

## Work & Organisational Psychology

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Work & Organisational Psychology						
<b>Stage of Principal Programme</b>			<b>2</b>	<b>Semester</b>	<b>1</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>12</b>	<b>ECTS</b>	<b>5</b>
<b>Mandatory / Elective (M/E)</b>	<b>E</b>	<b>Hours of Learner Effort / Week</b>	<b>2.3</b>						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
• independent reading					✓	62			
• research and preparation of assessments					✓	35			
<b>Total</b>						<b>125</b>			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	<b>120</b>
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
	<b>Staff - Learner Ratio X:Y</b>
	1:120
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	<b>40%</b>	<b>Proctored Exam – in person</b>	<b>60%</b>	<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	<b>N</b>	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b>	<b>Related MIPLO #</b>
<b>On completion of this module a learner will be able to:</b>	
1. Describe and discuss communication and its role in organisations.	<b>1, 2, 3, 4, 5</b>
2. Demonstrate an understanding of organisational stress and how to minimise same.	<b>1, 2, 3, 4</b>

3. Evaluate and critique the different types of power and control in organisations	1, 3, 4, 5, 8
4. Describe and debate theoretical positions on negotiation.	1, 2, 3, 4, 5

### 7.3 Indicative Module Content, Organisation and Structure

The aim of the Work and Organisational Psychology module is to improve the learners understanding of how organisations operate and their role and function within a given organisational culture and ethos. The objectives are to introduce the learner to structural elements of organisations, organisational perspectives, communication in organisations, how to deal with organisational stress, and concepts such as leaders and followers, gender, motivation and technology in the workplace.

Over the course of 12 weeks, the learner will cover topics such as:

#### **Perspectives on Work and Organisational Psychology**

- Entitative Approaches to Organising
- Processual Approaches to Organising
- Structural Approaches to Organising
- Functional Approaches to Organising
- Factors that Affect the Effectiveness of Organisational Structure
- Structure and Communication in Organisations

#### **The Role of Communication**

- Communication Structures in Work and Organisations
- Improving Communications within the Organisation
- Improving Communication Between Individuals
- Eliciting Information
- Presenting Information
- Managing Emotional Content

#### **Work and Organisational Stress**

- Defining Trauma and Stress (DSM-V)
- Habits and Stress
- Acute and Chronic Stress
- Predictability, Control and the Failure to Adapt
- The Conditions which Favour Chronic Stress
- Organisational Stress and How to Minimise Same

#### **Individuals and the Organisation**

- Motivation and Theories of Same
- The Case of the Volunteer
- Leadership and Theories of Same
- Pitfalls of Leadership
- Gender
- The Gendering Process

#### **Social Psychology of Organising**

- Cognitive and Social Processes in Organising
- Intercultural Differences in Organising
- Intercultural Differences on the Hofstede-Bond Dimensions
- Implications for Organising Transnationally
- Improving International and Intercultural Organising

#### **Power and Influence**

- Types of Power
- Social Control

- The Eight Generic Influence Tactics
- Social Comparison

#### **Negotiating Social Order**

- Organising and Negotiation
- The Social Construction of Social Order
- Approaches to Negotiation
- Theoretical Positions on Negotiation
- Prerequisites and Process in Successful Negotiating
- Further Debate on the Process of Negotiations

#### 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

#### 7.5 Specific module resources required *(if applicable)*

N/A

#### 7.6 Application of programme teaching, learning and assessment strategies to this module

This module will be delivered in a two-hour lecture for twelve weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe. Consequently, given the depth of knowledge to be covered in this module, small group teaching is also required. To this effect, tutorials lasting one hour across eight of the twelve weeks will be conducted. Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.

Assessment will target the areas of defined interest to Work & Organisational Psychology but will provide learners with a choice of topic for both the continuous assessment and exam assessments.

#### 7.7 Summative Assessment Strategy for this module

<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
<b>1- 4</b>	Essay, 1000 – 1250 words	<b>30%</b>
<b>1- 4</b>	In-proctored end of semester Exam	<b>60%</b>
<b>n/a</b>	Attendance	<b>10%</b>

#### 7.8 Sample Assessment Materials

##### **Essay**

The learner will elect to write an academic essay on one of the topics below:

1. Leaders are born and not made. Discuss this statement in relation to the psychological literature on effective leadership.
2. What makes a good team in the workplace? Discuss this topic, providing a review of the relevant theory and data on successful teams in a business context.

##### **Exam**

The learner will be required to complete an end-of-semester formal exam. Learners will be provided with four questions and asked to complete two. Exam duration: 2 hours.

Sample questions:

- Describe two ways that communication can be improved between individuals within organisations and explain how this might enhance communication within the structure of the overall workplace.

- Describe the differences between acute and chronic stress and discuss the conditions that might favour chronic stress in a workplace.
- Why do we work? Discuss this question by making reference to a least two theories of motivation covered in class.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### **Indicative Core Reading:**

C. Landy, F.J. and Conte, J.M. (2013). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. Hoboken, NJ: Wiley.

### **Indicative Other Resources:**

*TED talks*

*Journal articles*

*Case Studies*