UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Theories and Models of Educational Consultancy

2122-2-F5701R011

Course title

Pedagogical consultancy as a process of developing a self-reflective organisation

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. Faced with a constellation of problems that are as different as each organisation is a different cultural system, the aim of pedagogical consultancy is to promote processes of reflexivity aimed at change: its purpose is to transform, to produce an evolution, to change the view of a situation in order to produce new avenues of research and intervention useful in solving a problem or a state of malaise by bringing it to the surface and naming it. This process is developed through processes of dialogue and transformative reflexivity that compare the cultures of individual professionals with those of the organisation as a complex system. The ability to read problems in a multi-layered way through a propensity for active and conscious reflexivity allows the problem posed to the counsellor to be read in its multiple determinants and levels, leading to more evolved readings of the problem presented. If it is true that the ability to work in a team is indispensable, wherever one works, it is more complex to understand the articulated nature of a working group and its different levels of functioning, even in the face of an individualistic culture that today seems to be rewarding. The transformative power of a group is a central element in initiating change processes in an organization: when collaboration and cooperation enable divergent positions to be negotiated and constructive conflict processes to mature, the organization's knowledge grows and is

amplified. In a group, individuals can exchange knowledge, skills and resources, and the comparison of different working styles can generate more advanced responses. A functioning group is a multiplier in both quantitative and qualitative terms of the thoughts and dynamics that develop within it. Solutions to a problem will certainly be more far-sighted, richer in perspective and elaborated if it is a group rather than an individual alone that elaborates them. The course will focus on the theoretical and experiential nature of the group construct.The group will be examined as one of the main focuses available to the counsellor to activate change processes. The group will be explored as a theoretical object but also and above all as a subject of learning, of training, involved in active research paths within a counselling process. This knowledge of the group as a trans-disciplinary object will be approached with a didactic device that relies on learning to live in a group, to know its dynamics from the inside. Such a complex knowledge is built through a pedagogical device of theoretical and experiential type in which the group assumes the role of active protagonist that, starting from specific and targeted stimuli (analysis of cases, co-construction of self-cases etc.) is stimulated to train its own capacity of elaboration of contents, negotiation of its own cultural assumptions, sharing of its own internalized training models and its own affects that develop through complex movements of resonance and mutual identification. The professional figure of the counsellor who is questioned is a figure who is able to operate a garrison and a maintenance of the relationship between thought and emotions in 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 uneasinesses that if they do not appear in the manifest level, could sclerotize in 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

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 counsultancy 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

GoalsThe aim of this teaching with a participatory lecturing frequency is to promote the following learning in terms of understanding of the main counselling models and their epistemological references,

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. **work on scientific articles that can be downloaded online**

The frontal lessons allow to get into the heart of the theoretical and methodological approaches to counselling; large group discussions are aimed at elaborating theoretical concepts, developing an active and participatory relationship with knowledge and putting oneself at stake to implement skills of observation, listening, self-listening and reading of group dynamics; the analysis of professional cases contributes to the development of metacognitive skills and self-awareness of one's own cultural preconceptions. In fact, the cases are, through the reticular process established by the group's thought, subjected to a multifocal analysis that allows to see the different implications, the possible exports to other contexts (generalizations) and the feedback on the level of transformation of their cultural assumptions.The analysis of scientific articles allows for the comparison of different approaches to the course topics from a multicultural perspective (articles in English will also be examined).

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

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

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.

Oral exam in which the student will be asked to critically elaborate the proposed theories and to know how to interpret them in a consultative capacity to read the processes of an organization.

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

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