# Course Description

This course explores the rigors and intricacies of the transportation environment with emphasis on the public sector. Importance will be placed upon external and internal transportation issues in relation to trade unions, the media, stakeholders, politically oriented boards of directors, internal communications among the various modal leadership organizations, training, fare structures, marketing to the public, and planning for the expansion and/or truncation of service. Students will be afforded the opportunity to research, assess, and evaluate transportation issues and case studies related to student-chosen topics in both a group and individual setting.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business leadership and management issues. (ULO 1, 3, 4)
* **PLO2**: Students will apply knowledge and skills to develop a comprehensive business plan which demonstrates competency in the following areas: management, operations, finance, and marketing. (ULO 2, 4)
* **PLO3**: Apply critical thinking to real life work problems through the application of theoretical and experiential knowledge. (ULO 1, 2, 4)
* **PLO4**: Students will identify issues and strategies related to ethics and corporate social responsibility and its implications for business. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze the complexities and intricacies of the public transportation leadership environment.
* **CLO2:** Consider the political, economic, social, and cultural aspects of public transportation venues.
* **CLO3:** Determine the significance of short- and long-term corporate planning in transportation.
* **CLO4:** Discuss the complexities of dealing in a multi-union environment in public transportation.
* **CLO5:** Study in-depth case studies and produce scholarly research in relation to contemporary public transportation issues, concerns, etc.
* **CLO6:** Provide insights into the future demands and requirements of public transportation, including the funding and marketing of service projections.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.
* Exercise critical thinking in one’s thought process while integrating research into papers and discussions; and,
* Perform effectively and professionally in the development and resolution of team/group projects.

# Required Course Materials

Van Wart, M. (2017). *Leadership in public organizations*. New York, NY: Routledge.

ISBN: 9780765647023 (Paperback)

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Leadership and Communications | 40 |  |
| Research Paper: Leadership and Communications | 50 |  |
| Individual Course Project: Step 1 | 30 |  |
| **Week 2** |  |  |
| Discussion: Public Transportation Labor Unions/Locals | 40 |  |
| Research Paper: Unions and Leadership | 50 |  |
| Individual Course Project: Step 2 | 30 |  |
| **Week 3** |  |  |
| Discussion: The Media, Stakeholders, and Boards | 40 |  |
| Research Paper: The Media, Stakeholders, and Boards | 50 |  |
| Individual Course Project: Step 3 | 30 |  |
| **Week 4** |  |  |
| Discussion: Marketing to the Public (Public Service Announcement) | 40 |  |
| Research Paper: Marketing to the Public (Advertising) | 50 |  |
| Individual Course Project: Step 4 | 30 |  |
| **Week 5** |  |  |
| Discussion: Expanding and/or Reducing Service | 40 |  |
| Research Paper: Expanding and/or Reducing Service | 50 |  |
| Individual Course Project: Step 5 | 30 |  |
| **Week 6** |  |  |
| Discussion: Internal Communication (Modal Silos) | 40 |  |
| Research Paper: Internal Communications (Modal Silos) | 50 |  |
| Individual Course Project: Step 6 | 30 |  |
| **Week 7** |  |  |
| Discussion: Future Issues and Technology (Worldwide Perspective) | 40 |  |
| Research Paper: Future Issues and Technology (Worldwide Perspective) | 50 |  |
| Individual Course Project: Step 7 – Final Submission | 190 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Weekly Learning Modules

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| **Week One: Introduction to Transportation Leadership and Communications** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the importance of leadership and communications in a public transportation environment. | CLO1, LO4 | |
| * 1. Describe how a failure to communicate effectively can be detrimental to success in a public transportation environment. | CLO1, CLO5, LO4 | |
| * 1. Analyze the several elements of communications germane to the public transit environment. | CLO1, LO3, LO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. |  |  |

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| **Readings and Videos**  **Read** the following in*Leadership in Public Organizations*:   * Chapter 1: Introduction * Chapter 2: Understand Theories of Leadership and Leadership Styles * Chapter 3: Early Management, Trait, Stratified Systems, and Transactional Theories of Leadership   **Read** the following articles:   * Michael Useem – Four Lessons in Adaptive Leadership, Harvard Business Review, November 2010, pp. 87–90 * Robert Cialdini – Harnessing the Science of Persuasion, On Communication from Harvard Business Review, 2013, pp. 25-–2 * Jay Conger – The Necessary Art of Persuasion, On Communication from Harvard Business Review, 2013, pp. 67–90 * Holly Weeks – Taking the Stress Out of Stressful Conversations, On Communication from Harvard Business Review, 2013, pp. 165–180   **Watch** the following videos:   * [Simon Sinek – Leaders Eat Last](https://www.youtube.com/watch?v=o1Jz5p0RH-s&feature=youtu.be) * [Simon Sinek – How to Be A Great Leader](https://www.youtube.com/watch?v=ReRcHdeUG9Y&feature=youtu.be) | | CLO1, CLO2, CLO5, LO3, LO4 | 105 minutes, 180, |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | CLO1, CLO2, LO3, LO4 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Leadership and Communications**  The Southeastern Pennsylvania Transportation Authority (SEPTA) has in recent years been hemorrhaging bus ridership. The typical public transit leader might initiate plans for a layoff of unionized employees and nonunionized supervisory, administrative, and management employees.