



Business School Poster Compendium

Spring 2025





Welcome

As Deputy Dean and Professor of Academic Leadership at BPP University Business School I am delighted to acknowledge the collaboration across our academic community in producing this compendium.

As a Business School that enjoys a strong international student community, we seek to develop our teaching and learning practices to ensure that all our students have a productive, interesting and enjoyable learning experience at BPP University as well as providing them with the skills to be sustainable business leaders of the future. Our academic community strives to ensure that students are supported and developed in their academic journey and benefit from an excellent student experience.

The posters in this compendium span a range of areas that highlight how our academic community considers the student at the centre of all they do, be that how they are teaching in the classroom or online, or how they can engage in important aspects of sustainability supporting the university's commitment to the Principles of Management Education (PRME). The compendium also highlights the importance of development of skills students required for the workplace through simulations or initiatives such as Enactus. They also highlight the engagement, collaboration and inclusiveness of the academic community within BPP University Business School.

Congratulations to all those who created and presented the posters at the conference.

Jane Towers-Clark

Deputy Dean and Professor of Academic Leadership

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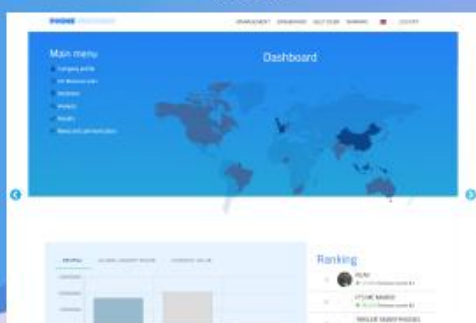
BUSINESS SIMULATIONS: an Innovative way to Enhance Employability Skills and Engagement

The use of business simulations can increase student engagement and foster creativity, critical thinking, and problem-solving (Huang et al., 2022). Business simulations may be more effective than real practice, as simulations can be modified to the specific needs of learners (Chernikova et al., 2020).

In January 2024, the Business School ran its pilot business simulation on the MSc AF programme. 11 groups of students used the Edumundo PhoneVentures international mobile market simulation over a 5-week period. The simulation was assessed via a reflective piece attached to their summative assessment.

PhoneVentures simulation

In this simulation, students manage their own international smartphone company, in which they must make strategic decisions to maximise profit and rank higher than their competitors (other groups)



Measuring success and impact in the classroom

- Students received an average grade of 60% with a 95% pass rate on the reflection element of their summative assessment relating to the business simulation.
- Students enjoyed working collaboratively and 80% of students found the simulation relevant to their programme of study.
- Students enjoyed being able to develop workplace skills such as teamworking, collaboration, and interaction, and the tutors enjoyed this aspect as well.
- There was an outstanding performance from the winning team on the simulation, and very good performance from other teams.

Next steps...

Business simulations will be rolled out onto the MSc Engineering Management and MSc Digital Marketing programmes and continuing on MSc Accounting and Finance.



Framework for Embedding Employability in Higher Education, Advance HE, January 2024

What we learned

- To ensure optimal engagement, assessment load should be planned accordingly – in week 4, engagement decreased due to other assessment submissions.
- We recommend scheduling the simulation over the full teaching term rather than 5 weeks.
- We recommend full cohort rather than individual group feedback sessions to build a sense of competition.



Sustainability and linkage to PRME

- BPP University are signatories of PRME
- The PhoneVentures simulation encompasses both CSR and sustainability, in which students must think about reducing their carbon footprint, supporting local initiatives, and contributing to the Paris agreement.
- This links with PRME as its focus is to create responsible management leaders who drive corporate sustainability.

References: Chernikova, O., Heltmann, N., Stadler, M., Holzberger, D., Seidel, T., & Fischer, F. (2020). Simulation-Based Learning in Higher Education: A Meta-Analysis. *Review of Educational Research*, 90(4), 490-541. <https://doi.org/10.3102/0034654320933544>, Yueh-Min Huang, Luisa Maryani Silitonga, Ting-Ting Wu (2022). Applying a business simulation game in a flipped classroom to enhance engagement, learning achievement, and higher-order thinking skills. <https://doi.org/10.1016/j.compedu.2022.104494>.

Business Simulations: An Innovative way to Enhance Employability Skills and Engagement

Rachel Brockway, Alastair Murray and Jane Towers-Clark

Increasing motivation and impact

Engaging students in practitioner-based research
A case from the International Business Academy, Kolding, Denmark (2022)

Background

Based on Dale's (1969) finding, a decision was made to **involve students with the aim of increasing motivation and engaging students** in our research project, *Cyber security and game-based learning*, the respondent group, employees within the financial sector, specifically banks and insurance companies. **Our innovative element was our approach to how we involved our Multimedia (MMD) students** in designing and developing the interactive training platform that would be used in the post-positivistic, quasi-experiment research project, and in line with Deci & Ryan's (1985, 2000) *Needs Theory* argument that interpersonal events, rewards, communication and feedback geared towards feelings of competence when performing an activity enhance intrinsic motivation for that activity, our Bachelor of Finance (FBA) students peer reviewed the developed platform via iterative user testing.



Figure 1: Final combined interactive user interface used for research

Assignment brief

Purpose: Train users in the creation and memorisation of secure passwords, possibly changing behaviour.

Premise: Easy to remember research-based guidelines for secure passwords. Easy to apply methods to help remember complex passwords created. **Content:** An interactive quiz or game that, in a simple and easily understandable way, conveys the importance of secure passwords including risks and threats, simultaneously training the user in creating and memorising secure passwords.

Results

A notable variation in students' enthusiasm and willingness to contribute was identified.

MMD Students. The project was a part of assessed coursework and significantly influencing final semester grades. A high motivation and participation were observed, demonstrating a mix of external "identified regulation" and "intrinsic regulation".

FBA Students. Contribution limited to peer user testing and feedback for MMD students' graded project. Participation was low. They viewed their role as less significant despite the direct impact on peers' grades, indicating amotivation.

The Student Journey



Part 1

MMD students were presented with key parts of the research project's underlying literature.

Part 2

The first task was to review the available material and brainstorm solutions. MMD students, were to **conduct further research**, including primary research, prior to starting the **design and development of solutions**. They were to **test solutions on FBA students** and, based on the feedback received from the user testing sessions, **iterate and reiterate the process**, applying feedback as necessary, until submission deadline.

Part 3

The entire design and development process was to be **documented for submission**. The submitted **documentation and accompanying gaming solution** were to be grounded in research, and feedback from user testing sessions.

Part 4

MMD students' submitted **work was graded by testing and assessing against the establish project Learning Outcomes**, whilst simultaneously reviewing to establish useable solutions for the research project.

Part 5

Elements from selected projects were combined into **one finished solution** (Figures 1 and 2), which constituted the interactive digital user interface used in conjunction with the quasi-experiment research project.



Figure 2: Final combined interactive user interface used for research

References:

- Dale, E. (1969). *Audio-visual methods in teaching*. Holt, Rinehart & Winston, Dryden Press.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Deci, E. L., & Ryan, R. M. (2008). Self-Determination Theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49, 182-185.

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Scan the code for the results of the quasi-experiment research project



Increasing motivation and impact

Lucy Caroline Gabrielsen

ACTION RESEARCH IN THE CLASS ROOM

USING ACTION RESEARCH: A NEW INCLUSIVE APPROACH TO BEING A STUDENT LED TEACHER - THE CASE OF CORPORATE AND BUSINESS LAW UNDER – ADVANCED DIPLOMA IN ACCOUNTING AND FINANCE AND BUSINESS LAW BSC ACCOUNTING AND FINANCE.



MY PEDAGOGY

Constructive Alignment

Collaborative student lead learning - guided by the BPP approach model, to learning using – Prepare, Collaborate, Consolidate and Prepare. Differentiation
Problem based learning
" Education is not the learning of facts but the training of the mind to think"

Albert Einstein
(1879-1955)

STUDENT PROFILES

Targeted Barriers to learning / Problems in the class

English Language
• reading and writing.

Inherent traditional ways of learning e.g.
• non interactive learning
• cramming MCQ questions and Answers



ACTION RESEARCH PROCESS



1. PLANNING

Identifications of the barriers to learning and planning on how to integrate my pedagogy to resolve the problem identified. The process started with :-

A Plan was developed to investigate and confirm the extent of the problem, with ideas of a solution. The plan was to test English literacy levels and adapt lessons to integrate tools that will test the level of English and dependency on traditional learning. The results will be used to enhance learning and teaching practice



2. ACTION STAGE

Action Plan (4 weeks)
Choice of 3 learning designs to test plan with documented observation

(1) Test reading and writing by introducing comprehension style class activities with direct question from a set scenario problem question. Starting with Level 2 and working towards Level 4.
(2) Iterative learning using MCQ quiz, providing feedback and repeating the same topic (as a starter for the next lesson) but different MCQ questions, with feedback. This repetitive stance was to test capabilities of application and understanding of more complex critical thinking, and reading.
(3) Introducing research based learning /Project and Presentations to test speaking and presentation skills. Three solutions were tested to investigate which method worked better. The successful plan will be used in the class.



3. OBSERVATION STAGE

Action Plans	Week 1	Week 2	Week 3	Week 4	Week 5
1	Comprehension style class activity level 2 (comprehend)	Comprehension style class activity level 2 (comprehend)	Comprehension style class activity level 2 (comprehend)	Comprehension style class activity level 2 (comprehend)	Students are more confident and although the activity has been completed, it cannot read more and is not to enhance literacy.
2	Formative MCQ quiz. Provide instant feedback (in class) and feedback (in class) and feedback (in class) and feedback (in class)	Formative MCQ quiz. Provide instant feedback (in class) and feedback (in class) and feedback (in class) and feedback (in class)	Formative MCQ quiz. Provide instant feedback (in class) and feedback (in class) and feedback (in class) and feedback (in class)	Formative MCQ quiz. Provide instant feedback (in class) and feedback (in class) and feedback (in class) and feedback (in class)	Formative MCQ quiz. Provide instant feedback (in class) and feedback (in class) and feedback (in class) and feedback (in class)
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4. REFLECT

Data from the observation stage was used to adapt the lesson plan to use the most successful learning design which was (2) to enhance English literacy and Build confidence eliminating cramming. (2) was the most successful activity of iterative learning where repetitive MCQ quizzes, Feedback and in-class tests and assessments were used as opposed to (1) that was comprehensive style / problem solving or (3) project /research. The reflection stage allows for a critical reflection on the students needs and assessing how those needs can be met. It also allows for my critical reflection on my pedagogy and practice where I see an improvement on my practice on maintaining a collaborative student lead pedagogy.

My Plan changed to iterative content and approach to learning to meet the continuous need of reading, writing, critical thinking and problem solving.

Action research helps to improve teaching and learning by taking collaborative, reflective, problem solving approach to investigating classroom practice. The process is then repeated again looking for any new issues /



Action Research in the Classroom

Nikki Modie-Nwaefulu



How can Social Enterprise Enhance the Student Experience?



2. International Social Entrepreneurship

Entrepreneurial – igniting business innovation with integrity and passion
Action – the experience of social impact that sparks social enterprise
Us – student, academic and business leaders collaborating to create a better world



The Vision:
 To create a better, more sustainable world.

The Mission:

To use entrepreneurial action to transform lives and create a sustainable world.

3. How can Enactus Enhance the Student Experience?

- ❖ Social enterprise combines business goals with positive social impact, addressing societal issues sustainably.
- ❖ Enactus UK is a global organisation fostering student-led entrepreneurial action for social and environmental change.
- ❖ Enactus BPP is a student-led branch of Enactus UK here at BPP University. In conjunction with the Student Association, it is dedicated to inspiring students to improve communities through entrepreneurial action.

5. Engagement activities & Partner Organisations



Partner organisations
 Give our increase levels of student engagement by giving access to a range of career and mentorship opportunities.



6. Students must scan this QR code to Join Enactus

1. The Increasingly Important Role of Social Enterprise

- Creates Sustainable Impact: Students tackle *real-world* issues with *practical* solutions.
- Promotes Innovation: *Encourages* creative problem-solving in areas like poverty alleviation, environmental sustainability, and education.
- Fosters Community Engagement: *Strengthens* ties between students and local/global communities.
- Prepares Future Leaders: *Develops* skills that align with today's job market demands.

4. Students who join Enactus...

1. Have opportunities to create real impact.
2. Build CVs with volunteer work and practical project experience.
3. 50x more likely to be hired than an average graduate*.
4. Exclusive access to 300 corporate advisors in partner organisations.
5. Are supported by workshops with guest speakers, employability events, leadership summits, regional impact accelerator events and national competitions. These are collectively known as interventions that take place throughout the year.

*Information source: Enactus UK



KEY INTERVENTIONS



How can Social Enterprise Enhance the Student Experience?

Adisha Kariyawasam



Adaptive Motivation Roadmap to Your Achievement

A Structured Approach to Goal Setting, Self-Efficacy, and Well-being

Dr Mansour Bagheri

Introduction & Aim

This 8-week tutorial helps students set SMART goals, build self-efficacy, and maintain motivation through five components: Goal Setting, Self-Efficacy, Adaptive Motivation, Feedback & Reflection, and Well-being. It supports academic and personal growth with structured, evidence-based steps. This activity aims to enhance students' goal-setting skills, self-efficacy, and adaptive motivation by engaging them in a structured process where they identify, pursue, and reflect on personal or academic goals.



Goal Setting

Students will be asked to reflect on a personal or academic challenge they currently face (e.g., improving grades, learning a new skill, or enhancing time management) and formulate a specific, measurable, achievable, relevant, and time-bound (SMART) goal for the semester.

Self-Efficacy



The activity teaches students how to build confidence in their ability to achieve their goals by reflecting on past successes, seeking support, and visualizing themselves completing the goal. By building confidence through small wins, students gain a sense of control over their academic and personal growth, increasing persistence and adaptability in the face of challenges. These aspects of self-efficacy are foundational to students' sustained engagement in goal pursuit.



Adaptive Motivation

Adaptive motivation refers to the ability to maintain motivation and persistence in working towards meaningful goals, especially in the face of challenges and setbacks. Key Characteristics:

- ✓ Goal Flexibility: Adjusts methods if plans fail, staying committed to the goal.
- ✓ Resilience: Views setbacks as feedback, not as reasons to quit.
- ✓ Intrinsic Focus: Motivated by growth and mastery over external rewards.
- ✓ Self-Regulation: Reflects on progress, adapts strategies, and seeks improvement.



Feedback

Checkpoints will be set up throughout the semester where students track their progress and receive feedback from peers or the instructor. Feedback will focus on effort, strategies, and incremental successes rather than outcomes alone.



Well-being

Goal achievement boosts growth and well-being by reducing stress, enhancing time management, and building resilience. At the end of the semester, students will reflect on their goal progress and any changes in their motivation, self-efficacy, and well-being. Encourage them to think about how these skills can be transferred to future challenges.

This activity helps students set meaningful goals, break them into manageable steps, and build confidence and motivation. By reflecting on progress, seeking feedback, and adjusting strategies, students achieve goals while developing skills that offer long-term benefits. It promotes resilience, self-regulation, and adaptive motivation, supporting both task completion and personal growth.

Reading sources:

Bagheri, M., & Cox, W. M. (2023). *Experimental induction of adaptive motivation: Proof of concept*. *Journal of Substance Use*, 1–8.

Shamloo, Z. S., & Cox, W. M. (2014). *Information-enhancement and goal setting techniques for increasing adaptive motivation and decreasing urges to drink alcohol*. *Addictive Behaviors*, 39(7), 1205–1213.

W. M. Cox & E. Kilinger (2011). *Handbook of motivational counseling: Goal-based approaches to assessment and intervention with addiction and other problems* (2nd ed., pp. 131–158). Wiley Blackwell.



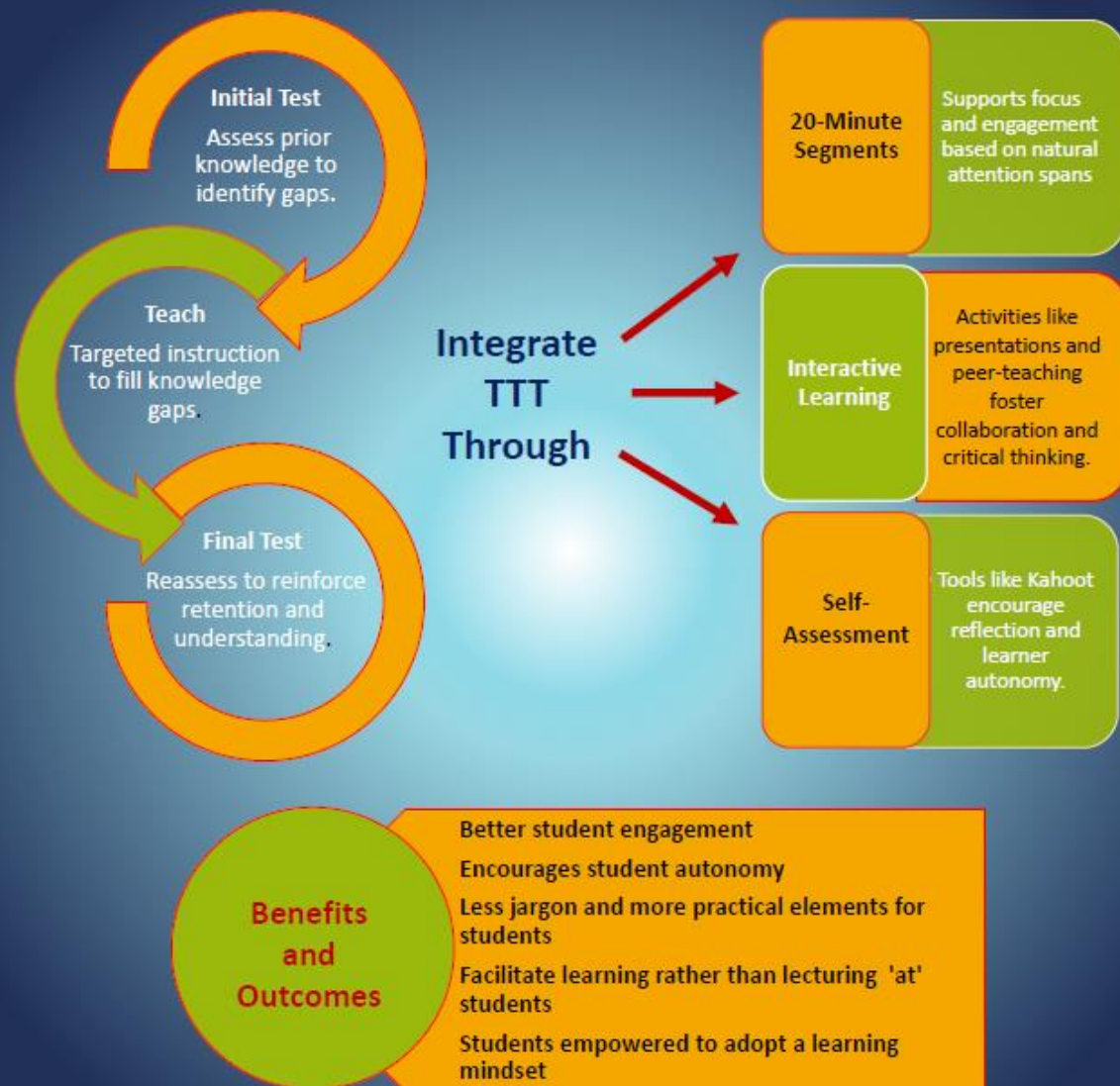
Adaptive Motivation Roadmap to Your Achievement

Mansour Bagheri

Flip, Play, Reflect: Transforming Classrooms in 20 minutes Intervals

Introduction

The Test-Teach-Test (TTT) approach identifies students' knowledge gaps, targets teaching to address these, and reinforces learning through follow-up assessments, reducing cognitive overload. By introducing key concepts through in-class videos and structuring lessons into 20-minute segments, the model optimises focus and active engagement. Self-assessments further promote reflection and learner autonomy, fostering critical thinking and collaboration while enhancing overall learning outcomes.



Conclusion

The flipped classroom model, with its integration of Test-Teach-Test intervals, in-class videos, and self-assessments, effectively enhances student engagement and learning outcomes. By reducing cognitive overload and promoting active learning, this approach fosters critical thinking, collaboration and learner autonomy. Its scalability and adaptability make it a valuable framework for improving higher education practises and preparing students for future challenges.

Flip, Play, Reflect

Sundus Baig and Shilpa Pulapaka

HOLISTIC MARKING AT BPP UNIVERSITY BUSINESS SCHOOL

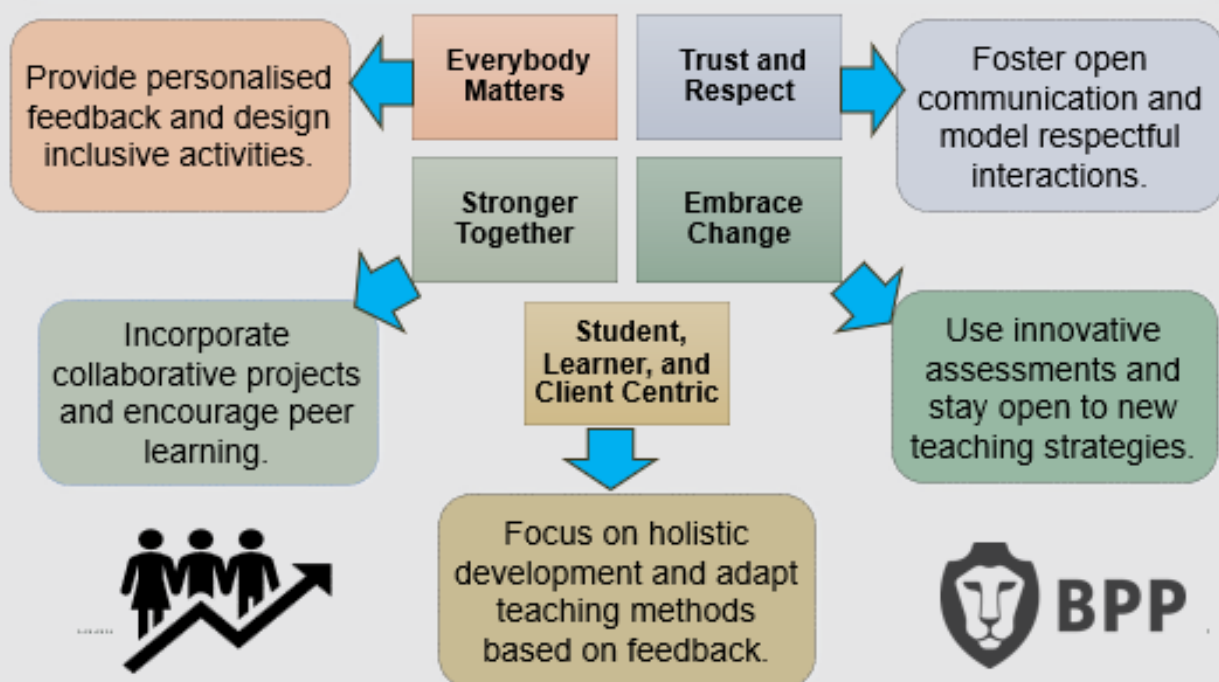
What is Holistic Marking?

- ❖ This marking approach focuses on assessing the overall **quality** and **effectiveness** of a student's work.
- ❖ It considers the **entire** work rather than evaluating individual parts separately.
- ❖ It allows for a **comprehensive** understanding of a student's abilities and achievements.

Why Holistic Marking?

- **Comprehensive Evaluation:** Provides a complete picture of a student's abilities by assessing their work as a whole.
- **Efficiency:** Saves time by avoiding the need to break down work into numerous components.
- **Fairness and Consistency:** Reduces subjectivity and ensures more consistent assessments.
- **Encourages Higher-Order Thinking:** Emphasises critical thinking, creativity, and synthesis of information.
- **Reflects Real-World Evaluation:** Prepares students for professional scenarios where work is judged on overall impact.

The link between Holistic Marking and BPP Values



Holistic Marking at BPP University Business School

Adisha Kariyawasam, Raja Khan and Sandro Quattrocchi

International Students' Motivation to Learn

INTRODUCTION

- Motivation is internal drive which guides, changes or maintains goals and sustains engagement in certain activities (Ormerod, 2008).
- Various factors influence students' academic performance; however, motivation is one of the most significant ones (Tucker et al., 2002).
- Academic motivation is related to higher levels of learning effort, self-regulation and academic achievement (Kotero et al., 2021) as well as positive attitudes towards learning (Tasgin & Coskun, 2018).
- Because motivation has been proven to have (in)direct impact on learning, it is one of the most studied topics in educational psychology (Slavov et al., 2012).
- However, limited research has been done on motivation to learn among international students attending university abroad.

Study done with international students studying in the UK undertaking MSc International Marketing students in 2017 (n=31) and repeated with MSc Management with Digital Marketing students in 2024 (n=90) using a questionnaire based on the Academic Motivation Scale developed to measure motivation in University students (Vallerand et al., 1992).



TYPES OF MOTIVATION

Amotivation – lack of drive

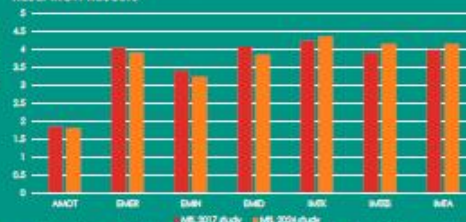
Extrinsic (controlled) motivation

- External regulation (EMER) – tasks are undertaken to meet external demands such as punishment or reward.
- Introjected regulation (EMIN) – response to internal controllers such as self-esteem and pride or avoidance of unpleasant feelings like guilt and anxiety.
- Identified regulation (EMID) – behaviour is valued for personal reasons, activities are performed as a means to an end, for example to work in a desired profession.

Intrinsic (autonomous) motivation

- Intrinsic motivation to know (IMTK) concerns the enjoyment of learning, exploring and trying to comprehend something new.
- Intrinsic motivation to experience stimulation (IMTES) involves drive due to sensations, excitement or aesthetic enjoyment.
- Intrinsic motivation toward accomplishment (IMTA) is about the satisfaction derived from exceeding expectations and trying to achieve one's goals.

RESEARCH RESULTS

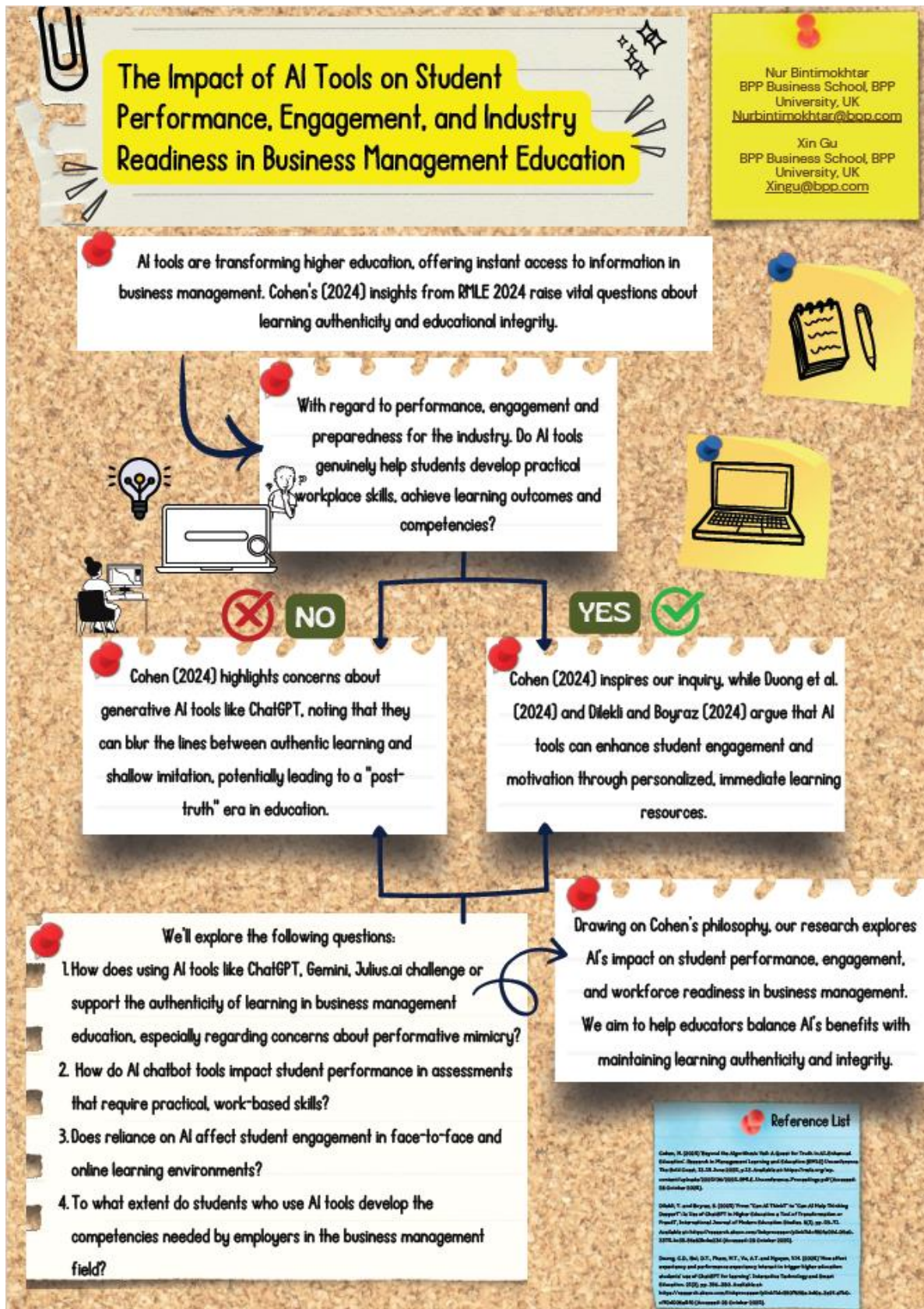


- International students are motivated to study (as evidenced by high scores on IM and EM and low score on AMOT).
- One-way repeated ANOVA analysis shows that scores on the seven factors differ significantly.
- Post hoc tests reveal that scores on AMOT, EMIN and IMTK differed significantly from the other factors.
- Results show a medium, negative correlation between age and AMOT, but no significant correlation with other motivational factors.



TEN TOP TIPS FOR LECTURERS TO ENHANCE STUDENT MOTIVATION TO LEARN

1. Give choice to allow students to take responsibility for their own learning (i.e. choosing topics, in-class activities, type of assessment etc.).
2. Provide clear rationale for tasks students undertake to make it more relevant to their future career.
3. Don't try to control student behaviour and avoid putting undue pressure on students.
4. Be passionate about your subject area and share your enthusiasm.
5. Provide sufficient information to students to avoid them feeling uncertain and overwhelmed.
6. Provide competence-related feedback to enhance students' sense of efficacy.
7. Express confidence in students' ability to achieve and encourage them after failure.
8. Create a sense of belonging through group activities and peer support.
9. Make students feel you genuinely care for them and respect their contributions.
10. Get students to set their own intrinsic study goals rather than using extrinsic rewards or punishments.



The Impact of AI on Student Performance, Engagement and Industry Readiness in Business Management

Nur Bintimokhtar and Xin Gu

THE TUTOR AS LEADER:

Leveraging Emotional Intelligence (EI) Leadership Styles in Postgraduate Education

In postgraduate education, the tutor can serve as instructor or adopt the role of leader, inspiring and guiding students through their evolution in academic and personal development. To be lead effectively in this context needs Emotional Intelligence (EI), which is understanding and managing one's own emotions and responding appropriately to others.

This poster explores how tutors can utilise EI leadership styles to create a diverse, engaging, supportive and productive learning environment.

LEADERSHIP STYLES

PRIMARY LEADERSHIP STYLES

AFFILIATIVE

Starting with the affiliative style creates psychological safety and builds emotional bonds. This emphasises emotional harmony and well-being. It builds belonging and trust. This approach is called for in:



- **Building Relationships:** Building tutor-student rapport, which is crucial for a supportive and aligned learning environment.
- **Conflict Resolution:** Addressing and resolving interpersonal issues among students, creating a collaborative environment.

VISIONARY

Visionary leaders inspire and motivate by articulating a shared vision of the future, integrating the students' perspective & gaining buy-in. Tutors can use this style to:



- **Set Clear Goals:** Set the scene to provide students with a sense of direction and purpose, aligning their efforts with their long-term academic and career objectives.
- **Inspire Motivation:** Encourage students to strive for excellence by connecting their personal goals with the broader vision of their academic and professional journey.

ADAPTIVE LEADERSHIP STYLES

COACHING

The coaching style builds capability – generating insights and enabling personal development and growth. This style enables:



- **Individualised Support:** Offer non-directive feedback, helping students identify their strengths and areas for improvement, building competence.
- **Skill Development:** Using open questions, foster independent critical thinking and problem-solving skills, preparing students for future challenges.

PACESETTING

Pacesetting leaders set high standards and exemplify excellence. It should be used for short periods as it can cause burn out. Tutors can use when:



- **Setting High Expectations:** Challenge students to achieve by modelling excellence and setting ambitious goals.
- **Quick Results:** Drive performance in high-stakes situations, such as preparing for crucial assessments.

DEMOCRATIC

Democratic leaders build engagement, by valuing input and collaboration. Tutors can leverage this style to:



- **Encourage Participation:** Involve students in decision-making processes, fostering a sense of ownership and accountability.
- **Diverse Perspectives:** Harness the diverse backgrounds, experiences and ideas to enrich discussions and approaches to projects or assignments.

COMMANDING

The commanding style, is based upon clear directives and control, is best used as a last resort and where trust exists. Tutors might employ this style in:



- **Crisis Management:** Provide decisive leadership during emergencies or when immediate action is required.
- **Establishing Order:** Maintain discipline and focus in situations where structure and control are necessary.

By understanding and applying these EI leadership styles, tutors can effectively lead students, co-creating an environment supportive of academic excellence, personal growth, and emotional well-being. The key is to adapt these styles to the specific needs and contexts of international students, modelling a balanced and responsive approach to leadership, that students can learn, and emulate, from classroom to business.

IMPACT ON STUDENT SUCCESS

Leads to greater engagement • Higher satisfaction rate
Improved completion rates • Improved motivation and results

References: Enright, D., Grant, D., Knights, J., & Young, G., (2024) *Leading Beyond the Ego, How to Become a Transpersonal Leader*, 2nd Ed. Routledge; Goleman, D., et al. (2013). *Primal Leadership: Harvard Business Press*; McKee, A., & Mastmilian, D. (2016). *Resonant Leadership: Harvard Business Press*; Palmer, B., & Gignac, G. (2012). *Industrial and Commercial Training*, 44(1), 9-18; Qazi, S., Hussain, I., Nizamani, M., (2024), *Exploring the Impact of Teachers' and Students' Emotional Intelligence on Classroom Dynamics, Behavior Management, and Learning Outcomes*, *Journal of Policy Research* 10(3):290-298.

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The Tutor as Leader
Danielle Grant

Author Biographies

Sundus Baig

Sundus Baig, a dedicated Module Leader at BPP University, brings a wealth of knowledge and experience to the Management Essentials course. With a strong background in entrepreneurship and sustainability, Sundus has been shaping the minds of future business leaders for over 5 years. Her expertise lies in fostering an understanding of sustainable business practices and innovative entrepreneurial strategies.

Dr. Nur Bintimokhtar

Dr. Nur Bintimokhtar is a faculty member at BPP University in the UK, where she serves as the Chair of the Fintech Interest Group (FIG). With almost 8 years of experience as a Retail Banking Executive at Kuwait Finance House International Islamic Bank, she has supported operations and corporate strategy across both retail and investment banking. Following the completion of her PhD in 2023, Nur has focused her efforts on research in academic and industry settings while also providing support to students in higher education. She believes that good qualifications are just the starting point; developing essential skills is crucial for future success. Inspiring students and helping them understand the practical applications of the theories they learn in the classroom are key components of her approach. Through her extensive research, she aims to create a meaningful impact on both the industry and education.

Dr Mansour Bagheri

Dr. Mansour Bagheri is a Chartered Psychologist and lecturer at BPP University, where he teaches MSc Management courses, including Leading Through Digital Disruption and Business Project. His interdisciplinary expertise in psychology and management enables him to deliver research-evidence, practical education that enhances student engagement and learning outcomes. His current research focuses on adaptive motivation and the complexities of digital leadership. Mansour began his academic career as a faculty member in Iran from 2002 to 2010, before moving to the UK to complete his PhD in Psychology at Bangor University in 2017, with a specialization in addictive behaviours and motivation. He gained further expertise during postdoctoral research from 2018 to 2020. His student-centred teaching approach emphasizes interactive, real-world applications, equipping students for success in both psychology and management fields. As an active contributor to motivational psychology, he integrates his research and professional experience to enrich students' academic and practical skills.

Rachael Brockway

Rachael Brockway is the Academic Policy Manager for the Business School at BPP University. Since joining BPP in November 2022, she has held numerous roles, including Faculty Manager and Staff Engagement Manager. In her current role as Academic Policy Manager, she works with the Deputy Dean on the academic validations and revalidations for the Business School. She also implements and circulates Business School policies, assigns academic misconduct cases to be investigated, tracks staff's scholarly activity, and acts as Secretary for the Business School Senior Lecturer Promotions Panel. She holds an MSc in Infection Biology from the University of Manchester and a BSc in Biology from Wilmington University.

Lucy Caroline Gabrielsen

Lucy Gabrielsen began her international career in the engineering and hospitality industries before transitioning to education, working with institutions such as the International Business Academy in Denmark, Coventry University, Hamburg University EURO-FH, Wuxi Institute of Technology, and DANIA Business Academy Denmark. Lucy received a Best Practice award from the Danish Ministry of Education for her e-learning course design, was a keynote speaker at the Danish National Research Day 2022 and serves on the Danish Ministry of Education's Assessment panel for adjunct applications wanting to be approved for Associate Professorship. Currently a Management Lecturer and Module Lead Tutor at BPP University on the MSc Management programme, Lucy Gabrielsen supports students and colleagues in achieving academic excellence. Responsibilities include developing module outlines, ensuring quality in programme development, policy compliance for exam boards, supporting and moderating first markers, and overseeing marking processes. Lucy's areas of research include psychological approaches to marketing, online social networking communities, alternative financing with a focus on GenZ attitudes, and cyber security, particularly the human threat to cybersecurity and compliance, examining attitudes and behaviours towards password creation and use.

Danielle Grant M.A., P.C.C., F.H.E.A

Danielle Grant is a Fellow of the Higher Education Academy and accomplished pracademic, combining extensive executive business leadership experience to CEO level with academic expertise. Building on her expertise as a highly accredited Executive Leadership Coach; over 15 years, she has established herself as a thought leader in Transpersonal leadership development and executive education, holding an MA with Distinction in "Leadership Development Design" focused on brain-friendly learning methodologies. As a former Honorary Lecturer at the University of Chester, she developed Masters-level accredited programmes using work-based learning approaches. Recently, she collaborated on the Globally Responsible Leadership for Sustainable Transformation programme with six international universities. Since 2022, she has brought her integrated approach to her teaching of the MSc Management at BPP University, enriching international students' learning with real-world business leadership insights. Her scholarly works include co-authored Routledge publications "Transpersonal Leadership in Action" (2022) and "Leading Beyond the Ego" Eds. 1 & 2 (2018, 2024), contributing chapters on DEI, Learning Methodologies, and Purpose. Her research appears in the Journal of Work-Applied Management, and she is a member of professional bodies including the International Coaching Federation and CPDSO. Her work uniquely bridges theoretical frameworks with practical leadership applications, particularly in emotional intelligence and neuroscience-based approaches.

Xin Gu

Xin Gu is an Academic Support Tutor at BPP University Business School, specialising in education, quality assurance, and business management. She is a Fellow of the Higher Education Academy and teaches students from Levels 4 to 7. Additionally, she serves as the MSc Management Module Lead Moderator, supporting academic quality and student development. Xin also acts as an External Examiner for another institution, overseeing assessment moderation to ensure fair grading and academic integrity. With prior industry experience as a Business Account Manager and Team Leader, Xin brings strategic thinking, innovation, and leadership to her academic roles. She is currently co-authoring multiple research papers and a book on FinTech in the banking sector.

Adisha Kariyawasam

Adisha Kariyawasam is an Award Leader at BPP University's Business School, overseeing the Data Analytics stream of the MSc Management programme. Since joining BPP (September 2021), he has lectured and previously been module leader for Project Management Essentials, Programming for Data Analysts, and Applied Modelling and Visualisation. Adisha also serves as the Lead University Advisor for Enactus BPP, a voluntary role supporting student-led social enterprise initiatives. His commitment to mentoring is demonstrated through his active involvement in workshops and events. Before joining BPP, Adisha gained extensive public sector experience as an Adult Education Lecturer, Strategic Information Manager, Information Systems Project Manager, and Senior Data Analyst in local government. He holds a PGCE (Post-Compulsory Education and Training) from the University of Greenwich and an MSc in Information Technology from the University of Liverpool. In his spare time, Adisha enjoys reading, swimming, composing and performing music (violin and piano), drawing and painting.

Raja Khan

Biography: Raja Khan is an accomplished academic professional with extensive experience in higher education. Currently serving as the Award Leader for MSc Management programme at BPP University. Raja is dedicated to developing and delivering high-quality educational experiences for his students and clients. His role involves overseeing programme delivery, teaching, managing students' learning needs and ensuring the effectiveness of programme content. Previously, Raja has worked as a Module Leader and Management Lecturer at BPP University from where he has developed innovative teaching materials and authentic assessments. He also held the position of Senior Lecturer and Year 3 Leader at Bloomsbury Institute, London, from November 2012 to September 2019 (before joining BPP University), where he taught and supervised HND Business, Degree and Postgraduate Courses. Raja's academic journey includes roles such as Academic Manager, Visiting Lecturer and Programme Manager where he has managed and taught diverse university programmes. He is a fellow of the Higher Education Academy (FHEA) and currently working towards SFHEA. His educational background is robust, with a PGCE in Higher Education from the University of Westminster, an MBA in Innovative Management from Coventry University and a Master's in Public Administration (with distinction) from the University of Azad Jammu & Kashmir. Fluent in multiple languages, Raja is committed to fostering a supportive and dynamic learning environment, leveraging his diverse skills and experiences to enhance student success.

Alastair Murray

Alastair Murray is an Award Leader for two postgraduate accounting programmes in BPP University's Business School – the MSc Accounting and Finance (which was recently revalidated to include an ACCA stream and a non-ACCA stream covering strategy, sustainability and cloud/AI technology), and the Graduate Diploma in Accounting, (an ACA-aligned programme run in collaboration with KPMG). Alastair is an ACA chartered accountant, having trained with Deloitte's audit practice before working in a range of finance roles in industry, including finance management and transformation as well as training, which allowed him to discover his passion for teaching and learning. This led him to pursue a career in higher education which began as a tutor/module leader in accounting and business at Kaplan, before moving to BPP as an accounting tutor, and then module and now award leader. Alastair is a Fellow of the HEA and is an active member of BPP University's scholarship and research group, with special interest in the areas of assessment and feedback, student engagement and technology in education. In his spare time, Alastair enjoys spending time with family as well as keeping fit (running and football), reading and choir-singing.

Shilpa Pulapaka

Shilpa Pulapaka, a Lecturer and Module Leader at BPP University, teaches on the BSc and MSc Programmes teaching on Management, Business and Personal Effectiveness modules. Specialising in international learner education for over 15 years, she is passionate about enhancing teaching methods. Shilpa is currently pursuing a second master's in Educational Neuroscience to deepen her understanding of pedagogical science.

Sandro Quattrocchi

Sandro is a qualified project management practitioner and experienced educator and a Fellow of Higher Education Academy (FHEA), with over 30 years of business sector expertise in Training and Higher Education Management, Operations and Project Management Consulting, in Southern Africa, Southeast Asia and the UK. Sandro comes from an engineering background and has a master's degree in project management from the University of Salford, Manchester. He is a PMI certified Project Management Professional (PMP) and a Full Member (MAPM) of the Association of Project Management (APM). Sandro is the Award Leader for the MSc Engineering Management programme who has been actively involved in developing teaching modules, teaching and module leading.

Associate Professor Felicia Tick

As Associate Professor of Academic Leadership, Felicia Tick leads on enhancements in the quality of the Business School's educational practice through teaching observations and a range of internal and external student surveys. She also manages the Content team with the aim to deliver high quality and engaging module materials, which are accessible to all students. As Pro-Proctor, she ensures that academic integrity is upheld, and cases of academic misconduct or poor student conduct are appropriately investigated and dealt with.

As a dual professional with more than two decades of both practitioner experience in marketing as well as academic experience, Felicia is passionate about driving a high-quality student experience by leveraging a blend of academic and industry knowledge. She enjoys bringing concepts from disciplines such as psychology (motivation to learn) and marketing (student persona) into education to enhance practice.

Professor Jane Towers-Clark

Professor Jane Towers-Clark is a Professor of Academic Leadership at BPP University, where she is Deputy Dean of the Business School and leads on development of academic programmes and scholarship for the Business School. Jane has extensive international senior leadership experience in both an academic and professional environment. She is an educational leader at the forefront of best practice in curriculum and education programme development. Jane is an expert in global partnerships, university engagement strategy, enhancement of skills and employability and curriculum development.

Endnote

Professor Dawne Irving-Bell, Associate Professor Jen Park, Professor Jane Towers-Clark

The Business School Faculty Conference was held in November 2024 with the theme 'Innovation and Impact in Teaching and Learning in the Business School'. This compendium draws together the poster presentations undertaken as part of the conference aligned to the conference theme.

The content of the posters range from enhancing students motivation to learn, to the flipped classroom model, the power of adaptive motivation, using action research, business simulations, the impact of AI tools on student performance, engagement and industry readiness in management education, the tutor as a leader, Enactus, and holistic marking. They highlight the variety of scholarly engagement undertaken by the business school dedicated to enhancing students' teaching and learning experience.

The Business School Academic Conference provided the opportunity to disseminate and discuss scholarly activities with colleagues across the business school and showcase their impactful examples in an inclusive and interactive environment.

We hope that you enjoy this first edition of posters and look forward to sharing future scholarly projects that will be undertaken by the Business School.

Dawne, Jen and Jane.

Footnote:

Review and editorial work was completed by Professor Dawne Irving-Bell, Associate Professor Jen Park and Professor Jane Towers-Clark.