

The Robert Gordon University

Aberdeen Business School

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| Academic Year | 2022/23 |
| Semester | 1 |
| Module Number | BSM202 |
| Module Title | Project Leadership, Teams and Behaviours |
| Assessment Method | Individual Report (Coursework 1 Weighting:100%) |
| Deadline (time and date) | 15th December 2022 @ 13.00hrs (GMT/BST) |
| Submission | Assessment Dropbox in the Module Study Area in CampusMoodle. |
| Word Limit (see Assessment Word Limit Statement) | 2200 |
| Module Co-ordinator | Dr Ama Lawani |

What knowledge and/or skills will I develop by undertaking the assessment?

The assessment will help students develop an understanding of the individual, group and organisational factors required to develop and lead high performing project teams.

On successful completion of the assessment students will be able to achieve the following Learning Outcomes:

1. Critically analyse the impact of leadership on organisations and in the context of project management.
2. Critically appraise the contribution of individual factors on people's behaviour and performance at work in a project management context.
3. Critically appraise the contribution of group behavioural factors on performance at work in a project management context.
4. Critically appraise the contribution of organisational factors on people's behaviour and performance at work in a project management context.

Please also refer to the Module Descriptor, available from the module Moodle study area.

What is expected of me in this assessment?

Task(s) - content

This is an individual assignment

(A) You are expected to carefully read the brief below on staff shortages in the UK Airline Industry.

BRIEF

The Coronavirus is going nowhere soon, and people are learning to adapt to living with it. Countries are beginning to open their borders as the pandemic's scare slowly disappears. However, the adverse effects of the induced layoffs and growing concerns about the labour crunch exacerbated by Brexit are beginning to emerge.

One of the sectors worst hit by staff shortage is the airline industry. These companies provide services for transporting travellers/passengers and goods by air. EasyJet, Loganair and British Airways are some airline operators experiencing high demand for human labour, resulting in flight disruptions and cancellations. There have been chaotic situations at departures gates and long waits at security queues lasting more than an hour and a half (Topham, 2022)

UK's flag carrier airline, British Airways, which laid off about 10,000 jobs (BBC News. 2022) at the height of the pandemic, is now forced to recruit hundreds of workers, including call centre workers (Gill, 2022) and cabin crews (BBC News. 2022). Incentives are being offered to those in ground handling roles to get staff back in (Topham, 2022).

EasyJet, on the other hand, claim staff shortages is due to delays in vetting new staff rather than recruitment problems. The CEO of the company, Johan Lundgren, suggests that Brexit is responsible for the disruption in airport and airline because many of the candidates applying for jobs do not have UK working permit (Macola 2022; Calder 2022).

Loganair, the Scottish airline and UK's largest regional airline, see the reduction in staff as one of the impacts of Covid (Walker 2022). Disruptions at the airports are also linked to passengers carrying too much luggage through airport security which creates pressure points, arguably this could be as a result of a lack of ground staff (Cromar 2022).

Current Situation

Recruitment is on the way in many airline companies. Even though airline workers usually must pass a series of training and security checks, there is mounting pressure on the existing staff. There are concerns about recruiting competent people for roles, the time required for training, active participation, and collaboration with new team members.

A new project has been created to examine the current working climate in all airlines, the potential impact on existing projects and how team spirits could be established. You have been placed in charge of this initiative called *Leading the Team and Managing Change* initiative.

What is expected of me in this assessment?

(B) You will select **ONE airline company** and propose how it can effectively lead project teams and manage both old and new staff to enhance team working and improve the project working climate. The goal is to assist staff in collaborating efficiently and to be able to handle conflicts when they arise. You will present your ideas and evaluation in a report format.

(C) In your report you should address the following areas:

- ✚ An evaluation of project leadership and influence on building effective project teams in your selected airline.
- ✚ How communication could be effective for old and new staff within project teams in your chosen airline.
- ✚ An exploration of how potential conflict could be managed within project teams in your chosen airline.
- ✚ Conclusions and/or recommendations you would propose to the company.

DO NOT attempt to contact any organisation for any additional information.

References

BBC NEWS. 2022. *BA tries to poach rival cabin crew staff with £1,000 bonus.* [online] Available at: <https://www.bbc.co.uk/news/business-61104230> [Accessed 22 June 2022]

CALDER, S., 2022. *BREXIT TO BLAME FOR AIRLINE STAFF SHORTAGES, SAYS EASYJET BOSS.* [online] Independent. Available at: <<https://www.independent.co.uk/travel/news-and-advice/brexit-flight-cancelled-easyjet-staff-b2104884.html>> [Accessed 9 July 2022].

CROMAR, C., 2022. *Loganair boss urges passengers to reconsider hand luggage advice to ease airport pressures.* [online] Press and Journal. Available at: <<https://www.pressandjournal.co.uk/fp/news/aberdeen-aberdeenshire/4373007/loganair-queens-platinum-jubilee-travel/>> [Accessed 9 July 2022].

TOPHAM, G., 2022. *UK airlines and airports scramble to hire staff as travel takes off again.* [online] the Guardian. Available at: <https://www.theguardian.com/business/2022/may/13/uk-airlines-and-airports-scramble-to-hire-staff-as-travel-takes-off-again> [Accessed 22 June 2022].

GILL, O., 2022. *Passenger fury forces British Airways to hire hundreds of call centre workers.* [online] The Telegraph. Available at: <https://www.telegraph.co.uk/business/2022/05/06/passenger-fury-forces-british-airways-hire-hundreds-call-centre/> [Accessed 22 June 2022]

MACOLA, I., 2022. *EasyJet says vetting delays contribute to staff shortages.* [online] CityAM. Available at: <<https://www.cityam.com/easyjet-says-vetting-contributes-staff-shortages/>> [Accessed 9 July 2022].

WALKER, S., 2022. *Staff Shortages Prompt Cuts on Loganair's Isle of Man-London City Route.* [online] Simple Flying. Available at: <<https://simpleflying.com/staff-shortages-cut-loganair-isle-of-man-london-city-route/>> [Accessed 9 July 2022].

What is expected of me in this assessment?

Reference to the relevance of the material content each week to the learning outcomes and the assessment tasks.

| Course work Sections | Learning Outcome | Topic/Week Module |
|---|------------------|-------------------|
| An evaluation of project leadership and influence on building effective project teams in your selected airline. | 1,2,3,4 | Topics 1 to 9 |
| How communication could be effective for old and new staff within project teams in your chosen airline. | 1,2,3,4 | Topics 1 to 9 |
| An exploration of how potential conflict could be managed within project teams in your chosen airline. | 1,2,3,4 | Topics 1 to 9 |

Guidelines for Report Format:

- Title page
- Table of Contents
- A critical analysis of the 3 tasks highlighted in the brief using academic literature.
 - Task 1
 - Task 2
 - Task 3
- A concluding and/or recommendation section
- References
- Appendices (if applicable)

Word limit for the report is 2200 (+/- 10%)

What is expected of me in this assessment?

Word limit statement (inclusions/exclusions):

The student narrative, headings and subheadings, quotes and quotations, in-text citations [e.g. (Smith 2019)], footnotes, tables, figures, and charts are INCLUDED in the word limit. The elements which are EXCLUDED from the word limit are the cover page or frontispiece, abstract or executive summary, contents page, reference list, bibliography, appendices (for supporting information only), glossary, lists of abbreviations or lists of acronyms and lists of tables or lists of figures.

Please refer to the Aberdeen Business School "Word Limits Statement". This statement is provided on the Module Study Area on CampusMoodle.

https://campusmoodle.rgu.ac.uk/pluginfile.php/5923354/mod_resource/content/4/Assessment%20Word%20Limit%20Statement%20May%20FINAL%20VERSION.pdf

The guideline for word count penalties is presented in the Table below:

| Table: Word count and penalties | |
|---|---|
| Condition | Penalty |
| Word count of submitted work is less than or equal to the specified word limit | No penalty. |
| Word count of submitted work is up to, or equal to, 10% over the specified word limit | No penalty. The over-run is tolerated, and no deduction is made to the final grade. |
| Word count of submitted work is more than 10% over the specified word limit | Grade will be reduced so that the consequence will be to drop to the next lowest grade. |

How will I be graded?

A grade will be provided for each criterion on the feedback grid which is specific to the assessment. The overall grade for the assessment will be calculated using the algorithm below.

| | |
|-----------|--|
| A | At least 50% of the feedback grid to be at Grade A, at least 75% of the feedback grid to be at Grade B or better, and normally 100% of the feedback grid to be at Grade C or better. |
| B | At least 50% of the feedback grid to be at Grade B or better, at least 75% of the feedback grid to be at Grade C or better, and normally 100% of the feedback grid to be at Grade D or better. |
| C | At least 50% of the feedback grid to be at Grade C or better, and at least 75% of the feedback grid to be at Grade D or better. |
| D | At least 50% of the feedback grid to be at Grade D or better, and at least 75% of the feedback grid to be at Grade E or better. |
| E | At least 50% of the feedback grid to be at Grade E or better. |
| F | Failing to achieve at least 50% of the feedback grid to be at Grade E or better. |
| NS | Non-submission. |

BSM202 Marking Grid - Project Leadership, Teams and Behaviours

ASSESSMENT MATRIX SESSION Sem 1 2022 – 2023

| DEFINITION / CRITERIA (WEIGHTING) | EXCELLENT Outstanding Performance | COMMENDABLE/VERY GOOD Meritorious Performance | GOOD Highly Competent Performance | SATISFACTORY Competent Performance | BORDERLINE FAIL Failure Open to Condonement | UNSATISFACTORY Fail |
|--|--|--|--|--|--|---|
| CRITERION 1 Knowledge Understanding & application of relevant theories, models, and concepts (30%) GRADE = | Confidently demonstrates knowledge and understanding of an extensive range of principles, theories and models, and applies them effectively and comprehensively in a practical/professional context | Demonstrates knowledge and understanding of a good range of principles, theories and models and applies them effectively in a practical/professional context | Demonstrates knowledge and understanding of a reasonable range of principles, theories and models and applies them reasonably well in a practical/professional context | Demonstrates knowledge and understanding of a limited range of principles, theories and models and makes some attempt to apply them in a practical/professional context | Little evidence of appropriate knowledge of principles, theories and models. Little evidence of practical/professional application | Lack of knowledge of principles, theories and models, with no evidence of their practical/professional application. |
| CRITERION 2 Analysis & Evaluation (30%) GRADE = | Critical thought, evaluation and/or analysis are rigorous, coherent, appropriate and in depth. | Clear evidence of critical thought, evaluation and/or analysis but could be in more depth. | Reasonable evidence of critical thought, evaluation and /or analysis but could be in much more depth | Limited attempt at critical thought, evaluation and/or analysis and very limited depth | Little attempt at critical thought, evaluation and/or analysis. Superficial answer | No attempt at critical thought, evaluation and/or analysis |
| CRITERION 3 Conclusions & Recommendations (15%) GRADE = | Clear and sound conclusions & recommendations derived from analysis, relevant to aims and objectives and reflect exceptional understanding and insight | Appropriate and relevant conclusions & recommendations derived from the analysis and relevant to the aims and objectives | Relevant conclusions & recommendations but links to aims/objectives and/or analysis could be clearer. | Conclusions/recommendations of limited relevance. Links to aims/objectives and/or analysis are poor. | Inappropriate conclusions/recommendations. Poor or non-existent links to aims/objectives and/or analysis. | Conclusions/recommendations are irrelevant, incorrect, or non-existent. Aims and objectives are not achieved |
| CRITERION 4 Organisation, Structure & Presentation (10%) GRADE = | Excellent structure with excellent signposting, providing good orientation for the reader. Professional layout of document and information is easy to follow. | Very good structure with very good signposting. Clear and easy for the reader to understand. Very good layout of pages, information easy to follow. | Good structure with clear signposting. Gives adequate direction. Pages/texts are well structured overall | Structure gives some direction to the reader but could be improved. Most pages/texts are easy to follow. | Structure gives little direction to the reader. Pages/texts are poorly constructed. | Structure fails to provide any direction to the reader. The document is inappropriately formatted. |
| CRITERION 5 Research & Referencing (15%) GRADE = | Clear evidence of ability to select, evaluate, analyse and apply highly relevant sources, accurately cited in the text. Referencing is clear, relevant and consistently accurate. Excellent range of sources utilised. | Very good evidence of selection and application of relevant sources, accurately cited in the text. Referencing is relevant and mostly accurate. Very good range of sources utilised. | Good evidence of selection and application of relevant sources, accurately cited in the text. Minor inconsistencies and inaccuracies in referencing. Has made use of majority of source types available. | Evidence of some research and analysis, but gaps evident; inconsistencies in citation practice. Referencing present but inconsistencies and inaccuracies. Reasonable range of sources utilised - academic sources limited. | Little evidence of reading and minimal application or analysis of research sources; poor citation practice. Very limited referencing including some inconsistencies and inaccuracies. Weak use of sources available. Academic underpinning weak. | No evidence of reading or application of research sources; sources not cited in the text. Little or no attempt at referencing |

Coursework received late, without valid reason, will be regarded as a non-submission (NS) and one of your assessment opportunities will be lost.

What else is important to my assessment?

What is plagiarism?

“Plagiarism is the practice of presenting the thoughts, writings or other output of another or others as original, without acknowledgement of their source(s) at the point of their use in the student’s work. All materials including text, data, diagrams or other illustrations used to support a piece of work, whether from a printed publication or from electronic media, should be appropriately identified and referenced and should not normally be copied directly unless as an acknowledged quotation. Text, opinions or ideas translated into the words of the individual student should in all cases acknowledge the original source” ([RGU 2022](#)).

What is collusion?

“Collusion is defined as two or more people working together with the intention of deceiving another. Within the academic environment this can occur when students work with others on an assignment, or part of an assignment, that is intended to be completed separately” ([RGU 2022](#)).

For further information please see [Academic Integrity](#).

What is the Assessment Word Limit Statement?

It is important that you adhere to the Word Limit specified above. The Assessment Word Limit Statement lists what is included and excluded from the word count, along with the penalty for exceeding the upper limit.

What if I’m unable to submit?

- The University operates a [Fit to Sit Policy](#) which means that if you undertake an assessment then you are declaring yourself well enough to do so.
- If you require an extension, you should complete and submit a [Coursework Extension Form](#). This form is available on the RGU [Student and Applicant Forms](#) page.
- Further support is available from your Course Leader.

What else is important to my assessment?

What additional support is available?

- [RGU Study Skills](#) provide advice and guidance on academic writing, study skills, maths and statistics and basic IT.
- [RGU Library guidance on referencing and citing](#).
- [The Inclusion Centre: Disability & Dyslexia](#).
- Your Module Coordinator, Course Leader and designated Personal Tutor can also provide support.

What are the University rules on assessment?

The University Regulation '[A4: Assessment and Recommendations of Assessment Boards](#)' sets out important information about assessment and how it is conducted across the University.