

# **PM 508: Managing Risks: Projects and Business**

## **School of Business and Management**

3 Credits

Effective Date 10/1/2023

Grading Type: Decimal

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

This course explores the principles and practices of risk management in project and business contexts. Students learn to identify and assess risk, develop and implement risk management plans, and monitor and control risk throughout the project or business life cycle. A range of risk management techniques, including qualitative and quantitative risk analysis, risk mitigation strategies, and risk response planning, are covered. In addition, students learn about risk communication and reporting, stakeholder engagement, and contingency planning. Through case studies, simulations, and real-world examples, students develop practical skills and knowledge that can be applied to various project and business contexts.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- CO.1 - Evaluate identified risks in a project. (Team Assignment)

- CO.2 - Analyze appropriate risk response strategies and mitigation techniques in traditional, agile, and adaptive environments/projects. (Risk Analysis Paper)
- CO.3 - Develop a risk management plan. (Risk Identification Paper)

## Additional Information

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/skills.

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Team Assignment	30%
Risk Identification Paper	25%
Risk Analysis Paper	25%
Instructor Determined Assignments and Activities	20%
<b>TOTAL</b>	<b>100%</b>

### **Risk Identification Paper (25% of Final Grade)**

- CO.1 - Evaluate identified risks in a project.

Students select a real-world project and organization and analyze the project scope or initiative and the organization, and develop a risk identification plan that includes the following elements:

- An overview of the project being evaluated.
- Conduct a comprehensive risk identification process and identify the key risks associated with the project.
- Analyze the potential impact of each identified risk on the project.
- Evaluate the likelihood of each risk occurring and its potential consequences.

Students must cite sources of all ideas, facts, and information used that are not their own, even if the student has paraphrased what they have read. Failure to do so is plagiarism, although the oversight may be unintentional. To avoid plagiarism, view CityU's guide about [Avoiding Plagiarism](#).

<b>Components</b>	<b>% of Grade</b>
Introduction and overview of organization and project	20%
Identify Key Risks	20%
Evaluation of the impact of each identified risk on the project	30%
Style, Mechanics, and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Introduction and overview of organization and project	20	All key elements are included in the section along with detailed information that provides a fully realized understanding of the organization and the project.	Key elements are included in the section. The information provides a mostly realized understanding of the organization and the project.	Some key elements are included in the section, but the information is overly general/insufficient to understand the situation. The description of the organization and the project exists but is incomplete.	Very few key elements are included in the section. The description of the organization and the project is vague or incomplete.
Identify Key Risks	20	Thorough identification and discussion of the key project risks. The	Key aspects of analysis are included that describe the project risks associated	Some analyses of the risks associated with the project are discussed.	There is little or no content about the risks associated with the project, the risk identification

		information provided is supported by an in-depth review of the risk identification process and the relationship of those risks to the project.	with the project. The information provides an understanding of the risk identification process and the relationship of those risks to the project.	The information provides some of the risk identification process and the relationship of those risks to the project.	process, and the relationship of those risks to the project.
Evaluation of the impact of each identified risk on the project. (CO.3)	30	Critically evaluates the impact of each identified risk on the project. Identifies several strengths and specific areas of opportunity; suggests numerous strategic interventions that mitigate risk and support a successful project outcome.	Evaluates the effect of identified risks on the project. Identifies a few strengths and specific areas of opportunity and their relationship to supporting a successful project outcome	Evaluates the effect of identified risks on the project but may miss some key needs and/or the risks identified may not be completely appropriate for the context.	Evaluates the basic impact of risk on a project; identifies some areas for application, but evaluation and analysis do not clearly define risks associated with the project and mitigation strategies to ensure project success.
Style, Mechanics, and Organization	20	Almost entirely free of spelling, punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and	Spelling, punctuation, and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time.	Many spellings, punctuation, and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy,	Spelling, punctuation, and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous.

		fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate words that are specific and have a precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.	Incorporates context to support writing credibility though the style is limited. All major parts of the report are included, with ideas flowing logically from one idea to the next.	unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses words. Occasionally incorporates context to support writing credibility—some division of ideas built into sections but lacks logical flow from one to the next.	Frequently misuses or uses abstract or informal words for the topic—no clear sections. No context was provided. No writing credibility. No flow of ideas within paragraph sequence.
References and APA		Always cite references from credible and/or relevant sources appropriate to the discipline to support ideas. Writing is supported by more than the required number and type of sources. APA conventions are always followed.	Almost always, cites and references are from credible and/or relevant sources and are appropriate to the discipline to support ideas. Writing is supported by the required number and type of sources. APA conventions are mostly followed.	Attempts to cite and reference credible and/or relevant sources are appropriate to the discipline to support ideas. Writing is supported by fewer than the required number and type of sources. APA conventions are only sometimes followed.	Fails to cite or reference sources to support ideas. Demonstrates little to no research. APA conventions are not followed.
TOTAL	100%				

### **Risk Analysis Paper (25% of Final Grade)**

- CO.2 - Analyze appropriate risk response strategies and mitigation techniques in traditional, agile, and adaptive environments/projects.

Students will analyze the potential impact of the identified project risks from the Risk Identification Paper and develop a risk analysis plan that includes the following elements incorporating agile and adaptive project management strategies:

- Develop risk management strategies to mitigate the identified risks.
- Discuss the importance of continuous [agile] monitoring and reviewing risks during each project sprint.
- Apply adaptive project management strategies to support the project's potential resource constraints.
- Provide recommendations for further improvement of the organization's risk management practices.

Students must cite sources of all ideas, facts, and information used that are not their own, even if the student has paraphrased what they have read. Failure to do so is plagiarism, although the oversight may be unintentional. To avoid plagiarism, view CityU's guide about [Avoiding Plagiarism](#).

<b>Components</b>	<b>% of Grade</b>
Develop Project Risk Management Strategies	20%
Identify project sprints for each project milestone	20%
Evaluation of the project's resource constraints and recommendations for project success.	30%
Style, Mechanics, and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Develop Project Risk Management Strategies	20	All key risks are clearly identified and directly correspond to project milestones and events. Risk management strategies are included in the	Key elements of risk management strategy are included in the section. The information provides a mostly realized understanding of the	Some key elements of risk management strategy are included in the section, but the information is overly general/insufficient to	Very few key elements of risk management strategy are included in the section. The description of the organization and the project is vague or incomplete.

		section along with additional valuable information that provides a fully realized mitigation response for each key risk.	organization and the project.	understand the situation. The description of the organization and the project exists but is incomplete.	
Identify project sprints for each project milestone	20	Thorough identification and analysis of each project sprint. The information provided is clearly supported by a comprehensive monitoring plan that includes agile responses to change in the project.	Key aspects of analysis are included that describe the sprints associated with the project. The information provides an understanding of the correlation between the sprints and the milestones.	Some analyses of the sprints associated with the project are discussed. The information provides some of the milestones that are associated to the project.	There is little or no content about the project sprints or the project milestones, and the relationship of those milestones to the project.
Evaluation of the project's resource constraints and recommendations for project success. (CO.2)	30	Critically evaluates the impact of resource constraints on the project. Identifies several recommendations that are clearly rooted in adaptive and agile project management thinking and aid in the development of the organization's risk management practices.	Evaluates the effect of resource constraints on the project. Identifies a few strengths that are clearly rooted in adaptive and agile project management thinking that will aid in the project's risk mitigation strategies.	Evaluates the effect of identified resource constraints on the project but may miss some key needs and/or resource constraints. Recommendations identified may not be completely appropriate for the context.	Evaluates the basic source constraints in a project; identify some areas for application, but evaluation and analysis do not clearly define resource constraints and recommendation strategies to ensure project success.
Style, Mechanics,	20	Almost entirely free of spelling, punctuation,	Spelling, punctuation, and/or	Many spellings, punctuation,	Spelling, punctuation, and/or

and Organization		and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate words that are specific and have a precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.	grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to support writing credibility though the style is limited. All major parts of the report are included, with ideas flowing logically from one idea to the next.	and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses words. Occasionally incorporates context to support writing credibility—some division of ideas built into sections but lacks logical flow from one to the next.	grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses or uses abstract or informal words for the topic—no clear sections. No context was provided. No writing credibility. No flow of ideas within paragraph sequence.
References and APA	10	Always cite references from credible and/or relevant sources appropriate to the discipline to support ideas. Writing is supported by more than the required number and type of	Almost always, cites and references are from credible and/or relevant sources and are appropriate to the discipline to support ideas. Writing is supported by the required number and	Attempts to cite and reference credible and/or relevant sources are appropriate to the discipline to support ideas. Writing is supported by fewer than the required number and	Fails to cite or reference sources to support ideas. Demonstrates little to no research. APA conventions are not followed.

		sources. APA conventions are always followed.	type of sources. APA conventions are mostly followed.	type of sources. APA conventions are only sometimes followed.	
TOTAL	100%				

### Team Assignment (30% of Final Grade)

- CO.3 - Develop a risk management plan.

Students select a Fortune 50 company as a team and perform a comprehensive risk analysis on one of its active projects. Assignment content includes:

- An overview of the organization.
- Identify an active project within the organization and conduct a comprehensive risk analysis.
- Assess the potential impact of each identified risk on the project and the organization.
- Develop a risk management plan that outlines strategies to mitigate the identified risks.
- Discuss the importance of continuous monitoring and review of risks during the project.
- Articulate recommendations for further improvement of the organization's risk management practices.

Students must cite sources of all ideas, facts, and information used that are not their own, even if the student has paraphrased what they have read. Failure to do so is plagiarism, although the oversight may be unintentional. To avoid plagiarism, view CityU's guide about [Avoiding Plagiarism](#).

