

The University of Western Ontario

Management and Organizational Studies 4406F
AIRLINE OPERATION AND MANAGEMENT

September - December 2012

Instructor: Brian Morris

Class Sessions: Fridays 8:30 a.m. - 11:30 a.m., University College, Room 286

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Textbook: *Air Transportation A Management Perspective*
6th edition, Alexander T. Wells (Reference Only)

COURSE DESCRIPTION, PHILOSOPHY AND OBJECTIVES

Students will participate in discussions and class presentations, focussing on the functional elements of an airline from creation of organization charts to problem solving operational issues. Students will gain an understanding of the importance and contribution of each division within the corporate structure. Additionally, the course will provide the students with an understanding of the organizational elements within the division and how each contributes to the airline structure. Students will be encouraged to problem solve real life, real time, business management issues and challenges, individually and as a class through student presentations and class discussions. Emphasis will be placed on the necessary management skills and competencies required for an individual to function effectively within the airline environment. Students will be dealing with realistic scenarios as well as theoretical perspectives as a result of in-depth analysis of existing airlines. Students will be exposed to regulatory and political influences and the impact these elements have on the day-to-day management of an airline within Canada as well as other countries. The differences between the various levels of air carrier operation and corresponding management elements and structure will also be examined. This course relies on lectures, class presentations by students, guest speakers and assigned readings. The learning process is greatly enhanced by class participation and involvement.

EVALUATION

Students will be evaluated based on:

1) Oral Business Case Exercise	15%
2) Written Essay.....	30%
3) Class Participation	20%
4) Final Examination.....	35%

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

BUSINESS CASE EXERCISE

Students working in teams will function as managers within a specific airline department, for the purpose of a business case exercise. Students will choose, or be assigned to a specific department of the “airline”. The instructor, on a first come first serve basis, will approve department choices with predetermined dates attached to each presentation. All students will make presentations during the semester as well as be expected to participate in active discussions on the presentations and input from the other groups.

ORAL PRESENTATION & PARTICIPATION (15%): The presentation will require research, the development of an outline, and an oral presentation to the class followed by moderation of a class discussion on key aspects of the presentation. Each presentation will incorporate specific information criteria, as well as information researched and selected by the student groups. If there are any questions about the focus of the presentations, the instructor should be consulted.

Presentation outlines, detailing points to be covered during the presentation, will be made available to the class no later than the Friday preceding the presentation. (Note: the outline should be a maximum of 2 typed, double-space pages). Discussion questions may accompany the outline to assist participants in preparation for class discussion. Presenters will summarize clearly and highlight precisely the main elements of their presentation. The oral presentations will be made with the understanding that all students have become familiar, to some extent, with the issues. Written guidelines for both the oral presentation and the essay will be distributed in class.

Presentations should be well rehearsed prior to making a class briefing. To a large extent, a successful presentation hinges on the questions the presenters are able to raise and the grasp of all participants of the material that is highlighted in the presentations. The questions raised and the highlights of the papers then can be explored in the ensuing discussions. Hence, the importance of presenters being well prepared and all class participants being familiar with the gist of what is to be presented.

Presentations on each topic will have a maximum time allotment of 25 minutes, not including class discussion.

WRITTEN ESSAY (30%): The written version of each group's plan will be submitted to the instructor no later than the Friday after the oral presentation. This time will allow for any changes that the individual groups may wish to make in their paper following the presentation, considering class discussion or further consultation with the course instructor. The papers in their final form will have footnotes/endnotes and bibliography, as required, and be a credible, fourth-year quality essay. While factual, detailed research is critical to gain an understanding of the topic, there is an expectation that the essay will demonstrate the student's original perspective when completing the evaluation phase of the project, complete with recommendations where appropriate. All papers should be well organized, properly documented and written clearly. The length of the paper should be appropriate to the topic and can include charts, graphs or other appropriate examples.

Instructor is available for consultation and assistance!

NOTE: A late penalty of 10% deduction per day will apply to the written essay.

CLASS PARTICIPATION (20%): Students will be responsible to come to class prepared to participate. Participation will be demonstrated and assessed through active involvement and quality contribution to class discussion. In order to benefit from the complexity of information, which will be available through class discussion, attendance is critical. Additionally, many classes will have a guest speaker and, on those occasions, the opportunity for learning and understanding will be as a result of the level of class preparation and participation exhibited by the student. This is a clear indication of the importance of a student's commitment to attend scheduled classes as well as individual initiative to gain information as sources are presented.

The sharing of ideas and perspectives is an integral part of learning in this course.

FINAL EXAMINATION (35%): The exam is designed to demonstrate students' comprehension of material and concepts presented in class, including material shared by guest speakers and student presentations. It will require the student to apply the knowledge and insights they have gained, and to problem solve airline management challenges as well as present information regarding the principals of all aspects of airline management. (2 hours short essay).

The final exam will be scheduled during the December exam period.

Week 1
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Introduction to Course

Readings: Pages 13-54; 71-

- Welcome
- Review of Course Outline
- Clarification of Expectations
- Gaining Perspective

Employment Preparation

- Resume Guidance
- Interview preparation
- How do you enhance a company?

Getting Started

- Setting the context
- A brief history of airline development
- Effects of deregulation on ownership, mergers and consolidations

Corporate Strategy Development

- Safety at the core of each decision
- The value of a Board of Directors
- Mission, vision and values
- Corporate culture - where does it come from?

Organizational Development

Readings: pages 243-264

- Basic organizational structure
- Importance of communications
- The requirement to model leadership
- The significance of organizational charts and reporting structure

Review airline mission/
vision statements

Week 2

Business Case Review

- Understanding the scenario
- General Department Discussion/Input

Flight Operations

- Role of Director of Flight Operations and Chief pilot
- Flight Standards
- Training and evaluation
- COM / SOP
- Flight safety
- Dispatch
- Internal relationships
- CRM communications
- Emergency response, security

In-Flight Service

- Where does it fit? Customer contact vs. operational
- Role of manager, in flight standards
- Delivery of on board product
- The value of customer contact

Week 3

Airport Operations

- Customer Service
- How to deliver the product
- The customer experience; reservations, airports, in flight
- Customer focussed employees make the difference
- Airport Standards, ramp and passenger handling
- Call centres and reservations systems
- Branding Strategy
- Marketing communications (external communications)
- Advertising, brand identity and image

Week 4

Maintenance

- Airworthiness
- Heavy and line maintenance locations, strategy and management
- Maintenance Quality Assurance Programs
- Operations Control
- Inventory and Stores
- Propulsion
- Records and parts tracing and tracking
- Impact of human error

Week 5

SOC: Systems Operations Control

- The pulse of the airline
- Structure and roles - duty manager / dispatcher
- Planning, day of ops, future ops
- Creating interdisciplinary teams to promote operational improvement
- Schedule review process
- The value of operational review - weekly operational review meetings

Week 6

Captain Cal Purves - Flight Operations

Week 7

Commercial Division
Marketing

Readings: page 303-319,
329-344, 398-401

- Understanding the difference between hard and soft marketing
- Route analysis and schedule development
- The Frequency Game
- Capacity and yield management
- Planning, pricing and revenue management

Business Strategy Development

- Potential markets/route analysis
- Choosing equipment
- Partnerships and Alliances
- Setting Targets for Operational Performance
- Where is the Competitive Advantage?
- The value of Customer surveys to monitor satisfaction and identify areas for improvement

Sales

- Revenue generation and market share
- Distribution and Commercial Relationships
- Internet, agency and corporate markets
- Customer relations and advocacy
- Customer relations recovery initiatives in creating a competitive advantage

Week 8

BUSINESS CASE PREPARATION

Week 9

BUSINESS CASE: ALL DEPARTMENT MEETING

Week 10

Leadership

- Corporate
- Team
- Individual

Week 11

BUSINESS CASE: PRESENTATIONS

Week 12

BUSINESS CASE: PRESENTATIONS

Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.) A form to be completed by off-campus physicians is available at: <http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for

a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counselling office).

University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront, nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a

passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

**For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at:
<http://www.uwo.ca/univsec/handbook/>**