# . - Psychology of Socio-Organisational Cohabitation

## Prof. Caterina Gozzoli

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

One of the most urgent current challenges is that of coexistence in the various areas of life.

Cum-vivere refers to living together. Producing together, with the need to value difference but at the same time not trivialising the risks and effort that difference brings. The relationship between identity and otherness, between similarity/identification and difference/distance, is an ancient and complex question; it requires knowledge of the different theoretical perspectives and intervention methodologies that can support/relaunch a generative coexistence within society, groups and organisations, and contrast the non-generative forms that generate bad feeling. Conflict cultures play a fundamental role: generative conflict can bring exchange, innovation and creativity, while destructive conflict tends to assimilate or exclude the other. In this sense, the course aims to teach students about coexistence and conflict within a social and organisational context, and from a psychological perspective (but in constant dialogue with other disciplines), addressing the reference theories, characterising dynamics, and devices useful for developing and relaunching the bond between parties.

At the end of the course, students will be able to:

- know the main theories behind the processes of coexistence in social and organisational contexts

- know the main theories behind conflictual and cooperative cultures and dynamics.

- know the main theories and methodologies of diversity management

- know the intervention methodologies for supporting forms of generative coexistence, and contract forms of non-generative coexistence and social and organisational malaise

- develop skills that enable a critical reading of the phenomena studied and a contextualised intervention.

***COURSE CONTENT***

More specifically, the course aims to:

* Unit 1: the characteristics and challenges of today's social and organisational scenarios;
* Unit 2: The key constructs: identity, foreignness, belonging, the culture of difference, group, the object of work, conflict, collaboration;
* Unit 3: The development of the psychology of coexistence and its contribution to current challenges;
* Unit 4: Theories on coexistence processes; the different forms of social and organisational coexistence (from generative to more destructive forms),
* Unit 5: The different cultures of conflict and the dynamics that characterise them;
* Unit 6: The devices: “Diversity Management” “Conflict Mediation” “People care”.
* Unit 7: Case analyses to foster development of skills and sensitivity in recognising and managing the various processes of coexistence, development of cooperative processes, and governance of conflictual processes.

***READING LIST***

***Basic texts***

* Di Maria F. (ed.), *“Psicologia della convivenza: soggettività e socialità”,* Milan, F. Angeli, 2010. - Preface; Introduction; Ch. 1.
* Gozzoli C., *La convivenza organizzativa: la rilevanza del tema;* Narrare Gruppi, 2014
* Gozzoli C., *Tracce e Forme del convivere organizzativo;* Narrare Gruppi, 2014
* Kets De Vries Manfred F.R., *L’organizzazione nevrotica. Una diagnosi in profondità dei disturbi e delle patologie del comportamento organizzativo.* Raffaello Cortina Editore, 1992 and subsequent editions.

***Own choice section***

An essay (only for those students attending lectures), or 1 volume or 2 articles chosen from the following

*Volumes*

* Kets De Vries Manfred F.R., *L’organizzazione irrazionale. La dimensione nascosta dei comportamenti irrazionali.* Raffaello Cortina Editore, 2001.
* Fineman S., *Le emozioni nell’organizzazione: Il potere delle passioni nei contesti organizzativi,* Raffaello Cortina editore, 2014 and sub.
* Remotti F., *Somiglianze. Una via per la Convivenza,* Edizioni Laterza, 2019.
* Sennet R., *Insieme. rituali,* *piaceri, politiche della collaborazione*, 2016.
* Francoise , Jullien , *L’identità culturale non esiste,*Einaudi , 2018

*Articles*

* Giebels, E., & Janssen, O. (2005). Conflict stress and reduced well-being at work: the buffering effect of third-party help. European Journal of Work and Organizational Psychology, 14 (2), 137-155.
* Gozzoli C., D'Angelo C., & Nicoletti R., (2013). Formazione e resistenze al cambiamento. Il lavoro con un gruppo di ispettori penitenziari. Narrare i Gruppi, year 8, vol. 1, pp. 39-61.
* Gozzoli, C., Gazzaroli, D., & D'Angelo, C. (2018). Who cares for those who take care? Risks and resources of work in care homes. Frontiers in Psychology. doi: 10.3389/fpsyg.2018.00314
* Guerra, J., Martinez, I., & Medina, L. (2005). A contingency perspective on the study of the consequences of conflict types: the role of organizational culture. European Journal of Work and Organizational Psychology, 14 (2), 157-176.
* Ackermann, A. (2003). The idea and practice of conflict prevention. Journal of Peace Research, 40 (3), 339-347.
* Prins, S. (2006). The psychodynamic perspective in organizational research: making sense of the dynamics of direction setting in emergent collaborative processes. Journal of Occupation and Organizational Psychology, 79, 335-355.
* Arnold K.A., Turner, N., Barling J., Kelloway, E.K., & McKee, M.C. (2007). Transformational Leadership and Psychological Well-Being: The Mediating Role of Meaningful Work. Journal of Occupational Health Psychology, 12 (3), 193–203.
* Gündemir S., Martin, A.E., & Homan, A.C. (2019). Understanding Diversity Ideologies From the Target’s Perspective: A Review and Future Directions. Frontiers in Psychology, 10 (282). doi: 10.3389/fpsyg.2019.00282
* Roberson, Q.M. (2019). Diversity in the Workplace: A Review, Synthesis, and Future Research Agenda. Annual Review of Organizational Psychology and Organizational Behavior, 6 (21), 69-88.
* Scaratti G., Gozzoli C., Riconoscere e gestire il conflitto organizzativo, in Argentero, Cortese, Piccardo, (eds), Manuale di psicologia del lavoro e delle organizzazioni, Cortina, 2009 and sub.

*As an alternative to the text or the 2 articles of choice, students may draft an essay in agreement with the lecturers.*

***TEACHING METHOD***

A path is proposed along which students may reflect on and experiment with the processes characterising coexistence and socio-organisational conflict.

To this end, the course will incorporate theoretical lectures, practical tutorials, a possible selection of film screenings, and meetings with key figures.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam. The exam material will cover the basic texts, the texts of choice, and the lecture materials. For students who follow the course in a thorough and continuous manner, it is possible to arrange a project with the lecturer instead of the text of choice. The oral exam will be structured as an individual interview aimed at assessing the knowledge acquired during the course and from the textbooks, but also students' critical and reasoning skills in applying this knowledge to the psychologist's clinical-social interventions.

The assessment criteria will take into account the following aspects:

– Knowledge of theoretical conceptual paradigms (50%).

– Critical analysis of the theories and ability to debate the different topics covered in the course, with contents taken from the entire course of study (30%).

– The transmission and application of the conceptual frameworks within the context of the psychologist's work in organisations (20%).

***NOTES AND PREREQUISITES***

Students must possess a basic knowledge of social and community psychology as well as work and organisational psychology and dynamic psychology as prerequisites to the course.

*Time and place of students' reception*

Prof. Caterina Gozzoli receives the Monday after the lesson upon request by email ([caterina.gozzoli@unicatt.it](mailto:caterina.gozzoli@unicatt.it))