

**Program Identifier: BA in Professional Studies with a  
Major in Business Administration**

**Course #: FA335**

**Understanding Risk Management in the Workplace**

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630-960-3299 (cell) Texting is fine.  
Available by telephone with prior arrangement. **IMPORTANT:** If you send an email or need more immediate response from me please text me to let me know about it to make sure it doesn't get spammed. Include your name and our class name in your first text please. My intent is to respond to all communications within 48 hours.

**1. Course Location and Delivery Format (Online Course)**

**2. Course Description**

This overview course in risk management will introduce students to the various types of risks that need to be managed in the workplace. Numerous areas such as operational risk, market risk, global risk, and customer risk will be investigated. While this course is not to create students who will be experts in risk management this course will allow them to identify and analyze areas of potential risk to their organization. Students will use case studies to ensure that proper communication happens for key risks within the organization.

Risk management is a broad and potentially complicated general topic area that typically involves quantitative analysis, however, this course will take more of a conceptual approach to risk management. There will be quantitative analysis involved as needed to develop understanding but the emphasis is more on critical thinking and situational analysis than in-depth quantitative analysis.

*There are no pre-requisite requirements to participate in this class.*

**3. Required Text (does not need to be purchased – readings available in D2L)**

Waring, A. & Glendon, A.I. (1998). *Managing risk: Critical issues for survival and success into the 21st century*. Andover, UK.

#### 4. Learning Outcomes

Students will gain a general understanding about analysing risk, loss and approaches for evaluating and managing risk as it pertains to workplace issues. Outcomes include knowledge and ability to analyse and apply concepts and strategies relating to:

- Define risk and uncertainty concepts and terminology
- Apply organizational communication as a risk management tool
- Define role of insurance as a risk transfer tool
- Define public and private securities and macro environmental influences
- Evaluate risks using qualitative and quantitative (basic) approaches
- Identify appropriate responses to prevent and/or address risks
- Apply various methods of communication about risk in multiple settings
- Analyse risk management issues in organizational/governance contexts
- Apply skills for effective risk related decision-making in organizations

#### 5. Learning Strategies & Resources

This course is set up so that the weekly topics and assignments build upon each other to build a general approach for dealing with risk related situations. Students are expected to complete the assigned readings, discuss the readings and course content in the discussions and then apply those concepts in written homework assignments. The final project allows the student to demonstrate a deeper level of understanding of a risk-related topic of their choosing.

#### 6. Learning Deliverables (graded evidences of learning)

Students will demonstrate understanding by completing various activities throughout the course to include: Two Homework Assignments worth 15% of the grade each for a total of 30%, a final project worth 40% of the grade, weekly discussions worth a total of 30% of the grade. My intent is to have assignments graded and my comments posted within 10 days of the assignment due date and efforts will be made to complete them sooner. I send an email after completing each set of assignments to notify students of the completion.

Homework 1 Description – Applying Risk Management General Principles: Students will apply general risk management concepts to the scenario provided. The intent is for students to demonstrate the ability to evaluate a given risk related situation, determine which risk management principles are applicable to the situation and then, using class concepts, explain how they would use these principles to appropriately manage the possible risks.

Homework 2 Description – Evaluate a Quantitative Risk Situations: Students will apply the “risk equation” to several scenarios to experiment with the numeric side of risk management. The intent is to give students a taste of how numerically complicated risk management can be and to develop a respect for the importance of probabilities and

structured risk management decision making. The math involved is simple algebra: addition, subtraction, etc.

**Final Project Description – Investigating Your Own Risk Management Topic:** The final project is designed for students to combine risk management content learned in this course with knowledge gained from other courses, or personal and/or professional situations. It is expected that students will add to the knowledge gained from the course by selecting an area of risk management about which they would like to gain additional knowledge that is NOT covered in depth in the class and then delve more deeply into the topic. Students should pick a risk management topic of interest, investigate body of knowledge sources related to the topic and then write up their findings looking for ways to relate the new topic to those covered as part of the course. Ideally, students can create a scenario where the topic area can be practically applied. **IMPORTANT:** Topic areas must be approved by the instructor and a special email assignment is included in week 7 to prompt you to email me for approval. This is important to designed to protect you from picking a topic that is not substantial enough for this assignment.

**Regarding Tardy Assignments:** ALL work must be submitted by the end of the quarter. ALL late assignments will IMMEDIATELY lose 10% of the possible points for that assignment, and all assignments not received by the end of the day of the following week's "class session" will AUTOMATICALLY forfeit all points. Basically – participate with the discussions in a timely way and get your written assignments in on time and all will be fine. Turn them in late and your grade suffers.

