MGMT 499
Crisis Management in a Diverse Global World—Business Leader Development Program
(Designated Engaged Civic Learning Course)
Department of Management
Rutgers, The State University of New Jersey
School of Business
Camden Campus
Spring 2016

Section 01 Fr 9:00AM-11:40AM  BSB Room 109

Professor: Oscar Holmes IV, Ph.D.
Office: Business & Science Building 332
Office Hours: 8:00-8:45AM and by appointment.
Office Phone: 856-225-6593
E-mail: Oscar.HolmesIV@Rutgers.edu

Required Textbook:


Course Overview

Crisis Management is actions that people take in order to prevent situations from developing into crises whenever possible and minimizing harm and extinguishing crises when they are unavoidable. Most organizations will experience some sort of crisis during their operations. However, leaders’ responses to crises differ greatly and leaders who prepare and train to deal with crises appropriately are more likely to be successful than leaders who are not prepared and trained to deal with crises. In this course, you will learn the different types of crises, analyze numerous cases of crises, learn how to effectively manage crises, and learn from a number of leaders on how they managed crises. In this course, we will emphasize the management applications of knowledge gained from crisis management training.

All of you are currently members of organizations, and are preparing to become members of other organizations. In this class, we will take the perspective of an organizational member as well as the perspective of someone who has responsibility for managing others. At other times, we will emphasize the skills and knowledge that will be directly applicable to the management of other people or groups of people. Thus, much of what you will learn will be applicable regardless of your level or responsibilities within an organization.

The course is designed to provide a variety of learning experiences and opportunities. Class activities will include class discussion, lecture, case analysis, presentations, and class and group exercises. For you to maximize your learning experience, you will need to prepare by reading the assigned material by the date it is to be covered in class (see the Class Schedule below).

This is a reading intensive course. Much of what you will learn will be based on your reading of the assigned material. The exams will include material in the book that is not covered in the lectures. Therefore, it is important that you read and understand all the material in the assigned
readings. Much of the class will also be flipped. That is, you are required to do readings, go over power-point slides, listen to lectures, and complete assigned materials BEFORE you come to class. It will be assumed that you have done this and IN CLASS time will be devoted to further exploration, practice, and skill building.

This is a business course, so you will be expected to take responsibility for your actions and conduct yourself in a professional manner. Please be ON TIME to class, ATTEND ALL CLASSES, complete assignments by the due dates, and read materials BEFORE the class in which they will be discussed. You should PARTICIPATE in class and you should treat yourself, your colleagues, guests, and your professor in a professional, courteous, manner. NO EXCUSES. Never say it can’t be done; think about how it CAN be accomplished!!! Leaders take charge and are responsible for their behaviors. Additionally, this class will be co-taught by a number of community leaders. As they are visitors in our class, I expect each of you to treat them with the utmost respect by coming to class on time, prepared, attentive, engaged, and appreciative. Many of these leaders are really busy professionals who are volunteering their time to impart their knowledge and experience with you.

*The class sessions may be videotaped to facilitate the learning process.

Class Expectations

The course policies described above require that you take responsibility for your own performance. I expect you to be professional, to stay informed about the progress of this class, and to complete assignments on time. My commitment is to provide you with a useful experience and to give each student a fair opportunity to perform well in this course. If at any time you have concerns about your progress in this course, please see me.

You are expected to read the book. I suggest that you read the assigned chapters multiple times. Please refrain from using electronic devices in class when their use is not for classroom purposes. Failing to comply with this may result in disciplinary actions.

All of your interactions with your non-profit should be done in the utmost respectful, professional, and courteous manner. You are to take your work very seriously with the non-profit and complete assignments as best as possible. The use of electronic devices while meeting with your non-profits should be done in the most professional manner and as appropriate.

Course Goals:
1. Learn effective crisis management policies, procedures, plans, and strategies.
2. Learn strategies on how to prevent and minimize the harm from crises.
3. Learn about effective crisis management practices of current organizations and learn from past failures.
4. Learn how to manage human capital effectively during crises.
5. Increase your professional network.

BLDP Program Premise and Benefits:
The Business Leader Development Program (BLDP) is a customized approach through which high potential students develop the skills and habits of leadership to carry forward into their business careers. Undergraduate students in the BLDP gain enhanced leadership training and
develop critical networking and mentoring skills through seminars with faculty members and local business leaders from a wide variety of industries.

**Student Responsibilities as a BLDP Community Member**

Your acceptance into BLDP is based in part on recommendations which attest to your character, motivation, and leadership potential. In order to build that potential, you will have many professional opportunities that reflect on you as well as on the Program as a whole. You will serve as a role model upholding the high standards of the Rutgers’ Business Leader Development Program and cultivating the following principles:

- Leaders go beyond what is required in developing personal and intellectual capabilities.
- Leaders initiate or contribute substantially to programs, activities, or events that help others.
- Leaders exhibit integrity and ethical conduct.
- Leaders have consistently high levels of self-discipline. They set high standards for themselves and take responsibility for their own actions. They welcome and accept honest feedback.
- Leaders treat others fairly and with respect.
- Leaders honor their commitments to themselves, to their classmates, to their professors, to the Program. They are accountable for getting things done with and through others.

**Engaged Civic Learning Goals:**

1. Practice effective management and leadership theories.
2. Create and apply strategies to create or maintain competitive advantages.
3. Observe, assist, and reflect on management practices and work on tangible projects in order to develop management skills.
4. Make contacts with community leaders and obtain more career advice and perspectives.
5. Learn selling and fundraising skills.
6. Build confidence, empathy, and practice creativity.

**Possible Benefits of Engaged Civic Learning Project to Students**

1. More experience to take with you throughout college and your career.
2. Possibly receive more agentic letters of recommendations.
3. You can practice in real time what you learn in class.
4. Develop community connections and possibly identify additional professional references.
5. Make a difference in your community.
6. Observe the operations of an organization.

**Possible Benefits of Engaged Civic Learning Project to Non-Profits**

1. Develop ongoing partnership with Rutgers School of Business Students
2. Increase fundraising and awareness for the non-profit.
3. Introduce the non-profit to a new population that may not have otherwise been familiar with the non-profit’s work.
4. Gain fresh new perspectives on strategic events.
5. Possibly recruit new employees.

**E-mail and Sakai**

I will send you e-mail to the e-mail account listed in Sakai. Please be sure that you can receive e-
You may review your grades on Sakai. You may download the syllabus, lecture notes, and any other class information from Sakai.

**Grades**

A final course grade will be assigned based on the following student products:

<table>
<thead>
<tr>
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<th>Weight:</th>
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<tbody>
<tr>
<td>Team Project &amp; Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>25%</td>
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<tr>
<td>Attendance/Participation</td>
<td>25%</td>
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Individual assignments include, but are not limited to, case analyses, self-assessments, writing activities, etc.

Team assignments include, but are not limited to, case analyses, non-profit project activities, writing activities, etc.

Final grades will be determined using the following scale:

- **A** 100-90%
- **B+** 89-85
- **B** 84-80
- **C+** 79-75
- **C** 74-70
- **D** 69-60
- **F** below 60%

The only extra credit opportunities that may become available is study/research participation. If these opportunities become available, then I will let you know and tell you how much extra credit will be given if you decide to participate.

**Recommendations for doing well in the class**

- Buy/Rent/Borrow the book(s).
- Read the chapters before the corresponding lectures.
- Read the chapters as many times as needed to understand fully all the concepts presented.
- Attend all classes.
- Study all of the lectures and assigned readings.
- Adopt effective study techniques, do not cram.
- Ask questions when you do not understand something.

