STUDENT PROTESTS IN UNIVERSITIES: EXPLORING THE MODEL FOR CRISIS MANAGEMENT, CRISIS LEADERSHIP AND ORGANIZATIONAL LEARNING

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ABSTRACT

With the increasing number of crisis events occurring in higher educational institutions, crisis management has attracted research attention. This article focuses on student protests that were widely experienced throughout the university campuses in Pakistan. By adapting a multiple case study and Zdriaski's 'Crisis Matrix' as the conceptual and analytical framework, the researcher examines higher educational institutions real life experience with student's protests. The purpose of this qualitative study was to report descriptions of challenges and strategies as narrated by leaders who had experienced campus crisis with complete reflections on their leadership competencies and strategies used. Additionally, after managing the crisis comprehensive list of leadership competencies required for organizational learning were explored. This study has value for practitioners when organizational learning is selected as an approach to organizational effectiveness specially during challenging times when learning is promoted at all levels and aligned with the overall strategic intent.

Keywords: Crisis Management, Crisis Leadership, Leadership Competencies, Organizational Learning

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1. INTRODUCTION

Organizations in today's world are operating in a high risk environment full of turbulence and uncertainty and face different commotion which results in a crisis situation (Crandall, Parnell, & Spillan, 2014). Educational institutions are not exception to this rule. Higher educational institutes have always confronted myriad challenges such as natural or unnatural, planned and unplanned, anticipated or unanticipated disasters (Zdziarski, Dunkel, & Rollo, 2007). These crises whether at a small or large scale have a significant impact and can cause disastrous and irreparable damage to institutions and individuals, loss of lives and considerable financial losses (Mitroff I. I., 1988; Lumpkin, 2008).

Although institutions are cautious of crises but in the past several years' numerous visible events have taken place that require more than the usual attention. Crisis Management in an organization is defined as a "systematic attempt by organizational members with external stakeholders to avert crises or effectively manage those that occur" (Pearson & Mitroff, 1998, p. 61). Although crises have significant impact on organizations, managing crises in higher education institute is equally important because crises pose a threat to the safety and well-being of the members of the campus community. The primary concern during crises is public safety. When public safety is not addressed the damage is further intensified. Reputation and financial concerns are secondary to public safety and can be handled once public safety is ensured. The main purpose of crisis management is to guard organizations and its stakeholders from threats and mitigate their affects (Moynihan D. P., 2009).Organizations face challenges while evolving on a continuous basis but surviving a crisis is not enough for a leader. Many leaders are naïve about the intricacies of crises and are not prepared to manage them. Crises in educational institutions can have negative and long term consequences if mishandled. Most of the time the leadership team is not prepared to manage the crisis which costs the institutions reputation and sustainability (Gracia, 2006). It is a widely held notion that when an organization is faced with serious crises, it becomes essential for the leaders to guide the organization through this phase and ensure its survival (Mumford, et al., 2007).

In order to avoid or mitigate the impact of crises not only are effective management practices required but significant learning from individuals who have firsthand knowledge of the major events. With the continuous change in environment and complexity, the organizations pace to learn becomes the influential reason in its ability to adapt and survive. (Schwandt & Marquardt, 2000). Organizational learning contribution to effective crisis management can only be judged if the leaders of the crisis management team are competent enough to take related initiatives in managing the crises.

Studies reveal that the lessons that are learnt by the leaders after a crisis are only officially conveyed and presented in the form of procedural bureaucratic documents that are shelved and not utilized by the organizational leaders when similar crisis happen again. (Silveria, Almeida Cunha, & Mello). Once the crisis is over, the organizations take some time to learn what had occurred. It is important, not to delay decisions and learning after an event has taken place. If a lot of time elapses, usually the organization returns to normal operations and the management may forget, thus the motivation to learn and evaluate from the crisis diminishes. Some organizations do not regard the lessons learnt from crises and usually repeat the same mistakes when similar incidents happen. Organizational learning is hard work, (Argyris & Schon, 1996)were the first to define "Organization Learning" as a method of "detecting and correcting error". Reflecting/Learning is difficult because it is this way that organizations "build, supplement, and organize knowledge and routines around their

activities and within their cultures and adapt and develop organizational efficiency by improving the use of the broad skills of their workforces" (Dodgson, 1993). The important aspect of organizational learning is: (a) learning from past experiences, (b) acquiring knowledge, (c) organizational change, (d) identifying the problem prevention and resolution (Kuchinke, 1995).

