

Syllabus

Course Description

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| Course Title | Soft skills and Problem Solving Clinic |
| Course Code | 27610 |
| Course Title Additional | |
| Scientific-Disciplinary Sector | NN |
| Language | Italian |
| Degree Course | Master in Public Policy and Innovative Governance |
| Other Degree Courses (Loaned) | |
| Lecturers | <p>Prof. Dr. Alexander Moradi, Alexander.Moradi@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/39937</p> <p>Prof. Stefania Baroncelli, Stefania.Baroncelli@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/981</p> <p>Prof. Roberto Farneti, Roberto.Farneti@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/17315</p> <p>Prof. Davide Ferrari, Davide.Ferrari2@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/39001</p> |
| Teaching Assistant | |
| Semester | Second semester |
| Course Year/s | 2 |
| CP | 4 |
| Teaching Hours | 24 (8 Baroncelli + 4 Farneti + 4 Ferrari + 8 Moradi) |
| Lab Hours | - |
| Individual Study Hours | |

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| Planned Office Hours | 12 (Farneti) |
| Contents Summary | Workshops on problem framing, stakeholder mapping, legal/management basics, data literacy and communication run in a multidisciplinary public policy format (Law, Economics, Data Analysis, Public Management, Political Science). Team sprints (optional site visit) for data work, diagnosis, option generation/prototyping, impact & cost analysis, feasibility and ethics. Concludes with a client presentation and a concise advisory report recommending one feasible solution. |
| Course Topics | Team Formation and Leadership; Interdisciplinary Foundations; Problem Framing and Analysis, Innovation and Solution Design |
| Keywords | Interdisciplinary problem-solving; Public sector innovation; Applied policy analysis; Real-world challenges; Consultancy project; Strategic thinking; Project management |
| Recommended Prerequisites | |
| Propaedeutic Courses | |
| Teaching Format | Team-Based Project Work: Practitioner Interaction: Presentation & Peer Exchange: |
| Mandatory Attendance | Attendance is recommended, but not mandatory. |
| Specific Educational Objectives and Learning Outcomes | <p>Knowledge and understanding</p> <p>The student will acquire legal knowledge necessary for the training of senior public sector professionals, capable of understanding and managing the dynamics and relationships within public bodies and local, national and supranational administrations. This knowledge is essential to enable students to successfully take part in public competitions.</p> <p>The student will acquire the targeted knowledge of techniques and analytical tools necessary to understand and interpret in a quantitative manner economic and business phenomena related to public administration in order to support decision-making and management processes.</p> <p>The student will acquire knowledge of statistical inference, linear models and their generalisations will be consolidated. Knowledge of the management of the main IT systems useful for analysing, interpreting, visualising and communicating data, commonly used in public administrations, will also be acquired.</p> <p>The student will acquire knowledge of organisational models, the</p> |

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| | <p>business factors involved in the organisation of public enterprises, operating in different sectors (international organisations, central administrations, local authorities, health, public enterprises) and the consequences for the community.</p> <p>The student will also acquire knowledge necessary for developing, managing and evaluating the impact of public projects, and knowledge useful for analysing organisational innovation processes and interpreting current tools and trends relating to personnel management in public companies.</p> <p>The student will acquire the knowledge of economic theory needed to understand and analyse economic and business phenomena in the public sector in order to support decision-making processes. Knowledge of public policy and the tools necessary for the design of sustainable policies will be consolidated. Knowledge related to the labour market, education and health will also be deepened, functional to the development of public policy analysis and evaluation skills.</p> <p>Ability to apply knowledge and understanding</p> <p>The student will acquire the ability to:</p> <ul style="list-style-type: none"> - identify and distinguish management concepts and problems in relation to real or hypothetical situations concerning public institutions and companies also in different contexts (e.g. different services/activities/institutions, different local or international institutional levels); - develop and administer projects from the design phase to the operational execution phases, including the assessment of their impact on society, the economy and the environment. <p>Autonomy of judgement</p> <p>The student will acquire the ability to:</p> <ul style="list-style-type: none"> - apply acquired knowledge to interpret economic and business phenomena in order to make directional and operational decisions in the context of public administration; - select data and use appropriate information to describe a problem concerning the design, implementation and evaluation of public sector projects and policies, aiming at innovation and improvement of processes, products and results; |
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| | <ul style="list-style-type: none"> - relate models and empirical evidence in the study of public policy phenomena; - reflect, also in a perspective of public ethics and sustainability with regard to future generations, on the responsibilities connected with the use of public resources. <p>Communication skills</p> <p>The student will acquire the ability to communicate effectively in oral and written form the specialised content of the individual disciplines, using different registers according to recipients and communicative and didactic purposes, and to evaluate the formative effects of his/her communication.</p> <p>Learning skills</p> <p>The student will acquire the ability to:</p> <ul style="list-style-type: none"> - use information technology autonomously to carry out bibliographical research and investigations and for one's own training and further education; - identify thematic links and establish relationships between different cases and contexts of analysis; - frame a new problem systematically and generate appropriate taxonomies; - develop general models from the phenomena studied. |
| Specific Educational Objectives and Learning Outcomes (additional info.) | |
| Assessment | <p>For attending and non-attending students</p> <p>1. Consultancy Report (60%)</p> <p>Each disciplinary sub-team (Economics/Data, Management, Law, Politics) contributes a dedicated section to the report, offering their professional perspective on the problem. All members of a sub-team receive the same mark based on the quality and relevance of their section.</p> <p>The final report must present a coherent and well-integrated solution, demonstrating how the contributions from each sub-team align to address the problem effectively.</p> |

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| | <p>The consultancy report will be submitted to the practitioner for review.</p> <p>2. Presentation (20%) The full group presents the proposed solution to the practitioner in a 30-minute session, followed by a Q&A.</p> <p>3. Final exam (20%): 45 minutes exam reflecting on the interdisciplinary process and the student's contribution.</p> |
| Evaluation Criteria | <p>1. Consultancy Report (60%) Assessed per disciplinary sub-team (Economics/Data, Management, Law, Politics); each team receives a shared mark.</p> <ul style="list-style-type: none"> - Depth of Disciplinary Analysis (50%): Rigorous application of the team's disciplinary lens (e.g., legal reasoning, data analysis, managerial feasibility, political/institutional context). - Relevance to the Problem (20%): The team's contribution directly addresses the specific dimensions of the public sector problem. - Quality of Writing and Clarity (15%): Logical structure, clarity of argument and professional language. - Integration into Overall Solution (15%): The team's section fits cohesively into the overall consultancy report and supports a well-integrated, multidisciplinary solution. <p>2. Presentation (20%) Assessed collectively; all students in the group receive the same mark.</p> <ul style="list-style-type: none"> - Clarity and Structure (50%): Clear explanation of the problem, proposed solution, and structure of the presentation. - Team Coordination and Delivery (30%): Smooth transitions between speakers, time management, balanced contribution of sub-teams. <p>Audience Engagement & Q&A (20%): Effective use of visual aids, ability to respond to questions, engagement with the practitioner and audience.</p> <p>3. Final Exam (20%)</p> <ul style="list-style-type: none"> - Critical Reflection on Interdisciplinary Process (50%): Insightful discussion of how different disciplinary approaches were combined; |

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| | <p>recognition of challenges and benefits.</p> <ul style="list-style-type: none"> - Self-Assessment of Contribution (25%): Honest and specific account of the student's own role within their team and in the overall project. - Clarity and Structure (25%): Well-written, logically structured, and clearly expressed reflection. |
| Required Readings | TBA. |
| Supplementary Readings | |
| Further Information | |
| Sustainable Development Goals (SDGs) | <p>No poverty, Zero hunger, Good health and well-being, Gender equality, Affordable and clean energy, Sustainable cities and communities, Decent work and economic growth, Climate action, Partnerships for the goals, Peace, justice and strong institutions, Quality education, Reduced inequalities, Clean water and sanitation, Responsible consumption and production</p> |