**CLASS PARTICIPATION:**

Your attendance in class is important both for yourself and your classmates. It is, however, understood that occasionally illness or other extenuating circumstances arise, and a student may need to miss class. All absences from class will require advance notification (leave a message if I am not in my office). There will be many in-class activities (usually in groups) and role-plays throughout the course of the semester. These activities will not usually be announced ahead of time. It is your responsibility to stay current with class activities that are not listed in the
syllabus, and to attend class so that you can participate. The professor reserves the right to enforce all policies outlined in the RU student handbook. **Please familiarize yourself with the attendance policies of the BLDP contract.**

**Student Work**

Students will frequently work together on assignments as well as individually. All assignments that are turned in for a grade must be typed and double spaced using Times New Roman font, 12 point font unless I state otherwise. If citations are needed, then all citations should be put in APA format.

Student work is routinely checked for plagiarism. Students who submit plagiarized work will have charges filed against them within the University honor program procedures. All students are required to know what constitutes plagiarism as defined in the University’s honor policy:

If you're not clear on the distinction between plagiarism, paraphrasing and writing your own words, you'll find some useful information and examples online at: [http://www.libraries.rutgers.edu/rul/libs/robeson_lib/flash_presents/text_plag.html](http://www.libraries.rutgers.edu/rul/libs/robeson_lib/flash_presents/text_plag.html)

**Late assignments will NOT be accepted. Any exceptions are completely at the discretion of the professor.**

**Important Dates**

January 27 – Last day to drop without a W grade  
January 27 – Last day to add a course  
Feb 29-Mar 11 – Academic warning period  
April 4 – Last day to withdraw from a course with a W grade  
March 12-20 – Spring Recess  
May 2 – Last day of classes  
May 5-11 – Final exam period

**Assignments**

This class will require a lot of discipline and time management. A lot is expected of you. Make sure that you stay informed of which assignments are due and when and stay informed about your team projects. All assignments that are turned in for credit must be typed.

**IA #1: Harvard Business Review/Academy of Management Executive/Perspectives Article:**  
There will be several Harvard Business Review articles and/or Academy of Management Executive/Perspectives articles assigned throughout the semester. You have to write 1 executive summary. You can choose which one you want to write, but it must be turned in the day in which we discuss the article so they have to be done in advance. The executive summary should be no more than 2-pages double-spaced, 12-point font, and briefly summarize the article and provide your assessment of the content and how you plan to apply the knowledge you gained from the article to leadership and Management. These are always due in class the day we go over the articles. I suggest not wasting space so you should add your full name, date, and HBR author last name(s) in the header so that you can use the entire 2 pages for your executive summary. In business, you must learn to write clearly and concisely and that’s why I’m limiting you to 2 pages. These articles need to be read prior to coming to class so that you are prepared to
discuss the discussion questions in class.

**IA #2: Leadership Biography:** Leaders need to get to know their followers, so write a brief bio (1-2 pages) on yourself, providing a little of your background (major, interests, current work status or jobs you’ve held, career goals, etc.), why you are taking MGT 499, what your level of effort will be during the semester, and specifically state your goals for the class. Include a least a paragraph about something you “care about – and why – outside of your family.” For example, the environment, religion, politics, policy, community service – some greater good. You may also discuss any other issues of interest to you. **This will be shared with classmates.** This will be graded on completion, grammar, conciseness, and ingenuity.

**IA# 3: Team Member Evaluation:** Each person on the team is responsible to give each team member a grade for his/her performance. You will also have to justify this grade. Your team members will not know who gave which grades to whom. This will serve as an additional grade on your team project.

**IA#4: Crisis Management Exercises**

**TA#1: Non-Profit Project Selection:** Choose a non-profit from the list below. (Not graded)

**TA#2: Leader Interview:** Interview a leader/representative from the non-profit you chose. Your interview questions will need to be approved before the interview takes place.

**TA#3: Letter/E-mail Introduction & Phone Script:** Your team needs to construct a letter/e-mail AND phone script of how you plan to make initial contact with the organization outlining who you are, your class, and what the project entails. These will need to be approved before making initial contact with the non-profit organization.

**TA#4: Select Team Name & Motto.** The deadline will be announced in class. (Not graded)

**TA#5: Thank You Letter:** Your team will be responsible for sending out Thank You letter to leader/non-profit as appropriate throughout the project. This needs to be approved before sending out. The letter needs to be inclusive of your experiences and appreciation and should be no longer than 1 page.

**TA#6: Non-Profit Action Assignment (posted on Sakai).**

**TA#7: Class Newsletter:** The class needs to create a newsletter about the class’s activities that will be sent to the non-profits and community leaders.

**TA#8: Team Portfolio:** See instructions below (guidelines posted on Sakai).

**TA#9: Team Presentation:** See instructions below (guidelines posted on Sakai).

**TA#10: Crisis Management Exercises (Will be done in class and out-of-class and assigned throughout the semester)**

**TA#11: Crisis Investigation:** Each team will be responsible to search for information related to assigned crises. The goal is to reach information saturation—that is, no matter how many more sources you receive, you do not learn any additional information. Your team needs to compile
this information in a format that will make it easy for you to present new information to the class in a Socratic format. Teams will be graded on a ranked basis (1-3). I will provide you with the initial crisis links.

Team Project:
This is a management class so instead of just reading about management, you will actually have to employ your management/leadership skills in a significant way. Your team is tasked with partnering with a non-profit. Your team activities will be decided upon based on feedback from me and the non-profit leaders with whom you connect and your teammates’ input. Your main tasks will be to assist non-profits on their projects to raise money and awareness. In some cases, instead of working on current fundraising projects at the non-profit, you may be asked to design new fundraising events. Your role in working with the non-profit will be very fluid throughout the semester. Although you may assist the non-profit in its “everyday” work if you desire, your role is not to just be a set of “extra hands” for the non-profit. Instead, your work with the non-profit should be strategic in nature. **You are required to go over at least 2 concepts from class with your non-profit leaders and write about them in your team portfolio.** The non-profits that you may choose to base your project on are: Boys and Girls Club (Camden), Say It With Clay (Collingswood), and Alex’s Lemonade Stand Foundation (Philadelphia).

Teams cannot have overlapping projects (e.g. 1 team to 1 non-profit). Team assignments will be given throughout the semester. This is a very huge project, therefore, social loafing will not be tolerated in teams. Your team members can suggest that social loafers be disciplined that may include removal from a team. Please consult with me as soon as possible when there are problems concerning team members so that they can be rectified as soon as possible. You will have the opportunity to evaluate yourself and your team members.

Team Portfolio:
Your team must maintain a team portfolio documenting all of your activities related to your project as well as the assignments that are related to the project. This portfolio should include a Table of Contents. **Graded assignments should be corrected before placed into the team portfolio (e.g. no original graded assignments in the portfolio). Guidelines for the team portfolio and presentation are posted on Sakai.**

Team Presentation:
Each person needs to have at least 1 speaking part during the presentation. The presentation should be no longer than 15 minutes and you will have 5 minutes to answer questions. You will use a power point presentation, but you should give the presentation, not have the slides full of words and you simply read from the slides. The presentation should be professional and well-rehearsed. Your team will be graded on how well the presentation is given, how informative the information is given on the topic, and how well you respond to questions. Individual scores on this assignment will generally be the same for all the team members, unless I deem it necessary to vary individual scores (this is totally based upon my professional judgment). Your presentation will consist of providing the class an overview of your project performance of the non-profit you selected.
**In-class activities**

We will complete in-class exercises and activities. The purpose of these activities is to allow you to apply concepts discussed in class. I consider these exercises to be important learning experiences and this material will be covered on the exam.

**Included by Incorporation**

This syllabus incorporates all RU rules, requirements, policies, and academic deadlines that apply to students. This syllabus also incorporates all the deadlines on the academic calendar. Please make yourself familiar with all rules, requirements, policies and deadlines including but not limited to Academic Integrity, University Statement Concerning Students with Disabilities, Computer Ethics Policy, Sexual Harassment Policy, RU Rules and Procedures including Rights and Prohibited Conduct, and course withdrawal deadlines.

**Academic Help**

The Rutgers-Camden Learning Center located in Room 231 Armitage Hall is the main academic support center on campus offering students free course content tutoring, writing assistance, academic coaching, Supplemental Instruction Review Sessions, Academic Support Workshops and more. Students can go to our website at [http://learn.camden.rutgers.edu](http://learn.camden.rutgers.edu) to make an individual appointment for course content tutoring or writing assistance with one of our tutors.

The Business Librarian, Theo Haynes, can be reached for help with your assignments or research projects most weekdays, 10-5, in her Robeson Library office at 856-225-2838, via the reference desk at 856-225-6034 or by email at haynes@camden.rutgers.edu. She is available several hours a week in the School of Business – Camden. Consult her for help finding quality articles, books and data.

To access the wealth of business information resources the Rutgers University Libraries make available to you, start on the Robeson Library homepage at [https://library.camden.rutgers.edu](https://library.camden.rutgers.edu) to get to Business Source Premier for scholarly journal and trade magazine articles. You can get to many other business databases as well via the Articles tab > Complete A-Z Listing of Databases > By Subject > Business.

Besides the Articles tab, use the Research Resources tab for Research Guides > Business, for an abundance of Libguides to help with various categories of business topics. On this page, under Course Guides > Camden, you can also find guides for assignments for individual classes, or search here for the Profile for Theo Haynes, with office hours, reference desk hours, and contact information for other times.

For lots of other ways to get library help, on the Robeson Library homepage click on the Contact Us button.

Theo Haynes | 856-225-2838 | haynes@camden.rutgers.edu

**Weather and Emergency Information**
CAMPUS CLOSURE
Rutgers–Camden closes only in the event of severe weather or other significant circumstances. Notification of closure is prominently posted on our homepage in the event of inclement conditions.

To find out if the campus is closed:
- Call the Rutgers–Camden operator’s line 856-225-1766. A recorded message will tell you if the campus is closed.
- Check CBS Philly if our campus is closed due to weather.
- Listen to KYW-AM (1060) Rutgers–Camden’s school closing numbers are 605 (day) and 2605 (evening).

Resident students should monitor the resident email listserv for postings concerning dining hours and, as applicable, snow removal of the residents’ parking lots.

Please do not call the Rutgers University Police Department about weather-related cancellations.

INDIVIDUAL CLASS CANCELLATIONS
If Rutgers is open and you wish to find out if your specific class is cancelled due to inclement weather, contact that department’s main number.

School of Law students should call 856-225-6375 and select menu option 4 for class cancellations or menu option 5 for emergency closing information.

Atlantic County MBA students can check on the status of their classes by calling 856-225-6452.

SIGN UP FOR EMERGENCY ALERTS
Rutgers–Camden has an emergency text message notification system. You can register your cell phone number to receive alerts in the event of a major campus emergency.

What to know and do to be prepared for emergencies at RU:
- Sign up to receive RU text messaging alerts. Keep your information up-to-date.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from RU or other designated authorities.
- Know where to go for additional emergency information - Know the emergency phone number for the RU Police (9-1-1- or 856-225-6009).

Report suspicious activities and objects.

Please visit the following link for a more complete explanation of what to do in case of an emergency on campus. http://prepare.UA.edu/wp-content/uploads/2011/10/Safety-Poster.pdf

For police assistance, or to report a crime or suspicious incident, please call the University Police at (9-1-1- or 856-225-6009), 24 hours a day, 7 days a week.

For more information, you can visit the RU Police department link at http://rupd.camden.rutgers.edu/

Academic Honor Code
All students in attendance at Rutgers University are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Rutgers University expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the
beginning of each semester and on tests and projects, at the discretion of the course professor, each student will be expected to sign an Honor Pledge.

The Academic Honor Pledge reads as follows: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

**Academic Misconduct**
Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity:

- **Cheating**: using or attempting to use unauthorized materials, information, study aids, or computer-related information
- **Plagiarism**: representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one’s own
- **Fabrication**: presenting as genuine any invented or falsified citation or material
- **Misrepresentation**: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.


The Honor System must be upheld and enforced by each member of Rutgers University community. The fundamental attributes of our community are honor and integrity. We are privileged to operate with this Honor System.

Understanding these guidelines will help you to encourage classroom behavior that does not detract from the quality of each student’s educational experience. Please read the student handbook and think about your role in promoting a University culture based on mutual respect and civility.

**DISABILITY SERVICES**
The Office of Disability Services (ODS) is the central contact point for University students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. ODS works with faculty and other members of the University community to provide individualized academic accommodations and support services while promoting student responsibility and self-advocacy. It is the student’s responsibility to make known a need for academic accommodations and services by providing appropriate documentation of the disability to ODS, formally requesting accommodations through meeting with an ODS case manager, and by presenting an official ODS accommodation letter to each of his/her professors.

For more information about services for students with disabilities, consult the Web site, [http://disabilityservices-uw.rutgers.edu/](http://disabilityservices-uw.rutgers.edu/), or call (856) 225-4285 (voice), or email at
tdivaler@camden.rutgers.edu. Written correspondence should be addressed to The Office of Disability Services, 227 Penn Street, Camden, NJ 08102.

Class Speakers:
Most, if not all classes, will have a leader come in to speak about managing crises. A student will be chosen to introduce this speaker. All students must check the speaker list using the Google link to be prepared for each speaker’s visit by familiarizing yourself with the speaker’s background so that you can ask intelligent questions and engage in purposeful dialogue with the speaker.

https://docs.google.com/spreadsheets/d/1KpQLeY9aQoLULYjdYuGoffU6MNblXuYCUi_2WQ1hSPw/edit?usp=sharing

Class Schedule

This class schedule represents the instructor’s best estimate of the topics to be covered on various days. In some cases, several chapters may be covered on one day. As such, it is very important that you come to each class session as a lot of material will be covered.

Jan 22:
In-Class Activities:
Introduction, Syllabus, A bath without water
6 minutes
https://www.ted.com/talks/ludwick_marishane_a_bath_without_water?language=en
Choose Teams & Non-Profits
BLDP Alumni Panel

Homework:
Watch 3 Secrets of an Inspiring Message to improve your presentation skills!
http://www.youtube.com/watch?v=DRtXJ2ih0AI&utm_source=Twitter&utm_medium=tweet&utm_campaign=GalloVideo
Leader Biography IA#2 Due Jan 29
Non-Profit Email & Phone Script TA#3 Due Jan 29
Read Chapters 1-3 Before Next Class (Bernstein: The Importance of Crisis Management, Crisis Prevention, & Crisis Planning)
Philly Porngate Scandal Initial Link (To be covered in Jan. 29 class):
James, E. & Wooten, L. Crisis Leadership and Why It Matters. The European Financial Review. (To be covered in Jan. 29 class)
The Secret to Successful Crisis Management in the 21st Century Melissa Agnes TEDx Talk 17 minutes
https://www.youtube.com/watch?v=VQGEPEaEWtg

Jan 29:
In-Class Activities:
Philly Porngate Scandal
Crisis Management Exercises
**Homework:**
Team Name, Goals, & Motto Due Feb. 5
Read Chapters 4-7 Before Next Class (Bernstein: Crisis Training, Crisis Drills, Crisis Response, & Crisis Messaging)
Chipotle Crisis Initial Link (To be covered in Feb. 5 class):
(To be covered in Feb. 5 class)

Assignment Due:
Leader Biography IA#2
Non-Profit Email & Phone Script TA#3

**Feb 5:**
**In-Class Activities:**
Chipotle Crisis
Crisis Management Exercises

**Homework:**
Read Chapters 8-10 Before Next Class (Bernstein: Crisis Recovery, Online Reputation Management, & Crisis Management and the Law)
University of Missouri Scandal (To be covered in Feb. 12 class):
Crisis Management Carlos Miranda Levy TEDxTokyo Talk 11 minutes
https://www.youtube.com/watch?v=f0_cGEDA4Rk

