

**COMILLAS**

UNIVERSIDAD PONTIFICIA

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Syllabus
2026 - 2027**TECHNICAL SHEET OF THE SUBJECT**

Data of the subject	
Subject name	Organisational Behaviour & Talent Management
Subject code	IBS-MBA-627
Main program	Official Master's Degree in Business Administration - MBA
Involved programs	Máster Universitario en Administración de Empresas (MBA) [First year] Máster Universitario en Ingeniería de Telecomunicación y Mást. Univ. en Administración de Empresas [Second year] Máster Universitario en Ingeniería Industrial y Máster Universitario en Administración de Empresas [Second year]
Level	Posgrado Oficial Master
Quarter	Semestral
Credits	3,0 ECTS
Type	Obligatoria
Department	Departamento de Gestión Empresarial
Coordinator	Carlos Puig Sagi-Vela
Schedule	See Calendar
Office hours	Request by mail: cpuig@comillas.edu
Course overview	Perspective and Future Outlook of the Human Resources Function within the Company, in both its strategic and operational dimensions: workflow management and analysis; job analysis, evaluation and description; diversity management; employment policies (recruitment, selection and hiring); workforce restructuring processes and employee separation management; training and career development; performance management; compensation and reward management; personal branding; job interviews; and employability.

Teacher Information	
Teacher	
Name	Carlos Puig Sagi-Vela
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
Email	cpuig@icade.comillas.edu

SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
Organizational Behaviour and Talent Management is a compulsory MBA course addressing what remains the hardest asset to manage in any organisation: people. Its subject matter is the two sides of a single problem —understanding human behaviour within the organisation and managing the policies that shape it— always approached as a system, never as a catalogue of independent techniques.
The course is not designed for the HR specialist, but for any manager or team leader. A general manager makes decisions on selection, compensation, appraisal and dismissal even without signing off a single one of those policies, and makes them better by understanding



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why each technique exists, what it produces and what it breaks. The emphasis therefore lies not in applying tools, but in knowing how to choose them and anticipating their consequences.

This approach contributes three concrete capabilities to the professional profile of the degree: reading an organisation as a social system rather than an org chart; designing and implementing people policies consistent with strategy; and leading teams in the knowledge that every management decision is also a decision about someone's life.

Here lies the criterion running through the whole course, in the spirit of Ignatian university education. Decisions on selection, performance appraisal, compensation and dismissal are addressed explicitly as decisions with consequences for people's dignity, and not merely as efficiency techniques. The aim is to train managers who lead people competently, consciously, critically and compassionately, able to argue that a profitable decision can also be a just one, and to recognise when it is not.

That orientation takes shape in three dimensions addressed explicitly. The social dimension, through diversity, equity and inclusion policies, the management of dismissal with dignity criteria, and the prevention of harassment and inappropriate conduct. The ethical dimension, through the analysis of conflicts of interest arising in selection, appraisal and compensation, and the manager's personal responsibility for their effects. And the environmental dimension, through the impact of mobility, travel and work organisation policies — on-site, remote and hybrid models— on the organisation's footprint, and the integration of ESG criteria into objective-setting and compensation systems. These contents are not treated as a corporate social responsibility appendix: they are part of the managerial decision itself.

The course is aligned in particular with the second Universal Apostolic Preference —walking alongside those whose dignity has been violated, in a mission of reconciliation and justice—, with the third —accompanying young people in building a hope-filled future, through work on employability, personal brand and career development— and with the fourth —collaborating in the care of our Common Home—. All of this is consistent with the Comillas 2030 Strategic Plan, in its projects C1, Care of our Common Home, and C2, A University committed to social justice.

Prerequisites

This course requires no formal entry requirements beyond those of the MBA itself. It does, however, build on the knowledge of Organizational Behaviour that students acquire over the course of the programme, which takes shape in subjects aimed at developing conceptual, technical and interpersonal competences in people management: Leadership and change, Negotiation and conflict management, Cross-cultural management and diversity management, and Knowledge management. All of them are delivered with an applied approach.

Students are expected to bring three things from those subjects. First, a shared vocabulary on motivation, group dynamics and organisational culture, which is not re-explained here from scratch. Second, the habit of analysing real cases and defending a decision before the group, since this course works mainly on problems with no single solution. And third, a cross-cultural outlook: many of the people management decisions studied here change meaning depending on the cultural context in which they are applied, and the course addresses this explicitly.

Students are also encouraged to arrive with their own professional experience present and available to the classroom. The starting point of each session is the real context of those in the room, and that experience is working material, not decoration.

Competencies - Objectives

Competences

GENERALES



CG02	Management of data and information as key elements for decision-making and for identification, formulation and resolution of business problems.
CG03	Problem-solving and decision-making skills at a strategic, tactic and operational level with regard to a business, considering the interrelationship between the different functional and business areas.
CG05	Ethical commitment with a behaviour based in moral principles and those principles of the organisation when facing moral dilemmas and corporate social responsibility issues.
CG06	Time management capacity with the purpose of improving personal and team efficiency within business organizations, its environment and its management.
CG07	Critical reasoning and argumentation according with the understanding of knowledge and know-how on business administrations, their external context and their administration and management processes.
CG08	Initiative, creativity and entrepreneurship when applying management techniques and related knowledge to management and development of business organizations.
CG09	Knowledge, understanding and handling of tools for diagnosis of the competitive position of a company, and designing and executing the company's strategic plan.
ESPECÍFICAS	
CE04	Conceptualising the talent management function from a strategic and integration approach creating value within business organizations.
CE05	Capacity to identify key concepts impacting and explaining people's behaviours in decision-making processes within organisational contexts, and to acknowledge and handle management tools helping individuals and teams reach planned organisational goals.

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

BLOCK 1 · THE ORGANISATION AND THE PEOPLE FUNCTION

- The importance of people as a strategic asset
- The four key types of organisational structure
- Formal and informal organisation
- The HR organisational chart and its fit within the company
- Internal communications: challenges and the responsibility of the people function

BLOCK 2 · LEADERSHIP AND MANAGEMENT STYLES

- Leadership styles and their effect on structure and climate
- Kurt Lewin's leadership styles
- ASPECT methodology applied to organisational analysis



- From management style to culture: how one produces the other

BLOCK 3 - CORPORATE CULTURE

- What organisational culture is and how it can be recognised
- Mission, vision and values: from statement to observable behaviour
- Diagnosing an organisation's culture
- Culture and performance: talent density and freedom with responsibility
- Culture, diversity and the cross-cultural context

BLOCK 4 - HUMAN RESOURCES PLANNING

- People management and corporate strategy
- Workforce sizing and planning
- Job description and job evaluation
- Training needs analysis, training and career development

BLOCK 5 - ATTRACTION, SELECTION AND EMPLOYABILITY

- Sourcing and recruitment channels
- Job advertisements and employer branding
- Candidate selection and interviewing
- Personal brand and employability: Lean Canvas applied to the job search

BLOCK 6 - KEY HUMAN RESOURCES DECISIONS

- Management by objectives (MBO) and performance and potential appraisal
- Compensation and reward policies: flexible and non-salary remuneration
- Expenses, travel and work organisation policies. Remote work and hybrid models
- Policies for the prevention of inappropriate conduct and workplace harassment
- Dismissal and its consequences

TEACHING METHODOLOGY

General methodological aspects of the subject

Expository lessons. Exhibition by which the teacher explains the basics with the active and collaborative participation of students. It will include dynamic presentations and participation through various activities such as viewings of audiovisual materials or reading articles or relevant information. They rely on media.

Exercises and resolution of cases and problems. Reading and resolution of cases necessary to implement in practice the acquired theoretical knowledge and promote the development of the understanding of theoretical models and their ability to discuss decisions. From a reading, case studies, self-diagnostic test of skill or ability, or any other material involving practical or theoretical application of the contents of the subject. Cases will be adapted to the subject matter to the greatest extent possible in order to train students in solving real problems and the acquisition of reflex reactions to unexpected situations and approaches.

Individual and/or group study and programmed readings. It is an essential individual work that students must take to make proper monitoring of the development of the course through all their training activities.



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Artificial Intelligence. AI is permitted without restrictions and is used creatively to enhance problem-solving, generate novel ideas, or develop innovative solutions to address challenges.



In-class Methodology: Activities

Exercise 1 — Personal introduction and analysis of the organisational structure (*individual*)

Students introduce themselves using MURAL. Each student chooses a company—one they work for or would like to work for—and investigates its organisational structure. This is the company that accompanies them throughout the course.

Exercise 2 — Culture, mission, vision and values of the chosen company (*individual*)

Investigate the company's stated mission, vision and values, and assess whether the reality of the organisation matches them.

Exercise 3 — Do employees trust their company's vision and mission? (*group*)

Critical analysis of an article and elaboration of the group's conclusions on a collaborative canvas.

Exercise 4 — Use of artificial intelligence on the student's own working document (*individual, voluntary*)

Apply an AI prompt to the student's personal document and incorporate the results into it.

Exercise 5 — Comparative cultural diagnosis (*group*)

Each group selects four of the six proposed exercises and four companies where at least one member has worked or which they know well, with no repetition of the same exercise within the group.

Exercise 6 — Professional self-knowledge (*individual*)

The three self-knowledge exercises: the "Airport test", the "Journey to the past" and "Discover your superpowers".

Exercise 7 — Remote work: arguments for and against (*group*)

Three documented reasons in favour and three against, with an oral defence of the group's conclusions.

Exercise 8 — Professional article on LinkedIn (*group work, individual submission*)

Publication of an original article on remote work that improves the student's professional profile, with a defined objective and prior discussion within the group.

Exercise 9 — The recruitment process experienced first-hand (*group*)

Each member describes the real selection process they have been through: stages, how they applied, and a comparison between companies.

Exercise 10 — Article outreach and Lean Canvas of the personal brand (*group and individual*)

Strategies to increase the reach of the published article, and a Lean Canvas applied to the search for the chosen job.

Exercise 11 — Netflix: building talent density (*group*)

Analysis of the talent density policy and its applicability to the student's company, including how unprofessional conduct is handled.

Exercise 12 — Netflix: radical feedback (*group*)

Analysis of the feedback guidelines and real examples of their application.

Exercise 13 — Netflix: reducing controls (*group*)

Critical review of the employee handbook: travel, expense and holiday policies.

Exercise 14 — Netflix: paying top-of-market salaries (*individual*)

Analysis of Netflix's compensation policy and its fit within the company under analysis.

CG02, CG03, CG05,
CG06, CG08, CG09,
CG07, CE04, CE05



SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS	
Lectures of an expository nature	Analysis and resolution of cases and exercises, individually or collectively
15.00	15.00
NON-PRESENTIAL HOURS	
Individual study and organized reading	Collaborative learning
30.00	15.00
ECTS CREDITS: 3,0 (75,00 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 Open questions	Correct response criteria	50
Group project	Quality of performance	20
Practical activities - Individual exercises - Group work/tasks	Delivery and timeliness Quality of performance	20
Class participation	Quality and richness of participation	10 %

Ratings

Assessment activities will be graded from 1 to 10 before the corresponding weights are applied to the final mark.

To pass the course, students must obtain a mark equal to or higher than 5 in each and every one of the assessment activities. Exercises not submitted under the exact conditions of place, date and time scheduled for each activity and communicated in the course timetable will not be taken into account. Plagiarism in assignments and activities will be penalised.

RETAKE



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Students must sit the retake period when, at the end of the teaching period, they have not obtained a mark equal to or higher than 5 in any one of the four assessment activities, irrespective of whether the weighted average is equal to or higher than 5. In that period they repeat only the activities they have not passed:

- If the mark for the final exam is below 5, the student must resit the exam in the retake session.
- If the mark for individual exercises is below 5, the student must submit the failed exercises within the deadline set by the Master's management.
- If the mark for group work is below 5, the student must submit an equivalent individual assignment on the same case, since the original group is no longer available in that period.
- Active class participation cannot be retaken, given its in-person and continuous nature: there is no way to repeat it outside the teaching period. Accordingly, students sitting the retake will be graded out of 9 points instead of 10, with the 10 % corresponding to this activity excluded from the scale, and must obtain a minimum of 5 out of those 9 points, counting all sections, in order to pass the course.

For the calculation of the final mark, and only where a minimum of 5 is obtained in the retaken activity, the ordinary weightings will apply.

STUDENTS WITH EXEMPTION FROM ATTENDANCE

Students who have been granted exemption from attendance will sit the final exam only, and their mark for the course will consist of 100 % of the grade obtained in that exam.

USE OF ARTIFICIAL INTELLIGENCE

This course assumes that generative artificial intelligence is part of the student's professional environment and that learning to use it with judgement is part of their training. **Its use is permitted in all activities, including the final exam**, provided it is integrated into and supports the student's own reasoning rather than replacing it.

The following will be penalised, in this order:

1. **Content the student is unable to defend orally.** The lecturer may at any time require the student to explain and justify any part of a deliverable or of their exam. Failure to do so will be treated as plagiarism for grading purposes, regardless of the tool used.
2. **Verbatim copying of text generated by the tool**, without the student's own elaboration.
3. **References, quotations or figures that are fabricated or not checked against the primary source.** Language models generate non-existent references with an appearance of accuracy; in a course working with real company cases, students are responsible for verifying everything they include. A fabricated reference will be considered a serious error, regardless of the quality of the rest of the work.

Students are advised to state at the end of each deliverable which tool they used and for what purpose (sourcing, structuring, drafting, translating or reviewing). Declaring use is not penalised; concealing it is.

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

- Meyer, E. and Hastings, R. (2020) *No Rules Rules: Netflix and the Culture of Reinvention*. Penguin Press.
- Bock, L. (2015) *Work Rules!: Insights from Inside Google That Will Transform How You Live and Lead*. Twelve.
- Robbins, S. P. and Judge, T. A. *Organizational Behavior*, 19th edition. Pearson. ISBN 9780137474646.
- Fried, J. and Heinemeier Hansson, D. (2013) *Remote: Office Not Required*. Crown Business.
- Nonaka, I. and Takeuchi, H. (1995) *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*.



Oxford University Press. ISBN 978-0195092691.

- Sinha, J. B. P. *Culture and Organizational Behaviour*. SAGE Texts. ISBN 9788178298962.

Complementary Bibliography

Books

- Byham, W. C. (1996) *Developing Dimension/Competency Based HR Systems*. Development Dimensions International.
- Henderson, A. (2021) *Nomad Capitalist*.

Websites

- Course Resources Portal and links of interest on people management.

Notes

- Topic summaries with slide support, available on the Resources Portal.

Other materials

- Documentaries screened in class.
- Case documentation on Netflix policies used in exercises 11 to 14: talent density, radical feedback, reducing controls, and compensation policy.



TECHNICAL SHEET OF THE SUBJECT

Subject data	
Full name	Organizational Behavior and Talent Management
Code	IBS-MBA-627
Title	Master's Degree in Business Administration (MBA) from the Universidad Pontificia Comillas
Taught in	Master of Business Administration (MBA) [First Year]
Level	Official Postgraduate Master's Degree
Semester	Semiannual
Credits	3.0 ECTS
Character	Compulsory
Department / Area	Department of Business Management
Responsible	Carlos Puig Sagi-Vela
Timetable	Tuesday, 13:00-14:45
Tutorial schedule	Appointment via email
Descriptor	Perspective and foresight of the Human Resources function in the company, in its strategic and operational dimensions: workflow management and analysis, evaluation and job description; diversity management; employment policies (recruitment, selection and hiring); processes of staff readjustments and management of labor disengagement; Training and career development Professional; performance management; remuneration/compensation management; personal brand; job interviews; employability.

Faculty data	
Teacher	
Name	Carlos Puig Sagi-Vela
Department / Area	Faculty of Economic and Business Sciences (ICADE)
Email	cpuig@icade.comillas.edu

SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
Students will understand the crucial role of human behavior within organizations. Both aspects of individual knowledge and personnel management are covered. The systems view is established in two ways 1. Employee behavior is defined within a social system 2. People management tools are conceived as an integrated whole that aims at human talent In line with Ignatian university education, this course aims to train managers who lead the people of an organisation competently, consciously, critically and compassionately, so that talent management is exercised from a transformational standpoint and at the service of a more humane and fairer business society. Decisions on selection, performance appraisal, compensation and dismissal are addressed explicitly as decisions with consequences for people's dignity, and not merely as management techniques. This orientation is linked to the Comillas 2030 Strategic Plan, in particular Project C2 - A UNIVERSITY COMMITTED to social justice, and to the Universal Apostolic Preferences, in that the course places care for people at the centre of the managerial function. Exercises 11 (policies for the prevention of inappropriate conduct and workplace harassment) and 12 (key HR decisions and measures) are where this

dimension is explicitly assessed.

IGNATIAN PEDAGOGY AND UNIVERSAL APOSTOLIC PREFERENCES:

The course is designed and delivered following the Ignatian Pedagogical Paradigm, whose five moments structure each session: CONTEXT (starting from the student's prior professional experience and their industry), EXPERIENCE (cases and exercises on real people management situations), REFLECTION (group discussion on the human consequences of each decision, not only on its effectiveness), ACTION (the student formulates the decision they would take and justifies it) and EVALUATION (both the outcome and the criteria used to reach it are assessed).

Ignatian Debate is used explicitly in exercises 11 and 12, where students must hold and contrast opposing positions on HR decisions with a direct impact on people.

As regards the Universal Apostolic Preferences, the course is aligned in particular with the second -walking with the discarded and those whose dignity has been violated, in a mission of reconciliation and justice- by placing the dignity of the worker at the centre of decisions on selection, appraisal, compensation and dismissal; with the third -accompanying young people in the creation of a hope-filled future- through the work on employability, personal brand and career development; and with the fourth -collaborating in the care of our Common Home- through the sustainability contents described above. All of this is linked to the Comillas 2030 Strategic Plan, Projects C1 (Care of our Common Home) and C2 (A University committed to social justice).

SUSTAINABILITY AND INTEGRAL ECOLOGY IN PEOPLE MANAGEMENT:

The course explicitly incorporates the integral ecology perspective, understood as the integration of the environmental, social and ethical dimensions of sustainable development into people management decisions. Specifically: (a) the SOCIAL dimension, through diversity, equity and inclusion policies, the management of dismissal with dignity criteria, and the prevention of harassment and inappropriate conduct; (b) the ETHICAL dimension, through the analysis of conflicts of interest in selection, performance appraisal and compensation, and the manager's responsibility for the consequences of their decisions; and (c) the ENVIRONMENTAL dimension, through the impact of mobility, travel and work organisation policies (on-site, remote and hybrid models) on the organisation's footprint, and the integration of ESG criteria into objective-setting and compensation systems.

These contents are not treated as a corporate social responsibility appendix, but as part of the managerial decision itself: every HR policy is also assessed by its effects on people and on the environment, and not solely by its efficiency.



The current managerial approach has an integrative approach that relates multiple and different problems in the field of Business Organization: people management, strategy formulation, the type of organizational structure and new ways of developing work.

The subject Human Resources Management is a compulsory and fundamental subject of the MBA, which provides the student with the knowledge and skills necessary to ensure that the main asset that companies have, "human capital", is enhanced in favor of the creation of value for the organization.

Thus, this subject is not only approached from the perspective of the human resources expert who must handle the techniques perfectly on a day-to-day basis, but from the perspective of any manager or team leader who must know them to establish the fundamental strategic lines to be followed. In this sense, it is essential that they understand the meaning and justification of each people management practice, as well as the advantages and disadvantages of the techniques used to carry them out. This is the true spirit of the subject within the framework of the MBA. The training of those responsible for the importance of people in the organization, capable of understanding companies and institutions in their global aspects, of designing and incorporating human resources policies and capable of directing the members of their team.

Prerequisites

This subject is taught under the umbrella of the basic knowledge on Organizational Behavior acquired throughout the master's degree and which is materialized in subjects aimed at forming conceptual, technical and interpersonal competencies in people management such as: Leadership and change, Negotiation and conflict management, Intercultural management and diversity management, Knowledge management all of them are taught, with an applied character.

Competencies - Objectives

Competences

GENERAL

CG02	Information and data management as key elements for decision-making and the identification, formulation and resolution of business problems.	
	RA01	Knows, synthesizes and appropriately uses a variety of bibliographic and documentary resources.
	RA02	Discern the value and usefulness of different sources and types of information.
CG03	Problem solving and decision-making at the strategic, tactical and operational levels of a business organization, taking into account the interrelationship between the different functional and business areas.	
	RA01	Properly identify and define the problem and its possible causes.
	RA02	Study possible alternatives, correctly assessing the scope of each one.
	RA03	Decide which is the most appropriate alternative to solve the problem.
	RA04	Design and implement an action plan for its application.
CG05	Interpersonal skills to listen, negotiate and persuade and to work in multidisciplinary teams to be able to operate effectively in different tasks, and, when appropriate, to assume leadership responsibilities in the	



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	business organization.	
	RA01	Use dialogue to collaborate and build good relationships.
	RA02	Listen to the opinions of others and establish constructive dialogues.
	RA03	Is able to carry out a persuasive exchange of ideas through a negotiation process to reach agreements with others.
	RA04	He knows the technique of debate and oratory and knows how to use it in professional matters.
	RA05	Value the potential of conflict as a driver of change and innovation.
	RA06	Communicates their ideas in an effective and reasoned manner.
	RA07	They seek the value of the other team members and enhance their skills and strengths, making them feel an important part of the team.
	RA08	Lead the team's work, organizing and delegating tasks correctly.
CG06	Ethical commitment in the application of moral values and those of the organization in the face of ethical dilemmas and corporate social responsibility.	
	RA01	It looks after human interests and rights in the face of any economic or business cause.
	RA02	It approaches dilemmas from a humanistic point of view, respecting fundamental rights within the framework of a culture of peace and democratic values.
CG07	Time management skills with the aim of improving personal and team effectiveness within the framework of business organizations, their environment and their management.	
	RA01	Manage personal work time to carry out learning activities, meeting the established deadlines.
	RA02	Establishes priorities by appropriately selecting strategies and resources according to demands.
CG08	Critical reasoning and argumentation in accordance with the understanding of knowledge and knowledge about business organizations, their external context and their administration and management process.	
	RA01	Identify the assumptions and limitations of working methods and methodologies.
	RA02	Assumes a position of critical evaluation of theories and working methods, employing an appropriate level of analysis.
	RA03	Reflects critically and independently on problems, theories and working methods
	RA04	Take a position: debate correctly by providing arguments and accepting other alternative approaches.



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CG09	Ability to learn autonomously, to continue training, to learn to learn cognitive skills and relevant knowledge applied to professional and business activity.	
	RA01	Searches, reads, rebugs, analyzes, synthesizes and critically understands bibliographic reference materials, as well as materials that present research results, reports, professional supervision texts, and other materials of an applied nature.
SPECIFIC		
CE04	Conceptualize the talent management function from the strategic and integrative perspective that generates value in business organizations.	
	RA01	It justifies the function of personnel in organizations, its evolution over time, the change from a personnel management with an administrative vision, to a human resources management with a strategic approach.
	RA02	Knows and understands the basic processes of human behavior in the organizational environment: personality, emotions, learning, motivation, and attitudes towards work and the organization.
	RA03	It designs the fundamental strategies for talent management: its selection, its retention, its development (training and career development, performance management), and its compensation.
	RA04	Formulates basic human resources management policies in accordance with the values and culture of the organization.
CE05	Ability to identify the key concepts that condition and explain people's behaviour in the organisation's decision-making processes and to know the tools that help individuals and teams to achieve the organisational objectives set.	
	RA01	Know the different sources of power in the organization and the styles of influence to manage it effectively.
	RA02	It develops a global vision of the competencies to manage companies and values the importance of each one in business success.
	RA03	Practice the ability to handle power in the organization.
CE06	Aptitude and willingness to acquire and develop the communication, negotiation, and management skills of people and teams necessary to be able to assume the leadership of business organizations.	
	RA01	Know, understand and apply the latest leadership development models and techniques.
	RA02	Knows, understands, and applies strategies to build effective oral, written, verbal, and nonverbal communication, and techniques to build solid and constructive interpersonal relationships.
	RA03	Knows, understands and knows how to control the key parameters for effective communication, beyond the message (audience, media, team, channels, networks)



	RA03	Knows, understands and knows how to control the key parameters for effective communication, beyond the message (audience, media, team, channels, networks)
CE07		Understand the ethical and moral values that prevail in the company, acquiring the ability to identify and resolve the ethical dilemmas that arise in business decision-making and apply the CSR management and evaluation instruments for their incorporation into the company's strategic planning and organizational development.
	RA01	Be able to connect Ethics and CSR with elements such as Strategy, Marketing, Financial Management, People Management in the Organization.
	RA02	Be able to critically evaluate and analyze the impact of business decisions on society.

THEMATIC BLOCKS AND CONTENTS

Contents – Thematic Blocks

ORGANIZATIONAL BEHAVIOR

- Behavior and personality Emotional
- intelligence
- Decision-making and human perspectives Motivation
- - Group dynamics
- Team Management & Communication
- Conflict Management & Negotiation

PEOPLE MANAGEMENT

- People Management & Corporate Strategy Search &
- Sources
- Job assessment and candidate selection Training,
- needs and organisation
- Management by Objectives (MBO) and Performance Appraisals
- Remuneration Policies

TEACHING METHODOLOGY

General methodological aspects of the subject

Lessons and explanations

Exhibition in which the teacher explains the basic concepts with the active and collaborative participation of the students. It will include dynamic presentations and participation through various activities such as viewing audiovisual materials or reading articles or relevant information.

Solving individual use cases

Reading and solving cases necessary to implement in practice the theoretical knowledge acquired and promote the development of the understanding of theoretical models and their ability to discuss decisions. From a reading, case studies, test



self-diagnosis of skill or ability, or any other material that involves the practical or theoretical application of the contents of the subject. Cases will be tailored to the subject matter as much as possible to train students in real problem solving and acquiring reflex reactions to unexpected situations and approaches.

Group exercises and presentations

Group work in which the exchange of visions and opinions on different problems and proposed topics is encouraged, in which it is essential that the student works in a group and demonstrates an adequate follow-up of the development of the course through all its training activities.

SPECIFIC TEACHING METHODOLOGIES APPLIED:

- Problem-Based Learning (PBL): the main methodology of the course. The twelve exercises start from a real people management problem with no single solution -a conflictive dismissal, a compensation system that fails to motivate, a selection process with non-comparable candidates- and the student must diagnose, decide and defend their decision.
- Challenge-Based Learning (CBL): exercises 6 (Lean Canvas of your personal brand) and 12 (key HR decisions and measures) are set as open challenges, with no closed brief, in which the team defines the scope of the problem before solving it.
- Ignatian Debate: applied in exercises 11 and 12, as described in the Ignatian pedagogy section.

Face-to-face Methodology: Activities

Exercise 1 - Leadership Styles

Exercise 2 - Mission, vision and business values

Exercise 3 - Company Culture

Exercise 4 - Job descriptions

Exercise 5 - Recruitment and Job Advertisements

Exercise 6 - Lean Canvas of your personal brand

Exercise 7 - Talent density and Netflix

Exercise 8 - Evaluation of performance and potential

Exercise 9 - Spending policies, travel, etc.

Exercise 10 - Remuneration and compensation policies. Flexible remuneration and non-salary remuneration

Exercise 11 - Policies for the prevention of inappropriate behaviour, workplace harassment, etc.

Exercise 12 - Key HR decisions and actions

CG02, CG03, CG05,
CG06, CG08, CG09,
CG07, CE04, CE05, CE06

SUMMARY OF THE STUDENT'S WORKING HOURS

FACE-TO-FACE HOURS	
Expository lessons	Analysis and resolution of cases and exercises, individual or collective
15.00	15.00
NON-FACE-TO-FACE HOURS	
Individual study and organized reading	Collaborative learning
30.00	15.00
ECTS CREDITS: 3.0 (75.00 hours)	

EVALUATION AND GRADING CRITERIA

Evaluation activities		Evaluation criteria	Weight
		The acquisition of knowledge will be valued by	



Final examination	part of the student through a theoretical-practical exam	50
Solving individual exercises	Assessment of the practical cases and exercises proposed throughout the subject	20
Group work	Solving exercises and group studies	20
Active participation in class	The student's contributions of value will be valued as well as their proactivity	10

Ratings

The evaluation activities will be graded with a grade from 1 to 10 prior to the application of their corresponding weights in the final grade.

To pass the subject, the student must obtain a grade greater than or equal to 5 in the grade of each and every one of the evaluation activities.

Exercises that are NOT delivered in the exact conditions of place, date and time scheduled for each activity, and communicated in the schedule of the subject will NOT be taken into account.

Plagiarism in assignments and activities will be penalized.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS:

This course assumes that generative artificial intelligence is already part of the student's professional environment and that learning to use it with judgement is part of their training. Its use is permitted and regulated, by activity:

- Individual exercises and group work: PERMITTED, subject to two conditions. First, the student must state at the end of the deliverable which tool was used and for what purpose (sourcing, structuring, drafting, translating or reviewing). Second, the substantive content -the analysis, the decision and its justification- must be the student's own: the tool may help to express a judgement, not to replace it.
- Final exam: PERMITTED. The following are penalised, in this order: (a) content the student is unable to defend orally when asked; (b) verbatim copying of text generated by the tool, without the student's own elaboration; and (c) references, quotations or figures that are fabricated or not checked against the primary source.
- Active class participation: not applicable.

Declared use is not penalised. What is penalised is undeclared use and, above all, content the student is unable to defend orally. The lecturer may at any time ask the student to explain and justify any part of a deliverable. Failure to do so will be treated as plagiarism for grading purposes, regardless of the tool used.

A warning specific to this subject: language models generate non-existent bibliographic references, quotations and figures with an appearance of accuracy. In a course dealing with real company cases, the student is responsible for verifying every quotation, figure or reference against the primary source. A fabricated reference will be considered a serious error, regardless of the quality of the rest of the work.

REVIEW OF THE ASSESSMENT SYSTEM IN RELATION TO ARTIFICIAL INTELLIGENCE:

The assessment system has been reviewed for the 2026-2027 academic year in connection with the use of generative artificial intelligence tools. Without changing the weights of the four activities, two new grading elements are introduced:

- In individual exercises and group work, the DECLARATION OF USE of AI tools (which tool and for what purpose) is incorporated as an assessable criterion. Its absence, where such tools have been used, is graded as undeclared use.
- ORAL DEFENCE on demand is introduced as an authorship verification instrument: the lecturer may at any time require the student to explain and justify any part of a deliverable, and the outcome of that defence forms part of the grade for the relevant activity.

RECOVERY:

Students must sit the retake period when, at the end of the teaching period, they have not obtained a mark equal to or higher than 5 in any one of the four assessment activities, irrespective of whether the weighted average is equal to or higher than 5. Specifically:

- If the mark for the final exam is below 5, the student must resit the exam in the retake session.
- If the mark for individual exercises is below 5, the student must submit the failed exercises within the deadline set by the Master's management.
- If the mark for group work is below 5, the student must submit an equivalent individual assignment on the same case, since the original group is no longer available in that period.
- Active class participation CANNOT be retaken, given its in-person and continuous nature: there is no way to repeat it outside the

teaching period. Accordingly, students sitting the retake will be graded out of 9 points instead of 10, with the 10 % corresponding to this activity excluded from the scale, and must obtain a minimum of 5 out of those 9 points, counting all sections, in order to pass the course. In the retake period students repeat only the activities they have not passed. For the calculation of the final mark, and only where a minimum of 5 is obtained in the retaken activity, the ordinary weightings apply.

In this recovery period, students will be able to repeat those assessment activities for which they did not obtain a grade higher than or equal to 5.

For the calculation of the final grade of the subject, and only in the event that they obtain a minimum score of "5" in the activity they recover, the weightings established as an evaluation rule will be applied.

STUDENTS WITH EXEMPTION FROM SCHOOLING:

Those students who have obtained exemption from schooling will only have to face the activity of "individual exams", and their final grade in the subject will be made up of 100% of the grade in said activity. In this case, the student will be able to pass the subject by taking a single final exam that will be weighted 100% in the final grade.

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography



- Erin Meyer, Reed Hastings (2020) No Rules Rules: Netflix and the Culture of Reinvention. Penguin Press
- Laszlo Bock (2015) Work Rules!: Insights from Inside Google That Will Transform How You Live and Lead. Twelve
- Charan, R., Barton, D. and Carey, D. (2018) Talent Wins: The New Playbook for Putting People First. Harvard Business Review Press. William C. Byham (1996) Developing dimension/competency based HR systems. Development Dimensions International
- Robbins, S. P. and Judge, T. A. Organizational Behavior, 19th edition. Pearson. ISBN 9780137474646
- Andrew Henderson (2021) Nomad Capitalist.

Nonaka, I. and Takeuchi, H. (1995) The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation. Oxford University Press. ISBN 978-0195092691. [Japanese perspective on knowledge creation and the role of tacit knowledge in the organisation.]

Sinha, J. B. P. Culture and Organizational Behaviour. SAGE Texts. ISBN 9788178298962. [Indian perspective: situates Western-developed organizational behaviour within the Indian cultural context.]

Fried, J. and Heinemeier Hansson, D. (2013) Remote: Office Not Required. Crown Business. [Reference for Exercise 7, on remote work.]

Complementary Bibliography

Websites

Subject Resources Portal and links of interest on HR Management

Notes

Abstracts of topics with transparency support available in the Resource Portal.

Other materials

Documentaries watched in class