

MBA (HRM) 2019-21: Term - VI (Elective Course)

Workplace Counselling Practice (WCP)

Course Outline

Credits:	1.5
Program:	MBA-HRM, Class of 2019-21
Academic Year & Term:	2019-21, Term VI
Faculty Name:	S. Antony Raj SJ
E-Mail:	stonysj@xshrm.edu.in
Phone Number:	7821 (Intercom), 9438532543

Introduction:

This course is a follow up of Employee Counselling & Employee Happiness (ECEH). Only students who have successfully completed ECEH would be allowed to register for WCP. It is a first-come first-served basis of registration.

Course Overview:

Giving all employees access to a free, confidential, workplace counselling service can potentially be viewed as part of an employer's duty of care. Workplace counselling is an employee support intervention that is usually short term in nature and provides an independent, specialist resource for people working across all sectors and in all working environments. While work-related issues, including stress, overwork, bullying and difficult colleagues, can of course directly impact an employee's performance, personal issues can have a similar negative impact. Increasingly, many OH and HR practitioners are choosing to learn counselling skills. This can help them better engage with employees with problems, develop skills in empathy, demonstrate a more open and transparent manner, and build a closer trusting relationship with the staff member.

Course Objective:

- To understand the interrelation between work issues and life issues.
- To work on life issues for optimal performance at work place
- To work on work place issues to live a life of contentment

Learning Outcomes:

On completion of the course, the student learner will be able to

- To plan and develop personal workable strategies to find one's work-life balance and contentment
- Understand and work through one's own life issues that hinder one's flourishing in work place
- Comprehend the work place issues that affect the contentment in life

Required Reading:

Nelson-Jones, R. (2008). *Basic counselling skills: A helper's manual*. Los Angeles, CA: Sage Publications.

Reference Book:

Hill, Clara E, and Karen M. O'Brien. (1999). *Helping Skills: Facilitating Exploration, Insight, and Action*. Washington, DC: APA Books.

Sharf, R. S. (1996). *Theories of psychotherapy and counselling: Concepts and cases*. Pacific Grove: Brooks/Cole Pub. Co.

Kennedy, Eugene and Sara C. Charles (2002). *On becoming a counsellor: A basic guide for nonprofessional counsellors and other helpers*. New York: The Crossroad Publishing Company

Pedagogy:

This course as a follow up of the theoretical inputs of ECEH, simulates the work place counselling.

The participants will be divided into groups with three in each group. The course as such has three components.

In Component I, this triad will analyse the randomly assigned cases (two cases per group: two life issues, one work place issue). They will simulate the case in triad, once as a counsellor, once as counselee, and once as observer.

In Component II, each triad will also identify a school of counselling in which they would like to specialise.

Each triad will identify a minimum of three cases in the school of thought they have chosen, and analyse the cases in the form of group presentation. The cases will be made available all the participants. They will submit this as Report - I

In Component III, each triad would work through few important personal issues in their respective triads outside class hours, with a log book for each of the counselling session, the stages arrived at, and action plans developed.

Each participant will submit a report (Report II) reflecting on his/her role and experience as counsellor, counselee, observer. Attention will be paid to personal learning points about self as one worked in the triad, the difficulties encountered, and the effectiveness and/or ineffectiveness of the counselling rendered to each other in the triad.

Tentative Session Plan:

Sl No	Topics	Issue/s to be Discussed	Reading Material/s	Assignments/Exercises/Case Studies
1	Review Course Outline & Expectations, Assignment of Triads & Class Administration			
2.	Revision of EC – Psychoanalytic School & Behaviouristic School	Basic Concepts, Goals of Therapy in each school, Assessment Approaches, Therapeutic techniques	Ch 16 – Comparison and Critique – Sharf; E-Handout	Lecture cum classroom discussion
3.	Revision of Cognitive & Humanistic Schools	Basic Concepts, Goals of Therapy in each school, Assessment Approaches, Therapeutic techniques	Ch 16 – Comparison and Critique – Sharf; E - Handout	Lecture cum classroom discussion
4.	Revision of Skills of Counsellors	Exploration, Insight & Action	Clara E. Hill; Richard Nelson Jones – Parts 1 & 2	Skills in Helping Relationship – Exercise cum Assignment – Evaluated for 10 marks
5.	Skills of Non Professional Counsellor	Self as Instrument in Helping Others	Summary of <i>On Becoming a Counsellor</i> by Eugene Kennedy and Sara C Charles; E - Handout	Continuation of the ‘Skills in Helping Relationship – Exercise cum Assignment’ – Evaluated for 10 marks. Distribution of cases for the next two sessions
6.	Analysis & Role Play of the assigned cases	Paraphrasing, Reflection of Feelings, Empathy,	Richard Nelson Jones – Parts 1 & 2	Mock Scenario – 2 Life Issues, 1 Work Place Issue
7.	Group Presentations of the analysis of the cases assigned		Richard Nelson Jones – Parts 1 & 2	
8	Role play on personal issues	Open Questions, Caring Confrontation	Richard Nelson Jones – Parts 1 & 2	One Issue per person in the triad

9	Work in triads on cases chosen	Choice of a School	Richard Nelson Jones – Parts 1 & 2	Three cases chosen by a triad
10	Presentation of analysis of cases chosen			Submission of Report I & Group Presentation are graded

Course Evaluation:

Sl No	Component	Weightage %	Type
1	Group Presentation	10	Group – On grasp of Concepts
2	Individual Assignment on Skills of a Counsellor	10	Individual – On grasp of Concepts and Skills
3	Report I	20	Group – On grasp of concepts and skills
4	Report II	20	Individual – On grasp of concepts, skills and convictions of attitude
5	End Term Examination	30	Individual - on Parts 1 & 2 of Richard Nelson Jones, and Summary of ‘On Becoming a Counsellor’
6	Class Participation	10	Individual
	TOTAL	100	

Academic Integrity:

Students are expected to display academic integrity and desist from any form of academic dishonesty in their submissions, and examinations. Cases of plagiarism would be strictly dealt with as per MoP.