



## Module Guide

# **Professional Leadership**

AHS/UELS  
2017 - 2018

Level 7

Master of Science (MSc) in International Tourism  
& Hospitality Management



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# 1. MODULE DETAILS

<b>Module Title:</b>	Professional Leadership
<b>Module Level:</b>	7
<b>Module Reference Number:</b>	
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	36
<b>Contact Hours:</b>	36
<b>Private Study Hours:</b>	117
<b>Pre-requisite Learning (If applicable):</b>	
<b>Co-requisite Modules (If applicable):</b>	
<b>Course(s):</b>	MSc in International Tourism and Hospitality Management
<b>Year and Semester</b>	2017-2018 Semester 2
<b>Module Coordinator:</b>	Philip Want
<b>MC Contact Details (Tel, Email, Room)</b>	0207 8158148, wantpj@lsbu.ac.uk, Room B165 Borough Road
<b>Teaching Team &amp; Contact Details (If applicable):</b>	UELS Arnaud BOUVIER, ESH Paris, ab@eshparis.com
<b>Subject Area:</b>	Tourism & Hospitality
<b>Summary of Assessment Method:</b>	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

Students are required to:

**CW 1: 20% of marks** - 15 minutes presentation, 10 slides -> 21/03 & 22/03

Students to select and verbally present a short synthesising review of at least 3 relevant research papers and/or book chapters on a chosen aspect of leadership.

Students will send their presentation in .ppt and .pdf format to ab@eshparis.com by 15/03 midnight.

**CW 2: 80% of Marks** - 4000 words

Prefaced with a literature review and discussion of theoretical contexts, prepare a research essay examining the impact of leadership on operations, customer experience and performance in the particular event of a major change. The presentation of the company and the major change must not exceed 1000 words. The factual presentation of the leader must not exceed 500 words. Students will identify the leadership styles, skills and techniques that are essential to achieve change with success. Based on theory, explain the leader's actions and offer alternative course of action and recommendations. The essay will be based on situations and organisations well known in the hotel and tourism industry; cultural differences must be addressed.

Students will hand in their essay in .doc and .pdf format to ab@eshparis.com on Thursday, 3rd of May, 2018 at 1pm London time (2pm in Paris). The exact day will be confirmed after course starts. Students must also submit their work on Moodle + Turnit'in submission and report.

### Assessment Criteria

Marking scheme:

70% +	= Distinction
60-69	= Merit
50-59	= Pass
< 50	= Fail

### Marking criteria for CW1:

- 1: selection of papers - 20%
- 2: analysis and presentation of papers - 20%
- 3: discussion on leadership aspect - 50%
- 4: Quality of slides and presentation skills - 10%

### Marking criteria for CW2:

- 1: Literature review for company shadowing, leader's presentation and leadership aspects - 30%
- 2: Identification and critical review of situations and organisations (how well the major change is presented and the link with leader's actions) - 10%
- 3: Link theory and practice, what can be learned from theory (choice of theories and models of analysis and use / application to the leader and change presented) - 40%
- 4: Conclusion and recommendations (based on theories of leadership, cultural analysis and subsequent recommendations) - 20%

## 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

<b>Session 1</b>	<b>Leadership competencies, skills and traits</b> Asree (2010), <u>Bolden &amp; Gosling (2006)</u> , Chung & Herrera (2003)
<b>Session 2</b>	<b>Overview of leadership styles</b> <u>House (1976)</u> , Lewin (1939), <u>Pearce et al. (2002)</u>
<b>Session 3</b>	<b>Theories of motivation</b> Adair (2005), Maslow (1943), Oldham & Hackman (1974)
<b>Session 4</b>	<b>Transformational leadership</b> <u>Avolio et al. (1991)</u> , <u>Zopiatis &amp; Constanti (2011)</u>
<b>Session 5</b>	<b>Multifactor leadership Questionnaire (MLQ)</b> Tejeda (2001)
<b>Session 6</b>	<b>Transformational leadership and performance</b> Bass et al. (2003), <u>Brown &amp; Arendt (2011)</u> , Judge & Piccolo (2004), <u>Uen et al. (2011)</u>
<b>Session 7</b>	<b>Servant &amp; Authentic leadership</b> <u>Brownell (2010)</u> , <u>Gardner (2011)</u> , <u>Gatling et al. (2014)</u> , Neider & Schriesheim (2011)
<b>Session 8</b>	<b>Leadership across cultures</b> Hofstede (1980), Hoppe (2007), <u>Luo et al. (2013)</u>
<b>Session 9</b>	<b>Leadership and change management</b> <u>Appelbaum et al. (2014)</u> , Cacioppe (1998), Eisenbach et al. (1999), Kotter (1996)
<b>Session 10</b>	<b>Leading change (CW2)</b>
<b>Session 11</b>	Student presentations (CW1)
<b>Session 12</b>	Student presentations (CW1) - Questions & Answers on CW2

## 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

Appelbaum et al., 2014	Appelbaum, S.H., Habashy, S., Malo, J.L. and Shafiq, H., 2012. <b>Back to the future: revisiting Kotter's 1996 change model.</b> <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. <b>Leading in the 1990s: The four I's of transformational leadership.</b> <i>Journal of European industrial training</i> , 15(4).
Bolden & Gosling, 2006	Bolden, R. and Gosling, J., 2006. <b>Leadership competencies: time to change the tune?</b> <i>Leadership</i> , 2(2), pp.147-163.
Brown & Arendt, 2011	Brown, E.A. and Arendt, S.W., 2010. <b>Perceptions of transformational leadership behaviors and subordinates' performance in hotels.</b> <i>Journal of Human Resources in Hospitality &amp; Tourism</i> , 10(1), pp.45-59.
Brownell, 2010	Brownell, J., 2010. <b>Leadership in the service of hospitality.</b> <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. <b>Authentic leadership: A review of the literature and research agenda.</b> <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. <b>The effects of authentic leadership and organizational commitment on turnover intention.</b> <i>Leadership &amp; Organization Development Journal</i> , 37(2), pp. 181-199.
House, 1976	House, R.J., 1976. <b>A 1976 Theory of Charismatic Leadership.</b> Working Paper Series 76-06.
Luo et al., 2013	Luo, Z., Wang, Y. and Marnburg, E., 2013. <b>Testing the structure and effects of full range leadership theory in the context of China's Hotel Industry.</b> <i>Journal of Hospitality Marketing &amp; Management</i> , 22(6), pp.656-677.
Pearce, 2002	Pearce, C.L., Sims Jr, H.P., Cox, J.F., Ball, G., Schnell, E., Smith, K.A. and Trevino, L., 2003. <b>Transactors, transformers and beyond: A multi-method development of a theoretical typology of leadership.</b> <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. <b>Transformational leadership and branding behavior in Taiwanese hotels.</b> <i>International Journal of Contemporary Hospitality Management</i> , 24(1), pp.26-43.
Zopiatis & Constanti, 2011	Zopiatis, A. and Constanti, P., 2012. <b>Extraversion, openness and conscientiousness: The route to transformational leadership in the hotel industry.</b> <i>Leadership &amp; Organization Development Journal</i> , 33(1), pp.86-104.

## 10.2.Optional Materials

<p>Adair, 2006</p>	<p>Adair, J.E., 2006. <b>Leadership and motivation: the fifty-fifty rule and the eight key principles of motivating others</b>. 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"> <li>1. Be motivated yourself</li> <li>2. Select people who are highly motivated</li> <li>3. Treat each person as an individual</li> <li>4. Set realistic and challenging targets</li> <li>5. Remember that progress motivates</li> <li>6. Create a motivating environment</li> <li>7. Provide fair rewards</li> <li>8. Give recognition</li> </ol>
<p>Asree <i>et al.</i>, 2010</p>	<p>Asree, S., Zain, M. and Rizal Razalli, M., 2010. <b>Influence of leadership competency and organizational culture on responsiveness and performance of firms</b>. International Journal of Contemporary Hospitality Management, 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. <b>Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors</b>. The leadership quarterly, 15(6), pp.801-823.</p>

Bass et al., 2003	Bass, B.M., Avolio, B.J., Jung, D.I. and Berson, Y., 2003. <b>Predicting unit performance by assessing transformational and transactional leadership.</b> Journal of applied psychology, 88(2), p.207.
Cacioppe, 1998	Cacioppe, R., 1998. <b>Structured empowerment: an award-winning program at the Burswood Resort Hotel.</b> Leadership & Organization Development Journal, 19(5), pp.264-274.
Chung-Herrera et al., 2003	Chung-Herrera, B.G., Enz, C.A. and Lankau, M.J., 2003. <b>Grooming future hospitality leaders: A competencies model.</b> 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. <b>Same difference? Exploring the differential mechanisms linking servant leadership and transformational leadership to follower outcomes.</b> The Leadership Quarterly, 25(3), pp.544-562.
Eisenbach et al., 1999	Eisenbach, R., Watson, K. and Pillai, R., 1999. <b>Transformational leadership in the context of organizational change.</b> Journal of organizational change management, 12(2), pp.80-89.
Hofstede, 1980	<b>Motivation, leadership, and organization: do American theories apply abroad?</b> Hofstede, Geert <i>Organizational dynamics</i> 9.1 (1980): 42-63  <b>Cultural differences</b> – 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. <b>Culture and Leader Effectiveness: The GLOBE Study.</b> [Online]. [14 September 2017]. Available from: <a href="http://www.inspireimagineinnovate.com/pdf/globesummary-by-michael-h-hoppe.pdf">http://www.inspireimagineinnovate.com/pdf/globesummary-by-michael-h-hoppe.pdf</a>

Judge and Piccolo, 2004	Judge, T.A. and Piccolo, R.F., 2004. <b>Transformational and transactional leadership: a meta-analytic test of their relative validity.</b> Journal of applied psychology, 89(5), p.755.
Kotter, 1996	Kotter, J.P., 1996. <b>Leading change.</b> Harvard Business Press.
Lewin, 1939	Lewin, K, Lippitt, R, & White, R 1939, ' <b>PATTERNS OF AGGRESSIVE BEHAVIOR IN EXPERIMENTALLY CREATED "SOCIAL CLIMATES"</b> ', Journal Of Social Psychology, 10, 2, pp. 271-299, SPORTDiscus with Full Text, EBSCOhost, viewed 14 September 2017.
Maslow, 1943	Maslow, A.H., 1943. <b>A theory of human motivation.</b> Psychological review, 50(4), p. 370.
Neider and Schriesheim, 2011	Neider, L.L. and Schriesheim, C.A., 2011. <b>The authentic leadership inventory (ALI): Development and empirical tests.</b> The Leadership Quarterly, 22(6), pp. 1146-1164.
Oldham and Hackman, 1974	Hackman, J.R. and Oldham, G.R., 1974. <b>The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects.</b>
Pless and Maak, 2011	<p>Pless, N.M. and Maak, T., 2011. <b>Responsible leadership: Pathways to the future.</b> Journal of Business Ethics, 98(1), pp.3-13.</p> <p><b>Responsible leadership</b> 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><b>Transformational leadership</b> - "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><b>Ethical leadership</b> - 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>