**Online Discussions:** The discussions are an important and integral part of this course. Students are expected to actively participate with the online discussions not only offering their own initial comments but also reviewing AT LEAST 5 of their fellow student posts and replying to AT LEAST two (2) of those posts. (In case you are wondering, I can see how much time you spent reviewing other student posts.) And reply means something substantial and not just "I Agree", or "Definitely" or "Ditto." Think about our class as "meeting" on Monday of each week which means that your initial posts should be made prior to the end of Friday of each week to allow other students to reply. Replies to other student posts should be posted by the end of the day Sunday of each respective week. Look at the rubric to see how points are deducted for not meeting the initial and reply posting deadlines or assigned for acceptable completion. Also, you are expected to cite from the readings or other assignments in your discussion posts and points will be deducted for not citing to support your assertions.

The bottom line on the discussions is this: I think of them as a way for you to engage each other in a meaningful way related to the class topics under investigation. Much learning happens between each other in an on-ground classroom and the discussions are our "classroom." The more you engage, the more you will learn and the more your

fellow students will learn from you. Have fun with the discussions, do the readings and come prepared to engage.

## **7. Assessment of Student Learning**

Student work will be evaluated based on the demonstrated level of critical thinking, argument support and effective communication in writing demonstrated. Particular attention will be given to the way that students integrate the concepts covered in class and in the readings to specific situations encountered in their own personal and/or work lives or in relation to the examples provided in class.

Written homework and final assignment should be scholarly in nature, formatted in accordance with APA guidelines, supported using credible sources and free from grammar and spelling errors. Nobody is expected to be the next Nobel Prize in Literature winner but basic readability is expected or points will be deducted. If the number and nature of writing errors are egregious, the instructor reserves the right to return the work to the student without grade for rewrite and resubmission. 10% late penalty will be applied as appropriate.

Discussions will be graded based on engagement with other students, familiarity with course material and level of critical thinking applied to the discussion questions. A major goal of the discussions is for students to develop familiarity with the course content that will last beyond the duration of the course. Engaging with the discussions and classroom assignments is intended to support this goal. Refer to the discussion rubric associated with each discussion for specific evaluation criteria.

Collaborative learning is important and the level at which students not only demonstrate their own learning but also enhance the learning environment for others will be considered when grading.

## **8. Grading Criteria & Scale**

- a. Homework 1: 15% - Due in Week 6
- b. Homework 2: 15% - Due in Week 9
- c. Final Project: 40% - Due in Week 11
- d. Discussions: 30% - Due during the designated online weeks. Both posts and at least two replies are required.

90 – 100 points = A; 80-89 points = B, 70-79 points = C, 60-69 points = D, <60 points = failing grade. Plus/minus letter grades will be given as follows: 0, 1, 2 (minus), 3,4, 5, 6 (full letter grade), 7,8, 9 (plus). Late submissions will automatically be docked 10% of the grade and assignments received more than one week late will receive zero points.

See additional information pertaining to the grade designations, for [graduate grades](#) and for [undergraduate grades](#) .

Identify when relevant [Pass/Fail Grading Options](#) (UGRAD only)

## 9. Course Schedule

Week, Module # and Title	Readings	Assignments
<b>Module 1 (Weeks 1 &amp; 2): Course Overview &amp; Introductions and Risk Concepts</b>	Week 1: <ul style="list-style-type: none"> <li>• Read Module 1</li> <li>• Read Chapters 1 &amp; 2 in the Required Text</li> <li>• Watch Instructor Video</li> </ul>	Week 1: <ul style="list-style-type: none"> <li>• Introduction Discussion</li> <li>• Participate in Discussion - General Risk Concepts</li> </ul>
	Week 2: <ul style="list-style-type: none"> <li>• Read <i>A Risk Management</i></li> </ul>	Week 2: <ul style="list-style-type: none"> <li>• Participate in Discussion - Hurricane Preparation Scenario</li> </ul>
<b>Module 2 (Weeks 3 &amp; 4): Governance and Systematic Risk Management</b>	Week 3: <ul style="list-style-type: none"> <li>• Read Module 2</li> <li>• Read Chapters 3 &amp; 4 in the Required Text</li> <li>• Watch Instructor Videos</li> </ul>	Week 3: <ul style="list-style-type: none"> <li>• Participate in Discussion – Governance General Concepts</li> </ul>
	Week 4:	Week 4: <ul style="list-style-type: none"> <li>• Participate in Discussion – Systematic Risk Management</li> </ul>
<b>Module 3 (Week 5 &amp; 6): Organizational Communication and Risk Management</b>	Week 5: <ul style="list-style-type: none"> <li>• Read Module 3</li> <li>• Watch Instructor Video</li> <li>• Read <i>Beyond Chat</i> (Chapter 2)</li> </ul>	Week 5: <ul style="list-style-type: none"> <li>• Complete Homework 1</li> <li>• Participate in Discussion – Organizational Communication Concepts</li> </ul>
	Week 6: <ul style="list-style-type: none"> <li>• Watch Instructor Video</li> <li>• Read <i>Beyond Chat</i> (Chapter 3)</li> </ul>	Week 6: <ul style="list-style-type: none"> <li>• Participate in Discussion – Governance and Hurricane Preparation</li> </ul>
	Week 7: <ul style="list-style-type: none"> <li>• Read Module 4</li> </ul>	Week 7:

<b>Module 4 (Weeks 7 &amp; 8): Insurance, the Risk Equation and Risk Transfer</b>	<ul style="list-style-type: none"> <li>• Watch Instructor Video</li> <li>• Read Pages 101-103 &amp; 116-117 in the Required Text</li> <li>• Review <i>Investopedia</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Discussion – The Risk Equation</li> <li>• Complete Homework 2</li> <li>• Email instructor information about your final project topic selection</li> </ul>
	<p>Week 8:</p> <ul style="list-style-type: none"> <li>• Re-Read Chapter 2 from the Required Text</li> <li>• Read Pages 196-197 in the Required Text</li> </ul>	<p>Week 8:</p> <ul style="list-style-type: none"> <li>• Participate in Discussion -</li> </ul>
<b>Module 5 (Weeks 9 &amp; 10): Stock Exchanges and Technical Stock Analysis</b>	<p>Week 9:</p> <ul style="list-style-type: none"> <li>• Watch Instructors Videos</li> <li>• Read Module 5</li> </ul>	<p>Week 9:</p> <ul style="list-style-type: none"> <li>• Participate in Discussion – Public Stock Trading Concepts</li> </ul>
	<p>Week 10:</p> <ul style="list-style-type: none"> <li>• Read Technical Analysis Overview</li> <li>• Read Candlestick Charting Overview</li> <li>• Read Stock Trading Volume Overview</li> <li>• Read Moving Average Overview</li> <li>• Read Relative Strength Index (RSI) Overview</li> <li>• Read MACD Indicator Overview</li> </ul>	<p>Week 10:</p> <ul style="list-style-type: none"> <li>• Participate in Discussion – Stock Technical Analysis as a Future Prediction Tool</li> <li>• Complete Homework 3 (Due in Week 11)</li> </ul>

*This syllabus is subject to change. Students will be notified about changes via email and announcements in the class site.*

**10. Course Policies**  
**CLASS PARTICIPATION**

Your learning will be enhanced with more class participation not to mention that your fellow students will benefit from your interaction with them. Timeliness of posting and replies to fellow students in the discussions will be considered when grading. Please note: this is NOT a self-paced course even though it is an online course. Students are expected to keep up with the weekly readings and media reviews, engage with the discussions and complete the homework within the designated timeframes.

### **INCOMPLETE POLICY**

Incompletes are strongly discouraged by the professor and rarely given, and when given, only in highly extreme circumstances. Special prior written arrangement with the professor is required. Students should understand that a large number of incompletes do not ever get completed and turn into a failing grade, so students should commit themselves to completing the course during the designated timeframe.

I rarely give incomplete (IN) grades and students should not expect to get an incomplete grade except in highly unusual circumstances such as medical or other types of emergencies. Incompletes must be requested by the student and approved by me by email before students should assume an incomplete is applicable. Should you receive an incomplete grade, you will be expected to meet with me to determine what must be done to correct the incomplete and that work must be fully completed by the end of the quarter following the incomplete to receive a passing grade, as explained in the Incomplete Contract that will be completed between the instructor and the student. It is my experience that incomplete grades are often not completed so students, in their own self-interest, should resolve themselves to fully completing the course in the allotted time. Not completing an incomplete as agreed will result in an "F" grade. This is non-negotiable.

### **VINCENTIAN VALUES**

All feedback and assessments will occur in the context of the four values of this Vincentian institution: clarity, flexibility, empathy and integrity.

### **PASS/FAIL OPTION**

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that grades assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted credit hours demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student's grade point average.

For SNL students, grades awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

### **ACADEMIC INTEGRITY**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Students should understand that the instructor may submit student writing projects to TurnItIn, a plagiarism checker, and if material plagiarism is found the student's work may be turned over to DePaul for follow up under this Academic Integrity provision. This is very serious so please just do your own work. Ask the instructor if you have any questions about how to ensure compliance with this important policy.

### **PROTECTION OF HUMAN RESEARCH PARTICIPANTS**

Although unlikely, this course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

### **FOR STUDENTS WHO NEED ACCOMMODATIONS BASED ON THE IMPACT OF A DISABILITY OR CHRONIC ILLNESS**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.



To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted the Center for Students with Disabilities <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>.

### **GENERAL COMMENTS**

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#) (UGRAD)

[Academic Integrity Policy](#) (GRAD)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format](#) (GRAD)

University Attendance Policy

### **11. Other Resources for Students**

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

### **12. Instructor Brief Bio**

Ed Paulson has been with DePaul since 2001 and teaches entrepreneurship, business management and organizational communication classes. Educationally, Dr. Paulson holds a PhD in Technology Management, an MBA, and both a bachelor and master degree in engineering. His professional career spans over 30 years working with start-ups in Silicon Valley, working inside of major organizations and starting and running his own companies. He consults with clients where concepts of organizational risk, reward, benefit and management are practically applied on a regular basis.

CAC Approved 12.16.16