

<b>SCUOLA</b>	Scienze Giuridiche ed Economico Sociali
<b>ANNO ACCADEMICO</b>	2014/2015
<b>CORSO DI LAUREA MAGISTRALE</b>	SCIENZE DELLE AMMINISTRAZIONI E DELLE ORGANIZZAZIONI COMPLESSE – Curriculum Public Management
<b>INSEGNAMENTO</b>	Organizational Psychology
<b>TIPO DI ATTIVITÀ</b>	Caratterizzante
<b>AMBITO DISCIPLINARE</b>	Processi decisionali ed organizzativi
<b>CODICE INSEGNAMENTO</b>	17394
<b>ARTICOLAZIONE IN MODULI</b>	NO
<b>NUMERO MODULI</b>	
<b>SETTORI SCIENTIFICO DISCIPLINARI</b>	M-PSI/06
<b>DOCENTE RESPONSABILE</b>	Francesco Ceresia Ricercatore Università di Palermo
<b>CFU</b>	9
<b>NUMERO DI ORE RISERVATE ALLO STUDIO PERSONALE</b>	162
<b>NUMERO DI ORE RISERVATE ALLE ATTIVITÀ DIDATTICHE ASSISTITE</b>	63
<b>PROPEDEUTICITÀ</b>	Nessuna
<b>ANNO DI CORSO</b>	1
<b>SEDE DI SVOLGIMENTO DELLE LEZIONI</b>	<a href="http://portale.unipa.it/dipartimenti/dems/cds/scienzedelleamministrazioniedelleorganizzazionicomplesse2163/?pagina=lezioni">http://portale.unipa.it/dipartimenti/dems/cds/scienzedelleamministrazioniedelleorganizzazionicomplesse2163/?pagina=lezioni</a>
<b>ORGANIZZAZIONE DELLA DIDATTICA</b>	Lezioni frontali, Esercitazioni in aula, Visite in campo, altro
<b>MODALITÀ DI FREQUENZA</b>	Obbligatoria
<b>METODI DI VALUTAZIONE</b>	Prova Orale, Presentazione di un progetto
<b>TIPO DI VALUTAZIONE</b>	Voto in trentesimi
<b>PERIODO DELLE LEZIONI</b>	Primo semestre
<b>CALENDARIO DELLE ATTIVITÀ DIDATTICHE</b>	<a href="http://portale.unipa.it/dipartimenti/dems/cds/scienzedelleamministrazioniedelleorganizzazionicomplesse2163/?pagina=lezioni">http://portale.unipa.it/dipartimenti/dems/cds/scienzedelleamministrazioniedelleorganizzazionicomplesse2163/?pagina=lezioni</a>
<b>ORARIO DI RICEVIMENTO DEGLI STUDENTI</b>	Lunedì dalle 10.00 alle 13.00

<p><b>RISULTATI DI APPRENDIMENTO ATTESI</b></p> <p><b>Knowledge and understanding</b></p> <p>Students learn to view public sector as a complex networks of social relationships between individuals, within groups, and between groups, and they will be able to analyze and identify individual, interpersonal, group and cultural behaviors in public organizations.</p> <p>More in details, students will be able to:</p> <ol style="list-style-type: none"> <li>1. connect the basic principles of W&amp;O Psychology to personnel and human resources management in the public sector</li> <li>2. explore ways in which individual career choices and work-life success can be improved through the benefits of W&amp;O Psychology</li> <li>3. increase understanding of psychological processes underlying the decision making</li> </ol>
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activities in a public sector

4. identify the main phases of a change management program focused both on a organizational and community level of analysis
  5. realize why a specific human resource management system adopted by a public organization can generate employees' unexpected and counterintuitive behaviors
  6. appreciate the role of public sector leaders in managing the different types of social relationships and its complex effects at the group, organizational and community levels of analysis
- While the "work" part of the course deals with human resource functions such as analyzing jobs, appraising employee performance, selecting, placing, and training employees, managing employees' work-life balance, the "organizational" one is more concerned with the psychosocial aspects of work, including employee attitudes, behavior, emotions, health, motivation, managing group processes and team design, leadership and power strategies within groups, networking and negotiation within and across groups and organizations.

