

EXT 497A EM BUSINESS CONTINUITY PLANNING

NOTE: This course is entirely web-based, meaning that we will only 'meet' and interact at the website:

<http://courses.wvu.edu/>

Course Overview

This course is designed to give students a basic overview of the business continuity planning (BCP) process, which focuses on strategies to minimize the risk of disruptions to the normal business process. Some examples might be floods, catastrophic IT failure, or disruption to your organization's supply chain. It is the private sector version of continuity of operations planning and for critical infrastructure, a necessary counterpart to government emergency management planning.

If you think about disruptions as spikes from the normal line of profitability, the goal of business continuity is to limit both the depth of disruption (height of the spike) and the duration of disruption (width of the spike).

From a social standpoint, BCP is probably more important than government emergency management during crisis for two reasons: Most of our goods and services are supplied by the private sector and most of our employment (hence, paychecks) come from the private sector.

Required Texts

Disaster Recovery Handbook, The: A Step-by-Step Plan to Ensure Business Continuity and Protect Vital Operations, Facilities, and Assets by Michael Wallace & Lawrence Webber.

ISBN-10: 0814472400

ISBN-13: 978-0814472408

The Fast Forward MBA in Project Management by Eric Verzuh (you are responsible for reading this book, although there is no direct assignment, it will dramatically help your performance across the course....)

ISBN-10: 0471692840

ISBN-13: 978-0471692843

Course Objectives

Upon completion of the course, students should be able to:

- ✓ Initiate a business continuity project
- ✓ Identify risks to the organization and be able to qualify & quantify risk
- ✓ Do a business impact analysis for the organization, including diagramming business processes and understanding the recovery time objective for each identified core process
- ✓ Develop strategies to limit risk to the organization
- ✓ Understand the current and ideal organizational process for responding to crisis within their organization
- ✓ Understand strategies for implementing a business continuity program
- ✓ design and implement education programs to disseminate knowledge within their organization as a resilience strategy
- ✓ Design and implement exercise strategies for their organization to increase competency, resiliency, and as an education strategy
- ✓ Apply crisis communication strategies to respond to internal & external crisis
- ✓ Coordinate with external agencies 360 degrees within your business: Regulators, Customers, Suppliers, and Competitors.

About Professor Scot Phelps

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Scot Phelps is an Associate Professor for the Emergency and Disaster Management MPA in the School of Public Affairs and Administration at Metropolitan College of New York.

Professor Phelps has over 2 decades of emergency response experience, working as a paramedic and paramedic instructor in both New York City and throughout the metropolitan area, and has formerly served as Assistant Commissioner for Emergency Management at the NYC Department of Health and Mental Hygiene, as a hospital emergency manager, and as a professor of emergency medicine at George Washington University School of Medicine.

Professor Phelps has a Juris Doctor degree from Brooklyn Law School, a Master's in Public Health in policy and administration from Yale Medical School (where he was both a Farr Scholar and a Schlesinger Fellow for public service), and a Bachelor's in Anthropology with honors from Columbia University.

Professor Phelps is a Certified Emergency Manager, a Certified Business Continuity Professional, and a FEMA Master Exercise Practitioner. He serves on the IAEM CEM Commission, the DRII Education Commission, and is a special consultant for the China Business Continuity Management Professional Committee. He is also an approved Fulbright Senior Scholar candidate.

His research interests are focused on applied emergency management theory, the importance of personal preparedness as part of organizational preparedness, emergency preparedness of underserved communities, and CBRNE decontamination issues.

My Expectations

Let me say from the outset that I have very high expectations for this class and your performance. I have been teaching emergency management graduate students for the past three years, and if you asked them, they would say that I give the grade that is earned. I take it personally that your future knowledge is a reflection on me, and I value my reputation in the marketplace.

I expect that you will:

- ✓ Produce graduate-quality work;
- ✓ Spell & grammar check every posting, write in complete sentences;
- ✓ Read all of the assigned readings, including the Fast Forward MBA, as well as doing relevant internet research of your own;
- ✓ Strive to impress your peers with the quality and thoughtfulness of your work;
- ✓ Not engage in academic dishonesty. That means all work you produce is your own (except where noted in the assignment), with all sources cited. If you cheat, I will fail you, end of story;
- ✓ Submit your assignments on time. If you have an emergency, you need to let me know BEFORE the assignment is due;
- ✓ -Ask questions and participate in the discussion. In this model, your personality and your intelligence shine through your writing. You will get a lot more from the class if you are actively engaged in the discussion;
- ✓ If you have an issue, tell me. My job is to help you learn this stuff, and it helps me to understand if you are having some particular problem;
- ✓ Finally, feel free to email me about issues- I have a Blackberry-type device and with the exception of when I'm overseas, check it every ten minutes during the day. I also never answer the phone except when I'm expecting a call.

Grading Structure

- ✓ Each of the 10 assignments and 10 responses will be graded at 5% each, for a total of 100%.
- ✓ Grading will be based on your thorough, complete effort based upon your readings & analysis.
- ✓ Spelling & grammar count.
- ✓ Any assignments that are late will be penalized by 1 point per day (or any part thereof).

Course Schedule

This is the day when the assignment is DUE by 2100 hours (9:00 pm) eastern time

09.28 Begin Course

10.02 Post Module 0 Assignment

10.05 Post Module 1 Assignment

10.09 Reply to Module 1 Assignment

10.12 Post Module 2 Assignment 10.16 Reply to Module 2 Assignment
10.19 Post Module 3 Assignment 10.23 Reply to Module 3 Assignment
10.26 Post Module 4 Assignment 10.30 Reply to Module 4 Assignment
11.02 Post Module 5 Assignment 11.06 Reply to Module 5 Assignment
11.09 Post Module 6 Assignment 11.13 Reply to Module 6 Assignment
11.16 Post Module 7 Assignment 11.20 Reply to Module 7 Assignment
11.23 Post Module 8 Assignment 11.27 Reply to Module 8 Assignment
11.30 Post Module 9 Assignment 12.04 Reply to Module 9 Assignment
12.07 Post Module 10 Assignment 12.11 Reply to Module 10 Assignment

Module 0- Introduction to Business Continuity

Module 0 is designed to get you started on some of the tasks that you will need to complete for the course, primarily subscribing to several print journals (for free) and web sites (also free) so that you begin to get a better understanding of the business continuity marketplace.

Module 0 Discussion Board

Please provide a 2-paragraph introduction about you, your current position, your career goals, and why you are taking this course and post to the discussion board.

DRI Professional Practices Introduction

Subscribe: Disaster Recovery Journal

Subscribe: Continuity Central

Subscribe: Continuity Insights

Module 1-Project Initiation

The Disaster Recovery Handbook: Getting Started: An Overview of the Project

DRI Project Initiation & Management

DRJ's Articles Related to DRI's Professional Practices

WalMart: Beyond Business Continuity Basics

Non Profit Risk Management Center BCP Tutorial

Open for Business

FEMA Guide for Business & Industry

READY NY Small Business

Module 1 Discussion Board

Assignment Guidelines

Your chapter readings discussed an overview of the importance of business continuity. Consider your own community and for the subjects below, identify the core organizations in your community. Then identify, through internet research or direct contact, their past preparedness for disasters. Create an Excel spreadsheet listing each core organization (minimum of 10) (column one), describe their level of preparedness in one paragraph with sources cited in hypertext (column two, merge and wrap cells as needed), and rank their preparedness on a scale of red (not prepared), yellow (moderately prepared), or green (prepared) (column three, color the box). Sometimes, one employer will fill more than one box. Post the spreadsheet to the Discussion Area.

Arts/Culture/Recreation; Children/Youth; Public Safety (Police, Fire, EMS); Employment; Food; Education; Environment; Healthcare; Housing; Transportation

For example, I might identify a hospital, which is the largest employer and provides healthcare. Our hospital, based on last year's flood, is only moderately prepared (yellow.)

Response Guidelines

Read all of the other student's posts. What are the similarities and differences between your communities? What core services are provided by the public sector and what services are provided by the private sector? Is there a difference in preparedness? What happens if one of these organizations fails? Post your answer (at least a paragraph for each question) in the Discussion Area.

Module 2-Risk Evaluation & Control

**The Disaster Recovery Handbook: Risk Assessment: Understanding What Can Go Wrong
DRI Risk Evaluation & Control
Risk Institute: Risk Management for Small Business
Case Study: Constellation Energy Exemplifies Planning Excellence**

Module 2 Discussion Board

Assignment Guidelines

For your organization, pick three of the Assets & Resources found in Chapter 3 – Worksheets of the Risk Institute assignment; analyze the risk sources in Excel spreadsheet format. Post your assessment to the Discussion Area.

Response Guidelines

Read all of the other student's posts. Then do the Risk Response Worksheet for one of your identified Assets & Resources and turn in to the professor. Post your spreadsheet in the Discussion Area.