Leaders in a crisis situation should constantly think what they should be learning and how the knowledge should be applied (Boin, 2004). The other aspect of organizational learning is that after a crisis is over, leaders need to reflect upon the crisis and not only think about what was learnt but how they can make the organization better (James & Wooten, 2011). Successful organizations will change their policies and procedures when necessary and apply the new knowledge to future events. This can only be done when management evaluates how crises are handled and what other changes may be required to make in the crisis management plan. Managers should reevaluate and renew their procedures after a crisis. (Crandall, Parnell, & Spillan, 2014).

People are referring to their everyday work life as a crisis of some sort or some significant event that they're handling. This means that something is missing from organizational leadership that prevents some of these dire circumstances from cropping up. As the world continues to become more global and competition across the world fiercer with constrained resources, the need to be able to operate in this new environment requires that we have more knowledge, various skills and abilities that have not been introduced to in previous generations. By developing skills, knowledge and abilities required by leaders to engage in crisis management and for leading under pressure allows firms to remain competitive and grow and develop in ways that the context and the changing environment require. A leadership mindset and a set of behaviors for helping the organization through crisis and then learning from those and creating opportunities is required.

2. CONTEXT

Higher educational institutions in Pakistan that had experienced crises due to student protests have been taken for this study. The context falls under the level of crises that describes the scope and magnitude of the crisis as specified in the "Crisis Matrix" by Zdriaski and the other selection criterion. The crisis matrix is a conceptual model developed to provide a basic framework for assessing a crisis, determining its impact on the campus community and identifying ways to respond to it.

According to (Zdriaski, 2006)there are three forms of crises that affect higher education: a critical incident, campus emergency and a disaster. Critical incidents only affect a certain subgroup such as an academic department and tend to be more manageable by existing resources on the campus. Examples of a critical incident include student suicide attempt, death of a student or a faculty in an accident or a facility fire. A campus emergency is when the orderly operations of the institution and its educational mission are disrupted. Examples such as possible approaching hurricanes, possible terrorist attack, urban unrest and the like may contribute to the continuing ability of the institution to function but declares an emergency. In a campus emergency, outside resources are needed to support and assist the public safety. A disaster causes disruptions not only to the institution but to the surrounding community and effects the normal workings of the society. An example of a disaster would be a tornado, hurricane, or earthquake.

Higher Educational institutes facing continuous student protests were taken as samples as these events disrupt the orderly operations of the institutions. Dawood University for Engineering and Technology (DUET), in Karachi, Sindh University in Hyderabad and Baluchistan University in Quetta were taken for this study as student protests, large demonstrations and riots had been a norm in these universities. Such events affect all the facets of the institution and often the shutting down of the institution is considered. These types of crises come under the level of 'campus emergency' where outside services such as security from the civil force and army are used to facilitate the safety of the students and restore the workings of the campus.

2.1 Crisis and Crisis Management in Higher Educational Institutions

Education is the heart of modern social contract and belongs amongst the most elementary and necessary activities of human society. It is education that creates a heightened sense of responsibility and provides opportunities for enriching student's lives and enhancing our society by preparing citizens for the next generation. Students of various diverse backgrounds get an opportunity to learn and interact through faculty and staff which is a commonality that binds them together. This continuous interplay of people and institutions inevitably causes events and are characterized as crises which are certain to occur. Rollo and Zdziarski state, "History has shown that campus crises have had a significant impact on higher education - our students, their families, and society as a whole" (p.22). Campuses have now grown and diversified so much that the types of crises have become a wide array of incidents and tragedies, where after a crisis event the institution's systems and policies fall apart.

College campuses have been exposed to the possibilities of murders, natural disasters, urban unrest, demonstrations, serial killers, and riots (Griffin, 2007; Jackson, Terrell, & Heard, 2007; Zdziarski, Rollo, & Dunkel, 2007). There are two types of crises that can occur at institutions of higher education: man-made and natural disasters (Lindell, Prater, & Perry, 2007). Crises that are man-made are initiated by people whereas natural crises are occurrences ranging from floods, earthquakes, hurricanes (Lindell, Prater, & Perry, 2007). A crisis directly disrupts the college's ability to continue normal operations and requires immediate action to resume normal operations within the shortest time. (Zdziarski, Dunkel, & Rollo, 2007). It is only when an institution defines a crisis that crisis management system with a significant impact can be developed.

Campus officials need to take a look at their campus crisis plans and re-evaluate their processes and procedures, because campus safety is an important responsibility of the administration(Carman, 2003). In view of the nature of today's complex higher education environment, a crisis can pose a "threat to system stability, questioning of core assumptions and beliefs, and threats to high priority goals, including image, legitimacy, profitability, and even survival" (Seeger, Ulmer, Novak, & Sellnow, 2005). Most importantly, an institution's handling of a crisis can impact students. The institution's reputation and credibility is at stake if the confidence of the public is not regained and maintained during a crisis. Leadership acumen is critical in establishing the institution's place in public esteem.The effective management of crisis is dependent on leadership that encourages members to actively engage in knowledge acquisition and the formulation of strategies to resolve crisis (Wooten & James, 2008). Leaders must take direct responsibility for devising a specific work environment that infuses a competency based approach to crisis management (Wang & Belardo, 2005). This involves the identification of critical tasks and activities and the leadership competencies that

are particularly relevant in managing the operational, strategic and human resource functions and outcomes when crisis occurs (Yusko & Goldstein, 1997).

2.2 Crisis Leadership and Organizational Learning in Higher Education

Many articles and books written on various crisis incidents that took place in various universities gave meaningful insights on crisis leadership in higher education. Some of the events included, the shootings of students at the University of Kent State in 1970, the crash of an aircraft at Wichita State University in 1997 and the collapse of structure at the Texas A&M University bonfire in 1999 which were the first to capture a proper perspective on leadership during a crisis.Seven primary decisions were yielded by Mills (2004) research; (a) both instrumental and symbolic leadership are equally important during crisis; (b) the leadership decisions are of more consequence as well as more important and critical during a crisis than during non-crisis periods; (c) presidents and leaders should rely and trust on others to do their jobs well rather than micromanaging during the crisis; (d) leaders need to do the right thing and be ethical while responding to victims and their families; (e) after the potential for loss of property and life has passed with the worst being over , symbolic leadership becomes most important; (f) institutional leadership response to a crisis situation is determined by the personality and leadership style of the president, and (g) the personal toll of crisis on presidents and leaders is significant.

One of the noticeable traits mentioned in Seigel's book was the importance of compassion demonstrated by campus leaders while they were physically present during the crisis and how they displayed cross functional cooperation. Compassion demonstrated by leaders was displayed by being flexible with students needs in academic deadlines. Other services that revealed compassion included providing support services such as counseling to faculty and staff. Siegel commended leaders who convened groups by bringing them together and instilling a sense of community during a tragedy. Leaders who considered safety and wellbeing of people as priority, regardless of cost or public image were also singled out as effective as the leaders had effectively managed the media and communications. The importance of dissolving bureaucratic lines and insuring that all personnel were well prepared to respond with professionalism and concern for human distress was also stressed by Seigel. Harper, Paterson, and Zdziarski (2006) further contextualized crisis leadership in higher education by defining stakeholder groups unique to the educational field, the most important among the group being the students. Also unique to higher education are faculty and student affairs administrators. According to many authors, these distinctive stakeholder groups impact the response of the institution and their ability to manage a crisis.

Similarly other academic literature of several academic scholars and higher education leaders provide evidence in support of areas of improvement (Kezar, 2014). The development of leadership strategies has considerable influence on students and curricular adjustments. If higher education has to respond to the various challenges, then the institutes have to stimulate learning at the individual, institutional and societal level which in turn has to be central to leadership development training programs in all higher educational institutions (Veisi, 2010).

3. METHODOLOGY

In this qualitative research study, the case study method was chosen to examine the institutions because case studies are holistic and context based (Patton, 2002, p. 446).A case study provides a narrative description of cases and allows for a comparison to other cases in

the search for pattern matching (Yin, 2009). The questions poised focus on the research on the behaviors of leadership within the life of the crisis with special attention to what is required by leaders to continue the learning process and not shelf the experience. Six research questions guided this study:

1. How does higher education define and address crisis events on campuses?
2. What are the leadership challenges and dilemmas during a campus crisis and how are they addressed?
3. What are the aspects of leadership competencies that leaders focus on during crisis?
4. How have institutions of higher education learned from a crisis event (man-made or natural)?
5. How does learning affect the development of crisis management plans?
6. How do leaders transform the organization into a learning organization through managing crisis?

