

UNIT 7 Customer Service in the Aviation Industry

DEMONSTRATE UNDERSTANDING OF THE IMPORTANCE OF DELIVERING EFFECTIVE CUSTOMER SERVICE IN THE AVIATION INDUSTRY.

INSTRUCTION TO THE STUDENTS:

- These Tasks are Research Assignments. This means that you must use either Secondary and/or Primary research methods to gather evidences to answer each task. You are NOT required to write from prior knowledge. These are Research Tasks.
- Plagiarism is totally unacceptable. You must cite all sources and input the information by paraphrasing, summarizing or using direct quotes. A Fail Grade is given where Plagiarism is identified in your work. There are no exceptions.
- Your evidences/findings must be cited using Harvard Referencing Style. E.g. (Samuels, 2015); (Sommers and Hunter, 2014) etc.
- You must use the Four Paragraph Structure in writing: Paragraph 1- Introduction; Paragraph 2- Research Findings; Paragraph 3- Discussion; and Paragraph 4- Recommendations/Conclusion.
- To Pass the unit you MUST Achieve **ALL** the Pass Criteria outlined on the score sheet. You can earn a Higher Grade such as Distinction or Merit by meeting all Pass Criteria and achieving the criteria given on the Higher Grades Score Sheet. You will be given a Referred Grade if you fail to meet ALL Pass Criteria given. Referred Grade means resit. You must resit any AC that you fail. The Score Sheet will identify the specific requirement/s and criteria that you did not meet. See iTutor for the resit fees. You will then make the corrections and resubmit. See the procedures on iTutor to resubmit.
- You SHOULD complete and submit a hardcopy and softcopy on the due dates given. ALL late work attract a fee. This rule is not waived under any circumstances. The softcopy should be sent to: faculty@colbournecollege.com. The hardcopy should be in our office at close of the business day.
- You MUST pay your Tuition on-time with '0' balance outstanding to submit work or sit examinations. This rule is not waived under any circumstances. If you fail to submit on the said deadline due to not having financial clearance you may submit no later than the extended deadline with the Resit fee paid. Failure to submit work on the final or extended deadline will result in a Fail Grade for the entire UNIT. If you Fail the unit you will have to pay to retake the class.
- Read ALL Instructions on this Page and review the Pass, Distinction, Merit and Referred Criteria attached to each Term Paper to meet the criteria and task correctly. Your work should be neatly typed and bonded. Presentation is important and evidence of quality work and good business ethics.
- Remember you **MUST** participate in the Class Online Forum by answering the Lesson Review Questions posted by the Course/Unit Tutor. You are required to Post twice per week and by the latest on Friday. You get 10% of the course grade from participation. You Must Pass the Forum to pass the course/unit.

SUBMISSION DEADLINE: P1, P2, P3, P4, P5, P6, M1 – Individual Presentation (Week of June 20 -25)

P7, P8, M2, D1 – Part A: Group discussion with supporting notes and tutor observation record (June 20 -25)

Part B: Written Evaluation – Group (June 27 –July 2)

P9, M3, D2 - Observation of role-play scenarios - Group Presentation (July 25 –30)

Written Evaluation – Reflective Report – Individual (July 25 –30)

Read and Evaluate the Case provided by Shashank Nigam : Five steps to Customer Service Excellence for United Airlines (with real-life case study). Then carry out the given commands.

Over on Twitter, I was alerted to a letter published in Business Traveller Magazine where a customer had sent in a legitimate complaint letter to United Airlines, sharing his experience of poor service in Business Class and suggested that more investments be made into customer service training. That got me thinking, it's probably not just the cabin crew at United who needs lessons in customer service, but even folks from Corporate Communication.

This is very ironic, because just a couple of weeks ago, at the Loyalty 2010 event, while having lunch with Robert Sahadevan, United's VP of Loyalty, I was very impressed by the focus they have on their frequent fliers and premium passengers. Hence, this response was disappointing, to say the least. I thought I'd do my bit here for United (and help other airlines too, who need to get their basics right – you know who you are)

STEP 1: LISTEN TO THE CUSTOMER

The key word here is LISTEN. Not look. Not hear. But listen. The difference is stark. If you look or just hear, then you hardly absorb any of the content, let alone understand. It's very important to seek get an idea of why the customer is saying what he's saying.

