



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2019/2020
BACHELOR'S DEGREE (BSC)	PSYCHOLOGICAL SCIENCES AND TECHNIQUES
SUBJECT	OCCUPATIONAL AND ORGANISATIONAL PSYCHOLOGY
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50113-Psicologia sociale e del lavoro
CODE	11739
SCIENTIFIC SECTOR(S)	M-PSI/06
HEAD PROFESSOR(S)	DI STEFANO GIOVANNI Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	10
INDIVIDUAL STUDY (Hrs)	190
COURSE ACTIVITY (Hrs)	60
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	3
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	DI STEFANO GIOVANNI Tuesday 11:00 13:00 Presso lo studio del docente (Viale delle Scienze, Ed. 15, VI piano, stanza 012); in relazione a situazioni ed esigenze specifiche, potrà essere utilizzata la piattaforma Microsoft Teams

PREREQUISITES	Basic knowledge of theories, methods, and research on personal and situational factors influencing social behavior (i.e., social perception, group influences on behavior, and attitudes).
LEARNING OUTCOMES	<p>Knowledge and understanding Owning an integrated conceptual framework, aimed at the understanding of work organizations and the basic psychological processes that are taking shape in it; investigating the variables that characterize behaviors related to work in organizations.</p> <p>Applying knowledge and understanding Being able to modulate the theoretical knowledge gained in relation to the different professional backgrounds and levels of individual and organizational intervention, combining them with consistent methods, tools and techniques congruent to different organizational contexts.</p> <p>Making judgements Being able to assess the implications and social, ethical and professional responsibilities arising from working with the methodological and technical tools of psychological analysis and intervention in organizations.</p> <p>Communication Knowing how to use the correct communication channels regarding psychological work within the organizations, modifying them according to the different parties involved (direct beneficiaries, stakeholders, organizational representatives, client) and different objectives.</p> <p>Lifelong learning skills Developing the ability to seek and discern independently sources and references consistent with the educational objectives of the course and appropriate in their own interests and professional studies.</p>
ASSESSMENT METHODS	<p>Attending students: Written test, Oral Examination There will be two written test, each composed by 30 items with four possible answers, fo which only one correct, to be taken in the time allowed of 45 minutes. The first written test will be administered during the suspension of the teaching period, the second written test will be administered at the end of the course. Both the written tests aim to evaluate the abilities of knowledge and understanding of the course contents. The written tests evaluation grades are expressed in thirtieths. To obtain the minimum and pass the test the student must have answered correctly at least 60% of the questions asked. Each correct answer provides 0.5 points, weighed according to the difficulty of the corresponding question. The student who pass both written tests is admitted to the Oral examination, dedicated to the remainder of the course contents that have not been evaluated in the first two written tests. The oral examination consists of an interview evaluation, designed to verify the possession of the ability to apply knowledge and understanding of the course contents, and his/her judgment and communicative skills. The student must answer at least three questions posed orally, and the oral examination must be performed within the first exam session.</p> <p>The result of the oral examination will be considered: EXCELLENT (30-30 cum laude) if the student will show excellent knowledge of the topics, excellent property of language, good analytical capacity, and the ability to apply the knowledge to solve the problems submitted; VERY GOOD (26-29) if the student shows good mastery of the subject, full property of language and the ability to apply the knowledge to solve the problems submitted; GOOD (24-25) if the student will show to have basic knowledge of the main topics, fairly good property of language, limited ability to independently apply the knowledge for the solution of the problems submitted; MORE THAN SUFFICIENT (20-23) if the student will show not to have full mastery of the main arguments but a good understanding of the same, satisfactory property of language, lack of ability to independently apply the knowledge acquired; SUFFICIENT (18-19) where the student will show minimum basic knowledge of the main teaching and technical language issues, minimum ability to apply the knowledge acquired; INSUFFICIENT if the student does not have an acceptable knowledge of the contents of the topics covered in the teaching.</p> <p>The final evaluation grades are expressed in thirtieths, and are calculated as a weighted average of the evaluations obtained in the first two written tests and oral examination (with the following weights: first written test 20%, second</p>

	<p>written test, 30%, oral examination 50%).</p> <p>Non-attending students: Written test, Oral examination The written part of the exam consists of a test, composed by 60 items with four possible answers, of which only one correct, to be taken in the time allowed of 90 minutes. The questionnaire aims to evaluate the abilities of knowledge and understanding of the course contents. The written test evaluation grades are expressed in thirtieths. To obtain the minimum and pass the test the student must have answered correctly at least 60% of the questions asked. The oral examination consists of an interview evaluation, designed to verify the possession of the ability to apply knowledge and understanding, of the course contents, and his/her judgment and communicative skills. The student must answer at least three questions posed orally, which shall cover all the object parts of the program, with reference to the recommended texts. The result of the oral examination will be considered: EXCELLENT (30-30 cum laude) if the student will show excellent knowledge of the topics, excellent property of language, good analytical capacity, and the ability to apply the knowledge to solve the problems submitted; VERY GOOD (26-29) if the student shows good mastery of the subject, full property of language and the ability to apply the knowledge to solve the problems submitted; GOOD (24-25) if the student will show to have basic knowledge of the main topics, fairly good property of language, limited ability to independently apply the knowledge for the solution of the problems submitted; MORE THAN SUFFICIENT (20-23) if the student will show not to have full mastery of the main arguments but a good understanding of the same, satisfactory property of language, lack of ability to independently apply the knowledge acquired; SUFFICIENT (18-19) where the student will show minimum basic knowledge of the main teaching and technical language issues, minimum ability to apply the knowledge acquired; INSUFFICIENT if the student does not have an acceptable knowledge of the contents of the topics covered in the teaching.</p> <p>The final evaluation grades are expressed in thirtieths. It is obtained taking into account the evaluation jointly from the written part, considered as a starting key point, and evaluation obtained in the oral part.</p>
EDUCATIONAL OBJECTIVES	<p>The course aims to provide students with the conceptual and operational tools for the understanding of life of people in work organizations and the psychological processes underlying it. Starting from the historical foundations of work and organizational psychology, the course addresses theories and models which involve the analysis and the development of work and of organizations from a psychological standpoint.</p> <p>Consistent with such purposes, the course has the following essential objectives:</p> <ul style="list-style-type: none"> - Provide a conceptual framework of the history, development and the present outlook in the work and organizational psychology and its methods of investigation and intervention - Analyze and develop the approaches and the logic of intervention in organizations (training, career management, competencies assessment) - Examining the dimensions of well-being and discomfort related to work (burn-out, workplace bullying, conflict management)
TEACHING METHODS	Theoretical lessons
SUGGESTED BIBLIOGRAPHY	<p>Ashleigh, M., Mansi, A., & Di Stefano, G. (a cura di) (2019). Psicologia del lavoro e delle organizzazioni (seconda edizione). Milano: Pearson.</p> <p>Due testi a scelta tra i seguenti (non piu' di uno per ogni area tematica): Two books chosen from the following (no more than one for each topic):</p> <p>STORIA DELLA PSICOLOGIA DEL LAVORO HISTORY OF WORK & ORGANIZATIONAL PSYCHOLOGY Lombardo, G. P., Pompili, A., & Mammarella, V. (2002). Psicologia applicata e del lavoro in Italia. Studi storici. Milano: Angeli.</p> <p>Zuffo, R. G. (2013). Revisiting Taylor. L'organizzazione scientifica del lavoro: il libro che ha sconvolto un secolo. Milano: Angeli.</p> <p>CLIMA E CULTURA ORGANIZZATIVA ORGANIZATIONAL CULTURE AND CLIMATE Hofstede, G., Hofstede, G. J., Minkow, M., & Simonetti, A. P. (2014). Culture e organizzazioni. Valori e strategie per operare efficacemente in contesti internazionali. Milano: Angeli.</p> <p>Innocenti, L. (2013). Clima organizzativo e gestione delle risorse umane. Unire persone e performance. Milano: Angeli.</p> <p>Schein, E. H. (2018). Cultura d'azienda e leadership. Milano: Cortina.</p> <p>MOTIVAZIONE, VALORI, SODDISFAZIONE</p>

	<p>MOTIVATION, VALUES, WORK SATISFACTION Bellotto, M. (Ed.) (1997). Valori e lavoro: Dimensioni psico-sociali dello sviluppo personale. Milano: Angeli. Berdicchia, D. (2013). La proattività al lavoro: Teorie e prassi. Santarcangelo di Romagna (RN): Maggioli Editore. Borgogni, L. (Ed.). Valutazione e motivazione delle risorse umane nelle organizzazioni. (escl. capp. II.2, II.3, II.5, II.6, II.7, parte III) Latham, G. P. (2009). Motivare al lavoro: Modelli e tecniche di intervento. Milano: Angeli.</p> <p>STRESS, RISCHI PSICOSOCIALI E SICUREZZA STRESS, PSYCHO-SOCIAL RISK AND SAFETY Castiello d'Antonio, A. (2010). Malati di lavoro: Cos'è e come si manifesta il workaholism. Roma: Cooper/Banda Larga. Marini, F., & Mondo, M. (Eds.) (2008). Il benessere nei contesti lavorativi e formativi. Roma: Carocci. Marini, F., & Nonnis, M. (Eds.) (2006). Il mobbing. Roma: Carocci. Fraccaroli, F., & Balducci, C. (2011). Stress e rischi psicosociali nelle organizzazioni. Bologna: Il Mulino. Fulcheri, M. Lo Iacono, A., & Novara, F. (2008). Benessere psicologico e mondo del lavoro. Torino: Centro Scientifico Editore. Kaneklin, C., & Scaratti, G. (Eds.) (2010). Sicurezza e organizzazione. Milano: Cortina.</p> <p>CHANGE MANAGEMENT E COUNSELING ORGANIZZATIVO CHANGE MANAGEMENT AND ORGANIZATIONAL COUNSELLING Biggio, G. (2007). Il counselling organizzativo. Milano: Cortina. Cascio, G., & Venza, G. (2013). L'action research nei contesti organizzativi. Milano: Angeli. Kaneklin, C., Piccardo, C., & Scaratti, G. (Eds.) (2010). La ricerca-azione. Milano: Cortina (escl. capp. 9, 10, 13, 14, 15) Schein, E. H. (1992) Lezioni di consulenza. Milano: Cortina. Weick, K. E., & Sutcliffe, K. M. (2010). Governare l'inatteso. Milano: Cortina.</p> <p>QUALITA' QUALITY Gabassi, P. G., Garzitto, M. L., & Perin, G. (2005). Psicologia e qualità. Milano: Cortina.</p> <p>CONCILIAZIONE VITA-LAVORO LIFE-WORK BALANCE Ghislieri, C., & Colombo, L. (Eds.) (2014). Psicologia della conciliazione tra lavoro e famiglia. Milano: Cortina.</p> <p>SELEZIONE E CARRIERA LAVORATIVA ASSESSMENT AND CAREER Argentero, P., & Fiabane, E. (Eds.) (2016). Il rientro al lavoro. Milano: Cortina. Augugliaro, P. (Ed.) (2013). Dagli assessment ai development center. Milano: Franco Angeli. Mariani, G. M. (2011). Valutare le prestazioni: Come gestire e migliorare la performance lavorativa. Bologna: Il Mulino. Toderi, S., & Sarchielli, G. (2013). Sviluppare la carriera lavorativa. Bologna: Il Mulino.</p> <p>LEADERSHIP LEADERSHIP Cuncliff, A. L. (2014). Il management. Milano: Cortina. Haslam, A.S., Reicher, S.D., & Platow, M.J. (2011). Psicologia del leader: Identità, influenza e potere. Bologna: Il Mulino. Kets de Vries, M.F.R. (2010). Figure di leader. Milano: Cortina.</p> <p>Altri testi a scelta potranno essere suggeriti dal docente nel corso delle lezioni. Gli studenti hanno inoltre l'opportunità di presentare all'esame altri testi a scelta non in elenco, purché preventivamente concordati. Other texts will be suggested by the teacher during the lessons. Students also have the opportunity to submit for consideration other texts not listed.</p>
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SYLLABUS

Hrs	Frontal teaching
5	Historical development and organizational context - Origins of work and organizational psychology - The evolution of the psychology of work and organizations - The theoretical perspectives from a historical point of view

SYLLABUS

Hrs	Frontal teaching
5	Contribution of psychology to organizational and work settings - Key issues of work and organizational psychology - The research issues in work and organizational psychology - Ethics in work and organizational psychology
5	Meaning, centrality, importance of work and involvement in the work - The professional values - Career guidance - The career development
5	Motivation and satisfaction - The motivation to work as content and process - The models of job satisfaction - The managerial tools to improve the motivation and satisfaction
5	Organizational culture and organizational climate - Concept of organizational climate - Concept of organizational culture - Change and organizational development
5	Misbehaviors in organizations - The relevance of organizational deviance - The main lines of research in organizational deviance - The major intervention strategies
5	Malaise in organizations and psychosocial risks - Burnout - Bullying at work - Work-related stress
5	Teamworking - The relevance of groups in organizational contexts - Processes in group working - The obstacles to teamwork
5	Leadership - Classical theories and current theories - The effectiveness of leadership styles - The dynamics between leaders and followers
5	Selection and assessment - Job analysis - Skills and abilities - The behavioral assessment
5	Case-study: organizational climate and organizational interventions
5	Exercises: leadership, team working, conflict management
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5	Malaise in organizations and psychosocial risks - Burnout - Bullying at work - Work-related stress

SYLLABUS

Hrs	Frontal teaching
5	Teamworking - The relevance of groups in organizational contexts - Processes in group working - The obstacles to teamwork
5	Leadership - Classical theories and current theories - The effectiveness of leadership styles - The dynamics between leaders and followers
5	Selection and assessment - Job analysis - Skills and abilities - The behavioral assessment
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PREREQUISITES	Basic knowledge of theories, methods, and research on personal and situational factors influencing social behavior (i.e., social perception, group influences on behavior, and attitudes).
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ASSESSMENT METHODS	<p>Attending students: Written test, Oral Examination There will be two written test, each composed by 30 items with four possible answers, of which only one correct, to be taken in the time allowed of 45 minutes. The first written test will be administered during the suspension of the teaching period, the second written test will be administered at the end of the course. Both the written tests aim to evaluate the abilities of knowledge and understanding of the course contents. The written tests evaluation grades are expressed in thirtieths. To obtain the minimum and pass the test the student must have answered correctly at least 60% of the questions asked. The student who pass both written tests is admitted to the Oral examination, dedicated to the remainder of the course contents that have not been evaluated in the first two written tests. The oral examination consists of an interview evaluation, designed to verify the possession of the ability to apply knowledge and understanding of the course contents, and his/her judgment and communicative skills. The student must answer at least three questions posed orally, and the oral examination must be performed within the first exam session.</p> <p>The result of the oral examination will be considered: EXCELLENT (30-30 cum laude) if the student will show excellent knowledge of the topics, excellent property of language, good analytical capacity, and the ability to apply the knowledge to solve the problems submitted; VERY GOOD (26-29) if the student shows good mastery of the subject, full property of language and the ability to apply the knowledge to solve the problems submitted; GOOD (24-25) if the student will show to have basic knowledge of the main topics, fairly good property of language, limited ability to independently apply the knowledge for the solution of the problems submitted; MORE THAN SUFFICIENT (20-23) if the student will show not to have full mastery of the main arguments but a good understanding of the same, satisfactory property of language, lack of ability to independently apply the knowledge acquired; SUFFICIENT (18-19) where the student will show minimum basic knowledge of the main teaching and technical language issues, minimum ability to apply the knowledge acquired; INSUFFICIENT if the student does not have an acceptable knowledge of the contents of the topics covered in the teaching.</p> <p>The final evaluation grades are expressed in thirtieths, and are calculated as a weighted average of the evaluations obtained in the first two written tests and oral examination (with the following weights: first written test 20%, second written test, 30%, oral examination 50%).</p>

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EDUCATIONAL OBJECTIVES	<p>The course aims to provide students with the conceptual and operational tools for the understanding of life of people in work organizations and the psychological processes underlying it. Starting from the historical foundations of work and organizational psychology, the course addresses theories and models which involve the analysis and the development of work and of organizations from a psychological standpoint.</p> <p>Consistent with such purposes, the course has the following essential objectives:</p> <ul style="list-style-type: none"> - Provide a conceptual framework of the history, development and the present outlook in the work and organizational psychology and its methods of investigation and intervention - Analyze and develop the approaches and the logic of intervention in organizations (training, career management, competencies assessment) - Examining the dimensions of well-being and discomfort related to work (burn-out, workplace bullying, conflict management)
TEACHING METHODS	Theoretical lessons
SUGGESTED BIBLIOGRAPHY	<p>Ashleigh, M., Mansi, A., & Di Stefano, G. (a cura di) (2014). Psicologia del lavoro e delle organizzazioni. Milano: Pearson.</p> <p>Due testi a scelta tra i seguenti (non piu' di uno per ogni area tematica): Two books chosen from the following (no more than one for each topic):</p> <p>STORIA DELLA PSICOLOGIA DEL LAVORO HISTORY OF WORK & ORGANIZATIONAL PSYCHOLOGY Lombardo, G. P., Pompili, A., & Mammarella, V. (2002). Psicologia applicata e del lavoro in Italia. Studi storici. Milano: Angeli.</p> <p>Zuffo, R. G. (2013). Revisiting Taylor. L'organizzazione scientifica del lavoro: il libro che ha sconvolto un secolo. Milano: Angeli.</p> <p>CLIMA E CULTURA ORGANIZZATIVA ORGANIZATIONAL CULTURE AND CLIMATE D'Amato A., & Majer, V. (2005). Il vantaggio del clima. Milano: Cortina.</p> <p>Hofstede, G., Hofstede, G. J., Minkow, M., & Simonetti, A. P. (2014). Culture e organizzazioni. Valori e strategie per operare efficacemente in contesti internazionali. Milano: Angeli.</p> <p>Innocenti, L. (2013). Clima organizzativo e gestione delle risorse umane. Unire persone e performance. Milano: Angeli.</p> <p>MOTIVAZIONE, VALORI, SODDISFAZIONE MOTIVATION, VALUES, WORK SATISFACTION Bellotto, M. (Ed.) (1997). Valori e lavoro: Dimensioni psico-sociali dello sviluppo</p>

