

FICHA DE UNIDADE CURRICULAR

2020/2021

Designação
Organizational Behavior
Docente (s) (Indicar também qual o docente responsável pela U.C.)
Maria José Chambel (Responsible)
Vânia Sofia Carvalho
Afonso Carvalho
Creditação (ECTS)
6 ECTS
Funcionamento
Theoretical synchronous sessions through the zoom platform; Face-to-face practical sessions in alternating weeks of classes 1 and 2.
Objectivos
Acquire competences to analyze and understand the people behavior in organizational context, underline both the worker's role and organization's policies and practices in the construction of this reality.
Competências a desenvolver
Distinguish different workers' attitudes in organizational context.
Construct organizational efficacy, promoting workers' motivations and positive attitudes.
Distinguish in performance the task performance and the contextual performance, namely the organizational citizenship behaviors.
Explain the relationship between workers' motivation, attitudes and behaviors.
Understand the work characteristics and rewards to explain motivation at work.
Distinguish the intrinsic and the extrinsic motivation and their relationship with workers' attitudes and behaviors.
Understand the employment relationship as a social Exchange and distinguish the Perceived of Organizational Support and the Psychological Contract.
Analyze the contingent work consequences in workers' motivations, attitudes, and psychological contract.
Pré-Requisitos (Precedências) *
Não aplicável
Conteúdos programáticos
The difference between the most studied attitudes in the organizational context is analyzed, namely satisfaction and commitment. Regarding satisfaction, we discuss the advantage or disadvantage of analyzing this attitude in general in relation to work, or specifically, in relation to specific aspects of the job situation. For the commitment to the organization, the affective, the continuity and the normative are differentiated. The relationship between attitudes in the work context and the behaviors of individuals in that same context, namely, performance, is discussed. Task performance and extra-role behaviors are distinguished, emphasizing their importance for the organization's effectiveness. The advantages of conducting multi-level analyzes in the organizational context are highlighted to assess these relationships between attitudes and behaviors in the organizational context.
The importance of motivation to explain employee attitudes and behaviors is defined. The difference between extrinsic and intrinsic motivation and its conception in continuum in Theory of Self-Determination is analyzed. We reflect on the controversial relationship between intrinsic and extrinsic rewards to promote workers' motivation, analyzing the satisfaction of workers' basic needs.

We analyze the different characteristics of work that are relevant to explain the motivation of workers and the role of work design to promote it. The importance of relational work in the service functions is highlighted.

The employer-employee relationship is analyzed as relations of social exchange framed in the theory of social exchange and the norm of reciprocity. The concept of psychological contract as one of the main contemporary theories that seeks to explain this employer-employee relationship. The difference between the concept of psychological contract and the perception of organizational support stands out. The perception of rupture and the feeling of violation of the psychological contract is distinguished and the process that triggers them is discussed.

The diversity of formal employment contracts currently practiced by organizations is discussed and the repercussions of these contracts on attitudes, motivation and employer-employee relationship.

Bibliografia

Chambel, M.J. (Ed.) (2011). *Novos desafios para a gestão de recursos humanos: O caso dos trabalhadores temporários*. Lisboa: RH Editora.

Chambel, M.J. (2013). Contrato psicológico e comportamentos de cidadania organizacional. In S. Gonçalves (Ed.), *Psicologia Organizacional: Conceitos e práticas* (cap. 6, pp. 119-140). Porto: Lidel.

Deci, E.L., Olafsen, A.H. & Ryan, R. M. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *The Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19-43.

Meyer, J.P., Stanley, L.J., & Parfyonova, N.M. (2012). Employee commitment in context: The nature and implications of commitment profiles. *Journal of Vocational Behavior*, 80(1), 1-16.

Spector, P.E. (1997). *Job satisfaction. Application, assessment, cause and consequences*. London: Sage.

Métodos de ensino

The pedagogical and learning objectives of each of the classroom sessions imply the active participation of students. According to this principle, each session students will be invited to participate in different practical activities. On the other hand, the contents will always be presented from a debate between the teacher and the students, which presupposes the students' previous preparation, by reading the specific bibliography before the session. It is based on this preparation that the teacher encourages the debate with the students, asking questions that he considers pertinent in each subject.

Modalidades de Avaliação (Regime Geral de Avaliação e/ou Regime Final Alternativo)

There are two types of assessment: (A) **General** (B) **Alternative**. Only students covered by the special regime situation (student workers, top athletes, Erasmus, etc.) may opt for the Alternative modality. These students must enroll with the teacher, by the end of October, in one of the modalities, being bound by the rules that are inherent to it.

Elementos de Avaliação (Propostas de datas de avaliação, prazos de entrega de trabalhos, ponderação percentual de cada elemento de avaliação)

The **General** consists of three elements: 1) Two reports about discussions promote in theoretical sessions with the presence of professionals that contribute to 30% of student grade.

2) Four practical assignments performed in the practical sessions, contributing in total to 20% of the student's grade.

3) The last evaluation element corresponds to an individual theoretical reflection about one of subject of this discipline. This report will be send by e-mail until 6th January of 2021. This attendance contributes to 50% of the student's grade.

The **Alternative** consists of a final exam to be held at the time of exams.

Regras relativas à melhoria de nota

In both regimes the improvement of the grade as well as the accomplishment by the students of the General that have not obtained the minimum grade during the continuous evaluation, can happen through the accomplishment of an exam.

Exigências relativas à assiduidade *

Not apply.

Regras específicas relativas aos estudantes considerados em situação de exceção (estudantes-trabalhadores, atletas de alta competição, alunos dirigentes associativos, alunos militares, pais e mães estudantes, alunos com necessidades educativas especiais) *

Alternative Conditions.

Língua de ensino

Portuguese. Erasmus students can perform written assignments in English.

Infrações disciplinares e sanções decorrentes

De acordo com o Regulamento de Avaliação das Aprendizagens da Faculdade de Psicologia da Universidade de Lisboa, consideram-se infrações disciplinares sujeitas a sanções disciplinares os seguintes comportamentos:

- a) Dar, usar ou tentar usar materiais, informação, apontamentos, auxiliares de estudo ou outros objetos e equipamentos não autorizados em exercícios académicos;
- b) Ajudar ou tentar ajudar um colega no cometimento de uma infração disciplinar;
- c) Submeter o mesmo trabalho escrito para apreciação em disciplinas diferentes sem autorização dos docentes, mesmo que com pequenas alterações;
- d) Apresentar como seu o trabalho de outro;
- e) Inventar ou alterar sem autorização qualquer informação ou citação em trabalhos académicos;
- f) Interferir, alterar ou tentar alterar classificações;
- g) Tentar impedir ou interferir com o bom funcionamento das aulas, do trabalho de investigação ou de outras atividades académicas;
- h) Proferir acusações falsas relativamente a docentes ou órgãos de gestão, colegas e funcionários não-docentes da FP-UL;
- i) Falsificação de assinaturas nas folhas de presença nas aulas, em documentos relativos a elementos de avaliação, e em qualquer documento oficial referente ao seu processo e estatuto académico.

As infrações disciplinares cometidas na realização de qualquer elemento de avaliação podem implicar a anulação do mesmo, devendo ser comunicadas ao Conselho Pedagógico, ou consoante a sua gravidade e reiteração, poderão traduzir-se em outras sanções, a definir pelo Reitor da Universidade de Lisboa.

* No caso de se aplicar