



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Curriculum Development Project

*Crisis Management
and
Organisational Resilience*

Module: ECPT6007

Total Word Count: 3928 words

Submitted on 08/05/2026

Student: Pavlo Gladkyi

Student Number: 1918831

Professional Graduate Certificate in Education (PCET) – 2025/2026

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI-generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Table of Contents

<i>Use of Generative AI in Assessment.....</i>	<i>ii</i>
<i>Overview and Context.....</i>	<i>1</i>
<i>Rationale.....</i>	<i>2</i>
<i>Curriculum Aims.....</i>	<i>4</i>
<i>Learning Outcomes.....</i>	<i>4</i>
<i>Professional Standards and Benchmarking Statements</i>	<i>5</i>
<i>Delivery Structure & Teaching Approach</i>	<i>5</i>
<i>Assessment Strategy.....</i>	<i>8</i>
<i>Recommended Reading for Potential Students.....</i>	<i>9</i>
<i>References</i>	<i>11</i>
<i>Appendices.....</i>	<i>14</i>
<i>Appendix A: Week 1 PowerPoint Presentation Slides.....</i>	<i>14</i>
<i>Appendix B: Week 2 PowerPoint Presentation Slides.....</i>	<i>21</i>
<i>Appendix C: Week 1 – Lesson Plan.....</i>	<i>28</i>
<i>Appendix D: Week 2 – Lesson Plan</i>	<i>32</i>

Overview and Context

This curriculum proposes a Level 7 module titled “Crisis Management and Organisational Resilience”, designed as a core module for postgraduate learners on MBA and Leadership and Management (LM) programmes at the University of Wales Trinity Saint David (UWTSD).

The module is intended for master's-level students — adult learners with diverse academic and professional backgrounds. The cohort is likely to include both domestic and international students, many of whom may already have experience in managerial or organisational roles. Hence, the curriculum is designed to accommodate a mixed-experience cohort, supporting both those with limited exposure to crisis management and those seeking to enhance their strategic capabilities in complex and unpredictable business environments.

This module offers a structured exploration of crisis management in contemporary organisational contexts, including root cause analysis, practical mitigation strategies, and remedial actions. It integrates theoretical perspectives with applied learning, focusing on how organisations respond to eventuality and crises. Key areas of study include crisis management frameworks, crisis leadership, decision-making under uncertainty, business continuity planning, organisational agility, and optimisation and process improvement techniques.

Regarding module design, this is an academic Level 7 curriculum structured for postgraduate business education. The curriculum adopts a blended product–process model, combining clearly defined learning outcomes and structured assessment with interactive teaching approaches and pedagogical activities to achieve maximum student engagement and promote critical, out-of-the-box thinking (O’Neill, 2015, pp. 25–38). Therefore, it is designed not only to develop subject-specific knowledge but also to foster critical thinking, strategic analysis, and practical problem-solving skills, preparing students to anticipate and respond to unexpected adverse events in real-world business contexts.

The module is offered for teaching in Semester 3, running over 9 weeks, with one 3-hour session per week, totalling 27 contact hours. Each session combines theoretical input with interactive learning activities, including case studies, group discussions, and scenario-based exercises. This structure enables effective scaffolding and the progressive development of knowledge, while providing opportunities for application and reflection.

This module will be delivered entirely face-to-face in-class at the UWTSD Swansea Campus, in seminar-style teaching environments that support interaction and collaborative learning. Teaching will be supported digitally via Moodle, with access to learning materials, readings, and assessment guidance.

The module is situated within a contemporary global context characterised by geopolitical instability, economic uncertainty, and continuous technological disruption. Events such as international conflicts, supply chain issues, and governmental and organisational failures have highlighted the need for leaders who can operate effectively under pressure and the importance of effective crisis management. Traditional business education focuses on stable environments. However, this module focuses on the realities of uncertainty, complexity, and disruption, preparing learners to operate effectively in dynamic environments and addressing the growing demand for skills in managing turbulence.

As a core module, this curriculum plays a central role in developing students' strategic vision and crisis leadership capabilities. It complements existing modules by focusing specifically on crisis contexts, an area not typically explored in depth within standard MBA curricula. The module therefore enhances both academic provision and graduates' employability by equipping them with relevant and transferable skills.

Rationale

The increasing complexity and volatility of the contemporary global geopolitical environment have significantly reshaped the context in which organisations operate (Hartwell and Zadorozhna, 2024). In recent years, businesses have faced a growing range of crises, including geopolitical conflicts, economic instability, technological disruptions, and global health emergencies. These developments have highlighted the limitations of traditional business education, which often assumes relatively stable and predictable operating conditions. Consequently, there is a clear and growing need for curricula that explicitly address crisis management and organisational resilience.

The World Economic Forum's Global Risks Report 2026 identifies uncertainty as the defining feature of the current global landscape, with 50% of surveyed leaders anticipating a turbulent or stormy outlook in the short term (World Economic Forum, 2026). The report further highlights the growing interconnectedness and acceleration of risks, including geopolitical confrontation, economic downturns, and technological threats. These findings indicate that crises are no longer isolated events but are often systemic and compounding in nature. This reinforces the argument that organisations must develop the capacity to operate effectively in environments characterised by uncertainty, complexity, and rapid change.

In this context, crisis management has emerged as a critical organisational capability, offering a structured, strategic approach to preventing, responding to, and recovering from disruptive events that threaten organisational operations and stakeholder interests. Effective crisis management enables organisations to mitigate adverse impacts, maintain business continuity, and protect organisational reputation. As Bundy et al. (2017) argue, crises can disrupt organisational stability, damage brand perception, and have long-term, sometimes fatal consequences, with collateral negative effects on local societies, making crisis management a strategic imperative rather than an optional organisational function.

Despite its importance, there remains a gap in how crisis management is addressed in current MBA and LM programmes. While these programmes typically focus on strategy, marketing, leadership, change management, and the analysis of the global business environment, they often do so through the lens of stable or controlled environments. However, research suggests that today's crises are dynamic, continuous and interconnected, characterised by avalanches of seemingly unforeseen events, chain reactions and rapid escalations — they are complex and fundamentally different from what crises were a few years ago (Riggio and Newstead, 2023). Organisations today face urgency, uncertainty, and high-stakes decision-making (Hällgren et al., 2025). To navigate a crisis, organisations need a road map to respond promptly while managing incomplete or misleading information and competing priorities (Crandall, Parnell and Spillan, 2013, pp. 32–45). Resilience and the ability to make sound decisions under pressure become critical leadership competencies (Duchek, 2019).

Therefore, leadership's role in crisis contexts is particularly significant. Leadership is widely recognised as a key determinant of organisational outcomes during crises, yet no single leadership style is universally effective (Wu et al., 2021). Instead, effective crisis leadership requires the psychological capacity to cope with the pace of a crisis and to respond adaptively to changing circumstances (Nesse, Schei and Mitroff, 2024). Leaders must not only make strategic decisions in times of need but also understand what constitutes a crisis, how to establish sustainable preventive procedures based on existing models for crisis prevention, mitigation, and recovery, how to use crisis communication effectively, how to maintain stakeholder trust, and how to understand the mechanisms of organisational stability in a volatile external context (Alpaslan and Mitroff, 2021). This highlights the need for educational programmes to develop not only theoretical knowledge but also practical leadership capabilities for crises.

In addition, recent research emphasises the importance of organisational resilience and risk mitigation as integral components of crisis management (Wulandhari *et al.*, 2022). Organisations must move beyond reactive approaches and adopt proactive strategies to anticipate and mitigate risks (Underhill, 2008). This includes developing flexible contingency plans, streamlining and optimising organisational processes, investing in innovation and research and development, and embedding a culture of adaptability and acceptance of change (Ciasullo, Chiarini and Palumbo, 2023). Crisis and risk management are therefore closely linked to long-term organisational sustainability and competitive advantage.

Another key limitation of existing curricula is the insufficient integration of practical and applied learning. Crisis management is inherently practice-oriented, requiring the ability to analyse complex situations, make decisions under pressure, and implement effective responses (Montealegre and Iyengar, 2021). Traditional lecture-based approaches are therefore inadequate for developing these competencies. Instead, curricula should incorporate experiential learning methods, such as case studies, simulations, and scenario-based exercises, which enable learners to engage with realistic crises. Business improvement techniques are also omitted from the current modules — continuous improvement, systems-thinking philosophies and methodologies such as Six Sigma, KAIZEN, and Lean are essential for organisational agility and operational resilience (Jadhav, Imran and Haque, 2022).

The proposed module addresses these gaps by offering a focused, applied exploration of crisis management in a contemporary business context, grounded in theory and practice that align with international standards such as ISO 22361 and industry best practices (ISO, 2022). It integrates theoretical frameworks with practical tools and techniques, enabling learners to develop both conceptual understanding and applied skills. In particular, the inclusion of decision-making under uncertainty, leadership in crisis, identification of internal and external causes, preventive measures, and business continuity planning ensures that the curriculum aligns with the demands of modern organisational environments (Pearson and Clair, 1998). Moreover, the module develops highly valued, transferable problem-solving skills that equip learners to manage workplace emergencies. Given the growing frequency and impact of crises across industries, these skills are essential for L7 graduates seeking to thrive in leadership roles (Hertelendy et al., 2021).

To conclude, the rationale for this curriculum stems from the recognition that crisis management is no longer a specialised or peripheral area of study but a core competency for

today's organisations and business leaders. The growing complexity of the global risk landscape, together with existing curricular limitations and glaring gaps, creates a clear need for a dedicated module that equips learners with the knowledge, skills, and capabilities to manage crises and operate under uncertainty. This curriculum directly addresses this need, offering a relevant, practical, and academically grounded contribution to postgraduate business education.

Curriculum Aims

This module aims to develop learners' dynamic capabilities and epistemic agility for operating and leading in high-velocity environments, and to equip students with the knowledge and practical skills to critically evaluate and apply crisis management principles, organisational resilience frameworks, and strategic response approaches relevant to the current business context.

Learning Outcomes

By the end of the module, students will be able to:

- 1. Critically evaluate the evolution of crisis-management paradigms and organisational-resilience frameworks in volatile global markets.*
- 2. Analyse different types of organisational crises and examine how systemic complexity, interconnected risks, and organisational vulnerabilities contribute to their emergence and to operational disruption.*
- 3. Critically assess the fiduciary and ethical obligations of board-level leadership, focusing on strategic accountability and stakeholder salience during crises.*
- 4. Evaluate the influence of heuristics, cognitive biases, and adaptive decision-making on leadership effectiveness under conditions of extreme uncertainty.*
- 5. Apply and critically evaluate crisis-management, business-continuity, and organisational-resilience frameworks to develop strategic crisis-response and organisational-recovery actions in complex, uncertain operational environments.*
- 6. Critically examine the roles of communication, crisis-management teams, training, testing, and organisational preparedness in enabling effective crisis response and resilience.*
- 7. Evaluate the contradictory interplay between efficiency-driven methodologies (Lean, Six Sigma, KAIZEN) and the strategic redundancy required for operational continuity.*
- 8. Critically assess the financial, ethical, social, and strategic implications of organisational crises, and their short- and long-term effects on organisational continuity, reputation, stakeholder trust, and recovery.*
- 9. Communicate and justify strategic crisis-response decisions effectively through professional presentation, collaborative analysis, and evidence-based argument.*

Professional Standards and Benchmarking Statements

This curriculum has been designed in line with the Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement for master's degrees in business and management (The Quality Assurance Agency for Higher Education, 2023) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) (The Quality Assurance Agency for Higher Education, 2024), which provide national reference points for postgraduate curriculum design, academic standards, and Level 7 expectations in UK higher education. Moreover, it also reflects the principles outlined in the Professional Standards for Further Education, Teachers, Work-Based Learning Practitioners, and Adult Learning Practitioners in Wales (Welsh Government, 2017), particularly regarding reflective practice, focused professional development, and learner-centred approaches.

This module also reflects the characteristics of Type 2 generalist master's provision in the QAA typology, particularly its emphasis on leadership, strategic management, reflective learning, and professional capability development (The Quality Assurance Agency for Higher Education, 2020). According to the benchmark statement, Type 2 programmes are characterised by reflective learning, peer-to-peer learning, and the application of prior professional experience to complex organisational challenges. The proposed curriculum, therefore, incorporates collaborative discussion, reflective activities, strategic analysis, and authentic organisational problem-solving tasks that mirror real-world business contexts.

This curriculum also adopts the outcomes-based approach defined in the FHEQ, which states that qualifications should be awarded to students based on demonstrated achievement of learning outcomes, knowledge, and abilities. Moreover, the Credit and Qualifications Framework for Wales (CQFW) states that Level 7 students are expected to analyse and evaluate complex information critically, apply advanced theoretical reasoning, and exercise autonomy and professional judgement in situations involving multiple interacting factors (Credit Qualifications Framework for Wales, 2009).

In addition, the curriculum demonstrates the Welsh Government's professional standards through teaching professionals' practices, including collaborative professional development, critical reflection on teaching practice, learner-centred teaching, inclusive pedagogy, safeguarding, and the practical application of educational concepts and theories.

Thus, alignment with recognised UK postgraduate academic standards ensures that this curriculum meets current industry requirements for Level 7 Business and Management in post-16 education, thereby maintaining academic rigour, professional relevance, and practical value for learners.

Delivery Structure & Teaching Approach

The proposed module will be delivered as a core Level 7 component within the MBA and LM programmes at the UWTSD. Delivery is proposed to take place during Semester 3 of the academic year, through in-class, face-to-face teaching at the business campus in Swansea. The module can also be adopted for online teaching. However, in-class teaching is preferable because the module's emphasis on collaborative activities and exercises is best suited to, and more impactful in, an offline teaching environment.

The module is planned to run over a nine-week teaching period with no reading week break from April to June (Semester 3). It is planned to deliver a total of 27 contact hours, with three-hour teaching sessions per week. The exact timetable may be subject to UWTSD scheduling processes. The curriculum adopts a progressive weekly structure that scaffolds and builds on pre-existing and newly acquired knowledge during lectures, supporting learners' gradual development and mitigating counterproductive stress and cognitive pressure.

The main strategy is to begin with introductory sessions covering the contemporary crisis landscape, crisis management principles, and organisational resilience frameworks. The programme then progresses to more advanced topics, including leadership during crises, governance, cognitive biases, communication strategies, and decision-making under uncertainty. Subsequently, teaching will focus on operational and organisational response mechanisms, including business continuity planning, crisis management teams, organisational preparedness, and resilience-oriented business improvement approaches such as Lean Management and Six Sigma. The final sessions are planned to focus on strategic recovery, financial crisis management, organisational continuity, and integrated crisis-response application through simulation-based learning activities.

Each session is designed to combine theoretical discussion with applied learning activities, including strategic case-study analysis, collaborative workshops, decision-making exercises, crisis simulations, and tutor-led discussions.

Regarding the resources and logistics required, this module can be integrated cost-effectively into the current MBA and LM level 7 programme without any additional expenditure on logistics, classroom arrangements, technology, or staffing.

The timetable structure below is designed to ensure constructive alignment between weekly teaching content, module learning outcomes, and assessment activities. As the module progresses, students are expected to engage with advanced theoretical frameworks, evaluate critically, and provide evidence-based strategic judgement appropriate to Level 7 descriptors. The detailed teaching materials for weeks 1 and 2, along with the lesson plans for the first 2 teaching sessions, are provided in Appendices A-D.

Timetable for the proposed curriculum:

Week / Date	Session Focus	Indicative Content and Contemporary Case Studies	Teaching and Learning Activities
Week 1 - 22/04	Introduction to Crisis Management and Organisational Resilience	Introduction to crisis management and organisational resilience; polycrisis environment; geopolitical instability; organisational vulnerability. Indicative contemporary themes: Russia–Ukraine war, global supply-chain disruption, energy insecurity, post-COVID organisational instability.	Hour 1: Lecture and module introduction Hour 2: Discussion on contemporary global crisis Hour 3: Case-study analysis and collaborative discussion

Week 2 - 29/04	Crisis Management Theories and Organisational Resilience Frameworks	Crisis management cycle; systems thinking; organisational resilience; Normal Accident Theory; organisational redundancy. <u>Indicative case studies:</u> COVID-19 system failures, global logistics disruption, organisational collapse during crisis escalation.	Hour 1: Lecture Hour 2: Framework analysis workshop Hour 3: Group analysis of organisational resilience failures and strategic response discussion
Week 3 - 06/05	Leadership, Governance and Ethics During Crisis	Crisis leadership; governance structures; board accountability; stakeholder salience; ethical decision-making and transparency—indicative <u>case studies:</u> Boeing governance crisis, Volkswagen emissions scandal, political leadership during international conflict.	Hour 1: Lecture Hour 2: Simulation activity Hour 3: Governance and ethics case-study discussion with formative feedback
Week 4 - 13/05	Decision-Making Under Pressure and Cognitive Biases	Sense-making; heuristics; cognitive bias; Red Teaming; decision-making under uncertainty. <u>Indicative contemporary themes:</u> crisis misinformation, societal polarisation, digital influence campaigns, and strategic failures caused by leadership bias.	Hour 1: Lecture Hour 2: Crisis decision-making workshop Hour 3: Red Teaming exercise, reflective discussion, and strategic planning activities
Week 5 - 20/05	Crisis Communication and Stakeholder Management	Crisis communication frameworks; reputation management; media pressure; stakeholder communication strategies. <u>Indicative case studies:</u> BP Deepwater Horizon, Johnson & Johnson Tylenol Crisis, social media crises, organisational communication failures.	Hour 1: Lecture Hour 2: Media-response simulation Hour 3: Stakeholder communication workshop and collaborative strategy development
Week 6 - 27/05	Business Continuity and Organisational Recovery	Business continuity planning; crisis management teams; operational recovery; preparedness, testing, and organisational resilience. <u>Indicative contemporary themes:</u> cyber-attacks, infrastructure disruption, cloud dependency, and digital sovereignty concerns within Europe.	Hour 1: Lecture Hour 2: Continuity planning workshop Hour 3: Crisis-response planning activity with formative feedback
Week 7 - 03/06	Lean Management, Six Sigma and Organisational Resilience	Lean Management, Kaizen, Six Sigma; efficiency versus redundancy; operational continuity and resilience. <u>Indicative contemporary themes:</u> supply chain fragility, semiconductor shortages, dependence on AI infrastructure, and technological resilience.	Hour 1: Lecture Hour 2: Organisational process analysis Hour 3: Strategic resilience workshop and group crisis response development

Week 8 - 10/06	Financial Crisis Management and Strategic Recovery	Crisis finance; liquidity management; investor relations; organisational restructuring and recovery. Indicative contemporary themes: inflationary pressure, market instability, geopolitical economic pressure, and AI-driven disruption of industries and employment structures. Indicative case studies: Credit Suisse collapse, global banking instability, organisational restructuring during economic downturns.	Hour 1: Lecture Hour 2: Financial crisis scenario analysis Hour 3: Strategic presentation workshop and formative tutor feedback
Week 9 - 17/06 Component 1 - Assessment - Presentation	Group Presentation	Students respond to a multi-layered crisis scenario influenced by geopolitical instability, misinformation, technological disruption, and organisational pressure.	Summative assessment - professional group presentations (6 students max per group)
03/07/2026 Component 2 - Assignment - Report	Independent Strategic Evaluation and Report Submission	Independent critical evaluation and strategic analysis of crisis management and organisational resilience approaches within contemporary organisational contexts.	Independent research, report preparation, and critical strategic evaluation

Assessment Strategy

The chosen assessment strategy is designed to align with the aforementioned module's learning outcomes and the MBA Level 7 postgraduate expectations. To achieve this alignment, the curriculum adopts a progressive assessment approach, in which students move from conceptual understanding towards the practical application of the material learned, the critical evaluation of mitigation strategies, and evidence-based organisational analysis. Therefore, the assessment strategy combines collaborative (Cousins and Alborhamy, 2025) and independent (Zou et al., 2024) approaches to evaluation, developing the professional communication competencies, individual analytical skills, and leadership capabilities that students require in today's volatile organisational environments.

Formative assessment is embedded throughout the module's teaching practices and closely aligned with its interactive, workshop-based delivery. The module's weekly sessions integrate seminar discussions, workshops, exercises using the crisis management framework, and collaborative case-study analysis. The aim is to engage students critically with contemporary organisational crises and ongoing global logistics disruption. These activities require students to apply theoretical frameworks such as the Crisis Management Cycle, Systems Thinking, Normal Accident Theory, and High Reliability Organisation principles to

analyse organisational vulnerabilities and resilience strategies — immediate feedback will support students' comprehension during these activities.

Carless and Boud (2018) state that formative activities serve as developmental rehearsal for summative assessments by enabling students to test strategic ideas, strengthen theoretical application, and receive tutor or peer feedback in a low-risk, controlled, and safe learning environment. Hence, dedicated formative feedback checkpoints are incorporated in Weeks 3, 6, and 8 to support the development of students' analytical skills and to provide evidence of their comprehension of the learning topics.

The first summative assessment is a professional group presentation delivered in Week 9 and accounts for 40% of the module grade. Students work in groups of up to six to analyse a complex organisational crisis scenario and develop a strategic crisis response and organisational resilience plan. The assessment simulates executive-level decision-making in uncertain, systemically complex environments. Students are expected to diagnose organisational vulnerabilities, evaluate stakeholder implications, apply relevant crisis management frameworks, and justify strategic decisions with evidence-based reasoning. The collaborative nature of the assessment reflects the reality that crisis management is typically a collective leadership activity involving communication, negotiation, and interdisciplinary decision-making.

The second summative assessment consists of an individual 4,000-word report, submitted two weeks after the completion of the taught component, and accounts for 60% of the module grade. The report requires students to critically evaluate crisis management and organisational resilience in contemporary business environments by integrating theory, strategic analysis, and organisational evaluation. Students are expected to synthesise crisis management frameworks, critically analyse real-world crises, and evaluate the leadership, governance, financial, operational, ethical, and reputational dimensions of organisational crises. The report reflects Level 7 expectations by requiring independent critical thinking, analytical depth, conceptual integration, and evidence-based argumentation.

Overall, the assessment strategy balances collaborative and independent learning while supporting both academic development and the development of professional practical capabilities — transferable skills that students can apply in their future careers. This mix of formative and summative assessment enables students not only to understand crisis management theory but also to apply crisis mitigation strategies through unconventional, creative, and outside-the-box thinking, helping organisations navigate and withstand evolving crisis environments.

Recommended Reading for Potential Students

The resources below are organised from compulsory to additional reading. Compulsory texts provide the theoretical and applied bedrock of the module and should be read before or during the relevant teaching week. Recommended texts deepen exploration of specific topics and are particularly useful for assessments, offering broader contextual knowledge and perspectives.

Compulsory Reading

These resources are required for direct engagement with the module content, its frameworks, and its assessments:

Boin, A., 't Hart, P., Stern, E. and Sundelius, B. (2017) *The Politics of Crisis Management: Public Leadership Under Pressure*. 2nd edn. Cambridge: Cambridge University Press.

Crandall, W.R., Parnell, J.A. and Spillan, J.E. (2014) *Crisis Management: Leading in the New Strategy Landscape*. 2nd edn. Los Angeles: SAGE Publications.

Crask, J. (2024) *Business Continuity Management: A Practical Guide to Organisation Resilience and ISO 22301*. 2nd edn. London: Kogan Page.