	<p>personale. Milano: Angeli.</p> <p>Berdicchia, D. (2013). La proattivit� al lavoro: Teorie e prassi. Santarcangelo di Romagna (RN): Maggioli Editore.</p> <p>Latham, G. P. (2009). Motivare al lavoro: Modelli e tecniche di intervento. Milano: Angeli.</p> <p>Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. <i>Research in Organizational Behavior</i>, 30, 91-127.</p> <p>RISCHI PSICOSOCIALI E SICUREZZA PSYCHO-SOCIAL RISK AND SAFETY Favretto, G. (2005). Le forme del mobbing: Cause e conseguenze di dinamiche organizzative disfunzionali. Milano: Cortina.</p> <p>Fraccaroli, F., & Balducci, C. (2011). Stress e rischi psicosociali nelle organizzazioni. Bologna: Il Mulino.</p> <p>Kaneklin, C., & Scaratti, G. (Eds.) (2010). Sicurezza e organizzazione. Milano: Cortina.</p> <p>Magnani, M., & Majer, V. (Eds.) (2011). Rischio stress lavoro-correlato. Milano: Cortina.</p> <p>QUALITA' QUALITY Gabassi, P. G., Garzitto, M. L., & Perin, G. (2005). Psicologia e qualita. Milano: Cortina.</p> <p>CONCILIAZIONE VITA-LAVORO LIFE-WORK BALANCE Ghislieri, C., & Colombo, L. (Eds.) (2014). Psicologia della conciliazione tra lavoro e famiglia. Milano: Cortina.</p> <p>SELEZIONE E CARRIERA LAVORATIVA ASSESSMENT AND CAREER Argentero, P., & Fiabane, E. (Eds.) (2016). Il rientro al lavoro. Milano: Cortina.</p> <p>Augugliaro, P. (Ed.) (2013). Dagli assessment ai development center. Milano: Franco Angeli.</p> <p>Cortese, C. G., & Del Carlo A. (2017). La selezione del personale (seconda edizione). Milano: Cortina.</p> <p>Mariani, G. M. (2011). Valutare le prestazioni: Come gestire e migliorare la performance lavorativa. Bologna: Il Mulino.</p> <p>Sarchielli, G., & Fraccaroli, F. (2015). Andare in pensione: Piaceri, dispiaceri, opportunit�. Bologna: Il Mulino.</p> <p>Toderi, S., & Sarchielli, G. (2013). Sviluppare la carriera lavorativa. Bologna: Il Mulino.</p> <p>LEADERSHIP LEADERSHIP Cuncliffe, A. L. (2014). Il management. Milano: Cortina.</p> <p>Haslam, A.S., Reicher, S.D., & Platow, M.J. (2011). Psicologia del leader: Identit�, influenza e potere. Bologna: Il Mulino.</p> <p>Kets de Vries, M.F.R. (2010). Figure di leader. Milano: Cortina.</p> <p>Altri testi a scelta potranno essere suggeriti dal docente nel corso delle lezioni. Gli studenti hanno inoltre l'opportunit� di presentare all'esame altri testi a scelta non in elenco, purch� preventivamente concordati.</p> <p>Other texts will be suggested by the teacher during the lessons. Students also have the opportunity to submit for consideration other texts not listed.</p>
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SYLLABUS

Hrs	Frontal teaching
5	Historical development and organizational context - Origins of work and organizational psychology - The evolution of the psychology of work and organizations - The theoretical perspectives from a historical point of view
5	Contribution of psychology to organizational and work settings - Key issues of work and organizational psychology - The research issues in work and organizational psychology - Ethics in work and organizational psychology
5	Meaning, centrality, importance of work and involvement in the work - The professional values - Career guidance - The career development

SYLLABUS

Hrs	Frontal teaching
5	Motivation and satisfaction <ul style="list-style-type: none"> - The motivation to work as content and process - The models of job satisfaction - The managerial tools to improve the motivation and satisfaction
5	Organizational culture and organizational climate <ul style="list-style-type: none"> - Concept of organizational climate - Concept of organizational culture - Change and organizational development
5	Misbehaviors in organizations <ul style="list-style-type: none"> - The relevance of organizational deviance - The main lines of research in organizational deviance - The major intervention strategies
5	Malaise in organizations and psychosocial risks <ul style="list-style-type: none"> - Burnout - Bullying at work - Work-related stress
5	Teamworking <ul style="list-style-type: none"> - The relevance of groups in organizational contexts - Processes in group working - The obstacles to teamwork
5	Leadership <ul style="list-style-type: none"> - Classical theories and current theories - The effectiveness of leadership styles - The dynamics between leaders and followers
5	Selection and assessment <ul style="list-style-type: none"> - Job analysis - Skills and abilities - The behavioral assessment
5	Case-study: organizational climate and organizational interventions
5	Exercises: leadership, team working, conflict management
5	Historical development and organizational context <ul style="list-style-type: none"> - Origins of work and organizational psychology - The evolution of the psychology of work and organizations - The theoretical perspectives from a historical point of view
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