



**Date: October 2016**

## An Introduction

This report summarizes the risk management plan and control during the first year of project IN2IT – from October 2015 to October 2016.

The report is based on the IN2IT Risk Management Plan that was published on October 2015, at the beginning of the project and the risk management team meeting that were conducted to review the status of project risk events.

### 1.1. Risk Management Methodology

The risk management methodology as presented by the PMBOK (Project management Body of Knowledge<sup>1</sup>), published by the PMI (Project Management Institute) is used as the risk management methodology for IN2IT project.

It includes four main phases: identification, assessment, response planning, and control.

Exhibit 1 displays the process of the risk management in the project.

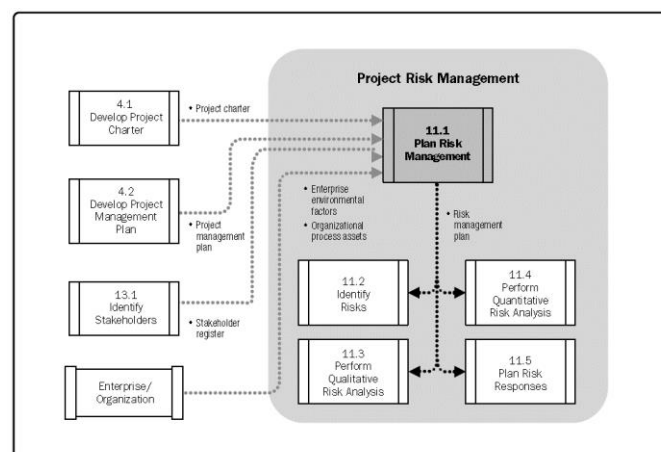


Figure 11-3. Plan Risk Management Data Flow Diagram

#### Exhibit 1: Risk Management Data Flow Diagram (PMBOK, PMI)

The risk management methodology recommends ongoing control and reports to monitor new risks and to update the partners regarding the status of identified risks.

<sup>1</sup> PMI (2013) PMBOK Project Management Body Of Knowledge 5th ed., PMI

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### 1.2. Risk Control

This section presents the previously identified risks in the IN2IT project, and their current status.

| ID | WP  | Risk Event  | Response Plan  | Status   |
|----|---|---|--|--|
| 1  | 1 - International Capability Maturity Framework   | Difficulty in formulating a homogeneous scale that fits all types of public academic colleges: comprehensive colleges, engineering colleges and teacher training colleges | Adopting variations of the scale to institutions' strategies   | Not relevant any more. Each one of the colleges has developed an effective matrix.                         |
| 2  | 2 - International Team Building   | Difficulty in identifying EU institutions with similar characters to Israeli colleges problems in "long distance" cooperation – overcome by                               | Selection of internationally mature organizational units and support of experts in the Israeli and EU HEIs   | Almost not relevant. The EU partner institutions, except UM, are participating in the development process. |
| 3  | 2 - International Team Building   | Problems in "long distance" cooperation   | Following the model of "forming, storming, norming, and performing" for teamwork with additional introduction training visits and ongoing virtual communication                    | The probability of occurrence decreased, since the partners are working online successfully.               |
| 4  | 3 - Development and delivery of international online curriculum                                   | Difficulty in standardizing programs between institutions   | Creation of cooperative teams and allowing development of modular programs and courses   | This process is in progress, some issues are raised but the team deals with it.                            |
| 5  | 3 - Development and delivery of international online curriculum                                   | Problems in getting teachers and students agreement to change   | Inter-institutional dissemination efforts and implementation of pilot learning sessions.   | In almost all institutions, we have contributing teachers. Students will be involved later.                |
| 6  | 4 - Development and delivery of international CoP (Communities of Practice) for knowledge-sharing | Unwillingness to share knowledge amongst unfamiliar experts   | Creation of open communication, supportive, environment that offers a variety of academic opportunities  | There are no symptoms for the occurrence of this event.  |
| 7  | 4 - Development and delivery of international CoP for knowledge-sharing                           | Problems in getting researchers cooperation to collaborate online   | Introduction on-site meetings and additional dissemination efforts   | Teachers already started to collaborate.   |
| 8  | 5 - Development and exploitation of academy-industry/community cooperation                        | Difficulty in standardizing programs between countries and institutions   | Cooperating with global organizations operating in a variety of fields and local organizations with strong international relations and by allowing development of modular programs | Although efforts are made by the teachers, institutions and policy makers may raise challenges.            |

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| ID | WP   | Risk Event   | Response Plan  | Status   |
|----|--|--|--|--|
| 9  | 6 - Development and delivery of an innovative technological platform | Difficulty in creating shared technological platforms between the partner institutions   | Selecting generic basic technologies that are well-known and utilized in many HEIs   | A preliminary survey and benchmark is conducted. Results will imply for next stages. |
| 10 | 6 - Development and delivery of an innovative technological platform | Complications in the technical processes of programming and/or software development.   | Using available known technologies that can be easily adapted and customized to be enhanced  | Still pen to be applied during year 2.   |
| 11 | 7 – Quality Assurance  | Difficulty in monitoring a variety of subjects such as the project progress, processes performance, and deliverables achieved. | Following a detailed quality plan and using the appropriate measurements for each item   | The QA leader is providing the materials.  |
| 12 | 7 – Quality Assurance  | Difficulty in receiving participants' feedback on a timely manner.   | Overcome by communicating effectively and advancing partners commitment to the project.  | The partners are collaborating in responses.   |
| 13 | 8 – Dissemination  | Difficulty in reaching all dissemination objectives due to delays in project schedule  | Following a detailed plan, utilizing advanced project management methodologies, and involving national academic NGOs   | So far, no delays are reported.  |
| 14 | 9 – Sustainability & Exploitation                                    | Difficulty in engaging HEIs that are not part of IN2IT consortium  | Implementing advocacy campaign that highlights the advantages of innovative technologies in internationalization activities  | Still open for years 2 and 3 of the project.   |
| 15 | 9 – Sustainability & Exploitation                                    | Difficulty in financially supporting future activities   | Creating strategic internationalization partnerships and utilizing available technologies  | Still open until the end of the project.   |
| 16 | 10 – Project management  | Difficulty in coordinating a large consortium of partners  | Applying a high quality communication processes based on trust, honesty and openness; difficulty in meeting targeted dates for milestones and deliverables – overcome by managing risks and monitoring progress periodically | The partners are cooperating and communication in most cases is effective.           |

## Exhibit 2: Risk Events Table

The main identified risks, which will be managed and controlled during the project lifetime, are related to cooperation and collaboration, formal standardization and accreditation, sustainable technological infrastructure, and top management support.

## 1.1. Risk Assessment

### 1.1.1. Risk Assessment Method

Qualitative risk method is applied in order to present the Risk Index (RI) values that can be calculated and arranged in a prioritized list.

The value of the risk index is calculated by multiplying the probability (P) value by the Impact (I) value:  $Risk\ Index = Probability * Impact$

#### Probability (P)

The possibility of an event occurrence is defined by an ordinal scale method, ranging from very low (1) to very high (5).

| Value | Probability | Details  |
|-------|-------------|--|
| 1     | Very Low    | The event may occur, but never actually occurred.                                |
| 2     | Low         | The event actually occurred in the past, but it never happened in an EU project. |
| 3     | Medium      | The event seldom occurs in EU projects.  |
| 4     | High        | The event occurs frequently and actually happened several times in EU projects.  |
| 5     | Very High   | Very common event that actually happened in most projects.                       |

**Exhibit 3: Estimate of Risk Event Probability Table**

#### Impact (I)

The impact value is based on three parameters: performance, cost and time. It is defined by an ordinal scale method, ranging from very light (1) to extreme (5).

| Value | Impact     | Details  |
|-------|------------|--|
| 1     | Very Light | The event will have no direct impact.  |
| 2     | Light      | The event might cause minor changes in the project plan.   |
| 3     | Moderate   | The event will probably cause changes in the project plan that will require some changes in the project schedule and budget plans.   |
| 4     | Severe     | The event will cause substantial changes in the project scope and ability to deliver the planned deliverables. It will require major changes in the project schedule and budget plans. |
| 5     | Extreme    | The event will cause fatal damage to the project and might cause its termination ahead of time.  |

**Exhibit 4: Estimate of Risk Event Impact Table**

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Performance is of extreme importance in the IN2IT project, since it indicates the level of compatibility between the project goals and specific objectives as defined in the formal application and the actual deliverables.

Cost is important in this project because the budget allocated for the project represents a meaningful investment of the EU aimed to promote higher education in Israel. In the current project there is no option for budget overruns, thus the tasks must be performed in budget.

Time is defined as a solid framework, which requires that all the project activities will be executed during the 36 months between October 2015 and October 2018.

### 1.1.2. Risk Assessment Evaluation

The presented risk assessment evaluation, analyzes the identified risk events discussed in section 1.3.

The method of evaluation is based on three steps: an evaluation of the probability of the event to occur, an assessment of the impact, and an arithmetical calculation of the risk index values. The following table presents the assessment values for the risk events.

|    |   | Original assessment |      |            | Current assessment<br>(October 2016) |      |            |
|----|---|---------------------|------|------------|--------------------------------------|------|------------|
| ID | Risk Event  | Pro.                | Imp. | Risk Index | Pro.                                 | Imp. | Risk Index |
| 1  | Difficulty in formulating a homogeneous scale that fits all types of public academic colleges: comprehensive colleges, engineering colleges and teacher training colleges | 3                   | 4    | 12         | -                                    | -    | -          |
| 2  | Difficulty in identifying EU institutions with similar characters to Israeli colleges   | 2                   | 4    | 8          | 1                                    | 2    | 2          |
| 3  | Problems in "long distance" cooperation   | 2                   | 3    | 6          | 1                                    | 3    | 3          |
| 4  | Difficulty in standardizing programs between institutions   | 4                   | 4    | 16         | 2                                    | 4    | 8          |
| 5  | Problems in getting teachers and students agreement to change   | 2                   | 5    | 10         | 2                                    | 4    | 8          |
| 6  | Unwillingness to share knowledge amongst unfamiliar experts   | 1                   | 4    | 4          | 1                                    | 4    | 4          |
| 7  | Problems in getting researchers cooperation to collaborate online   | 2                   | 4    | 8          | 2                                    | 4    | 8          |
| 8  | Difficulty in standardizing programs between countries and institutions   | 4                   | 3    | 12         | 3                                    | 3    | 9          |
| 9  | Difficulty in creating shared technological platforms between the partner institutions  | 3                   | 5    | 15         | 2                                    | 5    | 10         |
| 10 | Complications in the technical processes of programming and/or software development.  | 3                   | 4    | 12         | 3                                    | 4    | 12         |
| 11 | Difficulty in monitoring a variety of subjects such as the project progress, processes performance, and deliverables achieved.  | 2                   | 3    | 6          | 1                                    | 3    | 3          |

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|    |   | Original assessment |      |            | Current assessment<br>(October 2016) |      |            |
|----|---|---------------------|------|------------|--------------------------------------|------|------------|
| ID | Risk Event  | Pro.                | Imp. | Risk Index | Pro.                                 | Imp. | Risk Index |
| 12 | Difficulty in receiving participants' feedback on a timely manner.                    | 2                   | 2    | 4          | 1                                    | 2    | 2          |
| 13 | Difficulty in reaching all dissemination objectives due to delays in project schedule | 3                   | 5    | 15         | 2                                    | 5    | 10         |
| 14 | Difficulty in engaging HEIs that are not part of IN2IT consortium                     | 4                   | 3    | 12         | 4                                    | 3    | 12         |
| 15 | Difficulty in financially supporting future activities                                | 4                   | 4    | 16         | 4                                    | 4    | 16         |
| 16 | Difficulty in coordinating a large consortium of partners                             | 3                   | 5    | 15         | 2                                    | 5    | 10         |
|    |   |                     |      |            |                                      |      |            |

Exhibit 5: Probability & Impact Assessment Table

### 1.1.3. Risk Map

Following is a risk map presents the values of the current risk events (for reference, the previous risk map is presented below). The X-axis presents the Probability and the Y-axis presents the Impact. The chart is constructed of three areas, based on experience and professional literature.

