



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2026 - 2027

TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Organizational Behavior
Subject code	E000005837
Main program	Grado en Administración y Dirección de Empresas por la Universidad Pontificia Comillas [GE-2 25]
Involved programs	Grado en Administración y Dirección de Empresas (E-2) [Second year] Grado en Administración y Dirección de Empresas y Grado en Derecho [Fourth year] Grado en Administración y Dirección de Empresas doble titulación internacional (E-4) [Second year] Grado en Administración y Dirección de Empresas (E-2) - en inglés [Second year] Grado en Gastronomía e Innovación Culinaria y Grado en Administración y Dirección de Empresas [Second year] Grado en Admin. y Dirección de Emp. y Grado en Análisis de Negocios/Bachelor in Business Analytics [Second year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Obligatoria (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Jorge Lajos Kossuth Cabrejos
Schedule	Please refer to the schedules of the groups in which the course is taught.
Office hours	Please request an appointment by email.
Course overview	ANECA: We will study the effects that individuals, groups, and organizational structure have on behavior, with the aim of applying this knowledge to improve organizational efficiency. We will analyze individual characteristics: diversity and abilities, attitudes and emotions, personality and values, perception and decision-making, as well as motivation and its applications. We will examine group dynamics within teams and desirable roles. Finally, at the organizational level, we will look at the impact of communication, power, and leadership.

Teacher Information	
Teacher	
Name	Óscar Pérez Zapata
Department	Departamento de Gestión Empresarial
Office	For E2 Bilingual and Business in Spain Diploma students Associate Collaborating Faculty Room Alberto Aguilera 23
E-Mail	opzapata@comillas.edu
Teacher	
Name	Jorge Merino Tamayo
Department	Departamento de Gestión Empresarial



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Office	Alberto Aguilera 23 Associate Collaborating Teachers Room For ICAI students
EMail	jmtamayo@icade.comillas.edu
Teacher	
Name	Jorge Lajos Kossuth Cabrejos
Department	Departamento de Gestión Empresarial
EMail	jlkossuth@comillas.edu

SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject

Contribution to the professional profile of the degree

This course emphasizes the importance that should be given to **people within organizations, focusing on understanding human behavior within them**: what happens and why. The aim is to provide students, through explanations of individual and interpersonal *psychosocial* processes, with tools that will allow them to learn more about themselves and the people they interact with, and to integrate this knowledge into improving their personal and professional practice. It is studied as an introduction to *Human Resource Management, Leadership and Change*, as well as to *Negotiation Techniques*, which will be covered in later courses.

Prerequisites

None. However, having taken the specific *Psychology* course during secondary school (Bachillerato) is of great help in getting the most out of this subject, as is **recalling what was studied in the Fundamentals of Business Management course from the ADE degree program, which serves as our starting point.**

Competencies - Objectives

Competences

Conocimientos o contenidos

CON01	Adquirir una base de conocimientos sólida y relevante sobre la disciplina científica y empresarial
CON04	Reconocer la riqueza de la diversidad y multiculturalidad en la realidad empresarial

Competencias

CPT01	Gestionar información y datos para análisis crítico y diagnóstico empresarial
CPT02	Liderar equipos que impulsen proyectos innovadores con soluciones creativas
CPT03	Trabajar de forma autónoma, organizada y orientada a la acción y calidad

Habilidades o destrezas

HAB01	Aplicar técnicas de análisis de datos para la toma de decisiones empresariales
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HAB06

Desarrollar habilidades como gestor de personas en organizaciones

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

SECTION I – INTRODUCTION TO THE STUDY OF ORGANIZATIONAL BEHAVIOR

Topic 1: OB and Successful Management Skills, Based on Empirical Evidence from "Big Data Analytics"

SECTION II – BASIC DETERMINANTS OF INDIVIDUAL BEHAVIOR

Topic 2: Diversity in Organizations and Its Management

Topic 3: Attitudes and Job Satisfaction

Topic 4: Emotions and Moods in Work Performance

Topic 5: Personality and Values in People Management

Topic 6: Individual Perception and Decision-Making

Topic 7: General Theory and Concepts of Motivation: Extrinsic and Intrinsic

Topic 8: Work Motivation and Its Applications

SECTION III – GROUP AND ORGANIZATIONAL BEHAVIOR

Topic 9: Artificial Intelligence and Organizational Behavior: An Introduction

Topic 10: Foundations of Group Behavior, Work Teams, and Collective Decision-Making

Topic 11: Interpersonal Communication and Its Improvement

Topic 12: Leadership in Organizations

TEACHING METHODOLOGY

General methodological aspects of the subject

The course takes an eminently student-centered approach, fostering learner autonomy and active participation in their own learning process in order to help students develop the competencies needed to perform confidently in their future professional lives. To develop the content and competencies described in the previous sections, the following in-class and out-of-class activities will be carried out.

Use of Artificial Intelligence Tools in the Course

This course applies Level 2 (AI Planning) according to the AI Assessment Scale proposed by Perkins, Furze, Roe, and MacVaugh (2024). This level allows for the strategic use of artificial intelligence tools to support critical thinking, planning, and idea generation, without substituting for the student's authorship or intellectual responsibility. Within this framework, the effective use of AI will be encouraged as a resource for deepening understanding of historical contexts, significant figures, and cultural movements, as well as for fostering ideation and synthesis. In addition, evaluable group activities will be carried out in class with the support of AI tools. Assessment activities will be designed to evaluate students' ability to critically analyze, evaluate, and adapt AI-generated content.

Specifically, the use of AI tools will be permitted in the following learning contexts:

Web research: AI tools will be used to support in-class activities aimed at searching for, cross-checking, and synthesizing information related to the topics and key questions of the course syllabus. In particular, four fact-checking exercises will be carried out, to be completed in groups with the help of AI.



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Idea generation and brainstorming: The use of AI will be permitted as a tool for creative stimulation prior to the in-class analysis of the topics proposed in the syllabus.

The use of AI in this course should be understood as a formative tool, not as a source of definitive answers. Students must therefore always demonstrate their own personal analysis, critical reformulation, and conceptual ownership of any content in which artificial intelligence has been used.

In-class Methodology: Activities

AF1. Master lectures in which the professor presents the main content clearly, in a structured and motivating way, typically supported by various audiovisual resources. Essential aspects are highlighted to facilitate students' personal learning process, and finally, students' questions and suggestions are addressed and gathered.^[1]

AF2. Participatory expository sessions. A presentation in which the professor explains the basic concepts, with active and collaborative participation from students, who discuss and debate unclear points or nuances relevant to properly understanding the content. This will include dynamic presentations and structured or spontaneous student participation through various activities, as well as forums on audiovisual materials.^[2]

AF6. Analysis and resolution of cases proposed by the professor, based on a short reading, material prepared for the occasion, or any other type of data or information that allows students to apply the theoretical knowledge acquired in practice and fosters the development of their argumentative skills. These are based, as far as possible, on a selection of professional materials adapted to the course, with the aim of training students to solve real problems and to develop quick, effective responses to unexpected situations and scenarios. This is commonly done in teams.

AF7. Simulations, role-playing games, and group dynamics. Simulations, role-playing games, and other group dynamics are learning activities in which the student acts by taking on the role of another person. Situations are analyzed, decisions are made, and the resulting consequences are identified and evaluated.

AF8. Public presentation of topics or assignments. Presentation and defense before the professor and fellow classmates. This may be done individually or collectively. Assessment will consider conceptual organization, command of the subject matter, clarity of presentation, respect for and rationality of the different phases and, in the case of a collective exercise, the active collaboration of each team member.

^[1] Learning is a task for the student that no professor can substitute for. In master lectures, professors will limit themselves to developing the content they consider most important and/or most difficult to understand. Students must come to class having already worked through the topics before they are presented. To verify that students are fulfilling this obligation, professors may administer short exercises prior to the presentation of the topics. They may also administer such exercises at the end of class to check students' understanding of the different content covered.

^[2] The first few minutes of class are used to situate what is about to be taught within the general framework of the course, relating it to previous sessions. The objective of the lesson to be taught is presented (what is the purpose of what is about to be covered?), followed by an explanation of the essential theoretical concepts to be used and their practical applications in business.

Non-Presential Methodology: Activities

AF10. Individual study and expansion of documentation carried out by the student in order to understand, rework, and retain scientific content with a view to its possible application in their professional field. Individual reading of texts (bibliography) and notes of various kinds (books, journals, individual articles, press, online publications, reports on practical experiences, etc.) related to the subject matter. Students can find documentation, session materials, and practical exercises on the University Resource Portal.



AF11. Individual or very small-group academic tutoring, aimed at resolving problems that may have arisen during the learning process for the subject or in the process of acquiring the corresponding competencies, as well as supervising students' progress on their assignments.

AF12. Monographic research applied to practice. A cooperative learning method in which students are assigned to teams and given a task requiring research, and the sharing of information and resources among team members in order to reach a common goal. Individual objectives are achieved if and only if the other members achieve theirs, meaning there is strong personal interdependence in reaching the goals.

AF15. Organized reading. Reading and analysis of relevant texts through various tasks that assess reading comprehension, either individually or in groups.

