

**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** TMGT 8510 Welcome and Course Objectives

Welcome to TMGT 8510 System Design and Control

*"This course examines the consequences of global markets, meaning that successful competition in an uneven cultural, economic, political, and social playing field requires deriving cost efficiencies from constantly re-engineered, extended supply chains. The best of the re-engineering takes a total cost analysis approach, viewing all parts of the supply chain as an integrated whole and leaving nothing in isolation. Students are introduced to the design and control techniques that derive from a systems approach."*

*Description from the Maritime course catalog.*

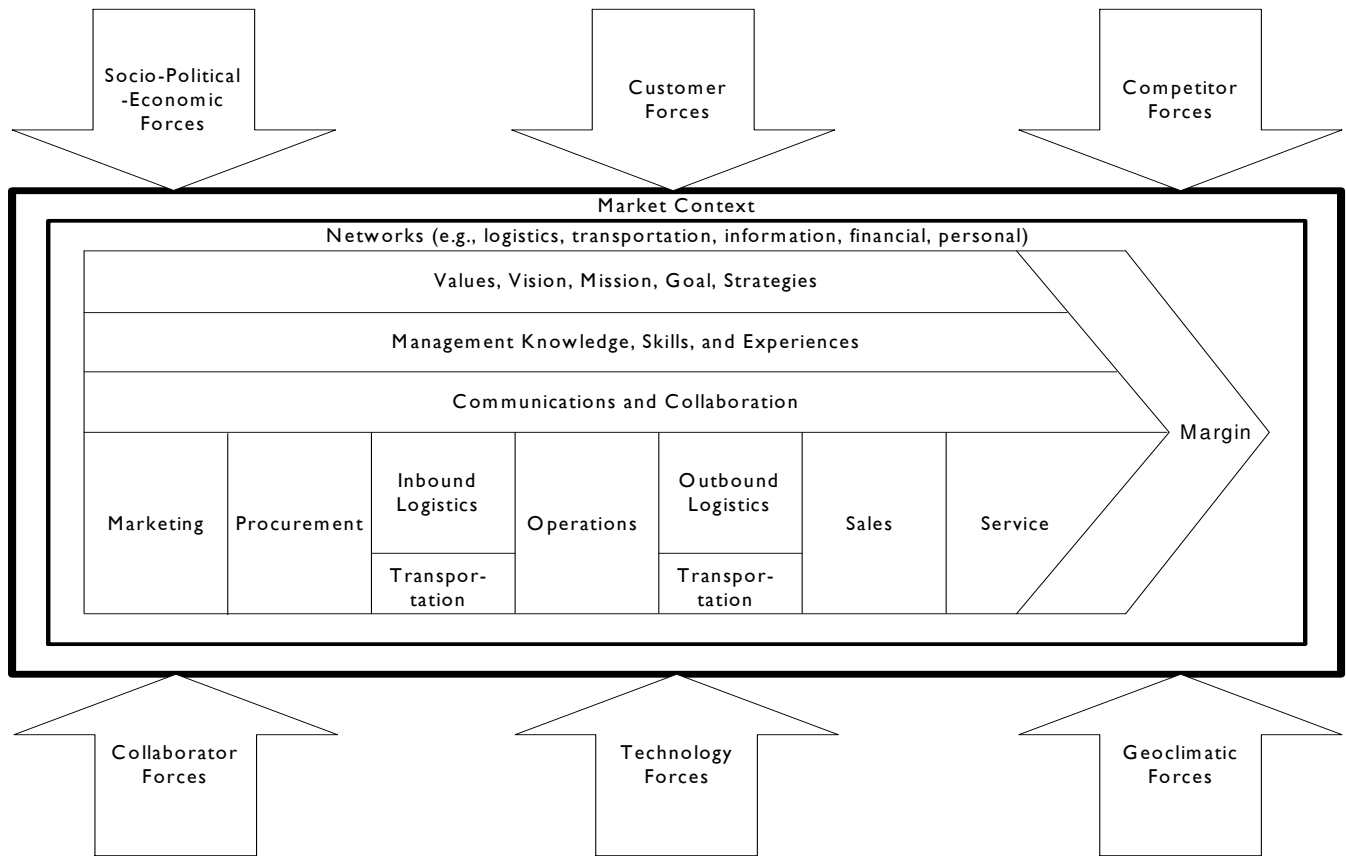
This course focuses on:

1. The nature of systems; origins, purposes and characteristics.
2. The criteria that influence the design of systems; contexts and dynamics.
3. The control of systems; sense, interpret, decide, act, and learn.

The student will receive a broad view of systems analysis that will enhance their ability to understand and work towards improving the performance of systems. The supply chain constitutes the system of focus. System dynamics, analysis, and design tools will be introduced.

The course examines system design and control from various points of view in the following context .

## The Context of Interest



The aim is for you to come out of this course with improved knowledge and skills in the subject matter , and also in critical thinking and communications . This is intended to enhance your ability to make a meaningful contribution to improving system performance .

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**COURSE INFO. DOCUMENT by:** James Drogan  
**Subject:** TMGT 8510 Student Responsibilities

### Registration Versus Access

The fact that you are "here" does not necessarily mean that you are officially registered for this course through the Maritime 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 Maritime, 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 MARITIME REGISTRAR DIRECTLY.

Ms. Catherine Jimenez  
(718) 409-6533  
cjimenez@sunymaritime.edu

You will need to have your student ID, along with the course code and title when you speak to the Registrar to confirm your registration.

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

## Academic Calendar

There are a number of dates on the Maritime Academic Calendar that are critical to you. For example, one of these dates is Last Day to Add a Course or Change a Section.

The student is responsible for reading and understanding the contents of the Maritime Academic Calendar as they may affect him or her. The student's failure to be aware and adhere to key dates shall not generate any responsibilities on the faculty or staff of Maritime College to correct for the student's oversight.

## Contact Details

The student, when enrolled at Maritime, enters into an obligation to keep Maritime informed of any changes to the student's contact details (i.e., mailing address, telephone number, e-mail address).

## Maritime E-Mail

All students will have and regularly check their Maritime e-mail. Important messages that directly affect the student are sent to Maritime e-mail addresses. Normally, the student will receive a Maritime e-mail address shortly after receiving a student ID and PIN. The student is responsible for assuring that their Maritime e-mail address has been established.

## Course Information

Your continued participation in this course carries with it the implication that you have read, understood, and accepted all the material in Course Information section (where you are now). Special attention should be paid to Grading, Schedule, and A Note on Integrity. Errors of omission or commission that occur will not be excused because "you did not know that."

If you don't know, ask for clarification.

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**COURSE INFO. DOCUMENT by:** James Drogan  
**Subject:** TMGT 8510 Contact Information

## Contact Information

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<b>Instructor:</b>	James Drogan
<b>Course Number:</b>	TMGT 8510
<b>Semester:</b>	Fall 2008
<b>Mailing Address:</b>	Department of Global Business and Transportation Maritime College State University of New York 6 Pennyfield Avenue, Fort Schuyler Bronx, NY 10465-4198
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<b>Phone:</b>	(718) 409-7289 or (203) 829-3172
<b>Fax:</b>	(718) 409-7359
<b>Log-on Schedule:</b>	I will log-on several times per week.
<b>Office Schedule:</b>	Mondays through Wednesdays; 730AM through 430PM, Fort, Graduate Faculty Offices adjacent to A-7. Call for an appointment.

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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** TMGT 8510 Approach

Learning in this course is in the form of in-class discussions, short papers, and a class project. All students are expected to participate. The schedule can be found in the Course Schedule and may be adjusted by your interest and knowledge as well as by current developments in the field. Readings are assigned.

You are expected to have completed the readings and to be prepared to discuss the topics.

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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** TMGT 8510 Textbook and Other Course Materials

The texts assigned for this course are:

1. Drogan, James. System Design and Control: TMGT 8510. McGraw-Hill Primus, 2008, 0-39-041036-5. This is a custom printed version of Parts I, II and VII of Sterman, John. Business Dynamics : Systems Thinking and Modeling for a Complex World. Boston: Irwin/McGraw-Hill, 2000, 0-072-31135-5.
2. Bolstorff, Peter, and Robert Rosenbaum. Supply Chain Excellence : A Handbook for Dramatic Improvement Using the SCOR Model. 2nd ed. New York: AMACOM-American Management Association, 2007, 0814409261.

Texts are available at the Maritime Ship Store. Copies will be on reserve at the Maritime Luce Library .

The lecture notes may be printed for your personal use. Copies of the lecture notes are also on reserve at the Maritime Luce Library. Ask for Drogan Notes 2008.0.

All other material will be distributed through CourseSpace .

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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** TMGT 8510 Grading

The basis for grading is your knowledge of and ability to discuss the subject matter .

This is demonstrated and judged on the basis of the quality of your work on short papers and the class project.

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 .

I do not provide for make-up and extra credit work in my courses .

### **Basis for Grading**

Grading is done on the basis of:

1. Short papers: 11 at 5 points each for a total of 55 points.
2. Class project: 45 points

3. Performance as a member of the course project team: 10 points

Maximum points that one can attain in the course is 110. The actual points attained will be divided by 110 and the resulting percentage translated into a letter grade according to the following table .

%	GPA	Grade
1.000	4.0	A
0.930	4.0	A
0.900	3.7	A-
0.871	3.3	B+
0.830	3.0	B
0.800	2.7	B-
0.771	2.3	C+
0.730	2.0	C
0.700	1.7	C-
0.000	0.0	F

For example:

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

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

### Short Papers

Short papers are no longer than two pages (letter sized) or 750 words. There will 11 of these short papers due, one each for modules 2-12 of the course. Sometimes the short paper will be a diagram, especially during the first portion of the course when we are dealing with system dynamics .

Short papers are due at the beginning of the class that represents the focal point for a module .

Eleven papers at five (5) points per paper gives 55 points.

### Project

#### A Business Dynamics Description of the Supply Chain

Details regarding the class project will be introduced in class .

#### *Project Report*

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

Points	Criteria
0	Project report not submitted.
32	Project report demonstrates an adequate understanding of the topics and issues ; reasoning and clarity of communication is fair .
	Project report demonstrates a good understanding of the topics and issues ; reasoning

37	and clarity of communications is acceptable ; team members are candidates to be assigned to a team to further develop the approach to marketing management.
42	Project report demonstrates an excellent understanding of the topics and issues ; reasoning and communications is clear and compelling ; team members are candidates to be assigned lead a team to further develop the approach to marketing management.

Maximum points available on the project report are 45. I can assign a number of points other than those shown above.

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

### Team Participation

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

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

Acceptable answers and associated points are:

- Definitely (4)
- Probably (3)
- Probably Not (1)
- Definitely Not (0)

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

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

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

I will prorate the points so that the maximum available points (in the sample above it would be 12) equates to 10.

Special Note: It is tempting, inasmuch as this may possibly be your last activity in this course , to treat it lightly. Resist the temptation.

One of the most important responsibilities you will have during your career is the assessment of the performance of others. This assessment not only reflects upon the person assessed , but also on you, the assessor.

Suppose, for example, you assessed a person as extremely capable, but made the assessment in a rather casual, off-handed, quick fashion. The person is then, based largely on your assessment, hired and subsequently found not to live up to expectations. Your assessment has put the person in a difficult position, he has performed poorly, his subsequent career is affected. You are also affected because your judgement is called into question.

Take the time to think about your teammates participation. Produce a fair assessment. Treat them as you would like to be treated.

Please note the following. If you do not provide an assessment of your teammates you will be given zero (0) points in this area

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**COURSE INFO. DOCUMENT by:** James Drogan  
**Subject:** TMGT 8510 Schedule




The word "Sterman" refers to Drogan, James. System Design and Control: TMGT 8510. McGraw-Hill Primus, 2008, 0-39-041036-5. The reason for this is that thie author for this custom printed text is James Drogan, but I did no more than take only those portions of Sterman's original text that I thought appropriate for this course. It would be inappropriate for me to claim any credit for this material .



The words "Bolstorff and Rosenbaum" refer to Bolstorff, Peter, and Robert Rosenbaum. Supply Chain Excellence : A Handbook for Dramatic Improvement Using the SCOR Model. 2nd ed. New York: AMACOM-American Management Association, 2007, 0814409261.


Short Papers are due at the start of class on the indicated date. You should prepare two copies of your short paper, one for me and one on which to take notes when we discuss the short paper.


