Management and Leadership UEL_4_MLS

School of Law and Social Sciences

2018-2019

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1. MODULE DETAILS

Module Title:	Management and Leadership
Module Level:	4
Module Reference Number:	UEL_4_MLS
Credit Value:	20 CAT points
Student Study Hours:	150
Contact Hours:	36
Private Study Hours:	102
Pre-requisite Learning (If applicable):	N/A
Co-requisite Modules (If applicable):	N/A
Course(s):	BA (Hons) Tourism and Hospitality Management
Level and Semester	Level IV Semester 1
Module Coordinator:	Edward M Isaacs
Module Leader Contact Details (Tel, Email)	020 7815 8133; isaacsem@lsbu.ac.uk
Teaching Team & Contact Details:	Arnaud BOUVIER ab@luxuryhotelschool.com
Subject Area:	Tourism and Hospitality
Summary of Assessment Method:	100% Coursework
External Examiner appointed for module:	Amanda White, Manchester Metropolitan

2. SHORT DESCRIPTION

The module provides a short introduction at an elementary level to a range of aspects of the academic analysis of the operation of organisations and their management. The module is designed for students who will be working in tourism & hospitality organisations and therefore will have some emphasis on Human Resource Management and the development of managerial skills. The residential fieldtrip will allow the participants the opportunity to develop team working and leadership techniques through the use of management exercises, essential in both studying and in the work place. The visits in the New Forest will expose the cohort to tourism hospitality and leisure products (for example, historic towns, national parks, seaside regeneration) to provide a common body of knowledge for use in the classroom.

3. AIMS OF THE MODULE

This module aims to introduce students to the nature and scope of academic thinking about organisations and their management. The module will use this broad introductory approach to theory to set the context for the understanding by the student of their own organisation and their personal role within it. The module will develop the students' practical skills in organisational analysis by using workshop learning methods which enable students to apply theory to their own organisation.

4. LEARNING OUTCOMES

4.1   Knowledge and Understanding:
- LO1 - Demonstrate an appreciation at an introductory level of the characteristics of different organisations and the issues facing their managers.
- LO2 - Illustrate the link between organisational behaviour and the tourism & hospitality industries by reviewing case studies of organisations.

4.2   Intellectual and Research Skills:
- LO3 - Demonstrate an understanding of key theoretical concepts of organisational analysis.
- LO4 - Articulate basic concepts involved in the management of organisational behaviour.

4.3   Transferable Skills and Personal Attributes:
- LO5 - Work effectively as a member of a team.

5.   ASSESSMENT OF THE MODULE

ASSESSMENT METHOD

This module is assessed through formative and summative components. The summative component is Coursework one and this is worth 100% of the module. Consequently, the module is assessed by the following:

1. Formative assessment: feedback on presentations provided in seminars on the progress of students work. The presentations will require students to present their initial findings after the field trip in relation to the summative assessment.
2. Summative assessment: A 3000 word report (worth 100% of the module) outlined below.

Coursework One – Maintaining Satisfied Customers (both internal and external) in Tourism, Hospitality & Events Industries - An Individually Prepared Report

The assessment will enable students to apply all the learning outcomes specified in section 4 of this module guide by participating on the field trip experience and completing the written assessment. This written report comprises of two main sections. The first section asks you to consider how a chosen destination can keep its external customers satisfied, and, the second section requires you to consider how the internal customers of this destination are kept satisfied by the management of tourism, hospitality and events businesses.

Section 1 - Focusing on one destination from the fieldtrip to Marseille you must prepare a report that assesses the ability of that destination to keep external customers sated. In doing so, you must identify the different types of tourists (i.e. the market segments) that would be attracted to the destination that you have picked. You must outline why these market segments would be attracted to your chosen destination and then go on to assess the ability for this destination to meet the needs of the potential target markets you have identified. In doing so, evaluate the strengths and weaknesses of your chosen destination. Whilst analysing the ability for this destination to meet the needs of its current customer base, identify areas that you think could be improved upon to meet current needs, and, areas for potential growth in attracting new market segments.
- **A minimum of 10 references, either factual and/or academic are required in support of this aspect of the report in order to pass the assessment.**

Section 2 - Using your experience of the field trip you must then discuss the key concepts of maintaining a satisfied and motivated workforce within tourism, hospitality and event organisations. In the previous section you identified a destination that attracted various tourist markets. In order to meet their needs, the destination comprises of different businesses. You must now assess any one of those businesses in that chosen destination and discuss how that business can maintain and satisfy their workforce. You may justify your argument with observations from the field trip, case studies and your own professional experience. You should provide critical insight through the use of management concepts and

organisational academia (theories, models, concepts, frameworks or ideas) whilst commenting on the relevance of the literature included.

- **A minimum of 10 references, either factual and/or academic are required in support of this aspect of the report in order to pass the assessment.**

Linking of conclusions and recommendations of section 1 and 2 - Based on the observations, evidence, discussion and theory provided in both sections of the report you must then make recommendations as to how this destination and business can maintain, satisfy and enhance the experiences of both internal and external customers. The recommendations should be quite extensive and should be considered the main focus of what has gone before. Consequently, in section 1 and 2 you have laid the ground work upon which to create recommendations as to how the destination can improve itself and how the business can improve itself in order to maintain satisfied internal and external customers.

This assignment asks you to prepare a report that demonstrates evidence of academic research (and any personal observations or experiences you can draw upon) whilst reaching recommendations. You must attempt to discuss what constitutes (happy or) satisfied internal and external customers in our industry and comment on the relevance of the academia surrounding the issues you choose to focus upon. You must include an electronic word count at the end of your written report (but before your reference list). Consider the presentation of the report, such as including a title page, a contents page, maps, graphs, tables, charts and any appendices that may enhance the value of your written work. It would be advisable to include a contents page at the start of your work. You are expected to use the Harvard referencing system, and you will be marked upon your ability to be able to use it successfully as this is a skill that you will require the next three academic years (and beyond).

Word Length: 3000

Date and place to be handed in: 17/12/18, 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: 20 working days after submission date

Assessment Criteria – Section 1

Evidence & depth of research on the destination	Fail--- 3rd --- 2:2 --- 2:1--- 1st
Evaluation of destination	Fail--- 3rd --- 2:2 --- 2:1--- 1st
Identification of target markets attracted to the destination	Fail--- 3rd --- 2:2 --- 2:1--- 1st
Analysis of how the destination uses resources deployed to meet the needs of those markets	Fail--- 3rd --- 2:2 --- 2:1--- 1st

Assessment Criteria – Section 2

Evidence & depth of research on business within the destination	Fail--- 3rd --- 2:2 --- 2:1--- 1st
Use of management theory – ideas, concepts or frameworks	Fail--- 3rd --- 2:2 --- 2:1--- 1st
Linking of conclusions and recommendations of section 1 and 2	Fail--- 3rd --- 2:2 --- 2:1--- 1st
Use of the Harvard referencing system	Fail--- 3rd --- 2:2 --- 2:1--- 1st

We are using a marking scheme whereby you are marked on a scale of fail which is poor to 1st 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. A detailed assessment criteria (and feedback sheet) can be found on page 11 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% +   = First Class
60 – 69   = 2:1
50 – 59   = 2:2
45 – 49   = 3rd
40 – 44   = pass
30 - 40   = marginal fail
<30   = 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.

Include after the title page of your essay, report, etc your Originality Index read out downloaded from Turnitin. 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 or manually to the School Office as stated in your module guide or as advised by your module coordinator. 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.
You must attach a copy of the originality report to your assignment.

6. FEEDBACK

Students can normally expect to receive written feedback 15 working days after the deadline submission. This will be emailed to you via the moodle site. All marks given are provisional and are subject to change. These provisional marks need to go through a moderation process and the marks need to be approved by the exam board. Once this has taken place you will be able to see the final mark through the MY LSBU link.

Please note that coursework cannot be submitted by email, fax or post or to individual Tutors.

Feedback from Students
The Module Evaluation Questionnaires indicated that 67% found the quality of the lecture good/very good and that 55% found the seminars good/very good, thus there will be more student input and discussion in the seminars this academic year. 65% of the participants found the moodle site good/very good and more effort will be put into communicating and using e resources in the new semester.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content
The programme will cover the following topics:

1. People
2. Organisations
3. Management
4. Cross-cultural management
5. Motivation
6. Communication
7. Corporate culture
8. Leadership

7.2 Overview of Types of Classes
The module will be taught by a series of lectures and workshops. Lectures will identify the key themes of organisational analysis and 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 develop material for group presentations.

7.3 Importance of Student Self-Managed Learning Time
Self-managed study is crucial to this module. The lectures give you the basic theoretical background and will introduce key concepts. It is advised to read from the extensive book list provided and to search for journal articles that will enhance your level of understanding in the field of managing tourism and hospitality organisations.

7.4 Employability

Students will learn about motivation and management techniques relevant to the tourism, hospitality and events industries, as well as have experience of working with others in delivering workshops and presentations. Tourism, hospitality and events organisations will require suitably trained and aware staff. This module prepares students for working effectively within their chosen profession.

8. THE PROGRAMME OF TEACHING

1) People

  a) Mullins (2013), Chapter 2 Understanding the nature of the workforce
  b) People1st.co.uk., 2017. *People 1st - People and Productivity in Hospitality and Tourism*. [online] Available at: http://www.people1st.co.uk/insight-opinion/people-and-productivity/people-performance-2017/ [Accessed 27 Sep. 2017].

2) Organisations

  a) Mullins (2013), Chapter 4 Organisational goals and structure
  b) Chacko, H.E., Williams, K. and Schaffer, J., 2012. A conceptual framework for attracting Generation Y to the hotel industry using a seamless hotel organizational structure. *Journal of Human Resources in Hospitality & Tourism*, *11*(2), pp.106-122.

3) Management

  a) Mullins (2013), Chapter 5 Defining management
  b) Mullins (2013), Chapter 9 Managing challenging situations

4) Management (continued)

5) Cross-cultural management

  a) Ardichvili, A. and Kuchinke, K.P., 2002. The concept of culture in international and comparative HRD research: Methodological problems and possible solutions. *Human Resource Development Review*, *1*(2), pp.145-166, https://doi.org/10.1177/1534484302012002
  b) 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

6) Motivation

  a) Mullins (2013), Chapter 7 Workforce motivation and involvement
  b) Maria C. Osteraker, (1999) "Measuring motivation in a learning organization", Journal of Workplace Learning, Vol. 11 Issue: 2, pp.73-77, https://doi.org/10.1108/13665629910260798
  c) Sachau, D.A., 2007. Resurrecting the motivation-hygiene theory: Herzberg and the positive psychology movement. Human resource development review, 6(4), pp.377-393, https://doi.org/10.1177/1534484307307546

7) Motivation (continued)

8) Communication

  a) Mullins (2013), Chapter 3 Diversity management

b) Lolli, J.C., 2013. Interpersonal communication skills and the young hospitality leader: Are they prepared?. International journal of hospitality management, 32, pp.295-298, https://doi.org/10.1016/j.ijhm.2012.02.010

9) Corporate Culture

a) Mullins (2013), Chapter 10 Managing the changing environment
b) Zheng, W., Qu, Q. and Yang, B., 2009. Toward a theory of organizational cultural evolution. *Human Resource Development Review*, *8*(2), pp.151-173, https://doi.org/10.1177/1534484309333619

10) Leadership

a) Mullins (2013) Chapter 6 Nature of leadership
b) Liu, W., Lepak, D.P., Takeuchi, R. and Sims, H.P., 2003. Matching leadership styles with employment modes: Strategic human resource management perspective. *Human resource management review*, *13*(1), pp.127-152, https://doi.org/10.1016/S1053-4822(02)00102-X
c) Uma D. Jogulu, Glenice J. Wood, (2006) "The role of leadership theory in raising the profile of women in management", Equal Opportunities International, Vol. 25 Issue: 4, pp.236-250, https://doi.org/10.1108/02610150610706230
d) Gill, R., Levine, N. and Pitt, D.C., 1999. Leadership and organizations for the new millennium. *Journal of Leadership Studies*, *5*(4), pp.46-59.

11) Leadership (continued)

12) Report & group presentations

9. LEARNING RESOURCES

Core Reading – Foundation papers

See references in 7. The programme of teaching

Core Reading - Books

a. ***Mullins, Laurie J.;Dossor, Penny. 2013., Hospitality Management and Organisational Behaviour. Pearson. & Available from:<http://www.myilibrary.com?ID=469792>***

b. *Lashley, C and Lee Ross, D. 2005., Organisation Behaviour for Leisure. Oxford. Butterworth Heinemann.*

c. *Robbins, Stephen P.;Judge, Timothy A.. 2016., Organizational Behavior, Global Edition. [online]. Pearson Education Limited. Available from:<http://www.myilibrary.com?ID=910956>*

d. *Brooks, Ian. 2006., Organisational Behaviour. [online]. Pearson Education UK. Available from:<http://www.myilibrary.com?ID=60203>*

e. *Buchanan, David;Huczynski, Andrzej. 2016., Organizational Behaviour. [online]. Pearson Education Limited. Available from:<http://www.myilibrary.com?ID=953441>*

f. *Whetten, David A;Cameron, Kim S.. 2015., Developing Management Skills, Global Edition. [online]. Pearson Education Limited. Available from:<http://www.myilibrary.com?ID=887045>*

g. *Jo Owen. 2009., How To Lead ebook. [online]. Pearson Education UK. Available from:<http://www.myilibrary.com?ID=226618>*

10.   ASSESSMENT CRITERIA

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

Student number	
Course	BA Tourism and Hospitality Management
Module title & Code	UEL 4 MLS
Deadline Date	18/12/17

Assessment Criteria - Section 1	**Excellent 70%+**	**Very Good 60-69%**	**Good 50-59%**	**Weak 40-49%**	**Poor 0-39%**
Evidence & depth of research on the destination - *maps, information from destination websites, brief description*					
Evaluation of destination - *assessment of destination in terms of visitor numbers, average spend, feedback from visitors, personal observation*					
Identification of target markets attracted to the destination - *explanation of various target markets broken into segments explaining who they are and why they come*					
Analysis of how the destination uses resources deployed to meet the needs of those markets - *explanation of how the destination uses its current assets to meet the needs of the various market segments outlined in the previous section*					
Assessment Criteria - Section 2					
Evidence & depth of research on business within the destination - *explanation of chosen business*					
Use of management theory - ideas, concepts or frameworks - *inclusion of theoretical underpinning*					
Linking of analysis of section 1 and 2 to create conclusions and recommendations - *the creation of substantial recommendations that indicate application to the creation of ideas that enhance what the destination and chosen business can do to satisfy and enhance internal and external customer satisfaction*					
Use of the Harvard referencing system- *effective demonstration of the Harvard referencing system throughout the written work in the creation of a reference list*					

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: