

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

**ЗАТВЕРДЖЕНО**

на засіданні кафедри  
менеджменту, бізнесу  
і адміністрування  
Протокол № 1 від 27.08.2025 р.

**ПОГОДЖЕНО**

Проректор з навчально-методичної роботи

 Каріна НЕМАШКАЛО



**АНТИКРИЗОВИЙ МЕНЕДЖМЕНТ**

**робоча програма навчальної дисципліни (РПНД)**

|                  |  |
|------------------|--|
| Галузь знань     | <b>D Бізнес, адміністрування та право</b>                  |
| Спеціальність    | <b>D3 Менеджмент</b>                                       |
| Освітній рівень  | <b>другий (магістерський)</b>                              |
| Освітня програма | <b>Бізнес-адміністрування: Організаційні трансформації</b> |

|   |                    |
|---|--------------------|
| Статус дисципліни                       | <i>обов'язкова</i> |
| Мова викладання, навчання та оцінювання | <i>англійська</i>  |

Розробник:  
к.е.н., доцент



Ольга МИРОНОВА

Завідувач кафедри  
менеджменту, бізнесу і  
адміністрування



Тетяна ЛЕПЕЙКО

Гарант програми



Оксана МАЗОРЕНКО

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF  
ECONOMICS**

**APPROVED**

at the meeting of the department  
management business and administration  
Protocol № 1 of 27.08.2025



**AGREED**

Vice-rector for educational and methodical  
work

Yaroslava NEMASHKALO

**CRISIS MANAGEMENT**  
**Program of the course**

Field of knowledge **D Business, administration and law**  
Specialty **D3 Management**  
Study cycle **second (master)**  
Study programme **Business administration: Organisational transformations**

Course status **mandatory**  
Language **English**

Developer:  
PhD (Economics),  
Associate Professor

Olga MYRONOVA

Head of Management,  
Business and Administration  
Department

Tetyana LEPEYKO

Head of study  
programme

Oksana MAZORENKO

## INTRODUCTION

In the context of growing global instability, economic volatility, geopolitical tensions, technological disruptions, and increasing frequency of organizational crises, the study of “Crisis management” has become highly relevant for master’s students. Modern managers operate in an environment characterized by uncertainty, rapid change, and complex risk structures, where the ability to anticipate, prevent, and effectively respond to crises is a critical managerial competence.

Crisis situations pose significant threats to organizational sustainability and competitiveness. Ineffective crisis response can result in substantial financial losses, erosion of stakeholder trust, and long-term strategic damage.

The course “Crisis management” provides a systematic understanding of crisis typology, early warning systems, crisis communication, leadership in extreme conditions, and post-crisis recovery. It integrates strategic, financial, operational, and human-resource perspectives, enabling future managers to develop resilience-oriented strategies and ensure business continuity. Moreover, the course fosters the development of analytical thinking, stress-resistant leadership, and ethical responsibility. These competencies are essential for effective governance in turbulent environments.

The purpose of the course “Crisis management” is to provide theoretical knowledge and to form applied skills in order to manage company in the crisis conditions.

The tasks of the course are:

- to learn the essence, features of crisis and identifying crisis signals;
- to learn the most common methods for crisis diagnostics;
- to learn technologies, strategy and tactics of crisis management;
- to master the technique of crisis management plan;
- to learn the crisis management team’s responsibilities;
- to master best practices for crisis communication;
- to learn how to apply ethical principles in crisis management.

The object of the course is the organization’s crisis management activities.

The subject of the course is modern principles, approaches and methods of identifying, assessing and solving crisis issues.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1

### Learning outcomes and competencies formed by the course

| Learning outcomes | Competencies |
|-------------------|--------------|
| LO1               | GC1          |
|                   | GC7          |
|                   | SC1          |
|                   | SC8          |
| LO2               | SC4          |

|      |      |
|------|------|
|      | SC11 |
| LO4  | SC8  |
| LO5  | SC10 |
| LO6  | SC8  |
| LO7  | GC3  |
| LO8  | GC1  |
|      | GC3  |
|      | SC4  |
|      | SC8  |
|      | SC10 |
|      | SC11 |
| LO13 | GC1  |
|      | SC10 |
| LO14 | SC8  |
|      | SC12 |

where GC1. Ability to conduct research at the appropriate level;  
GC3. Skills in using information and communication technologies;  
GC7. Ability to abstract thinking, analysis and synthesis;  
SC1. Ability to choose and use management concepts, methods and tools, including in accordance with defined goals and international standards;  
SC4. Ability to effectively use and develop the organization's resources;  
SC8. Ability to use psychological technologies for working with personnel;  
SC10. Ability to manage the organization and its development;  
SC11. Ability to demonstrate critical understanding and integration of management and leadership knowledge in the context of change;  
SC12. The ability to develop and apply methods and technologies of complex management of the organization.

LO1. Critically consider, choose and use the necessary scientific, methodical and analytical tools for management in unpredictable conditions;  
LO2. Identify problems in the organization and justify the methods of solving them;  
LO4. Justify and manage projects, generate business ideas;  
LO5. Plan the activities of the organization in strategic and tactical sections;  
LO6. Have the skills to make, substantiate and ensure the implementation of management decisions in unpredictable conditions, taking into account the requirements of current legislation, ethical considerations and social responsibility;  
LO7. Organize and carry out effective communications within the team, with representatives of various professional groups and in an international context;  
LO8. Apply specialized software and information systems to solve organizational management problems;  
LO13. Be able to plan and carry out informational, methodical, material, financial and personnel support of the organization (unit);  
LO14. Apply and create complex management technologies, methods and tools for effective and efficient business management in risk conditions.

## COURSE CONTENT

### **Content module 1. The essence and nature of the use of crisis management tools**

#### **Topic 1. Theoretical foundations of crisis management**

**1.1. The concept, the main signs of crisis phenomena in the economy of an enterprise.** Definition of crisis. Key features of a crisis. Crisis signals. Crisis signal detection model.

**1.2. Crisis classification.** Types of crises according to occurrence time. Types of crisis: financial crisis; technological crisis; crisis of malevolence; natural crisis; crisis of deception; workplace violence.

**1.3. Organizational life cycle.** Stage of life cycle. Greiner's model of organizational growth. Weitzel and Jonsson's model of organizational decline.

**1.4. Essence of crisis management.** Meaning of crisis management. Content of crisis management plan.

#### **Topic 2. Crisis analysis**

**2.1. Causes of global crises.** Common causes of crisis. Modern causes of crisis.

**2.2. Reforms to achieve global financial stability.** Adopting a system-wide view. Improving incentives. Better data and information to reduce the unknowns. Assume crises will recur, improve crisis management.

**2.3. Causes of business crises.** The five broad causes of crises: external economic attack, external information attack, breakdowns, psychopathology, human resource factors. The causes of a business crisis.

**2.4. Crisis characteristics.**

**2.5. Insolvency prediction models.** Insolvency prediction models' types: accounting-based models, market-based models. Altman Z-score model. Springate model. Logit approach by Ohlson. Emerging markets model. Shumway's discrete-time hazard model. Hillegeist Black-Scholes pricing model.

#### **Topic 3. Technologies, strategy and tactics of crisis management**

**3.1. Crisis management as a process.** Meaning of crisis management. Crisis management phases.

**3.2. Crisis actions.** Purpose of crisis management. Pre-crisis actions and preparations. The crisis unfolds. After the crisis actions. Rules for crisis management.

**3.3. Creating a crisis management strategy.** Steps of a crisis management strategy creating.

**3.4. Crisis management strategies.** Ps of crisis management. Modern tendencies of crisis management. Crisis management strategy vs. tactics. Main influences that shape crisis management strategy. Crisis management strategies. Ways to become more proactive.

#### **Topic 4. Crisis management plan and program**

**4.1. Crisis management plan.** Definition of crisis management plan. Items in crisis management plan. Characteristics of an effective crisis management plan.

**4.2. How to make crisis management plan.** Steps to make a crisis management plan.

**4.3. Other Plans.** Business continuity plan. A crisis management action plan.

**4.4. Crisis management plan checklist.**

## **Content module 2. Practical application of crisis management tools**

### **Topic 5. Crisis leadership**

**5.1. Crisis management for solving problems.** Organisational problem. Business problem. Political problem. Communication problem. Implications for management.

**5.2. Principles of managing people in the crisis.** Dos principles. Don'ts principles.

**5.3. Crisis leadership.** Definition of crisis leadership. Crisis leadership vs. crisis management. Components of effective crisis leadership. Things to look for in a crisis leader. Appropriate leadership style for crisis management. The "C.R.I.S.I.S." leadership model.

### **Topic 6. Crisis teams**

**6.1. What is the crisis management team?** Meaning of the crisis management team. Role of crisis management team. Purpose of a crisis management team. The crisis management team's responsibilities. The crisis management team's functions.

**6.2. Structure of crisis team.**

**6.3. Team structure in Incident command system of crisis management.** The Incident command system. Area of responsibility. Characteristics of a good crisis management team member. Crisis management team planning checklist.

### **Topic 7. Crisis communications**

**7.1. What is the crisis communication?** Definition of crisis communication. Best practices for crisis communication.

**7.2. Crisis communication strategies.** Crisis management strategies for business owners. Rules of crisis communication.

**7.3. Principles of Crisis Communication.**

**7.4. Creating a Crisis Communication Plan.** Steps of creating crisis communication plan.

### **Topic 8. Ethics in crisis management**

**8.1. Role of ethics in crisis management.** Crises classification based on the ethical principle. Ethical responsibilities due to crisis management phases.

**8.2. Ethical principles in crisis management.** Ethical principles. Ethical crisis management. Ethical decision making for crisis counselors.

The list of practical studies in the course is given in table 2.

Table 2

### The list of practical studies

| Topic and / or task | Content   |
|---------------------|---|
| Topic 1. Task 1     | Crisis types: case study                        |
| Topic 2. Task 2     | Crisis analysis                                 |
| Topic 3. Task 3     | Selecting the crisis strategy for an enterprise |
| Topic 4. Task 4     | Development the crisis management plan          |
| Topic 5. Task 5     | Crisis leader selection                         |
| Topic 6. Task 6     | Crisis team formation                           |
| Topic 7. Task 7     | Development the crisis communication plan       |
| Topic 8. Task 8     | Decision making for crisis counselors           |

The list of self-studies in the course is given in table 3.

Table 3

### List of self-studies

| Name of the topic and/or task | Content   |
|-------------------------------|---|
| Topic 1 – 8                   | Search, selection and review of literary sources on the topic |
| Topic 2                       | Calculation task  |
| Topic 1 – 8                   | Preparation of a presentation                                 |

The number of hours of lectures, practical studies and hours of self-study is given in the technological card of the course.

## TEACHING METHODS

In the process of teaching the course, in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such teaching methods as: lectures-discussions (topics 1-8), work in groups (topics 2-8), business games (topics 2-8), situational tasks (topics 1-8), presentations (topics 1-8).

## FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

**Current control** is carried out during lectures and practical classes and is aimed at checking the level of readiness of the student to perform a specific job and is evaluated by the amount of points scored:

– for courses with a form of semester control as an exam: maximum amount is 60 points; minimum amount required is 35 points.

**The final control** includes current control and an exam.

**Semester control** is carried out in the form of a semester exam.

The maximum amount for an exam is 40 points. The minimum amount required for passing an exam is 25 points.

***The final grade in the course*** is determined:

– for courses with a form of exam, the final grade is the amount of all points received during the current control and the exam grade.

During the teaching of the course, the following control measures are used:

Current control: final presentation (maximum score – 40 points); written tests (maximum score – 10 points (two written tests during the semester, total maximum number of points – 20 points)).

Semester control: Grading including Exam (40 points).

More detailed information on the assessment system is provided in technological card of the course.

An example of an exam card and assessment criteria are given below.

### **Example of an exam card**

Simon Kuznets Kharkiv National University of Economics

Second (master's) level of higher education

Specialty “Management”

Study programme “Business Administration: Organisational transformations”.

Course “Crisis management”

#### **EXAM CARD № 1**

***Task 1 (test). (10 points)***

**1. Rumours of layoffs or downsizing within an organization are examples of crisis:**

- a) immediate;
- b) emerging;
- c) sustained.

