Curricular Unit Form

Updated On	2023/08/28
Curricular Year / Period	2023/24 / S1
Course	Tourism
Curricular Unit	Organisational Behaviour
Language(s) of Instruction	Português -----

ECTS/tempo de trabalho (horas)

ECTS	Total	Horas de contacto semestral								
		T	TP	PL	S	TC	E	O	OT	EC
5	125		50						10	

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.

Teacher in charge (GDPR consent) [complete name, email]	Nicolau Miguel Do Monte De Almeida / nicolau@ipportalegre.pt
Prerequisites [Curricular Units that must precede and specific entry competences]	----

Learning outcomes
[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]

Understanding organizational behaviour; Demonstrate the importance of interpersonal skills in the workplace; Describe the elements of motivation and define job satisfaction; Describe the effects of emotional labor; Identify forces that creating a positive work environment; Demonstrate the ways to improve a customer focus; Contrast leadership and management and describe how organizations can find or create effective leaders; Describe the communication process; Describe the types of conflict and show how individual differences influence negotiations; Explain the link between perception and decision making; Explain how individual differences and organizational constraints affect decision making; Describe a positive organizational culture and the process of creating a culture for change; Determine how power affects people and identify the factors that create and sustain the organizational development.

Sustainable Developemnt Goals

Syllabus

1. Tourist organizations
2. Organizational Behaviour
3. Individual and organizational goals
4. Motivation and job satisfaction
5. Emotions at work and emotional intelligence
6. Creating a positive work environment
7. Improve customer focus
8. Leadership process
9. Communication at work
10. Conflict and negotiation
11. Perception and decision process
12. Culture and organizational dynamics
13. Power and sustained organizational development

Teaching methodologies (including assessment)
[Specify the types of assessment and the weights and evaluation criteria]

1 - Teaching methodologies

Oral presentation and demonstrative examples in pursuing goals and emphasising the critical aspects of the themes or content. Resolution of practical cases. Readings made by students in dealing with case studies and summaries of individual presentation in the classroom.

2 - Period assessment

Attendance assessment: Written-test (50%, student participation at the classroom, and 70% without participation). Work in groups of 2 to 3 students (30%). Student participation in the classroom without special status (20%).

	3 - Examination assessement
Bibliography	**1 - Main Bibliography** Almeida, N. M. (2017). Emotional Labor e satisfação do turista com a experiência de consumo no estabelecimento hoteleiro. SUPERAVIT Revista de Gestão & Ideias, 2, pp. 049-063. Almeida, H., & Orgambídez-Ramos, A. (Coordenadores) (2015). Comportamento Organizacional. Guia de Apoio ao Estudante Universitário. (2ª Edição). Faro: Sílaba & Desafios. DuBrin, A. J. (2019). Fundamentals of Organizational Behavior (6e). USA: Academic Media Solutions. Goleman, D. (2014). Trabalhar com Inteligência Emocional. Tradução de Álvaro Augusto Fernandes. Lisboa: Temas e Debates. Pina e Cunha, M., Rego, A., Campos e Cunha, R., Cabral-Cardoso, C. & Neves, P. (2016). Manual de Comportamento Organizacional e Gestão. 8ª edição. Lisboa: Editora RH, Lda. Robbins, S. P. & Judge, T. A. (2016). Essentials of Organizational Behavior. England: Pearson. **2 - Complementary Bibliography** Carvalho, C., Lourenço, P. R. & Peralta, C. F. (2012). A Emoção nas Organizações. Viseu: Psico & Soma McShane, S. L. & Von Glinow, M. A. (2013). Comportamento Organizacional. Tradução de Luiz C. Q. Faria e revisão técnica de Admar Orsi. Porto Alegre: AMGH Editora
Special Situations [Students with special status]	**1 - Period assessment - Students with special status** International Students are subject to the same training and the same attendance assessment system. As for the remaining students of special regimes, will be made the necessary adaptation according to what is regulated. **2 - Examination assessement - Students with special status** International Students are subject to the same training and examination assessment system. As for the remaining students of special regimes, will be made the necessary adaptation according to what is regulated.