H8MPF: Motivation and Performance

Module Code:	H8MPF
Long Title	Motivation and Performance APPROVED
Title	Motivation and Performance
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	ARLENE EGAN
Module Author:	ARLENE EGAN
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Demonstrate a critical awareness of the link between motivation and performance for an individual, team and organisation in different learning and workplace contexts
LO2	Demonstrate a critical awareness of how to increase motivation and performance of activities in early childhood and adult learning contexts
LO3	Demonstrate a critical awareness of the connection between leadership, performance and emotional intelligence
LO4	Critically evaluate coaching models, tools and techniques that can be used to influence the motivation and performance of an individual and team.

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment

Indicative Content

Motivation
Defining motivation Types of motivation and how it relates an individual and a team Impact of motivation How to understand what motivates others

Coaching and performance
• Defining coaching •Understanding positive psychology • How to understand performance - defining the steps and measuring the progress • How coaching operates within at an individual, team, and organisational level

Emotional intelligence
• Defining emotional intelligence • The role of emotional intelligence in professional success • The impact of coaching on emotional intelligence • The link between emotional intelligence and performance •The link between emotional intelligence and leadership

What is coaching about in relation to motivation and performance
• Distinctions between counselling, coaching, and mentoring • The spectrum of coaching skills an introduction to the models and techniques of coaching for impacting motivation and performance of the individual and the team

The coaching process from individual to team
• Definition of the coaching process • Why choose coaching for impacting performance • The value of coaching for the individual (from child to adult) (case based approach) • Why and when the coaching process does not impact motivation and performance • Strategies for team based coaching

The uses of coaching in the learning context or workplace
• Having a coaching culture • Coaching and Performance management • Planning and goal-setting • Leadership development • Effective feedback • Managing Stress and promoting well-being • Case studies

Assessment Breakdown	%
End of Module Assessment	100.00%

Assessments

Full Time

No Coursework

End of Module Assessment

Assessment Type:	Terminal Exam	**% of total:**	100
Assessment Date:	End-of-Semester	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Students will be given a selection of case studies set in different learning contexts and they must select two to which they will provide a solution to the case.

No Workplace Assessment

Reassessment Requirement

Repeat examination
Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	per week	2	Once per semester	0.17
Independent Learning Time	No Description	8.5	Once per semester	0.71
			Total Weekly Contact Hours	0.17

Module Resources

Recommended Book Resources

van Nieuwerburgh, C.. (2012), Coaching in Education: Getting better results for students, educators and parents, 1. Karnac Books Ltd, London, [ISBN: 9781780490793].

Elliot, A.J., & Dweck, C.. (2013), Handbook of Competence and Motivation, Guilford Publications, p.704, [ISBN: 9781462514724].

Chris Henderson. Jump!, RedDoor Press, [ISBN: 9781910453247].

John Whitmore. (2017), Coaching for Performance Fifth Edition, Nicholas Brealey, p.240, [ISBN: 978-1-47365-812-7].

Supplementary Book Resources

Law, H. (2013), The Psychology of Coaching, Mentoring and Learning, John Wiley & Sons, Oxford, [ISBN: 9781118598313].

Marzano, R.J. & Simms, J.A.. (2012), Coaching Classroom Instruction (Classroom Strategies), Marzano Research Library, p.256, [ISBN: 978-098335126].

(2014), Handbook of Coaching Psychology: A Guide for Practiioners, Routledge, London, [ISBN: 9781317822196].

Skiffington, S. & Zeus, P. (2009), Behavioural Coaching, McGraw Hill Professional..

Supplementary Article/Paper Resources

Professional Coaching Publications Inc. International Journal of Coaching in Organisations.

Oxford Brooks University Business School. International Journal of Evidence Based Coaching and Mentoring, [ISSN: 1741-8305].

This module does not have any other resources

Discussion Note: