



BUS 357E Organizational Behavior

Course Description

This course explores relationships among individuals, teams, and organizational units, analyzing key topics such as motivation, teamwork, job design, organizational culture, and leadership. Through case studies and discussions, students develop practical skills to foster a positive work environment, enhance employee well-being, and improve organizational performance.

Course Goals

By the end of this course, students will:

1. Understand the key concepts and theories of Organizational Behavior (OB).
2. See how individual, group, and organizational factors influence workplace behavior.
3. Apply OB theories to real-world business challenges.
4. Develop practical skills in leadership, motivation, and teamwork.

Bibliography

Basic text

- Robbins, Stephen, and Judge, Timothy (2021). Essentials of Organizational Behavior. 15th Edition. Pearson.

Additional resources

- Northouse, Peter (2021). Leadership: Theory and Practice. 9th edition. Sage.
- Heskett, James (2022). Win from Within: Build Organizational Culture for Competitive Advantage. Columbia University Press.
- Harvard Business Review articles and cases, excerpts from academic articles and books, and real-world business examples.

Students do not need to buy any of these texts.



Course Requirements and Grading

Your final grade will be calculated as follows:

- Class engagement (20%) – Contributions to discussions, case studies, quizzes
- Case Study Analysis (20%) – Application of OB theories to real-world scenarios
- Midterm Exam (20%) – Units 1-5
- Final Project (20%) – Group research and presentation on an OB issue
- Final Exam (20%) – Units 6-9

All assignments, quizzes, and examinations will be announced in advance.

Exams

Exams are designed to assess students' mastery of the topics covered in class, as well as their ability to analyze and offer insightful reflections on the material presented in the readings. The date of the final exam will be announced approximately a month after the start of the semester. Exam dates cannot be changed under any circumstances.

Exams and every other assignment will be graded according to the Spanish numerical range. Below is the grade conversion table which includes the Spanish, U.S. and the standard European grading systems:

		9.9	9.4	8.9	8.4	7.9	7.4	6.9	6.4	5.9	5.4	4,9
SPAIN	10	-	-	-	-	-	-	-	-	-	-	-
		9.5	9	8.5	8	7.5	7	6.5	6	5.5	5	0
USA	A+	A	A-	B+	B	B	B-	C+	C	C	C-	F
ECTS	A	B	B	C	C	C	C	D	D	E	E	F

General Course Policies

Each student is required to be familiar with the course syllabus. Students are expected to be actively engaged in class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your engagement grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.



Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable except for specific class-related activities expressly approved by your instructor. You are responsible for any course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with the instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Student engagement policy

Student's engagement will account for 20% of the final grade for every course, thus highlighting its significance for high-impact learning. Students will receive two engagement grades: a mid-term grade (10%) and an end-of-semester grade (10%).

An engagement rubric is provided to ensure transparent and consistent grading.



Student engagement rubric (each item is equally weighted)

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
Attendance	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
Preparation	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
Participation	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
Attentiveness & Respect	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
Collaboration & Feedback	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.

Absences and lack of engagement

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course.

As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

Initial outreach – after missing 3 classes

E-mail from professor reiterating engagement policy and consequences for additional absences.

Second outreach – after missing 4 classes

E-mail from professor and notification of academic staff at the International office.

Academic probation – after missing 6 classes



Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

Any additional absences will result in a failing grade.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

The use of Artificial Intelligence (AI) tools

ChatGPT, etc. and automatic translation tools are prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

Learning Accommodations

If you require special accommodations or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to Marta Carrillo (mcaroro@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. Please abide by the deadline set for each semester. Marta will explain the options available to you.



Behavior Policy

Students are expected to show integrity and act professionally and respectfully at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Course Contents

Unit 1: Introduction to Organizational Behavior

- What is Organizational Behavior?
- OB's interdisciplinary roots: Psychology, sociology, and management

Unit 2: Emotions, Attitudes, and Job Satisfaction

- Emotional intelligence in the workplace
- The link between job satisfaction and performance

Unit 3: Personality, Values, and Perception in Organizations

- The role of personality in work behavior
- Cognitive biases and decision-making

Unit 4: Motivation Theories and Applications

- Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Self-Determination Theory
- Intrinsic vs. extrinsic motivation

Unit 5: Teams and Group Dynamics

- Characteristics of effective teams
- Managing conflict and groupthink
- Barriers to effective communication

Midterm Exam

Unit 6: Decision-Making and Communication in Organizations

- Rational decision-making vs. bounded rationality
- Group decision-making: Pros and cons
- Cross-cultural communication



Unit 7: Leadership Theories and Styles

- Transformational vs. transactional leadership
- Servant and authentic leadership

Unit 8: Organizational Design

- Job design
- Workflow and processes

Unit 9: Organizational Culture and Climate

- How culture influences employee behavior
- Strong vs. weak cultures

Final Project Presentations & Course Review

- Student group projects on an OB-related case study
- Summary and discussion of key takeaways

Final Exam