**2. Is it needed to update emergency procedures if crisis is not occurred?**

- a) yes;
- b) no.

**3. Organizational strategy, values, vision, and mission shape the crisis strategy:**

- a) true;
- b) false.

**4. A crisis management plan aims to prepare an organization to respond quickly to a crisis, minimize the harm and restore operations in an effective and efficient manner:**

- a) yes;
- b) partly;
- c) no.

**5. A crisis management action plan is:**

- a) comprehensive;
- b) act as a quick-start guide.

**6. Testing the Crisis Management Plan should be made:**

- a) as a periodic exercise;
- b) once after developing crisis management plan;
- c) not required;
- d) when crisis is occurred.

**7. Crisis of autonomy is occurring on the stage in the life cycle**

- a) growth through creativity;
- b) growth through direction
- c) growth through delegation;
- d) growth through coordination;
- e) growth through collaboration.

**8. Crisis of control emerges if an organization fails to handle coordination properly**

- a) true;
- b) false.

**9. Principles of effective crisis communications (select multiple):**

- a) communicate honestly, openly, transparently and consistently;
- b) build trust before a crisis and maintain that trust during one;
- c) make the message clear and accessible;
- d) designate some spokespersons;
- e) communicate using all possible channels;
- f) ignore comments;
- g) communicate using only specific channels.

**10. Preparing crisis communications templates is one of the steps of creating crisis communication plan:**

- a) true;
- b) false.

**Task 2 (heuristic). (30 points)**

BP Deepwater Horizon Oil Spill (<https://www.aboutresilience.com/a-deep-dive-into-bps-deepwater-horizon-spill-a-case-study/>)

**Background:**

On April 20, 2010, an explosion on the Deepwater Horizon oil rig caused a massive oil spill in the Gulf of Mexico, releasing 4.9 million barrels of oil into the ocean. The incident resulted in 11 deaths and the largest environmental disaster in U.S. history. Investigations attributed the spill to cost-cutting measures, poor safety protocols, and equipment failures.

**Key Issues:**

- Negligence in safety measures and risk management.
- Ineffective crisis response that exacerbated environmental damage.

**Impact:**

- Financial: Over \$60 billion in fines, cleanup costs, and compensation.
- Environmental: Extensive damage to marine and coastal ecosystems.
- Reputation: BP faced global backlash and a tarnished brand image.

**Discussion Questions:**

1. Were there warning signs before the disaster that BP failed to address? If so, how should they have acted? Please, prove your opinion.
2. How effective were BP's efforts to compensate victims and restore damaged ecosystems? Please, give facts.
3. What public relations strategies could BP have employed to rebuild trust more effectively? Please, create crisis communication plan (briefly).

Approved at the meeting of Management, Business and Administration Department.  
Protocol № \_\_\_ of « \_\_\_ » \_\_\_\_\_ 20 \_\_\_ year.

Examiner Cand. Sc. (Economics), Associate Professor Olga MYRONOVA

Head of Department Dr. Sc. (Economics), Professor Tetyana LEPEYKO

### ASSESSMENT CRITERIA

**The final points for the exam** consist of the sum of the points for all tasks, rounded to the nearest whole number according to the rules of mathematics.

The algorithm for solving each task includes separate stages that differ in complexity, labor intensity, and importance for solving the task. Therefore, individual tasks and stages of their solution are evaluated separately from each other in the following way:

***Task 1 (test). (10 points)***

For each correct answer – 1 point.

***Task 2 (heuristic). (maximum score is 30 points)***

Student should read the story and answer for three questions:

for **questions 1 and 2** (maximum score for each task is **8 points**):

**8-6 points** are given for in-depth knowledge of the program material, use of not only recommended but also additional literature and creativity, the ability to use them to solve specific practical problems, and resolve production situations. When performing a heuristic task, the student must provide a personal version of the proposed solution to the situation and draw appropriate conclusions. The wording of questions should be clear, logical and consistent.