To capture the richness of the data embedded in the university and community contexts in which they have occurred, the researcher sought the stories of the participants' decisions and experiences made during moments of crisis. Therefore, the main tool used was interviews, observations, and archival documents.

The researcher selected universities that had experienced a crisis event according to the crisis matrix developed by Zdziarki (2007). Crisis events selected were determined by the impact they had on the campus community that had led the institutions in identifying considerations in responding to the crisis. As the matrix comprises of three dimensions, level of crisis, type of crisis, and intentionality of the crisis, the researcher searched for at least two separate higher educational institutes that had experienced each one type of these events. An added criterion was that the event had to have occurred within the past 15 years. The purpose for selecting institutions that had experienced a crisis event within the past 15years was that, prior to 2001; there was little or no discussion of crisis management planning in education (Kemp, 2007; Rubin, 2007).

Purposeful sampling was used to identify the institutions with the type of crisis for the study. The selection of participants to interview was critical to the study. Contacts were made via phone and/ or e-mail and included connecting with administrative assistants to the participant. The participants included senior level management that comprised of the Vice Chancellor, President and the Vice President who had the richest stories to tell of their experience. Through the use of selecting initial participants by purposeful sample, the participants recommended additional people to interview creating a snowball or chain sample selection for additional participants. Student affairs administrators were selected because they had close ties to the student population via programs and services (Dungy, 2003). The purpose of the interviews with the designated stakeholders was to obtain the perspectives and to understand their experiences regarding how they responded to crises on their respective campuses.

A pilot study panel consisting of two experts was drawn from the institution that had faced campus emergencies that met the study protocol. One higher educational institution was chosen in Karachi that had faced a campus emergency. Two respondents, one at a higher institutional level and the other at a departmental level responded to the questions asked in the interview. Both respondents were at senior administrative level and were involved in managing all types of crisis encountered by the institution.

A standardized research protocol was used to collect data across participants. In addition, an informal conversational interview had been used to obtain information that is non-standard across respondents and contexts (Patton, 2002).The researcher kept comprehensive notes during the interview and filled in the notes immediately after each interview for a completed script. Each interview was audio taped. The researcher followed a semi-structured interview format which was modified as the research progressed. Each interview was one to two hours in length. Informal member checks were conducted at the end of each interview. For this, the researcher provided a verbal summary of their initial impression of the themes of the interview for confirmation with the participant. An informed consent was obtained prior to each interview. This form specified the purpose of the study, how data resulting from the research would be used, the rights of the participants, and an indication of the risk level to participants.

The purpose of data analysis in this study was to interpret and understand the lived experiences of the participants during and after a crisis event at their institution. Content analysis, as described by Lincoln and Guba (2005) was used in this study for unitizing the data. The interviews were transcribed and data was identified by units of meaning and concepts. Each data card was assigned a code that allowed it to be traced to its original source as long as it was pertinent to the study. Once the data was coded, it was linked to form themes. This process was done by grouping and labeling groups under common headings (Lincoln & Guba, 2005; Merriam, 2002). Subcategories (themes) naturally emerged within the categories. These were named as well.

For this study, five methods were utilized to achieve trustworthiness: (a) Member checks: After each interview, a copy of the transcription was sent to each participant to check for completeness and accuracy of responses. (b) Peer debriefing: Doctoral students and members of a dissertation support group provided on-going dialogue regarding methodology and findings. (c) Thick description: Transferability provides the thick descriptions of the respondents 'lived experiences and realities (Lincoln & Guba, 2005). The purpose of transferability is to provide the reader with enough information to duplicate the case study (Schwandt & Marquardt, 2000), (d) Triangulation: To provide credibility to the findings and interpretations triangulation was used in this study which occurred through the cycle of interviews, document reviews and observations. And (e) Reflexive journal: Throughout the research process, the researcher maintained a reflexive journal. Contacts, pictures of facilities and memorial sites, personal reflections on themes emerging from interviews, questions the researcher was contemplating regarding findings and comments on each interview were recorded.

