

COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 8360 Welcome and Course Objectives

This course examines the evolving role of intermodal freight transportation as a natural extension of containerization. It includes a thorough examination of historical and evolving technology, in both regulated and deregulated environments.

You should be aiming to develop breadth of skills regarding intermodal freight transportation in the context of the current and future global business and transportation environment.

At the conclusion of this course you should have skills and knowledge sufficient to discuss these topics at a high level with other interested parties (e.g., executives responsible for intermodal freight transportation). The intent of the discussion is for the other party to see you as someone who can make value contributions to the management of the transportation firms of today and the future.

Intermodal freight transportation is a field undergoing significant, rapid change. The course will be contemporary.

COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 8360 Contact Information

Contact Information

Instructor:	James Drogan
Course Number:	TMGT 8360
Semester:	Fall 2004
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Logon Schedule:	I will logon several times per week.
Office Schedule:	I will aim to be in the vicinity of the classroom at least one hour prior to the start of class. Please contact me to arrange times to talk.

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COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 8360 Approach

Learning in this course is in the form of a moderated discussion conducted in the classroom and on -line. All students are expected to participate. The schedule for discussion topics can be found in the Course Schedule and may be adjusted by your interest and knowledge as well as by current developments in the field. Readings for each class are assigned. You are expected to have completed the readings and to come prepared to discuss the topics.

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COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 8360 Textbook and Other Course Materials

The text assigned for this course is G. Muller (1999), Intermodal Freight Transportation (4e), Eno Transportation Foundation and Intermodal Association of North America, Library of Congress Catalog Number 96-645122. This book is available at the Ship Store. You may also obtain a copy from the Intermodal Association of North America website (www.intermodal.org > Publications). A copy will be on reserve at the Maritime Luce Library.

All other material will be distributed through CourseSpace .

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COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 8360 Grading

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

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 in class and on-line discussions .

You should strive to demonstrate an ability to single out key issues, think critically about them, and express cogent and complete fact-based arguments emphasizing analysis, conclusion and recommendation.

It is a demonstration of your ability that is important. I encourage research on the issues (e.g., using the Internet), but passing off the words and abilities of others as your own (plagiarism) is unacceptable. This is an example of unethical behavior which, at its extreme, can result in you failing the course . I'll have more to say about this in TMGT 8360 A Note on Integrity.

Please see TMGT 8360 Some Further Words on Communication for additional advice on communication .

Please see the discussion grading and grade point average on the Maritime College website at Academics > Academic Regulations > Grading (<http://www.sunymaritime.edu/zpt/z04/z0401.makka?z=684>) and Academics > Academic Regulations > Grade Point Average (<http://www.sunymaritime.edu/zpt/z04/z0401.makka?z=685>).

Basis for Grading

Grading is done on the basis of:

Attendance in class: 16 classes at one point per class = 16 maximum points

Discussions: 169 maximum points (16 classes at four points per class for classroom discussions; 15 weeks at seven points per week for on-line discussions)

Final Written Report on Class Project:: 64 maximum points from the written report. All team members will receive the same grade on the project.

Team Participation: 24 maximum points based upon your participation in the project team .

Maximum points that one can attain in the course is 273. The actual points attained will be divided by 273 and the resulting percentage translated into a letter grade according to the following table .

%	GPA	Grade
1.000	4.0	A
0.930	4.0	A
0.900	3.7	A-
0.871	3.3	B+
0.830	3.0	B
0.800	2.7	B-
0.771	2.3	C+
0.730	2.0	C

0.700	1.7	C-
0.000	0	F

For example:

1. 93 percent gives a letter grade of A.
2. 78 percent gives a letter grade of C+.

The mathematics guides me in the assignment of the final grade . What this means is that the final grade I assign may be different from the mathematical grade . In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

Attendance in Class

You are expected to attend every class. I am sensitive to other demands on your time. The polite thing to do if you know you are going to be absent is to let me know.

Sixteen meetings (excepting the final) at one point per meeting = 16 maximum points.

Discussions

Your participation in discussions is the most significant component of your final grade .

Strive for high-quality discussions .

Quality discussions of the issues raised by all of us in the context of this course represent 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 the discussion .

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

Do a good job of maintaining quality in the discussions . Lead by example. Use good grammar. Be considerate of others. Encourage others to participate.

Your contributions in the discussions should be thoughtfully developed and carefully worded .

They should address issues and/or concepts you find particularly important.

I will use the following criteria to evaluate your contribution to the discussions :

1. Relevance - your contribution is relevant to the material in the unit of study .
2. Importance - your contribution addresses a significant issue in the module .
3. Thought-provoking - your contribution requires high-level thought and is not a simple question or answer .
4. Originality - your contribution should not be essentially the same as that of another student .

What is a low quality contribution? A low quality contribution does not teach us anything, or contribute anything positive or substantial to the discussion . Examples of low quality contribution: any contribution which is biased, prejudicial, off topic, or is unsubstantiated; any contribution which is carelessly phrased, 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 contribution? A high quality contribution 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 contributions not only introduce new ideas or knowledge, but help us relate it to what we are studying in the module .

I will evaluate the quality of your contributions to each class using a 0 - 4 scale (see the table below).

0	1	3	4
Little to no contribution to the discussion	Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.	Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.	The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.

This class meets 16 times. The maximum points available are 64.

On-line discussions are rated on the basis of the quality as described above. The quantity of on-line discussions is assessed on the following basis:

0 No posts
1 Posted less than three times; began no major discussion threads
2 Posted three times; began one major discussion thread
3 Posted more than three times; began more than one discussion thread

A maximum of seven points (four from quality; three from quantity) are available on a weekly basis.

The class meets for 15 weeks. The maximum points available are 105.

Discussions are the heart and soul of this course. I expect you to lead and/or participate in discussions.

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

Project

The third portion of your grade is based on the project. The project constitutes the final examination for this course.

Short Sea Shipping

"Short Sea Shipping is defined as commercial waterborne transportation that does not transit an ocean. It is an alternative form of commercial transportation that utilizes inland and coastal waterways to move commercial freight from major domestic ports to its destination."

<http://www.marad.dot.gov/Programs/sssbroc.htm>

Your objective is to draw conclusions regarding the impact short sea shipping is likely to have on existing

intermodal freight transportation.

Further details about the project, what's do when, the makeup of the project teams, and supporting material will be found in Module 17. Short Sea Shipping.

Project Report

The team grade for the final report will be assigned according to the following criteria

Points	Criteria
0	Project report not submitted.
16	Project report demonstrates an adequate understanding of the topics and issues; reasoning and clarity of communication is fair .
48	Project report demonstrates a good understanding of the topics and issues; reasoning and clarity of communications is acceptable; team members are candidates to be assigned to a team to further develop the approach to marketing management.
64	Project report demonstrates an excellent understanding of the topics and issues; reasoning and communications is clear and compelling; team members are candidates to be assigned lead a team to further develop the approach to marketing management.

Maximum points available on the project report are 64.

The project report are to be submitted as Microsoft Word documents (.doc files) or in Rich Text Format (.rtf files) through CourseSpace.

Team Participation

Your participation as a member of a team will be assessed your peers and by me . The basis for this will be the answer to the following question.

"Would you like to be on a team in the future with this person?"

Acceptable answers and associated points are:

Definitely (4)

Probably (3)

Probably Not (1)

Definitely Not (0)

At the end of the project I will give you a list of the members of the team in the following form :

	Definitely	Probably	Probably Not	Definitely Not
Name 1				
Name 2				
Name 3				
Name 4				

Your task is to place a "X" in the box indicating your assessment of your peers. It would be appropriate to not assess yourself.

I will prorate the points so that the maximum available points (in the sample above it would be 12) equates to 24.

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 8360 Class Schedule

[Print this document](#)

TMGT 8360 Intermodal Freight Transportation

The word "Muller" refers to the text assigned (G. Muller (1999), Intermodal Freight Transportation (4e), Eno Transportation Foundation and Intermodal Association of North America, Library of Congress Catalog Number 96-645122) for this course.

Class Preparation and Assignments Due are always due at the beginning of the class with which these items are associated.

Topics/Activities	Start	Preparation and Assignments Due
Class 1: Introduction to the Course and to Intermodal Freight Transportation	9/2/2004 Pace Manhattan W601	None
	9/9/2004	Everyone Should be Active on CourseSpace
<p>Class 2: Historical Perspective and Government Regulation</p> <p>In-Class Discussion : History and the involvement of the government results in sets of policies and practices, investments, knowledge, skills, and experiences that defines the current situation. This current situation defines the range of alternative future actions. That is, where we are limits where we can go.</p> <p>This discussion will develop statements of 1.) where we are in intermodal freight transportation and 2.) the alternative futures.</p> <p>On-Line Discussion : What are the</p>	9/9/2004 PACE Manhattan W601	Read: Muller Chapters 1-4 (Historical and Governmental Perspective)

<p>lessons from America's intermodal freight transportation history that can be learned by developing countries and how can they be applied? Starts on 9/10 and ends on 9/23.</p>		
<p>Class 3: Intermodal Movements by Rail and Motor Carrier</p> <p>In-Class Discussion : Who are the stakeholders in rail and motor carrier intermodal movements? What are their agendas? In all likelihood these agenda are not common. How, therefore, should trade-offs among these agendas be managed?</p> <p>On-Line Discussion : The first new paragraph on p 66 of Muller states:</p> <p>"Although a rail intermodal train leaves a major terminal every 8 minutes, such operations account for about 18% of the rail industry's revenue and probably less than 5% of its profits, although the BNSF claims that its intermodal operations are as much as 25% of total revenues."</p> <p>The July 22, 2004 issue of the Wall Street Journal contained an article titled Woes at Union Pacific Create A Bottleneck for the Economy . Intermodal traffic is affected by the UP problems .</p> <p>Considering the possible low gross profit on intermodal, the volatility of the market, and the capital and labor intensive nature of the railway industry, is intermodal good business for the railroads? Why do you take this position? Starts on 9/17 and ends on 9/30.</p>	<p>9/16/2004 PACE Manhattan W601</p>	<p>Read: Muller Chapter 5 Intermodal Movements by Rail and Motor Carrier</p>
<p>Class 4: Intermodal Movements by Air, Water, and Bridge Services and Doublestack Operations</p> <p>In-Class Discussion : On p 154 of Muller, under the heading of Landbridge Services in North America , he writes</p> <p>"Of all the bridge services offered, perhaps none are as impressive or extensive as provided in the United</p>	<p>9/18/2004 Fort Schuyler B-2</p>	<p>Read: Muller Chapter 6 Intermodal Movements by Air, Water, and Bridge Services and Doublestack Operation</p> <p>SPECIAL NOTE : Only read the Introduction (p 111 up to the section starting Intermodal Movements by Air), Intermodal Movements by Ocean (p 130), Intermodal Movements by Inland and Coastal Waterways</p>

<p>States."</p> <p>What were the conditions favorable to this development? Why do you consider them favorable?</p> <p>On-Line Discussion : You have been asked to advise the government of an emerging nation on the development of its surface (i.e., not air) intermodal freight transportation capability. What are the critical issues that you will need to address and why did you choose these? Starts on 9/19 and ends on 10/2.</p>		<p>(p 145), Bridge Services (p 153), Ports Emphasizing Distribution Role (p 165), and Domestic Containerization (p 169).</p>
<p>Class 5: Intermodal Through Carriage Documents, Liability Rules, and Facilitation</p> <p>In-Class Discussion : The exchange of information regarding intermodal freight transportation can be considered to have moved through several phases; paper, fax, EDI, and the Internet.</p> <ol style="list-style-type: none"> 1. What were the conditions that allowed that to happen? 2. This change was not only conditioned by technological advancement. Other aspects of business had to change. What were some of these changes and why did they occur? 3. Consider all the parties involved in intermodal freight transportation. What percentage of these parties would you estimate to conduct their business mainly through EDI? What percentages would you put in the other three areas? What do you think this distribution will look like 10 years from now? Why? <p>On-Line Discussion : On p 199, at the bottom of the right hand column, starts the section titled Computer Revolution Greater than Container Revolution . In this section Muller asserts:</p> <p>"The computer revolution will probably turn out to be as important to intermodalism, if not more important, than the container revolution was on breakbulk cargo operations."</p>	<p>9/23/2004</p> <p>PACE Manhattan W601</p>	<p>Read: Muller Chapter 8 Intermodal Through Carriage Documents, Liability Rules, and Facilitation</p>

<p>and</p> <p>"The container revolution produced an improvement in physical aspects, but the computer revolution makes the entire concept simple and workable, regardless of whether or not the freight is containerized."</p> <p>Strong statements.</p> <p>To what extent do you agree or disagree with either or both? Why?</p> <p>Starts on 9/24 and ends on 10/7.</p>		
<p>Class 6: Intermodal Transportation Facilitators</p> <p>In-Class Discussion : On p 217, at the top of the right hand column, starts the section titled Continuing Intermodal Role. In this section Muller states:</p> <p>"Facilitators have a symbiotic relationship with intermodalism. They are in business because of it, and they, in turn, have greatly advanced intermodal progress."</p> <p>How and why have the facilitators been able to lead this advancement?</p> <p>On-Line Discussion : The set of facilitators, what they do and where they do it, seems to represent a kaleidoscope of opportunity. And like the kaleidoscope, the pattern of these opportunities and the principal parties involved is constantly changing. This would seem to represent substantial management challenge in determining the what, where, why, how, when, and who associated with obtaining the potential benefits offered by the facilitators. How would you resolve this management challenge? Starts on 10/1 and ends on 10/15.</p>	<p>9/30/2004</p> <p>PACE</p> <p>Manhattan</p> <p>W601</p>	<p>Read: Muller Chapter 9</p> <p>Intermodal Transportation</p> <p>Facilitators</p>
<p>Class 7: Terminals and Cargo-Handling Equipment</p> <p>In-Class Discussion : FastShip proposes a new approach to the loading and unloading of containers into a purpose-built ship, and the use of dedicated terminals. The objective is to improve ship turnaround time.</p>	<p>10/7/2004</p> <p>PACE</p> <p>Manhattan</p> <p>W601</p>	<p>Read: Muller Chapter 10</p> <p>Terminals and Cargo-Handling</p> <p>Equipment</p> <p>SPECIAL NOTE : Read pp 219-239 up to the section headed Cargo Handling at Airports.</p> <p>Review: FastShip Enhanced</p>

<p>What do you think of this approach? Which parties receive its purported benefits? How does this approach improve the door-to-door delivery time of containers?</p> <p>On-Line Discussion : What may be the next significant breakthroughs in terminal placement, design, and management?</p> <p>On February 23, 2004, The Hindu Business Line reported that "In 2002, the average age of container ships sold to breakers was 26 years." This same article also reported "Utilisation of capacity on container ships has never been better. But going by the number of new orders being placed with various shipyards, there could be more ships in 2005 than the demand."</p> <p>The long life of these shipping assets would seem to preclude any revolutionary change in the fundamental container and its handling mechanisms. Do you agree or disagree? Support your decision.</p> <p>Discussion starts on 10/8 and ends on 10/22.</p>		<p>Cargo Handling at http://www.fastshipatlantic.com/enhancedcargohandling.html and FastShip Dedicated Terminals at http://www.fastshipatlantic.com/enhancedcargohandling.html. you may need to cut and paste these urls into your browser.</p>
<p>Class 8: Intermodal Containers</p> <p>In-Class Discussion : Malcolm McClean's simple idea of the 1950s has developed into a complex and sophisticated global system comprising a number of purpose-built pieces of equipment. Coincident has been the establishment of a number of regulatory and standards bodies seeking to manage the complexity in order to achieve the efficiencies promised by intermodal freight transportation.</p> <p>Generally speaking, the greater the complexity the greater the management challenge.</p> <p>Has this system become too unwieldy? Should this constant tailoring and tinkering continue? Should the international community seek to establish a simpler, more robust, easier to manage intermodal freight transportation system? Should we be content to let natural developments run their course? What recommendations</p>	<p>10/14/2004 PACE Manhattan W601</p>	<p>Read: Muller Chapter 11 Intermodal Containers</p>

<p>would you make to the international community for improving the performance of intermodal freight transportation?</p> <p>On-Line Discussion : TBD. Starts on 10/15/2004 and ends on 10/29/2004.</p>		
<p>Class 9: Intermodal Information Technology</p> <p>In-Class Discussion : On pp 300-302 Muller recounts the case of Encompass (ENCOMPASS - What Went Wrong?). Muller gives four main reason why Encompass failed.</p> <p>What other reasons, or what deeper reasons for this failure might also exist?</p> <p>If you were to engage in such a venture today, what actions could you take early on to assess the likelihood of a favorable outcome?</p> <p>On-Line Discussion : Read Some Ideas on the Application of Information Technology to the Freight Railway . This document can be found at http://www.jmsdrgn.com/Some%20Ideas%20on%20the%20Application%20of%20Information%20Technology%20to%20the%20Freight%20Railway.pdf.</p> <p>This document represents a stimulus to discussing the application of information technology to intermodal freight transportation.</p> <p>What are the strengths and weaknesses of the document's ideas when it comes to intermodal freight transportation? What is the reasoning behind your choices?</p> <p>Starts on 10/17 and ends on 10/31.</p>	<p>10/16/2004</p> <p>Fort Schuyler B-2</p>	<p>Read: Muller Chapter 12 Intermodal Information Technology</p>
<p>Class 10: Competition</p> <p>In-Class Discussion : On p 368 Muller begins a discussion of Competitive Aspects of Multimodal Carriers . Multimodal carriers are not a new phenomenon. They have been previously started and 1.) gone out of business (e.g., CSX-SeaLand), and 2.) succeeded (e.g., FedEx). What are the factors critical to successfully</p>	<p>10/21/2004</p> <p>PACE Manhattan W601</p>	<p>Read: Muller Chapter 13 Competition</p> <p>SPECIAL NOTE : Read p 305 up to Air-Surface Intermodal Carrier Competition on p 360, then from Competitive Aspects of Multimodal Carriers on p 368 through then end of the chapter.</p>

<p>establishing and growing a multimodal transportation company?</p> <p>On-Line Discussion : Class 7 introduced you to FastShip. What is your view of FastShip as a potential competitive force in the global intermodal freight transportation marketplace?</p> <p>Starts on 10/22 and ends on 11/5.</p>		
<p>Class 11: The "How to" of Intermodal Freight Transportation</p> <p>In-Class Discussion : In Chapter 13 Muller identifies a number of parties, outcomes, issues, and actions. The discussion in class will focus on organizing the information Muller has given us in to a more useful fashion in order to answer two questions:</p> <ol style="list-style-type: none"> 1. In what manner, if at all, should Muller's list of parties, outcomes, issues, and actions be modified? 2. How would we prioritize the modified (perhaps) list of parties, outcomes, issues, and actions? What should we focus on first and why? <p>On-Line Discussion : Emerging from the in-class discussion will be one or two combinations of parties, outcomes, issues, and actions we consider most important. The on-line discussion will focus on developing a more complete analysis of these combinations. That is, we want to be able to tell a convincing story about each combination that ends in recommendation for actions that flows from our understanding of the parties, outcomes, and issues.</p> <p>Starts on 11/12 and ends on 11/26.</p>	<p>11/11/2004 PACE Manhattan W601</p>	<p>Read: Muller Chapter 14 The "How to" of Intermodal Freight Transportation</p>
<p>Class 12: The Future of Intermodalism</p> <p>In-Class Discussion : Muller describes three forces shaping intermodal freight transportation:</p> <ol style="list-style-type: none"> 1. New and emerging technologies. 2. Fast changes in markets and trading patterns. 3. Regulatory changes. 	<p>11/18/2004 PACE Manhattan W601</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Muller Chapter 15 The Future of Intermodalism 2. Supply Chain Management Under the Threat of International Terrorism at http://web.mit.edu/ctl/www/news/downloads/sheffi-ar

<p>Would you modify Muller's discussion of these forces in any way? How and why?</p> <p>On-Line Discussion : On p 400, beginning the second paragraph in the section headed Emerging Intermodal Concepts, Muller states:</p> <p>"For the future, domestic containerization and its involvement with logistics management will expand to other countries."</p> <p>The domestic containerization to which Muller refers is that practiced in the US.</p> <p>The question, then, is how this expansion will impact intermodal freight transportation on a global basis? Would you give or withhold support for this expansion? Why?</p> <p>Starts on 11/19 and ends on 12/3.</p>		<p>ticle.pdf</p> <p>3. Barriers and Catalysts in Global Transportation at http://www.jmsdrn.com/Barriers%20and%20Catalysts%20in%20Global%20Transportation.pdf</p>
<p>Class 13: The Business of Intermodal Freight Transportation - So What!</p> <p>In-Class Discussion : On p 404, towards the top of the left column, Muller states:</p> <p>"As a result, what the container and intermodalism were to breakbulk operations, the power of information will be to intermodalism."</p> <p>What are the prerequisites for successfully using information?</p> <p>On-Line Discussion : None</p>	<p>11/20/2004</p> <p>Fort Schuyler B-2</p>	<p>Read: Muller Chapter 16 The Business of Intermodal Freight Transportation - So What!</p>
<p>Class 14: The Impact of Culture on Intermodal Freight Transportation</p> <p>In-Class Discussion : In what ways does culture impact intermodal freight transportation?</p> <p>On-Line Discussion : None</p>	<p>12/2/2004</p> <p>PACE Manhattan W601</p>	<p>Read: Cultural Acumen for the Global Manager: Lessons from Project GLOBE. See http://www.haskayne.ucalgary.ca/GLOBE/Public/Links/lessons_project_globe.pdf</p>
<p>Class 15: Guest Speaker on Intermodal Freight Transportation</p>	<p>12/9/2004</p> <p>PACE Manhattan W601</p>	<p>Come prepared with good questions and comments.</p>
<p>Class 16: Final Examination</p>	<p>12/16/2004</p>	<p>Project report due .</p>

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 8360 Some Further Words Regarding Communication

My preference is to receive all written communication via e-mail. If you are submitted an writing assignment, the preference is that you submit it as an attached Microsoft Word document. This allows me an easy way to mark-up your document and return it to you prior to class. 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 at 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 are important.

Think before you write. Write. Review and enhance. Submit.

“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

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COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 8360 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 three times the in-class class time in outside-class preparation. Some of you will, of course, spend less and others more.

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COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 8360 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 by Bill Taylor at http://www.baruch.cuny.edu/facultyhandbook/taylor_letter.htm.

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.

My experience is that it is fairly easy to establish a student's writing style and it is fairly evident when the student is submitting work that is not in accordance with this style. The Internet is a wonderful resource for determining whether plagiarism is taking place. I encourage you to use the network for research, but find your own words, express your own analysis, conclusions, and recommendations. Blatant plagiarism tends to result in zero points for the assignment. My advice is to not do it. If you found it on the Internet, I can find it on the Internet.

Here is additional important information for students about the consequences of cheating and plagiarism from Baruch College (http://www.baruch.cuny.edu/academic/academic_honesty.html)

"Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Statement from Mark Chadwin (Chair, Department of Global Business & Transportation) and Matthew Harrington (Director of the Graduate Program)

August 16, 2004

Last spring several episodes of cheating and plagiarism occurred in undergraduate and graduate classes. They were dealt with severely. SUNY Maritime College has a zero tolerance policy toward all forms of academic dishonesty. Any student who violates that policy is subject to sanctions that range from failing the specific exercise, assignment or examination to expulsion from SUNY Maritime.

Pursuant to a statute recently passed by the legislature and signed into law by the Governor, the College will have a detailed policy and procedure in place later this year . In the meantime, all students and faculty in GBAT and graduate courses should understand what constitutes academic dishonesty . The attached examples are intended for that purpose.

Examples of Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, obtaining unfair advantage, falsification of official documents, and collusion. Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise . Examples include:

- Copying from another student during an examination or allowing another to copy your work .
- Unauthorized collaborating on a take home assignment or examination .
- Using unauthorized notes during a closed book examination .
- Using a PDA, cell phone, pager or internet connection during an examination .
- Taking an examination for another student.
- Asking or allowing another student to take an examination for you .
- Changing a corrected exam and returning it for more credit.
- Submitting substantial portions of the same paper in two different classes without the permission of the instructors involved.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers including the use of commercial term paper services.

Plagiarism is the act of presenting another person's ideas, research or writing as your own. Examples include:

- Copying another person's actual words without the use of quotation marks and footnotes .
- Presenting another person's actual words without the use of quotation marks and footnotes .
- Using all or part of another person's computer file, program or printout in an assignment without permission of the instructor .
- Failure to acknowledge collaborators on homework and laboratory assignments .

Obtaining an unfair advantage includes :

- Stealing, reproducing, circulating or otherwise gaining prior access to examination materials .
- Depriving other students by stealing, destroying, defacing or concealing library materials .
- Retaining, using or circulating examination materials that clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's academic work.
- Engaging in activities that intentionally create an unfair advantage over another student's academic work.

Falsification of official documents includes :

- Forging signatures of authorization .
- Falsifying information on an official academic record .
- Falsifying information on an official College document such as a grade report, letter of permission, drop/add form, ID card or other College document.

Collusion is lending assistance or failing to report witnessed acts of academic misconduct .

End of Statement

I trust that it is clear that Maritime College, the Department of Global Business and Transportation, and I will not tolerate unethical behavior and academic dishonesty.

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COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 8360 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?
5. That you keep on schedule with the course requirements. I expect you to be spending about eight hours a week on this course.
6. That I keep on schedule with the course requirements.

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COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 8360 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.



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