Assignment Due:
Team Name, Goals, & Motto

**Feb 12:**
**In-Class Activities:**
University of Missouri Scandal
Crisis Management Exercises

**Homework:**
Read Chapters 11-13 Before Next Class (Bernstein: Crisis MGMT and the Publicly Owned Company, Cultural Issues in Crisis MGMT, & Crisis MGMT Tools)
Non-Profit Action Assignment Due Feb. 19

**Feb 19:**
BLDP Field Trip to Fellowship House: Bus will leave from outside BSB

**Homework:**
Read Chapters 14-16 Before Next Class (Bernstein: Crisis MGMT Consultants, Special Crisis MGMT Risk, & Moral Imperatives & the Future of Crisis MGMT)
Volkswagen Scandal (To be covered in Feb. 26 class):
Smith, N. C., Thomas, R. J., & Quelch. 1996. A Strategic Approach to Managing Product
Recalls. Harvard Business Review. (To be covered in Feb. 26 class)
Crisis is inevitable, failure doesn’t have to be: Paul Robertson TEDxBristol 6 minutes
https://www.youtube.com/watch?v=tN8BVluk0-E

Assignment Due:
Non-Profit Action Assignment
Leader Interview Questions Due Feb. 26

Feb 26:
In-Class Activities:
Volkswagen Scandal
Crisis Management Exercises

Homework:
Napa Wine Train Crisis (To be covered in Mar 4 class)
her_passenger_thinks_she_was_discriminated.html?wpsrc
James, E. H. & Wooten, L. P. 2006. Diversity Crises: How Firms Manage Discrimination
Lawsuits. Academy of Management Journal (40), 1103-1118. (To be covered in Mar 4 class)

Assignment Due:
Leadership Interview Questions

Mar 4:
In-Class Activities:
Napa Wine Train Crisis
Crisis Management Exercises

Homework:
Henry Louis Gates PBS Scandal (To be covered in Mar 18 class)
http://gawker.com/beware-of-celebrities-how-star-humping-ruined-henry-le-1714664184
(To be covered in Mar 18 class)

Mar 18:
In-Class Activities:
Henry Louis Gates PBS Scandal
Crisis Management Exercises

Homework:
Amtrak Derailment Philadelphia (To be covered in Mar 25 class)
http://www.nbcphiladelphia.com/news/local/Amtrak-Train-Derailment-Philadelphia-Port-
Richmond-303553831.html
covered in Mar 25 class)
Mar 25:
In-Class Activities:
Amtrak Derailment Philadelphia
Crisis Management Exercises

Homework:
Bernie Madoff’s Ponzi Scheme (To be covered in Apr 1 class)

Apr 1:
In-Class Activities:
Bernie Madoff’s Ponzi Scheme
Crisis Management Exercises

Homework:
FIFA Corruption Crisis (To be covered in Apr 8 class)

Apr 8:
In-Class Activities:
FIFA Corruption Crisis
Crisis Management Exercises

Homework:
Hoverboard Explosions (To be covered in Apr 15 class)
http://www.huffingtonpost.com/entry/this-is-the-one-hoverboard-explosion-you-must-see_us_5686d650e4b014efe0da932d
Hamm, J. 2006. The Five Messages that Leaders Must Manage. Harvard Business Review. (To be covered in Apr 15 class)
Start working on Team Portfolio & Class Newsletter—They are due on April 22

Apr 15:
In-Class Activities:
Hoverboard Explosions
Crisis Management Exercises

Homework:
Toshiba Accounting Scandal (To be covered in Apr 22 class)
Apr 22 class
Argenti, P.  Crisis Communication: Lessons from 9/11. Harvard Business Review. (To be covered in Apr 22 class)

Apr 22:
**In-Class Activities:**
Toshiba Accounting Scandal
Crisis Management Exercises

**Homework:**
Seijts, J.  2015. Who Should Take the Fall? Harvard Business Review. (To be covered in Apr 29 class)

**Assignments Due:**
Team Portfolio
Class Newsletter Due

Apr 29:
**In-Class Activities:**
Crisis Management Exercises
Team Presentations

Additional readings and assignments may be assigned and/or altered at my discretion.