

TEACHING GUIDE

ORGANIZATIONAL BEHAVIOR AND DESIGN (SEMIPRESENCIAL)

GRADO EN ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 24-06-2026

I.-Subject Identification

Type	OPTATIVA
Teaching period	4 course, 1Q semester
Nº of credits	4.5
Language in wich the subject is taught	English

II.-Presentation

El principal objetivo de la asignatura "Comportamiento y Diseño Organizativo" es que el alumno comprenda la importancia de conocer los fundamentos del comportamiento de los individuos y grupos en las organizaciones, así como los aspectos clave para el diseño de una adecuada estructura organizativa. Para ello, se analizará el impacto que distintas variables individuales, grupales y organizativas ejercen en el comportamiento de las organizaciones.

La asignatura trata sobre el comportamiento organizacional, estudiando aquellas acciones que redundan en una mayor satisfacción laboral. Para ello, se abordan conceptos y teorías relacionados con la motivación y el liderazgo. También se contempla el desarrollo cultura organizativa en este contexto.

Seguidamente se analizan una serie de conceptos necesarios para el estudio del funcionamiento de una organización según su diseño organizativo, estudiando los mecanismos de coordinación de las organizaciones, las decisiones relacionadas con el diseño organizativo, las partes que integran la estructura organizativa, los factores de contingencia, así como la influencia de todos ellos en la conformación de las diferentes estructuras empresariales. Se culminará esta parte haciendo mención a la influencia de las nuevas tecnologías de información en las estructuras organizativas.

III.-Learning outcomes

- CI01. Ability to analyse and synthesise: analysis, synthesis, evaluation and decision-making based on relevant information records on the company's position and potential growth.
- CI02. Ability to organise and plan: organisation, planning and administration of companies or small and medium enterprises, understanding their competitive and institutional position and identifying strengths and weaknesses
- CI03. Spoken and written native language skills: understanding and ability to correctly communicate in different scenarios in Spanish. Ability to make oneself understood by superiors and subordinates in a clear and concise manner and draft advisory reports and (global or functional area) business management projects
- CI05. Knowledge of information systems relating to studies: normal use of information and communications technology in all professional work
- CS07. Ability to summarise and interpret: the student must be able to understand economic institutions and results as well as apply theoretical or formal models on how the economy works
- CI08. Ability to make decisions
- CP01. Ability to work in an interdisciplinary team.
- CP04. Critical reasoning skills.
- CS01. Ability to study independently.
- CS02. Ability to adapt to new situations.
- CS06. High standards of quality.
- CPR01. Practical application of knowledge.
- CP20 . Ability to identify and quantify uncertainty in decision problems
- CE07. Knowledge concerning socio-economic environment in which enterprises operate, among them law
- CP06. Strategic vision of the business management
- CP07 . Ability to manage human resources
- CP08 . Ability to direct operations and organize production
- CP19 . Understanding a historical framework that allows locate the problem under study



- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents

IV.A.-Syllabus

1. INTRODUCTION TO ORGANIZATIONAL BEHAVIOR.

- 1.1. Introduction to organizational behavior.
- 1.2. Study of individual, group and organizational variables

2. COMMUNICATION AND ORGANIZATIONAL CULTURE

- 2.1. Communication processes in organizations.
- 2.2. Organizational culture.

3. FACILITATORS OF ORGANIZATIONAL CHANGE

- 3.1 Motivation and job satisfaction.
- 3.2 Leadership.

4. THE ORGANIZATIONAL DESIGN OF THE COMPANY

- 4.1. Organizational principles: division of labor, specialization, hierarchy
- 4.2. The concept of organizational structure
- 4.3. Parts of the organizational structure (Mintzberg)
- 4.4 The organizational design process.
- 4.5. Job design.

5. THE BASIC DECISIONS OF ORGANIZATIONAL DESIGN: DIFFERENTIATION AND INTEGRATION OF ACTIVITIES

- 5.1. Horizontal and vertical differentiation
- 5.2. The integration of activities: coordination mechanisms
- 5.3. Organizational reengineering.

6. CONTEXT (OR CONTINGENCY) FACTORS

- 6.1. The environment as a contingency factor
- 6.2. Strategy as a contingency factor
- 6.3. Technology as a contingency factor
- 6.4. Size as a contingency factor
- 6.5. Other factors.