Topics and Assignments	Class Dates
<p><b>1. Introduction to the Course and to System Design and Control</b></p> <p>1.1. In-class</p> <p>1.1.1. What do you know of systems design and control?</p> <p>1.1.1.1. Rudyard Kipling's Six Best Friends</p> <p>1.1.2. Introduction to the Course and to System Design and Control</p> <p style="text-align: center;"> Introduction to the Course and to System Design and Control.pdf</p> <p>1.1.3. Sgouridis System Dynamics 101</p> <p style="text-align: center;"> Sgouridis System Dynamics 101.pdf</p> <p>1.1.4. Dynamics in Systems</p> <p>1.1.4.1. <a href="#">Gallopig Gertie</a>, YouTube, Tacoma Narrows Newsreel,</p> <p>1.1.4.2. <a href="#">Why Webvan Drove Off a Cliff</a>, Joanna Glasner, Wired, July 10, 2001</p>	8-26-8




<p>1.1.4.3. <a href="#">Enron</a>, Washington Post, "Post Series: The Fall of Enron,"</p> <p>1.1.5. An Introduction to SLN</p> <p>1.1.5.1. Getting Started on the SUNY Learning Network</p> <p style="text-align: center;"> Getting Started on the SUNY Learning Network.pdf</p> <p>1.1.5.2 Using SLN in This Course</p>	
<b>No class. Hold Monday classes on Tuesday . Labor Day .</b>	<b>9-2-8</b>
<p><b>2. Learning In and About Complex Systems</b></p> <p>2.1. Reading Assignment</p> <p>2.1.1. Sterman Chapter 1: Learning in and about Complex Systems</p> <p>2.1.2. Drogan: An Introduction to System Design and Control</p> <p style="text-align: center;"> An Introduction to System Design and Control.pdf</p> <p>2.1.3. Heuer; pp iii, v-vii, ix-xi, xiii-xv</p> <p style="padding-left: 40px;">Richards J. Heuer Jr, <u>Psychology of Intelligence Analysis</u> (Central Intelligence Agency, 1999)</p> <p>2.1.4. Jay W. Forrester, <u>System Dynamics and the Lessons of 35 Years</u>, 1991, Sloan School of Management, Massachusetts Institute of Technology</p> <p>2.2. In-Class</p> <p>2.2.1. What advice are Sterman, Heuer, and Forrester giving regarding analysis and systems dynamics?</p> <p>2.2.2. What characterizes complex systems?</p> <p>2.2.3. Review of how we learn, the short paper due today.</p> <p>2.3. Short Paper</p> <p>2.3.1. Using causal loops, describe the system whereby you learn.</p>	9-9-8
<p><b>3. System Dynamics in Action</b></p> <p>3.1. Reading Assignment</p> <p>3.1.1. Sterman Chapter 2: System Dynamics in Action</p> <p>3.1.2. The Web Based Beer Game</p> <p style="text-align: center;"> The Web Based Beer Game.pdf</p> <p>3.2. In-class</p> <p>3.2.1. The Beer Game, David Simchi-Levi; Philip Kaminsky; Edith Simchi-Levi, <u>Designing and Managing the Supply Chain W/ Student Cd-Rom (2nd Edition)</u> (McGraw-Hill/Irwin, 2002) 0-072-84553-8 of MA Systems,</p>	9-16-8

<p><a href="http://www.masystem.com/beergame">http://www.masystem.com/beergame</a> [June 17, 2008]</p> <p>3.2.2. After Action Review of the Beer Game.</p> <p>3.2.3. Review of the characteristics of systems most amenable to systems thinking, the short paper due today.</p> <p>3.3. Short Paper</p> <p>3.3.1. What are the characteristics of systems most amenable to systems thinking?</p>	
<p><b>4. The Modeling Process</b></p> <p>4.1. Reading Assignment</p> <p>4.1.1. Sterman Chapter 3: The Modeling Process</p> <p>4.1.2. Lecture Note: Cultural Acumen for the Global Manager: Lessons from Project Globe, Mansour Javidan and Robert J. House, "Cultural Acumen for the Global Manager: Lessons from Project Globe," <u>Organizational Dynamics</u>. 29 4 (2001)</p> <p style="text-align: center;"> Cultural Acumen for the Global Manager - Lessons from Project GLOBE.pdf</p> <p>4.2. In-class</p> <p>4.2.1. Relooking at the learning system on the basis of chapter 3 of Sterman.</p> <p>4.2.2. Review of how the factors identified by House and Javidan affect the approach to modeling.</p> <p>4.3. Short Paper</p> <p>4.3.1. How do the factors identified by House and Javidan affect the approach to modeling?</p>	9-23-8
<p><b>5. Structure and Behavior of Dynamic Systems</b></p> <p>5.1. Reading Assignment</p> <p>5.1.1. Sterman Chapter 4: Structure and Behavior of Dynamic Systems</p> <p>5.1.2. Lecture Note: An Introduction to the Supply Chain</p> <p style="text-align: center;"> An Introduction to the Supply Chain.pdf</p> <p>5.2. In-class</p> <p>5.2.1. Detailed review of Sterman Chapter 4 (some extra work is required to absorb what Sterman has to say).</p> <p>5.2.2. Review of supply chain dynamics, the short paper dues today.</p> <p>5.3. Short Paper</p> <p>5.3.1. What are the dynamics in a supply chain? What structures contribute to these dynamics?</p>	9-30-8
<p><b>6. Causal Loop Diagrams</b></p>	10-7-8

<p>6.1. Reading Assignment</p> <p>6.1.1. Sterman Chapter 5: Causal Loop Diagrams, pp 135-174</p> <p>6.2. In-class</p> <p>6.2.1. Detailed review of Sterman Chapter 5 (some extra work is required to absorb what Sterman has to say).</p> <p>6.2.2. Review of The Oil Crisis of the 1970s, the short paper due today.</p> <p>6.2.3. Causal Loop Cribsheet</p> <p>6.3. Short Paper</p> <p>6.3.1. The Oil Crisis of the 1970s, Sterman p 172-173</p>	
<p><b>7. Stocks and Flows</b></p> <p>7.1. Reading Assignment</p> <p>7.1.1. Sterman Chapter 6 : Stocks and Flows</p> <p>7.2. In-class</p> <p>7.2.1. What's first? Stocks and flows, or behavior (causal loops)?</p> <p>7.2.2. Review of the first model of the supply chain, the short paper due today.</p> <p>7.3. Short Paper</p> <p>7.3.1. First model of a supply chain.</p>	<p>10-15-8</p> <p><b>Note that this is a Wednesday. Columbus Day is 10-13-8</b></p>
<p><b>8. Dynamics of Stocks and Flows</b></p> <p>8.1. Reading Assignment</p> <p>8.1.1. Sterman Chapter 7: Dynamics of Stocks and Glows, pp 231-241</p> <p>8.1.2. The Importance of Intuition</p> <p>8.1.2.1. Back of the envelop calculations. Henry Petroski, <u>Remaking the World: Adventures in Engineering</u> (New York: Alfred A. Knoff, Inc., 1997) 0-375-40041-9</p> <p style="text-align: center;"> On the Backs of Envelopes.pdf</p> <p>8.2. In-class</p> <p>8.2.1. Adding dynamics to the supply chain model.</p> <p>8.2.2. Review of checking the model, the short paper due today.</p> <p>8.2.3. An Introduction to Vensim, a dynamics modeling tool.</p> <p>8.3. Short Paper</p> <p>8.3.1. Checking the Model</p>	<p>10-20-8</p>
<p>9. Closing the Loop: Dynamics of Simple Structures</p> <p>9.1. Reading Assignment</p> <p>9.1.1. Sterman Chapter 8: Closing the Loop: Dynamics of Simple Structures (a dense chapter)</p>	<p>10-27-8</p>

<p>9.2. In-class</p> <p>9.2.1. Review of the meaning of business dynamics, the short paper due today.</p> <p>9.2.2. An Introduction to Bolstorff and Rosenbaum</p> <p>9.2.2.1 What it is and how I propose to use it.</p> <p>9.3. Short Paper</p> <p>9.3.1. The Meaning of Business Dynamics</p>	
<p>10. An Introduction to the SCOR Model; Planning and Metrics</p> <p>10.1. Reading Assignment</p> <p>10.1.1. Bolstorff and Rosenbaum: Introduction, Chapters 1, 3, 4, and 6 Peter Bolstorff and Robert Rosenbaum, <u>Supply Chain Excellence : A Handbook for Dramatic Improvement Using the Scor Model</u>, 2nd ed. (New York: AMACOM-American Management Association, 2007) 0814409261</p> <p>10.1.2. Supply-Chain Council: Supply-Chain Operations Reference-Model Overview Booklet Version 9.0 Supply-Chain_Council, <u>Supply-Chain Operations Reference-Model Overview Booklet Version 9.0</u>, 2008 2001, PDF, Supply-Chain Council, Inc., <a href="http://www.supply-chain.org/galleries/public-gallery/SCOR%209.0%20Overview%20Booklet.pdf">http://www.supply-chain.org/galleries/public-gallery/SCOR%209.0%20Overview%20Booklet.pdf</a>, [April 30, 2008]</p> <p style="text-align: center;"> SCOR%209.0%20Overview%20Booklet.pdf</p> <p>10.2. In-class</p> <p>10.2.1. Examination of SCOR</p> <p>10.2.1.1. The concepts of usefulness and usability</p> <p>10.2.1.2. What's Missing?</p> <p>10.2.2. Review of the results of mapping the module 7 model to SCOR, the short paper due today.</p> <p>10.2.3. An Introduction to the ProcessWizard</p> <p>10.3. Short Paper</p> <p>10.3.1. Map the module 7 model to SCOR</p>	11-3-8
<p>11. SCOR Model: As-Is</p> <p>11.1. Reading Assignment</p> <p>11.1.1. Bolstorff and Rosenbaum: Chapters 7,8, and 9</p> <p>11.2. In-class</p> <p>11.2.1. Review of the Maritime processes, the short paper due today.</p> <p>11.2.2. Translating between company-speak and SCOR-speak</p> <p>11.3. Short Paper</p> <p>11.3.1. Using the concept of SCOR, create an as-is model for the set of processes at Maritime that begins with your interest in the</p>	11-10-8

college and ends with the completion of your first term .		
12. SCOR Model: To-Be		11-17-8
12.1. Reading Assignment		
12.1.1. Bolstorff and Rosenbaum; Chapter 12,13, 14, 15 and 17		
12.1.2. Gabel and Pilnic: Chapter x Jo Ellen Gabel and Saul Pilnick, <u>The Shadow Organization in Logistics: The Real World of Culture Change and Supply Chain Efficiency</u> (Oak Brook: Council of Logistics Management, 2002) 0-965-86536-3		
An appropriate excerpt will be provided.		
12.2. In-class		
12.2.1. Review the relevance of SCOR-BD model from module 11 to Fowlers Inc., the short paper due today.		
12.2.1. Finding out how things really work, then determining what we do with that information.		
12.3. Short Paper		
12.3.1. Assess the relevance of SCOR-BD model from module 11 to Fowlers Inc.		
13. SCOR Model: Getting from Here to There		11-24-8
13.1. Submit business dynamics-based description of the supply chain (2/3 credit).		
13.1.1 This will comprise two deliverables : 1.) a paper that presents and defends your description, and 2.) a team presentation that introduces the paper and serves as an initiator of discussion in the class.		
13.2. In-class		
13.2.1. A presentation and discussion of the paper.		
14. Control: What, Why, and How		12-1-8
14.1. Reading Assignment:		
14.1.1. Drogan: A Note on Control		
		
A Note on Control.pdf		
14.2. In-class		
14.2.1. What is the nature of the relationship between metrics and business dynamics?		
14.3. Return questions prompted by the business dynamics-based description of the supply chain		
15. Things Not Yet Mentioned		12-8-8
15.1. Data Planning		
15.2. Change Management. Wikipedia, Change management (people), <a href="http://en.wikipedia.org/wiki/Change_management_(people)">http://en.wikipedia.org/wiki/Change_management_(people)</a> [July 6, 2008]		

15.3. Financial versus Logical Implementation Planning	
15.4. In-class	
15.4.1. Return answers to questions prompted by the business dynamics-based description of the supply chain (1/3 credit)	

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**COURSE INFO. DOCUMENT by:** James Drogan  
**Subject:** TMGT 8510 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 9 hours per week on the course. Some of you will, of course, spend less and others more.

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**COURSE INFO. DOCUMENT by:** James Drogan  
**Subject:** TMGT 8510 A Note on Integrity

## Introduction

Please read Maritime's Academic Integrity policy beginning on page 7 of the [Maritime College Code of Conduct](#). It is the student's responsibility to understand his or her rights and responsibilities under this policy.

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

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

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

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

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

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

## A Personal Note on Research and Plagiarism

I encourage students to engage in research on topics under discussion, to use all available tools (e.g., internet, interviews) to broaden and deepen their understanding of issues and alternative resolutions. I encourage this research to be shared with their classmates and with me. All this, I believe, contributes to a higher quality learning experience and the development of healthy habits of lifelong learning and team play.

But there are lines that separate the legitimacy of research and sharing, on the one side, and plagiarism on the other side.

I want, in this brief note, to examine this line and offer some personal views on where it lies and how to know when you are about to cross that line.

## An Example

A student made the following submission in my TMGT 7200 MIS in Transportation Spring 2007 class:

*Subject: Individual cultures challenge corporate culture*

*I agree that individual cultures basically affect corporate cultures .*

*A corporate culture is an intuitive concept. Everyone knows that different organizations seem to feel differently from each other. This feeling seems to be a gestalt or a product of several factors or influencing forces. Among these factors, the tasks that the organization undertakes, it's standing in the community and the personalities of the staff and management.*

*Briefly, the corporate culture is highly complex, consisting of many confounding variables and of great importance with regard to the efficient pursuit of change and improvement. On the other hand, individual culture could be considered (particularly organizational leaders) as an attempt to change the culture of their organizations to fit their own personality preferences. Opportunities, motives and anecdotes describing the efforts of individuals to change their organization's culture are presented. There is sufficient evidence exist that individuals do attempt (sometimes succeed) in changing their organizations' culture.*

Teachers very quickly learn the communication styles of students and can quickly realize when that style changes. In this case, there was something in the grammar and syntax of the submission that raised some question in my mind as to whether this was really the student's thoughts and words .

A bit of work with Google gave me:

*An organization's culture is an intuitive concept. Everyone knows that different organizations seem to 'feel' differently from each other. This 'feeling' seems to be a Gestalt or a product of several factors or influencing forces. Among these factors are, the tasks that the organization undertakes, it's standing in the community and the personalities of the staff and management.*

*The truth of the matter is that an organization's culture is highly complex, consisting of many confounding variables and of great importance with regard to the efficient pursuit of change and improvement. No matter how well developed a managerial change strategy is it can be completely destroyed if the organisational culture rejects it.*

*In an attempt to understand the forces and influences at work within a corporate culture a model has to be formulated. The model should behave in the same way as the cultural phenomenon that it represents. Further the model should inculcate the factors and relationships that can be observed as being formative drivers of organizational culture. As culture is rather ethereal the model can only be representative, which suggests that it cannot be a facsimile of a given culture .*

Source: Dudley Consulting Inc., Company Culture,  
<http://dudleyconsulting-inc.com/CultureHome.html> [June 11, 2007]

The underline text in the student's response and the text from Dudley Consulting is either exactly or substantially the same.

That text not underscored in the student's response is very similar to :

*The relationship between individual personality and organizational culture is a topic typically considered in theoretical terms. This article addresses empirical evidence relating to one aspect of this relationship. It explores the hypothesis that individuals (particularly organizational leaders) attempt to change the culture of their organizations to fit their own personality preferences. Contemporary definitions of culture are presented, and five of the better known mechanisms for categorizing individual personality types are briefly described. Opportunities, motives and anecdotes describing the efforts of individuals to change their organization's culture are presented.*



*The article postulates that there is sufficient evidence to conclude that individuals do attempt (and sometimes succeed) in changing their organizations' culture.*

Possible Source: Gerald L. Barkdoll , Individual Personality And Organizational Culture Or "Let's Change This Place So I Feel More Comfortable", <http://www.pamij.com/barkdoll.html> [June 11, 2007]. I didn't discover this until I wrote this note .

My response to the student was:

*The entire second paragraph and the first sentence of the third paragraph seems to be taken from Dudley Consulting Inc (<http://dudleyconsulting-inc.com/CultureHome.html>).*

The student also received a low mark for the submission .