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What problems might occur as a result of this action? * Might you be able to offer an alternative solution? * If so, how would you communicate your alternative plan to the media?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | CLO1, CLO2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Research Paper: Leadership and Communications**  The Southeastern Pennsylvania Transportation Authority (SEPTA) has in recent years been hemorrhaging bus ridership. This is a major leadership issue within this public transit agency. Research this issue.  **Write** an original 400- to 600-word paper that addresses this issue as if you were a senior manager within SEPTA. Use a narrative format for this assignment. In this task, utilize creative thinking and in-depth analysis. Data, while useful, are not required for this paper but will be in future evaluations. Your paper must do the following:   * Describe initial steps might you take to communicate this issue to your employees. * Recommend first steps you might you to stabilize or reverse this trend. * Use APA formatting (required by the university) by including a properly formatted cover page and reference page.   **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, CLO6 | 60 minutes |
| **Individual Course Project: Step 1**  The Individual Course Project is a cumulative exercise that will begin in Week 1 with the selection of a topic, i.e., a public transportation issue that will enrich your learning (see the ensuing paragraph). Each week, you will be adding a segment/chapter to this project. Your instructor will make comments and suggestions on each individual segment and return those recommendations to you soon after the submission deadline. In Week 7, you will integrate all the previous chapters into a single paper.  **Select** a public transportation issue of interest to you that you intend to research throughout the course. Each week, you will add one step to the cumulative project, which will be due during the final week of class.  **Choose** a topic of importance, e.g., state support for local transportation budgets, effective and alternative fuels for operating a bus company, or the effectiveness (or ineffectiveness) of unions in the transportation milieu or enhancing safety in the public transit industry. While these are only examples, they might serve to stimulate your thinking as you ponder a topic. Your instructor is available to meet with you privately or to speak with you on the phone to assist in the selection process and to help ensure that the topic is manageable within the context of this course.  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, CLO6, LO1, LO2, LO4 | 120 minutes |
| **Total** |  |  | **12.1 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Working with Labor Unions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Demonstrate an appreciation for the importance of effective leadership in dealing with labor unions. | | CLO1, CLO2, CLO4, CLO6 | |
| * 1. Explain the importance of conducting SWOT analysis as a preliminary component of the CBA negotiating process. | | CLO4, CLO6 | |
| * 1. Describe the basic workings of labor unions in the public transportation milieu. | | CLO1, CLO2, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Watch** the following videos:   * [Bernie Sanders, Explains Unions to Young People (pro-union)](https://www.youtube.com/watch?v=yR7YT7sAZbY&feature=youtu.be) * [Milton Friedman, The Real-World Effects of Unions (anti-union)](https://www.youtube.com/watch?v=xzYgiOC9cj4&feature=youtu.be)   **Read** the following in*Leadership in Public Organizations*:   * Chapter 4: Charismatic and Transformational Approaches * Chapter 5: Distributed Approaches to Leadership | | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, LO3, LO4 | 210 minutes |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Outline and Article**  **Read**: Welcome to the HBR Tool for SWOT Analysis  *Reference*:Sample Contract*:* Find the current contract for Local 234 (Transport Workers Union) from SEPTA. You need not read the entire contract, but a thorough perusal is highly recommended. What issues are addressed in the contract? How is terminology managed, e.g., is it specific or general? | | CLO1, CLO3, CLO4, CLO6 | 120 minutes (Detailed Scan) |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Public Transportation Labor Unions/Locals**  Membership in labor unions in the United States has been declining with consistency for several decades. Yet, public transportation labor unions, i.e., locals, appear to be remaining relatively stable in terms of membership. For example, Local TWU-234 (SEPTA’s local union for bus operators and mechanics) in Philadelphia remains powerful.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Offer 2 reasons why you believe (based upon research and critical thinking) Local-234 (TWU) has remained strong vis-à-vis membership.   *Note:* You do not need to consider power at this juncture; that entity will be addressed elsewhere.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | CLO1, CLO2, CLO4 | Discussion: one post and replies to three other posts = **1 hour**  10 points |
| **Research Paper: Unions and Leadership**  The Southeastern Pennsylvania Transportation Authority (SEPTA) has generally had a volatile. if not hostile. relationship with several of its stronger unions. This is a major leadership issue within this public transit agency, as well as within the industry. If you were a senior manager within SEPTA, what initial steps might you take to make the working relationship more conducive in the short-term? How might you approach the union regarding reciprocal conducive relations, e.g., labor-management committees, over the longer-term?  **Develop** an original 400- to 600-word paper (double-spaced using Times New Roman, font size 12) that addresses a SWOT analysis (strengths, weaknesses, opportunities, and threats) of a specific labor union (preferably a local).  **Select** any public transportation labor union of interest and research/conduct a SWOT analysis of that specific local. For those living in proximity to the Philadelphia area, you will find considerable materials available involving some SEPTA unions, e.g., TWU-234 (Transport Workers Local), SMART-61 (see the Brotherhood of Locomotive Engineers and Trainmen), and TWU-290 (the Transportation Manager’s Union). Use a narrative format for this assignment.   * In this task, utilize creative thinking and in-depth analysis. * Data, including membership numbers and some leadership detail, might be of use in this assignment.   Use APA formatting (required by the university) by including a properly formatted cover page and reference page (which are not counted as pages of text).  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, CLO6 | 20 points  120 minutes |
| **Individual Course Project: Step 2**  The Individual Course Project is a cumulative exercise that began in Week 1 with the selection of a topic, i.e., a public transportation issue that will enrich your learning (see the ensuing paragraph). Each week, you will be adding a segment/chapter to this project. Your instructor will make comments and suggestions on each individual segment and return those recommendations to you soon after the submission deadline. In Week 7, you will integrate all the previous chapters into a single paper.  **Submit** an overview/background/history of the topic chosen in Week 1. Include names, dates, philosophies, advocates, critics, media positioning, etc. You will be encouraged to provide as much detail and information as possible (do not address financials, as that aspect will be required in an ensuing section).  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, LO1, LO2, LO4 | 10 points |
| **Total** |  |  | **10.5 hours** |

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| Week Three: Working With the Media, Stakeholders, and Boards | |  | |  |
| ***Learning Objectives*** | | ***Alignment*** | | |
| * 1. Recognize the importance of effective leadership in dealing with boards of directors, the media, and a complex network of stakeholders. | | CLO1, CLO3, CLO6 | | |
| * 1. Explain the importance of ethical behavior in dealing with the plethora of entities encountered within the public transit environment. | | CLO1, CLO2, CLO3, CLO4, CLO6 | | |
| * 1. Identify the basic workings of a board of directors in the public transportation milieu. | | CLO1, CLO2, CLO3, CLO4, CLO6 | | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | | ***AIE*** |
| **Readings**  **Read** the following in*Leadership in Public Organizations*:   * Chapter 6: Ethics-Based Leadership Theories * Chapter 7: Leadership Approaches Focusing on Influence, Attribution, and a Changing Environment | | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, LO3, LO4 | | 195 minutes |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | | ***AIE*** |
| **Discussion: The Media, Stakeholders, and Boards**  The power of the media to influence transit union negotiations (from last week) is unquestioned. Oftentimes, the transit entity desires to avoid public conflict in such negotiations so as not to worry the stakeholders or infuriate the union with which it is conducting discussions regarding the CBA (collective bargaining agreement). For the purposes of this discussion, assume you have been contacted by the Philadelphia *Inquirer* to discuss ongoing negotiations.  *Note:* Assume that you have permission from senior management to meet with the print media and that you have knowledge of the issues under negotiation. Further assume that the primary contractual debate between the agency and the union involves wages, benefits, and the retirement formula.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Explain the difference and the size of the gap between the agency and the union vis-à-vis these issues. What might you say? * How specific or general might you be? * What and how might you avoid or deviate from certain aspects of this interview?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | CLO1, CLO2, CLO4, CLO6 | | Discussion: one post and replies to three other posts = **1 hour**  10 points |
