Unit 9: Managing Conflict in Aviation

Unit code: F/504/2283

QCF Level 3:   BTEC Nationals

Credit value: 7

Guided learning hours: 42

● Aim and purpose

The aim of this unit is to give learners the knowledge, understanding and skills they need to manage and resolve conflict situations effectively in aviation.

● Unit introduction

Conflict anywhere causes bad feelings, a risk to safety and bad public relations and publicity for the company involved, which affects reputation and future business. It is important that the causes and signs of conflict are recognised early and that resolution techniques are put in place to minimise any disruption to the company, its staff and passengers as well as other members of the public who may be present.

This unit highlights many of the causes of conflict and some of the tried and tested ways of managing these conflict situations including many long-term measures that can be put in place to make the aviation industry a safer, less stressful environment.

● Learning outcomes

On completion of this unit a learner should:

1   Understand how conflict situations arise in the aviation industry

2   Know the early signs of conflict situations in aviation and common techniques for resolving them

3   Be able to resolve conflict situations in aviation

4   Understand how immediate and long-term measures are used to follow up conflict situations in aviation.

Unit content

1 Understand how conflict situations arise in the aviation industry

Types of conflict situations:

- disagreement
- verbal abuse
- physical attacks

Causes of conflict, for example:

- alcohol
- smoking restrictions
- cancelled or delayed flights
- missed connections and departures
- poor communication
- lost baggage
- fatigue
- deficiency of services and facilities
- poor customer service

2 Know the early signs of conflict situations in aviation and common techniques for resolving them

Signs of possible conflict, including:

- irrational behaviour
- excessive drinking
- raised voices
- negative body language
- agitation, e.g. perspiration, facial expression

Resolution techniques, including:

- reasoning
- reassurance
- empathy
- open body language

3 Be able to resolve conflict situations in aviation

Resolution skills, in line with company procedures, including:

- communication
- negotiation
- referral, e.g. supervisor, manager, security, police
- withdraw alcohol service
- first aid
- refuse boarding
- offloading baggage
- physical restraint techniques
- isolating situation
- offering alternatives, e.g. facilities, services
- maintaining the safety of others, e.g. passengers, customers and staff
- personal safety

Identifying potential barriers to conflict resolution, for example:

- communication difficulties, e.g. language difficulties
- body language, e.g. closed gestures, negative body language, no eye contact
- physical environment, e.g. proximity to others, limited space

Techniques to overcome barriers to conflict resolution, including:

- active listening
- verbal, e.g. tone, pitch, volume
- non-verbal, e.g. open gestures, positive body language, facial expression

4 Understand how immediate and long-term measures are used to follow up conflict situations in aviation

Immediate follow-up measures:

- investigation of the incident to determine causes
- recording information
- reporting information, e.g. manager, police, captain, control authorities
- following company procedures

Long-term measures:

- change in company procedures
- training and development
- exclude passengers and notify third parties
- prosecution
- changes in legislation

Reduction in future incidents, including:

- staff awareness and confidence
- industry awareness
- public awareness, e.g. media reports

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe types of conflict situations that can occur in the aviation industry	**M1** Explain why different resolution techniques are adopted in dealing with different types of conflict situation	
P2 Review causes of conflict situations in the aviation industry		
P3 Describe the early signs of conflict in aviation situations		
P4 Describe resolution techniques used to deal with the early signs of aviation conflict situations		
P5 Demonstrate skills to resolve different aviation conflict situations [TW, EP]	**M2** Evaluate own performance in dealing with conflict situations	**D1** Assess the effectiveness of conflict management skills used during different situations
P6 Demonstrate techniques to overcome potential barriers to conflict resolution [EP]		
P7 Describe immediate measures taken to follow up conflict situations in the aviation industry	**M3** Assess the effectiveness of follow-up measures to reduce conflict situations	**D2** Suggest ways to further reduce conflict situations in the aviation industry, justifying recommendations
P8 Discuss long-term measures that may be put in place as a result of conflict situations in the aviation industry [CT]		
P9 Explain how measures to follow up conflict situations will help to reduce future incidents [IE]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit will enable learners to understand that conflict in aviation appears to be a growing trend, as the public appear to be more demanding and less capable of accepting things do not always work as they may have imagined they were going to!

The unit is suited to a range of learning styles. The unit content can be covered through individual and group work, both written and verbal, as well as through research and role play.

Learning outcome 1 requires learners to understand how conflict situations arise in the aviation industry through exploring the types and causes of conflict situations. This could be carried out through small-group work to discuss the various causes and then researching past incidents on the internet or by being given case studies by the tutor, before bringing back findings to the whole group for debate in a plenary session. Tutors should develop learner findings and link them to the different types of conflict situation.

Learning outcome 2 requires learners to recognise the early signs of possible conflict and then look at common resolution techniques. Group discussion could give reasons why conflict situations arise and then learners could role play these situations with other learners employing resolution techniques to try to avert the possible becoming actual conflict. Learners could then feed back how they felt as the person in conflict and the staff member trying to resolve the conflict, and if the resolution methods were successful.

Learning outcome 3 requires learners to demonstrate resolution skills. Several of these skills can be covered in a role-play situation and some may need researching to see what methods could be used for example physical restraint techniques and use of first aid. At all times learners should remember that the staff member has to ensure their own personal safety and that of passengers, staff and other customers. It can be beneficial to bring in a self-defence expert to demonstrate skills and techniques that staff could use in serious incidents.

Barriers to resolution could be discussed in small groups along with the relevant possible solutions to these. Learners could then role play facing barriers and coming up with solutions. Using video evidence would give learners the opportunity to review their role-playing skills, give feedback on their own performance and identify what they did well and where they thought they could improve their performance.

Learning outcome 4 requires learners to understand how immediate and long-term measures are used to follow up conflict situations. Small- or whole-group discussions led by the tutor will help learners to understand why these measures are put in place and why they should help reduce similar conflict situations in the future. Speakers from industry would give learners opportunities to hear about how companies train and prepare staff to deal with conflict situations and the short- and long-term measures they put in place to try and reduce incidents.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit, including gathering learner knowledge of what types of conflict they feel may be present within aviation. A short question and answer session should achieve this.
Introduction to causes of conflict situations – small-group discussion and feedback to peers followed by full-group discussion and recommendations – written assignment.
Preparation for assignment **Assignment 1: Types and Causes of Conflict Situations in Aviation** (P1, P2) **Feedback on assignment**
Classroom investigation to identify the different early signs passengers show of conflict. Assignment, role play or information sheets.
Group discussion to identify resolution techniques to deal with early signs of conflict. Assignment, role play or information sheets.
Preparation for assignment **Assignment 2: Early Signs of Conflict Situations in Aviation and Common Techniques for Resolving Them** (P3, P4, M1) **Feedback on assignment**
Role play to demonstrate conflict resolution skills.
Role play to demonstrate methods of overcoming potential barriers.
Preparation for assignment **Assignment 3: Resolve Conflict Situations in Aviation** (P5, P6, M2, D1) **Feedback on assignment**
Classroom discussion on what measures are taken after conflict situations have arisen and who is involved.
Classroom discussion to look at long-term measures put in place after conflict situations.
Classroom discussion to explain how all follow-up measures will reduce or minimise future conflict incidents. Learners could work in small groups to identify good practice. Industry speakers would be beneficial and give learners the opportunity to ask questions.
Preparation for assignment **Assignment 4: Immediate and Long-Term Measures Used to Follow Up Conflict Situations in Aviation** (P7, P8, P9, M3, D2) **Feedback on assignment**

Assessment

A number of assessment methods can be used in this unit, including an assignment, a written report, role play and a presentation.

P1 – P2 – P3 – P4 – M1

To achieve P1, learners need to describe situations where the three main types of conflict may manifest themselves. Learners should give at least two aviation-related examples for each of the three types of conflict.

To achieve P2, learners should provide a review of the causes of conflict and give examples of why these may lead to conflict situations by expanding on the causes listed in the unit content, for example someone who is a nervous flyer may consume too much alcohol to try to steady their nerves leading to subsequent verbal abuse of staff.

To achieve P3, learners should identify and describe the early signs of possible conflict in aviation situations. Learners should cover all the points listed in the unit content and provide examples for each, such as a passenger who has been drinking during a flight and whose voice is getting louder and more aggressive.

To achieve P4, learners need to describe techniques that are used to resolve conflict situations. Learners should provide examples that include all points listed in the unit content.

To achieve M1, learners should explain why different resolution techniques are adopted in dealing with different types of conflict situation. Learners can expand on their descriptions in P4.

P5 – P6 – M2 – D1

To achieve P5, learners should demonstrate the resolution skills needed by staff members to resolve conflict situations. It is important that when using these skills staff should always consider the last two points – safety of others and their own personal safety. Learners should be able to demonstrate the immediate actions to be taken if these two issues become 'at risk'.

To achieve P6, learners should identify barriers to resolution and then demonstrate ways to overcome these barriers. P5 and P6 should be practically assessed via role-play scenarios. Tutors will need to complete detailed observation records, recording learner performance mapped to the criteria, identifying the unit content range coverage and justifying achievement.

To achieve M2, learners should evaluate their own performance in the role play for P5 and P6, saying what they did well, what they did not do so well and how they could improve their performance. Learners should take into consideration feedback from tutors and peers in relation to their performance.

To achieve D1, learners need to make their own assessment of conflict management skills used in the different situations. They need to assess if the skills used have been effective and provide a detailed analysis of why they have been effective or why they have not been effective. This assessment can be based on their own performance or on the performance of others.

P7 – P8 – P9 – M3 – D2

To achieve P7, learners need to describe the immediate measures taken to follow up conflict situations in the aviation industry. Learners should provide examples such as ensuring accurate records are kept in case of legal or other action being taken.

To achieve P8, learners should look at the long-term measures to be taken, discussing how these would be of benefit for an aviation organisation in possible future conflict situations.

To achieve P9, learners should explain how measures to follow up conflict situations will help to reduce future incidents. For example, learners could comment on industry issues that would increase awareness of conflict in aviation and therefore reduce future levels.

To achieve M3, learners should assess the effectiveness of the short- and long-term measures taken.

D2 gives learners the opportunity to make their own suggestions to further reduce conflict in aviation, providing a justification for their recommendations. For example, they may feel that a law should be created saying that anyone found to be under the influence of alcohol must be refused the right to travel, what impact this would have and how airlines would deal with such passengers.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2	Assignment 1: Types and Causes of Conflict Situations in Aviation	Working as a trainer for a ground handling agent, advising new recruits of conflict situations.	Written assignment
P3, P4, M1	Assignment 2: Early Signs of Conflict Situations in Aviation and Common Techniques for Resolving Them	Working as a trainer for a ground handling agent, advising new recruits of conflict situations.	Written assignment Role play Information sheets
P5, P6, M2, D1	Assignment 3: Resolve Conflict Situations in Aviation	Working as a trainer for a ground handling agent, advising new recruits of conflict situations.	Role play Report
P7, P8, P9, M3, D2	Assignment 4: Immediate and Long-Term Measures Used to Follow Up Conflict Situations in Aviation	Working as a trainer for a ground handling agent, advising new recruits of conflict situations.	Report Presentation

Links to other BTEC units

This unit forms part of the BTEC aviation sector suite. This unit has particular links with the following unit titles in the aviation suite.

Key

* indicates unit from the *Edexcel BTEC Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (QCF)* qualification

** indicates unit from the *Edexcel Level 2 Certificate in Introduction to Cabin Crew (QCF)* qualification.

Level 2	Level 3	Level 4
Unit 2: Aviation Security* Unit 4: Dealing with Passengers on Board an Aircraft** Unit 23: Aviation Communications	Unit 3: Security in the Aviation Industry Unit 7: Customer Service in the Aviation Industry Unit 8: Team Leadership Unit 19: Handling Air Passengers Unit 22: Onboard Passenger Operations	n/a

Essential resources

Learners should have access to information from a range of sources, including television programmes, for example *Airport*, the internet, guest speakers or visits, and travel trade newspapers.

Employer engagement and vocational contexts

There is ample opportunity to visit aviation organisations and invite guest speakers from industry to talk to learners.

Indicative reading for learners

Textbook

Doganis R – *The Airline Business, 2nd Edition* (Routledge, 2006) ISBN 978-0415346153

Journal

Flight International – Reed Business Publishing

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are …
Independent enquirers	exploring how measures to follow up conflict situations will help to reduce future incidents
Creative thinkers	connecting their own ideas with long-term measures that may be put in place in the future
Team workers	working with peers to resolve different aviation conflict situations including adapting behaviour
Effective participators	demonstrating skills to resolve conflict situations and the techniques to overcome potential barriers to conflict resolution by influencing others and proposing ways forward.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are …
Independent enquirers	exploring the types and causes of conflict situations in aviation through research of prior incidents
Creative thinkers	questioning assumptions of causes of conflict situations and proposing solutions to resolve situations
Reflective learners	assessing themselves and peer review during the practice of skills and techniques used to resolve conflict situations
Team workers	working in groups to discuss potential courses of action in relation to conflict scenarios
Self-managers	managing the workload of the unit
Effective participators	taking part in discussions relating to causes and early signs of conflict, resolving conflict situations and using techniques to overcome barriers to resolution.

Functional Skills — Level 2

Skill	When learners are ...
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	exploring causes of conflict situations using a variety of websites including media related sites to source articles about previous conflict situations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	plan and structure a report on measures used to follow up conflict situations in aviation including reference to valid internet sources
Manage information storage to enable efficient retrieval	bookmarking websites used for reference and saving ongoing work for retrieval and development
Follow and understand the need for safety and security practices	ongoing throughout the use of ICT systems using passwords and trusted internet sources
Troubleshoot	as required.
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	exploring conflict situations in aviation and the measures used to follow up and prevent situations through a variety of websites, journals and media
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	selecting appropriate search criteria to return relevant information to meet the assessment requirements.
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	collate research on causes and signs of conflict situations and present information coherently and appropriately within assignment work
Bring together information to suit content and purpose	collate notes and research to demonstrate knowledge of the early signs of conflict
Present information in ways that are fit for purpose and audience	presenting information in a suitable way to suit the vocational context of new employees of a ground handling agent
Evaluate the selection and use of ICT tools and facilities used to present information	working on all assignments to source information, present it coherently and appropriately to meet the assessment criteria
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	working on all assignments to research and share information as necessary with peers and tutor, paying attention to issues of confidentiality.

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to discussions, listening and speaking to others when resolving conflict situations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading written accounts of previous conflict incidents to identify types of situations, causes and early signs of conflict in aviation
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	making notes throughout the unit, preparing for practical assessment, writing report on the measures used to follow up and prevent conflict situations in aviation.