



## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Organizational Behavior
Subject code	E000005837
Main program	<a href="#">Bachelor's Degree in Business Administration and Management</a>
Involved programs	Grado en Administración y Dirección de Empresas (E-2) [Segundo Curso] Grado en Administración y Dirección de Empresas y Grado en Derecho (E-3 16) [Cuarto Curso] Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Segundo Curso] Grado en Administración y Dirección de Empresas y Grado en Relaciones Internacionales (E-6) [Tercer Curso] Grado en Administración y Dirección de Empresas (E-2) - Bilingüe en inglés [Segundo Curso] Grado en Administración y Dirección de Empresas y Grado en Análisis de Negocios/Business Analytics [Segundo Curso] Grado en Ingeniería en Tecnologías de Telecomunicación y Grado en ADE [Cuarto Curso] Grado en Ingeniería en Tecnologías Industriales y Grado en Administración y Dirección de Empresas [Cuarto Curso]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Obligatoria (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Antonio Núñez Partido
Schedule	Mornings. Consult for this purpose the schedules of the different groups in which it is taught.
Office hours	To consult to this effect the schedule of attention of students established by each teacher. Previous appointment by e-mail
Course overview	Knowledge and understanding of the basic determinants of human behavior in organizations and managerial success, explaining its application for allow the student to improve their skills as a people manager.

Teacher Information	
<b>Teacher</b>	
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## SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
<b>Contribution to the professional profile of the degree</b>
Our topic highlights the key relevance of people within organizations. We aim to <b>better understand human behaviour in organizations</b> : what happens inside and why? We concentrate on interpersonal/intrapersonal psychosocial processes; explore tools to improve self-knowledge and knowledge about what drives people in organizations. This increased knowledge is critical to become better professionals. Organizational Behaviour establishes the <b>basic framework towards more specific topics linked to Human Resources, Leadership and Change, as well as for Negotiation Techniques, which will be seen in later courses.</b>
<b>Prerequisites</b>
<b>None.</b> It is always helpful to have followed <i>Psychology</i> during High School. Also relevant is the first year course <b>Fundamentos de Gestión Empresarial (Basics of Business Administration).</b>

Competencies - Objectives	
<b>Competences</b>	
<b>GENERALES</b>	
CG02	Resolución de problemas y toma de decisiones



	<b>RA1</b>	Identifica y definir adecuadamente el problema y sus posibles causas
	<b>RA2</b>	Estudia alternativas posibles valorando correctamente el alcance de cada una
	<b>RA3</b>	Decide cuál es la alternativa más adecuada para resolver el problema
<b>CG04</b>	Capacidad de gestionar información proveniente de fuentes diversas	
	<b>RA1</b>	Busca y utiliza documentación de distintas fuentes, proveniente de diversas vías, para sus actividades de aprendizaje, discriminando conforme a su valor y a la utilidad de cada una de ellas
	<b>RA2</b>	Desarrolla pensamiento crítico, cuestionando la información gestionada, generando conclusiones y puntos de vista propios
	<b>RA3</b>	Es claro, preciso, exacto y relevante en el uso de la información, profundizando con lógica e imparcialidad
<b>CG05</b>	Conocimientos generales básicos sobre el área de estudio	
	<b>RA1</b>	Explica los aspectos clave de las materias de estudio
<b>CG10</b>	Capacidad de liderazgo y trabajo en equipo	
	<b>RA1</b>	Forma parte de un equipo de trabajo desempeñando un papel efectivo
	<b>RA2</b>	Comunica sus ideas de manera efectiva y argumentada
	<b>RA3</b>	Orienta el trabajo hacia la calidad del resultado final en el contexto del equipo
<b>CG13</b>	Reconocimiento y respeto a la diversidad y multiculturalidad	
	<b>RA1</b>	Conoce y respeta la perspectiva de otras perspectivas culturales y sociales
	<b>RA2</b>	Reconoce la diversidad cultural y humana, apreciando su amplitud y valor
<b>ESPECÍFICAS</b>		
<b>CE12</b>	Conocimiento y comprensión de los determinantes básicos del comportamiento humano en las organizaciones y del éxito directivo, practicando su aplicación para permitir al alumno mejorar sus habilidades como gestor de personas	
	<b>RA1</b>	Diseña correctamente un Profesiograma completo: las aptitudes, actitudes, inteligencia emocional, personalidad y valores; necesarios para un determinado puesto de trabajo
	<b>RA2</b>	Sabe diagnosticar las necesidades motivacionales de sus colaboradores y satisfacerlas estableciéndoles objetivos y rediseñando sus puestos de trabajo
	<b>RA3</b>	Es capaz de afrontar un proceso de selección profesional realizando correctamente su cv, desempeñado un papel de liderazgo en las dinámicas de grupo y dando su mejor imagen en las entrevistas personales

