240502 - Human Preparation for Workplace

Coordinating unit: 240 - ETSEIB - Barcelona School of Industrial Engineering
Teaching unit: 749 - MAT - Department of Mathematics
Academic year: 2019
Degree: BACHELOR'S DEGREE IN MATERIALS ENGINEERING (Syllabus 2010). (Teaching unit Optional)
BACHELOR'S DEGREE IN CHEMICAL ENGINEERING (Syllabus 2010). (Teaching unit Optional)
BACHELOR'S DEGREE IN INDUSTRIAL TECHNOLOGY ENGINEERING (Syllabus 2010). (Teaching unit Optional)
ECTS credits: 3
Teaching languages: Catalan, Spanish

Teaching staff
Coordinator: JAIME FABREGAT FILLET
Others: JAIME FABREGAT FILLET

Degree competences to which the subject contributes

Transversal:
1. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.
2. EFFICIENT ORAL AND WRITTEN COMMUNICATION. Communicating verbally and in writing about learning outcomes, thought-building and decision-making. Taking part in debates about issues related to the own field of specialization.
3. ENTREPRENEURSHIP AND INNOVATION: Knowing about and understanding how businesses are run and the sciences that govern their activity. Having the ability to understand labor laws and how planning, industrial and marketing strategies, quality and profits relate to each other.
5. SUSTAINABILITY AND SOCIAL COMMITMENT. Being aware of and understanding the complexity of social and economic phenomena that characterize the welfare society. Having the ability to relate welfare to globalization and sustainability. Being able to make a balanced use of techniques, technology, the economy and sustainability.
6. TEAMWORK. Being able to work as a team player, either as a member or as a leader. Contributing to projects pragmatically and responsibly, by reaching commitments in accordance to the resources that are available.
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Teaching methodology

The course is designed as a combination of sessions that a teacher deploys by means of descriptions, characterizations, explanations... Also there are some lectures of external experts, participatory activities of students at the classroom (personal actions, talks...), individual activities and a communal formative appraisal (without / with installments written), and besides some independent tasks on several spheres. There is a support of backdrop (narrations, reports ...), localised at the virtual campus Atenea.

The teacher uses some conventional methods and some unconventional methods of teaching (discussions, work at squad). The students have an effective function, using active methodology. They exist a lot of different manners to aid the attainment of the learning. There are several concretely prepared documents for the motifs, which are handed for his reading. The methodology promotes the contributions. The course is constructed with the aid of the students by means of team work. The system warms the deliberation too.

Learning objectives of the subject

This course opens the mind on the relevance of values, attitudes and generic competences in the access at a workplace and to preserve this workplace. The course enhances the preparation in some of these areas. A purpose is a promotion of the dedication of time to obtain a supplemental education inside this frame in the future, simultaneously at the development of the scientific and technological formation.

The course prepares around some values, skills and qualities of a person for the engineering work at a social context.
Another aim is the training on tasks, responsibilities and commitments usual of the engineers along his life. A mission is an injection about some realities of the communication, posing an accent at the area of business communication. Is relevant to advise the students around the prominence of the communication as a component of excellence at the companies and about the function of the communication at the world.

Another intention of the course is the offer of a practical interpretation of the functions of individuals in a work team and a transmission of concepts and methodological analysis to guide students around the participation in work teams.

The labour of directors has acquired in recent years an indicative function in social groups, having a big effect concerning several professional decisions at the business management. It is important an awareness linked to some of his elements.

An additional purpose is an assistance for students of engineering, dedicated to a smoother integration at the reality of the profession.

The course seeks besides a movement of the people involved in engineering to a more active and critical position on the world.

**Study load**

<table>
<thead>
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<th>Total learning time: 30h</th>
<th>Hours large group:</th>
<th>0h</th>
<th>0.00%</th>
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<td></td>
<td>Hours medium group:</td>
<td>30h</td>
<td>100.00%</td>
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<tr>
<td></td>
<td>Hours small group:</td>
<td>0h</td>
<td>0.00%</td>
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<tr>
<td></td>
<td>Guided activities:</td>
<td>0h</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td>Self study:</td>
<td>0h</td>
<td>0.00%</td>
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</tbody>
</table>
## Content

### 1. Responsibility

**Learning time:** 15h  
Theory classes: 6h  
Guided activities: 4h 30m  
Self study: 4h 30m

**Description:**  
Ethic training.

### 2. Communication

**Learning time:** 15h  
Practical classes: 6h  
Guided activities: 4h 30m  
Self study: 4h 30m

**Description:**  
Communication on conflicts.

### 3. Climate

**Learning time:** 15h  
Theory classes: 6h  
Guided activities: 4h 30m  
Self study: 4h 30m

**Description:**  
Positive environments. Negative environments. Relationship between people within a company. Mediation.  
Motivation. Dynamics at work.

### 4. Leadership

**Learning time:** 15h  
Theory classes: 6h  
Guided activities: 4h 30m  
Self study: 4h 30m

**Description:**  
### 5. Insertion

<table>
<thead>
<tr>
<th>Learning time:</th>
<th>15h</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory classes:</td>
<td>6h</td>
</tr>
<tr>
<td>Guided activities:</td>
<td>4h 30m</td>
</tr>
<tr>
<td>Self study:</td>
<td>4h 30m</td>
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</tbody>
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**Description:**
Qualification system

The academic methodology seeks the implication of the student. The professor does, fundamentally, a formative appraisal, with a system of feedback, which serves to perceive assimilations of what is doing. The professor does a final examination with a proof of assay, where in addition to the conceptual kens, the educator assesses if the students reach conclusions of a reflexive mode, referred to the treated themes.

At participatory activities the students organises teams. Each team has to consider for each session the actions that it will deploy.

The teacher can obtain the final qualification taking into account the assistance (weight of the order of a 10%), the appraisals while the formative process is developing (weight of the order of a 45%) and the final examination (weight of the order of a 45%).
Students are organized into teams in participatory activities. Each team must address certain issues that arise throughout the sessions.

As guidance, the final mark takes in account assistance (weight with an order of magnitude of 10%), some assessments during the educational process (weight with an order of magnitude of 45%) and the final exam (weight with an order of magnitude of 45%.)
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Bibliography

Basic:


Complementary:


Others resources:

Texts of complementary support are introduced