7. ORGANIZATIONAL FORMS

- 7.1. Basic design options: primary structures
 - 7.1.1. The simple structure
 - 7.1.2. The functional structure
 - 7.1.3. The divisional structure
 - 7.1.4. The matrix structure
- 7.2. Secondary and operational structures
 - 7.2.1. The machine bureaucracy
 - 7.2.2. The professional bureaucracy
 - 7.2.3. The adhocracy or adhocratic structure.
- 7.3 New organizational forms

IV.B.-Training activities

Type	Title
Theoretical sessions	Theoretical classes
Test and/or exams	Face-to-face assessment test
Lectures	Articles, books, news.
Practical sessions	Exercises resolution and individual/group projects



V.-Student workload	
Theoretical sessions	25
Resolution of exercises, problems, case studies, etc.	15
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	5
Academic tutorials	27
Related activities: conferences, seminars, etc.	9
Preparation of theoretical sessions and self-study	10
Preparation of practical tasks, exercises, case studies, projects, etc.	22
Preparation for tests and/or exams	22
Total student workload	135

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 14	Theoretical content and videoclases
Practical sessions	Week 1 to Week 15	Individual and group projects, and exercises
Academic tutorials	Week 1 to Week 15	Individual mentoring
Tests and/or exams	Week 15 to Week 15	Face to face evaluation



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

This course follows a continuous assessment model. The course will be passed with a minimum of 5 points (50% of the total course grade) combining practices and theoretical-practical tests. It is essential to pass the minimum required score in the theoretical-practical evaluation test in order for the practice marks to be considered.

Evaluation System

Evaluation System	Evaluation Activity	Weight	Re-assessable	Minimum Grade	Contents	Date
S3 - On-site theoretical-practical assessment tests	Theoretical-practical evaluation exam	60%	Yes	3/6	Topics 1-7	On the official date set by the University



S4 - Problem assessment and case studies	•Assignments, practical case resolutions, debates, forum participation, group and individual exercises (between 4 and 8). •Practice marks are cumulative with no minimum score required. •Late submissions will not be considered. •No papers or presentations accepted after class ends. •Practices delivered via the virtual classroom tools during the teaching period and corrected/discussed in class. •Not re-assessable in the June extraordinary evaluation.	40%	No	No (Cumulative)	Throughout the course	To be determined by the teacher
--	---	-----	----	--------------------	-----------------------	---------------------------------

Calculation of the Final or Overall Grade

The grades obtained by students during the teaching period will form part of their assessment in both the ordinary and extraordinary examination periods. To pass the course, students must obtain a final overall grade of **5 or higher**, provided that the minimum required grades for each assessment activity have also been achieved.

Extraordinary Evaluation

Students who have not passed in the ordinary call may take the theoretical-practical recovery exam in the extraordinary call to verify subject content acquisition. Only the theoretical-practical exam will be re-assessable (60% of the final grade). Practical activities from the course are not re-assessable in the extraordinary period, as many are completed in class or in groups.

Early Evaluation



According to the Early Call Procedure for the end of degree, the assessment system may be adapted. Once authorization is granted, the teacher will inform the student through the Virtual Classroom. In general, a 100% in-person exam will be required.

Spelling and Expression

The evaluation of written tests includes spelling and academic expression. Each teacher will determine the correction criteria.

Academic Assignments

All assignments must be original. Direct quotations must be properly referenced. Plagiarism, copying, or the improper use of artificial intelligence will result in a **fail grade for the corresponding assessment activity**.

In accordance with **Article 8(g) of the Student Conduct Regulations of Rey Juan Carlos University** (<https://www.urjc.es/images/Universidad/Presentacion/normativa/normativa%20convivencia%20universitaria.pdf>), academic fraud in any assessment activity is considered a **very serious offense**. The sanctions applicable to very serious offenses, as established in **Article 11** of the aforementioned regulations, include **temporary expulsion from the University** and, where applicable, **the loss of enrollment rights**.

Forum Participation

Participation should be respectful, active, and meaningfully connected to the theoretical and practical aspects of the course, demonstrating the ability to relate real-world situations to the subject content.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or special education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

FUENTE SABATÉ, J.M.; GARCÍA-TENORIO RONDA, J.; GUERRAS MARTÍN, L.A.; HERNANGÓMEZ BARAHONA, J. (1997). Diseño Organizativo de la Empresa, Civitas, Madrid.
MINTZBERG, H. (2012). La estructuración de las Organizaciones. Edit. Ariel Economía, Barcelona.
ROBBINS, S.P. (1998). Fundamentos del Comportamiento Organizacional, Prentice-Hall, México, 5ª edición.

Consultation bibliography

COLQUITT, J.A.; LEPINE, J.A., WESSON, M.J. (2015). Organizational behavior: Improving performance and commitment in the workplace. McGraw-Hill Irwin. Ed 5.
CUERVO GARCÍA, A. (2008). Introducción a la Administración de Empresas, Civitas, Madrid, 5ª edición
DE LA CALLE DURÁN, M.C.; CAMPOS GARCÍA, I.; PELECHANO BARAHONA, E. (Coords). (2025): Competencias transversales. La llave que aporta valor. Ediciones Pirámide, Madrid.
ROBBINS, S.P.; JUDGE, T.A. (2017). Comportamiento organizacional. México, Pearson Educación de México. 17Ed.

IX.-Professors

Name and surname	LYDIA MURILLO RAMOS
E-mail address	lydia.murillo@urjc.es
Department	Economía de la Empresa (ADO), Economía Aplicada II y Fundamentos Análisis Económico
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	1

