



**BUSINESS CONTINUITY  
INSTITUTE**

**GOOD PRACTICE GUIDELINES  
2007**

*A Management Guide to Implementing  
Global Good Practice in  
Business Continuity Management*

**SECTION 6  
EMBEDDING BCM IN THE  
ORGANISATION'S CULTURE**



## ABOUT THIS GUIDE

### 1. Introduction

The BCI published its first Good Practice Guidelines in 2002. This played a significant part in the development of the British Standards Institution's (BSI) Publicly Available Specification for Business Continuity Management (PAS 56). GPG05 was issued followed by an extensive rewrite in to take into account the latest thinking in BCM internationally and to recognise increasing maturity in BCM practice across all sectors, public and private.

This guide to implementation of Business Continuity Management (BCM) has been prepared to support the launch of BS 25999-1 A Code of Practice for Business Continuity Management by the British Standards Institution. It can be viewed as implementation guide to BS25999 and as a definitive text for those wishing to understand BCM principles and practices in a more comprehensive manner.

There is a close relationship between the structure of this GPG and BS 25999-1 because the BCI GPG has always been a key component of BSI initiatives in the BCM field. A further revision is envisaged once BS 25999-2 is published since this will identify a management framework and which elements become mandatory.

However as a global institute, The BCI needs to reflect good practice across the world. BS25999 offers a comprehensive view of the subject but there are other standards in place with which many BCI professional members need to understand. As such the GPG07 is also designed to cover the main requirements of NFPA1600 (US and Canada) HB221 (Australia), APS 232 (Australia) and FSA (UK).

In no cases, however, must the GPG be seen as a replacement for those standards or as a guarantee of compliance with those standards.

### 2. Format of this Guide

The Guide has been prepared in 6 sections, which are in line with the earlier versions of the Guide and also with BS25999 nomenclature.

Section 1 consists of the introductory information plus **BCM Policy and Programme Management**.

Section 2 is **Understanding the Organisation**

Section 3 is **Determining BCM Strategy**

Section 4 is **Developing and Implementing BCM Response**

Section 5 is **Exercising, Maintaining & Reviewing BCM arrangements**

**Section 6 is Embedding BCM in the Organisation's Culture**

At the end of each section there is a summary of "Key BCM Indicators" that will support future use of the BCI Benchmarking Tool, BCI E-Learning and BCI Entrance Examinations.

The view presented in these Guidelines attempts to provide the core discipline of Business Continuity Management while recognising that individual practitioners are often required, by common sense or direction, to extend their role because of the situation in the organisation they work for.

Before referencing this Section of the Guide, you are advised to read Section 1, which explains in more detail how the guide works and how to use it most effectively.

### 3. About Section 6 - Embedding BCM in Organisation Culture

Business Continuity Management is an holistic management process that identifies potential impacts that threaten an organisation and provides a framework for building resilience and the capability for an effective response that safeguards the interests of its key stakeholders, reputation, brand and value creating activities.

To be successful BCM has to be taken for granted as part of normal business management, regardless of size or sector. At all points in the BCM process, opportunities exist to introduce and enhance an organisation's BCM culture.

## GUIDELINES STAGE 6: EMBEDDING BCM IN THE ORGANISATION'S CULTURE

### *COMPONENTS*

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## 6.0 EMBEDDING BCM IN THE ORGANISATION'S CULTURE

*Ref: BS 25999-1 Section 10*

### 1. General Principles

The successful establishment of a Business Continuity Management (BCM) within the organisation's culture is dependent upon its integration with the organisation's strategic, and day-to-day, management and alignment with its business priorities.

A BCM culture will ensure that an organisation can:

- Develop a BCM programme more efficiently
- Instil confidence in its stakeholders, especially staff and customers, in its ability to handle disruptions
- Increase its resilience over time by ensuring BCM implications are considered in decisions at all levels
- Minimise the impact and likelihood of disruptions

The process for sustainable developing and embedding BCM in the organisation's culture is a regular iteration of the following three steps:

- Assessing the current level of awareness of, and commitment to, BCM against the desired level; thus identifying the 'training gap' that exists between the two
- Designing and delivering a campaign to create corporate awareness and develop the skills, knowledge and commitment required to ensure successful Business Continuity Management.
- Checking that the awareness campaign has achieved the desired results, and monitoring BCM awareness in the longer term

There is a limit to which any programme can alter the culture of an organisation; and attempts to change attitudes may have unexpected effects which may be the opposite of those intended.

Factors for success include:

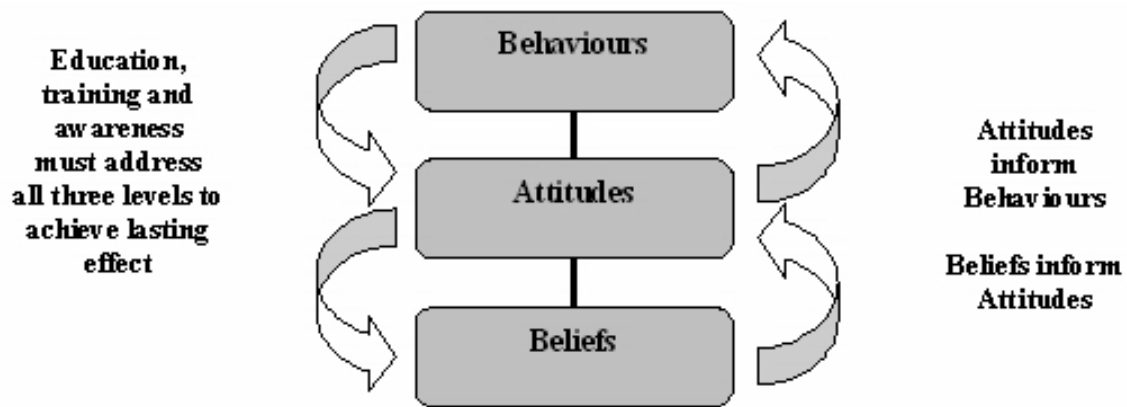
- Visible and continued support by senior management. This must include adequate budget to support the awareness campaign over time. It is also important to gain commitment from managers and operational staff who are required to implement Business Continuity Management.
- Consultation, with everyone involved with BCM, in developing the campaign. As well as providing focus for the awareness effort, consultation in itself helps raise awareness and may help prepare the way for commitment to new working practices.
- Focus on the business priorities of the organisation. Relating the campaign message to corporate and individual WIIFM ("What's In It For Me?") factors helps to provide justification for BCM and working practices that support it.

The awareness campaign and its messages should be tailored to target audiences. These audiences are both internal, for example BCM practitioners and general staff - and external, for example key stakeholders and third parties that are dependent on (or may adversely affect) the organisation's own business continuity management effort. External awareness is particularly important where BCM operates in an outsourced environment.

Organisational culture is manifested in shared values, operating norms, styles and patterns of behaviour. It is frequently described as 'the way we do things around here' or 'what you have to do to get on'.

Experience has shown that behavioural change initiatives fail to attract lasting commitment

unless attitudes and beliefs are also engaged. One specific belief 'It will never happen to me' is a particular barrier to BCM. In order to really change behaviours, it is necessary to influence the attitudes. In order to influence attitudes, it is necessary to develop and establish beliefs. Thus, achieving cultural change can be a subtle and lengthy process.



This stage describes the process of assessing and increasing BCM awareness and training within the organisation and therefore differs in structure to BS 25999-1 section 10 which is focussed on defining the outcomes of that process.

## 6.1 ASSESSING THE LEVEL OF BCM AWARENESS & TRAINING

### 1. Introduction

Before planning, and designing the components of, an awareness campaign, it is important to understand what level of awareness currently exists, and what level is desired following the delivery of education, training and awareness. It is also important to identify how the desired level of awareness will be measured and what changes will manifest the new BCM culture.

The organisation's level of awareness will be constantly changing as personnel join and leave. Internal and external events may also lead to a sudden increase in awareness and knowledge of BCM issues though these often fade quickly so the BCM programme should be ready to seize on and develop these opportunities when they arise.

Consideration should be given to extending the scope of the BCM awareness programme to the organisation's suppliers, customers, contractors and other stakeholders.

### 2. Precursors

The BCM Policy provides the framework for supporting the need and requirement for cultural change.

### 3. Purpose

The purpose of this activity is to assess current and desired levels of BCM awareness, define what areas the awareness campaign must target and how the campaign can most effectively be run.

### 4. Concepts and Assumptions

An audit of current BCM awareness should seek to establish the level of knowledge of, and commitment to BCM. Evidence will be found chiefly in behaviours, but there are other sources within the organisation.

Those involved in making the awareness assessment should have a good understanding of the business and its BCM aims. They should also have, or be able to call on those with, an appropriate level of competency in education, training and awareness activities, and suitable diagnostic and interpersonal skills.

As for other stages in the awareness campaign, this activity requires consultation with, and the co-operation of, staff throughout the organisation, from senior management through BCM practitioners to staff without specific BCM roles, but a general responsibility to "play their part" in BCM. In particular, senior management should, from the outset, provide support for the awareness work, both in terms of material resource and commitment to the mission.

### 5. Process

The awareness assessment activity is effectively a Training Needs Analysis ("TNA") and comprises three principal tasks:

1. Establishing the current level of awareness of BCM
2. Specifying the desired level of awareness or training, and how this will be measured
3. Identifying the nature and scope of the "Training Gap" to be bridged by the campaign

#### *Requirements*

Specific skill requirements for BCM staff include:

- Programme management

- Business impact analysis
- Developing and implementing BC plans
- Running an exercise programme

More general education in BCM issues should be identified for BCM staff involved in programme for example to:

- Understand trends and new developments in the subject
- Explore the possibilities and issues of new technologies
- Learn how other organisations are addressing similar challenges

For other BCM-related roles specific skills for incident response may be required such as:

- Fire evacuation
- Damage limitation
- Salvage and damage assessment
- Equipment restoration
- Leadership

General staff awareness requirements may include:

- How to raise the alarm
- Responding to specific threats
- What to do when evacuated from the site
- Knowledge of recovery plans
- Integration of basic awareness into staff initiation training

## 6. Methods and Techniques

### *Establishing the current level of awareness of BCM*

This activity is an information gathering exercise. The objective should be to establish statistical indicators of any gaps in awareness, and an assessment of the appreciation of, and commitment to, BCM in target groups of staff.

Sources should include:

- Documentation: including corporate policy statements and procedures, incident and crisis response reports, accounts of previous BCM tests and exercises, relevant IT system and business metrics
- People Feedback: including interviews with senior management and business managers, focus groups with practitioners and end-users
- Observation: including on-the-job reviews of current working practices (for example, in comparison with corporate policy)

### *Specifying the desired level of awareness, and how this will be measured*

This activity is about specifying the behaviours and related performance indicators that will confirm to the business a satisfactory level of BCM awareness in each staff target group. This specification should be agreed with senior management (in terms of corporate performance on BCM) and with managers and BCM practitioners (in terms of the feasibility and integration with working practices).

The specification will depend on the nature and scope of the business, its BCM requirements and effort, but may include the following:

- Specific skills required for BCM response to disruptions
- Enhanced working practices that support BCM developments
- A better understanding of, and material support for, BCM issues by staff generally
- A higher BCM profile in corporate decision-making, policy and culture

### *Identifying the nature and scope of the "Training Gap" to be bridged by the campaign*

This activity requires the comparison of the results of steps 1 and 2 described above. The nature and scope of the Training Gap should be identified both in terms of the BCM subjects to be addressed by the campaign, and which delivery type - education (information), training (skills) or awareness (appreciation of, and commitment to, BCM) - is most effective.

The awareness of staff may be defined at one of four levels:

- Unconscious Incompetence is defined as the condition in which staff are unaware of BCM issues. They do not know what they don't know.
- Conscious Incompetence is defined as the condition in which staff are aware of BCM generally, but know little about its detailed requirements.
- Conscious Competence is defined as the condition in which staff are cognisant of the BCM issue and are proficient (e.g. In following documented procedures) in supporting BCM
- Unconscious Competence is defined as the condition in which staff are fully competent in applying BCM in a variety of circumstances.

## 7. Outcomes and Deliverables

The outcomes from the awareness assessment should include:

- A statement of the current level of awareness and effectiveness of staff to support BCM
- A statement of the desired level of awareness and how this will be measured
- A definition of the Training Gap, including BCM subjects that require greater awareness, staff attitudes to BCM - since this will help define the overall message of the awareness campaign - and the level (s) of competence found in each target group.

## 8. Review

The awareness assessment should be carried out at the start of the awareness campaign, again following the main thrust of the campaign, and periodically thereafter as a monitoring capability.

Additionally, awareness assessments may be needed in response to changes in:

- Organisational business processes that affect BCM priorities
- Legislation affecting BCM requirements
- The BCM risks including security threats and vulnerabilities and other business-related risks
- Corporate and client/partner requirements for the availability of information and services, including accepted industry Best Practice e.g. BS25999 and ISO27001

## 6.2 DEVELOPING BCM WITHIN THE ORGANISATION'S CULTURE

### 1. Introduction

The activities available to influence culture include:

- Training - specific BCM related skills
- Education - general BCM knowledge
- Awareness - specific knowledge for BCM issues

Designing and delivering these comprises three principal activities:

- Design
- Delivery Planning
- Delivery

### 2. Precursors

The BCM Policy provides the framework for supporting the need and requirement for cultural change. Within the BCM culture and awareness activity, the design and delivery of education, training and awareness must be derived from an accountable Training Needs Analysis (see previous step).

The responsibilities of individuals within the BCM programme need to be assigned before the programme is designed.

### 3. Purpose

The purpose of this activity is to define the BCM messages to be assimilated by staff, and select the most effective means to deliver those messages.

### 4. Concepts and Assumptions

Education, training and awareness can be delivered in many ways; it is critical to the success of an awareness campaign that the most appropriate and effective methods of delivery are selected.

The planning and design of the campaign should be hierarchical, starting with objectives derived from the definition of the Training Gap and its constituent features. Teaching points should in turn be identified from the specific knowledge, skills and awareness items that need to be assimilated by staff to bridge the Gap.

Staff with no particular responsibility for BCM may need to attain only awareness, or a prescribed level of proficiency, in carrying out those BCM-related tasks that are part of the role within the organisation. BCM practitioners, however, should receive a structured training path that delivers knowledge, skill and finally includes competency in BCM via opportunities to put their skills into practice.

The campaign must be costed and the effort required agreed by senior management at an early stage in the process. The availability of staff to attend training events should also be taken into account when planning the strategy and the campaign timetable.

### 5. Process

Designing and delivering education, training and awareness comprises three principal activities:

- Design
- Planning
- Delivery

### *Design*

The overall design may consider first raising awareness of the BCM issue generally, to create an appetite for formal training or similar events where the key information will be delivered.

Following formal learning events, further information and opportunities for learning should be provided through, for example, corporate newsletter pages and Intranet sites, discussion groups and other activities.

In designing the campaign, the following key tasks should be completed:

- Identify the audiences for awareness, and the key education, training and awareness ("ET&A") issues to be delivered
- Prioritise the teaching points that comprise the BCM ET&A issues
- Select the order and delivery methods required for the prioritised teaching points

### *Delivery Planning*

The term "campaign" has been used throughout, for emphasis: the achievement of cultural change will require a long term, campaigning approach. The delivery planning task should consider the most cost-effective forms of delivery and take into account whether staff availability and working practices. This task should also consider publicising the campaign itself as part of the awareness drive.

Key activities in this task should include:

- Discussion and agreement of the proposed campaign by Senior Management
- Piloting key elements of the campaign with a selection of business managers and staff focus groups and defining success criteria
- Planning for integration of the BCM message with induction and refresher training, and its inclusion in other staff training
- Pilot runs and assessments of proposed training events

### *Delivery*

The strategy chosen for education, training and awareness depends on individual circumstances; therefore the only the following general recommendations for an ET&A campaign can be offered:

- The campaign should raise awareness of BCM issues for the organisation and the individual employee. Senior Management support for the campaign should be evident in training literature and events.
- Formal training should only be offered when there is evidence that awareness of the issues has been accepted. The assimilation of the knowledge or skills delivered by the training should be assessed, and any shortfalls addressed.
- Following the completion of formal training events, refresher ET&A effort should be made, to ensure that staff remain aware of the continuing (and changing) needs for BCM.

## **6. Methods and Techniques**

There are many theories about how adults learn, and a corresponding variety of delivery strategies. While BCM practitioners can supply the factual content of the training, they should consider working with training experts to develop the strategy and deliver the campaign.

It is important to recognise that awareness is not confined to formal training, and requires that the issue, in this case BCM, be integrated with working practices. Thus, opportunities should be found to include BCM "on the agenda" wherever possible. Examples are offered below.

Information resources:

- Internet BCM sites
- Books, periodicals and industry publications
- Conferences and seminars

Training resources:

- External approved training courses
- Formal academic educational programmes
- BCI Regional Forums and working groups
- Industry sector working groups
- Certification bodies
- Internal training, including specific induction and refresher courses
- Distance learning (CBT, video, reading)
- Certification bodies
- BCM and Incident Management exercises (internal or external)

Awareness resources:

- Briefing Papers
- Corporate newsletters, bulletins, articles staff magazines
- Visits to work area recovery sites and Incident management centres
- Intranet Web Sites
- Exercising, Rehearsal and Testing of the organisation's BCM plans
- Professional BCM practitioners within the organisation
- Remuneration and rewards through the performance and appraisal system
- Participation in other organisation's BCM exercises or real events
- Inclusion of BCM related objectives through the organisation's performance and appraisal mechanisms

### 7. Outcomes and Deliverables

The deliverables of the campaign will include a range of learning events, including live training, distance learning, awareness events and the promotion of BCM issues in working practices. Clearly, the nature and scope of these are dependant on the specific BCM awareness goals of the campaign.

The outcomes of the campaign may include:

- Higher general awareness of the need for BCM
- Create awareness of BCM risks to the organisation and of business priorities
- Identification of an acceptable approach to BCM which can be integrated into working practices
- Improved effectiveness in conducting specific BCM tasks
- More effective responses to actual business continuity incidents
- Higher demands on BCM practitioners e.g. Through increased concern about BCM by business managers

## 8. Review

Training should be carried out as part of staff induction and refresher training, and revised and presented in response to changes in:

- Organisational business activities that affect BCM priorities
- Legislation affecting BCM requirements
- BCM risks, including security threats and vulnerabilities and other business-related risks
- Corporate and client/partner requirements for the availability of information and services, including accepted industry Good Practice e.g. BS 25999-1 and ISO17799

## 6.3 MONITORING CULTURAL CHANGE

### 1. Introduction

Clearly, both the overall achievement of the campaign and the success or otherwise of specific components, must be reviewed in order to continuously improve the relevance and effectiveness of the work done.

Furthermore, the awareness campaign should be viewed as an ongoing task, and periodic reviews made to check awareness and identify any effort required to maintain it at an acceptable level.

### 2. Precursors

The BCM Policy provides the framework for supporting the need and requirement for cultural change. Within the BCM culture and awareness activity, the maintenance and improvement of education, training and awareness effort must be derived from comparison against the original objectives arising from the awareness assessment and Training Needs Analysis.

### 3. Purpose

The purpose of education, training and awareness assessment is to maintain the quality and effectiveness of the campaign, ensure currency with corporate, industry and other pertinent BCM issues, and ensure that the required level of BCM awareness is achieved.

### 4. Concepts and Assumptions

The effectiveness of education, training and awareness can be measured on a number of levels: improved performance in individuals, higher standards across the organisation, increased emphasis on BCM in the corporate culture.

As with all research, care must be taken to ask the right questions to elicit the relevant responses, to interpret data correctly, and to remain vigilant for issues outside the central training remit which may be relevant for BCM culture generally.

### 5. Process

- Solicit and collate feedback on specific training events. While some training events may be successful and others less so, it is important to look for the underlying trends - for example, particular modules within a training course that consistently draw criticism.
- Monitor effectiveness. While short-term feedback can provide information about campaign components and allow their improvement, the long-term effect of the campaign is more important and may be manifested in less tangible terms (for example, heightened awareness). However, the effectiveness of the campaign should be quantified wherever possible in terms of business improvement and "the bottom line".
- Periodically monitor awareness. Senior management should be prepared to budget for assessment exercises and possible subsequent action on a regular (annual) basis.

### 6. Methods and Techniques

Evaluation may take many forms. Effective evaluation will combine a range of short- and long-term methods, reviewing both the form and content of the campaign itself and its effect on BCM within the organisation.

Wherever possible, the evaluation results should be expressed in terms of the benefits of the campaign to the business.

Specifically, the evaluation of training courses may include discussions, quizzes or short examinations during the course to check and align teaching 'in flight'. Course Evaluation Forms

may be used to improve continuously the course structure and content. Evaluation of a course should be based on a number of runs, rather than a single instance.

### 7. Outcomes and Deliverables

The deliverables of the training and campaign review should include a range of reports for appropriate levels within the organisation. These should include senior management, relevant business managers and BCM practitioners and training providers.

The outcomes of the campaign assessment should be reported to staff via corporate channels, and may include:

- Identification of further education, training and awareness requirements
- Identification of professional development opportunities for BCM practitioners
- Improvements in working practices

### 8. Review

Evaluation of the campaign should be made both during and after the bulk of the campaign has run to allow realignment of the strategy and to review whether the campaign has achieved its overall objective of bridging the Training Gap identified in the initial awareness assessment.

A regular awareness audit should be conducted, and any shortfall addressed.

## APPENDIX - Professional Skills Mapping

This is a mapping of the 10 BCI/DRII Certification Standards into the six stages of the Good Practice Guidelines to indicate which skills are required at each stage. Note that some skills are applicable to more than one stage.

### 1. Business Continuity Programme Management

- 1.A.1 Lead Sponsors in Defining Objectives, Policies, and Critical Success Factors
  - Scope and objectives
  - Legal and requirements reasons
  - Case histories and industry best practices
- 1.A.2. Co-ordinate and Organise/Manage the initiation of the overall BCM Process
  - Using a steering committee and project task force.
- 1.A.3 Oversee the BCM Process Through Effective Control Methods and Change Management
- 1.A.4. Present (Sell) the Process to Management and Staff
- 1.A.5 Develop Budget to initiate the process.
- 1.A.6 Define and Recommend BCM Structure and Management
- 1.A.7 Develop and implement the BCM Process

### 2. Understanding the organisation

- 2.A.1 Identify Knowledgeable Functional Area Representatives for the Business Impact Analysis (BIA) process.
- 2.A.2 Identify Organisation Functions including information and resource (people, technology, facilities, etc.)
- 2.A.3 Identify and Define Criticality Criteria
- 2.A.4 Obtain management approval for criteria defined
- 2.A.5 Co-ordinate Analysis
- 2.A.6 Identify Interdependencies (internal and external to the organisation)
- 2.A.7 Define Recovery Objectives and Timeframes
- 2.A.8 Define Report Format
- 2.A.9 Prepare and Present Agreed BIA to Management
- 3.A.1 Identify Potential Risks to the Organisation
  - 3.A.1.a Probability
  - 3.A.1.b Consequences/Impact/severity
- 3.A.2 Understand the Function of Risk Reduction/Mitigation Within the Organisation
- 3.A.3 Identify Outside Expertise Required
- 3.A.4 Identify Exposures
- 3.A.5 Identify Risk Reduction/Mitigation Alternatives
- 3.A.6 Confirm with Management to Determine Acceptable Risk Levels
- 3.A.7 Document and Present Findings

### 3. Determining BC Strategy

- 4.A.1 Understand Available Alternatives and Their Advantages, Disadvantages, and Cost Ranges, including mitigation as a recovery strategy
- 4.A.2 Identify Viable Recovery Strategies within Business Functional Areas
- 4.A.3 Consolidate Strategies
- 4.A.4 Identify Off-site Requirements and Alternative Facilities
- 4.A.5 Develop Business Unit Strategies
- 4.A.6 Obtain Commitment from Management for developed Strategies

### 4. Developing and Implementing a BCM Response

#### *Incident Management Plan*

- 9.A.1 Establish Programs for Proactive Crisis Communications
- 9.A.2 Establish Necessary Crisis Communication Co-ordination with External Agencies (local, state, national government, emergency responders, etc.)
- 9.A.3 Establish Essential Crisis Communications with Relevant Stakeholder Groups
- 9.A.4 Establish and Exercise Media Handling Plans for the Organisation and its Business Units

#### *Business Continuity Plan*

- 6.A.1 Identify the Components of the Planning Process
  - 6.A.1.a Planning methodology
  - 6.A.1.b Plan organisation
  - 6.A.1.c Direction of efforts
  - 6.A.1.d Staffing requirements
- 6.A.2 Control the Planning Process and Produce the Plans
- 6.A.3 Implement the Plans
- 6.A.4 Test the Plans
- 6.A.5 Maintain the Plans
- 5.A.5 Identify the Command and Control Requirements of Managing an Emergency
- 5.A.6 Recommend the Development of Command and Control Procedures to Define Roles, Authority, and Communications Processes for Managing an Emergency
- 10.A.1 Identify and establish liaison procedures for Emergency Management
- 10.A.2 Co-ordinate Emergency Management with External Agencies
- 10.A.3 Maintain current knowledge of laws and regulations concerning Emergency Management as it pertains to the own organisation
- 5.A.1 Identify Potential Types of Emergencies and the Responses Needed (e.g., fire, hazardous materials leak, medical)
- 5.A.2 Identify the Existence of Appropriate Emergency Response Procedures
- 5.A.3 Recommend the Development of Emergency Procedures where none exist
- 5.A.4 Integrate Disaster Recovery/Business Continuity/Crisis Management Procedures with Emergency Response and Escalation Procedures
- 5.A.7 Ensure Emergency Response Procedures are Integrated with Requirements of Public

Authorities (Refer also to Subject Area 10, Co-ordination With External Agencies)

## **5. Exercising, Maintenance and Review**

- 8.A.1 Pre-plan and co-ordinate the Exercises
- 8.A.2 Facilitate the Exercises
- 8.A.3 Evaluate and Document the Exercise Results
- 8.A.4 Update the Plans
- 8.A.5 Report Results/Evaluation to Management
- 8.A.6 Co-ordinate on-going Maintenance of plans
- 8.A.7 Assist in Establishing Audit Program for the Plans

## **6. Embedding BCM in the Organisation's Culture**

- 7.A.1 Establish Objectives and Components of Corporate BCM Awareness & Training Program
- 7.A.2 Identify Functional Awareness & Training Requirements
- 7.A.3 Develop Awareness & Training Methodology
- 7.A.4 Acquire or Develop Awareness & Training Tools
- 7.A.5 Identify External Awareness & Training Opportunities
- 7.A.6 Identify Alternative Options for Corporate Awareness & Training