



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### **Teorie e Modelli della Consulenza Pedag.**

2021-2-F5701R011

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#### **Course title**

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#### **Topics and course structure**

The transformations in the contemporary working environment, characterized by increasing instability, uncertainty and complexity, require a continuous review of knowledge and skills and require professionals to face new challenges that require new and updated categories of analysis. Today, in the face of demands for effectiveness, updated skills and increasingly better performance in every professional field, the time it takes for an organization to train risks contracting more and more, and we know that when professional action is not driven by thoughtful thinking, it loses the value of desiring and planning investment that makes the experience of work an element of self-recognition and self-fulfilment for individuals, and creativity and design innovation for the whole organization. Faced with a constellation of issues that are as different as each organization is a different cultural system, pedagogical consulting aims to promote processes of change: its aim is to transform, to produce an evolution, to modify the look on a situation in order to produce new paths of research and intervention useful to solve a problem or a state of malaise, bringing it to the surface and naming it. It is precisely in this junction that the group takes on all its transformative scope. If it is true that the ability to work in a team is indispensable, wherever one works, the more complex it is to understand the articulated nature of a working group and its different levels of functioning. The course will focus on the multifaceted nature of the group object. The group will be considered as one of the main fires available to the consultant to activate change processes. The group will be deepened as a theoretical object but also and above all as a learning, training subject, involved in active research paths within a consulting process. The group is a learning device and not only as it is a widespread habit to believe an organizational container in which each individual deposits his or her knowledge by negotiating it with the other members. Above all, the group is a unitary, vital and dynamic organism, a unique mind, a reticular system of thoughts and emotions that can be oriented towards a creative and unprecedented solution of one's work task. This knowledge about the group as a trans-disciplinary object will approach a didactic device that leverages on learning how to inhabit a

group, in order to know its dynamics from the inside A knowledge of such complexity is built through a pedagogical device of a theoretical experiential type in which the group assumes the role of active protagonist, starting from specific and targeted stimuli (case analysis, co-construction of autocauses, etc.) is stimulated to train one's ability to elaborate contents, to negotiate one's own cultural assumptions, to pool one's own internalized training models and one's own affections that develop through complex movements of resonance and mutual identification. The professional figure of the consultant who is interrogated is a figure capable of operating a garrison and maintenance of the emotional life of the groups, operating a reading" in depth of the dominant climates and atmospheres of the groups and being able to name, building a shared sense, submerged conflicts, tacit discomforts that if they do not appear in the manifest level, but sclerotize into submerged resistances that can hinder the progress of the group and the organization.

In this direction it becomes fundamental to work on transversal competences such as reading and analysis of the demand for help. ....

## Objectives

Goals .....

1. Development of skills to read the needs and requests for advice in organizations,
2. Development of an approach to group management and understanding of its dynamics,
3. Reflective experiences of group work
4. Development of meta-cognitive skills and self-awareness of one's own cultural preconceptions,
5. Development of consulting skills such as listening and self-listening.
6. Expected learning outcomes (disciplinary and transversal) consistent with the cultural, scientific and professional profiles identified by the CdS":
7. At the end of the course students will have to be able to understand the theories underlying the consultancy models, to know how to apply the consultancy techniques (coaching, etc...) and, more generally, they will have to show that they know how to activate processes of building positive training relationships and support the development of personnel in organizations as required by the professional profiles at the end of the Degree Course; moreover, they will have to show that they have transversal skills of communication, dialogue, relationship, reading of explicit and implicit individual and group questions, which are indispensable for those who are called upon to manage and develop human resources to operate in dynamic and inter-functional contexts.

## Methodologies

In the Covid-19 period the lessons will take place completely from a distance with an alternation of asynchronous lessons and synchronous videoconferencing events.

Methodologies will include: face-to-face lectures, large group discussions, exercises on professional cases in

groups

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## Online and offline teaching materials

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## Programme and references for attending students

- E. Schein (1999), *Process Consultation: Building the Helping Relationship*. Prentice Hall.
- S. Ulivieri Stiozzi (2013), *Il counseling formativo, Milano: FrancoAngeli*.
- C. Kaneklin (2010), *Il gruppo in teoria e in pratica. L'intersoggettività come forza produttiva*. Milano: Cortina.

## Programme and references for non-attending students

E. Schein (1999), *Process Consultation: Building the Helping Relationship*. Prentice Hall.  
S. Ulivieri Stiozzi (2013), *Il counseling formativo, Milano: FrancoAngeli*.  
C. Kaneklin (2010), *Il gruppo in teoria e in pratica. L'intersoggettività come forza produttiva*. Milano: Cortina.

## Assessment methods

In the Covid-19 emergency period, oral exams will be telematics only. They will be conducted using the WebEx platform and the e-learning page of the teaching will contain a public link to access the exam for possible virtual viewers.

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Specifically, two dimensions will be evaluated:

### Knowledge and understanding

The knowledge of the pedagogical models of counselling will be ascertained through an oral interview aimed at verifying, with appropriate questions, the level and extent of understanding of the fundamental concepts and cores of meaning.

The ability to critically elaborate the proposed knowledge, both in relation to the individual text and with a view to dialogue and comparison between authors and models, will also be ascertained.

For the students attending the classroom material downloadable on the platform is a specific object of verification, with particular reference to the formative and self-training dimensions produced by the classroom experience.

### **Ability to decline knowledge into competence**

In relation to the models of pedagogical counselling, it will be ascertained the ability to translate theoretical knowledge into reading skills of the counselling questions that are developed within the services and professional groups, knowing how to articulate them with reference to concrete experiences.

The ability to plan consulting actions and the methodological skills related to teamwork will be verified.

The ability to manage effective communication with particular reference to group contexts will be verified.

The skills of self-reflection on one's own role positioning within a work context and a professional group will be evaluated.

The ability to learn to learn will be assessed with particular reference to Problem Soling and critical connection between the proposed knowledge, as well as the translation of knowledge in multiple professional contexts.

### **Office hours**

In the first half of the year the reception will take place in telematic form by appointment on Thursdays at 12.00 noon. During the second half of the year the time and day may change.

### **Programme validity**

The programs are valid for two academic years.

### **Course tutors and assistants**

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