

CRISIS MANAGEMENT

Title:	Preparing for the unthinkable: Leadership Development for Organizational Crises	Crises and Crisis Management: Toward Comprehensive Government Decision Making	The Failure of Organisational Learning from Crisis - A matter of life and death?
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Purpose	Discuss methods to cope with the organisational crises	Discuss general patterns on governmental crisis to stimulate more generic future research about crises. Presents a conceptualisation (five heuristic steps) and outlines a crisis typology.	To examine the continuing failure of organisations to learn from crises This paper map out contributions to learning from crisis from a number of fields
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Methodology	Empirical analysis	Literature Review	Case analysis and literature review
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Findings	Experience is crucial in developing high-potential employees into effective executives.	Crises do not lend themselves to the usual examination of regularities of behaviour and management	Learning from crisis directs to knowledge acquisition and policy development and the translation of newly acquired understandings into operating norms and practices
	Organisational crises offering leaders the first hand experiential training necessary to manage the unexpected effectively.	Industrial society is susceptible to catastrophic events.	The lack of integration is the central cause for failure and a key barrier for comprehending the learning from crisis.
	Organisational crises are low probability high impact situations that threaten both critical stakeholders and the organisation's viability.	People who live with high-risk technologies are accustomed to shocks as daily routine accidents.	There is an issue in change management of understanding how to develop and sustain a context for change at both field and organisational level.
	Effective crisis response is a non-event and developing crisis leadership capabilities through direct experience is unrealistic if not impossible.	Threat may be more subtle than immediate survival. The crisis decision making situation is characterised by the necessity to make critical choices.	Repetitive patterns should be translated into new practices.
	Nevertheless, developing leaders who can manage crises mandates a focus on training and proxies for experience.	The definition of crisis: A serious threat to the basic structure or the fundamental values and norms of a social system, which, under time pressure and highly uncertain circumstances, necessitates making critical decisions.	Organisational learning may be blocked from institutional field forces.
	There are proposed 3 ways to do that: (1) Vicarious learning or learning from others who have experienced crises, (2) Simulations, meaning equipping leaders with well practiced patterns of productive problem-solving behaviour, (3) Interpersonal communication training, focusing in effective sensemaking, being receptive in all viewpoints and acting quickly.	There is a four-dimensional framework of intervention in a crisis situation: (1) the administrative system confronted with the threat, (2) the administrative level that takes decisive action and controls the emergency response, (3) the speed of the intervention and the reaction to crisis, (4) the scope and strategy of intervention.	Usually is given limited attention to the organisational barriers and facilitators of organisational learning.
	Crises demand an array of skills and abilities that leaders cannot develop through daily routine, on-the-job experiences.	Managers and scientists should look beneath the surface and identify routine patterns of crisis behavior and management. This could stand for further empirical propositions.	As much crisis management research shown it is the culture of the informal communication that plays a key role in achieving organisational effectiveness.

<p>Leaders that build on organisation's culture invest in its agility and the training in identifying weak signals before the catastrophe strikes.</p>	<p>Crises used to have a clear beginning and a demarcated end. Now tend to be more prolonged and exhaustive with stress cumulating over time and a circular process involving mitigation, preparation, response, recovery and rehabilitation.</p>	<p>The processes of knowledge transfer and assimilation are key components for a framework of crisis plan.</p>
	<p>Particular actors are supposed to adopt particular roles in a crisis situation, which by no means should direct to rebound and recovery.</p> <p>Although crises are in general unpleasant situations, and many literature is dedicated to dysfunctionalities derived from them, they may be functional in other terms. They may generate social and political changes, they may reactivate core values of a region, and put social and political elites to the test.</p> <p>There is a growing awareness of polycentric processes of crisis management and crisis response.</p>	

Contributing thoughts to the paper

<p>There is the path-dependent crisis which is different from the risk, threat and urgency one as it is a derivative of consequent action.</p>	<p>The interplay between policy and practice, bottom up and top down forces is more likely to lead to effective change</p>
<p>Crises create the conditions for repositioning.</p>	<p>The scheme of acquiring, translating and assimilating knowledge is important.</p>
<p>There is space for major developments as long as there is a cut to the bones approach. Radical changes means change of structures which in continuous bring change of status and repositioning.</p>	<p>Policy development should be grounded in practice.</p>

The Power and Impotence of Crisis Management in facing Modern Crises	The failure of legislation by crisis	Cultural Readjustment After Crisis: Regulation and Learning from Crisis Within the UK Soccer Industry	Mindful Learning in Crisis Management
Milasinovic, Srdan et al	Elliott, Dominic et al	Elliott, Dominic and Smith, Denis	Veil, R. Shari
Megatrend Review	Journal of Sport and Safety Management	Journal of Management Studies	Journal of Business Communication
2010	1997	2006	2011
7(2), p. 273-290	p. 11-30	43(2), p. 289-317	48(2), p. 116-147

The need for a creative multidisciplinary approach and search for new answers in the new kinds of crises	Demonstrate the importance of sport and safety management in crises situation in football.	Examines the evolution of the regulation of safety management within the UK soccer industry since 1946. This study explores the the industry's response to changes in the regulatory framework through patterns of industrial bureaucracy and institutional theory.	Demonstrates a Mindful Learning Model, which focus on how learning could be used to cope with crises situations, to lessen their impact or even preventing them from occurring. Barriers of learning are also identified.
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Conceptual analysis	Case and report analysis and review	Case study approach	Conceptual analysis. This study is a conceptual analysis which bridges the theoretical gap by connecting current crisis communication literature to rhetorical theories that identify barriers to learning. Furthermore it encourages the adoption of a mindful
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The response to a crisis is a serious challenge since uncertainty is one of its characteristics.	The potential for disaster exists where large crowds congregate (crowd-related disasters)	More participative forms of regulation encourage more effective learning from crisis because they challenge core organizational and individual assumptions.	Definition of crisis: A specific unexpected, and non-routine event or series of events that create high levels of uncertainty and threat or perceived threat to an organisation's high priority goals. Crisis is an unexpected turning point in an organisation that may have negative or positive outcome.
Managers are obliged to solve complex dilemmas with little information in an unstable environment and under serious stress.	The necessity to highlight weaknesses and promote wider learning are considered key concepts.	The institutional context is important in shaping learning from crisis potential.	Seven points to focus that can help an organisation to emerge stronger from a crisis including the emotional, creative, social and political, integrative, technical, aesthetic and spiritual development.
So far post-crisis investigations are less concerned with learning and more with blaming.	The attempt to solve sociotechnical problems with technical solutions is avoided.	It is serious also to consider the interplay between the different stakeholders in a region.	Although crisis models acknowledge the opportunity to learn from crisis, learning is the last step and crisis signals are usually overlooked.
Defense routines is the opposite to learning purposes in a post-crisis situation.		There is still though ambiguity in the term crisis. Events which are described as crises differ from accidents in terms of the degree to which they challenge core assumptions.	Different crisis models identify certain stages of its lifecycle: (Fink): prodromal, acute, chronic, resolution; (Mitroff): signal selection, probing and prevention, damage containment, recovery, learning; (Coombs): prevention, preparation, response, revision; (Different authors): precrisis, crisis, postcrisis;
The broader possible cooperation and partnership in the search for creative responses, is the answer to a crisis situation.		Crises challenge prevailing norms and serve as a stimulus to cultural readjustment.	An important issue raised is that although learning can be beneficial, analysing a crisis after it has passed can lead to hindsight bias in which the use of knowledge about outcomes can lead people to learn the wrong things.
The characteristics of (a) Traditional, (b) Modern, © Future crises. Special emphasis in future crises' characteristics where lots of breakdowns are expected to happen as a result.		Organisations themselves incubate the potential for disasters through faulty assumptions, known also as man-made disasters. This notion of self-incubating crises affected the agenda of crisis management in terms of research.	Crises send out a trail of early warning signals, according to many researchers.
The balance between prevention and elasticity represents a real challenge for crises managers.		A highly symbolic event may provide a greater challenge to prevailing cultural norms at the core of the onion model.	The crisis management process, as defined in current literature does not evaluate what led to the crisis in the first place.

Future strategies towards crises should encompass recovery.
The imperatives that could help an organisation to prepare for the unknown are the following: (1) secure the awareness of the top management about crises signals, (2) Development of adequate operative capacities, (3) Engagement in continual preparations.

The degree of organisational sickness influence the degree to which any organisation may learn and adapt its behavior. Regulation can play a key role in effecting changed behavior and in encouraging learning from crisis.	Nevertheless, recognition of warning signals and vulnerabilities would allow for planning to minimise the consequences of the event when triggered.
By failing to learn, organisations will continue to incubate vulnerable pathways and this will interact with environmental conditions further down the time line, to allow an incident to escalate into crisis.	Current literature does not provide evidence why warning signals are seen after but not before a crisis strikes. Obviously there might be barriers that inhibit our ability to identify warning signals in time.
Crises allow for challenges to be made to the core assumptions and beliefs that underpin control strategies for organisational processes.	Such barriers are: (1) the classification with experience; we only understand reality with the symbols we recognise; a symbol is a pattern of experience to which we have been exposed; such symbols create our window to the world; since we see the world based on our pattern of experiences all past experiences influence how we will see our future experiences.
A crisis demonstrates that apparently insignificant problems can interact together to generate significant ones. Crises often highlighted the limitations of prevailing norms, beliefs and practices. A crisis event will be of such significance that may attract the external stakeholders interest to study and learn from it.	We view the world through our motives or the contexts of our past experiences. Motives are not why we do things but why we look at the world the way we do. Motives are changing due to symbols we are exposed. If someone is not exposed to an experience due to noise, lack of capacity or any other reason the motive remain unchanged.
Organisations may fail in filter, interpret and make sense of the findings of a public inquiry in a crisis.	We experience the world by creating categories and making distinctions among them. We construct an expected world because we cannot handle the complexity of the present one and then we process the information that fits our expected world and find reasons not to process the information that might contradict it.
A crisis could be incubated through a combination of factors such as: (1) fallacious beliefs, (2) surrounding safety management, (3) crowd behaviours, and (4) lack of pressure from regulators.	(2) Mindlessness: occurs when we act from a single perspective. Also when in automatic behaviour we recognise only what we expect to see and respond in a routine way.
Institutional and economic pressures combined with cultural traditions create a local organisational climate in which non-compliance with the rules becomes a norm or an informal rule.	To be mindless means to be indifferent to the contexts, perspectives, and categories surrounding a situation. When you focus only in get the things done you become a mindless expert and do not identify any signals from outside.
	(3) Reliance on success: when an organisation focus solely on past success cultivate arrogance which may direct to vulnerability.

Crisis encompass learning. There is an between data-information-knowledge-learning.	Learning from crisis paradigm (soccer industry).	Even in periods of success there are crisis signals.
Academic institutes can train the region in learning through a big community of practice which will include the new social tools (living labs etc.)	Academic institutes can build the context upor regional learning from crisis could be cultivated and implemented.	The opportunity to learn exists throughout the crisis lifecycle.
An entrepreneurial academic institute could reposition itself to lead in learning by following modern practices of integating the different powers of a region through social media.	Crises jeopardise norms and commonly accepted rules in a community.	Overconfidence may direct an organisation to potential failure and crisis situations.
	Crises easy cultural readjustments and challenge existing status-quo.	
	Institutions may also be crisis prone.	