Master's Degree Program in Human Resources Development
Course descriptions as outlined in official syllabus

Website: https://elearning.unimib.it/course/view.php?id=22377

<p style="text-align: center; color: red;">**FIRST YEAR**</p>

1. Adult education

The first part of the course will consider the main aspects and most important issues of adult education in our contemporary world and in relation to current organisations.

The second part will focus on the experience of loneliness in the workplace, seeking to understand its various and different causes, also considering globalisation processes.

In this part of the course, we will conduct exploratory qualitative research with the aim of investigating which organisations are most at risk of loneliness among their employees. We will take an in-depth look at the university environment from the perspective of students and teachers.

#1 Course Title: Adult Education

Course Objectives:

This course aims to provide students with a comprehensive understanding of the core principles, contemporary challenges and strategic importance of adult education within organizational contexts. It fosters critical reflection on how adult learning influences human resources development in today's globalized world.

Key Topics Covered:

- Foundations and current trends in adult education
- Adult learning theories and their application in workplace settings
- The impact of globalization on adult learning and organizational culture
- Workplace loneliness: causes, consequences, and organizational risk factors
- Qualitative research methods in organizational settings
- Exploratory case study: Loneliness in the university environment (students and faculty perspectives)

Learning Outcomes:

By the end of this course, students will be able to:

- Analyze key concepts and issues related to adult education in modern organizations
- Evaluate the implications of globalization on adult learning processes
- Identify and interpret the causes of loneliness in various organizational contexts
- Design and conduct exploratory qualitative research on workplace well-being
- Critically assess the role of human resources in addressing psychosocial challenges, such as employee isolation

2.   Philosophy of education

The course describes modern and contemporary organizations from a pedagogical point of view; as well as introducing to the pedagogical domain itself. We will proceed to do - thanks to the voice of some contemporary philosophers - a critical analysis of those and - thanks to some psychoanalysts - to a clinic of organizations.

#2 Course Title: Philosophy of Education

Course Objectives:

This course explores the philosophical and pedagogical foundations of training within modern and contemporary organizations. It aims to develop a critical and reflective understanding of how organizations function as educational environments, drawing on both philosophical and psychoanalytic perspectives.

Key Topics Covered:

- Introduction to pedagogical theory in organizational contexts
- Philosophical approaches to understanding organizational culture and dynamics
- Critical analysis of organizations through the lens of contemporary philosophers
- Psychoanalytic insights into the unconscious dimensions of organizational life
- The concept of the "Clinica della formazione" (Clinic of organizations) and its pedagogical implications

Learning Outcomes:

By the end of this course, students will be able to:
- Articulate the pedagogical underpinnings of organizational training models
- Critically analyze organizational structures using philosophical frameworks
- Interpret organizational behaviors and cultures through psychoanalytic theory
- Reflect on the role of education, identity, and the unconscious in shaping organizational life
- Develop informed and ethically grounded perspectives on training within human resources development

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

As Bruno Munari once said, "designing is easy when you know how to do it." Design is inherently future-oriented—an action that anticipates possibility and aims to transform reality through a balance of creativity and method.

All training within organizations begins with intentional planning—clearly defined goals that aim to change current conditions in a measurable way. This planning phase ensures learning interventions are coherent, rational, and aligned with individual and organizational objectives. The course begins by exploring various design approaches and the key phases of a training project—from needs analysis to outcome evaluation. It then delves into the often-implicit assumptions behind training design, such as notions of learning, the learner, and future goals. Concepts like talent, competence, and human capital will be critically examined.

Finally, the course focuses on the practical side of training design through exercises, project work, and collaboration with professionals from organizational settings.

#3 Course Title: Designing Training in Organizations: Theories, Models, Methods and Challenges

Course Objectives:

This course examines the theoretical foundations, practical methodologies and critical challenges involved in designing effective training programs within organizational settings. Grounded in both pedagogical theory and organizational practice, the course encourages students to engage with training design as a creative and strategic process that anticipates future transformation and learning.

Key Topics Covered:

- Theoretical and methodological foundations of training design
- Comparison of design models and planning approaches
- Core phases of training design: needs analysis, goal setting, implementation, and evaluation
- The role of implicit pedagogical assumptions and representations in shaping training
- Critical reflection on key concepts such as talent, competence, human capital, and the future
- Operational tools and strategies for designing learning interventions
- Practical exercises, project work and professional case studies

Learning Outcomes:

By the end of this course, students will be able to:
- Compare and critically assess various theories and models of training design
- Plan and structure training interventions aligned with individual and organizational goals
- Identify and reflect on implicit assumptions embedded in training design practices
- Analyze and deconstruct key organizational concepts influencing training rhetoric

- Apply operational tools for training design through hands-on project work
- Collaborate effectively in individual and group settings to produce practical design solutions

4. **English Language Workshop**

The English Language Workshop offers 2 course options:

Intermediate Module — a course for students with a B1 level of English, as indicated by the Common European Framework of Reference.

Upper Intermediate Module a course for students who have already reached a B2-Level of English, according to the Common European Framework of Reference.

If you are not sure which is the right level for you, you can test your level with Rosetta Stone. .

Students holding a recognized international certificate, (see the Tabella Certificazione for further details) can request a waiver from the activities of the Laboratorio di Lingua Inglese by presenting a completed request form (available here) to the Ufficio Gestione Carriere.

When sending the completed request form, students must also attach the pertinent documentation attesting to the certification, as well as a photocopy of their carta d'identità.

In order to qualify for the waiver, the certification must meet the following conditions:

It must be among the certifications listed in the Tabella Certificazione

It cannot be more than three years old at the time it is presented

#4 Course Title: English Language Workshop

Course Objectives:

This workshop is designed to enhance students' proficiency in English to support academic and professional communication. It provides two tailored modules (Intermediate and Upper Intermediate) to address the specific learning needs of students at different levels, based on the Common European Framework of Reference (CEFR).

Key Topics Covered:

- Development of speaking, listening, reading and writing skills in English

- Vocabulary building and grammar review appropriate to B1 or B2 levels

- Practice in academic and professional communication (e.g., presentations, emails, discussions)

- Listening comprehension using authentic materials

- Language learning strategies and tools (e.g., Rosetta Stone)

Learning Outcomes:

By the end of the course, students will be able to:

- Communicate effectively in English at either the B1 or B2 level, depending on the module

completed

- Demonstrate improved comprehension and production in both written and spoken English

- Apply English language skills in academic and professional contexts

- Monitor and advance their own language learning using appropriate tools and techniques

Additional Information:

Students must select the appropriate module (Intermediate or Upper Intermediate) based on their current CEFR level. A self-assessment and placement tool (Rosetta Stone) is available for guidance. Students holding a valid international English certification (see the *Tabella Certificazione*) issued within the last three years may request an exemption by submitting the required documentation to the Ufficio Gestione Carriere.

5.   Training in contemporary organizations

In today's fast-changing knowledge society, continuous learning is essential, especially within organizations where human capital drives success. But what does effective training mean in this context?

This course explores the role of training in organizations, focusing first on its strategic value and pedagogical dimensions, then on key methodologies suited to different contexts and needs. By the end, students will be equipped to analyze, design, and manage impactful training programs aligned with both individual and organizational goals.

#5 Course Title: Training in Contemporary Organizations

Course Objectives:
This course aims to equip students with a critical and practical understanding of training as a strategic function in contemporary organizations. It addresses the evolving role of training in the knowledge society and examines how training contributes to both individual development and organizational value creation.

Key Topics Covered:

- The role of training in modern organizational strategy
- Pedagogical perspectives on organizational learning
- Analysis of training needs and practices in real-world contexts
- Organizational variables influencing training effectiveness
- Overview and evaluation of current training methodologies
- Design and management of training programs tailored to specific contexts and learner profiles

Learning Outcomes:

By the end of the course, students will be able to:

- Analyze the function and strategic relevance of training within organizational systems

- Apply pedagogical frameworks to interpret training dynamics in the workplace

- Identify and evaluate training needs based on organizational and individual factors

- Select and implement appropriate training methodologies based on context-specific analysis

- Design and manage effective training programs that align with organizational goals and learner needs

6. Organization (advanced)

This course develops skills in organisational analysis, organisational design, business strategy and management. It aims to answer the following questions: · What does it mean to analyse and understand complex organisations and their problems? · What are the most relevant perspectives for organisational analysis? · What is meant by organisational design? · What is the managerial relevance of organisational analysis?· How can organisational aspects be designed and managed in order to best interpret strategies?· How can a coherent relationship between strategy, organisation and performance be built and developed in a volatile and uncertain competitive environment?· What models guide companies in defining their missions and enable them to build competitive advantage over time in a given sector or market?

#6 Course Title: Organization (Advanced)

Course Objectives:

This course aims to deepen students' understanding of complex organizational systems by developing advanced competencies in organizational analysis, design and strategic alignment. It focuses on how to interpret, design and manage organizational structures and processes to support strategic goals in dynamic and competitive environments.

Key Topics Covered:

- Perspectives and models of organizational analysis

- Organizational design and structure

- Strategic management and organizational alignment

- The relationship between strategy, organization and performance

- Decision-making in uncertain and volatile environments

- Mission definition and long-term competitive advantage

Learning Outcomes:

By the end of the course, students will be able to:
- Analyze complex organizational problems using multiple theoretical perspectives
- Design organizational structures aligned with strategic objectives
- Evaluate the coherence between business strategy, organizational design and performance outcomes
- Apply frameworks for building and sustaining competitive advantage
- Address organizational challenges in changing and uncertain environments through informed decision-making

7.   Human resource management

Human resource management processes are crucial for companies operating in the most competitive sectors, as well as in Public Management (e.g. local authorities, social-health services and public utilities) and in the third sector (e.g. NGOs). There is in fact a broad consensus among managers on the idea that effective human capital governance is an indispensable requisite for achieving organizations' results.

Prospective business and professional training experts have a more specific interest in HR competencies: in their work (in companies or as consultants) they usually have to interact mainly with colleagues in the HR department, both to organize new training projects and/or to support other activities (for example, in the on boarding process).

This course aims to develop an advanced knowledge on HRM processes and activities. The introductory part deals in particular with the analysis of value creation and its interplay with the management of human capital. In the central part the main HR tools are deeply examined: personnel planning, recruitment, selection, on boarding, evaluation, reward management, development, career and labor relations. Finally, in the last part we consider how to effectively design the HR department.

#7 Course Title: Human Resource Management

Course Objectives:

This course aims to develop an advanced understanding of Human Resource Management (HRM) processes, tools and their strategic role in enhancing organizational performance across sectors, including public administration and non-profits.

Key Topics Covered:
- Strategic role of HR in value creation
- Workforce planning and talent acquisition
- Onboarding and employee integration
- Performance evaluation and reward systems
- Employee development and career management
- Labor relations and organizational design of HR departments

Learning Outcomes:
By the end of the course, students will be able to:
- Analyze the strategic impact of HRM on organizational success
- Apply core HRM practices to support talent acquisition, development and retention
- Design or evaluate HR structures aligned with organizational needs
- Collaborate effectively with HR departments in planning and delivering training initiatives

8. **Theory and techniques of interviewing in organizations**

The ability to create meaningful, structured conversations is essential in professional contexts, especially for those managing relationships and events. The interview—widely used across psychology and organizational settings—is a complex, skill-based dialogue requiring communication, cognitive, emotional, and organizational competencies.

This course focuses on developing these key skills for effective interview conduction. Students will engage with various interview formats (e.g., counseling, hiring, focus groups) through video analysis, role-playing, and simulations, bridging theory with practical techniques.

#8 Course Title: Theory and Techniques of Interviewing in Organizations

Course Objectives:
To develop students' competencies in planning, conducting and analyzing interviews in organizational settings, focusing on the psychological, communicative and emotional skills required for effective interpersonal engagement.

Key Topics Covered:

- Interview types: hiring, counseling, focus groups

- Verbal and non-verbal communication techniques

- Cognitive and emotional dimensions of interviews

- Leadership styles and interviewer conduct

- Methodological frameworks for interview-based data gathering

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Learning Outcomes:

By the end of the course, students will be able to:

- Plan and conduct different types of interviews for organizational purposes

- Demonstrate proficiency in verbal and non-verbal communication during interviews

- Analyze and interpret interview interactions within theoretical frameworks

- Apply appropriate interviewing methods for HR, research and training contexts

9.   Psychology of communication in organizations

The course aims to illustrate communication as a network of meanings in which human beings are involved in an endless interpretative, symbolic and relational activity. In a world where everything has become communication, it is necessary to identify a psychological theory that is specific, consistent and economical, able to understand the relational and organizational processes generated by the communicative exchanges, with particular reference to education in general.

First of all, the course examines the fundamentals of human communication, with particular reference to: a) the development and sharing of meaning; b) intentionality and communicative intention; c) verbal and nonverbal signification and signaling systems; d) the speech and the conversation as a daily practice (the interview at the meeting outlining the processes involved in such activities as the ability of reasoning, social influence and persuasion), e) miscommunication in its various forms (lies, irony, pathological communication).

#9 Course Title: Psychology Communication in Organizations

Course Objectives:
This course explores psychological theories of communication within organizations, focusing on meaning-making, relational processes and the dynamics of effective communication in professional settings.

Key Topics Covered:
- Foundations of human communication
- Meaning creation, intention and interpretation
- Verbal and non-verbal communication systems
- Dialogue in everyday and professional contexts
- Miscommunication, persuasion and social influence

Learning Outcomes:
By the end of the course, students will be able to:
- Explain key psychological theories of interpersonal communication
- Identify and analyze communicative dynamics and challenges in the workplace
- Apply communication theory to improve interactions in organizational contexts
- Recognize and address miscommunication and its consequences

10. Sociology of business innovation

Within the complex economic dynamics that characterize contemporary society, scientific and technological knowledge is one of the key factors of competitiveness. In order to fully exploit the possibilities for development, it is necessary that this knowledge does not remain confined to laboratories and research centers, but spreads in the economic and social context, gaining strength and generating innovation. A key factor in the mechanisms of knowledge transfer is represented by human capital, that is, by the presence of professional figures able to operate in the boundary areas between science, economy, and society, addressing the management problems related to the generation, selection, development, and implementation of innovation in organizations.

The course aims to present the most relevant models of innovation and discuss the systemic approach to innovation, with the goal of contributing to the development of specific skills with respect to theoretical models, tools and methods for the management of organizational change, one of the fundamental aspects of the Master's Degree in Training and Development of Human Resources.

#10 Course Title: Sociology of Business Innovation

Course Objectives:

To examine the role of human and social capital in driving innovation and to equip students with theoretical and practical tools for managing knowledge transfer and organizational change in contemporary business environments.

Key Topics Covered:
- Models and theories of innovation
- Knowledge transfer mechanisms
- Role of human capital in innovation
- Systemic approach to innovation
- Organizational change and development

Learning Outcomes:

By the end of the course, students will be able to:
- Understand and apply major innovation models in organizational settings
- Assess the impact of human capital on knowledge dissemination
- Support and manage innovation-driven changes within organizations
- Navigate the interface between science, economy and society

11. Labour History

The first part of the course (28 hours) Introduction to history as a discipline: aims, methods and specificities; history at the service of education: workshop on sources and re-enactments.

The second part of the course (28 hours) will analyze the changes relating to the world of work in Italy from the Unification to the present day. After an introduction about the characteristics of the organization of production, professional training and forms of remuneration typical of the pre-industrial age, we will move on to analyze the various transformations that have characterized work in Italy, paying attention to the broader international context and comparing the Italian case with other national cases.

We will follow a chronological and thematic approach at the same time. As regards the first aspect, the chronology, approximately 10 phases will be analysed, characterized internally by a certain continuity of the structures of the world of work (see the section "Programme and references").

From a thematic point of view particular attention will be paid to the different working contexts (rural and urban), to the transformations relating to the organization of work and workers, to trade union and social dynamics, as well as to contractual and wage dynamics. Finally, we will explore with particular attention the complex issue of the relationship between training and work (training at work and during work).

#11 Course Title: Labour History

Course Objectives:

To provide students with historical perspectives on labor and work organization, with emphasis on the Italian context and on the learning *for* work and learning *at* work.

Key Topics Covered:
- Introduction to historical methodology
- Evolution of labor from pre-industrial to modern times
- Labor organization, training and remuneration systems
- Trade unions, contracts and wage dynamics
- Training for work and on-the-job training

Learning Outcomes:

By the end of the course, students will be able to:
- Analyze historical developments in labor and industrial relations
- Interpret primary sources related to labor history
- Compare national and international labor trends
- Understanding the key variables at play in the transformation of the training for work and the learning on the job

12. Technology of education

Topics and course structure

- The informational Society On line didactics
- On line Learning environment Multimedia Learning object
- E-learning Case study
- Community of practice and learning community
- E-learning trends with a focus on artificial intelligence

#12 Course Title: Technology of Education

Course Objectives:

To examine the role of digital technologies in education and training and to develop students' abilities to design and evaluate digital learning environments and multimedia educational resources.

Key Topics Covered:

- The Information Society and Online Education
- Learning management systems and virtual environments
- Multimedia learning objects and e-learning design
- Communities of practice and AI trends in education
- Case studies on educational technology implementation

Learning Outcomes:

By the end of the course, students will be able to:

- Design and critically evaluate e-learning systems and digital resources
- Apply principles of multimedia learning in educational contexts
- Understand the role of AI and digital tools in training and development
- Foster learning communities in virtual environments

13. Theories and practices for lifelong, lifewide and lifedeep education

The course aims to engage students, through active, participatory and experiential methods, in the exploration and in-depth study of theories and models of lifelong learning in the organized setting.

Specifically, the course topics are:

- the main theories, models and tools of experiential education;
- the role of group dynamics in training and organizational contexts;
- the importance of the artistic-performative and expressive-embodied dimension in the field of adult education;
- the importance of play even in adulthood;
- the importance of in and outdoor training contexts.

In the course of each lecture, there will be erogative (frontal) and interactive (immersive) teaching activities such as exercises, viewing and listening experiences of material from the artistic-performative field and activities of an expressive and embodied character.

#13 Course Title: Theories and Practices for Lifelong, Lifewide and Lifedeep Education

Course Objectives:

This course aims to explore the theoretical and experiential foundations of adult education across life stages and contexts, integrating artistic, group-based and embodied approaches to lifelong learning.

Key Topics Covered:

- Lifelong, lifewide and lifedeep learning theories
- Experiential and embodied learning models
- Role of group dynamics in training
- Play, creativity and performance in adult education
- Indoor and outdoor training contexts

Learning Outcomes:

By the end of the course, students will be able to:
- o Explain and apply models of lifelong and experiential learning
- o Facilitate learning experiences using creative and group-based methods
- o Design training interventions for diverse adult learning settings
- o Integrate expressive and performative practices into educational design

1.   **Big Data Analytics for Decision Making Process**

Over the past decade, businesses have invested heavily in infrastructure that enables widespread data collection across operations, marketing, supply chains, and more. This data-rich environment has sparked growing interest in data science as a tool for informed decision-making.

This course explores the shift toward data-driven organizations, offering foundational technical skills to understand big data analytics and their role in business strategy. Through practical labs and real-life examples, students will learn how data insights can support a variety of business decisions by bridging technical analysis with domain expertise.

The course is organised as follows.
1. Introduction to BI and Big Data Analytics
- Data Driven organization and Decision Making;
- Big Data: Characteristics, opportunities and criticalities;
- Understanding data driven organisations
- The value of knowledge – digital economy and data driven decision making
- The Structure and subsequent evolution of BI and Big Data Analytics systems
2. The Evolution of BI Architectures (towards Big Data)
- Decision Models on the basis of business functions
- Definition, selection and metrics for computing directional indicators (KPI – CSF)
3. The Big Data Lifecycle
- Phases, methodologies and the value for business purposes (Data as value)
- Models for data quality evaluation – structured data vs (unstructured) Big data (Lab: openrefine)
- Models and techniques for data analysis – how to use data for fact-based decision making
- Visualisation models for decision making – selecting the proper model for each stakeholder – data storytelling and indicators (Lab: Tableau)
4. Getting value for Big Data Analytics
  - Understanding Machine learning: suvervised/unsupervised/metrics
  - ML tasks: classification/prediction/clustering
  - Basics of model evaluation
5. Examples of Business Problems and Big Data Analytics solutions

#1 Course Title: Big Data Analytics for Decision Making Process

Course Objectives

This course is designed to equip students with the conceptual and practical foundations needed to understand, evaluate and apply big data analytics in business decision-making. It aims to bridge the gap between technical data science practices and managerial decision-making by highlighting the interdisciplinary collaboration required in data-driven organizations. The course introduces key technologies, analytical techniques and real-world applications that demonstrate the strategic role of big data in driving business value.

Key Topics Covered

- Foundations of business intelligence (BI) and big data analytics
- Characteristics, opportunities and challenges of big data
- Structure and evolution of BI architectures
- Decision models and business function analytics
- Key performance indicators (KPI) and critical success factors (CSF)
- The big data lifecycle: collection, cleaning, analysis and visualization
- Data quality and types: structured vs. unstructured data (Lab: OpenRefine)
- Data storytelling and visualization techniques for stakeholders (Lab: Tableau)
- Introduction to machine learning: supervised/unsupervised tasks, metrics and evaluation
- Case studies of big data analytics in real business scenarios

Learning Outcomes

By the end of the course, students will be able to:
- Understand the strategic role of big data in supporting organizational decision-making
- Analyze and evaluate BI systems and big data architectures in a business context
- Identify and apply appropriate metrics and models for data-driven performance evaluation
- Process and clean data using specialized tools such as OpenRefine
- Visualize and communicate analytical insights using tools like Tableau
- Explain and differentiate between basic machine learning tasks (classification, prediction, clustering)
- Interpret and critique real-world big data applications to extract lessons for decision-making
- Collaborate effectively across technical and managerial roles in a data-driven environment

2.   Organizational Change Theory and Management

In today's fast-changing world, driven by digitalization, globalization, and organizational transformation, mastering change management is essential. Organizations must respond to both opportunities and threats, requiring not only managers but professionals at all levels to navigate complex change processes.

This course provides an advanced understanding of change management, integrating knowledge from areas such as strategy, HR, operations, and organization design. Positioned later in the academic program, it encourages students to reflect on previous learning and apply it to
real-world change scenarios. The course explores the meanings, challenges, and dynamics of organizational change to equip students with the tools to act effectively as change agents.

a)   to perceive, measure and interact consciously with the complexity and multidimensionality that characterise organisational change,
b)   to understand the specificities of different organisational contexts and - based on this knowledge - establish the meanings and directions of necessary change, and
c)   to develop the skills to perform the leadership and managerial functions necessary to conceive, design and facilitate its full and effective implementation.

Through the critical examination of theories, models and methodologies, the analysis and discussion of case studies of organisational change, a structured simulation and testimonials from experts, the course will focus on the many dimensions (cultural, organisational, individual, group and technological) involved in a process of organisational change, on the technical challenges and on the complex interactions between these dimensions. In particular, the course develops the following topics:

- Perspectives and interpretations of organisational change.
- Recognising the need for change.
- Diagnosing the change needed.
- Power, the political dimension of change and stakeholder management.
- The role of leadership in change management.
- Change and communication strategies.
- Motivation for change between cognition, emotions and behaviour.
- The impact of change on people.
- Resistance to change.
- Consolidating change.

All these subjects are analysed along the following lines, which form the backbone of the entire course:

- The role of ambiguity and uncertainty in organisational change.

- Organisational change between planning and governance of emerging dimensions.
- The digital transition and the development of AI from the perspective of organisational change.
- Approaches to organisational redesign for managing tensions, dilemmas and paradoxes that arise during organisational change.

#2 Course Title: Organizational Change Theory and Management

Course Objectives

This course aims to develop advanced knowledge and critical skills in managing organizational change in today's complex, uncertain and fast-evolving business environment. It equips students to understand and lead change processes by exploring their cultural, political, emotional and strategic dimensions. Emphasis is placed on cultivating a systemic, context-sensitive approach to change, enabling students to integrate knowledge from other disciplines and apply it in real-world scenarios.

Key Topics Covered

- Theories and perspectives of organizational change
- Recognizing, diagnosing and assessing the need for change
- Leadership roles in change management
- Power dynamics, stakeholder analysis and political dimensions
- Communication strategies and motivational drivers in change processes
- Individual and collective responses to change, including resistance
- Cultural and emotional dimensions of organizational transformation
- Planning versus emergent approaches to change
- Organizational redesign and the management of paradoxes and dilemmas

- Digital transformation and AI as drivers of change
- Consolidating and sustaining change initiatives

Learning Outcomes

By the end of the course, students will be able to:
- Analyze and interpret organizational change from multiple theoretical perspectives
- Identify and assess internal and external drivers for change
- Design and evaluate change initiatives in diverse organizational contexts
- Demonstrate leadership and communication strategies that support effective change processes
- Anticipate and manage resistance to change at individual, group and system levels
- Understand the role of ambiguity, uncertainty and emotion in organizational transitions
- Apply diagnostic tools and stakeholder management techniques
- Integrate digital transformation and AI considerations into change strategies
- Facilitate organizational redesign while managing tensions and contradictions
- Reflect on and apply prior interdisciplinary knowledge to real-world change scenarios

3.   Social Psychology, economic psychology and decision-making

Knowledge and understanding

- Main theories of consultation.
- Consultation methods.
- Process consultation.
- The ethical dimension of consultation.
- Training in the organization: process, main methods and tools.
- Leadership training.
- Training transfer.

Applying knowledge and understanding

- Linking the material presented during the course coherently.
- Preparing for initial meetings with corporate clients and approaching them as constructively as possible.
- Interpreting the organizational setting and its dynamics through multiple lenses in order to design and propose organizational development interventions.
- Gaining practical familiarity with the main face-to-face training tools.
- Thinking of leadership in the organization as a skill that can be developed, and being able to plan leadership training and leadership development initiatives.
- Being able to apply a managerial training method that can support training design.

#3 Course Title: Social Psychology, Economic Psychology and Decision-Making

Course Objectives

This course explores the intersection of social and economic psychology with decision-making in organizational contexts. It aims to provide students with a comprehensive understanding of consultation practices, training methodologies and leadership development, while fostering the practical skills needed to support organizational growth and transformation through evidence-based interventions.

Key Topics Covered

- Theories and models of organizational consultation
- Consultation methods, including process consultation
- Ethical considerations in consultation and advisory roles
- Organizational training processes, methods and tools
- Leadership training and the concept of leadership as a learnable skill
- Training transfer: ensuring learning effectiveness and application in the workplace
- Managerial training frameworks for organizational development

Learning Outcomes

By the end of the course, students will be able to:

- Explain key theories and practices in consultation and organizational training
- Identify ethical issues and apply ethical reasoning in consultation processes
- Analyze organizational contexts using multiple psychological and managerial perspectives
- Design and prepare for initial consultations with corporate clients
- Develop tailored organizational development and training interventions
- Demonstrate proficiency in face-to-face training techniques
- Plan and implement leadership training and development programs
- Apply training models that align with organizational needs and goals
- Integrate theoretical knowledge with practical approaches to influence decision-making in complex environments

4.   On The Job Training

Offered in the first semester, this course explores key theoretical, methodological, and design aspects of on-the-job training (OJT) in the workplace. Rooted in traditional professional development, OJT has evolved significantly with digital technologies, becoming more complex, cross-functional, and impactful—while also raising new challenges.

The course provides a comprehensive overview of OJT, from definitions and classifications to its potential for individual and organizational growth. It examines methodological frameworks, the influence of digital innovation, and pedagogical and humanistic perspectives. Learning combines theory with case studies, practical exercises, and project work to develop both critical and design-oriented thinking.

#4 Course Title: On The Job Training

Course Objectives
This course aims to provide a comprehensive understanding of on-the-job training (OJT) as a foundational method for professional development within organizations. It seeks to explore both theoretical frameworks and practical applications, with a focus on how digital technologies have transformed traditional workplace learning environments. Students will gain the skills necessary to design, implement and evaluate effective OJT programs that support organizational and personal growth.

Key Topics Covered
- Definitions and classifications of on-the-job training
- Historical and contemporary perspectives on workplace learning
- The impact of digital technologies and Web 2.0 on OJT
- Cross-functional and organizational implications of OJT
- Methodological frameworks for OJT design and delivery
- Humanistic, social and pedagogical aspects of workplace training
- Innovation and evolution in OJT practices
- Case studies and project work integrating theory and practice

Learning Outcomes

By the end of this course, students will be able to:
- Articulate the core concepts and classifications within on-the-job training
- Analyze the role of digital transformation in shaping OJT practices
- Apply methodological frameworks to design effective workplace training programs
- Critically evaluate OJT initiatives for both organizational effectiveness and learner development

- Integrate social and pedagogical perspectives in the development of OJT interventions
- Conduct case study analyses and develop project-based training solutions
- Demonstrate the ability to make informed design decisions in real-world OJT contexts

5.   International Organizations

This course is designed to be highly experiential, with over 60% of activities being active and interactive. The classroom functions as a "temporary organization" for research and discovery, emphasizing collaborative learning and student involvement in course organization and evaluation, including flipped classroom methods. Prospective students are encouraged to connect with past participants or contact me directly for more information. The course addresses the growing importance of managing internationalization and cultural diversity in organizations. It equips students with tools to navigate the complexities of coordinating and leading multinational teams, focusing on strategic internationalization, organizational structures, cross-cultural leadership, motivation, and communication. Emphasis is placed on balancing global consistency with local specificity, ethical management, and fostering inclusive, respectful workplaces that value diverse identities. Ultimately, students will learn to understand cultural influences on organizations and adapt human resource practices to support success at individual, team, and organizational levels in global contexts.

#5 Course Title: International Organizations

Course Objectives

This course explores the management and development of people and organizations operating across borders. It aims to equip students with the knowledge and tools needed to navigate the complexities of internationalization, with a strong emphasis on intercultural dynamics, global decision-making, and ethical management. The course adopts an experiential and participatory approach, transforming the classroom into a "temporary organization" where collaborative learning, self-organization, and flipped classroom methods foster deep engagement with international organizational challenges.

Key Topics Covered

- Strategic and organizational aspects of internationalization
- Structures and coordination processes in multinational organizations
- Intercultural communication, leadership and motivation
- Human resource management in global and cross-cultural contexts
- Cultural dimensions and their impact on teams, individuals and organizations
- Ethical and inclusive management across diverse global environments
- Decision-making processes in international management
- Organizational community building and fostering a global sense of belonging

Learning Outcomes

By the end of the course, students will be able to:

- Analyze and explain the challenges of managing organizations and people in international contexts
- Evaluate the impact of cultural diversity on leadership, communication and HR practices
- Apply frameworks for designing inclusive, ethical and culturally adaptive organizational practices
- Demonstrate the ability to navigate intercultural dynamics in team settings and multinational environments
- Develop strategies for effective global HRM and decision-making
- Actively contribute to the co-construction of learning experiences in a collaborative classroom context
- Reflect critically on their role in international organizations and as members of global workforces

6.   Work, subjectivity and sustainability, Pedagogical implications along the transition toward new development models

This course examines work as a complex social, political, and economic phenomenon deeply tied to sustainability, focusing on the UN's 2030 Agenda Goal 8.3: promoting productive activities, decent jobs, entrepreneurship, and innovation. It explores sustainable development from multiple levels: macro-level policies by international actors (OECD, EU, UNESCO, etc.) including circular economy and AI; meso-level roles of institutions, companies, and social protections in fostering inclusion, diversity, and corporate social responsibility; and micro-level individual experiences, such as competence development, career transitions, social justice, and AI's impact on work. The course integrates pedagogical and interdisciplinary approaches to analyze how these actors interact and contribute to sustainable work environments.

#6 Course Title: Work, Subjectivity and Sustainability: Pedagogical Implications Along the Transition Toward New Development Models

Course Objectives

This course examines the evolving meaning and structure of work in the context of global sustainability goals. Through an interdisciplinary lens, it explores the pedagogical and developmental implications of the transition toward more inclusive, equitable and sustainable work models. Emphasis is placed on how individuals, institutions and systems can contribute to sustainable development by fostering critical engagement, innovation and lifelong learning. The course investigates how subjectivity is shaped within and across work environments, and how pedagogical processes can support transitions aligned with social justice and environmental responsibility.

Key Topics Covered

- Historical and cultural perspectives on work and sustainability
- Analysis of Sustainable Development Goal 8 and related global frameworks
- The role of major institutions (e.g., OECD, EU, UNESCO, World Bank, IMF) in promoting sustainable work policies
- Circular economy, the European Green Deal and technological shifts (e.g., AI)
- Institutional and organizational responses to sustainability (public agencies, universities, NGOs, companies)
- Active labor market policies, corporate social responsibility and inclusion strategies
- Entrepreneurship and innovation in sustainable development
- Work, identity and subjectivity: competence, transitions and the impact of AI
- The pedagogical dimension of work and sustainability: learning processes at macro, meso and micro levels

Learning Outcomes

By the end of the course, students will be able to:

- Critically analyze global and local policies that influence sustainable work development
- Interpret and apply pedagogical frameworks to address work-related challenges in sustainability transitions
- Evaluate the role of different institutions and organizations in shaping sustainable employment practices
- Explore and articulate the subjective dimensions of work, including identity formation, professional transitions and the ethical implications of AI
- Design learning-oriented interventions that support inclusive, decent and sustainable work
- Reflect on their role as active agents within the broader socio-political ecosystem shaping future work models

7.   Information systems for knowledge management

The Digital Workplace: ICT for communication, collaboration, and organizational development. After analyzing the main instruments to support knowledge management, the course aims to outline the organizational impact of the digital tools techniques and practices for learning, communicate and collaborate inside organizations.

#7 Course Title: Information Systems for Knowledge Management

Course Objectives

This course explores how digital technologies and information systems support knowledge management in modern organizations. It aims to provide students with a foundational understanding of the tools and strategies that enable communication, collaboration, learning and organizational development in digital workplaces. The course emphasizes how the integration of ICT (Information and Communication Technologies) transforms knowledge processes and enhances organizational intelligence.

Key Topics Covered

- Foundations of knowledge management: concepts, processes and systems
- Tools and platforms supporting knowledge creation, storage, sharing and application
- ICT in the digital workplace: communication, collaboration and learning technologies
- The role of social and collaborative tools (e.g., intranets, enterprise social networks, collaborative platforms)
- Organizational impacts of digital transformation on knowledge flows and culture
- Case studies on digital practices in knowledge-intensive environments
- Challenges and best practices in implementing knowledge management systems
- Knowledge ecosystems and digital innovation

Learning Outcomes

By the end of the course, students will be able to:
- Identify and evaluate key technologies and systems used for knowledge management in organizations
- Analyze how digital tools affect communication, collaboration and learning processes
- Understand the strategic role of ICT in shaping knowledge-centric organizational cultures
- Design or assess knowledge management initiatives in real-world digital workplace settings

- Critically reflect on the organizational implications of adopting digital solutions for knowledge processes
- Propose actionable recommendations for enhancing knowledge sharing and collaboration through technology

8.   The theoretical experiential knowledge of pedagogical consultancy: a clinical and interdisciplinary perspective on helping processes in teams and organisations

Today's organizations face rapid technological change and globalization, making development crucial not only for competitiveness but also for social sustainability. Effective consultancy, especially with a clinical approach, supports organizations by interpreting their unique contexts and fostering autonomy through collaborative diagnosis and intervention. Organizational history balances innovation with ingrained cultures that can resist fast-paced change, while high performance demands often limit meaningful training. There is a growing need for skilled professionals who can bridge organizational goals, team tasks, and beneficiary needs, promoting reflective practices that sustain learning and resilience. This course focuses on pedagogical consultancy as a complex epistemology that values implicit organizational knowledge and supports transformation through reflexive group work. Teams, viewed as dynamic entities with formal roles and emotional dynamics, are central to organizational change. The course combines theory and experiential learning to develop students' clinical consultancy skills, communication, and relational competences, enabling them to understand and influence group processes for innovation and cohesion within organizations.

- An interdisciplinary theoretical reconstruction of the models guiding educational counselling;
- An in-depth study of the clinical paradigm of counselling;
- The scenarios and models underlying organisational cultures in for-profit and non-profit organisations;
- The reading and analysis of demand in its manifest and latent aspects;
- The centrality of the organisational context in shaping the meanings that professionals attribute to work;
- The languages and symbols that circulate in a work group and in an organisational reality;
- The relationship between work group and group work;
- The feedback phenomena within work groups;
- The emotional dynamics that characterise the life of a work group between the construction of individual meanings and collective mentalities;
- The levels of group functioning between content and relationship;
- Counselling work as co-construction of change processes;

- Trust and empathic behaviour in counselling processes;
- Active listening as an indispensable resource for an implicit understanding of the context;
- Observation and meta-reflection in counselling work;
- The feedback processes in counselling work;
- Resistance phenomena in the demand of the helping relationship.

It becomes relevant, at the training level, to work towards developing in students theoretical/experiential knowledge that will enable them in their future professional role to creatively combine elements belonging to the technical area with the soft dimensions of organisational life in order to understand their interconnection points and move them in a creative and generative direction for the organisation itself.

#8 Course Title: Theoretical-Experiential Knowledge of Pedagogical Consultancy: A Clinical and Interdisciplinary Perspective on Helping Processes in Teams and Organizations

Course Objectives

This course provides a deep theoretical and experiential exploration of pedagogical consultancy within organizations, approached through a clinical and interdisciplinary lens. It aims to develop students' understanding of consultancy as a reflective, context-sensitive and relational practice that supports change, learning and development in organizational systems. Emphasizing the intersection of educational, psychological and organizational paradigms, the course fosters the ability to analyze complex group dynamics, respond to implicit organizational needs and design consultancy interventions grounded in collaborative meaning-making and systemic transformation.

Key Topics Covered

- Foundations and interdisciplinary models of pedagogical consultancy
- The clinical paradigm in organizational consultancy and its epistemological assumptions
- The dynamics of organizational change and consultancy as a co-constructed process
- Analysis of explicit and latent demand in organizational contexts
- Organizational culture, emotional climates and symbolic communication in teams

- Group dynamics: feedback, trust, resistance, role negotiation and shared sense-making
- Work groups vs. group work: structure, behavior and relational processes
- Consultancy as a device for reflexivity, meta-reflection and innovation
- The role of soft skills: empathy, active listening, observation and communication
- Application of consultancy in for-profit, non-profit and educational contexts
- Live simulations and experiential learning through group-based pedagogical devices

Learning Outcomes

By the end of the course, students will be able to:
- Understand and apply clinical-pedagogical frameworks to interpret organizational behaviors and needs
- Analyze and diagnose complex group dynamics and emotional processes in work settings
- Design and implement consultancy strategies that balance organizational objectives with individual and team development
- Navigate and mediate between technical interventions and human-centered processes in organizational consultancy
- Apply reflective and meta-reflective methods to co-create change in client systems
- Recognize and respond to implicit organizational knowledge, resistance and cultural narratives
- Demonstrate advanced interpersonal and communication skills essential for effective consultancy practice
- Engage in and facilitate group-based experiential learning to support team cohesion and development