| 1. | Record Nr. | UNINA9910597897203321 |
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| | Titolo | Trouble at work / / Ralph Fevre ... [et al.] |
| | Pubbl/distr/stampa | London, : Bloomsbury Academic, 2012 |
| | ISBN | 1-280-69916-7 |
| | | 9786613676139 |
| | | 1-84966-465-X |
| | Descrizione fisica | 1 online resource (273 p.) |
| | Altri autori (Persone) | FevreRalph <1955-> |
| | Disciplina | 658.3145 23 |
| | Soggetti | Employee rights |
| | | Bullying in the workplace |
| | | Labor laws and legislation |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
| | Note generali | Description based upon print version of record. |
| | Nota di bibliografia | Includes bibliographical references and index. |
| | Nota di contenuto | Cover; Contents; List of Tables and Figures; Part One; 1 A Bad Day at the Office; Research on workplace bullying; Enter sociology; Enter criminology; Workplace bullying, violence and minorities; Final remarks; Part Two; 2 Fairness and Rationality at Work; What kind of employees experienced more unreasonable treatment?; Which jobs were more prone to unreasonable treatment?; Which workplace and organisations were more prone to unreasonable treatment?; The troubled minority; Conclusions; 3 Civility and Respect at Work; What kind of employees experienced more incivility and disrespect? |
| | | Which jobs were more prone to incivility and disrespect?Which workplaces and organisations were more prone to incivility and disrespect?; The troubled minority; Conclusions; 4 Violence and Injury at Work; What kind of employees experienced workplace violence and injury?; Which jobs were more prone to violence and injury?; What kinds of workplaces and organisations were more prone to workplace violence?; The troubled minority; Conclusions; Part Three; 5 The Briar Patch; Britscope's formal approach to trouble at work; Ill-treatment; Unreasonable treatment; Incivility and disrespect |
| | | Violence and injuryFactors influencing ill-treatment; Poor management; Discrimination; Workplace reform and modernisation; The |

| Sommario/riassunto | Trouble in the workplace - whether it is bullying, harassment or stress - is always in the headlines. Yet, in many discussions, the research and statistics that are cited prove unreliable.  This book summarizes the largest specialist research programme on ill-treatment in the workplace so far undertaken. It provides a powerful antidote to half-truths and misinformation and offers a new way of conceptualizing trouble at work, moving the discussion away from individualized explanations - and talk of "bullies" and "victims" - towards the workplace characteristics that cause trouble at work. T |

| 2. | Record Nr. | UNINA9911011659503321 |
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| | Autore | Rodríguez Cintia |
| | Titolo | The Social Life of Objects in Early Development : New Perspectives on the Pragmatics of the Object / / edited by Cintia Rodríguez, Pedro Palacios, Iván Moreno-Llanos, Irene Guevara |
| | Pubbl/distr/stampa | Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025 |
| | ISBN | 3-031-87673-3 |
| | Edizione | [1st ed. 2025.] |
| | Descrizione fisica | 1 online resource (487 pages) |
| | Collana | Social Interaction in Learning and Development, , 2662-5520 |
| | Altri autori (Persone) | PalaciosPedro Moreno-LlanosIván GuevaraIrene |
| | Disciplina | 370.15 |
| | Soggetti | Educational psychology Developmental psychology Semiotics Early childhood education Educational Psychology Developmental Psychology Early Childhood Education |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
| | Nota di contenuto | Introduction On the social life of objects in early development -- PartI: Historical, Theoretical, and Methodological Roots of the Pragmatics of the Object -- Pragmatics of the Object: Roots in the Geneva School -- The uses of objects and their social construction in early childhood -- Methodological approach to the study of early development from the Pragmatics of the Object -- Part II. Types of Uses of Objects and Gestures. A Semiotic and Social Development -- The pragmatics of music: Rhythmic-sound uses in early development at home, in the hospital, and in the early years school -- Development of the first symbols in triadic communicative contexts -- Early Development of the number: Semiotic and social construction -- Gesture development in the early years school: The role of early interactions -- PartIII. Executive Functions and Their Development in Everyday Situations. Toward a paradigm shift -- Executive Functions and material objects. What is the |

role of materiality in early Executive Functions research? -- Is a paradigm shift necessary today in the approach to Executive Functions -- Action and communication in the origin of Executive Functions: A pragmatic perspective -- Early childhood schools in Brasília: I show you, and you observe. Executive Functions, educational situations, and object Use -- PartIV. Psychoeducational intervention in everyday situations in the context of Autism -- Construction of shared meanings from Object Pragmatics. Psychoeducational experiences in the field of autism.

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| Sommario/riassunto | This book fills a gap in early developmental psychology by providing a critical reconsideration of the status of artifact objects as protagonists of children's actions and communication. The main thesis explored in the book is that objects are part of the material culture; they have public functions and social meanings that are transmitted by the members of the community. Their meanings are not "naturally" given, and children are not born knowing what to do with objects. All chapters analyze and illustrate communication with parents, or with teachers and peers in the early-years school. The book also explores the status of action and uses of materiality in communicative situations with children on the autism spectrum. The book shows objects coming alive in action and in communication, shaping the social foundations and early development of the human psyche. The book is intended for use by scholars and researchers in developmental psychology, teachers in early childhood education (mainly 0-3 years), undergraduate and postgraduate students in the fields of psychology and education, and sociocultural psychologists interested in early development. |