| **Research Paper: The Media, Stakeholders, and Boards**  Many of the major public transit authorities (SEPTA, MBTA, CTA, NYCTA, MUNI, WMATA, etc.) in the United States deal regularly with stakeholder issues and problems. The list of such concerns is almost endless. The approaches to addressing such issues vary from agency to agency, although organizations such as APTA (American Public Transportation Association), which is a nonprofit organization, serve as an advocate for the advancement of public transportation by proving help, guidance, and standards for the entire network of transit authorities relative to some of these issues including technological growth.  **Develop** an original 400- to 600-word paper (double-spaced using Times New Roman, font size 12) that addresses APTA (American Public Transportation Association) and what that organization does to help the public transit industry cope with issues such a crime, technology, etc.   * Selectone technologically-based topic, and research APTA’s position (writings, influence, clinics, presentations, etc.) relative to the topic chosen. * Select one organization that is current from any transportation agency in the United States.   **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, CLO6 | 20 points | |
| **Individual Course Project: Step 3**  The Individual Course Project is a cumulative exercise that began in Week 1 with the selection of a topic, i.e., a public transportation issue that will enrich your learning (see the ensuing paragraph). Each week, you will be adding a segment/chapter to this project. Your instructor will make comments and suggestions on each individual segment and return those recommendations to you soon after the submission deadline. In Week 7, you will integrate all the previous chapters into a single paper.  **Submit** a financial assessment of the topic chosen in Week 1. Depending on the nature of the topic chosen, the student may elect to report on the costs of the effort being discussed, sources of funding, reactions of the business community (related to potential profits/losses) affected by the effort or project, etc. Specific depth of critical thinking will be essential in developing this segment of the paper. In addition, address how you determined each of the financials cited in your chapter. Do not address economics (macro and micro) in this section, as these topics will be integrated into an ensuing chapter.  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, LO1, LO2, LO4 | | 10 points |
| **Total** |  |  | | **8.25 hours** |

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| Week Four: Marketing to the Public (Fare Structures) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define the importance of effective marketing to the riding public and customer base. | | CLO1, CLO2, CLO3, CLO5, CLO6 | |
| * 1. Describe the rationale behind a public transit agency’s effort to acquire advertising and sponsorships that positively impact the public transit authority. | | CLO1, CLO2, CLO3, CLO5, CLO6 | |
| * 1. Recognize how a public service announcement delivers a message of importance and attracts customers to leave their cars at home and take public transit. | | CLO1, CLO2, CLO3, CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following in*Leadership in Public Organizations*:   * Chapter 8: Competency-Based Leadership Approaches | | CLO1, CLO2, CLO5, CLO6, LO3, LO4  CL01, CLO2, CLO3, CLO5, CLO6 | 225 minutes |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Marketing to the Public (Public Service Announcement)**  The making of public service announcements is critical for the success of public transit authorities in order to gain recognition as well as endeavor to increase ridership. One of the best examples in the United States is provided by SEPTA, Philadelphia’s public transit entity. This specific public service announcement (PSA) to which your instructor refers is an effort to promote public safety and encourage ridership on the Broad Street Subway (BSS) that runs from North Philadelphia (Fern Rock Transportation Center) to Sport and Entertainment Complex in South Philadelphia (NRG Station). Essentially, the message to the public is “be safe and leave your cars at home” (saving parking fees, gasoline, risks associated with vehicular accidents including drunk driving) while taking the BSS to the game (Phillies, Eagles, Owls, etc.) in both directions. To further enhance the impact of this specific PSA, SEPTA provides added/enhanced service to minimize wait times on station platforms. This PSA is predominantly played by KYW (AM-1060). You might want to listen to it as you prepare for this assignment.  **Pos**t a clear and logical response in 200 to 250 words to the following, providing specific examples to support your answers.   * Prepare an audio public service announcement. * Include creativity, clarity, detail, and critical thinking in your PSA. * Assume you are a paid professional as you prepare and deliver your PSA.  1. Record (audio) and post (by midnight on Thursday evening of the current week) a PSA (topic of your choice) of between 50 and 55 seconds that enriches some aspect of the customer experience while simultaneously driving riders to the system. You will want to practice your product several times before posting. 