Rubens, D. (2023) *Strategic Risk and Crisis Management: A Handbook for Modelling and Managing Complex Risks*. London: Kogan Page.

Weick, K.E. and Sutcliffe, K.M. (2015) *Managing the Unexpected: Sustained Performance in a Complex World*. 3rd edn. Hoboken: Wiley.

Perrow, C. (1999) *Normal accidents: living with high-risk technologies*. Princeton: Princeton University Press.

Weick, K.E. and Sutcliffe, K.M. (2007) *Managing the unexpected: resilient performance in an age of uncertainty*. 2nd edn. San Francisco: Jossey-Bass.

Recommended Reading

These resources broaden knowledge of crisis leadership, operational resilience, and organisational failure and are strongly recommended for both assessments:

Fink, S. (2002) *Crisis Management: Planning for the Inevitable*. Lincoln: iUniverse.

Goodwin, D.K. (2018) *Leadership: In Turbulent Times*. New York: Simon & Schuster.

Koshelenko, K. (2024) *Management in Times of War: Leadership Examples from Ukraine's Government and Private Sector*. London: Helion & Company.

Pursiainen, C. (2018) *The Crisis Management Cycle*. Abingdon: Routledge.

Additional Reading

These resources offer valuable practitioner insights and contemporary case analyses, and they expand contextual perspectives to complement the module themes:

Blythe, B.T. and Noakes-Fry, K. (ed.) (2014) *The Manager's Guide to Quick Crisis Response: Effective Action in an Emergency*. Brookfield: Rothstein Publishing.

Hoffman, L. (2023) *Crash Landing: The Inside Story of How the World's Biggest Companies Survived an Economy on the Brink*. New York: Crown.

Segal, E. (2025) *The Crisis Casebook: Lessons in Crisis Management from the World's Leading Brands*. London: Kogan Page.

References

- Alpaslan, C.M. and Mitroff, I.I. (2021) 'Exploring the moral foundations of crisis management', *Technological Forecasting and Social Change*, 167, p. 120713. Available at: <https://doi.org/10.1016/j.techfore.2021.120713>.
- Bundy, J., Pfarrer, M.D., Short, C.E. and Coombs, W.T. (2017) 'Crises and crisis management: integration, interpretation, and research development', *Journal of Management*, 43(6), pp. 1661–1692. Available at: <https://doi.org/10.1177/0149206316680030>.
- Carless, D. and Boud, D. (2018) 'The development of student feedback literacy: enabling uptake of feedback', *Assessment & Evaluation in Higher Education*, 43(8), pp. 1315–1325. Available at: <https://doi.org/10.1080/02602938.2018.1463354>.
- Ciasullo, M.V., Chiarini, A. and Palumbo, R. (2023) 'Mastering the interplay of organizational resilience and sustainability: insights from a hybrid literature review', *Business Strategy and the Environment*, 33(2). Available at: <https://doi.org/10.1002/bse.3530>.
- Cousins, J.B. and Alborhamy, Y. (2025) 'Theory-practice connections in collaborative approaches to evaluation: a systematic review of practice', *American Journal of Evaluation*, 46(4), pp. 491–517. Available at: <https://doi.org/10.1177/10982140251355140>.
- Crandall, W.R., Parnell, J.A. and Spillan, J.E. (2014) *Crisis management: leading in the new strategy landscape*. 2nd edn. Los Angeles: SAGE Publications.
- Credit Qualifications Framework for Wales (2009) *Level descriptors*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf> (Accessed: 1 May 2026).
- Duchek, S. (2020) 'Organizational resilience: a capability-based conceptualization', *Business Research*, 13(1), pp. 215–246. Available at: <https://doi.org/10.1007/s40685-019-0085-7>.
- Hällgren, M., Geiger, D., Rouleau, L., Sutcliffe, K.M. and Vaara, E. (2025) 'Organizing and strategizing in and for extreme contexts: temporality, emotions, and embodiment', *Journal of Management Studies*, 62(4), pp. 1063–1086. Available at: <https://doi.org/10.1111/joms.13201>.
- Hartwell, C.A. and Zadorozhna, O. (2024) 'The connections that bind: political connectivity in the face of geopolitical disruption', *Journal of International Management*, 30(3), p. 101141. Available at: <https://doi.org/10.1016/j.intman.2024.101141>.
- Hertelendy, A.J., Mazzei, M., Youngblood, N.E., Rozenblum, S. and Harrington, C. (2021) 'Crisis leadership: the new imperative for MBA curricula', *The International Journal of Management Education*, 19(3), p. 100534. Available at: <https://doi.org/10.1016/j.ijme.2021.100534>.
- International Organisation for Standardisation (2022) *ISO 22361:2022 — security and resilience: crisis management — guidelines*. Geneva: ISO. Available at: <https://www.iso.org/standard/50066.html> (Accessed: 6 May 2026).

- Jadhav, S., Imran, A. and Haque, M. (2022) 'Application of Six Sigma and the system thinking approach in COVID-19 operation management: a case study of the Victorian Aged Care Response Centre (VACRC) in Australia', *Operations Management Research*, 16, pp. 531–553. Available at: <https://doi.org/10.1007/s12063-022-00323-2>.
- Montealegre, R. and Iyengar, K. (2021) 'Managing digital business platforms: a continued exercise in balancing renewal and refinement', *Business Horizons*, 64(1), pp. 51–59. Available at: <https://doi.org/10.1016/j.bushor.2020.09.003>.
- Nesse, S., Schei, V. and Mitroff, I. (2024) 'Collective response capacity: developing crisis leadership in organisations', *Journal of Contingencies and Crisis Management*, 32(3). Available at: <https://doi.org/10.1111/1468-5973.12612>.
- O'Neill, G. (2015) *Curriculum design in higher education: theory to practice*. 1st edn. Dublin: UCD Teaching & Learning. Available at: https://www.researchgate.net/publication/282655161_Curriculum_Design_in_Higher_Education_Theory_to_Practice (Accessed: 1 May 2026).
- Pearson, C.M. and Clair, J.A. (1998) 'Reframing crisis management', *The Academy of Management Review*, 23(1), pp. 59–76. Available at: <https://doi.org/10.2307/259099>.
- The Quality Assurance Agency for Higher Education (2020) *Characteristics statement: master's degrees*. Available at: <https://www.qaa.ac.uk/the-quality-code/characteristics-statements/characteristics-statement-masters-degrees> (Accessed: 1 May 2026).
- The Quality Assurance Agency for Higher Education (2023) *Subject benchmark statement: master's degrees in business and management*. Available at: <https://www.qaa.ac.uk/docs/qaa/sbs/subject-benchmark-statement-business-and-management-masters-23.pdf> (Accessed: 1 May 2026).
- The Quality Assurance Agency for Higher Education (2024) *The frameworks for higher education qualifications of UK degree-awarding bodies*. 2nd edn. Available at: <https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf> (Accessed: 1 May 2026).
- Riggio, R.E. and Newstead, T. (2023) 'Crisis leadership', *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1), pp. 201–224. Available at: <https://doi.org/10.1146/annurev-orgpsych-120920-044838>.
- Underhill, J.B. (2008) 'Review of *The politics of crisis management: public leadership under pressure*, by A. Boin, P. 't Hart, E. Stern and B. Sundelius', *Political Psychology*, 29(1), pp. 139–143. Available at: <https://doi.org/10.1111/j.1467-9221.2007.00619.x>.
- Welsh Government (2017) *Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales*. Available at: <https://educators.wales/sites/default/files/2023-07/Professional%20standards%20for%20FE%20%20WBL%20and%20ACL%20Practitioners%20-%20June%202023.pdf>.

World Economic Forum (2026) *Global risks report 2026*. Geneva: World Economic Forum. Available at: <https://www.weforum.org/publications/global-risks-report-2026/> (Accessed: 7 May 2026).

Wulandhari, N.B.I., Budhwar, P., Mishra, N., Akbar, S., Do, Q. and Milligan, G. (2023) 'Organizational resilience to supply chain risks during the COVID-19 pandemic', *British Journal of Management*, 34(3). Available at: <https://doi.org/10.1111/1467-8551.12648>.

Wu, Y.L., Shao, B., Newman, A. and Schwarz, G. (2021) 'Crisis leadership: a review and future research agenda', *The Leadership Quarterly*, 32(6), p. 101518. Available at: <https://doi.org/10.1016/j.leaqua.2021.101518>.

Zou, Y., Zhang, L., Chen, X. and Wang, H. (2024) 'Enhancing teaching and learning through assessment strategies: a practical guide', *International Journal of Academic Research in Business and Social Sciences*, 14(7), pp. 1024–1036. Available at: <https://doi.org/10.6007/IJARBSS/v14-i7/21928>.

Appendices

Appendix A: Week 1 PowerPoint Presentation Slides

· WEEK 1 ·



Crisis Management & Organisational Resilience

Introduction: Navigating Complexity in a Polycrisis World

Building Leaders for Uncertain Times

UWTSD
COHORT
MBA and LM Level 7

LEARNING OUTCOMES & RESOURCES

By the End of This Session, You Should Be Able To...

- 1 Define crisis management and organisational resilience using scholarly frameworks
- 2 Identify the key dimensions of organisational vulnerability in complex environments
- 3 Critically analyse how geopolitical, economic, and societal crises interact (polycrisis lens)
- 4 Evaluate leadership and governance responses to real-world crisis case studies

CORE READING

Boin, A. et al. (2017) **The Politics of Crisis Management** · Weick, K. (1988) *Enacted Sensemaking in Crisis Situations* · Tooze, A. (2022) *Chartbook #130: Polycrisis*

What We Cover Today

01 Module Introduction

Overview of crisis management theory, module aims, learning outcomes, and assessment framework. Establishing key vocabulary for the course.

02 Seminar Discussion

Structured discussion on contemporary global crises — Russia–Ukraine, post-COVID instability, energy insecurity — and their organisational consequences.

03 Case Study Analysis

Collaborative deep-dive into real-world organisational failures and resilience strategies. Small-group work with facilitated debrief.

What is Crisis Management?

"Crisis management is the process by which organisations identify, assess, understand, and cope with serious events — from initial intervention through recovery."

1

Pre-Crisis

Prevention & Preparedness

Risk sensing, business continuity planning, scenario modelling

2

During Crisis

Response & Communication

Decision-making under pressure, stakeholder communication, command structures

3

Post-Crisis

Recovery & Learning

Organisational learning, reputational repair, structural adaptation

Boin et al. (2017)

ORGANISATIONAL RESILIENCE

The Four Dimensions of Resilience

1 Robustness

Ability to withstand shocks without major loss of function

e.g. Supply-chain redundancy, buffer stock strategies

2 Redundancy

Availability of spare capacity, back-up systems, and resources

e.g. Multi-sourcing, distributed IT infrastructure

3 Resourcefulness

Capacity to adapt and improvise creatively under pressure

e.g. NHS surge staffing during COVID-19 pandemic

4 Rapidity

Speed of response and recovery to restore normal operations

e.g. Post-Fukushima supply-chain restructuring by Toyota

THE POLYCRISIS ENVIRONMENT

When Multiple Crises Collide

*A "polycrisis" occurs when disparate crises interact so that the whole is worse than the sum of its parts.
— Adam Tooze (2022)*

Geopolitical

- › Russia–Ukraine war & energy supply shock
- › US–China strategic rivalry
- › Middle East instability & commodity prices

Economic

- › Global inflation surge 2022–24
- › Supply-chain fragmentation
- › Debt distress in emerging economies

Ecological

- › Climate-linked extreme weather
- › Biodiversity loss & resource scarcity
- › ESG regulatory pressure on firms

Societal

- › Post-COVID workforce restructuring
- › Political polarisation
- › Erosion of institutional trust

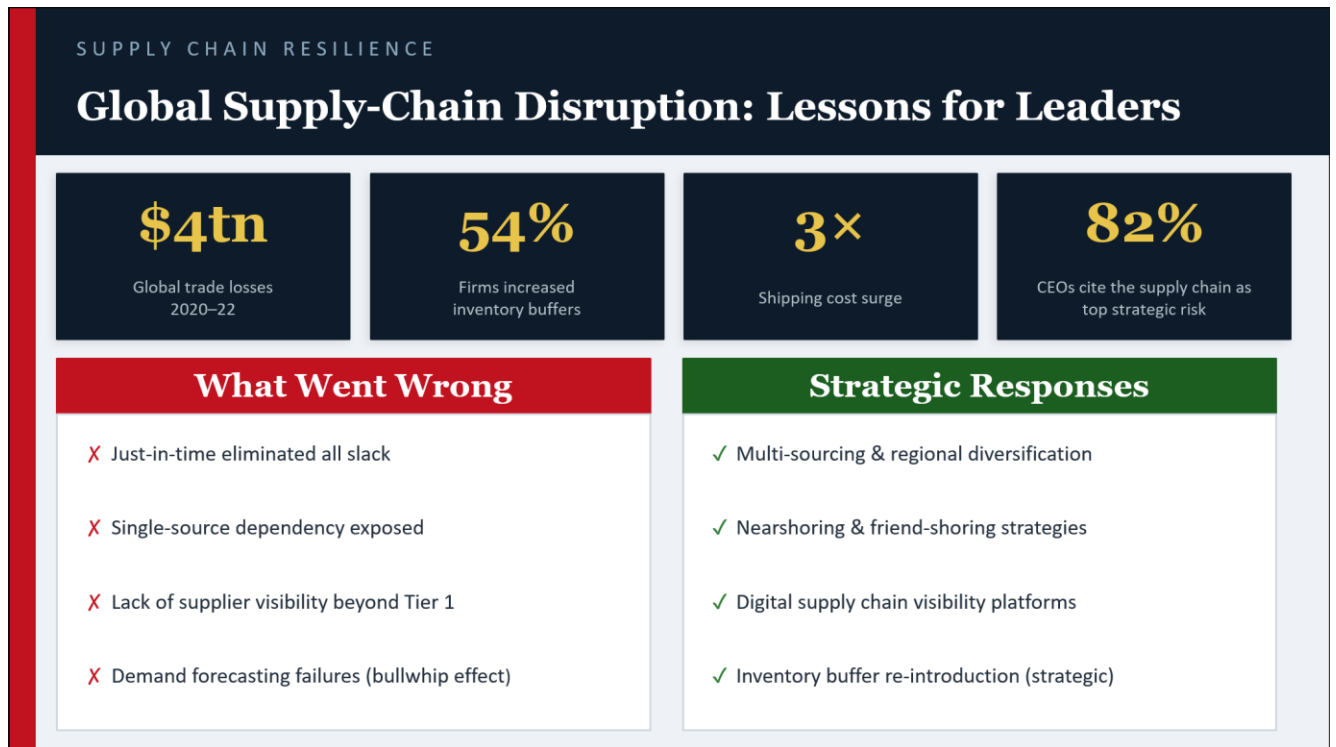
CASE STUDY

Russia–Ukraine War: Organisational Shockwaves

Energy Security	Supply Chains	Corporate Response
▶ European gas price spike: +400% (2022) ▶ Firm energy costs vs. profitability ▶ Accelerated renewable transition strategies ▶ Energy rationing contingency plans	▶ Wheat & sunflower oil supply shock ▶ Neon gas for semiconductors (90% Ukraine) ▶ Black Sea shipping disruption ▶ Reshoring & friend-shoring acceleration	▶ 800+ multinationals exited Russia (2022) ▶ Asset write-downs (BP: \$25bn) ▶ Staff evacuation & continuity planning ▶ Reputational risk from geopolitical stance
Discussion: How should organisations balance ethical stance-taking with operational continuity?		

Organisational Vulnerability: Key Drivers

High Risk	Complexity	Tightly coupled systems amplify failure cascades. Complex interdependencies reduce visibility of risk.
Behavioural	Complacency	Normalisation of deviance — repeated near-misses treated as acceptable until catastrophe.
Structural	Concentration	Over-reliance on single suppliers, geographies, or technologies creates systemic brittleness.
Cultural	Communication Gaps	Siloed information flows and flawed upward reporting prevent early warning from reaching leaders.
Operational	Capacity Limits	Lean operating models and just-in-time approaches strip out slack needed for crisis absorption.



SEMINAR DISCUSSION

Discussion Questions

Q1

To what extent does geopolitical instability represent a 'new normal' that organisations must embed into their strategic planning — rather than treat as exceptional events?

Q2

Drawing on your own professional experience: what organisational vulnerabilities became most visible during the COVID-19 pandemic, and how effectively were they addressed?

Q3

How should boards distinguish between manageable risk and genuine systemic crises — and what governance mechanisms help make that distinction?

🕒 10 minutes per question — small groups *discussion*, then plenary *debrief*

CASE ANALYSIS

Case Study Activity Brief

TASK: In groups of 4–5, analyse your assigned case and prepare a 5-minute structured debrief

CASES:

Group 1 • Boeing 737 MAX

Design flaws concealed by a culture of silence, regulatory capture, and leadership incentive misalignment

Group 2 • East Palestine, Ohio Rail Disaster (2023)

Risk normalisation; inadequate crisis communication; regulatory failure; community trust collapse

Group 3 • Silicon Valley Bank Collapse (2023)

Liquidity crisis; bank run dynamics; board governance failure; contagion risk management

Main discussion: 1. What failed & why? 2. What were the early warning signs? 3. What should leaders have done differently?

Thank you — questions welcome

Appendix B: Week 2 PowerPoint Presentation Slides

· WEEK 2 ·



Crisis Management Theories & Resilience Frameworks

*From Theory to Practice: Systems, Cycles, and
Organisational Failure*

Moving from Concepts to Frameworks

UWTSD
COHORT
MBA and LM Level 7

LEARNING OUTCOMES & RESOURCES

By the End of This Session, You Should Be Able To...

- 1 Explain the crisis management cycle and identify where organisational vulnerabilities are most acute.
- 2 Apply systems thinking to diagnose failure conditions in complex organisational environments.
- 3 Critically evaluate Normal Accident Theory and its implications for governance and system design.
- 4 Compare HRO, OR, and Adaptive Capacity frameworks and select the most appropriate lens for a given context.

CORE & FURTHER READING

Perrow, C. (1999) *Normal Accidents – Living with High Risk Technologies*, Weick, K. & Sutcliffe, K. (2007) *Managing the Unexpected: Resilient Performance in an Age of Uncertainty*, Boin, A. & McConnell, A. (2007) 'Preparing for Critical Infrastructure Breakdowns' — *Journal of Contingencies and Crisis Management*

Session Overview

01 Theories & Frameworks

Crisis management cycle; systems thinking; Normal Accident Theory; resilience frameworks and their application to organisations.

02 Framework Analysis Workshop

Hands-on workshop applying crisis frameworks to real scenarios. Structured small-group analysis with tutor-facilitated discussion.

03 Group Analysis & Strategic Discussion

Deep-dive into organisational resilience failures: COVID-19 system collapse, global logistics breakdown, and crisis escalation case studies.

The Crisis Management Cycle



KEY INSIGHT

The cycle is not linear — crises can re-enter at any stage. Signal detection failures are the single most common cause of avoidable catastrophe. Leaders must build systems that surface weak signals before they cascade.

Mitroff, I. (2000). Managing Crises Before They Happen: What Every Executive and Manager Needs to Know About Crisis Management

Seeing Organisations as Complex Adaptive Systems

What is Systems Thinking?

Systems thinking views organisations as interconnected wholes — where actions in one area produce non-linear effects across the entire system. Failures are rarely isolated events. They emerge from complex interactions among people, processes, technology, and the environment.

Feedback Loops

Reinforcing & balancing loops amplify or dampen crisis escalation

Emergence

System-level failures arise from interactions, not individual parts

Non-linearity

Small inputs can produce disproportionate systemic effects

Interdependency

Tightly coupled elements propagate failure rapidly across boundaries

Application to Crisis Management

Mapping System Interdependencies

Leaders must map how departments, suppliers, and regulators are coupled — and where failure can cascade undetected.

Identifying Leverage Points

Systems thinking reveals high-leverage interventions that produce systemic resilience rather than local fixes.

Feedback as Early Warning

Organisations that actively monitor feedback loops (customer complaints, operational anomalies) detect crises earlier.

Avoiding Unintended Consequences

Crisis responses that ignore system dynamics can amplify the original failure — e.g., austerity deepening instability.

Normal Accident Theory

CORE ARGUMENT

In complex, tightly coupled systems, catastrophic accidents are not aberrations — they are inevitable. The interaction of multiple small failures produces a system-wide collapse that no individual actor anticipated or could have prevented.

SYSTEM RISK MATRIX

Coupling ↓	Interaction →	
	Linear	Complex
Loose Coupling	Low Risk Dams, assembly lines	Moderate Risk Air traffic control
Tight Coupling	Moderate Risk Rail networks	HIGH RISK Nuclear, aerospace, finance

MANAGERIAL IMPLICATIONS

► Design for failure

Build in redundancies assuming components will fail

► Loosen coupling where possible

Buffer time and slack resources between processes

► Decentralise decision authority

Front-line operators often detect failure first

► Resist optimisation pressure

Lean systems reduce resilience in complex environments

Perrow, C. (1999) *Normal Accidents: Living with High-Risk Technologies*.

Three Dominant Frameworks for Organisational Resilience

High Reliability Organisation (HRO)	Organisational Resilience (OR) Model	Adaptive Capacity Framework
› Preoccupation with failure — treat near-misses as warnings › Reluctance to simplify interpretations of risk › Sensitivity to operations at the front line › Commitment to resilience over efficiency › Deference to expertise over hierarchy	› Cognitive resilience: understanding what's happening › Behavioural resilience: acting effectively under pressure › Contextual resilience: adapting to shifting environment › Resource resilience: marshalling assets at speed › Design resilience: structural flexibility over time	› Absorptive capacity — withstand initial shock › Adaptive capacity — reconfigure during crisis › Transformative capacity — emerge fundamentally changed › Anticipatory capacity — foresight and scenario planning › Restorative capacity — rapid return to functionality
Applied to: Nuclear carriers, aviation, trauma centres	Applied to: Firms navigating polycrisis environments	Applied to: Public sector, critical infrastructure, supply chains

Redundancy as a Strategic Resilience Tool

Redundancy is the deliberate duplication of critical components, processes, or capabilities so that the failure of one does not cause system-wide collapse. It is the antidote to tight coupling in high-stakes environments.

Structural Redundancy	Functional Redundancy	Informational Redundancy
Duplicate physical assets: backup servers, secondary facilities, spare inventory. Most visible form — and most costly. ✓ Immediate failover; predictable ✗ Expensive; may create complacency	Multiple teams or roles capable of performing critical tasks. Relies on cross-training and skill breadth across the workforce. ✓ Flexible; builds organisational capability ✗ Requires sustained investment in people	Multiple channels and systems for transmitting critical data. Prevents single points of failure in decision-making under pressure. ✓ Protects decision quality in crisis ✗ Can create information overload
<i>e.g., Boeing dual hydraulic systems; hospital backup power generators</i>	<i>e.g., NHS cross-trained ICU nurses during the COVID surge</i>	<i>e.g., Military redundant comms channels; decentralised data storage</i>

CASE STUDY · COVID-19 SYSTEM FAILURES

When Systems Collapse: Healthcare, Governance & Logistics

195

Countries affected simultaneously

\$12.5tn

Global economic output lost

94%

ICUs at or over capacity (peak UK)

Zero

High-income nations fully prepared

SYSTEM FAILURES ANALYSIS

Healthcare Infrastructure

PPE stockpiles depleted (no redundancy); single-source supply chains for ventilators; no surge capacity protocols in most NHS trusts.

🔍 Normal Accident Theory: tight coupling in supply chains caused cascade failure

Governance & Communication

Conflicting government messaging; SAGE advice vs. political decisions; failure to activate pre-existing pandemic playbooks.

🔍 HRO failure: hierarchy overrode front-line expertise; signals suppressed

Global Logistics

Port congestion, container shortages, and a collapse in air freight. JIT models failed; no inventory buffers. Pharmaceutical supply chains are critically exposed.

🔍 Systems Thinking: non-linear interdependencies made failure uncontrollable

CASE STUDY · GLOBAL LOGISTICS DISRUPTION

The Evergreen Ever Given Blockage & Systemic Fragility

March 2021: The Ever Given container ship blocked the Suez Canal for 6 days — halting 12% of global trade. The incident exposed how a single point of failure in a tightly coupled global logistics network cascades catastrophically across multiple industries.

CRISIS CASCADE TIMELINE

Day 1–2	Canal blocked	400 ships queued; cargo diverted via Cape of Good Hope adding 10+ days
Day 3–4	Supply shock begins	Fuel, consumer goods, livestock feed shortages signal; futures markets spike
Day 5–6	Systemic cascade	Auto manufacturers halt production; retail inventory alerts trigger globally
Post-event	Lessons & legacy	\$54bn daily trade disrupted; Suez Canal Authority ordered 'rescue fleet' restructure

🔗 Theory Link: Classic Normal Accident Theory — tight coupling + complexity + single point of failure = systemic collapse no actor intended

CASE STUDY · CRISIS ESCALATION & ORGANISATIONAL COLLAPSE

How Crises Escalate: The Anatomy of Collapse

Preconditions

Latent vulnerabilities accumulate: deferred maintenance, poor communication, budget pressure, complacency.

Triggering Event

A seemingly routine failure activates latent vulnerabilities — often small and manageable in isolation.

Escalation

Tightly coupled processes transmit failure. Decision-makers face ambiguity, information overload, time pressure.

Crisis Peak

Organisational capacity overwhelmed. External intervention required. Reputational and financial damage acute.

Collapse or Adaptation

Inadequate response → collapse. Effective response → adaptive reorganization.

The collapse of Carillion plc

- ▶ £7bn pension deficit concealed
- ▶ Profit warnings ignored by board
- ▶ Debt-funded dividend payments
- ▶ 43,000 jobs lost overnight
- ▶ 450+ subcontractors unpaid

WORKSHOP

Applying the CM Frameworks

TASK: In pairs, apply ONE framework from this session to the case assigned to your group. Complete the analysis grid below.

Groups 1–2	Normal Accident Theory	COVID-19 ICU capacity collapse & PPE supply chain
Groups 3–4	High Reliability Organisation	Evergreen Ever Given / Suez Canal logistics cascade
Groups 5–6	Adaptive Capacity Framework	Carillion organisational collapse (governance failure)

ANALYSIS GRID — complete for your case

Analysis Question	Your Group's Findings
Where did the framework's key indicators appear?	→ Write here
What redundancy or resilience mechanisms failed or succeeded?	→ Write here
What strategic recommendation does this framework suggest?	→ Write here
	→ Write here

⌚ 25 minutes analysis + 15 minutes group presentations

GROUP ANALYSIS & STRATEGIC DISCUSSION

Resilience Failures & Strategic Response

TASK: Groups present their framework analysis (5 mins each). Whole-group discussion on strategic response themes follows.

Theme 1

Across all three cases, what is the single most common organisational failure that systems thinking and NAT would have predicted?

Theme 2

How do HRO principles translate practically in sectors not traditionally considered 'high reliability' — e.g., retail, financial services, public health?

Theme 3

What would an 'adaptive capacity' roadmap look like for a mid-sized UK logistics firm post-2024? What are the barriers to implementation?

Debrief Questions: 1. What framework best explained your case? 2. What would resilience look like in practice? 3. What would you advise the board?

Thank you — questions welcome

Appendix C: Week 1 – Lesson Plan**Lesson Plan Template****Lesson Plan**

Topic: Introduction to Crisis Management and Organisational Resilience		Class: MBA and LM Level 7 — UWTSD
Date: 22/04 3rd Semester	Length of lesson: 3 hours (180 min)	Number of students: MBA / LM cohort
Resources required: • Functioning and connected presentation equipment. • Wireless Presentation Remote (clicker). • Microsoft Office 365 (Teams, PowerPoint, Outlook, OneDrive). • PowerPoint slides: Introduction to Crisis Management and Organisational Resilience. • VLE access for learners (reading links and case materials).		
Aim of Lesson: The aim of this session is to introduce learners to the foundational concepts of crisis management and organisational resilience, situating them within a contemporary polycrisis environment. By the end of the session, students will be equipped with key theoretical vocabulary and a critical awareness of how geopolitical, economic, and societal crises intersect to affect organisations.		
Learning Outcomes – The Learners Should Be Able To: • Define crisis management and organisational resilience using scholarly frameworks. • Identify the key dimensions of organisational vulnerability (the 5Cs) in complex environments. • Critically analyse how geopolitical, economic, and societal crises interact through a polycrisis lens. • Evaluate leadership and governance responses to real-world crisis case studies.		
Previous student knowledge required for the session: No prior specialist knowledge of crisis management is required. Students are expected to have a general awareness of current global events and some professional or organisational experience typical of MBA-level learners.		
Anticipated difficulties (if applicable): • Environmental: power outages, weather conditions, room changes. • Attendance: low attendance, late arrivals, class cancellations. • IT issues: equipment malfunction, software lags, no internet or student account access. • Other eventualities outside of the remit of control.		

Professional Standards (where are these being met within the session):

- Plan and deliver effective learning, teaching, and assessment by thoroughly structuring the session around clear learning outcomes, selecting teaching methods appropriate to MBA-level learners, and incorporating both formative and summative assessment opportunities.
- Build positive and collaborative relationships by creating an inclusive, intellectually stimulating atmosphere in which all learners are encouraged to contribute, draw on professional experience, and challenge ideas constructively.
- Demonstrate a commitment to sustainability by using digital resources exclusively — PowerPoint slides, VLE materials, and shared online tools — in place of printed handouts.
- Critically reflect on my own values, knowledge and skills by monitoring learner engagement throughout the session and identifying areas for improvement in delivery, questioning technique, and time management.
- Demonstrate dignity, courtesy, and respect towards others by adhering to the University's code of conduct and the Equality Act 2010, and by ensuring all case study materials and discussion prompts are handled with sensitivity and professional rigour.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Welcome and module introduction Establish entry behaviour Overview of learning objectives What is Crisis Management? What is Organisational Resilience? — The Four Dimensions	PowerPoint Slides 1–3 Q&A: 'Does anyone have direct experience of a crisis — professional or personal?' Learning objectives presented and briefly discussed Lecture/Discussion: three-phase crisis model PowerPoint Slides 4–5 four dimensions of resilience (Robustness, Redundancy, Resourcefulness, Rapidity)	25 min
Development	The Polycrisis Environment Contemporary Case: Russia–Ukraine War Global Supply-Chain Disruption Post-COVID Organisational Instability Organisational Vulnerability: Key Drivers (the 5 Cs)	PowerPoint Slides 6–10 Lecture/Discussion: polycrisis definition, four cluster model Case analysis: Russia–Ukraine — energy security, supply chain, corporate response Data spotlight: supply chain statistics; What Went Wrong vs. Strategic Responses Timeline: COVID-19 organisational instability 2020–25 Framework: five vulnerability drivers (Complexity, Complacency, Concentration, Communication Gaps,	50 min

Break		Capacity Limits) Q&A: 'Which driver feels most relevant to your own organisation?'	15 min
Development	Discussion Three structured discussion questions on geopolitical risk, COVID vulnerabilities, and governance	<u>PowerPoint Slide 11</u> Small-group discussion (10 minutes per question) Plenary debrief — key themes captured on whiteboard/slide Q3 extended discussion: board-level governance mechanisms for distinguishing risk from systemic crisis	30 min
Plenary	Case Study Activity Group work: Boeing 737 MAX, East Palestine Rail Disaster, SVB Collapse Structured debrief presentations	<u>PowerPoint Slide 12</u> Activity: Groups of 4–5, assigned case, 20-minute analysis: 1) What failed & why? 2) Early warning signs? 3) What should leaders have done differently? 5-minute debrief presentations per group	55 min
Conclusion	Week 2 preview and assessment reminder	<u>PowerPoint Slide 13</u> Week 2 preview —Crisis Management Theories & Resilience Frameworks Q&A and session close	5 min
TOTAL:			3 hours

Assessment Strategies: when and how are they included within the lesson?

At the start of the session, diagnostic questioning establishes learners' entry behaviour. A brief opening question — 'Does anyone have direct experience of a crisis?' — reveals prior knowledge, professional experience, and any misconceptions to address. Presenting the learning outcomes ensures learners understand what is expected by the session's end.

During the development phase, formative assessment is embedded through targeted open and closed questioning throughout the lecture input on the polycrisis, vulnerability drivers, and case studies. Think-pair-share and directed questions encourage participation from all learners and allow me to check conceptual understanding in real time. I listen to learners' reasoning on the Russia-Ukraine and COVID-19 cases to assess whether they can connect theory to contemporary events.

In the discussion, I monitor the quality of group argumentation on the three discussion prompts, asking probing follow-up questions to deepen reasoning. The plenary allows me to clarify misconceptions and consolidate key themes.

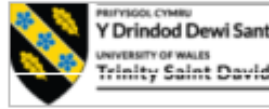
In the case study activity, I observe how groups analyse their assigned cases using questioning. During group presentations, I assess whether learners can identify failure mechanisms and propose alternative leadership responses. Verbal feedback will be given immediately.

Informal reflection (to be completed after the session)

To be completed after the session.

Appendix D: Week 2 – Lesson Plan

Lesson Plan Template



Lesson Plan

Topic: Introduction to Crisis Management and Organisational Resilience		Class: MBA and LM Level 7 — UWTSD	
Date: 29/04 3rd Semester	Length of lesson: 3 hours (180 min)		Number of students: MBA / LM cohort
Resources required: • Functioning and connected presentation equipment. • Wireless Presentation Remote (clicker). • Microsoft Office 365 (Teams, PowerPoint, Outlook, OneDrive). • PowerPoint slides: Crisis Management Theories and Resilience Frameworks. • VLE access for learners (reading links and case materials).			
Aim of Lesson: The aim of this session is to deepen learners' understanding of crisis management by introducing core theoretical frameworks. Students will apply these frameworks to real-world cases of organisational collapse and resilience failure.			
Learning Outcomes – The Learners Should Be Able To: • Explain the crisis management cycle and identify where organisational vulnerabilities are most acute. • Apply systems thinking to diagnose failure conditions in complex organisational environments. • Critically evaluate Normal Accident Theory and its implications for governance and system design. • Compare HRO, OR, and Adaptive Capacity frameworks and select the most appropriate lens for a given context.			
Previous student knowledge required for the session: Students should have attended Week 1 and be familiar with the core vocabulary of crisis management: pre-crisis/during/post-crisis phases, organisational vulnerability, and the polycrisis concept.			
Anticipated difficulties (if applicable): • Environmental: power outages, weather conditions, room changes. • Attendance: low attendance, late arrivals, class cancellations. • IT issues: equipment malfunction, software lags, no internet or student account access. • Other eventualities outside of the remit of control.			

Professional Standards (where are these being met within the session):

- Plan and deliver effective learning, teaching, and assessment by thoroughly structuring the session around clear learning outcomes, selecting teaching methods appropriate to MBA-level learners, and incorporating both formative and summative assessment opportunities.
- Build positive and collaborative relationships by creating an inclusive, intellectually stimulating atmosphere in which all learners are encouraged to contribute, draw on professional experience, and challenge ideas constructively.
- Demonstrate a commitment to sustainability by using digital resources exclusively — PowerPoint slides, VLE materials, and shared online tools — in place of printed handouts.
- Critically reflect on my own values, knowledge and skills by monitoring learner engagement throughout the session and identifying areas for improvement in delivery, questioning technique, and time management.
- Demonstrate dignity, courtesy, and respect towards others by adhering to the University's code of conduct and the Equality Act 2010, and by ensuring all case study materials and discussion prompts are handled with sensitivity and professional rigour.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Welcome and recap of Week 1 Establish entry behaviour Learning objectives The Crisis Management Cycle — 5 phases Systems Thinking: seeing organisations as complex adaptive systems	PowerPoint Slides 1–3 Recap Q&A: 'From Week 1 — what are the four dimensions of resilience?' Learning objectives presented and briefly discussed PowerPoint Slide 4 Five-phase crisis cycle (Signal Detection → Learning & Adaptation); key insight discussion PowerPoint Slide 5 Systems thinking principles — feedback loops, emergence, non-linearity, interdependency; application column	25 min
Development	Normal Accident Theory Three Resilience Frameworks — comparative overview Organisational Redundancy — types and strategic value	PowerPoint Slide 6 Lecture/Discussion: NAT core argument; System Risk Matrix (Coupling × Complexity); four managerial implications Q&A: 'Where would your organisation sit on the coupling–complexity matrix?' PowerPoint Slide 7 HRO, OR Model, Adaptive Capacity Discussion: which framework is most applicable to students' own sectors?	45 min

Break		<u>PowerPoint Slide 8</u> Structural, functional, and informational redundancy; pros, cons, and real examples	15 min
Development	Framework Analysis Workshop Cases: COVID-19 system failures, Ever Given/Suez Canal, Carillion collapse	<u>PowerPoint Slides 9–12</u> Brief case input: COVID-19, Ever Given, Carillion escalation model Workshop activity: pairs assigned to one of three framework–case combinations (NAT / HRO / Adaptive Capacity) 25-minute analysis using the grid: 1) systemic conditions 2) framework indicators 3) redundancy failures 4) strategic recommendation 15-minute group mini-presentations; tutor-facilitated cross-group comparison	45 min
Plenary	Group Analysis & Discussion Three discussion themes: NAT/systems thinking commonalities, HRO in non-traditional sectors, adaptive capacity roadmap	<u>PowerPoint Slide 13</u> Three discussion themes; Groups present findings (5 min each) Whole-class discussion on strategic response themes: 1) best framework for case? 2) resilience in practice? 3) board recommendation?	45 min
Conclusion	Week 3 preview and assessment reminder	<u>PowerPoint Slide 14</u> Week 3 preview Q&A and session close	5 min
TOTAL:			3 hours

Assessment Strategies: when and how are they included within the lesson?

At the beginning of the session, I use a recap Q&A to establish what learners retained from Week 1. This diagnostic check informs the pace and depth of Week 2 input and identifies any Week 1 misconceptions to address early.

During the lecture phase, formative assessment is conducted continuously through open questioning on each theoretical framework introduced. When presenting NAT, I ask learners to position their own organisations on the coupling–complexity matrix — this assesses conceptual application rather than just recall. When comparing the three resilience frameworks, I invite learners to justify which is most relevant to their sector, requiring evaluative reasoning.

In the Framework Analysis Workshop, assessment becomes practical and collaborative. I walk around the auditory during the 25-minute group activity, reviewing the analysis grids, asking probing questions, and providing immediate verbal feedback. Mini-presentations allow me to assess whether students can coherently apply one framework to a complex real-world case scenarios.

During the Group Analysis and Strategic Discussion, I assess learners' ability to synthesise across cases and frameworks through three structured discussion themes, moving learners from description to strategic recommendation, and higher-order thinking.

Informal reflection (to be completed after the session)

To be completed after the session.