DEMS 3703 - Business Continuity Planning Course Outline

[Fall 2021]

# Instructor Information

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| Instructor | Email | Office Hours & Location |
| Magda Sulzycki | sulzycki@yorku.ca | Available by appointment |

# General Information

## Description

This course introduces the field of business continuity. More than a simple plan, business continuity is the holistic management process of building frameworks for resilience within an organization in order to create the fortitude required to respond to and recover from a disaster.

This course will provide students with an introduction to the key concepts, theories, methods, implementation techniques, and language required to do business continuity planning. It will do so by reviewing and discussing the knowledge, methods, skills, and procedures needed to understand the impact that disaster can have on an organization, and how to effectively develop a risk management and business continuity program.

This course is designed to build on the current state of the art, using existing standards and best practices, including ISO 31000, ISO 22399, CSA Z1600, BSI 25999, ISO 22316, the BCI Good Practice Guide, and DRI Professional Practices. The course will be delivered through a combination of synchronous online lectures, synchronous online discussions, asynchronous forum discussions, and asynchronous assignments. The final exam will take place virtually.

## Objectives

1. Learn about the field of Business Continuity Management and associated practices used to develop, implement, and maintain a Business Continuity Management Program
2. Learn about key concepts and methodologies associated with Business Continuity Management
3. Practice producing key deliverables of a Business Continuity Management Program.

# Course Format

The fall 2021 session of DEMS 3703 will be taught virtually through a combination of online lectures and labs. All course materials will be shared online through Moodle on the course page.

# Course Materials

## Required Text

1. Engemann, Kurt J., and Douglas M. Henderson.**Business Continuity and Risk Management: Essentials of Organizational Resilience.** 1st ed., Rothstein Associates Inc., 2012.

NB: E-book version available on the York U Library website: <https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991015697629705164>

# Course Schedule

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| Week | Topic | Reading | Assignment |
| Sept. 10 | Business Continuity Management: Introduction | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 1-2
* Herbane, B. (2010). The evolution of business continuity management: A historical review of practices and drivers. Business history, 52(6), 978-1002.
 | * BCM Foundations Lab
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| Sept. 17 | Program Management: Key Principles | * Barrows & Neely (2012). Managing Projects in Turbulent Times
* Duggan, J. (2015). The Role of a Program Office in Disaster Recovery
* Botha, J., & Von Solms, R. (2004). A cyclic approach to business continuity planning. Information Management & Computer Security.
 | * BCM Program Management Lab
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| Sept. 24 | Data Management in BCM | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 14-15
* TED-Ed: How statistics can be misleading
* The Big Think – Data makes you smart, but it doesn’t make you wise
 | * BCM Data Management Framework Lab
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| Oct. 1 | Business Impact Analysis | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 3
 | * BIA Lab
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| Oct. 8 | Reading Week |  |  |
| Oct. 15 | Risk Management Principles | * Kaplan & Mikes (2012). Managing Risks: A New Framework

  | * Assignment 1 due
* Risk Management Framework Lab
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| Oct. 22 | Risk Assessment | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 5
* Watkins, R. E., Cooke, F. C., Donovan, R. J., MacIntyre, C. R., Itzwerth, R., & Plant, A. J. (2008). Tackle the problem when it gets here: pandemic preparedness among small and medium businesses. Qualitative health research, 18(7), 902-912.
 | * Risk Assessment Framework Lab
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| Oct. 29 | Supply Chain Risk & Community Resilience | * McKnight, B., & Linnenluecke, M. K. (2016). How firm responses to natural disasters strengthen community resilience: A stakeholder-based perspective. Organization & Environment, 29(3), 290-307.
 | * Supply Chain Risk Lab
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| Nov. 5 | Risk Treatment | * Kaplan, Leonard, Mikes (2020). The Risks You Can’t Foresee

* Linnenluecke, M. K., & McKnight, B. (2017). Community resilience to natural disasters: the role of disaster entrepreneurship. Journal of Enterprising Communities: People and Places in the Global Economy.
* Magee, J. F. (1964). Decision trees for decision making. Harvard Business Review. Retrieved August 25, 2021 from
 | * Risk Treatment & Decision Tree Lab
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| Nov. 12 | Business Continuity Strategies and Crisis Management | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 5
* Boin, A., & Kuipers, S. (2018). The crisis approach. In Handbook of disaster research (pp. 23-38). Springer, Cham.
* Stern, E. (2013). Preparing: The sixth task of crisis leadership. Journal of Leadership Studies, 7(3), 51-56.
 | * Assignment 2 due
* BCM Strategies Lab
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| Nov. 19 | Business Continuity Plans | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 10
* Chapter #1 of Clarke (1999). Mission improbable: Using fantasy documents to tame disaster. University of Chicago Press.
 | * BCM Plan Lab
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| Nov. 26 | IT Disaster Recovery & Information Systems  | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 6-7
* HBR Podcast – Why Cybersecurity Isn’t Only a Tech Program
 | * Disaster Recovery Lab
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| Dec. 3 | Organizational Resilience | * Business Continuity & Risk Management: Essentials of Organizational Resilience: Chapter 8
* Montes & Suarez (2020). Building Organizational Resilience.
* Kendra, J. M., Clay, L. A., & Gill, K. B. (2018). Resilience and disasters. In Handbook of disaster research (pp. 87-107). Springer, Cham.
 | * Assignment 3 due
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# Grading & Assignments

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| Date | Assignment/Exam | Grade |
| All dates | Attendance & participation: students will be graded on their participation in class discussion and lab work | 15% |
| Oct. 15 | Assignment 1 Due Business Impact Analysis (BIA): in this case study, students will work in small groups to produce a BIA for a pre-defined organization, using the HIRAs that were produced in Assignment 1. Findings will be presented on November 14th. | 20% |
| Nov. 12 | Assignment 2 Due Risk Assessment (RA): using a case study, students will apply the taught RA methodology to produce a RA for a pre-defined organization. | 20% |
| Dec. 3rd  | Assignment 3 DueAnnotated Bibliography: Being able to understand the content and purpose of each assigned reading is an important skill for undergraduate students. Critically, this understanding cannot be gleaned from a quick skim of the required texts, or by cramming the entire course content into a single study session at the end of the semester. As such, this course requires students to have completed each and every assigned reading, and demonstrate their understanding through an annotated bibliography.  | 20% |
| TBD | Final Exam (Oral) | 25% |

# Relevant University Regulations

## Deferred Exams

Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

DSA Form: <http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf>

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at: <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

**Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.**

## Academic Honesty

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy**

The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule**

For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals**

Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures**

LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

 **Religious Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.