4. FINDINGS

4.1 Crisis Management in Student Protests

Participants described student protests in five meta-themes associated with managing crisis; (a) Identify the cause of the crisis (b) Take ownership of the challenge (c) coping with non-existent technical and human crisis response (d) Alternate operational measures and (e) Establish standard operating procedures to ensure current crisis is not repeated.

Findings related to managing crisis lead by student protests worth mentioning were the challenges instigated by political motive. Student protests were initiated when the

management did not comply with the needs of the various political parties that were breeding in the campuses. Many standard operating procedures were introduced to stream line the academic workings of the campus but were resisted as various political parties had vested interests in the universities and promoted unrest. These included, introducing a formal attendance management monitoring cell to ensure attendance, providing easy fee installments, reforming of statuary bodies to provide better academic environment, introducing strict invigilation systems to guarantee transparent examination systems, introducing proper and careful transport systems were just a few to be named. The stronghold of these groups backed by various political parties promoted a lot of unfair and corrupt means of managing allocated budgets for students and facilitating students to get degrees without proper and legal examination methods.

The fear spread by the workers of political parties discouraged many important academic meetings to take place that were vital in deciding the future directions of all academic activities, hence lowering the standards of the university as a whole. The gradual change brought in by leaders was not welcomed initially but slowly and steadily the strategies adopted by the concerned authorities lead to a progressive change. The leaders also took support from the external agencies to perform tasks that the university personnel could not.

4.2 Crisis Leadership during Student Protests

Seven meta-themes associated with crisis leadership were evident. These were (a)Detect/interpret many signals that appear on the radar (b) Accept responsibility c) Communication efforts (d) Garner necessary changes/resources (e) Modify approaches as required (f) Salvage from communication efforts and find opportunities from situation (g) Influence beyond organizational focal boundaries.

Several findings related to the leader's ability to detect signals during student protests were also gleaned from the study. Firstly, being proactive was important for leaders to access and identify any situation from developing. By being aware of the surrounding the leader was able to gauge the situation and prevent it from happening.

Secondly, being a quick decision maker was important once the leaders had identified an issue. Decisions had to be made to counter the signal picked from the environment. Since most of the challenges were politically motivated, the political groups resisted any positive and forthcoming change in the academics, it was vital that quick decisions be made supported by quick implementation. Several additional findings were gleaned in the area of accepting responsibility. The hold of the political mafia was so strong and dangerous that the leader had to courageously deal with the challenges slowly and gradually without numbing the workings of the institution. When things didn't go according to the student's wishes a lot of name slandering was done. The leader was patient and focused as to deal with the student conflicts and not escalate the already intense situation. At several places the leader displayed, sense of ownership towards his duty.

Additional findings were gleaned in communication efforts. Participating universities were very articulate in communicating with the students about the problems they were causing and convinced them to share their grievances. Detailed talks were encouraged and heard by leaders so they quickly could identify the issues and solve them. When political party workers at the university asked on unreasonable demands, the leader negotiated well with good argumentative dialogues.

The leaders were consistent in their practices when they had implemented certain policies to evade unfair practices though this was continuously resisted. Teamwork was encouraged and all decisions made were keeping the culture of the university in mind. Though leaders were consistent in their practices they modified certain approaches as and when the need arose. Arresting of the students was highly discouraged and not preferred by the leaders but it was necessary to have good relationships with the external agencies to handle a situation that went out of control. Findings also revealed that leaders got close to students and built trust and confidence in them by accepting some of their requests. This allowed the leaders to get to the root of the problems. Another finding related to crisis leadership was that while leading the university, the leader had to be good at strategizing as he was confronted with various inherent problems of the system where carelessness would just escalate the challenge.

4.3 Organizational Learning in Student Protests:

Four Meta themes were identified for organizational learning. When a crisis occurs on a campus, learning starts to take place from the moment the crisis begins to the time when the crisis is over, making learning a continuous process. The themes that emerged related to organization learning were (a) debriefing, (b) training, (c) reconfiguring, and (d) development of new programs or departments.

This study revealed several findings related to the roles administrators played in learning from the crisis as to develop a learning culture that would help avoid or mitigate such crisis in the future. The first finding observed was that leaders initiated a session where the crisis was communicated amongst all the stakeholders and a lot of brainstorming and soul searching was done to understand what went wrong to come up with solutions. This debriefing allowed administrators to discuss daily issues and follow up on what was being done to insure smooth functioning of the campus.