<b>Components</b>	<b>% of Grade</b>
<b>Introduction of organization and project</b>	30%
<b>Risk Management strategy and monitoring process</b>	30%
<b>Team Contribution</b>	10%
<b>Style, Mechanics, and Organization</b>	20%
<b>References and APA</b>	10%
<b>TOTAL</b>	<b>100%</b>



	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Introduction of organization and project	30	Organization overview and its project are identified and clearly described in great detail with all information needed to fully comprehend the situation.	Organization overview identified and described, and the project is included with enough detail to comprehend the current state.	Organization overview identified and described, and project included in the paper, but key details may not be addressed/discussed.	Organization project is not well identified nor described well, and an overview of the project is not addressed/discussed with enough detail to comprehend the current state.
Risk Management strategy and monitoring process  <b>PO Assessed</b>	30	Critically evaluates risk management strategies and continuous risk monitoring processes/models, and their applications, using clear and specific mitigation strategy examples; Draws nuanced recommendations including distinctions between the various models and theories and their applications.	Evaluates various risk management strategies and continuous risk monitoring processes/models, and their applications, using clear mitigation strategy examples, although it may lack some specificity. Draws recommendations including distinctions between the various models and theories and their applications.	Evaluates risk management strategies and continuous risk monitoring processes/models and their applications, but the analysis uses mitigation strategy examples that may lack some important context, nuance, depth, or completeness. Recommendations lack attention to various models, theories, and their applications.	Evaluates few risk management strategies and continuous risk monitoring processes/models and their applications. Analysis lacks mitigation strategy examples and/or provides very little context, nuance, depth, or completeness. Recommendations are either non-existent or have a severe lack of attention to various models, theories, and their applications.
Team Contribution	10	As evidenced by participation on the group discussion boards: Completes all assigned tasks	As evidenced by participation on the group discussion boards: Completes all assigned tasks	As evidenced by participation on the group discussion boards: Completes all assigned tasks by deadline. Advises	As evidenced by participation on the group discussion boards: Does not complete all assigned tasks by deadline,

		by deadline and/or seeks advice from others if delays are anticipated. Work is creative, thorough, comprehensive, and significantly advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence, transparency is celebrated.	by deadline. Advises others of progress regularly and seeks assistance where necessary. Work is thorough, as required, and advances the project, transparency is evident.	others of progress. Work produced advances the project, opportunities for transparency exist, but may not always be explored.	honest and/or transparent conversations are rare.
Style, Mechanics, and Organization	20	Almost entirely free of spelling, punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate words that are	Spelling, punctuation, and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to support writing credibility though the style is limited. All major parts of the report are included,	Many spellings, punctuation, and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses words. Occasionally incorporates context to support writing	Spelling, punctuation, and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses or uses abstract or informal words for the topic—no clear sections. No context was provided. No writing credibility. No flow of ideas

		specific and have a precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.	with ideas flowing logically from one idea to the next.	credibility—some division of ideas built into sections but lacks logical flow from one to the next.	within paragraph sequence.
References and APA	10	Always cite references from credible and/or relevant sources appropriate to the discipline to support ideas. Writing is supported by more than the required number and type of sources. APA conventions are always followed.	Almost always cites and references are from credible and/or relevant sources and are appropriate to the discipline to support ideas. Writing is supported by the required number and type of sources. APA conventions are mostly followed.	Attempts to cite and reference credible and/or relevant sources are appropriate to the discipline to support ideas. Writing is supported by fewer than the required number and type of sources. APA conventions are only sometimes followed.	Fails to cite or reference sources to support ideas. Demonstrates little to no research. APA conventions are not followed.
TOTAL	100 %				

### **Instructor Determined Activities (20% of Final Grade)**

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include: collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course.

**Components:**

Quality of Content

Quantity of Responses

Timeliness

**% of Grade**

50%

30%

20%

**TOTAL**

**100%**

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Quality of Content	50	Rich, thoughtful, and insightful problem analysis well supported by various academically appropriate resources. Always addresses instructor's comments to original posts; offers detailed new ideas and connections to previous sessions' concepts and/or real-life situations. References materials beyond those provided by instructor. Almost entirely free of grammatical or stylistic errors	Generally competent analysis, supported by various academically appropriate resources. Usually addresses instructor's comments to original posts; offers some new ideas or connections to previous and current sessions' concepts and materials. References readings provided by instructor. Grammatical or stylistic errors do not interfere with content	Scattered and poorly developed analysis rarely supported by academically appropriate resources. Sometimes addresses instructor's comments to original posts; offers few new ideas or connections made to previous and current sessions' concepts and materials. Mostly anecdotal examples with no references to readings; may rephrase or summarize other postings.	Superficial, undeveloped, and unsupported analysis that lacks insight or thoughtfulness. Never addresses instructor's comments to original posts; no connections are made to previous and current sessions' concepts and materials. No references to readings. Obvious grammatical or stylistic errors, making understanding difficult
Quantity of Responses	30	Exceeds minimum number of required quality posts.	Required minimum number of quality posts.	Initial post and fewer than minimum number of required quality posts.	Some, or all, required quality posts are missing.
Timeliness	20	Posts submitted on more than three days of the	Posts submitted on three different days of the	Posts submitted on fewer than three days of	All posts submitted at the last minute without allowing

		discussion time.	discussion time.	the discussion time.	for response time.
TOTAL	100%				

## Course Policies

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

## University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the [my.cityu.edu](#) student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the [my.cityu.edu](#) student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a user name and password.