**-. Psychology of Training Processes and Organisational Consulting**

Prof. Barbara Bertani

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The aim of the course is to introduce students to the knowledge of the dynamics of the training process and the different approaches to consultancy. The aim is for the student to be able to critically apply some consultancy practices used in working contexts, presenting the most common methodologies in organisations.

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

- acquire an organic framework of fundamental knowledge regarding organisational consultancy

- know and develop applied understanding skills that allow them to carry out training processes and plan a selection process

- observe different organisational situations, interpret their needs, and plan a training intervention

- identify and implement consultancy interventions in different organisational contexts.

***COURSE CONTENT***

The course aim is:

- provide a general understanding of the theoretical references relating to training and the different approaches to consultancy in work and organisational contexts

- through a psychosociological approach, develop an organisational intervention that pays attention to the relationship between the consultancy approach, knowledge co-production methods and activated transformation processes

- help students to acquire knowledge that includes an analysis of the demand as an organisational consultancy intervention to promote the development of the individual, the group, and the organisation.

INTENDED LEARNING OUTCOMES

**Knowledge and understanding**

Know and be able to understand the methodological-applicative aspects of an organisational consultancy process

**Ability to apply knowledge and understanding**

Be able to apply the knowledge acquired to use it in an organisational consultancy process

Be able to use the techniques and tools characterising the demand analysis

Be able to apply one's skills both to identify solutions and to support and argue one's choices in the context of process consultation

Be able to apply one's skills to identify suitable solutions for a training process

**Independent judgment**

Be able to propose your own evaluation to design a training process

Be able to formulate your own evaluation and/or judgment based on the interpretation of the data collected in an organisational consultancy process

**Communication skills**

Be able to effectively communicate information and ideas, as well as discuss problems and solutions.

***COURSE CONTENT***

**Unit 1**

Organisational metaphors

Training: the reference parameters

Imitative, complementary, integrative, developmental learning

Training methods and tools

**Unit 2**

Organisation: definition

Organisational variables

Organisational culture

Organisational climate

**Unit 3**

Learning: compared models

Relationship between theoretical models and learning situations

Learning from experience

**Unit 4**

The group: definition

Structural and process variables of the work group

Kurt Lewin and the group

The field theory

**Unit 5**

Wilfred Bion and the group

The basic assumptions

The observation grids

**Unit 6**

Edgar Schein and organisational consultation

Information or Skills Acquisition Model

**Unit 7**

Doctor-Patient Model

Process Consulting Model

**Unit 8**

Demand analysis

The ISO triangle

The narrative

**Unit 9**

Analysis of the demand: the case of the suspicious mother

**Unit 10**

Case Study

***READING LIST***

B. Bertani - L. Manetti (edited by), *Psicologia dei gruppi*. *Teorie, contesti e metodologie di intervento,* FrancoAngeli, Milan, 2007, Second and third part.

R. Carli - R.M. Paniccia*, Analisi della domanda Teoria e tecnica dell’intervento in psicologia clinica*, Il Mulino, Bologna, 2003, First two chapters.

E. Schein, *La consulenza di processo,* Cortina, Milan, 2001.

***TEACHING METHOD***

Lessons will take place in the classroom using the following training devices:

- theoretical-conceptual insights in plenary;

- presentation and analysis of cases;

- exercises and practical activities in small groups;

- testimonies from experts from different organisational contexts.

All material will be available on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The assessment method involves an oral assessment with the aim of verifying knowledge and learning of the contents, and their applicability in specific contexts. The teacher will ask questions aimed at assessing the reasoning skills and analytical rigour on the topics covered by the course, as well as language skills and communication skills.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course. However, interest and intellectual curiosity for the course topics are expected.

Information on office hours available on the teacher's personal page at <http://docenti.unicatt.it/>.