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| Submission Deadline | Marks and Feedback |
| Before 10am on:  Click or tap to enter a date. | **20 working days after deadline (L4, 5 and 7) 15 working days after deadline (L6) 10 working days after deadline (block delivery)**  Click or tap to enter a date. |





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| Unit title & code | Managing People in Aviation TAL034-1 |
| Assignment number and title | Assessment 2 |
| Assessment type | Written Report |
| Weighting of assessment | 60% |
| Size or length of assessment | 1200 words (+10% or -10%) |
| Unit learning outcomes | 1. Demonstrate the following knowledge and understanding  * Demonstrate coherent understanding on how different management and leadership styles impact on team and organisational performance in the commercial air transport industry  1. Demonstrate the following skills and abilities  * Describe, analyse, and demonstrate the ability to develop and motivate people to work efficiently and to resolve conflict situations in the commercial air transport industry. |





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| What am I required to do in this assignment? |
| This is an individual written report with **1,200 words +/- 10%.**  Should you go above or beyond the word limit your total marks will be reduced by 10%. Your word limit does not include your references (in the text or in the reference list) or any appendices.  Management and Leadership styles critically influence business performance and the culture of an airline or airport. Management and Leadership styles may be related to the firm characteristics (its history, organization, services, etc...), the environment in which it operates and different Leader or Manager characters or personalities.  Beyond the CEO, airlines or airports includes leaders with a diversity of roles and with different functions. Their way of managing people all influence the performance of the airline, and the occurrence of conflict.   1. Explain the different roles that a Manager may have in managing people in airlines or airports, providing up-to-date examples from aviation firms of your choice 2. Examine how Management styles contribute to improving the motivation and performance of the workforce in an airline or airport environment, including issues related to conflict management. Provide up-to-date examples from aviation firms, and relate to theory that was examined in class.   Presentation, report structure, spelling and grammar, and references.  You will be expected to find current sources of information to support your work.  Your reference list must include at least one journal article, one report, and one newspaper or industry trade article. You should have a minimum of 5 references overall.  It is recommended that your report complies with the following structure:  1. Title page: to include module name, unit code, the title of your report, your name, and your student number. It could also include a photo for attractiveness and appeal.  2. Contents page (table of contents): a list of the sections and sub-sections (if applicable) of your report. For example, 1.0 Introduction, 2.0 Explanation of why high turnover rates exist, and so on.  3. Introduction: a brief outline of your report’s contents and scene-setting material. It is crucial that you keep this succinct yet informative.  4. Explanation of what different managerial roles at airlines or airports consist in, and how they influence culture and performance at the airline or airport  5. Examination of the management style of different airlines or airports, and how these styles influence the culture and performance at the firm  7. Conclusion: a brief conclusion to end your work, summarising your points  8. List of references: done properly using Harvard referencing as used at the University of Bedfordshire. See: <https://lrweb.beds.ac.uk/a-guide-to-referencing>  9. Appendices: only use they if are appropriate and relevant |
| What do I need to do to pass? (Threshold Expectations from UIF) |
| In order to pass Assessment 1 you will need to:  Have a thorough understanding on how different management and leadership styles impact on team and organizational performance in the commercial air transport industry. |
| How do I produce high quality work that merits a good grade? |
| We will be filling this section in together in class on Click or tap to enter a date. make sure you have downloaded/printed out the Assignment Brief and bring it to the session with you. |
| How does assignment relate to what we are doing in scheduled sessions? |
| This assessment will bring together some of the main and foundational themes of Managing People in Aviation.  Students will be expected to synthesise the themes explored during the entirety of the unit for this assessment.  Students will apply their understanding to a situation faced by a company of their choice and how this impacts the way people are managed. |



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| How will my assignment be marked? |
| Your assignment will be marked according to the threshold expectations and the criteria on the following page.  You can use them to evaluate your own work and consider your grade before you submit. |

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|  | **3rd Class – 40-49%** | **Lower 2nd – 50-59%** | **Upper 2nd – 60-69%** | **1st Class – 70%+** |
| **1**  **Knowledge and Understanding of Subject Matter**  **(30%)** | Adequate understanding of the subject matter but with very limited evidence of its inter relationship with other fields of study  Adequate demonstration of ability to operate with varied contexts, but selection and application is basic, some irrelevance of information is presented  Adequate ability to work with ideas at a level of abstraction, but arguments are limited to single perspectives | Good and organized understanding of the subject matter but with limited evidence of its inter relationship with other fields of study  Good demonstration of ability to operate with varied contexts, but selection and application is limited to subject matter  Good ability to work with ideas at a level of abstraction, but arguments are limited to single perspectives | Very good and organized understanding of the subject matter and its inter relationship with other fields of study  Very good demonstration of ability to operate with varied contexts, requiring selection and application from a range of disciplines  Very good ability to work with ideas at a level of abstraction, arguing from competing perspectives | Excellent systematic understanding of the subject matter and its inter relationship with other fields of study  Excellent demonstration of ability to operate with complex and unpredictable contexts, requiring selection and application from a range of disciplines  Excellent ability to work with ideas at a level of abstraction, arguing from competing perspectives |
| **2**  **Interpretation and Evaluation of Subject Material**  **(30%)** | Adequate interpretation and evaluation of concepts and frameworks without relation to practice and theory  Adequate ability to identify, select and use strategies and techniques to undertake analysis, but critical thought not evident  Adequate judgement used, reasoned and justified arguments not developed  Limited demonstration of original and creative thought  Conclusions limited but without reference to relevant frameworks and literature reviewed | Good interpretation and evaluation of concepts and frameworks in relation to practice and theory  Good ability to identify, select and use investigative strategies and techniques to undertake analysis, but critical thought lacking  Evidence of exercising judgement in a range of situations, reasoned and justified arguments not always sustained  Good demonstration of original and creative thought  Conclusions made but without full reference to relevant frameworks and literature reviewed | Very good interpretation and evaluation of concepts and frameworks in relation to practice and theory  Very good ability to identify, select and use investigative strategies and techniques to undertake a critical analysis, evaluating the outcomes  Evidence of exercising significant judgement in a range of situations, reasoned and justified arguments not always sustained  Very good demonstration of original and creative thought  Conclusions constructed from relevant frameworks and literature reviewed | Excellent interpretation and evaluation of concepts and frameworks in relation to practice and theory  Excellent ability to identify, select and use investigative strategies and techniques to undertake a critical analysis, evaluating the outcomes  Clear evidence of exercising significant judgement in a range of situations, reasoned and justified arguments sustained  Excellent demonstration of compelling original and creative thought, logical, insightful and highly focused  Conclusions constructed from relevant frameworks and literature reviewed |
| **3**  **Structure, Presentation and Layout**  **(20%)** | Poor structure which hinders understanding but core thread exists  Writing is confused and some points unclear, unnecessary grammar and spelling errors, some points unclear but still able to follow narrative  No use of headings and ineffective paragraphs Basic vocabulary with a weak writing style | Good structure with a suitable flow, inconsistencies apparent  Largely well written with grammar and spelling errors evident, mostly clear clarity of expression  Attempt to use headings and paragraphs but effectively implemented  Limited range of vocabulary with few inaccuracies, writing style muddled | Very good structure with a coherent flow but with some inconsistencies  Very well written with few grammar and spelling errors, clear clarity of expression  Appropriate use of headings and paragraphs utilised but not always effective  Competent use of vocabulary with few inaccuracies and suitable style of writing | Excellent and logical structure, coherent flow and systematic approach  Extremely well written with excellent grammar and spelling throughout, excellent clarity of expression  Effective use of headings and paragraphs  Varied and accurate use of vocabulary and commendable style of writing |
| **4**  **Referencing, relevance and Quality of Research Sources**  **(20%)** | Referencing style inaccurate and inconsistent – major in text and reference list errors. Additional referencing required  Adequate use of sources but not always relevant  Limited evidence of wider reading outside the discipline | Referencing style accurate and consistent but with notable in text and reference list inconsistencies. Additional referencing required  Good use of relevant sources  Some evidence of academic and peer reviewed sources used  Some evidence of wider reading outside the discipline | Referencing style accurate and consistent – minimal in text and reference list inconsistencies  Very good use of a range of relevant sources  Clear evidence of academic and peer reviewed sources used  Evidence of wider reading outside the discipline | Referencing style, comprehensive, flawless and in Harvard style – both in text and reference list  Excellent use of a wide range of relevant sources  Evidence of academic and peer reviewed sources used, sources reflect current academic and industry thought  Extensive evidence of wider reading outside the discipline |