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### I.- INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR:

**Chapter 1: What is OB?:** Evidence-based people management (Big data)

#### II.- INDIVIDUAL LEVEL DETERMINANTS:

**Chapter 2: Managing diversity.**

**Chapter 3: Attitudes and Job Satisfaction.**

**Chapter 4: Emotions, moods and performance:** Emotional Intelligence.

**Chapter 5: Personality and values in people management.**

**Chapter 6: Perception and individual Decision making.**

**Chapter 7: Basics of Motivation:** Extrinsic and Intrinsic.

**Chapter 8: Motivation at work:** Job enrichment.

#### III.- GROUP AND ORGANIZATIONAL LEVELS;

**Chapter 9: Individual and groups.**

**Chapter 10: Efficient Teams.**

**Chapter 11: Interpersonal Communication.**

**Chapter 12: Leadership.**

## TEACHING METHODOLOGY

### General methodological aspects of the subject

The approach to the course is practical, focused on the student, promoting his/her autonomy and active participation, looking for advancing the necessary professional competences for their future career. To develop contents and competences, we will be involved in the following activities:

#### Methods (classroom): Activities

#### Competences

**AF1. Lectures** where the professor will present the main contents in a clear, structured and motivating way, supported by audio-visuals resources. Essential aspects to promote individual learning. Student feedback and doubts are welcome[1].

**CGI 1.** Ability to analyse and synthesize

**CGI 3.** Ability to plan and organize

**CGI 5.** Basic knowledge of the area

**AF2. Lectures with participation.** Presentations where the professor explains the basic knowledge with active participation from the students that discuss and debate nuances and challenging points, looking for the correct understanding of the content. Dynamic presentations and structured or spontaneous participation of students are expected. Additional forums based on multimedia[2].

**CGI 4.** Ability to manage information from different sources

**CGI 3.** Ability to plan and organize

**CGI 5.** Basic knowledge of the



	area
<p><b>AF6. Case analysis and discussion.</b> Professor's proposals based on a brief lecture and/or specific material that enable application of theoretical knowledge and promote discussion skills. Based on professional materials adapted to the course, it is expected to train students in problem solving abilities together with practicing agile responses to unexpected situations. It is typically a team activity.</p>	<p><b>CGP 10.</b> Leadership and Teamworking abilities</p> <p><b>CGS 16.</b> Action and Quality bias</p> <p><b>CGP 12.</b> Ethical commitment</p> <p><b>CGI 2.</b> Problem solving and decision making</p> <p><b>CGP 11.</b> Questioning and Self-Questioning abilities</p>
<p><b>AF7. Simulations, role plays, group dynamics.</b> Learning activities where students act like other would do. They involve situational analysis, taking decisions and identification and evaluation of consequences.</p>	<p><b>CGP 9.</b> Interpersonal abilities: listening, arguing, debating</p> <p><b>CGP 13.</b> Recognition and respect to diversity and cultural diversity</p> <p><b>CGP 11.</b> Questioning and Self-Questioning abilities</p>
<p><b>AF8. Presentations.</b> Individual or Group based. Structured and well prepared content, clear delivery, respect, good reasoning and active participation of all members are some of the key landmarks.</p>	<p><b>CGP 12.</b> Ethical commitment</p> <p><b>CGI 3.</b> Ability to plan and organize</p> <p><b>CGI 6.</b> Spoken and written communication in native language</p> <p><b>CGP 11.</b> Questioning and Self-Questioning abilities</p>
<b>Methods (outside classroom): Activities</b>	<b>Competences</b>
<p><b>AF10. Self-study and additional research</b> that students involve in to better understand and remember specific scientific content looking for a potential application in his/her future professional career. Individual readings (references) and further materials (books, magazines, papers, press, Internet, reports, etc...) <i>Some materials will be uploaded.</i></p>	<p><b>CGI 1.</b> Ability to analyse and synthesize</p> <p><b>CGI 3.</b> Ability to plan and organize</p> <p><b>CGI 4.</b> Ability to manage information from different sources</p> <p><b>CGI 5.</b> Basic knowledge of the area</p> <p><b>CGS 14.</b> Ability to learn and work autonomously</p>
	<b>CGI 6.</b> Spoken and written



<p><b>AF11. Tutorships</b> (individual or in small groups), to deal with potential problems in learning process, in development of competences and/or to review student progress with individual assignments.</p>	<p>communication in native language</p> <p><b>CGI 3.</b> Ability to plan and organize</p> <p><b>CGI 4.</b> Ability to manage information from different sources</p> <p><b>CGI 1.</b> Ability to analyse and synthesize</p>
<p><b>AF12. Monographic research.</b> Cooperative learning activity involving a research assignment in teams. Interdependence is high and individual goals would depend on everybody else in the team achieving their individual objectives.</p>	<p><b>CGS 18.</b> Initiative and Entrepreneurial spirit</p> <p><b>CGS 16.</b> Action and Quality bias</p> <p><b>CGP 12.</b> Ethical commitment</p> <p><b>CGS 17.</b> Ability to elaborate and communicate ideas, projects, reports, solutions and problems</p>
<p><b>AF15. Organized reading.</b> Reading and articles to evaluate understanding individually or group based.</p>	<p><b>CGP 11.</b> Questioning and Self-Questioning abilities</p> <p><b>CGP 12.</b> Ethical commitment</p>

[1]. The learning process is a student duty that no professor can replace. Lectures aim to develop the most relevant and/or more challenging content to understand. Students are responsible to work the different topics in advance. Professors might use brief quizzes to test the content before its formal presentation in the session and/or to test comprehension at the end (one minute paper).

[2]. The first minutes of each class are used to place each class in the bigger context of the course. The objectives of the session and the essential concepts are then followed. Finally their potential applications in organizations are discussed.

## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS			
Lecciones de carácter expositivo	Exposición pública de temas o trabajos	Seminarios y talleres	Simulaciones, juegos de rol, dinámicas de grupo
30.00	10.00	10.00	10.00
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	
<b>ECTS CREDITS: 6,0 (180,00 hours)</b>			

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
<b>Written Final Exam</b> <ul style="list-style-type: none"> <li>• Theory 60%/Practice 40% <ul style="list-style-type: none"> <li>◦ Objective questions and Practical Cases. <i>Exchange course structure to be discussed.</i></li> </ul> </li> <li>• Content: everything covered in class.</li> </ul>	A pass grade is a requirement for pass the course. <ol style="list-style-type: none"> <li>1. Ability to synthesize</li> <li>2. Ability to apply contents</li> <li>3. Ability to understand and integrate</li> <li>4. Ability to reason and communicate</li> </ol>	60 %
<b>Case studies and practice</b>	Weekly basis across all term: initiative, innovation and quality	10 %
<b>Final work in teams (mandatory)</b>	Theoretical and practice & three milestones: <ol style="list-style-type: none"> <li>1. Short video</li> <li>2. Written report</li> <li>3. Final presentation</li> </ol>	20 %
<b>Attitude and Participation</b>	in class and individual work	10

## Ratings

The **final note**, passed the final exam, will be the weighted sum of this and the continuous evaluation of all course activities. If the student does not reach the grade of 5, he will have the subject suspended and must present and pass the global examination of the extraordinary call, on the official date established by the corresponding Head of Studies.

**Students with no enrolment:** Repeating students, Exchange Students (without 100% credit recognition) or students in Accredited Internship (subject to approval by the Head of Studies):

1. The student is responsible to communicate their intentions to the professor (by email) during the first month of the course informing about their personal situation, passed attempts and personal objectives to pass the course.
2. **Written final exam 100%:** Exam content: Slides and Moodle.

## WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
Consulting teamwork applied to a company or organization (20%).	From the first month of the semester.	One week before the final exam.
Attitude and participation in class and towards individual work (15%)	All semester	Until the end of the global exam.

Resolution of review test, cases, readings, practices and exercises of application to the company in the Directed Work classes (15%).	Weekly	Weekly
Global final written exam. It is essential to approve it to add the continuous evaluation (50%).	In the one indicated by the corresponding Head of Studies.	In the one indicated by the corresponding Head of Studies.

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

1. **ROBBINS & Judge (2019). *Organizational Behavior*, Global Edition, 18th Edition. Pearson Education.**
2. Robbins/Judge (2021). *Essentials of Organizational Behavior*, Global Edition. 15th Edition. Pearson Education.

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