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***Insert Dept name here***

**Business Continuity Plan Workbook**

**Risk Management Manual #1206**

**Business Continuity Planning**

**Appendix A**

**For use by all managers, supervisors, department heads or persons with charge over an area**

**Recently Updated March 17, 2020**

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**SUPERVISOR IMMEDIATE RESPONSE**

In the event of a business continuity interruption supervisors/department heads are required to take immediate steps to mitigate the disruption. The immediate actions required in these emergency events are:

1. Supervisors/department heads are responsible to immediately assess the situation and ensure the safety and well-being of employees/visitors including providing prompt access to medical attention (as needed). Supervisors will implement their department Business Continuity Plan (BCP).

Immediate steps in this event are:

* + 1. Determine critical function strategies
    2. Assess emergency contact list
    3. Assess your staff absenteeism log
    4. Determine your necessary critical supplies are up to date
    5. Determine what functions must continue and what functions can be delayed

1. Situations requiring immediate security or safety response should be reported to Security Services by calling 88 (on campus) or 905-255-4135 (off-campus).
   1. Provide as much information as is available, including incident type, employees and students affected, etc.
2. Situations impacting the safety of the university community should be reported to Director, Health, Safety and Risk Management.
3. For urgent matters impacting the University community, the Crisis Management Group (CMG) will convene as appropriate and determine necessary actions.
4. Media inquiries should be directed to the Office of Communications and Public Affairs.

# COMMUNICATION

In the event of a business continuity interruption, all communications will follow the protocols of the McMaster University Crisis Response Plan. Each department head is responsible for providing the CMG with up-to-date information related to their planning, response and recovery efforts.

* Communications to the University community and/or the public will be reviewed by the CMG and/or the Office of Communication and Public Affairs prior to being released.
* For the McMaster community, this will include use of communications tools such as the Daily News, email, voicemail, University switchboard, sign boards and other means of communications. Communications for students will be coordinated with the AVP and Dean of Students, for faculty with the Provost and Vice-President (Academic), and for all other employees with the AVP and Chief Human Resources Officer.
* For public communication, the Office of Communications and Public Affairs will liaise with local, provincial and national media and will issue news releases and background information as required.

If an employee advises you they are ill or absent due to COVID-19, please immediately notify the Occupational Health Nurses in Employee Health Services via email at [byrner1@mcmaster.ca](mailto:byrner1@mcmaster.ca) to enable central tracking of absences due to COVID-19.

A checklist is provided on following page to guide the department supervisor’s communication planning process.

## COMMUNICATIONS STRATEGY GUIDE

Paragraph 6.1 from RMM #1206

|  |  |  |  |
| --- | --- | --- | --- |
| **TASK** | **Completed** | **In Progress** | **Not Started** |
| Develop a strategy to communicate with:   * Faculty & Staff * Students * Parents, spouses/ partners of students   Coordinate as appropriate with the Office of Communications and Public Affairs, Human Resources Services, Student Affairs or Graduate Studies. | ❑ | ❑ | ❑ |
| Ensure that information regarding accessing employee support services and other psycho-social services is available. Contact Human Resources Services for assistance. | ❑ | ❑ | ❑ |
| Identify who will be responsible within department for accessing up-to-date and reliable influenza pandemic related information via CMG and how this information will be disseminated to faculty, staff and students. | ❑ | ❑ | ❑ |
| Determine which communication mechanisms will be used (e.g. social media, website, telephone trees, etc.). | ❑ | ❑ | ❑ |
| Ensure communication messaging is tailored to the target population (i.e. takes into account varying literacy level, inclusive language, etc.) | ❑ | ❑ | ❑ |
| Supervisors to communicate to employees about:   * components of the BCP (e.g. activation of the plan, who has the authority to cancel classes, etc.) * personal and family protection and response strategies (e.g. at-home care of ill family members) * roles and responsibilities * alternate instruction delivery mechanisms * promotion of annual flu vaccination * infection prevention and control measures * re-assignment * flexible work and telework options * policies regarding compensation, sick leave etc. * information from public health sources (e.g. CMG, WHO, Public Health Agency of Canada, Ministry of Health and Long-Term Care, Hamilton Public Health) | ❑ | ❑ | ❑ |
| **Notes:**  Paragraph #6.2 from RMM#1206 | | | |
| **Communicating with Students** | | | |
| Ensure that appropriate contact information (e.g. employee and student lists) are kept up to date and are accessible by more than one person. | ❑ | ❑ | ❑ |
| Develop a communication strategy for advising faculty, staff and students of the cancellation and subsequent resumption of classes. Ensure faculty, staff and students are made aware of this communication strategy. | ❑ | ❑ | ❑ |
| When deemed appropriate, departments should communicate with students regarding:   * infectious disease fundamentals as provided by the CMG (e.g. signs and symptoms, modes of transmission, etc.) * personal and family protection and response strategies * social distancing * cancellation of classes * alternate instruction delivery mechanisms * messaging from public health sources * policy addressing academic concerns of students resulting from prolonged absences from class | ❑ | ❑ | ❑ |
| Notes: |  |  |  |

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|  | **DEPT NAME**  **REVISION LOG** |

The development and implementation of crisis preparedness plans requires maintenance. This worksheet is provided to record updates and / or changes to any section of your department’s BCP. It includes the date revised, person making the revision, the page revised, whether the revision is an update or an addition (i.e. new), and a space for additional notes.

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| REVISION LOG | | | | |
| Date | Revised by: | Page | Update / New | Notes |
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The best way to handle any emergency is to be prepared with an emergency contact list. The list should include contact information of all staff members in your department, emergency response crews, and any other persons you might need to reach in order to keep your department running. For efficiency this list should be maintained regularly, or at minimum annually.

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| **EMERGENCY CONTACT LIST** | | | | | | | |
| **Last Name** | **First Name** | **Function / Position Title** | **Work Phone** | **Work Email** | **Cell Phone / Pager** | **Home Phone** | **Home Email** |
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|  | **[INSERT DEPARTMENT NAME]**  **EMPLOYEE ABSENTEEISM LOG** |

This worksheet is designed to log employee absenteeism, and may be helpful if the University’s electronic system is unavailable. The monitoring of employees will be valuable to the University, but also to the public health officials who maintain an active surveillance system. Each department / unit should ensure that regular absenteeism updates are provided to the CMG in the event of a pandemic.

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| --- | --- | --- |
| **INDIVIDUAL/POSITION RESPONSIBLE**  **(for collecting and reporting staff absentees)** | **PHONE** | **EMAIL** |
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| --- | --- | --- |
| **ABSENTEES** | | |
| **Name – Job Title** | **Duration** | **Reason (personal illness, family illness or other)** |
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|  | **[INSERT DEPARTMENT NAME]**  **EMPLOYEE HOURS WORKED LOG** |

Departments and supervisors will want to consider options to continue time reporting for hourly paid employees through MOSAIC as part of their contingency plans. Supervisors will want to track time worked by hourly paid employees to ensure they are appropriately compensated for time worked. This worksheet is designed to log time worked by employees in the potential absence of an electronic system (MOSAIC or lost internet connectivity).

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| --- | --- | --- |
| **INDIVIDUAL/POSITION RESPONSIBLE**  **(for collecting and reporting staff attendance)** | **PHONE** | **EMAIL** |
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| --- | --- | --- |
| **Hours Worked** | | |
| **Name – Job Title** | **Date** | **Hours Worked** |
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|  | **[INSERT DEPARTMENT NAME]**  **CRITICAL SUPPLIES LIST** |

McMaster University depends on hundreds of suppliers for services, materials, equipment and parts. During a business continuity interruption, both local and international suppliers are likely to experience operational, production and shipping difficulties.

Therefore, this worksheet is aimed at identifying your critical supplies and suppliers in an attempt to prepare your department for potential supply chain slowdowns. Use this worksheet to record any supplies your department relies on for its day-to-day activities. Record the supply item’s storage location, its supplier, and also any alternate suppliers in the event that your main supplier is unable to furnish the supplies.

Please pay close attention to suppliers who are core to the University’s response to a business continuity interruption because their absence or disruption during a crisis would endanger the health and safety of University employees or students, or significantly impact the University’s ability to continue its operations (for example: food in residence). It is recommended that your department develop a plan to identify these critical supplies so that you will be well prepared if and when an emergency scenario occurs.

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| **CRITICAL SUPPLIES LIST** | | | |
| **Supply Item** | **Storage Location** | **Main Supplier &**  **Contact Information** | **Alternate Supplier &**  **Contact Information** |
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|  | **[INSERT DEPARTMENT NAME]**  **CRITICAL FUNCTIONS WORKSHEET** |

Critical Function is defined as follows:

* A function that when not delivered creates an impact on the health and safety of individuals or animals.
* A function that may lead to the failure of an Academic / Administrative / Research unit if activities are not performed in a specified time period.

The worksheet provided will help your department identify critical functions. You must:

* Identify allthe functions performed by your department / unit.
* Identify any “Surge Functions”, which are functions that may be increased as a result of the pandemic response. Take time to assess these functions as they will create more workload for your department’s staff.
* Identify any functions that can be done from home. Establish or expand departmental policies and tools that enable employees to work from home with appropriate security and network access to applications.
* Identify the position(s) in charge for carrying out the function.

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| CRITICAL FUNCTIONS LIST | | | | |
| **Function** | **Surge Function**  **Y/N** | **Work From Home Y/N** | **Position(s) Responsible** | **Priority A, B or C** |
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Once you have identified and prioritized your critical Administrative / Academic / Research functions, you are ready to develop strategies. Examples of completed worksheets for Administrative, Academic and Research units can be found in Appendix C. Please keep in mind that this worksheet can be used to develop strategies for other potential emergency scenarios.

For each “Priority A” function you will need to develop the following:

* Pro-Active Strategy: If applicable, this is a control or action you can be put in place before the crisis occurs in order to mitigate the effect of the occurrence (e.g. - contract a hot site; implement security procedures, etc.)
* Active Strategy: A statement of the strategy to be implemented when the scenario occurs. This becomes the basis for your departmental plan.

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| **Scenario:** | | | **IMPACT** | | |
| Pandemic Infectious Disease Reaches Canada.  Therefore, employee and student absenteeism rate climbs to 35% for an 8-week period. | | |
| ***Low*** | ***Medium*** | ***High*** |
| **Critical Function “Priority A”:** | **PROBABILITY** | High |  |  | X |
|  | Medium |  |  |  |
| Low |  |  |  |
| **Business Impact: (Quantitative/Qualitative)** | | | | | |
|  | | | | | |
| **Proactive Strategy:** | | | | | |
|  | | | | | |
| **Reactive Strategy:** | | | | | |

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| **Scenario:** | | | **IMPACT** | | |
| Pandemic Infectious Disease Reaches Canada.  Therefore, employee and student absenteeism rate climbs to 35% for an 8-week period. | | |
| ***Low*** | ***Medium*** | ***High*** |
| **Critical Function “Priority A”:** | **PROBABILITY** | High |  |  | X |
| . | Medium |  |  |  |
| Low |  |  |  |
| **Business Impact: (Quantitative/Qualitative)** | | | | | |
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| **Proactive Strategy:** | | | | | |
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| **Reactive Strategy: prioritize claims and process on as needed basis** | | | | | |

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| **Scenario:** | | | **IMPACT** | | |
| Pandemic Infectious Disease Reaches Canada.  Therefore, employee and student absenteeism rate climbs to 35% for an 8-week period. | | |
| ***Low*** | ***Medium*** | ***High*** |
| **Critical Function “Priority A”:** | **PROBABILITY** | High |  |  | X |
|  | Medium |  |  |  |
| Low |  |  |  |
| **Business Impact: (Quantitative/Qualitative)** | | | | | |
|  | | | | | |
| **Proactive Strategy:** | | | | | |
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| **Reactive Strategy:** | | | | | |

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| **APPENDIX –** |
| **Sample Critical Function Strategies Worksheets** |

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| **Scenario:** | | | **IMPACT** | | |
| Pandemic Infectious Disease reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period. | | |
| ***Low*** | ***Medium*** | ***High*** |
| **Priority A Function:** | **PROBABILITY** | High |  |  |  |
| Employee Payroll | Medium |  |  | X |
| Low |  |  |  |
| **Business Impact: (Quantitative/Qualitative)** | | | | | |
| Possibility of Payroll disruption and the impact that this will have on employees. | | | | | |
| **Proactive Strategy:** | | | | | |
| - Arrange for telework options for key staff that perform payroll processing activities. (Complete)  - Ensure adequate cross training of staff for key processes, including submission of pay files to the bank. (Complete)  - Utilize on-line communication tools to ensure effective coordination of processes by employees who are working from remote locations (Complete)  - Develop a detailed payroll contingency strategy which addresses various scenarios – including disruption to electronic pay transmission. (Complete) | | | | | |
| **Reactive Strategy:** | | | | | |
| In the event of a disruption to the ability to transmit pay to the bank, Human Resources Services will provide the bank with authorization to rely on the on the last previous week’s payroll file received. Adjustments to correct any payments will be made when normal operations resume.  Engage a communication plan to advise any impacted employees. | | | | | |