The second finding was related to imparting of training and counseling sessions to both the students and the teachers. Both needed to be trained intensively to understand the changes that were incorporated into the system which was necessary and beneficial for both. Training and counseling helped provide an opportunity to utilize the campus crisis management plan.

The third finding revealed that changes were inevitable and modification had to be made to existing plans as to give better results. Modifications were made in the policies concerning the examination and attendance in order to streamline the process and avoid problems. Hence reconfiguring of plans was done when the plans did not work in the intended way and was revisited and redesigned.

The fourth finding reported how new programs were developed to overcome challenges. The Attendance Management and Monitoring cell made sure that there was fair allocation of classes and students attended classes. Collection of fees tied into examination, insured collection of fees, mandatory internships insured students became busy and productive and have no time for protests. All the basic workings of the institution including meetings of statutory bodies were incorporated helped change the environment. These new developments helped address the challenges.

5. DISCUSSION

5.1 Crisis Management
5.1.1 Identifying the cause of the crisis

Challenges faced by campus leader during student protests included political party dominance where political parties used students for their own means and created chaos by instigating students. This instigation of chaos came in the form of unfair means used in examination, non-payment of fees, commotion caused in hostels, non-attendance in classes and other sort of disturbance provoking students to protest and disturb the workings of the institution.

5.1.2 Take Ownership of the Challenge:

Heads of department automatically took the responsibilities of handling the crisis. Everyone was involved to find a solution and collective decision was made to solve all the issues. Being reliant on others for information motivated everyone to take ownership of the challenge.
Coping with inadequate and non-existent technical and human response:

Themes addressed challenges during student protest where absence of good academic environment, no fee recovery, lack of proper trained faculty to approach students positively and nonexistence of statutory bodies to guide the academic procedure lead to a lot of unrest in the institutions.

5.1.3 Altering operational measures

The challenges that lead to protests by students were managed by modifying certain ways of conducting things. In order to counter the conflicts, assistance was taken by external sources that helped curb the violence. Certain policies were incorporated and implemented to assure smooth functioning of the departments.

Establish standard operating procedures to ensure current crisis is not repeated:
Addressing elements during the students' protests helped eliminate causes that lead to unfair means. Policies were adopted and streamlined to ensure smooth functioning of the institutions.

5.2 Crisis Leadership
Detect/Interpret many signals that appear on the radar:

This leadership strategy encompassed leaders to be proactive and vigilant and have a good sense of judgment while making quick decisions. As the student protests were instigated by political motives it was vital that quick decisions be supported by quick implementations.
Accept Responsibility:

Getting critical leadership right required the leaders to take ownership of the challenges faced due to student protests and handle the situation patiently as not to agitate the situation further. In order to do this the leaders were also required to be self-confident, courageous and focused.

5.2.1 Communication Efforts

In order to sort through the chaos and disturbance the leaders needed to have good communication skills to craft institutional messages with clarity. In addition, negotiation skills during student protests were equally important to negotiate with commitments that could help the overall situation at hand.

5.2.2 Garner necessary changes

Leadership strategy comprised of two types of resources; information and influence. Having information was very important. Initiating methods to assess what was transpiring between the students, communicating it to the concerned authorities, engaging experts who would deal with the students and verifying the information required consistent practice to overcome the problem. Leaders had to involve and influence others by encouraging them to discuss matters to derive substantial decisions.

5.2.3 Modify Approaches as Required

In order to manage and mitigate the crisis, no one leadership style was identified however good ties with others, being close to the students were the most prominent. This involved exerting compassionate leadership, focusing on people, engendering trust and demonstrating compassion during times of crisis. Specific strategies adopted by leaders in this area included devising means by which issues of affected students, faculty and staff would be respected. Listening to students and giving them a chance to vent out their problems made them feel important. Understanding the students' needs and responding to individual situation helped in countering studying issues. Recognizing and utilizing symbolic leadership helped solve issues as the power of symbolic leadership helped communicate particular messages and achieve desired goals. Collaborative leadership was used to build relationships with key groups. Focusing on students, community relations, external agencies, internal colleagues, facilitated leadership strategies. It was through collaborative leadership that leaders engaged and empowered faculty and student leaders. Similarly, coalition building with external agencies was equally important.
Salvage and find opportunities from the situation:

It was very important for leaders to be good managers to handle the situation during the student protests. The various challenges faced by universities that lead to protests could only be dealt with if the leader had the know how to cope with the problems faced by the institutions. Not only was it important to recover from the protests but to find an opportunity which benefitted the institution in the long run. This was brought about by leader's policies that were dormant for the longest time. By implementing the policies that included conducting regular meetings and forming statutory bodies ensured the proper workings of the university. This not only required a leader with good managerial skills but a leader with experience who could carry out the action well.

5.2.4 Influence beyond the boundaries of the university

The job of the leader does not end at dealing with the crisis at hand. He should be a role model where he befriends everybody to ensure a smooth communication line during any sort of challenge. A leader with a vision was witnessed during the student protests, when

students were kept busy by inviting them in outreach programs. Not only did this action keep them involved but made the students more committed and developed them.

5.3 Organizational Learning:
5.3.1 Debriefing

The notion of learning being continuous is supported by literature. Before the occurrence of a crisis, campus leaders should possess knowledge regarding how to respond to a crisis. This knowledge is gained by debriefing and through training about already experienced or anticipated crisis events that might occur on campus. Debriefing should be conducted that allows administrators to discuss daily issues and to create dialogues that assess the strengths and weaknesses of the responses. Participants of universities facing student protests indicated that the team of relevant administrators were brought together to discuss the causes that lead to the protests.

5.3.2 Training

This was followed by imparting trainings which were identified by all participants across all campuses. Trainings included conducting sessions with faculty and students to mitigate the issues. Continuous trainings allowed learning to take place over an extended period of time. In order to respond well to a crisis, preparation through training is necessary. Training should be shaped into the requirement of the challenges faced by the institutions.

5.3.3 Reconfiguration

Reconfiguring was directly related to the development of crisis management plans. Components of crisis plans that could be altered include responding personnel, allocation of resources and leadership roles and responsibilities during the crisis. Sometime initial plans formulated did not give proper outcomes which resulted in major revision or minor adjustments. However, if the plan had to be completely reconfigured then the plan was initially not well designed.

5.3.4 Development of new programs

The Attendance Management and Monitoring cell was established to ensure that fair allocation of class rooms and centralized schedules were made to ensure transparency and no department was favored. In order to encourage innovation and learning leaders, support was provided to employees and students to motivate them. Students were hired within the university to make use of their skills were utilized, since internships were not available in all departments. Students were made to indulge in a lot of activities ranging from sports to workshops, seminars, and conferences. Outreach programs were also conducted where creative ideas and knowledge were channeled and diffused to appropriate locations for application and evaluation.

When students got disruptive and violent, external agencies such as the rangers were called in, but were given strict instructions only to lock the students up and not to beat them. The management focused on managing the roads better and ensured that the traffic rules were being properly followed by the bus drivers. This helped in further strengthening the basic workings of the institution. These new program developments helped in addressing the challenges instigated by the student protests.

6. IMPLICATIONS

Many people have considered crisis management as unimportant and not worth investing in as crises do not happen frequently and devoting time is unnecessary. This research will hopefully open up to dialogue and add to the current discussion. Academic research in crisis management is important as it can provide a platform to evolve and ultimately improve the current practices on crisis management in educational institutions.

Administrators can use this research to open up dialogue about their own crisis management plans and actions. This dialogue should be held campus wide and by individual departments.

Administrators need to look at policies devised for various personnel and expectations made clear for them during a crisis situation. Human Resource departments should hire essential and non-essential personnel with additional skills of managing emergency situations. Employees cannot be blamed if the situation is not handled properly, especially when non relevant people are hired for certain positions and no training is imparted.

From the study during student's protests, those involved with crisis management had a better sense of what was going on and what to do in a crisis. Those in mid-manager and new professional levels still felt a disconnection on what was going on in regards to crisis management

Administrative leaders need to look at what they are communicating to their employees about crisis management and what resources hey are providing for them. It would be more beneficial to have discussions with the staff members and getting their input before handing over SOP's.

Finally, administrators need to understand the importance of crisis management training but realize due to the nature of crises there is inevitably significant degree of unpredictability. Even with the structure and training, they may not have control of the situation. Outside federal, state, and local agencies may take control of the crises event and the university administrators and their plans may be superseded. Therefore, preparing for crisis situation should not lead to a false sense of control.

