

<b>Updated On</b>	2023/08/28										
<b>Curricular Year / Period</b>	2023/24 / S2										
<b>Course</b>	Equiniculture										
<b>Curricular Unit</b>	Business Management										
<b>Language(s) of Instruction</b>	Português										
<b>ECTS/tempo de trabalho (horas)</b>	<b>ECTS</b>	<b>Total</b>	<b>Horas de contacto semestral</b>								
	<b>6</b>	<b>160</b>	<b>T</b>	<b>TP</b>	<b>PL</b>	<b>S</b>	<b>TC</b>	<b>E</b>	<b>O</b>	<b>OT</b>	<b>EC</b>
			32		32						
	T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.										
<b>Teacher in charge (GDPR consent)</b> <small>[complete name, email]</small>	Marcia Alexandra Ferreira De Oliveira / marciaoliveira@ippportalegre.pt										
<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>											
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>Allow student's integration in the management activity, addressing their functions, the company and its objectives, and highlighting the role of the manager as an element generating balancing. Make students know different parts of the company, its relations and interests. Introduce students to key principles of marketing, management of material resources, human resources management and strategic management. Review and discuss the importance of innovation, competitiveness, brand value, customer satisfaction, employee-manager relationship, etc. Create conditions for students to defend and discuss critically and constructively its recommendations as managers and marketers. Provide students tools for analysis and application for trading and professional sales success. Identify the main elements of quality management and explain the advantages of its application in a firm. Understand the company as an alive and active member of society as anyone else, subject to constant change.</p>										
<b>Sustainable Development Goals</b>											
<b>Syllabus</b>	<p>1. INTRODUCTION</p> <p>1.1. The concept of organization</p> <p>1.2. Firm. Concept, objectives and environment</p> <p>1.3. The management. decisions</p> <p>1.4. Manager functions</p> <p>1.5. Organizational structures and organizational charts</p> <p>1.6. System representation: flowcharts</p> <p>2. MARKETING</p> <p>2.1. The concept of marketing</p> <p>2.2. SWOT analysis</p> <p>2.3. Segmentation, positioning and differentiation</p> <p>2.4. Marketing-mix</p> <p>2.5. Implementation and control</p> <p>2.6. The Marketing Plan</p> <p>2.7. Trading and sales techniques</p> <p>3. RESOURCE MATERIALS AND EQUIPMENT MANAGEMENT</p> <p>3.1 Strategy acquisitions</p> <p>3.2 Stock management</p> <p>4. HUMAN RESOURCE MANAGEMENT</p> <p>4.1 Definition, objectives and functions of human resource management</p> <p>4.2 Motivation</p> <p>4.3 Analysis of the company's position in the labor market</p>										

	<p>4.4 Human resources strategy 4.5 Policies recruitment, careers, salaries, training and performance</p> <p>5. STRATEGIC MANAGEMENT 5.1. Definition and objectives 5.2. Approach different strategies</p> <p>6. QUALITY IN FIRM'S MANAGEMENT 6.1. Introduction 6.2. Definition of quality 6.3. Quality and competitiveness 6.4. The philosophy of quality control 6.5. Application of quality management in a firm 6.6. Quality certification</p>
<p><b>Teaching methodologies (including assessment)</b></p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p><b>1 - Teaching methodologies</b></p> <p>Sessions of the theoretical discussion and debate; Presentation of demonstrative examples and critical; Resolution of practical cases, assuming the active participation of students in class. Final written evaluation.</p> <p>Due to the restrictions of social contact resulting from the successive emergency states declared by the Government and the contingency plan established by the Polytechnic Institute of Portalegre, the teaching-learning process started to be done through non-presential teaching, using distance learning platforms.</p> <p><b>2 - Period assessment</b></p> <p>Group work (40% of grade) and final written test (60%).</p> <p><b>3 - Examination assesement</b></p> <p>Alternatively final examination (100%)</p>
<p><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>Baranger, P., Helfer, J., Bruslerie, H., Orsoni, J. &amp; Peretti, J. (1993), Gestão, 2ª. edição, Edições Sílabo, Lisboa (1993) Costa, H: &amp; Ribeiro, P. (1998), Manual prático Lider Criação e gestão de micro-empresas e pequenos negócios, Volumes I e II., Lidel- Edições Técnicas Fey, R. e Gogue, J. (1996): Princípios da Gestão da Qualidade, Fundação Calouste Gulbenkian, Lisboa. <a href="https://www.iso.org/files/live/sites/isoorg/files/archive/pdf/en/pub100080.pdf">https://www.iso.org/files/live/sites/isoorg/files/archive/pdf/en/pub100080.pdf</a> Marques, A. (1993). Gestão da Produção Diagnóstico, Planeamento e Controlo, 3ª edição, Texto Editora Roldão, V. (1996). Gestão de Projetos, Como Gerir em Tempo, Custo e Qualidade, Monitor Projetos e Edições, Lda Kotler, P. (1990). Administração de marketing, análise, planeamento e controle Zermati, P. (1996). A gestão de stocsk, Editorial Presença, Lisboa.</p> <p><b>2 - Complementary Bibliography</b></p> <p>Donnelly, , J. &amp; Ivancevich, J. (2000). Administração: Princípios de Gestão Empresarial. McGraw-Hill, Portugal. Lopes, L., Carvalho, L., Avelar M. &amp; Cracel, P. (2007). Sucesso.pt Casos de Excelência em Português, Booknomics, Lisboa, 2007.</p>
<p><b>Special Situations</b></p> <p>[Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p><b>2 - Examination assesement - Students with special status</b></p>