



Course and Examination Fact Sheet: Spring Semester 2019

4,342: Leadership in Humanitarian Crisis

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - Active participation (30%)

Decentral - Group examination paper (all given the same grades) (70%)

Attached courses

Timetable -- Language -- Lecturer

[4,342,1.00 Leadership in Humanitarian Crisis](#) -- Englisch -- [Koestler Andreas G.](#)

Course information

Course prerequisites

No previous experience is necessary. An interest in current affairs and previous experience from NGOs and/or international institutions are welcome, but by no means required. Especially, before the course a good attention through the media to ongoing disaster responses will help to better integrate the topics of the course.

Course content

Learning Goals

1. Understanding and being able to act as a humble and careful leader in an emergency situation based on proper knowledge about emergency situations, risks, potential solutions and approaches.
2. Being able to develop meaningful and realistic plans (plan of action) based on given situations to guide teams and professionals to provide necessary services.
3. Being able to analyse emergency situations in terms of their immediate risks as well as potentials for future improvements.
4. Develop focused leadership creativity within given and realistic challenges and limitations.

Course structure

Day 1 Introduction - Disaster Leadership versus Disaster Management - new developments in the 21st Century - Relevance for the challenges of tomorrow - stakeholders' involvement. Stories/scenarios from Rwanda, Kosovo, Banda Aceh (tsunami), Haiti (earthquake), DR Congo, Philippines - common challenges in different scenarios, how disaster response historically evolved. The new threats in a highly populated, globalized and faster changing (hotter) world - change management. Risk = f{Hazard + Vulnerability} Cases and scenarios - proper knowledge management as the tool to improve learning.

Day 2 The Assessment: the need of it and its culprits. Finding your team and your people, finding your tasks, finding your space; voluntarism as potential and challenge. Leadership for teams, leadership in teams - the coordination challenge.

Important decisions: no time and no information (the intuitive way of cost/utility analysis). Capacity and competency assessment - key of response mechanisms. Vulnerability assessment - the way to understand needs and to protect people.

Day 3 The plan of action: How to systematically approach the challenges despite the chaotic circumstances. Stakeholders and partners - a myriad of governmental, non-governmental and international organizations. Examples and characteristics of Local Government, UN, IFRC, ICRC and others: different working models for a common task.

Day 4 Conflicts in disaster management - creative approaches by successful leaders. Distributed leadership at all levels.



Developing your own plan of action, developing your leadership roles, identification of success indicators -> your paper

Course literature

Relevant cases, articles and theoretical papers will be provided in conjunction with the lectures.

The following publications will be good and useful self-studies to the lectures for those interested for deepening their knowledge and know-how. The first paper by Buchanan-Smith & Scriven 2011 gives a very good introduction to the topic:

Buchanan-Smith, M. & Scriven, K. *Leadership in Action: Leading effectively in humanitarian operations*. ALNAP, 2011 (<http://www.alnap.org/resource/6118.aspx>)

Coppola, D. P. (2006). *Introduction to International Disaster Management*. Oxford: Elsevier.

Holmes, J. *Humanitarian action: a Western-dominated enterprise in need of change*. Forced Migration Review. 29 4-6 December 2007

International Federation of the Red Cross and Red Crescent Societies. (2008). *Guidelines for assessment in emergencies*.

Oxfam International. (2008). *Rethinking Disasters - Why death and destruction is not nature's fault but human failure*.

Walter, P. and D. Maxwell: *Origins of the International Humanitarian System*. Shaping the Humanitarian Word. Routledge Publications, 2008.

Additional course information

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Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination time and form

Decentral - Active participation (30%)

Remark

Numerous groups works and discussions

Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

Supplementary aids

Material and information will be provided during lectures.

Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Decentral - Group examination paper (all given the same grades) (70%)

Remark

Paper in group of 2-4 students, 25-35 pages



Examination-aid rule

Term papers

- Term papers must be written without anyone else's help and in accordance with the known quotation standards, and they must contain a declaration of authorship.
- The documentation of sources (quotations, bibliography) has to be done throughout and consistently in accordance with the APA or MLA standards. The indications of the sources of information taken over verbatim or in paraphrase (quotations) must be integrated into the text in accordance with the precepts of the applicable quotation standard, while informative and bibliographical notes must be added as footnotes (recommendations and standards can be found, for example, in METZGER, C. (2017), Lern- und Arbeitsstrategien (12th ed., Cornelsen Schweiz).
- For any work written at the HSG, the indication of the page numbers both according to the MLA and the APA standard is never optional.
- Where there are no page numbers in sources, precise references must be provided in a different way: titles of chapters or sections, section numbers, acts, scenes, verses, etc.
- For papers in law, the legal standard is recommended (by way of example, cf. FORSTMOSER, P., OGOREK R. et SCHINDLER B. (2018, Juristisches Arbeiten: Eine Anleitung für Studierende (6. Auflage), Zürich: Schulthess, or the recommendations of the Law School).

Supplementary aids

Ideas, concepts and Plan Of Action is introduced and discussed during lectures.

Examination languages

Question language: English

Answer language: English

Examination content

The paper handed in shall reflect the student's understanding of the topics of the course, shall document creative own thinking within this realm and show inter-linkages between theory and practice.

Examination relevant literature

The papers produced by the students shall be based on, among others, the literature and the presented material discussed in class. In addition, students have to find a similar case to draw learning from and to comment. Explications how to use literature for this will be given.

Please note

We would like to point out to you that this fact sheet has absolute priority over other information such as StudyNet, faculty members' personal databases, information provided in lectures, etc. When will the fact sheets become binding?

- Information about courses and examination time (central/decentral and grading form): from the start of the bidding process on 24 January 2019
- Information about decentral examinations (examination-aid rule, examination content, examination relevant literature): after the 4th semester week on 18 March 2019
- Information about central examinations (examination-aid rule, examination content, examination relevant literature): from the start of the enrolment period for the examinations on 08 April 2019

Please look at the fact sheet once more after these deadlines have expired.