Administrators in senior leadership positions need to be careful of living in an "Ivory Tower of Crisis Management."They need to be willing to communicate and train staff through all levels of the university about crisis management and the needs and situations they may face. They need to understand while they may be actively involved with crisis management and enduring monthly training, keeping the knowledge to them, having false sense of security that everyone is familiar with it, or that they are prepared for anything may be dangerous.

7. RECOMMENDATIONS

Campus Leaders should actively seek partnerships by developing shared goals at the local provincial and federal government level. A campus plan should be flexible and incorporate a unified command design that delineates roles and responsibilities of each institutional department. This knowledge can be gained through training and education. It is very dangerous for leaders to learn crisis management on the job. Crisis Management should be included in the curriculum where graduates of this discipline can impart proper education and training.

Higher education institutions should have a comprehensive crisis management plan. The plan should be accessible to all stakeholders. Institutions that do not have a plan should look into other institutions plans and consider what parts of the plans could be applicable to their institution and use other institutions plans as a guide to shape a plan for themselves.

A plan must be however reviewed and evaluated through formal training and discussions. Every team member should be fully aware of its resources and limitations. Every stakeholder in the institution should have an updated copy of the crisis management plan.

Training is important to the responses during a crisis. Crisis Management teams should train on a regular basis. The repeated training before a crisis will familiarize the relevant people hence the response would be faster and more precise. Trained responders would not have to wait for guidance or instructions during the critical first few moments of the crisis event as they would know what to do and how to do it because they have been trained.

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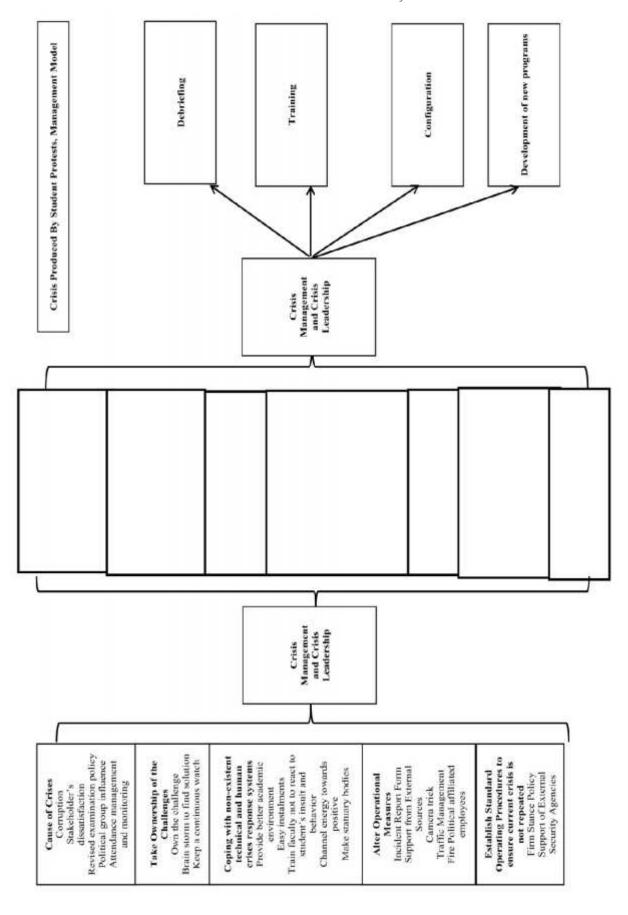
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Crisis Produced By Student Protests, Management Model

Debriefing

Training

Configuration

Development of new programs

Crisis Management and Crisis Leadership

Crisis Management and Crisis Leadership

Cause of Crises
Corruption
Stakeholder's dissatisfaction
Revised examination policy
Political group influence
Attendance management and monitoring

Take Ownership of the Challenges
Own the challenge
Brain storm to find solution
Keep a continuous watch

Coping with non-existent technical and human crises response systems
Provide better academic environment
Easy instalments
Train faculty not to react to student's insult and behavior
Channel energy towards positive
Make statuary bodies

Alter Operational Measures
Incident Report Form
Support from External Sources
Camera trick
Traffic Management
Fire Political affiliated employees

Establish Standard Operating Procedures to ensure current crisis is not repeated
Firm Stance Policy
Support of External Security Agencies