



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 Welcome and Course Objectives

Welcome to the distance learning version of Transportation Management 7300.

This course focuses on the strategic principles necessary for the successful management of ocean and intermodal transportation firms.

The purpose of this course is for you to develop skills in and knowledge of transportation management 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. Essential transportation management processes.
4. Shipment and information flows
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 transportation management firms).

Transportation and its management is a field undergoing significant, relatively rapid change. The course will aim to be contemporary

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

Please continue to read all the documents in this Course Information section.

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.

Jim Drogan



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 Is Distance Learning Right for You?

Distance learning is dramatically different from other learning experiences such as the classroom or self-study texts.

You really ought to be sure that distance learning is right for you.

To that end I would ask you to go to [SUNY Learning Network - Are you ready?](#), read and think about the

three different perspectives presented there, then draw your own conclusions as to what is right for you.

Please contact the instructor (see [GRO 7300 Contact Information](#)) if you have any questions.



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 Registration vs. Access

The fact that you are "here" does not necessarily mean that you are officially registered for this course through your SUNY campus and Registrar. Through SLN you secure a password that gives you access to enter this on-line classroom. You can do this without registering for the course. However, if you have not registered and paid tuition through the SUNY institution offering this course, you will be blocked from the course, and more importantly, you will not get credit for the course.

If you are not sure that you are registered for this course, check now! How do you do that? YOU MUST CONTACT THE APPROPRIATE SUNY REGISTRAR DIRECTLY. Find the registration contact information for your SUNY campus by clicking on the "Campus Contacts" tab above or below in the navigation bar for this page. You will need to have your Social Security Number, along with the course code and title when you speak to your campus contact to confirm your registration.

If you know you have completed the official SUNY registration and payment process for your campus you can proceed with reading the rest of the Course Information documents.



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 Contact Information

Instructor:	James Drogan
Course Number:	7300
Dates:	March 1 - April 26, 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.



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 Approach

Discussions are the basis of learning in this course. 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 be prepared to discuss the topics.



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 Textbooks and Other Course Materials

There is no assigned text for this course.

Prof. Joseph Sussman's course in [Transportation Systems at MIT](#) is used as the basis for the first portion this course. From time to time the Class Schedule will assign you specific items in Prof. Sussman's course on the MIT OpenCourseWare site to be read.

Prof. Sussman's textbook (Sussman, J. (2000). Introduction to Transportation Systems. Boston, Artech House, Inc. ISBN 1-58053-141-5) has not been assigned for this course. I note, however, that it is good reference book if you expect to making a career in transportation. Sussman's text will be on reserve in the Stephen B. Luce Library at Fort Schuyler. Copies may be obtained from [Artech House](#).

Any material required for this course will be distributed through SUNY Learning Network.

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 Droган

Subject: GRO 7300 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 in 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. On-line Discussions: 48 maximum points
2. Mid-term Check on Class Project: 24 maximum points
3. Final Written Report on Class Project: 24 maximum points

Maximum points that one can attain in the course is 96. The actual points attained will be divided by 96 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

The mathematics of grading serves as a guideline for the assignment of the final grade. The mathematics are not an absolute. For example, a percentage equivalent of 89.9 indicates a B+ in the above table, but the final grade I assign is solely at my discretion.

Discussions

Your participation in the discussions (in the Module Discussion Area) 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.

A discussion thread is directly associated with the statement of the overall topic for discussion.

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. I will announce the overall topic, but 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.

Let me restate.

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 week, 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 weekly basis. In this course there are eight weeks and 48 points.

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 student 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.

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.

Discussion take place in the Discussion Area of a module. You will find two documents in the Discussion Area.

1. Instructions for Discussion -- These are the instructions for participating in a discussion. This is not the document that starts a discussion.
2. Discussion of... -- These are the documents that start the discussion. The initial topic is defined by me. You enter the discussion by responding to this document or to one of the responses posted under this document.

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

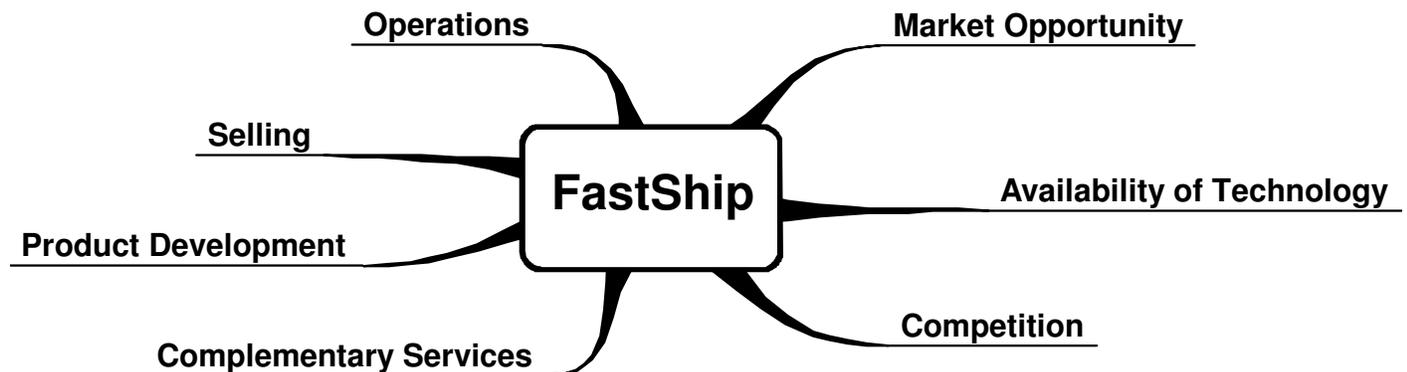
Project

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

On Sunday, June 13, 1999 an article was posted to the web titled "[Company takes major step toward fast cargo ships by 2003.](#)"

This article heralded "...service between Philadelphia and Cherbourg, France, in 2003, with ships that cross the ocean at up to 38 knots, or almost 44 mph, more than twice as fast as conventional freighters."

This project is an examination of the following fundamental issues associated with FastShip.



You need to gather data on the assigned issues to prepare a project report and a summary presentation of that report. This report comprises the major facts, conclusions, and recommendations from your research.

A useful way to look at this project report is that a high-ranking executive in your company has asked that you give your views as critical input into her process of making a decision whether to invest a significant

amount of company resource in involvement with FastShip.

You 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.

You are cautioned that there are only eight weeks in this course. You should focus on getting the general theme of the thinking correct. Focus less on the details. As in any endeavor, if the general aspects of the solution to the problem are not correct (as in "we need to head in an eastwardly direction") then the detail (as in "our course is 90 degrees, 36 minutes, 43 seconds true") is unlikely to be helpful. Focus on getting the big picture correct, then fill in the details. It's a bit like peeling an onion.

Points	Criteria
0	Project report not submitted.
5	Project report demonstrates an adequate understanding of the topics and issues; reasoning and clarity of communication is fair.
15	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.
24	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 24 points will be awarded in each of the following two areas.

1. Midterm Check. I will ask each of you to submit a report at the end of the fourth week 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.

48 points are available on the project. Any number of points (e.g., 18) may be assigned.



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 Course Schedule

Print this document

COURSE AND ASSIGNMENT SCHEDULE

GRO 7300 Transportation Management

Topics/Activities	Start	End	Class Preparation and Assignments Due Will Be Found in Module for Each Class Click on the link in this column to go directly to the Overview, Objectives, and Assignments for the specific module.
The Context for Transportation Management <ul style="list-style-type: none">● Introduction to the Course and to Transportation Management● Context, Concepts, and Characterization● Key Points	3/1/2004	3/14/2004	GRO 7300.1 Overview, Objectives, and Assignments
Modes <ul style="list-style-type: none">● Ocean Shipping● Railroads● Trucking	3/15/2004	3/28/2004	GRO 7300.2 Overview, Objectives, and Assignments
Midterm Project Review is due. See 7300.6 Project Midterm Report Due 3/29/2004			
Expansion <ul style="list-style-type: none">● The Container and Intermodal Transportation● Transportation Within the Larger Business Context: Logistics and Supply Chains	3/29/2004	4/11/2004	GRO 7300.3 Overview, Objectives, and Assignments
Strategic Issues <ul style="list-style-type: none">● Security● Transportation Strategies● Policy● Information Systems	4/12/2004	4/25/2004	GRO 7300.4 Overview, Objectives, and Assignments
Final Project Report is due. See 7300.5 Project Final Report Due 4/26/2004			



COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 7300 A Guide to the Modules

The heart of the course comprises modules 1-5.

Modules 1-4 are the core learning and discussion modules. You will find the reading, writing, and discussion assignments in the Overview, Objectives, and Assignments document in each of these modules. You will be spending most of your time in these four modules.

Module 5 is a description of the course project.

Module 6 compiles current news that is relevant to Transportation Management. Anyone may post and comment on a news item.

Module 7 compiles supplementary material that is relevant to Transportation Management. Anyone may post and comment on a supplement.

Modules 6 and 7 are not required reading and are provided as a basis of enriching the course.



COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 7300 Some Further Words Regarding Communication

All communication, including the submission of assignments, will be through the SUNY Distance Learning network.

I don't grade by the word. Stay on the point. Say what you have to say, then stop. I'm not interested in reading what you think I want to read. I'm interested in reading what you have to say and what you have to think.

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 4-8 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, among other things, speaking, writing, personal appearance, appearance of documents, listening, and observing.

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.

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



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 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.



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 A Note on Integrity

Please read the Maritime College statement in [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: GRO 7300 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 16-20 hours a week on this course.
6. That I keep on schedule with the course requirements.



COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 7300 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. Please note that you must go to **Meet Your Classmates** and, at a minimum, enter your name in order to open a **Private Folder**

through which you and I communicate regarding private matters.

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



DOCUMENT by: James Drogan

Subject: GRO 7300.1 Overview, Objectives, and Assignments

Overview of The Context for Transportation Management

Transportation management is about the control of resources and assets that enable the movement of goods from geographical point to another. The objectives of transportation management are to do this in a way that satisfies the requirements of the party requesting the transportation while also satisfying the needs of the other stakeholders.

This module aims to provide a grounding in transportation concepts, principles, resources and assets, customer service requirements, related social and economic objectives, and the business system for managing all this in an effective and efficient manner.

Transportation and all its elements exist in a environment that is made manifest through business drivers with which transportation must contend. These drivers shape the transportation system. Sometimes these drivers can be, in a sense, managed. Often, however, these drivers can only be responded to.

Module Learning Objectives

1. Frameworks for thinking about transportation management.
2. Customer service as a fundamental driver of transportation management.
3. Transportation networks.

Reading

Assigned Reading	Due Date
 1. Introduction to the Course and to Transportation Management.pdf	3/2/2004
Chapter 1: Introduction: Context, Concepts, and Characterization from Sussman on the MIT OpenCourseWare site.	3/2/2004
Chapter 2: Transportation Systems: An Internal Perspective from Sussman on the MIT OpenCourseWare site.	3/2/2004
Chapter 3: Transportation System Components: An External Perspective from Sussman on the MIT OpenCourseWare site.	3/2/2004
Chapter 4: The Customer and Level-of-Service from Sussman on the MIT OpenCourseWare site.	3/2/2004
 SLM (4th) C3 Customer Service.pdf	3/2/2004

 4. Customer Service.pdf	3/2/2004
Chapter 5: Networks from Sussman on the MIT OpenCourseWare site.	3/2/2004
Chapter 6: Transportation Systems: Key Points 1-10 from Sussman on the MIT OpenCourseWare site.	3/5/2004
Chapter 7: Transportation Systems: Key Points 11-17 from Sussman on the MIT OpenCourseWare site.	3/5/2004
Chapter 8: Transportation Systems: Key Points 18-24 from Sussman on the MIT OpenCourseWare site.	3/5/2004
Chapter 9: Transportation Systems: Key Points 25-30 from Sussman on the MIT OpenCourseWare site.	3/5/2004
 A Note on Fact-Based Hypothesis-Driven Thinking.pdf	3/5/2004
 PREPARING FOR MEGASHIPS.pdf	3/5/2004

Writing

Assigned Writing	Due Date
<p>Write a brief (no more than 800 words) paper that describes</p> <ul style="list-style-type: none"> a.) your level of understanding of transportation management, and b.) your objectives for this course. <p>This paper is to be submitted in the Written Assignment section of this module. See GRO 7300.1 Written Assignment on Understanding and Objectives Due 3/2/2004.</p>	3/2/2004

Discussion

Assigned Topic	Discussion Start Date	Discussion End Date
<p>Select a freight transportation system with which you are familiar or about which you would like to know more.</p> <p>Using the frameworks for thinking and analysis that are introduced in this module, identify the key issues that the executive management of this system need to be aware of and, to the extent they can, manage.</p>	3/1/2004	3/14/2004

Example

There is a set of socio-economic-political business drivers (issues) that executive management can do little to control. They must, however, be aware of developments in this area, take advantage of those that are favorable and mitigate the effect of the unfavorable.

On the other hand there are issues, such as the pricing of services, which executive management can manage very closely.

Discuss the issues in terms of why they are important and what may be done to resolve the issue.

Issues are not necessarily negative. For example, an issue might be the increasing demand for transportation.

Each different transportation system should represent a different discussion thread. If, for example, there are 15 people enrolled in this course and each identifies a different transportation system, then there would be 15 separate discussion threads.

These threads would have sub-threads corresponding to the key issues that have been identified.

It may well be that the class would like to discuss a single transportation system; or that groups of individuals would like to discuss a single transportation system. That is, we could have fewer transportation systems than there are people in the class. I've no problems with this.

This discussion is to be conducted in the Discussion Area of this module. See

GRO 7300.1 Discussion Start:
3/1/2004 End: 3/14/2004.

*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: GRO 7300.2 Overview, Objectives, and Assignments

Overview of Modes

The first module of this course described the context within which transportation management exists and identified frameworks useful for analysis of the facts needing to be understood to allow the management of transportation.

Transportation is generally considered to comprise air, trucking (or motor freight), rail, water, and pipeline. The first three of these are most important to us in the discussion of transportation management and will be the focus on this module.

Module Learning Objectives

1. Relative strengths and weaknesses of the various transportation modes.
2. Shipment and information flows in the modes.
3. Major business processes.
4. Business metrics.
5. Roles and responsibilities of the major participants.

Reading

Assigned Reading	Due Date
Chapter 20: Ocean Shipping, International Freight, and Freight Summary from Sussman on the MIT OpenCourseWare site.	3/15/2004
 5. Ocean Shipping.pdf	3/15/2004
Read Chapter 13: Railroads: Introductory Concepts from Sussman on the MIT OpenCourseWare site.	3/15/2004
Read Chapter 14: Railroad Operations from Sussman on the MIT OpenCourseWare site.	3/15/2004
 TheTransportation System.pdf	3/16/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Topic	Discussion Start Date	Discussion End Date
<p>In Chapter 20 of Sussman's book (page 264) he makes the following claim:</p> <p><i>"The liner market, unlike the bulk market, is a stable operating environment."</i></p> <p>On what basis would you agree or disagree with this statement?</p> <p>This discussion is to be conducted in the Discussion Area of this module. See GRO 7300.2 Discussion Start: 3/15/2004 End: 3/28/2004.</p>	3/15/2004	3/28/2004

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: GRO 7300.3 Overview, Objectives, and Assignments

Overview of Expansion

Transportation has undergone significant transformations that have resulted in expansion along along three dimensions.

1. The development of the container and intermodalism.
2. The integration into larger schemes of logistics and supply chains.
3. An increase in geographical reach and range of services of global companies.

Module Learning Objectives

1. Simplification provided by containers and intermodal transportation.
2. Complexity caused by integration into logistics and supply chains; and between the parties required to provide and end-to-end service.
3. Identification of key issues affecting transportation management design, implementation, and operation.

Reading

Assigned Reading	Due Date
Teich's Tech Tidbit of the Week June 4 & 11, 2001 <i>Containerized Shipping: Thinking Inside the Box</i> .	3/16/2004
Ports and Logistics Overview.	3/16/2004
 9. Transportation and Logistics Within the Larger Business Context of Logistics and Supply Chains.pdf	3/16/2004
 Barriers and Catalysts in Global Transportation.pdf	3/16/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Topic	Discussion Start Date	Discussion End Date
<p>What is required of the participants to provide high quality intermodal transportation service?</p> <p>Why do you think these are key requirements?</p> <p>It would seem that trade-offs are necessary between the transportation modes in order to provide intermodal service. How would you propose these trade-offs be made?</p> <p>This discussion is to be conducted in the Discussion Area of this module. See GRO 7300.3 Discussion Start: 3/29/2004 End: 4/11/2004.</p>	3/29/2004	4/11/2004

*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: 7300.5 Project Midterm Report Due 3/29/2004

Purpose

The purpose of the Project Midterm Report is to provide a checkpoint for you and me as to how you are 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: 3/29/2004

Name: (your name)

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 issues. Identify the hypotheses for each of your issues.

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

Project Report Table of Contents

Lay out a working table of contents for the report.

This report should be submitted in through 7300.5 Project Midterm Report Due 3/29/2004 in the Submit Project Materials section of this module.

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



DOCUMENT by: James Drogan
Subject: 7300.5 Project Final Report Due 4/26/2004

Purpose

The Project Final Report is based on the Project Midterm Report and comprises the major facts, conclusions, and recommendations for action you have 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: 4/26/2004

Name: (your name)

The remainder of the report should be 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.

This report should be submitted in through 7300.6 Project Final Report Due 4/26/2004 in the Submit Project Materials section of this module.

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