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Lecciones de carácter expositivo	Ejercicios y resolución de casos y de problemas	Simulaciones, juegos de rol, dinámicas de grupo
30.00	15.00	15.00
NON-PRESENTIAL HOURS		
Trabajos monográficos y de investigación, individuales o colectivos	Estudio individual y/o en grupo y lectura organizada	Sesiones tutoriales
30.00	80.00	10.00
ECTS CREDITS: 6,0 (180,00 hours)		

EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
FINAL EXAM: Comprehensive and written - Covers the entire syllabus (slides) and material discussed in class. - Theory 50% and Practice 50%. - Objective questions and short case studies.	- Overall synthesis of the entire course. Comprehension and ability to relate concepts. - Ability to apply concepts in practice.	40 %



TEAMWORK EVALUATION: Team-based consulting project involving practical application to the company.	1. Quantity and quality of the competitive work. 2. Argumentative and presentation skills (oral and written). 3. Application of theory to the real-world context of the company or organization. 4. APA citation. 5. Turnitin plagiarism-detection percentage. 6. Anonymized peer evaluation within the group consulting project, to individually penalize any member who did not contribute. On the use of AI for the final project Faculty members who allow the use of AI for individual and/or group assignments will require the following from their students: • That they explicitly and clearly state what they used AI for. All content created with generative AI must be labeled as such. All content that uses generative AI and has been adapted must likewise be labeled as such, in the same way authors are cited. • That they include, as supplementary material (appendices), the full prompt (questions and answers) of their conversation with generative AI (ChatGPT) used to produce the assignment. • If the assignment is a group project, students are warned that detection of improper use will result in a sanction (Art. 168.2.e of the University's General Regulations) for all members of the group. • The assignment must include academic references and recent data. • Partial submissions of the assignment may be required, with each one graded, and/or an oral defense may be requested, to verify the accuracy of the sources and ensure learning has taken place. • Faculty members may require all students to present their work orally to verify authenticity of authorship and ensure student learning.	20 %
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CONTINUOUS ASSESSMENT: Engagement in class: completion of review quizzes, case studies, readings, practical exercises, and tasks assigned by the instructor in class.	<i>In order for the grade to be averaged across all continuous-assessment tasks, students must have completed at least 70% of them within the requested deadlines. Otherwise, the continuous-assessment grade will be 0.</i>	20 %
Active Student Participation in Class and in Continuous-Assessment Activities	Collaborative attitude and proactivity in offering innovative contributions, and their quality. Timeliness of interventions in generating constructive debate. At the instructor's personal discretion. Important: Article 93.1 of the University's General Regulations states that missing more than one-third of the class hours taught in a given course results in the student being ineligible to sit the exam in the ordinary examination period.	20 %

Ratings

The final grade will be the weighted average of all course activities: final exam, group project, continuous assessment, and class participation.

If a student does not achieve a grade of 5, they will fail the course and must sit and pass the comprehensive exam in the extraordinary examination period, on the official date set by the corresponding Head of Studies. In these cases, the grade obtained on the extraordinary-period exam will be averaged with the rest of the course activities, keeping the corresponding weights, to determine the course's final grade.

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been used.

NOTE: Regarding improper use by students of ChatGPT and/or any other generative AI in any assessment activity, this will be considered a serious offense under Article 168.2.e of the University's General Regulations: "engaging in actions that tend to falsify or defraud academic performance assessment systems." The consequences will be temporary expulsion of up to three months or a ban on sitting the exam in the following examination period after the sanction is imposed, in one or more courses in which the student is enrolled, [...] in addition to a failing grade (0) in the corresponding course, [...] [and] a ban on sitting the exam for that course in the following examination period.

Students exempt from regular attendance: Repeating students, exchange students (without 100% credit recognition), or students on accredited internships (subject to approval by the Dean of Studies).

The student is responsible for communicating their intentions to the professor (by email) during the first month of the course, informing them of their personal situation, previously passed attempts, and their personal goals for passing the course.

WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
Team consulting project applied to a company or organization.	From the first month of the semester.	One week before the final exam.
Attitude and participation in class and toward individual work.	Throughout the semester.	Until the publication of final grade records.
Completion of review quizzes, case studies, readings, practical exercises, and business application activities in Directed Work sessions.	Weekly	Until one week after the last class.
Comprehensive written final exam.	On the date set by the corresponding Dean of Studies.	On the date set by the corresponding Dean of Studies.

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

1. Robbins, S. P., & Judge, T. A. (2026). *Essentials of Organizational Behavior, Global Edition* (16th ed.). Pearson. ISBN-13: 978-1292755533.

- <https://eu.pearson.com/products/9781292755533>

2. Robbins, S. P., & Judge, T. A. (2026). *Organizational Behavior* (20th ed.). Pearson. ISBN-13: 978-0135431771 (eText); 0135431778.

- <https://www.pearson.com/en-us/subject-catalog/p/organizational-behavior/P200000013642/9780135431771>