

## MODULE OUTLINE ERM612

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	FACULTY OF ECONOMICS AND MANAGEMENT, OPEN UNIVERSITY CYPRUS (OUC) & SCHOOL OF SOCIAL SCIENCES, HELLENIC OPEN UNIVERSITY (HOU)		
<b>PROGRAM COURSE</b>	ENTERPRISE RISK MANAGEMENT (ERM)		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>MODULE CODE</b>	ERM612	<b>SEMESTER OF STUDY</b>	3 <sup>rd</sup>
<b>MODULE TITLE</b>	<b>BUSINESS CONTINUITY PLANNING (BCP)</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		<b>HOURS</b>	<b>CREDIS</b>
Weekly teaching hours 19-23 hours x 13 weeks		<b>250-300</b>	<b>10 ECTS</b>
<b>COURSE TYPE</b> Compulsory, Optional, Optional mandatory	COMPULSORY		
<b>PREREQUISITE MODULES:</b>	None		
<b>LANGUAGE OF INSTRUCTION AND EXAMS</b>	English		
<b>THE MODULE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>MODULE WEBSITE (URL)</b>	<a href="https://www.ouc.ac.cy/index.php/el/studies/programmes/master/master-erm-2/thematikes-enotites-erm/3571-erm612">https://www.ouc.ac.cy/index.php/el/studies/programmes/master/master-erm-2/thematikes-enotites-erm/3571-erm612</a>  Each module has its own space in the Learning Management System of OUC ( <a href="https://eclass.ouc.ac.cy/">https://eclass.ouc.ac.cy/</a> ), with controlled access (use of code) for students and teaching staff.		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p>
<p>Upon completion of this module, the students will be able to:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- Exhibit a deep and thorough understanding of Business Continuity Planning (CP) concepts, tools, processes, strategies, BCP comprehensive framework and disaster management life cycle in public and private organisations.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>- Assess internal and external factors of risk to organisational continuity and impacting BCP.</li> <li>- Classify crisis types and mitigation strategies in different organisational contexts.</li> <li>- Identify main parts of a Business Continuity Plan.</li> <li>- Explain BCP processes, strategies, and assessments.</li> <li>- Understand the need for planning in relation to prevention, preparedness, response, and recovery (PPRR).</li> <li>- Assess the role and effectiveness of communication and information support systems during BCP conceptualisation, implementation, and evaluation.</li> <li>- Understand the need for strategic information policy (SIPs) to guide BCP.</li> </ul>

### Application

- Apply BCP management techniques to understand case study material.
- Use BCP techniques to understand how operational issues and events are analysed and represented in BCP outputs to ensure continuity in organisational performance.
- Use models and theories to understand coordination and decision-making during BCP.
- Use the BCP Life Cycle in public and private sector organisational contexts.

### Analysis

- Analyse internal and external issues and events which require BCP strategies.
- Categorise and prioritise crisis factors impacting BCP.
- Create visual assessment and analysis of crisis for use in BCP activities.
- Analyse steps in the development of BCP prevention, preparedness, response, and recovery.

### Synthesis

- Assemble information from diverse sources for use in BCP.
- Consolidate and interpret results of research data and information from different sources in context to communicate relative information for supporting business decision making.
- Design crisis treatment strategies and crisis portfolios for use during BCP and for evaluation of outcomes.
- Select the most appropriate model after a comparison among alternatives and interpret crisis issues and ethics in context providing insight of potential implications for BCP stakeholders.

### Evaluation

- Appraise the appropriateness of techniques, protocols, and procedures to address specific crisis events requiring specific BCP criteria.
- Evaluate models for their currency in helping us understand requirements for BCP in the Digital Society.
- Evaluate factors and stages in the evolution and periodic review, update, and maintenance of BCP outputs including impacts on organisational effectiveness and the need for proactive and positive communications.

### **General Competences**

*Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?*

*Search for, analysis and synthesis of data and information, by the use of technologies that are necessary according the case*  
*Adapting to new situations*  
*Decision-making*  
*Independent work*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Introduction of innovative research*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Environmental awareness*  
*Social, professional and ethical responsibility and sensitivity to gender issues*  
*Critical consciousness, criticism and self- criticism*  
*Development of free, creative and inductive thinking*

- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Adapting to new situations
- Decision-making
- Independent work
- Team work
- Working in an interdisciplinary environment
- Introduction of innovative research
- Project planning and management
- Respect for diversity and multiculturalism
- Environmental awareness

- Critical consciousness, criticism and self- criticism
- Development of free, creative and inductive thinking

### 3. MODULE CONTENT

This Thematic Unit / Module is designed to advance student knowledge and analytical skills in crisis types, contexts, techniques, protocols, and procedures in Business Continuity Planning (BCP) for Transformational Leadership in the Digital Society.

The Module focuses on practical and conceptual issues in the field of BCP. Context-related challenges are assessed in relation to BCP development and techniques, protocol and procedures are evaluated against specific BCP criteria that fit contextual circumstances, but which also account for standards and good practices in the industry as a whole. Main parts of BCP are presented and the need for exercising, maintaining, and reviewing plans for embedding BCP strategic awareness and action when needed in organisational development of long-term strategy perspectives are discussed. Case studies and published sources are used for analysis and evaluation of organizational contexts and discussions about BCP. Students are also urged to use their own organisation context and/or a specific organizational context they wish to better understand in relation to BCP. An E-Book and research resources are provided to support student learning, but students are also encouraged to engage with research and independent learning under tutor guidance.