**5-3 points** are assigned for the ability to apply theoretical knowledge to solve a heuristic problem if most of the tasks are completed and the student's answer demonstrates an understanding of the conceptual material of the discipline

**2-1 points** are given for partial ability to apply theoretical knowledge to solve practical problems, for not mastering a large amount of material, if the student cannot complete the task correctly, and faces many difficulties in analyzing phenomena and processes.

**0 point** are assigned for failure to complete the assignment as a whole.

for **question 3** (maximum score is **14 points**):

**14-12 points** are given for in-depth knowledge of the program material, use of not only recommended but also additional literature and creativity, the ability to use them to solve specific practical problems, and resolve production situations. When performing a heuristic task, the student must provide a personal version of the proposed solution to the situation and draw appropriate conclusions. The wording of questions should be clear, logical and consistent. Student should create crisis communication plan (crisis management plan) according to the requirements given during practical classes.

**11 – 9 points** are given for complete mastery of the program material and the ability to navigate it, conscious application of knowledge to solve a heuristic problem if all the requirements are met, minor errors are allowed (i.e., the approach to solving the problem is correct, but there are inaccuracies in the plans' content), or not quite complete presentation of the results obtained in solving the problem. The design of the completed task should be neat.

**8 – 6 points** are assigned for the ability to apply theoretical knowledge to solve a heuristic problem if most of the tasks are completed and the student's answer demonstrates an understanding of the conceptual material of the discipline.

**5-3 points** are assigned for mastering a large amount of material, however, if the student performs a heuristic task without sufficient understanding of the application of educational materials and cannot correctly complete tasks (to make crisis communication plan or crisis management plan).

**2-1 points** are given for partial ability to apply theoretical knowledge to solve practical problems, for not mastering a large amount of material, if the student cannot complete the task correctly, and faces many difficulties in analyzing phenomena and processes.

**0 point** are assigned for failure to complete the assignment as a whole.

## RECOMMENDED LITERATURE

### Main

1. Василенко В.О. Антикризове управління підприємством: навч. посіб.; 2-ге вид., випр. і доп. Київ : Центр навчальної літератури, 2005. 501 с.
2. Crisis Solutions. 2020 Activity Report. Luxembourg: European Investment Bank , 2021. 63 p.
3. Hofinger G. Leadership in Crisis Using Crisis Management Teams. In: Felfe, J., van Dick, R. (eds) Handbook of Leadership. Springer, Berlin, Heidelberg, 2025. [https://doi.org/10.1007/978-3-662-70444-8\\_42](https://doi.org/10.1007/978-3-662-70444-8_42). URL: [https://link.springer.com/rwe/10.1007/978-3-662-70444-8\\_42](https://link.springer.com/rwe/10.1007/978-3-662-70444-8_42).

### Additional

4. Розвиток антикризового контролінгового управління на кондитерських підприємствах в умовах фінансово-економічної нестабільності: монографія / В. А. Міщенко, І.І. Горобець, О. С. Другова, Н. І. Домніна. Харків: НТУ «ХП», 2025. 201 с. URL: <https://repository.hneu.edu.ua/handle/123456789/37275>.

5. Myronova O. M. The main causes of crisis in the modern economic conditions. *Development strategy of science and education: Collection of scientific articles*. Fidelite editions, Namur, Belgique, 2017. P. 113-115. URL: <https://repository.hneu.edu.ua/handle/123456789/16921>.
6. Mazorenko O., Kopytko V., Konoshevych A. Modern methods of crisis management and their relevance to the ukrainian business environment. *Український журнал прикладної економіки та техніки*. 2025. №1. С. 309-311. URL: <https://repository.hneu.edu.ua/handle/123456789/36667>.
7. Learning and teaching in situations of crisis: needs and support provision : Thematic Peer Group Report / I. Zolotaryova, K. Nemashkalo etc.; European University Association. *Learning & Teaching Paper*. 2025. № 26. 23 p. URL: <https://repository.hneu.edu.ua/handle/123456789/36227>.
8. Biletskyi O. Crisis management of enterprises under war conditions. *Ukrainian Journal of Applied Economics and Technology*. 2025. Volume 10. № 2. P. 344-347. URL: <https://repository.hneu.edu.ua/handle/123456789/37209>.