**CRISIS MANAGEMENT**

***“There is no longer any such thing as strategy, only crisis management” (Robert McNamara, 1962)***

***“After twenty years of smooth crisis management, doubts are being raised as to the allegedly infinite capacity of modern diplomacy to cope with the increasing crises.”***

***(Daniel Frei, 1982)***

**INTRODUCTION**

Life and crisis were born together and they will live together, till the last sunset. The concept of crisis was born with man, however, its evolution, development and connotations have frequently changed and its horizontal, as well as, vertical expansions and applications are extending day by day, with a fast speed. Manifold and multidimensional communication revolution from era has enhanced the speed of crisis and given it many new shapes. It is a very interesting phenomenon that inventions, discoveries, concepts, hypothesis and terminologies etc. are coined or designed for one specific field, but then they outgrow and enter into many other fields and areas, carrying different meanings, perceptions and interpretations. It is also important to keep in view that linguistic aspects of the terminologies also play a vital role correct interpretation of terminologies.

The caveman did face the crises and probably, the crises for him were the inhospitable environment for his survival. To manage the crisis he did take some steps also. Resultantly, today we are safe in our houses, during wind storms, snow storms, floods and many other natural hazards. There was a time when the man believed in superstitions only. With the passage of time, his experiences and observations proved that many things were just fiction and he could manage many challenges to his survival, which apparently looked to be unmanageable by him. This was beginning of the journey towards factual knowledge and scientific research. Even when the knowledge was well developed, un-scientific and quickly drawn conclusions ruled the intellectual world. It is an undeniable reality that man is very fond of demonstrating his strength and might, to dominate the others. From Habeel and Qabeel, till this movement, this war is continuing and is unending. Generally speaking, crises originate from the acts and behavior of the human beings.

The concept of crisis became mature after the 1962 Cuban Crisis. Since then, a lot has been written on crisis and it has now become a proper area of study in many countries of the world. The term ‘crisis’ has become so popular that it is being implied in every field. It is also a big

reality that today we are a society, for whom, everything is business and the term “crisis” has also been hijacked by this dominant force. The term ‘crisis’ is also being used in Political Science, Management Sciences and International Relations but different words are being used, which create confusion in clearly understanding the concept of crisis. Terms like ‘Risk and Risk Management’ Disaster and Disaster Management’, conflict, conflict resolution, ‘Crisis Coping’ and ‘Crisis Management, are quite often used in the pertinent literature.

Another aspect also deserves our attention. Since, the terminology related to crisis was basically associated with Cuban Crises that were real crisis international crises, hence, the term ‘crisis management has been popularly associated with international crisis only. We need to understand that crisis prevail at every level of human life.

In our course we will try to understand the concept of ‘Crisis’ and methodology of ‘Crisis Management’. We will not focus alone, on business or international level. We will restrict to individual and collective levels of human life and practical aspects of the crisis at the national level. Crisis can be divided into two main categories i.e., natural and un-natural (man- made). Un-natural crisis are purely created by abnormal human behavior. Nuclear explosions, over industrialization, dumping of chemical waste, changing the courses of natural water sources, destroying the mountains and forests etc. Natural crisis also occur due to abnormal climatic conditions, weather, disturbance in seasons or calamities like earthquakes, floods, drought, famine, abnormal rains or temperature etc.

Every country in the world has its own peculiarities, climate, circumstances, societal behavior, systems and sub-systems. It is hence, realistic that a particular country should collect data pertaining to her own land and devise concepts, methods of analysis, decision making process and research skills matching the domestic requirements. It is a standard trend that almost, the whole third world teaches and practices the concepts, theories, doctrines and methodologies, formulated or designed by the West, to meet their own requirements. However, there are countries, which have realized this factor and have started formulating their own concepts and methodologies at theoretical as well as practical level. Countries like Thailand and Hong Kong are eliminating western theories from their syllabi. Keeping this need in view, we will focus on Pakistan, barring few classic examples of global level.

Our beloved homeland, Kenya is a small model of the globe. It has been blessed with balanced four reasons, its temperature vary from 55oc – 40o c, it comprises all types of land forms i.e., deserts, dry mountains, green mountains and snow bound mountains, popularly known as “roof of the world”. It has got rivers, ocean and the best canal system. As far as our economy is concerned, Pakistan is basically an agrarian economy but is not void of industry. Our human resource also varies in life style, habits, cultures and physical as well as mental abilities. Keeping in view, so many diversified factors, no external doctrine or analysis can fully help us, to manage critical situations. We need to resort to self-awareness and self-reliance. We need to find out our own solutions to our problems and crises. Considering all these realities, we will focus ourselves to Pakistan only, but we must not remain ignorant about, what all advancements are taking place in the world.

Last of all, we will make an effort to bring a change in our thinking process. We must not get satisfied, only with the general meanings of a word, a term or a concept. Unless, the terminologies and concepts are thoroughly studied and analytically perceived, the desired results cannot be achieved. If you attentively go with this course, you will find a pleasant change in your thinking and your personality. It will un-earth the secret that you have tremendous potential to manage many crisis, by yourself, rather than knocking at other doors.

I wish you best of luck, good speed towards achievements and bright future. Never neglect Kenya. It’s our MOTHERLAND.

Abbreviations Used in the Various Dictionaries

S/NO Abbreviation Definition

1. astrol. Astrology

2. astron. Astronomy

3. cent. Century

4. cont. counting

5. cryst. Crystal

6. Ed. Edition

7. e.g. For example

8. esp. Especially

9. etc. etcetera

10. G German

11. Gr, Gk Greek

12. f, fr French

13. fig. Figuration

14. i.e. that is

15. IE Intermediate English

16. Infml Informal

17. L Latin

18. n Noun

19. pathol. Pathology

20. pl. Plural

21. spec. Special

22. Trasnf. Transformation

**DEFINITIONS & DIMENSIONS**

The definitions and dimensions of crisis, according to various sources are discussed in this part. The word ‘crisis’ originates from Greek language ‘Krisis’ and for the first time it was used in medical sense. It meant “the turning point in the course of a disease, when it becomes clear, whether the patient will recover or die.” Definitions and terminologies are related to the development of society and various prevalent and new fields. With the passage of time many changes occur in the original concepts and definitions. This phenomenon will be very clearly understood when you carefully go through the following definitions that vary from source to source, area to area and time to time. You will also observe modifications, alterations and horizontal as well as, vertical changes. While studying crisis management, quite often, we find the terms like “Crisis, Crises Management, System, Analysis, Decision Making, Research, etc. It is therefore, essential to have a very clear perception of these terms. You will find definitions from various sources given below.

**1. The Oxford English Dictionary, Oxford**

1. **Crisis**

According to the above dictionary in the present times, the concept of crisis is generally understood as*,* ***“A vitally important or decisive stage in the progress of anything; a turning-point; also, a state of*** ***affairs in which a decisive change for better or worse is imminent; now applied esp. to times of difficulties, insecurity, and suspense in politics or commerce.”*** The term ‘crisis’ was used in eighteenthand nineteenth century, by various people, at various occasions, in the field of politics and legal judgments.

 Some of the examples are as under:-

1. **Legal Judgments**
* ***This is the Crisis of Parliaments; we shall know by this if parliaments live or die.*** (1627A.D Sir B. RUDYARD in Rushw. Hist. Coli.I. (16 9) P. 30I)
* ***The time bet Wixt Wicklife and Trevisa was the Crisis of the English tongue.*** (1661FULLER Worthies 1.204)
* ***Great Crises in Church and State.*** (1715 M. DAVIES Ath. Brit. 1.346)
* ***To escape a crisis so full of terror and despair.*** (1769 Juniun Lett. i. Io)
* ***There is said to be a commercial crisis when a great number of merchants and traders, at once, either have, or apprehend that they shall have, a difficulty in meeting their engagements.*** (1848 MILL Pol. Econ. III. Xii)
* ***The layer of snow had been in a state of strain, which our crossing brought to a crisis.***

(1860 TYNDALL Glac. i. xxvii 202)

* ***The ordinary statesman is also apt to fail in extraordinary crises.*** (1875 JOWETT Plato (ed.2) III.174)
	1. **The Imperial Dictionary of the English Language – 1902**
1. ***CRISIS; “Any serious state of things, or the point of time when an affair has reached its height, and must soon terminate or suffer a material change; a turning-point.”***
2. ***“The change of a disease which indicates its event; that change which indicates recovery or death. It is sometimes also used to designate the symptoms accompanying the crisis.”***

***Examples:***

***“This hour’s the very crisis of your fate.”*(Dryden).**

***“Nor is it unlikely that the very occasions on which such defects are shown, may be the most important of all–the very times of crisis for the fate of the country.”* (Brougham)**

**3. Webster’s New International Dictionary of the English Language – 1939**

This dictionary has further enhanced the use of the term “crisis” and given its connotation in other fields also, including medical science.

1. **General:**

“***The point of time when it is decided whether any affair or course of action* *must go on, or be modified or terminate; decisive moment; turning point; also, a state of things in which a decisive change one way or the other is impending.”***

1. **Medical:**

***(1). That Change in a disease which indicates whether the result is to be recovery or death; sometimes, also, a striking change of symptoms attended by an outward manifestation, as by an eruption or sweat. “Till some safe crisis authorize their skill”. (Dryden)***

***(2). One of the painful Paroxysmal attacks occurring in cases of loco-motor ataxia, etc.***

1. **Astrology:**

“***The effect produced by a planetary or other conjunction, determinant of a* *critical issue.”***

1. **Finance:**

“***The culminating point of a period of business prosperity, at which the* *business organism breaks down and a period of liquidation ensues.”***

1. ***Obstacle, a decision, a criterion***

**4. Harrap’s Standard French and English Dictionary – 1962**

In this dictionary, use of various terms in French language as well as, English language has been given. Very brief meaning of terms has also been given which helps us in understanding the French terminology, which is quite often used by various English writers also.

***“crisis, pl. crises [´kraisis, -i:z], s. Crise f (d’une maladie, etc.). The present acute c., 1a crise qui sévit actuellement. Cabinet c., crise ministérielle. Things are coming, drawing, to a crisis, 1e moment décisif approche. To pass through a c., passer par uno crise. To end a c., mettre fin á, dénouer, résoudre, une crise.”***

**5. Encyclopedia of the Social Sciences – 1963**

 The encyclopedia treats it very briefly and it restricts the definition only to economic discipline.

***“A crisis may be defined as a grave and sudden disturbance of economic equilibrium.”***

1. **Webster’s New World Dictionary of the American Language – 1972**
	1. **Etymology. The dictionary first of all gives the etymology of the word ‘crisis’ as under. It then explains the use of this word in other fields of knowledge.**

***“cri-sis (kri´sis) n., pl. -ses (-sēz) [L. < Gr. krisis < krinein, to separate < IE. \* (s) krei-, to sift, separate < base \*(s) ker-, to cut, whence L. cernere, to separate, G. rein, pure]***

* 1. **General**

**(1). “*A turning point in the course of anything; decisive or crucial time, stage, or event.”***

***(2). “A time of great danger or trouble, whose outcome decides whether possible and consequences will follow (an economic crisis).”***

1. **Medical**

**(1). *“The turning point in the course of a disease, when it becomes clear whether the* *patient will recover or die.”***

 **(2). *An intensely painful attack of a disease; paroxysm.***

1. **McGraw-Hill Dictionary of the Life Sciences – 1976**
	1. **Medical. *“Crisis A turning point in the course of a disease.”***
	2. **Psychology. *“The psychological events associated with a specific stage of life, as an* *identity crisis or developmental crisis.”***
2. **The Random House Dictionary of the English Language - 1983**
	1. **Medical**

**(1). “*The point in the course of a serious disease at which a decisive change occurs, loading* *either to recovery or to death”.***

**(2). *“The change itself.”***

1. **Social Sciences**

**(1). *“A stage in a sequence of events at which the trend of all future events, esp. for better or* *for worse, is determined; turning point.”***

**(2). *A condition of instability, as in social, economic, political, or international affairs,* *leading to a decisive change.***

* 1. **Literature*. “The point in a play or story at which hostile elements are most tensely* *opposed to each other.”***
1. **The Oxford Reference Dictionary - 1986**

***“A decisive moment; a time of danger or great difficulty.”***

**10. The New Lexicon Webster’s Dictionary of the English Language – 1987**

In this dictionary, the author has given a general definition and has also added ‘Crisis Centre’ and ‘Crisis Theology’. During the thirty years war, covering the first half of twentieth century, the hunger, poverty, perils, privations, destruction, devastations and sufferings had virtually deprived humanity of all types of survival resources. Consequent to such conditions, suicide had become a very common method to end the miserable life. Keeping In view these conditions, many governments had established anti-suicide establishments to help those, developing the tendencies to commit suicide. In this dictionary, the author has also included the theological (religious) aspect.

