis Management**

- Understand the criticality, nature, and challenges of leadership during disaster and how crisis management enables it
- What is crisis leadership; leadership during the crisis, vision and strategic decision making
- Emergency Manager as an extension of the leader
- Leadership and crisis communications: Media relations: “feeding the beast,” risk communication seesaw
- Case Study: Mayor Michael Bloomberg, Christmas Blizzard, 27 December 2010; President George W Bush, Crawford Texas, 30 August 2005

Read:

- Leadership Lessons from the Chilean Mine Rescue by Faaiza Rashid, Amy C. Edmondson, and Herman B. Leonard, Harvard Business Review, (July–August 2013), <https://hbr.org/2013/07/leadership-lessons-from-the-chilean-mine-rescue>
- McKinney Chapter 10

Assignment: Group Presentation of Crisis Management/ Business Continuity Plan – Due in Session #14

Session #13- 04/29/24**Crisis Management and the Future**

- The future of change, the trap of linear thinking vs change intervals
- Creating the ability to change
- Creating a culture of innovation
- Adaptive innovation

Recommended Reading:

- Gutsche, Create the Future, Parts 1-5

Assignment: none

Session #14 - 05/06/24**Final Presentation**

- Student Group Presentations
- Forum: Group Feedback
- Course Review

Assignment: In-class presentations of Crisis Management/ Business Continuity Plans

NOTES:

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the [SPS IDBEA Committee](#)*).

New York University School of Professional Studies Policies

1. Policies - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](#), [NYU SPS Policies and Procedures](#), and [Student Affairs and Reporting](#).
2. Learning/Academic Accommodations - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the [Moses Center for Student Accessibility](#). If you are interested in applying for academic accommodations, contact the [Moses Center](#) as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the Moses Center Portal as soon as possible (mosescsa@nyu.edu | 212-998-4980).
3. Health and Wellness - To access the University's extensive health and mental health resources, contact the [NYU Wellness Exchange](#). You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.
4. Student Support Resources - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the [NYU SPS Office of Student Affairs site](#).
5. Religious Observance - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the [University Calendar Policy on Religious Holidays](#) for the complete policy.
6. Academic Integrity and Plagiarism - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

[Turnitin](#), an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the [Academic Policies for NYU SPS Students](#) page.

7. Use of Third-Party Tools - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.