UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2021/2022
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, potra' 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	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. 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. 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. 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. 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.
ASSESSMENT METHODS	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 comunicative skills. The student must answer at least three questions posed orally, and the oral examination must be performed within the first exam session. 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. 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%). 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 comunicative 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. 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.
EDUCATIONAL OBJECTIVES	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. Consistent with such purposes, the course has the following essential objectives: - 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	Ashleigh, M., Mansi, A., & Di Stefano, G. (Eds.) (2019). Psicologia del lavoro e delle organizzazioni (2nd ed.). Milano: Pearson. ISBN edizione cartacea: 9788891904874. ISBN edizione digitale: 9788891904881 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): 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. ISBN 9788846435880 Zuffo, R. G. (2013). Revisiting Taylor. L'organizzazione scientifica del lavoro: il libro che ha sconvolto un secolo. Milano: Angeli. ISBN 9788820432935 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. ISBN 9788891707581 Innocenti, L. (2013). Clima organizzativo e gestione delle risorse umane: Unire persone e performance. Milano: Angeli. ISBN 9788820455040 Schein, E. H. (2018). Cultura d'azienda e leadership. Milano: Cortina. ISBN 9788860309990

MOTIVAZIONE, VALORI, SODDISFAZIONE
MOTIVATION, VALUES, WORK SATISFACTION
Bellotto, M. (Ed.) (1997). Valori e lavoro: Dimensioni psico-sociali dello sviluppo personale. Milano: Angeli. ISBN 9788846403117
Berdicchia, D. (2013). La proattivita' al lavoro: Teorie e prassi. Santarcangelo di Romagna (RN): Maggioli Editore. ISBN 9788891601001
Latham, G. P. (2009). Motivare al lavoro: Modelli e tecniche di intervento. Milano: Angeli. ISBN 9788856805703

STRESS E RISCHI PSICOSOCIALI
STRESS AND PSYCHO-SOCIAL RISKS
Bochicchio, F. (2011). Convivere nelle organizzazioni. Milano: Cortina. ISBN 9788860304100
Castiello d'Antonio, A. (2010). Malati di lavoro: Cos'e' e come si manifesta il workaholism. Roma: Cooper/Banda Larga. ISBN 9788873941019
Fraccaroli, F., & Balducci, C. (2011). Stress e rischi psicosociali nelle organizzazioni. Bologna: Il Mulino. ISBN 9788815150714
Fulcheri, M. Lo Iacono, A., & Novara, F. (2008). Benessere psicologico e mondo del lavoro. Torino: Centro Scientifico Editore. ISBN 9788876408106
Garbarino, S. & Carrer, F. (2020). Lo stress da servizio in polizia. Milano: Angeli. ISBN 9788891799753
Ghislieri, C., & Colombo, L. (Eds.) (2014). Psicologia della conciliazione tra lavoro e famiglia. Milano: Cortina. ISBN 9788860306463
Marini, F., & Mondo, M. (Eds.) (2008). Il benessere nei contesti lavorativi e formativi. Roma: Carocci. ISBN 9788843046652
Marini, F., & Nonnis, M. (Eds.) (2006). Il mobbing. Roma: Carocci. ISBN 9788843037490

SICUREZZA E QUALITA'
SAFETY AND QUALITY
Edmonson, A. C. (2019). Organizzazioni senza paura: Creare sicurezza psicologica sul lavoro per imparare, innovare, crescere. Trad. it. Milano: Angeli. ISBN 9788835106432
Gabassi, P. G., Garzitto, M. L., & Perin, G. (2005). Psicologia e qualità. Milano: Cortina. ISBN 9788870789584
Kaneklin, C., & Scaratti, G. (Eds.) (2010). Sicurezza e organizzazione. Milano: Cortina. ISBN 9788860303462
Rizzo, A. (2020). Ergonomia cognitiva: Dalle origini al design thinking. Bologna: Il Mulino. ISBN 9788815287939
Weick, K. E., & Sutcliffe, K. M. (2010). Governare l'inatteso. Milano: Cortina. ISBN 9788860303073

CHANGE MANAGEMENT
CHANGE MANAGEMENT
Biggio, G. (2007). Il counselling organizzativo. Milano: Cortina. ISBN 9788860301376
Cascio, G., & Venza, G. (2013). L'action research nei contesti organizzativi. Milano: Angeli. ISBN 9788820455484
Kaneklin, C., Piccardo, C., & Scaratti, G. (Eds.) (2010). La ricerca-azione. Milano: Cortina (escl. capp. capp. 9, 10, 13, 14, 15). ISBN 9788860303295
Schein, E. H. (1992) Lezioni di consulenza. Milano: Cortina. ISBN 9788870782141

SELEZIONE, ORIENTAMENTO E CARRIERA LAVORATIVA
ASSESSMENT AND CAREER
Argentero, P., & Fiabane, E. (Eds.) (2016). Il rientro al lavoro. Milano: Cortina. ISBN 9788860308191
Augugliaro, P. (Ed.) (2013). Dagli assessment ai development center. Milano: Franco Angeli. ISBN 9788820411756
Borgogni, L. (Ed.) (2018). Valutazione e talent management (8° ed.) (capp. 1-5; 8; 10; 12; 13). Milano: Angeli. ISBN 9788891768186
Mariani, G. M. (2011). Valutare le prestazioni: Come gestire e migliorare la performance lavorativa. Bologna: Il Mulino. ISBN 9788815233844
Soresi, S., & Nota, L. (2020). L'orientamento e la progettazione professionale. Bologna: Il Mulino. ISBN 9788815290434
Toderi, S., & Sarchielli, G. (2013). Sviluppare la carriera lavorativa. Bologna: Il Mulino. ISBN 9788815245496

LEADERSHIP
LEADERSHIP
Chamorro-Premuzic (2019). Perché tanti uomini incompetenti diventano leader? (e come porvi rimedio). Trad. it. Milano: Egea. ISBN 9788823837553
Cuncliffe, A. L. (2014). Il management. Milano: Cortina. ISBN 9788860308764
Haslam, A.S., Reicher, S.D., & Platow, M.J. (2011). Psicologia del leader:

	Identita', influenza e potere. Bologna: Il Mulino. ISBN 9788815244239 Kets de Vries, M.F.R. (2019). Leader, giullari e impostori (2nd ed.). Milano: Cortina. ISBN 9788832851052 Altri testi a scelta potranno essere suggeriti dal docente nel corso delle lezioni. Gli studenti hanno inoltre l'opportunita' di presentare all'esame altri testi a scelta non in elenco, purche' 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.

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
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