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| **Scenario:** | | | **IMPACT** | | |
| Pandemic Infectious Disease Reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period. | | |
| ***Low*** | ***Medium*** | ***High*** |
| **Priority A Function:** | **PROBABILITY** | High |  |  |  |
| Classroom lectures | Medium |  |  | X |
| Low |  |  |  |
| **Business Impact: (Quantitative/Qualitative)** | | | | | |
| Classes could be cancelled for an undefined time period. Significant concerns may emerge with the academic term. Cancelled classes may also impact preparations for future students, or funding arrangements. | | | | | |
| **Proactive Strategy:** | | | | | |
| - Determine if any classes can be taught online. Begin to set up a logistical plan for the ones that can. - Set-up a web page that lets students know on a real-time basis which classes are still running and which ones are not.  - Complete the Departmental Business Continuity Plan found on the Environmental and Occupational Health Support Services web site. | | | | | |
| **Reactive Strategy:** | | | | | |
| Utilize online methods of teaching to facilitate access off campus, compliment in-class teaching, and enhance the learning experience.   * Echo360 for livestreaming or pre-recording your lectures   + Contact Campus Classroom Technologies at [cct@mcmaster.ca](mailto:cct@mcmaster.ca) or calling 905-525-9140 x22761 for support.      * Microsoft Teams for livestreaming, use of back channels for Q&A or follow-up conversations, collaborative work, virtual office hours, and pre-recording of lectures, introduction & explainer videos.  All campus community members currently have access to Microsoft Teams.   + Contact UTS at [uts@mcmaster.ca](mailto:uts@mcmaster.ca) for support on how to set-up Microsoft Teams. | | | | | |

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| **Scenario:** | | | **IMPACT** | | |
| Pandemic Infectious Disease Reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period. | | |
| ***Low*** | ***Medium*** | ***High*** |
| **Priority A Function:** | **PROBABILITY** | High |  |  |  |
| Protecting the safety and security of all persons on campus | Medium |  |  | X |
| Low |  |  |  |
| **Business Impact: (Quantitative/Qualitative)** | | | | | |
| Minimized security presence on campus could result in increase in any crime. If crime increases there will be a minimized presence to investigate and report on the incident. | | | | | |
| **Proactive Strategy:** | | | | | |
| - Identify any retired security employees who may be able to come back and work  - Determine areas that can go without security services for an extended period of time  - Prepare education and guidance materials to assist Senior Management Team in evaluating their security needs  - Complete the Business Continuity Plan Workbook found on the Environmental and Occupational Health Support Services web site. | | | | | |
| **Reactive Strategy:** | | | | | |
| - Canvass other university areas to determine available staff to utilize for security watch. | | | | | |

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| **Scenario:** | | | **IMPACT** | | |
| Pandemic Infectious Disease Reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period. | | |
| ***Low*** | ***Medium*** | ***High*** |
| **Critical Function “Priority A”:** | **PROBABILITY** | High |  |  |  |
| The campus boiler must be operated and maintained regularly | Medium |  |  |  |
| Low |  |  | **X** |
| **Business Impact: (Quantitative/Qualitative)** | | | | | |
| If the boilers fail, it will impact the ability to provide heat to buildings on campus. If other areas have no heat, it would present inappropriate working conditions. Having no heat would also have an impact on the ability to teach classes. | | | | | |
| **Proactive Strategy:** | | | | | |
| Cross train employees to be able to monitor the boilers to determine if they are failing.  Maintain contact lists of retired employees, contractors, and volunteers that are qualified to perform the work.  Investigate alternative heating measures i.e. heat sharing with McMaster University Medical Center | | | | | |
| **Reactive Strategy:** | | | | | |
| Assign administrative staff to call people on the contact list  Assign staff to a schedule of frequent checks of boilers when staffing levels do not allow for continual maintenance | | | | | |