1. **General. *“The turning point in a disease, the decisive moment, esp. in a tragedy, a time* *of danger or suspense in politics etc. to bring to a crisis to bring (affairs) to a culminating point [L. fr. Gk krisis, decision].”***
2. **Crisis Centre.** “***Anti-suicide establishment, available for advice by telephone to anyone* *in a depression crisis.”***
3. **Crisis Theology. “*Theology whose point of departure is man’s awareness of the inner* *contradiction in his nature. It is particularly associated with Barth”.***

**11. The Cambridge Encyclopedia – 1991**

The Cambridge Encyclopedia has **for the first time used the complete term ‘Crisis Management’.**

According to the author the term was for the first time used by Mr. Robert McNamara (The then American Secretary) during the management process of ‘Cuban Crisis’. The author has also explained the concept of ‘Crisis Theology’.

1. **Crisis Management. “*A term first employed by Robert McNamara shortly after the 1962* *Cuban missile crisis.” It implies, given the limited information about other actors, and their unpredictability, that long-term strategic planning cannot provide the basis for action. Crisis between states can be resolved only by managing them as they arise. (Cuban Missile Crisis; McNamara, Robert S)***
2. **Crisis Theology. *A type of Protestant theology initiated after World War 1 under the***

***inspiration of Karl Barth (1886 – 1998), and was very influential during the 1920s and 1930s. The term ‘Crisis’ essentially applied to the judgment (Gr krisis) of God upon all merely human social, moral, and religious endeavors. The approach exercised a decisive influence on the Declaration of Barmen (1934) which, in opposition to the readiness of the so-called ‘German Christians’ to integrate the racialist ideology of the German National Socialists into Christian doctrine, affirmed Jesus Christ as God’s sole and sufficient revelation and denied any revelations in nature, history, or race apart from him (Theological connotation). (Barth Karl; Christianity; Christology; revelation)***

1. **The New Penguin English Dictionary – 2000**
	1. **Social Sciences/ international Relations. *“A time of acute difficulty or danger, especially on* *a national or international scale: e.g. The Cuban missile crisis of 1962.”***
	2. **Medical**

**(1). *“The turning point for better or worse in an acute disease, e.g. pneumonia”.***

***(2). A sudden attack of pain, distress, etc. (via Latin from Greek krisis decision).***

1. **Essential English Dictionary plus Language in Action Supplement 2003**
	1. ***A crucial stage or turning point in the course of anything.***
	2. ***A time of extreme trouble or danger. [Greek krisis decision ]”***
2. **The Shorter Oxford English Dictionary on Historical Principles**
	* 1. **Etymology. *“Crisis (krəi·sis). Pl. crisis, rarely crisises. I 543. [a. L., a. Gr. kpiais, f. kpìvelv* *to decide.]***
		2. **Pathology. *The point in the progress of a disease when a change takes place which is* *decisive of recovery or death; also, any marked or sudden change of symptoms, etc.***
		3. **Astrology. *Said of a conjunction of the planets which determines the issue of a disease or* *critical point in the course of events – I663.***
		4. **Transformation and figuration**. ***A turning-point in the progress of anything; also, a state of* *affairs in which a decisive change for better or worse is imminent. .***

**Example. *e. g “The ordinary statesman is also apt to fail in extraordinary crises”***

(JOWETT)

1. **An English-Persian Dictionary**

**The substitutes of the word ‘Crisis’ in Persian language are as under:**

**CRISIS:**



***M***a‘rakah.

 Hangáma– (Critica of a diseasê),

 Buhrán. (Sudden lenging happening)



**16. English-Arabic Dictionary**

**The substitutes of the word ‘Crisis’ in Arabic language are as under:**

**“CRISIS:**



* ***Buhrân.***
* ***(pl. Bahârîn).***
* ‘Qatû.

**17. CONNOTATIONS / APPLICATION**

Going through the various definitions, pertaining to various eras, it has become evident that the word ‘Crisis’ is now being used in almost all areas of study. Following areas have been covered by the definitions/explanations that we have studied so far.

a. General Use involving various fields g. Industry

b. Medical Sciences h. Finance

c. Psychology i. Business

d. Social Sciences j. Religion

e. Political Science k. Literature

f. International Relations

**DIFFERENCE** **BETWEEN CONFLICT AND CRISIS**

Conflict and crisis are two terms which are used very frequently in political science, as well as, international relations. Many a times students and readers confuse these terms with each other. It must be clear that they are absolutely two different concepts.

1. **Conflict**

According to “Handbook of conflict resolution” authored by Christopher Mitchell and MichaelBanks:-

***“Thinking about conflict resolution, conflict management or alternative dispute resolution (ADR) is today experiencing a boom, in terms both of its literature and its practical application in many countries. As the bibliographies in this work indicate, the past decade has witnessed the maturing of conflict analysis as an inter-disciplinary field. There has been a considerable output from sociology, combined with the flowing of contributions in social psychology and psychotherapy, substantial work in political science and anthropology, successful commercialization in business studies and even some serious interest within the conservative redoubt of academic international relations.***

***On the organizational side, mediation and the many techniques associated with its use in interpersonal and inter-group disputes, such as conciliation and counseling, arbitration, reconciliation and reparation, have rapidly become institutionalized, particularly in Europe and North America. They are now widely established in the areas of family breakdown community conflict race relations environment disputes and industrial unrest.”***

Peter Wallensteen explains concept in a much clearer form in his book “Understanding conflict resolution”. He says:-

***“We can preliminarily define conflict resolution as a situation where the conflicting parties enter into an agreement that solves their central incompatibilities, accept each other’s continued existence as parties and cease all violent action against each other. This means, of course, that conflict resolution is something that necessarily comes after conflict. It means that we first need to have concepts and tools for the analysis of conflict. This is what conflict theory is all about. It talks about the parties accepting each others’ continuous existence as parties.”******2***

The concept of conflict clearly indicates that it is a ‘dispute’ that involves two or more parties. These parties, at any cost, want to retain their existence as independent parties. The conflict may start from family level and cover up-to Cyprus or Kashmir dispute. According to Peter Wallensteen:-

***“We arrive at a complete definition of a conflict as a social situation in which a minimum of two actors (parties) strive to acquire at the same moment, in time, an available set of scarce resources.”*** ***3***

The above sited information explains that conflict has to have essentially, at least, two parties or actors. The conflict also does not define or lay down any time limits or critical emergency, demanding immediate resolution.

**2. Crisis**

1. Christopher Mitchell and Michael Banks, Handbook of conflict resolution, Pinter, Wellington House, London, 1996 page xi
2. Peter Wallensteen, Understanding conflict resolution, Sage Publications, London, 2002, Page 8
3. Peter Wallensteen, Understanding conflict resolution, Sage Publications, London, 2002, Page 16
4. Phil William, Crisis Management (Confrontation and Diplomacy in the Nuclear Age), Martin Robertson & Co. Ltd, London, 1976, Page 20

We have observed that conflict is mostly in the shape of disputes and differences. On the other hand crises, have altogether different connotation. The crises may or may not have more than one party. The keyword in defining the crises is ‘time stress’. Phil William explains it as under:-

***“This instrumental use of the term (crisis) is merely one cause of its linguistic proliferation. Equally important is the fact that it can be used to describe such a wide variety of different situations. It is possible, for example, to talk of an emotional crisis or a financial crisis; the former perhaps precipitated by the latter in some instance. Furthermore, the term can be applied equally well at the global level as at the individual level. The crisis of capitalism, the crisis of civilization, the energy crisis and the environmental crisis are all terms used in relation to problems that have a global or near-global range. In addition to varying in scope, however, crises appear to vary enormously in duration. Thus, one very eminent historian has described international politics during the interwar period as ‘The Twenty Years Crisis’, while for other analysts the term denotes an event or situation that is confined within a much shorter period of time, and is measured in days or weeks rather than Years. The fact that the term is so elastic in its interpretation almost certainly contributes to its over-zealous adoption.”***



**CONCLUSION**

After going through all the above sited definitions following three points clearly come out.

1. Definitions keep going through changes, alterations, modifications and even they are rendered obsolete and totally replaced by new definitions. This phenomenon is a continuous process, consequent to changes in the development process of the world.

2. The terms also keep changing horizontally and vertically. One particular term which is basically designed for a specific subject is also extended to other subjects. The term crisis was initially used only for critical or turning point of a disease but today it is being used, in almost all the subjects of the world. It has even travelled to streets and a common man also uses this term, giving it his own interpretations. Vertically speaking it covers the whole range from ‘Cuban Crises’ to a vegetable shopkeeper and horizontally it extends from international relations to all fields of knowledge. This makes it essential to differentiate its interpretations and connotations. It should be noted that when, one particular terminology is used in various areas / subjects, its meanings also change, according to the requirement of the subject.

3. The meanings, applications and understanding of various definitions and terminologies also have geographical dimension. They vary from continent to continent, country to country and even in the various geographic locations of one country. As the world is divided into the developed, developing and underdeveloped countries, they all have different understanding of different terminologies. Although it is not a general rule yet, it does exist.

To perceive any concept clearly, the reader must explore all possible sources, in order to know the variations and different connotations, based on geographic dimension, field of knowledge and specific era.

**LEVELS, TYPES & CAUSES OF CRISES**

**LEVELS OF CRISIS**

Crises have no limits, no boundaries and no fixed timings. As we have gone through the definitions and concept of crisis, it occurs abruptly, swiftly and un-alarmingly. It does not give enough warning to react or resort to stereo type methods of management. Crises are also not bound to any field of life, time or any particular natural and unnatural level. They can occur at any time, at any level and in any field / area. Some of the levels are briefly discussed below.

1. **Individual Level.**

Man and planet are together since the creation of this universe. They areinseparable from each other. Man lives his life at many levels and the nature prevails everywhere, at all levels. The two basic levels of human life are individual level and collective level (as member of human society). It is a strange phenomenon that most of the people complete their life on this earth even without defining any aim of life. They are ridden by the winds of desires, emotions and circumstances. There may be a handful number of people who are equipped with futuristic vision and long term planning to achieve the aim which they clearly define. Most of the people do not do that. Individuals therefore, frequently come across crises in their life. Mostly these crises are accepted as destined whereas; these may be manageable with bit of effort or planning. We shall mostly restrict ourselves to our country only. Most of our population is rural based where there is dearth of facilities or at least lack of basic facilities like education, health facilities, limited earning and very few employment opportunities. All these things create crises at one stage or the other. On the other hand if we go through the world history, the big cities have hardly produced a towering personality in terms of leadership, intellect, craftsmanship or even business. Most of the towering personalities belong to rural areas that they had defined an aim of life, planned their efforts and executed them while negotiating obstacles, odds and inhospitalities en-route to their destination. ‘Life is not a bed of roses’ is good enough proverb to be remembered. If we don’t use our potential and energy in a judicious and planned manner, we are bound to face crises.

1. **Collective/Organizational Level.**

Crises do occur at collective level also. The collective level entailsan organizational level; be it a social system, an industrial group, a huge business organization, a university, a small market or even an intellectual or political organization where a number of people or participants, hold various portfolios. There can be a number of factors which can create crises at these levels e.g., human resource, finances, management, technical problems, un-usual occurrences etc.

1. **Geographic Level**.

Geography plays a very vital role in human life. Life cannot exist without water,oxygen, food and shelter. If anything goes wrong in the usual functions of nature, crises will be there. Weather, climate and natural hazards can cause even un-manageable crises. A volcano, severe snow storm, fast wind storm, heavy floods, heavy rains and abnormal winters or summers can always create very serious crises. Tsunami and earthquakes etc. are other examples. The geographic level will pertain to area, which is affected.

1. **Administrative Levels.**
	1. **Local Level.** Geographically speaking sometimes the crises are localized as they affect small localareas. These crises are comparatively easy to manage and they render lesser damage e.g. some small area may be affected by a local earth quake, local flood, some disease or some loss to crops etc.
	2. **National Level.** Crises can extend up to national level also. These may relate to abnormaltemperatures, prolonged or reduced seasons, abruptly changing weather conditions, epidemics, law and order situations, political turmoil or certain overflows of international critical situations.
	3. **Trans-national Level.** When the crises cross the boundary of one nation or country and startaffecting the neighboring nations or countries we called them trans-national crises. At present a classic example of the trans-national crises is the prevailing crises in Afghanistan which are adversely affecting Pakistan also.
	4. **International/Global Level.** At this level the crises affect the whole world or the globe.Environmental damage by the western and developed countries due to discharge of poisonous gasses and heat, which is widening the existing black holes and creating new black holes also, or chemical wastage which is contaminating the oceans, atomic explosion and reduction of forests etc, are the biggest roots of global crises. Likewise monopoly over certain life necessities, by few countries, enjoying full control over them, paralyses the whole world. Global warming is the biggest alarm for the whole world to face unimaginable crises.

**TYPES OF CRISES**

Although there is no hard and fast rule to categorize types of crises yet, they can be generally categorized as given below. This division helps us in understanding the concept in a better way.

* 1. **Social Crises.** Man is a social animal and he is mired in the race to distinguish his superiority usinghis colour, creed or even geographic dislocations. It’s a well-known fact that the human instincts play a dominate role in his behavior. ‘Survival of the fittest’ is an old saying which is applicable today and will be equally applicable tomorrow also. It’s a very strong instinct which contributes a lot towards any type of crises. Values, religion, norms and traditions and many such like sentiments become a source of crises at social structure level. These crises can be termed as social crises that have caused even many wars.
	2. **Economic Crises.** Napoleon said, “Armies march on their stomach” which means that food is thefirst human need. Concepts of many other thinkers like Karl Marx, Lenin, Sigmund Freud etc. revolve around the economic needs only. Even the religious thinkers lay stress on the need of economic prosperity which is ultimately human prosperity. Economic crises can always create fatal consequences. In the modern world economic struggle has become the foundation for the survival of a family or a state.
	3. **Political Crises.** Political crises are another type of crises. Great Britain, Germany, Russia, Korea,Sri Lanka and many other countries have seen the worst type of political crises. Political crises always prevail in the world in one country or the other and in one form or the other.
1. **Moral Crises.** Every nation and country has its own written or un-written moral and ethical rulesand systems which are always very dear to that society. A successful and peaceful co-existence is strongly supported by the moral system of any society. If this system collapses it can seriously and instantly damage the other systems of the society which can create serious crises for the nation or state.
2. **Educational Crises.** Along-with its traditional and conventional education every nation, needs theeducation which is call of the day. This is mathematically applicable in today’s world when a globalculture is fast developing and everyone is required to be equipped with the education required by the contemporary society. It is being said that to excel in any field in life, one has to equip himself, with the standards by a global citizen, otherwise he will remain in crises. In this new emerging reality is neglected, and the old, obsolete and rigid education systems are followed, the nation will lack behind. Such a situation can assume the form of crises, which are termed as educational crises.
* **Internal Crises.** Since there are many systems and sub-systems on which a nation runs therefore, itis indispensable to keep them ideally functioning as integral components of each other in order, to run the nation or the country in a smooth way. If some serious malfunctioning enters any of such systems it can create crises. It is just like a computer views.
1. **External Crises.** Crises can be created by the external forces also which has always happened inthe course of history. Wars, Calamities, conspiracies and terrorism etc., can create crises in any nation or country. The source of such crisis is outside the demarcated boundaries of the state. Many states/societies of the world are victims of external crises at present.

**CAUSES OF CRISIS**

Crises are a constant phenomenon of our times. They never appear with the same familiar face. There are several causes which can cause crises at any moment. These causes include human behavior, natural happenings and many invisible factors. Some of the causes are briefly explained in this portion.

1. **Climatic Reasons (Global Warming).** Climatic reasons can be one of the major causes of crisesanywhere in the world. People of Europe can bear the hot sun to a specific degree of heat and beyond that life is threatened. In Africa it is other way round. Human scientific development is delivering very tasty fruits to human beings but massive industrialization is rendering irreparable damage to human life also. Global warming is very relevant example. If the temperature of the universe keeps rising as being expected by the scientists, the poles will melt and the universe will face un-exampled crises.
2. **Media.** Media has always been making and altering the public opinion. In this way it is the mostpotent weapon to be used to create, enhance or boost up crises. Today our world is virtually being controlled by the stronger medias. There are many nations who fastly accept whatever is fed to them to believe. Many a times foreign medias or even own motive oriented media sources feed such information that can become a source of crisis.
3. **Propaganda.** Propaganda is a proper weapon, to create crises in the targeted societies. This weaponis in use since centuries but today it has become very effective weapon as the media has become un-imaginably fast and quick effective. Both, print and electronic media are used as a tool. It is also said that media is the vehicle for the propagandists. It shows one killed and frightens one hundred millions. Everyone does not have the means and ability to verify the truth and the aim behind the propaganda.
4. **Critical Happenings.** Occasionally some very serious incidents take place which create crises. If adam breaks it can wash away countless settlements. An earthquake can jam all other activities of a nation. If oil carrying ships go on a strike for few days, the wheel of the globe will be jammed for months together. A large scale act of sabotage or terrorism can instantly create crises.
5. **In-efficiency.** It is self-explanatory that if inefficient people handle sensitive and essential systems,the systems can break down at any moment.
6. **Lack of Managerial Skills**. Right man for the right job is the golden principal to avoid crises. If illtrained, ill-educated and un experienced people are employed to manage the systems, which are beyond their abilities, it will always be a major potential cause for crises.
7. **Lack of Motivation.** If one is not convinced of the job which he is performing, he will always showslackness and lack sense of responsibility. Hence, absence of devotion and commitment leads to failures.
8. **Poor Leadership.** Leaders are the captains of the ships. An able captain will always take the ship tosafe shores and a poor captain will leave the ship at the mercy of deep waters and high waves.
9. **Systemic Failures.** Barring the natural systems, all systems are designed and created by the humanbeings. The human element always carries the possibility of flaw in it. Systems are also to be constantly updated, monitored and flaws are required to be removed. If this is not done in an ideal manner, then any system can fail and thus become a cause of crises. It also equally applies to political, social, mechanical, electronic or any other such system. If a power failure occurs in a system which is totally dependent on power, beyond doubt it will collapse and thus create crises.

**Conclusion**

It is evident from the above study that crises do have their levels, number of types and several causes. Whatever has been concluded is just not a final figure. There can be many more reasons and causes to create crises. It is also important to remember that minute to minute technological, political and economic changes and interactions at domestic and global level keep taking place. The electronic era has changed the speed of life and the fast moving life is becoming faster and faster. Whereas, all experiments and experiences are fulfilling human needs and delivering goods to human life, they are simultaneously becoming potential sources of new crises. It is therefore important to keep a constant eye on the fast coming changes in order to know the new causes being added to the list.

**SYSTEM**

**Introduction:**

God Almighty has created this universe in which nothing can survive, exist or function in isolation. Starting from ant to solar system, everything survives lives and performs within specified systems. Etymologically speaking, according to ‘The Grolier International Dictionary’ the word ‘System’ originated from “*Late Latin Systēma, from Greek sustēma, (which means) a composite whole, from sunistanai.* *to bring together, combine: sun-, together + histanai, to cause to stand”.*

*In the contemporary era, according to Kitabistan’s New Millennium Practical Dictionary the word ‘System’ means ‘System (sis-tem) n 1. Orderly arrangement (of words, ideas, theories, things,* *etc.), working together to form a co-ordinated whole* *2. methods or principles (of)*  *3.classification**4. (the system), the human body* *systematic (-mat-) adj. 1 methodical* *2.not unprincipled**3.according to a plan**4. not casual*  *5. Intentional* *systematically adv. methodically* *System n. (also) government*

*systemic adj. affecting entire system*

DEFINITIONS AND DIMENSIONS

1. Oxford Dictionary of English, 1st Edition, Oxford.
	1. Origin*.*

*Early 17th century: from French ‘système’ or late Latin ‘systema’, from Greek* *‘sustēma’, from sun-‘with’+histanai ‘set up’.”*

* 1. General.

*A set of principles or procedures according to which something is done: an organized scheme or method: a multiparty system of government, | the public school system.*

(2). *A set of rules used in measurement or classification: the metric system.*

(3). *Organized planning or behaviour: orderliness: e.g. there was no system at all in the* *company.*

2. The Shorter Oxford English Dictionary on Historical Principles

1. General

(1). *An organized or connected group of objects.*

(2). *A set or assemblage of things connected, associated, or interdependent, so as to form a* *complex unity;*

(3). *A whole composed of parts in orderly arrangement according to some scheme or plan;* *rarely applied to a simple or small assemblage of things (nearly= ‘group’ or ‘set’).*

(4). *spec. (with this, a possessive, or the like): The whole scheme of created things, the* *universe.*

1. Physics.

*Group of bodies moving about one another in space under some particular* *dynamical law, as the law of gravitation; spec. In Astronomy a group of heavenly bodies connected by their mutual attractive forces and moving in orbits about a centre or central body, as the solars. (The sun with its attendant planets, or the planet with its attendant satellites.)*

1. Biology.

*(1). A set of organs or parts in an animal body of the same or similar structure, or sub serving the same function, as the nervous, muscular, osseous, etc. systems, the digestive, reproductive, etc. systems; also, each of the primary groups of tissues in the higher plants.*

*(2). With the or possessive: The animal body as an organized whole; the organism in relation to its vital processes or functions.*

 (3). Medical. *Introducing vaccine virus into the system (1805 AD).*

1. Scientific / Technical.

*In various scientific and technical uses: A group, set, or* *aggregate of things, natural or artificial, forming a connected or complex whole. a. of natural objects or phenomena, as geological formations, mountains, rivers, winds, forces, etc.; also lines, points, etc. in geometry.*

1. Music.

*In ancient Greek music, A compound interval, i.e. one consisting of several degrees (opp. to DIASTEM); also, a scale or series of notes extending through such an interval, and serving as the basis of musical composition.*

(2). *Applied to †stave, or to a set of staves connected by a brace in a score of concerted music* *(1672 AD). 6. Gr. Pros, A group of connected verses or periods, esp. in anapaepstic meters (1850 AD).*

* 1. Satellite Systems.

*First satellite-systems, then planetary systems, then star-systems,* *then systems of star-sys-tem.*

* 1. Communication / Climate.

*A system of telegraph wires (1855 AD). The glacier system* *of the region TYNDALL, Low pressure system or cyclone(1893 AD).*

1. The Reader’s Digest Great Encyclopedic Dictionary, 1964
	1. General. *Complex whole, set of connected things or parts, organized body of material* *or immaterial things; (physics) group of bodies moving about one another in space under some dynamic law, as that of gravitation, esp. (astron.) group of heavenly bodies moving in orbits about central body; (boil.) set of organs or parts in animal body of same or similar structure or sub serving same function, the animal body as an organized whole.*
	2. Academic*. Department of knowledge or belief considered as organized whole;* *comprehensive body of doctrines, beliefs, theories, practices, etc., forming particular philosophy, religion, form of government, etc.; scheme or method of classification,*

*notation, etc; (crystal) any of 6 general methods or types in which substances crystallize.*

1. Funk & Wagnalls Standard Dictionary Comprehensive International, New York, 1970.
	1. General. *Orderly combination or arrangement, as of parts or elements, into a whole;* *specifically, such combination according to some rational principle; any methodical arrangement of parts.*
	2. Science & Philosophy. *In science and philosophy, an orderly collection of logically* *related principles, facts, or objects.*
	3. Natural Science. *Any group of facts and phenomena regarded as constituting a natural* *whole and furnishing the basis and material of scientific investigation and construction: the solar system.*
	4. Mechanics. *The connection or manner of connection of parts as related to a whole or* *the parts collectively so related; a whole as made up of constitutive parts: a railroad system.*
	5. Methodology. *The state or quality of being in order or orderly; orderliness; method: He* *works with system.*
	6. Physiology. *An assemblage of organic structures composed of similar elements and* *combined for the same general functions: the nervous system; also, the entire body, taken as a functional-whole.*
	7. Physics. *An aggregation of matter in, or tending to approach, equilibrium.*
	8. Mineral. *One of the six divisions into which all crystal forms may be grouped,*

*depending upon the relative lengths and mutual inclinations of the assumed crystal axes.*

i. Geology. *A category of rock strata next below a group and above a series and* *corresponding with a period in the time scale.*

1. Synonyms.

(1). Order. *In this connection denotes a fact or result; e.g. these papers are in order*

(2). Method. *Denotes a process*.

(3). Rule. *An established course of things.*

(4). Manner. *Refers to the external qualities of action, and to those often as settled and* *characteristic.*

(5).Regularity. *Applies to even disposition of objects or uniform recurrence of acts in a* *series.*

1. The Grolier International Dictionary, 10th Edition 1981, USA, 1984
	1. Etymology*. [Late Latin Systēma, from Greek sustēma, a composite whole, from* *sunistanai. to bring together, combines: sun-, together + histanai, to cause to stand.*
	2. Formal. *A group of interacting, interrelated, or interdependent elements forming or* *regarded as forming a collective entity.*
	3. Communication. *A network of structures and channels, as for communications, travel,* *or distribution.*
* Intellectual. *A set of interrelated ideas, principles, rules, procedures, laws, or the like.*
	1. Social. *A social, economic, or political organizational form.*
1. The Grolier International Dictionary, USA, 1984
	1. General. *A group of related parts which work together forming a whole: A strike* *disrupted the postal system.| a heating| air-conditioning system| the solar system| a computer system | the digestive system | the nervous system.*
	2. Intellectual. *An ordered set of ideas, methods, or ways of working; what are the* *differences between the American and British systems of government?*
	3. Informal. *The impersonal official forces that seem to govern one’s life and limit one’s* *freedom: She just blames it all on the system.*
2. The Random House Dictionary of the English Language
	1. Education. *Any assemblage or set of correlated members: a system of currency; a* *system of shorthand characters.*
	2. Intellectual. *An ordered and comprehensive assemblage of facts, principles, doctrines.* *or the like, in a particular field of knowledge or thought: a system of philosophy.*
	3. Methodology

(1). *Any formulated, regular, or special method or plan of procedure: a system of marking,* *numbering, or measuring.*

(2). *Due method or orderly manner of arrangement or procedure: e.g. There is no system in his work.*

1. Astrology. *A number of heavenly bodies associated and acting together according to* *certain natural laws: the solar system.*
2. Astronomy. *A hypothesis or theory of the disposition and arrangements of the heavenly* *bodies by which their phenomena, motions, changes, etc., are explained: the Ptolemaic system; the Copernican system.*
3. Biology

(1). *An assemblage of parts of organs of the same or similar tissues, or concerned with the* *same function: the nervous system; the digestive system.*

(2). *The entire human or animal body:e.g an ingredient toxic to the system; One’s* *personality, character, etc. : to get the meanness out of one’s system.*

* 1. Geology. *A major division of rock comprising sedimentary deposits and igneous masses* *formed during a geological period.*
	2. Sports. *Checkers. either of the two groups of 16 playing squares on four alternate* *columns.*
1. Essential English Dictionary plus Language in Action supplement, Collins.
	1. General.

(1). *A method or set of methods for doing or organizing something: a new system of* *production or distribution.*

(2). *The manner in which the parts of something fit or function together; structure: disruption* *of the earth’s weather system. (Global Warming)*

1. Social*. The manner in which an institution or aspect of society has been arranged: the* *Scottish legal system.*

CONCEPT/ TYPES OF SYSTEM

1. Concept

The word ‘system’ must have been well understood by now but to understand the real concept of system, much more study is required. Usually, tremendous difficulties are experienced while managing certain crises, merely because of the fact that people fail to understand the ‘system’ or the systems involved in the crises. It is therefore essential that one must have a clear perception of ‘system’ and its connotations.

1. Anatol Rapoport’s Concept. Anatol Rapoport says; “I accept the definition of a system as:-

Something consisting of a set (finite or infinite) of entities, among which a set of relation is specified, so that deductions are possible from some relations to others or from the relation among the entities to the behavior or the history of the system”. (According to Chamber’s Twentieth Century Dictionary)

1. Talcott Parsons’s Concept. A Social scientist Mr. Talcott Parsons, explains system as: - *“System” is the concept that refers both, to a complex of interdependencies* *between parts, components, and processes that involves discernible regularities of relationship, and to a similar type of interdependency between such a complex and its surrounding environment. System, in this sense, is therefore, the concept around which all sophisticated theory in the conceptually generalizing disciplines is and must be organized. This is because any regularity of relationship can be more adequately understood if the whole complex of multiple interdependences of which it forms part is taken into account”.* (According to Chamber’s Twentieth CenturyDictionary)
2. J.W. Burton’s Concept. J.W. Burton has defined the system as under:-

*“The concept of System is well understood: it connotes relationships between units. The units of a system are of the same ‘set’, by which is meant that they have features in common that enable a particular relationship. A telephone system is a relationship between telephones-the units have some special features that make them relevant to the system.”*

 J.W. Burton, Systems States Diplomacy and Rules, Cambridge university press, 1968, p6 (For further study read chapter 1 of the referred book).

2. Types of System

Relationships imply communication between units, or transactions and exchanges. It is possible to regard the parts of a static construction as forming a system: an art composition is a set relationship, a chair or a table can be regarded as parts in a relationship, a mobile has some additional features because stress at one point affects others. There is in these cases communication by physical contact. These systems could be termed basic systems, and it is by first examining these, and then other systems of greater and greater complexity, that an analyst is assured that important features of the complex system with which he is concerned are not overlooked.

1. Complex System.

A system more complex than a basic system is one in which relationships and transactions between units enable repetitive movement. The movement is one that is relevant to predetermined purposes; examples are a printing press, or a stationary pump. This is an operational system. Functional institutions are of this type. They are constructed for specific purposes, and their use for other purposes is usually limited. For example, the international communications institutions have special operational purposes, as do health, agricultural and others. A great deal of public administration is based upon operational systems of this kind. Their activities are routine, no matter how important they might be, and continue with little external control. They might cease to operate and be dismantled once the purposes for which they were constructed are fulfilled or are no longer being pursued. Though designed for a purpose they can operate without purpose; they can remain in operation after their relevant purpose has been fulfilled, or when the purpose has been eliminated, as is the case with much ceremonial customs.

1. Behavioral Systems.

Behavioral systems have a range of capabilities in addition to those of basic and operational systems. The characteristic feature of behavioral systems is that they have abilities to respond to their environment. They may be inanimate; an automated aircraft in flight is a behavioral system capable of self-response to the requirements of the environment in relation to a predetermined goal. Animal and vegetable systems respond to their environment. A flower bed is a behavioral system when each bloom has a pollination relationship with others, and all together responds to the environment. In each case, abilities to respond to the environment determine functional capability in relation to the attainment of fixed functions in changing condition.

1. Purposeful Systems.

Purposeful systems have in addition a capability to determine goals, to change goals, and to alter means of attaining them. These are the cultural and economic systems of a society. The making and remaking of value judgments, and the use of strategy in the pursuit of values, are the unique features of these highly developed social systems. Controlling systems have also a limited ability to alter the environment as an alternative to response to it, or as a means of avoiding adjustments to environmental demands that are beyond the response capability of the system. The capability of systems to alter their environments rests mainly upon their relative abilities to influence the behavior of each other. This depends upon a great many factors such as the extent to which the role of the system is important to others, the extent to which its values and needs are shared by others, the number of members within it that are also members of other systems, and its ability to create an image of itself as a system that has these features. In some societies sporting institutions can exercise greater influence on legislatures than social welfare organizations. These capabilities of purposeful and controlling systems make them more intricate and therefore subject to functional disorder; but they are, at the same time, the means of survival, persistence and growth.

*“We could construct a model of a world based upon these static, functionally operative, behavioral, purposeful and controlling systems embracing economic, political, social and cultural activities. The map of this society would appear like millions of cobwebs superimposed one upon another, covering the whole globe, some with stronger strands than others representing more numerous transactions, some concentrated in small areas, and some thinly stretched over extensive areas. Each separate cobweb would represent a separate system-trade flows, letters exchanged, tourist movements, aircraft flights, population movements and transactions in ideas, cultures, languages and religions, traffic flows within towns and social interactions within village communities.”*

1. Linked Systems/Administrative Systems.

Linked systems tend to consolidate into administrative units, and this is the case in industry no less than in social life. There are administrative systems including parliaments, cabinets and civil services, and others in industry and finance, which restrain the free interaction of systems. These administrative systems, unlike others, do tend to be confined to conventionalized geographical boundaries that include major clusters of systems. They have power to control the interaction of systems within given areas, thus limiting the consequences of change, or creating crises.

1. It would be misleading, however, to regard these concentrations as systems. This may have been the case in a past age when each was relatively self-contained and isolated: the transaction points of systems tended to be within the boundaries of the linked systems. But this is no longer the case. Over the years the cultural unity of communities has been altered by conquest and migration, relationships have been altered and extended, and communications and specializations in the modern world have extended systems beyond conventionalized boundaries. It is not intended to imply that States are no longer significant; on the contrary, their role and range of activities has increased, but it is a role in relation to systems.

CONCLUSION

The whole discussion gives a fair idea about the importance of understanding the concept of system/systems. Crises mostly are created by systemic disorders, starting from a simple pain in the eye or havoc creating thunder storm, or from power failure of a computer system to sudden functional disorders of a gigantic industry. It equally applies to social, political and moral systems. Many a times the natural or geographic systems also become a serious cause of crises. Understanding the system encompasses the whole range starting from an atom and molecule to solar system. The world society also cannot be understood if one does not have sufficient knowledge about the concept of system. J. W. Burton has rightly said:-

*“World society is perhaps best analyzed by considering systems first, and then the role of States, which is the reverse of a traditional approach.”*

J.W. Burton, Systems States Diplomacy and Rules, Cambridge university press, 1968

**CRISIS ANALYSIS**

**Introduction**

As we have studied that life prevails in the form of systems. The systems comprise many sub-systems, components and essential elements. No system ever remains in the ideal shape for ever. Something goes out of routine, deteriorates, mal-functions or some unexpected fault occurs instantly. Systems range from the simplest to the most complicated ones. At times, it may be easy to identify the fault but sometimes it may demand decomposition of the system to examine every component separately, in order to rectify the fault or overcome the problem. Although this term was formerly used for the mathematical discipline and chemical tests to determine ingredients of some matter, it is now used very frequently and vastly in the social sciences also.

It is interesting to note the following two Urdu verses which provide us the simplest form of ‘Analysis’.



In this verse ingredients of competent leadership which include; ability to see beyond the horizons, logical and pleasant conversation and selfless dedication to the cause. This verse was addressed to the father of the nation Quaid-e-Azam Muhammad Ali Jinnah. If we study the presence or absence of these ingredients, considering them one by one, in the personality of leader it would be called analysis.



In this verse the poet way .According to the poet, the life comprises four basic elements i-e air, water, heat and mud. If they are amalgamated according to a specific ratio they will make life. On the other hand if they are decomposed or separated, the life will come to an end.

These are the simplest examples of analysis. The same method is applicable to all subjects. If we take the example of a business company, it includes several factors; e.g. manpower, procedures, code of conduct, timings, input, ways and means to measure the output finances etc. Likewise if we take the simple example of a field in a village, its yield depends upon a number of factors like the seed, type of land, quality of water, ploughing, intervals of irrigation, use of fertilizers, time of cultivation etc. If all these factors are studied separately, it would be a true example of analysis. The same method is applicable to the systems governing individual and collective lives of the people, political systems, social systems and governmental systems etc.

**DEFINITIONS AND DIMENSIONS**

**Origin & Etymology:**

According to Watts, analysis means a method that “finds out causes by their effects**.”** Basically this term was formerly used for the mathematical discipline or it implied the resolution of anything complex into its simple elements, opp. to synthesis; the exact determination of its components.

Originally it is a Greek word **“**analysis, an an-al′i-sis, n. pl. analyses, an-al′i-sēz. [Gr. – – Prefix ‘ana’, implying distribution, and ‘lysis’, a loosing, resolving, from lyō, to loosen.] The resolution of a compound object whether of the senses or the intellect into its constituent elements or component parts; a consideration of anything in its separate parts and their relation to each other; opposed to synthesis; the process of subjecting to chemical tests to determine ingredients; a syllabus or table of the principal head of a discourse or treatise.

**Definitions and Connotations according to various dictionaries sources are given below.**

**1. An Etymological Dictionary of Modern English, 1921.**

***“analysis. G. ảvάλυσιs, from λύειν, to loose. ananas, Pine-apple, Guarani (Brazil) anānā.”***

1. **A supplement to the Oxford English Dictionary, 1986.**
	1. ***Short for psychoanalysis. [Greek analysis a dissolving ]”***
	2. ***Late 16th cent; via medieval Latin from Greek analusis, from analuein ‘unloose’, from ana- ‘up’+ luein ‘loosen’.”***
2. **The Random House Dictionary of the English Language.**

***A method of studying the nature of something or of determining its essential features and their relations.***

1. **Collins essential English Dictionary plus language in action supplement.**
	1. ***A method of studying the nature of something or of determining its essential features and their relations.***
	2. ***The separation of a whole into its parts for study or interpretation.***
2. **The New Penguin English Dictionary 2001.**
	1. **General*. The examination and identification of the constituents of a complex whole* *and their relationship to one another.***
	2. **Philosophy*. Method in philosophy of resolving complex expressions into simpler or* *more basic ones.***
3. **The Shorter Oxford English Dictionary on Historical Principles. a. Mathematics**

**(1). Ancient. *The proving of a proposition by resolving it into simpler propositions already* *proved or admitted.***

**(2). Modern. *The resolving of problems by reducing them to equations. (1656. A.D.).***

1. **Chemistry. *The resolution of a chemical compound into its proximate or ultimate* *elements; the determination of its elements, or of the foreign substances which it may contain.( 1655. A.D.).***
2. **Physics (Light). *The resolution of light into its prismatic constituents (1831. A.D.).***
3. **Literature. *The critical examination of any production, so as to exhibit its elements in* *simple form (1644. A.D.).***
4. **Grammar**

**(1). *The ascertainment of the elements composing a sentence, or any part of it (1612. A.D.).***

**(2). *The resolution of the sentence into elements having definite relations to the whole* *sentence and to each other, as subject and predicate with their respective enlargements.***

1. **Qualitative. *Analysis determines what the elements of a chemical compound are.***
2. **Quantitative. *In what quantity each is present, by weight (gravimetrical) or by volume* *(volumetrically).***

**7. The Oxford English Dictionary, vol. II**

**Logic. *The tracing of things to their sources; the discovery of general principles* *underlying concrete phenomena (1680.A.D.).***

**8. The Oxford References Dictionary, 1987.**

**Logic. *Analysis is the theory of functions and limiting operations on them, continuity,* *differentiation, and integration, treated by the strictest standards of logical reasoning.***

1. **The Shorter Oxford English Dictionary on Historical Principles, Oxford**.
	1. **Etymology. *“Analysis (ǎnæ lisis). Pl. analyses (-īz). (1581. A.D.).***
	2. **Logic. *The tracing of things to their sources; the discovery of general principles* *underlying concrete phenomena (1680.A.D.). (Is not the business of the poet? His office is to portray, not to dissect MACAULAY.)***
	3. **Qualitative/Quantitative Analysis. *Qualitative analysis determine what the elements* *of a chemical compound are, quantitative in what quantity each is present, by weight (gravimetrical) or by volume (volumetrically) N.E.D.***
	4. **Grammar. *Logical, Syntactic, or Sentence Analysis: the resolution of the sentence into* *elements having definite relations to the whole sentence and to each other, as subject and predicate with their respective enlargements.***
	5. **Chemistry. *The resolution of a chemical compound into its proximate or ultimate* *elements; the determination of its elements, or of the foreign substances which it may contain (1655. A.D.).***
	6. **Physics. *The resolution of light into its prismatic constituents 1831.***
	7. **Literature*. The critical examination of any production, so as to exhibit its elements in* *simple form (1644.A.D.).***
	8. **Grammar. *The ascertainment of the elements composing a sentence, or any part of it* *(1612. A.D.)***
	9. **Mathematics.**

**(1). *Ancient α: the proving of a proposition by resolving it into simpler propositions already* *proved or admitted.***

**(2). *Modern a : the resolving of problems by reducing them to equations (1656.A.D.).***

**10. An Etymological Dictionary of Modern English, London, 1921.**

***“analysis. G. ảvάλυσιs, from λύειν, to loose. ananas, Pine-apple, Guarani (Brazil) anānā.”***

**11. The Reader’s Digest Great Encyclopedia Dictionary, 1964**

***“anăl´ўsĭs n. (pl. -sēs). Resolution into simple elements; PSYCHOANALYSIS; chemical~, determination of composition of substances; qualitative ~, identification of elements or compounds present; quantitative ~, determination of precise amounts of elements etc. present; (bowling, bowler’s) ~, (cricket), statement of number of balls bowled, wickets taken, runs made, etc. ăn´alўst n.***

***One skilled in (chemical) analysis. ănalўt΄ic adj. Pertaining to analysis. ănalўt΄ical adj. Employing the method of analysis; (of language) using separate words instead of inflexions; ~psychology: see PSYCHOLOGY. ănalўt΄ically adv.”***

**12. The Standard English Desk Dictionary, Sydney, 1983.**

***“anǎ΄lys ǐs n. (pl. –sēs). Resolution into simple elements; PSYCHOANALYSIS; (math.) branch of mathematics using algebraic and calculus methods; (philos.) clarification of concepts and knowledge; (cricket, also bowling, bowler’s ~) statement of number of balls bowled, wickets taken, runs made, etc; chemical~, determination of composition of substances; qualitative~, identification of elements or compounds present; qualitative ~, determination of precise amounts of elements etc. present. ă΄naly΄st n.one skilled in chemical analysis; PSYCHO-ANALYST. ă΄naly΄tic adj. Pertaining to analysis; ă΄naly΄tical adj. Employing the method of analysis; (of language) using separate words instead of inflexions; ~ psychology: see PSYCHOLOGY. ă΄naly΄tically adv.”***

**13. A supplement to the Oxford English Dictionary Oxford, 1986.**

1. **General**

**(1). *[mass noun] detailed examination of the elements or structure of something: statistical* *analysis | [count noun] an analysis of popular culture.***

***(2). the process of separating something into its constituent elements. Often contrasted with SYNTHESIS.***

1. **Chemistry.** *T****he identification and measurement of the chemical constituents of a* *substance or specimen.***
2. **Mathematics*. The part of mathematics concerned with the theory of functions and* *the use of limits, continuity, and the operations of calculus.***
3. ***Short for PSYCHOANALYSIS.***

**(1). Phrases. *In the final (or last) analysis when everything has been considered (used to* *suggest that a statement expresses the basic truth about a complex situation): in the final analysis it is a question of political history.***

**(2). Origin. *late 16th cent; via medieval Latin from Greek analusis, from analuein ‘unloose’,***

***form ana- ‘up’+ luein ‘loosen’.”***

**14. The New Lexicon Webster’s Dictionary of the English Language, New York, 1987.**

***“a∙nal∙y∙sis( ənǽlisis) pl. a∙nal∙y∙ses (anǽlisi:z) n. the process of analyzing (cf. SYNTHESIS) ║a document setting out the results of this process ║ psychoanalysis║\* QUALITATIVE ANALYSIS, \*QUANTITATIVE ANALYSIS [M.L. fr. Gk analusis, a dissolving]”***

1. **The Oxford Reference Dictionary, Oxford, 1987.**
	* 1. ***The process of analyzing; a statement of the result of this. (Process)***
		2. **Mathematics. *The huge mathematical subject which, in the 19th c., emerged from the* *work of Cauchy and others as the modern version of calculus. Analysis is the theory of functions and limiting operations on them, continuity, differentiation, and integration, treated by the strictest standards of logical reasoning.–analytic/adj., analytical adj., analytically adv.***
2. **Longman Dictionary of English Language and Culture, 1992.**
	* 1. **Methodology. *[C;U] examination of something by dividing it into its separate parts:* *The analysis of the food showed the presence of poison.***
		2. **Business*.[C] an examination of something together with thoughts and judgments* *about it: Our analysis shows that the company’s failure was caused by lack of investment.***
3. **The New Penguin English Dictionary, 2001.**
	1. **General. *The examination and identification of the constituents of a complex whole* *and their relationship to one another.***
	2. **Chemistry. *The determination of the chemical components of a mixture or compound* *or their relative amounts***
	3. **Academic. *The act or process of breaking something up into its constituent elements:* *compare SYNTHESIS.***
	4. **Grammar. *The breaking down of a sentence into its grammatical elements.***
	5. **Linguistics. *The use of function words instead of inflections as a characteristic of a* *language.***
	6. **Mathematics. *A branch of mathematics concerned with the rigorous treatment of the* *ideas of limits, functions, calculus, etc.***
	7. **Philosophy. *Method in philosophy of resolving complex expressions into simpler or* *more basic ones.***
4. **The Random House Dictionary of the English Language, New York.**
5. **Essential English Dictionary plus Language in Action Supplement, Collins.**

***The separation of a whole into its parts for study or interpretation.***

**CONCLUSION**

While consulting 20 different reference books from the world literature, we have seen that the word ‘Analysis’ was for the first time used in 1581 A.D. At that time this word of Greek language simply meant ‘to loosen’. With the passage of time, the term ‘analysis’ entered into many other areas of knowledge and these days it is found in almost all fields of knowledge. If we list the areas of study in which the term is being used, the list should be as under. :-

* 1. Mathematics.
	2. Philosophy*.*
	3. Chemistry.
	4. Physics.
	5. Literature.
	6. Grammar.
	7. Logic.
	8. Qualitative/Quantitative Assessment.
	9. Methodology.
	10. Business.
	11. Academic.
	12. Linguistics.
	13. Presentation*.*
1. Political Science.

It must be kept in view that although term ‘Analysis’ retains its basic idea in all areas of study, yet it entails different connotations from subject to subject. As a student of crises management we must know its meaning in all the disciplines and particularly in crisis management.

**CRISIS DECISION**

***“In most people is little more than awareness of which way the winds of desire blow.”***

**(A Dictionary of Thought by Bagobert D. Runes, Philosophical Library New York)**

**Introduction**

Decision making is a constant process of our life that has no pauses. At every step of our life, from selection of dinner to driving a motorcar and flying an air craft, we make decisions at every step. To follow academic career, a professional life pursuit, to marry, to live at certain place and to have and have not relations with some people etc are all decisions. From a computer manager to an organizational head and from a clerk, to a head of the state, everyone has to take decisions, in order to run the affairs in a smooth manner. If a family head makes a wrong or bad decision, the sufferings of the family will be proportionate to the degree of the mistake. The same formula is applicable to the national and international level decision making.

Decision making is a difficult job. It demands the ability to observe, define the objectives clearly, ability to plan, understand the ground realities in true sense, have the foresight and futuristic vision to analyse whether a decision will be workable and practicable or otherwise. It is amazing to note that there is not a single human being in the universe, who does not take decisions at every step of life; however, there are hardly few people who take decisions at conscious level and rest are un-consciously ridden, ruled or driven by the decisions of the others, their own desires or tides of the circumstance. Decision making requires awareness, knowledge of the subject, training, planning ability, deliberations and constant research.

Father of the nation Quaid-e-Azam Muhammad Ali Jinnah said:-

* “Even a, bad decision, is better than no decision”.
* “Think over hundred times before making a decision. Once made (decision) stick to it.”

To understand the process of decision making it is very important to understand the true meanings of the word “Decision”. Various definitions and perceptions of “Decision” in the reference books, have been briefly listed, in the following paragraphs;

**WHAT AFFECTS THE DECISION MAKING?**

It must be kept in mind that decision making is a difficult job. It involves many factors and dimensions. In the process of decision making one has to guard against many distractions and ensure that the ground realities are not lost sight of. Some of the factors which can affect the decision making are given below;

a. **Perception**

(1). We see what we want to see. It is a very common tendency that one wants to see, what he likes to see. It is called ‘wishful thinking’. This single syndrome can lead to a disastrous or an absolutely wrong decision. It must always be kept in mind that facts and figures, ground realities, correct data and visible factors are the essential ingredients for making a correct decision. Throughout the process of decision making, the emotional and psychological temptations, keep our attention drifting away from the existing realities and thus de-track us. The decision making always watch against this dangerous tendency.

(2). Incorrect Recognition of Crisis (Situation). Correct recognition or perception of crisis is the fundamental pre-requisite to reach some good decision or at least a workable decision. The world history stands witness to the fact that very usually, the ‘Crisis’ were not recognized correctly and decisions were made, keeping the false or faulty data in view. This phenomenon resulted in devastating results. Many kings lost their kingdoms, many states lost the wars and many companies lost their business and became bank-rupt.

(3). Stereotype Applications. In the fast changing world, crisis always emerge with new face and new dimensions, demanding innovations and new measures for proper resolution. In case of fire, today we have much more modern and effective mechanical and electronic equipment than the past. Likewise the fire has also changed many shapes and brought more challenges which did not exist when there were no multi story buildings, busy business centers, wooden structure and massive use of electricity, gas and fuel. It means that a simple ladder, few buckets of water and a basket of sand will not suffice. We now have to modify our plans, keeping in view the new difficulties which have been brought by the modern constructions and allied facilitations. The simple lesson learnt is that the measures of the past may have become absolutely outdated today and we need to apply new methods and measures to overcome the new crisis.

(4). Getting Out of Perspective. This is another problem which needs to be addressed. It is human tendency to deviate from the actual problem. There are many reasons for this lapse. Crises are a period of extreme anxiety, tension, stress and strain and they demand instant decisions. On the other hand, many a times, the crises management team indulges in un-required, none essential and aimless discussions and arguments. This phenomenon shifts the whole attention from the original aim. One needs to guard against this tendency that crises management process is not the time to prove our credentials, abilities, knowledge and skills which are not appropriate to the prevailing crises.

b. **Expression**

(1). Inability to Express. Expression is the real essence of understanding or presenting any problem which demands a decision. If someone has grasped and understood the causes of crises very correctly and minutely but he cannot express and present them, in the true sense, the vision or perception is of no use. It is therefore, essential that the decision makers must be expert in expression as well. If a patient exactly knows the points of pain in his body but is unable to explain to the doctor, there are all the chances of administration of a wrong injection or a very harmful medicine, by the doctor.

(2). Use of Incorrect Terminology. It may be appearing very casual and routine type of observation but the fact remains that every subject has got its own language and terminology. The terms used in economics cannot be used in medical sciences as the language used in literature cannot be used for mathematics. It is hence, important that correct terminology should be used, keeping in view the field being addressed. Jargons, local expressions and invalid abbreviation etc. must be avoided.

(3). Linguistic Ability. Whatever language we use for presenting or explaining our problem, we must have command over that language. Weak linguistic ability will result in, inappropriate use of words which can mislead the reader or the decision maker.

(4). Lack of Oral Expression. Probably we never pay attention to a very usual, very simple but indispensable aspect that oral expression is of pivotal and vital importance in our lives and particularly in the process of decision making. More than usual the situation and time factor do not permit us, in a crises situation to resort to proper written documentation and presentation etc. These are the occasions when all decisions are taken, based on oral presentations and discussions. Reluctance, hesitation and inefficient and ambiguous oral expression can lead to big problems in the process of decision making. one must remember four ‘Cs’ as under:-

 C: Clear

 C: Concise

 C: Comprehensive

 C: Complete

c. **Emotions**

(1). Fear of Making Mistakes. Emotions are the basic factor in following a course of action and making a decision. This factor has the strongest effect on the overall personality of any individual and similarly, during crisis, it affects the decision making process also. The biggest element which prevails during these tense moments is the fear of making mistakes. In other words one is afraid of being blamed at the later stage or loosing his/her credibility.

(2). Impatience. Crisis management is highly tense and laborious job. At one time many dangerous and challenging situations crop up, before the crises managers. The loss of life, loss of property, potential of escalation and changing forms and direction of crises are such things which most certainly test one’s patience. Under these circumstances if the decision makers or the managers loose their patience it will drastically affect the whole process of crises management. It would be most appropriate to remember a very short and simple verse of the Holy Quran that commands, ( ) “God is with those who observe patience.”

(3). Becoming Anxious. It’s very difficult to watch and observe the unpleasant things happening before you. One cannot loose sight of human factor. Sometimes the unbearable scenes make a person sad and anxious. This anxiety can result in drifting away the thought process and concentration of the managers or the decision makers which can lead to a bad decision or unwanted wastage of time and efforts. It is therefore important for the people involved in crises management to keep their senses together and guard against the tendency of being carried away by emotions.

**CRISIS DECISION MAKING** **AT** **STATE / INTER STATE LEVEL**

Dandi Daley Mackall, Problem Solving, Viva Books Private Limited, New Delhi , P 54

**Introduction**

“Decision-making ranges from the administrative procedures by which messages are distributed and filed, to the quality of perception and interpretation, and the degree to which action is guided by adequate consideration of all possible choices. It includes the execution of the decision, and readjustment to cope with environmental responses to the decision. The decision making process can be faulty at many specific points: any one weakness in the total process can affect the efficiency of the whole. One’s first inclination is to look at the routines, the lower levels of communication processes, the system of receipt of messages, filing, distribution, preparation of submissions for decision, and the routines that follow decision. In the contemporary world these are always under review. In practice, failures are not due to the mechanical systems, and are more frequently due to parts of the total system that is alone overlooked by the decision makers and by operational research consultants. These are the parts which are the responsibility of senior and final decision- makers. Failure here is not acknowledged contemporarily, and when historically revealed, it is interpreted as failure that is beyond human control. “Eayrs has commented, ‘A physician whose patient dies through malpractice or neglect faces an inquest or a suit for damages; an engineer whose bridge collapses through faulty mathematics or through too much sand and too little cement faces a Royal Commission or a penitentiary sentence. But the statesman whose policies bring ruin to a nation does not even ask forgiveness. There is, he says, nothing to forgive.”

It must never be forgotten that decisions do not come from a single source or single mind. The decision should always be made, by taking all possible factors and elements into consideration. Decisions made in isolation are very usually wrong. In order to examine efficiency in decision-making, how the inter-State system operates, whether the system can achieve consciously stated goals more reliably, whether they can avoid conflicts with other States, the area of choice that decision-makers have must be determined. What authorities should do in particular circumstances, on the basis of some ideology or normative rules, is not immediately relevant: what alternatives exist is the first consideration.

An interaction process within and between systems can be a mechanical one not involving choice. In basic systems this is the case. In social interactions there is at least some part of the interacting process, no matter how small, that does involve alternatives of behavior. In historical or descriptive studies areas of choice are not apparent: they tend to record choices that were made. In any event, the canvassing of alternatives usually reflects ideological opinion.

**1. Area of Choice.**

What is required is an analysis of the area of choice of decision-making generally, in the light of which alternatives in particular situations can be examined. A usual means of defining areas of choice is to refer to static and dynamic influences on States over which they have little or no control, and the changing environment that might be more subject to influence, and in relation to which States might be in a position to choose alternative policies. This is an arbitrary distinction useful in describing an environment, but less useful in determining areas of choice. The more direct way is to examine areas of the environment or conditions that are alterable and unalterable by the deliberate decisions and policies of States. This draws more attention to the relationship which is of immediate interest: the relationship between decision-makers of States, and the systems and environments in which they operate.

**2. External Condition.**

 J. Eayrs, Right and wrong in foreign policy, 1965, P.3

Alterations in environments must be treated as part of the unalterable data to be taken into account within the total decision-making process of States. Authorities may be able to influence the nature of change in some small ways, but not the fact of change. Conditions of extensive and discontinuous change, presenting States with adjustment problems beyond their capacity, might often be held to be a sufficient cause of conflict between States. History draws attention to altering rates of change, and an expectation would be an increase in situations of conflict associated with increased levels of change. Before the First World War, former colonial areas were industrializing rapidly, forcing widespread adjustment upon metropolitan powers, and war accentuated this.

The Great Depression of 1929-31 was evidence of structural maladjustments, and of self-defeating restrictive policies, and its intensity led to further defensive responses. In due course the political effects of restrictive economic policies became apparent. The rise of Hitler to power was against this background. Japan’s demands for a South-East Asian co-prosperity sphere were directly related to the restrictive policies of the West. This was not a case of a war that was inevitable because of some fundamental psychological drives: it was a war occasioned by interactions of a character that led governments to aggressive acts in the protection of their interests. In the contemporary period, the failure of powerful States to adjust to changing circumstances is more in relation to political values than to living standards, but the processes and consequences are comparable. In the period before the Second World War demands for greater participation in internal decision-making were widespread in feudal economies, and even in the major States where minorities were excluded. The war gave opportunities independence movements for electoral reform.

**3. Internal Condition of the State.**

The internal conditions of the State must also be treated as unalterable for purposes of decision-making. There are changes over periods of time in the abilities of the State to appraise its environment and to adjust to it, and changes in structure. The Keynesian era was one in which insights into financial policy enabled states to adjust to altered economic conditions by means less likely to promote tariff wars. But increased communications have brought States into closer contact, and the process of adjustment remains difficult despite increased governmental controls. Furthermore, governments are now as much concerned to place barriers against ideas as against goods. The State structure, its pressure groups, its nationalism, and its fears of the environment, are unalterable within any span of time that is relevant to decision-making processes. Even State institutions and practices are unalterable. In the party system of politics statements are made more for domestic than for foreign consumption: this affects inter-State relations but cannot easily be controlled. The influence of pressure groups can help to escalate conflict between States once it occurs, but authorities must respond to it. History, tradition, leadership interests, government control of information services, traditional alliances and sentiments, the size of armed forces, religious views, language differences, dependence and interdependence factors, and many others, have a bearing upon the course of State relations. These are of importance to the philosopher, the historian and the political scientist; they are relevant features to point out to students who are studying the behavior of States. But they are part of the environment which decision makers must accept as unalterable in their day-to-day planning and making of policy. Like gravity and friction in the operation of a machine, they are factors to be taken into account and offset: they cannot be eliminated, and their presence is felt most when the machine is operating under stress or during crises.

**4. Approach of Political Realism.**

This is an approach of political realism, though different from that of the classical school of realists. They were realistic in facing up to the nature of Man and the State, from which they drew conclusions about the nature of society. This approach takes the objects of their realism as unalterable data. Attention is confined to those decisions and acts that are within the capability of States in their contemporary environment. This realism also requires the exclusion of many areas that may be within the decision –making capability of States over long periods. For example, educational systems-even the kind of history textbooks used-have an important bearing on international society, but in practice changes in culturally based educational policies do not take place within a time span relevant to the avoidance or resolution of a conflict, or the management of inter-State relations.

**5. Alterable factors.**

Alterable factors are probably few and insignificant. To base an analysis of decision-making upon them may seem at first sight to be reducing it to an unreasonable level of detail. It may seem to exclude all manner of variables that have traditionally been regarded as directly relevant. More radical decisions, for example the creation of federations, the elimination of States or some types of States, the creation of supranational organizations, disarmaments or arms control, or single-tax, give more scope for imagination, and may seem more relevant to the problems of international relations than an examination of decision-making by States in a very restricted area of choice. But in the real world of politics it is not possible to decree that in the interests of avoiding a Third World War and its consequences, States must be disarmed, or that certain types of systems must be eliminated. Sweeping descriptions and generalizations about the behaviour of men and States in international society, and bold solutions to problems, have been a feature of most studies of international relations. They no longer Satisfy the student who wants a clear picture of the movements of history, and who wants to see at the micro-level what the processes are that give rise to these broad movements, and in this way to see at which points, if any, systems can be altered or influenced by deliberate decision.

**6. At the Macro-level.**

At the Macro-level the relevant questions to ask are: why do States enact unacceptable roles? Why do they pursue policies that provoke aggressive responses? Why do they endeavour to deny participation to those seeking it? What are systemic influences? What is the result when States resist them? These questions can be answered only in part at the macro-level by postulating systemic and States needs and interests. But the processes that lead systems to change, that give rise to States responses, that finally render States and systems, or States and States in conflict, can be seen only at the micro-level of decision making. This is to some extent true of any system: a breakdown is obvious, but the reasons for it usually require more exact attention. This level of analysis involves empirical studies, hypotheses and reality testing, and is recent in the study of International Relations. The questions at the micro-level are: how are the decisions taken within political systems? What use is made of information? How accurately is the external world perceived? What capability do States have of responding to their environment, and of altering their response?

That the range of choice in the making of decisions is narrowly limited at any given point of time might be discouraging: no easy and quick solutions to serious political problems can be contemplated. But even the limited range of choices that exists at a particular time is responsible over long periods of time for systemic changes, and for resistances by States to systemic changes that ultimately lead to conflict between them. If States finally become irrelevant to world society, if supranational authorities are created or if disarmament occurs, this will no less be due to decision-making processes – to limited choices made at many points of time. For these reasons the details of decision-making – trivial matters in comparison with the great movements of history – are of particular interest in the study of international politics and conflict.

**CONCLUSION**

Decision making is a tedious process and it involves manifold abilities. Particularly, in the context of the crises management it involves many challenging factors. It is a tough job and demands physical as well as, mental presence, robustness, strong nerves, creative and logical thinking and updated knowledge of all dimensions of the crises. Decision making in this particular situation also demands skills and expertise in a variety of fields. The most important thing is innovation, originality and ability to make minute to minute decisions to overcome moment to moment, upcoming novel situations. Constant monitoring and altering or modifying the decision at implementation level is the key requirement.

**RESEARCH SKILLS ON CRISIS, RESEARCH QUESTIONS ANALYSIS AND INTERPRETATION**

**The Word.** The word re-search, comprises a pre-fix and a verb i.e. ‘re’ and ‘search’. The simplemeaning of the word ‘search’ is to ‘find out’, ‘look for’ or ‘a careful inquiry for discovering truth in the history or discovering new facts.’ If we read the word with its pre-fix (re) it means again and again as the pre-fix itself means ‘again’. It is therefore enough to say that re-search is a constant phenomenon and there is no end to it. There are countless hidden realities and countless suppositions which are being treated or believed as realities. The facts are required to be discovered.

**History.** Whereas, the new realities are being constantly discovered and there is no end to it yet, theimportance of history cannot be ignored. History is known as mother of knowledge but on the other hand we hardly permit ourselves to accept that history is mother of doubts and apprehensions also. There are millions of examples to prove this theory. Before the Holy Quran was revealed, it was believed that sun revolves around the earth. The Holy Quran revealed onto us that it is other way round i.e. the sun does not revolve around the earth but the earth revolves around the sun. Centuries later it was scientifically proved by the scientists who took great pride in it. Hence, a gigantic historical misbelieve was discovered and the fact was found. This is the advantage of research.

**1. Why Research**

**a. Aristotle’s Fly**

There are many problems associated with the research as we are always impressed by authority and knowledge of the sources. It would be interesting to know a story associated with Aristotle. It was just a chance that one day Aristotle caught a fly and carefully counted and recounted its legs. He then announced that flies have five legs. No one questioned the word of Aristotle. For years his finding was uncritically accepted. Of course, the fly that Aristotle caught just happened to be missing one leg. Whether one beliefs the story or not, it does illustrate the limitations to rely upon personal experience and authority as sources of knowledge.

**b. Einstein**

There is another small story about Einstein also. Early in the morning, when the children go to school, just by chance Einstein would sit outside his house to enjoy the sun. A small female child used to follow the same route to her school. Einstein liked the child and always helped the child in her homework. This was known to the school people also. One day the child showed her mathematics homework to the old man. There was a sum which was to be solved. It was 2+2=?. Einstein solved the sum as 2+2=5. When the child showed her work to her teacher, she asked the child as to who had taught her the answer; the child replied Einstein. The teacher did not mark the answer as wrong by commenting, “If Einstein has done it, he will prove it also”. This is the burden of authority and knowledge which necessitates research.

**c. Misinterpretation (Mathematician and Bridal Procession)**

A bridal procession also had a mathematician among them. En-route to their destination, they came across a quite wide seasonal stream. Apparently, it looked difficult to cross the stream. People asked the mathematician, to use his knowledge and tell the people whether the stream could be negotiated or not. He applied his knowledge and told the procession that they could walk through the water. Well! Only the swimmers could make it to the far bank and rest all drowned. They got hold of the mathematician who simply replied, “I had worked out the average depth of the water, which was only four feet.”

**d. Blind Following**

There are certain things which are blindly followed by the people as they are present in certain books, references or quotations. Following two verses are a classic example of such a blind believes. The verse given below has been quoted as that of Dr. Sir Allama Muhammad Iqbal, even in the books written by well read

**MAIN TYPES OF RESEARCH IN CRISIS MANAGEMENT**

**CAUSAL-COMPARATIVE RESEARCH**

Causal Comparative Research describes conditions that already exist and also attempts to determine reasons or causes, for the current status of the phenomena under study. It is sometimes treated as a type of descriptive research.

In Causal-comparative research, the researcher attempts to determine the cause, or reason, for existing differences in the behavior or status of groups of individuals. It seeks involvement starting with possible causes of an effect. A variation of the basic approach (sometimes referred to as prospective) involves starting with a cause and investigating its effect on some variable. It attempts to identify cause-effect relationship which is not done in co-relational studies. Independent variables in causal-comparative studies are variables that cannot be manipulated (such as socio-economic status), should not be manipulated (such as number of cigarettes smoked per day), or simply are not manipulated but could be (such as method of reading instructions). Identification of relationships through this research may lead to experimental studies. Cause-effect relationships established through causal-comparative research are at best tenuous and tentative.

Design and procedure for this approach are not complicated. The basic causal-comparative design involves selecting two groups differing on some independent variable and comparing them on some dependent variable. The important consideration is to select samples that are representative of their

respective populations and similar with respect to critical variables other than the independent variable.

The possible sources of weakness in a casual comparative design can be; lack of the randomization, manipulation and control which characterize experimental studies.

**EXPERIMENTAL RESEARCH**

It is the only type of research that can truly test hypotheses concerning cause-and-effect relationships. It is also best suited for educational research.

1. In this type of research, the researcher manipulates at least one independent variable, controls relevant variables and observes the effect on one or more dependent variables and determines “what to what” which group of subjects gets which treatment. Manipulation of the independent variable is the characteristic that differentiates all experimental research from the other types of research. The independent variable, also referred to as the experimental variable, the cause, or the treatment, is that activity or characteristic that is believed to make a difference. To understand it better, if we take the example of educational research, independent variables, typically manipulated, include method of instruction, type of reinforcement, frequency of reinforcement, arrangement of learning environment, type of learning materials, and size of learning group. There are dependent variables also; such variables are as attendance, number of suspensions, attention span, or even number of books checked out of the library. The only restriction on the dependent variable is that it represents an outcome that is measurable.
2. Experimental research is the most demanding but the most productive type of research. Experimental studies produce the soundest evidence concerning hypothesized cause-effect relationships. Although there are a number of alternative designs from which a researcher can select, the basic experimental process is the same in all studies.

**3. The Experimental Process**

**(a).** An experimental study is guided by at least one hypothesis that states an expected causal relationshipbetween two variables. The actual experiment is conducted in order to confirm (support) or disconfirm the experimental hypothesis.

**(b).** The steps in an experimental study are basically the same as in other types of research:

* Selection and definition of a problem
* Selection of subjects and measuring instruments
* Selection of a design
* Execution of procedures
* Analysis of data
* Formulation of conclusions

**QUALITATIVE AND QUANTITATIVE (RESEARCH/APPROACHES)**

**Qualitative Research / Approach.** Qualitative research involves intensive data collection on manyvariables over an extended period of time, in a naturalistic setting. In contrast, quantitative study involves collection of limited and standardized numerical data. Significant features of qualitative and quantitative research /approach are given below.

1. **Qualitative Approach**. It is a text based research. Its main features are as under:-
	* 1. Extensive narrative data is collected.
		2. Many variables are intensely studied.
		3. It has soft data.
		4. It extends over long span of time.
		5. There is no intervention and no control is implied.
		6. Does not start from hypothesis.
		7. It is in natural setting.
		8. Following types of research can be used, for qualitative approach:-
	* Historical Research
	* Qualitative Research
2. **Quantitative Approach**. It is a ‘numbers’ based research. It has following significant characteristic:-
	* 1. Data is in numerical form..
		2. It concentrates on one or a small number of variables.
		3. Data is in hard form.
		4. It studies current conditions.
		5. Frequent interaction and control of variables is implied.
		6. It starts from hypothesis.

**g**. It is not in natural setting, instead it is designed.

**h.** Following types of research can be used, in quantitative approach:-

* Descriptive Research .
* Co- relational Research.
* Casual Comparative and Experimental Research.

**HISTORICAL RESEARCH**

It is concerned with the past and attempts to trace the past as a means of seeing the present in perspective.

1. **Definition.** Historical research, is the systematic collection and evaluation of data to describe,explain, and thereby understand action or events that occurred sometimes in the past; like, how did the people manage crises like floods, earthquakes, food shortage, epidemics crises created by wars etc.
2. **Purposes.**

**(a).**To make people aware of what has happened in the past so that they may learn from past failuresand successes.

**(b).** To learn how things were done in the past and to see if they might be applicable to present dayproblem and concerns.

**(c).** To assist in prediction.

**(d).** To test hypothesis concerning relationships or trends.

**(e).** To understand present practices and policies more realistically.

1. **Steps** The steps involved in conducting a historical research study are essentially the same, asfor the other types of research; definition of a problem, formulation of questions to be answered or hypotheses to be tested, systematic collection of data, evaluation of data, and production of a verbal synthesis of findings or confirmation/ disconfirmation of hypotheses.
	* 1. **Definition of a Problem**
	* The purpose of a historical research study should be to explain or predict not to rehash. The researcher limits himself to whatever data are already available.
	* A well-defined problem should be studied in depth, to answer well stated and specific, one or two questions.
		1. **Data Collection**
	* In a historical research study, the review of related literature and study procedures are part of the same process. The term “literature” carries much broader meaning in a historical study. It refers to all sorts of written communication; in the form of legal documents, records, minutes of meetings, letters, and other documents which will not normally be indexed alphabetically by subject, author, and title in a library.
	* It may involve interviews with persons who participated in the event or process under investigation, if it occurred in the recent past.
	* Primary sources constitute first-hand information, such as original documents and reports by actual participants or direct observers; secondary sources constitute second hand information, such as reference books, encyclopedias, for example or reports by associates of actual participants or observers. Excessive reliance on secondary sources, is common criticism of historical research.
		1. **Data Analysis: External and Internal Criticism.**

Scientific analysis of the data must becarried out. All sources of historical data must be subjected to rigorous criticism to determine authenticity (external criticism) and accuracy (Internal criticism), of the sources. To determine the accuracy of documents, following four factors must be considered:

* + Knowledge and competence of the author.
	+ The time delay between the occurrence and recording of events.
	+ Biased motives of the author.
	+ Consistency of the data.
		1. **Data Synthesis.**

As with a review of related literature, historical data should be organizedand synthesized, and conclusions and generalizations formulated. Since summarization of historical research data involves logical analysis, rather than statistical analysis, the researcher must remain as objective as possible.

1. **Category of Sources**.
	* 1. **Primary Source.** Is the one, prepared by an individual who is/was a participant in or a directwitness to the event being described.
		2. **Secondary Source.** A document prepared by an individual who was not a direct witness to an event,but who obtained his or her description of the event from someone else.
		3. **Documents.** Any signed document pertaining to an event.
		4. **Numerical Records.** Numerical or quantitative, records can be considered either as a separate typeof source or as a sub-category of documents.
		5. **Oral Statements.** Stories, myths, tales, legends, songs and other forms of oral expression have beenused by people, down through ages to leave a record for future generation. But historians can also conduct oral interviews.
		6. **Relics.** A relic is any object whose physical or visual characters can provide some informationabout the past. Examples include furniture, artwork, clothing, buildings, monuments or equipment etc.
2. **Evaluation of Historical Sources.** The researcher can never be sure about the genuineness and accuracyof historical sources.
	1. A memo may have been written by someone other than the person whose signature one finds on it.

**b.** A letter may refer to events that did not occur, or that occurred at a different time or at a

different place.

* 1. A document may have been forged or information deliberately falsified.
1. **Key Questions for Researcher**
	* 1. Was this document really written by the supposed author (i.e., is it genuine)?
		2. Is the information contained in this document true (i.e. is it accurate)?

The first question refers to what is known as external criticism, the second to what is known as internal criticism.

1. **External Criticism.**

External Criticism refers to the genuineness of any and all documents the researcheruses. Several questions come to mind in evaluating the genuineness of a historical source.

* 1. Who wrote the document?
	2. For what purpose was the document written?
	3. When was the document written?
	4. Where was the document written?
	5. Under what conditions was document written?
	6. Do different forms or versions of the document exist?
1. **Internal Criticism.**

Once researchers have satisfied themselves that a source document is **genuine**, theyneed to determine if the contents of the document are **accurate.** This involves what is known as **internal** **criticism.**

* 1. Both the **accuracy** of the information contained in a document and the **truthfulness** of the author need to be evaluated.
	2. Whereas, external criticism has to do with the nature and authenticity of the document itself, internal

criticism has to do with what the document says.

1. **Key Questions for Researcher, With Regards to the Contents of the Document.**
	1. Was the author present at the event that he or she has described?
	2. Was the author a participant in the event or an observer of the event?
	3. Was the author competent to describe the event?
	4. Was the author emotionally involved in the event?
	5. Did the author have any vested interest in the outcomes of the event?
	6. Do the contents make sense?
	7. Could the event described have occurred at that time?
	8. Would people have behaved as described?
2. Does the language of the document suggest a bias of any sort?
3. Do other versions of the event exist?

**DESCRIPTIVE RESEARCH**

This particular approach involves collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. Descriptive Data are usually collected through a questionnaire, survey, interviews or observation. Just as the historical researcher has no control over the past the descriptive researcher has no control over the present and can only measure what already exists.

A descriptive study describes and interprets what is going on at present. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

**Characteristics of Descriptive Research**

* 1. It involves hypotheses formulation and testing.
	2. It uses the logical methods of inductive-deductive reasoning to arrive at generalization.

**a. Deductive Definition.** Moving from the general assumptions to the specific applications. e.g.

 (All men are mortal ) Generally for all ,Salaam is a man, Specific to a person. This logic is called deductive.

1. **b. Inductive Definition.** Moving from the specific observations to the generalization. Francis Bacon(Philosopher) gave the idea of induct.

**CO-RELATIONAL RESEARCH**

This type of research basically helps us in finding out the co-relations between the variables. The important points to be remembered are given below.

In this approach data is collected to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Degree of relationship is expressed as a correlation coefficient. The fact that there is a relationship between variables does not imply that one is the cause of the other. Co-relational studies provide an estimate of just how two variables are related to each other. The more highly related two variables are, the more accurate are predictions, based on their relationship. In this method the sample study is selected using an acceptable sampling method, considered to be a minimally acceptable sample size. It is important to select or develop valid and reliable measures of the variables being studied. The basic Co-relational design is not complicated; two (or more) scores are obtained for all members of a selected sample, one score for each variable of interest and the paired scores are then correlated.

Relationship Studies are conducted in an attempt to gain insight into the factors, or variables, that are related to complex variables such as academic achievement, motivation, and self-concept etc. Also, in both causal-comparative and experimental research studies, the research is concerned with controlling for variables, other than the independent variable, which might be related to performance on the dependent variable. Relationship studies help the researcher to identify such variables. In a relationship study the researcher first identifies, either inductively or deductively, variables potentially related to the complex variable under study.

**COMMUNICATION DURING CRISES**

**Introduction.**Communication is a very important factor during management of crises. Crises never comealone. They always come with a wind of exaggerations, over estimates, here-says, concocted stories, rumours and disinformation by design. There may be actors to benefit from the crises situation, using it as an opportunity and may resort to propaganda fulfilling their own objectives. It is therefore, essential that correct information should disseminate to the people as soon as possible. Updating of information should be a continuous and constant process. Some of the guide lines are as under:

**1. AUDIENCE PERCEPTION**

Audiences to a crisis will immediately form a perception about the content of the organization’s messages in these ways:

1. **First impression is the last impression.** Research has proved that the first message, received on asubject, sets the stage for comparison of all future communication on that subject. The speed with which the first communication is issued proves to be an indicator to the public as to; how best prepared the crises management was, to respond to the crises. If the crises managers fail to deliver this massage to the mass that they are responding to the crises, for all practical purposes, nobody is responding to crises. The audience will loose confidence and it would an uphill task to revive the lost confidence. This will also invite very damaging and problematic criticism which can be used by the opposing forces and actors to worsen the crises.
2. **Be Factual.**The audience will be listening for the facts, so get the facts right, repeat them consistently,persistently and insistently and ensure all credible sources share the same facts. Well trained and well prepared communication team can help to maximize the amount of information that can be assembled and passed on.
3. **Establish Trust and credibility.**During any crises it is vital to establish trust and credibility with the keyaudiences. To establish trust and credibility remember the following elements.

(1). **Empathy and caring.** Research shows that being perceived as empathetic and caring provides greater opportunity for the message to be accepted by the receiver. Spokespersons should acknowledge fear, pain, sufferings and uncertainty if these are genuine emotions.

(2). **Competence and Expertise.** Communication during the crises is not an easy job. It requires complete command and grip over the subject. It must also be kept in mind that experience has no substitute. Obviously education, position title and organizational roles are quick ways to indicate expertise. Previous experience and demonstrated abilities in the current situation also enhance the perception of competence.

(3). **Honesty and Openness.** Convey all the relevant information. If the spokesperson is prevented from passing on certain information then it helps to explain why, e.g. “We are still verifying the names of the victims”, “The police have the role of providing this information” and “We don’t have that information at this stage.” No jargon and euphemisms should be used.

(4). **Commitment and Dedication.** Commitment and dedication must be reflected from the message or the communication. People accept commitment and dedication of the responsible crises managers which it is also estimated by the audience from the discomfort and sacrifices of the managers being experienced by them in the crises. It means staying in touch with the audience after the media have lost interest. Resolution and

follow up should be committed to, from the start and maintained till the end.

1. **Points to Remember**

**a. Quick Communication:**

First impressions are lasting impressions.

* 1. **Don't Let The Rumours Over Take.**
	2. **Media -** A watch dog-A friend or a foe.
	3. **Facts:**Collect and get the facts right and keep repeating them.

**e. Establish Credibility:**Establishment of credibility is a laborious job. However, the followingare indispensable.

(1). Be honest and open.

(2). Demonstrate commitment and dedication.

EXAM TEST

1. What do you do to protect yourself from being a victim? What are some other things that you could do to further protect yourself?

2. Describe a rapist. Describe a victim.

3. You have probably known someone who has gone through a divorce. What were the positive outcomes of this? What were the difficulties they had to go through? Do you think they could have worked it out? Would it have been better if they did?

1. What are some of the challenges a single parent faces? What are some ways to deal with these challenges? What are some of the challenges a blended family faces? What are some ways to deal with these challenges?

2. Do you think your grandparents are pleased with the person you are becoming? Have you taken the time to really get to know them? What are the things that you like best about them?

3. Has anyone close to you passed away? (If not, answer how you would.) How did you feel? How did you learn to cope?

Suppose you were living in a city having population more than 8 million and city was situated at the bank of river ABC. A big dike was constructed to save your city from any untoward situation just like flash flood etc. For many years that dike proved to be a helping hand for the inhabitants of the city as it saved the city from many annihilated deluges a number of times but once it happened that unexpected rise in water level of the river created havoc across the city. Nobody in the city was ever prepared for such kind of unexpected annihilation. Resultantly whole city swayed away in the flash flood. Too many people were killed and those survived, had nothing to support them as there was lack of basic necessities such as food, shelter etc.
The city administration unanimously agreed to initiate an official inquiry for this sudden calamity. After proper investigation there were many causes revealed by the inquiry official’s such as delaying in repair work of dike but major cause was melting of ice on mountains with a rapid pace resulting in a heavy flow of water in the river as well as rupture and breakage of dike.

Question No.01 5 Marks
Keeping in view the above scenario students are required to answer the following questions
Question No.02 5 Marks

From administrative point of view, heavy flood created what level of crisis?

Question No.03 5 Marks

What was the main reason of this crisis identified by the inquiry officials?

Question No.04 5 Marks
Which types of crisis are expecting to arise after this sudden calamity?
QUESTION 1

1. What specific tasks should the board undertake as part of managing the crisis? 20 Marks
2. Is it appropriate to replace the CEO? 5 Marks

QUESTION 2

1. What are our competitors telling us about Crisis Management? 7 Marks
2. What are our customers telling us about Crisis Management? 8 Marks
3. What are our employees telling us about Crisis Management? 10 Marks