



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Theories and Models of Educational Consultancy

2122-2-F5701R011

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#### Course title

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#### Topics and course structure

We live in a time characterised by a functionalism of technique that rewards dimensions that refer to processes of evaluation and standardisation of training processes that impact on the learning processes of individual professionals in groups and organisations. The transformations in the contemporary working environment, characterised by increasing instability, uncertainty and complexity, require a continuous revision of knowledge and competences and force professionals to face new challenges, which require new and updated categories of analysis. Today, in the face of demands for effectiveness, up-to-date skills and ever-improving performance in every professional field, the time an organisation spends on training and reflecting on its internal processes is in danger of shrinking more and more.

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1. reading and analysing the demand for help;
2. Active listening;
3. In-depth observation of group phenomena;
4. Self-observation;
5. The ability to reflect and negotiate one's own points of view within working groups;
6. The processes of building trust, mirroring and empathic movement;
7. The ambivalences that characterise the affective movements of groups.

The processes of feedback and recognition of resistance in the helping relationship, which are always active processes within a working group that requires consultancy intervention. It is significant, at a training level, to work to develop skills in students that will allow them in their future professional role to creatively combine elements belonging to the technical area and hard elements with elements belonging to the emotional area and soft elements of organisational life to understand the points of interconnection and move them in a creative and generative direction for the organisation itself.

## 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

**Teaching activities in the 2021-2022 academic year will be conducted in presence. Should there be any changes due to the evolution of the sanitary situation, further indications and updates will be provided in September..**

Methodologies will include:

1. **face-to-face lectures,**
  2. **large group discussions,**
  3. **exercises on professional cases in groups**
  4. \_\_\_\_\_
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## Online and offline teaching materials

All teaching materials, such as slides, articles and working outlines, will be provided during the lessons and uploaded to the on-line platform.

## 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

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As established by the latest Rectoral Decree on didactics, the exams of the winter session 2021/2022 will be held online. The links to WEBEX will be published before each exam on the Course presentation page.

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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 the material 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 academic year 2021/2022 the reception will take place by appointment, writing an email at the address:

**stefania.ulivieri@unimib.it**

### **Programme validity**

The programs are valid for two academic years.

### **Course tutors and assistants**

dott. Paolo Magatti.

**pmagatti@yahoo.com**

