

TMGT 9100-02 Fa22 Capstone Syllabus

James Drogan
5/27/22

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 your program in ITM and is designed to draw upon the knowledge that you have acquired in all of the other courses that have preceded it. Students perform directed team research and make a presentation to faculty and outside evaluators (*Graduate Course Descriptions for the 2018-19 Academic Year, 2018*).

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): TMGT 7100, 7300, 7500 Core Courses; 3.0 cumulative GPA; 25 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. A Personal Note

The value received in a course taught by me is often interpreted as the final grade. You, the student, need to decide the level of grade that is acceptable, and the work required to achieve that mark.

Grades derived from attendance, midterm and final exams, multiple choice and true/false questions are, in my view, crude approximations of the value you receive and may consequently deliver. Hence, I don't assess your performance only in this fashion.

I had a long career in international business and assess your performance as I would that of an employee. In short, demonstration of acceptable ethics as applied to well-structured critical thinking, and clear and compelling communications of the results of that thinking whilst working collaboratively in a team environment. An understanding of and curiosity about the context of the course, say international business, is critical to success.

B. Assessments in the Class

1. Deliverables

- a. Working papers (six)
- b. Report (draft and final)

2. Discussions

- a. Seven; associated with the working papers (graded) plus one to discuss the results of the interview process (ungraded).

3. Teamwork: You will be assessed by your teammates regarding your contribution to your team.

C. External Assessments

1. None

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

Students with a documented disability and seeking to utilize services should contact Maranda L. Miller at mmiller@sunymaritime.edu or by visiting the Learning Center office. All academic accommodations are assessed and provided on an individual basis and must be grounded in documentation. Accommodations will be made during the academic year for KUP's (knowledge, understanding, and proficiency) tested as part of a written exam. No accommodations will be made for practical assessments outlined in the STCW guidelines. All student disability information is confidential. Students must meet with

Accommodation Services EACH SEMESTER in which they wish to receive accommodations. Faculty cannot provide accommodations without official notification from Accommodation Services (Student Affairs).

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.sunymaritime.edu/sites/default/files/media/Documents/SUNY_Maritime_College_Student_HB_2016_2017.pdf

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

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENT AFFAIRS

VII. DIVERSITY, EQUITY, AND INCLUSION STATEMENT

The Course:

This course welcomes students from all backgrounds, experiences, and perspectives. In accordance with the SUNY Maritime College Diversity, Equity and Inclusion Goal, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the goal of the course to provide materials and activities that are welcoming and accommodating of diversity in all of its forms.

The Instructor:

Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is

encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups.

The remainder of this page is deliberately blank.

Course Syllabus

Instructor Information

James Drogan, jdrogan@sunymaritime.edu, Blackboard Messages, 203-829-3172 Cell.

Office hours: I do not keep an office at Maritime. If need be, a meet-up can be arranged.

Class Meetings

This is an online course utilizing the Blackboard learning management system.

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: six one-week discussions generally corresponding with the development of working papers (30 total points)
 - A. Developing a Work Plan
 - B. Determining Industry Trends and Associated Issues
 - C. Identifying Resources, Commitments, and Objectives
 - D. Deciding Significance
 - E. Identifying Hypotheses and Questions
 - F. Deciding Interview Guide Contents
 - G. Interview Debrief. This seventh discussion is not graded since it may difficult, under present circumstance, to schedule an interviewee.
- II. Working Papers (six working papers, five points each; total 30 points)

Working papers are **informal** reports to appropriate individuals that summarize where you are in a project. They state your plans, progress, issues, approaches to resolving the issues, resource requirements, and any other information you think is

important for your team and supervisor to know. These are produced during the project.

- A. Working Paper: Work Plan
- B. Working Paper: Industry Trends and Associated Issues
- C. Working Paper: Resources, Commitments, and Objectives
- D. Working Paper: The Three Most Significant Issues and Associated Trends
- E. Working Paper: Hypotheses and Questions
- F. Working Paper: Interview Guide

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

The draft and final report are more formal, based upon the working documents, and describe what you set out to do, how you approached the project, what you found along the way, and conclusion and recommendations as to what action should be taken. The structure is specified, and references are required.

IV. Team Assessment (10 points)

V. Total points 110.

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

The initial final grade represents the points attained divided by the total points available. This calculation guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the calculated 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.

“Not everything that counts can be counted, and not everything that can be counted counts.” Albert Einstein

Course Outline

Overview

The objective of the capstone is for the students to identify and interpret the significant trends (and issues emerging therefrom) in the maritime or the 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.

That is, if these issues are to be resolved they will require people possessing a certain level of competence in a particular set of capabilities.

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

This is quite likely different from any other assignment you have had in the ITM program.

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 products and commodities, and the supporting facilities at the origin and destination points up to and 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 en-route.

The Maritime-centric Supply Chain Industry: A maritime centric supply chain comprises a group of organizations involved in the movement of products and commodities 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 of the business.

Teams of students will select one of the industries mentioned above and conduct primary and secondary research, perform analysis to identify the emerging trends and issues, required human capabilities and levels of competency necessary to resolve each

¹ The instructor's 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.

issue, identify alternative means for gaining these capabilities, and synthesize their findings and conclusion into a set of working papers, and draft and final reports. The reports 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.

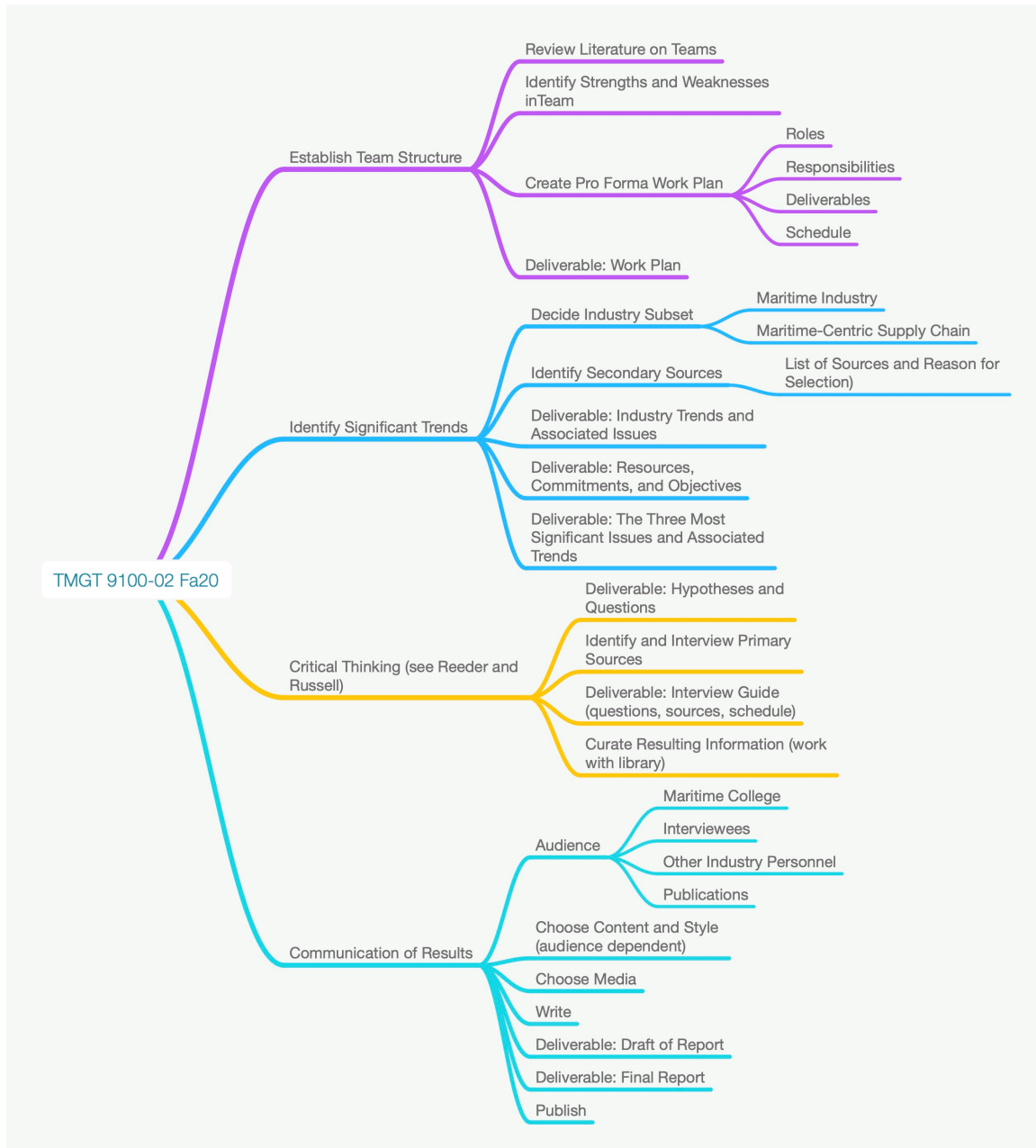


Figure 1 Overview of Course

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.

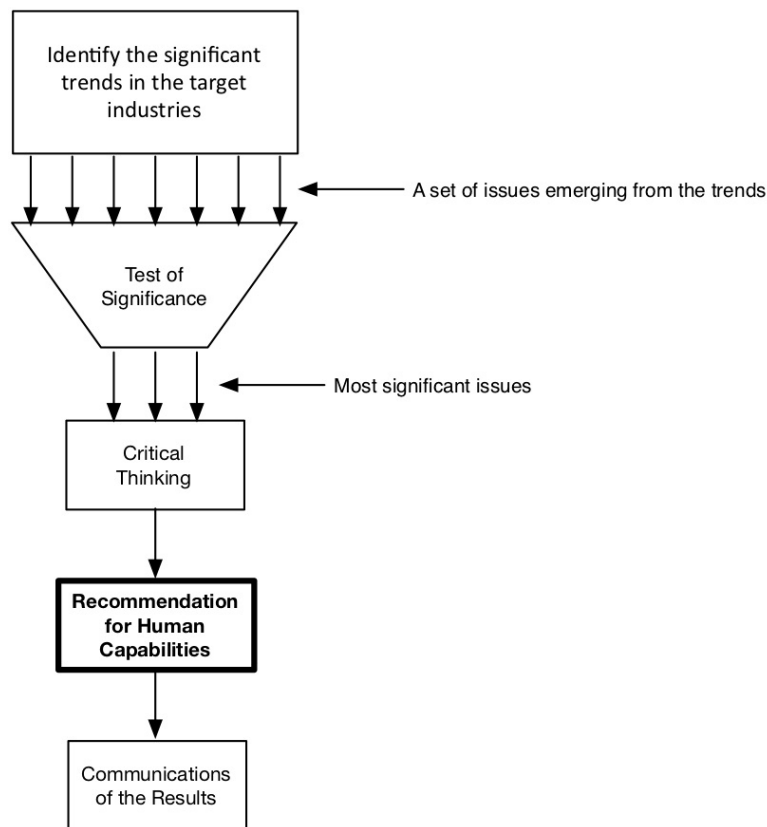


Figure 2 Overview of Critical Portions of the Process

This graphic also gives you a suggestion of the structure of the final report. Remember, keep the end objective in mind and have an overall structure in mind for

the process and the final product. Keep these guideposts in front of you during the project.

In short,

An industry exhibits trends that produce issues needing resolution through the capabilities of people.

This course is all about examining this sentence.

A suggestion regarding defining capabilities:

Review the material at *Job Description & Job Specification—Definition, Purpose*. (n.d.). Retrieved December 31, 2020, from <https://www.managementstudyguide.com/job-description-specification.htm>

A description of capabilities looks more like a job specification than a job description.

A suggestion regarding defining competencies:

Level	Proficiency Definition	Experience
1	Can describe, but not perform	None
2	Can assist others on a limited basis. Has general, conceptual knowledge.	No direct
3	Can execute or perform with assistance. Has general to extensive knowledge.	Has performed at least once.
4	Can execute or perform without assistance. Has extensive applied knowledge.	Practical, repeated.
5	Can give expert advice and lead others. Has comprehensive knowledge with an ability to make sound judgments related to skill area.	Extensive, comprehensive.

Table 1 Judging Proficiency

Proficiency and competency are taken to have a similar meaning.²

² Drogan, J. (2002, May 13). *Discussion Around a Masters Program in Supply Chain Management*. <http://jmsdrgn.squarespace.com/storage/Discussion%20Around%20a%20Masters%20Program%20in%20Supply%20Chain%20Management.pdf>

The Modules

I. Establish Team Structure

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

B. Tasks

1. Decide the means whereby the team will communicate during the course.
2. Determine the strengths, weakness, and interests of the team members.
3. Identify the tasks required to complete the course project.
4. Commit individual team members to be responsible for completion of the tasks.
5. Develop the Work Plan

C. Reading

1. *Teams* (Drogan, 2016a)
2. *Bring Out the Best in Your Team* (Bonner & Bolinger, 2014).
3. *Why Teams Don't Work* (Hackman, 2009).
4. *How to Write a Work Plan* ("How to Write a Work Plan," n.d.)³

D. Discussion

1. The Work Plan

- 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 7).
Determine the significant issues associated with these trends.

Let me emphasize this point. Trends are not issues. Issues emerge from trends.⁴

³ Don't let the seemingly cartoonish nature of this reference put you off. There is some every good direction here.

⁴ This raises an interesting question of whether issues can emerge in the absence of trends. I'm not certain on this point, but I would like you operate under the assumption that issues emerge from trends.

B. Tasks

1. Choose one of two sectors (maritime, or maritime-centric supply chain) and identify the significant trends therein.
2. Secondary research resulting a preliminary list of issues.
 - a. Be discriminatory here. What 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 trends and issues.

The word "issues" takes on a very specific meaning in the critical thinking process we will be using. The word does not imply the negative connotation as is so often the case in common language (i.e., I have an issue with you. He has a lot of issues.), but rather is used to connote something of major significance (i.e., a new and large market opportunity, the aftermath of a tsunami) that needs to be resolved.

3. A method for ranking significance. There are not enough resources 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 3) to 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, 2017b).

D. Three Discussions

1. Determining Industry Trends and Associated Issues
 - a. Significant trends and issues
 - b. Basis for selectionRanking the issues will lead to ranking the trends
2. Identifying Resources, Commitments and Objectives

- a. Identifying and securing project resources
- b. Commitments and objectives for this project

Note: One begins projects with initial objectives and commitments based upon what is known at the time. These invariably change as one develops a clearer understanding of what is really going on and what is really available to help reach the objectives. Consider, for example, the likely difference in objectives and commitments between selecting autonomous ships and ballast water treatment as trends.

These commitments and objectives reflect your understanding at this moment in the project. While they are subject to change as new information arises during the remainder of the project, these should represent a fairly firm statement of what you intend to do.

3. Deciding Significance
 - a. What are the characteristics of an appropriate test of significance of an issue?
 - b. How would you apply this test to your issues to decide significance?

E. Deliverables

1. Working Paper: Industry Trends and Associated Issues
 - a. Working Paper: Industry Trends and Associated Issues. Cover the rationale for selecting the trends, the associated issues including rationale for selecting the issues. Repeat for as many trends as you have selected.

You should select two or more trends and two or more issues associated with each trend. **The idea here is to establish a need to decide between the issues you will address.**
2. Working Paper: Resources, Commitments, and Objectives
 - a. By this point in the process your original commitments to and objectives for the project may have changed, a point made immediately above
 - b. This working paper identifies and defines the commitments and objectives that will guide the remainder of your efforts, and the resources you expect to call on.

This paper identifies the resources and how they will be applied.
 - c. Remember that commitments and objectives must be measurable; resources must be tangible.
3. Working Paper: The Three Most Significant Issues and Associated Trends

a. Three sections

(a) Preliminary List of Trends and Issues

(i) Trend

(ii) Issues

(iii) Repeat I and ii for each trend you selected

Note the detail behind these is available in the first working paper in this module. There is no need to repeat the detail.

(b) Method for Deciding Significance

Decisions regarding significance are amongst the most important one makes.

(c) List of Issues and Trends Ranked in Order by Significance

Let your critical thinking lead you to the result. Follow your head not your heart. It may well be that your initial thinking as to the most significant trends and issues will be upset.

“There is no substitute for paying attention to the empirical facts of life, and no substitute for systematic reasoning about them.” Paul Samuelson

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.⁵

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

⁵ 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.

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
 - a. What are the specific hypotheses you have about each significant trend?
 - b. What questions will you ask the interviewees to verify these hypotheses?
2. Interview Guide
 - a. What is an appropriate way to introduce yourself and the purpose of the interview?
 - b. Assuming 1.a,b above, what additional questions will you ask?
 - c. How will you draw the interview to a close?
3. Interviews (these will be the subject of a discussion)
 - 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
2. Working Paper: Interview Guide
 - 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 the way.

B. Tasks

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

The contents of the final report are, for the most part, carried in the working papers. You should consider using these papers as the base of the report.

That is, combine them all together in a single document, then do the work of editing to turn the six into one.

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. Deliverables

1. Draft Report, 10 points
2. Final Report, 30 points
3. Team Assessment, 10 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. This 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.⁶ 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)
Date Submitted: mm-dd-yy
Content

Papers are submitted in a Word format (e.g., .doc, .docx). 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.

Project Report

The draft and final project reports will conform to APA (or other style) standards.

Papers are submitted in a Word format (e.g., .doc, .docx). This format makes it easy for me to use the mark-up tools in Word. Papers submitted in any other form will be

⁶ The advantage of always using style such as APA, 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 or another appropriate style.

returned unread. The file naming convention is *TMGT 9200-02 Fa21 Team <n> Draft Final Report* or *TMGT 9100-02 Fa21 Team <n> 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. It is also available online.

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

Schedule

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.

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.⁷ 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

⁷ I recognize that my understanding of the myriad relationships between people is well short of the mark for making a fully informed decision. Let me know if I err in putting together a combination that simply will not work. I don't need to know the reasons and I will make changes. The reason for the change must be more forceful than, "I want to be with my friends."

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 6.

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 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. I also dispense kudos.
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.

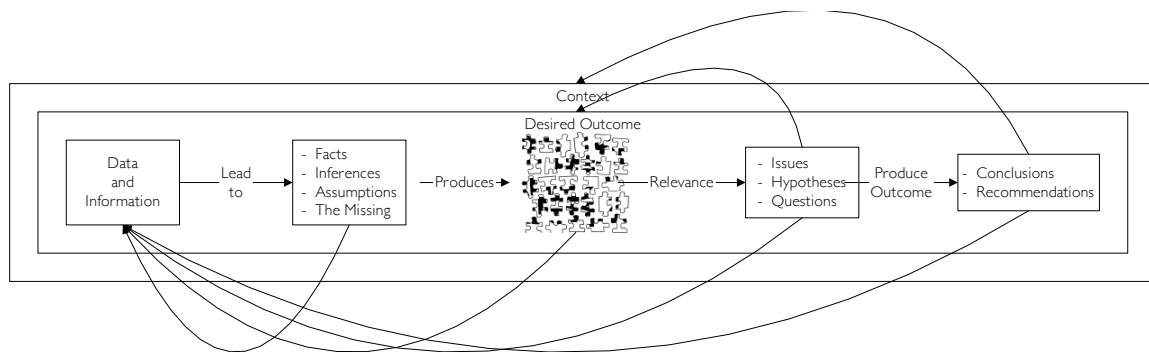


Figure 3 The Whole of Critical Thinking

It would be very sad to embark on a trip and then 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 ground.

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 the requirements in front of you during the completion of the assignment.

Working Papers

Working papers are marked up using Microsoft Word Review. Mark-ups comprise:

1. Obvious grammatical, spelling, syntax, and sentence structure issues.
2. Logical inconsistencies and questions regarding relevance of information.
3. Questions generated by the material that is intended to provoke the student to think differently about the matter at hand.
4. Praise for quality and insight into the matter.

A grade is assigned based on my judgment on the quality of the communications in the following four areas:

1. Clear, Precise, Concise
2. Compelling
3. Relevant
4. Credible

You will find appended to my review of the working papers, and draft and final report is a simple rubric that provides more detail behind the grade for the paper.

Draft and Final Report

These reports are marked up as described under Working Papers.

The grade is assigned in a more rigorous fashion than used for the Working Papers. This involves the use of a rubric as defined in *A Rubric for the Assessment of Ethics, Critical Thinking, and Communications* (Drogan, 2016b). This document accessible from the left navigation panel for the course in Blackboard.

Discussions

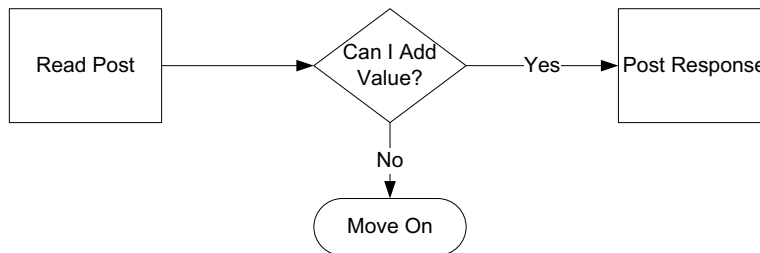
An assessment of TMGT 9100-02 Sp17 after the course indicated some concern for the manner in which discussions were conducted and assessed. After further analysis I came to the following conclusion.

I try to look at online discussions from the point of view of a student (note that I earned a masters degree in June 2011 as an online student and I remember my experience) I hypothesize that students participate in online discussions for one of two reasons.

If you are posting to get a grade, then you are likely to come into the discussions late with the minimum number of low value contributions.

If you are posting to give and get value, then you are likely to post high value contributions early and consistently during the discussion period (Drogan, 2017a).

Your best approach to discussions is summarized in the following figure.



“Better to remain silent and be thought a fool than to speak and to remove all doubt.” Mark Twain

The approach to grading discussions is defined in detail in the rubric referenced above.

Team Assessment

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?"

Associated details will be found in the aforementioned rubric.

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