UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Politiche e delle Relazioni Internazionali
ACADEMIC YEAR	2019/2020
MASTER'S DEGREE (MSC)	COMPLEX ADMINISTRATIONS AND ORGANIZATIONS SCIENCE
SUBJECT	ORGANISATIONAL CHANGE PSYCHOLOGY
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50525-processi decisionali ed organizzativi
CODE	19556
SCIENTIFIC SECTOR(S)	M-PSI/06
HEAD PROFESSOR(S)	CERESIA FRANCESCO Ricercatore Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	108
COURSE ACTIVITY (Hrs)	42
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**CERESIA FRANCESCO** Monday 12:00 15:00 Il ricevimento si svolge da remoto attraverso la piattaforma TEAMS di Ateneo. Tuttavia, nel momento in cui si registra al ricevimento attraverso il portale UNIPa, lo studente puo chiedere di effettuare il ricevimento in presenza, presso la stanza del docente sita al 2° piano del Dipartimento di Scienze Politiche e delle Relazioni Internazionali (DEMS) - Via Maqueda 324 Palermo.

DOCENTE: Prof. FRANCESCO CERESIA

PREREQUISITES	The student must have basic knowledge in the humanities and social sciences
LEARNING OUTCOMES	Knowledge and understanding Students will learn to design, implement and evaluate the effects of organizational change interventions carried out in public and private organizations. In more detail, students will be able to: 1. Know the main theories of organizational change 2. Understand the main psychological processes that underlie the activity of organizational change 3. Identify the main phases of an organizational change program 4. Understand why a program of organizational change can contribute to the development of an integrated corporate compliance model Applying knowledge and understanding Students will be able to: (a) suggest strategies to help managers evaluate the quality of their strategic HR decisions; (b) identify the most effective human resources management and development practices to support organizational change programs; (c) provide advice to managers on the most effective organizational change practices, in order to improve the learning and performance of workers at a level of individual, group and community analysis; (d) define a strategic approach to organizational change for public companies; (e) design, implement and evaluate organizational change programs. In addition, students will be invited to develop qualitative models of System Dynamics (SD) and interactive learning environments to support organizational change programs, especially considering the role of professional, organizational and national cultures in influencing the effectiveness of such programs. Making judgments Through SD-based case-study analyzes, students learn to evaluate the effectiveness and sustainability of organizational change programs. They also learn to evaluate learning and individual and organizational performance. Students learn to detect the limitations of conventional approaches (theories, techniques and tools) to support the process of organizational change, to understand the effectiveness (and the pitfalls) of the SD approach in enhancing the process of organizational change. Communication Students will be able to present and discuss relevant bibliographic sources as well as the results of their case studies analyzed in class. They will also present the results of modeling and simulation sessions to the stakeholders of the organizations and interested academics. Learning skills Students will acquire the necessary skills to independently manage their work of analysis and study.
ASSESSMENT METHODS	During the course tests will be carried out, each of which will be the evaluated out of thirty. More in details, students will have to face and solve case-studies, and this will allow to test their knowledge about the subjects of the course and their ability to: - Develop and/or apply original ideas in different application contexts, - gather and interpret relevant data, to integrate knowledge and handle complexity, - formulate judgments even with incomplete data, - solve problems in new or unfamiliar areas inserted in larger and/or interdisciplinary contexts, - develop and support reasoning. During the final exam, the teacher will proceed to record the examination for those students who have completed all course tests, giving a final vote resulting as the average votes achieved in each of the three previous tests. These students can also ask for an oral exam, whose valuation - out of thirty - will determine the final vote assigned to them. All students will have access to an oral examination, the evaluation of which will be out of thirty. The oral examination will consist of a minimum of three questions posed orally, on the whole program, with reference to the recommended teaching materials, including the case-studies analyzed during the course and that even non-attending students must address and resolve. These case-studies will be made available on the Unipa website section of teaching materials published by the teacher. This will allow to test their knowledge about the subjects of the course and their ability to: - Develop and/or apply original ideas in different application contexts, - gather and interpret relevant data, to integrate knowledge and handle complexity,

	- formulate judgments even with incomplete data, - solve problems in new or unfamiliar areas inserted in larger and/or interdisciplinary contexts, - develop and support reasoning. The teacher will assess whether the student has knowledge and understanding of the topics, has acquired autonomous capabilities of judgment / interpretation of specific cases. The pass mark will be reached when the student shows knowledge and understanding of the topics at least in general terms, and has minimal application knowledge regarding the presentation of case-studies. The student must show exposition and argumentation ability too. Below this threshold, the examination will result insufficient. The more, however, the student will be able to independently find connections among the topics of the course and will be able to go into detail on the course subjects, the more the evaluation will be positive.
EDUCATIONAL OBJECTIVES	The main contribution that the psychological dimension can give to the development and implementation of an integrated model of corporate compliance is to present the organizational changes proposed in the company's DNA, and this in order to ensure sustainability - in the medium and long term - of new corporate compliance procedures. The greatest effort is to make the company management understand that the problems with which the company is confronting (for example, the prefect's disqualification) do not represent the problem to be attacked, but only the symptom of the presence in the company of dysfunctional organizational models with respect to an integrated (cultural) corporate compliance model. The company must therefore understand that the prefect's disqualification is only one of the many ways in which this dysfunction can occur. Acting on the symptom is not only ineffective but risks being counterproductive, since it can aggravate it as well as delay the maturation of a full awareness of the importance of adopting a model of "integrated corporate compliance". Particular attention will be given to the analysis of organizational culture. Making explicit the corporate organizational culture - which by its nature is latent - allows management to reflect on it and on its ability to continue to ensure corporate success. It will therefore be the company management itself to undermine some (certainly not all) of the cultural nuclei that distinguish their own DNA, thus creating the conditions for a sustainable implementation of the organizational models proposed by the integrated compliance model. Not carrying out this step could seriously run the risk of redefining or re-engineering the organizational compliance models of the company as the operational precipitate of the need to respond to the request for a mere compliance with the rules and rules violently imposed by the external and not integrated with the corporate cultural models. The effect would be to generate a "façade" change, solely aimed at demonstrating to third parties that they had done their jobs well, and this in the hope of obtaining "promotion". In the imagination of the company management, finally obtained the promotion, everything could return to work in good part as before. The organizational models of corporate compliance would be progressively declassified as a tedious - though necessary - bureaucratic fulfillment and then debased of their cultural scope. The course therefore aims to provide students with the knowledge and understanding in the field of techniques and tools for the design, implementation and evaluation of organizational change programs. It is specified that can not be taught the use of any knowledge and intervention tools and technics reserved to the profession of psychologist, as the exercise of such tools is protected by the law establishing such professional. Both real-world applications and research will be emphasized throughout the course. A Community-Based Learning (CBL) approach will be adopted.
TEACHING METHODS	Lessons, Community-Based Learning Activities, Action Learning, Case-study, Discussion, UNIPA e-learning Platform. A part of the Course will be managed through the UNIPA e-learning platform, to which the student has to connect to view the following lessons: - Theories of organizational change (6 hr) - Analysis of organizational culture (3 hr) - The management of the resistance to organizational change (5 hr) All exercises and other Course's lessons will be managed in the classroom.
SUGGESTED BIBLIOGRAPHY	Warner W. Burke (2010). Il cambiamento organizzativo. Teoria e pratica. Franco Angeli Editore Articoli forniti dal docente - Papers provided by the professor.

SYLLABUS

Hrs	Frontal teaching
4	Compliance and Organizational Change
6	Theories of organizational change
3	Analysis of organizational culture

SYLLABUS

Hrs	Frontal teaching
6	Design of an organizational change program
2	Implementation of an organizational change program
5	The management of the resistance to organizational change
2	Evaluation of a program of organizational change

Hrs	Practice
6	Design of an organizational change program
6	Implementation of an organizational change program
2	Evaluation of a program of organizational change