STEP 2: IDENTIFY THE KEY ISSUES MENTIONED BY THE CUSTOMER

Once you've listened to him, identify the key issues the customer has expressed – both positive and negative. In this case, there are five key issues, as I've highlighted below (click on the image for larger font). They include the Business Class passenger's request for water not being answered, to the responses he received from the flight attendants.

Russian Resolution

1

On Nov. 1, 2009, during the taxi of UA 965 (en route from Moscow to Washington, D.C.), a hook connecting the plane to the taxi vehicle on the ground was damaged. The captain assured us that the damage would not jeopardize flight safety and that getting relevant paperwork would take "10 to 15 minutes." The United crew tried for about four hours to do so, but failed (it was early on a Sunday morning), and then a limit on active duty of the crew set in. The flight was canceled, with a new flight departing 24 hours later (with passengers put up at an airport hotel at United's expense, with compensation vouchers distributed, etc.).

2

The following morning, United's Moscow staff learned that reservations for flights of passengers connecting in Washington, D.C., had been canceled as well and not transferred. They were told to do the connections manually during the check-in. Because of that, the flight was set to be delayed again, so passengers started to lose their connections. As in the proverbial Sisyphus story, no end was in sight.

3

After we finally took off, I asked for peanuts, and received the response, "Didn't you get them yesterday?" We did—while waiting on the tarmac, we were served water and refreshments—so, no peanuts, not even in business class. (And I would be the first to admit that the new United transoceanic business- and first-class seats match the competition.) A question about newspapers, which I knew was purely rhetorical, was destined to invite the same response: "Didn't you get them yesterday?" followed by "But we still have some wine left, and as you know, it gets better by the day."

I admire the flight attendant's sense of humor and not-so-subtle irony, but while the lagging quality of service on U.S. carriers is yesterday's news (and thus hardly merits a letter), a lack of effort on their part to motivate customer-facing staff needs attention.

4

During the flight, I was served by flight attendants by-hook-and-crook—reluctantly. For instance, because of a minor health problem and needing hot water to take medication, I pressed a flight attendant button. Different flight attendants passed me in my first-row business-class cabin seat no less than eight times, with none caring to notice. When I pointed out the switched-on flight attendant button to the flight's purser, she agreed that it was unacceptable, but pleaded for understanding as staff was "tired given the protracted delay." This letter is to express my sympathy to United staff and to wish them well for the New Year.

5

I wish for myself—a United 1K and Delta Platinum customer—to fly much less in the New Year, so that hopefully, one happy day, I will be downgraded to just a Silver member, or if wishes really come true, cease to be a Premium member altogether.

—Yevgeny Kuznetsov
Washington, D.C.

STEP 3: ADDRESS THE ISSUES

Needless to say, after the issues have been identified, they need to be addressed. Even if you intend to dodge the bullets, do it subtly. Not the way United's response totally ignores the issues raised and goes off on a tangent. ***It almost seems to me as if a United Airlines Corporate Sales person has written this reply!***

Not only are hardly any issues been addressed, Rahsaan appears almost proud of the fact that he's dodged every bullet in his response. From his [LinkedIn profile](#), Rahsaan seems too experienced to get this wrong. This gives me the feeling that this may have more to do with United's policy governing Corporate Communications, than a personnel's overlooking the issues. Which is a scary thought!

United Airlines responds: While we work hard to ensure that we operate safely and reliably—every flight, every day—delays and cancellations do happen in our industry. While the cancellation of this Moscow–Washington flight was an unfortunate circumstance, it is by no means reflective of the experience that our customers should expect and, in most circumstances, do receive.

United is making significant investments in our people and in our products. As Mr. Kuznetsov points out, we have upgraded the premium cabins on our 747s and on our international 767s. United was the first U.S. carrier to offer fully flat beds in both first and business class. Additionally, a complete premium-class upgrade on our international 777 aircraft began this month (February). And we are refreshing our economy-class cabins with newer lighting and upholstery, updated audio and video equipment and, on dozens of aircraft, leather seats throughout.

We are investing in new tools and training to help our employees deliver outstanding service. Additionally, a new incentive program to drive reliability and on-time performance paid out nearly \$32 million in 2009, or \$825 for each eligible employee.

The results: significantly improved on-time performance, better reliability, fewer missed connections and—most importantly—improved customer satisfaction.

–Rahsaan Johnson
Communications & Public Relations
United Airlines

STEP 4: APOLOGISE, IF YOU'RE WRONG

Nowhere does the response from United Airlines make any mention of what they're going to do to change the situation. In fact, they don't even accept that they've done anything wrong. Let alone apologize for it. Frankly, the letter seems as if it's been written by a computer, not a person. A personal reply needs to be just that – personal.

There's nothing wrong in apologizing if you're in the wrong. The least United can do is to learn from the likes of [Southwest Airlines](#) and JetBlue – remember the famous [video apology](#) by then CEO David Neeleman?

STEP 5: THANK THE CUSTOMER FOR HIS FEEDBACK

Nowhere does the United Airways response thank the customer for taking his time to send the (very valuable) feedback. Not at the beginning. Not at the end. That's the least they couldn't have done, isn't it?

Article Reference

Nigam, S. (2010). *Five steps to Customer Service Excellence for United Airlines (with real-life case study) - SimpliFlying - The Leading Airline Marketing Consultancy*. [online] SimpliFlying - The Leading Airline Marketing Consultancy. Available at: <http://simpliflying.com/2010/five-steps-to-customer-service-excellence-for-united-airlines-with-real-life-case-study/> [Accessed 18 Mar. 2016].

UNDERSTANDING OF THE IMPORTANCE OF DELIVERING EFFECTIVE CUSTOMER SERVICE IN THE AVIATION INDUSTRY

It was great that United Airlines actually responded to the letter in the magazine itself. And that's where the positives ended. Of the five key points raised by the customer, *only one* was directly addressed. In fact, the response went on to totally digress from the topic and talked more about the airline's new premium cabins, and not customer service.

You are an Aviation Customer Care Specialist. You are using this Case Study with a competing airline to: learn from this experience. You will highlight the importance of delivering effective customer service in the aviation industry in order to remain successful and competitive; and avoid the same pitfall.

Your Task is to:

To make a presentation to the Customer Service Team of WayAir Airlines to facilitate better appreciation and understanding of the importance of delivering effective customer service in the aviation industry to improve their customer service practices. This assignment has both written, oral and simulated tasks.

YOU WILL USE REFERENCES AND EXAMPLARS FROM RESEARCH AND INDUSTRY CASE STUDY AS EVIDENCE TO VALIDATE AND SUBSTANTIATE YOUR ARGUMENTS.

Address the following tasks and use the given criteria as roadmap to:

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Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1	Assignment 1: Effective Customer Service in the Aviation Industry	Working in the aviation industry, present information on the importance of delivering effective customer service incorporating the different customer service models used.	Presentation - Individual
P7, P8, M2, D1	Assignment 2:	<p>Part A: Measuring and Improving Customer Service in the Aviation Industry</p> <p>Part B: How Models and Strategies Contribute to Effective Customer Service</p> <p>An aviation organisation has asked for information on the various methods used to measure customer service and how improvements can be made.</p>	<p>Part A: Group discussion with supporting notes and tutor observation record</p> <p>Part B: Written Evaluation - Group</p>
P9, M3, D2	Assignment 3:	Providing Effective Customer Service Practical role-play scenarios to be set in aviation contexts, including routine and non-routine situations.	<p>Observation of role-play scenarios - Group</p> <p>Written Evaluation – Reflective Report - Individual</p>

NAME OF STUDENT:

DATE:

Students Must Meet <u>ALL</u> The Following Requirements P1 – 8 For A PASS Grade.	ACHIEVED	
	YES	NO
<p>AC P1 Outline the key elements that contribute to effective customer service in the aviation industry To achieve P1, learners must provide an outline of the key elements that contribute to effective customer service in the aviation industry, covering all items listed in the unit content. Learners should support their evidence with aviation-related examples and case study. Each example provided can cover a number of key elements. Evidence is to be presented in written format.</p>		
<p>Carry Out the command in the task P1: To 'Outline' which means: <i>"A description setting out main characteristics/points."</i></p>		
<p>AC P2 Explain how customers form their expectations of customer service in the aviation industry To achieve P2, learners should explain how customers form their expectations of customer service in the aviation industry. Examples of preconceived expectations from different aviation organisations across the three types listed in the unit content should be provided using images or short videos. Evidence is to be presented in written format.</p>		
<p>Carry Out the command in the task P2: To 'Explain' which means: <i>"To give account of the purposes or reasons."</i></p>		
<p>AC P3 Explain the importance of meeting aviation customer needs To achieve P3, learners should explain the importance of meeting customer needs both to the aviation organisation and to the customer. Learners should cover the three different customer types as listed in the unit content, their needs and the levels of customer service. Learners should support their evidence with aviation-related examples. Evidence is to be presented in written format.</p>		
<p>Carry Out the command in the task P2: To 'Explain' which means: <i>"To give account of the purposes or reasons."</i></p>		
<p>AC P4 Discuss the consequences on commercial aviation organisations of providing ineffective customer service To achieve P4, learners should discuss the consequences for commercial aviation organisations of providing ineffective customer service. Evidence could be provided from a case study or statistics, for instance to illustrate how the consequences have resulted in a drop in customer numbers or legal action taken against an aviation organisation. Evidence is to be presented in written format.</p>		
<p>Carry Out the command in the task P4: To 'Discuss' which means: <i>"Give an account that addresses a range of ideas and arguments."</i></p>		
<p>AC P5 Review different customer service models appropriate for use in the aviation industry To achieve P5, learners should review different customer service models appropriate for use in the aviation industry. At least two models should be reviewed and evidence presented verbally or in written format. Where possible, learners should select those actually used by aviation organisations. Evidence is to be presented in written format.</p>		
<p>Carry Out the command in the task P5: To 'Review' which means: <i>"Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not"</i>.</p>		

NAME OF STUDENT:

DATE:

<p>AC P6 Compare customer service strategies developed by aviation organisations</p> <p>To achieve P6, learners will be compare customer service strategies developed by aviation organisations. Learners should select two different aviation organisations and compare their customer service strategies. An example could be comparing a low-cost scheduled airline strategy as opposed to that for a full service scheduled airline. Evidence is to be presented in written format.</p>		
<p>Carry Out the command in the task P6: To 'Compare' which means: "<i>Identify similarities and differences.</i>"</p>		
<p>For Higher Grade M1: Analyse how customer service provision is implemented in aviation organisations</p> <p>To achieve M1, learners must examine the provision of customer service in at least two aviation organisations and analyse how it is implemented. The same organisations used to address P6 could be used to demonstrate how although the provision of customer service may vary, it can be delivered effectively in both organisations to suit customer expectations and needs. Evidence is to be presented in written format.</p>		
<p>Carry Out the command in the task M1: To 'Analyse' which means: "<i>Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.</i>"</p>		

NAME OF STUDENT:

DATE:

<p>AC P7 Describe methods aviation organisations use to measure customer service</p> <p>To achieve P7, learners should describe the methods used to measure customer service covering all items listed in the unit content. Learners should support their evidence with aviation examples which could include questionnaires, data on key performance indicators and samples of reports comparing similar aviation organisations.</p>		
<p>Carry Out the command in the task P4: To 'Discuss' which means: <i>"Give an account that addresses a range of ideas and arguments."</i></p>		
<p>AC P8 Explain how aviation organisations make improvements to customer service</p> <p>To achieve P8, learners should explain how the results of customer service measures can be used to implement improvements within aviation organisations. Evidence in the form of case studies or statistics should be provided of research to support explanations.</p>		
<p>Carry Out the command in the task P2: To 'Explain' which means: <i>"To give account of the purposes or reasons."</i></p>		
<p>For Higher Grade M2: Discuss how measuring provision contributes to improving customer service</p> <p>To achieve M2, learners should demonstrate an understanding of how measuring customer service provision can contribute to improving customer service by providing examples of how aviation organisations have used the results of surveys and other measuring methods to change and improve customer service. Learners can provide real or case study examples and should, where appropriate, present statistics.</p>		
<p>Carry Out the command in the task P4: To 'Discuss' which means: <i>"Give an account that addresses a range of ideas and arguments."</i></p>		
<p>For The Highest Grade AC D1: Evaluate how customer service models and strategies contribute to the delivery of effective customer service</p> <p>To achieve D1, learners should evaluate how customer service models and strategies contribute to the delivery of effective customer service. An analysis of models and strategies should be discussed in general with examples used throughout to demonstrate their contribution to delivering effective customer service. The analysis should cover all key areas of the unit content including customer expectations, meeting customer needs, measuring and improving customer service. Evidence for D1, is a progression from all pass criteria from P1 to P8 and from M1 and M2. Evidence is to be developed and undertaken as a separate piece of work that is to be presented orally.</p>		
<p>Carry Out the command in the task D1: To 'Evaluate' which means: <i>"Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence."</i></p>		

NAME OF STUDENT:

DATE:

<p>AC P9 Demonstrate effective customer service skills in routine and non-routine situations</p> <p>To achieve P9, learners will need to demonstrate effective skills in routine situations such as giving advice, selling, providing information and carrying out administrative tasks. Skills must also be demonstrated in non-routine situations such as emergencies, problem solving or dealing with complaints. A minimum of three routine and two non-routine situations should be undertaken and these can be combined within one or two scenarios. Learners will need to demonstrate that they can use appropriate methods to overcome barriers to communication within at least one of the scenarios.</p>		
<p>Carry Out the command in the task P9: To 'Demonstrate' which means: "<i>Show in an explicit way.</i>"</p>		
<p>For Higher Grade M3: Demonstrate a high level of customer service skills when dealing with challenging situations</p> <p>To achieve M3, learners must demonstrate the ability to independently provide a high standard of customer service skills in all situations. The learner must demonstrate the ability to deal with challenging situations, such as non-routine tasks, to a high standard. Assessors, or other appropriate observers, will need to complete detailed records that clearly indicate the type of scenario, the types of situation covered, how the learner performed and the range and level of customer service skills demonstrated. Justification of the criteria achieved will need to be clearly evident for P9 and M3. Observation records will need to be signed and dated by the assessor and the learner.</p>		
<p>Carry Out the command in the task M3: To 'Demonstrate' which means: "<i>Show in an explicit way.</i>"</p>		
<p>For The Highest Grade D2: Evaluate own customer service skills in different situations, identifying areas for development</p> <p>To achieve D2, learners must evaluate their own customer service skills in different situations. Feedback from assessors and peers should be used as a basis for the evaluation. For the evaluation, learners should identify examples of good practice as well as areas for development to enable them to improve. The evaluation will be in the form of a Reflective Report.</p>		
<p>Carry Out the command in the task D1: To 'Evaluate' which means: "<i>Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence.</i>"</p>		

OTHER ASSESSMENT QUALIFIERS

NAME OF STUDENT:

DATE:

Other Qualitative Pass Grade Qualifiers		ACHIEVED	
		YES	NO
1. Citing Two (2) or more reliable sources used in each task/AC whether paraphrased, directly quoted or summarized.			
2. Using Harvard Referencing Style properly.			
3. Acceptable level of College Writing exhibited: Spelling, Punctuation, Grammar, Usage and Sentence Structure.			
4. Meeting the 350 - 400 Words Requirements per question that is presented in the written format (only 10% more or less can deviate from the instructions).			
A PASS Grade Is Awarded			
Name Of Assessor:		Date Of Assessment:	
To Be Awarded A MERIT Grade students must meet the Pass Grade Criteria and further demonstrate higher ability:			
1. The B paper is always mechanically correct. The spelling is good, and the punctuation is accurate.			
2. Some of the sentences may not be elegant, but they are clear, and in them thought follows naturally on thought. It is well organized around one main idea, it presents a worthwhile and interesting idea. That is, the idea is supported by sound evidence presented in a neat and orderly way.			
3. Ends by keeping the promise that the writer makes in the beginning.			
A MERIT Grade Is Awarded		YES	NO
Name Of Assessor:		Date Of Assessment:	
To Be Awarded A DISTINCTION Grade students must meet the Pass And Merit Grade Criteria and further demonstrate higher ability:			
1. Paper is lively, well-paced, interesting, and everything in it seems to fit the theme exactly. Reading the paper, it is clear that the writer cares for his or her ideas, and about the language that carries them. It may have a proofreading error or two, or even a misspelled word, but these errors are the consequence of the normal accidents all good writers encounter.			
2. Apply the knowledge of subject concepts to the Case effectively.			
3. Identify, formulate, and solve problems.			
4. Conduct, Analyze and interpret primary and secondary data effectively using appropriate research tools.			
5. Conclusions are relevant to the findings, presented with justification.			
A DISTINCTION Grade Is Awarded		YES	NO
Name Of Assessor:		Date Of Assessment:	
A REFERRED Grade is awarded because the student has not met the Assessment Criteria (AC) to be awarded a minimum of a PASS Grade:			
		A REFERRED Grade Is Awarded	
		YES	NO
Name Of Assessor:		Date Of Assessment:	

