Course: Business II  
Code: 10BBA80002

Type: Required  Year: 2  Semester: 2  
ECTS credits: 4  
Language: Spanish  
Coordination:  

Faculty:  
Margarita Martí Ripoll

Workload distribution:  
Lectures 24.5 hours  
Participatory sessions 17.5 hours  
Independent work 74 hours  
Tutorials 4 hours

Course contribution to the programme:  
Based on the systemic vision obtained in Company I, the aim of this class is for students to become aware of the role and effect people and psycho-social processes have on organisations. In addition, explanatory models will be provided to favour a greater understanding of human and work team behaviour.

Course learning objectives:  
Upon completing this course, students should be able to:

- Understand human behaviour and the causes behind the latter’s diverse manifestations within the organisational context.

- Develop the ability to reflect on and act according to the different situations which students may experience as executives in charge of other individuals and groups within an organisation.

- Identify their leadership style and develop their ability to work in teams.

Skills developed:  
- The ability to develop systemic thought.
- The ability to influence and communicate in diverse group dynamics.

- The ability to work on a team and collaborate.

Contents and methodology:
Session 1: THE ORGANISATION AS A SYSTEM
The organisation as an open system. What role do people play in organisations from a systemic point of view? Social psychology and its application in the organisation: Organisational behaviour.

Session 2: What is culture? Why is it important to be aware of its role? How is it inferred? Types of culture. What effect does it have on people and organisational dynamics?

Sessions 3 and 4: MOTIVATION

Session 5: PERCEPTION
How are our first impressions of each other formed? Attribution. Individual decision-making and its relationship to perception. Applications in the organisational realm.

Sessions 6 and 7: LEADERSHIP: THE FUNCTIONS AND ROLES OF LEADERS. AUTHORITY AND POWER (1ST PART)
What difference is there between being a boss and being a leader? The concepts of authority and power. What is leadership? What are the key competencies required? The employee-boss relationship from the influence perspective. Different sources of power. Fundamental factors that have a greater or lesser effect, etc.

Sessions 8 and 9: LEADERSHIP AND PERSONAL DEVELOPMENT (2ND PART)
What are leadership styles? Do criteria for efficiency and inefficiency exist? Studies carried out: Possibilities and limits. Can personal development be fomented or inhibited? Current focus.

Sessions 10 and 11: GROUPS AND LEADERSHIP
What is a group? How do groups work? Characteristics of the different types of work groups. Group decision-making. Work teams and teamwork. Stages groups go through. Efficiency conditions in managing work teams.

Session 12: CONFLICT
What is conflict? Are conflicts negative or positive? Types of organisations according to the degree of conflict and its management. Conflict diagnosis. Conflict resolution strategies.

Session 13: ORGANISATIONAL CHANGE
The change process in organisations. The stages in a change process and its management. Basic conditions for change to work. Resistance to change. Strategies to overcome resistance to change.

Session 14: Group project presentations

Methodology

Generally, we will alternate lectures with participatory sessions. Throughout the course, students will prepare a project in groups.

Below is a detailed description of the methodology used:

A- At the course’s outset, students will carry out individual activities (questionnaires to be answered in class) and group activities (analysis of organisational situations) to determine their expectations, attitudes and prior knowledge of the course subject. Students will also be asked about their interests and doubts regarding each subject block. This information will be used to help focus classes, group projects and exercises.

B- Deductive methodology:
Conceptual models are taught, in general, in the first part. Activities include films, brief exercises, questionnaires and case studies.

Participatory activities are offered in the second part. Students will work in small groups using different methods with two ends:

1. Enable students to connect theory to practice and develop their analytical skills, decision-making and actions. Case study methods, interactive exercises and films are used, presenting simulated problems in groups to understand and/or resolve them.

2. Develop students’ self-learning and skills. For this, self-diagnosis questionnaires and role-playing activities are carried out. Students will receive personalised feedback on their behaviour to resolve the situation in question.

C- Inductive methodology: The process is inverted in specific classes, that is, without knowing the theory, students analyse a case and reach their own conclusions. Based on the latter and the questions raised, the conceptual part is then addressed. Executives are also invited to share their professional experience with the class.

In each session, all students are provided with a didactic guide indicating the learning objectives, the conceptual models addressed, the exercises in lectures and participatory sessions and the complementary readings for each thematic block.
D- Group project:
From the outset of the course, students will begin to work on a project which they will have to turn in and present orally at the end. The subject is freely-chosen though it must be related directly or indirectly to the class content. This project shall be carried out under faculty advice and supervision. The project shall be prepared outside of class.

The aims of this project are to:

1. Foment self-learning in groups, encouraging students to search for both sources of information to support the conceptual component of the project (documents, interviews with experts, etc.) as well as the sample for the research component (e.g., companies, interviews with executives and workers, etc.), all of which will be managed as much as possible by the group itself.

2. Approximate course content to organisational reality. A basic requirement for the project is that the subject groups choose must be directly or indirectly related to this reality.

E- Develop teamwork skills.

Two processes are used to contribute to developing this skill:
1. Group project: Groups are informed from the beginning that, in addition to learning about the subject they choose for their project, they will have to take note of how they work as a team. This meta-learning must be included as an additional point in the project’s “conclusions”. The group should analyse what aspects have encouraged their work and what aspects have made it more difficult.

2. Practical cases: In each of the practical cases analysed, a student is chosen by the group to lead the discussion. Upon finalising and before all the groups join together, the individual groups give each of their leaders brief feedback on how they have led and coordinated the exercise.

**Evaluation:**
The course shall be evaluated as follows:

1) Final written exam (50% of the final grade)
2) The remaining 50% of the final grade will consist of:
2a) Class participation and attendance
1) Final exam: A multiple-choice exam will be given at the end of the course, representing 50% of the final grade. It will be based on the subjects addressed specifically in class and the readings.
Note: The marks obtained in sections 2a, 2b, and 2c above will be averaged with the final exam mark so long as students score 50 or higher out of 100.

Core bibliography:
ROBBINS, S. COMPORTAMIENTO ORGANIZACIONAL  
Editorial Prentice Hall. 13ª edición.

YUKL, G. LEADERSHIP IN ORGANIZATIONS.  
Englewood Cliffs, New Jersey: Prentice-Hall, Inc

SHEIN, E.H. PSICOLOGÍA DE LA ORGANIZACIÓN  
Editorial Prentice Hall.

WAGNER, J.A., HOLLENBECK, J.R. COMPORTAMIENTO ORGANIZATIVO.  
Madrid: Thomson.

Complementary bibliography and reading material:  
Specific readings and/or reference bibliography related to the topics addressed in each session will be provided.