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1. General Course Information

1.1 Course Details

COURSE CODE	7504BPS
COURSE TITLE	Strategic Aviation Management
ACADEMIC ORGANISATION	BPS School of Natural Sciences
SEMESTER	Semester 2 2014
MODE	Mixed Mode
LEVEL	Postgraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Course Description:

This subject gives students an application based understanding of the key management skills necessary for formulating and implementing effective strategic planning.

1.2 Course Introduction

Strategic planning is about how to make those decisions that have a high medium to long term impact on the activities of an organisation, including the analysis leading to the resourcing and implementation of those decisions, to create value for key stakeholders and to outperform competitors. This course makes use of a combination of assingments, including the use of AIRLINE Online, a business online simulator, so students can engage with strategic airline and airport management from the perspectives of various management and operational areas, e.g. revenue management, marketing, HR, finance, fleet allocation, maintanence etc.

Previous Student Feedback

In 2014, the content of this course has been redeveloped. A previous similar version of this course taught in another university has received excellent feedback from students. Previous students have reported that, albeith they have worked harder in this course than most other courses, they have very much enjoyed the experiential learning opportunity of engaging with the online simulation. The opportunity offered by the simulation to put the theory into practice was particularly appealing to most students.

1.3 Course Staff

Primary Convenor **Dr Gui Lohmann**

PHONE	3735 4059
EMAIL	g.lohmann@griffith.edu.au
HOMEPAGE	www.griffith.edu.au/science-aviation/school-biomolecular-physical-sciences/staff/gui-lohmann
CAMPUS	Nathan Campus
BUILDING	Science 1 (N25)
ROOM	1.29
CONSULTATION	Main form of communication is the Discussion Board on Learning@Griffith.
	Private matter affecting your study or academic consultation times might be organised booking a time by phone or email. Consultations are available either in my office (for on campus students) or Skype gui.lohmann (exclusively to off campus students).
	In the case of email communication, please use '7504BPS Strategic Airline and Airport Management' in the subject field of the email and include your name and student number at the bottom of the text.

1.4 Timetable

Timetables are available on *the Griffith Timetables website*.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable located at https://intranet.secure.griffith.edu.au/student/timetable-support is the authoritative source for timetabling information for all campuses.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's Lecture Capture Policy.

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

Essentially, business is about two basic factors - creating value and making a profit (or meeting the financial performance measures for non-profit organisations). The challenge is to have in place the appropriate strategic management planning processes to establish a pattern of rational decisions and actions to give an organisation advantage over its competitors. This course will focus on the aviation industry in describing strategic management.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1 demonstrate knowledge of the principles and underlying concepts that define strategic aviation management;
2 understand strategic positioning and sustaining a market presence;
3 comprehend strategic decision making and the need for rational approaches; and
4 develop corporate strategies and know the differences between a business level plan and a corporate plan including how they might be applied depending on the business model.

2.3. Graduate Attributes

Griffith University aims to prepare its graduates to be leaders in their fields by being:

- Knowledgeable and Skilled in their Disciplines
- Effective Communicators and Team Members
- Innovative and Creative with Critical Judgement
- Socially Responsible and Engaged in their Communities
- Competent in Culturally Diverse and International Environments

University wide attributes

GRADUATE ATTRIBUTE	LEARNING OUTCOMES
A. KNOWLEDGEABLE AND SKILLED IN THEIR DISCIPLINES	
A1. Comprehensive knowledge and skills relating to their disciplines	**1, 2, 3, 4**
A2. An interdisciplinary perspective	**1, 2, 3, 4**
A3. Capacity to find, evaluate and use information	**1, 2, 3, 4**
A4. Ability to apply discipline/professional skills and knowledge in the workplace	**1, 2, 3, 4**
B. EFFECTIVE COMMUNICATORS AND TEAM MEMBERS	
B1. Capacity to communicate effectively with others orally	
B2. Capacity to communicate effectively with others in writing	**1, 2, 3, 4**
B3. Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines	**1, 2, 3, 4**
B4. Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts	**1, 2, 3, 4**
C. INNOVATIVE AND CREATIVE WITH CRITICAL JUDGEMENT	
C1. Ability to use knowledge and skills to devise solutions to unfamiliar problems	**1, 2, 3, 4**
C2. Ability to analyse and critically evaluate arguments and evidence appropriate to their disciplines (eg collect, analyse and interpret data and information, generate and test hypotheses, synthesise and organise information)	**1, 2, 3, 4**
C3. Knowledge of research methodologies in their disciplines and capacity to interpret findings	**1, 2, 3, 4**
C4. Ability to generate ideas/products/art works/methods/approaches/perspectives as appropriate to the discipline	**1, 2, 3, 4**
D. SOCIALLY RESPONSIBLE AND ENGAGED IN THEIR COMMUNITIES	
D1. Ethical awareness (professional and personal) and academic integrity	**1, 2, 3, 4**
D2. Capacity to apply disciplinary knowledge to solving real life problems in relevant communities	**1, 2, 3, 4**
D3. Understanding of social and civic responsibilities, human rights and sustainability	**1, 2, 3, 4**
D4. Understanding the value of further learning and professional development	**1, 2, 3, 4**
E. COMPETENT IN CULTURALLY DIVERSE AND INTERNATIONAL ENVIRONMENTS	
E1. Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples	
E2. Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts	**1, 2, 3, 4**
E3. A global and international perspective on their disciplines	**1, 2, 3, 4**

3. Learning Resources

3.1 Required Resources

Belobaba, P., Odoni, A., & Barnhart, C. (Eds.). (2009). The global airline industry. John Wiley & Sons.

3.2 Recommended Resources

Additional readings might be allocated at Learning@Griffith.

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

Learning@Griffith - there is a dedicated website for this course via the Learning@Griffith student portal.

Student Services - facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Services; Health Service; Student Equity Services (incorporating the Disabilities Service) and the Welfare Office.

Information Services (Workshops and Training) - provides learning skills support in three key areas: academic skills, computing skills and library research skills. The study skills resources on this website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing and time management.

Support for learning - the University provides access to common use computing facilities for educational purposes.

Code of Practice - Griffith Information Technology Resources.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
28 Jul 14	**Lecture 1 (Lecture):** Introduction to course. Overview of Strategic Management.	1
4 Aug 14	**Lecture 2 (Lecture):** Airline and Airport Strategic Management **Readings/Ref:** Textbook (Chapter 12);	1, 3
11 Aug 14	**Lecture 3 + Workshop (Workshop):** Airline Economics. Workshop Introduction to AIRLINE online. **Readings/Ref:** Textbook (Chapter 3);	1, 3
18 Aug 14	**Lecture 4 +Workshop (Workshop):** Lecture: Pricing and Revenue Management. Workshop: Defining your airline business model; implications for your operation on AIRLINE Online **Readings/Ref:** Textbook (Chapter 4);	1, 2, 3, 4
25 Aug 14	**Lecture 5 (Workshop):** Fleet and Scheduling Management Workshop: Fleet choice and scheduling on AIRLINEOnline **Readings/Ref:** Textbook (Chapter 7);	1, 2, 3, 4
1 Sep 14	**Lecture 6 (Lecture):** Costs and Productivity **Readings/Ref:** Textbook (Chapter 5);	1, 2, 3
8 Sep 14	**Lecture 7 (Lecture):** Planning process **Readings/Ref:** Textbook (Chapter 6);	1, 2, 3, 4
15 Sep 14	**Blackboard Collaborate Session (Online Discussion):** Preliminary analysis - Blackboard Collaborate Session on AIRLINEOnline. Note: No face-to-face workshop. Students need to attend one of the Blackboard Collaborate Sessions.	1, 3
22 Sep 14	**Blackboard Collaborate Session (Online Discussion):** Preliminary analysis - Blackboard Collaborate Session on AIRLINEOnline Note: as per Week 8	1, 3
29 Sep 14	**Blackboard Collaborate Session (Online Discussion):** Annual Report - Blackboard Collaborate Session on AIRLINEOnline Note: as per Week 8	1, 3
13 Oct 14	**Blackboard Collaborate Session (Online Discussion):** Annual Report - Blackboard Collaborate Session on AIRLINEOnline Note: as per Week 8	1, 3
20 Oct 14	**Blackboard Collaborate Session (Online Discussion):** Annual Report - Blackboard Collaborate Session on AIRLINEOnline Note: as per Week 8	1, 3
27 Oct 14	**Time to finish annual report (No lecture this week):** Annual Report Development No workshop. Time to finish annual report and group evaluation	1, 2, 3

4.2 Other Teaching and Learning Activities Information

Disability.

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see **5.2 Assessment Detail** below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	LEARNING OUTCOMES
Presentation - technical or professional Airline Business Model	11 Aug 14 - 29 Aug 14 17:00	5%	4
Assignment - Written Assignment Airport Strategic Management	22 Aug 14 - 19 Sep 14 17:00	30%	1
Assignment - Practice-based Assignment Preliminary performance & competitor analysis	8 Sep 14 - 26 Sep 14 17:00	10%	1, 2, 3, 4
Assignment - Written Assignment Reflective journal	10 Sep 14 17:00 - 24 Oct 14 17:00	20%	2, 3
Assignment - Written Assignment Annual Report	6 Oct 14 - 31 Oct 14 17:00	20%	1, 2, 3, 4
Assignment - Practice-based Assignment Performance and position of airline	20 Oct 14 - 25 Oct 14	15%	1, 2, 3

5.2 Assessment Detail

Airline Business Model
Type: Presentation - technical or professional
Learning Outcomes Assessed: 4
Due Date:
    11 Aug 14 - 29 Aug 14 17:00
Weight: 5%
Task Description:
    TASK DESCRIPTION (for full details of this assessment, read document available at L@G)
This is a team assessment requiring you to present a short pitch for a new airline (no formal presentation is given, you can either record your audio presentation or submit a copy of your speech, together with your PPT slides). The presentation must be **short, concise and persuasive** you might find it useful to imagine you are presenting to a group of busy financial investors. If you are recording the audio of your presentation, it is not necessary for each team member to present in fact this will be difficult in the short time frame and considering we have external students involved. Other team members should contribute to the preparation of slides and content for the presentation.

Each airline will start with $100,000,000 of capital and your proposals should focus on the **first year** of your airline:

The content of your presentation **must** include the following:
· Propose a name for your airline
· What type of airline are you proposing? Regional, domestic or International? Full Service or Low Cost Carrier?
· The markets/segments you hope to attract. Who will you cater for?
· Key routes. Where will you fly to? What is the timeline for expanding your network over the first year?
· Identify performance targets for the first year of your airline. Growth targets may include passenger numbers, fleet size, profit, RASK, CASK, load factors or other performance measures included in the simulation

The presentation may also include some of the following **optional** points:
· How will you differentiate your airline from competitors? What services will you offer? How will you position your airline and price your tickets relative to the competition?
· What management structure will be needed to ensure the success of the airline? What roles will each person on your team play (i.e. scheduling, airfares, finance, human resources, fleet procurement)?
    You should aim to spend about 3 hours of study time per week from weeks 3-5 on this assessment task (including time spent learning AVIATION Online). The presentation should be less than 8 minutes and should include no more than six PowerPoint slides. It is suggested that you rehearse your presentation to ensure that it is not longer than these limits.

REFERENCES
Referencing is not required for this task.

Criteria & Marking:
    CRITERIA & MARKING

	Limited (0 points)	Developing (1 point)	Satisfactory (2 points)	Exceptional (3 points)
Task Completion & Presentation (x 7.0)	Content is simplistic and unrelated to task. Does not cover all appropriate topics. No slides or slides not submitted. Length of presentation well outside guidelines.	Development of content incomplete or unclear or poorly related to task. Covers some of the pertinent topics but not in enough depth or detail. Length of presentation just outside guidelines.	Development of content somewhat relevant. Covers most of the pertinent topics but lacks clarity. Length of presentation within guidelines.	Clear and complete development of content with logical progression of ideas and evidence to support proposals. All appropriate topics covered well. Excellent use of available time.
Markets (x 6.0)	Proposed markets unrealistic, poorly analysed and not supported by evidence	Superficial analysis of proposed markets supported by limited evidence	Adequate analysis of proposed markets mostly supported by evidence	Clear and detailed analysis of proposed markets strongly supported by evidence
Proposals & Performance Targets (x 6.0)	Proposals and performance targets clearly not realistic and not well planned or developed.	Proposals and performance targets are somewhat realistic but not always logical or well developed.	Good use of evidence to support ideas. Most proposals and performance targets are realistic and generally clear and coherent.	Very clear and persuasive proposals and performance targets. Ideas are very well developed realistic and focused.
Supporting Data/ Evidence (x 6.0)	Evidence to support proposals lacking or ineffective. No use of graphs, pictures, tables or maps to support content.	Evidence not always included. Limited use of graphs, pictures, tables or maps to support content.	Evidence used adequately. Some use of graphs, pictures, tables or maps but more needed.	Excellent use of evidence. Effective use of graphs, pictures, tables or maps to support content.
Visual Aids (x 4.0)	Very poor use and formatting of slides. Visuals do not support presentation.	Slides used but visuals sometimes did not support the presentation. Formatting of some slides unclear.	Visuals were related to the presentation but there were occasional problems with the clarity and format of slides.	Very professional use of slides to reinforce the presentation.
Mechanics (x 4.0)	Many spelling, grammar, capitalization & punctuation errors on slides.	Errors in spelling, grammar, capitalization & punctuation on slides are frequent and distracting.	Occasional errors in spelling, grammar, capitalization & punctuation on slides.	Spelling and grammar on slides perfect.

Submission: Email g.lohmann@griffith.edu.au your PowerPoint slides with
(a) a recorded audio of your presentation; or
(b) a transcript of your speech indicating which parts refer to each different slide.

This assessment item:
- is a school based activity
- is a group activity
- does not include a self assessment activity

Airport Strategic Management
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 1
Due Date:
 22 Aug 14 - 19 Sep 14 17:00
Weight: 30%
Task Description:
 Details for this Assessment item will be made available at L@G.

Criteria & Marking:
 Details for this Assessment item will be made available at L@G.

Submission: Via Turnitin through L@G

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity

Preliminary performance & competitor analysis
Type: Assignment - Practice-based Assignment
Learning Outcomes Assessed: 1, 2, 3, 4
Due Date:
 8 Sep 14 - 26 Sep 14 17:00
Weight: 10%
Task Description:
 [Please, read further information provided at L@G for full details on this Assessment item]

 The activities contained in this team assessment task relate to your virtual airline. A key aspect of any organisation is to periodically evaluate the performance of the business and its competitors. While you have most likely been evaluating the impact of your decisions in the simulation every week in your individual reflective journal entries, this task provides your team with an opportunity to take stock of where your airline is positioned after four financial quarters of operation (three batches). You should use data from the AIRLINE Online to help you complete this assessment task. Use this template to provide your responses and please limit the length or your answer to the space provided. **Only one email submission per team is needed using this form. It is paramount that all students are copied in the submission email.**

Criteria & Marking:

	Limited (0 points)	Developing (1 point)	Satisfactory (2 points)	Exceptional (3 points)
Task Completion & Presentation (x 3.0)	Content is simplistic and unrelated to task. Does not cover all appropriate questions. Major sections of pertinent content omitted. Evidence and examples are lacking or ineffective.	Development of content incomplete or unclear or poorly related to task. Covers some of the pertinent questions but not in enough depth or detail. Evidence and examples are not always included.	Development of content somewhat relevant. Covers most of the pertinent topics but lacks supporting information. Evidence and examples used adequately.	Clear and complete development of content with logical progression of ideas and evidence to support proposals. All appropriate topics covered well. Excellent use of evidence and examples.
Performance Analysis (x 6.0)	Incomplete or superficial summary of industry and company. Financial analysis missing crucial data. Resources, routes and alliances poorly described.	Some pertinent data and analysis of industry and company. Financial analysis presents most key measures but some have been misinterpreted. Resources, routes and alliances described but not analysed.	Wide range of data and issues included in industry and company analysis. Financial analysis presents all measures but lacks detail. Resources, routes & alliances described with some critical analysis.	Comprehensive range of data and issues included in industry and company analysis. Financial analysis is sophisticated and extensive. Resources, routes and alliances critically analysed.
External Analysis (x 6.0)	Limited discussion of external factors and events affecting the simulation. Responses to these factors poorly explained or justified.	One or two external factors and events described with vague description and weak justification of responses	Several external issues described, with examples reflecting key events. Some effort to explain and justify responses.	Comprehensive list of external issues described & systematically analysed. Clear discussion and justification of responses.
Analysis of Preliminary Goals (x 4.0)	Little or no analysis of goals proposed at the start of the simulation. No exploration of reasons for performance differences.	Vague analysis of goals proposed at the start of the simulation, with little exploration of reasons for performance differences.	Goals that were proposed at the start of the simulation have mostly been analysed, with sound exploration of reasons for performance differences.	Goals that were proposed at the start of the simulation have been systematically analysed, with insightful comments & explanations of performance differences.
Competitor Analysis (x 4.0)	No evidence of research and investigation of competitors. Little analysis and superficial or erroneous conclusions.	Basic research on competitors and important performance indicators. Underdeveloped analysis and basic conclusions.	Good research on competitors. Solid investigation of important performance indicators. Sound analysis and conclusions.	Extensive research of competitors. Comprehensive investigation of important performance indicators. Analysis very well constructed and articulated.
SWOT Analysis (x 4.0)	Entire sections of the SWOT analysis are missing (e.g., no opportunities are listed). The SWOT is missing.	The SWOT analysis is incomplete, omitting obvious points. Many items are placed in the wrong category.	Identifies competitor strengths & weakness and company opportunities and threats but some items placed in the wrong category.	Thorough analysis clearly identifying competitor strengths and weaknesses and company opportunities and threats
Future Strategies & Goals (x 3.0)	Little or no evidence of the use of information from the analyses in the development of new or revised goals. Goals and action plans are limited or poorly articulated.	It is unclear how goals were derived from the analyses. There are better optimal solutions for addressing weaknesses and threats. Goals and action plans are somewhat realistic but could be better articulated.	Most goals clearly derived from the analyses. There may be better solutions for addressing some weaknesses and threats. Goals and action plans are realistic and generally clear and coherent.	Clear evidence of synthesis of information in the development of goals. Comprehensive and well thought out goals and action plan.
Spelling/ Grammar (x 1.5)	Many spelling, grammar, capitalization & punctuation errors	Errors in spelling, grammar, capitalization & punctuation are frequent and distracting	Occasional errors in spelling, grammar, capitalization & punctuation	Spelling and grammar perfect
Written Expression (x 1.5)	Attempts at simple sentences often not successful. Minimal attempt at paragraphing with no topic sentences, connections or transitions. Appears hastily written.	Effective use of simple sentences but some problems with complex sentences. Poorly organised paragraphs with limited use of topic sentences and awkward connections.	Sentence patterns mostly used successfully. Some problems with paragraphs but topic sentences evident with adequate connections and transitions.	Full range of sentence patterns effectively used. All paragraphs well structured with clear topic sentences and good control of connections and transitions.

Submission: Only one email submission per team to g.lohmann@griffith.edu.au is needed using the appropriate form available at L@G. It is paramount that all students in the group are copied in the submission email, otherwise your Assessment item will not be marked.

This assessment item:
- is a school based activity
- is a group activity
- does not include a self assessment activity

Reflective journal
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 2, 3
Due Date:
    10 Sep 14 17:00 - 24 Oct 14 17:00

Weight: 20%

Task Description:

From weeks 7-12 you should post a reflective individual journal entry about the airline business simulation. You must post one entry of not more than 200 words per week.

This is an individual assignment. It should not be confused with the blog tool, which is available for your group. The group blog is for the group communication and it is not marked.

Your entry could include one or all of the following:

• The performance of your airline: provide KPIs (key performance indicators) to support your analysis
• Any challenges your airline faced during the week
• Your reflections on what competing airlines are doing
• Your contribution(s) to the simulation for the week (i.e. what you did, how you responded to a challenge or issue, what decisions you have made)
• Your reflections on the outcomes of actions taken the previous week
• What you have learned from the simulation during the previous week
• Reflections about your team/team members (only the course coordinator can see your journal)

Each journal entry should be a reflective and well thought out response. Your journal should be written in the first person (from your perspective) and should be free from spelling and grammatical errors. There shouldn't be any typos. You may add photos/images and references to make your journal interesting. However, do this in the body of the journal entry, not as an attachment.

Please, be mindful of the following when submitting your reflective journal entries:

1. Avoid stating that you have an assignment or other tasks related to the unit.

2. The journal entry is also not the place for you explain who is supposed to do what for a particular assignment. The journal entries should be exclusively about your analysis of the AVIATION Online's environment;

3. Writing very long journal entries or submitting attachments. I will not read them. However, you can add charts/tables related to your airline in order to support your statements.

All entries will be marked together at the end of the session.

Criteria & Marking:

Points	Comments
100	**Exceptional.** The journal post is focused and coherently integrates examples with explanations or analysis. The post demonstrates an awareness of limitations or implications of actions, and considers multiple perspectives when appropriate. The entry reflects in-depth engagement, conveys extensive evidence of a personal response to the simulation, and demonstrates the author's growth through reflection on learning. Entries show a very good command of Standard English and have some flair and originality.
75	**Satisfactory.** The journal post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement, conveys evidence of a personal response to the simulation, and demonstrates that the author is capable of reflecting on learning. Journal entries show a good command of Standard English. No problems for your audience.
50	**Developing.** The journal post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement and conveys little evidence of a personal response to the issues/concepts raised in the simulation. Journal entries demonstrate some evidence of correct spelling, grammar, punctuation etc. Audience will have little trouble reading your journal.
25	**Limited.** The journal post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic. Journal entries show no personal response made to the issues/concepts raised in the simulation. Journal entries use incorrect grammar and syntax consistently, making it difficult for others to follow.
0	**No credit.** The journal post is missing or consists of one or two disconnected sentences. Very poor use of grammar and syntax.

Submission: Your journal should be completed and submitted via Learning@Griffith ??? Assessment ??? Reflective Journal Entry.

This assessment item:
• is a school based activity
• is an individual activity
• does not include a self assessment activity

Annual Report
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 1, 2, 3, 4
Due Date:
    6 Oct 14 - 31 Oct 14 17:00
Weight: 20%
Task Description:
   TASK DESCRIPTION [for further details, see document available at L@G]

The final assessment task related to the Airline Simulation requires your team to prepare an Annual Company Report based on the performance of your airline. Annual reports are usually prepared by companies to update **investors and other stakeholders** operation and financial performance. Your annual report should focus on **the performance of your airline in the last four batches of the simulations.** This will correspond with Weeks 9-12 of semester.

You might find it useful to look at a few annual reports of existing real world airlines (e.g. Qantas, Singapore Airlines, Ryanair, Cathay Pacific etc.) before commencing this task. An investigation of a few real examples will indicate that there are many ways to organise an annual report and you are encouraged to develop your own structure. It is up to you and your team to prioritise and organise the content to optimise readability and as a result these guidelines do not suggest a standard structure to follow. However, your report **should include** the following:

- **CEO's Report** a one page statement from the CEO providing an engaging message performance
- **Financial & operational highlights** revenue, costs, profit/loss, ASK, RPK, RASK, CASK, passengers, load factors etc.
- **Operating environment** route network, fleet information, products & services, human resources, alliances, major events that have impacted on operations and other statistics from the simulation
- **Financial statements** including an income (profit & loss) statement and balance sheet

You may include other sections and information in our annual report but you should focus on accomplishments rather than activities. The report should summarise what you did as well as why you did it. What were the results? Why did you spend your time and money the way you did? What difference did it make? It is very important to **refer to the goals set in earlier assessment tasks** and to comment on whether these have been achieved by providing an overview of key performance measures and highlights.

You should aim to spend about 3 hours of study time per week on this assessment task from weeks 10 to 12. The report should be presented **professionally** and should include a cover page and table of contents. Photos, pictures, maps, graphs and tables should be incorporated in the text, not as appendices.

REFERENCES
This assessment task does not require referencing or citation of materials from academic sources.

PRESENTATION AND FORMATTING GUIDELINES
The following guidelines should be used to format the report:
- Fonts should be 11-12 point, Arial, Helvetica, Times Roman or Calibri are preferred.
- 1.5 line spacing is required to allow the marker to make corrections and write comments.
- Margins should not be less than 2.5cm
- Please number the pages of your report.
- Follow standard report writing conventions, including numbering of headings.

Criteria & Marking:

	Limited (0 points)	Developing (1 point)	Satisfactory (2 points)	Exceptional (3 points)
Presentation (x 4.0)	Formatting guidelines for layout, spacing, numbering and headings not followed, making the report difficult to read.	Formatting is inconsistent in layout, spacing, numbering and headings, reducing readability and attractiveness.	Formatting guidelines for layout, spacing, numbering and headings are almost always followed.	The report is attractive and follows formatting guidelines for layout, spacing, numbering and headings, etc.
Content (x 5.0)	Content is simplistic and unrelated to task. Does not cover all appropriate topics. Major sections of pertinent content omitted.	Development of content incomplete or unclear or poorly related to task. Covers some of the pertinent topics but not in enough depth or detail.	Development of content somewhat relevant. Covers most of the pertinent topics but lacks clearly stated positions or supporting information.	Clear and complete development of content with logical progression of ideas and evidence to support arguments. All appropriate topics covered well.
CEO Message (x 3.0)	Message is disorganised and does not provide an overview of key points and achievements.	Message gives too little information. Some achievements are described but style and focus could be better.	Provides a good overview of key points and achievements but lacks style and interest.	Succinct, interesting and well-written message. Highly engaging commentary of key points and achievements.
Highlights (x 4.0)	Key financial and operational highlights omitted. Limited analysis and very poor use of presentation devices.	Superficial analysis of financial and operational highlights. A few obvious omissions and some presentation problems.	Adequate presentation of the most pertinent financial and operational highlights, some minor problems with presentation.	Concise and persuasive presentation of financial and operational highlights clearly indicating useful trends and patterns.
Operating Environment (x 4.0)	Incomplete or superficial summary of operating environment. Limited discussion of events, goals and decisions performance.	Some useful data and analysis of operating environment. Vague references to events, goals and decisions that may have impacted in the	Wide range of data and issues included in the analysis. Key events, goals and operational decisions are often linked to performance.	Comprehensive range of data and issues included and critically analysed. Clear links between events, goals, decisions and performance outcomes.

Submission: One member of the group should submit an electronic copy using the Turnitin software under the 'Assignments> Annual Report' link on the Learning@Griffith course website.

This assessment item:
- is a school based activity
- is a group activity
- does not include a self assessment activity

Performance and position of airline
Type: Assignment - Practice-based Assignment
Learning Outcomes Assessed: 1, 2, 3

Due Date:
    20 Oct 14 - 25 Oct 14
Weight: 15%
Task Description:
    No submissions are required.

Groups/airlines will be marked on a competitive and non-competitive basis.

Marks will be given according to the table below based on the financial results (net profit/loss) obtained on the results for the batch of Week 12.

Criteria & Marking:

Net loss/profit	Mark (M) for this Task (out of 100)	
Any net loss	M = **Zero**	

| Net profit (NP) ranging between $0.01 and $60,000,000 | $M = (\mathbf{NP} * \mathbf{1.24e^{-6}})+0.01$
 $0.01 < M$ |

This assessment item:

- is a school based activity
- is a group activity
- does not include a self assessment activity

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

5.4 Other Assessment Information

Requests for Extension

- Requests for extension to submit an assessment item (up to 5 working days) must be emailed to the Course Convenor with an information copy to your mentor. Where the request is made on medical grounds, an appropriate medical certificate must be submitted.
- Requests for extensions of greater than 5 working days must be submitted in writing to the Course Convenor with supporting documentation.
- The request for an extension should be lodged by the

due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is submitted.

Assignment Submission Method

Please follow instructions on the 'Assignment' tab on Learning@Griffith.

Supplementary Assessment

Supplementary assessment is not available for this course.

External Examinations

Exam Location

All externally enrolled students residing within 150km of the campus where the examination is conducted will be required to sit their examinations **ON CAMPUS**. Students residing outside the 150km radius of the **ON CAMPUS** venue will be allocated a centre based on their address. All students will be advised by email to their Griffith student email account of their allocated exam centre in week 6.

Exam Notification for External Students Sitting **OFF CAMPUS**

Once the **preliminary examination timetable** is released **OFF CAMPUS** students may view the timetable through the Griffith Portal. By selecting **Student> Exams and assessment> Exam timetable** students can view the timetable for the courses they are enrolled in to ascertain the date, time and location of the on campus exam. Due to individual centre operating hours and for exams held internationally, different time zones, the time of your **OFF CAMPUS** exam may

vary from the **ON CAMPUS** offering.

OFF CAMPUS students will receive confirmed notification of their individual examination arrangements via student email within one week of the release of the **final examination timetable**.

Disability.

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.