The assigned discussion topic was :

*Subject: TMGT 7200.13 Discussion of Cultural Issues.*

*Project GLOBE identifies a set of Dimensions of Culture.*

- *Assertiveness*
- *Future Orientation*
- *Gender Differentiation*
- *Uncertainty Avoidance*
- *Power Distance*
- *In-Group Collectivism*
- *Performance Orientation*
- *Humane Orientation*

*Discuss how these dimensions might affect decisions regarding management information systems .*

*When you are ready to participate in the discussion, click the RESPOND link below.*

### **The Issues**

1. The research finding was not distinguished in any way (e.g., quotes, italics, indentation) nor was the source cited. Given that there is a minor amount of rearrangement of the words, one might reasonably conclude that there was a conscious effort by the student to pass these thoughts and words off as the student's own.
2. While the word "culture" was used in the response, it was not in the context of the discussion topic. This calls into question whether the student the assigned lecture note and discussion topic. Was the student really putting forth any effort here or simple trying to fill some space ? To be fair to the student, the response was triggered by a post from another student regarding corporate culture. Still. Students undergo an obligation to help keep the discussions on track.
3. The student provides no rationale and words explaining why this research is relevant to the discussion.
4. Other than the subject line and the first sentence, all text is from other sources. Something on the

order of 8 percent of the submission is the student's own words .

### **The Lines**

I draw the lines across which students venture at their peril as follows :

1. The work of others always needs to be distinguished from the student's own work and the original author needs to be given credit. There are acceptable ways to do this. If in doubt, see a librarian or your teacher. Good references in this area include (Turabian) and (Booth, Williams and Colomb).

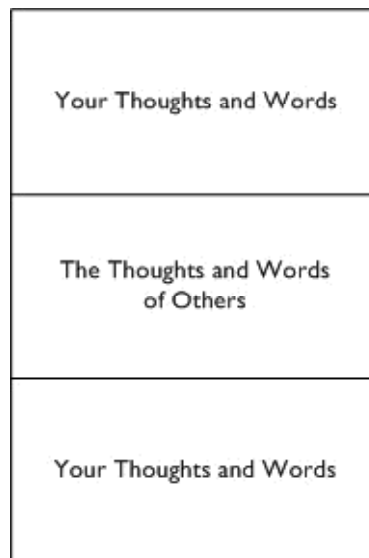
I don't expect thesis and dissertation layout and quality in citations , but I do expect to that the attribution will include the author and source .

Failure to distinguish and attribute indicates to me the student is willfully using the work of others as the student's own. I simply will not accept this .

2. If the work of others, even if properly distinguished and attributed , becomes more than one-third of the total submission, then I begin to become concerned. I am interested in assessing the student' s comprehension of the subject matter as expressed in the student's own ideas and words, not the ideas and words of others.

The student therefore needs to surround the cited research with narrative that explains why the research is relevant and how it is woven into the fabric of the discussion (or other assignment).

Perhaps it's easier to remember the lines through the following graphic .



### **Summary**

There have been a large number of words written regarding unethical behavior in education . Other documents have pointed to these. You are particularly referred to the Maritime position on this matter .

But I think it important to have some practical pointers particularly relevant to my style of teaching and what I expect from students.

It's all pretty simple really .

James Drogan  
June 11, 2007

## Bibliography

Booth, Wayne C., Joseph M. Williams, and Gregory G. Colomb. The Craft of Research. Second Edition ed. The University of Chicago Press, 2003, 0-226-06568-5

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Sixth Edition ed. The University of Chicago Press, 1996, 0-226-81627-3

## Cut and Paste

I encourage you to do research, to find relevant articles on the internet or elsewhere and bring them to our attention. Using the internet to augment our knowledge of the subject matter is very powerful.

However, let me caution you to not simply cut and paste what you find without 1.) proper attribution of the source, and 2.) some words of your own as to why you think the material relevant to our discussions.

The first case smacks of trying to pass off the thoughts and words of others as your own. This can be considered plagiarism. Plagiarism will not be tolerated. but you've heard this before.

If you can find it on the internet, I can find it on the internet.

In the second case I want to assess your thoughts and words, not those of others. I hope that this is what you would also want done.

When in doubt on any of what I have mentioned here or elsewhere, ask for clarification. I am not lenient when it comes to unethical behavior.

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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** TMGT 8510 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 9 hours a week on this course.
6. That I keep on schedule with the course requirements.