2. Post a constructive response to 2 classmates by midnight on Sunday evening of the current week. Your constructive posts should include analysis of what your colleague stated in his or her PSA with which you might disagree (and why you might disagree). That is, how could this PSA be made more attractive while ensuring that the audio remains within the required 50 to 55 second parameter? A post of “great job…I agree” will not satisfy the requirements of this assignment. 3. Check your submissions (for both your audio and constructive responses) for proper grammar, spelling, syntax, etc., before posting. 4. If further clarification is required, contact your instructor directly at tuftsfletcher@yahoo.com.   *Note:* The example cited above serves as an example only and cannot be used here.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | CLO1, CLO2, CLO6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Research Paper: Marketing to the Public (Advertising)**  Many of the major public transit authorities (SEPTA, MBTA, CTA, NYCTA, MUNI, WMATA, etc.) in the United States deal regularly with marketing, advertising issues, and concerns. The list of benefits and fallout from marketing and advertising is almost endless. The approaches to addressing such issues vary from transit agency to transit agency, although organizations such as APTA (American Public Transportation Association) and federal, state, and local laws also apply. Technology also has become involved. For example, companies purchase what is called bus wrap to advertise (Horizon, Blue Cross, et al), while others purchase LED and television time in subway stations and terminals. Traditional placards, which have been used for years, are posted in buses and trains. Various phone applications also serve as a mechanism for marketing and advertising.  **Develop** an original 400- to 600-word paper (double-spaced using Times New Roman, font size 12) that addresses any aspect of marketing and advertising in public transit. Select a public transit agency of your choosing and a single advertising or marketing technique). Wrapping is perhaps the easiest to acquire information. Include the following in your paper (research required):   * The cost to the advertising company, e.g., Horizon, to wrap a bus or rail car * The benefit to the transit agency, i.e., how much revenue is derived from your selected topic * How you might address ethical ramifications that might occur before and after the advertising campaign, e.g., would you permit advertising of hand gun sales at an upcoming gun show) * What discriminatory issues (if any) might emerge from this effort * What the agency does proactively to garner new advertisers * What the future is (as you envision it) of this form of corporate advertising and transit revenue: Be careful and mindful with this aspect of your research.   **Use** APA formatting (required by the university) by including a properly formatted cover page and reference page (which are not counted as pages of text).  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, CLO6 | 120 minutes |
| **Individual Course Project: Step 4**  The Individual Course Project is a cumulative exercise that began in Week 1 with the selection of a topic, i.e., a public transportation issue that will enrich your learning (see the ensuing paragraph). Each week, you will be adding a segment/chapter to this project. Your instructor will make comments and suggestions on each individual segment and return those recommendations to you soon after the submission deadline. In Week 7, you will integrate all the previous chapters into a single paper.  **Submit** a marketing or advertising opinion of the topic chosen in Week 1. Depending on the nature of the topic chosen, you may elect to report on the costs of the advertising and/or marketing effort being discussed, the revenues derived or expected to be derived from this topic, reactions of the business community and local society (churches, etc.) affected by the effort or project, what technologies are involved relative to this project, who benefits most from this project, etc. Specific depth of critical thinking will be essential in developing this segment of the paper.  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, LO1, LO2, LO4 | 10 points  120-Minutes |
| **Total** |  |  | **8.75 hours** |

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| Week Five: Expanding and/or Reducing Service | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the issues that may be encountered in a public transit agency’s effort to expand or curtail service. | | CLO1, CLO2, CLO3, CLO6 | |
| * 1. Summarize the labyrinth that must be navigated when a transit agency wishes to expand or reduce service. | | CLO1, CLO2, CLO3, CLO4, CLO6 | |
| * 1. Describe the requisite planning mechanisms that can help the transportation leader or planner reduce the stress and fallout encountered in the expansion and contraction process. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following in*Leadership in Public Organizations*:   * Chapter 9: Traits that Contribute to Leadership Effectiveness * Chapter 10: Skills that Contribute to Leadership Effectiveness | | CLO1, CLO2, CLO3, CLO6  CLO2, CLO5, CLO6, LO3, LO4 | 255 minutes |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Expanding and/or Reducing Service**  Include latitude in this week’s discussion. Select any issue; i.e., it may be related to expansion or contraction of public transit services. For example, the student selecting a topic related to service expansion might choose to study the future needs of paratransit service (disability services) in SEPTA’s milieu. Those preferring to examine a service reduction may wish to select a transit authority that is considering reducing or eliminating service on a particular bus or train route due to unprofitable service on that particular route.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What is the most significant issue you will have to address vis-à-vis the topic chosen?    + Briefly define the transit agency and the issue chosen.   + Why have you chosen this issue? * How would you propose to overcome and satisfactorily address this issue?    + By funding?   + Labor/Personnel Resources?   + Legal Issues?   + Other?   *Note:* Before undertaking this week’s discussion, you should conduct some independent research on the issue and its complexities. Select an agency and an issue, and then focus only on 1 complex issue that must be resolved for the plan of action to be resolved. Consider researching APTA.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | CLO1, CLO2, CLO3, CLO6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Research Paper: Expanding and/or Reducing Service**  Many of the major public transit authorities (SEPTA, MBTA, CTA, NYCTA, MUNI, WMATA, etc.) in the United States deal regularly with issues related to service expansion and reduction. The list of such concerns is almost endless. The approaches to addressing such issues vary from agency to agency. Using the topic selected for this week’s discussion board, you will develop a paper that addresses the social impact of the significant issue on the local community and the ridership (potential or adversely impacted).  **Develop** a 400- to 600-word paper (double-spaced using Times New Roman, font size 12) that addresses your own thinking relative to the topic chosen. Consult a number of external resources to support a position. It is not imperative that your views on this issue coincide with that of your instructor. They will be looking for critical thinking and originality. Begin to include technology into your response and gain advantages in scoring for this assignment.  **Use** APA formatting (required by the university) by including a properly formatted cover page and reference page (which are not counted as pages of text).  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, CLO6 | 120 minutes |
| **Individual Course Project: Step 5**  The Individual Course Project is a cumulative exercise that began in Week 1 with the selection of a topic, i.e., a public transportation issue that will enrich your learning (see the ensuing paragraph). Each week, you will be adding a segment/chapter to this project. Your instructor will make comments and suggestions on each individual segment and return those recommendations to you soon after the submission deadline. In Week 7, you will integrate all the previous chapters into a single paper.  **Submit** a political assessment of the topic chosen in Week 1. Depending on the nature of the topic chosen, you may elect to report on the makeup of the board of directors (including names, genders, etc., as appropriate), the political affiliation of the board members (Republican, Democrat, or Independent), personal business interests of the members, duration of a term in office, etc. Specific depth of critical thinking will be essential in developing this segment of the paper. In addition, integrate your opinion on the composition of the board and its political leanings vis-à-vis the issue or topic you are evaluating or researching, as well as how board members are chosen.  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, LO1, LO2, LO4 | 10 points  120-Minutes |
| **Total** |  |  | **9.25 hours** |

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| Week Six: Internal Communication (Modal Silos) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the issues that may be encountered in a public transit agency’s ability to plan for systemic shock related to a service change. | | CLO1, CLO2, CLO3, CLO5, CLO6 | |
| * 1. Describe what must be navigated when a transit agency is required to respond to a systemic shock caused by a service adjustment. | | CLO1, CLO2, CLO3, CLO5, CLO6 | |
| * 1. Explain the requisite planning issues that must be addressed when dealing with a systemic shock, even a minor or temporary adjustment. | | CLO1, CLO2, CLO3, CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following in*Leadership in Public Organizations*:   * Chapter 11: Assessments by Leaders and the Goals to Which They Lead * Chapter 12: Task-Oriented Behaviors * Chapter 13: People-Oriented Behaviors | | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, LO3, LO4 | 195 minutes |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Internal Communication (Modal Silos)**  After reading the article above, you will contemplate the internal communications issues that should be considered when dealing with such a scenario. In addition, when encountering internal communication silos, i.e., interdepartmental communications fraught with inefficiencies, biases, etc., suggest further problems that could be encountered when dealing with this scenario.  *Note:* Be sure not to resolve such issues in this discussion board. Simply discuss (in narrative form) those internal topics that must be considered. Furthermore, this discussion board is expected to be lengthier and more detailed than those you responded to in earlier weeks.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are the general issues that should be addressed?    + Examples: ridership, media, unions, business, ticket sales, etc.   + What other aspects will require consideration? * How might the silo mentality that plagues virtually all public transit agencies complicate this matter? * Of the general issues listed, which do you believe will be the most difficult to overcome?    + Why? Be specific.   + Analysis: Consider time, cost, and political pressure. * Can the issues listed be addressed incrementally or do they need to be handled simultaneously?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | CLO1, CLO3, CLO4, CLO6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Research Paper: Internal Communication (Modal Silos)**  Many of the major public transit authorities (SEPTA, MBTA, CTA, NYCTA, MUNI, WMATA, etc.) in the United States deal regularly with issues related to service shock that must be addressed by a multitude of internal departments. The list of such concerns is almost endless. The approaches to addressing such issues vary from agency to agency.  Using the topic selected for this week’s discussion board, develop a paper that outlines a well-conceived approach to minimizing the adverse impact of this dilemma. Whereas the discussion board focused on the most significant action to overcome, this paper will address the global actions, i.e., the general issues, cited in the first part of your discussion board. You are asked to develop an action plan (a project management plan) on how you will address all the pitfalls noted in your discussion board.  **Develop** an original 400- to 600-word paper (double-spaced using Times New Roman, font size 12) that addresses your own thinking relative to the topic chosen. Consult a number of external resources to support your position. It is not imperative that your views on this issue coincide with that of your instructor. They will be looking for critical thinking and originality. You will include technology into each response and will gain advantages in scoring for this assignment.  **Use** APA formatting (required by the university) by including a properly formatted cover page and reference page (which are not counted as pages of text).  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 | 120-Minutes |
| **Individual Course Project: Step 6**  The Individual Course Project is a cumulative exercise that began in Week 1 with the selection of a topic, i.e., a public transportation issue that will enrich your learning (see the ensuing paragraph). Each week, you will be adding a segment/chapter to this project. Your instructor will make comments and suggestions on each individual segment and return those recommendations to you soon after the submission deadline. In Week 7, you will integrate all the previous chapters into a single paper.  **Submit** a shock assessment of the topic chosen in Week 1. Depending on the nature of the topic chosen, impose a self-determined shock on your project (be specific). The shock must be something that could adversely impact the progress or efficiency of the topic chosen in Week 1 if not managed properly. The shock may be temporary or permanent.  **Identify** the shock, and **discuss** the potential effects and the internal departmental actions that would be necessary to address the imposition of the shock. In addition, **propose** a coordinated plan of action that leadership could initiate to minimize the adverse impact by reducing the silo mentality existing within the agency or organization.  *Note:* Your instructor is available, to work with you in fashioning the componentry to this important and complicated segment of the paper. Specific depth and critical thinking will be essential in developing this section of the paper. In addition, ensure you define any terminology introduced in this chapter.  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, LO1, LO2, LO4 | 10 points  120-Minutes |
| **Total** |  |  | **8.25 hours** |

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| Week Seven: Future Issues and Technology (Worldwide Perspective) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the technology issues that have affected public transit positively and negatively in the United States and abroad. | | CLO5 | |
| * 1. Discuss why technology in the public transit arena in the United States appears to lag behind that of Europe, Japan, and other countries. | | CLO1, CLO2, CLO3, CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings  Read** the following in*Leadership in Public Organizations*:   * Chapter 14: Organization-Oriented Behaviors * Chapter 15: Leadership Development and Evaluation | | CLO1, CLO2, CLO3, CLO5, LO3, LO4 | 150 minutes |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Wikipedia**  **Examine** the 2015 Philadelphia train derailment on [Wikipedia](https://en.wikipedia.org/wiki/2015_Philadelphia_train_derailment).  *Note:* Neither your instructor nor Gwynedd Mercy University sanctions the use of Wikipedia for graduate-level research. In this instance, however, you are examining this document for general understanding only. | | CLO1, CLO2, CLO3, CLO5, CLO6 | 30 minutes |
| **Access Magazine**  **Sign up/register** [online](http://www.accessmagazine.org/subscribe/) for this magazine (it is free).  **Select** at least 5 articles related to transportation technology written in the last 5 years. These articles include subway innovations, parking innovations, airplane innovations, etc., that will be helpful as you formulate your responses to the discussion board and research paper for this final week of the course. | | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Future Issues and Technology (Worldwide Perspective)**  After reading the article and researching the topic related to the AMTRAK derailment near 30th Street Station in 2015, discuss the technological actions taken by AMTRAK, the NTSB (recommendations), and the U.S. Department of Transportation to help ensure that a similar accident will not occur again.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What precipitated the derailment? * How many injuries and deaths were related to this accident? * What type of equipment was being used by AMTRAK, e.g., ages of the railcars, training of the crew, condition of the right-of-way, etc.? * What technology was added to AMTRACK trains to help prevent a recurrence? * Explain the equipment and technology noted above, i.e., what it does and how it works. * Was this equipment installed on all AMTRACK trains? * Does SEPTA, for example, use similar equipment? Was it installed before or after the AMTRACK derailment? * Add any pictures you find related to this safety-related equipment (recommended but not required).   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | CLO1, CLO3, CLO4, CLO6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Research Paper: Future Issues and Technology (Worldwide Perspective)**  **Conduct** research on any rail or bus system outside the United States and Canada that is known for introducing innovation and technology into its bus or rail system (regular or high-speed).  **Select** a country, system, and a single technological innovation related to safety or speed/safety or crash worthiness.  **Explain** the technological innovation in detail, including the intent of the innovation, the cost of the innovation, who bore the expense for this technology, how long was it tested before adoption, whether any other country or system uses this same technology, and what has been the performance record of this technological advancement (e.g., whether it has prevented accidents).  **Develop** an original 400- to 600-word paper (double-spaced using Times New Roman, font size 12) that addresses your own thinking relative to the topic chosen. Consult a number of external resources to support your position. It is not imperative that your views on this issue coincide with that of your instructor. They will be looking for critical thinking and originality. Begin to include technology into a response and gain advantages in scoring for this assignment.  **Use** APA formatting (required by the university) by including a properly formatted cover page and reference page (which are not counted as pages of text).  **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 | 120 minutes |
| **Individual Course Project – Step #7: Final Submission**  The Individual Course Project is a cumulative exercise that began in Week 1 with the selection of a topic, i.e., a public transportation issue that will enrich your learning (see the ensuing paragraph). Each week, you will be adding a segment/chapter to this project. Your instructor will make comments and suggestions on each individual segment and return those recommendations to you soon after the submission deadline. In Week 7, you will integrate all the previous chapters into a single paper.  **Submit** the final assessment of the topic chosen in Week 1.  **Address** the following for this final portion of the course project:   * Update any aspects of sections 1 through 6 to reflect on enhancements recommended by your instructor, as well as your own additions to the topic that have been garnered during the last 6 weeks. * Integrate any graphs, charts, and analysis that support your project. You may imbed any charts and graphs into your paper, or you may place them in a unitary segment (properly identified) at the end of your paper. Ensure that any attachments adhere to proper APA formatting, e.g., tables, figures, etc., as applicable. * Review your paper for grammar, spelling, syntax, punctuation, APA formatting, etc. * Include a final conclusion section. This section need not summarize or regurgitate your findings. Rather, it should address what you learned as a result of this project, i.e., how your research on your chosen topic will benefit you as a transit professional and leader.   **Submit** this assignment by 11:59 p.m. (Eastern time) on Sunday. | | CLO1, CLO2, CLO3, CLO5, LO1, LO2, LO4 | 10 points  120-Minutes |
| **Total** |  |  | **10.5 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 12.1 |
| Supplemental |  |
| **Week 2** |  |
| Required | 10.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8.25 |
| Supplemental |  |
| **Week 4** |  |
| Required | 8.75 |
| Supplemental |  |
| **Week 5** |  |
| Required | 9.25 |
| Supplemental |  |
| **Week 6** |  |
| Required | 8.25 |
| Supplemental |  |
| **Week 7** |  |
| Required | 10.5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 67.6 |
| **Total Supplemental Hours** |  |
| **Total Hours** | 67.6 |

\*Hours based upon instructor estimates; slower readers may require longer time to complete readings and written assignments.