Syllabus of Record

Program: CET Barcelona
Course Code / Title: BC/MGMT 353 Management and Organizational Behavior
Total Hours: 45
Recommended Credits: 3
Primary Discipline / Suggested Cross Listings: Management / Business, Psychology, Communication
Language of Instruction: English
Prerequisites / Requirements: Prior coursework in Management or Business is recommended but not required.

Description
This course explores the fundamental principles of management and organizational behavior, focusing on the human aspects that shape workplace dynamics. Drawing on contemporary research and real-world applications, it covers individual and group behavior, leadership, communication, motivation, decision-making, conflict resolution, and organizational culture. Students will gain insights into how emotions, values, and personality influence workplace interactions and decision-making processes. The course also emphasizes the role of diversity, emotional intelligence, and stress management in organizational settings. By understanding how these factors affect behavior, students will be better equipped to create inclusive and effective teams, navigate conflicts, and foster positive organizational cultures. Through a combination of theoretical frameworks, case studies, and team-based activities, students will develop a deeper understanding of organizational dynamics and the skills necessary to thrive in a variety of professional contexts.

Objectives
Through their participation in this course, students will:

- Understand key theories of organizational behavior and their applications at the individual, group, and organizational levels.
- Analyze the impact of emotions, personality, values, and diversity on workplace interactions and decision-making.
- Develop practical skills in leadership, teamwork, communication and stress management.
- Apply decision-making and problem-solving techniques to real-world organizational challenges.
- Evaluate organizational culture and its role in shaping behavior, implementing strategies to foster positive change.
- Enhance their ability to create inclusive and effective teams by understanding the dynamics of diversity and organizational behavior.

Requirements

This course is based on a model of active learning, with class discussions, exercises, and group activities playing a central role. By being an active participant, students ensure they maximize learning in the course. Students are required to read approximately 30-40 pages per week and carefully prepare for all assignments and exercises before coming to class. Attendance is expected as outlined in the CET Attendance Policy. Presence in the classroom ensures exposure to the substantial amount of course material that is covered in class but not in the readings. All assignments must be submitted via Canvas unless otherwise noted.

Graded assignments include:

- **Participation:** Active participation in class discussions and activities, contributing to a collaborative learning environment.

- **Exams:** Two exams are given during the course, with each exam covering roughly one-half of the course material. All the exams occur during regular class time and include essay and short-answer components, as well as some multiple-choice and true-false questions.

- **Team Project:** Since one goal of the course is for students to use the frameworks and theories studied to understand the people, groups, and organizations that compose organizations, students will complete a project (in groups of 3–4) demonstrating the ability to do just that. Students will assume the role of an HRM/OB consulting team and use concepts studied to advise the senior management team of a Catalan company navigating the integration of diversity between independentists and non-independentists in the workplace. The project requires students to explore how political and cultural differences impact team dynamics, communication, and organizational culture. Ideal projects identify relevant challenges and present actionable insights that leverage course concepts to foster inclusivity, cohesion, and effective collaboration. Creativity, originality, and outside research will be critical for success.

  The results of the team project analysis and research will be presented in two ways:
  - A written team project/report (35-40 pages, double-spaced)
  - A 15-20 minute team presentation

- **Team Tool Kit:** Since this course covers issues related to the functioning of teams, students will create a team tool kit (one per team), consisting of:
  - Team resource inventory and profile

- o Team charter (outlining the team's goals and ground rules for communication and participation, and including a conflict resolution plan, meeting protocols, and expectations for deadlines).
- o Peer evaluation criteria. Students will define how to evaluate one another's effort on the tool kit.
- o Team feedback response. Based on team member discussion, each team will write a short 2-3 page paper that summarizes the team's perceptions and intentions with explanations about why the team has functioned as it has and why proposed changes might make it more effective.
- o Peer evaluation. Team members use their created evaluation criteria to assess the contributions of other members. Each student's score will be the average of the scores given by other group members. All group evaluations are kept confidential.

Grading

Participation (see rubric below)	10%
Exams (2 at 20%)	40%
Team Project	30%
Written report: 15%	
Presentation: 15%	
Team Took Kit	20%
Resource inventory & profile: 5%	
Team charter: 5%	
Peer evaluation criteria: 5%	
Team feedback response: 3%	
Peer evaluation: 2%	

Class Participation Grading Rubric

	A – 90-100% Exemplary	B – 80-89% Proficient	C – 70-79% Developing	D – 60-69% Unacceptable	F – 0-59% Missing
Frequency of class participation	Actively contributes 2+ times per meeting	Actively contributes at least 1 time per meeting	Actively contributes at least half of the time during term	Actively contributes less than half of the time during term	Does not contribute
Quality of class	Contribution is always thoughtful,	Contribution is mostly thoughtful,	Contribution is somewhat thoughtful,	Contribution is rarely thoughtful,	Does not contribute

participation*	accurate, and constructive, frequently interacting with peers	accurate, and constructive, usually interacting with peers	accurate, and constructive, sometimes interacting with peers	accurate, and constructive, rarely interacting with peers	or interact with peers
Level of class preparation	Always fully prepared and on task	Mostly prepared and on task	Somewhat prepared and on task	Rarely prepared and on task	Consistently unprepared and not on task

Textbook
Robbins, Stephen P., and Timothy A. Judge. *Organizational Behavior*. 18th ed. Upper Saddle River, NJ: Pearson, 2019.

Readings
Elliot, Andrew J., and Marcy A. Church. "A Hierarchical Model of Approach and Avoidance Achievement Motivation." *Journal of Personality and Social Psychology* 72, no. 1 (1997): 218–232. https://doi.org/10.1037/0022-3514.72.1.218.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. 10th Anniversary ed. New York: Bantam Books, 2006.

Groysberg, Boris, and Deborah Bell. "Case Study: Should a Female Director 'Tone It Down'?" *Harvard Business Review*, October 2014. https://hbr.org/2014/10/should-a-female-director-tone-it-down.

Mullins, Laurie J., and Gary Rees. *Management and Organisational Behaviour.* 13th ed. Harlow, UK: Pearson, 2023.

Senge, Peter M. *The Fifth Discipline: The Art & Practice of the Learning Organization*. New York: Currency, 1990.

Stam, Jan Jacob. *Teams: A Love Story*. Barneveld: Het Eerste Huis, 2021.

Content

Unit 1: Introduction to Organizational Behavior
- Importance of organizational behavior and its role in management
- Overview of individual, group, and organizational behavior
- How human behavior impacts work performance and organizational effectiveness

Unit 2: Emotions, Emotional Intelligence, Stress, and Decision Making
- The role of emotions in organizational behavior and decision-making
- Understanding and applying emotional intelligence in the workplace
- Sources of stress and techniques for managing stress in organizations
- Decision-making processes: Rational vs. bounded rationality, biases, and heuristics

Unit 3: Personality and Values
- The Big Five personality traits and their influence on behavior
- Personality assessments and their role in organizational settings
- How personal values shape decision-making and organizational behavior

Unit 4: Diversity in Organizations
- The importance of diversity in the workplace and its impact on performance
- Managing diverse teams and fostering an inclusive culture
- Addressing challenges related to diversity and inclusion
- *Local Focus:* Debate whether political diversity should be explicitly addressed in company diversity policies in Catalonia.

Unit 5: Attitudes and Job Satisfaction
- The ABC model of attitudes (Affective, Behavioral, Cognitive)
- The link between attitudes and organizational commitment
- Job satisfaction factors and their impact on performance and retention

Unit 6: Motivation in Organizations
- Major motivation theories
- Intrinsic vs. extrinsic motivation and how it affects performance
- Motivational strategies for improving employee engagement

Unit 7: Teams and Group Dynamics
- Types of teams and stages of group development
- Building trust and collaboration within teams
- Managing conflict and enhancing team performance

Unit 8: Communication and Interpersonal Skills
- The communication process and common barriers
- Importance of active listening, feedback, and negotiation
- Nonverbal communication and its role in organizational behavior
- *Local Focus:* Conduct a simulation where teams practice active listening during politically charged discussions, regarding Catalonian Independence.

Unit 9: Leadership
- Overview of leadership theories (transformational vs. transactional)
- How leadership styles impact organizational culture and performance
- Leader-Member Exchange theory and its influence on team dynamics

Unit 10: Conflict and Negotiation
- Sources of conflict in organizations and conflict resolution strategies
- Negotiation styles and techniques for successful outcomes
- The role of conflict in driving innovation and change

Unit 11: Organizational Culture and Climate
- The role of culture in shaping organizational behavior
- How to manage and change organizational culture
- The difference between organizational culture and climate
- *Local Focus:* Analyze how the political climate in Independentist Catalonia shapes organizational culture.

Unit 12: Organizational Change
- Theories of organizational change
- Strategies for overcoming resistance to change
- Fostering creativity and innovation in organizations

Field study and experiential learning components may include:
- Select company visits within Barcelona
- Panel discussions with local experts
- Team-based simulations

Syllabus is subject to minor changes in term-specific syllabus at instructor discretion.