

Section A: Headline Information										
Module title		Work and Organisational Psychology								
Module NFQ level (only if an NFQ level can be demonstrated)		7/8								
Module number/reference		TBC								
Module Co-ordinator		Dr Susan Ní Chuileann								
Parent programme(s)		BA (Honours) in Arts and Humanities BA in Arts and Humanities								
Stage of parent programme		2								
Semester (semester1/semester2 if applicable)		1								
Module credit units (FET/HET/ECTS)		ECTS								
Module credit number of units		5								
List the teaching and learning modes		Lectures, tutorials and web facilitated learning								
Entry requirements (statement of knowledge, skill and competence)		Successful completion of Stage 1 of the programme or equivalent is required.								
Pre-requisite module titles		Social Psychology								
Co-requisite module titles										
Is this a capstone module? (Yes or No)		No								
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology								
Maximum number of learners per module		60								
Duration of the module		1 Semester								
Average (over the duration of the module) of the contact hours per week (see * below)		2.33								
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Small Group-work Room Library, IT resources such as Moodle, PowerPoint and Screens								
Analysis of required learning effort										
*Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 5	4	1: 5				97			125 hours
Allocation of marks (within the module)										

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	40%			60%	100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale for including Work and Organisational Psychology in the Arts and Humanities Programme rests is its skill and knowledge-based content. Here the learner is introduced to the psychology of the workplace, with perspectives on organisational structure, the role of communication in the workplace, and skills such as how to best elicit information, how to present information and how to manage emotional content in the context of self and others. Its contribution to overall IPLOs are evidenced in the ways this module strengthens the ECTS required for the learner pursuing a clear career path in Psychology, as this sixth 5-ECTS module serves as a necessary building block toward attaining sufficient credits for a conversion course, and for entry to graduate membership of the Psychological Society of Ireland or the British Psychological Society. As part of the wider Arts and Humanities Programme, this module deepens knowledge and enhances skills in the potential teacher, or post-graduate learner with invaluable insight into organisational strategies.
Module Aims and Objectives	The aim of Work and Organisational Psychology 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Describe and discuss communication and its role in organisations. (MIPLO 1, 2, 4, 6) 2. Demonstrate an understanding of organisational stress and how to minimise same. (MIPLO 1, 3, 4, 5, 8) 3. Evaluate and critique the different types of power and control in organisations. (MIPLO 1, 3, 4, 7) 4. Describe and debate theoretical positions on negotiation. (MIPLO 2, 4, 6)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.

	<p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p>Module Content, Organisation and Structure</p>	<p>This module does not demand detailed previous knowledge of psychological theory, as it is a stand-alone perspective in the overall discipline. However, knowledge of people’s attitudes and motives while interacting with others as per Social Psychology would be very useful.</p> <p>Perspectives on Work and Organisational Psychology</p> <ul style="list-style-type: none"> • 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 <p>The Role of Communication</p> <ul style="list-style-type: none"> • Communication Structures in Organisations • Improving Communications within the Organisation • Improving Communication Between Individuals • Eliciting Information • Presenting Information • Managing Emotional Content <p>Work and Organisational Stress</p> <ul style="list-style-type: none"> • 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 <p>Individuals and the Organisation</p> <ul style="list-style-type: none"> • Motivation and Theories of Same • The Case of the Volunteer • Leadership and Theories of Same • Pitfalls of Leadership • Gender • The Gendering Process <p>Social Psychology of Organising</p> <ul style="list-style-type: none"> • 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

	<p>Power and Influence</p> <ul style="list-style-type: none"> • Types of Power • Social Control • The Eight Generic Influence Tactics • Social Comparison <p>Negotiating Social Order</p> <ul style="list-style-type: none"> • 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
<p>Module Teaching and Learning Strategy</p>	<p>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.</p> <p>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.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>N/A</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required were the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>This module will be assessed by Continuous Assessment (40%) and final proctored exam (60%).</p>
<p>Sample Assessment Materials</p>	<p>Sample Essay Questions (1,000-1,250 words)</p> <ol style="list-style-type: none"> 1. Describe and discuss communication and its role in organisations. (MIMLO 1) 2. Define organisational stress and discuss how to minimise same. (MIMLO 2) 3. Outline and critique the different types of power and control in organisations. (MIMLO 3) 4. Describe and debate theoretical positions on negotiation in a given organisation. (MIMLO 4)

	<p>Sample Exam Questions</p> <p>One paper would have four questions of which learners must answer two. Each question is worth 30%.</p> <ol style="list-style-type: none"> 1. 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. (MIMLO 1) 2. Describe the differences between acute and chronic stress and discuss the conditions that might favour chronic stress in a workplace. (MIMLO 2)
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading</p> <p>Arnold, J., Coyne, I., Randall, R. and Patterson, F. (2020). <i>Work psychology: Understanding human behaviour in the workplace</i> (7th ed.). Harlow, United Kingdom: Pearson.</p> <p>Buchanan, D. A. and Huczynski, A. A. (2019). <i>Organizational Behaviour</i> (10th ed.). Harlow, United Kingdom: Pearson.</p> <p>Fraccaroli, F., Chmiel, N. and Sverke, M. (2017). <i>An introduction to work and organizational psychology: An international perspective</i> (3rd ed.). West Sussex, United Kingdom: Wiley Blackwell.</p> <p>Other Reading:</p> <p>Aronson, E., Wilson, T. and Akert, R. (2014) <i>Social Psychology</i> (8th ed.). New Jersey: Pearson Education.</p> <p>Stangor, C. (2010). <i>Social groups in action and interaction</i> (1st ed.). New York: Psychology Press.</p> <p>Stratton, P. and Hayes, N. (2003). <i>Learner's Dictionary of Psychology</i> (4th ed.). Milton: Taylor and Francis.</p> <p>Learners will also be provided with journal articles from journals including:</p> <p><i>Scandinavian Journal of Work Environment and Health</i> <i>Work and Stress</i> <i>Work and Occupations</i> <i>European Journal of Work and Organizational Psychology</i> <i>Work Employment and Society</i> <i>Gender, Work and Organization</i> <i>Journal of Organizational Behaviour Management</i> <i>Leadership and Organization Development Journal</i> <i>International Journal of Industrial Organization</i></p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall and tutorial room with PowerPoint, DVD and internet access.</p>

