

COURSE UNIT INFORMATION SHEET (SYLLABUS)**2020/2021**

Name Organizational Theory
Teaching staff (Also indicate the Professor in charge) Maria José Chambel (Responsible) Vânia Carvalho Afonso Carvalho
ECTS 6 ECTS
Functioning Sessions operate on theoretical and practical. The proportion of theoretical and practical component of each session, and the organization of it can vary for each subject. Taking into account the situation of the evolution of the pandemic, and the consequent assessment of the risk situations of teachers (belonging to teachers at risk groups) and students, some classes may be taught through distance learning, using the Zoom, Moodle platforms or others deemed appropriate. For the same reasons, the expected presentations of face-to-face assignments by students may also be made through the Zoom platform, as well as assessments through written exam (which may be by videoconference). Students will be notified in good time about the forms adopted (in person or at a distance). In any case, synchronous sessions will be privileged.
Learning goals Understand the context in which organizations operate. Acquire the necessary skills for critical analysis and understanding of macro organizational variables and their influence on employees' attitudes and behaviors. Understand the concept of structural configuration. Understand new characteristics of organizations today. Understand the concept of organizational climate. Classify the different factors that influence the formation of the climate. Know the concept of organizational



culture, its origin and evolution. Analyze the influence of culture on the employees' behavior. Understand leadership and its relevance in creating a healthy organizational context. Understand the importance of teams in today's organizations. Analyze the relationship between the functioning of the teams, the leadership and their performance. Distinguish the team's stage evolution.

Skills to be developed

Distinguish the different organizational characteristics and their relationship with the characteristics of the environment.

Discuss the advantages of assessment the organizational climate and apply it to organizational diagnosis and intervention. Design organizational investigations on organizational climate.

Analyze the consequences of organizational culture on organizational performance. Know the main types of organizational culture. Identify some human resources practices as privileged ways of maintaining organizational culture.

Discuss the different theoretical perspectives on leadership and understand its adequacy in the current context.

Examine different work teams and distinguish the different variables that contribute to their effective functioning. Discuss the work team as a dynamic phenomenon.

Prerequisites (precedences) * N/A

Contents

From Classical Theory to Systemic Perspective in Organizational Theory

- The different conceptions of man.
- The mechanistic, organic and systemic view of organizations.

Organizational design

- The concept of structural configuration.
- The Mintzberg model.

Organizational climate

Organizational climate

- The concept of organizational climate.
- The process of forming the organizational climate • Assess the organizational climate.



Organizational culture

- The concept of organizational culture, its origin and evolution.
- The formation and consequences of organizational culture on organizational performance.
- The main types of organizational culture.

Leader's traits, behaviors and transformational leadership

- The perspective of the leader's traits and behaviors.
- The importance of the relationship between the leader and the followers.
- Transformational leadership

Types and characteristics of work teams in current organizations

- The use of teams in the current context.
- Characteristics of a work team.
- The various types of teams in organizations

Bibliography

Buchanan, D. & Huczynski, A. (2010). *Organizational Behaviour: And introductory text* (7th ed.). London: Prentice Hall.

Chambel, M.J., & Curral, L. (2008). *Psicologia das Organizações: Da Estrutura à Cultura*. Lisboa: Livros Horizonte.

Derue, D.S., Nahrgang, J.D., Wellman, N., & Humphrey, S.E. (2011). Trait and behavioural theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64, 7-52

Lepine, J.A., Piccolo, R.F., Jackson, C.L., Mathieu, J.E., & Saul, J.R. (2008). A meta-analysis of teamwork processes: Test of a multidimensional model and relationships with team effectiveness criteria. *Personnel Psychology*, 61, 273- 307.

Mintzberg, H. (2004). *Estrutura e Dinâmica das Organizações* (3a Ed.) Lisboa: Publicações Dom Quixote.

Schneider, B., Ehrhart, M.G., & Macey, W.H. (2013). Organizational Climate and Culture. *Annual Review of Psychology*, 64, 361-388.

Teaching methods

The teaching and learning objectives of each session involve the active participation of students. According to this principle, each session has a case study that is analyzed in small groups of four or five students, followed by a presentation, debate and discussion at the group class. On the other



hand, the contents are always presented from a discussion between teacher and students, which requires the prior preparation of students, by reading the research literature before the session. It is based on this preparation that the teacher encourages discussion with students asking questions that judges relevant to each theme.

Evaluation Regimes (General and/or Alternative)

There are two types of evaluation: (A) General and (B) Alternative. Only the situation of student covered by special arrangement (working students, top athletes, Erasmus etc..) May opt for the regime Alternative. These students should register, among the teachers by the end of February, one of the modalities, being bound by the rules that are inherent.

Evaluation Elements (Dates due, weights, minimum required grades)

The **General** is composed of two elements:

1. A “case study” carried out individually about an organization chosen by the student, in which the structure, climate and culture, leadership and teamwork must be analyzed in an integrated manner. This work counts for 40% of the evaluation in this UC and must be delivered in a date that teaching staff communitate in the first class, and cannot exceed 10 pages;
2. The second element of evaluation corresponds to the presentation of 3 papers during UC sessions; these presentations are made in groups and combined in the first session; these presentations contribute to 60% of the student's assessment for this course.

The **Alternative** consists of an oral exam, individual and perform by videoconference in the examination period.

Rules for grade improvement

In the General, the work included in the second element of the evaluation (proposed activities in the sessions) can only be made during the course of classes and on schedule by the teachers and is not possible to improve them in the 2nd special evaluation.

In both evaluation regimes, the improved imply an oral exam, individual and perform by videoconference in the 2nd special evaluation period.



Rules for students having previously failed the course unit *

N/A

Requirements on attendance and punctuality

N/A

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

The alternative evaluation regime.

Language of instruction

Portuguese. Erasmus students can perform the works written in English.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;



- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable