

Institutional Syllabus – TMGT 9100-02 Capstone Course (Online) Spring 2016

I. COURSE DESCRIPTION

The official title of this course is *Contemporary Topics in Ocean and Intermodal Transportation*, popularly known as the Capstone.

This course is the culmination of the program of studies towards a Master of Science Degree in International Transportation Management and is designed to draw upon the knowledge in all of the other courses, especially the core courses (7XXX series), that have preceded it. It is the final opportunity to demonstrate the ability to apply the learning from the program. A significant part of a successful outcome for the student will depend on his/her ability to research, evaluate, and present in the team environment (Adapted from Howard, 2011).

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): TMGT 7XXX Core Courses; 3.0 cumulative GPA; 24 earned credits

Corequisite(s): None

Follow-On Courses: None

Role in Curriculum: Required course (in lieu of TMGT 9201 and 9202)

II. TEXT(S)

A. Required Text(s)

1. *No Ordinary Disruption: the Four Global Forces Breaking all the Trends* (Dobbs, Manyika, & Woetzel, 2015). ISBN-10: 1610395794 or ISBN-13: 978-1610395793. This book is available in Kindle and hardcover format from Amazon.com.

I have not asked the Ship's Store to stock copies.

A copy will be on reference in the Luce Library.

A bibliography of potentially relevant material is appended to this syllabus. It should not be considered exhaustive and all-inclusive.

B. Additional Material

1. Distributed through Blackboard.

III. STUDENT LEARNING OBJECTIVES

- A. Integrate key learning objectives from the program core courses into the resolution of contemporary international transportation management issues.
- B. Combine essential critical thinking and communications skills in a complete and professional manner.
- C. Appreciate the complexity and relationship amongst the forces that shape international transportation management.

IV. COURSE ASSESSMENTS

A. Assessments in the Class

1. Paper: there will be a single paper prepared in an incremental fashion. The increments are Paper One (Introduction and Issues sections complete), Paper Two (Introduction, Issues, and Significance sections complete), Paper Three (Introduction, Issues, Significance, and Recommendations sections complete), and Paper Four (Abstract, Introduction, Issues, Significance, Recommendations, Conclusion, and References section complete).

Papers are produced by teams of three to five students. Students may not opt out of being assigned to teams. However, you may request to be moved to another team. The requester is responsible for negotiating the trade.

2. Discussions: there will three graded discussions corresponding with papers one through three.
3. Teamwork: you will be assessed by your teammates and me regarding your contribution to your team.
4. Research, analysis, and communications. These three items are assessed by the contribution they make to the discussions and papers.

B. External Assessments

1. None

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office

of Accessibility Services at (718) 409-7348 or email Associate Dean William Imbriale at wimbriale@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS

Course Detail

Instructor Information

Prof. James Drogan, jdrogan@sunymaritime.edu or through Blackboard Messages, 718-409-7289.

Office hours: 9AM – 3PM Monday through Thursday, MAC 228, appointments are requested.

Class Meetings

This is an online course utilizing the Blackboard learning management system accessible at <http://www.sunymaritime.edu/Academics/Online%20Programs/index>.

Class Policies

Participation is mandatory. Please notify the instructor by any available means if you expect to be absent.

Grading

The maximum grade in the course of 143 points comprises:

1. Discussions: three at 20 points each (60 points total).

Note: The three principal sections of this course – Paper One, Paper Two, and Paper Three – run four weeks each. You are expected to post a minimum of three times each week (See *The Grading of Online Discussions in Prof. Drogan's Online Capstone Course* (Drogan, 2014) for further information). The maximum grade one can earn in the week for the discussion is five points.

2. Papers One, Two, and Three are 20 points each (60 points). Paper Four is 10 points (70 points total).

See Course Detail on p 8 for additional information.

3. Team Assessment: 13 points

Assessment is based upon answering the question, "Would you like to be on a team with this person in the future?"

For additional detail on grading please see Assessment on p 15.

No makeup work will be assigned and no extra credit is available.

The initial final grade is assigned according to the following table.

| % | GPA | Grade |
|-------|-----|-------|
| 1.000 | 4 | A |
| 0.930 | 4 | A |
| 0.900 | 3.7 | A- |
| 0.871 | 3.3 | B+ |
| 0.830 | 3 | B |
| 0.800 | 2.7 | B- |
| 0.771 | 2.3 | C+ |
| 0.730 | 2 | C |
| 0.700 | 1.7 | C- |
| 0.000 | 0 | F |

The initial final grade represents the points attained divided by the total points available. This mathematical 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.

Course Outline

Overview

The Context of Interest (Drogan, 2009c) defines the context in which international transportation management exists.

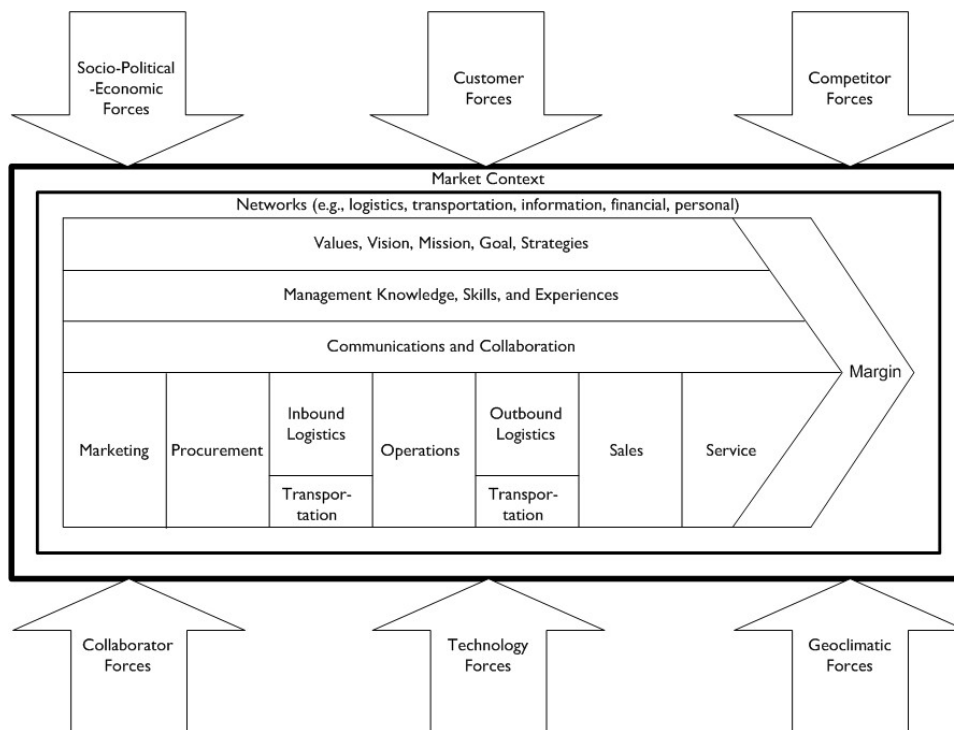


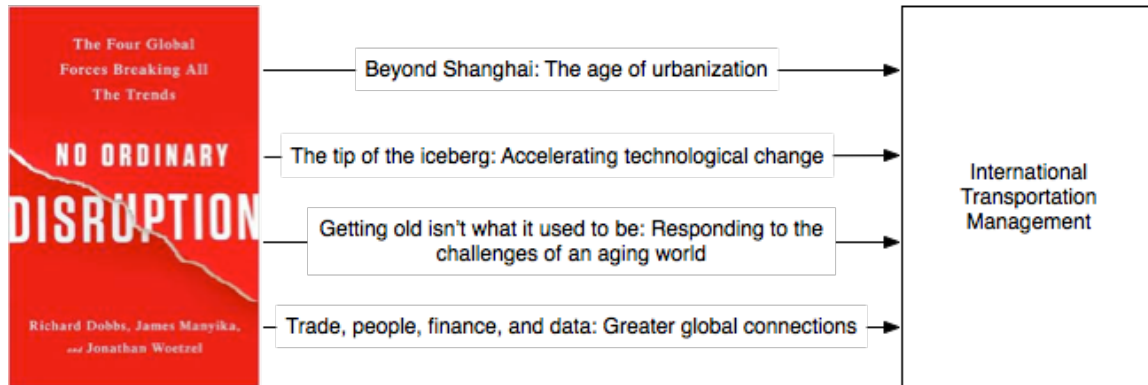
Figure 1 The Context of Interest

External forces (the six arrows) shape the context. These externalities are largely uncontrollable forces that enable and constrain our actions, and with which we must

contend. Lacking an understanding of these forces and thinking about the manner in which they may develop and affect us leaves us at the mercy of those who do.

This capstone is about examining four specific examples of these externalities, their potential effects on international transportation management, and how we might manage an issue arising from their impact.

In brief:



1. What issues arise when these forces impact ITM?
2. How significant are these issues?
3. What are the recommendations for resolving these issues?

Figure 2 No Ordinary Disruption

This graphic was constructed from an abstract (Hill, 2008) of the assigned text (Dobbs et al., 2015). Please be cautioned that reading the abstract is likely not to prove sufficient for getting an acceptable grade in the course. The text should be your focus. Questions based on the text are likely to be asked of you.

Some Comments on Thinking

Think about what you need to know in order to answer the three questions posed in Figure 2. For example, what is inside the box called International Transportation Management? How will significance be decided?

Have a plan in place for producing the deliverables required of you. The following diagram of just such a process should prove useful to you.

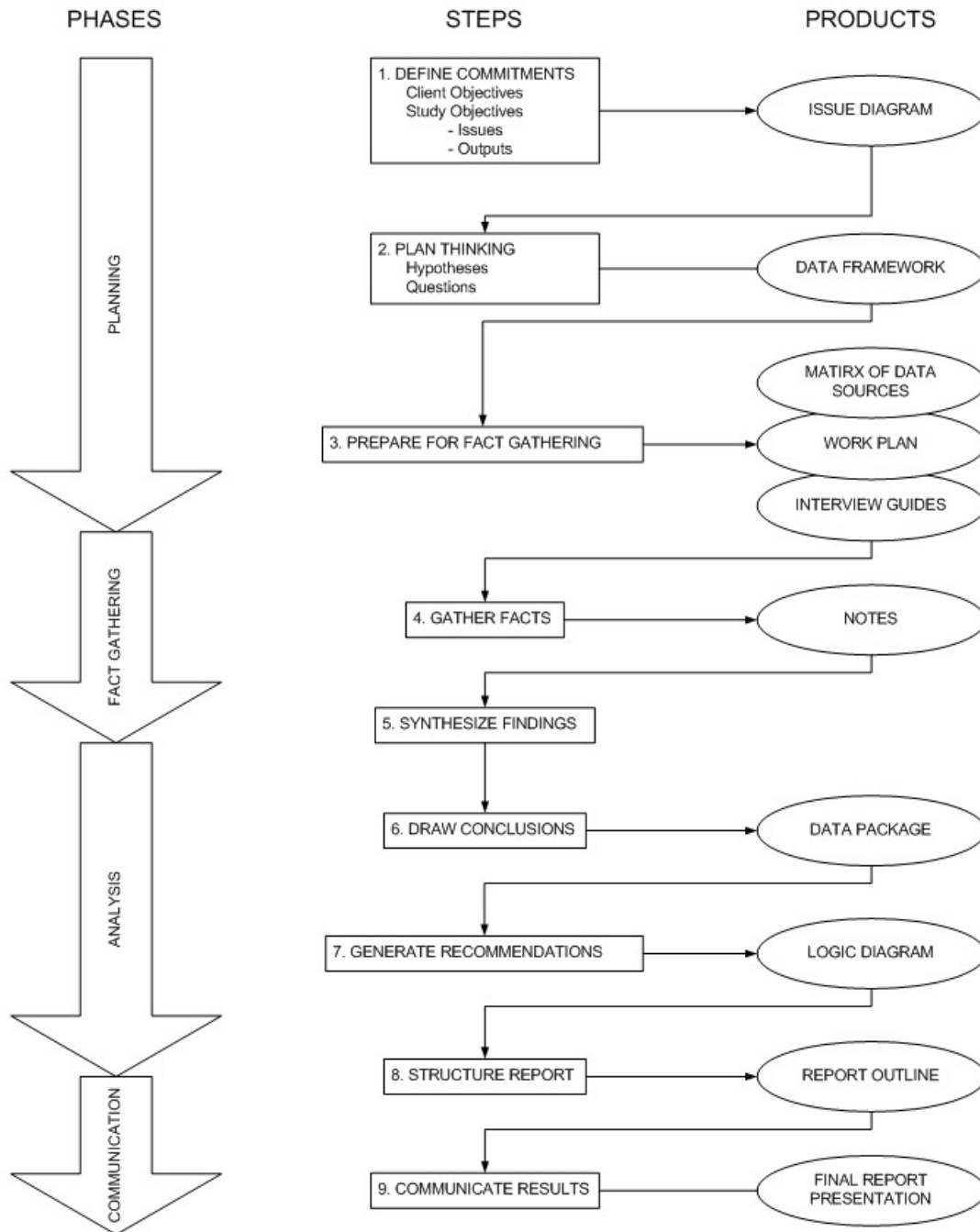


Figure 3 The Consulting Process (Reeder & Russell, 1990)

Keep Figure 2 and Figure 3 close at hand during this course. Refer to them often to assure delivery to expectations.

Another recommendation for assuring you stay on track is the early development a Table of Contents for your final report (more about this and my expectations is to come below). For example, at this moment we can say that the initial table of contents looks like this:

- I. Abstract (written last)
- II. Introduction
- III. Issues
 - A. Define International Transportation Management
 - 1. **You must define what you mean by international transportation management**
 - B. Issue a
 - 1. **You must describe why you have picked this as an issue**
 - C. Issue b
 - D. Issue ...
- IV. Significance
 - A. Deciding Significance
 - 1. **You must describe your approach for deciding the significance of the issue**
 - B. Results
 - 1. **You must show how you applied your test of significance to identify that one issue that you concluded was most significant.**
- V. Recommendations for Resolving the Issue
 - A. Recommendation a
 - B. Recommendation b
 - C. Recommendation ...
- VI. Conclusion (written last)
- VII. References

Deliverables

All deliverables will contain section (the Is above; APA Level 1 Heads) and subsection (the ABCs above; APA Level 2 Heads) heads for your complete table of contents. The content of the sections and subsections will be developed as the course proceeds. The idea here is to continually keep in front of you and me where you're going and how you're going to get there.

Introduction and Issues

The first paper must include the following:

| | |
|-----------------|---|
| Abstract | |
| Introduction | Complete |
| Issues | Complete |
| Significance | |
| Recommendations | |
| Conclusion | |
| References | Keep this section current at all times. |

Significance

The second paper should include the following:

| | |
|-----------------|---|
| Abstract | |
| Introduction | Complete |
| Issues | Complete |
| Significance | Complete |
| Recommendations | |
| Conclusion | |
| References | Keep this section current at all times. |

I will provide feedback on your first paper. I expect this feedback to be reviewed, considered, and, if you feel necessary, changes made in the second paper.

Recommendations

The third paper should include the following.

| | |
|-----------------|---|
| Abstract | |
| Introduction | Complete |
| Issues | Complete |
| Significance | Complete |
| Recommendations | Complete |
| Conclusion | |
| References | Keep this section current at all times. |

I will provide feedback on your second paper. I expect this feedback to be reviewed, considered, and, if you feel necessary, changes made in the third paper.

No Ordinary Disruption and International Transportation Management

The fourth paper should include the following:

| | |
|-----------------|----------|
| Abstract | Complete |
| Introduction | Complete |
| Issues | Complete |
| Significance | Complete |
| Recommendations | Complete |
| Conclusion | Complete |
| References | Complete |

I will provide feedback on your third paper. I expect this feedback to be reviewed, considered, and, if you feel necessary, changes made in the fourth paper.

Some Comments on Critical Thinking and Writing

One cannot write a quality paper without first engaging in quality thinking. So, first things first.

Quality critical thinking features:

Focus: The assignment ought to be clear. If not, you have a responsibility to ask clarifying questions. Make as few assumptions as possible. Assumptions tend to lead one astray. Insure that you meet the requirements of the assignment.

Process: Have an approach in mind for critical thinking. Hope is not likely to produce satisfaction. There are a number of proven approaches to process. Find a process if you are not skilled in this area. *Ethics, Critical Thinking, and Communications* (Drogan, 2009a) may prove helpful here.

Testing: Test, test, test, and test again. Your hypotheses, research, conclusions, and recommendations ought to be critically examined. If there is a flaw, especially a fatal flaw, you want to find it before someone else (i.e., your boss, the instructor). Develop the valuable skill of introspection (Drogan, 2009b).

Curiosity: The Fifth Law states “If you continue to think what you have always thought you will get less and less of what you always got” (Drogan, n.d.). Be unafraid to examine matters from other points of view or use ideas from other disciplines. This is not to suggest you ignore the assignment, but rather that you add value to your work. Bosses and instructors like new insights, but only after you have done what they have asked you to do. Our task is to develop graduates esteemed by the maritime and related industries for the value they bring. By “our” I mean you and me. You might find *How to You Talk to Big Data?* (Drogan, 2011) of interest here.

Writing must be:

Clear: Your meaning must be evident. The greater the likelihood of clarity will be if you use simple, common words. Use words you know. Write like you speak. The pursuit of eruditeness for its own sake is usually a bad idea. “It's better to keep your mouth shut and appear stupid than open it and remove all doubt.” Mark Twain’s advice also applies to writing.

Concise: Write what you have to write in as few words as are necessary. Don’t pad for it wastes your time and mine.

Compelling: That is, your writing aims at producing a desirable outcome. These outcomes may include to be polite, to attract attention, to inform, and to prompt or forestall action (Drogan, 2007). Whether you are writing for your instructor, your boss, your children, your significant other, keep in mind the reaction you wish to achieve. Write to compel that reaction.

Relevant: Your reader doesn’t want to get to the end of your clear, concise, compelling discourse to find that what you have written is not relevant. Keep in front of you at all times the reasons for doing what you are doing. In the case of your studies it’s because the instructor has assigned specific issues to be addressed in a specific fashion. Your boss is likely to do the same thing. I know from experience that your children and your significant may not be so clear in their expectations.

Style: Style is important. Principals such as your boss or your instructor are looking for your writing to be in a certain style. The reason for this is that what

you produce ought to fit easily within the principal's decision making system. Trying to put a round peg in a square hole is not likely to enhance your conditions for success. The style required in this course is APA (American Psychological Association). See the OWL (Neyhart & Karper, 2009).

Quality research and analysis (i.e., critical thinking) is critical to successful writing. Clear and concise writing of the results of sloppy critical thinking (i.e. research and analysis) will expose your shortcomings very quickly (recall Twain's quote).

Papers are submitted in a Word format (.doc, .docx, .rtf). This format makes it easy for me to use the mark-up tools in Word. Papers submitted in any other form will be returned unread. The file naming convention is *TMGT 9200.-02 Sp16 Team <n> <paper name>* . For example, *TMGT 9100-02 Sp16 Team 1 Recommendations*.

An excellent reference to assist in your writing is *A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian, 1996). Luce has a copy in its reference collection.

Papers that are not submitted in accordance with the above will not be accepted.

Schedule

| Week Starting M | Week Ending S | Module |
|-----------------|---------------|----------------------------|
| 1/11/16 | 1/17/16 | Introduction to the Course |
| 1/18/16 | 1/24/16 | Introduction and Issues |
| 1/25/16 | 1/31/16 | |
| 2/1/16 | 2/7/16 | |
| 2/8/16 | 2/14/16 | |
| 2/15/16 | 2/21/16 | Significance |
| 2/22/16 | 2/28/16 | |
| 2/29/16 | 3/6/16 | |
| 3/7/16 | 3/13/16 | |
| 3/14/16 | 3/20/16 | Recommendations |
| 3/21/16 | 3/27/16 | |
| 3/28/16 | 4/3/16 | |
| 4/4/16 | 4/10/16 | |
| 4/11/16 | 4/17/16 | Final Paper |
| 4/18/16 | 4/24/16 | |
| 4/25/16 | 4/30/16 | Conclusion to the Course |

Papers are due by 2400 New York time on the final day of the module. Detailed instructions for the modules will be found in Blackboard.

The most precious asset you have is time. It is a non-renewable asset. The second that passes you by will never return. Use it wisely.

Please go back and review Figure 3 The Consulting Process (Reeder & Russell, 1990) on p 7. I know from experience that it's very easy to get caught up in one of the phases – planning, fact-gathering, analysis, communication – and fail to leave enough time for the

other phases. Be disciplined here. Decide on how you will allocate your time to the phases. When the time to end a phase comes, end it, or, if it must continue, know why it must continue and the potential impact on downstream processes.

People pay for results and not necessarily the actions required getting those results. Remember, you may think you are working hard in this course, but I can't tell. All that I can see is the results.

Always keep the goal in sight.

Collaboration

You will be placed on a team with three to five other members depending upon the number of students registered for the course. The composition of the teams will be one that aims at mixing cultures and capabilities as much as possible. I will decide the composition of the teams. These will be posted in Blackboard no later than the end of the second week.

I will not name a team leader. The teams will need to work this out.

All members of the team will receive the same grade for the papers.

After the final paper is submitted I will ask each team member to assess the performance of his or her teammates. This assessment may cause the final grade in the course to be changed. Note that the points assigned to this assessment are sufficient that, if you fail to submit an assessment or are judged to not have played a significant role in the effort, your final grade may be reduced by as much as a letter. That is, an A goes to a B.

You may choose to make less than a diligent effort in your teamwork. If so, I will take notice and send you a reminder. Reminding you to break bad habits does not reflect well on you. See the narrative adjacent to the grade table on p 5.

I believe it important, indeed critical, to develop the spirit and capabilities required for working on teams. You will, more likely than not, find yourself working on teams in the future. Prepare yourself to be able to deliver value in these situations.

Processing Feedback

You will receive substantial feedback on your discussion posts from your fellow students and me, and on your papers from me.

Feedback is valuable, but its value is the product of attention by two people:

1. The person giving the feedback. It needs to be of value to the recipient. Phrases such as "Good job" or, at the other end of the spectrum, "This makes no sense at all" do not add value. I find the most valuable feedback not to be praise, but rather that which gently points out my failure to consider appropriate facts or advance a clear and reasonable argument, or, the most valuable feedback of all, suggestion for a new line of thinking about the issue at hand.

2. The person receiving the feedback. You must be open to feedback, consider it thoughtfully and use it to modify your thinking and writing. In short, use it to get better at what you do.

By the way, an occasional thank you to the person providing the feedback is a good habit to develop. Be sincere here.

The intent of feedback is to improve the outcome of the situation and to improve the performance of people you work for and with, and who work for you. It is one of the most important capabilities you can develop.

The above means that you read the responses to your posts in the discussions; that you read the discussion; and that you read the feedback I provide on your papers.

Iteration

Doing work of value is an iterative process. Here's graphic from *Ethics, Critical Thinking and Communication* (Drogan, 2009a, fig. 15) illustrating feedback loops

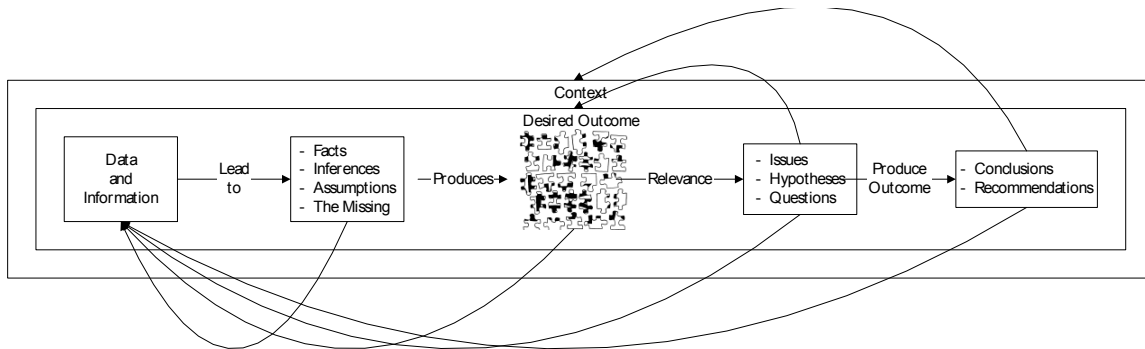


Figure 4 The Whole of Critical Thinking

It would be very sad to embark on a trip, find yourself at the right destination at the wrong time because you ignored feedback.

Some Encouragement

It's relatively risk-free to discuss the issues – for example, LNG, slow-steaming, Jones Act, and hull coatings – of the day. Perhaps in these discussions you can add value, but for the most part, much has been done and perhaps there is little value left to add.

For example, one morning I was corresponding with a friend regarding the Jones Act.

It seems to me that a dispassionate, factual analysis of the Jones Act, indeed cabotage in general, would be useful. On the other hand, entering “analysis of cabotage” without the quotes into google yields about 117,000 hits. This suggests that this is likely well-plowed ...

Maybe little value could be added to the cabotage discussion and maybe there is little value to be added to discussing LNG, slow-steaming, Jones Act, and hull coatings. I'll let you decide that and conduct yourself accordingly.

However, there is room in this course for creative thinking about the future of international transportation management; thinking that stretches the mind, but in the end leaves us believing, "It might just be possible." I'll let you decide that and conduct yourself accordingly.

The Fifth Law: If you continue to think what you have always thought you will get less and less of what you always got.

The world of business values the value you bring.

Assessment

Grammar, Syntax, Spelling, Punctuation, and Structure

I do not grade you directly on these items. You are graduate students closing in on receiving your degree. The assumption is that you have no issues in these areas.

I assess you on the basis of a clear, concise, compelling, relevant expression of your critical thinking on the question before you. If this expression is sloppy because of your lack of attention to grammar, syntax, spelling, punctuation, and structure it will be reflected in the discussion and paper assessments.

Egregious errors will, of course, be brought to your attention. I will not be able to refrain from constructive comment.

Discussions

For detail see *The Grading of Online Discussions in Prof. Drogan's Online Capstone Course* (Drogan, 2014).

| Post Type | Day Posted | Thread Points | Quality Points | | | |
|----------------|------------|---------------|--|---|--|---|
| | | | The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic. | Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion. | Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion. | Little to no contribution to the discussion |
| | | | 4 | 3.5 | 3 | 0 |
| Thread Starter | 1-2 | 1.00 | | | | |
| | 3-4 | .5 | | | | |
| | 5-6 | .25 | | | | |
| | 7 | 0 | | | | |
| Response | | | | | | |

Table 1 Discussion Grading Rubric

Critical Thinking and Writing

Critical thinking and writing will be assessed according to the following rubric (Haynes & Cutrer, 2008).

I. STYLE AND FORMAT

4: In addition to meeting the requirement for a "3," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student's discipline. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the student's field of study.

3: While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Suitably models the discipline's overall scholarly style.

2: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps occur between topics

being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the manuscript.

1: While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.

II. MECHANICS

4: In addition to meeting the requirements for a "3," the paper is essentially error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.

3: While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used which help the reader move from one point to another.

2: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective discipline-specific vocabulary is used.

1: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure, and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.

III. CONTENT AND ORGANIZATION

4: In addition to meeting the requirements for a "3," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

3: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the

2: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student's area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student's area of study is obvious.

1: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

IV. INTEGRATION AND CRITICAL ANALYSIS

4: In addition to meeting the requirement of a "3," the document presents the current state of knowledge for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches utilizing appropriate national and international peer-reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.

3: There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the presented materials. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.

2: Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are awkwardly presented and linkages among topics may be unclear.

1: Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript degrades the comprehensibility of the document and the identification of knowledge gaps

Papers are judged against these four criteria. The maximum points to be gained are 16. This is subsequently translated into the grade (20 or 10 as the maximum) for the paper.

Teamwork

I think it highly unlikely that you'll be on your own in the workplace, particularly as you start out. I had a 36 year career in international business and it was very, very rare for me to find myself trying to resolve an issue on my own. Often, when starting up with a team, I would not know the members. This was particularly true when working with clients. And, on occasion with some of my work with external organizations whilst at Maritime, it continues to be true.

Sometimes the leaders was appointed; sometimes not. Regardless of the situation we were expected to develop a cohesive team, determine responsibilities, accept and discharge our responsibilities, and do quality work.

You are assessed by your teammates by their answer to whether they would like to be on a team with you in the future. The possible answers are definitely, probably, probably not, and definitely not.

What's at stake here is a number of points that, if not earned, will bring you down a letter grade. More importantly, however, you are likely to run into Maritime graduates in your work. You don't wish them to remember that you were not a very good teammate. Your reputation matters.

References

- Dobbs, R., Manyika, J., & Woetzel, J. (2015). *No Ordinary Disruption: the Four Global Forces Breaking all the Trends* (1. ed). New York, NY: Public Affairs.
- Drogan, J. (2007, April 27). *New Rules: Convention and Change in Communication - Bernard L. Schwartz Communication Institute Seventh Annual Symposium on Communication and Communication Intensive Instruction*. Preparatory Note. Retrieved from <http://jmsdrgn.squarespace.com/storage/Schwartz%20Symposium%20Seven.pdf>
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