Academic Year/course: 2020/21

53009 - Organizational Behavior

Syllabus Information

Number of credits ECTS: 6.0
Duration: ---
Language/s:
Theory:  Grup 1: Spanish
Grup 2: Spanish
Grup 3: English
Grup 4: English
Grup 10: Spanish
Grup 98: Spanish
null: Grup 301: English

Semester/s: 20-Second semester
58-First semester o Second semester
24-First semester o Second semester
57-First semester o Second semester
56-First semester o Second semester
Type: Compulsory
Professor/s: Jesica Braojos Gómez

GENERAL CHARACTERISTICS

DESCRIPTION

BRIEF DESCRIPTION AND JUSTIFICATION

Organizational Behavior course aims to determine what drives people's behavior in organizations in all its dimensions, to internalize the key to start the application of the concepts and increase the level of effectiveness in this area. The agenda includes the study of the main topics related to organizational behavior and detailed analysis concepts that define it.

COMPETENCES

As a consequence of the assimilation of the subject's learning contents, the student will be able to:

- Perform the planning, organization, leadership and control functions of the activities to be developed in the company. (CE14)
- Develop interpersonal skills that allow the student to perform effectively in his professional life, giving special attention to the ability to properly communicate in English. (CE16)
- Communicate effectively in an organized way, paying attention to the relevance and currency of the content and controlling for both the oral (body language, voice, rhythm) and written (aim, structure, conclusions, sources, style...) forms of communication. (Oral and Written Communication) (CT6)
- Work in teams in an effective, participative and responsible way in order to achieve a common goal. (Teamwork) (CT7)
- Lead teams, individuals and organizations in an effective way (Leadership) (CT8)
PREREQUISITES
According to the valid academic plan and academic regulation.

CONTENTS

Chapter 1: What is organizational behavior
1. Interpersonal skills
2. Organizational behavior concept
   - 4 primary activities of managers
   - Mintzberg’s management roles
   - Management skills
   - Managerial challenges
3. Diversity
4. Discrimination
5. Individual abilities

Chapter 2: Principles behind individual behavior
1. Attitudes and job satisfaction and moods:
   - Definition
   - Function of emotions/moods in the workplace.
   - Sources of emotions/modos
   - Emotional labor
   - Emotional intelligence
3. Personality frameworks
4. Values
5. Johari window

Chapter 3: Decision making and theories of motivation
1. Perception
   - Factors that influence perception
   - Attribution Theory
   - Shortcuts
2. Perception and decision making
   - Rational Model
   - Biases and errors in decision making
   - Factors that influence decision making
3. Theories of motivation

Chapter 4: Teamwork introduction
1. Groups and social identity
2. Group properties
3. Group decision making
   - Strengths and weaknesses
   - Group decision making techniques

Chapter 5: Teambuilding
1. Differences between groups and teams
2. Types of teams
   - Problem-solving teams
   - Self-managed work teams
   - Cross-functional teams
   - Virtual teams
   - Multiteam systems
3. Creating effective teams
   - Team context.
   - Team composition
   - Team processes

Chapter 6: Communication
1. Functions of communication and communication
2. Direction
3. Some modes of communication
4. Persuasive communication
- Automatic vs. Controlled processing
- Determinants of the type of processing

Chapter 7: Leadership

1. Meaning of being a leader - Leaders vs. managers
2. Theories of leadership
3. Leadership styles

METHODOLOGY

TRAINING ACTIVITIES:

<table>
<thead>
<tr>
<th>Training activities</th>
<th>ECTS Credits</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures presenting concepts and procedures</td>
<td>0,9</td>
<td>CE14, CE16, CT6, CT7, CT8</td>
</tr>
<tr>
<td>Practical sessions (exercises, case resolution)</td>
<td>0,9</td>
<td>CE14, CE16, CT6, CT7, CT8</td>
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<tr>
<td>Assignments by Students</td>
<td>1,2</td>
<td>CE14, CE16, CT6, CT7, CT8</td>
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<tr>
<td>Seminars or tutorials</td>
<td>0,6</td>
<td>CE14, CE16, CT6, CT7, CT8</td>
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<tr>
<td>Personal study activities</td>
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<tr>
<td>Assessment sessions</td>
<td>1,8</td>
<td>CE14, CE16, CT6, CT7, CT8</td>
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<tr>
<td>Internship in Company</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 ETCS</strong></td>
<td></td>
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</tbody>
</table>

EXPLANATION OF TEACHING METHODOLOGY

The methodology used includes the following training activities:

- **Concepts and procedures**: mostly exposition made by the teacher and study by the students; but also prepared material by the students and exposed by them.
- **Practical exercises and role plays**: Students preparation and implementation in exercises.
- **Evaluation sessions**: of objectives and competencies from which the student will receive quantitative and qualitative information about their learning process.
- **Debates**: Organized and leaded by the teacher or students, with the teacher's support, according to the development skills' need.

EVALUATION

METHODS OF EVALUATION

<table>
<thead>
<tr>
<th>Evaluation Methods</th>
<th>Weight</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Partial exams</td>
<td>40%</td>
<td>CE14, CE16, CT6, CT7, CT8</td>
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<td>Following up activities</td>
<td>20%</td>
<td>CE14, CE16, CT6, CT7, CT8</td>
</tr>
<tr>
<td>Homework and presentations</td>
<td>40%</td>
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</tr>
<tr>
<td>Experimental work or fieldwork</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Projects</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
LEARNING OUTCOMES

As a result of assimilation for the contents of the course, students should be able to achieve the following objectives:

1. Recognise the main elements and general characteristics of people's behavior.
2. Identify the essential processes related to organizational behavior, and know and apply the tools and procedures involved in those processes.
3. Know and understand the fundamentals of people's behavior in organizations and identify the priorities of this matter in the workplace.

EVALUATION

The final grade for the course will correspond to the weighted score of the different aspects and activities that make up the evaluation system. Specifically, the distribution of the rating will be as follows:

- **Continuous assessment tests** (they will have a percentage of 40%). To assess the knowledge acquisition by the student, and transversal and specific competences. To pass this part, the student must obtain a minimum of 3.5 points out of 10. The score obtained will be weighted by 40%, and the student can obtain a maximum of 4 points in this part.
- **Following up activities** (they will have a percentage of 20%). The student can obtain a maximum of 2 points in this part, through the realization of different activities such as participation in class, delivery of papers and oral presentations during the course. If missing any activity, this note can not be recovered, considering it as one more notes within all the proposed activities.
- **Papers and presentations** (they will have a percentage of 40%). The student can obtain a maximum of 4 points in this part, through the discussion of case studies. If missing any activity, this note can not be recovered, considering it as one more notes within all the proposed activities.

The final grade of the subject is obtained through the weighted average from the three partial evaluations (40% + 20% + 40%), when the student had obtained notes above 3.5 in the partial exams. The subject will be passed as long as this weighted average grade is higher than 5, and the class attendance is equal to or greater than 75%.

Students who have not passed the minimum grade of 5 must take the final call of May for the complete content of the course (regardless of the obtained notes in the partial evaluations during the course). In addition, the student must deliver the task requested. For the calculation of the final note the criteria is the same explained above.

Students who have not passed the minimum grade of 5 in the continuous evaluation and in the final call of May, will take the extraordinary call of July.

Students who do not have the required minimum attendance may not arise to this call and must repeat the course the following year.

EVALUATION OF COMPETENCES

The competence evaluation follows the continuous evaluation criteria. The procedures aim to assess, on the one hand, the specific skills of the subject and, on the other, transversal skills associated with it which correspond to the following competence areas:

- Teamwork.
- Leadership.
- Oral and written communication

To this end, we include the following procedures:

1. **Continuous assessment tests**: Through this process the degree of assimilation of the learning outcomes associated with the course and development of generic skills will be evaluated.
2. **Classroom activities**: Through exercises and case discussion, mainly assess the student's ability to understand the differences between groups and teams and the dynamics that occur in all stages. The debates are going to be conducting to evaluate the ability to lead and communicate.
3. **Work done outside the classroom**: in order to assess whether the student has been able to incorporate theoretical knowledge and apply it for their own benefit.
4. The process of project implementation is not used in the course.
5. **Final exam**: to verify understanding of the basic concepts and priorities related to organizational behaviour.
BIBLIOGRAPHY

Bibliography

BASIC:


COMPLEMENTARY:


DOCUMENT RECORD

PREVIOUS CHANGES

October 23th, 2016, Ms Laura I Fernández
October 6th, 2017, Ms Laura I Fernández
September 15th, 2019, PhD. Jessica Braojos

LAST REVISION

September 9th, 2020, PhD. Jessica Braojos