UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Fundamentals of Training Design

2425-1-F5701R042

Course title

Design training in organizations: theories, models, methods and problems

Topics and course structure

As the eclectic artist and designer Bruno Munari stated, "designing is easy when you know how to do it". The design action, as indicated by the very etymology of the word, is an action that looks to the future, an anticipation of the possibility (Bertin), a tension towards a not-yet, an opportunity to transform reality, an activity in which to recognize the co-presence of elements creative and method elements. All the training interventions that are promoted in organizations start from a planning action, that is, they must "have very specific objectives of real and material modification of the starting conditions which must be declared in the clearest and most controllable way possible" (Massa) . The planning phase therefore represents an essential element of the training work and an obligatory step to give the learning and change interventions rationality, internal coherence and alignment with the objectives (individual and organisational) that are intended to be pursued. The course will start from a comparison between different design approaches and from the sharing of the fundamental steps of a design action: from the analysis of the needs up to the evaluation phase of the effects of the training intervention.
However, by observing the planning more closely, it will be possible to notice how a series of elements often unsaid and therefore taken for granted can be identified within this action: in fact, when a training intervention is designed, a representation of what is implicitly implied that learning is as well as the strategies through which to promote it; precise pedagogical models inherited from one's experience as students; a prefiguration of the subject in training or the adult at work, of what he is and what he could be; an idea of a "desired future" towards which to tend precisely through the mediation of the design action. The second part of the course will therefore aim to investigate which implicit representations guide the action of those involved in training by exploring and problematizing those concepts that are increasingly used in organizational contexts and in training rhetoric when planning and promoting change actions but to which space for reflection and real understanding is not always dedicated, such as, for example, the concept of talent, that of competence, that of human capital, that of the future.
In the last part of the course we will analyze the design of training actions, deepening, through exercises, some

operational steps of the design activity also thanks to the contribution of professionals from the world of organizations, through project work and individual and small group work.

Objectives

Given the centrality and growing strategic importance recognized to training in the organizational field, the course intends to allow students and future professionals in the HR field to build a solid ability to read, analyze and promote training interventions. By deepening the concept of training design, students will be able to acquire a lexicon and theoretical models through which to say, think and promote an action of change through training, recognize the key steps of a training project and evaluate its coherence and stability , identify the models implicitly contained in the training projects, identify tools and methodologies with which to promote a training intervention and recognize its impacts. An in-depth and problematic knowledge of the basic elements of training desing therefore becomes an indispensable prerequisite for promoting and supporting effective training action in line with organizational objectives.
More specifically, the course aims to promote in and with students:

- Knowledge of the main theories and approaches on training planning
- Critical and problematic knowledge of the lexicon with which training projects are said and proposed in contemporary organizations
- Knowledge of the main phases of training design
- Ability to design training courses in organizations
- Ability to link theoretical themes to practical interventions
- Ability to research and work in groups around the themes of training planning
- Critical and creative thinking skills

Methodologies

The course will provide for the presence of frontal lessons which will alternate active teaching methodologies (role play, exercises, simulations, designs, case analyses) in order to allow students to gain experience of the topics covered, thus profitably integrating the promotion of knowledge to the development of skills.
During the course there will also be the presence of testimonials from experts and training professionals aimed at showing how the concepts and theories proposed in the classroom can be transformed into concrete training projects.

Online and offline teaching materials

The slides used during the lessons, as well as any supplementary materials (e.g. videos, articles, teaching notes and so on) are made available through the e-learning platform on the course page.
Non-attending students are also advised to register on the e-learning course page in order to obtain useful information for taking the exam.

Programme and references

Bibliografia di esame:

- Dispensa di contributi a cura del docente
- Chicchi F. e Simone A. (2017), La società della prestazione, Ediesse, Roma
- Tolomelli A. (2015), Homo Eligens. L'empowerment come paradigma della formazione, Edizioni Junior, Parma.

Assessment methods

The exam takes place in oral form through an interview on the topics covered in class and on in-depth topics not covered in class and present in the exam texts.
The test will be aimed at ascertaining

- the contents covered during the course (constructs, theories and models) and present in the reference bibliography,
- the use of an adequate vocabulary based on the key words proposed during the course and in the reference bibliography,
- the ability to connect theoretical reflections and practical action through the presentation of problematic situations.
  The critical and reflective thinking skills inherent in the topics of the course and the ability to build creative connections with other contents and personal and/or professional experiences will also be evaluated.

Office hours

Programme validity

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION