

CRISIS PREPARADNESS IN EDUCATIONAL INSTITUTION IN TURKEY:
PERCEPTION OF CRISIS MANAGEMENT IN PRIVATE SCHOOLS



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JULY

2019

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BY

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DISSERTATION SUBMITTED IN PARTIAL FULLFILLMENTS FOR DEGREE OF IN
M,A DEPARTMENT YEDITEPE UNIVERSITY

JULY

2019

Approval of the Graduate School of Social Sciences



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ABSTRACT

The crises are situations that hinder the routine functioning of the institutions and that are likely to affect negatively the corporate reputation. Each institution is likely to encounter various crises depending on the sector in which it operates. Therefore, the institutions must have their crisis management plan in order to overcome the crisis situation with minimum damage and their crisis communication strategy in order to relate this process to their stakeholders in the most accurate and positive way.

The types of crisis encountered by the schools in Turkey, the crisis management and the crisis communication strategies are treated within the context of this research. It was detected that the private schools handle the crisis management in a more effective way compared to the public schools and the research was carried out through the perspective of preparedness for the crisis and crisis management in the private schools in Turkey. Within this context, İSTEK Schools, Bahçeşehir Schools, Doğa Schools, Mektebim Schools which have schools in several cities of Turkey have been tackled.

As a result of the study, it was detected that the private schools in Turkey tackle the crisis from the perspective of natural disasters, accidents, divorces of parents, acts of violence between the students. It was concluded that the private schools have crisis management plans and crisis management teams for natural disasters and that the divorces of parents and the acts of violence between the students are the responsibility of the counseling unit.

Key words: *crisis management, crisis communication, crisis management in private schools, crisis team*

ÖZET

Krizler, kurumların rutin işleyişini engelleyen ve kurum itibarını olumsuz yönde etkileme olasılığı olan durumlardır. Her kurumun kendi bulunduğu sektöre göre çeşitli krizlerle karşılaşma olasılığı vardır. Bu sebeple kurumların, kriz durumunu en az zararla atlatmak adına kriz yönetim planlarının olması ve bu süreci paydaşlarına en doğru ve olumlu aktarmak adına kriz iletişim stratejilerinin olması gerekir.

Bu araştırma kapsamında, Türkiye’de okulların karşılaştıkları kriz türleri, uyguladıkları kriz yönetim ve kriz iletişim stratejileri ele alınmıştır. Özel okulların, devlet okullarına oranla kriz yönetimini daha etkin bir şekilde ele aldıkları tespit edilmiş ve araştırma Türkiye’de özel okullarda krize hazırlık ve kriz yönetimine bakış açısı üzerinden gerçekleştirilmiştir. Bu kapsamda, Türkiye’nin çeşitli illerinde okulları bulunan İSTEK Okulları, Bahçeşehir Okulları, Doğa Okulları ve Mektebim Okulları ele alınmıştır.

Araştırma sonucunda, Türkiye’de özel okulların krizi; doğal afetler, kazalar, ebeveyn boşanmaları, öğrenciler arasında şiddet olayları açısından ele aldığı tespit edilmiştir. Özel okulların, doğal afetler için kriz yönetim planları ve kriz yönetim ekipleri olduğu, ebeveyn boşanması ve öğrenciler arası şiddet olaylarının rehberlik biriminin sorumluluğunda olduğu sonucuna varılmıştır.

Anahtar kelimeler: *kriz yönetimi, kriz iletişimi, özel okullarda kriz yönetimi, kriz ekibi*

PREFACE

I wish to express my deepest gratitude to my supervisor Doc. Dr. Pelin Hürmeriç for her wisdom, support, guidance and encouragements throughout the study. I also would like to thank İSTEK Schools Parents Relations Coordinator Reyhan Ertür for her help to choose my research topic. My special thanks to my parents, Selma and Uygur Çakmak for their constant support, motivation, and belief in my capabilities. And i am very grateful for my boyfriend; Cihangir Erek, my friends; Bengisu Kılıç, Banu Kılıçarslan and Suzan Çelik for their encouragement and invaluable help throughout this study.

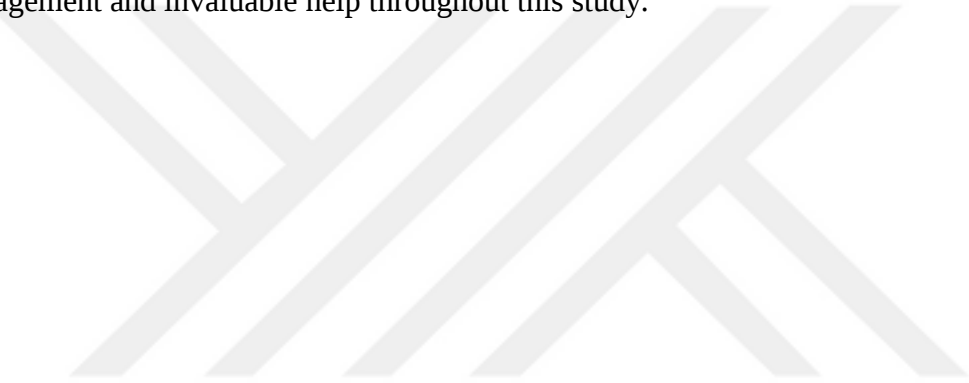


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INTRODUCTION

The institutions have become more exposed to the crisis and the information about the crises they go through have become more accessible to the people along with the development of the information technologies and the increasing place of the Internet in our lives. For this reason, each institution should be more sensitive and careful regarding the crisis management and the crisis communication compared to the past. The crisis is a period which affects negatively the corporate reputation. Nowadays, the institutions face different types of crisis. Several institutions like commercial enterprises, educational institutions, public institutions may experience as well a crisis due to the internal and external factors such as natural disasters, terrorist acts, financial crises, corporate crises, epidemics, industrial disasters. Therefore, the institutions must be immune to the crises. That is to say that they have to be prepared for the crises. Thus, the fact that each institution acknowledges that the crisis is likely to come up and develops strategies against it is crucial under actual conditions.

The institutions must develop strategies depending on their probabilities of facing crises. Because, the impact of the crisis on the institution varies depending upon the way in which the institution tackles the crisis. A well-managed crisis strengthens the bond between the institution and its stakeholders while an ill-managed crisis might severely harm the corporate reputation. The institutions must first determine the types of crisis they are likely to face with and prepare the crisis management plan accordingly. Besides, they have to develop as well a crisis communication plan in order to be able to share this process with their stakeholders and maintain an uninterrupted communication with them. The stakeholders which are affected by the crisis must be allowed to access to the accurate information as fast as possible.

Each institution is exposed to the crises within the sector and the circumstances in which it exists. Each crisis experienced is unique and requires unique solution strategies. A crisis experienced in a hospital and the solution produced specifically to it and a crisis experienced in a school and the solution strategies specific to this crisis will naturally differ. The schools are severely affected by the crises as is the case with the other institutions. The reputation of the schools may be shaken during the crisis, they may not be able to take support from their stakeholders in this process and this situation may prevent them to continue their existence. Particularly, the brand credibility and the preferability are pretty important for the private schools. For this reason, the private schools must carry out a study about the crisis management. They have to prepare a crisis management plan, a crisis intervention team and a crisis communication plan within themselves and be ready for the crisis.

We will analyse the perspective of the private schools in Turkey regarding the crisis management and the practices they carry out about the preparation for the crisis within the scope of this study. We will firstly dwell on what the concepts of crisis, crisis management and crisis communication are. Then, we will examine the topics of corporate communication work in the school, types of crisis that are likely to be encountered and how the crisis management and the crisis communication should be in the schools. From this point, we will study the perspective of the private schools situated in Turkey about the preparation to the crisis and the crisis management.

2.CONCEPTUAL FRAMEWORK

2.1 Corporate Communication

When examined in lexical meaning, it is defined as institution, structure, association and establishment (Türk Dil Kurumu, 2018). The institutions come out as a result of the fact that the individual or the individuals make/makes an appearance and of their behaviours (Cambridge Dictionary,2018). The institution is each of the assets of a society created by the individuals such as the religion, the language, the justice, the family, the law, the property, the state etc and that has an order, the laws and the principles (Püsküllüoğlu,1997:677). At the same time, the institution is the networks created by the people which establish a constant and regular communication with each other. (Demir, 2016:7).

As for the communication, it is the process of exchange of the messages such as the news, the opinions, the comments which takes place between two or more individuals (Varol, 1996:117). In its lexical meaning, the communication is the transmission of the emotions, the opinions and the information to others in all kinds of ways (Türk Dil Kurumu, 2018). The communication acts as a mortar keeping the individuals, the institutions and the societies together. Each society is in contact with the institutions and the individuals in its surroundings as required by the circumstances in which it is (Gürgen, 1997:9). Likewise, each institution establishes formal or informal communication with different groups and individuals both internally and externally. The institutions must have earned trust in order to be able to subsist and continue their activities. This trust relationship will be established by means of a good communication (Van Riel& Fombrun, 2007:13).

According to Formbrun and Rindova (1998), the fact that the institutions establish communication with their stakeholders makes the production processes more transparent. The stakeholders are the individuals or the groups which are affected by the activities carried out by an institution, by its objectives and the results it obtains and which are able to affect these processes (Karsak, 2016). The founders, the owners, the shareholders, the investors, the employees, the customers of the institution, the non governmental organisations, the suppliers of the institution are qualified as the stakeholders (Alkan,2011). The transparency of the institutions, in other words the fact that the institutions operate properly, that they act in accordance with the regulations, that they share openly the subjects like their relations with their employees will lead to the establishment of the bond of trust. For expressing oneself honestly constitutes an important mean in order to earn trust. The institutions require a corporate communication department in order to express themselves accurately and carry out an extensive communication process (Goodman,2004).

The corporate communication is the ability of an institution to transmit its objectives and values to the concerned circles, namely to all the stakeholder by using accurate methods and technics in order to continue their profitability, their reputation and their existence (Vural& Bat, 2015: 46). The corporate communication establishes the bond of the institution with both the stakeholders and its departments and ensures the continuity of its relations (Gürgen, 1997). It enhances the competitiveness of the institution by fulfilling the corporate activities in the planned manner (Tutar ve Yılmaz, 2012). The activities carried out by the corporate communication department within the institutions are the sponsorship practices, the public relations, the relations with the media, the reputation management, the corporate advertising, the lobbying activities, the practices of in-house communication and reputation management. Although the concept of public relations is used as the synonym of corporate

communication, the public relations are in fact a sub-branch of the corporate communication (Karsak, 2016: 13-14).

Van Riel and Fombrun (2007:14-20) state that the corporate communication comprises three domains; the management communication, the marketing communication and the organizational communication. The management communication is a form of communication established between the institution's managers and the internal and external stakeholders. The manager which is mentioned here implies not only the top manager but the manager of each department. As for the marketing communication, this focuses rather on the sales of the services rendered by the institution, of the products it presents and of the brand. Finally, the organizational communication focuses on the public relations, the relations with the investors, the corporate advertisements, the peripheral communication and the internal communication. The corporate communication corresponds to a unity comprising all of the communication practices (Gümüş & Öksüz, 2010). The comprehensibility and an effective implementation of the corporate communication depend on three components; the identity, the image and the reputation (Cornelissen, 2008).

2.1.1 Corporate Identity

The corporate identity is all the holistic elements of the institution that allow to define its mission, its strengths, its values, its aims and its personality (Bakan, 2008: 290). It is the presentation of the institution to the target group with a general view and what is aimed is to create a positive attitude (Vural& Bat, 2015). The corporate identity is the concept that answers the questions as to what an organisation does, why it does it, who it is, that puts forth the features of the institution that distinguish it from the other institutions. What is mentioned

here as identity is a concept which defines the person with his characteristic features and qualities and comprises all the features relative to his personality (Püsküllüoğlu, 1997:636). The corporate identity is the entirety of the messages and the connotations expressing the personality of the institution (Goodman, 2000). It is the entirety of the symbols that distinguish the institution from the others and that are suitable to its philosophy, its values and its mission (Lueza, 2002:4). All the elements such as the logo, the colour, the font size used in the logo, the vision, the mission, the values, the culture of the institution, its manner of communication constitute the corporate identity (Vural& Bat, 2015:88). The institution owns distinctive features against the other institutions with all these symbols. It is important to create the corporate identity in order for the people to know and distinguish the institution (Bayçu; 2012).

The corporate identity must be prepared meticulously with the cooperation of all the departments of the institution (Vural&Bat, 2015). For the corporate identity tells what an institution aims for and where it aims to get at in the future (Sabuncuoğlu, 2004). A well created corporate identity is the most essential step taken in order to create both a sentiment of fidelity and a sentiment of trust in the employees of the institution, in the consumers and in the financial groups. The corporate identity should be well understood and adopted firstly by the employees. This will ensure the loyalty of the employees to the institution and enable them to express the institution accurately to the other stakeholders (Vural&Bat, 2015).

2.1.2 Corporate Image

The corporate image is the message given by the corporate identity. The institution constitutes its corporate image while it carries out its activities regarding the corporate

identity (Vural& Bat, 2015: 89). The corporate image is defined as all the effects taking place in the mind of the people with regards to an institution (Nguyen& Leblanc,2002). The corporate image is the way how the institution is perceived by its target group. The attitude of the institution towards its employees, its visual features, the service it renders, all the elements relative to the institution create an image in the mind of the target group, coming together. (Karsak, 2016).

The institution aims to establish a long-termed bond of trust among its stakeholders with the corporate image. The corporate communication department carries out activities in order to create in the institution's stakeholders the image aimed by the institution and make this created image permanent (Wei, 2002). In this direction, the institution is firstly introduced to the public, then actions for the perception of image aimed by the institution are carried out and finally feedback is taken from the individuals after the promotional activities. The feedback is of considerable importance in order for the institution to test whether it is able or not to reflect the image it wishes to create (Vural&Bat, 2015).

2.1.3 Corporate Reputation

The reputation is defined as respectability, being valuable and trustworthy, reputability and prestige (Türk Dil Kurumu,2018). The corporate reputation represents the rational and emotional bond established by the stakeholders with the institution. The corporate reputation is a data with regard to the ability of the institution to satisfy the expectations of the stakeholders (Dörtok,2004).

The corporate reputation implies the way how the institution differentiates from the others. It tells how the institution is seen and evaluated. What makes the corporate reputation important is that it cannot be easily imitated. While the works, the visual designs of the institutions can be imitated, the same thing cannot be said for the corporate reputation (Gümüş& Öksüz, 2010). Gürgen (2007) evaluates the corporate reputation as the entirety of all kinds of perceptions regarding the institution. In other words, it is a general evaluation regarding the institution. One of the factors that shapes the corporate reputation is the views of the stakeholders, namely the opinions and the points of view of the stakeholders regarding the institution (Van Riel& Fombrun, 2007). This is constituted by the ability of the institution to understand and satisfy the expectations of the stakeholders (Hannigton, 2004). The institution should have established a long-termed and stable relationship with its stakeholders in order to have a good reputation (Ou & Abratt, 2006). Besides, the reputation is directly connected with the credibility (Casalo & The Others, 2007:4). On the other hand, the past behaviours of the institution (Weigelt& Camere, 1988) and its harmony with its social-political environment are the other factors enabling the development of the corporate reputation (Cretu& Brodie, 2007). Concisely, all of the past and actual behaviours of the institution, the relations it has established with its stakeholders constitute a general evaluation in the eye of the others, the stakeholders, the rivals etc. (Laufer& Coombs, 2006). The corporate reputation emerges as a result of all of these perceptions and evaluations regarding the institution.

2.2 Concept of Crisis and The Definition of Crisis

The word “crisis” in its meaning in Turkish has a similar meaning in different areas like physical, spiritual and economical areas. It is defined as a dysfunction of an organ, a spiritual crisis, an economical depression and a difficult period witnessed in the life of a

society or an establishment in a country or between countries.(Türk Dil Kurumu,2018). It can also be defined as a situation, a depression of which the result might be dangerous (Narbay,2006:5). When one gets to the bottom of the word “crisis”, it is seen that it derives from the verb “krinein” meaning “to decide” in ancient Greek. The crisis refers particularly to a milestone related to a disease in medical terms. Hippocrates, Galen and Ibn-i Sina (Avicenna) used the word “crisis” while mentioning the concerned milestone. The crisis is the determinant moment in the course of the disease, it is either beaten or one succumbs to it (Çınarlı;2016: 25). And in the Oxford dictionary, the word “crisis” is defined as a milestone to go better or to go worse. (Narbay; 2006).

For the institutions, the crisis is defined as an unexpected, unforeseen situation of tension which makes the institutional mechanisms dysfunctional and threatens the objectives of the institution. Its most important feature is that it engenders the need for making quick decisions and for responding quickly (Akıncı, 2010: 41). In case of crisis, the institution faces a threat likely to cause a considerable change. Ritchie (2004) defines the crisis as situations that appear suddenly and where there is little control. According to him, it threatens the sustainability of the institution. On the other hand, Akat (2000:8) approaches the crisis period with its general features as follows; during this process, the demand for the institution reduces, the input costs raise and the competition conditions increase gradually. As a result, the crisis points out a period where the routine course of events is broken, the stability is distorted and the uncertainty dominates. The word “crisis” has nowadays become a definition expressing not only a milestone for a disease but also for the institutions (Fink, 1986: 15).

The definition of the crisis has been tackled by several researchers. When one looks at the definitions of crisis given by different researchers, although they have similar aspects, it is seen that some researchers tackle the crisis in a positive way while the others emphasize its destructive aspects. Fearn-Banks (1996:1) defines the crisis as follows; the crisis is a fact that affects the company, the institution, the industry, the public, the products, the services and the reputation negatively with great probability. It interrupts the normal functioning and in some cases it threatens the existence of the institution. Similarly, according to Seeger, Sellnow & Ulmer, the crisis (1998:233) is an unexpected event or series of events affecting and threatening the primary objectives of the institution, containing uncertainty. Barton (2001:2) tackles the crisis as unexpected accidents having a negative and destructive effect. For Gümüş and Öksüz (2009: 77) the events where the motivation of the employees is affected negatively, during of which a negative perception is developed against the institution in the public opinion, where the institution is affected negatively in financial terms are considered a crisis. And according to Mitroff&Anagnos (2001: 34-35); the crisis is an event affecting or that is likely to affect the institution. Sometimes, something concerning a small part of the institution might turn into a crisis growing later. In order to tackle a problem as a big crisis, this problem must threaten the human life, the financial situation, the reputation or the general health.

All of these researchers tackle the crisis as events threatening the existence of the institution, obstructing its functioning and having a destructive effect. Nevertheless, besides these views, there are also researchers considering the crisis as a self-development opportunity for the institution. Generally, when the word “crisis” is defined, there are a lot of references to its meaning in Chinese and it is said that the crisis means at the same time opportunity. The crises develop suddenly and in case that there are no preparations, they

might prepare the collapse of the institution as they might turn into an opportunity, a milestone in the name of the institution when they are used properly (Akdağ,2005).

From this view, Regester (1989:38) defines the crisis as a milestone for institutional life. For him, the crisis might be approached as an opportunity of self-development in a good way for the institution. Likewise, Friedman (2002:5) asserts that the crisis has to be considered as a radical change in order for the things going bad in the institution to ameliorate, instead of approaching it as a bad thing. Regester (1989) and Friedman (2002) approach the crisis as a process promising change and they assert that this period constitutes an opportunity for the institution. However, although Fink (1986:15) considers the crisis as a milestone like Regester (1989) and Friedman (2002), he does not defend that this has solely a positive meaning. According to him, the crisis is a milestone for better or worse. That is to say that this process might be an opportunity likely to affect positively the future of the institution as it might be a threat likely to affect it negatively. Fink (1986) emphasizes here that the effects of the crisis will vary depending on the ways in which the institutions approach the crisis. The crisis is a milestone but the way how the institution manages this period determines if this milestone will leave positive or negative effects.

Likewise Coombs (1999) does not define the crisis by making a sharp distinction as good or as bad. According to Coombs (1999:2), the crisis is the unforeseen events that are likely to affect negatively and threaten the institution, if it is not handled properly. Just like Fink (1986), he points out the way in which the crisis is approached more than the crisis itself. For him, what matters is that the crisis is well managed, one can only say that the crisis has a bad or good impact depending on the result obtained at the end of this process. In other words,

both the threat perspective and the opportunity perspective constitute the inputs of the crisis management rather than the definition of the crisis. Therefore, the transformation of the crisis into opportunity will happen with effective (good) crisis management (Coombs&Holladay,2012).

Coparnigro is another researcher defending that the definition of the crisis as good or bad depends on the way in which the crisis is managed. Coparnigno (2000: 10-14) has tackled the damages that badly managed crisis might bring to the institutions. According to him, a badly managed crisis signifies in the first place that the institution would substantially lose reputation. This loss of reputation might be valid not only for the institution but also for the employees. From this perspective, the institution will lose as well its credibility. In addition to this, the institution distancing itself from its routine functioning will rather have to dwell on the resolution of the crisis instead of focusing on the increase of benefits or on the customer satisfaction. Badly managed crisis may engender the necessity of replacing the employees working in the important positions of the instution. Furthermore, the institution may even have to change its own name. Nevertheless a well managed crisis, on the contrary, will strengthen the trust link among the stakeholders of the institution (Coombs;1999). Consequently, Fink (1986), Coombs (1999) and Caponigro (2000) do not qualify the crisis itself as good or bad, according to them, the crisis has a neutral meaning. However, one may comment on the way in which the institution approaches the crisis, in other words, on the fact that it has a positive or negative meaning for the institution after the crisis management.

If the institution is prepared for the crisis, it may play an active part and turn the situation in its favor in the crisis process. The transformation of the crises into opportunities

by the institutions requires a good crisis management. The crisis management consists of strategies enabling the institution to keep its communication with its target groups and its reputation in negative situations that appear suddenly and unexpectedly. Badly managed crises may signify for the institutions the beginning of the end (Akdağ,2005).

All of these defined crises threaten the routine functioning of the institution. They might harm the trust link with the stakeholders and the reputation of the institution. Mostly they contain uncertainty and require sudden intervention. The most important characteristic of the crisis that distinguishes it from the other events is that it has the obligation of responding urgently (Narbay;2006). A badly managed crisis might harm the reputation of the institution as well as it will constitute problems like the fact that the customers begin to satisfy their needs by the other brands and in parallel with that the decrease of the profit. The profit may decrease not only due to the diminution of the sales but also due to the expenses intended to minimise the loss. These expenses are intended for the cooperations carried out to manage the crisis. For instance, public relations companies, private meetings with the customers or given conferences. Besides, the institution may lose the employee fidelity or the work performance may decrease in the crisis process. There might be job quits as well as the fact that the employees may focus on the crisis rather than the work, share between them some rumours and gossips in this process. The institution will have to make effort to motivate them and bring them back to the work in this process (Copanigro; 2002). As a result, the moment of crisis opens two doors for the institution towards the destruction and the rise, the way in which the institution manages and assesses this process will determine through which door it will enter.

As long as there are changes in the world economics and in the societies over the years, the change will be inevitable as well for the institutions. Consequently the institutions will always be open to the crises during the fragile moments they go through in these processes of change. That is to say that no institution is exempted from the crisis and has to develop a method to cope with it. In consequence, the institutions face crises from past to present, in line with various cause and effect relationships and they have to accept that the crises are inevitable. In this direction, each institution has to have a preliminary plan within the sector in which it exists. (Oran&Demir,2016). In case of crisis, the definition and the framing of the event are important to speed up the intervention. Thereby, one may take appropriate precautions by asking appropriate questions related to the experienced crisis. The type of the crisis can be determined as well depending on the reason why the crisis has emerged and its symptoms. The classification of the crisis enables the institutions to take decisions more quickly and more accurately and to take appropriate and strategic steps (Çınarlı, 2016).

2.2.1 Classification of the Crises

In the crisis process, one of the most important steps is to define the crisis and to determine its cause. The determination by the institution the situation it faces and the source of the problem will be quite effective for managing the process healthily. At this point, it is necessary to classify the crises and determine the types of crises that are likely to occur. The classification of the crises enables the institutions to take decisions more quickly and more accurately. One has to determine what type of crisis is faced according to the symptoms. The characteristics of the crisis which is experienced can be determined by asking questions about it and appropriate precautions can be taken. Subjecting the crisis to classification will help us

to develop a quick, appropriate and efficient strategy and the reasons of the emergence of the crisis will determine the type of the crisis (Mitroff&Pearson,1993).

The types of crisis have been tackled by different specialists. Cutlip, Center and Broom (1994) give a typology of crisis as sudden crisis, developing crisis and lasting crisis. And Parsons (1996) tackle the crisis similarly by distinguishing between three categories; sudden crisis, visible crisis and long-term crisis. The sudden crisis tackled by both researchers are crisis which appear unexpectedly and aggrieve both the organization and the stakeholders. For instance: a natural disaster, a plane crash, an armed attack in a school. The institution may not foresee when and in which intensity these crises will happen. And the visible and developing crises constitute a type of crisis which gives beforehand the signals of its emergence. This type of crisis gives a period of time to the institution in order to take precautions. There are problematical situations by which each institution might be affected and get harmed depending on the sector in which it exists or the activity in which it engages. For instance, a plane crash is a potential situation of crisis for an airline company. Although it is not clear when it will happen, it has the possibility to appear. In this case, the airline companies have to predict the situation of accident and prepare accordingly a crisis plan. Finally, long-term or lasting crisis are tackled. This type of crisis appears suddenly or giving signal but it occupies the agenda of the institution for a long time. This type of crisis may have a more destructive effect compared to the others since it is of long duration (Okumuş, 2003: 205). For instance; the logo used by the company named Procter&Gamble since 1850's brought about the rumours that it was a satanist symbol. Because of this rumour which lasted for years, the company had to change its logo in 1995 (Çınarlı,2016:32).

Coombs and Holladay (2012) bring a different point of view to the reasons of emergence of the crisis and they put forth the types of crisis with the situational crisis communication theory. For the situational crisis communication theory, we can say that this is the theory based on the audience. That is to say that the crisis is assessed here depending of the way in which the stakeholder reacts to the crisis. What matters is the way how the stakeholders see the crisis. Researching the story of the crisis, namely the way in which the crisis occurred reveals whether the institution is a victim or faulty (Elmasry& Cahudhri; 2012). From this point, Coombs and Holladay (2012) mention three types of crisis, the one which creates victims, the one which causes accidents and preventable crisis. In the crisis creating victims, the organisation is also victim of the crisis. Here, the responsibility and the threat for the institution are minimum. For instance, a natural disaster which is experienced or a gossip that is spread about the company may cause this type of crisis. In the case of crisis causing accidents, unintentional acts of the institution cause the crisis. Here again, the company does not have a very important responsibility and this type of crisis does not constitute a big threat for the company. For instance; the production of defective products due to a technical fault (Coombs; 2012: 38-39). In the case of preventable crises, there is an intentional act of the institution. It might have endangered people or violated the law. In this case, the responsibility of the institution is at top level and the institution is under serious threat. Mismanagement or accidents resulting from human error can be given as an example for this type of crisis. These crises constitute a situation to which the stakeholders would react the most and where the institution would be in a faulty position (Elmasry& Chaudrhi; 2012). Because, when preventable crises happen, the stakeholders think that the institution do not prevent them while it can (Ogrizek& Guillery;1999).

As for Ulmer, Sellnow, Seeger (2011), they distinguish two types of crisis which are intentional and unintentional crises. In the case of intentional crises, there is an intentional wish to harm the institution. In this context, we can tackle the matters such as terrorist acts, non-ethical form of management, acts of violence experienced within the institution, establishment of a weak communication link with the employees. As for the unintentional crises, they constitute types of crises which are unforeseen and inevitable. At this point, natural disasters, distressfull economical processes, technical faults and accidents that occur may be tackled.

According to Mine Şimşek Narbay (2006:9-24), the crises originate from the internal and external factors as well as the interaction of both factors. For her, the companies can make use of SWOT analysis to analyse the internal and external factors and of PEST analysis to determine the macro external factors. SWOT analysis is a method applied by the organisations to analyse their current situation. It has been developed by Albert Humphrey. This analysis consists of four steps. The institution determines its strengths, its opportunities and its threats by materializing them with this analysis (Poyraz,2018). While SWOT analysis is an analysis carried out by the institution regarding itself, PEST analysis is a research carried out with regard to environmental factors. Here, the institution researches the political, economical, social and technological factors that influence itself (Karaca, 2018). The types of crises and the reasons of emergence of the crises may be examined under the titles “external environment factors and internal environment factors”.

2.2.1.1 External Environment Factors

These crises develop out of the control of the institutions and originate from macro factors. They become predictable only with the analyses which will be carried out regarding the external environment of the institution. No institution can be conceived independently from the external environment (Çınarlı, 2016: 31). Therefore, each institution willing to remain standing long time, healthily and away from the crisis has to adapt itself to the environmental conditions. In that case, the manager of the institution has to follow the internal dynamics of the institution as well as the external developments (Hicks, 1974). It is important to analyse the environmental factors and monitor the environmental developments. Trends, events, social, political and health problems etc. (Gonzalez-Herrero & Pratt, 1996; Heat, 1997). Most of the time, this information is obtained by observing the environment, listening, reading and following the news media (Heat, 1998). Changing environmental factors may concern at the same time the entire country, even the world. In such a case, the institution has to adapt itself primarily to the changing conditions, otherwise it may face an ever-growing crisis. It is possible to classify the external environment factors causing crisis in the institutions in subtitles such as natural, economical, political, social and technological factors (Okumuş, 2003).

The most important characteristic of the natural factors causing crisis is the fact that they are unforeseen and sudden crises. These are incidents that are entirely independent from the human control, occurring due to the climatic factors and environment pollution such as earthquakes, flood, nuclear wastes, storms etc. (Çınarlı, 2016: 31). The best thing that an institution can do on this matter is to be all the time prepared for this situation.

In the economic sense, the institutions are affected by any negativity or instability. Especially the institutions operating on the international market (Narbay,2006: 11). Economical fluctuations, any negative development may prepare a favorable environment for the crisis. However, the crisis in the economic sense, unlike the natural factors, is a predictable situation by various specialists (Budak&Budak,2000:218). That is to say that the institution can take precautions against the crisis.

On the other hand, another factor that develops out of the control of the organisation and that is likely to generate a crisis is political and legal factors. Recent legal, social, political and economical regulations carried out by the governments affect as well the institutions. In case of the non application of the new decisions, the situation of crisis will occur for the institution (Oran&Demir; 2016). That is to say that the legal system of the state as the sovereign authority is tackled as one of the external factors affecting the institutions.

No institution can be conceived independently from the society in which it is situated. Every society shapes the institution that is situated within itself with its proper culture. The social structure changes only in case of a big chaos or a war. And the changes taking place in this area have the quality of triggering the crisis. For, the institution has to take shape in accordance with the new order. Otherwise, its existence is endangered (Özel, 1996: 61).

The technological advances continue increasingly each year with the mechanisation that has started from 19th century. These advances have begun to impose the transformation of the societies and the institutions as well and keeping away from the developments in this area has become a factor likely to engender a crisis for an institution. Particularly the fact that

an institution keeps itself away from the technological advances bringing new alternatives to the production, is enough for the development of a crisis environment (Eren,2000:117). Not only the adaptation of the institution but also the adaptation of the employees to these developments is quite important. For, the adaptation has to be ensured not only with the decisions taken but also in the practice. The employees have adapt themselves to the new equipment and gain knowledge about it. The speed of the institution regarding its adaptation to the technology, the fact that it follows the advances and the level of its technological dependance play a part in the emergence or the intensity of the crisis (Oran&Demir; 1984). This is a predictable type of crisis against which precautions can be taken. Therefore, the fact that institutions follow the technological advances and train, in this sense, competent individuals constitutes an important precaution.

On the other hand, the international relations have to be tackled as well within the external environment factors that cause the crisis. Countries' socio-economic and political relations have begun to have importance for the institutions with the globalisation. For, now the fate of each institution is determined on global scale, a development taking place somewhere in the world influence in waves the others. Thereby, the institutions have to keep up with both the technology and the socio-economic and political changes in global terms. The globalisation takes place in economical, cultural, political and technological areas and the fact that the institutions act independantly from the global values constituting these three factors will create the crisis environment (Narbay, 2006:16).

2.2.1.2 Internal Environment Factors

They result from the structural issues of the institutions. The institutions with solid internal (in-house) factors are also more resistant against the external factors. In fact, the internal factors, rather than the external environment factors, play a bigger part in drifting an institution into a crisis. However, their most important feature is that they are predictable. The effectiveness of the manager is very important for an institution to overcome the crisis gaining strength. The crisis periods are the periods where the leadership, the skills, the know-how and the experiences of the managers are most needed (Peker-Aytürk, 2003: 385-386). A good manager has to have strong foresights and be farsighted. Some problems can be eluded before they turn into crisis or they grow into major problems with a manager which is able to keep up with the innovation and develop solution proposals, distinguish between crisis situations and non-crisis situations and which is always informed about his environment.

The problems arising from the own structure of the institutions may cause the crisis. These problems may result from the matters such as communication gaps between the employees and the management, ultra-centralist and old management types, ultra strict or loose control, trouble or problem in the decision making processes, not being open to innovations, high turnover rates etc. (Prokopenko; 1995). On the other hand, the acts of violence likely to result from the employees within the institution, the gossips, the defects likely to arise from human error in the production or indecent (immoral) acts that the employees might expose constitute also factors that are likely to cause a crisis arising from the internal affairs of the institution (Coombs; 2007: 65). The internal and external factors causing crisis should not be thought independently from each other. Both proceed absolutely in interaction with each other.

Furthermore, the fact that the institutions are new or old determines as well whether they are open or not to the crisis. The lifecycle of an institution consists of five stages which are rise, development, maturation, decline and downfall. No matter in which area it operates, an institution is always open to a crisis during its development process (Narbay,2006: 19-20).

2.2.2 Lifecycle of the Crisis

All the events experienced socially or institutionally take place in a cycle; the period of development, the period during which the event is experienced and the ending. We can say the same thing also for the crisis; there is the period where the crises develop, in other words where the crises begin to emerge, there is the crisis period and there is the ending process. These processes have been tackled in details by several researchers and crisis management strategies have been developed accordingly. When facing a crisis, the institutions should, in the first place, draw a general framework of the crisis in order to undergo an effective crisis management process. For, each crisis might need original solution processes. In this case, the institution may draw the general framework of the crisis situation in which it is with a set of questions it asks itself (Coombs, 2007).

Here, we can make use of the questions determined by Mitfoff and Pearson (1993:6-9) that the institutions should ask themselves:

- What is crisis? : This question is the first question that should be asked and its is a very basic question. At this point, two possibilities are thought about the crisis: the worst-case scenario and the best-case scenario. No crisis advances in an isolated manner. Most of the time, it triggers other incidents. The worst-case scenario is about the fact that the company causes another crisis due to an error. As for the best-case

scenario, this is the situation where the institution overcomes the crisis being acquitted, in other words it is deduced that the institution is not faulty. Nevertheless, at the very beginning of the crisis, the information is never complete and thorough.

Therefore, no institution can estimate whether the worst-case scenario or the best-case scenario will take place. For this reason, one must go till the end by evaluating always both possibilities from the very beginning.

- When did it start? : This question is in fact of a vital importance. Did the institution detect the signals of the crisis? When exactly did the crisis really start? The institution should have detected the signals and taken relevant precautions. If it could not detect the signals, it should investigate the reasons why and it should improve itself on this matter.
- Why did it happen? What were its consequences? : One gets to the bottom of the crisis with this question. The factors that caused the crisis are analysed.
- Who have been affected by the crisis? : Which group that the crisis affects primarily is important. The crisis management strategies are developed accordingly. Are the employees who are affected primarily by the crisis? Are the customers who are affected primarily by the crisis? Are the investors who are primarily affected by the crisis? The institution searches the answers of these questions.

After the general framework of the crisis is drawn, the institution should determine the degree of the crisis, in other words the extent in which the crisis has developed, the stage of the crisis. The crises progress in a certain course just like each social and institutional event; they consist of a beginning process, a development process and an ending process. The fact that the process of the crisis consists of different stages has been put forth by several researchers. Fink (1986) tackles the lifecycle of the crisis in four stages; the prodromal stage;

the period where the signals of the crisis are detected, the chronic; the period where the crisis takes place, the period where one tries to eliminate the damages caused by the crisis and the period where the crisis is solved. Yet Mitroff (1994) tackles the crisis process in five stages. In the stage of signal detection; the institution begins first to detect the signals of the crisis. Then, it researches what will be the damage it might be subject to. In the third place, the crisis takes place and the institution tries to cope with this situation. At the fourth stage of the crisis, the institution finds a solution to the crisis. But Mitroff (1994) mentions that there is a process where the institution makes deductions from the crisis it went through and he calls this process “learning”, in a fifth stage he added unlike Fink (1986). As for Caponigro, he exposed that the crisis consists of seven different stages in 2000. According to him, unlike what Fink (1986) and Mitroff (1994) say, in the first stage; the monitoring; the institution researches first its weaknesses and detects already the types of crisis likely to be faced before detecting the signals of the crisis. And in the following stage; the evaluating; it starts to detect the signals of the crisis. At the third stage; the making adjustment; the institution develops a management plan in order to elude the crisis with minimum damage while the crisis has not happened yet. In the stages of crisis that he put forth, the crisis happens at the fourth stage. And at the fifth stage, the institution develops the strategic communication plan that it will practice during and after the crisis process. And at the sixth stage, the crisis is now ended and the institution evaluates the crisis process and its own action plan. This sixth stage shares the same purpose as the institution’s learning stage after the crisis seen in Mitroff’s work (1994). The institution determines its weaknesses and its strengths and tries to develop itself for the potential crisis situations in the future. In addition to this process, Caponigro (2004) adds a seventh stage. At this stage the institution carries out works in order to increase its reputation and credibility shaken during the crisis period in the eye of the stakeholder. Yet Coombs (2007) exposes a simpler process unlike these three researchers. According to him, the

lifecycle of the crisis consists of three stages. Pre-crisis period, crisis period and post-crisis period. However, he details the crisis process under these three stages. In this section, when the lifecycle of the crisis is analysed, the crisis process and the methods that the institutions are supposed to follow at these stages are explained in details under the three-stage process created by Coombs (2007).

2.2.2.1 Pre-Crisis Period

The period called pre-crisis period includes the time frame right before the institution enters the crisis process. In this period, the institution detects potential crisis signals. In this process, the matter on which one mainly dwells on is the way how the crisis signals would be detected (Coombs, 2007).

In 1986, Fink exposes that each crisis gives signals beforehand in his work called “Crisis Management Planning for Inevitable”. That is to say that the institution may perceive that the crisis is about to emerge from a set of signals. For instance, a construction company can take precautions determining beforehand the types of the work accidents likely to happen to its workers. He calls this process “prodormal”. This stage is the first stage of the lifecycle of the crisis and the institution detects the first signals of the crisis that will occur. Mitroff (1994) also says just like Fink that the first stage of the crisis begins with the institution detecting the signals of the crisis. Mitroff calls this process ‘signal detection’. However, he puts forth another stage in the pre-crisis period in addition to the distinction of Fink (1986). At this second stage; the probing and prevention; the institution starts to research the potential of the crisis of which the institution detects the signals and the damage it will be subject to.

According to Caponigro (2000), the crisis process should start before it detects the signals of the crisis. For him, the institution should above all identify, evaluate its weaknesses and do preliminary work with regard to what types of crisis it might face and how it might cope with these crises. After this stage, the institution detects the first signals of the potential crisis and it predicts the crisis. Unlike the others, Caponigro (2000) includes the crisis management plan in the pre-crisis period. According to him, the institution has to develop an action plan regarding the crisis of which it detects the signals before the crisis occurs and enable this plan in time of crisis.

And at the stage defined by Coombs (2007) as “pre-crisis stage”, the institution is already prepared for the crisis situation. It predicts the crisis and it has a communication strategy that it prepared accordingly. However, expecting the prediction of each crisis will certainly not be very realistic. It is possible at times for crisis managers not to predict or misinterpret the crisis, for this reason, they should develop a system designed to predict and monitorize (view) the crisis. Coombs (2007) calls that “crisis-sensing mechanism” The most effective side of this method is that it requires active research. These researches expose potential crisis factors and enable the prediction of the crisis in the future. In this process, in case of a potential crisis, the institution should first identify the source of the issue and then collect information on the matter. Finally, one has to dwell on why this issue might occasion a crisis. Unlike Fink (1986), Mitroff (1994) and Caponigro (2000), Coombs (2007) explains in details the matter of how the signals of the crisis would be detected and analyzed. For him, the crisis is predicted by identifying the potential risks. The criteria for this are issues management, risk aversion (elimination) and image management. (Coombs; 2007: 23-27).

2.2.2.1.1 Issues Management

In the stage that he tackles as “Issues Management”, the issue is the matters affecting the functioning of the institution, causing instability in the functioning and requiring the decision making by the management (Chase, 1984: 38). On the other hand, the situations where the institution practices and the expectations of the stakeholder do not coincide can be defined as well as an issue (Regester & Larkin, 2008: 44). And the issues management involves the identification of the issue and the work on the issue. It is a systematical approach analyzing the way how an issue will develop and be solved. The issues can be internal in just the same way as the external social, political and environmental factors can constitute an issue for the institutions (Coombs, 2007: 23). To get to the bottom of the issue, it is important to study the environmental factors and monitor the developments. Trends, events, social, political incidents etc. (Gonzalez-Herrero & Pratt, 1996; Heat, 1997). This information is mostly obtained by observing, listening, reading, following the news media (Heat, 1998). This is the most traditional way to gain access to sources.

On the other hand, treating the crises experienced by other institutions as case analysis constitutes also a source. Besides, following the business magazines, the publications on the sector, the official publication of the state is also important. The ideas of the individuals are also a good environmental source. Here, two groups are emphasized, the stakeholders and the public opinion polls (Coombs; 2007). Moreover, the researches on the Internet, the forums, the debate sites, the complaint sites and the blogs constitute a good data source for the companies. These online media are known as consumer-generated media. These media are known as the realms where most powerful word-of mouth information is spread and the opinion of the consumer is highest shaped on these media. These sites may be the most suitable media to listen to the opinions of the stakeholders.

2.2.2.1.2 Risk Assessment

The concept of risk should be tackled together with the word “probability” in the risk assessment. It is defined as risks likely to occur in the future (Giddens,1999). Making a risk assessment work involves the identification of the institution’s risk factors and weaknesses and the study of how these might turn into a crisis (Levitt,1997; Pachant&Mitroff,1992). In fact, the crisis management begins with the risk management. At this stage, the institution should be asking questions related to all potential internal and environmental negativities (Lerbinger,2012:2-3). The risk factors are a part of the natural functioning of the institution. The risk is never anything eradicable. Every place where there are employees and daily production is exposed to the crisis and the risks and the institutions that are not immune system to the crisis are affected (Coombs,2007).

The risk assessment process comprises the identification of the factors and the weaknesses constituting risks for the institution and the evaluation of the potential risk factors (Tinker&Vaughan,2002:190). For instance, work accidents, recently enacted laws, financial audits, natural disasters can be treated as risk probabilities. Besides this, the Internet et the mail environment used by the employees are also risk factors. For this reason, the e-mail policies of many companies are determined and the behaviour of the employees on Internet are observed. Thus, the matters like information control, potential negativities among the employees become detectable risks. The culture of the institution, the characteristics of the employees, the potential ethical cases that might be experienced such as forgery, sexual harassment etc. should be analyzed (Coombs, 2007).

One of the major problems encountered by the crisis managers while performing risk assessment is information collection. Content analyses, interviews, focus group studies and informal contacts are the most used communication media in order to collect information. Or the articles, the news, the news narratives and other publications are also a source. It is important to store these by classifying them. And the information must be stored not in an exposed manner but with certain codes (Stacks,2002; Stewart, 2002). One should not only collect and store the customer complaints but also analyze how often the same complaint is made.

In the pre-crisis process, the institution should see that the threat would be serious or mild. As a result, although Fink (1986), Mitroff (1994), Caponigro (2000) and Coombs (2007) detail the pre-crisis process differently, in fact, all of them emphasize the ability of each institution to detect the crisis beforehand. The good management of the crisis begin with the prediction of the crisis by the institution.

2.2.2.2 Crisis Period

This stage begins with an incident causing the crisis and ends with the resolution of the crisis. During the crisis period the institution has to notice that it goes through a crisis and get into action in relation to that. (Coombs,2007: 19).

Fink (1986) tackles this process of the crisis in three stages and according to him, the crisis is solved in this process and thus the lifecycle of the crisis ends. According to him, in this process the crisis has appeared and a certain damage has occurred. That is to say that the crisis has begun to be entirely experienced. Tackling the lifecycle of the crisis in four stages,

Fink (1986) calls the process where the crisis takes place for the first time “chronic stage”. And for him, this is the third stage of the crisis process. In this process, the institution gets into action to eliminate the bad effects of the crisis and puts forth an action plan. And the last stage of the lifecycle of the crisis is the “resolution” period. According to him, at this stage, the crisis is ended. And Mitroff (1994) tackled the crisis period as the third stage of the crisis lifecycle. According to him, the crisis has occurred in this process and the institution tries to determine the damage it suffers. Yet, for Caponigro (2000) the crisis takes place at the fourth stage. According to him, in the crisis period, the institution struggles to overcome the crisis with minimum damage with the action plan that it has already prepared.

Coombs (2007) analyzes the crisis period by dividing it into subtitles in itself. According to him, this process splits into two different periods in itself. The first one; the crisis recognition; is the period where the institution recognizes the crisis and the other one; the crisis response; is the period where the institution responds to the crisis, in other words this is the period where the institution proceeds to the resolution of the crisis. In order to be able to find a solution to the crisis, the institution should first recognize that it passes through a crisis process. Then, one tries to end the crisis in a positive way for the institution.

2.2.2.2.1 Recognition of the Crisis

In order to be able to intervene in the crisis, the institution should first recognize that it passes through a crisis. The reality of the existence of the crisis may express different meanings for the institution and the stakeholders. In the first place, one should urge upon on this matter. That is to say that, at the crisis recognition stage, one should clarify whether the institution and the stakeholders define the existing situation as a crisis or not (Coombs&

Holladay;2012). For, the existence of the crisis may differ with regard to the point of view. Not everyone calls the same situation a crisis. In some cases, the institutions may not recognize that they are in a crisis or the institution management may deny the crisis situation although the stakeholders assert that there is a crisis (Kamer;1996). Nevertheless, the important point here is that the institution must absolutely accept and handle the crisis if the stakeholders mention the existence of the crisis (Coombs;2007).

In order that the institutions recognize that they are in a crisis and can end the process in a positive way on their behalf, they should have the “Crisis Management Team” they create within themselves (Akdağ, 2005). At this stage the task of the crisis management team is to recognize the crisis and have the management recognize it. A situation which is not handled by the Crisis Management Team as a crisis but which is called by the stakeholders a crisis must absolutely be cared for and handled as a crisis by the team (Coombs&Holladay; 2012).

The crisis should be defined and framed. In order to better understand the general frame of the crisis, Coombs (2007) has determined some stages; firstly determining the dimension of the crisis. He calls that stage as a crisis dimension. The second stage is the expertise of the dominant coalition; the analyzing the dominant stakeholder groups, and finally working of the persuasiveness of the presentation of the crisis to the stakeholder groups, the final stage's name is persuasiveness of the presentation. For a more detailed analysis of these stages, one should understand the dimensions of the crisis in order to determine what the issue called by the institution a crisis is and the solution to follow. In this direction, the dimensions of the crisis are analysed in three stages; the perceived importance;

the moment where the importance of the crisis is perceived, the immediacy of the crisis and the degree of uncertainty of the crisis.

At the point where the importance of crisis is perceived, the damage caused by the crisis and its potential to cause damage are evaluated. That is to say that one urges upon what the loss is and what might be lost hereafter. This analysis will cause the institution to analyse the importance degree of the crisis and the dimensions of the impact of the crisis (Billings, 1980; Dutton, 1986). The experienced situation may seem trivial but it might also turn into a crisis likely to affect millions. At this point, the manager has to detect the crisis signals beforehand and evaluate and analyse what the negativities to be experienced might be, in other words the possibilities.

When analysing the immediacy of the crisis, the relation of the crisis with the time is treated. In time of crisis, generally the time pressure and the obligation of quick decision making occur as well. The time pressure has two components; the speed of the impact of the crisis and the time allotted by the stakeholders to the institution to get into action. Particularly, when a situation endangering the life of the customers is at stake, the time pressure is at its highest level. In these situations, the institution has to make and apply decisions as fast as possible (Çınarlı;2006). On the other hand, if the key stakeholder groups (employees, customers etc.) demand for fast action, the institution should take this seriously and be able to make immediate decisions and apply them. The demands of the primary stakeholder groups are also one of the factors creating time pressure (Coombs,2007).

At the first stage during the crisis, the uncertainty dominates and the institution tries to eliminate this uncertainty situation and to clarify the situation by collecting information. Just

like the people, the institutions desire to get information and clarify the situation as soon as possible when the uncertainty dominates (Dutton,1986). The need to reveal and analyze the situation in all its clarity arises in order to be able to intervene in the experienced situation and find a solution for it. While it is easier to deal with the situation in cases where the uncertainty is low, high uncertainty situations require considerable attention and care (Coombs, 2007)

The institution's management team should follow a crisis management policy by dividing the stakeholders into certain groups. One must identify beforehand which groups the managers can reconcile with as quickest as possible, which group is the most difficult to convince and to come to terms with and the institution policy for the necessary situations must be shaped with regard this road map (Coombs,2007). These groups may differ with regard to the type of crisis that is experienced. In this case, the determination by the manager which groups would be dominant in crisis situation will be important in order to determine the frame of the crisis. (Dutton&Ashford,1993). The method to follow during the crisis management process may be shaped with regard to the jargon dominant group to use. For instance if the dominant group is equipped in financial terms, the dimensions of the crisis should be explained via this framework or the financial aspect should absolutely be treated (Fairhust&Sarr, 1996).

The crisis managers have the opportunity to persuade whether an issue constitutes a crisis or not. And in necessary cases they should make use of this feature of theirs, the people are convinced depending on three factors; the credibility of the interlocutor, the emotions and the reason (Larson 1989; Tan,1985). The specialization and the high level of knowledge of the manager on the matter, the fact that he makes decisions by taking the ethics and the

tendencies of the stakeholders into consideration on the other hand constitute its credibility. On the other hand, the fact that the manager passes the message he wishes to pass by filling it with emotions, by touching the emotions of his target group, is again important with regard to persuasion. Nevertheless, the messages that are solely emotional are surely not sufficient and the messages that are given have to contain reason as well. The decisions that are taken or that one wishes to take should be explained to the target group with the cause and effect relationship (Coombs, 2007).

It is obvious that some issues that are experienced constitute a crisis. For instance, a natural disaster or accident situations, some technical problems are considered by all as a crisis. However all the groups might not agree on the handling of some issues as a crisis. If the primary groups interpret a case as a crisis, it is certain that this is a crisis. However, at times, issues that secondary stakeholders or minority groups respond to might occur. In this case, the manager should convince the primary groups that the crisis is in question and that the intervention is necessary. For instance, the advertising work carried out by the cigarette brand Philip Morris in 1990 had been qualified as racist by minority groups and gotten reactions. In this case, the company withdrew its advertisements and persuaded its primary stakeholders on this matter (Fahey&Dagnoli,1990).

2.2.2.2.2 Resolution of the Crisis

The most important factor in the stage of resolution of the crisis is to inform the stakeholders. The institution has to pass this process by informing its stakeholders about every stage. For this reason, the institution has to determine an open and definite communication strategy during this process. In the suggested communication form, the important points are the clarity, the consistency and the speed. The stakeholders will like to get information from the institution as quickly as possible and since this period is one containing stress, it is

important to share pretty clear and consistent information with the stakeholders (Coombs,2007).

In the crisis period, the mainstream media will publish news on the matter and the information will start to spread quickly among the stakeholders. Therefore, the institution should make a statement via a unique voice, in other words via a spokesperson or spokespersons and share information as quickly as possible. This will prevent the spread of the misinformation and the rumours. The silence of the institution may cause it to give a pretty wrong impression and will constitute a passive image in opposition to the positive effect that the company wishes to make. (Hearit, 1994). Staying silent means leaving the control into the hands of the others(Brummet, 1980). Yet, the fact that the institution is the one that makes the statement at firsthand shows that the institution has the control. Therefore, we can say that the fact that the institution acts quickly is important in order to have the control. Seizing the control means that the institution takes the first step towards gaining its credibility (Augustine,1995). However, it might not be possible to make an immediate statement in every situation. For it might take a long time to collect information during some crisis. Here, what is incumbent on the crisis team, is to declare before the media that it does not have yet possession of the entire information and to prevent the rumours to fill in the blanks in the story. For Coombs(2007), there is no inconvenience for the crisis management team to declare that it does not have yet the possession of the entire information on the matter, that however it would share the information with its stakeholders as soon as it gets information. Here there might be two errors that the team is likely to fall into. One of the errors which is “not to make any comments” will be considered equal to the entire acception of this error. And the other is to share uncertain information with the media because there is

the possibility for this information to be inconsistent later. (Birch,1994; Gonzalez-Herrero&Pratt,1995).

The consistency of the shared information is quite important with regard to the credibility of the institution. Therefore, the institution must make a statement via a unique voice. This does not mean that a unique person has to make a statement. However, the chosen spokespersons must use the same language.(Carney&Jorden, 1993). Each member of the crisis team has to have a command of the language that will be used while making a statement, for everyone may have to make a statement spontaneously. That is to say that the team must be prepared for all possibilities and all the members must have a command of the information to be shared. (Copanigro;2000). On the other hand, the other members of the institution must have a command of the same information and language as well. They perhaps are not supposed to give a speech but the information they will share with their entourage (family circle, friends circle) should be either consistent with the information shared with the media. This is again a precaution that needs to be taken for the rumours that are against the institution and likely to affect adversely the crisis management process (Coombs,2007).

The clarity of the institution and the fact that it does not hide information while sharing information is one of the important factors for it to create a credible image before its stakeholders. The principle of clarity mentioned here is versatile. That is to say that the clarity is ensured by the accessibility of the institution by the media, the importance attached to the information sharing by the institution and the honesty. Here, certainly, there may be internal policies of the institution that should not be announced outdoors or subjects that the institution may be responsive to. In cases where the crisis is related to this kind of matters, the

institution is not obliged to denounce this private information. What matters is that the information that needs to be known by the stakeholders is being absolutely shared with them. Again here, depending on the crisis that is experienced, the crisis management team will have to determine what the information that is mandatory to share with the stakeholders is. (Capanigro; 2000). As a result, crisis resolution strategies determine how the crisis would be perceived by the stakeholders and the fate of the institution in the crisis.

2.2.2.3 Post-Crisis Period

Each crisis has naturally an end and when a crisis has ended the institution should go back to its normal functioning. However, according to a good crisis manager, his task has not ended even though the crisis ended. For, in the first place, the crisis process should be evaluated and the way covered by the institution on this matter has to be analyzed. Afterwards, the post-crisis process must be absolutely observed although the crisis is resolved (Coombs,2007:151). Some crisis continue to show their effects even after the crisis has ended or leave some damages for the organisation. In the post-crisis period, the moral and the motivation of the employees can be low, the profit rate might have dropped or the credibility of the organisation may have been shaken. Therefore, when the crisis ended, the duty of the crisis management team has not ended yet. In order both to attenuate the negative effects of the crisis on the organisation and to be precautionary against the crisis that are likely to be faced in the future, they must continue to develop crisis management strategies (Capanigro,2000:231).

Right at this point, Mitroff (1994), unlike Fink, includes a fifth stage in the lifecycle of the crisis. Which is the “learning” stage. According to Mitroff (1994), the institutions should take lessons from the crisis they have experienced. After the crisis has ended and the

institutions have resumed their routine functioning, they should prepare themselves for the potential crisis situations they would face in the future with this method. The post-crisis period is rather a period where the institution makes deductions from the crisis and determines what it has learned in this process, what kind of investments it can make on this matter for the future. In the crisis period, right and wrong moves are evaluated (Coombs,2007:152). Here, the organisation should proceed via some basic issues. First of all, how has the target group been affected by the crisis and in which way its behaviours have changed? The institution must analyse focusing on these questions. Later, it should dwell on in which extent and how the crisis has affected the business. Like Mitroff (1994) Caponigro (2000:232) also says that the institution should be using the information and the perspectives acquired during the crisis process while developing new tactics. The crisis is now over and the institution evaluates the crisis process and its own action plan. This sixth stage has the same purpose as Mitroff's (1994) post-crisis learning stage of the institution. The institution identifies its weaknesses and its strengths and tries to develop itself for the future potential crisis situations. However, in addition to this stage, Caponigro (2000) introduces a seventh stage. At this stage, the institution carries out works in order to increase its reputation and its credibility shaken during the crisis period in the eye of the stakeholders. Finally, the institution should detect exactly when the crisis has exactly ended and when it has to start to take care of the other issues.

In addition to all these, Coombs (2007) exposes methods about how the institution would evaluate itself and take lessons from what it has gone through in the post-crisis period. According to him, while developing crisis management strategies, the first one of the works that the institutions can do is the data collection. These data consist of the documents recorded during the crisis period, the feedback from the stakeholders, the comments on Internet, the media publications. The interviews that were made, the messages that were given and the

decisions that were applied during the crisis process must be recorded. Particularly, if there is an erroneous decision applied by the crisis management team, this must absolutely be recorded in order to take precautions prospectively (Coombs,2007:152-153).

2.3 Crisis Management

When one mentions “crisis management”, this should not be perceived as the detection and the prevention of the issues beforehand. The crisis management is rather the reaction given when the issue appears. That is to say that the institutions should not try to take steps designed to prevent and limit the crisis (Mackenzie,1995: 73-74). However, the institutions have the chance to intervene in a short time during the the crisis with their crisis management plan that is already prepared. The institution detects the crisis signals with the crisis management and tries to overcome the crisis with minimum damage (Yurtseven, 2014). Thus well managed crises turn into an opportunity for the institutions. In other words, the crises are unexpected situations but being prepared for the crisis will provide advantage for an institution to turn the crisis into an opportunity (Kadıbeşgil, 2008).

Before beginning to explain the crisis management, one must mention that the crisis management and the crisis communication are two different concepts which differ from each other and at the same time complete each other. While the crisis management supports the crisis process in technical terms, the crisis communication is the application of the strategies related to the fact of crisis and to its perception (Narbay, 2006). In this context, the crisis management and the crisis communication will be studied under different titles.

The crisis management is a process where one will try to anticipate the crisis that would be encountered, take the necessary precautions accordingly and resolve the crisis in a positive way for the institution (Budak&Budak;2000). According to Combs(2007), the crisis management consists of the strategies designed for fighting against the crises and preventing its damage. The institution will have protected its stakeholders and its reputation. In other words, the crisis is the effort of the management to turn the disaster into an opportunity (Arıcı, 2001:2). Institutions that are prepared for the crisis, that have a crisis plan and a crisis team can successfully overcome the crisis processes likely to come to an end with several destructive effects such as loss of reputation, economic loss, damage to the relations with the stakeholders and serious disruption of the functioning (Copanigro,2000). The crisis management does not involve the escape from the crisis but taking precautions predicting the crisis and the successful transformation of the crisis. According to Pearson and Mitroff (1993:49), the institutions should be able to predict the crisis, distinguish the type of the crisis, take precautions against the crisis and learn new things from this incident thanks to the crisis management. According to them, these factors are the main purposes of the crisis management. The institutions should detect the crises that are likely to be experienced by taking into consideration internal and external factors and plan strategies accordingly. Fearn-Banks (2011) says that the institutions should detect potential crisis and evaluate them between 0 and 5. That is to say that the institution should think on the types of potential crises and calculate their possibility of realization. And it should develop crisis management strategies it could apply starting from the situation it gave the highest point. Furthermore, each crisis will damage each institution differently. The institutions should also determine and grade in which way they will be affected by the types of crisis they have determined (Coombs,2007).

Crisis periods are periods requiring patience. For this period can point to a difficult and complex process. One must have the characteristics such as a creative and flexible way of thinking, objectivity, courage, team work, openness to innovation, ability to take quick action in order to overcome successfully the crisis processes. Besides, it is also important to proceed to the resolution process by taking into consideration several factors of the institution that interact such as communication, costs, control, culture, situation planning as well as the values and the beliefs of the institution during the crisis management. (Peker-Aytürk, 2000).

2.3.1 Crisis Management Plan

The crisis management plan is prepared in order to lead both the institution and the stakeholders during the crisis (Çınarlı; 2016: 57). Although every crisis requires unique reaction, the existence of a general plan prepared beforehand for the institutions is necessary. The institution should determine what is to be done in time of crisis in the crisis management plan in general terms (Çamdereli,200:126). The most important priority while preparing a crisis management plan is to avoid the crisis with minimum damage. That is to say that every possibility should be evaluated and necessary measures should be taken in order to prevent the crisis (Peltekoğlu, 1998:240).

Every crisis might not be predictable. For instance sudded crisis may occur due to environmental factors, natural disasters and for political, economical and technical reasons. However, the important point here is that the institution is conscious of the fact that it could any moment face a crisis and make preparations about the crisis that it is likely to face via various scenarios. For crisis management is something the institution thinks about every day and it tries to develop and of which it has to review all kind of possibilities (Caponigro;2000:

96). When creating crisis scenarios, one should generally dwell on the worst-case scenario. In other words, the institution should make preparations regarding how it will struggle at its worst situation when a crisis occurs (Saffir-Tarrand;1993). The reason why one dwells on scenarios in crisis management is to be able to detect the crisis signals before the crisis occurs and to seize quickly the crisis management. However, in cases where the institution cannot detect the signals beforehand, then one dwells on how to overcome the crisis. The fact that the institution has a crisis management plan is the most important indicator that the institution is decided to manage the crisis (Kadıbeşgil;2008). The crisis management is not a business segment that comes to the fore when the crisis occurs but it is a business segment that needs to be considered a fulltime work area by the institution (Coombs; 2006).

The crisis management process is executed by the crisis management team under the leadership of the top manager. The crisis management plan is created and updated at regular periods by this team and potential crisis scenarios are evaluated. The distribution of roles of the crisis management team must be clearly stated in the crisis management plan. (Kadıbeşgil; 2008).

During the crisis management process, the crisis management plan created for the purpose of guidance for the institution should be stored as a leaflet. Although each crisis needs original resolution processes, the institution obtains easily the information that will be technically necessary in the crisis management with this method and this method plays an instructive part in time of crisis (Coombs,2007: 90). Coombs(2007: 90-91) enumerates the elements that need to figure in the leaflet of crisis management as follows;

- 1- The cover page. Besides defining what the document is, this page gives clue about the actuality of the crisis management plan since it specifies the date of preparation of the document.
- 2- The introduction. This introduction has to be written by the top manager of the organisation. And it should have a content emphasizing the importance of the crisis communication plan.
- 3- The acknowledgement forms. This section is the one that the employees sign to confirm that they read and understood the document. The Human Resources Department prepares the document and gets it signed by the employees.
- 4- The rehearsal dates page. The details about how and when the crisis practice is carried out are written on this page and archived.
- 5- The first action page. The section where the date of the first crisis management action figures. In other words, it is a record on the crisis management indicating when the crisis management has begun in the institution and the way it has proceeded.
- 6- The section where the communication list of the crisis management team figures. In this section, there should be a list including the name, the title, the tasks in the team and the contact information of every one who is a part of the crisis management team. This list is prepared in order to reach easily necessary persons in the crisis period. And it clarifies the distribution of tasks of the crisis management team.
- 7- The crisis risk assessment section. The section where the risk assessment is analysed. In this section, the institution assesses the risks that are likely to cause the crisis depending on the sector it belongs to. And it will have detected beforehand what it might encounter.
- 8- The incident report section. The section where the crisis analysis report is kept. The institution keeps record of the strategies that it applied and of the issues it faced during

the previous crisis. This has an instructive quality for the methods it will apply to the crisis that are likely to be experienced in the future. Besides, this section might be necessary in the future in legal terms or while working with a public relations company.

- 9- The proprietary information section. The section where the institution's private information figures. Some information of the institution is confidential and it cannot be denounced to the stakeholders without the consent of the top manager. This information figures in this section (Tyler,1997).
- 10- The communication strategy worksheet. The section where the strategic communication methods applied by the crisis management team figure. The crisis management team should not forget that one must proceed via a strategic communication plan in the crisis process. And the methods used during the previous crisis, the messages given to the target group and by which channels these messages had been communicated should be noted down (Barton,2001).
- 11- The secondary contact sheet. The section where the secondary communication list figures. In this section, there is information about the necessity of contacting the stakeholders which are likely to support the organisation in time of crisis, when required. In this section, there is information regarding the identity, the contact information and the specialty of the stakeholder.
- 12- The stakeholder contact sheet. The section where the stakeholder contact list figures. Some groups of stakeholders expect to be informed directly and not through the media. In these cases, the crisis communication team informs the stakeholders without affecting the communication strategy that it determined.
- 13- The business continuity plan. The section relating the business continuity, the methods regarding the pursuit of the daily business routine. At times, the routine work stream

of the organisation might be disrupted in the crisis process. The organisation should develop a plan ensuring the business continuity in order to prevent this kind of situations and overcome this issue. Therefore, this planning figures in the crisis management plan as a separate section.

- 14- The crisis control center description. The section where crisis control center is described. Some organisations create a crisis center with regard to the type of the crisis. In other words a room where all the information on the crisis is collected, the decisions are taken and the crisis strategies are developed. In this section there is information about where and how this center will be.
- 15- The post-crisis evaluation forms. This is the section where there is information about which lessons have been taken from the crisis and what might be done in the potential crisis situations in the future. Here, the crisis management team compiles the lessons taken from the experienced crisis and determines its weaknesses and its strengths. Thus, it gets an idea about what to apply and what not to apply in the future.

2.3.2 Crisis Management Team

The crisis management team is one of the main elements of the crisis management. This team consists of the employees of the institution having different qualities and the objective is for them to interfere in case of crisis. This team is the one preparing the crisis management plan. Among its tasks are the ability to predict the crisis and getting into the action after evaluating the crises. The crisis management team tackles all the crisis scenarios with their worst probabilities and rehearses the possibility of realization of these scenarios. For, it is important here to portray the situation in order to detect the lacks of the crisis management plan (Pauchant&Mitroff,1992). Rehearsing the bad scenarios enables the team

not only to detect the lacks of the plan but also to adapt itself to the crisis management in mental terms as well as in actional terms (Fink, 1986).

Within this plan, first of all, one decides which manager will be the decision mechanism (Capanigro;2000). Most of the time, the top managers assume the leadership or the crisis management process. However, the person which is supposed to lead this process should be trained in crisis management (Çınarlı, 2016). The crisis periods are the periods where the leadership quality, the skills, the knowledges and the experiences of the managers are most needed. For the leading of this process by the top manager is ideal in order to be able to take and apply quick decisions in the crisis process. The fact that he plays an active part and is visible in this process will make a positive impression on the employees and the other stakeholders affected by the crisis (Lukazewski, 2013: 91). In fact, the fact that the crisis management process is lead by a top manager might be risky with regard to the disruption of the institution's routine functioning (Çınarlı,2016). Nevertheless, the crisis situation will not go beyond being one of the usual management issues for a manager which is prepared for the crisis (Peker-Aytürk,200:385-386). The way that the persons which will assume the task of manager in the crisis process perceive the crisis and their capacities play a vital part in this process (Capanigro, 2000: 96). On the other hand, the manager should be also able to properly analyse the lifecycle of the crisis. He should detect the stage of the crisis- pre-crisis period, crisis period or post-crisis period- and get into action accordingly (Gonzalez-Herrero& Pratt; 1995; Sturgess; 1994).

The most important task of this team is to perform a damage control and to protect the institution potential side effects in the crisis process. The persons which will assume tasks or the distribution of the tasks within the crisis managemet team may vary depending on the sector and the type of the crisis. According to Barton (2001), there should be responsables

from the public relations department, human resources department, legal department, finance department, security department and operations department. Besides, he includes in this team the social media specialist due to the importance of the messages he is supposed to give. The members of the team must be professionals which are successful in their areas. The list of the people which will be part of this team will vary depending on the sector where the institution operates. However, what is sure is the necessity of the existence of the corporate communication responsible in this team. Actually, this team must be created by evaluating in which areas the specialists will be needed (Coombs, 2007). What matters is that the individuals which are part of the team are well trained and experienced in the functions they need to carry out. This team should be big enough to tackle the matter in every aspect and small enough not to cause confusion at the stage of decision. The crisis management team should be limited to minimum 5 and maximum 10 individuals (Caponigro;2000:103).

It is important that the team is led by the top manager of the institution to be able to take decisions in a quick way. The fact that the top manager is visible to the stakeholders and gives information about the situation with proper expressions is healthy for the reputation of the institution. However, the point that should not be missed out here is the importance of the fact that the individual which is supposed to lead the crisis management team and the individuals which are included in the crisis management team have received training about crisis management. The institutions must absolutely give training to their employees on this matter (Lukazewski, 2013: 91). However, the institutions can get external support for the areas in which the team falls short depending on the experienced crisis. For instance, they can cooperate with a law company or a public relations company (Çınarlı, 2016).

The crisis management team should have four main characteristics; being able to take group decision, being able to act as a team, being able to stick with the crisis management plan and being able to listen (Coombs&Chandler, 1996). All of these must be the characteristic features of the crisis management team. At the same time, it is important for this team to have the characteristic of being able to handle the stress (Barton, 2001). Among the tasks of the crisis management team, are detecting the early warning signals of the crisis, developing a crisis plan, analysing the crisis, determining and applying strategies for the reactions against the crisis (Çınarlı, 2016).). The team analyses first the current situation (Kadıbeşgil; 2008). It develops strategies in order to manage the reactions of the stakeholders (Lukazewski; 2013: 92). It sets the budget of the crisis management plan (Caponigro;2000:100).

On the other hand, it is important for an institution to structure well the corporate communication department. The institutions which structure well this department show how much importance they attach to the communication. The tasks of the corporate communication team within the crisis management team can be enumerated as follows; determining the sphere of influence of the potential crisis, giving recommendations about reaction strategies, ensuring that the trainings intended for the internal group are provided for, testing the crisis communication plan and ensuring its institutionalization, identifying the specialists of the crisis, ensuring the communication with the customers, the employees, the media and the authorized persons, training and orientating the crisis spokesperson, researching the effects of the crisis when it ends. (Çınarlı, 2016).

In the crisis periods, the healthy proceeding of the flow of information is important. Therefore, the information must be communicated in a controlled manner being collected in the center created by this team. The statements must be done by the elected spokesperson and especially he must be the only one to get in contact with the media. These spokespersons must be people having good command of corporate image and image strategies (Saffir-Tarrand;1993: 86-88). The crisis spokesperson is a member of the crisis management team and he is the only one who ensures the communication with the media. He answers the questions of the media and makes statements on behalf of the institution. The crisis spokesperson must be trained in corporate communication and relations with the media (Çınarlı;2016: 61). Most of the time, it is the top managers who assume the task of crisis spokesperson. (Fearn-Banls; 2011: 37). However, many institutions assign the task of spokesperson to more than one person in the crisis process (Coombs;2007: 79). The responsables of corporate communication assume as well this task most of the time (Çınarlı: 2016: 11). The important point here is that the crisis spokespersons must proceed via a unique discourse and their statements must be consistent. These spokespersons give the same message to the same target group through different media channels with one voice (Coombs,2007: 79). In fact, the crisis spokesperson proceeds via a precise text prepared in direction with the decisions taken along with the crisis team. Not only what the spokespersons say but the way they say it is also important. The statements must be made with a calm voice tone and remaining composed and it must be made clear that the institution empathizes with the stakeholders (Caponigro; 2000). The crisis spokesperson should not share any information which is not proven to be accurate and make use of a language easy to understand. He has to avoid the expression “no comment” on the matters about which he has not been informed yet and specify that statement will be made as information is obtained (Lukazewski;2013:127-

132). The most important role of the spokesperson is to communicate the messages that the organisation wishes to communicate to the target group (Carney&Jorden,1993; Seitel,1983).

The crisis management team must absolutely make statements at routine intervals by means of the crisis spokespersons (Caponigro; 2000:117). The crisis processes constitute pretty sensitive periods for the stakeholders affected by the situation. Therefore, one unique careless act of the institution might harm its reputation and it can take years for it to recover its reputation. The institutions should create a crisis room in order to come through this process with minimum mistake and minimum damage. The information about the crisis should be collected in this room and statements must be made in direction of the decisions taken in this room (Çınarlı; 2016).

In the crisis process, the media should be considered as an ally and the same information should be shared with the media establishments without exception. The media content should be constantly monitored and updates must be made if needed (Çınarlı,2016). In necessary cases, press conference must be organised. In this conference, the top managers and/or the specialists can share information. Before the press conference, the team should prepare answers to the questions “What?”, “Where?”, “Why?”, “How?”, “What for?”, “Who?” beforehand and study on the potential questions if needed. It is important for the press spokesperson to study on the answers and to test himself beforehand so as to be able to communicate 75 words in 30 seconds before coming together with the media The questions must be answered by granting equal delay to each press member (Lukaszweski, 2013:127-132).

One of the most important features of the crisis management is that it signals a milestone for the team of managers which play an active part in this process career-wise. A team performing a successful crisis management signifies that it has taken a step further in the institution. At the same time, this process is one that requires stability and continuity. In other words, the fact that the institution has a determined policy and a determined roadmap is important even though the individuals change (Peker-Aytürk,2000).

2.4 Crisis Communication

The communication allows the institutions and the individuals to act with a common language, to understand correctly each other and to proceed in coordination during the crisis (Comfort,2007). The crisis communication consists of the communication strategies and communication tactics applied during the crisis in order that the reputation of the institution is harmed as less as possible (Fearn-Banks; 2011:2). Generally, the crisis grows and creates negative effects (Genç,2008:163). For this reason, the institution must focus on the crisis communication and develop the crisis strategies during the crisis. The subject of crisis communication has been put down on paper for the first time in a non academical article by a communication professional (Bergman 1994; Carney&Jorden 1993; Loewendick 1993). Priorly, the researches carried out on the management dwelled rather on the crisis itself and did not mention the communication strategies that need to be applied in this process (Marcus&Goodman,1991). But later, public relations and communication researches have managed to make the crisis communication the focus of the crisis researches (Hearit,1994). For they have detected that the communication link between the institution and its stakeholders weakens during the crisis processes (Genç,2008:162). On the other hand, they have observed that the communication gaps led to late recognition of the crisis and to late intervention (Davies ve Walters,1998). Therefore, the communication is important at every

moment of the crisis and the institution must develop communication strategies for a successful crisis management. In other words, the institution has to have developed the methods designed to communicate the message that the institution wishes to give to the target groups in the most effective and quickest way in crisis period (Okay:2002).

The crisis communication is the organisation of the communication with the target groups in line with a given strategy. Here, the institution acts with the intent of, resolving the crisis, eliminating the uncertainty and taking lessons from the crisis (Ulmer, Sellnow&Seeger;2011). When the crisis appears, the stakeholders get excited and this will turn into a panic if the institution does not establish communication with them in a short time (Çınarlı;2016). Therefore, the institution must be informing its stakeholders in a short time after the crisis has occurred. For the uncertainty environment may lead to some gossips and speculations and it may be difficult for the institution to cope with these rumours afterwards. For this reason, the institution must establish an effective and transparent communication environment with its stakeholders in a short time.

The crisis communication strategies take shape depending on the type of the crisis encountered by the organisation and the sector it belongs to (Genç,2008). However, there are some tricks that the institutions should apply in any case when developing a communication strategy. The most important point is that the institution has a short period of time for informing its stakeholders in time of crisis and it has to communicate with them instantly (Çınarlı;2016). The first step of the crisis communication strategy is to develop empathy with the target group. The institution must first determine the group affected by the crisis or expecting to be informed and then, with the experienced crisis, it must reflect upon what its

stakeholders might think of this matter. (Caponigro;2000).For the stakeholders would like to know about the cause of the crisis, the people to be considered responsible and the way they will protect themselves (Ulmer, Sellnow&Seeger;2011: 30-31). For this reason, the necessary information should be shared with the stakeholders openly and clearly during the crisis (Çınarlı;2016). If a bad news will be given, it is more correct to share this information with the media at once. The statement must be made after the collection of all of the information and not in parts and not as the information arrives. For, the stakeholders would like to see first that the institution takes the crisis seriously (Caponigro;2000).

Coombs (2007) treats two types of communication in its three staged crisis management. The first of these methods is the crisis knowledge management and the other is the stakeholder reaction management. In the first part, the resources are found, the information is collected, analysed and shared and the decision is taken. The crisis knowledge management is the backstage of the crisis communication and this is where that the answer to be given to the public is prepared. The institution communicates the messages that it wishes to give to its stakeholders through various media channels, accordingly. And in the second part the institution makes an effort to manage the crisis perception of the stakeholders (Coombs&Holladay,2012). Here, the communication strategy of the instution is to turn the perception of the target group to the direction of its choice. Thus, the instution becomes the manager of the process by interfering in the natural course of the process.

The institution communicates the messages it wishes to communicate to its target group at regular intervals through the channels chosen via the communication strategies it has developed such as Internet, television etc. (Çınarlı; 2016). One must be decisive when

developing and applying communication strategies. Fast and quick decision making may be necessary. If the institution is already prepared for the crisis, it won't be difficult to make quick decisions and manage the situation. It is pretty important to make accurate and quick decisions in the first stages of the crisis in order to be able to manage the situation. Finally the institution must inspire confidence in its target group about the fact that it is accessible and open to communication, that the target group can get the answers of its questions at any time. Thus, the institution protects its credibility and on the other hand ensures that the opinions of the target group about the crisis management process are asked. The feedback taken from the target group will contribute both to the course of the crisis management in the target group and to the crisis management strategies that will be applied in the future (Caponigro,2000:146-149).

In consequence, the crisis communication is the essence of the crisis management. For, the informing is an important need in the crisis process. In the communication process, the information is collected, evaluated and shared with the others. Therefore, the communication is a critical point for the crisis management (Çınarlı,2016). The crisis situations that we can consider as a threat to the institution's image and continuity can be overcome by bilateral and strategic communication (Fearn-Banks, 2011). The crisis communication is an important process in order to regulate the uncertainty, resolve the crisis and take lessons from this situation. For, when the crisis occurs, the environment of the unstable information emerges. What is vital is the way how the organisations manage the process at this point (Çınarlı,2016).

2.5 The Schools

The knowledges, the understanding and the behaviour changes acquired by the individual in order for him to exist in the society, to adapt himself to social standards and to live together with the society are called education (Eğitim MEB Bilgi, 2016). The education is a process enabling the young ones and the children to acquire the knowledge, the skills and the understanding necessary for them to take their place in the society and to develop their personality (Türk Dil Kurumu; 2019). Therefore, the education is a socialization process. The education exists within the entire social events and facts; family life, religion, economy, business life etc. Yet, the processes of reintregation of the youngsters and the children in the society are fulfilled through a systematical education process. The content of the education and the objective aimed by the education change depending on the regimes and the expectations from the education of the countries (Gökçe, 2009). This expectation takes shape with regard to the social structure of that country and to the human model it wishes to raise and to the era in which it exists. In this direction, the state subjects the individuals to the education until the adulthood by means of institutions called “school” (Akin, 2015).

The school is the institutionalized form of the education. It is the place where the objectives of the education are inculcated in the individual. The objective of the education and the school is the same. The objective in the education is to give the knowledges, the skills and the attitudes designed to satisfy a need (Gökçe; 2009). In the first place, the school is the institution where a growing individual acquires the basic values relative to the society in which he exists (Aydın;2010). It gives the individual the behavioral and social skills suitable for the country and the society where he lives and the individual learns his citizenship rights and responsibilities. Thus, it reintegrates the people which will contribute to the current political system and maintain it in the society and it contributes to the legitimization of the

existing political authority. On the other hand, the school contributes to the personal, social, emotional, psychomotor, cognitive and moral development of the individual (Akın;2015). Then, the school is an institution where individuals acquire vocational competence. It raises the manpower having the qualities needed by the economy. Starting from all of these, the education is first of all a social, then a political and finally a vocational initiative (Bursalıoğlu; 2015). The education is a social initiative since the raw material on which it works is the students. And the students are individuals which come from the society and return again to the society. The education is political because the regular pressure groups and the power structures in the democratic countries have a direct or indirect impact on the education. Here, the objective is to raise human beings which are suitable for the politics and the functions of the system, consistent so as to protect this integrity and supposed to satisfy the basic needs (Akın;2015). The education is a vocational initiative since it organizes the environment by giving the students the basic behaviours and skills needed by the society. It provides human resources to the other institutions.

In consequence, the most important feature that distinguishes the schools from the other commercial institutions is that its raw material is the man. It reintegrates the individual coming from the society in the society by transforming him. In the school environment, there are people coming from different cultures and values. For this reason, the school is a conflict and conciliation environment. The school reconciles the social, political and economical values clashing due to the differences and ensures the balance (Bursalıoğlu, 2015). On the other hand, the fulfillment of the objectives that the school aims to fulfill takes longer time compared to the other institutions. The school is an institution which functions being subjected to the state. This aims to prevent different pressure groups to use the school so as to serve their own purposes. The primary objective of the school is to raise individuals which are

suitable for the country in which the school is located and for the political authority (Akın;2015). In Turkey, the education content is organised by the Ministry of National Education. Accordingly, the general purpose of the Turkish National Education is to raise citizens which are loyal to Atatürk's principles and reforms as well as to Atatürk Nationalism expressed in the Constitution; which adopt, protect and promote Turkish Nation's national, ethical, human, moral and cultural values, which love their families, their country, their nation and try always to exalt these, which acknowledge their duties and responsibilities against The Republic of Turkey that is a democratic, laic and social constitutional state based on the human rights and the basic principles expressed in the preamble of the Constitution and which have turned these duties and responsibilities into behaviours. This objective is to raise constructive and productive individuals which have a personality and a character developed in a balanced and healthy manner in physical, mental, moral, spiritual and emotional terms; which have a free and scientific power of thinking, a broad vision of world, which respect the human rights and value the personality and the enterprise, which feel responsible towards the society. These objectives involve all of the education institutions and the education contents that are present in Turkey (Aydın;2010).

2.5.1 Structure of The Schools

The structure of an institution is based on the works to be carried out within that institution and the determination of the relations between the individuals who carry them out (Öztaş; 2013). In the institutionalization of the school, the objectives to be achieved are identified, the works to be carried out are determined, the available human resources and physical means are evaluated. The works to be carried out in the education institutions take shape around the education-instruction (teaching). That is to say that there is an educational

objective that is determined and the institution aims accordingly to reach its objectives proceeding to division of work within itself (Bursalıoğlu;2015).

Since the schools have bureaucratic origins, the organisation of the institution is dominated by the hierarchy. The bureaucracy implies the entire state structure and its staff. At the same time, it is a regime containing a hierarchy (Tortop, İspir& Aykaç;1993). The distribution of the authorities is fulfilled in a given hierarchy. The person having the most control areas in this hierarchic structuring ranks on the top level of the structure. This person is the director of the school, in other words the principal. The school director administers the school based on the authority taken from the bureaucratic sources, in other words from the state, he is the rule maker and the person controlling the functioning of the rules. Nevertheless, the principal becomes a successful administrator not only with the hierarchic supremacy he owns in bureaucratic terms but also with his professional background and proficiency. (Bursalıoğlu, 2015).

The schools, by their nature, are institutions transforming the input they take from outside in line with their objectives and give it back outside. For this reason, the schools are institutions with open system, in other words they are institutions that are not independent from the impact of the environment (Tortop & İspir & Aykaç& Yayman & Özer, 2010). Therefore, the school is a place both functioning in a certain order in itself and that is open to external intervention. The primary task of the school principal is to be the mediator in this conflicting situation. He has to be someone who satisfies the expectation of the state and the social environment and on the other hand someone who answers the expectations of the school's employees and the students and who listens to them. Therefore, the school principal

must be both a good bureaucrat and someone which is able to balance the individual and the institutional dimensions. The school principal must have the capacity to utilize in a correct and effective way the physical and human resources of the school by taking into consideration the education objectives of the school he leads and his responsibilities towards his surroundings (Gordon, 1957). In the schools, the works must be carried out through division of work. For this reason, the schools are structured functionally (Başaran, 1984). In this context, the selection of the staff for the works to be carried out in the school and the monitoring and the control of the division of work and the works of the staff figure among the responsibilities of the school principal (Gwynn, 1961). The school principals are entitled to assign the individuals they can trust and they can cooperate with as deputy school principal. The deputy school principals play an active role in the direction of the school other than carrying out the editorial work of the school (Bursalıoğlu, 2015).

One of the most strategic elements of the schools are the teachers. The teachers are selected among individuals who are specialists in their fields and have a pedagogical formation (Bursalıoğlu, 2015). The most key role for the academic and social success of the school is played by the teachers. They have to be either individuals ensuring the social balance in a similar way as the school principals. They must make sure to be an equilibrant taking into consideration the needs and the demands of the students while satisfying the expectation of the school management from them (Chase, 1953). In Turkey, the teachers are responsible in the schools for educating students in accordance with the necessities of the era within the frame of the objectives set by the Ministry of National Education.

Another link in the organisation of the schools is the non-teaching staff. This group which is apart from the managers and the teachers consists of the clerks, the staff responsible for the students affairs and the editorial work, the employees, the security staff and the other workers. Just like in the selection of the teachers, the proficiency and the competency must be taken into consideration in the selection of this staff and accurate selections must be carried out. These persons are called “indirect educators”. For they share the same environment with the students and they set an example for them with their social and vocational skills. On the other hand, this staff play a quite important part in the exploitation and the technical maintenance of the school (Bursalıoğlu, 2015).

In consequence, the main objective of the schools is to educate students. They promise the parents that they will properly educate their children. Besides, they provide services such as student matriculation and enrollment, counseling service, assessment of student’s achievements, exam follow-up, school-environment relations, infirmary, alumni relations (Özcan, 2013).

2.5.2 The Stakeholders in the Schools

The stakeholders are individuals or groups which have an impact on the achievement of the institution’s objective and are affected by that, namely individuals or groups which have an interest in relation to the institution (Freeman, 2007). The institution’s stakeholders consist of the investors, the employees, the potential employees, the existing and potential customers, the suppliers, the government, the trade associations, the political groups and the rest of the society. (Kadıbeşgil, 2007: 187; Cornelissen, 2008: 39). In the midst of all these stakeholders, the institution must establish good and equal relationships with all of them. The

institution should not operate for the interest of a given group among its stakeholders but so as to protect the interest of the entire system (Gültekin & Küçük, 2004: 345). Each institution has institutional stakeholders with different numbers and features. By analyzing their stakeholders, the institutions arrange their relationships in line with their expectations and demands (Özcan, 2013).

The stakeholders in the schools are individuals or groups which are related to the products and services of the school and which are directly or indirectly, positively or negatively affected by the school (Hacıoğlu, 2015). The schools are in contact with several segments of the society. One of the ways of being a successful education institution lies in the good management of these relationships (Aktan & Börü, 2007: 18). That is to say that it is important for the schools to analyse who their stakeholders are and to establish good relationships with these them. For a successful stakeholder management, the institution must first define and classify its stakeholders (Çakır; 2009: 55). Therefore, the school must know who the stakeholder groups it is responsible for consist of. It has to acknowledge these individuals or these groups and develop strategies for them (Özcan, 2013).

The institutions define their stakeholder groups under different categories in order to identify them and to develop accordingly a strategy. In this direction, the institution determines first its internal and external stakeholders. The internal stakeholders are the groups or individuals in the institution which affect the institution or which are affected by the institution. These groups or individuals consist of the founders of the institution, the shareholders, the investors, the directors and the employees (Aktan & Börü, 2007: 14). In the schools, the stakeholders consist of the school management, the school principal and the

deputy school principals, the employees, the teachers, the non-teaching staff, the students and the school-parent association. The school-parent associations are a group elected by vote of the parents and communicating the requests and the demands of the parents to the management and composed by the school parents (Eğitim Evreni, 2018). As for the external stakeholder groups, these are groups or individuals outside of the institution which are affected by the institution or which affect the institution. These individuals or groups consist of the categories such as the customers, the government, the suppliers, the competitors, the media and the society. In the schools, the external stakeholders consist of the parents, the graduates, the employers, the professional chambers, the District Directorate of National Education and the Provincial Directorate of National Education, the local administrations, the suppliers, the rivals of the school and the media (Akçam; 2016; Kudek&Şahbaz;2012).

On the other hand, the institutions classify their stakeholders as groups that will affect them closely and directly and groups whose effects are long-termed and indirect (Freeman,2007). Starting from this, they analyse the expectations of the stakeholders from them and their sanctions on the institution (Özcan,2013). The stakeholder groups affecting directly the institution are called “primary stakeholders”. In this group, are firstly the employees of the institution. The employee category in the schools is composed by the teachers and the non-teaching staff (Bursalıoğlu,2015). The expectations of the school employees from the institution are a stable and secure working environment, a fair wages policy and an egalitarian management. The employees of the education institutions may have a sanction power on the institution by way of cooperation with the unions and the pressure groups in case of discontent (Tak, 2009). The employees of the institution form the most important stakeholder group which affect the reputation of the institution. For, they are in direct contact with the customers. The employee which identifies with the institution works

with more devotion, which strengthens the institutional culture (Dörtok, 2004). Another primary stakeholder group in the schools is the customers, namely the parents. The parents expect from the schools to give a good education to their children and to affect their emotional development in a positive way. Otherwise, they might opt for a different school. The satisfaction of the parents is one of the most important factors that strengthens the corporate reputation (Özcan, 2013). The primary stakeholder groups named as “suppliers” can be called as “other institutions” that provide services to the schools. The services provided in the schools, the refectory, the canteen, the stationery and textile businesses figure in this stakeholder group (Akçam; 2016). This stakeholder group expects the schools to demand regularly services and to pay the price of the service provided (Tak, 2009). In consequence of the disagreements which arise between the schools and the supplier companies, these companies may prefer to work with different schools. On the other hand, the adversary schools figure also among the primary stakeholder groups. The adversary schools have the expectation of fair and loyal competition from each other (Özcan, 2013). The stakeholder groups affecting the institution indirectly are called “secondary stakeholder groups” In the education institutions, this group is composed by the local society and the local authorities, the media, the non governmental organizations, the education unions (Akçam, 2016).

2.5.3 Corporate Communication in The Schools

The schools determine the content of the education and their main objectives within the frame drawn by the state, however, in addition to this, each school has its own structuring and corporate culture. The corporate culture, the education philosophy, the goals of the school, the academic or social achievement expected from the students, the social possibilities offered by the school apart from the academic program, the possibilities of support offered to the students and the employees are determined by means of the communication established

with the parents. Each school has a target group in line with its own corporate culture and it will be preferable as long as it expresses itself to this group (Şişman&Turan, 2005:197-143; Gorton, Alston&Snowden, 2007).

Today, the people have large possibilities in the matter of getting services. As in the other institutions, there is also a competition over the claim of providing better services among the education institutions. When choosing a school for their children, the parents both consult their entourage and make researches about the schools via Internet, web sites and social media platforms. The schools that manage to properly express themselves and establish a good communication with their target groups come into prominence (Brooks; 2016). Therefore, the education institutions should apply certain communication strategies in order to introduce themselves to their target groups, establish a long-termed loyalty and trust link with them, as is the case for the other institutions (National School Public Relations Association; 2018).

The establishment of a strong communication link by the schools with the parents must be an important objective mainly for the directors and the teachers. The parents must be informed of the education, the academic and social development of their children and they must be involved in this process (Boyle;2019). At this point, especially the attitude of the school principal is very important. The school principal must be a person which is able to go beyond being only a representant of the bureaucracy and the executor of the rules, to lead the school in creating its basic values and goals and to attach importance to explain this both to its employees and to the parents (Bursalioğlu;2015). It is important for the parents to receive constant and regular information from the school where their children take education, to know

that their needs are valued and listened to, to know that a mutual communication can be established when they face an issue. This is a factor that builds the customer loyalty and creates the trust link between the school and the parent. In fact, the school is constantly in contact with its surroundings by the academic education it gives, the development of the student, the homeworks that are given, the parent-teacher meetings, the social activities. However, what matters here is that the school fulfills this regularly with a given strategy (Brooks, 2016). In the school, the communication processes must be coordinated and fulfilled in a precise order. This fact must be infused into everyone working within the institution and it should be made sure that the employees establish communication with the parents accordingly. Although the directors, the teachers and the employees attach importance to the communication, the communication processes must be organised by an individual specialised in this area (Callahan, 2012).

The education institutions are, by their nature, places containing in themselves individuals who have different economical, cultural, religious and political views. The institution has to emphasize its status of education institution and remain neutral in order to keep the communication in balance with all these groups (Akın;2015). The administrators and the teachers are mostly involved in enriching the academic content and focusing in the development of the students (Callahn;2012). The communication processes should be fulfilled at regular intervals and regularly. It is necessary to inform regularly the parents about the school via school's website, social media channels and e-bulletins and to keep this communication link alive and updated (Brooks;2016). For this reason, the school will require a specialist in order to organise the communication processes. This task is assumed by the corporate communication specialists. In the education area, the corporate communication is a process which is planned strategically and systematically to allow the institution to be

preferable and to show that it is able to provide good services (National School Public Relations Association; 2018). The corporate communication specialists play an important part in the schools, which is to enable the schools to establish communication with their target groups and their stakeholders. They contribute to the development and to the enrichment of the school as a whole. They strengthen the communication of the school with the society and raise awareness about the school. They ensure that the society knows about the school via web sites, brochures, e-mails and press releases they send to the newspapers. Most importantly, they fulfill this introduction process by making use of a plain language that addresses to everyone (Callahan;2012).

The corporate communication department operates in all the institutions as a department that establishes a consistent communication and mutual and healthy relations with the groups and that promises to actively listen to them (Boyle, 2019). The corporate communication department locates firstly the school as a brand. It tries to create brand awareness with the school logo, the school mascot, the material representing the school and the colours which are used and the type of communication established with the masses (Boyle; 2019). Afterwards, it ensures the establishment of the relations between the school and the media. The media is an important force for each institution by means of which the institution announces the news and the developments concerning itself. (Callahan, 2012). The schools may have a very good academic content and make a very good contribution to their students with their social activities, but so long as they do not make this public, no one will know about their achievements (Brooks; 2016). The self-promotion of the institution enables it to stand out among its rivals and to be preferable. The corporate communication specialists enable the school to introduce itself to large masses by means of the media, with the press releases they publish. Furthermore, they ensure regular information flow to the parents and

find the possibility to introduce the school to its target group by sharing regularly the news and the achievements about the school via school's website and social media channels (National School Public Relations Association; 2018). On the other hand, they play an important part also in the external communication of the group. One of the most important stakeholder groups of the schools is the employees. The employees of the institution must be absolutely informed of an innovation, of any development taking place in the institution. Also, it is important to establish mutual communication with the employees of the institution just like with the parents with regards to the employee loyalty. (Brooks, 2016). Another task of the corporate communication specialists is to ensure communication between the institution and the local authorities and the other institutions situated in its surroundings. They enable the school to establish regular communication with these institutions and to strengthen its relations with these institutions (Boyle; 2019).

The existence of the corporate communication department within the schools is important also for the crisis periods. The corporate communication department is necessary for detecting the crisis beforehand and deliver solutions. Although the school principal and the teachers are sensitive and acquainted in the crisis management, some cases might require the intervention of a professional. The corporate communication specialist can develop the crisis management plan and enable the early intervention of the school in the crisis in time of crisis. Knowing that the school has a crisis management plan will give to the parents and the society the image that that school is secure and knows what to do in time of crisis (Brooks; 2012).

2.6 Crisis in The Schools

The schools, as is the case in all the institutions, encounter concepts like crisis, state of emergency, disaster and must cope with them. (Center for Mental Health in Schools, 2008). The crises are incidents whose chances of occurrence are considered to be low but that can engender important results and that are of big importance for an institution (Weick, 1988, p.305). In case of crisis, the healthy functioning of the institution is disrupted and the necessity of intervention arises. (Aksoy&Aksoy, 2003). The crisis in the schools is the situations that affect a significant part of the school community profoundly and negatively, suddenly and at an unexpected time (Jones&Paterson, 1992). Each education institution faces the crisis necessarily at least once. The crisis may occur along with the natural disasters like earthquakes, fire etc. or the issues arising from the students or the staff such as violence, sexual harassment, drug abuse etc. (Center for Mental Health in Schools, 2008). And this situation disturbs the education and the instruction and disrupts the routine functioning of the school (Ocak, 2006). The schools facing the crisis are faced with the chance of losing their corporate reputation. (Brock, Sandoval&Sharon, 2001).

In Turkey, the situation of crisis in the public institutions and the schools is defined in Turkey's Prime Ministry Crisis Management Center's Regulation as follows (the date of the Official Journal where it was published:09.01.1997 No:22872); "The crises are situations where hostile attitudes and behaviours against the indivisible integrity as well as the national objectives and interests of the state and the nation, acts of violence intended for abolishing the liberal democratic regime or the rights and liberties established by the Constitution, natural disasters, dangerous diseases and epidemics, conflagrations, chemical and technological incidents like radiation leakage and air pollution, severe economic depressions and refugee and population movements occur separately or jointly" (BKYMY, Madde 4). In Turkey, the

definition of the crisis remains mostly limited to the situations affecting the entire country. Yet, each institution faces different types of crisis under their own circumstances. For instance, for an airline company the type of crisis the institution has to be prepared for is mostly the accidents while domestic violence becomes a type of crisis that needs to be managed in a school. Turkey's Prime Ministry Crisis Management Center has not provided another crisis definition specific to the education institutions. And the American Federal Emergency Management Agency (FEMA) gives a crisis definition specific to the education institutions. FEMA (1993) enumerates the crisis situations in the schools as follows: fire, flood, hurricane, tornado, storm, earthquake, communication interruptions, radiological accidents, civil disturbances, loss of supply and loss of customers, explosions and terrorist acts. Yet, it is surely not possible to limit the states of emergency that are likely to occur to this list. In addition to the situations mentioned by Turkey's Prime Ministry Crisis Management Center, FEMA (1993) has enlarged this list by adding the articles such as technological damages, cyber attacks, epidemics (Dillon; 2016).

The crises take place in the schools under two forms. The institution may face the crises suddenly and unexpectedly or the crisis situation may occur in a certain process. Here, Brock, Sandoval and Sharon (2001) gather the ways in which the institutions face with the crises under two main titles as situational crises and developmental crises. The crises mentioned as situational crises are similar to the type of crisis defined by Parsons (1996) as sudden crises. What is intended here is the negative situations that are hard to predict beforehand and the institution faces suddenly. For instance, the occurrence of a natural disaster, an accident or an epidemic. This kind of crises are crises that can happen to any institution, any moment. An emergency environment shows up and affects everyone in the school community at the same time (Sayın, 2008). And the developmental crises are similar to

the type of crisis called “lasting crises” by Parsons (1996). These crises are crises that are predictable by the school to a certain extent (Brock, Sandoval&Sharon;2001: 12), such as drug abuse, divorce of the parents, academic failure, interpersonal conflict. It is a type of crisis that is likely to be predicted by the school and that allows to take precautions beforehand.

The schools are one of the essential institutions of a country and all kinds of crisis situations that are experienced in the country concern and affect the schools closely (Ocak,2006). The crisis in the schools is incidents that occur unexpectedly and suddenly, that involve emergency and that are likely to affect the entire institution, as is the case in every institution (Brock, Sandoval ve Lewis, 1996: 14). But unlike the other institutions, one of the stakeholder groups that are affected by the crisis in the schools is the children. The crises experienced in the school are incidents that are likely to lead both the school staff and the students to be badly influenced in emotional and functional terms. Here, in the experienced crises, the students and the staff are faced with the crisis. The crises result in general from incidents that we do not face in our daily life. Therefore, the people will react in time of crisis by making use of their past experiences. However, as the children have less experience than the adults in this situation, they will need the guidance of the adults (MacNeil&Topping, 2007). For this reason, the schools must first give a definition of the crisis and then develop their crisis management plans by taking into consideration their structural characteristics.

On the other hand, the definition of the crisis may vary depending on the circumstances of each school. Different education institutions may give different reactions in similar situations. For instance, while the divorce of parents is treated in one school as a crisis,

it may be treated as an usual situation in another one. The perspective of the crisis and its impact is closely related to the cultural structure of the institution and its environment (Aksoy&Aksoy;2003). There are several situations faced by the schools depending on their structural features. If we address these situations, we see that there are several matters that are likely to cause a crisis such as violence, bullying, rape, theft, drug abuse, death, injury, contagious diseases, material and physical incapability of the schools However, as each school experiences the crisis differently and since the physical, social and environmental structure of each school differs, the crises they experience and their intervention methods will be different (Center for Mental Health in Schools, 2008). But it is possible to draw a general frame for the crisis management in schools in the general sense.

2.6.1 Factors Causing Crises in The Schools

One of the best works to be done by the schools in order to detect the crisis signals beforehand is to dress the list of the potential crises for the institution. It is important to predict the potential consequences and calculate the material damage and the immaterial damage that the institution will suffer in line with this list, in order for the institution to overcome the crisis process more easily. (Augustine, 2000: 18).

The types of crisis experienced in the school have several dimension. Therefore, the types of crises encountered in the schools must be analysed under different titles. We can examine the potential crisis causes in the education institution under two titles. The crises caused by external factors and the crises caused by internal factors. When we address the external factors, issues like economic fluctuations, increase or the decrease of the number of the students, political pressures, natural disasters, epidemics come to the fore

(Hermann;1994). In addition to these, the acts of violence, the terrorist threat and the war threat may be treated as external factors that are likely to cause the crisis. Apart from these, there are also certain crisis situations which occur within the education institution but result from external factors. For instance, incidents like hostage taking, shooting, bomb threat. These incidents are partly out of the sphere of intervention of the school and it is necessary to ask help to external authorities for the intervention. And, when we examine the factors resulting from the internal issues of the school and causing a crisis, issues such as service vehicle accidents, in-school acts of violence, incidents of abuse, suicide or management weaknesses of the school etc. come to the fore (Özen, 2011).

Before developing a crisis management plan, the schools can handle the crisis factors that they might face as in-school factors and out-of-school factors. And thus, they can introduce a more extensive crisis management plan.

2.6.1.1 In-School Factors

The elements that compose the school are the school management, the teachers, the students and the school staff (Bursalıoğlu,1994: 38). The schools incorporate many people which have different pasts, identities, cultures, understandings and perception skills. Therefore, the crisis is inevitable for a place incorporating so much different elements. For, it is quite difficult to answer to the needs of all these people and satisfy them all at the same time (Türkünlü, 2006:3).

The school management consists of the school principal and the deputy school principals and this team is responsible for the management and the administrative affairs of

the school. As this team remains incapable, an environment suitable for the crisis arises. The inability of the managers to understand the crux of the problems and to deliver solutions suitable for the situation, to properly analyse the current situation of the school and the environmental factors and to make proper use of the available resources prepare the ground for the crisis. Apart from that, the school management has to understand and analyse well the signs of the crisis (Tüz,2004:7). Besides, the school management must also have leadership characteristics (Sayın, 2008: 45). For the managers having the good leadership characteristics can analyse where and how they might face the crisis and how they might deal with this situation (Bozgeyik, 2004: 43). The school management must maintain both the internal communication and the communication of the school with its environment in order to manage well the crisis. Thus, it can collect the information necessary for the crisis and get into action. On the other hand, the managerial staff will get effective and good results in the crisis management with the team spirit established in the school. For the crisis management is a team work. The school management leads this process (Döş&Cömert, 2012).

The well-management of the crisis management process or the recognition of the crises beforehand is also the task of the teacher, besides being a task of the school management. For, the teacher is the leader of the class. Therefore they share similar responsibilities as the school management for their classes and on the other hand, they are responsible for supporting the management in the crisis management process (İlgar, 1996: 42). From this point, the teacher must have good managerial qualities as well and well manage both the process of internal communication and the process of communication with the environment. His management weaknesses may cause the crisis as well. (Altın, 1997: 20). In consequence, the teacher will make a positive contribution to the crisis management process or help prevent the crisis before it occurs so long he shows the behaviours of an

exemplary person which are expected from him and he establishes a good communication with the parents, the students and the management (Özen,2011). On the other hand, the staff working in the school apart from the teaching staff such as administrative staff, secretaries, clerks, employees, security staff etc. must contain as well the responsibility of being an exemplary person just like the teachers. A behaviour apart from this or the disagreements between them and the management are another factor which is likely to cause the crisis. The management must fulfill the necessary distribution of the roles and raise awareness in the staff in order to prevent these situations (Aydın, 1994: 30-31). According to G. D Pitcher and S. Poland (1992), an important task falls to the counseling service of the school in detecting early warning signals of the crisis and in the first intervention. In this situation, the counseling service plays an important part in the resolution of the crisis in a good way and in the well-management of the crisis, just like the manager and the teacher. The service must be prepared regarding the issues like family problems, abuse, loss of a relative, disease, adolescent pregnancy, eating disorders, change of social environment or role and must establish communication with the students on these matters. In crisis situation that grows serious in spite of the prevention efforts, the school management and the crisis management team must intervene in the situation. Otherwise, the crisis might affect the entire school (Brock, Sandoval&Sharon; 2001: 14).

In the schools, besides the crises resulting from the internal affairs of the school, there are also crises resulting from the students. The situations like negative behaviours of the students, suicide, school gang incidents, fights, drug abuse lead to crises (Sayın,2008). Furthermore, any accident situation likely to occur in the school, death or injury of a student or a teacher, epidemics, harassment, divorce of the parents and family issues, violent fights taking place between the students themselves or between the students and the school staff are

in-school crisis factors that can arise from the internal dynamics of the school and that can be resolved with the intervention of the school management before turning into a crisis (Sayın, 2008). Damage to the school equipment, existence of a suspect in the school, hostage taking, student abduction or disappearance are treated as the other in-school crisis factors (School Safety and Crisis Management;2001).

2.6.1.2 Out-of-School Factors

These crises are crises which arise from causes developing out of the control of the school such as economy, natural disaster, political structure etc. (Bursalıoğlu; 1994:38). A political or economical change experienced throughout the country, a natural disaster taking place throughout the country are the crises developing out of the control mechanism of the school. The schools may not be able to prevent the occurrence of these crises but they can make an effort to get over these situations before they turn into crises or to get them over with minimum damage.

The natural disasters are incidents developing out of the control of the school and affecting the entire humanity This factor may be included in the external factors. These are incidents threatening the human life such as earthquake, flood, storm (Özen, 2011). As it is hard to prevent when and how they will occur, the institutions must be always prudent on this matter. Being prepared will naturally not prevent the natural disaster to occur but it may minimise the losses that are likely to occur (Sayın,2008: 51). This kind of natural phenomenons are witnessed in Turkey and these phenomenons affect also the education institutions. For instance, in the case of Marmara Earthquake that took place in 1999, there

were people who lost their relatives, went through considerable financial losses and were psychologically affected by this incident. In this kind of situations, the education institutions must give psychological support to their students, their staff and the parents.

Another out-of-school factor causing a crisis is the economy. The schools which cannot generate enough income may experience some distresses due to the financial difficulty. They have difficulty in providing necessary physical conditions to their students. In this case, they may attract the reaction of the parents and the students (Özen;2011). The schools which are in financial difficulty may have to discontinue the education due to the heating issues or the salaries may not be paid in private schools, which causes loss of employees. On the other hand, the families of the students may start to not send their children to the school or send them to the school irregularly. The fact that the school or the families have financial difficulties will interrupt the education process and this will turn into a crisis source for the education institutions.

The exceptional circumstances such as terrorist attacks, state of war are treated as another out-of-school crisis factor (School Safety and Crisis Management, 2001). This kind of incidents affect the schools even though they occur not just in the school but throughout the country. In case of terror acts or war, the schools are also under threat attack and they must have taken the precautions against this situation (Ocak, 2006).

2.6.2 Crisis Management in The Schools

In accordance with the regulation of Prime Ministry Crisis Center, the crisis management is a series of activities ranging from the detection of a crisis situation to the

making, application, monitoring and control of the necessary, guiding decisions. According to this regulation, the crisis must be detected in time, the procedure to follow in time of crisis must have been determined beforehand and must be put into practice without delay (Milli Eğitim Bakanlığı, 1999: 10). In schools, it is essential to have a crisis team designated beforehand and a crisis management plan in the crisis management and to ensure accordingly the security of the students, the staff and the visitors (Waukegan Okul Bölgesi, 2003:6).

In Turkey, the works of the public institutions related to crisis management are carried out by the Prime Ministry Crisis Management Center. And there exist legal regulations designed for the potential crisis situations (Çelik; 2007: 14). Nowadays, the crisis management works in the schools are mostly limited to the drills carried out against the possibility of disaster or sabotage. Yet, in the light of the regulation issued by the Prime Ministry Crisis Management Center, the schools must carry out crisis management operations suitable for their physical, social and environmental circumstances (Sayın, 2008).

The crisis management and the development of the crisis management plan constitute a situation that is neglected by most schools. Yet, no one can predict what the next disaster might be or what he would face. One can only be prepared for this situation (Pawlas, 2007). It is of vital importance to intervene in the crisis in time and to make and apply quick decisions in this process. The ability to get into action in time of crisis affects positively the course of the crisis (Ocak, 2006). The schools need a good administrator and a good crisis intervention plan in order to meet these conditions. Many school managers have faced crises in their professional life (Hermann, 1994). Nevertheless, each manager may not be a good crisis manager. The schools should ensure that the managers are experienced in this domain or

choose the managers among people having these characteristics (Sayın, 2008). For the most important factor in the well management or in the prevention of a crisis is the presence of a good school manager. He has to have enough professional competency to detect the crisis signals beforehand. The school manager should be far sighted and be able to detect the potential crises beforehand (Hermann, 1994). Accordingly, the managers should analyse and observe well their schools and the environment of the schools. Thus, they will have the chance to intervene before the crisis begins (Sayın, 2008). A good manager should follow the developments throughout the country and the world (Idaho Education Office, 2002). If he detects a crisis, he should be able to predict how his education institution will be affected by this. For instance, a fuel crisis experienced throughout the country will absolutely affect also the schools. On the other hand, a good school manager must establish good communication with the necessary persons and institutions taking into consideration the crisis situations. He must keep good relationships with the institutions situated around the school, the police station, the district and provincial directorates of national education, the district governorates, the hospitals, the security forces. Thus, during the crisis, he may get support more quickly in necessary cases, minimise the damage of the crisis, enable the institution to come out of this process growing stronger and keep the control in crisis situation (The Office of Safe and Drug-Free Schools, 2007). Besides, the school manager should be able to develop standard application methods and be a person with strong communication skills in order to intervene in the crisis (Özen, 2011). For, during the crisis, the education institutions can respond to the crisis in a short time and ensure that the crisis ends well with their crisis management plans. Furthermore, the need to establish written and oral communication with the media may arise during the crisis, therefore the school manager should be someone which has good communication skills and which is able to develop communication strategies.

On the other hand, a crisis management team should be established in the schools. In the crisis management, the most important task falls to the management however no crisis can be ended positively without a team work (Bozgeyik, 2004). For this reason, the managers need absolutely for team work. Here, it is important for the manager to choose the human factor effectively and make good use of it. (Filiz, 2007: 39). The school may not be able to establish a crisis management team for several reasons but it can put aside warnings, material and control lists that would be helpful in crisis period. This management will help the staff and the students during the crisis and lead to the reduction of the damage (Özen, 2011). Therefore, every education institution should establish a crisis management plan taking into consideration its own circumstances. This written plan must be updated when necessary. All kind of crisis chances that the institution is likely to face should be evaluated and examined when developing the plan. Another important matter is that the institution has developed crisis communication strategies. It has to establish quickly an effective communication with the internal and external stakeholders in time of crisis. In addition to these, it has to let its staff get training about the crises at given periods (Idaho Education Office, 2002). For, in time of crisis, there is a task that falls to everyone who is present in the institution. In time of crisis, the managers are responsible for identifying the quality and the dimension of the incident. In crisis period, the most important goal of the school staff and the management is to try to overcome the crisis bunching together. (Baltaş, 2004: 11).

The school management should fulfill a set of practices in order to ensure the security in the school. This is an important step for preventing and detecting early the acts of violence and abuse. Surveillance cameras must be set in the schools and the surveillance of the security staff must be enhanced. Apart from this, restricting the school entries and exits and allowing the visitors to enter the schools at given times and within certain rules constitute one of these

methods (Gaustad, 1999: 3). The security is ensured in the school by dwelling on the human relations, besides being ensured by physical measures. When making crisis assessment, the school managers must absolutely analyse the students of their schools, their parents and the school staff. It is important to identify the persons disturbing the peace in the school and who are prone to violence and if any, the detection of the situations such as the presence of the gangs in the school, the drug abuse and the drug dealing (Sayın, 2008). The school management has to establish a bond with the students, the school staff and the parents by thinking on their problems and by developing communication methods that are suitable for these persons in some cases (Dönmez, 2001). Besides, the family environment of the students should be investigated and it should be detected whether their parents are divorced or not or whether they have a criminal record or not or whether any relative has a criminal record or not. A manager who has a command of all of this and who has this much information and experience about his school is supposed to be successful in the crisis management. All of these knowledges enable the manager to detect the early warning signals of the crisis (Sayın, 2008). Thus, one will intervene before the issue occurs. Therefore, the security in the school is not ensured only by the security staff and the police. These are only physical measures. The schools that establish harmonious relations with their students will lead them to show socially desirable behaviours. In fact, one of the most important factors in preventing crises is the positive relation developed by the student and the school staff and the ability to give the students a sense of belonging (Ögel, Tarı & Yılmazçetin, 2005: 2).

The school management must have developed written rules and strategies for natural disasters, breakdown of the equipment in the school or staff injuries. Besides, the places of all the materials that are necessary for the emergency cases should be determined and easily accessible. In emergency cases, the parents must be immediately contacted (Özen, 2011).

The crises may require solution proposals that are original for each institution and sector as well as for each school. Nevertheless, there are given methods that the school manager can follow. First of all, it must be detected what crisis is and who the crisis affects and how the crisis affects. Then, the depth of the crisis and in which extent it might spread must be analysed. Another important issue is that the manager must determine how long it will take for him to resolve this crisis. Afterwards, the manager determines who and which institutions he will need in this process and gets in contact with them. He should examine the crisis management plan that is prepared beforehand and get into action in accordance with the plan. Finally, he should make an effort to have the school resume its daily routine functioning when the crisis ends (Hermann, 1994).

The precautions taken by The Ministry of National Education against the crises to be experienced remain insufficient, mostly the issue is slid over with earthquake drills. Yet, the schools should be handling various situations that the students and the school staff might be exposed to apart from the natural disasters, such as violence, harassment, drug and alcohol abuse and the should be developing a crisis management plan (Dönmez, 2001: 64). The Ministry of National Education has started to put into practice many projects that raise awareness about violence, drug abuse, sexual abuse (Sayın, 2008).

Another stage that needs to be applied after the detection of the crisis signals is the development of preparation for crisis strategies and management strategies. The schools which develop a comprehensive crisis management plan may ensure that the crisis process ends positively (Adams&Kritonis, 2006:7). The fact that the crisis intervention is planned

beforehand allows the education institution to intervene immediately before the crisis turns into a chaos and to make quick decisions in this process. A prestructured crisis reaction might minimise the school's damage (Özen, 2011). For this reason, it is important for the schools to have a crisis management plan and crisis communication strategies (Sayın, 2008). Besides, the fact that the schools conduct drills at given periods within the crisis management will allow them to act more quickly and efficiently during the crisis and lead to the decrease of the crisis effects (Göztaş, 1997: 45-47).

2.6.2.1 Crisis Management Plan in The Schools

The schools develop a crisis management plan in order to quickly intervene in case of crisis and save the institution from the crisis with minimum damage. This plan acts as a guide for the school management, the employees, the students and the parents in case of a crisis. It contains the actions to be taken in emergency cases, the evacuation plans and the lists of contact persons (The Office of Safe and Drug-Free Schools, 2007).

When developing crisis management plan, first the types of crises that the school might face should be suggested. Each school might not qualify the same situation as a crisis. This is closely related to the goal of existence, the cultural structure and the environmental conditions of that institution. The fact that the institution takes into consideration its own characteristics will more clearly expose what the potential crisis might be (Tutar, 2004). The school will distinguish more clearly the factors that might be a threat for itself in line with its goal of existence and objectives. This will constitute the backbone of the crisis plan it will develop. The situations in which the crisis plan will come into play and the objectives of the crisis plan will be determined in line with the vision and the mission of the institution (Sayın,

2008). After the presentation of the types of crisis that the school might face, an action plan is developed. One begins to develop the crisis management plan dwelling on the questions “Who might be affected by the crisis and how? “When and how the crisis will take place?” (Gerçik, 2002). Besides, after the determination what the crisis that is likely to be faced is, one must determine what the effects of the crisis on the school might be. At this point, the school develops crisis management strategies dwelling on the sufficiency of its sources of fight against the crisis and what actions it might take with the means it owns (Brock, Sandoval& Sahron, 2001).

The crisis management plan is developed by the crisis management team led by the school manager. This plan is a written plan and is updated at regular intervals (Mental Health in Schools; 2008). The crisis management team should be attentive to the language it makes use of when developing the crisis management plan. This plan should be written with a clear and comprehensible language and it should be clearly understandable by each member of the school community (teachers, students, parents, employees) (Pawlas, 2007). Besides, the common language and terminology used in the school should be taken into account when writing and explaining the crisis management plan (The Office of Safe and Drug-Free Schools, 2007). Thus, everyone in the school can have a command of the crisis management plan and the plan can be easily applied. The crisis management plan should consist of essential information and people should not be confused by information pollution (Pawlas, 2007). The crisis management plan should absolutely be tested after being prepared. A non tested plan may be incomplete and erroneous in case of crisis and may cause the institution to suffer damage. For this reason, the institution should test the crisis management plan with the drills carried out and should ameliorate it (Everett, 1991). Besides, all the practices carried out during the crisis intervention and the communication strategies should be recorded and stored

by the team in order for them to be instructive afterwards. In the crisis management plan, the place of the crisis room is also clearly stated. The crisis management team should have determined and recorded the precautions to be taken and the drills to be carried out in this process. Before and after the preparation of the crisis management plan, the plan should absolutely be assessed (Adams&Kritonis, 2006:2).

The schools face different types of crisis. Therefore, a unique crisis plan might not be adequate for the institution. For instance, the actions taken at the moment of an earthquake and the actions taken when an act of violence is faced will be different from each other. For this reason, the crisis plan should be detailed depending on the incidents that will be faced. A good crisis management plan is never completed, it is constantly updated and ameliorated with the researches, the practices and the experiences (The Office of Safe and Drug-Free Schools, 2007).

It is important to file and store the documents and the communication information which will be required during the crisis for quick intervention (Ocak, 2006). First of all, the names, the tasks and the contact information of the members of the crisis management team should figure and this list should absolutely be updated in case of replacement of the employees (Pawlas, 2007). Besides, one of the most important documents which needs to be added to this plan is the emergency communication list. The names and the communication information of the institutions such as police, hospitals, fire department and district and provincial directorates of national education as well as of the staff specialised in first aid and of the security staff, the communication lists and the names and the communication information of the contact persons that the team will need during the crisis should absolutely

figure (Ögel, Tarı & Yılmazçetin, 2005). The crisis management team may need external support in this process. This support is generally taken from the institutions such as legal consultancy company, medical aid station, public relations agency etc. In exchange for this need, the communication information of these institutions should figure in the crisis management plan as well (Gaustad, 1999: 4).

One of the most important elements when developing the crisis management plan is to develop information collection strategies (Gerçik; 2002). Before or during the crisis, the information concerning the incident should be collected at some point and the school community should be informed with a single voice (The Office of Safe and Drug-Free Schools, 2007). That's why a crisis room must be created. In this room, there should be a phone, a computer, the phone numbers of the institutions, the parents and the students (Mental Health in Schools, 2008).

The crisis management plan should be shared with all the school staff, the students and the parents after it is prepared. Thus, everyone will have a command of the actions that he is supposed to take during the crisis and the parents will be enabled to know that their children are safe (Hoopkins, 2008). There might be students from different age groups within the school. Besides, there are differences between the way of understanding of an adult and the way of understanding of a child or a young person. For this reason, the crisis management plan should be explained to the individuals belonging to the school community with different expression technics designed for every level. For instance, the crisis management plan can be explained to the teachers by means of a guidebook while it can be explained to the students on a flipchart (The Office of Safe and Drug-Free Schools, 2007). At this point, the institution has

to develop crisis communication strategies and these ones should be included in the crisis management plan.

During the crisis, the crisis management coordinator calls the crisis management team for a meeting and the actions that need to be taken are reviewed during this meeting. The Provincial and District National Education Directorates are informed. The staff and the students are informed about the matter. The parents are informed of the crisis. In necessary cases, health and security teams are contacted. Likewise, the press spokesperson contacts and informs the media at given periods (Erkan, 1996:549-553). During this process, the members of the crisis management team get into action depending on the distribution of roles and one tries to enable the institution to overcome the crisis with minimum damage.

2.6.2.2 Crisis Management Team in The Schools

The crisis management team is responsible for the application of the crisis management plan and for the crisis management (Polland&Pitcher, 1990). During the crisis, the role of the school manager is major but the crisis management is a team work. For this reason, the education institutions should create a team in order to develop and apply the crisis management plan (Mental Health in Schools, 2008). Generally speaking, the crisis management team in a school consists of the school principal, the deputy school principals, the school counselor and the parents' representative. If any, the persons who are specialists in their fields such as school nurse, school's head of security join the crisis management team as well. The number of this team will be limited to minimum four and maximum ten persons depending on the size of the school (Aksoy&Aksoy, 2003: 45). Each school determine the member of the crisis management team through its own means and takes external support

when needed (Mental Health in Schools, 2008). These teams are determined in line with the own means of each school (Poland,1994).

The first task of this team is to develop a comprehensive crisis intervention plan (Everett, 1991: 16). First of all, the members of the crisis management team and the distribution of roles within the team should be clearly determined. This process is led by the school manager. And in his absence, the chief deputy school principal takes in charge this task. This person manages the crisis management process effectively. He determines the effects of the crisis and puts forth the interventions to carry out. In addition to this, there should be a crisis intervention manager in the education institutions (Brock, Sandoval& Sharon, 2001:104-105). This person should be someone other than the school manager and this is generally school's counseling service. For, the psychological intervention is important in this process. The school psychologist should ensure that the students remain calm and prevent the confusion in this process. The task of the counseling service in the crisis management team will continue also after the crisis. The school psychologist writes a detailed report about the methods he applied in this process, provides psychological support to the individuals in the school and organizes seminars after the crisis (Mental Health in Schools, 2008). Another area of responsibility in the crisis management team is the school security. The school's head of security is responsible for the security of the school. If there is no head of security in the school, the deputy school principals assume generally the task of security contact officer. It is the duty of this person to ensure the security of the students and the staff and to contact the security forces. Furthermore, the person assuming the task of school security contact officer assumes also the task of calming the crowd in cases of disorder and to keep the crowd away from the venue (Ocak, 2006). One of the most important areas of responsibility of the crisis management team is health. For this reason, one person from the

team assumes the title of health contact officer. This person is generally the school nurse. If there is no nurse in the school, this task is assumed by a teacher. This person is responsible for contacting the hospital, the health services and the doctors in necessary cases. Another task of this team is to inform the media. Therefore, one person from the team assumes the task of media contact person. This is important for preventing the rumours and giving the right information. This person is generally the corporate communication specialist. If there is no corporate communication specialist in the institution, one of the school managers assumes this role. At this point, this person protects the staff and the students from the curious reporters by establishing the communication with the media on his own. This person is at the same time the person who decides which information will be shared with the public (Sayın, 2008).

A successful crisis management team and an effective application of the crisis management plan, early detection of the crisis signals, timely intervention and ability to make quick decisions are only possible with a good manager. In other words, it is very important for the school principal to be experienced, have the characteristics of a leader, analyse the school in physical and environmental terms and as a community (Bursalıoğlu, 1975). The school manager should be a leading, farsighted person who can analyse the demands and the needs of both the students and the school staff (Özdemir, 2002). The school managers should not be a person who saves the day but a person who is able to make prospectively useful decisions, set the school staff to work and mobilise them with a team spirit for the school's objectives. (Şişman&Turan, 2001: 43). For the employees may be the most important enemies of the management just like they are its most important support. The one who will determine this course is the manager. A manager that has the characteristics of a leader will create a work environment that gives a feeling of trust in the school. Which will lead the staff to display a better performance and to make an effort for the favour of the school. The school manager

ensures that the employees act not in line with their own vision but in line with the school's vision (Baltaş, 2004: 19).

One of the responsibilities of the crisis management team is to put forth the potential crisis scenarios and scrutinise their potential consequences. Thus, the team can determine different and divers crisis management strategies. This method allows the crisis management team to make quick decisions and take quick action during the suddenly developing crisis. (Kadıbeşgil; 2001: 63). For the team would have determined in advance the actions to take during the suddenly developing incidents such as earthquake, fire, accident. Besides, the crisis scenarios are tested with the drills organised by the crisis management team. These drills are important in order for the school staff and the students to adapt themselves quickly to the crisis management plan in time of crisis (Poland&Pitcher, 1990). Testing the crisis scenarios at regular intervals and determining their applicability are important for being able to take quick action in time of crisis and detecting and ameliorating the lacks of the crisis management plan.

Accordingly, the school determines the members of the crisis management team and the distribution of roles (Mental Health in Schools, 2008). The team of the crisis team and the distribution of roles should clearly be specified in the crisis management plan. The task of this team is not just to intervene in time of crisis but also to detect early warning signals before the crisis appears and to carry out works in order to prevent the crisis beforehand (The Office of Safe and Drug-Free Schools, 2007).

2.6.3 Crisis Communication in The Schools

The schools should determine the communication strategies they will use during and after the crisis. The school should share the information about the crisis with the students, the staff, the parents and the media in line with a given strategy during the crisis (Wadell&Thomas;1999:2). The crisis may not be prevented by the crisis manager and occur unexpectedly. When developing a crisis communication strategy, what matters in the first place is that the school community is sure that the school knows what to do in case of crisis. The institution should first announce to its stakeholders that it has a crisis management plan. The school is an institution which makes a promise of guarantee for the future and is supposed to keep its promises. Therefore it has to look at the future always with hope and inspire this belief in their stakeholders (Harris, 2006). For this reason, the fact that the parents, the students and the employees are informed about the crisis management plan is the proof of the fact that the school is always ready for the crisis, which gives trust to the school community. This crisis management plan should be accessible to them and the crisis management plan should figure on the website of the school or on the guides that are distributed (Hoppkins, 2012).

The schools should first analyse well their target groups and their stakeholders when determining their crisis communication strategies. For each school has a group of students, parents and employees which have different cultural characteristics and structures depending on the region, province, district and neighbourhood where the school is situated. For this reason, during or after the crisis, the school must determine the group which it will contact and should develop a communication strategy accordingly. And it should arrange the language and the tone it makes use of accordingly (Mental Health in Schools, 2008).

In time of crisis, the people abandon themselves to the concern for the future and the despair. In this process, there might be misdirections. Along with the shock, one may experience apathy, sadness, depression, irritability, crying spells, headache, stomachache, abdominal pain (Harris, 2006). The school management should absolutely inform its teachers and the parents and the teachers should inform the students about the crisis (Sayın, 2008). This informing can be carried out in small groups. For, in the environments which are less crowded, the people find the possibility to ask the issues they are curious about and to ease their concerns (Mental Health in Schools, 2008). By means of these meetings, the school management prevents the rumour and speculation environment and at the same time determines what kind of emotional and behavioral picture the school community will expose later on regarding the crisis (Poland, 2000). The school management should give the employees, the students and the parents information about the course of the crisis, apart from these meetings. Thus, the gaps in people's heads will be filled and the number of the question marks will decrease. This is again important in order not to allow the gossip and rumour environment (Harris, 2016). For this reason, it is pretty important to inform the school community about the crisis. The school management should inform the parents and the teachers and the teachers should inform their students (Mental Health in Schools;2008). The information sharing can be fulfilled via phone, in the mail environment and by means of written bulletins. The provided information should be clear and consistent no matter through which channel (The Office of Safe and Drug-Free Schools;2007). Only the informing should not be done by announcing in the school, this may cause chaos. (İstanbul Milli Eğitim Müdürlüğü, 2007). The informing should be done through one-to-one contact, by making the person that is informed understand that you are honest and sincere (Mental Health in Schools, 2008). When developing the crisis management plan, there should be an individual communication information for each student and these communication addresses should be

accessible. The way in which each parent will be contacted and the place where the students will be picked up during the crisis should figure in detail in the crisis management plan (Hopkins, 2012).

One of the most important points of the crisis communication is the strength of the in-house communication. Thus, the education institutions can ensure the prevention of some crises before they occur. For instance, the teachers are supposed to observe their students and estimate their reactions in time of crisis (Hopkins, 2008). The fact that a teacher takes care of his students closely and knows about their problems may allow the prevention of some crises before even they occur. Likewise, the managers are supposed to observe their employees (Poland, 2000). For this reason, the fact that both the managers and the teachers have strong observation skills and good communication skills is one of the most important steps of the crisis management. Thus, the situations like domestic violence, harassment, drug abuse, depression and suicide tendency can be prevented being detected in advance. (Hopkins, 2012).

There are tasks falling to the managers in terms of communication during and after the crisis as is the case before the crisis. A manager is the voice of the school. He should be listening to his students, his teachers and the parents and he should be supporting them by uttering their needs. For instance, some persons from the school community might need psychological support or items like fuel, clothes, provisions (Harris, 2016). On the other hand everyone has a different way of reacting to the incidents. A manager should first know about this. The people should be allowed to share their emotions about the matter with each other and the persons having similar feelings should be allowed to establish communication with

each other. Speaking is the best way to cope with the trauma (The Office of Safe and Drug-Free Schools, 2007).

Likewise, the teachers should observe in the class the reactions of the students to the incidents and their needs. In the school, incidents like suicide, death and abduction may happen. The teachers face with these students who have been traumatized as a consequence of these every day. For this reason, the teachers should establish an honest communication on that matter with their students and allow them to express their feelings in the class under the guidance of the counselor (Hoppkins, 2008).

The communication with the media is one of the most important steps of the crisis management plan. The fact that the manager establishes a good communication with the media is important in order that the media makes news in line with the information provided by the institution during the crisis. It is important that the institution has established a trust relationship with the media before. It is only this way that the media considers the school management as a news source and gives the information obtained from the school management during the crisis (Pawlas, 2007). When informing the media, it must be clearly explained what crisis is, who have been affected by the crisis, how they have been affected (Polland, 2001:2). When establishing communication with the media, the statements are made by the crisis spokesperson or crisis spokespersons with the same discourse in the education institutions, as is the case in the other institutions. Here, the most important goal is to prevent the rumours and to protect the students from the curious reporters (Brock, Sandoval&Sharon;2001:104). The statements to the media should be made by one person. The statements should be made with a simple and comprehensible language and the

spokesperson should make his statement with calmness by controlling his emotions during the statement. The institution should share the information that it has a command of and the accuracy of which it is sure about and it should never give any information during the statement saying that it is off the record and without being sure about its accuracy (Newquit&Educational Word Staff, 2015).

2.6.4 Post-Crisis Period in The Schools

In the schools, the effects of the crisis on the institution might continue after the crisis has ended. These effects may be physical, economical or psychological. The length of this period will vary depending on the ability of the authorities to bring the situation under control, on the precautions taken and on the media coverage time of the process (Baltaş,2004; Filiz,2007). The crisis situations may create as well permanent effects on the families, the students and the school staff. Some persons may lose one of their relatives, some persons may be hurt. Apart from this, these effects may be economical or physical. The crisis situation creates generally an emotional trauma in the education institutions. This situation will be the most long standing effect of the crisis (Raphel;1996 –akt: Çelik). The emotional traumas witnessed in the individuals manifest themselves generally as fear, emotional exhaustion, mistrust, overreacting (Tack, 1994: 61).

In order for the school to resume its old routine as soon as possible in the post-crisis period, the managers should develop some strategies for the individuals affected by the crisis and experiencing emotional traumas (Borck, Sandoval&Sharon, 2001:163). Accordingly, support must be provided for the persons experiencing an emotional trauma. The person who will give support may be a psychologist or a teacher. The persons experiencing a trauma

should not be pressured to go immediately back to their studies or to their works, more time should be allowed for them. Besides, the traumatized persons should share their feelings with their peers. The parents should be informed of all of the up-to-date information about the crisis. The parents overreacting to the crisis should be absolutely informed in private via phone or face to face. If the death is in question during the crisis, memorial ceremony should be organised. In a situation like suicide, one should avoid organising memorial ceremony and the actions that would turn the deceased into a hero (Waddell&Thomas,1999:3).

In the post-crisis period, besides making an effort to heal the emotional traumas that were experienced and have the school resume its routine functioning, the crisis management team should assess the crisis that was experienced and take lessons from the incident that took place and the practices that were carried out for the crises he is likely to face in the future. The crisis management team should develop the crisis management plan as a result of this assessment. (Mental Health in Schools, 2008).

3. RESEARCH

The objective of the study is to scrutinise the importance of the crisis and of being prepared for the crisis in the schools in Turkey for the institution. The internal and external factors that cause the crisis in the schools, the way in which the schools are supposed to manage the processes before the crisis, during the crisis and after the crisis were analysed. It was detected that the crisis management and the crisis communication are carried out more efficiently in the private schools compared to the public schools, therefore the study was carried out on the private schools. Within the context of the study, five private schools that have campuses throughout Turkey were chosen. These schools are İSTEK Foundation Schools, Bahçeşehir Schools, Doğa Schools and Mektebim Schools.

İSTEK Foundation Schools were founded in 1985 by Bedrettin DALAN. Today, they operate with 13 preschools, 13 primary schools, 13 secondary schools, 12 highschools and 8 science highschools across Turkey. Bahçeşehir Schools have begun their educational life first time in 1968 as a private teaching institution under the name of Bahçeşehir Uğur Eğitim Kurumları (Educational Institutions). Later, they inaugurated their first campus in Bahçeşehir in 1994. Today, they pursue their educational activities in 59 provinces of Turkey with their 131 campuses. Mektebim Schools are named after Millet Schools inaugurated in 1969. They have begun their educational activities in 2006 as a private teaching institution under the name of Ümit Educational Institutions. During the scholar year 2011-2012, they have started to undertake educational activities with the Anatolian Health Vocational Highschool and the preschool in Büyükçekmece. Today, they pursue their educational activities in 21 provinces with 43 campuses. Doğa Schools were founded in 2002. Today, they provide education in 44 provinces with 100 campuses throughout Turkey.

3.2 Questions and Hypotheses

The following questions have been asked within the scope of the study;

Q1:Do the private schools in Turkey make preparations for crisis?

Q2:Do the schools have crisis management plan and crisis communication plan?

Q3:Which situations do they treat as a crisis?

The following hypotheses have been created starting from these questions within the scope of the study;

H1:In Turkey, the private schools have their crisis management plans.

H2:In Turkey, the crisis management plan is prepared for the natural disasters in private schools.

H3:In Turkey, there is no crisis communication plan in private schools.

H4:In Turkey, the private schools analysed the types of crises they are likely to face with.

H5:In Turkey, there are individuals who are responsible for the crisis intervention in private schools.

H6:The institutions that the private schools will cooperate with during the crisis are precise.

3.3 The Purpose and The Scope of Study

In Turkey, there are 1,267 private schools (tozok.org.tr, 2019). In this environment characterized by a strong competition, it is important for the private schools to be preferable. The schools must have qualities satisfying the expectations of the parents. There is a competition environment that differentiates along with the topics like scholar success rankings, foreign language learning, application of different education models from the world, politics of scholarship and pricing (Garipoğlu,2015). In this competitive environment, it is important for the private schools to have a solid bond of trust with their stakeholders, to have a strong reputation in order for them to be preferable. Therefore, the private schools, just like the other institutions, must be prepared for the crises that are likely to affect negatively their credibility and their reputation.

This study aims to analyse the perspective of the private schools in Turkey concerning the crisis and the crisis management. The schools have to be ready for the crisis in order to

terminate with minimum damage the crisis process that interrupts the routine functioning of the institution, threatens its existence and harms its reputation and that includes the necessity of sudden decision making. Therefore, the private schools must first determine the types of crisis they are likely to face with and prepare crisis management and crisis communication plans in this direction. Within the scope of the study, the practices of the private schools in Turkey concerning the preparation for the crisis are analysed via private schools having schools in many provinces and different regions of Turkey.

3.4 Methodology

Within the scope of the study, the crisis preparedness perception and the crisis perception in the private schools in Turkey are analysed. In this context, the private schools having branch schools in different provinces and regions of Turkey were studied. These schools are İSTEK schools, Bahçeşehir Schools, Doğa Schools and Mektebim Schools.

In the first place, a literature review on the crisis communication was carried out in a conceptual sense. An extensive research about what the crisis is, the types of crisis, the crisis management and the crisis communication was fulfilled. Afterwards, an examination concerning the crisis perception in the schools, the types of crisis that the schools encounter and the way how their crisis management plan and their crisis communication plan should be was carried out.

In the study section, the websites of the chosen schools were examined and the school managers were contacted via-email and were interrogated. Besides, during the study, participatory observation was carried out for one year in İSTEK Semiha Şakir Schools,

campus of the İSTEK Schools situated at Bağdat Caddesi. In this process, the crisis perception, the crisis management and the practices of the school regarding the crisis communication were analysed. In this context, the practices carried out by the schools regarding the crisis management were treated as case analysis.

3.5 Sample Size

In this study, the crisis preparedness perception of the private schools in Turkey and their perspective regarding the crisis management are analysed. 1,267 private schools situated in Turkey constitute the group of the study. Four private schools were chosen for the study; İSTEK Schools, Bahçeşehir Schools, Doğa Schools and Mektebim Schools.

İSTEK Schools have 13 campuses in five provinces across Turkey. These provinces are İstanbul, Antalya, İzmir, Denizli and Kuşadası. Bahçeşehir Schools have 313 campuses in 59 provinces. These provinces are; Adana, Afyon, Aksaray, Ankara, Antalya, Aydın, Balıkesir, Bartın, Batman, Burdur, Bursa, Çanakkale, Çankırı, Çorum, Denizli, Diyarbakır, Düzce, Edirne, Elazığ, Erzurum, Eskişehir, Gaziantep, Gümüşhane, Hatay, Iğdır, Isparta, İçel, İstanbul, İzmir, Kahramanmaraş, Karabük, Kars, Kastamonu, Kayseri, Kırklareli, Kocaeli, Kütahya, Malatya, Manisa, Mardin, Muğla, Muş, Ordu, Osmaniye, Rize, Sakarya, Samsun, Siirt, Sinop, Sivas, Şanlıurfa, Şırnak, Tekirdağ, Tokat, Trabzon, Van, Yalova, Yozgat, Zonguldak. Doğa Schools have 104 campuses in 44 provinces. These provinces are; İstanbul, Ankara, İzmir, Adana, Antalya, Mersin, İskenderun, Osmaniye, Gaziantep, Kahramanmaraş, Şanlıurfa, Diyarbakır, Adıyaman, Malatya, Elazığ, Batman, Van, Bingöl, Ağrı, Erzincan, Trabzon, Sivas, Giresun, Ordu, Samsun, Çorum, Konya, Muğla, Kuşadası, Aydın, Denizli, Manisa, Afyon, Eskişehir, Bursa, Bandırma, Balıkesir, Çanakkale, Yalova, Kocaeli, Sakarya,

Tekirdağ, Lüleburgaz, Çorlu. Mektebim Schools have 43 campuses in 21 provinces. These provinces are; İstanbul, Ankara, İzmir, Bursa, Ağrı, Şırnak, Diyarbakır, Mersin, Kayseri, Trabzon, Konya, Antalya, Afyon, Samsun, Balıkesir, Çanakkale, Bursa Yalova, Tekirdağ, Çorlu, Lüleburgaz.

Of these schools, the ones situated in densely populated industrial cities of seven different regions of Turkey were chosen for the study. These cities are İstanbul in Marmara Region, İzmir in Aegean Region, Ankara in Central Anatolia Region, Erzurum in Eastern Anatolia Region, Diyarbakır in Southeastern Anatolia Region, Samsun in Black Sea Region and Antalya in Mediterranean Region. İSTEK Schools have eight campuses in İstanbul, one campus in İzmir and three campuses in Antalya. Bahçeşehir Schools have 20 campuses in İstanbul, three campuses in Ankara, four campuses in İzmir, five campuses in Antalya, one campus in Samsun, one campus in Diyarbakır and one campus in Erzurum. Doğa Schools have 31 schools in İstanbul, seven schools in Ankara, six schools in İzmir, four schools in Antalya, one school in Samsun and one school in Diyarbakır. Mektebim Schools have 11 campuses in İstanbul, seven campuses in Ankara, four campuses in İzmir, one campus in Samsun and one campus in Antalya.

The study was carried out on 7 accessible campuses that are situated in the cities chosen from seven different regions of Turkey. The campuses which constitute the study sample are İSTEK Semiha Şakir Schools in İstanbul, Doğa College Mavişehir Campus in İzmir, Mektebim Schools Samsun Campus in Samsun, Doğa College Lara 1 Campus in Antalya, Bahçeşehir Schools Kantar Campus in Diyarbakır, Bahçeşehir Schools Ankara 50. Yıl Campus in Ankara.

3.6 Limitation of The Study

İSTEK Schools, Doğa Schools and Mektebim Schools chosen for the study were chosen due to the fact that they have schools in several provinces of Turkey. These schools apply the education and brand standards determined by themselves in different geographical regions. These schools are schools that adopt an education based on the western conception of education, teach more than one foreign languages, care as well about cultural and sportive successes besides the academic achievement. These schools aim to raise students who are able to achieve international success and to express themselves in this area, by adapting international education programs to their own curriculums.

On the other hand, these schools have become a brand with their logos, their anthems, their slogans. They provide service with several schools and education levels under the roof of a unique brand. They promise to the students not only teaching and education but also an education with the corporate culture. The students graduated from these schools become also a part of a social network by becoming a member of the alumni association. At the same time, these schools reinforce the sense of belonging by providing scholarship opportunities to the children of their graduates and their employees.

The study was carried out on the accessible schools chosen among all of these schools, that are in seven provinces- İstanbul, Ankara, İzmir, Samsun, Antalya, Diyarbakır, Erzurum- situated in seven regions of Turkey. From each city, the school having the highest number of students was chosen among the campuses. The study was carried out on İSTEK Semiha Şakir Schools in İstanbul, Doğa College Mavişehir Campus in İzmir, Mektebim Samsun Campus in Samsun, Doğa College Lara 1 Campus in Antalya, Bahçeşehir Kantar Campus in Diyarbakır,

Bahçeşehir Erzurum College, Bahçeşehir Ankara 50. Yıl Campus in Ankara. These chosen private schools incorporate preschools, primary schools, secondary schools, Anatolian Highschools and Science Highschools.

4. RESULTS

Within the scope of the study, the perspectives of the private schools in Turkey regarding the crisis management were tackled. In this context, the crisis management plans of İSTEK Semiha Şakir Schools in İstanbul, Bahçeşehir College Diyarbakır Kantar Campus, Bahçeşehir College Ankara 50. Yıl Campus, Bahçeşehir College Erzurum Campus, Doğa College Mavişehir Campus, Doğa College Lara 1 Campus and Mektebim Schools Samsun Campus were treated as case analysis. In this context, the websites of the schools were examined and their crisis management practices were analysed. Interviews were fulfilled with the school managers where the websites remained inadequate in terms of data.

İSTEK Semiha Şakir Schools

İSTEK Semiha Şakir Schools define the crisis as a sudden and unexpected incident and treat the natural disasters, the work accidents, the decrease of the number of the students as the main types of crisis. İSTEK Semiha Şakir Schools specify that they are prepared for the crisis by letting their staff receive training on the occupational health and safety at regular periods and carrying out practices about natural disasters they are likely to face with, along with their students. The practices and the trainings that are applied are determined by the Occupational Health and Safety Department within the General Directorate of İSTEK Schools and these practices are fulfilled likewise in all İSTEK Schools. A crisis intervention team was established in the school under the leadership of the Campus Principal and a preliminary

meeting is carried out with this team before the practice in accordance with the instructions notified by the Occupational Health and Safety Team. The Campus Principal as team leader, the Primary School and the Preschool Principals, the Deputy Principals, the Security Chief, the Administrative Chief, the School Nurse, the Deputy Principal in charge of school occupational health and safety, the Corporate Communication Responsible and the Head of Department of Applied Courses are included in the crisis management team of the school. İSTEK Semiha Şakir Schools specified that during the crisis they principally act in accordance with the directive notified to them by the occupational health and safety department, that, however, in cases that cannot be solved in the school and cause trouble in the long term later on, they escalate the issue to the managerial staff of the General Directorate of İSTEK Schools and choose to manage the crisis process via the decisions taken accordingly. During the crisis process, the Campus Principals assess firstly the situation with the school principals, then make a statement to the school staff about the crisis. Each class teacher shares the information about the crisis with its students. In this process, in case that a student needing psychological support is detected, the counselling service of the school takes special care of the student. The communication with the parents is established by the deputy principals and they make the necessary explanations via phone, face-to face meeting or by assembling a meeting in cases judged necessary. If, during the crisis process, there is a situation reflected to the media, the managers of the General Directorate of İSTEK Schools determine the strategy to follow in this process and establish the communication with the media.

In case of any physical injury, İSTEK Semiha Şakir Schools specified that they are in cooperation with Yeditepe University Hospital and Yeditepe Polyclinic at Bağdat Caddesi and that emergency medical care can be taken in these medical units.

Bahçeşehir College Diyarbakır Kantar Campus

Bahçeşehir College Diyarbakır Kantar Campus defines the crisis as situations that are frequently encountered and that require quick solution. The main situations defined by the school as crisis are earthquake, fire, loss of students arising from economical crisis and extreme weather temperatures. The school specified that the methods that need to be applied in case of natural disasters or work accidents were given as a directive by the Headquarters of Bahçeşehir Schools. However, besides this, the school determined the types of crisis it is likely to face with and the methods it will apply by taking into consideration its own geographical and socio-economical features. The crisis intervention is carried out by a team composed by the school principal, the deputy principals, a teacher, the public relations responsible of the school, the security chief and the school nurse under the leadership of the Campus Principal. The school takes measures against the natural disasters by carrying out practices at regular periods.

During the crisis process, the campus principals hold meeting with the principals, the heads of department, the chiefs of staff and each unit holds later meeting with its own principals and chiefs and informs the entire staff. The school specifies that it finds accurate that the students are informed by their class teachers for the school teachers know better their students and are useful in determining the students which need special care. Therefore, the class teachers establish communication with the students in this process and they take support of the counsellors in necessary cases. The parents are informed by the class teachers or by the principals and the deputy principals via phone, face-to-face meeting or by organising a meeting.

Bahçeşehir College Diyarbakır Kantar Campus specified that the process is managed in cooperation with the Corporate Communication Department situated in the Headquarters of Bahçeşehir Schools in case that the crisis is reflected to the media during or after the crisis.

Bahçeşehir College Ankara 50. Years Campus

Bahçeşehir College Ankara 50. Years Campus treats the crisis as undesirable cases that need to be solved when encountered. The school acts in accordance with the directive notified by the Occupational Health and Safety Department attached to the General Directorate of Bahçeşehir Schools for natural disaster and work accident cases. The school carries out practices for the natural disasters with the students and the staff at regular periods and tries to determine and eliminate its weaknesses in order to elude a potential incident with minimum damage. Furthermore, in case of work accidents, the staff in charge of occupational health and safety handles the situation peculiarly and informs the General Directorate of Bahçeşehir Schools of the situation.

The school crisis intervention team consists of the school managers, the school nurse, the security chief, the public relations responsible and the group leader of the counsellors under the leadership of the Campus Principal. The school staff is informed via e-mail or meetings during the crisis process. The students are informed by their class teacher in company with the counsellor. And the parents are informed by the school managers via phone and they are invited to face-to-face meeting in necessary cases. The communication with the media during the crisis process is led by the Corporate Communication Department of

Bahçeşehir Schools. In this process, the Campus Principal and the public relations responsible of the school stay in constant communication with the Corporate Communication Department.

Bahçeşehir College 50. Yıl Ankara Campus is in constant communication with the local authorities in the year and establishes contact with the departments that need to be contacted quickly in necessary cases during the crisis process.

Bahçeşehir College Erzurum Campus

Bahçeşehir College Erzurum Campus defines the crisis as cases that can be turned into opportunity if they are well managed. The main types of crisis handled by the school are earthquake and fire incidents, transportation difficulties due to the heavy snowfall, work accidents and physical injuries. The school acts in accordance with the directive notified by the Occupational Health and Safety Department attached to the General Directorate of Bahçeşehir Schools for natural disaster and work accident incidents. In addition to this, the school management handled different situations that might be encountered and took appropriate measures accordingly by taking into consideration the geographical and physical conditions of the school.

In case of crisis in the school, the school principals and the deputy principals, the school doctor or nurse, the security chief, the corporate communication responsible and the group leader of the counsellors determine the actions to be taken and the distribution of the roles during the crisis process by holding a meeting under the leadership of the Campus Principal. During the crisis process, the students are informed by the class teachers or the deputy principals. In necessary cases, the school counsellors establish special communication

with the students. The school informs the parents via phone, face-to-face meeting is realized if necessary. And the school staff is informed through meetings. In this direction, a communication network is established the Campus Principals meeting with the school principals and the school principals meeting with the heads and managers of departments. During the crisis, the communication with the media is established by the Corporate Communication Department situated in the Headquarters of Bahçeşehir Schools.

Bahçeşehir College Erzurum Campus pursue its activities in communication with the local authorities. Particularly, it establishes regular communication with the District National Education Directorate, the Governorate, the Police Department and the Municipality and informs them about the campus. Thus, it gets in quick contact with the local authorities also during the crisis process.

Doğa College Mavişehir Campus

Situated in İzmir, Doğa Mavişehir College defines the crisis as incidents that happen unexpectedly and that can be eluded with less damage under the condition that preliminary preparation is made. The school treats the types of crisis it is likely to face with as earthquake, fire, work accidents and loss of students due to the economical crisis.

Doğa College Mavişehir Campus raises awareness in its students and staff by carrying out practices against natural disasters that it is likely to face with. Besides, it includes also the parents in the practice process, does not limit the crisis management to solely the school environment and raises awareness in the students and the parents about the actions that need to be taken by them when they face with this kind of situations in their daily life. In this

process, the students are informed by the class teachers or the counsellors and the school staff is informed by the school principals or the Campus Principal through meetings. The parents are informed by the deputy principals via phone or meetings. During the crisis, the communication with the media is led by the Corporate Communication Department situated within the General Directorate of Doğa Schools.

Doğa College Lara 1 Campus

Situated in Antalya, Doğa College Lara 1 Campus treats the crisis as cases that happen suddenly or by giving signals beforehand and against which measures need to be taken. The school defines the types of crisis it is likely to face with as flood, storm, earthquake, fire, work accidents, incidents that are likely to cause severe physical injuries to the students or the employees.

The school crisis management team consists of the Campus Principal, the school principals and the deputy principals, the school counsellor, the security chief, the school doctor. The school organises practices at regular periods against the possibility of facing with the natural disasters and informs both the students and the staff on this matter by organising seminars. During the crisis process, the school informs the students with the announcement made by the class teachers, the support from the counselling service is taken in case that a student needing special attention is detected. The school management informs its employees via e-mail during the crisis process and organises meetings in necessary cases. The parents are informed by the class teachers, the deputy principals or principals via phone. Face-to-face communication is preferred if necessary. When the need to establish communication with the

media occurs during the crisis process, the school gets in contact with the Corporate Communication Department situated in the General Directorate of Doğa Schools.

Mektebim Schools Samsun Campus

Mektebim Schools Samsun Campus defines the crisis as incidents that happen suddenly and one should be prepared for. The school defines the main types of crisis as flood, storm, earthquake, fire, work accidents and loss of students due to the economical crisis.

The school carries out practices at regular periods in order to be prepared for the crisis. The time of evacuation of the school is calculated by counting the minutes during the practices carried out. Besides, the school management determines the imperfections of the methods applied in the consequence of the observations fulfilled during the practices. The crisis process is managed by the crisis management team established under the leadership of the Campus Principal. This team consists of the school principals and the deputy principals, the school corporate communication responsible, the security chief, the administrative chief, the school doctor, the school counselor and the Head of Department of the Applied Courses. It is planned that the families of the students would be informed by the deputy principals via phone and that the students would be handed over to the parents one by one by the school deputy principal and the security chief during the crisis process. In this process, the students are informed by the class teacher and the class teacher is accompanied by the counsellor in necessary cases. The school staff is informed via meetings. During the crisis process, the communication strategy with the media is developed by the Corporate Communication Department situated in the General Directorate of Mektebim Schools in necessary cases and the information about the process is communicated to the General Directorate Corporate

Communication Team by the corporate communication responsible of the school. The school recorded the contact information of the District National Education Directorate, the District Governorate, the District Police Department and the nearest public hospital in order to get in contact with them in necessary cases.

5. DISCUSSION

Within the scope of the study, the importance of the crisis and the crisis preparedness in private schools in Turkey for the institution was studied and the internal and external factors likely to cause crisis in the private schools, the actions taken by the private schools before, during and after the crisis were analyzed. In consequence of the study that was carried out, the fact that the private schools are more effective than the public schools with respect to crisis management and crisis communication was detected and for this reason, the study was carried out via the private schools. For the study, a private school from each one of the seven different geographical regions of Turkey was chosen and the crisis perception and the crisis management conception of these schools were analyzed through web site analyses and interviews with the managers that were realized.

The crises are situations that occur suddenly and unexpectedly and that require urgent intervention. Each institution encounters crises depending on the circumstances of its sector of activity. The schools, just like every institution, encounter crises and are affected by them. The crises are inevitable for the institutions. However, the institutions might aim to overcome

this process with minimum damage by making preparations for the crisis, they might even turn the crisis into an opportunity. For the schools, just like for each institution, it is inevitable to encounter crises. The crises that occur in the schools affect profoundly a significant part of the school and disrupt the routine functioning of the school. The schools facing a crisis are faced with the possibility of losing their reputation and their credibility. Therefore, each school must determine the types of crisis it is likely to encounter by taking into consideration the geographical, demographical, social and economical circumstances of the region where it is situated and must be prepared for the crisis. The schools need a good crisis management plan in order to overcome the crisis process with minimum damage. The crisis management is not the effort of the school for preventing the crisis. It is a response of the institution when the crisis occurs. The crisis management plan enables the institution to overcome the crisis with minimum damage. The institutions should turn the crisis management plan into a leaflet in order that this one is instructive during the crisis. One of the most important elements of the crisis management is the crisis management team. It is this team that draws and puts into practice the crisis management plan. The members, the number and the distribution of roles of the members of this team vary depending on the structure of the institution. However, the top manager of the institution must lead the crisis management team in order to make and perform the decisions quickly. The crisis communication strategies are important in order for the institution to overcome the crisis process with minimum damage and in order to prevent the loss of reputation and credibility. These crisis communication strategies take shape in accordance with the sector of activity of the institution. However, which is certain is that each institution is willing to inform quickly its stakeholders in time of crisis.

Within the scope of the study, it is determined that the private schools in Turkey treat the natural disasters, the work accidents, the terrorist incidents and the loss of students

originating from economical crisis as crises. Yet, the matters such as weaknesses of the managers, acts of violence that are likely to take place between the students and the teachers or between the students, drug abuse, harassment, divorce of the parents, suicide cases, abduction are not treated as crises by the schools. The private schools have not felt the need of taking precautions for these types of crisis, such cases being limited to the domain of the counseling service. Yet, the schools should tackle these types of crisis likely to arise from their own internal issues while determining potential crises they might face with. These incidents may turn into big crises if they are not identified and if precautions are not taken by the school management and the teachers. The schools, just like every institution, prepare a crisis management plan intended for the types of crisis they are likely to face with. The schools may not determine what kind of crisis they would face with and when they would face it. However, they can predict the situations they are likely to face with and take precautions against them. In Turkey, in private schools, the crisis management plan is not detailed in regard to the potential scenarios, the actions that are supposed to be taken in time of a potential crisis being explained in general terms. In Turkey, in private schools, the crisis management team is led by the campus principle, the top manager of the campus. Competent persons should be allowed for in the crisis management team and they should be determined based on the need of the institution. In consequence of the study, in Turkey, in private schools, the school principals, a teacher or a deputy principal in charge of occupational health and safety, the corporate communication or public relations responsables, the security chief, the school nurse have been included in the crisis management team. Unlike the other institutions, the teachers are as well included actively in the management process due to the fact that the schools are institutions taking on the responsibility of the children under 18 years old. Each teacher is considered as the crisis manager of his own class. Furthermore, the school counsellors have become as well an important part of the crisis management team. The

counselling service is important in terms of intervening regarding the students having affected psychologically by the crisis process and in terms of reflecting this process to the students in the most appropriate way. In schools, the crisis process should be shared with the students, the parents, the employees and the media in the quickest and most accurate way. In Turkey, the information about the crisis is shared firstly with the employees in private schools. The staff is informed regarding the content of the crisis and the aspects of the crisis that are supposed to be shared with the students and the parents. The private schools inform the students by means of class teachers, choosing to take support from the counselling service in necessary cases. The communication with parents is established via the school principals or deputy principals. In Turkey, the private schools get in contact with the parents through different communication channels depending on the intensity of the crisis. In cases where there is no student injury or vital risk, the parents may be informed about the crisis via e-mail. The cases of injury or vital risk are treated as emergency case and the parents are informed via phone. Besides, in cases where the students are affected psychologically, the counselling service, the class teacher, the school principal or deputy principals prefer face-to-face meeting with the parents. The schools should be in contact with the local authorities, the police departments, the hospitals of the region where they are situated in order to be able to intervene quickly in the experienced crisis. In Turkey, the private schools are constantly in contact with the district national education directorates, the police departments, the district governorates and the local hospitals and they inform these institutions in necessary cases.

Unlike Turkey, in United States, when one analyses the crisis perception and crisis management in schools in United States, it is seen that practices that are more extensive than the crisis management practices in Turkey are carried out. In United States, crisis leaflets are prepared for both the public schools and the private schools by the local authority of the state

where they are situated. In this leaflet, the types of crisis that the schools are likely to face with depending on the geographical and socio-economical structure of the region where they are situated are established in details and turned into a scenario. In these leaflets that are supposed to act as guide for the schools, each stage that needs to be applied in time of crisis is related, some spaces being left blank in order for the schools to write information specific to them. In United States, the state encourages the schools to carry out the crisis management practices in the schools. Several subjects like natural disasters, issues between the students, family issues, issues that the students are likely to experience with their teachers and armed attacks are included in these crisis management plans and case studies are allowed for. Apart from this, the schools draw their own crisis management plan. The crisis management plans can be mostly reached via the websites of the schools. However, in Turkey, the state orientates the schools only in the matters of natural disasters and work accidents, the crisis management remaining limited to the matters like building evacuation and first aid. As for the regions, there exist crisis management directives established by the local authorities and shared with the schools. Therefore, the private schools in Turkey carry out the crisis management practices with their own methods and means.

In conclusion, practices about crisis management are carried out in private schools in Turkey. The schools try to take measures taking into consideration the crisis they are likely to face with. However, the concept of crisis remains limited to natural disasters, work accidents and economical crisis, the private schools ignore the possibility of the problems that are likely to arise from their own internal structure to turn into crisis. The private schools have not specified that they took a measure for the incidents that might lead to a crisis such as the inadequacy of the school management, conflicts between students and teachers, acts of violence that might be experienced in the school, suicide cases, drug abuse, parents divorce,

harassment, abduction. Yet, the private schools must determine the types of crisis they might face with by analysing thoroughly their own internal structure and environmental circumstances. At this point, it is very important that the school management is effective and that the top manager of the school has the ability to analyse well his own school. A good manager can analyse well his school and predict potential crisis situations. The fact that the school knows the types of crisis it is likely to face with will enable the school to overcome the crisis process in a shorter period and end it positively. The types of crisis that the schools are likely to face with vary taking into account the region where each private school is situated. Therefore, all the private schools should establish crisis management and crisis communication strategies intended for the crises by setting up a crisis management team under the leadership of the school principals. The school's crisis management team should draw a separate crisis management plan for each crisis situation the school is likely to face with. For each crisis requires an original solution. Since the crises are processes requiring sudden decision taking, crisis management plans that are specific to the situation and that are prepared beforehand will enable the school to act quickly. The school's crisis management team should turn the potential crisis situations into scenarios and make sure that the crisis practice is carried out at regular periods. The crisis practices will both test the feasibility of the crisis management plan and enable the determination and the amelioration of the imperfections of the plan. In Turkey, the crises are overcome mostly in an improvised way, the private schools not feeling the need of working further on this matter. However, a crisis for which prior preparations are made will enable the institution to elude the crisis with minimum damage both in terms of tangible and intangible losses and the reputation of the school. It is very important for the schools where there are students needing the most orientation particularly in this kind of situations, to inform their staff and their teachers about the crisis management and to be prepared for the crisis.

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APPENDIX**Türkiye’de Özel Okullarda Kriz Yönetimi Konulu Tez Çalışması Soruları**

1. Krizi nasıl tanımlarsınız?

Cevap:

2. Türkiye’de okulların karşılaşılabileceği kriz türleri size göre nelerdir?

Cevap:

3. Her okul benzer kriz türleriyle karşılaşır mı?

Cevap:

4. Sizin okullarınızda karşılaşma olasılığı olan kriz türleri nelerdir?

Cevap:

5. Okullarınızda krize dair hazırlık çalışmaları yapıyor musunuz?

Cevap:

6. Okullarınızda kriz yönetim planı var mı?

Cevap:

7. Varsa kriz yönetim planını kim veya kimler hazırladı?

Cevap:

8. Okullarınızda kriz yönetim kitapçığı var mı? Varsa kitapçıkta hangi bilgiler var?

Velileriniz, öğrencileriniz ve çalışanlarınız için ayrı hazırlanmış kriz yönetim kitapçıklarınız var mı?

Cevap:

9. Okullarınızda bir kriz yönetim ekibi var mı? Kriz yönetim ekibinin başında kim bulunmakta? Görev dağılımı yaptınız mı? Görev dağılımını yaparken göz önünde bulundurduğunuz hususlar nelerdir?

Cevap:

10. Velilerinizle hangi kanallar aracılığıyla iletişime geçiyorsunuz?

Cevap:

11. Velilerinizi hangi konular ile ilgili bilgilendirmeye ihtiyaç duyuyorsunuz?

Cevap:

12. Çalışanlarınız ile hangi kanallar aracılığıyla iletişim kuruyorsunuz?

Cevap:

13. Çalışanlarınızı hangi konular ile ilgili bilgilendirmeye ihtiyaç duyuyorsunuz?

Cevap:

14. Kriz meydana geldiğinde velilerinizi bilgilendirir misiniz? Hangi kriz türünde velilerinizi bilgilendirmeye ihtiyaç duyarsınız?

Cevap:

15. Kriz meydana geldiğinde öğrencilerinize bilgi verir misiniz? Öğrencileri bilgilendirirken nasıl bir yöntem izlersiniz?

Cevap:

16. Kriz meydana geldiğinde çalışanlarınızı bilgilendirir misiniz? Çalışanlarınızı kriz yönetiminin bir parçası haline getirir misiniz?

Cevap:

17. Kriz meydana geldiğinde basını nasıl bilgilendirirsiniz? Gerekli durumlarda basına konuşacak kişi kim olur?

Cevap:

18. Kaza ve hastalık gibi acil durumlarda, okulunuzda nasıl bir yol izlenmektedir? Bu tip bir durumda okulunuzun iletişime geçtiği belli bir hastane var mı?

Cevap:

19. Güvenliği tehdit edecek bir durumda, okulunuz nasıl bir yol izlemektedir?

Cevap:

20. Okulullarınızın kriz anında iş birliği yaptığı kurumlar var mı? Bu kurumlar hangileridir?

Cevap: