# ORGANIZATIONAL AND EMPLOYEE BEHAVIOR

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 OE-BS.2.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester:  2º

Category: BASIC

Language: English

## Professor: **JOSE MIGUEL SANCHEZ MARTIN**

E-mail: jmsm@faculty.ie.edu

José Miguel Sánchez has more than 30 years of experience as a HR executive in companies like: Monroe Europe, SHL Iberia, Coca-Cola Iberia and Kraft Foods Iberia.

He has had the opportunity to work in some of the most recognized companies in the world in mass market. His experience in these companies has given him a "hands on" approach to the strategic vision of the Human Resources function.

He has acquired experience in training, selection and in a more generalist work as HR Director during the internet bubble.

More than 17 years ago he founded a consultancy company that helps clients to implement HR projects in their companies in areas like development, training, assessment and coaching. He is a recognized coach with more than 3,500 hours of executive coaching carried out to directors and executives.

Author of the books. "The leader's journey" 2020, about VUCA environment and the new leadership needed to lead in this moment. "The experience to reset yourself" 2018, about stress management at work, dealing with adversity and resilience. And "Powerful as a kid" December 2013, about cultural change.

More than 450 motivational conferences delivered in the last five years. Two TEDx Talk, in 2014 y 2015 with more than a million views. Weekly radio and television contributor.

Fellow of Occupational Psychologist Society.

**ACADEMIC BACKGROUND:**

Master Degree in Sport Psychology, Madrid

IMBA, Heriot Watt University, Edinburgh, UK.

Master Degree in Occupational Psychology, Madrid

Certificate in Management Studies, York, UK.

Master in Compensation and Benefits, Madrid.

Master in Coaching. International Coach Federation (ICF).

Transpersonal coaching with Sir John Whitmore

Coaching skills with Tim Gallwey

Coaching and NLP Diploma with John Grinder. Barcelona. Spain

Practitioner in NLP and modeling with John Grinder. Brighton. UK

**CORPORATE EXPERIENCE:**

Partner at Talent Profits. Madrid. Spain

Training manager at Kraft Foods Iberia. Madrid. Spain

Human resources director at ABS Group. Madrid. Spain

Selection and Development Manager. Coca Cola Spain

Manager of assessment and development. SHL Spain

Human Resources generalist at Monroe Europe. York. UK

**TEACHING AND RESEARCH EXPERIENCE:**

Adjunct Professor of Human Resource Management, IE Business School, 2009 to present. Junior, senior and executive education.

Adjunct Professor of Human Resource Management, IE University, 2010 to present. Award for teaching excellence received 11 different times.

In-Company trainer of Executives, Boards and Directors, 2006 to present

Executive Education teaching in Jeddah KSA. 2014-2015

Visitor Professor in Baltic Management Institute. Lithuania. 2013 to 2015

Adjunct Professor of Selection and Assessment. University of Madrid. 1994

A business case on Human Resources Management for Startups written for IE Business School.

More than 150 articles written about Leadership, Coaching and Human Resources. Including one in INSIGHTS

**Professional social networks.**

www.jmiguelsanchez.com

Linkedin: in/jmiguelsanchezm

Twitter: @jmiguelsanchezm

Instagram: @jmiguelsanchezm

jmsm@faculty.ie.edu

## SUBJECT DESCRIPTION

We all hear about secrets to business success or inspirational quotes about leading a team, but there is one common thing throughout all this information: the importance of the people of an organization. It's not just that organizations are comprised of people, but these people truly drive the organization, both the successes and the failures. The people of an organization are essentially the biggest, and most important, investment of any organization. Thus, organizations can greatly benefit from understanding how people interact and what we can do to make the organization even more effective and successful. This is exactly where the study of organizational behavior (OB) comes in.

In this course, you will learn about how people interact in organizations: How do personalities and values motivate behavior? How can we construct successful teams and manage group behavior? How should we handle conflicts and negotiations? What kind of leadership styles are best suited to achieving the organization's goals? You will learn about all these topics and more throughout this course, because it is crucial that an organization understands the dynamics of their people. In doing so, not only are employees likely to be happier and more effective workers, but the organization can also overcome obstacles, avoid counterproductive behaviors, and ultimately generate more profit and maintain sustainable growth. From managing individuals and teams to uniting and leading an organization through changes and challenges, organizational behavior affects everyone in a company.

This course takes a highly practical approach: not only will you expand your knowledge of organizational behavior, but you will also be able to immediately apply it to the real world and enhance your abilities as an effective employer, co-worker, and manager. You will have the opportunity to work in a real-life scenario, analyze one company's problems, and develop a proposal to effectively solve those problems by applying the knowledge gained through this course. So, are you ready to get your hands dirty?

## LEARNING OBJECTIVES

Through active and consistent participation in this course, it is expected that students will be able to:

- Describe current research in organizational behavior and identify how it can be applied to workplace settings,

- Understand how applications of organizational behavior frameworks, tools, and concepts can enhance individual, group, and organizational effectiveness,

- Reflect on your own beliefs, assumptions and behaviors with respect to how individuals, groups and organizations act in order to expand your approaches and increase your own organizational effectiveness.

## TEACHING METHODOLOGY

The various sessions comprising this course and journey along the program will be delivered through a combination of techniques and formats to enhance both individual and group engagement and learning. Key concepts, frameworks and examples may be introduced with the support of select class materials and visual aids. We will explore and apply all of these through reflection, analysis and a significant amount of dynamic class discussion and interpersonal communication – which will include participants sharing and examining their own experiences.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

| Learning Activity | Weighting | Estimated time a student should dedicate to prepare for and participate in |
|---|---|---|
| Lectures | 20.0 % | 30.0 hours |

| | | |
|---|---|---|
| Discussions | 26.67 % | 40.0 hours |
| Exercises in class, Asynchronous sessions, Field Work | 13.33 % | 20.0 hours |
| Group work | 26.67 % | 40.0 hours |
| Individual studying | 13.33 % | 20.0 hours |
| TOTAL | 100.0 % | 150.0 hours |

## PROGRAM

The following program is tentative. Although we will cover all of the listed topics, the selected readings, activities and pace of the class depends on group performance. Additionally, we may have to rearrange some sessions in order to accommodate guest speakers or field trips. Unless otherwise noted, you are expected to complete all corresponding reading BEFORE attending the session.

Organizational Behavior (18th edition), the compulsory textbook for the course.

## MODULE 1

This module deals with the important psychological transformation that managers experience as they transition from being individual contributors to the organization to becoming managers with full responsibilities over other people. This module will explore the capabilities and resources that new managers need as they take charge of their new assignments. Special emphasis is place in increasing the self-awareness and self-management skills needed to make a smooth transition.

## SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the course: objectives, contents, methodology, evaluation system

Introduction to Organizational Behavior

Reading assignment:

- Course syllabus
- Chapter 1: What is Organizational Behavior?

Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter 1: What is Organizational Behavior?*

## SESSIONS 3 - 4 (LIVE IN-PERSON)

Self-management, Career management, Person-organization fit.

Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Practical Case : Work-Family  Dilemas: Music International Publishing (MIP) A (HRO010158-A-ENG-WOD)*

## SESSIONS 5 - 6 (LIVE IN-PERSON)

Attitudes and Job Satisfaction Reading Assignment

Chapter: Attitudes and Job Satisfaction
Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Attitudes and Job Satisfaction*


## MODULE 2

This module focuses on the key requirements to develop effective relationships with superiors, peers and subordinates. The work of the managers takes place in a web of relationships with different stakeholders and managing relationships in all directions is key for their success. We will explore the best strategies for developing authentic and productive relationships from multiple perspectives including working with people from different hierarchical levels, demographic characteristics and cultural backgrounds. We will explore the importance of communication and influence strategies.


## SESSIONS 7 - 8 (LIVE IN-PERSON)

The influence of personality traits and values in the workplace

Reading Assignment:

Chapter: Personality and Values

Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Personality and Values*

*Technical note: Values-based Candidate Selection at LinkedIn: One Hiring Manager's Approach (HBS W93C96-PDF-ENG)*


## SESSIONS 9 - 10 (LIVE IN-PERSON)

Motivation in a workplace

Chapter: Motivation: from concepts to applications
Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Motivation: from concepts to applications*

*Article: Employee Motivation: A powerful New Model (HBS R0807G-PDF-ENG)*


## MODULE 3

In this module we will cover specific human capital levers within an organization such as recruitment and selection, performance management, and motivational tools. We will also cover topics related to leadership team management. We will pull together all the pieces of the internal work system and apply them to specific situations in the organizational context, making an emphasis on how different work practices may work equally well depending on the organizational context.


## SESSIONS 11 - 12 (LIVE IN-PERSON)

Communication and influence

Chapter: Communication
Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Communication*

### SESSIONS 13 - 14 (ASYNCHRONOUS)

Preparation for mid-term

Activities: Coaching session with the professor.


### SESSION 15 (LIVE IN-PERSON)

Mid-term Exam


### SESSIONS 16 - 17 (LIVE IN-PERSON)

Leadership and Emotional Intelligence

Chapter: Emotions and Moods
Chapter: Leadership
Activities: Reading Assigment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Emotions and Moods*

*Book Chapters: Chapter: Leadership*


### SESSIONS 18 - 19 (LIVE IN-PERSON)

Power and Politics

Chapter: Power and Politics

Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Power and Politics*


### SESSIONS 20 - 21 (LIVE IN-PERSON)

Human Resource Policies and Practices

Chapter: Human Resources Policies and Practices. Assignment: Updated Linkedin profile
Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Human Resources Policies and Practices*


### SESSIONS 22 - 23 (LIVE IN-PERSON)

Stress Management & Tips for successful presentations

Chapter: Organizational Change and Stress Management

Activities: Reading Assignment, Lecture. Discussion. Role-play. Group work.

*Book Chapters: Chapter: Organizational Change and Stress Management*


### SESSIONS 24 - 25 (LIVE IN-PERSON)

Activities: Activities: Group discussion and learning experience report: Simulation takeaways report.

Multimedia Documentation: William Q. Judge, Linda A. Hill: Change Management Simulation: Power and Influence V2 (HBS 7611-HTM-ENG)

*Technical note: Change Management Simulation: Power and Influence V3 (HBS 7611-HTM-ENG)*


### SESSION 26 (ASYNCHRONOUS)

Group Presentation Preparation

Reading: None.

Activities: Group work. Voluntary coaching sessions with the professor about the final project will be offered. At the beginning of the course, Zoom slots for groups will be made available.

## SESSIONS 27 - 28 (LIVE IN-PERSON)

Group project presentation

## SESSION 29 (LIVE IN-PERSON)

Course wrap-up Q&A

Reading: None.

Activities: Lecture. Discussion.

## SESSION 30 (LIVE IN-PERSON)

**Final Exam**

## EVALUATION CRITERIA

The emphasis of this course will be on class discussions, led in part by the students. It is expected that you will attend each class and have completed all required readings prior to class. There is a lot of assigned reading so plan accordingly.

The final grade for the course is summarized below:

| criteria | percentage | Learning Objectives | Comments |
|---|---|---|---|
| Final Exam | 25 % | | |
| Mid-term | 25 % | | |
| Project: Develop an OB solution for your client | 35 % | | |
| Class Participation | 15 % | | |

**RE-SIT / RE-TAKE POLICY**
**CLASS PARTICIPATION**

Three main criteria will be used in reaching judgment about your class participation:

Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism.

Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.

Participation involves reading and thinking about the assignments before class. If any questions arise while you are doing the reading, I would appreciate an email a day before the reading is due. You are not required to send me an email; this suggestion is not meant to make more work for you. But if you have a particular question that arises, this gives me a little bit of time to look up anything needed or bring additional resources to answer the question. Class participation also involves active, thoughtful participation and timely completion of all aspects of the research project. Thus, completing the assignments, bringing in your materials, participating in projects, etc. will all be reflected in your participation grade.

**FINAL PROJECT**: Leadership Analysis and Action Plan Development

Project Overview:

The objective of this project is to gain a deeper understanding of leadership and its role in shaping organizational behavior. By analyzing a real-life business case, students will apply theoretical knowledge to practical scenarios, identify problems, and propose comprehensive action plans to address these issues.

Instructions:

Company Selection: Each group will choose an organization to study for this project. This could be a corporation, non-profit, start-up, or any type of organization that has sufficient publicly available information to allow a comprehensive analysis. If groups have difficulty selecting a company, the professor will provide a case.

Identify a Leadership Issue: After choosing the company, identify a leadership issue within that company. This could relate to leadership styles, decision-making, change management, communication, team management, motivation, ethical leadership, or any other related area.

Conduct a Thorough Analysis: Apply the concepts learned in the course to conduct an analysis of the identified leadership issue. Discuss the issue in detail, explaining why it occurred, how it impacts the organization.

Develop an Action Plan: Drawing from the course material, propose a detailed, step-by-step action plan to address the identified leadership issue. The action plan should be realistic, feasible, and demonstrate a deep understanding of the leadership issue and its potential solutions.

Prepare a Report: Compile your findings and action plan into a comprehensive report. The report should include an introduction of the company and the identified leadership issue, an analysis applying OB concepts, your detailed action plan, and a conclusion.

Presentation: At the end of the term, each group will give a presentation summarizing their findings and action plan. The presentation should not only summarize the report, but also engage the audience and stimulate discussion.

Detailed instructions, evaluation criteria, and deliverables will be provided on the first day of class.

Note: Both the report and presentation will contribute equally to the project grade. All group members are expected to contribute equally to the project. Failure to do so will result in a grade penalty.

This project is an opportunity for students to apply their knowledge in a practical, real-world context. It is expected that students will go beyond simple application and use critical thinking to analyze and solve complex leadership issues.

**MID-TERM**

The mid-term is a multiple-choice test ( 50 questions with 4 options), which includes theoretical and empirical contents. The evaluation criteria and weighting are specified below. Formula score: Right answers – 0,1 points

**FINAL EXAM**

The final exam is a multiple-choice test ( 50 questions with 4 options), which includes theoretical and empirical contents. The evaluation criteria and weighting are specified below. Formula score: Right answers – 0,1 points

We will follow the closed-book mid-term and exam rules as prescribed by our institution for all evaluations in this course. Adherence to these rules ensures a fair and equitable testing environment for all students. Detailed rules for closed-book exams a. It is crucial for every student to understand and abide by these rules, as they are in place to uphold the academic integrity of our institution and to ensure that each student has an equal opportunity to succeed.

**RETAKE POLICY**

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., "notable" in the extraordinary call.

- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

- Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed

subjects.

- In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

**ATTENDANCE:**

In this course, we adhere strictly to the attendance policy as defined by our institution. Consistent attendance is vital for a comprehensive understanding of the course content and for fostering productive discussions during class sessions. Detailed information about the attendance rules will be provided on the first day of class. Please familiarize yourself with these policies to avoid any misunderstanding or issues during the course.

**ACADEMIC INTEGRITY:**

Cheating and plagiarism will not be tolerated. Anyone found cheating or plagiarism will at a minimum receive a "0" on the affected assignment and an automatic lowering of your final course grade one full letter grade and will be referred to the University Judicial System for further action. Further penalties could include a note on your transcript, failing the class, or expulsion from the university.

**DISABLED STUDENTS:**

To request academic accommodations due to a disability contact Jessica Tollete. If you have a letter from DSS indicating that you have a disability that requires accommodation, please present the letter to your instructors promptly.

**STUDENT PRIVACY STATEMENT:**

At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

**USE OF ELECTRONIC DEVICES IN CLASS**

Students are expected to arrive promptly for each class and to remain for the entire session. Please demonstrate courtesy and respect for the professor and for other students during class by turning off cell phones, not using the computer for non-class related activities (Facebook, Skype, email, reading the news), not reading newspapers during class, not sitting in the back talking about non-related topics, etc. Please note that not respecting these guidelines will be reflected in your participation grade.

## BIBLIOGRAPHY

### Compulsory

- Stephen P. Robbins and Timothy A. Judge. (2023). *Organizational Behavior.* 19. Pearson Education. ISBN 9781292450025 (Digital)

   The electronic version of this textbook is freely available on IE Campus

## BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

## ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may

provide further indications.

**ETHICAL POLICY**

Please, check the University's Ethics Code [here](). The Program Director may provide further indications.