STUDENTS ROLES, EXPECTATIONS AND CONDUCTING TEAM WORK ON A UNIT OF THE PROGRAM

GROUP EXPECTATIONS

Grades are not given as a team but to each person, as individual. Thus each student has a personal interest and a say in the team about the persons who will favorably or unfavorably impact their grades. Similarly, a group member can ask to be removed from a team, if he/she believes that the team is not a best-fit.

Colbourne College is very open in our approach because at the end of the day students must make the best decision that leads to their success and passing the program. If by removing students from the team, joining another team, or submitting the work as an individual is the acceptable choice, then this must be discussed with the lecturer. We however ask that good leadership, judgement, sportsmanship, ethics and thoughtful consideration be demonstrated at all times. For a student to be removed from a team it requires two-third quorum.

While not recommended and is rare, we will review special consideration request, to accept individual work - as long as the learning achievement is accomplished on the due dates- if any of the above circumstances occur.

IMPORTANT!

When your group is forming please outline the requirements and expectation: competencies, behavior, attendance, and requirements of every member of the team. This must be discussed at meeting one and agreed to by every single member before they are drafted in the group.

HERE ARE THE RECOMMENDED STANDARDS OF TEAM-WORKING

1. Form a Skype Group, add all members to the group.
2. Ask everyone to read over the assignment and make notes prior to meeting one.
3. Set up Meeting One to
 - i) go through the process of forming and norming.
 - ii) discuss the assignment.
 - iii) vote for a:
 - a) **leader** to organize meetings, direct the activities of the team and manage the codes of conduct.
 - b) **minute taker** to record minutes and take attendance records.
 - c) **timekeeper** to call the group at agreed meeting times or start, record and close the meetings - whether face-to face or online meetings.
 - d) **printer** to collect signatures, bind the completed work and submit the work.
 - iv) calendar and set ALL the meeting dates at agreed times. Do not call short-notice meetings and expect everyone to attend. This is poor management.

MEETINGS

HOW TO APPROACH THE ASSIGNMENTS (AC) TO ENSURE THE WORK MEETS QUALITY STANDARD AND TO SECURE A PASS OR THE HIGHER GRADE THE GROUP IS TARGETING

- 1) Everyone should be present and meet to discuss each of the AC and contribute ideas to how the task should be approached. It is important also to discuss the contents to be sure that the outcome reflects the substance and grade criteria aiming for.
- 2) Next, designate different people to write up the different report/AC.
- 3) Set specific time when each AC is to be submitted. No excuse is acceptable. Some students major in excuse.
- 4) Everyone in the group should then be emailed the completed AC to read, edit and make recommendations - if any to the writer who must then incorporate the various recommendations in modifying the draft to a suitable and agreed state.
- 5) When all team members review and accept a satisfying draft of the work. They will convey to the leader that the version of the AC reported now meets the pass or higher grade standards, then
- 6) Finally, All team members MUST sign off on the Authenticity of Own Work Form.

NOTE!!

The Skype Group created by the team is to allow dialogue on each of the AC. The person requested to write, requires the input of every single member. This means that ALL members must contribute research findings and ideas to every-single AC. This is not negotiable.

If the leader cannot achieve the above criteria to satisfactorily bring everyone together to achieve the team goals of a higher grade - demote him/her for incompetence. In turn all members must work with the team and leader in good faith – do not sabotage the team goals and efforts.

REMINDERS

Leaders please ensure that every single person contributes to each AC.

Add the Lecturer and Internal Verifier to the group as soon as it is formed. The Lecturer will review the Skype messages to confirm the engagement and participation of everyone in the ACs and functions undertaken. The IV will moderate the activities.

SIGNIFICANT INFORMATION

We do not support free riders or uncooperative students.

A team is as strong and high performing as its members.