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**MOS 4405F/G Airport Planning and Management**  
**Course Outline: Winter 2013/14**

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**1. Course Information:**

**1.1. Class Location and Time:**

**Room-Social Science 3010**

Tuesday's 7:00-10:00pm

**1.2. Instructor:** Mark Dixon ATPL, MBA

**Office Hours:** By Appointment

**Phone:** 416-347-5489

**Email:** [mdixon.mba2010@ivey.ca](mailto:mdixon.mba2010@ivey.ca)

**Website Address:** <https://owl.uwo.ca/portal>

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

**2. Calendar Description-** A study of airport planning and successful airport operation. Topics include the duties and responsibilities of the airport manager, regulations governing the operation of commercial and public airports in Canada and internationally, fiscal management of airports, forecasting methods, environmental issues and requirements, terminal building concepts, current and emerging public airport issues.

**3hrs lecture hours, 0.5 course**

**Antirequisite(s):** None

**Prerequisite(s):** Enrollment in 4th year of the Commercial Aviation Management module of BMOS or Geography and Commercial Aviation Management module

**2.1.** 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."

**OVERVIEW:**

Airports are economic engines to the communities that they serve, and are essential instruments of a nation's air transportation system. The Airport Planning and Management Course will focus

on the management, operations and planning issues facing airports in this era of rapid change and technological development.

### 3. Textbook

3.1. Custom Textbook- Available at UWO Bookstore

### 4. Course Objectives and Format

- 4.1. Course objectives- In this course, the major components of planning and managing airports will be taught with the objective of providing the student with a broad understanding of airports and their role in aviation transportation.
- 4.2. Course format – Lecture and Case Discussions

### 5. Evaluation

Grade Breakdown	Percentage of Course Grade
Class Participation	20%
Assignment	20%
Project/Presentation	30%
Final Exam	30%

Exam is based on the “Westjet- Pearson Decision” case, Essay style in format. Each exam, in total, will be scheduled for 2 hours, consist of **10 questions**, and are **closed book examinations (other than the case)**. **Dictionaries are NOT allowed into the examinations.**

**Only non-programmable calculators will be allowed into the exams.** If you are unsure, please ask your professor to check your calculator.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades will **NOT** be allowed.

Exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating.

Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course.

Remember: *You* are responsible for your grades in this course.

#### Assignment Details

For our November 11<sup>th</sup> Class we will be discussing The British Commonwealth Air Training Plan (BCATP; "The Plan"). Your assignment will be to prepare a 1500 word paper describing Canada’s involvement in the “The Plan” and how it has affected the airports we use today. If you have a relative that served it would be appropriate to include those details in your paper. More details will follow in class.

## 6. Lecture and Examination Schedule

### Class 1, September 10<sup>th</sup>

- Introductions
- Course Description
- How to prepare cases
- Lecture- Role of Airports
- Exercise- How to make money with an airport

### Class 2, September 17<sup>th</sup>

#### Case- Perfect Storm over Zurich Airport (A) (Abridged)

**Description:** Josef Felder, CEO of Zurich Airport, faces several crises as he tries to transform the Airport from a slow-moving, conflict-ridden, government-owned entity into a privatized, world-class airport.

**Subjects Covered:** Organizational behavior, Airports

### Class 3, Sept 24<sup>th</sup>

Group Project Selections & Exercise

### Class 4, October 1st

#### Case- San Francisco International Airport and Quantum Secure's SAFE for Aviation System

**Description:** In 2008 San Francisco International Airport (known by its three-letter airport code, SFO) had announced a \$383 million plan to renovate and reopen Terminal 2. Assistant deputy director of aviation security Kim Dickie and her team had selected Quantum Secure's SAFE software suite as the new Terminal 2 credentialing system, but she needed to develop a business case quickly that would convince senior management to give the green light to fund the purchase. The case describes a scenario that occurs frequently in the real world, in which a decision offers some real but qualitative value in ways that are difficult or impossible to quantify. The discussion and analysis gives students the opportunity to consider the factors that will drive the internal rate of return (IRR), net present value (NPV), and discounted payback period calculations without constructing comprehensive spreadsheet models. Analyzing the case suggests the limits of such approaches in cases where perceived value is difficult to quantify. The case prepares students to evaluate and justify purchasing requests when interacting with financial gatekeepers such as CFOs and CEOs by introducing a framework to analyze the quantifiable benefits of a capital expenditure while keeping in mind important intangible benefits.

**Subjects Covered:** Business process improvement; Cost accounting; Financial planning; Information management; Information technology; Laws & regulations; Nonprofit organizations; Outsourcing; Reputations

**Setting:** Geographic: California

**Industry:** Aircraft. Airports, Security services

## Class 5, October 8<sup>th</sup>

### Case- JetBlue Airways: Deicing at Logan Airport

**Description:** To maximize their effectiveness, color cases should be printed in color. The case explores a deicing capacity expansion decision made by JetBlue at Boston Logan International Airport in the summer of 2010. The need for capacity expansion was driven by significant challenges faced during the previous winter combined with substantial scheduled growth for the upcoming winter.

**Subjects Covered:** Capacity planning; Operations management; Process analysis; Scheduling

## Class 6, October 15<sup>th</sup>

### Case- ValuJet Airlines

**Description:** Looks at the strategic positioning decision of ValuJet Airlines when it entered the fortress hub of Delta Airlines. ValuJet's strategy, and Delta's response, is an example of what is sometimes called Judo strategy--where the entrant uses the incumbent's strengths against them. ValuJet positions itself in such a way that it is very costly for Delta to retaliate.

**Subjects Covered:** Competitive strategy; Economics; Pricing strategy; Product differentiation; Strategic positioning

## Class 7, October 22<sup>nd</sup>

### Case- Mina O'Reilly at Logan Airport's TSA

**Description:** Mina O'Reilly, an officer at Logan Airport's Transportation Security Administration (TSA) in Boston, must discipline an employee responsible for a security breach that resulted in a 45-minute terminal closure during peak hours, a potential threat to traveler safety, and travel delays across the U.S. O'Reilly considers the impact of her decision on a shifting labor force: the growing divide between those employees deeply committed to the mission and those joining to simply find a job. The senior TSA staff and airlines are calling for accountability, but the person responsible for the breach is a passionate and valued employee who has been with TSA since its formation. As her shift approaches, O'Reilly must decide whether or not she can clock in as usual.

**Subjects Covered:** Government; Loyalty; Organizational behavior; Organizational culture; Teams

## Class 8, October 22<sup>nd</sup> Visit Airport TBA

## Class 9, October 29th

### Case- Open Skies: Allocation of Landing Slots at Hong Kong Airport

**Description:** Studies the allocation of airport slots. As airline traffic increases, slots become scarce. Well-established airlines have historically determined rights to these slots, which limits the possibilities for new entrants to the market. In addition, sometimes, the airlines do not make efficient use of their slots. It is often argued that this allocation system has to be revised to ensure economic efficiency. Several countries are considering this issue, which is often met with strong opposition from well-established airlines. Congestion in Hong Kong airport is increasing and the question whether Hong Kong should liberalize its allocation system is under debate.

**Subjects Covered:** Competition; Deregulation; Industry analysis; Market entry; Resource management

## Class 10, November 5<sup>th</sup>

### Case- Airport Privatisation in Australia

**Description:** In March 2001, the Australian Transport Department announced the government's intention to privatize Sydney's Kingsford Smith Airport. This was seen as the culmination of a long-standing program to relinquish the federal government's ownership and operation of 23 airports in Australia in search of higher efficiency and better administration from the private sector. This case traces this shift in policy and tracks the course of privatization throughout the country. Examines the role played by managing consortiums as well as measures established for the regulation of privatized airports and a closer monitoring of airport performance.

**Subjects Covered:** Airports, Privatization

## Class 10, November 12<sup>th</sup> (\*note assignment due)

Discussion/lecture on Commonwealth Air Training Plan/Airports , Guest Speaker(s) TBA

## Class 11, November 19<sup>th</sup>- Group Project Preperation

## Class 12, November 26<sup>th</sup> Project Presentations

\*Projects to be discussed & assigned in class

## Class 13, December 3<sup>rd</sup> Project Presentations

\*Projects to be discussed & assigned in class

## Final Exam Date TBD- Exam questions will be based on the Case- Westjet the Pearson Decision

**Description:** In early 2003, WestJet's management was reviewing its plans for growth, specifically considering whether WestJet should move its eastern Canada base of operations from Hamilton's Munro Airport to Toronto Pearson Airport. WestJet had grown rapidly since its launch in 1996 and was now the second largest airline in

Canada. WestJet had originally focused on western Canada, but had entered eastern Canada in March 2000, with an eastern base of operations in Hamilton, a secondary airport in the greater Toronto area. Pearson was Canada's largest domestic and international airport, the primary commercial airport for the greater Toronto area and a hub of WestJet's largest competitor, Air Canada. Compared with Pearson, Hamilton was less congested and charged much lower fees. WestJet's operations had been closely modeled on Southwest Airlines'. The use of a secondary airport such as Hamilton as a base of operations was consistent with Southwest's low-cost, high-utilization features. With higher costs and longer turnaround times due to congestion, a base at Pearson was arguably not consistent with the Southwest business model; however, it was hard for WestJet to ignore the growth potential.

**Subjects Covered:** Competition; Growth strategy; Location of industry

## 7. University Policy Regarding Illness

### 7.1. 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.

## **7.2. Make Up Examinations**

**7.2.1.** 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 Counseling office).

## **7.3. Attendance**

**7.3.1.** It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

## **8. University Policy on Cheating and Academic Misconduct**

- 8.1.** 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.
- 8.2.** 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.
- 8.3.** 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.

## **9. Procedures For Appealing Academic Evaluations**

- 9.1.** 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.

## **10. Student Responsibilities**

**10.1.** Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

## **11. Support Services**

### **11.1. Support Services**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca> Student Support Services (*including the services provided by the USC listed here*) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>.

**11.2.** Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

## **12. Other Issues**

### **12.1. Grade Policy**

The DAN Program has a grade policy which states that for courses in the x000-y000 range, the class average must fall between x% and y% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Assistant Director or Director. Class averages are not grounds for appeal.

### **12.2. Short Absences.**

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

### **12.3. Extended Absences.**

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

### **12.4. Academic Concerns.**

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

### **12.5. Important Dates:**

September 9, 2013 Classes begin

September 17, 2013 Last day to add a full course or first-term half course

October 31-November 1, 2013 Fall Study Break

November 5, 2013 last day to drop a first term half course.

November 30, 2013 Last day to drop full course.

December 6, 2013 Fall Session classes end.



December 7, 2013 Study Day  
December 8-19, 2013 December examination period.

### **13. Other Information**

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

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

The following material (Email Policies and FAQ) is optional and was taken from Phil King's course outline for MOS 2275A. Please make whatever changes you would like.

### **EMAIL POLICIES**

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Non-acceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

### **EMAIL POLICIES (continued)**

#### **UWO.CA Email Addresses Only**

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

#### **Subject Line Must Include Course and Section Number**

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

#### **Acceptable Emails**

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

#### **Non-Acceptable Emails**

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

## FREQUENTLY ASKED QUESTIONS

Question	Answer
How can I succeed in this course?	Do all the assigned readings, attend class, focus on understanding the legal principles in a way that lets you apply them to new fact situations.
I missed the quiz because my computer didn't work, my internet connection was lost, I was preparing my Biz 2257 project, I was out of town, I lost my phone, I forgot ...	A missed quiz will result in a mark of zero. You are responsible for calendaring the quizzes and having reliable internet access to write them. There are no "make up" assignments available.
I missed a quiz or exam because I was sick or there was a death in my family.	See the section of the course outline on ILLNESS AND SPECIAL CIRCUMSTANCES
I have a lot of mid-terms or projects at once. Can I write the make-up exam?	Make-up exams for exam conflicts are not available unless you have three exams within a 24 hour period.
When will the exam grades be posted?	Mid-term grades are posted on OWL when they become available. Final exam grades and final course grades are not posted on OWL.
Can I come and see my exam?	You can review your exam during office hours or at any other mutually convenient time.
Can I use a different textbook?	You can use a different textbook, but it is your responsibility to ensure that you are learning all of the assigned material. Be aware that different textbooks may be organized differently and may cover different material.
There is so much material. How can I possibly remember everything?	You do not need to remember everything in the book. You need to understand the fundamental legal principles and how to apply them.
This mark is going to prevent me from getting accepted at Ivey/graduate school/NASA.	Grades are given based on actual performance, as set out on the course outline. In order to be fair to all the students in the course, grade adjustments, extra assignments, and the reweighting of course components are not available.
I need a certain mark to get or maintain a scholarship or my AEO status at Ivey.	
I tried really hard but I still got a poor mark.	
This is the lowest mark I have ever received.	