

Consultancy and counselling skills for practitioners and specialty practice
Master: ORGANIZATIONAL AND OCCUPATIONAL HEALTH PSYCHOLOGY
1st year/ 2nd semester

Type of discipline:	Compulsory
Number of allocated hours	28
Credits	5

Short description

This laboratory is designed to assist the students in developing the necessary knowledge and skills to become effective counselors and consultants in organizations. Brief lectures on each topic as well as experiential activities are implemented to achieve the goals of the laboratory. Communication skills in relation to employees of diverse ethnic and cultural backgrounds are addressed.

Competencies (to be developed)

- Capacity of applying and mastering the basic interpersonal, technical and communication skills required for the effective analysis and formulation of problems in connection with workplace counselling/consultancy, and for the effective design, implementation and evaluation of domain-relevant interventions

Objectives

- To gain knowledge and understanding of basic theories and approaches to counselling and organizational consultancy
- To develop the necessary knowledge and skills to become effective counsellors and consultants in organizations.
- To gain knowledge of the conditions under which a professional applies different counselling skills/consultancy strategies

Content

1
<p>Seminar: Introduction: Counselling, consultancy and coaching in organizational setting</p> <p>References Meyer, J.L. (2003). Coaching and counselling in organizational psychology. In M.J. Schabraq, J.A.M. Winnbust, C.L. Cooper. <i>The Handbook of work and health psychology</i> (2nd edition), pp. 569-584. Chichester: John Wiley & Sons. Carroll, M., Walton, M. (1997). <i>Handbook of counselling in organizations</i>. London: Sage.</p>
2
<p>Seminar: Skills and talents for consultancy, counseling, coaching</p> <p>References Valerio, A.M., Lee, R.J. (2005). <i>Executive coaching. A guide for HR professionals</i>. San Francisco: John Wiley & Sons. Carroll, M., Walton, M. (1997). <i>Handbook of counselling in organizations</i>. London: Sage.</p>
3
<p>Seminar: Addressing multi-cultural issues in consultancy, counseling, coaching</p> <p>References Mujtaba, B.G., Sungkhawan, J. (2009). Situational leadership and diversity management coaching skills. <i>Journal of Diversity Management</i>, 4 (1), 1-12.</p>
4
<p>Seminar: Organizational consultancy: A psychological basis and strategies</p> <p>References Fincham, R. (1999). The consultant-client relationship: critical perspectives on the management of organizational change. <i>Journal of Management Studies</i>, 36 (3), 335-351 Weiss, A. (2003). <i>Organizational consulting. How to be an effective internal change agent</i>. New Jersey: John Wiley and Sons.</p>
5
<p>Seminar: Counselling at work: individual and system perspectives</p> <p>References Carroll, M., Walton, M. (1997). <i>Handbook of counselling in organizations</i>. London: Sage. Ryan, K.D. (2003). Creating shared commitment for results: How to talk about accountability. In M.J. Schabraq, J.A.M. Winnbust, C.L. Cooper. <i>The handbook of work and health psychology</i> (2nd edition), pp. 518-531. Chichester: John Wiley & Sons.</p>
6
<p>Seminar: Coaching for executives and employees: theory and practice</p> <p>References Valerio, A.M., Lee, R.J. (2005). <i>Executive coaching. A guide for HR professionals</i>. San Francisco: John Wiley & Sons. Somers, M. (2007). <i>Coaching at work. Powering your team with awareness, responsibility and trust</i>. Chichester: John Wiley and Sons.</p>

7
Seminar: Dealing with difficult employees
Reference Pulakos, E.D., Arad, S., Donovan, M.A., Plamondon, K.E. (2000). Adaptability in the Workplace: Development of a Taxonomy of Adaptive Performance, <i>Journal of Applied Psychology</i> , 85(4), p. 612-624 Kemelgor, B., Sussman, L., Kline, J., Zurada, J. (2007). Who Are The Difficult Employees? Psychopathological Attributions Of Their Co-workers, <i>Journal of Business & Economics Research</i> , 5(10), p. 47-62
8
Seminar: Developing skills: needs analysis and contracts, shared commitment (practical and experiential activities)
9
Seminar: Developing skills: empathic listening, basic attending (practical and experiential activities)
10
Seminar: Developing skills: paraphrasing, inquiring, reflecting feelings (practical and experiential activities)
11
Seminar: Developing skills: confrontation, eliciting/reflecting meaning (practical and experiential activities)
12
Seminar: Developing skills: skill integration, reaching objectives (practical and experiential activities)
13
Seminar: Practical field experience
14
Seminar: Practical field experience

Evaluation

Essay/Interview

The same evaluation method will be maintained for each evaluation session.

ATTENDANCE

Is required for 10 out of 14 seminars.