

Updated On	2023/09/12																																	
Curricular Year / Period	2023/24 / S2																																	
Course	Journalism and Communication																																	
Curricular Unit	Organizations Theory																																	
Language(s) of Instruction	Português																																	
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">ECTS</th> <th style="width: 10%;">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th></th> <th></th> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>150</td> <td></td> <td>60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>15</td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">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.</p>	ECTS	Total	Horas de contacto semestral											T	TP	PL	S	TC	E	O	OT	EC	6	150		60						15	
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Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Márcia Rogério Marat Moreira Pisco Cardoso Grilo / marciagrilo@ipportalegre.pt																																	
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable.																																	
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>The general objective of this curricular unit is to acquire knowledge about the fundamental stages of the evolution of organizational thinking and about some of the main organizational processes, in order to develop the capacity for analysis and intervention in the context of organizations. Thus, in the first instance, the discipline will seek to sensitize students to the sociological approach of organizations. Secondly, it aims to provide students with the opportunity to explore key organizational theories as well as fundamental contemporary organizational processes. Finally, it is intended to allow the application of knowledge in the analysis of the current organizational reality.</p> <p>Students should acquire skills that enable them to:</p> <ul style="list-style-type: none"> analyze, reflect and critique the role, function and social outcomes of organizations; identify and understand the assumptions, genesis, contributions and limitations of the various theoretical approaches, as reflected in the present and how they inscribe communication in the functioning of organizations; characterize and understand what is the structural design of organizations, their evolution and contingency factors and their implication in organizational communication; understand the main organizational processes (such as culture or the exercise of power) as social products inseparable from processes of social and communicational interaction, and to reflect on new organizational approaches. 																																	
Sustainable Development Goals																																		
Syllabus	<ul style="list-style-type: none"> 1- Introduction: sociological perspective on organizations <ul style="list-style-type: none"> 1.1. Genesis and evolution of organization 1.2. Organization concept, objectives and characteristics 1.3. The importance of organizations in contemporary society 1.4. Typology of organizations 2. The main Organizational Theories <ul style="list-style-type: none"> 2.1. The Classical Approach: from Frederik Taylor's Theory of Scientific Administration to Henry Fayol's hierarchical command 2.2. Max Weber's Bureaucracy Theory 2.3. The School of Human Relations and Humanistic Psychology: Elton Mayo and Hawthorne's Studies 2.4. The Systemic approach and the socio-technical model: organizations as open, social and technical systems 2.5. Contingency theory: the organization and the environment 3- Organizational processes: <ul style="list-style-type: none"> 3.1. Paradigm of satisfaction and motivation 3.2. Leadership and Decision Making 3.3. Groups: teamwork 3.4. Conflicts, communication and negotiation 																																	

	<p>3.5. Change and change management 4. Contemporary approaches to organizations and looks at the future - analysis of real cases</p>
<p>Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small></p>	<p>1 - Teaching methodologies</p> <p>With this discipline we intend to provide an active formation, which contemplates moments of reflection and development of the abilities of critical spirit. Thus, after discussing the objectives to be achieved with the students, the syllabus and the forms of assessment, the classes are based on active participation and use of techniques (demonstrative, interrogative, expositive and inductive), and use of various pedagogical means. We will thus privilege a journey from the general to the particular, analyzing critically the respective themes that will be exposed and making a permanent appeal to the debate. The operationalization of the techniques involves practical work (individual or group), debates / discussion of ideas and group dynamics, encompassed in the thematic scope of the discipline.</p> <p>2 - Period assessment</p> <p>The evaluation will be continuous and will consist of: individual work of analytical and reflective character (60%) and work developed in group (40%).</p> <p>3 - Examination assessment</p> <p>The evaluation of the course consists of a final theoretical exam with a weight of 100% of the UC grade.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Barracho, C. (2012). Liderança em Contexto Organizacional. Lisboa: Escolar Editora. Bilhim, J.A.F. (2001). Teoria Organizacional. Lisboa: ISCSP. Chiavenato, I. (2014). Introdução à Teoria Geral da Administração, Ed. Manole. Chiavenato, I. (2003). Os Novos Paradigmas. S. Paulo: Atlas. Cunha, M. P. (2000). Teoria Organizacional - perspectivas e prospectivas. Lisboa: Publicações D. Quixote. Cunha, M.P.; Rego, A. (2009). Liderança Positiva. Lisboa: Edições Sílabo. Cunha, M.P., Rego, A., Cabral-Cardoso, C. (2007). Tempos Modernos uma História das Organizações e da Gestão, Lisboa: Ed. Sílabo. Cunha, M.P.; Rego, A.; Cabral-Cardoso, C. (2019) Teoria das Organizações e da Gestão - Uma perspetiva histórica. Lisboa: Edições Sílabo. Etzioni, A. (1967). Organizações complexas: estudo das organizações face aos problemas sociais. São Paulo: Atlas. Etzioni, A. (1974). Organizações modernas. São Paulo: Pioneira. Ferreira, J.M.C., Neves, J.; Caetano, A. (2011). Manual de Psicossociologia das Organizações. Lisboa: Escolar Editora. Handy, C. (1978). Como Compreender as Organizações. Rio de Janeiro: Zahar. Gomes, J. et al (2008). Manual de Gestão de Pessoas e do Capital Humana. Lisboa: Edições Sílabo. Jones G. (2010). Teoria das Organizações, Pearson Education. Latorre, S. (2015). Mas, Afinal, O que é essa tal de Organização?. São Paulo: Senac Editora. Morgan, G. (2006). Imagens da Organização, São Paulo: Ed. Atlas. Motta, F. P. (2001). Teoria das Organizações - Evolução e Crítica. São Paulo: Thomson Pioneira. Motta, F. P., Vasconcelos, I. (2006). Teoria Geral da Administração, São Paulo: Thomson Pioneira. Parreira, P. (2005). Organizações. Coimbra: Formação. Rouleau L. (2007). Théories des Organisations Approches Clássiques, Contemporaines et de L'Avant-garde. Québec: Presses de Université du Québec. Saint-Exupéry, A. (2016). O Príncipezinho. Assírio e Alvim. Porto Editora. Vasconcelos, F.C.; Vasconcelos, I.F.G. (2004). Paradoxos Organizacionais: uma visão transformacional. São Paulo: Thomson. Vaz-Freixo, M. (2006). Teorias e Modelos de Comunicação, Lisboa: Instituto Piaget, Lisboa. Vilaseca, B. (2014). O Príncipezinho põe a gravata. Parede: SelfPT.</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations <small>[Students with special status]</small></p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assessment - Students with special status</p>