### **Applying knowledge and understanding**

Students be able to: (a) suggest strategies for detecting and counterbalancing public managers' cognitive biases underlining their poor strategic decisions; (b) identify the most effective human resource management (HRM) practices for fostering change management programs in public sector; (c) advise public decision makers about the most effective HRM practices for enhancing individual, group and community learning and performance; (d) adopt an integrative framework for understanding cross-national HRM practices adopted in public organizations, describing the main factors determining such cross-national HRM practices and showing how national cultures influence HR policies at organizational and community level of analysis; (e) define a strategic HRM approach for public organizations, describing the main relationships among the HR practices within a human resource management system; (f) plan and realize a job analysis, adopting the main techniques for doing a simple or a strategic job analysis; (g) plan a goal setting practice to enhance employees' task performance; (h) define a reward system describing the role of monetary reward, participation and supportiveness, personality variables in influencing individual and organizational performance in public sector; (i) define and implement - in a basic way -the main phases of a personnel training program and the main HRM practices that can be adopted to foster the individual development in the workplace.

Besides, students develop insight SD models and Interactive learning Environments (ILEs) to enhance change management programs at organizational and community level of analysis, mainly considering the role of professional, organizational and national cultures in affecting the effectiveness of such programs.

Students finally demonstrate their ability to transfer their skills across management disciplines and public sectors and learn to approach a problem from a multi-sector and a multi-disciplinary perspective.

### **Making judgments**

Through SD based case-study analyses, students learn to assess the effectiveness and sustainability of change management programs in a public sector from a psychological perspective. They also learn to evaluate individual, organizational and community learning and performance mainly based on intangible factors.

Students learn to detect the limits of conventional approaches (theories, techniques and tools) for decision making in the public sector, understanding the effectiveness (and the pitfalls) of the SD approach in detecting public managers' cognitive biases.

### **Communication**

Students can present and discuss relevant literature sources as well as the result of their case studies in class. They also present results from modeling and simulation sessions to stakeholders in organizations and to interested academics.

### **Learning skills**

Students are enabled to acquire skills that are required for self-studies of the literature on the

subject.

**OBIETTIVI FORMATIVI**  
The course aims at providing students with knowledge and understanding in the area of Work and Organizational Psychology applied to the public sector.  
Since the public sector often deals with the basic needs and fundamental rights of the citizens, the course will be mainly focused on the analysis of: (a) the psychological determinants of decision-making and choice adopted by public decision makers to identify effective strategies and policies for ensuring that the basic needs of citizens are met; (b) the psychology of change management programs to improve group, organizational and community learning and performance in public sector.  
Students will learn the basic principles that inform the analysis and understanding of human behavior that is concerned with various aspects of people in the workplace, including employee productivity and well-being.  
From a methodological perspective, the course will show how the System Dynamics (SD) approach can highlight the cognitive biases underlining the poor strategic decisions made by public managers, focusing on their strong prior incorrect beliefs about the relationship among the key variables of the considered social system (phenomenon). Besides, the role of SD in facilitating the change management processes will be analyzed and discussed, putting on evidence the effectiveness of such methodology in fostering individual and organizational learning.  
Both real-world applications and research will be emphasized throughout the course.  
A Community-Based Learning (CBL) approach will be adopted.

HOURS	LESSON
2	Job analysis
3	Work performance
4	Personnel Selection
2	Training
1	work-life balance
3	Organizational behavior
4	Organization and health psychology
6	Dynamic decision making
3	Leadership
2	Team Building
2	Networking and Negotiation
6	Change Management
8	Organizational Dynamics in Public health and Well-being
4	Organizational Dynamics for Addiction
8	Organizational Dynamics in Health care public companies
5	Organizational Dynamics in other Public Organizations
<b>63</b>	<b>TOT</b>
<b>READING MATERIAL</b>	Teaching material provided by the professor