Module 3-Business Impact Analysis

DRII Business Impact Analysis

Emergencies, Disaster and Catastrophes Are Different Phenomena

The Disaster Recovery Process: What We Know and Do Not Know From Research

Sample BIA: Gartner Business Impact Analysis

Case Study: Gemstar-TV Guide: BCP Hollywood Style

Case Study: Land O' Lakes: BCP Like Butta

Module 3 Discussion Board

Assignment Guidelines

For your organization, identify three core business processes and diagram the process from start to finish including all inputs (labor, raw materials), processes, and outputs. See if you can identify critical points in the process that are vulnerable to disruption. Design your flowchart in Microsoft Word/View + Toolbars + Drawing (icon in lower left)/Autoshapes/Flowchart. For each of these three core business processes, identify and explain in one paragraph the recovery time objective (RTO). Post your assessment to the Discussion Area as a WORD FILE.

Response Guidelines

Read all of the other student's posts and discuss your results. Post your analysis (at least 200 words) in the Discussion Area

Module 4-Developing BC Strategies

The Disaster Recovery Handbook: Build an Interim Plan: Don't Just Sit There; Do Something

DRII Developing BC Strategies

Case Study: ORECK. How a Small Company Is Meeting BIG Continuity Challenges

Module 4 Discussion Board

Assignment Guidelines

For your one of the identified core business processes of your organization, create an outline based on the DRII Developing BC Strategies, Section B in Word and develop your answer to each item. Post your outline as a WORD FILE to the Discussion Area.

Response Guidelines

Read all of the other student's posts and discuss your results. Identify the five "Best Practices". Post your analysis (at least 200 words, excluding their quotes) in the Discussion Area

Module 5-Emergency Response

The Disaster Recovery Handbook: Emergency Operations Centers: Take Control of the Operation

DRII Emergency Response & Operations

Getting Ready: Company Primer on Preparedness and Response Planning for Terrorist and Bioterrorist Attacks

Impacts of Recent U.S. Disasters on Businesses: The 1993 Midwest Floods and the 1994 Northridge Earthquake.
Determinants of Business Disaster Preparedness in Two U.S. Metropolitan Areas.
Case Study: Adams and Reese: A Leading Gulf Coast Law Firm Shares its Hurricane Story

Module 5 Discussion Board

Assignment Guidelines

Adams & Reese, the law firm outlined in the Case Study, has asked you to draft a letter to their managing partners outlining a 10-point emergency response program. They want 1 paragraph outlining each core project that you would implement, the anticipated cost (in dollars & lost time), and the potential return on investment (which must be grounded in reality and preferably sourced) Post your letter as a Word file to the Discussion Area.

Response Guidelines

Read all of the other student's posts. Did the other students outline a convincing letter? What were the gaps? How could you improve on the argument? Discuss in the Discussion Area.

Module 6-Developing BC Plans

The Disaster Recovery Handbook: Writing the Plan: Getting it Down on Paper

DRII Developing & Implementing BC Plans

Sample Template: North Carolina

Sample Template: Tampa Bay

Sample Template: Walsall Council

Very Basic Sample Template: East Lothian Council

Case Study: At ABN AMRO Communication is the Key to BCP

Module 6 Discussion Board

Assignment Guidelines

Partner with a small business in your community and using the Very Basic Sample Template, sit down with their managers or owners and draft their business continuity plan. Email the resulting plan to the professor. Post a 200-word summary of the experience in the Discussion Area.

Response Guidelines

Read all of the other student's posts. What are the similarities and differences between your experiences? What there a common set of roadblocks or gaps? What happens if one of these organizations fails? Post your answer (at least a paragraph for each question) in the Discussion Area.

Module 7-Awareness & Training

DRII Awareness & Training Programs

PowerPoint Does Rocket Science--and Better Techniques for Technical Reports

Read this criticism of PowerPoint before doing the assignment. Don't get obsessed over it, however.

Case Study: BNP Paribas: BCP With a Community Conscience

Module 7 Discussion Board

Assignment Guidelines

Using PowerPoint, either your own or the [Helsip Presentation](#) , develop a 20-30 slide BCP Awareness presentation aimed at all employees of a 3000-employee company. Include all lecture notes in the Notes section of each slide. Post the presentation in the Discussion Area.

Response Guidelines

Read all of the other student's presentations. Shamelessly borrowing from your peers, revise your presentation and post to the discussion area as "your name v2".

Module 8-Maintaining & Exercising

The Disaster Recovery Handbook: Testing: Making Sure it Works

DRII Maintaining & Exercising Plans

Take the Course: FEMA IS 139 Exercise Design

Case Study: Starwood Hotels and Resorts: Coming Back From Katrina Even Better than Before

Module 8 Discussion Board

Assignment Guidelines

Design a simple, 60-minute tabletop exercise for a 3000-person business based on an internal failure (power failure, water main break, IT failure, sewage backup, etc...). The package should include 30-60 PowerPoint slides with scenario and setting and evolution, and injects. Post the presentation in the Discussion Area.

Response Guidelines

Read all of the other student's presentations. Pair with a partner to criticize each other's work. Shamelessly borrowing from your peers, revise your presentation and post to the discussion area as "your name v2".

Module 9-Crisis Communication

DRII Crisis Communication

Dilemmas in Emergency Communication Policy

Obvious or Suspected, Here or Elsewhere, Now or Then: Paradigms of Emergency Events

Beyond Panic Prevention: Addressing Emotion in Emergency Communication

Disaster Response: Communication with the Public

Module 9 Discussion Board

Assignment Guidelines

Design a 200-word draft press release for your organization for one example of each type of event-internal failure, external failure, and terrorism. Post the press releases in the Discussion Area.

Response Guidelines

Read all of the other student's presentations. Pair with a partner to who will act as a reporter and ask you five direct, probing questions for each press release. Develop responses for each question. Post to the Discussion Area.

Module 10-External Coordination

DRII Coordination With External Agencies

Getting Down to Business: An Action Plan for Public-Private Partnerships

Public/Private Collaboration in Disaster: Implications from the World Trade Center Terrorist Attacks

Module 10 Discussion Board

Assignment Guidelines

Draft a letter to Department of Homeland Security Assistant Secretary for the Private Sector Office, Alfonso Martinez-Fonts regarding the need to incorporate the private sector as one of the most critical components of homeland security planning. Post the letter in the Discussion Area.

Response Guidelines

Taking the perspective of the Assistant Secretary, respond to the letters of at least two other students. Consider Secretary Chertoff's speeches in Sacramento and Washington, D.C.. Consider the following questions as you prepare your response:

Does this letter adequately justify the change in the program?

Is it missing any valuable information?

Are there any additional complaints you foresee receiving from business leaders about the program? How would you handle these complaints?

Post to the discussion area.

ACADEMIC DISHONESTY POLICY AND PROCEDURE

1. Policy

Western Washington University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. Honesty is essential to learning. Without it, fair evaluation for all is impossible. Academic integrity is demanded, and academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or thoughts of others, nor shall they be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor's judgment, has occurred.

2. Academic Dishonesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. Academic dishonesty compromises the instructor's ability to fairly evaluate a student's work or achievement. **It includes, but is not limited to, the following:**

- (a) Giving unauthorized information to another student or receiving unauthorized information from another student during any type of assignment or test.
- (b) Obtaining or providing without authorization questions or answers prior to the time of an assignment or test.
- (c) Using unauthorized sources for answers during any assignment or test.
- (d) Asking or arranging for another person to complete an assignment or take a test in one's place.
- (e) Giving or receiving answers by use of signals during a test.
- (f) Altering answers on a scored test and submitting it for a higher grade.
- (g) Collaborating with others in a required assignment without the approval of the instructor.
- (h) Stealing class assignments or portions of assignments, including electronic files, and submitting them as one's own.
- (i) Not crediting participants for their part in a group project or claiming credit for work not done on a group project.
- (j) Plagiarism, which is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgment. Examples include, but are not limited to:
 - (1) Using another person's written or spoken words without complete and proper citation.
 - (2) Using information from a World Wide Web site, CD-ROM or other electronic source without complete and proper citation.
 - (3) Using statistics, graphs, charts and facts without acknowledging their source.
 - (4) Submitting a paper purchased from a term-paper service.
 - (5) Paraphrasing, which is imitating someone else's argument using other words without acknowledging the source.
 - (6) Claiming credit for someone else's artistic work, such as a drawing, script, musical composition or arrangement.
 - (7) Using someone else's lab report as a source of data or results.
 - (8) Using one's own or substantially similar work, produced in connection with one course, to fulfill a requirement in another course without prior permission. A student may use the same or substantially the same work for assignments in two or more courses only with written permission from the instructors of all the classes involved.

3. Procedures

- (a) An instructor suspecting an act of academic dishonesty shall discuss the matter thoroughly with the student involved.

Arrangements for this discussion shall be made by the instructor within ten (10) class days after discovering the alleged violation. In the event the student is absent from campus, the instructor shall attempt to contact the student in writing at the most recent permanent address available in the Office of the Registrar. If the incident occurs at the end of a quarter, the instructor within ten (10) class days of the beginning of the following quarter or within a reasonable time thereafter the instructor shall arrange to discuss the matter with the student.

Should the instructor be unable to contact the student to discuss the incident in question before final grades are due, the instructor shall submit a grade of X with a note to the registrar. The registrar shall in turn inform the student of his/her responsibility to contact the instructor and refer the student to the section of the General Catalog addressing "Student Rights and Responsibilities." Should the student not respond to the faculty member or respective department chairperson by the 10th day of the next academic quarter, not including summer, the grade will be changed to an F.

During the discussion between the instructor and student, the student may be asked to explain his or her thought process and the sources of information, ideas, data, or calculations presented in the work under dispute. Failure to give an adequate explanation can influence the instructor's decision.

Following this discussion, the instructor shall determine whether or not an act of academic dishonesty has occurred, and if so, whether it is a minor or major violation. If in the instructor's judgment there has been a minor violation, in which the offenses are either purely technical in nature or the instructor does not perceive an intent to deceive and/or achieve an academic advantage, the instructor shall, according to his or her professional judgment, proceed in one or more of the following ways:

- Explain or clarify the standards of the assignment and ask the student to redo it.
- Issue the student a written warning and give the student a zero on the assignment in question.

If in the instructor's judgment there has been a major violation, in which the offenses include a substantial misrepresentation and/or apparent intent to deceive and gain an academic advantage, the instructor shall assign a grade of F for the course and notify the Vice President for Academic Affairs and the Registrar. The instructor should write a brief account summarizing the evidence for the finding of a major violation. This should be sent to the Registrar with copies to the department chair and the student. A record of the violation is maintained in the Office of the Vice President for Academic Affairs and the Office of the Registrar. Repeated acts of academic dishonesty shall make a student subject to disciplinary action – including possible dismissal – through the "Student Rights and Responsibilities Code," available from the Office of Student Life.

No student shall be allowed to withdraw from a course or from the University to avoid receiving a failing grade based upon academic dishonesty.

- (b) Appeal: A student who receives an "F" grade for academic dishonesty and who feels wrongly accused by an instructor may appeal to the dean of the school or college involved. The appeal must be lodged within ten (10) class days of receiving notice of the instructor's decision, and if not, any right of appeal is deemed waived. The dean shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to both the student and the instructor within ten (10) class days of receiving the appeal.

Either side may appeal a decision of the dean to the Student Academic Grievance Board and from the Board to the Vice President for Academic Affairs, whose decision is final. Procedures followed shall be those provided in the "Student Academic Grievance Policy and Procedures" (Section B, Appeal to the Board), which is printed in Appendix F of the University's General Catalog.

Reprinted from Western Washington University's General Catalog.

Grade reports: WWU does not mail grade reports to students at the end of the quarter. You will need your WWU Student ID # to access this information from WWU's website. It begins with a W and is followed by eight numbers; i.e., W12345678. This number is the only way to access your records at Western Washington University

If you do not know your WWU Student ID #, please call the Registrar's Office at 360-650-3432. They will ask you for your name, including middle initial; social security #, and birth date to look up your WWU ID#.

To view your academic record on the web:

- Work prior to Fall 1984 will not be on the Web.
- Use mouse to move from field to field, **not** Enter/Return (this will automatically exit)
 1. Go to www.wvu.edu/web4u
 2. Enter WWU ID#, (make sure W is capitalized), e.g. W12345678
 3. Enter six digit PIN, which is one of the following: the first six digits of your Social Security # . Or if you are a Canadian Citizen your birth date in six digit format. If neither of these

work call 360-650-3432. Instructions are available for changing your PIN see instructions under NOTE.

4. Click on "Student Services & Financial Aid"
5. Click on "Student Records"
6. Click on "Academic History" If you have a money hold, you will not be able to view academic history and will need to view the "Final Grades" option. If you need a printed copy of your grades reflecting your name, the "Academic History: is the option you should choose.

NOTE: These records are for the student's use only. For use in employment or other academic institutions, these copies *will not* be accepted. i.e., WWU Placement Office will not accept these copies. Also note that there is an option to change pin. Instead of clicking on student "Student Records" click on the "Personal Information" option.

If you can not gain access to the web—use the following phone number. Dial 360 650-RSVP.

- 1) Choose 4—Grading information
- 2) Choose 1—Review Grades
- 3) Enter your student number—This is your nine-digit student number that begins with a W. Do not enter the W but rather the 8 numerical digits. Example: For student number W12345678, you would enter 12345678.
- 4) Enter personal identification number (pin). See clues about pins on number 3 above.
- 5) Select grading term. You will be prompted. Grades, quarter g.p.a, cumulative g.p.a. and academic standing will be relayed.

Note: Quarterly grades are posted once a quarter. Grades are not considered final until the Thursday after the end of the quarter. Instructors often make changes during grade entry.