UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Fundamentals of Training Design

2223-1-F5701R042

Course title

Future capability: creative design in the workplace

Topics and course structure

In a sports relay race, it is not the team with the strongest and most skilful players that wins, but the team with the best synchrony and group synchrony. The strength of a team is not determined by the sum of perfect and homogeneous space-time segments, but depends on the energy that is released in the collaboration between individual runners, each with his or her own abilities. Collaboration is a creative activity that makes use of the weak and the strong, because it does not forget the meaning and purpose of one's actions.

Every social and collective activity works like a relay race. Thus in the management of a company, a non-profit enterprise or a public administration, it is the ability to collaborate that can make the difference between a winning system and a narrow-gauge one.

Life in the world of work, however, rarely resembles that of sporting competition.

Stand still. Do not progress. Never changing jobs. Don't learn anything new. If there is an alienating dimension to the working condition, it is that of immobility and the absence of perspectives, whether for the young precarious worker counting the days until the end of his contract, for the woman on maternity leave who looks forward to her return to the company, or for the senior employee who has by now learned everything that can be learned in his or her professional field. The examples could be endless, both individually and collectively. This is why tools and skills are needed to transform immobility into the design of training courses that work on the personal, interpersonal, organisational and cultural dimensions.

The course is structured around the themes of training design. Designing is by definition an action directed towards the future. In various disciplinary fields, one plans something that is not yet there and that one hopes will be there

tomorrow. The design dimension is a fundamental creative act on several levels: (1) *personal and individual* level, analysed through the constructs of capability, talent and experience; (2) *organisational and corporate* level, investigated through the constructs of creativity, collaboration and innovation; (3) *social and civil* level, investigated through the constructs of social responsibility, sustainable development and civil economy, which go beyond the strictly professional dimension but are intimately connected to it.

The course adopts an *interdisciplinary* approach, crossing elements of Adult Education, Civil Economy and theories of sociality and work. In order to understand the challenges of today's world, it is necessary, according to Edgar Morin's approach, to adopt multiple lenses of observation that allow us to perceive "what is held together", that is, in the original sense of the term, the complex. The course also adopts an *intersectional* approach to the issue of capabilities and diversity in work contexts, in the belief that gender equality, inclusion and integration are dimensions that refer to each other within organisations that are more or less human-centred. Professional and organisational life stories will be the focus of reflection.

The course is structured around these themes:

- *People, are they resources?* For a human-sized lexicon
- *No CV is a blank sheet of paper*: discovering and enhancing hidden capacities
- *Collaboration*: relational assets, creativity and horizontal leadership
- *Creativity at work*: inclusion, integration and gender equality as horizons of meaning
- *Public happiness*: common goods, citizenship and sustainable development.

Objectives

The course aims to explore the themes of training design as a fundamental dimension of work, at the individual, organisational and social and civil horizon levels. Themes addressed are the discovery and enhancement of workers' skills, the pursuit of paths of inclusion, integration and gender equality in organisational contexts, the development of collaborative skills and the pursuit of values that go beyond market objectives and promote citizenship and culture.

In line with the professional profile that the Degree Course in Training and Development of Human Resources intends to build, the course proposes the development of tools and skills capable of fostering the design of training paths that work on the personal, organisational, cultural and civic dimensions.

The course objectives are therefore aimed at promoting in students

- ability to design pathways for discovering and enhancing the abilities of individuals
- ability to enhance non-traditional training experiences throughout the life cycle
- ability to design collaboration paths between different actors within organisations
- knowledge of regulations in the field of promoting inclusion, integration and gender equality in the workplace.

The course aims to promote the following competences

- development of a pedagogical vocabulary valuing people at work
- knowledge of the main theoretical orientations in the field of training design
- ability to research and work in groups around issues of training design
- ability to link theoretical guidelines to practical interventions, in relation to the case studies analysed

The course also aims to promote the following transversal skills

- individual and group research skills

- listening and classroom discussion skills
- development of critical and creative thinking.

Methodologies

The course adopts an *active teaching methodology*, with moments of theoretical explanation, examples taken from the world of work and organisations, analysis of research conducted in national and international contexts, discussions and classroom exercises.

The use of *online platforms and digital teaching tools*, used during the forced period of distance learning, will facilitate the involvement of each student also in the classroom context.

Speeches will be given by *witnesses and experts* such as managers of employment centres and in human resources management, researchers and authors of books on the topics of the course, workers with significant experience in the topics addressed during the course.

The attending students, organised in *research groups*, will be able to make an active contribution to the course by presenting case studies, interviews with privileged witnesses, organising meetings with experts and authors of books, in-depth analysis of data and statistics, and press reviews on labour and training issues, with a view to the collective construction of knowledge.

Online and offline teaching materials

Links (organisation websites, video lectures and documentaries)

Collection of texts analysed during the course.

Programme and references for attending students

Course notes

Key texts:
Rossi B., *Educare alla creatività. Formazione, innovazione e lavoro*, Laterza 2009 (disponibile anche in ebook) (chapters 1, 2, 3)
Granata A., *Da piccolo ero un genio. Sette capacità da non perdere diventando adulti*, Gribaudo 2022
Gino F., *Talento ribelle. Perchè infrangere le regole paga (nel lavoro e nella vita)*, Egea 2019 (chapters from 1 to 7)

Attending students may carry out group research work, to be presented in the classroom, by prior agreement with the lecturer at the beginning of the course. The evaluation of the group work will contribute to the final assessment.

Alternatively, they can bring one of the following **choice texts**:

Bateman V., *La ricchezza invisibile delle nazioni. Il ruolo nascosto delle donne nella crescita dell'Occidente*, Luiss 2021
Curto N., *Trasformare i servizi socio-educativi. Dall'assistenza ai diritti*, Carocci 2022
Gallino L., *L'impresa responsabile. Un'intervista su Adriano Olivetti*, Einaudi 2001

Granata A., Granata E., *Teen Immigration. La grande migrazione dei ragazzini*, Vita e Pensiero 2019
Linhart D., *La commedia umana del lavoro. Dal taylorismo al management neoliberale*, Mimesis 2021
Marchisio M.C., *Percorsi di vita e disabilità. Strumenti di coprogettazione*, Carocci 2019
Minello A., *Non è un paese per madri*, Laterza 2022

Programme and references for non-attending students

Key texts:
Rossi B., *Educare alla creatività. Formazione, innovazione e lavoro*, Laterza 2009 (disponibile anche in ebook)
Granata A., *Da piccolo ero un genio. Sette capacità da non perdere diventando adulti*, Gribaudo 2022
Gino F., *Talento ribelle. Perchè infrangere le regole paga (nel lavoro e nella vita)*, Egea 2019

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Bateman V., *La ricchezza invisibile delle nazioni. Il ruolo nascosto delle donne nella crescita dell'Occidente*, Luiss 2021
Curto N., *Trasformare i servizi socio-educativi. Dall'assistenza ai diritti*, Carocci 2022
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Assessment methods

The examination takes place in oral form.

The test will be oriented towards ascertaining the content covered during the course (constructs, theories and models) and found in the reference bibliography, the use of appropriate vocabulary based on the keywords proposed during the course and in the reference bibliography, and the ability to connect theoretical reflections and practical examples.

Critical and reflective thinking skills relating to the course topics will also be assessed, as will the ability to make creative connections with other content and personal and/or professional experiences.

Office hours

Received by appointment, by e-mail: anna.granata@unimib.it

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

Valerio Ferrero (assistant)

Chiara Galbersanini (tutor)

Sustainable Development Goals

GENDER EQUALITY | DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES