UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Analisi e Intervento nei Contesti Organizzativi

2627-2-E2006P019

Learning area

2: Psychosocial aspects underlying communication.

Learning objectives

The course aims to develop competencies about the management of professional learning path starting from the context analysis to define the organizational needs, design of the course based on some soft-skills/organizational behaviours (i.e. leadership, teamwork, storytelling ecc.), execute some training activities and how to assess a learning path.
The course will enable participants to use and choose tools and methods that fit more.

Specifically the learning goals are about the acquisition of knowledge and awareness of the key concepts about the organizational learning. In addition the course provides skills and competencies about the designing and executing phases.

Knowledge and understanding

- Provide theoretical elements of orientation and familiarization with training processes.
- Reflect and be aware of the possible learning models of adults inserted in organizational contexts to understand and intervene in the relationships between the individual and the organization.
- Facilitate the reading and understanding of the training dynamics in work contexts and of the socio-psychological variables solicited within a training course.
- Understand the function of training in the organization.
- Study the main training tools available to a classroom trainer.

Applying knowledge and understanding

- Train the ability to read and understand group dynamics.
- Train the use of training tools available to a classroom trainer.
- Enhance the organizational analysis skills aimed at defining the problem and the consequent planning of training interventions.
- Develop skills in planning a training intervention based on the experience carried out in the laboratory and through the construction of a "real project" of training intervention.

Autonomy of judgment

- Develop critical thinking in organizational analysis and evaluation of application scenarios by questioning one's own ways of reading a given situation, group discussions and exercises.

Communication skills

- Train own ability to communicate information, ideas, problems and solutions in a clear and conscious way with the team.
- Present a project work in plenary through a business simulation.
- Develop active and empathetic listening, based on understanding and questioning one's own points of view.

Learning ability

- Know the learning styles of adults working in organizational contexts.
- Recognize one's own learning style in order to develop a meta-capacity for self-learning, strengthened by greater critical awareness and a renewed theoretical-conceptual and methodological sensitivity.

Contents

A fundamental task of professionals working in the Human Resources sector is to contribute to the growth of people and organizations. Among the various resources available to intervene in organizational contexts, Training is certainly positioned. In fact, if well addressed, training can be an important lever for organizational development and change.

For this purpose, for the HR professional, whatever his area of expertise, it is essential to know how adults learn in organizational contexts. Consequently, a solid foundation on how to design and implement effective personnel training interventions becomes a key competence for analyzing and intervening in organizations. This requires knowing the learning dynamics of individuals and groups and the decision-making junctions of the training process in all its phases: from the exploration of the context to the design of simple or complex training courses, from the implementation of activities to the evaluation of the entire process.

Main contents:

- The exploration of the organizational challenge: areas of intervention in the HR area, the training process, analysis of the organizational climate, technical questions of concern, analysis of the organizational problem.
- The planning of a training intervention: macro and micro-planning, defining the training objectives, identifying the target and contents of the intervention.
- The implementation of the training route: choosing and using training methods and tools, conducting work groups, engaging the audience, providing and receiving feedback.
- The evaluation of the training process: possible evaluation models, evaluation process and tools.
- Feedback and actions for organizational development: learning styles, organizational intervention modalities.

Detailed program

The laboratory will be divided into 5 chapters, each dedicated to a specific phase of the training process:

- Looks, whispers and movements: the exploration of the organizational context
- Tools, methods and metaphors: the design of a training intervention to train organizational behaviors
- The moment of truth: the realization of the learning path
- Re-giving meaning and meaning to organizational life: the evaluation of the training process
- Learning outside the classroom: feedback and actions for organizational development
  As a final test of completion of the laboratory, the realization of a project work in groups is foreseen in which the participants will actually plan a training intervention, combined with an individual report of learning.
  The meetings lasting 4 hours will take place weekly, usually by two months to give continuity to the path for learning purposes.

Prerequisites

No requirements needed.

Teaching methods

To facilitate and speed up the learning of the participants, the laboratory provides for a strong involvement of students through the use of active teaching methodologies and techniques inside and outside the classroom (digital gamified missions, role-playing, simulations, group workshops on situations real conflict with practical experimentation of the notions learned).
There will be moments of practice and moments of reflection in the group to anchor what has been learned to theoretical reference models.
Classroom hours will be 24 in total, distributed over 6 lessons of 4 hours. Given the intensity of the training experience, it is strongly recommended to participate in all meetings.

All lessons require strong interaction, being a practical laboratory. Based on the knowledge of he participants, frontal erogation moments are generally alternated with interactive lesson moments.
All activities are turning into presence.

Assessment methods

Students participating in the workshop are required to create a project work in a group and writing a final balance report of what they have learned.
To obtain the expected credits students have to join at least 75% of the hours in the seminar, articipate to the design of the project work and write an individual balance of learning.

Textbooks and Reading Materials

Detailed information about the reading materials will be published on the e-learning page associated with the course.

Sustainable Development Goals

GENDER EQUALITY | DECENT WORK AND ECONOMIC GROWTH | INDUSTRY, INNOVATION AND INFRASTRUCTURE