COURSE INFO. DOCUMENT by: James Drogan
Subject: 7300 Welcome and Course Objectives

Welcome to the classroom 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. Infrastructure 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 my 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: 7300 Contact Information

Instructor:	James Drogan
Course Number:	7300
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) 409-7285
Fax:	(718) 409-7359
Logon Schedule:	I will log on three to five times each week.
Office Locations and Times:	Tuesdays at PACE: 7PM - 8PM, 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: 7300 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.

COURSE INFO. DOCUMENT by: James Drogan
Subject: 7300 Textbook 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.) 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.

Any 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: 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 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: 17 maximum points
2. On-line Discussions: 90 maximim 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 203. The actual points attained will be divided by 203 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) 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) on a weekly basis. This class meets over a 15 week period of time. The maximum points available in a week is six (please see the table below to see how this number is derived) and the total is 90.

Quality of the Posts	0	1	2	3
	The post makes little to no contribution to the	Post indicates a minimum acceptable understanding	Post shows a reasonable understanding of the	The post delivers significant insight into the

	discussion	of the material and/or willingness to become involved in the discussion.	material. The students is participating meaningfully in the discussion.	topic, or opens a potentially significant new line of thinking regarding the topic.
Quantity of Posts				
0 No posts	0	1	2	3
1 Participated in less that 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

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.
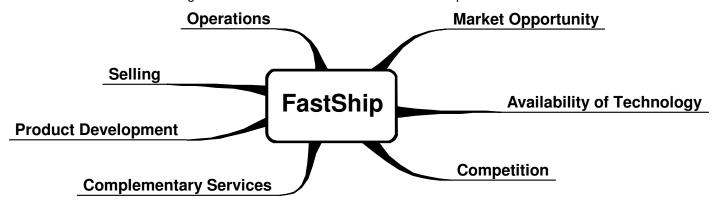

Project

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

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.

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.

You need to gather data on these topics 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.

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.

Print this document

COURSE AND ASSIGNMENT SCHEDULE

7300 Transportation Management

Class preparation and assignments are always due at the beginning of the class with which they are associated.

Topics/Activities	Class Meeting Date and Location	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 Assignements for the specific module.
Class 1 Introduction to the Course and to Transportation Management	1/13/2004 PACE Manhattan W601	7300.1 Overview, Objectives, and Assignments
Class 2 Context, Concepts, and Characterization	1/20/2004 PACE Manhattan W601	7300.2 Overview, Objectives, and Assignments
Class 3 Key Points	1/24/2004 Maritime Fort Schulyer B-3	7300.3 Overview, Objectives, and Assignments
Class 4 The Logistics System and Freight Level of Service	1/27/2004 PACE Manhattan W601	7300.4 Overview,Objectives, and Assignments
Class 5 Ocean Shipping	2/3/2004 PACE Manhattan W601	7300.5 Overview, Objectives, and Assignments
Class 6	2/7/2004 MaritimeFort	7300.6 Overview, Objectives, and Assignments

Railroads	Schuyler B-3	
Class 7 Trucking	2/10/2004 PACE Manhattan W601	7300.7 Overview, Objectives, and Assignments
Class 8 The Container and Intermodal Transportation	2/17/2004 PACE Manhattan W601	7300.8 Overview, Objectives, and Assignments 7300.18 Project Midterm Report Due 2/17/2004
Class 9 Transportation WIthin the Larger Business Context of Logistics and Supply Chains	2/24/2004 PACE Manhattan W601	7300.9 Overview, Objectives, and Assignments
Reading Period from 2/27/2004 through 3/14/2004 - No Classes **On-line Discussions Will Continue**		
Class 10 Security	3/16/2004 PACE Manhattan W601	7300.10 Overview, Objectives, and Assignments
Class11 Policy Issues	3/20/2004 Maritime Fort Schuyler B-3	7300.11 Overview, Objectives, and Assignments
Class 12	3/23/2004 PACE Manhattan	7300.12 Overview, Objectives, and Assignments

Global Considerations	W601	
Class 13 Transportation Strategies	3/30/2004 PACE Manhattan W601	7300.13 Overview, Objectives, and Assignments
Class 14 Measurement of Transportation Systems Performance	4/6/2004 PACE Manhattan W601	7300.14 Overview, Objectives, and Assignments
Class 15 Transportation Management Information Systems	4/13/2004 PACE Manhattan W601	7300.15 Overview, Objectives, and Assignments
Class 16 Project Presentations	4/20/2004 PACE Manhattan W601	**All presentations and final project reports are due on this date.**
Class 17 Project Presentations	4/27/2004 PACE Manhattan W601	None

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COURSE INFO. DOCUMENT by: James Drogan
Subject: 7300 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 – ease and speed, hallmarks of good transportation. 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

COURSE INFO. DOCUMENT by: James Drogan
Subject: 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.

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.

COURSE INFO. DOCUMENT by: James Drogan
Subject: 7300 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 expulsed, in the business community you may lose a job; and finally, in the business world, you may 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: 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 eight hours a week on this course.

6. That I keep on schedule with the course requirements.

COURSE INFO. DOCUMENT by: James Drogan
Subject: 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.

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

DOCUMENT by: James Drogan
Subject: 7300.1 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 transportation management and their individual objectives for the course.

Module Learning Objectives:

Initial development of a framework for learning.

Reading

Assigned Reading	Due Date
[PDF icon] 1. Introduction to the Course and to Transportation Management.pdf	1/13/2004
[PDF icon] A Note on Fact-Based Hypothesis-Driven Thinking.pdf	1/13/2004
[PDF icon] PREPARING FOR MEGASHIPS.pdf	1/13/2004

Writing

Assigned Writing	Due Date
Write a brief (no more than 800 words) paper that a.) describes your level of understanding of transportation management, and b.) your objectives for this course.	1/13/2004

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
The assigned readed, Introduction to the Course and to Transportation Management, identifies the possibility of issues associated with transportation management. In the referenced document	1/13/2004	1/20/2004

these are seen as broad arrows with the word "Issues?" inside.

In this discussion I would like you to identify the main issues (only one issue per thread) and discuss why you think this is an important issue affecting transportation management.

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.

ask a question

DOCUMENT by: James Drogan
Subject: 7300.2 Overview, Objectives, and Assignments

Module Overview:

Our concern in transportation management is that set of issues with which management must contend in order to deliver on the goals and objectivesof the firm. Transportation managementn and hence its associated issues, exists within a larger context. This module introduces Sussman's view of this context, the critical importance of responding to the customer needs for levels of service that enable them to be competitive in their market, and the collection of nodes and links that comprise the transportation network.

Module Learning Objectives:

Initial development of a framework for thinking about transportation systems and their management.

Reading

Assigned Reading	Due Date
Read Chapter 1: Introduction: Context, Concepts,and Characterization from Sussman. Copies of this chapter will be handed out in the 1/13/2004 class.	1/20/2004
Read Chapter 2: Transportation Systems: An Internal Perspective	1/20/2004

from Sussman on the MIT OpenCourseWare site.	
Read Chapter 3: Transportation System Components: An External Perspective from Sussman on the MIT OpenCourseWare site.	1/20/2004
Read Chapter 4: The Customer and Level-of-Service from Sussman on the MIT OpenCourseWare site.	1/20/2004
Read Chapter 5: Networks from Sussman on the MIT OpenCourseWare site.	1/20/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
Sussman's internal and external characterization was written prior to September 11, 2001. How would you change this characterization because of the September 11, 2001 and subsequent events? Why?	1/21/2004	1/23/2004

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.

ask a question

DOCUMENT by: James Drogan
Subject: 7300.3 Overview, Objectives, and Assignments

Module Overview

This module focuses on 30 key points which that Sussman argues are relevant and.fundamental to understanding transportation systems.

Module Learning Objectives

Further development of a framework for thinking about transportation systes and their management.

Reading

Assigned Reading	Due Date
Read Chapter 6: Transportation Systems: Key Points 1-10 from Sussman on the MIT OpenCourseWare site.	1/24/2004
Read Chapter 7: Transportation Systems: Key Points 11-17 from Sussman on the MIT OpenCourseWare site.	1/24/2004
Read Chapter 8: Transportation Systems: Key Points 18-24 from Sussman on the MIT OpenCourseWare site.	1/24/2004
Read Chapter 9: Transportation Systems: Key Points 25-30 from Sussman on the MIT OpenCourseWare site.	1/24/2004

Writing

Assigned Writing	Due Date
Last week introduced us to Sussman's notions of 1. An Internal Perspective, 2. An External Perspective, 3. The Customer and Level-of-Service, and 4. Networks. Identify a transportation system with which you have some familiarity and/or have some interest. For those of you who have not lived extensively in the US, please pick a transportation system in what you consdier to be your home country.	1/24/2004

Write a paper not to exceed 800 words that examines your chosen transportation system from Sussman's four points of view. Plan on four equal length paragraphs.

This paper is to be submitted electronically.

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
None for this module		

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: 7300.4 Overview, Objectives, and Assignments
Module Overview

The intent of a transportation 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 transportation system is aimed at providing superior customer service. Hence, customer service is the output of the transportation system and the starting point for transportation system design.

Module Learning Objectives

1. To define customer service.

2. To show the importance of the customer service function to a firm's marketing and logistics efforts.

3. To show how to calculate cost/revenue trade-offs.

4. To show how to conduct a customer service audit.

5. To identify opportunities for improving customer service performance.

Source: Stock and Lambert

Reading

Assigned Reading	Due Date
Read Chapter 3: Customer Service from Stock, J. R. and D. M. Lambert (2001). Strategic Logistics Management (4th Edition), McGraw-Hill pp 95-102. A copy of this chapter will be handed out during the 1/24/2004 class.	1/27/2004
[PDF icon] 4. Customer Service.pdf	1/27/2004

Writing

Assigned Writing	Due Date
None assigned.	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
Drawing upon your own experience, identify two situations -- one where you experienced good customer service, one where you experienced bad customer service. Why was the service good or bad? What part did transportation play in providing this customer service experience? Please note that transportation must play some part in the experience in order for this to be a meaningful discussion. Figure 3-1 on page 97 of Stock and Lambert is a good topical guide for this discussion.	1/28/2004	2/10/2004

ask a
question

DOCUMENT by: James Drogan
Subject: 7300.5 Overview, Objectives, and Assignments

Module Overview

One has a choice when moving from the general principles of the first four modules to a more specific discussion of transportation. We have chosen to depart along the path of ocean transportation and will, in succeeding modules, move through railroads and trucking (aka motor freight). In module eight we will tie these modes together with a discussion of the container and intermodal transportation.

Here, however, we focus on the ocean transportation (esp. liner shipping).

Module Learning Objectives

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. Infrastructure and equipment.

Reading

Assigned Reading	Due Date
Read Chapter 20: Ocean Shipping, International Freight, and Freight Summary from Sussman, J. (2000). Introduction to Transportation Systems. Boston, Artech House, Inc. A copy of this will be provided during class 4.	2/3/2004

PDF Adobe 5. Ocean Shipping.pdf	2/3/2004

Writing

Assigned Writing	Due Date
None assigned.	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
In Chapter 20 of Sussman, on page 264, the following statement is made: *"The liner market, unlike the bulk market, is a stable operating environment."* On what basis would you agree or disagree with this statement?	2/4/2004	2/172004

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.

ask a question

DOCUMENT by: James Drogan
Subject: 7300.6 Overview, Objectives, and Assignments
Module Overview

Rarely, if ever, are the ports of origin and destination for liner service the points of origin and destination for the containers carried. There is almost always an inland movement.

This inland movement can take place by railroad or truck or a combination of the two modes.

In this module we take up the question of railroads.

Module Learning Objectives

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. Infrastructure and equipment.

Reading

Assigned Reading	Due Date
Read Chapter 13: Railroads: Introductory Concepts from Sussman on the MIT OpenCourseWare site.	2/7/2004
Read Chapter 14: Railroad Operations from Sussman on the MIT OpenCourseWare site.	2/7/2004

Writing

Assigned Writing	Due Date
None assigned.	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
How are liner shipping and railroad businesses similar, yet different, in the issues they must address?	2/8/2004	2/21/2004

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: 7300.7 Overview, Objectives, and Assignments

Module Overview

Rarely, if ever, are the ports of origin and destination for liner service the points of origin and destination for the containers carried. There is almost always an inland movement.

This inland movement can take place by railroad or truck or a combination of the two modes.

In this module we take up the question of trucks.

Module Learning Objectives

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. Infrastructure and equipment.

Reading

Assigned Reading	Due Date
Read Chapter 3: Motor Cariers in Coyle, J. J., E. J. Bardi, et al. (2000). Transportation (5th Edition), West Publishing Company. A copy of this will be handed out in 2/7/2004 class.	2/10/2004

Writing

Assigned Writing	Due Date
None assigned.	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
How does the trucking industry compare to the railroad and ocean shipping industry in your home country in terms of visibility and significance? Why do you think the visibility and significance is at the level it is?	2/11/2004	2/24/2004

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.

ask a question

DOCUMENT by: James Drogan
Subject: 7300.8 Overview. Objectives, and Assignments
Module Overview

The three transportation modes we have discussed are often combined to provide the end-to-end transportation service the customer requires. This module takes up this integration of transportation modes -- intermodal transportation. It begins by examining a common link -- the container.

Module Learning Objectives

1. Containerization and Its Business Drivers
2. Issues at the Interface Between Modes

Reading

Assigned Reading	Due Date
Read Teich's Tech Tidbit of the Week June 4 & 11, *2001 Containerized Shipping: Thinking Inside the Box* .	2/17/2004
Read Ports and Logistics Overview.	2/17/2004

Writing

Assigned Writing	Due Date
7300.18 Project Midterm Report Due 2/17/2004	2/17/2004

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
What is required of the participants to provide high quality intermodal transportation service? Why do you think these are key requirements? 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?	2/18/2004	3/2/2004

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.

ask a question

DOCUMENT by: James Drogan
Subject: 7300.9 Overview. Objectives, and Assignments

Module Overview

Transportation does not exist for its own sake. It is a necessary condition for and progenitor of logistics and supply chains. This is to say that logistics and supply chains provide the essential context in which transportation operates.

Module Learning Objectives

1. The similarities and differences between transportation, logistics, and supply chains.

2. Interfaces between transportation, logistics, and supply chains.

Reading

Assigned Reading	Due Date
9. Transportation Within the Larger Business Contect of Logistics and Supply Chain.pdf	2/24/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
You have been offered three job opportunities: 1. Transportation company. 2. Logistics company. 3. Supply chain company. Which job opportunity would you take and	2/25/2004	3/9/2004

why?		

ask a
question

DOCUMENT by: James Drogan
Subject: 7300.10 Overview. Objectives, and Assignments

Module Overview

September 11, 2001 changed the world of transportation forever. Whereas once the mantra was "customer service" it is now "security." This module examins the issue of security and its relationship to customer service.

Module Learning Objectives

1. The key issues to be managed in design, implementing, and operating secure transportation.

Reading

Assigned Reading	Due Date
Supply Chain Management under the Threat of International Terrorism	3/16/2004
Balancing Security and Customer Service	3/16/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
What do we mean by security? What actions must we take in order to gain the measure of security we wish? How doe we manage the tradeoffs between security and economic freedom? How do we manage the tradeoffs between security and efficiency?	3/17/2004	3/30/2004

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.

ask a
question

DOCUMENT by: James Drogan
Subject: 7300.11 Policy Issues: Overview. Objectives, and Assignments

Module Overview

A significant external business driver affecting a transportation firms and its operation is the socio-political-enviroment(s) in which it operates. This driver is often manifest by the policies of governments, regulators, and other businesses.

Module Learning Objectives

1. Identify the policies one must be aware of when operating a transportation system.

2. Develop an appreictaion of the potential impact of specific issues and how this impact may be managed for maximum good or to mitigate its potentially harmful effects.

Reading

Assigned Reading	Due Date
Read Building a 21st Century Transportation System as far as the line "REPORT: State of the Nation's Ecosystems.:	3/23/2004
Read Transportation Policy focusing on the sections 1. Executive Summary 2. Introduction 3. Implications and Issues for the Future	3/23/2004
Read White Paper On National Transport Policy focusing on sections 1. Policy goals and objectives 2. Policy principles	3/23/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
What are the significant policy issues in building a global transportation system? Why are these issues important? Which parties should be involved in resolving these issues? Why? How should they work together?	3/24/2004	4/6/2004

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: 7300.12 Global Considerations Overview. Objectives, and Assignments

Module Overview

Transportation and its management is no longer constrained by the borders of countries, nor, in many respects, by geography. This module takes up the issues associated with transportation management in an increasingly interdependent world.

Module Learning Objectives

1. Identify the current issues in global transportation management.

Reading

Assigned Reading	Due Date
Barriers and Catalysts in Global Transportation.pdf	3/30/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
What are the issues associated with efficiently operating a transportation system that connects Iraq and the United States?	3/31/2004	4/13/2004

Why do you think them important?		
What can be done to resolve these issues?		

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.

ask a
question

DOCUMENT by: James Drogan
Subject: 7300.13 Transportation Strategies Overview, Objectives, and Assignments

Module Overview

Now comes the time to pull together the transportation management issues into a statement of coherent strategy.

Strategies are statements of intent, especially for meeting the Vision of the organization. They describe principle approachs and actions that the organization plans to implement to achieve the Goals or Objectives.

Module Learning Objectives

1. Integrate current thinking in strategy definition and development with current developments in transportation management.

Reading

Assigned Reading	Due Date
Read Transportation Strategy--Key for Logistics Effectiveness.	4/6/2004
Read A Well Executed Transportation Strategy.	4/6/2004
PDF Adobe Has Strategy Changed.pdf	4/6/2004
	4/6/2004

[PDF Adobe] Strategy as Simple Rules.pdf	
[PDF Adobe] How to Do a Strategic Analysis.pdf Biographical sketch of Dr.Stan Abraham	4/6/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
Strategies can be defined as statements of intent, especially for meeting the vision of the organization. They describe principle approachs and actions that the organization plans to implement to achieve the Goals or Objectives. Looking forward, what do think are the strategies that a firm should use in operating a global transportation system? You should, of course, provide supporting argument for your position.	4/7/2004	4/20/2004

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.
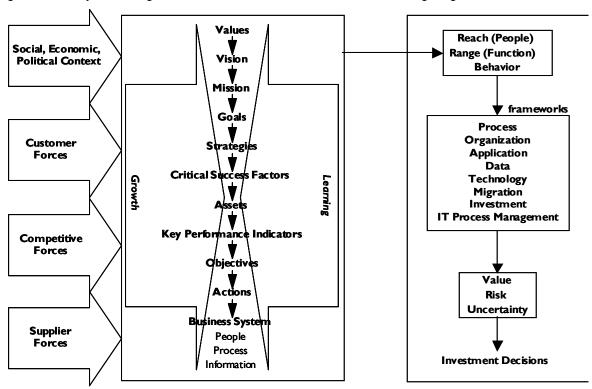
DOCUMENT by: James Drogan
Subject: 7300.14 Measurement of Transportation Systems Performance Overview, Objectives, and Assignments

Module Overview

It has been claimed that you can't manage what you can't measure. Perhaps a better way to say this is to measure only what you need to manage. What you need to manage is driven by the configuration of the business. Consider the following diagram.

Ignore, for the moment, the rectangle on the right side. We will discuss it more in the next module.

The rectangle in the middle describes the configuration of the business. From time to time we need to measure its business health.

The large arrows to the left represent external business drivers. Knowledge about them tells us the state of the business context in which we operate. We also need measurement probes in the external world.

This module, then, is about measurements.

Module Learning Objectives

1. Identify the key measurements that describe the health of the transportation business.

2. Describe possible terms associated with these key measurements. (e.g., What term should we use to describe the measurement of reliability?)

Reading

Assigned Reading	Due Date
The Measurement of the Performance of Freight Transportation	4/6/2004
Supply Chain Metrics	4/6/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
Assume a global transportation system comprising ocean, rail, trucking, and the ports and terminals that serve as interfaces between the modes. What are the key measurements required to understand the performance of this system? At what point in the system would you collect these mesurements?	4/14/2004	4/27/2004

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: 7300.15 Transportation Management Information Systems Overview, Objectives, and Assignments

Module Overview

Information has always been a critical element of the transportation management system, from the marks on clay tablets made by the early merchants to contemporary sophisticated global management information systems. Information, people, and process are seen as three major components of a business system that enables an enterprise to undertake the actions necessary to meet its goals and objectives.

We focus on the information component in this module.

Module Learning Objectives

1. Linking information technology to the business.

2. Seven frameworks for decribing information systems.

Reading

Assigned Reading	Due Date
Global Positioning Systems	4/13/2004
Next Generation Railway Operating Systems	4/13/2004
Notes from the IT Frontline - 1965-2003 - From Punched Cards to PDAs	4/13/2004
Delivering the Future of Transportation (2002)	4/13/2004

Writing

Assigned Writing	Due Date
None	

Discussion

Assigned Issue	Discussion Start Date	Discussion Stop Date
Assume a global transportation system comprising ocean, rail, trucking, and the ports and terminals that serve as interfaces between the modes. Describe the supporting information system in terms of the major computer applications and databases, the users of this system and the kinds of devices they use to interface into the system, and the nature of the communications network that ties all the pieces together.	4/14/2004	4/27/2004

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.
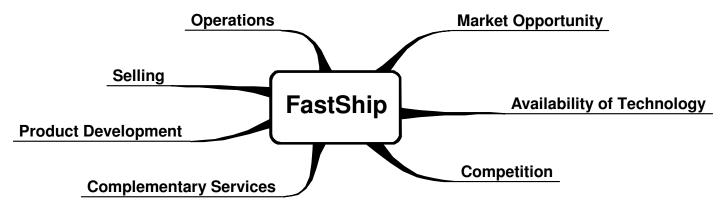
ask a

question

DOCUMENT by: James Drogan
Subject: 7300.18 Class Project: FastShip
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.

Operations — Market Opportunity

Selling

FastShip

Availability of Technology

Product Development

Competition

Complementary Services

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.

You need to gather data on these topics 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.

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.

ask a
question

DOCUMENT by: James Drogan
Subject: 7300.18 Project Midterm Report Due 2/17/2004
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: 2/17/2004

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: 7300.18 Project Final Report Due 4/20/2004
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: 4/20/2004

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.

respond

DOCUMENT by: James Drogan
Subject: 7300.18 Project Final Presentation Due: 4/20/2004

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 4/20. 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.