

London South Bank
University

Module Guide

Professional Leadership

AHS/UELS
2018 - 2019

Level 7

Master of Science in International Tourism
& Hospitality Management



LUXURY
HOTELSCHOOL
PARIS

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1. MODULE DETAILS

Module Title:	Professional Leadership
Module Level:	7
Module Reference Number:	
Credit Value:	20
Student Study Hours:	36
Contact Hours:	36
Private Study Hours:	117
Pre-requisite Learning (If applicable):	
Co-requisite Modules (If applicable):	
Course(s):	MSc in International Tourism and Hospitality Management
Year and Semester	2018-2019 Semester 2
Module Coordinator:	Edward ISAACS
MC Contact Details (Tel, Email, Room)	Room B165 Borough Road
Teaching Team & Contact Details (If applicable):	UELS Arnaud BOUVIER, LH Paris, ab@luxuryhotelschool.com
Subject Area:	Tourism & Hospitality
Summary of Assessment Method:	100% Coursework

2. SHORT DESCRIPTION

This unit focuses on the active, professional aspects of leadership studies within the Tourism and Hospitality industry. It starts from the assumption that almost every organised activity is initiated by leadership of some sort and that most, if not all, benefit from good leadership. Alongside engaging with contemporary theoretical perspectives on professional leadership, students will be encouraged to learn from their own and other's experience(s) of leadership in practice and to engage in activities which enable them to develop their own leadership aptitude

3. AIMS OF THE MODULE

This unit will enable participants to:

- Examine the complex nature of leadership in a continuously changing environment
- Assess the nature of strategic leadership (including strategic "change leadership")
- Anticipate the practical implications of the human aspects of change
- Evaluate the impact of change on the culture of tourism and hospitality organisations
- Develop the ability to analyse and apply appropriate models of "change leadership" through the use of academic models and theories, as well as in case studies

4. LEARNING OUTCOMES

4.1. Knowledge and Understanding

- Engage in a sustained, systematic and critical way with “real life” leadership issues of interest to students and relevant to their discipline
- Critically evaluate and experiment with alternative ways of thinking about and/or acting out of leadership within their own particular context and/or areas of interest
- Demonstrate a reflexive appreciation of conflict resolution
- Critically interpret the practice and rhetoric of leadership
- Demonstrate critical awareness of wider social contexts of leadership (including political, historical and economic)

4.2. Intellectual Skills

- An ability to engage in critical analysis of data and documentation, both in written and verbal form
- Self-awareness and capacity for personal reflection

4.3. Practical Skills

- An ability to seek, handle and interpret statistical information
- Survey/questionnaires techniques using observational and/or mapped dated collection

4.4. Transferable Skills

The following skills are developed during the unit:

- Communication Skills
- Confidence and assertiveness
- Research skills
- Managing tasks and solving problems
- Ability to evaluate and analyse material critically
- Legal and policy analysis and interpretation

5. ASSESSMENT OF THE MODULE

ASSESSMENT METHOD

Students are required to:

Coursework one, worth 20% of the overall module. Students must prepare a presentation synthesising review of relevant journal articles and/or book chapters on a chosen aspect of leadership. The presentation was to last no more than 15 minutes which is to be followed by a 5-minute question-and-answer session. The overall assessment time will not exceed 20 minutes.

Coursework two, worth 80% of the module. Prefaced with a literature review, a discussion of theoretical concepts and relevant case studies should examine the importance of leadership within the Tourism and Hospitality industry.

This module is assessed through formative and summative components. The summative component is two pieces of coursework (a presentation, worth 20% of the module and written report, worth 80% of the module). However, the module is assessed by both formative and summative methods as noted below:

Formative assessment: feedback on mini presentations provided in seminars on the progress of students work. The presentations will require students to present their initial findings after their first bout of research in relation to the summative assessment.

Summative assessment: A 15-minute presentation and a 4000-word report outlined below.

Coursework 1 – Student Presentations worth 20% of the module

Students must present a short synthesising review of 3 relevant journal articles on a chosen aspect of leadership. You must select journal articles on an aspect of leadership that is of relevance to the indicative content of this module.

The presentation should be structured by you introducing the main points of the journal article, highlighting the key findings, using recent examples from industry and/or your own professional experience and deriving your own conclusions or recommendations as to the relevance and application of this article to our industry. You must hand in your PowerPoint slides and notes by 21/03/19.

Word Length: No more than 10 slides

Duration of Presentation: 15 minutes

Date set: 31/01/19

Date and place to be handed in: 21/03/19, Coursework must first be submitted electronically through the module site.

Feedback to Student: 15 working days after submission date

Assessment Criteria – Coursework 1

Evaluation of topic	Fail--- Pass --- Merit--- Distinction
Use of theory, ideas, concepts or frameworks	Fail--- Pass --- Merit--- Distinction
Discussion and analysis of research	Fail--- Pass --- Merit--- Distinction
Conclusions or recommendations	Fail--- Pass --- Merit--- Distinction
Style of presentation*	Fail--- Pass --- Merit--- Distinction

*For this element of the assessment see the presentation assessment sheet in section 9 of the module guide. This illustrates the criteria which will be completed by the module leader during your presentation.

As a guide the percentage / grade equivalence is:

70% + = Distinction

60 – 69 = Merit

50 – 59 = Pass

0 – 49 = Fail

Coursework 2 – An Individual Written Report worth 80% of the module

“A key issue in improving guest services is the ability of leaders in our hospitality industry to retain workers for the long term, providing employers greater opportunities to train their employees and engage them in the process of cocreating the vision and objectives of the business” (Maier, 2009, p.110).

To what extent do you agree with Maier’s statement? In justifying your answer explain the relevance that leadership can play in the successful operation and management of the tourism and hospitality industries. Use examples to justify your argument.

You must prepare a 4000-word report that answers the question above and outlines the relevance of leadership to our industry. Prefaced with a literature review, including discussion of theoretical concepts and relevant case studies that examine the importance of leadership within the Tourism and Hospitality sectors. A minimum of 30 academic and factual references would be advised in completing this assessment.

The structure of the report should contain, an executive summary, a literature review, an analysis and discussion of content, and conclusions with recommendations.

The report could include:

An introduction outlining the essence of leadership (or what leadership is). A discussion on leadership theories and their relevance to management. Issues on change management, negotiation, problem solving, decision making and transformational leadership. Then a section on leadership implementation in the tourism and hospitality industries followed by conclusions and recommendations. However, you must cover 3 to 5 main topics including 2 leadership styles.

Structure of Coursework 2: Individual Report (4000 words - +/- 10%)

TITLE/QUESTION

Every essay title contains an explicit or implicit question. Your report should focus on answering that question. Try rewriting the title so that it is a question.

EXECUTIVE SUMMARY: (about 300 words)

Explain how you interpret the title

What issues/topics are you going to explore?

What will be your focus?

What will your report show?

MAIN BODY – Literature review and analysis (about 2500 words)

Use a chain of paragraphs to explore and develop your ideas/argument.

You must cover 3 to 5 main topics including 2 leadership styles.

Each topic will need 3 or 4 paragraphs in which you will introduce the topic, and present examples and evidence to show why it is important and how it links to the question

In each paragraph the reader is asking you to explain:

What is this paragraph about?

What is your argument on this?

What is your evidence? What does it mean?

How does it link to the title?

How does it link to the topic in the next paragraph?

CONCLUSION & RECOMMENDATIONS (about 1200 words)

Do not introduce any new material here.

Summarise your ideas/argument (you might also have done this in your executive summary).

Restate what you consider to be the main points.

Make it clear why those conclusions are important or significant.

Identify recommendations and explain them in detail – what could our industry be doing better?

In your last sentence: link your conclusions or recommendations back to the title.

Word Length: 4000

Date set: 31/01/19

Date and place to be handed in: 17/05/19, Coursework must first be submitted electronically through Turn-it-in to check for plagiarism, available through the module site and then uploaded on the coursework submission link. Please note that work submitted via the Turn-it-in link on Moodle is not considered as a submission. Having uploaded the work through the plagiarism tool (which is called Turn-it-in) you must then submit your coursework through the coursework submission link. Failure to submit your work through the coursework submission link on the Moodle site will result in a non-submission of coursework.

Feedback to Student: 15 working days after submission date

Assessment Criteria – Coursework 2

Evidence & depth of research	Fail--- Pass --- Merit--- Distinction
Identification and evaluation of leadership	Fail--- Pass --- Merit--- Distinction
Discussion & analysis	Fail--- Pass --- Merit--- Distinction
Identification of leadership strategies within industry	Fail--- Pass --- Merit--- Distinction
Linking of conclusions and recommendations	Fail--- Pass --- Merit--- Distinction

We are using a marking scheme whereby you are marked on a scale of fail which is poor to Distinction which is excellent for each criteria, rather than allocating a set amount of marks to each criteria. An overall impression of the work's quality can therefore be formed, rather than marking to a rather dry and mechanical percentage basis. You will still be awarded an overall percentage mark. Detailed assessment criteria (and feedback sheets) can be found in section 9 of this module guide.

Written work

Your student name and identification number must be clearly stated at the top of each page of your work.

Each page must be numbered.

1.5-line spacing should be used.

Where appropriate, a contents page, a list of tables/figures and a list of abbreviations should precede your work.

All referencing must adhere to School / Institutional requirements, following the Harvard referencing format.

A word count must be stated at the end of your work, before the reference list.

Your course, level, and the appropriate module title must be included as “footer” on each page.

Appendices should be kept to a minimum and be of direct relevance to the content of your work.

All tables and figures must be correctly numbered and labelled.

Your assignment / coursework should be submitted via Turnitin

As a guide the percentage / grade equivalence is:

70% + = Distinction

60 – 69 = Merit

50 – 59 = Pass

0 – 49 = Fail

At both under and postgraduate level problems with poor referencing and plagiarism have been increasing over the years largely due to students using internet sources inappropriately. To help improve the quality of your work, especially academic referencing skills, we are using the Turn-it-in service. Through the Moodle site for this module you must upload your assignments for checking by Turnitin. You must attach both the turn it in receipt and originality index to your work.

Turn-it-in is software that checks the text of your assignment against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Good scholarship requires that you should draw on others' work but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style (see the LSBU Library leaflet available on the moodle site). When paraphrasing you must also give the source. Turn-it-in generates a report highlighting non-original text and it generates a non-originality index. There is no 'correct' percentage level for the non-originality index as this depends on the nature of your work and the way you use your sources.

Having submitted your work into Turn-it-in you should then REVIEW your work again, taking into account the full Turn-it-in read-out and detailed highlighting of text that it provides. Turn-it-in is there to aid your scholarship, it is not there just to enable you to reduce your Originality index.

Please Note

Turn-it-in is not a coursework submission tool. Having reviewed your work after Turn-it-in has reported back to you, you MUST then submit your work electronically via moodle. If you submit only through Turn-it-in your work may not be marked and you will be in danger of receiving a mark of ZERO.

6. FEEDBACK

Feedback will normally be given to students 15 working days after the submission of an assignment or an element of an assignment. All feedback is given on the feedback sheets; these will be available online.

7. INTRODUCTION TO STUDYING THE MODULE

7.1. Overview of the Main Content

Leadership Challenge 1: Definition of leadership, presentation of main theories

Leadership Challenge 2: Leadership measurement

Leadership Challenge 3: Leadership and performance

Leadership Challenge 4: Leadership and change

7.2. Overview of Types of Classes

This module will be taught by a series of lectures and workshops. Lectures will define the key themes of leadership analysis and/or behaviour. The workshops are designed as practical sessions for students to apply some of the key concepts developed in lectures and derived from students reading. Some of the workshops will involve students working in groups to enhance their level of understanding.

7.3. Importance of Student Self-Managed Learning Time

Self-managed study is crucial to this module. The lectures will give the basic theoretical background and will introduce key concepts. It is advised to read from the sources list provided and to search for journal articles that will enhance the level of understanding in the field of leadership in Tourism and Hospitality organisations.

7.4. Employability

- Students successfully completing this unit will gain:
 - working knowledge of the role and impact of professional leadership within an organisation,
 - working knowledge of economic, political and legislative frameworks relevant to the role of leaders in business and society,
 - working knowledge of change management and conflict resolution.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Session 1 03/10/18	Management and the theories of motivation Maslow (1943), Oldham & Hackman (1974), Enz & Siguaw (2000), Kent (2005), <u>Mullins & Dossor (2013) chapter 5</u>
Session 2 15/01/19	Leadership behaviours, skills and traits Asree (2010), <u>Bolden & Gosling (2006)</u> , Cheung et al. (2010), Chung & Herrera (2003)
Session 3 17/01/19	Overview of leadership styles (directive, charismatic) <u>House (1976)</u> , Lewin (1939), <u>Pearce et al. (2002)</u>
Session 4 18/01/19	Transactional style Bass et al. (2003), Judge and Piccolo (2004)
Session 5 12/02/19	Transformational leadership <u>Avolio et al. (1991)</u> , <u>Zopiatis & Constanti (2011)</u>
Session 6 13/02/19	Multifactor leadership Questionnaire (MLQ) Tejeda (2001)
Session 7 14/02/19	Transformational leadership and performance Bass et al. (2003), <u>Brown & Arendt (2011)</u> , Judge & Piccolo (2004), <u>Uen et al. (2011)</u>
Session 8 05/03/19	Servant & Authentic leadership <u>Brownell (2010)</u> , <u>Gardner (2011)</u> , <u>Gatling et al. (2014)</u> , Neider & Schriesheim (2011)
Session 9 06/03/19	Leadership across cultures Hofstede (1980), Hoppe (2007), <u>Luo et al. (2013)</u>
Session 10 07/03/19	Leadership and change management <u>Appelbaum et al. (2014)</u> , Cacioppe (1998), Eisenbach et al. (1999), Kotter (1996)
Session 11 25/04/19	Student presentations (CW1)
Session 12 25/04/19	Student presentations (CW1)

9. STUDENT EVALUATION

40 Students from 2014 to 2017 evaluated this course with a satisfaction score of 85% based on 4 questions: interest of the course, lecturer's explanations, lecturer's implication and the intellectual stimulation throughout the course.

10. LEARNING RESOURCES

10.1.Core Materials

Foundation book: Harrison, C. (2018) *Leadership Theory and Research : A Critical Approach to New and Existing Paradigms*. Cham: Palgrave Macmillan. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1636720&lang=fr&site=ehost-live> (Accessed: 14 January 2019).

Appelbaum et al., 2014	Appelbaum, S.H., Habashy, S., Malo, J.L. and Shafiq, H., 2012. Back to the future: revisiting Kotter's 1996 change model . <i>Journal of Management Development</i> , 31(8), pp.764-782.
Avolio et al., 1991	Leading in the 1990s: The Four I's of Transformational Leadership Avolio, B.J., Waldman, D.A. and Yammarino, F.J., 1991. Leading in the 1990s: The four I's of transformational leadership . <i>Journal of European industrial training</i> , 15(4).
Bolden & Gosling, 2006	Bolden, R. and Gosling, J., 2006. Leadership competencies: time to change the tune? . <i>Leadership</i> , 2(2), pp.147-163.
Brown & Arendt, 2011	Brown, E.A. and Arendt, S.W., 2010. Perceptions of transformational leadership behaviors and subordinates' performance in hotels . <i>Journal of Human Resources in Hospitality & Tourism</i> , 10(1), pp.45-59.
Brownell, 2010	Brownell, J., 2010. Leadership in the service of hospitality . <i>Cornell Hospitality Quarterly</i> , 51(3), pp.363-378.
Gardner, 2011	Gardner, W.L., Cogliser, C.C., Davis, K.M. and Dickens, M.P., 2011. Authentic leadership: A review of the literature and research agenda . <i>The Leadership Quarterly</i> , 22(6), pp.1120-1145.
Gatling et al., 2014	Gatling, A., Kang, H.J.A. and Kim, J.S., 2016. The effects of authentic leadership and organizational commitment on turnover intention . <i>Leadership & Organization Development Journal</i> , 37(2), pp. 181-199.
House, 1976	House, R.J., 1976. A 1976 Theory of Charismatic Leadership . Working Paper Series 76-06.
Luo et al., 2013	Luo, Z., Wang, Y. and Marnburg, E., 2013. Testing the structure and effects of full range leadership theory in the context of China's Hotel Industry . <i>Journal of Hospitality Marketing & Management</i> , 22(6), pp.656-677.
Mullins and Dossor, 2013	Laurie J. Mullins; Penny Dossor (20 March 2013). Hospitality Management and Organisational Behaviour . Pearson Education Limited. ISBN 978-0-273-75841-9.
Pearce, 2002	Pearce, C.L., Sims Jr, H.P., Cox, J.F., Ball, G., Schnell, E., Smith, K.A. and Trevino, L., 2003. Transactors, transformers and beyond: A multi-method development of a theoretical typology of leadership . <i>Journal of Management development</i> , 22(4), pp.273-307.
Uen et al., 2011	Uen, J.F., Wu, T., Teng, H.C. and Liu, Y.S., 2012. Transformational leadership and branding behavior in Taiwanese hotels . <i>International Journal of Contemporary Hospitality Management</i> , 24(1), pp.26-43.
Zopiatis & Constanti, 2011	Zopiatis, A. and Constanti, P., 2012. Extraversion, openness and conscientiousness: The route to transformational leadership in the hotel industry . <i>Leadership & Organization Development Journal</i> , 33(1), pp.86-104.

10.2.Optional Materials

<p>Adair, 2006</p>	<p>Adair, J.E., 2006. Leadership and motivation: the fifty-fifty rule and the eight key principles of motivating others. Kogan Page Publishers.</p> <p>50/50 rule - From the Fifty-Fifty Rule it follows that the extent to which you can motivate anyone else is limited, for 50 per cent of the cards are, so to speak, in their hands.</p> <p><u>HOW TO MOTIVATE OTHERS</u></p> <ol style="list-style-type: none"> 1. Be motivated yourself 2. Select people who are highly motivated 3. Treat each person as an individual 4. Set realistic and challenging targets 5. Remember that progress motivates 6. Create a motivating environment 7. Provide fair rewards 8. Give recognition
<p>Asree <i>et al.</i>, 2010</p>	<p>Asree, S., Zain, M. and Rizal Razalli, M., 2010. Influence of leadership competency and organizational culture on responsiveness and performance of firms. <i>International Journal of Contemporary Hospitality Management</i>, 22(4), pp. 500-516.</p> <p>Purpose – The purpose of this paper is to investigate the operations strategy of service firms (hotels) in order to determine whether the infrastructural aspects of their operational practices, i.e. leadership competency and organizational culture, would affect their responsiveness (as a cumulative capability) to their employees and customers and eventually their performance (increase in revenue).</p> <p>Design, methodology and approach – The approach takes the form of an empirical analysis of data (using structural equation modelling) obtained via a questionnaire survey involving 88 hotels of various ratings in Malaysia.</p> <p><u>From the Literature review</u> Barrow (1977) defines leadership as “the behavioural process of influencing individuals or groups towards set goals”. In addition, he also revealed that past research on leadership can be classified into four orientations: (1) leader behaviour investigation ; (2) situational and reciprocal causations ; (3) leadership effectiveness theories ; and (4) normative leadership approach. The leader behaviour investigation is related to the actual acts or behaviours of the leaders. Meanwhile situational and reciprocal causations assess the influence of situational factors on leader’s behaviour and the causes of his/her behaviour on subordinates’ activities. Further, leadership effectiveness theories are related to the effectiveness of a certain leadership style in an appropriate situation. Finally, normative leadership approach is described as an effective action in any given situation. Barrow (1977) also indicates that the leadership framework should consist three variables: leader’s characteristic, leader’s behaviour and the environment. Also, Zaccaro (2007) defines leadership practices as “the extent of leaders’ behaviour in making decisions related to operational systems” of the hotels under study. Interestingly, Church (1995) found that managers’ leadership behaviours in an airline services organization were significantly related to indicators of service quality and business unit performance.</p>
<p>Avolio <i>et al.</i>, 2004</p>	<p>Avolio, B.J., Gardner, W.L., Walumbwa, F.O., Luthans, F. and May, D.R., 2004. Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. <i>The leadership quarterly</i>, 15(6), pp.801-823.</p>

Bass et al., 2003	Bass, B.M., Avolio, B.J., Jung, D.I. and Berson, Y., 2003. Predicting unit performance by assessing transformational and transactional leadership. Journal of applied psychology, 88(2), p.207.
Cacioppe, 1998	Cacioppe, R., 1998. Structured empowerment: an award-winning program at the Burswood Resort Hotel. Leadership & Organization Development Journal, 19(5), pp.264-274.
Cheung et al., 2010	Cheung, C., Law, R. and He, K., 2010. Essential hotel managerial competencies for graduate students. Journal of Hospitality & Tourism Education, 22(4), pp.25-32.
Chung-Herrera et al., 2003	Chung-Herrera, B.G., Enz, C.A. and Lankau, M.J., 2003. Grooming future hospitality leaders: A competencies model. The Cornell Hotel and Restaurant Administration Quarterly, 44(3), pp.17-25. <u>Cited in Asree et al., 2010</u> A study on behaviour of lodging industry leaders by Chung-Herrera et al. (2003) found eight types of competency factors of leaders in the lodging industry. In their study they used 99 statements to assess the following eight leadership competency factors: (1) Self-management, which comprises ethics and integrity, time management, flexibility and adaptability, and self-development dimensions. (2) Strategic positioning, which comprises awareness of customer needs, commitment to quality, managing stakeholders management, and concern for community dimensions. (3) Implementation, which includes the dimensions of planning, directing others, and re-engineering. (4) Critical thinking, which includes strategic orientation, decision-making, analysis, and risk taking and innovation dimensions. (5) Communication, which includes the dimensions of speaking with impact, facilitating open communication, active listening, and written communication. (6) Interpersonal, which comprises the dimensions of building networks, managing conflict, and embracing diversity. (7) Leadership, which comprises the dimensions of teamwork orientation, fostering motivation, fortitude, developing others, embracing change and leadership versatility. (8) Industry knowledge, which is the business and industry expertise dimension.
Dierendonck et al., 2013	Van Dierendonck, D., Stam, D., Boersma, P., De Windt, N. and Alkema, J., 2014. Same difference? Exploring the differential mechanisms linking servant leadership and transformational leadership to follower outcomes. The Leadership Quarterly, 25(3), pp.544-562.
Eisenbach et al., 1999	Eisenbach, R., Watson, K. and Pillai, R., 1999. Transformational leadership in the context of organizational change. Journal of organizational change management, 12(2), pp.80-89.
Enz & Siguaw, 2010	Enz, C.A. and Siguaw, J.A., 2000. Best practices in human resources. Cornell Hotel and Restaurant Administration Quarterly, 41(1), pp.48-61.
Hofstede, 1980	Motivation, leadership, and organization: do American theories apply abroad? Hofstede, Geert <i>Organizational dynamics</i> 9.1 (1980): 42-63 Cultural differences – Maslow's hierarchy puts self-actualization (achievement) plus esteem above social needs above security needs. This, however, is not the description of a universal human motivation process - it is the description of a value system, the value system of the U.S. middle class to which the author belonged (<i>upper right hand corner of Figure 7 = achievement motivation</i>). I (Hofstede) suggest that if we want to continue thinking in terms of a hierarchy for countries in the lower righthand corner (<i>strong uncertainty avoidance = performance plus security</i>), security needs should rank top; for countries in the upper lefthand corner (<i>social motivation = quality of life plus risk</i>), social needs should rank at the top, and for countries in the lower lefthand corner (<i>social motivation = quality of life plus security - France</i>) both security and social needs should rank at the top.

Hoppe, 2007	Michael H. Hoppe. 2007. Culture and Leader Effectiveness: The GLOBE Study . [Online]. [14 September 2017]. Available from: http://www.inspireimagineinnovate.com/pdf/globesummary-by-michael-h-hoppe.pdf
Judge and Piccolo, 2004	Judge, T.A. and Piccolo, R.F., 2004. Transformational and transactional leadership: a meta-analytic test of their relative validity . Journal of applied psychology, 89(5), p.755.
Kent, 2005	Kent, T.W., 2005. Leading and managing: it takes two to tango . Management Decision, 43(7/8), pp.1010-1017.
Kotter, 1996	Kotter, J.P., 1996. Leading change . Harvard Business Press.
Lewin, 1939	Lewin, K, Lippitt, R, & White, R 1939, ' PATTERNS OF AGGRESSIVE BEHAVIOR IN EXPERIMENTALLY CREATED "SOCIAL CLIMATES" ', Journal Of Social Psychology, 10, 2, pp. 271-299, SPORTDiscus with Full Text, EBSCOhost, viewed 14 September 2017.
Maslow, 1943	Maslow, A.H., 1943. A theory of human motivation . Psychological review, 50(4), p. 370.
Neider and Schriesheim, 2011	Neider, L.L. and Schriesheim, C.A., 2011. The authentic leadership inventory (ALI): Development and empirical tests . The Leadership Quarterly, 22(6), pp. 1146-1164.
Oldham and Hackman, 1974	Hackman, J.R. and Oldham, G.R., 1974. The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects .
Pless and Maak, 2011	<p>Pless, N.M. and Maak, T., 2011. Responsible leadership: Pathways to the future. Journal of Business Ethics, 98(1), pp.3-13.</p> <p>Responsible leadership can be understood as the awareness and consideration of the consequences of one's actions for all stakeholders, as well as the exertion of influence by enabling the involvement of the affected stakeholders and by engaging in an active stakeholder dialogue. Therein responsible leaders strive to weigh and balance the inter-ests of the forwarded claims.</p> <p>Transformational leadership - "leaders and followers [raising] one another to higher levels of morality and motivation" (Burns 1978, p. 20). Transformational leaders recognize their followers' needs, inspire them and transcend their self-interest to work together towards a common organizational vision (Podsakoff et al. 1990, pp. 108f).</p> <p>Ethical leadership - While the leader as a moral person is characterized as honest and trustworthy, as a fair decision-maker and as someone who cares about people, the leader as a moral manager is a role model who proactively influences followers' ethical behavior (Brown and Trevino 2006, p. 597).</p>

11. Assessment criteria

Division of Urban Environment and Leisure Studies Assessment Feedback Sheet for coursework 1 - Presentation

Student number	
Course	BA Tourism and Hospitality Management
Module title & Code	UEL 7 PRL
Deadline Date to upload PowerPoint presentation and notes onto moodle for the presentation	21/03/19

Assessment Criteria	Excellent 70%+	Very Good 60-69%	Good 50-59%	Weak 40-49%	Poor 0-39%
Evaluation of topic					
Use of theory, ideas, concepts or frameworks					
Discussion and analysis of research					
Conclusions or recommendations					
Style of presentation (verbal and visual presentation) see presentation assessment sheet on page 11 which will be completed by the module leader during your presentation					

Overall Agreed Mark (%)

The attributes of your work that have led to this mark are:

To improve the mark, you would need to:

Signed

Date:

90 - 100%

A quite exceptional and outstanding answer, providing insights which would not be available publicly and would, with some editing, be publishable. In addition to the features of the next section, this range is distinguished by superior organisation, economic use of language and totally comprehensive, given the conditions of the exercise.

80 - 89%

An answer which demonstrates an excellent understanding of the question and of the complexity of the issues involved. There is a sound basis of relevant factual knowledge and/or the theoretical issues involved. Most of the important issues are dealt with in a detailed, specific and systematic way. There is either some measure of original thinking in the answer or an accurate and comprehensive account is given in a way which demonstrates understanding, for example by structuring the material such that it could not have been based just on reproduction of lecture notes and course material. Evidence of creativity, critical approach, and wide reading beyond the core subject matter.

Excellent 70 - 79%

As above but a slightly less consistently excellent level. Alternatively, this range of mark may be given for an answer which, while not having original insights, gives comprehensive and accurate coverage of the issues at a high level throughout the answer, without significant omissions or errors and has demonstrable applications for the rural hospitality and tourism industry.

Very Good 60 - 69%

An answer which demonstrates a clear understanding of the question and grasp of the complexity of the issues and tensions involved. There is a good correlation between the critical reflection based upon the field study trip and the theoretical issues involved, with few significant errors. The issues involved are dealt with in a systematic way. Some of the issues may be limited in critical approach but organised to display a comprehensive understanding and factual information essentially complete.

Good 50 - 59%

An answer which demonstrates an understanding of the issues in the question. There is a reasonable level of critical reflection and critical understanding of relevant theoretical issues and tensions. Most of the theoretical knowledge presented is at the level of obviously available course material given to the student, but there is also evidence of current industry practitioner input. Although some errors may be present, the overall framework of the answer is sensible and accurate. The answer shows planning in its construction, with a clear train of thought or development of argument present. Average competent performance, well presented, demonstrating understanding of most of the essential issues.

Acceptable 40 - 49%

An answer which demonstrates a limited understanding of the issues in the question. There is some reflection based upon the field study trip and some awareness of theoretical issues, but it is patchy. A few significant errors may be present. The answer is not well planned, with little development of argument or problem resolution. Much irrelevant material is present. Lacks clarity of expression. Only minimal evidence of current industry practitioner input.

The lower range (40-45) would include an answer where current relevant factual knowledge and/or awareness of theoretical issues is poor and confused, but not absent. Many significant errors may be present. The answer is poorly planned, with little clear train of thought or development of argument, and much of the answer may be irrelevant. Work not proof read, many grammatical and spelling errors.

Unacceptable, Border Line Fail 30 - 39%

Attempts an answer, but relevant factual knowledge and/or awareness of theoretical issues is very poor and confused, and very limited with many significant errors. Does not meet the minimum referencing and/or word count requirement.

Unacceptable, Clear Fail 10 - 29%

Not clear that an answer is properly attempted. Only a few minor points made at all relevant to the answer and these may be superficial. Most material is irrelevant or incorrect. Does not meet the minimum referencing and/or word count requirement.

1 - 9%

An answer that is so short or irrelevant that only a few marks are justified. For example, one or two points may be made which show some peripheral awareness of certain possibly relevant issues. Does not meet the minimum referencing and/or word count requirement.

0

No answer is presented. A zero mark may also be warranted for unfair practice such as plagiarism or collusion.

**Division of Urban Environment and Leisure Studies
Assessment Feedback Sheet coursework 2**

Student number	
Course	BA Tourism and Hospitality Management
Module title & Code	UEL 7 PRL
Deadline Date	13/05/19

Assessment Criteria	Excellent 70%+	Very Good 60-69%	Good 50-59%	Weak 40-49%	Poor 0-39%
Evidence & depth of research					
Identification and evaluation of leadership					
Discussion & analysis					
Evaluation of leadership strategies within industry					
Linking of conclusions and recommendations					

Overall Agreed Mark (%)

The attributes of your work that have led to this mark are:

To improve the mark, you would need to:

Signed

Date:

