

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	
<i>On successful completion of this module the learner will be able to:</i>	
#	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
Assessment Date:	End-of-Semester
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	
<i>Recommended Book Resources</i>	
<p>van Nieuwerburgh, C.. (2012), Coaching in Education: Getting better results for students, educators and parents, 1. Karnac Books Ltd, London, [ISBN: 9781780490793].</p> <p>Elliot, A.J., & Dweck, C.. (2013), Handbook of Competence and Motivation, Guilford Publications, p.704, [ISBN: 9781462514724].</p> <p>Chris Henderson. Jump!, RedDoor Press, [ISBN: 9781910453247].</p> <p>John Whitmore. (2017), Coaching for Performance Fifth Edition, Nicholas Brealey, p.240, [ISBN: 978-1-47365-812-7].</p>	
<i>Supplementary Book Resources</i>	
<p>Law, H. (2013), The Psychology of Coaching, Mentoring and Learning, John Wiley & Sons, Oxford, [ISBN: 9781118598313].</p> <p>Marzano, R.J. & Simms, J.A.. (2012), Coaching Classroom Instruction (Classroom Strategies), Marzano Research Library, p.256, [ISBN: 978-098335126].</p> <p>(2014), Handbook of Coaching Psychology: A Guide for Practitioners, Routledge, London, [ISBN: 9781317822196].</p> <p>Skiffington, S. & Zeus, P. (2009), Behavioural Coaching, McGraw Hill Professional..</p>	
<i>Supplementary Article/Paper Resources</i>	
<p>Professional Coaching Publications Inc. International Journal of Coaching in Organisations.</p> <p>Oxford Brooks University Business School. International Journal of Evidence Based Coaching and Mentoring, [ISSN: 1741-8305].</p>	
<i>This module does not have any other resources</i>	
Discussion Note:	