

<b>Module Title:</b>	Organisational Behaviour
<b>Language of Instruction:</b>	English
<b>Credits:</b>	10
<b>NFQ Level:</b>	7
<b>Module Delivered In</b>	No Programmes
<b>Teaching &amp; Learning Strategies:</b>	Lectures - communication of knowledge and ideas from the lecturer to the student. Problem Solving Exercises - student will work as part of a team and will work together to resolve various scenarios via case studies. Class Discussion/Debate - Students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills. E-Learning - It is envisaged that the module will be supported with on-line learning materials. Self-Direct Independent Learning - the emphasis on independent learning will develop a strong and autonomous work and learning practices.
<b>Module Aim:</b>	The aim of this module is to give students an integrated overview of organizational management specifically the manner in which individual, group and organizational variables interconnect. It aims to encourage a deeper level of awareness of the organizational factors and management processes influencing behavior and performance of people at work. Furthermore, the module aims to demonstrate the practical relevance of Organisational Behaviour theories to managers. The purpose of the study of OB is deemed to be the provision of the understanding of human behaviour in organisations .
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Assess the OB model and implications for managers
LO2	Identify and explain key personality and motivational, and group theories
LO3	Assess key leadership theories and their relevance to creating effective teams.
LO4	Evaluate the complexity of the management of change and explain the sources of stress and resistance to change.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

Indicative Content
<b>Introduction to the Organisational Behavior Model (5%)</b> What is Organizational Behaviour? The importance of the study of Organisational Behaviour Management as an integrating activity Developing a contingency model of OB: productivity, satisfaction, absenteeism, turnover.
<b>Personality and Values in OB (15%)</b> How is personality determined? The Big Five personality traits and links to OB The MBTI personality framework Holland's personality-job fit theory The importance of emotional intelligence in work performance.
<b>Managerial applications of motivational concepts (20%)</b> Towards a definition of motivation Contrast hierarchy of needs theory; Theory x and Theory Y, ERG Theory, McClelland's needs theory of motivation Applications of equity and expectancy theory Goal-setting and MBO Employee recognition programmes, skill-based plans, flexible benefits Implications for managers of motivational theories – an integrated approach.
<b>The dynamics of group behaviour and team effectiveness (15%)</b> Tuckman's model of group formation Gersick's punctuated-equilibrium model A model of group behavior How to create effective teams.
<b>Trait, behavioural and contingency models of leadership (20%)</b> The 'great man' theory, limitations of the early trait theories Ohio, Michigan behavioural studies of leadership The Blake Mouton leadership grid Fiedler's contingency model of leadership The SLT theory LMX leadership theory.
<b>Contemporary research in leadership (5%)</b> Transactional v. transformational leadership Charismatic leadership The requirements for leaders in a changing world Contemporary theories – a return to trait theories?
<b>Work design and motivation (5%)</b> Technology in the workplace The Job Characteristics Model Work design options Work-life balance.
<b>Organisational Change and Stress Management (10%)</b> What is stress? Forces for change: economic recession, technology, multi-culture environment Individual and organizational sources of resistance to change Managing resistance to change Lewin's process model of change management Kotter's eight step plan $DxVxF$ is $> R$ ; Gleicher's formula A model of stress: potential sources, consequences and individual differences A model of organizational stress management.
<b>Selection tools and performance evaluation (5%)</b> Interview, advantages and disadvantages Assessment Centres Written tests Performance evaluation, pitfalls and how to improve evaluations Career management and interview technique.

Assessment Breakdown	%
Continuous Assessment	50.00%
End of Module Formal Examination	50.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Group project	3	30.00	n/a
Short Answer Questions	Continuous assessments	1,2,4	20.00	n/a

No Project

No Practical

End of Module Formal Examination				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Formal Exam	End-of-Semester Final Examination	1,2,3,4	50.00	End-of-Semester

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

**Module Workload**

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	1.50
Independent Learning Time	Every Week	4.50
Total Hours		6.00

