

TMGT 7200 MIS in Transportation Syllabus Spring 2009

Distance Learning

TMGT 7200 Welcome and Course Objectives Orientation and Syllabus

The complexity of the modern global transportation system would be impractical, if not impossible, to manage without the deployment of information technology (IT). This course takes up the issues involved in using IT-enabled management information systems.

The why, what, when, who, how, and where of IT deployment will be considered.

There will be examples of the use of IT from the industry.

There will be a course project focused on a contemporary deployment of IT.

IT and transportation are both fast changing areas. Staying tuned to the daily developments will be stressed. The course will be modified as these developments warrant.

TMGT 7200 Student Responsibilities Course Information

Registration Versus Access

The fact that you are "here" means that you are officially registered for this course through the Maritime Registrar.

Academic Calendar

There are a number of dates on the [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 Academic Calendar as they may affect him or her. The current Academic Calendar may be found on the Maritime web site. 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). Changes should be sent to the Registrar using the [Change of Address Form](#).

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.

Conventions for your Maritime e-mail address and password can be found at [Accounts & E-Mail](#).

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.



TMGT 7200 Approach

Course Information

Learning in this course is in the form of online discussions and a team project. All students are expected to participate. The schedule can be found in the Course Schedule document 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.

This course aims at middle and upper level executive focus on issues at the strategic and tactical planning and control levels.

Strategic

- Decides the objectives of the organization, the resources used to obtain these objectives, and the policies that govern the acquisition, use and disposition of resources.
- General management and functional management are usually involved in long-range (one to ten years) considerations where the structure of the problems is irregular and each problem is different.
- The data requirements in this environment are often summaries and estimates, difficult to predefine, and often external to the business.

Tactical

- Assures that the resources are obtained and used efficiently in the accomplishment of the organization's objectives.
- All levels of management -- general, functional and operational -- can be involved in business decisions of a year-to-year and monthly nature. Problems at this level are more structured, cyclic and repetitious than those found at the strategic level.
- Data requirements are more definable and are largely filled from within the organization.

TMGT 7200 Contact Information

Course Information

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Semester:	Spring 2009
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Logon Schedule:	I will logon several times per week
Office Schedule:	My office is in the Graduate Program Faculty offices adjacent to A-7 in the Fort. Call for an appointment.

TMGT 7200 Textbook and Other Course Materials

Orientation and Syllabus

The text assigned for this course is Oz, Effy. Management Information Systems Sixth Edition. Boston: Thomson Course Technology, 2009, 1-4239-0178-9. This book is available at the Maritime Ship Store. A copy will be on reserve at the Maritime Luce Library.

The lecture notes may be printed for your personal use. You will also find a complete copy of the lecture notes on reserve in the Luce Library. Ask for Drogan, James. "Drogan Notes 2008.0 " (2008).

All other material will be distributed through ANGEL.

TMGT 7200 A Guide to the Modules Orientation and Syllabus

The heart of the course comprises modules 1-15.

Modules 1-15 are the core learning and discussion modules. You will find the reading, writing, and discussion assignments in the Overview, Objectives, and Assignments document in each of these modules. You will be spending most of your time in these modules. These core modules have the following structure:

- Module at a Glance: summarizes what the module is all about, provides information as to reading, writing, and on-line discussion assignments.
- Writing Assignment: assigned writing assignment.
- Discussion Assignment: assigned discussion topic.
- Supplementary Material: unassigned, but relevant material.
- Talk with Professor: a public place anyone can ask questions about the material in the module.

The Culminating Activity module requests your feedback on the course.

TMGT 7200 Course Schedule Orientation and Syllabus

The word "Oz" refers to the text assigned (Oz, Effy. Management Information Systems Sixth Edition. Boston: Thomson Course Technology, 2009.) for this course. Other readings mentioned will be found within the module.

Lecture notes authored by me may be downloaded for your personal use. A complete set of these notes may be found on reserve in the Luce library. Ask for "Drogan Notes 2008.0."

Note on the Schedule Dates and Times

The scheduled is based on dates and times in New York.

Written assignments close at 2400 on the module end date. On-line discussions open at 0000 on the start date and close at 2400 on the end date.

Note on Reading Assignments in Oz

You are not required to read the Part Cases in each of the assigned chapters. Part Cases are described beginning on p xvi of Oz.

I will ask you to read the Ethical and Societal Issues section of each chapter as preparation for Module 12:Cultural and Ethical Issues.

Look in the specific modules or the details on reading and writing assignment, and discussions.

Module/Activities	Module End Date	Preparation
<p>1. Introduction to the Course and to Management Information Systems in Transportation</p> <p>Written Assignment: Essay on Transportation Issues and Technology Due 1-15-9</p>	1-15-9	<p>Read:</p> <ol style="list-style-type: none"> 1. Lecture Note: Introduction to the Course and to Management Information Systems in Transportation 2. Lecture Note: Barriers and Catalysts to Global Transportation
<p>2. Four Principles</p> <p>On-Line Discussion: From Generic to Specific Systems Starts 1-16-9; ends 1-19-9</p>	1-19-9	<p>Read:</p> <ol style="list-style-type: none"> 1. Oz, Chapter 1. Business Information Systems: An Overview, pp 7-24. 2. Lecture Note: Principles for Applying Information Technology
<p>3. Business Drivers</p> <p>On-Line Discussion: Business Drivers and Initiatives Starts 1-20-9; ends 1-23-9</p>	1-23-8	<p>Read:</p> <ol style="list-style-type: none"> 1. Oz, Chapter 2. Strategic Uses of Information Systems, pp 47-57

		<ul style="list-style-type: none"> 2. Lecture Note: A Note on Business Drivers, Business Configuration, and Information Technology Strategy 3. Lecture Note: Forces
<p>4. Business Configuration</p> <p>On-Line Discussion: Business Impact Starts 1-24-9; ends 1-27-9</p>	1-27-9	<p>Read:</p> <ul style="list-style-type: none"> 1. Oz, Chapter 3, Business Functions and Supply Chains, pp 77-106 2. Lecture Note: Thinking About the Business Configuration
<p>5. MIS Strategy</p> <p>On-Line Discussion: Factors that Make MIS Strategy Development Difficult Starts 1-28-9; ends 1-31-9</p>	1-31-9	<p>Read:</p> <ul style="list-style-type: none"> 1. Oz, Chapter 12, Systems Planning and Development, pp 411-431
<p>6. Information Economics</p> <p>On-Line Discussion: Impact of Information Economics Factors on a Global Intermodal Transportation Management System Starts 2-1-9; ends 2-4-9</p>	2-4-9	<p>Read:</p> <ul style="list-style-type: none"> 1. Oz, Chapter 13, Choices in Systems Acquisition, pp 445-462 2. Lecture Note: Information Economics 3. Lecture Note: Value Analysis
<p>7. Business Management System</p> <p>On-Line Discussion: Selecting the Information Technology Initiatives for the Global Intermodal Transportation Management System Starts 2-5-9; ends 2-8-9</p>	2-8-9	<p>Read:</p> <ul style="list-style-type: none"> 1. Oz, Chapter 9, Challenges of Global Information Systems, pp 314-329 2. Oz, Chapter 10, Decision Support and Expert Systems, pp 342-366 3. Oz, Chapter 11, Business

		<p>Intelligence and Knowledge Management, pp 378-396</p> <p>4. Lecture Note: Note on Building a Management System</p>
<p>8. Management Information System Components</p> <p>On-Line Discussion: Critical Information Technology Components for the Global Intermodal Transportation Management System Starts 2-9-9; ends 2-12-9</p>	2-12-9	<p>Read:</p> <ol style="list-style-type: none"> 1. Oz, Chapter 4, Business Hardware, pp 121-146 2. Oz, Chapter 5, Business Software, pp 159-182 3. Oz, Chapter 6, Business Networks and Telecommunications, pp 195-223 4. Oz, Chapter 8, The Web-Enabled Enterprise, pp 271-301 5. Lecture Note: Information System Fundamentals
<p>9. The Management of Data</p> <p>On-Line Discussion: Management of Data Starts 2-13-9; ends 2-16-9</p>	2-16-9	<p>Read:</p> <ol style="list-style-type: none"> 1. Oz, Chapter 7, Databases and Data Warehouses, pp 241-252 2. Lecture Note: The Relevance of Data, Information and Knowledge
<p>10. Deriving the Information System</p> <p>On-Line Discussion: Knowledge, Skills, and Experiences for the Information Technology Strategy and Planning Project Starts 2-17-9; ends 2-20-9</p>	2-20-9	<p>Read:</p> <ol style="list-style-type: none"> 1. Lecture Note: Proposal for an Information Technology Strategy and Planning Project
<p>11. Information System Process Management</p>	2-24-9	<p>Read:</p> <ol style="list-style-type: none"> 1. Lecture Note: Managing

<p>On-Line Discussion: Keeping Current Starts 2-21-9; ends 2-24-9</p>		<p>Information Technology in a New Age</p>
<p>12. Cultural and Ethical Issues</p> <p>On-Line Discussion: Ethical and Societal Issues Starts 2-25-9; ends 2-28-9</p>	<p>2-28-9</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Cultural Acumen for the Global Manager - Lessons from Project GLOBE 2. Oz, Ethical and Societal Issues sections of Chapters 1-14
<p>13. When Technology Fails</p> <p>On-Line Discussion: Managing the Failure of a Critical Component Starts 3-1-9;ends 3-4-9</p>	<p>3-4-9</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Oz, Chapter 14, Risks, Security, and Disaster Recovery, pp 475-504 2. Lecture Note: When Technology Fails
<p>14. The Future</p> <p>On-Line Discussion: Significant Future Issues Starts 3-5-9; ends 3-6-9</p>	<p>3-6-9</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Lecture Note: Managing the Business 2. Lecture Note: A Small View of a Possible World 3. Lecture Note: The Coming Merging of Mind and Machine 4. Lecture Note: Forward to "The Eternal E-Customer" 5. Lecture Note: Notes from the IT Frontline October 1, 2003
<p>15. Bringing It All Together, the Course Project</p>	<p>3-6-9</p>	<p>Project report and team assessment is due no later than 2400 on 3-6-9</p>

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

This is demonstrated and judged on the basis of the quality of your work on the course project and the quality (and to a lesser extent, quantity) of your participation in the 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 the document "TMGT 7200 Communication" in this section 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. On-line Discussions: 65 maximum points (13 discussions x 5 points per discussion).
2. Final Written Report on Class Project: 60 maximum points
3. Team Participation on Class Project: 12 maximum points
4. Written Assignments: 1 (5 points)

Maximum points that one can attain in the course is 142. The actual points attained will be divided by 142 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.

On-Line Discussions

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

Strive for high-quality discussions.

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

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

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

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

They should address issues and/or concepts you find particularly important and are related to the assigned discussion topic.

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

1. Relevance - your contribution is relevant to the material in the unit of study.
2. Importance - your contribution addresses a significant issue in the module.
3. Thought-provoking - your contribution requires high-level thought and is not a simple question or answer.

4. Originality - your contribution should not be essentially the same as that of another student.

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

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

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

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

If your contribution is a discussion thread starter (i.e., it is a direct response to the assigned discussion topic -- see the illustration below), then an additional point is added. The maximum points you may receive for a discussion post is five; four for quality and one for a discussion thread starter. If you post three or more times, the total number of points you accumulate for a discussion is divided by the number of posts to yield an average grade for the topic. If you post twice, the grade is the average less one-half point; once, the grade less a full point.

The following table relates the points assigned for the discussion to the total number of posts and points.

		Number of Posts								
		0	1	2	3	4	5	6	7	8
Number of Points	1	0.00	0.00	0.33	0.25	0.20	0.17	0.14	0.13	
	2	1.00	0.50	0.67	0.50	0.40	0.33	0.29	0.25	
	3	2.00	1.00	1.00	0.75	0.60	0.50	0.43	0.38	
	4	3.00	1.50	1.33	1.00	0.80	0.67	0.57	0.50	
	5	4.00	2.00	1.67	1.25	1.00	0.83	0.71	0.63	
	6		2.50	2.00	1.50	1.20	1.00	0.86	0.75	
	7		3.00	2.33	1.75	1.40	1.17	1.00	0.88	
	8		3.50	2.67	2.00	1.60	1.33	1.14	1.00	
	9		4.00	3.00	2.25	1.80	1.50	1.29	1.13	
	10		4.50	3.33	2.50	2.00	1.67	1.43	1.25	
	11			3.67	2.75	2.20	1.83	1.57	1.38	
	12			4.00	3.00	2.40	2.00	1.71	1.50	
	13			5.00	3.25	2.60	2.17	1.86	1.63	
	14			5.00	3.50	2.80	2.33	2.00	1.75	
	15			5.00	3.75	3.00	2.50	2.14	1.88	
	16				4.00	3.20	2.67	2.29	2.00	
	17				5.00	3.40	2.83	2.43	2.13	
	18				5.00	3.60	3.00	2.57	2.25	
	19				5.00	3.80	3.17	2.71	2.38	
	20				5.00	4.00	3.33	2.86	2.50	
	21					5.00	3.50	3.00	2.63	
	22					5.00	3.67	3.14	2.75	
	23					5.00	3.83	3.29	2.88	
	24					5.00	4.00	3.43	3.00	
	25					5.00	5.00	3.57	3.13	
	26						5.00	3.71	3.25	
	27						5.00	3.86	3.38	
	28						5.00	4.00	3.50	
	29						5.00	5.00	3.63	
	30						5.00	5.00	3.75	
	31							5.00	3.88	
	32							5.00	4.00	
	33							5.00	5.00	
	34							5.00	5.00	
	35							5.00	5.00	
	36								5.00	
	37								5.00	
	38								5.00	
	39								5.00	

Discussion threads are a related set of discussions on a major issue associated with the discussion topic.

You will see, for example, the following sort of structure for discussions.

Discussion Topic (this is set by the instructor)

First Discussion Thread (this is a direct response by a student to the discussion topic)

Second Discussion Thread (this is a direct response by a student to the discussion topic)

Response to the Second Discussion Thread (this is a response made by me or another student to the Second Discussion Thread)

All discussions will have this indented structure.

Students with the confidence and courage to establish discussion threads ought to get more credit than those who choose not to do this.

A large number of posts per week for the sole purpose of getting additional points is not a good tactic. It should be obvious from looking at the above that five points is the maximum one can earn in a week. On the other hand, as mentioned earlier, the math is but a guideline. I will make the final assessment of your grade. Additional high-value posts have the potential of additionally demonstrating to me your competence in the material.

You may contribute to a discussion before the published start date. These contributions will be assessed. Contributions made after the stop date of the discussion will not be assessed.

The maximum points available are 65. I may provide further feedback to you in one of two ways.

Private comments will be sent to you using course e-mail. Sometimes your post will provoke a question on my part and I will, therefore, respond to your response in a public manner.

You should be getting feedback from me on all your posts on a regular basis.

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

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

Project

Further details about the project, what's do when, the makeup of the project teams, and supporting material will be found in [Module 15. Bringing It All Together, The Course Project](#).

Project Report

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

Points	Criteria
0	Project report not submitted.
44	Project report demonstrates an adequate understanding of the topics and issues; reasoning and clarity of communication is fair.
50	Project report demonstrates a good understanding of the topics and issues; reasoning and clarity of communications is acceptable; team members are candidates to be assigned to a team to further develop the approach to marketing management.
56	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 60. I can assign a number of points other than those shown above.

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

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, based upon team size, so that the maximum available points equates to 12.

If you choose not to submit a team assessment, then you will be given no points for team participation.

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 judgment 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.

 **TMGT 7200 A Note on Integrity**
Course Information

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).

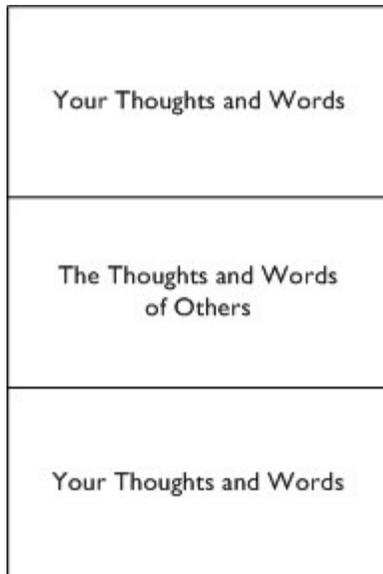
I don't expect thesis and dissertation layout and quality in citations, but I do expect to that the attribution will include the author and source.

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.

TMGT 7200 Communication in this Course

Course Information

Introduction

In general, all communication -- written assignments, discussions, bulletin board entries - - in this course is in writing. I'll come to exceptions to this statement at the end.

This communication is of two types -- public and private. All written assignments, discussions, and bulletin board entries are public. Everyone can see what you have written. Any exceptions to this will be noted in the specific assignment.

The second type is private communication between two students, a student and me, or in your teams. Private communications may be done using course e-mail.

So, think about what you are writing and whether it should be public or private.

Let me come to the exceptions.

1. You are required to submit written assignments and discussions using the ANGEL Learning Management System.
2. I expect to communicate with you, publicly and privately, using the facilities of ANGEL.
3. You are not required to use the team discussion areas. They are provided for your convenience. Only members of the teams can see the discussions in the team discussion areas.
4. I recognize that all sorts of other avenues for communication exist -- telephone, instant message, face-to-face, private e-mail. I want you to use the communications channels that work best for you when working on the project.

Some Further Words Regarding Communication

All communication, including the submission of assignments, will be through ANGEL. Assignments should be submitted as file types .doc or .rtf.

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

1. Your written work should be a complete statement of the issue (the beginning), facts and discussion (the middle), and conclusions and recommendations (the end).
2. Avoid restating information from the course material. Analyze the information. Identify a coherent framework that puts the issue in perspective.
3. Do not spend effort on writing about that which is irrelevant to the issue.
4. Avoid generic terms. Be as specific as possible.
5. Be logical, develop consistent arguments.
6. Be creative. Creativity is the essence of effective strategic analysis.
7. Use your own words, not those of others.

Points 4-8 are based on Peter McAliney's Business Policy 5100 Case Analysis Guidelines. Baruch College

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

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

This communication is based upon knowledge of:

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

Communication must be useful and usable:

1. The grammar and syntax of the messages being exchanged are understood.
2. The information communicated in the messages is relevant.
3. The medium of communication is acceptable.
4. There is a desire to communicate.
5. There is confirmation of understanding.

Communication is, among other things, speaking, writing, personal appearance, appearance of documents, listening, and observing. Some of these, of course, are not relevant in online environment such as this.

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

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

How to Create Good Subject Lines in Your Post

DOCUMENT by: William Pelz

Subject: The Two Cardinal Rules of Discussions

A "Cardinal Rule" is a rule that is so important that, if you break it, there are dire (...evil in great degree; dreadful; dismal; horrible; terrible) consequences. **If you do not follow the instructions on this page you will probably not pass this course!**

When you are participating in a discussion, each response you post will have two fields that you must complete correctly in order to get credit for your response: the Subjectfield and the Commentfield.

Cardinal Rule #1: You must create a subject field that conveys the essence of your main point.

You are required to create a "Subject" for your discussion posts that conveys the main point of your comment. It is **not enough** to use the topic, or just a "keyword" or "key phrase" as your subject - you must create a short (no more than about 10 words) summary of the main point you are making in your comment.

The goal here is to state the main idea of your comment in your subject. Remember - you can't just mention the topic you are commenting on, you must summarize your main point. This requirement is intended to accomplish 2 goals:

1. It requires the author to think about and clearly state the main point of his/her comment. To do this, the author must have a clear understanding of the material, and this aids in learning and memory.
2. It provides the reader with advance information which is helpful in organizing and learning the content of the comment. The reader should be able to determine the essence of your comment just by reading your Subject.

For example, if you are presenting information on the overuse of drugs in the treatment of Attention Deficit Hyperactivity Disorders, your subject should be something like this:

- Study shows that drugs are over prescribed for ADHD, or
- Too many kids put on medication for ADHD, or
- Doctors rely on drugs to treat ADHD, etc.

The following subjects are **not** acceptable:

- ADHD, or
- Drugs overused, or
- This is a Shame, etc.

If you are responding to a post, you may not use "Re: {subject of the post you are responding to}"

For example: Re: To many kids put on medication for ADHD is NOT acceptable!

Here are a few more examples of **unacceptable** Subject Field entries.

(It is **never** necessary to use "response to", "RE", or the name of the person you are responding to in the subject field.)

- response
- response to Tara
- re
- Thank You
- RESP
- I agree
- I totally agree
- Great Point
- Your Comments
- R2 Melinda
- I don't know
- U R Right...

Important note: - No matter how terrific your comment is (see below), if your subject isn't acceptable, your post will not count toward your discussion grade.

Cardinal Rule #2: Your comment must present relevant, new information.

Your job here is to provide new information which is appropriate to the issue being discussed. I have posted other documents in the Course Information area which detail this requirement, but, in brief, here are the major things I look for in your discussion comments:

1. Is your comment accurate?
2. Is it relevant to the issue under discussion?
3. Have you taught us anything new?
4. Have you added to the academic atmosphere of this course?

Important note - It is OK to respond with non-informative comments. In fact, sometimes it is a good idea to thank someone for their assistance or simply let them know that you agree with what they have said. But be aware that these posts will not be "counted." If your comment does not teach us something new and relevant about the topic under discussion, even though it may be a valuable comment for other reasons, it will not count toward your discussion grade.

Remember, discussions in this course are not "chat rooms". This is a college course, and each post should contribute to the academic authenticity of the course. If you waste the other students time with your post, I want them to let you know! If your time is wasted by another student's post, let the author know. I don't want rudeness, but I do want academic integrity. Feel free to refer students to this document as a "gentle reminder" of their responsibility.

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With Respect to Postings, Treat People as You Would Have Them Treat You

Seek to understand and appreciate the views of others. Constructive, repeat constructive, criticism, when warranted, is to be gently, repeat gently, placed. Constructive criticism embodies the notion of alternatives. It's not enough to point out errors and omissions, one must suggest what ought to be done.

It's useful to include here some principles of communications:

1. The grammar and syntax of the messages being exchanged are understood.
2. The information communicated in the messages is relevant.
3. The medium of communication is acceptable.
4. There is a desire to communicate.
5. There is confirmation of understanding.

This list suggests there are a number of places whereby the communication can be terminated, willfully or not. The Law of Unintended Consequences applies here.



TMGT 7200 My Expectations

Course Information

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 18 hours a week on this course.
6. That I keep on schedule with the course requirements.

TMGT 7200 Time Management

Course Information

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 18 hours per week on the course. Some of you will, of course, spend less and others more.

TMGT 7200 Your Next Steps

Orientation and Syllabus

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 learning module. 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.

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 towards the end of the learning modules.

As your next step, you should click on the **Meet Your Classmates** and introduce yourself. Please, in addition to your name, tell us a little something about yourself.

When you have completed this task, you are ready to begin the first module of the course, 1. Introduction to the Course and to Management Information Systems in Transportation .

James Drogan
December 21, 2008