The subjects covered by this module are:

- Introduction to BCP
- BCP Life Cycle in Public and Private Organizational Contexts
- BCP Auditing and Acceptance Challenges in Organisations

### 4. TEACHING METHODS--ASSESSMENT

<p><b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance education complemented with:</p> <ul style="list-style-type: none"> <li>• 6 Group Consulting Meetings (GCM) of 2 hours each</li> <li>• Personal communication and feedback, where needed (consulting role of tutors)</li> </ul>														
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>The potential of ICT is exploited in the digital platform eclass which constitutes a modern distance learning environment (e.g. a space for dialogue and creative activities).</p> <p>Remote meeting tools (Blackboard) and presentation software (powerpoint) are used in GCMs.</p> <p>Office automation tools, web browsers and e-readers for digital books are also used by the students.</p>														
<p><b>MODULE DESIGN</b> <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc</i></p> <p><i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th><b>Activity</b></th> <th><b>Annual Workload</b></th> </tr> </thead> <tbody> <tr> <td>6 GCMs (x 2 hours)</td> <td>12</td> </tr> <tr> <td>12 interactive activities (12 x 2-2.5 ώρες)</td> <td>25-30</td> </tr> <tr> <td>3 written assignments (3 x 25-30 ώρες)</td> <td>75-90</td> </tr> <tr> <td>Exams</td> <td>0</td> </tr> <tr> <td>Individual study ((13 weeks *~10 hours) (2 weeks *~20 hours))</td> <td>138-168</td> </tr> <tr> <td><b>Total module workload (hours)</b></td> <td><b>250-300</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Annual Workload</b>	6 GCMs (x 2 hours)	12	12 interactive activities (12 x 2-2.5 ώρες)	25-30	3 written assignments (3 x 25-30 ώρες)	75-90	Exams	0	Individual study ((13 weeks *~10 hours) (2 weeks *~20 hours))	138-168	<b>Total module workload (hours)</b>	<b>250-300</b>
<b>Activity</b>	<b>Annual Workload</b>														
6 GCMs (x 2 hours)	12														
12 interactive activities (12 x 2-2.5 ώρες)	25-30														
3 written assignments (3 x 25-30 ώρες)	75-90														
Exams	0														
Individual study ((13 weeks *~10 hours) (2 weeks *~20 hours))	138-168														
<b>Total module workload (hours)</b>	<b>250-300</b>														

<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p style="text-align: center;"><i>Detailed description of the evaluation procedures.</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i></p>	<ul style="list-style-type: none"> <li>• Students are evaluated with 9, if they collect 90% of the possible grade, i.e. 90%*10=9, etc.</li> <li>• Passing rate <ul style="list-style-type: none"> <li>○ 50% of the Assignments and weekly interactive learning activities, Students are allowed to participate in the final exam of a Module, if they have overall collected the minimum grade (&gt; = 50%) in their assignments and weekly interactive learning activities.</li> <li>○ 50% of the Final exam</li> </ul> </li> </ul> <p>Grades with decimal points, are rounded to the nearest half unit.</p>
--	---

## 5. SUGGESTED BIBLIOGRAPHY

### Compulsory Bibliography

- Fulmer, K. L. (2015) Business Continuity Planning : A Step-by-Step Guide With Planning Forms. Brookfield, CT: Rothstein Publishing. <http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=916065&site=ehost-live>
- Jaques, T., (2010) - Embedding issue management as a strategic element of crisis prevention. Disaster Prevention and Management, 19(4), pp. 469-482.
- Johnston, I., (2009) - Beyond "best practice" road safety thinking and systems management - A case for culture change research. Safety Science, 48(9), pp. 1175-1181.
- Johnson, G (2000) - Strategy through a Cultural Lens, Management Learning, 31(4), p. 403.
- Schwartz, P., (2000) - When Good Companies do Bad Things: Responsibility and Risk in an Age of Globalization. Strategy & Leadership, 28(3): pp. 4-11.
- Johnson, D. (2020) Flirting with Disaster: Continuity Planning for Your Business, Equipment Leasing & Finance, 36(4), pp. 24–27.
- Barney, J. (1991) Firm Resources and Sustained Competitive Advantage, Journal of Management, 17(1), p. 99.
- Stamper, C. (2020) Charting A New Path for Your Organization: The 4Ps, Rotman Management, pp. 118–120. <http://search.ebscohost.com/login.aspx?direct=true&db=bsu&AN=145183708&site=ehost-live>
- Digital Material available on e-class
  - Recording of Group Advisory Meetings
  - PowerPoint presentations on eClass

### Optional Bibliography

- Smallman, C., Weir, D., (1999) - Communication and cultural distortion during crises. Disaster Prevention and Management, 8(1), pp. 33-41.
- Cook, J. (2015) A Six-Stage Business Continuity and Disaster Recovery Planning Cycle, SAM Advanced Management Journal (07497075), 80(3), pp. 23–68. <http://search.ebscohost.com/login.aspx?direct=true&db=bsu&AN=110379687&site=ehost-live>
- Alagic, A., Turulja, L. and Bajgoric, N. (2018) IT Audit Quality Factors Identification in the Function of Business Continuity: A Systematic Literature Review, Conference Proceedings: International Conference of the Faculty of Economics Sarajevo (ICES), pp. 1–30. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=bsu&AN=139460006&site=ehost-live>
- Teece, D. J., Pisano, G. and Shuen, A. (1997) Dynamic Capabilities and Strategic Management, Strategic Management Journal (John Wiley & Sons, Inc.), 18(7), pp. 509–533.