MARITIME COLLEGE
STATE UNIVERSITY OF NEW YORK

Department of Global Business and Transportation

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

Spring 2017

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 required text. All reading material will be distributed through Blackboard

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 ethical, 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. Deliverables

   a. Working papers (six)

   b. Report (draft and final)

2. Graded Discussions

   a. All modules

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 deliverables.

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

Note that ethics is an area for assessment in this course.

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

Course Detail

Instructor Information

Prof. James Drogan, jdrogan@sunymaritime.edu, 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

This course cannot be passed without consistent, high quality participation. Please notify the instructor by any available means if you expect to be absent.

Grading

Discussions, working papers, draft and final report, and team assessment comprise the assessment for the course.

I. Discussions (Four discussions; varying number of weeks per discussion; 60 total points)

   A. Establish Team Structure

   B. Identifying Significant Trends

C. Critical Thinking

D. Communications of Results (this discussion is non-graded)

II. Working Papers (six working papers, five points each; total 30 points)

A. Working Paper: Work Plan

B. Working Paper: Significant Trends

C. Working Paper: Secondary Resources

D. Working Paper: Commitments and Objectives

E. Working Paper: Hypotheses and Questions

F. Working Paper: Interview Guide

III. Final Report (draft 10 points, final 30 points; total 40 points)

IV. Team Assessment (13 points)

Total points 143

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

Table 1 Grading Table

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 objective of the capstone is for the students to identify and interpret the significant trends in the maritime and maritime-centric supply chain industries leading to conclusions regarding the capabilities (i.e., knowledge, experience, skill, attitude, and behavior) required of the human component of the system in order to assure success of the business and the person.

The paragraph above represents where you must end up at the end of the course. That is, what are the human capabilities required for success.

Keep this in mind through the course. Always assure that your work is aimed at this objective.

> **The Maritime Industry:** The maritime industry comprises the ship engaged in the transportation of goods and commodities and the supporting facilities at the origin and destination points up to an including the terminal in-out gates and their functional equivalent in commodity shipment. This definition is meant to include anything that directly affects the performance of the ship.

> **The Maritime-centric Supply Chain Industry:** A maritime centric supply chain comprises a group of organizations involved in the movement of goods wherein the maritime portion is indispensable to the success of the supply chain. That is, removing the maritime portion causes the supply chain to fail. By failure we mean that there is no reasonable substitute for the maritime portion. Examples of such supply chains include bulk commodities such as oil and grain, containerized traffic such as furniture and electrical machinery.[1]

> **Success:** Success means satisfaction of goals and objectives.

Teams of students will conduct primary and secondary research, perform analysis to identify the required capabilities and level of competency required in each, identify alternative means for gaining these capabilities, and synthesize their findings and conclusion into a set of reports and presentations. The reports and presentations will be used primarily for determining the grade of the student in the capstone. However, it is likely that this work will be of benefit to the industry and may be of benefit to Maritime.

That is, your intent ought to be more than just a grade.

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[1] The instructors personal point of view is that this is a much more interesting industry to investigate. However, I will show no preference when it comes to assessment.
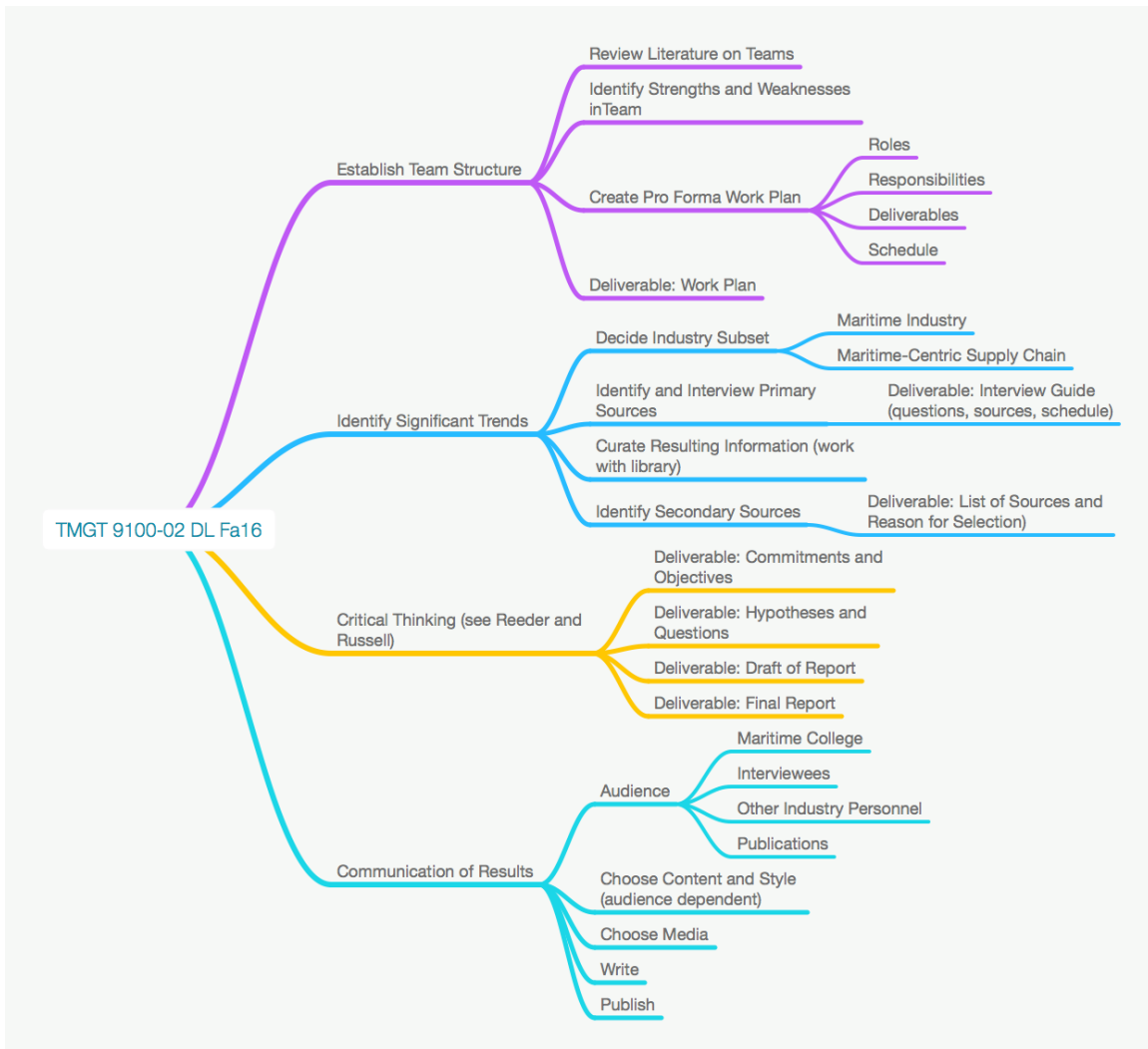
Figure 1 Overview

An overview of what needs to be done and the general sequence is shown above.

"No battle plan survives contact with the enemy." Helmuth von Moltke the Elder.

Similarly, no project plan survives contact with reality. One needs to be cognizant of the context, the manner in which the context changes, and be prepared to change the plan.

"When the facts change, I change my mind. What do you do, sir?" John Maynard Keynes.

The above overview stems from a considerable amount of project experience on the part of the instructor, however it should not be considered mandated.

"Trust the Force, Luke." Obi-Wan Kenobi.

Trust your capabilities and modify your plan as you think appropriate while not losing sight of your objectives and commitment.

Here is a graphic that brings everything together.
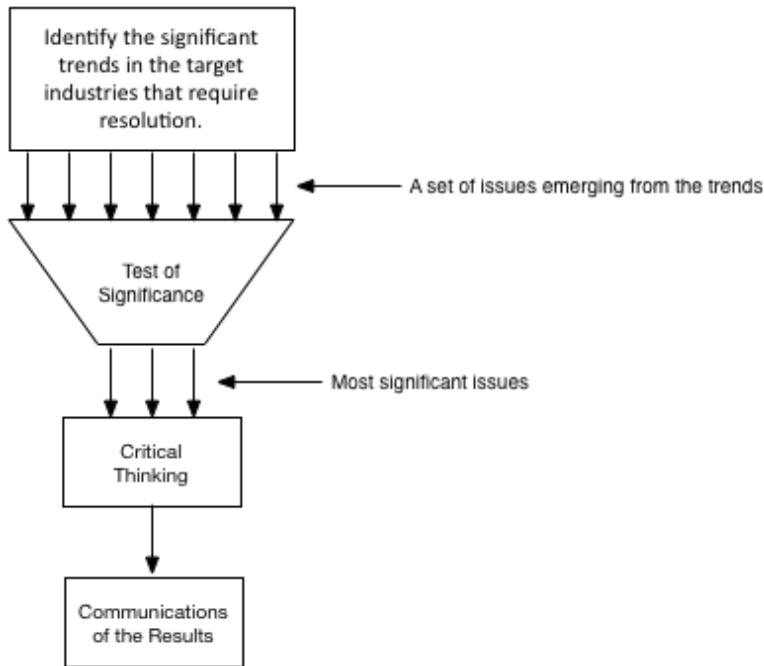
The Modules

I.   Establish Team Structure

    A. Purpose: Begin to create a high performance team.

    B. Tasks

        1. Determine the strengths, weakness, and interests of the team members.

        2. Identify the tasks required to complete the course project.

        3. Commit individual team members to be responsible for completion of the tasks.

        4. Develop the Work Plan

    C. Reading

        1. *Bring Out the Best in Your Team* (Bonner & Bolinger, 2014).

        2. *Why Teams Don't Work* (Hackman, 2009).

        3. *How to Write a Work Plan* ("How to Write a Work Plan," n.d.)[2]

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[2] Don't let the seemingly cartoonish nature of this reference put you off. There is some every good direction here.

D. Discussion

    1. The Work Plan; two weeks, 10 points

        a. Who are the audiences for a work plan?

        b. What do they need to know?

        c. How can this information be best portrayed?

E. Deliverables

    1. Working Paper: Work Plan, 5 points

II. Identify Significant Trends

A. Purpose: Identify the significant trends in the target industries (see p 5) that require resolution.

B. Tasks

    1. Choose one of two sectors (maritime, or maritime-centric supply chain) and identify the significant trends therein.

    2. Secondary research resulting in a preliminary list of issues produced by the trends.

        a. Be discriminatory here. What secondary resources can best give you an appreciation of the target industries? The quality of your research is a function of the quality of your sources.

        b. This list includes argument supporting the selection of these issues.

    3. A method for ranking significance. There are not enough resources (i.e., those resources such as time, money, human capability) to resolve all the issues one encounters. One must differentiate between what must be done, what should be done, and what could be done.

        Note: Deciding significance is one of the most important decisions contributing to a successful business. As an example, what are the criteria to be used in making such a decision? This is likely to be one of your major challenges in this project and in your career.

    4. Apply the method (step 2) the preliminary list to rank the issues by significance.

C. Reading

    1. *Technology 2025* (Richardson, 2016).

    2. *Building the Supply Chain of the Future* (Malik, Niemeyer, & Ruwadi, 2011).

    3. *Issues and Significance* (Drogan, 2013).

D. Three Discussions

    1. Resources; two weeks, 10 points

        a. What are the secondary resources you propose to use for this project?

        b. Why have you selected these resources?

    2. Commitments and Objectives; one week, five points

        a. What are your commitments and objectives for this project?

        b. How would you test these for validity?

    3. Significant Trends; three weeks, 15 points

        a. What are the characteristics of an appropriate test of significance of a trend?

        b. How would you apply this test to your trends to decide significance?

E. Deliverables

    1. Working Paper: Secondary Resources, five points

        a. Identifies the secondary resources used to produce the deliverables. A bibliography format is sufficient, but should be augmented by a few words of why this resource was selected.

    2. Working Paper: Commitments and Objectives, five points

        a. By this point in the process your original commitments to and objectives for the project may have changed.

        b. This working paper identifies and defines the commitments and objectives that will guide the remainder of your efforts.

        c. Remember that commitments and objectives must be measureable.

    3. Working Paper: Significant Trends, five points

        a. Three sections

            (a) Preliminary list of issues

            (b) Method for Deciding Significance

            (c) List of issues ranked in order by significance

III. Critical Thinking

A. Purpose: Verify your conclusions as to the significance of your top two to four issues and make recommendations for resolution

B. Tasks

   1. Develop a list of hypotheses and questions to prove the validity of your selection.

   2. Interview individuals in the industry to gain their views on quality of your thinking.

      Note: There is great benefit in interviewing people in the industry. You receive a contemporary view of developments; you meet interesting people; you may find a career.[3]

      a. You are responsible for identifying the interviewees, scheduling and conducting the interview.

C. Reading

   1. *Ethics, Critical Thinking, and Communications* (Drogan, 2009a).

   2. *A Miniature Guide to Critical Thinking Concepts and Tools* (Paul & Elder, 2006).

D. Three Discussions

   1. Hypotheses and Questions; one week, five points

      a. What are the specific hypotheses you have about each significant trend?

      b. What questions will you ask the interviewee to verify these hypotheses?

   2. Interview Guide; one week, five points

      a. What is an appropriate way to introduce yourself and the purpose of the interview?

      b. Assuming 1.a above, what additional questions will you ask?

      c. How will you draw the interview to a close?

   3. Discussion of Interviews; three weeks, 15 points

      a. What worked?

      b. Where did you get stuck?

      c. What would you do differently next time?

E. Deliverables

   1. Working Paper: Hypotheses and Questions, five points

   2. Working Paper: Interview Guide, five points

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[3] Please permit me a personal note. I have always looked for interesting people and interesting problems. More often than not this has resulted in interesting jobs.

      a. Introduction

      b. Questions

      c. Conclusion

IV. Communications of the Results

    A. Purpose: Pull together into a report (draft followed by final) the story of this course; what you set out to do, how you did it, what you produced, and what you learned along this way.

    B. Tasks

      1. Submit a draft report that will be reviewed by the instructor.

      2. Submit a final report from the draft taking into consideration the instructors comments and questions on the draft.

      3. Submit an assessment of the performance of your team members.

    C. Reading

      1. None

    D. Discussion: a non-graded discussion will be open during these last three weeks to provide a forum for discussing and resolving any remaining issues.

    E. Deliverables

      1. Draft Report, 10 points

      2. Final Report, 30 points

      3. Team Assessment, 15 points

Deliverables

Working Papers

Working papers (six) are somewhat informal and intended to assure that the team is in synchronization with what needs to be done, by whom, and when. They also serve to keep me informed of where teams are in the project. Working papers are graded. These will be detailed a bit later in this syllabus.

By informal I mean there is no need to follow the APA style, but you may if you like.[4] That being said, I expect a well-organized and well-written working paper. It's sufficient to use the following layout.

> Title (e.g., Team 1 Working Paper: Work Plan)

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[4] The advantage of always using the APA style is that you will have worked out all the issues with the style by the time you get to the final report that must be in APA style.

| Date Submitted: mm-dd-yy |
| Content |

Project Report

The draft and final project reports will confirm to APA standards.

Papers are submitted in a Word format (e.g., .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 Fa16 Team <n> Draft Final Report* or *TMGT 9100-02 Fa16 Team 1 Final Report*.

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	Action	Deliverable Due	Discussion Points	Deliverable Points	Team Assessment Points	
1/9/17	1/15/17	Establish Team Structure		5			
1/16/17	1/22/17		Working Paper: Work Plan	5	5		
1/23/17	1/29/17			5			
1/30/17	2/5/17	Identify Significant Trends	Working Paper: Resources	5	5		
2/6/17	2/12/17		Working Paper: Commitments and Objectives	5	5		
2/13/17	2/19/17			5			
2/20/17	2/26/17		Working Paper: Significant Trends	5	5		
2/27/17	3/5/17	Critical Thinking	Working Paper: Hypotheses and Questions	5	5		
3/6/17	3/12/17		Working Paper: Interview Guide	5	5		
3/13/17	3/19/17			5			
3/20/17	3/26/17			5			
3/27/17	4/2/17			5			
4/3/17	4/9/17	Communications of Results	Draft Report		10		
4/10/17	4/16/17						
4/17/17	4/23/17		Final Report; Team Assessment		30		
				60	70	13	143
				42%	49%	9%	100%

Access directly to this schedule will be found in the left navigation panel for the course on Blackboard.

Papers are due by 2400 New York time on the Sunday. 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.

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. You will encounter **Error! Reference source not found.** on p **Error! Bookmark not defined.**.

Please keep this figure in front of you through the duration of this course. It will help in managing the time.

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 of three to five 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.

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 likely learn of this 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 4.

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.

Please read *Teams* (Drogan, 2016a) accessible from the left navigation panel for the course on Blackboard.

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 that 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. On the other hand, don't say thank you so often that it becomes part of the background noise.

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.
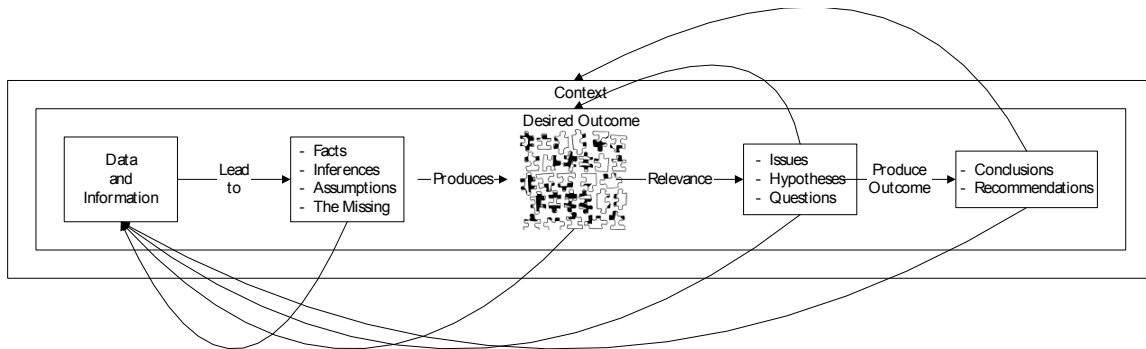
Figure 2 The Whole of Critical Thinking

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. Learn how to "bring it."

Grading

> "Be sure you're right, then go ahead." Davy Crockett

Think about what you need to know in order to complete an assignment. Your responsibility is to understand the requirements of the assignment. If in doubt, ask for clarification. Willful ignorance is no excuse. Keep these requirements in front of you during the completion of the assignment.

Please read *A Rubric for the Assessment of Ethics, Critical Thinking, and Communications* (Drogan, 2016b) describing how I will assess your work. Comments on discussion grading and team assessment will follow ethics, critical thinking, and communications.   This document accessible from the left navigation panel for the course in Blackboard.

References

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