

MODULE SPECIFICATION FORM

Module Title: Creating Total Team Harmony	Level: 7	Credit Value: 10
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Module code: BUS767	Cost Centre: GAMP	JACS2 code: N600
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Semester(s) in which to be offered: N/A	With effect from: November 2015
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Office use only: To be completed by AQSU:	Date approved: July 2013
	Date revised: November 2015
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Department: Business and Management	Module Leader: Tracey Powell
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Module duration (total hours): 100	Status: core/option/elective (identify programme where appropriate): Option
Scheduled learning & teaching hours: 25	
Independent study hours: 75	
Placement hours: 0	

Percentage taught by Departments other than originating Department (please name other Departments):	None
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Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
Executive Master of Business Administration	None	None

Module Aims

Over the last ten years the importance of workforce engagement has gained increased momentum within management science. Numerous empirical studies have shown that many

business owners and leaders lack consistency and awareness on what elements contribute to employee motivation.

This module will address the key issues around employee engagement. Students will be provided with a conceptual understanding of psychometric tools and be able to apply the right one for their environment. Students will be systematically introduced to the eight factors of workplace engagement and be able to identify ways in which they can be improved.

Students will be given the opportunity to critically evaluate the strategic importance of employee engagement and be aware of the mechanisms required for creating a culture of change. They will be further required to evaluate how employee engagement fits into the wider strategic missions of organisations.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Systematically understand, explain and critically evaluate the nature and role of teamwork, engagement and related organisational behaviour concepts and paradigms in a contemporary organisational context.
2. Conceptually understand, evaluate and apply, where suitable apply, a range of engagement paradigms and theories.
3. Identify, evaluate and implement with discrimination, appropriate people behaviours and attitudes to demonstrate effective engagement within an organisational setting.

Transferable/Key Skills and Other Attributes:

- Use information and knowledge effectively in order to abstract meaning.
- Solve complex problems using appropriate decision-making techniques.
- Communicate effectively using listening, oral, written and media techniques.
- Effectively use Communications Information Technology tools and packages.
- Demonstrate effective performance within a team environment.
- Select appropriate leadership styles for different situations.
- Recognise and address ethical dilemmas and corporate social responsibility issues.
- Manage creative processes, organise, synthesise and critically appraise.

Assessment

The assessment is designed to assess knowledge and understanding of key concepts and issues, to involve the exercise of critical judgement and to examine the student's capacity to integrate theory and practice.

Students are encouraged to review practice over a range of organisational contexts, showing awareness of their variety and will be expected to develop solutions to problems or answers to questions within to their own or other organisations. Students should demonstrate awareness of current thinking, research or best practice in support of their arguments and that their solutions could be implemented within organisations.

The assignment might involve a negotiated activity: dealing with people engagement issues within context of student's organisation or a case study: identifying problems, evaluating and developing strategy, based on literature, research and best practice, development of recommendations for improved effectiveness.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
One	1,2,3	Coursework	100%		2,000 to 3,000

Learning and Teaching Strategies

This module will be delivered through a series of lectures which will provide a core of formal input to deal with concepts, information and theory, supplemented by class / student activities, case studies, workshops, exercises, discussions etc. to support input. However, by the nature of the subject, students must be involved in discussion, exploration and questioning of the ideas and concepts presented, so that they are able to personally reflect on issues and to make connections between theory and their personal practice. There will be a strong emphasis on application of theory in the workplace context and thus the strategy is to establish an active learning environment within the student cohort, in which the experience of all cohort members can be drawn upon to enrich the learning experience for all members of the group.

Syllabus Outline

An overview of organisational behaviour theories and concepts:

- Motivation
- Attitudes
- Teams & groups
- Meta themes in organisational behaviour
- Cultural/Gender diversity issues

Engagement

1. Why engagement is so misunderstood and difficult to achieve
2. What drives engagement?
3. Measuring engagement.
4. Psychometric tools.
5. The eight factors of workplace engagement.
6. Managerial engagement.
7. Engagement: What separates the best from the rest?
 - 1.1 Strategic context of engagement:
 - 1.2 Primary purpose
 - 1.3 Core principles
 - 1.4 Outrageous ambition
 - 1.5 In-genius plan
8. The future of engagement and the competitive environment.

Bibliography

Essential reading:

Buchanan, D, and Huczynski, A. (2010) Organisational Behaviour [7th edn] Harlow: FT Prentice Hall.

Holbeche, L. and Mathews, G., (2012) Engaged: Unleashing Your Organization's Potential Through Employee Engagement, John Wiley and Sons.

Other indicative reading:

Brooks, I. (2009) Organisational Behaviour: Individuals, Groups, and Organisations [4 edn.] Harlow: FT Prentice Hall

Catlette, B. and Hadden, R., (2012), Contented Cows Still Give Better Milk: The Plain Truth About Employee Engagement and Your Bottom Line, John Wiley and Sons.

Colquitt J, LePine, J and Wesson, M (2010) Organizational Behaviour, Boston: McGraw-Hill
Mullins. L.J,(2010) Management and Organisational Behaviour [9th edn.] Harlow: FT Prentice Hall

Mullins, L.J (2008) Essentials of Organisational Behaviour [2 edn.] Harlow: FT Prentice Hall

Web Resources:

Chartered Management Institute
Chartered Institute of Personnel and Development
Council for Excellence in Management and Leadership
Croner Webcenter; Human Resources Centre
Harvard Business on-line
Institute of Leadership and Management

Journals:

Public Management Review
Education Management Administration and Leadership
Harvard Business Review
Harvard Management Communication Letter
Human Resources Magazine
International Journal of Organisational Behaviour
Personnel Today
Public Administration Review