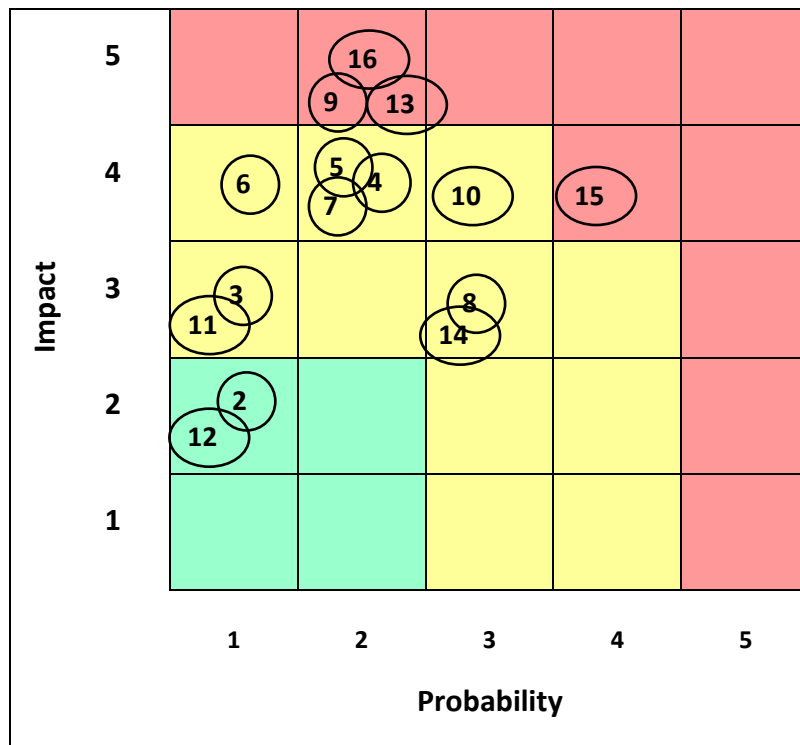


Exhibit 6: Risk Map



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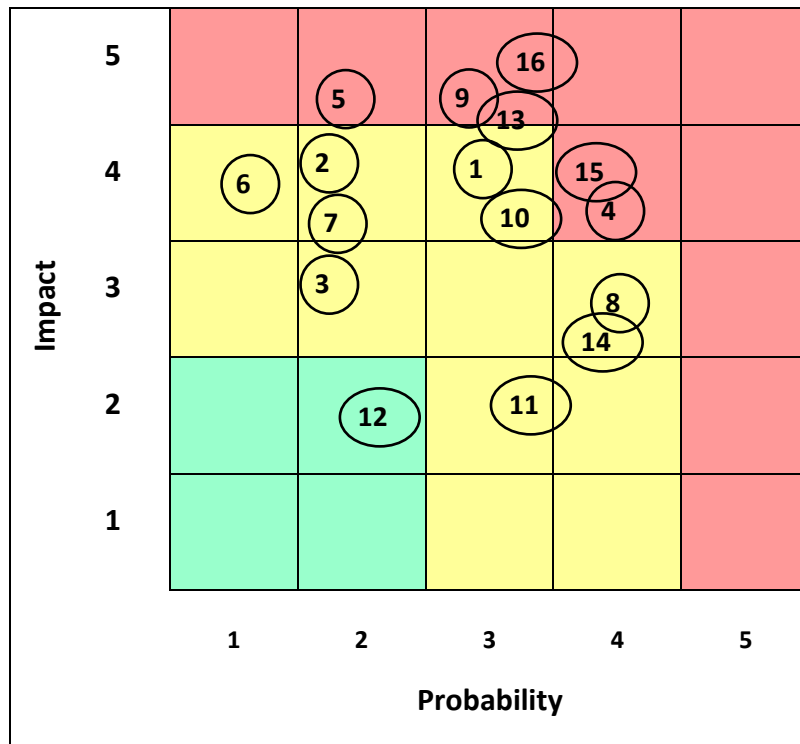


Exhibit 6: Original Risk Map

### 1.1.4. Summary

The main difference between the two charts implies that most of the risk events have decreased risk index, comparing to the original analysis. That means that if they will occur, there will still be an impact on the project, but for most of them, the probability of occurrence is now lower than it was originally.

This trend should be maintained during the remaining lifetime of the project.