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TO: 15.279 Students
FROM: 15.279 Instructional Staff
SUBJECT: Sample Reports
DATE: November 14, 2005



The attached report is an example of very good work done by student teams in 15.279 during the fall 2003 semester. Besides the reports, you will also find samples of the:

- Project Proposals
- Letter of Transmittal
- Executive Summary
- Presentation Outline

We've also enclosed a handout called "Questions to Analyze Sample Reports." Use it to guide your reading of these reports, and we will use it as a basis for discussion in class.

Questions to Analyze Sample Reports

1. Who is the primary audience? Is there a secondary audience? How would you characterize the secondary audience?
2. What is the one main idea or recommendation of the report?
3. What are the three or four main parts of the report? Do they each support the main idea or recommendation?
4. What evidence has the team included in order to support the main idea or recommendation? (Give several examples)
5. Have tables, charts, and graphs been used? If so, do they appear within the text or as appendices? What are their strengths and weaknesses?
6. What formatting devices are used? How are they used?
7. Is the writing clear, concise, and coherent?
8. Are there any outstanding mistakes in spelling, punctuation or grammar?

Proposal

To: Professor Dunphy, Fred Shen

From: John Cloutier, Tiffany Kosolcharoen, Lisa Chen

Date: October 8, 2003

Subject: Group Project Proposal - Changes to Saferide

Tabularius! ✓+

Currently MIT provides two modes of transportation, Saferide and Tech-Shuttle. We will focus on Saferide and how its operation can be altered to better meet the needs of students. Many students travel considerable distances from where they live to main campus. Most fraternities, sororities and several dorms are over 20 minutes on foot away from campus. Anyone who has walked across the Harvard Bridge in the middle of January understands just how long this walk can be. We feel that an updated schedule of operating times, frequencies and routes would better serve the student body.

revised
Topic

Purpose:

As students who use Saferide on a daily basis, we would like to propose several changes to existing operations.

- First we recommend that hours of operation be extended to include student's daily commute to campus. The trip to 77 Mass. Ave. is just as long and often just as cold at 10:00am as it is at 6:30pm.
- Second, the frequency of routes should change with the changes in demand. During off-peak times, shuttles frequently run completely empty, while right before dinner they are so full that students are often turned away.
- Finally, redrawing the route maps and relocating stops will help students to reach their final destination more quickly. Many of the existing stops are not located in the most efficient places. At some stops people rarely get off while at others students have to walk a significant distance after they get off Saferide.

We are setting forth policies to correct these issues.

Audience:

The audience consists of the MIT Undergraduate Association (UA), which is made up of all the MIT undergraduate students. Our presentation is directed to the UA Cabinet, a group of students who represent the undergraduates and serve as liaisons to the MIT administration. The UA Cabinet serves the best interests of the students and selects only a few proposals to endorse each school year.

nice
formal
Audience

Sources:

1. Data collected in the field on number of students who frequent each route, times and locations of stops
2. The MIT Parking and Transportation website
3. Interviews with MIT Parking and Transportation officials
4. Interviews with Saferide student riders
5. Other schools' transportation operations

good places to
start

look through to go in report
need to know more about MIT bus

SafeRide

Efficiency Analysis and Improvement Strategy

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Group Report
15.279 Final Project
Fall 2003



TJL & Associates

Prof. Jane Dunphy

TJL & Associates
84 Massachusetts Avenue, Cambridge, MA 02193

November 14, 2003

Mr. Pius Uzamere
President
MIT Undergraduate Association
84 Massachusetts Avenue
Cambridge, MA 02139

Dear Mr. Uzamere,

Two months ago, the Undergraduate Association (UA) asked TJL & Associates to evaluate the current SafeRide service and suggest changes that would increase efficiency. The goal of our investigation was to come up with a new system of routes and times that would allow for maximum student benefit without an increase in cost. This report details the current flaws in the SafeRide service and sets forth remedies.

We began by collecting data to assess the current limitations of the service. To this end, we examined the current SafeRide routes, conducted a student survey, and looked at the transportation systems of other schools. The MIT Department of Parking and Transportation provided our analysts with statistical data that it maintains on SafeRide ridership.

This report describes what we believe is the most practical solution for improving the SafeRide system without the need for a larger budget. It provides a practical method to update the routes, and a plan of action for the new system to be implemented. In addition we have included technical information regarding current SafeRide ridership and a map of the proposed SafeRide routes.

We hope that the UA will use this plan as a blueprint to improve transportation at MIT. Just as an efficient exchange of ideas is vital to the strength of any university, the ease of physical transportation is vital to student life both on and off campus. We are looking forward to working with MIT and the UA to put these improvements in place.

TJL & Associates would like to thank you for the opportunity to work with the MIT Undergraduate Association.

Sincerely yours,

Tiffany Kosolcharoen, Partner
TJL & Associates

EXECUTIVE SUMMARY

Purpose

This report examines the current SafeRide routes, frequency of stops, and user satisfaction to determine a new SafeRide schedule that would better meet the needs of the MIT community.

Recommendations

There are currently four SafeRide routes in operation: "Boston West," "Boston East," "Cambridge West" and "Cambridge East." All four SafeRide shuttles start at 77 Massachusetts Ave. and take 30 minutes to complete their respective routes before coming back to their starting point. Because of this, students that miss the SafeRide must either walk or wait another 30 minutes for the next SafeRide. Based on our analysis, we recommend that the MIT Department of Transportation take three steps to make SafeRide more accessible:

1. Combine Routes: Currently the "Boston East" and "Cambridge West" routes overlap. To eliminate this overlap "Cambridge West" should service some "Boston East" stops, allowing "Boston West" and "Boston East" to form a single Boston route.
2. Eliminate unused stops: Data from the MIT Parking and Transportation office shows that there are some stops on the "Cambridge West" route that are rarely used. By eliminating these stops "Cambridge West" would be able to complete its route and parts of the "Boston East" in the same amount of time.
3. Increase frequency of stops: The new "Boston" route would take an estimated 40 minutes to complete and would run every 20 minutes on a staggered schedule. The "Boston" shuttle would run every 20 minutes. "Cambridge West" and "Cambridge East" would still run every 30 minutes.

Deployment

Launching the new SafeRide schedule would be easy and cost-effective. Because no new vans would be added and the routes covered would be about the same, there would be no significant additional cost to MIT. The MIT community could be informed of these changes using the internet, e-mail, The Tech newspaper, paper fliers and posters.

Conclusion

There are many advantages and very few drawbacks to increasing the frequency of SafeRide shuttles going to Boston. The frequency of Boston shuttles would increase from every 30 minutes to every 20 minutes. All the most heavily used stops would remain in service. Both "Cambridge West" and "Cambridge East" would continue to run every 30 minutes. The cost of implementing these changes would be negligible. Adopting this new schedule for SafeRide would greatly benefit the MIT community.

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INTRODUCTION

A quarter of Cambridge-based MIT's undergraduate population lives in Boston. Many dorms and Fraternities, Sororities, and Independent Living Groups (FSILGs) are located more than half a mile from the main campus. In the winter when temperatures often plunge below zero, students often use the SafeRide, a year-round shuttle system for the MIT community.

Current Service

In 2002, SafeRide ridership has increased to 175,000, yet the schedule has not adapted to meet the growing demand [Appendix D-1]. Currently, the four SafeRide routes are "Boston East," "Boston West," "Cambridge West," and "Cambridge East." All four shuttles take 30 minutes to complete their respective routes. Because of this, students who miss SafeRide must either walk or wait another half hour for the next SafeRide. We are motivated by these facts to create a new SafeRide schedule to better serve the MIT community.

Suggested Changes

After analyzing current SafeRide ridership trends, we propose a better schedule for SafeRide in this report. First, the current four routes will be merged into three: "Boston," "Cambridge West" and "Cambridge East." Second, unused stops on the "Cambridge West" route will be eliminated. This will allow Boston shuttles to run at 20-minute intervals instead of 30-minute intervals.

Implementing this new SafeRide schedule will be easy and cost-effective. Because no new vans are needed and the routes covered are about the same, there will be no significant costs to MIT.

METHODOLOGY

Our team conducted research by interviewing three main sources: the MIT Parking and Transportation Office, the Undergraduate Association, and the MIT students.

First, we interviewed Larry Brutti, Operations Manager of the MIT Parking and Transportation Office. We obtained data on the most and least frequented routes, ridership trends, and the costs of adding new buses. Mr. Brutti also allowed us access to previous year's TechShuttle and SafeRide data for comparison.

Next, we interviewed Pius A. Uzamere II, the president of MIT's Undergraduate Association, to discuss how our plans could be implemented. Mr. Uzamere told us about the various committees that would need to view our proposal before it could be approved.

Finally, we surveyed 50 students about their SafeRide preferences. The students surveyed were from the MIT Media Lab, Chinese I language class, Society of Women Engineers club, fraternity members and dorm residents. The sample included students who live in dorms and in fraternities. It also included both undergraduate and graduate students. Please refer to Appendix F and Appendix G for the survey results.

CURRENT SAFERIDE SERVICE

Routes

There are currently four SafeRide routes; two serve Boston and two serve Cambridge. The two Boston routes, designated “Boston East” and “Boston West,” and “Cambridge West” originate at 84 Massachusetts Ave. in front of the Student Center. “Cambridge East” begins at 77 Massachusetts Ave. in front of the main entrance to campus.

The first stop for the two Boston shuttles is at Beacon St. and Massachusetts Ave. This is one of the most frequently used stops. From there “Boston East” services the nearby area of Commonwealth Ave. and Beacon St. directly to the east and west of Massachusetts Ave. Before its return to campus, “Boston East” stops again at Beacon St. and Massachusetts Ave. to pick up students who wish to return to campus. The “Boston West” shuttle makes several stops in the area adjacent to the river directly west of Massachusetts Ave. It then goes into Brookline to Zeta Beta Tau and Epsilon Theta before returning to Cambridge across the BU Bridge. Before it makes its way to the Student Center, it also stops at Simmons Hall. “Boston West” is one of two SafeRide shuttles that serve Simmons Hall. Please refer to Appendix A for Boston route maps.

The Cambridge SafeRides serve the undergrad dorms, buildings on main campus, and graduate dorms. For the most part these routes are sufficient. As shown in Appendix C, the stops at buildings 34, NW10 and NW30 are redundant and can easily be eliminated. These areas are covered by the “Cambridge East” shuttle. Please refer to Appendix A for Cambridge route maps.

Times

Currently vans run at 30-minute intervals, on the hour and the half-hour. All four shuttles begin their routes at 6:00 pm, seven days a week. Sunday through Wednesday evenings they run until 3:00 am. On Thursday, Friday and Saturday evenings they finish their routes at 4:00 am. The extended hours on the weekends are helpful to students; ridership warrants the additional runs.

Although the weekend schedule allows for additional riders later at night, there is no modification in the current schedule to account for increased demand during peak hours of operation. The busiest time for SafeRide is during dinner rush in the early evening. Many students are returning home after a long day at school or crossing the bridge to go eat at their houses. This peak in rider demand is often too much for the existing shuttle schedule to handle; students are frequently turned away because the vans are too full.

Ridership

On a monthly basis, SafeRide provides over 22,000 rides to and from main campus. Most of these are across the Harvard Bridge. Our attention will focus mainly on the Boston routes.

Student Opinion

Based on the information collected from student polls, it is clear that there are several areas which need to be addressed. Thirty-five percent of students report waiting more than nine minutes for shuttles to arrive at their stops in Boston. At the same time, many shuttles are waiting by the curb on campus for their routes to begin. This is an inefficient use of man power and vans. In addition, 68% of students have at some point been denied passage on a shuttle because it was too full. These issues suggest a need for a more efficient SafeRide schedule.

PROPOSED CHANGES

After careful analysis of the current SafeRide routes, TJL & Associates propose the following changes for the 2003-2004 school year:

Routes

"Boston East" and "Boston West" routes would be merged into the single "Boston" route. The majority of students riding "Boston East" SafeRide board at Massachusetts Ave. and depart at Beacon Street (the first stop across the Harvard Bridge) as shown in Appendix C. The 2002-2003 MIT Parking and Transportation data shows that the majority of students board the SafeRide merely to cross the bridge. Also, many students often question SafeRide drivers about the location of stops. The elimination of Boston "East" and "West" would make the route easier for students to choose the correct shuttle and prevent drivers from having to repeatedly field such questions.

Two Boston stops at 58 Manchester Rd. and 259 St. Paul St. would be added to the "Cambridge West" route. Adding these two stops to the "Cambridge West" route would save time and fuel. Also, students would be able to reach their destinations more quickly because the route to these locations would be more direct.

Frequency

The two 30-minute Boston routes would be replaced by one 40-minute route. Two vans would service this route simultaneously. This would allow for a 20-minute interval between each shuttle going to Boston.

Overcrowding on SafeRide would be eliminated because students would not need to overload one van while the other remains empty. Increased frequency would also eliminate the bottleneck of riders trying to cross the Bridge.

Boston SafeRide drivers would also be able drive more safely with increased visibility. Because only one van would cross the bridge at a time, vans would no longer have to tailgate each other as they depart simultaneously.

Stops

To save time, the stops at the N10, Albany Garage, Building 56 / 66, and Building 34 would be eliminated. Fewer than ten people per month board the SafeRide at these stops, as shown in Appendix C, and the ones who do can easily walk to another nearby SafeRide stop to board. This would save students the frustration of riding to a SafeRide stop and waiting for the driver to open the door only to discover that no one needs to board or depart.

DEPLOYMENT

Cost

The proposed changes to the SafeRide shuttle service require little additional cost. The same number of vans and drivers will be used to service the three new routes. No new equipment needs to be purchased, and there will be no increase in man hours. By eliminating unnecessary stops and combining routes, the same number of shuttles can carry more riders. Thus, no additional funding will be required.

Informing Students

This information can be easily circulated at a minimum cost. It will be important to provide SafeRide riders with the new route maps and schedules. This will be accomplished using several methods:

1. An updated map and schedule of stop times will be published in The Tech. The newspaper is read by most of the undergraduate student body. It will allow students to save a hard copy of the schedule for quick reference.
2. The MIT Parking and Transportation website will be updated with the new information, allowing students to access the revised maps and schedules from their computer or any Athena workstation. These may also be printed for continued reference of riders.
3. The Undergraduate Association has e-mail lists that allow easy contact with the entire student body. A link to the updated information can be sent directly to thousands of students and staff at MIT.

Infrastructure

Because the proposed changes to SafeRide do not require the purchase of new vans or the hiring of additional drivers, there will no major deployment issues to address. The vans will continue to be driven and maintained by the same personnel.

The MIT Parking and Transportation website that provides information about SafeRide routes and schedules will have to be updated, which is a minor task. In addition, the marquees on the Boston vans will have to be changed to read "Boston" instead of "Boston East" and "Boston West." There are already some signs that say "Boston All" being used in the vans which provide day-time SafeRide service during the winter.

CONCLUSION

There are many advantages and very few drawbacks to making these changes. Increasing the frequency of shuttles going to Boston will allow students who miss SafeRide to wait a much shorter time for the next shuttle. It will also help ease crowding during the periods of highest use. The consolidated "Boston" route will streamline service across the river in Boston. All of the most frequently used stops will still be serviced. Both "Cambridge West" and "Cambridge East" will continue to run at the same frequency.

The additional cost of implementing this new SafeRide schedule will be negligible. Operating costs will not increase with the implementation of the new schedules and routes because no new vans or drivers will be required. It will be supremely beneficial to the MIT community to adopt these changes to the SafeRide shuttle service.

Figure A-1



Boston Stops:

Figure A-2

Boston East Stops

- 1** 84 Mass. Ave. — pick-up location for all stops to Boston as well as the stop for the main campus, W20
- 2** Mass. Ave. at Beacon St.
- 3** Vanderbilt Hall — on request only
- 4** 28 The Fenway
- 5** 229 Commonwealth Ave. (PKT)
- 6** 253 Commonwealth Ave. (TEP)
- 7** 32 Hereford St. (CP)
- 8** 450 Beacon St. (PLP)
- 9** Beacon St. at Mass. Ave.
- 1** Return to 84 Mass. Ave.

Boston West Stops

- 1** 84 Mass. Ave. — pick-up location for all stops to Boston as well as the stop for the main campus, W20
- 2** Mass. Ave. and Beacon St.
- 3** 528 Beacon St. (TC)
- 4** 478 Commonwealth Ave.
- 5** 487 Commonwealth Ave. (PSK)
- 6** 64 Bay State Rd. (TXI)
- 7** 111 Bay State Rd. (SH)
- 8** 155 Bay State Rd.
- 9** 58 Manchester Rd. (ZBT)
- 10** 259 St. Paul St. (ET)
- 11** Simmons Hall
- 12** Return to 84 Mass. Ave.

Source: MIT Parking and Transportation

Cambridge Routes:

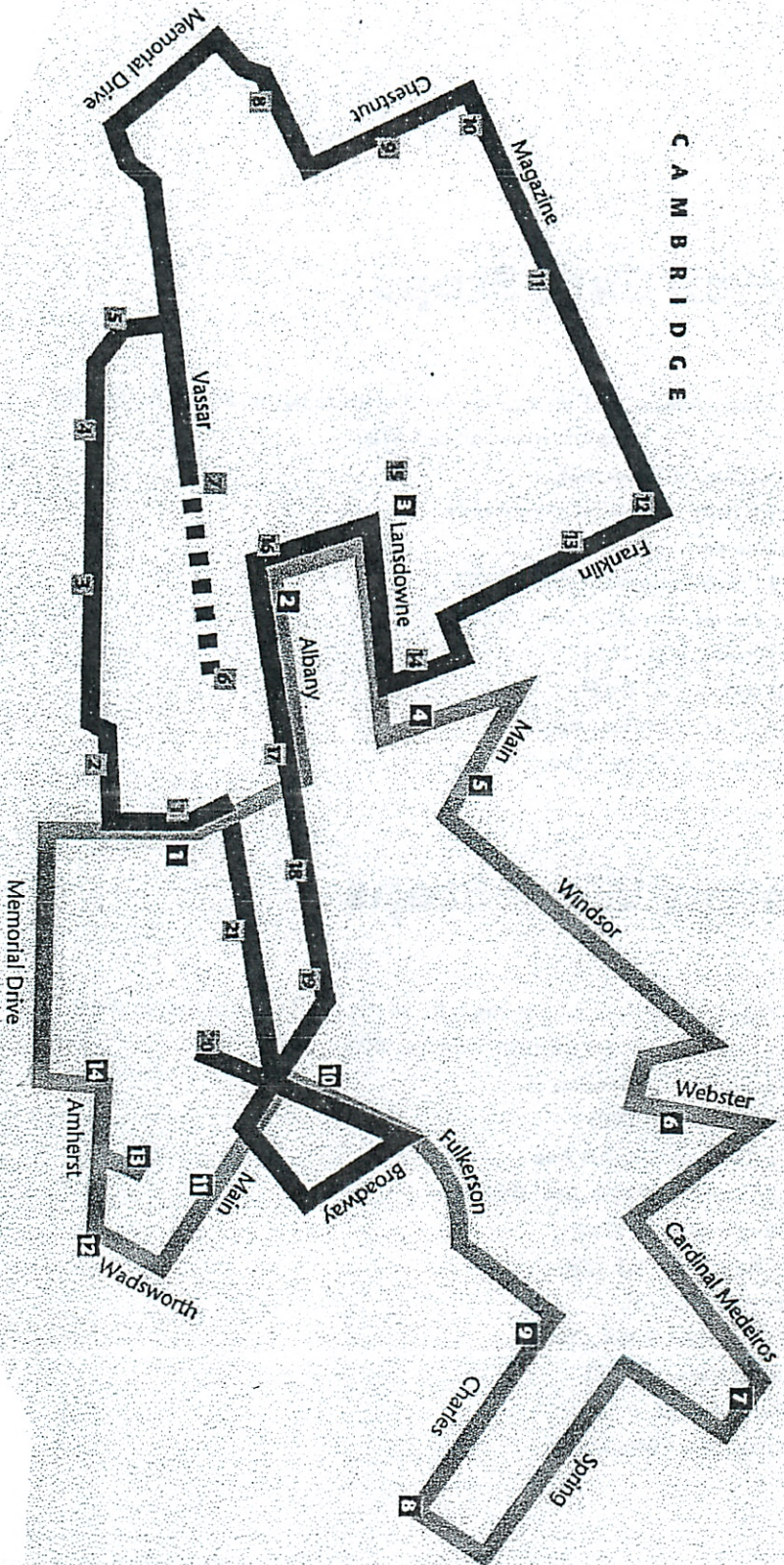


Figure A-3

Charles River

Source: MTT Parking and Transportation

Cambridge Stops:

Figure A-4

Cambridge West Stops

- 1 84 Mass. Ave.
- 2 McCormick Hall — Ashdown House, Green Hall, Baker House, Kresge and the Chapel
- 3 Burton Hall — fraternities at 372, 400, 403, 405 and 407 Memorial Drive, including tennis bubble and the Six Club
- 4 New House — McGregor House and Next House
- 5 Tang / Westgate — New House, Tang Hall, Westgate High/Low Rise
- 6 West Garage — on request only
- 7 Simmons Hall
- 8 WW15 — on request only
- 9 69 Chestnut (PIKA)
- 10 Chestnut / Magazine
- 11 Magazine / Erie
- 12 22 Magazine
- 13 129 Franklin
- 14 Star Market
- 15 NW86 (70 Pacific Street)
- 16 NW30
- 17 NW10 Edgerton
- 18 N10 Lot — on request only
- 19 Albany Garage — on request only
- 20 Building 56 / 66 — East Campus and East Garage
- 21 Building 34
- 22 Return to 84 Mass. Ave.

Cambridge East Stops

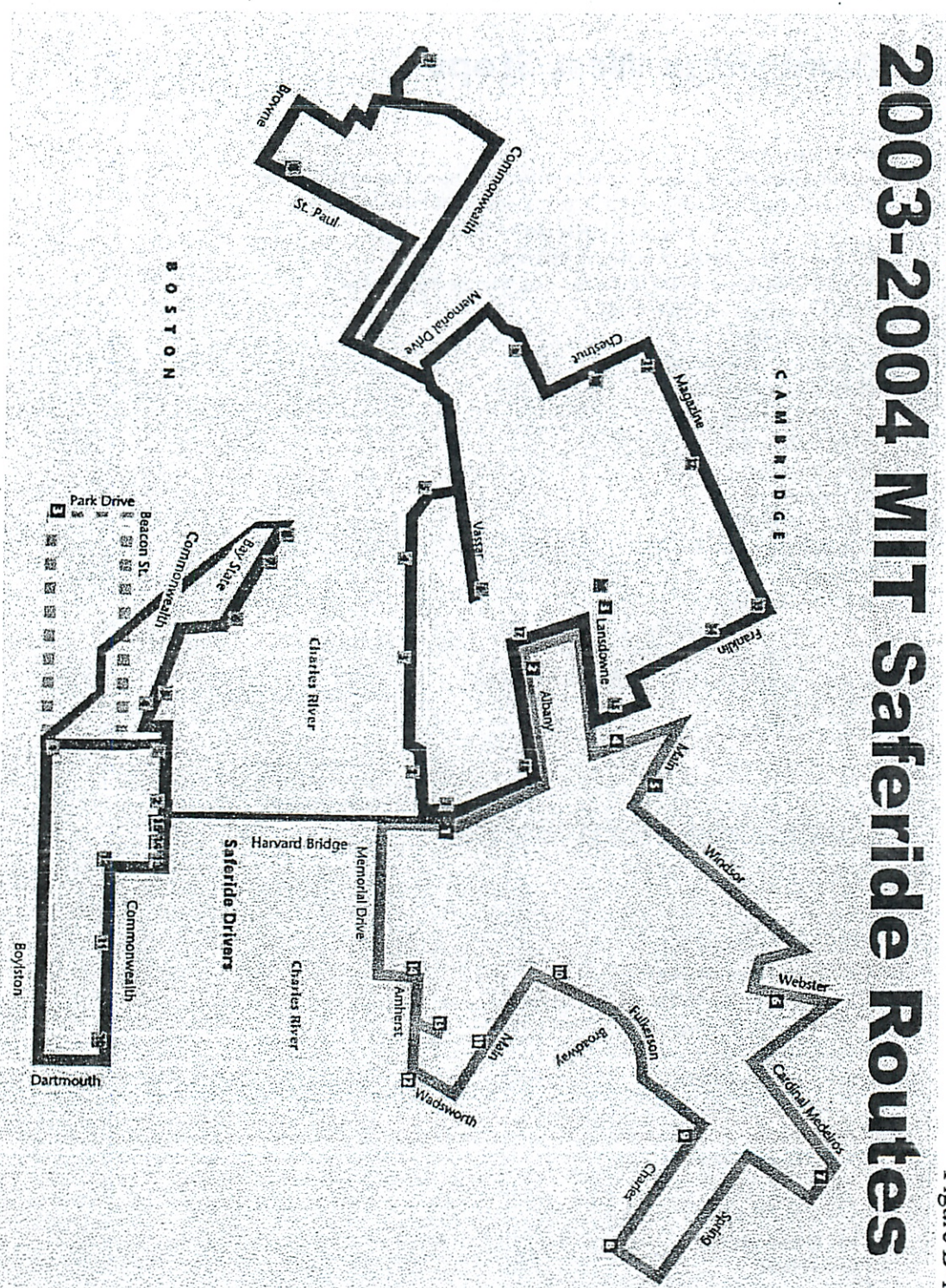
- 1 77 Mass. Ave.
- 2 NW30 (224 Albany St.)
- 3 NW86 (70 Pacific Street)
- 4 Random Hall — also 233 Massachusetts Avenue
- 5 790 Main St. — on request only
- 6 Plymouth / Webster
- 7 638 Cambridge St.
- 8 Sciarappa / Charles
- 9 6th / Charles
- 10 Tech Square — NE43
- 11 Kendall "T" Stop
- 12 E40 / Wadsworth
- 13 E23 Medical Ramp
- 14 East Campus
- 15 Return to 77 Mass. Ave.

Source: MIT Parking and Transportation

APPENDIX B: PROPOSED ROUTES

Boston and Cambridge Routes:

Figure B-1



Source: TJL & Associates

APPENDIX C: PASSENGER NUMBERS BY STOP

The November 2002 and January 2003 SafeRide passengers who board per stop totals are listed in the following table. The rarely-frequented stops are highlighted in blue and have been removed in the proposed routes.

Boston Routes:

Table C-1

Route	Nov-02	Jan-03
Boston East		
229 Commonwealth Ave.	551	416
253 Commonwealth Ave.	173	103
28 Fenway	287	221
32 Hereford St. (CP)	438	259
450 Beacon St. (PLP)	653	327
84 Mass Ave	3851	2789
Beacon St. at Mass Ave.	619	531
Mass Ave. at Beacon St.	54	36
Vanderbilt Hall	51	49
Total	6677	4731

Boston West		
111 Bay State Rd. (SH)	172	135
155 Bay State Rd.	303	308
253 Commonwealth Ave.	1	5
259 St. Paul St. (ET)	97	190
478 Commonwealth Ave.	295	404
487 Commonwealth Ave.	360	229
528 Beacon St. (TC) (OX)	136	115
58 Manchester Rd. (ZBT)	395	298
64 Bay State Rd. (TXI)	110	61
84 Mass Ave	4893	4993
99 Bay State Rd (LCA)	179	339
Beacon St. at Mass Ave.	6	7
Mass Ave. at Beacon St.	108	87
Simmons Hall	285	196
Total	7340	7367

Source: MIT Parking and Transportation

Cambridge Routes:

Table C-2

Route	Nov-02	Jan-03
Cambridge East		
355 Mass Ave (WILG)	12	27
638 Cambridge St.	36	37
6th/Charles	11	23
74 Mass Ave	2336	2729
84 Mass Ave	12	11
E23-Ramp (Medical)	83	66
E51/40	156	119
East Campus / Tennis Courts	17	20
Kendall T-Stop	88	109
NW30	19	15
NW86	69	120
Plymouth / Webster	22	44
Random Hall	33	27
Sciarappa / Charles	73	24
Tang / Westgate	2	18
Tech Square	21	51
Total	2990	3440

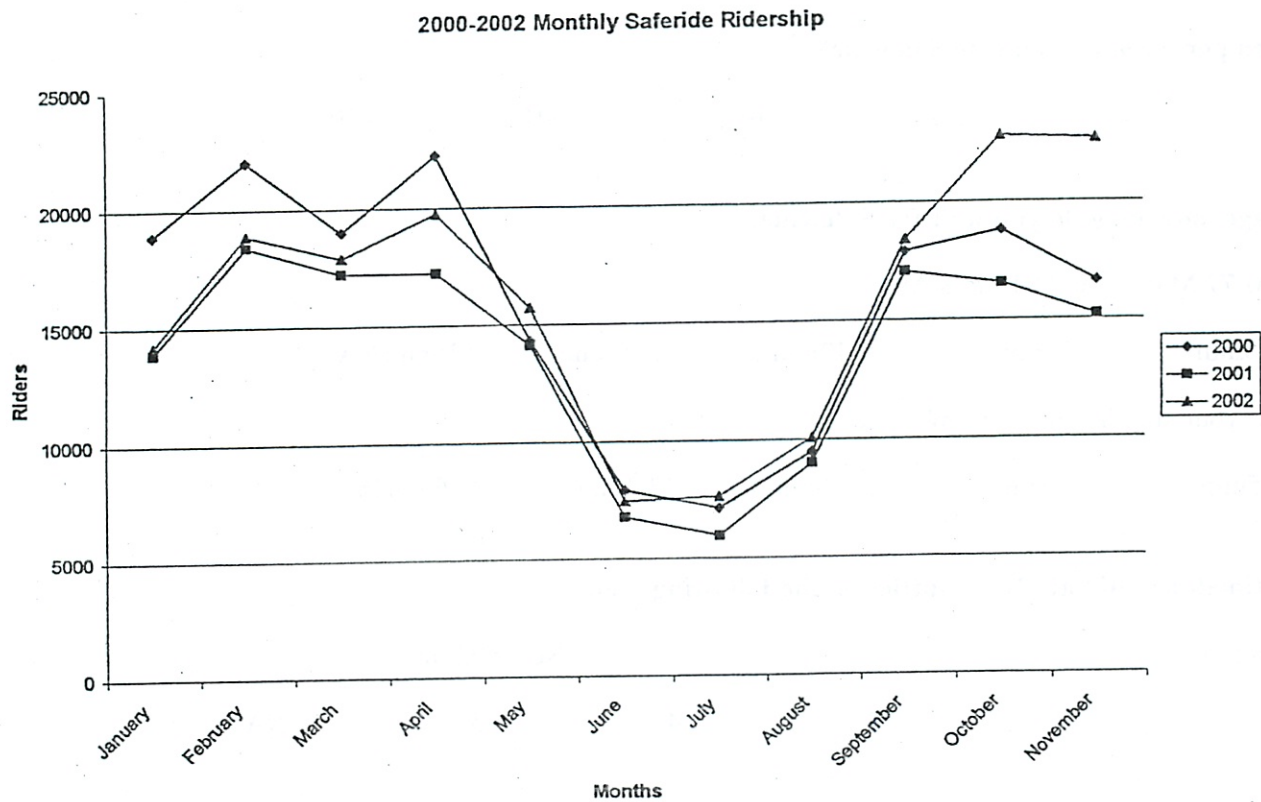
Cambridge West		
129 Franklin St.	5	0
22 Magazine St.	31	12
69 Chestnut (PIKA)	53	42
77 Mass Ave	49	83
84 Mass Ave	4091	4196
Building 34	10	1
Building 56 / 66	86	7
Burton Hall	51	63
Chestnut and Magazine	29	72
E51/40	1	3
Magazine St. at Erie	8	10
McCormick Hall	88	117
New House	184	317
NW 10 / Edgerton House	4	21
NW 30	17	54
NW 86	136	211
Sciarappa / Charles	1	18
Simmons Hall	32	68
Star Market	349	412
Tang / Westgate	211	298
Total	5458	5458

Source: MIT Parking and Transportation

APPENDIX D: 2000-2002 RIDERSHIP TRENDS

With the purchase of larger SafeRide vans, there has been an increase in the number of riders through the years from 2000-2002.

Figure D-1



Source: MIT Parking and Transportation

APPENDIX E: STUDENT SURVEY

This survey was distributed to undergraduates who live in dorms and FSILGs in both Boston and Cambridge.

SafeRide Rider Survey

How often per week do you ride SafeRide?

0 1-3 4-6 7-10 >10

On average, how long do you wait for SafeRide:

At 77 Mass Ave. / 84 Mass Ave.

<5min 5-8min 9-12min 13-16min >16min NA

At your stop in Boston/Cambridge

<5min 5-8min 9-12min 13-16min >16min NA

Rate the timeliness of SafeRide shuttles on the following scale.

Always on time

Never on time

1

2

3

4

5

NA

Have you ever missed a SafeRide because it was too full for more passengers?

YES

NO

NA

Would you prefer SafeRide shuttles to run every 20-minutes as opposed to every half hour?

YES

NO

NA

If there were a day time SafeRide in service during IAP, would you use it?

YES

NO

Additional Comments:

Source: TJL & Associates

APPENDIX F: STUDENT SURVEY DATA

The results of the student survey are as follows. We surveyed approximately 50 undergrad students. Although this sample is small compared to the total number at MIT, the data was taken from students in both dorms and fraternities in all grade levels. We feel it is an accurate representation of the overall student body. The figures in red are the number of people who chose that option.

How often per week do you ride SafeRide?

0	1-3	4-6	7-10	>10
6	23	14	2	0

On average, how long do you wait for SafeRide:

At 77 Mass Ave. / 84 Mass Ave.

<5min	5-8min	9-12min	13-16min	>16min	NA
13	19	8	0	0	5

At your stop in Boston/Cambridge

<5min	5-8min	9-12min	13-16min	>16min	NA
8	5	6	0	1	25

Rate the timeliness of SafeRide shuttles on the following scale.

Always on time

Never on time

1	2	3	4	5	NA
4	19	12	6	0	4

Have you ever missed a SafeRide because it was too full for more passengers?

YES	NO	NA
26	12	7

Would you prefer SafeRide shuttles to run every 20-minutes as opposed to every half hour?

