



COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Welcome

Welcome to Business Logistics 7400.

This course prepares the manager to control efficiently the goods, materials, and other resources from origin to destination. The course also covers the strategic and global issues faced by senior management in designing, developing, and operating modern business logistics systems.

The objective is to develop skills in and knowledge of business logistics in the following areas:

1. Issues. Issues are essential points associated with the subject that need to be discussed, understood and analyzed, and resolved.
2. Players (i.e., companies, firms, associations, regulatory authorities) and their roles.
3. Physical flow, information flow, and financial flow.
4. Essential business logistics processes.
5. Physical facilities and equipment.

At the conclusion of this course you should:

1. Have skills and knowledge sufficient to discuss these topics at a high level with other interested parties (e.g., executives in business logistics firms).

This course will be contemporary with class discussion heavily influenced by current developments in logistics.

It is my hope that you will enjoy and benefit from your participation in this experience.

Please feel free to post a message in your Private Folder (in the On-Line Office Hours Module) at any time if you have a suggestion which will improve the value of the course for you. I welcome your input.

Please continue reading all the documents in the Course Information section.

Jim Drogan



COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Contact Information

Instructor:	James Drogan
Course Number:	7400
Semester:	Spring 2004
Mailing Address:	Department of Global Business and Transportation Maritime College State University of New York 6 Pennyfield Avenue, Fort Schuyler Bronx, NY 10465-4198
Private Correspondence with your Instructor:	Please use Your Private Folder in the Online Office Hours section of the Course Map for private interaction with me. Please check this section regularly for any messages.
Phone:	(718) 409-7289
Fax:	(718) 409-7359
Logon Schedule:	I will log on three to five times per week.
Office Locations and Times:	Thursdays at PACE: 5PM - 6PM, Starbucks, Park Row and Beekman Street Saturdays at Fort Schuyler: 830AM - 1030AM, Southeast Bastion, Deck A, first office on left.



COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Approach

Learning in this course is in the form of a moderated discussion. The schedule for discussion topics can be found in the Overview, Objectives, and Assignments document for each module and may be adjusted by your interest and knowledge as well as current developments in the field. Readings for modules will be assigned. You are expected to have completed the readings and to come prepared to discuss the topics.

Guest speakers will be used as appropriate.



COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Textbook and Other Course Materials

The text assigned for this course is Coyle, J. J., E. J. Bardi, et al. (2002). [The Management of Business Logistics \(7th Edition\)](#), South-Western Publishing ISBN 0-324--00751-5.

Any other material required for this course will be distributed through SUNY CourseSpace.

You will be directed towards other material on the Internet. In some cases there may be a fee associated with obtaining this material. Acquisition of the material and payment of the fees is the responsibility of the students.



COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Grading

The basis for grading is your knowledge of and ability to discuss the course material.

This is demonstrated and judged on the basis of the quality of your work on the course project and the quality (and to a lesser extent, quantity) of your participation through in-class and on-line discussions.

You will be graded on the basis of your demonstrated ability to single out key issues, think critically about them, and express cogent and complete fact-based arguments emphasizing analysis, conclusion and recommendation.

Please see [Some Further Words Regarding Communication](#) for additional advice on communication.

Please see [grading](#) and [grade point average](#) on the Maritime College website.

Basis for Grading

Grading is done on the basis of:

1. Attendance in class: 16 maximum points
2. On-line Discussions: 84 maximum points
3. Mid-term Check on Class Project: 32 maximum points
4. Final Written Report on Class Project: 32 maximum points
5. Final Presentation on ClassProject: 32 maximum points

Maximum points that one can attain in the course is 196. The actual points attained will be divided by 196 and the resulting percentage translated into a letter grade according to the following table.

Grade	Grade Point Equivalent	Percentage Equivalent
A	4.0	93.0-100.0
A-	3.7	90.0-92.9
B+	3.3	87.1-89.9
B	3.0	83.0-87.0
B-	2.7	80.0-82.9
C+	2.3	77.1-79.9
C	2.0	73.0-77.0
C-	1.7	70.0-72.9

Discussions

Your participation in the discussions (in the Module Discussion Area and in class) will constitute 50 percent of your final grade. You will want to participate early and often. Quality of the discussion is preferred over quantity.

My expectation is that

1. You will start a least one discussion thread of significance during the course. A discussion thread is a discussion centered on a particular issue. For example, "Impact of the Panama Canal on Business Logistics" would constitute a significant issue around which a meaningful discussion could be held.
2. You will contribute early and often to module discussions. Remember, however, quality counts more than quantity.
3. You will drive high-quality discussions. More about what constitutes a high-quality discussion will be found later in this document.

Quality discussions of the issues raised by all of us in the context of this course represents, to me, the critical success factor for learning. You should not wait for me to start a discussion. If you have something you think is important that needs to be discussed, start a thread.

From your point of view discussion quality is critical because it represents 50 percent of your overall grade.

From my point of view discussion quality is critical because it is, in my experience, the basis for quality decisions and actions.

Discussions will be prompted by you and me.

1. I expect you to log-on a minimum of three times per module, and contribute to the discussions each time you log-on. One of the discussion threads must be started by you.
2. Each time you logon you should participate in the discussion thread you are leading and at least three additional discussion threads.
3. Post your discussion questions in the discussion area as soon as possible once the module is open. The discussion period associated with a module will end when the next module is started.
4. Do a good job of maintaining quality in the discussions you lead. Lead by example and by command! In other words, use good grammar, not 'Internet Slang'. If other students are not participating in your discussion threads, find out why and do something about it.
5. Make frequent high quality contributions to the discussions. It is probable that if you are an active participant in the discussions lead by other students, they will actively participate in yours.

The questions you ask in the discussions should be thoughtfully developed and carefully worded.

These questions should address issues and/or concepts you find particularly important. I will use the following five criteria to evaluate your questions:

1. Relevance - your question must be relevant to the material in the unit of study.
2. Importance - your question must address a significant issue in the module.
3. Thought-provoking - your question must require high-level thought, not a simple "look-up".
4. Originality - you must not ask a question that is essentially the same as a question posed by another student.
5. Timely - Your question must be posted early in the module so that the other students have an opportunity to respond and you have time to

facilitate a good discussion thread.

Your responses to questions posed by me and by the other students will be evaluated, and points awarded, based in part on the following six criteria:

1. Is your answer correct?
2. Is your answer thorough?
3. Is your answer focused - to the point?
4. Is your answer well-organized?
5. Is your answer well-written?
6. Is your answer original?

The quality of your discussion thread can be influenced by the feedback you give to the students who post to it. Three things determine the quality of a discussion thread:

1. The quality of the initial discussion question you ask. I have given some specific guidelines above.
2. The quality of the response posts. Some students will make thoughtful and informative posts to your discussion, and some will give minimal responses. I grade the quality of the posts, and that grade influences your grade in the course. However, you should provide feedback to students too. If a student posts a high-quality response, you should tell them. And, if a student posts a low quality response, you should tell them.
3. The depth of the discussion thread. Discussion "depth" is determined by how many indents there are. If you ask a question, and a student answers, that is a "level 1" discussion. If you reply to the student - now it's a "level 2" discussion. If the student gets back to you - now it's "level 3". If another student joins in and responds to the students last post - now it's "level 4". The more indents - the "deeper" the discussion thread. Of course, if the posts are low quality, depth is meaningless.

What is a low quality post? A low quality post does not teach us anything, or contribute anything positive or substantial to the discussion. Examples of low quality responses: any response which is biased, prejudicial, off topic, or is unsubstantiated; any response which is carelessly typed, poorly thought-out, grammatically incorrect or confusing; any response which is disrespectful of another student or any other person, etc.

What is a high quality post? A high quality response teaches us something, or adds something positive and/or substantial to the discussion. It contains information from the textbook or another valid source, or applies a concept from the text or a legitimate website in a meaningful way, or facilitates understanding of the course material. The best posts not only introduce new ideas or knowledge, but help us relate it to what we are studying in the module.

In each of the module discussions, I will evaluate the quality and quantity of your responses using a 0 - 3 scale (see the table below). You will be able to see your scores, but you will not be able to see the scores awarded to other discussion participants - nor can they see your scores. Your grade on each module discussion will be determined by the total number of points you earn and may range from 0-6. These points are awarded on a module basis. In this course there are 14 modules and 84 points. While we meet 16 times, the last two meetings are given over to project presentations.

Quality of the Posts	0	1	2	3
		The post makes little to no contribution to the discussion	Post indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.	Post shows a reasonable understanding of the material. The students is participating meaningfully in the discussion.
Quantity of Posts				
0 No posts	0	1	2	3
1 Participated in less than three discussion threads; began no discussion threads.	1	2	3	4
2 Participated in three discussion threads; started one discussion thread.	2	3	4	5
3 Participated in more than three discussion threads; started more than one discussion thread.	3	4	5	6

Your discussion grade will be the sum of two numbers from this grid. For example, if I decide that you participated in three discussion threads and started one discussion thread, and your posts show a reasonable understanding of the material and you are participating meaningfully in the discussion, then I would give you 4 points. Discussion and participation points will be assigned on the basis of topics. There are 84 maximum points available over 14 topics.

Your discussion grade will be the sum of two numbers from this grid. For example, if I decide that you participated in three discussion threads and started one discussion thread, and your posts show a reasonable understanding of the material and you are participating meaningfully in the discussion, then I would give you 4 points.

Discussions are the heart and soul of this course. I expect you to lead and/or participate in discussions. The question you ask should require thoughtful responses, and should address important and/or controversial issues introduced in the text. No two questions should be on the same issue - so read the other questions before posting your own. The sooner you post your question the better. Additionally, when another student responds to your question, you should respond back to them. Your job is to facilitate the discussion in your discussion thread, so you should probe for additional information and ask additional questions in order to fully explore the topic you have asked about.

After you post your question, you are required to respond to no fewer than three other student questions. You may respond to as many questions as you want to - but three is the minimum. You are expected to be an active participant in at least these three discussion threads, plus your own.

Discussions are the major learning activities in this course. I will evaluate your participation carefully. You must demonstrate knowledge of the material - not just your opinions. Each contribution you make to any of the discussion threads should add something of value to the discussion.

One final note (very important!!) about your discussion posts... USE A DESCRIPTIVE 'SUBJECT' - create a subject which describes the issue or point you are trying to make. Examples of unacceptable subjects: "Re" / "Response to Alice" / "Alice" / "I Agree" / "Another idea" / etc. I should be able to tell what you are writing about just by reading the Subject of your post.

This material on discussions is based on that developed by Prof. William Pelz of SUNY Herkimer Community College.

Project

The remaining 50 percent of your grade is based on the project. The project constitutes the final examination for this course.

You may have read the following story in the Contra Costa Times (California) on October 2, 2002.

Port strike threatens longer-term damage

Millions of jobs could be lost if the dispute continues for three weeks or more

By George Avalos

CONTRA COSTA TIMES

The economic toll from the shutdown of West Coast ports will grow exponentially the longer it continues, industry analysts warned Tuesday.

Ominously, if the shutdown lasts even another week or two, it could take more than a month to unsnarl the backlog of idled or ruined goods -- a delay that could torpedo the holiday sales plans of a variety of retailers.

Within three weeks, the shutdown could force companies around the country to jettison nearly a quarter-million jobs.

"It won't take long before the impact becomes cumulative and exponential," said John Martin, president of Martin Associates, a Lancaster, Pa.-based economics consulting firm.

Already, the shutdown -- the ports had been closed a total of 31/2 days as of 6 p.m. Tuesday -- is costing the economy just under \$1 billion a day. That includes a daily loss to importers and exporters of \$886 million. The total reduction in tax revenue after five days is expected to reach \$115 million. More than 15,000 jobs could be erased in the next couple of days, the Martin Associates study, which was prepared for the Pacific Maritime Association, estimated.

"A West Coast strike should be treated as a major risk for crisis in financial markets, as well as a major shock to the U.S. economy," Stephen

Cohen, co-director of the Roundtable on the International Economy at UC Berkeley, wrote in a study released earlier this year.

The big problem is the current lockout will affect many more people than the dockworkers involved in the labor dispute. Martin pointed out that vessels will be idled, freight forwarders and consolidators will lose business, numerous port workers could be out of a job, railroads will have to cut back operations, truckers will have less freight to haul, and firms that supply and repair ships may find fewer clients.

"The short-term impacts are just as devastating as the long-term effects," said Jim Haussener, executive director of the Dublin-based California Marine Affairs & Navigation Conference. "If you're a farmer in the Central Valley and you want to export your produce, once it's picked, it has to go. California exports about 50 percent of the nation's agricultural products."

The dock shutdown could quickly imperil the already wobbly U.S. economy primarily because of the way companies ship and receive goods. Few companies store large stocks of products in warehouses these days and put items on shelves or use them on assembly lines within hours of the shipment. That means a disruption at the ports could leave some store shelves bare before long.

After 10 days, the shutdown could cost \$1.94 billion every day. The Martin Associates study estimated that nearly 91,000 jobs would be lost and \$693 million in taxes would be erased. After 20 days, the per-day economic loss would be \$2.43 billion, while the total loss in taxes would be \$1.82 billion and the cumulative job losses would be 240,000.

Some companies are already feeling the pinch. Freight forwarders have suffered a measurable reduction in products they arrange to ship from ports by train or truck.

"We're seeing a slowdown in getting our products," said William Iglesias, president of Livermore-based CFL International Inc., a freight forwarding company. "There is a ripple effect and there are delays. We have a lot of products coming in from Asia that need to be distributed around the country and we can't get them out to customers." Nissan Motor Co. said it may delay the introduction of the Infiniti M45 sedan because of the dispute.

Some signs have already surfaced, however, that companies are seeking a way around the bottleneck at the West Coast ports. Iglesias said his company is handling increased orders for air freight carriers.

"Businesses are going to find a way around this," said Michael Swanson, an economist with San Francisco-based Wells Fargo Bank. "The shutdown will hurt a lot of people. But we will see a lot of creative people who will re-route through Canada, Mexico, through the Atlantic and Gulf Coast ports. We'll see who gets rewarded for being prudent and who gets punished for not being prudent."

One thing is certain. Ultimately, consumers will pay the price, since the companies that ship freight through ports will simply find a way to charge more money for their final products.

"This could increase the costs to consumers in some cases," said Howard Roth, chief economist with the state's Department of Finance. "There could be a run-up in prices where there is a lack of inventory. Some products might not be available."

George Avalos covers the economy. Reach him at 925-977-8477 or gavalos@cctimes.com.

Source: <http://www.bayarea.com/mld/cctimes/business/4195199.htm>

A useful way to look at this project is that you have a twenty meeting scheduled with a high-ranking executive in your company. She has asked that you give your views as critical input into her process of making decisions on how the risks and uncertainties of events such as this can be

mitigated. She will be taking from you a project report in support of your presentation. This report comprises the major facts, conclusions, and recommendations from your research.

She will ask for your view on such issues as:

1. Main Players: Their Roles and Responsibilities
2. Pre-Event Issues
3. The Event
4. Post-Event Issues
5. Impact of the Event on International Logistics
6. Choices for Dealing with the Event
7. Future Prospects

You need to gather data in order to prepare the presentation and its accompanying report.

The class will be divided into seven teams. Each team will be assigned one of the issues. Grading will be done on a team basis with each member of the team sharing the same grade.

Your grade will be based on how well the project report demonstrates your understanding of the fundamental issues, your ability to reason in a clear manner about these issues, your ability to support your discussion with facts, the clarity of your conclusions, and the balance between risk and reward in your recommendations.

Points	Criteria
0	Project report not submitted.
10	Project report demonstrates an adequate understanding of the topics and issues; reasoning and clarity of communication is fair.
20	Project report demonstrates a good understanding of the topics and issues; reasoning and clarity of communications is acceptable; student is a candidate to be assigned by the executive to a team to further develop the investment opportunity.
32	Project report demonstrates an excellent understanding of the topics and issues; reasoning and communications is clear and compelling; student is a candidate to be assigned by the executive to lead a team to further develop the investment opportunity.

Up to 32 points will be awarded in each of the following three areas.

1. Midterm Check. I will ask each team to submit a report at the completion of the seventh class that describes your approach to the project, the key issues and hypotheses you have identified, and the table of contents for the final report.
2. Final Written Report.
3. Final Presentation.

96 points are available on the project.

COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Class Schedule

[Print this document](#)

7400 Business Logistics Schedule

Writing and reading assignments are due on the date with which they are associated.

Topics/Activities	Start	Preparation and Assignments Due Will be Found in the Module for each Class Click on the link in this column to go directly to the Overview, Objectives, and Assignments for the specific module.
Class 1 Introduction to the Course and to Business Logistics	1/22/2004 Pace Manhattan W602	7400.1 Overview, Objectives, and Assignments

<p>Class 2</p> <p>An Overview of Business Logistics</p>	<p>1/24/2004</p> <p>Fort Schuyler B-3</p>	<p>7400.2 Overview, Objectives, and Assignments</p>
<p>Class 3</p> <p>Recovery from 1/15/2004 Cancellation</p> <p>Introduction to the Course and to Business Logistics</p> <p>An Overview of Business Logistics</p>	<p>1/29/2004</p> <p>PACE Manhattan W602</p>	<p>7400.1 Overview, Objectives, and Assignments</p> <p>7400.2 Overview, Objectives, and Assignments</p> <p>You should be current with all assignments in 7400.1 and 7400.2</p>
<p>Class 4</p> <p>Transportation Review</p>	<p>2/5/2004</p> <p>PACE Manhattan W602</p>	<p>7400.3 Overview, Objectives, and Assignments</p>
<p>Class 5</p> <p>From Manufacturer to Consumer</p>	<p>2/7/2004</p> <p>Fort Schuyler B-3</p>	<p>7400.4 Overview, Objectives, and Assignments</p>
<p>Class 6</p> <p>Warehouses and Distribution Centers</p>	<p>2/12/2004</p> <p>PACE Manhattan W602</p>	<p>7400.5 Overview, Objectives, and Assignments</p>
<p>Class 7</p> <p>Logistics Networks and Relationships</p>	<p>2/19/2004</p> <p>PACE Manhattan W602</p>	<p>7400.6 Overview, Objectives, and Assignments</p>

Class 8 Measurement and Control	2/26/2004 PACE Manhattan W602	7400.7 Overview, Objectives, and Assignments Project Midterm Report Due
Reading Period from 2/27/2004 through 3/14/2004 - No Classes On-line Discussions Will Continue		
Class 9 Security	3/18/2004 PACE Manhattan W602	7400.8 Overview, Objectives, and Assignments
Class 10 Information Systems	3/20/2004 Fort Schuyler B-3	7400.9 Information Systems Overview, Objectives, and Assignment
Class 11 Customer Service	3/25/2004 PACE Manhattan W602	7400.10 Customer Service Overview, Objectives, and Assignments
Class 12 Supply Chain	4/1/2004 PACE Manhattan W602	7400.11 Supply Chain Overview, Objectives, and Assignments
Easter Break from 4/8/2004 through 4/12/2004 - No Classes On-line Discussions Will Continue		

Class 13 The Role of Culture	4/15/2004 PACE Manhattan W602	7400.12 The Role of Culture Overview, Objectives, and Assignments
Class 14 Logistics Strategies	4/22/2004 PACE Manhattan W602	7400.13 Logistics Strategies Overview, Objectives, and Assignments
Class 15 Project Presentations (3)	4/29/2004 PACE Manhattan W602	Project reports and presentations are due

COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Some Further Words Regarding Communication

My preference is to receive all written communication via e-mail. This allows me an easy way to mark-up your document and return it to you prior to class – ease and speed, hallmarks of good logistics. I recognize this is not always possible and will, of course, accept handwritten documents.

If submitted via e-mail aim to say what you want to say in a single page (8.5 x 11 inches) of size 10 font. If handwritten, aim to say what you want to say in two pages trying to leave some room for me to write comments.

1. Your written work should be a complete – statement of the issue (the beginning), facts and discussion (the middle), and conclusions and recommendations (the end).
2. Avoid restating information from the course material. Analyze the information. Identify a coherent framework that puts the issue in perspective.

3. Do not spend effort on writing about that which is irrelevant to the issue.
4. Avoid generic terms. Be as specific as possible.
5. Be logical, develop consistent arguments.
6. Be creative. Creativity is the essence of effective strategic analysis.
7. Use your own words, not those of others.

Points 3-7 are based on Peter McAliney's Business Policy 5100 Case Analysis Guidelines. Baruch College

It is important to be able quickly identify the core issue, reason about it in a logical and complete manner, and clearly state conclusions and recommendations. Content and clarity is important.

“One communicates to gather information, participate in the discussion underlying thinking and decision, compel change during implementation, and contribute to the post-change activities of learning and insight.

This communication is based upon knowledge of:

1. The decisions that need to be made and why.
2. The manner of making these decisions and why.
3. The source of the data to support the decisions.

Communication must be useful and usable:

1. The grammar and syntax of the communication is easily understood.
2. The information communicated is relevant.
3. The medium of communication is acceptable.

Communication is active (speaking, writing, personal appearance, appearance of documents) and passive (listening, observing) and both are critical.

Communication arises from how one perceives and considers an opportunity. That is, it is affected by how one solves problems. The concepts of fact-based hypothesis-driven thinking come into play here.”

James Drogan, A Point of View On Teaching Content and Communication, September 21,2002



COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Time Management

The business world will be at least as demanding of your time as are your teachers. Time is an unlimited resource, but you will not be able to give unlimited time to each of things you must, should and could do. Learn to manage so that the investment of your time maximizes the return you seek.

"Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you."

Carl Sandburg

Prioritize the tasks that face you into the must-dos, should-dos, and could-dos. Allocate your time in the same sequence. You can't be all things to all people all the time. You need to learn to say no in a fashion that makes people want to come back.

Consider the following list from one of the most highly respected business books:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win/Win
5. Seek First to Understand, Then to Be Understood
6. Synergize
7. Sharpen the Saw

Covey, S. R. The 7 Habits of Highly Effective People, Simon & Schuster, Inc.

I understand that this class is one of many demands on your time. My aim is for you to not spend more than twice the class time in outside-class preparation. Some of you will, of course, spend less and others more.

COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 A Note on Integrity

Please read the Maritime College statement on [academic integrity](#).

Integrity is a core value upon which acceptable business behavior is based. Integrity is about honesty, keeping one's commitments, and consideration of the rights and needs of others. In short, can your business partners rely upon you?

The lack of integrity in the academic community means you may fail a course, in business you may be passed over for a promotion; in the academic community you may be placed on probation, in business you may be placed on an improvement program; in the academic community you may be expelled, in the business community you may lose a job; and finally, in the business world, you may be sent to jail.

For an eloquent statement on integrity I would like you to read the [Letter to Students re Academic Integrity \(Bill Taylor\)](#)

You are expected to learn and practice the habits associated with high integrity. Do it now, do not defer or delay, or neglect it, for you will not pass this way again.

COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 My Expectations

1. That you will do your own work and find your own words except in those situations where there is a clear call for teamwork.
2. That you and I will develop a relationship of mutual trust that is the basis for a high value learning experience. We should be willing to share any thoughts, concerns, constructive criticisms, ideas, etc. in a manner that respects the dignity and value of all parties.
3. That all of us in class will discharge our individual responsibilities to teach and learn. If we don't, who will?
4. That we make time to help others. If we don't, who are we?

That you keep on schedule with the course requirements. I expect you to be spending about 12 hours a week on this course.

That I keep on schedule with the course requirements.

COURSE INFO. DOCUMENT by: James Drogan

Subject: 7400 Your Next Steps

The **Bulletin Board** is a discussion area for our class outside the context of a particular course module. Just as you have the opportunity to talk or chat with each other or with the instructor when taking a conventional classroom course, you should also have the opportunity to do the same in a web course. The Bulletin Board is available only to students enrolled in this class to post and/or read messages and respond. These can include questions or comments to other students and me about course material, assignments, readings, etc. It is also a place where you can go to socialize and have open discussion on subjects of your interests.

You will find the Bulletin Board in the Class Community section of the Course Map. I will be using this area to make announcements during the semester, so be sure to check it every time you "come to class."

Meet Your Classmates is an area for you to introduce yourself to the class and where you can go to meet the others that are in this course. Your profile will help us get to know each other and begin to build a sense of class community, so please feel free to personalize your profile and add a link to your favorite web site, or attach a digital image of yourself.

You will find my profile by clicking the Meet Your Classmates link in the Class Community section of the Course Map. Check this area to meet the others in this course. Since profiles will be posted as people join the course for the first time, you may have to return to this area several times to see the latest entries.

As your next step, you should click on **Course Map** link and then, do the following:

1. Click on the **Bulletin Board** area. Post an item to start a discussion, or read other students' responses if there are any, and make a response.
2. Click on the **Meet Your Classmates** area and introduce yourself.

When you have completed those two tasks, you are ready to begin the first module of the course.

DOCUMENT by: James Drogan

Subject: 7400.1 Overview, Objectives, and Assignments


Module Overview:

This module discusses the objectives of and approach to the course, the expectations that we have for one another as we go through this course, and solicits information from the students as to their current understanding of business logistics and their individual objectives for the course.

Module Learning Objectives:

1. Initial development of a framework for learning.

Reading

Assigned Reading	Due Date
 1. Introduction to the Course and to Business Logistics.pdf	1/15/2004
	1/15/2004



A Note on Fact-Based Hypothesis-Driven Thinking.pdf

Writing

Assigned Writing	Due Date
Write a brief (no more than 800 words) paper that a.) describes your level of understanding of business logistics, and b.) your objectives for this course.	1/15/2004

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
<p>7400.1 Introduction to the Course and to Business Logistics posed the following questions:</p> <ol style="list-style-type: none"> 1. If we accept this definition [of logistics], then what issues must we discuss in order to understand logistics better? 2. What does the adjective “business” mean? Are there other “kinds” of logistics? 3. What additional issues that are brought about by the global nature of logistics must we discuss ? <p>What are your points of view on these three questions?</p>	1/15/2004	1/22/2004

If you have any questions about the assignments or activities for this module, please click on the ASK A QUESTION link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.2 Overview, Objectives and Assignment

Module Overview

Business logistics exists within a larger context. This module examines one point of view of this context.

Business logistics, particularly in an international sense, has the container as one of its fundamental common denominators. This module takes up the container as an introduction to transportation.

Module Learning Objectives

1. Understand the role and importance of logistics in private and public organizations.
2. Discuss the impact of logistics on the economy and how effective logistics management contributes to the vitality of the economy.
3. Understand the value-added roles of logistics on both the macro and micro level.
4. Explain logistics from several perspectives.
5. Understand the relationship between logistics and other important functional areas in a company, including manufacturing, marketing, and finance.
6. Discuss the important management activities in the logistics function.
7. Analyze logistics systems from several different perspectives to meet different objectives.
8. Determine the total cost and understand the cost trade-offs in a logistics system from a static and dynamic perspective.

Reading

Assigned Reading	Due Date
Management of Business Logistics (7th); Coyle, et. al., Chapter 2: Dimensions of Logistics	1/22/2004
14th Annual "State of Logistics Report" © "The Case for Reconfiguration"	1/22/2004
Strategic Logistics Management (4th), Stock and Lambert, Chapter 1: Logistics' Role in the Economy and the Organization, <ol style="list-style-type: none">1. pp 6-11 Logistics' Role in the Organization,2. pp 28-31 The Total Cost Concept,3. pp 31-37 Logistics and Corporate Performance - The Strategic Profit Model <p><i>Note: Hardcopy of this material will be passed out in class 1/15/22.</i></p>	1/22/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
<p>Beginning at the bottom of page 39 of Management of Business Logistics (7th); Coyle, et. al., and continuing on the top of page 40 is a brief discussion of four subdivisions of logistics.</p> <p>The discussion is about the similarities and differences between these divisions.</p> <p>I suggest you give some thought to a comparative framework before you start to discuss.</p>	1/22/2004	1/29/2004

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.3 Overview, Objectives, and Assignments

Module Overview

Put succinctly, logistics is built on transportation. This module begins the review of transportation as the basis for the continuing discussion of logistics.

Module Learning Objectives

1. Explain the economic role transportation plays in the economy.
2. Discuss the economic and service characteristics of the basic modes.
3. Discuss the economic effects of rates, transit time, reliability, capability, accessibility, and security in the carrier selection process.
4. Compare the advantages and disadvantages of using common, regulated, contract, exempt, and private carriers -- the five legal classes of carriers.
5. Discuss the economic and service characteristics of intermodal transportation and explain the dominance of rail-truck (piggyback) intermodal service.
6. Discuss the economic and service characteristics of indirect and special carriers.

Reading

Assigned Reading	Due Date
Management of Business Logistics (7th); Coyle, et. al., Chapter 9: The Transportation System	2/5/2004
Barriers and Catalysts in Global Transportation	2/5/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
<p>There are three modes of transportation which are our principal concerns in logistics -- ocean, railroad, trucking.</p> <p>Each of these modes has basic strengths and weaknesses as compared to the other modes.</p> <p>What are these strengths and weakness? How to they compare from mode to mode?</p>	2/6/2004	2/19/2004

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.




DOCUMENT by: James Drogan
Subject: 7400.4 Overview, Objectives, and Assignments
Module Overview

The module Transportation Review provided the general background for the all-important transportation component of logistics. This module is intended to integrate this previous understanding by looking at the end-to-end movement of a product from the manufacturer to the consumer.

Module Learning Objectives

1. Flows: product, information, finance.
2. Processes: planning and controlling transportation.
3. Roles and responsibilities: the principal players and what they do.
4. Infrastructure and equipment: the physical nature of transportation.
5. Issues: those topics that we must pay attention to if we are to successfully put the product in the consumer's hands at a profit.

Reading

Assigned Reading	Due Date
 4. From Manufacturer to Consumer.pdf	1/29/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
<p>The story of the Sony CD Walkman Compact Disc/MP3 Player as told in <i>4. From Manufacturer to Consumer</i> identified a number of issues or topics that we must pay attention to if we are to successfully put the product in the consumer's hands at a profit.</p> <p>A number of these issues were identified during the class discussion associated with this module. All issues may not have been identified at that time.</p> <p>In any event, I would like to discuss these issues in terms of:</p> <ol style="list-style-type: none"> 1. Why is the issue important? 2. What is the potential impact if the issue is not resolved? 3. Who should have principal responsibility for resolving the issue? 4. Will this be an issue three years from now? Why or why not? 5. What emerging issues do you see as you look into the future? Why are they important and what could be done about them? 	1/30/2004	2/4/2004

If you have any questions about the assignments or activities for this module, please click on the ASK A QUESTION link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.5 Overview, Objectives, and Assignments

Module Overview

Logistics is very much about the design, implementation, and management of a network. Networks comprise nodes and links. In a previous

module, 3. Transportation Review, we discussed the links -- the transportation carriers. Here, we take up the question of what happens at the nodes.

Module Learning Objectives

1. Discuss the strategic value-adding roles warehousing plays in the logistics system.
2. Develop an analytical framework for basic warehousing decisions.
3. Discuss the major principles of warehouse layout design.
4. Compare the use of private versus public warehousing.
5. Explain public warehousing services, regulations, and pricing.
6. Describe the decision-making approach used to determine the number of warehouses in the logistics system.
7. Discuss the different types of materials-handling equipment and the criteria used to select this equipment.
8. Explain the cross-functional role of packaging in the company.
9. Discuss the role of packaging in the logistics system.

Reading

Assigned Reading	Due Date
7400.6 Reading:Management of Business Logistics (7th); Coyle, et. al., Chapter 8 Warehousing Decisions	2/12/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
To be developed by the students.	2/13/2004	2/26/2004

If you have any questions about the assignments or activities for this module, please click on the ASK A QUESTION link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.6 Overview, Objectives, and Assignments

Module Overview

As previously discussed, logistics is very much about the design, implementation, and management of a network. Networks comprise nodes and links. In previous modules we have separately discussed the nodes and links. Here, we take up the question of their integration into a network.

The network is viewed from two different perspectives:

1. The physical, comprising transportation carriers, warehouse, and ancillary parties.
2. The relationships between business as they collaborate to provide a customer service.

Module Learning Objectives

1. Identify factors that may suggest a need for redesign of a logistics network.
2. Structure an effective process for logistics network design.
3. Be aware of key locational determinants and the impact they have on prospective locational alternatives.
4. Understand the different types of modeling approaches that may be used to gain insight into logistics network design and facility location.
5. Apply the simple "grid" or center-of-gravity approach to facility location.
6. Have knowledge of certain ways in which transportation and transportation cost affect the location decision.
7. Understand the types of logistics relationships and their importance.
8. Be knowledgeable of a process model that will facilitate the development and implementation of successful supply chain relationships.
9. Define what is meant by third-party logistics (3PL), and know what types of firms provide 3PL services.
10. Know what types of 3PL services are used by client/customer firms, and know what types of 3PL providers are used.
11. Appreciate the roles and relevance of information technology-based services to 3PLs and their clients/customers.
12. Know the extent to which customers are satisfied with 3PL services, and understand where improvement may be needed.

13. Recognize the importance of "collaborative" supply chain relationships.

Reading

Assigned Reading	Due Date
Management of Business Logistics (7th); Coyle, et. al., Chapter 14 Network Design and Facility Location	2/19/2004
Management of Business Logistics (7th); Coyle, et. al., Chapter 11 Logistics Relationships and Third-Party Logistics	2/19/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
None		

If you have any questions about the assignments or activities for this module, please click on the ASK A QUESTION link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.7 Overview, Objectives, and Assignments

Module Overview

Simply put, if it can't be measured it can't be managed. However, it does not necessarily follow that if it can be measured it should be managed. In

this module we take up the issue of defining what should be measured and why, and the associated metrics.

Module Learning Objectives

1. Understand the scope and importance of performance measurement.
2. Explain the characteristics of good performance measures.
3. Discuss cost and service performance measurement and quantification.
4. Understand transaction and revenue measurement and quantification.
5. Explain supply chain channel measurement.
6. Discuss overall supply chain metrics

Reading

Assigned Reading	Due Date
Supply Chain Metrics	2/26/2004
Management of Business Logistics (7th); Coyle, et. al., Chapter 13 Supply Chain Performance Measurement	2/26/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
The end-to-end management of a logistics channel relies on a measurement system common to all parties in the channel. What should this system measure? Why do you consider these measures important?	2/27/2004	3/11/2004

If you have any questions about the assignments or activities for this module, please click on the ASK A QUESTION link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.8 Overview, Objectives, and Assignments

Module Overview

The nature of the world's business was profoundly changed by the event of 9/11. Security is now the dominant design and operational characteristic of virtually all businesses, and especially the business of international logistics. What does security mean? How do we become secure? How does this affect our ability to serve customers?

Module Learning Objectives

1. Identification of an acceptable level of security.
2. Business systems necessary to enable the desired level of security.
3. Balancing security and customer service.

Reading

Assigned Reading	Due Date
Supply Chain Management Under the Threat of International Terrorism	3/18/2004
Balancing Security and Customer Service	3/18/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
Security will only be as good as its weakest component. This suggests	3/19/2004	4/1/2004

two questions:

1. What are the essential components of a security system for logistics? Why are these important?
2. What should be the role of the various affected parties (e.g., developed countries, international organizations, customers and carriers) in designing, implementing, and managing the security regime?

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.9 Information Systems Overview, Objectives, and Assignments

Module Overview

Information systems of one sort or another have been a critical success factor since man began trading. From scratches on a clay tablet to the internet, people have kept track of the what, where, and when of global logistics. This module explores contemporary information systems as they are applied to business logistics.

Module Learning Objectives

1. Pertinent data and applications.
2. Interfacing the information system to the real world.
3. Benefits

Reading

Assigned Reading	Due Date
Global Positioning Systems	3/20/2004

Management of Business Logistics (7th); Coyle, Chapter 12 Logistics and Supply Chain Information Systems	3/20/2004
From Logistics to Logistics Information Systems (handed out in class on March 18)	3/20/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
<p>Information systems can be considered to comprise applications (computer programs that process data to produce an output), the data used by the applications, and the users and devices connected to the applications.</p> <p>What do you consider to be the most important:</p> <ol style="list-style-type: none"> 1. applications, 2. collections of data (or databases), and 3. users and devices <p>comprising a logistics information system?</p>	3/21/2004	4/3/2004

*If you have any questions about the assignments or activities for this module, please click on the **ASK A QUESTION** link below. Now go to the next document to begin this module.*



Subject: 7400.10 Customer Service Overview, Objectives, and Assignments

Module Overview

The intent of a logistics system is to put a product at a place, time, and price such that it is preferred by the customer over a competing product. In short, the logistics system is aimed at providing superior customer service. Hence, customer service is the output of the logistics system and the starting point for logistics system design..

Module Learning Objectives

1. Understand the critical importance of customer service as principal determinant of logistics system design and operation.
2. Appreciate that demand management is becoming a critical driver of logistics responsiveness.
3. Understand the why and how of forecasting.
4. Appreciate how the order management process determines the quality of the logistics processes.

Reading

Assigned Reading	Due Date
Management of Business Logistics (7th); Coyle, Chapter 3 Demand Management and Customer Service	3/20/2004
Yellow Freight	3/20/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
Customer service can be described by its attributes. One can determine the quality of customer service by measuring these attributes. <ol style="list-style-type: none">1. How would you go about determining the attributes that properly describe customer service?2. What attributes do you think are most important? Why?3. What metrics would you use to measure performance on these most	3/26/2004	4/8/2004

important attributes?

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.11 Supply Chain Overview, Objectives, and Assignments

Overview

Logistics is part of a larger view of business management called supply chain management.

Logistics can be described as:

“Logistics is that part of the supply chain process that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers' requirements.”

Supply chain management can be described as:

“Supply Chain Management is the systemic, strategic coordination of the traditional business functions and the tactics across these business functions within a particular company and across businesses within the supply chain for the purposes of improving the long-term performance of the individual companies and the supply chain as a whole.”


These definitions come from the Council of Logistics Management.

In this module we examine the relationship between logistics and supply chain management.

Learning Objectives

1. Understand the drivers and goals of supply chain management.
2. Appreciate the important role of logistics with the supply chain context.

Reading

Assigned Reading	Due Date
Management of Business Logistics (7th); Coyle, Chapter 1 Supply Chain Management	4/1/2004
 12. Supply Chain.pdf	4/1/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
The SAB Distribution Case Read the Logistics Profile on page 3 of Coyle, then read Case 1-1 Central Transport, Inc. on pages 27-28. The discussion is centered on the three question on page 28.	4/2/2004	4/15/2004

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.12 The Role of Culture Overview, Objectives, and Assignments

Overview

On page 9 of Coyle is the following statement:

'With the changes occurring from the Internet and other related technologies, some individuals are arguing that there is "no geography" anymore.'

The issues associated with geography may have indeed been overcome as the global marketplace has been developing, only to be replaced by those associated with culture.

Module Learning Objectives

1. The issues in global logistics.
2. Culture: its definition, examples, and its role in global logistics.

Reading

Assigned Reading	Due Date
Management of Business Logistics (7th); Coyle, Chapter 5 Global Logistics	4/15/2004
Cultural Acumen for the Global Manager: Lessons from Project GLOBE	4/15/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
How does culture impact the design, development, and operation of global logistics systems? What recommendations would you make on how to minimize the negative aspects and maximize the positive aspects of culture?	4/16/2004	4/29/2004

If you have any questions about the assignments or activities for this module, please click on the [ASK A QUESTION](#) link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.13 Logistics Strategies Overview, Objectives, and Assignments

Overview

Strategy can be defined as that set of broad actions that are required for the organization to fulfill its mission and meet its goals. Strategies are generally the responsibility of the board and senior executives of the organization. Strategies are a useful activity to bring together various sets of knowledge and experiences into a coherent whole.

Module Learning Objectives

1. To understand the issues addressed by and the composition of a logistics strategy.

Reading

Assigned Reading	Due Date
Management of Business Logistics (7th), Coyle, Chapter 16 Logistics and Supply Chain Challenges for the Future	4/22/2004
Management of Business Logistics (5th), Coyle, Chapter 15 Logistics Strategy You will be provided a copy of this chapter on April 15	4/22/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
The assigned readings represent the point of view of the authors prior to 9/11.	4/23/2004	4/29/2004

How has 9/11 and subsequent changed the design, development, and implementation of logistics strategies?		
--	--	--

If you have any questions about the assignments or activities for this module, please click on the ASK A QUESTION link below. Now go to the next document to begin this module.



DOCUMENT by: James Drogan

Subject: 7400.17 Class Project: West Coast Incident 2002

Project

The remaining 50 percent of your grade is based on the project. The project constitutes the final examination for this course.

You may have read the following story in the Contra Costa Times (California) on October 2, 2002.

Port strike threatens longer-term damage

Millions of jobs could be lost if the dispute continues for three weeks or more

By George Avalos

CONTRA COSTA TIMES

The economic toll from the shutdown of West Coast ports will grow exponentially the longer it continues, industry analysts warned Tuesday.

Ominously, if the shutdown lasts even another week or two, it could take more than a month to unsnarl the backlog of idled or ruined goods -- a delay that could torpedo the holiday sales plans of a variety of retailers.

Within three weeks, the shutdown could force companies around the country to jettison nearly a quarter-million jobs.

"It won't take long before the impact becomes cumulative and exponential," said John Martin, president of Martin Associates, a Lancaster, Pa.-based economics consulting firm.

Already, the shutdown -- the ports had been closed a total of 31/2 days as of 6 p.m. Tuesday -- is costing the economy just under \$1 billion a day. That includes a daily loss to importers and exporters of \$886 million. The total reduction in tax revenue after five days is expected to reach \$115 million. More than 15,000 jobs could be erased in the next couple of days, the Martin Associates study, which was prepared for

the Pacific Maritime Association, estimated.

"A West Coast strike should be treated as a major risk for crisis in financial markets, as well as a major shock to the U.S. economy," Stephen Cohen, co-director of the Roundtable on the International Economy at UC Berkeley, wrote in a study released earlier this year.

The big problem is the current lockout will affect many more people than the dockworkers involved in the labor dispute. Martin pointed out that vessels will be idled, freight forwarders and consolidators will lose business, numerous port workers could be out of a job, railroads will have to cut back operations, truckers will have less freight to haul, and firms that supply and repair ships may find fewer clients.

"The short-term impacts are just as devastating as the long-term effects," said Jim Haussener, executive director of the Dublin-based California Marine Affairs & Navigation Conference. "If you're a farmer in the Central Valley and you want to export your produce, once it's picked, it has to go. California exports about 50 percent of the nation's agricultural products."

The dock shutdown could quickly imperil the already wobbly U.S. economy primarily because of the way companies ship and receive goods. Few companies store large stocks of products in warehouses these days and put items on shelves or use them on assembly lines within hours of the shipment. That means a disruption at the ports could leave some store shelves bare before long.

After 10 days, the shutdown could cost \$1.94 billion every day. The Martin Associates study estimated that nearly 91,000 jobs would be lost and \$693 million in taxes would be erased. After 20 days, the per-day economic loss would be \$2.43 billion, while the total loss in taxes would be \$1.82 billion and the cumulative job losses would be 240,000.

Some companies are already feeling the pinch. Freight forwarders have suffered a measurable reduction in products they arrange to ship from ports by train or truck.

"We're seeing a slowdown in getting our products," said William Iglesias, president of Livermore-based CFL International Inc., a freight forwarding company. "There is a ripple effect and there are delays. We have a lot of products coming in from Asia that need to be distributed around the country and we can't get them out to customers." Nissan Motor Co. said it may delay the introduction of the Infiniti M45 sedan because of the dispute.

Some signs have already surfaced, however, that companies are seeking a way around the bottleneck at the West Coast ports. Iglesias said his company is handling increased orders for air freight carriers.

"Businesses are going to find a way around this," said Michael Swanson, an economist with San Francisco-based Wells Fargo Bank. "The shutdown will hurt a lot of people. But we will see a lot of creative people who will re-route through Canada, Mexico, through the Atlantic and Gulf Coast ports. We'll see who gets rewarded for being prudent and who gets punished for not being prudent."

One thing is certain. Ultimately, consumers will pay the price, since the companies that ship freight through ports will simply find a way to charge more money for their final products.

"This could increase the costs to consumers in some cases," said Howard Roth, chief economist with the state's Department of Finance. "There could be a run-up in prices where there is a lack of inventory. Some products might not be available."

George Avalos covers the economy. Reach him at 925-977-8477 or gavalos@cctimes.com.

Source: <http://www.bayarea.com/mld/cctimes/business/4195199.htm>

A useful way to look at this project is that you have a twenty meeting scheduled with a high-ranking executive in your company. She has asked that you give your views as critical input into her process of making decisions on how the risks and uncertainties of events such as this can be mitigated. She will be taking from you a project report in support of your presentation. This report comprises the major facts, conclusions, and recommendations from your research.

She will ask for your view on such issues as:

1. Main Players: Their Roles and Responsibilities
2. Pre-Event Issues
3. The Event
4. Post-Event Issues
5. Impact of the Event on International Logistics
6. Choices for Dealing with the Event
7. Future Prospects

You need to gather data in order to prepare the presentation and its accompanying report.

The class will be divided into seven teams. Each team will be assigned one of the issues. Grading will be done on a team basis with each member of the team sharing the same grade.

Your grade will be based on how well the project report demonstrates your understanding of the fundamental issues, your ability to reason in a clear manner about these issues, your ability to support your discussion with facts, the clarity of your conclusions, and the balance between risk and reward in your recommendations.

Points	Criteria
0	Project report not submitted.
10	Project report demonstrates an adequate understanding of the topics and issues; reasoning and clarity of communication is fair.
20	Project report demonstrates a good understanding of the topics and issues; reasoning and clarity of communications is acceptable; student is a candidate to be assigned by the executive to a team to further develop the investment opportunity.
32	Project report demonstrates an excellent understanding of the topics and issues; reasoning and communications is clear and compelling; student is a candidate to be assigned by the executive to lead a team to further develop the investment

opportunity.

Up to 32 points will be awarded in each of the following three areas.

1. Midterm Check. I will ask each team to submit a report at the completion of the seventh class that describes your approach to the project, the key issues and hypotheses you have identified, and the table of contents for the final report.
2. Final Written Report.
3. Final Presentation.

96 points are available on the project.

Click on RESPOND (below) to ask any questions and make any comments regarding this report.



DOCUMENT by: James Drogan

Subject: 7400.17 Project Midterm Report Due 2/26/2004

Purpose

The purpose of the Project Midterm Report is to provide a checkpoint for you, your team, and me as to how the team is approaching the project.

This report outlines your approach to the project, the key issues and hypotheses you have identified, and the table of contents for the final report.

The suggested format for this report is:

FastShip Midterm Report

Date: 2/26/2004

Issue: (identify the major issue your team has been assigned)

Team Members:

1. name 1
2. name 2
3. et. al.

Approach

Write one or two paragraphs that outlines how you will approach the creation of the project deliverables.

1. Project Report
2. Project Presentation

Key Issues and Hypotheses

List the sub-issues related to your major issue. Identify the hypotheses for each of your sub-issues.

1. Sub-Issue 1
 - a. Hypothesis 1
 - b. Hypothesis 2
2. Sub-issue 2
 - a. Hypothesis 1
3. et. al.

Project Report Table of Contents

Lay out a working table of contents for the report.

Click on **RESPOND** (below) to ask any questions and make any comments regarding this report.



DOCUMENT by: James Drogan

Subject: 7400.17 Project Final Report Due 4/29/2004

Purpose

The Project Final Report is based on the Project Midterm Report and comprises the major facts, conclusions, and recommendations for action your team has come to regarding the assigned issue.

This report should stand alone. That is, one should not need to review your Midterm Report in order to make sense of the Final Report.

The suggested format for this report is:

FastShip Final Report

Date: 4/29/2004

Team Members:

1. name 1
2. name 2
3. et. al.

The remainder of the report should the table of contents proposed in your Midterm Report. You should modify the proposed table of contents in line with your gathering of facts, analysis, conclusions, and recommendations for action.

Click on RESPOND (below) to ask any questions and make any comments regarding this report.



DOCUMENT by: James Drogan

Subject: 7300.17 Project Final Presentation Due: 4/29/2004

Purpose

The Project Final Presentation represents your opportunity to present to the high-ranking executive and his staff (i.e., me and your fellow students) the conclusions and recommendations of your team.

How you chose to do this is up to your team and you.

You will be given 25 (twenty-five) minutes for the presentation and any questions from the executive and his staff. Questions will be asked at the conclusion of your presentation. The time will be rigidly enforced.

You may apportion the 25 minutes as you see fit, but it is not recommended you devote the entire time solely to questions (in order to avoid presentation) or to presentation (in order to avoid questions).

All presentations will not be given on 4/22. However, all presentation material is due in to me on that date.

Click on RESPOND (below) to ask any questions and make any comments regarding this report.

