

<b>ID</b>	2656
<b>Curricular Unit</b>	Labour and Vocational Training
<b>Regent</b>	Rui Fernando Roque Martins
<b>Learning Outcomes</b>	<p>A. Know-Theories of Career Development</p> <ul style="list-style-type: none"> <li>- Understand the principles and methodologies of Education for Entrepreneurship</li> </ul> <p>B. - Integrate knowledge concerning Labour in order to optimize the interactions man system, featuring the organizational framework that develops human activity, as well as factors associated painfulness.</p> <p>C. - Know the main models of training and professional framing of Psychomotor Rehabilitation, national and international level.</p> <ul style="list-style-type: none"> <li>- Understand the conceptual and methodological supports the management of stress in the work environment,</li> <li>- Know the methodologies and tools for assessment of occupational stress</li> <li>- Meet management programs including occupational stress involving intervention components for bodily mediation</li> </ul>
<b>Syllabus</b>	<p>MODULE A-THEORIES OF PROFESSIONAL DEVELOPMENT</p> <p>1. The concept of entrepreneurship Initially we characterize the concept of entrepreneurship and polysemy that characterizes, according to authors in this area.</p> <p>2. Innovation and entrepreneurship Given that, combined with the most definitions of entrepreneurship have the concept of innovation, it is necessary to examine some considerations about the concept and about the different types of innovation.</p> <p>3. Types of entrepreneurship In addition there are various definitions of entrepreneurship, researchers over the years also described different types of entrepreneurship that will be featured.</p> <p>4. The relevance of entrepreneurship to society Entrepreneurship is a key feature in today's society, which should be supported by its repercussions in the economic fabric of the country, through the creation of jobs and sources of income (European Commission, 2006 and 2003; Portuguese Society for Innovation 2004 , Redford, 2007).</p>
<b>Evaluation</b>	<p>1. Continuous Assessment Students who opt for continuous assessment model shall meet the following requirements:</p> <p>a) Carry out an individual or group, in each module practical work (orientated during the practical classes); Each paper will count 30% towards the final average, the other 10% to the level of participation and responsibility in practical classes and revealed her design and development of works subject to review.</p> <p>2. Final exam, including oral and written evidence</p>

<b>Bibliography</b>	<p>The module</p> <ul style="list-style-type: none"> <li>· Valeyre, A.; Lorenz, E.; Cartron, D.; Csizmadia, P.; Gollac, M.; Illéssy, M.; Makó, C. (2009) "Working conditions in the European Union: Work organization", European Foundation for the Improvement of Living and Working Conditions, Report ef0862.</li> </ul> <p>Module B:</p> <ul style="list-style-type: none"> <li>· Askenazy, P.; Cartron, D.; de Coninck, F.; Gollac, M. (coordinateurs) (2006) "Organisation du travail et intensité" Octares Toulouse.</li> <li>· Benchekroun, TH, Weill-Fassina, A. (2000). "Le travail collectif. Perspectives actuelles en ergonomie. " Editions Octares Toulouse.</li> <li>· P. Carayon; Smith, MJ (2000) "Work organization and ergonomics"; Applied Ergonomics, Volume 31, Issue 6, December, Pages 649-662</li> <li>· Ferreira, JMC, Neves, J. &amp; Caetano, A., (2001). Handbook of social psychology of organizations. Lisbon, McGraw-Hill.</li> <li>· Monk, T.; Folkard, S. (1992) 'Making shiftwork tolerable "; Taylor &amp; Francis, p 94</li> <li>· Valeyre, A.; Lorenz, E.; Cartron, D.; Csizmadia, P.; Gollac, M.; Illéssy, M.; Makó, C. (2009) "Working condi</li> </ul>
---------------------	---