YES	NO	NA
35	5	5

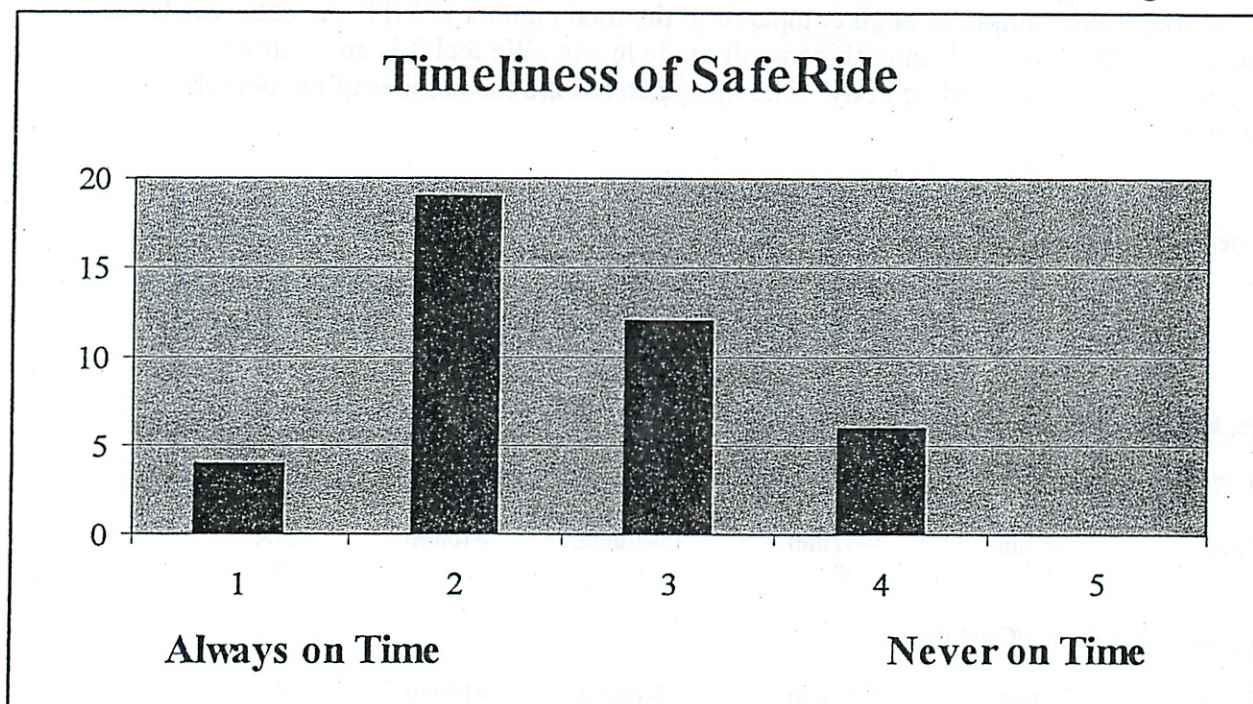
If there were a day time SafeRide in service during IAP, would you use it?

YES	NO
40	5

Source: TJL & Associates

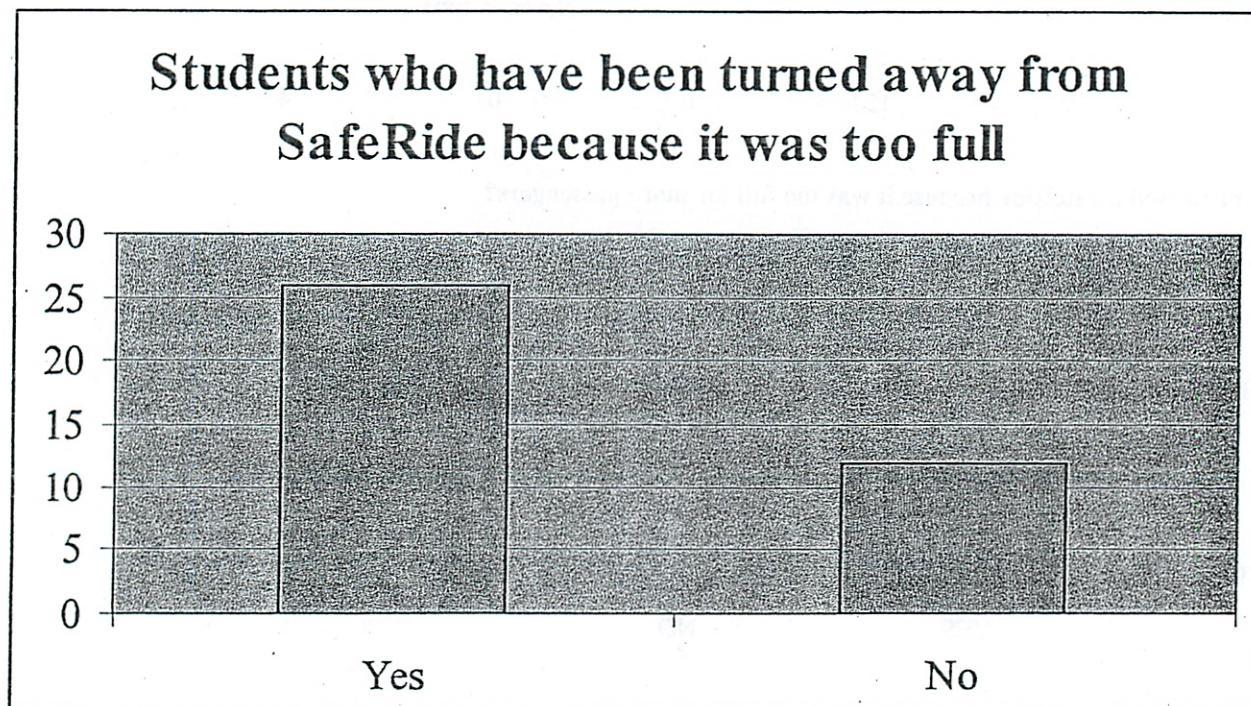
APPENDIX G: STUDENT DATA EVALUATION

Figure G-1



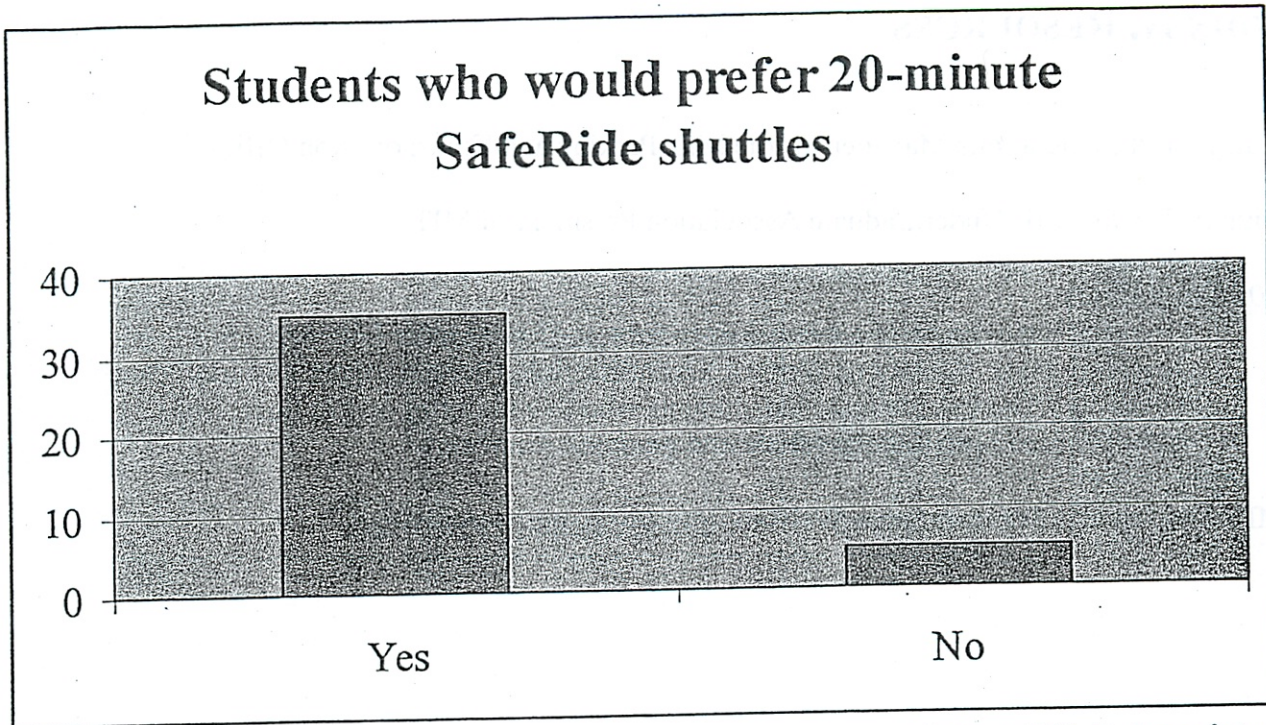
Source: TJL & Associates

Figure G-2



Source: TJL & Associates

Figure G-3



Source: TJL & Associates

APPENDIX H: RESOURCES

- Larry Brutti, Operations Manager for the MIT Parking and Transportation Office
- Pius A. Uzamere II, Undergraduate Association President of MIT
- 50 MIT students
 - The students who were surveyed were from the MIT Media Lab, Chinese I language class, Society of Women Engineers club, fraternity members and dorm residents. The sample included students who live in dorms and in fraternities. It also included both undergraduate and graduate students.
- MIT Parking and Transportation Website: <http://web.mit.edu/parking/>

✓ +

Yes! Excellent!
Who will present
which section?

I. Introduction

- A. Group Introduction
- B. Current Saferide problems
- C. Preview of recommendations
 - 1. Route changes
 - 2. Elimination of lesser frequented stops
 - 3. Frequency change of Saferide shuttles
- D. Costs and advantages of the recommendations

II. Present Saferide Service

- A. Current Routes
 - 1. Unused stops
 - 2. Most popular stops
 - 3. Stops which are too near subsequent stops
- B. Timing difficulties
 - 1. Overfilled vans at peak hours
 - 2. Vans waiting at the curb
 - 3. Students waiting at stops for long times
- C. Ridership
 - Gradual increase in riders through the years
- D. Student Opinion
 - 1. Satisfaction with service
 - 2. Desire for more frequent runs

III. Proposed Saferide Changes

- A. Route Merger
 - 1. Creation of single Boston route, elimination of Boston East / West
 - 2. Student and driver benefits in the simplicity of the route
- B. Frequency Increase
 - 1. Twenty-minute intervals shuttles replace the thirty-minute interval shuttles in the Boston routes
 - 2. Elimination of the most unpopular stops
- C. Addition of two Boston stops to the Cambridge West route

Time and fuel savings → where does this point fit in?

III. Deployment

- A. Cost
 - 1. No additional funds required, budget-free
 - 2. Same number of shuttles and workers
- B. Publicity
 - 1. The Tech
 - 2. MIT Parking and Transportation Website
 - 3. Undergraduate Association's email list

IV. Conclusion

- A. Advantages
- B. Budget-free plan, zero cost
- C. Recommendation summary

V. Questions and Answers

who will be in charge / facilitate
Q + A

Interviewing People

- don't care for tricks
- don't want to take people by surprise
- spend half time explaining job
- then see if still interested
- They should know about job
- ~~some~~ want to see apprehension + enthusiasm
- Hiring right people is most important
- Very hard to get rid of people
- Listen to them; do they describe stuff right
 - Let them construct their own profile
- One person - the person who wants the job the most
 - they will be grateful to you
- When you hire people - you build network of people

Sample Report

- actually shorter than I thought
- will talk about where pic
- Seems well laid out
- letter at front; Letter of Transmittal

②

- tells the purpose

- But they already talked to him!

- Lots of other stuff occurred since then

- ~~Letter of Tea~~

- can outline report

- for others reading it later

- Also say ~~exc~~ anxious to work w/ you again

- Consultants come in to give Power Point

- Main reason to do consultants → not my idea

- Most important → do what CEO wants

Exec Summary

- Direct structure

- Bullets

- Headings that tell story

- Purpose

- Conclusion

- Don't make them skip

TOC

- map of report

- to assign parts of report to other people for CEO

Introduction

Exec may keep Exec Summary

③ and send rest along
Intro follows structure of paper - direct or indirect - matching report
Will be similar - but different

Methodology

- keep it short or not at all
- What you want audience to know about
- Don't just do one
- Only if something interesting / important

Current

Italic subheadings blend in

Make the subheadings tell a story

Just put the map in the current section

If it makes things clearer - don't bury it in the back

If not central to narrative - put ~~it~~ in appendix

- like ridership # per stop

Indirect structure since started w/ Current

- consult, join mode

Put analysis of current routes!

Show the analysis!

Prof: Is kinda short

④ Should not be same info in every section

- Will be some repetition

8.4/10 was grade

Analysis - consider alternatives

current structure

One other proposal

Criteria selection

Prove selection meets more of criteria

Can do graphically

- heat map

Bring important info - that supports conclusion up front

Team meeting

Thought of new idea

Looks fine - existing idea

Easier to get it in

Cooking Classes

→ Renovating Coffee House → Space

- Classes

- Renting to groups

- fee

1/1

(5)

14

April 15 - deliverable Draft Reports

- Spring Break

- 4 weekends

Interviews w/ Admins - Me

Surveys, Focus Group ✓

~~Draft of Options~~ Draft of Classes - later

Current Uses of Coffee House -

Cultural Groups identification -

Classes research - PE - Me

Hayden

Revising Report

3/18/17
Mr

What to title:

- renovating
- future uses
- path forwards

Or specifically commercial kitchen
restrict to just W20-308?
don't want to do site search

Oral Presentation 2: Interactive

p186

7-8 min but they will stop you
being asked questions inside your time

- Can you ~~pose~~ pause + answer qv
- Can you resume presentation

topic: persuasive

~~it's not about~~

diff than before

Did not do P-Set 3

Personal interview

- Thinks I am really smart
- but need to play the game sometimes
- of people less smart than me
- will latch on to something petty
- (guess diff Myers Briggs types)
- (I had made a conscious choice NOT to play the game)
- He thinks I need to play
- When I notice something strange happen to me
- (Guess if people resent me too much)

(3 min late)

Foreign cultures 11 day

- clocks are not nice gifts
- hard eye contact bad in Japan
 - invasion of privacy
- diff cultures have diff ways of doing things
 - arab: showing the bottom of shoe
 - asian: vague way of saying no
 - never definite
 - Thailand - don't advertise w/ animals
 - Japan - don't make direct demands
 - Britian - "Table" a motion means bring to table

Letter p193

Austrian - ~~was~~ very direct

"we are forced" - passive

- I don't want to, but I have to
- somebody else is responsible for
- but they could have cut somewhere else

(2)

I hope we can still be friends

It's actually better this way

Confront something realistically - you got to do it our way

Prob written by legal staff

- need to make it clear and relationship

Malaysian Letter

Does not ref other letter

Some third party responded

he/she has connections in Australia

'you'd be kinda impressed

he contextualizes why he wrote in

formal writing - introduces point

- then follows up

Verb tenses - future

Was a biz arrangement

- now more of assistance

Company still developing

- sympathy

③

- buttering him ✓
- consideration for add. assistance
- Original ~~that~~ manager not expecting this kinda letter
 - What to do next?
- lumps country to company
- focus on informal relationship
- outside of plan for immediate profit
- He's looking for a handout
 - changed the context around
- He's anticipating it would happen
 - in future tense
- It actually worked
 - too much of a bother to stop

We'd use the Australian approach

- but think of using Malaysian response
 - I love working here, helping you
- If they're really determined to fire ya - just when improving
- they already make up their mind

④ p199

US = low context culture

- very diverse

Distance b/w the people

- one person backing up

Perception of time

- is being on time important
- even in biz

US: saving time

China: time is like water - can always get more

Importance of hierarchies

Korean: age is very important

Sometimes best response is not persuasion

Task vs relationship building

- US very task oriented

- other countries: build friends

- freq flyer programs: keep you coming back

- about relationship building

25% cust = 75% of biz

5

Target your best people to buy more
US: It's not official till it's on paper

Role of meetings

French: don't core meeting rules

- time limit

- agenda

- never resolve anything

1995 CEO world tour

people will know stuff about other culture

Israel

falafel

Salad

Sharma

Pizza

military - shared experience

Kiss on both cheeks

invite people over to Fri dinner

wedding less formal - big parties

still ceremonial part

exchange before

⑥ Cover Letter ~~Next~~ Private Discussion

- tool in toolbox
- to get past initial screen
- I can X, Y, Z
- if disagree, write explanation
- Blanch wrote ~~the~~ comments
- ~~but~~ I have issue w/ being direct in cover letter
- but ya should

Mourn for a month

- can't leave house
- can't share
- burial

Hierarchy not that important
- ability based

liberal gender roles

- esp compared to rest of middle east
- religions still gender roles

most things ~~not~~ kosher - some things kosher

Stores closed ~~Fri night~~ - Sat Sabbath

Elevator ~~does~~ stops every floor on ~~Sat~~ Sabbath

- can't touch buttons

- well call and then it works directly

~~At~~

Sabbath = Fri Night - Sat afternoon
Sundown to Sundown

Bomb shelters common

- all apartment building have to have

Religion big part

- Canty shuts down Young kippor

- most people don't drive

Be there 2 min before

Know who does what

Qv answerer step forward i are there any qvs

②

Introduce expert to CEO

India

- conservative
- more clothes
- no squashing bugs
- hierarchy
- handshakes uncommon
- 35-45 min late
- Snacks
- last 20 min of meetings small talk
- no religious jokes
- subordinates don't speak mind unless asked

Speaker stepped up

China

Food very different

Order way more than normal

Food shared

Very polite if refuse drink

punctuality important

more reserved at first

then become friends

(3)

hierarchy - age based

- important

= gender roles

group over individual

people don't question things

action-oriented

Each ethnic group different
diverse

people are from all over in city

North - fewer vegetables

Some famous dishes in South

North - less about space, more likely to cover bill

South - more likely to split

Say no first 2x to be polite

don't shake legs

clock - not good gift

6 - lucky

8 - rich

4 - die

Beijing vs Shanghai

4

Milan

- formal biz clothes
- fashionable
- same color top + bottom
- biz casual Fri
 - tie, suit pants
- nice shoes
- white shirt only in clubs
- spacing is same
- handshake 1st
- kiss on cheek 2nd time
- 3rd person plural in italian
- On time
- food at meetings
- or lunch after meeting
- ask qv at end
- sit up at meeting
- Action oriented
- No religious jokes

5

China again

Males req to wear suits

Badminton, B-Ball

Give people benefit of the doubt & doubt

Gender roles =

Contracts - a lot is oral agreements

then will write something up

Don't interrupt people

Further apart at first

Then get closer over time

Take shoes off - even if say ok to leave on

Don't shower for a month after birth

- esp washing hair

Big parties after a birth

- pay in red envelope what it is worth

horeq

Hierarchy important

- by age

- can't say no

- bow

⑥

2 lang
- informal
- formal

Groups over individual

High-context society

Not many foreigners

5-15 min late meetings

lower emp. don't voice their beliefs
responsibility is big

Work on Sat

get down to biz - ~~all~~ follow agenda

food shared - family style

Older people eat before younger people

alcohol popular

karaoke

more male managers

lots of spicy foods

- can't say no spicy foods

no first names

Michael Plasmeier

8/7/10

AIS Case Memos Revised

Subject: [HR] On-Site Daycare Under Study + SURVEY

Good morning,

The Committee on Quality of Life (CoQoL) has recently completed its review of on-site benefits. The committee has recommended exploring the possibility of an on-site daycare. At other companies, on-site daycare enhanced retention of employees and reduced absenteeism. The Committee has put together a survey to gauge demand for an on-site daycare.

The Committee on Quality of Life identified day care as an issue because we have recently lost several members of our team who were unable to arrange for childcare. As you know, in this industry, our people are competitive advantage. We want to keep our AIS family together; AIS is dedicated to staying on top of the market of great places to work in the Boston area. However, our offices are located in an area where high-quality childcare is hard to find. Those with young children often have to leave early or miss days of work in order to work with offsite childcare facilities. This, of course, hampers our ability to produce high-quality work, on-time. An on-site daycare would make life easier for those of you with children. The reduced absenteeism would help us complete our work in a manner that our clients have come to expect from AIS. The Committee also felt that on-site childcare would help improve AIS' ability to attract the best employees. We know we need to continue to attract smart people like you.

In order to gauge the demand for the facility, the Committee has put together a short survey. Please fill it out: <http://internal.ais.com/hr/daycaresurvey> If there is not enough demand for a daycare center, then the CoQoL will consider alternate options.

We will be making a decision on the daycare in one month. Please let me know if you have any questions.

As always, the Committee accepts anonymous suggestions and comments at <http://internal.ais.com/CoQoL/commentbox> Please let us know if you have an idea to make life better at AIS

-Caroline Semple
Vice President for Human Resources
Atlantic Information Systems

Subject: Daycare Study Progressing

Good morning Mr. Heaglow,

Committee has recommended. We are conducting research for Hank

Nice take

are you ignoring those without children?

the work will be affected on them when parents are absent.

it is not only demand from current parents but also those that are affected now & in the future.

- also, what about employees that don't have children now, but may be parents in the future.

use future benefits as leverage!

new page

address cost issue for Neaglow since that is his major concern
I'm looking for 2 sided argument. "At first glance, costs
seem high, but only 2% of profits and bring all the
benefits such as retention, recruitment."

-include col (committee) recommendation here for and
credibility. also

Mrs. Semples has asked me to update you on the daycare study. I am looking at how other companies
have set up their daycares, as well as how the daycare has helped other companies.

I have found some initial data from the US Chamber of Commerce. At a large technology firm, similar to
ours:

- employee
- absentee rate decreased from 6.02% to 4.4% among users of the childcare center
 - turnover dropped from 6.3% to 1.7%.

Three other national surveys backed up these results

- 85% of businesses found that onsite childcare had a positive effect on recruitment
- 38% of employees said childcare was a factor in their decision to stay on with a company
- 51% said they recommended their employer to others because of the childcare
- 63% said they had a more positive attitude towards their employer

nice out of the box thinking

Mrs. Semples is also considering a few new ideas, since she last talked to you. With your permission,
she will contact the other businesses in the office complex to consider running a daycare as a joint
operation. Mrs. Semples is also considering ways of supporting child care without having a location on-
site. Of course, she will make sure that the arrangements will benefit the company.

I have prepared an email to go out under Mrs. Semples' signature to all employees informing them of
the daycare study and asking them whether they have young children. This survey would help us gauge
the demand for daycare. Once we have a better idea of how many children would enroll in the daycare I
will produce a more specific cost-benefit estimate. I will have this to you by next week.

again not
only about current demand but also benefits & future demand.

If you have any questions, please do not hesitate to contact me.

Thank you,

Michael Plasmeier

Financial Analyst

Human Resources

Atlantic Information Systems

1st draft for
peer + TA review

Michael Plasmeier

AIS Case Memos

Subject: [HR] On-Site Daycare Under Study + SURVEY

Good morning,

The Committee on Quality of Life (CoQoL) has recently completed its review of on-site benefits. The committee has recommended exploring the possibility of an on-site daycare. At other companies, on-site daycare enhanced retention of employees and reduced absenteeism. The Committee has put together a survey to gauge demand for an on-site daycare.

I'm not
sure if
this is
necessary
to tell employees.

The Committee on Quality of Life identified day care as an issue because we have recently lost several members of our team who were unable to arrange for childcare. Our offices are located in an area where high-quality childcare is hard to find. Those with young children often have to leave early or miss days of work in order to work with offsite childcare facilities. The Committee also felt that on-site childcare would help improve AIS' ability to attract the best employees.

important
part
of
the
argument
but
need
revise
or
sounds
too
negative

I think the
survey will
be sent out
later

In order to gauge the demand for the facility, the Committee has put together a short survey. Please fill it out: <http://internal.ais.com/hr/daycaresurvey>

We will be making a decision on the daycare in one month. Please let me know if you have any questions.

I like this
✓

As always, the Committee accepts anonymous suggestions and comments at <http://internal.ais.com/CoQoL/commentbox>. Please let us know if you have an idea to make life better at AIS

- be more
positive
Present the
good parts

-Caroline Samples
Vice President for Human Resources
Atlantic Information Systems

Subject: Daycare Study Progressing

Good morning Mr. Heaglow,

maybe
some results have set up their daycares, as well as how the daycare has helped other companies.
first - about? since he is busy.

c/b Nan Wang

I have found some initial data from the US Chamber of Commerce. A similar large-technology firm found that the absentee rate decreased from 6.02% to 4.4% among users of the childcare center. More importantly, the firm also found that turnover dropped from 6.3% to 1.7%. Three other national surveys backed up these results, showing positive effects on worker productivity. 85% of businesses found that onsite childcare had a positive effect on recruitment. 38% of employees in one survey said childcare was a factor in their decision to stay on with a company, while 51% said they recommended their employer to others because of the childcare and 63% said they had a more positive attitude towards their employer.

Mrs. Samples is also considering a few new ideas, since she last talked to you. With your permission, Mrs. Samples will contact the other businesses in the office complex to consider running a daycare as a joint operation. Mrs. Samples is also considering ways of supporting child care without having a location on-site. Of course, Mrs. Samples will make sure that the arrangements will benefit the company.

I have prepared an email to go out under Mrs. Samples' signature to all employees informing them of the daycare study and asking them whether they have young children. This survey would help us gauge the demand for daycare. Once we have a better idea of how many children would enroll in the daycare I will produce a more specific cost-benefit estimate. I will have this to you by next week.

If you have any questions, please do not hesitate to contact me.

Thank you,

Michael Plasmeier
Financial Analyst
Human Resources
Atlantic Information Systems

FeedbackOral Lab 2

- ~~could not see~~ very good
- slowed down
- don't stand in front of slides
- eye contact
 - down
 - good for QnA
- too text heavy slides
- too fast too
- close to audience
- Wrap up better
 - Not paying attention and confusion + reaction
- nice
 - presence
 - tone
 - Volume

After

Better define audience

② Others

Stronger sense of who

Starbucks logo

Choosing dining vendor

P-Set 3

I consider my class participation to be strong. I believe that I volunteer frequently and add interesting points to the class discussion. I do not see any blockers which prevent me from participating more.

In general, I do not shun talking in public. I participated in theater in middle school, which gave me practice in improvising and talking in front of a large audience. In addition, I produced and often hosted a cable TV show in high school. However, there are still areas where I can improve. My explanations are often long winded, as I try reiterating stuff over and over slightly different each way. I should think about how I want to phrase something before speaking. I often do when I know I only have a short chance to talk, for example to ask a question after a big speech. However, I do get nervous in these situations and I tend forget exactly what I was going to say. I also don't want to sound nervous. I have found that it is much easier after the first time I have done it, or even after I have thought about it and prepared a plan for how I would approach the situation next time I am in it.

In addition, in other situations, I need to be careful with what I am saying, so that it reflects what that party is supposed to hear, as opposed to everything I know. I need to be careful to not let sensitive information slip.

In addition, Prof. Heagney has identified that I need to target my audience better, especially if my audience is a different personality type than I am. Personally, I identified my self as ENTJ, so I need to work better with people who communicate more on a feeling-level.

YES. YOU ENGAGE NATURALLY WITH INTELLIGENT FOLKS WHO LISTEN ATTENTIVELY TO WHAT YOU HAVE TO SAY. IT'S THE OTHERS I WANT YOU TO BE ABLE TO DEAL WITH AS WELL.

USE FORMATTING!
- subheadings

ME TOO, BUT WATCH TO MAKE SURE ME DOESN'T GET PASTED HIGHLY

YES - GET ME FIRST ONE AT EARLY

VERY GOOD INSIGHT! IN MEDIA RECTIONS, YOU WILL SEE

TRYING TO LOOK "SMART" IS DANGEROUS!

TRY USING DIRECT STATEMENTS

(absent last class)

Each person made a shield that represents themselves

(combine for group)

- Vision

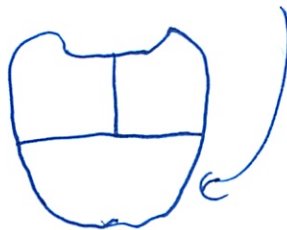
- Slogan

- What is your goal together

What to include

Past Accomplishment	Where See Yourself Future
Best characteristics/ Strength	Quality that make me Good leader

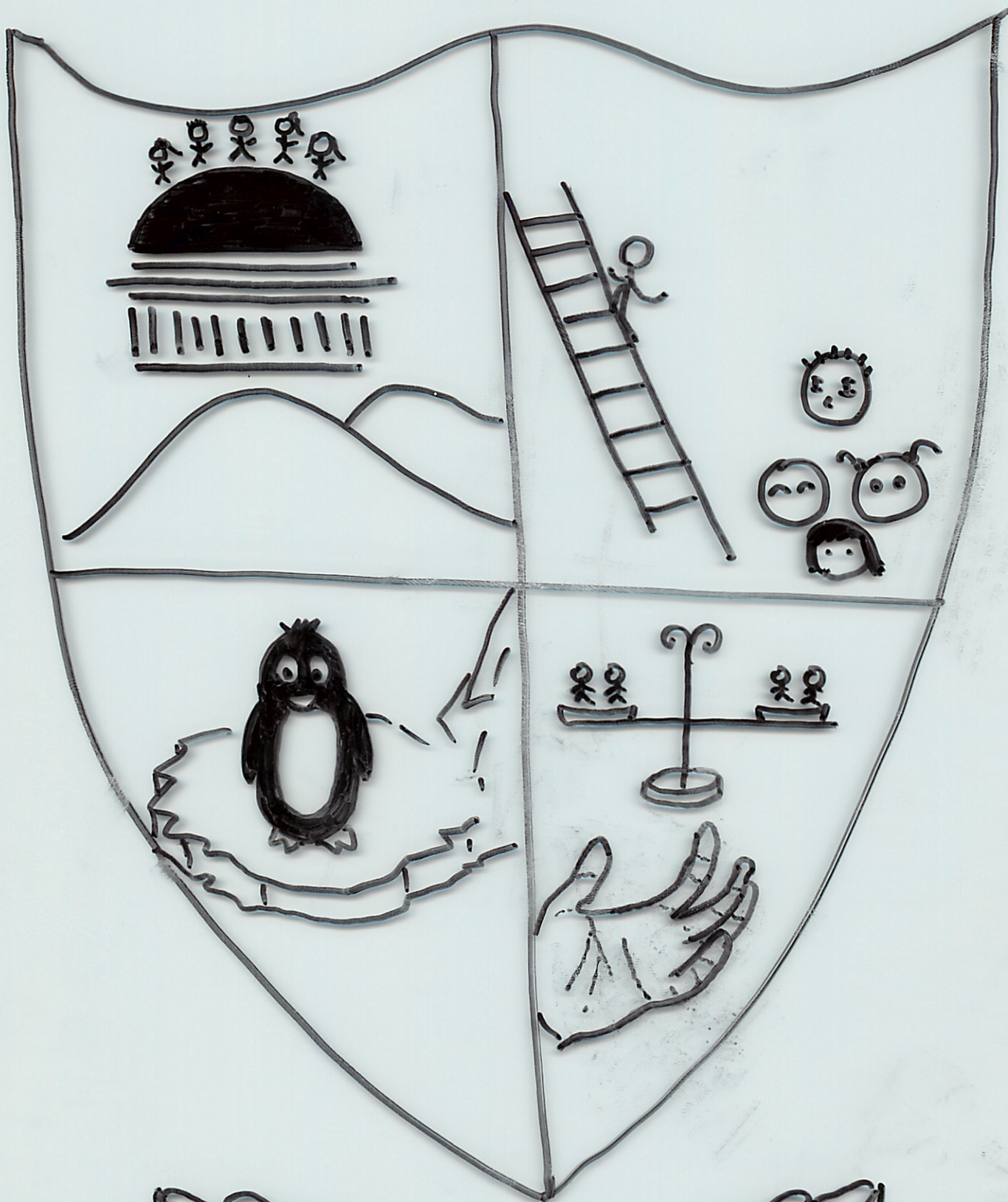
I would combine



②

Other team

-risky



The spirit of adventure; a
curiosity for change; and a
love for the individual.

Sometimes it is good - good PR

Sometimes issues

- Bradley Manning case

Usually something about issues

When someone calling in esp

Toyota when cars being called into question

Salimorella peanut butter

Feelings:

- shock + panic

You're not in control of final product

Reporters like calling at night

Everyone inc. your boss + customers + competitors + everyone under you

- look like a buffoon to people under you

Things can do

- don't be totally unaware

- you know the reporter

- if you do media relations actively

②

If work for small co or be CEO need to know this

2 aspects

- Building ⊕ press
- Crisis Communication

How can you build ⊕ press?

- new product

- ...

Need readership to make \$

- Write about stuff people are interested in

Diff seasons diff stories

Dec - mostly Christmas stories

Stories pre-packaged

Recipes come with

New car reviews

Whats the public perception of this?

Many things uninteresting

③

Provide things significant to their jobs

- Provide expertise booklet - MIT does
- MIT feeds info reporters need to get in touch w/ people

Make yourself valuable to reporter's lives

If you do this continuously you become a source

Sometimes a reporter will stumble over a story

Reporters will linger on a story they already put a lot of time into

- bad for you if it's a negative story

It's harder to write a bad story if you know someone at the press company

- You at least call them 1st

Media Crisis

- Phones ringing off the hook

1. No unauthorized people talk + delay

2. Figure out what ~~this~~ is going on

4

This is last place where you want to show how smart you are

- dumb works better

largest
Make witness look uncredible

* lies, contradictions, victims *

- ~~am~~ interesting

- gives leverage

- Credibility is undercut

Figure out who in company is responsible for this

celebs check into rehab

- shows regret actions

- recognize that there is a problem

Accepts responsibility

+ Lets criticism wash over itself

Treat anything w/ seriousness + resolve

- But not too soon

- Absorb punishment

- ⑤ Fed sponsored test that showed no Toyota flaws
- they did not promote

Don't over state credibility early on

Centralize

Strategize

Quarantine

Inform

Quarantine - limit extent of problem

- fire people involved

- ruthless but effective

Inform - here's what we did, didn't do

- retaining, fixing

As employee may see protests or ~~at~~ sat uplink trucks

~~Need~~ Lots of news media w/ stories

See work people do

Try to find someone to carry the ball

- CEO - keep in reserve in case someone else screws up

6

Talking points

- like cover letter + interview
- script

Rules

Don't act sure about stuff not sure about

Don't hold back when you confess

Don't try to rebuild till have strong foundation

If don't know say I'll get back to you
1 hr

Don't skimp when you are in trouble

- Not time to clam up

- Even if you don't share ^{test} qu normally

- Share them and pay the \$ to replace

Situations carry unique opportunity

- Found a way to test for cheating

Be friendly w/ press but not your friends

Wildbeest Case

Miscommunication:

What is the right pressure?

Who knows what?

Why have right PSI?

Who is talking? CEO, Engineers?

Don't want to admit previous steps did not work?

If other company changes specs - is that ~~their~~ their problem

This hurt their reporters friends

Emphasize good qualities

Innovative?

Accept partial fault?

Both companies talk to press

Can you put blame on other company?

Can you form a joint message

Propose a solution?

⑧

First establish ~~effect~~ objectives

Mismatch blu tire + car

Misscommunication

Show will improve

- like establish integration group

Tiger Park was taking blame - Since tire blowat

• CEO too in hurry for sale

If you don't tell someone their decision is unwise
then its kinda your fault

- esp if thats your job

- All Motors CEO did not ask right qu

Suppose no one ever asks the qu?

Do you have to tell?

Not legally culpible

But bit of a lie

Got to pick 1 CEO

After ~~Wired~~ CEO fired - some good at landing on feet

Ford vs Bridgestone - fought each other

- hurt themselves

Michael Plasmeier
362 Memorial Drive
Cambridge, MA 02139
April 5, 2011

4.5/5

Steven Rohall and Li-Te Cheng
Researchers
IBM Research
1 Rogers Street
Cambridge, MA 02139-1203

Follow cover letter formula in CP!
list out 3 main skills and
then develop them. You have
started to do that here!

Dear Mr. Rohall and Mr. Cheng:

I am interested in your web application developer internship position which you posted to MIT's UPOP job list. In particular I am interested in building a next-generation discussion system.

I am both a management and computer science major, with a particular interest in how people communicate and collaborate. I've paid close attention to this where I've worked in the past, and I would like to formalize these thoughts at IBM Research this summer.

I believe that I can bring a great deal of experience to the project. I've been thinking about how people communicate for a long time. The first website I built was a question and answer site; it never went anywhere, but it got me interested in the field. In 2007, when the Facebook platform first came out I built an application, GridView, which quickly rose to be one of the top 100 apps on Facebook, peaking at 1.3 million users. My first year at MIT, I worked at the MIT Media Lab on a research project to see if seeing what your friends buy influences what you buy. Last summer, I worked at German National Railway, Deutsche Bahn, designing the user interface for one of their new iPhone apps and prototyping a GIS service to pull data out of silos. Last January, I worked at a financial software firm where we thought about idea marketplaces (my boss actually worked at IBM Research in the 90s).

All of these roles required me to work with a team, but in some cases I was also responsible for managing a team. Three years ago, I led a team to produce 100 episodes for cable television. In addition, I managed a group of programmers' contributions to an open-source project I directed.

I am not just interested in designing the systems, but I can also build them. I have experience working with jQuery and Django, as well as extensive experience with PHP, HTML, JavaScript, CSS, and MySQL.

I hope that we can get some time to talk about whether I would be a good fit for the summer at IBM.

Sincerely,

Michael Plasmeier

Why IBM research?

that

write in more formal business tone

expand and build on the team work experiences more

my research interest

I have

past experiences

team experiences

social software become

which investigated purchase behaviour and outside influences.

unfinished sentence? how will this help IBM? - expand quant/programming skills

need conclusion para.

①, ②, ③. reiterate

Ask for an interview more formally. you believe you are a good fit which is why you are applying for the job.

Mention this in your intro para. Maybe we figured out your interest in applying. Score points early on!

Michael Plasmeier

362 Memorial Drive
Cambridge, MA 01239

(610) 513 - 0390
plaz@theplaz.com

1/23/2011

Steven Rohall and Li-Te Cheng

1 Rogers Street
Cambridge, MA 02142-1203

Dear Mr. Rohall and Mr. Cheng:

I am interested in your web application developer internship position which you posted to MIT's UPOP job list. In particular I am interested in building a next-generation discussion system.

I've been thinking about how people communicate for a long time. The first website I built was a question and answer site; it never went anywhere, but it got me interested in the field. In 2007, when the Facebook platform first came out I built an application, GridView, which quickly rose to be one of the top 100 apps on Facebook, peaking at 1.3 million users. My first year at MIT, I worked at the MIT Media Lab on a research project to see if seeing what your friends buy influences what you buy. Last summer, I worked at German national railway, Deutsche Bahn, designing the user interface for one of their new iPhone apps and prototyping a GIS service to pull data out of silos. This month, I am working at a financial software firm where we are thinking about idea marketplaces (my boss actually worked at IBM research in the 90s). In addition, I may start on a Sloan research project to see if the news people read in their news reader biases their political views this upcoming semester.

I am both a management and computer science major, with a particular interest in how people communicate and collaborate. I've paid close attention to this where I've worked in the past, and I think formalizing these thoughts at IBM research in Cambridge will be a great experience. I am

see p. 148 of CP
for formatting
⇒ needs to
fit in one
page

SAY MORE
DIRECTLY THAT
YOU WOULD BE
QUALIFIED FOR THIS
POSITION BECAUSE
OF YOUR INTEREST
IN COMMUNICATIONS

PERHAPS
INCLUDE SPECIFIC
DATE IF POSSIBLE

maybe
more this
up front
to this
is why I'm
interested
in working
for you

you tend
to repeat
this
theme

cover
new
topics with
skills
each para

too informal?

Sounds
like a
bulleted
list of
experiences
from resume.
Need to pull
out key
skills
and

AMBIGUOUS
relate
back to
job
descriptions

not interested in computers solely as a mathematical machine, but as a tool for humans to use to boost productivity and creativity.

I have worked with jQuery and Django somewhat, as well as with PHP, HTML, JavaScript, CSS, MySQL extensively.

too informal

I hope that we can get some time to talk about whether I would be a good fit for the summer at IBM.

—Michael Plasmeier

- look at p. 153 for cover letter formula
- highlight 3 main skills that will add value.
- list out evidence of each skill w/ specific experiences to back up.
- describe how it relates to the job you are applying for.
- discuss team experiences since job entails working/collaborating w/ other engineers as well.

Michael Plasmeier

From: upop-2013-bounces@MIT.EDU [mailto:upop-2013-bounces@MIT.EDU] **On Behalf Of** Amy F Bass
Sent: Tuesday, January 18, 2011 3:09 PM
To: upop-2013@mit.edu
Subject: [Upop-2013] IBM Research Summer Internships

Hey UPOP!

IBM Research in Cambridge is now accepting UPOP applications. Note: we're expecting two IBM representatives at our networking lunch on the 27th!

To apply, go online at <http://bit.ly/gm0E0m> OR email your resume/CV + cover letter to li-te_cheng@us.ibm.com and steven_rohall@us.ibm.com with the subject line "IBM Research, Cambridge Internship (UPOP)"

About:

IBM Research in Cambridge, Mass is seeking smart, energetic students for internships in 2011. Our lab builds and studies new forms of "social software," technology that helps people collaborate and share knowledge. Past intern projects have focused on topics such as: data visualization, social networking working sites and analysis, online games, tagging, virtual worlds and collaborative software development; many have resulted in academic publications, patents, and new features in IBM products.

Interns should have experience in one of the following areas: computer science, interaction design, psychology, sociology, or mathematics. Familiarity with human-computer interaction, visualization, user-studies, or computer-supported cooperative work is a plus.

To learn more, visit: <http://www.research.ibm.com/cambridge>

Specifics on the intern projects for summer 2011 are still being developed! Below are some (but not all) intern positions we are looking for:

Web application developer

IBM's Collaborative User Experience Research group in Cambridge, MA is looking for an intern to help develop a prototype of a next-generation discussion system. Current systems like email and discussion forums support talking together, but we believe that talking is only the first step to enabling communities of people to think together. We envision a system that allows people to easily contribute to a discussion by asking questions, proposing solutions, and adding arguments for or against proposals. In addition, analytics will allow the system to highlight emerging trends and themes, direct people to places to most effectively contribute to the discussion, and provide summaries and visualizations that enable people to understand the conversation as it is evolving and later for review. Our prototype will be web-based. We are looking for applicants with knowledge of web development, particularly user interface development with HTML/JavaScript and JavaScript toolkits such as Dojo and jQuery. Previous experience working with REST-based APIs and knowledge of web server programming (e.g., J2EE servlets, Ruby on Rails) are pluses. IBM interns receive competitive pay and have the opportunity to work with leading engineers and scientists. Level: Advanced undergraduate.

Web game designer / developer

Looking for a creative and motivated undergraduate or graduate student with experience in game design and web application development to explore gamification: the use of game elements in non-game user experiences. Candidates should be comfortable in proposing game ideas that integrate in a larger non-game web application, as well as capable in implementing said features in a working prototype in short turnaround time. One or more of the following are major pluses: familiarity with front-end web technologies (e.g. JavaScript, HTML5, CSS3), game design or storyboarding experiences, past relevant course or open source or industry projects, or design portfolios. Level: advanced undergraduate

Mobile application developer

Looking for a motivated and creative undergraduate or graduate student with experience in mobile application development to support a social web application. Candidates should be comfortable interfacing with web application APIs and prototyping, testing, and deploying working mobile applications in a short turnaround time. One or more the following are major pluses: experience in iPhone native application development, experience in Android native application development, experience in web-based or hybrid mobile application development (e.g. HTML5, PhoneGap, Appcelerator), mobile game toolkits (e.g. Unity3D), working with JSON and REST-based web APIs, past relevant course or open source or industry projects. Level: advanced undergraduate

Students are employees hired for a pre-professional/professional assignment while enrolled at a university/educational institution or just after completion of qualification and work for IBM as a required part of their academic program or work during vacation, breaks, and/or holiday periods or as a placement year, for example, co-ops and interns.

Additional information

The IBM Research Division conducts scientific research and develops technologies and processes for use with IBM Products and customer applications. IBM Research has produced leading contributions to the technology underlying IBM's product portfolio, as well as to the world of science and the entire IT industry. For more information go to www.ibm.com/research. IBM is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status.

Amy Bass | Program Coordinator, Student and Employer Relations | MIT
Undergraduate Practice Opportunities Program
77 Massachusetts Avenue | Phone: 617-452-2856 | E-
Mail: amybass@mit.edu

Stuck in Sacramento

Moved back

- Very good sign
- Time as internship paved way

You really like Mark Compton

- loyalty
- reciprocity

Mark becomes a consultant

Hausman becomes your new boss

Mark can delegate & work

- not micromanager, not hierarchical
- also went to Bever Tech ^{more touchy feely}

Hausman - formal

- Mr. Hausman - pretty good indicator
- do it my way

New to company vs new to position

fairly unusual

②

From Germany

Go to tradeshow

- have done it before

Tell Hausman - did before, I will accept responsibility

- something Hausman does not to spend time on

- feels like it is not important

Jobs take longer at first - lots of stuff to learn

Email Analysis

Obviously - bad, makes you feel stupid

You and Mr. Compton - connected

didn't do your job

As per - ~~per~~ impatient term, lawyers

I am spending big \$ to fix your mistake

Overnight email - important

Lot on the line

Wants to show WA director he is doing his job seriously

- making a change

- cost savings

③ Building a case to get rid of you

He knows you were close

- he thinks you will give them trouble

- build your own team

You (Attlesman) don't want to be compared to Mark

- paranoid

- cautious

~~He~~ know when you move you bring old way of doing things

You kinda challenged him by saying this worked before

- Don't bring Mark in picture anymore

Cultural / Management tradition

What was relationship Mark had w/ Director

Post Avoid talking to Mark

Not in industry

- like hes dead

- "he was a nice guy"

Company thinks they are 1st loyalty

- not spouse

- if you leave, credibility shot

④

lots of gossip anymore

don't want to hear person's reason for quitting

Pulling Mark in hurts you

don't know what Mark will do

Try to call him

- if call fails send email

"I am so sorry" - First words in email/call

for not asking him

for assuming you knew proper way of doing this

I will learn from you what ~~to~~ to do

Realize I should ask you

You know things must be done his way

But you forgot to realize Hausman likes his way

Should have said we did it this way, but now we do it this way

Two non-communicators butted heads

Whoever your boss is - is your boss

could quit

⑤

Always leave a job on your schedule

Go at end of tradeshow - trying to get rid of stuff

Corp does not want to send people to division

- ~~they~~ want them central
- big hole so Hausman
- someone from corporate

- So some hint Mark was seen as 'incompetent'

Hausman has a lot of support behind him

Strategize to buy time to get better job

If boss wants to fire you

- The day you have a big sale, you get fired
- got to nip in bud at somepoint

Could still rescue relationship

~~But~~ But generally time to patch up resume

- Want to leave on your terms

Don't copy boss on email

- He doesn't care about you
- Cares more about Hausman

⑥

He has to find another thasman
- more work

If you are fired, Haysman has to find another you

Boss does not want to hear from Haysman
- Haysman took calculated risk

Not very likely you will win vs Haysman

Don't CC distinct manager
^{last} 3 months if lie low, forever if you adopt his style

Difficult Conversations

- important

Doing paper/report

4/27

Need to add rec

Exec Summary in present

Intro - down TOC

Exec Summary what found

Why pilot

He wants intro as walk down TOC

Make separate BG Section

(Making changes quick)

Feel like too much scaffolding

I wish I had the example

Still have open stuff like when/how long
people need to add

What slides

colorful, glossy

or just text?

⑥

218 235

31 100

40 27

Letter of Trans - who writing report
T Intran

Intro - Amy

~~Me~~

Me - BG

#

PE - Me

Order

Amy - Intran

Me - BG

~~To make are we have audience~~

Yellow shirt red tie

To establish student interest

on slides

Bias of who filled out survey

Change Greek affiliated pie charts

Intrest by Gender swap legend + gener-

3

9-10 AM U-Grade Large

Familiarize

Intermediate chart - only yes

missathaya
XOXOXO

Conclusion, question,

3 At home

How to frame?

Did we come up w/ idea?

Or heard idea

? he asked us to look into more detail

no results in letter of transmittal?

Are we recing a pilot

- if ~~was~~ yes then need to show that

- say were not told pilot - but did it

So mention leading up to perm class

④

Mention Findings in Letter Transmitted

Why not?

not appropriate of shuttlees

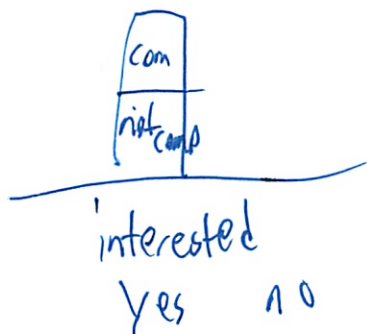
Just I lie

My BG is like sample's intro
- ohwell

In BG establish why pilot

But how did we get to rec Ge-weel

Say something about studying



Or students who said no - interested

Int
staff
wire
tim
Lol
PE
cont

INTERACTIVE PRESENTATION EVALUATION FORM

NAME Mike Plasmeyer

☒ ORIGINAL ☐ REVISED

EVALUATED BY B. Barco

GRADE

8.7/10

STRATEGY

Appropriateness to/of

Purpose present employee/HR policies to investors

Audience investors

Credibility Netflix HR manager

Context high performance / high growth company

STRUCTURE/FLOW

Overall Organization (direct/indirect)

Introduction - aspects of our culture did you intro yourself? purpose of presentation agenda for today? what are you going to be talking about? jumped right in.

Body

arrangement of points

development - HR theory problem solution

transitions - slide to slide

Conclusion

- no conclusion. This is key. you need to remind your audience

DELIVERY

Verbal

pace and volume

intonation

fluency

Nonverbal

confidence

gestures

movement and use of space

eye contact and facial expressions

of what you just told them. Reiterate main points to conclude

- a little too fast, need to slow down.
ok, can get a bit monotonic

ok. can use more

watch your position & where you are standing.

looking down a lot, have not looked at me for a while

VISUAL AIDS

Design

- lots of text on slides at time

- confusing to audience? does it get your point across clearly?

Use

- you are hiding the screen, we can't see your slides.

INTERACTION/Q&A

Coverage of main points

Tone

Responsiveness

ok. good
responsive to Q&A

ADDITIONAL COMMENTS

STRATEGY, cont.

1. Do you have too much material for an 8-min presentation that is causing you to rush through your material?

STRUCTURE/FLOW, cont.

you need to pay attention to your audience for cues. Are they getting you? Are they understanding your material & your story? Are you connecting with them? I felt that you blew threw your material w/out paying attention to

DELIVERY, cont.

us. It didn't help that we couldn't see what was on your slides. If you are going to put up plots, charts need to talk through it, what does it mean? What is upon the screen? I think we lost the big picture which are the HR policies at Netflix behind all the theory you presented. Make ~~the~~ your

VISUAL AIDS, cont.

thoughts clear & concise & directly related to the company (Netflix). Don't present it like a puzzle that we have to solve. Make it easy for us to understand.

INTERACTION/Q&A, cont.

Conclusion needs to tie theory to specific HR policies and needs to re-iterate main points to investors. Michael, you need to connect w/ your audience. Pay attention to cues from them & tailor your presentation to their level of understanding & expectation.

Employee Policies

Michael Plasmeier



15.279 Class

1

Seven Aspects of our Culture

- Values are what we Value
- High Performance
- Freedom & Responsibility
- Context, not Control
- Highly Aligned, Loosely Coupled
- Pay Top of Market
- Promotions & Development



2

The Rare Responsible Person

- Self motivating
- Self aware
- Self disciplined
- Self improving
- Acts like a leader
- Doesn't wait to be told what to do
- Never feels "that's not my job"
- Picks up the trash lying on the floor
- Behaves like an owner



3

Responsible People
Thrive on Freedom,
and are **Worthy** of Freedom



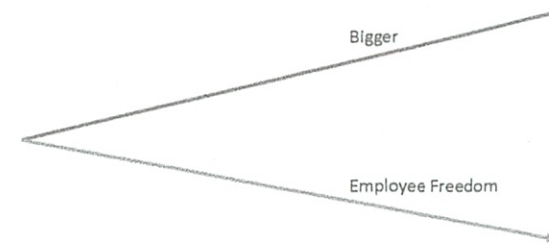
4

Our model is to *increase* employee freedom as we grow, rather than limit it, to continue to attract and nourish innovative people, so we have better chance of long-term continued success



5

Most Companies
Curtail Freedom as they get Bigger



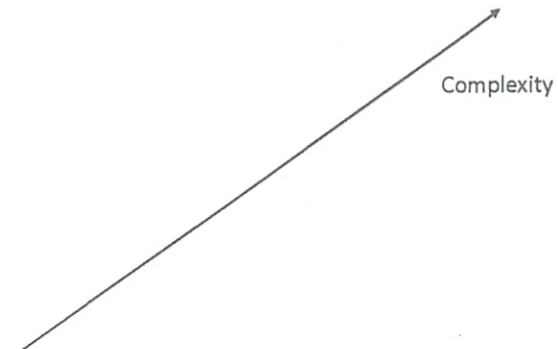
6

Most Companies Curtail Freedom
As They Grow to Avoid Errors
(sounds pretty good to avoid errors)



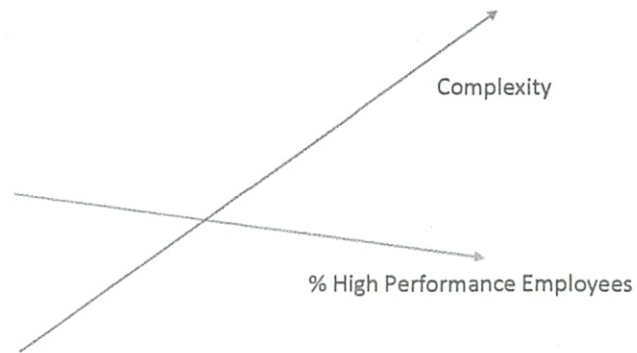
7

Growth Increases Complexity



8

Growth Shrinks Talent Density in Most Firms

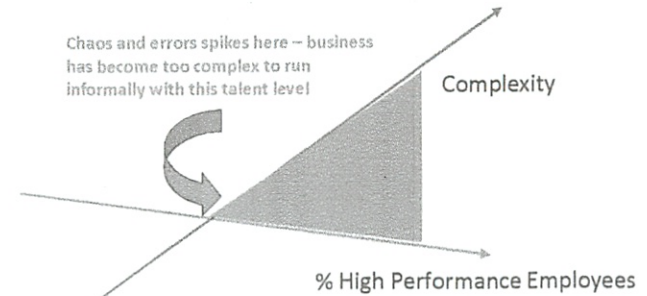


NETFLIX

9

Chaos Emerges

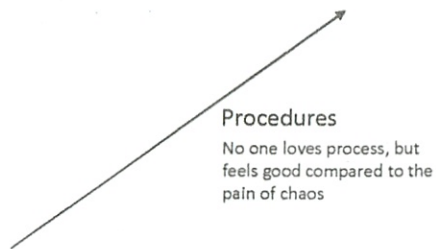
Chaos and errors spikes here – business has become too complex to run informally with this talent level!



NETFLIX

10

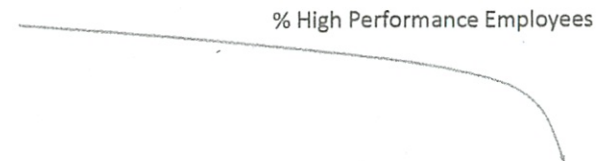
Process Emerges to Stop the Chaos



NETFLIX

11

Process-focus Drives More Talent Out



NETFLIX

12

Strong Near-Term Outcome

- A highly-successful process-driven company
 - With leading share in its market
 - Minimal thinking required
 - Few mistakes made – very efficient
 - Few curious innovator-mavericks remain
 - Very optimized processes for its existing market



13

Then the Market Shifts...

- Market shifts due to new technology or new competitors or new business models
- Company is unable to adapt quickly, because the employees are extremely good at following the existing processes, and process adherence is the value system
- Company generally grinds painfully into irrelevance, due to inability to respond to the market shift



14

Seems Like Three Bad Options

1. Stay creative by staying small
2. Try to avoid rules as you grow, suffer chaos
3. Use process as you grow to drive efficient execution of current model, but cripple creativity, innovation, flexibility, and ability to thrive when market inevitably shifts



15

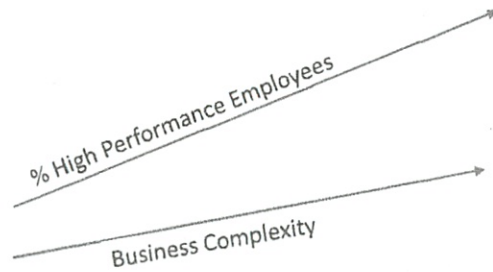
A Fourth Option

- Avoid Chaos as you grow with Ever More High Performance People – not with Rules
- Then you can continue to run informally with self-discipline and avoid chaos
- The run informally part is what enables and attracts creativity



16

The Key: Increase Talent Density faster than Complexity Grows



17

Increase Talent Density



- Top of market compensation
- Attract hi-value people through freedom to make impact
- Be demanding about high performance culture



18

Minimize Complexity Growth

- Few big products vs many small ones
- Eliminate distracting complexity (barnacles)
- Value simplicity



19

With the Right People,
Instead of a
Culture of Process Adherence,
Culture of
Freedom and Responsibility,
Innovation and Self-Discipline



20

Is Freedom Absolute?

Are all rules & processes bad?



21

Freedom is not absolute.

Like “free speech”
there are some
limited exceptions to
“freedom at work”



22

Two Types of Necessary Rules

1. Prevent irrevocable disaster
 - E.g. Financials produced are wrong
 - E.g. Hackers steal our customers' credit card info
2. Moral, ethical, legal issues
 - E.g. Dishonesty, harassment are intolerable



23

Mostly, Though, **Rapid Recovery** is the Right Model

- Just fix problems quickly
 - High performers make very few errors
- We're in a creative-inventive market, not a safety-critical market like medicine or nuclear power
- You may have heard preventing error is cheaper than fixing it
 - Yes, in manufacturing or medicine, but...
 - **Not so in creative environments**



24

"Good" vs "Bad" Processes

- "Good" processes help talented people get more done
 - Web site push every two weeks rather than random
 - Spend within budget each quarter so don't have to coordinate every spending decision across departments
 - Regularly scheduled strategy and context meetings
- "Bad" processes try to prevent recoverable mistakes
 - Get pre-approvals for \$5k spending
 - 3 people to sign off on banner ad creative
 - Permission needed to hang a poster on a wall
 - Multi-level approval process for projects
 - Get 10 people to interview each candidate



25

Rule Creep

- "Bad" processes tend to creep in
 - Preventing errors just sounds so good
- We try to get rid of rules when we can, to reinforce the point



26

Freedom and Responsibility

- Many people say one can't do it at scale
- But since going public in 2002, which is traditionally the beginning of the end for freedom, we've **increased** talent density and employee freedom substantially.



27

Summary of Freedom & Responsibility:

As We Grow, Minimize Rules.

Inhibit Chaos with Ever More
High Performance People.

Flexibility is More Important
than Efficiency in the Long Term



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