240502 - Human Preparation for Workplace

Coordinating unit: 240 - ETSEIB - Barcelona School of Industrial Engineering
Teaching unit: 749 - MAT - Department of Mathematics
Academic year: 2018
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.

Teaching methodology

The course is designed as a combination of sessions - on characteristic topics - deployed by teachers with an exhibition appearance (descriptions, characterizations, performances, explanations, arguments, ...) Also there are talks of external experts, participatory activities of students in classroom (individual actions, joint talks, ...),actions of individual and communal formative assessment (without / with written deliveries), and independent learning activities designed to focus on various tasks. Background support (stories, reports ...) are located in the virtual campus ATENEA.

Are used conventional and unconventional teaching methods (discussions, teamwork). Students have an effective role-using active methodology - on the basis that there are many different learning styles. There are some documents specifically prepared for the topics, delivered in addition for the reading.

The working method promotes the contributions. The course is built with the help of the contributions of the student groups. The method also encourages deliberation.

Learning objectives of the subject
240502 - Human Preparation for Workplace

General goal
The general goal is to open the mind to the students about the relevance of values, attitudes and generic skills to access to a workplace and to preserve it, enhancing preparedness in some of these areas. One purpose is to promote that the students dedicate time to obtain a supplementary education in this frame in the future, parallely education to the development of their scientific and technological formation.

Specific goals
One aim of the subject is to teach about values, skills and qualities of a person in engineering work in a social context. Another aim is to train about tasks, responsibilities and commitments that ordinary engineers should feel along his life. A mission is to inject students of a technical career in the reality of communication, putting an accent on the area of business communication. This task is to advise the student to understand the prominence of communication as a component of quality in the company and, generally, to get to see clearly the global role of communication in the world. Another intention of the course is to give a practical interpretation of the roles of individuals within a workgroup and convey concepts and methodological analysis to guide students on participation in teams.

The figure who holds a manager has acquired in recent years an indicative role in social groups. This character has a great effect on professional decisions in business management. This subject aims to help raise awareness about some of its elements.

An additional purpose is to help train engineering students for a smoother integration into the reality of the profession. The subject seeks more comprehensive training of people, so that they can take a more active and critical position in the world.

### Study load

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

### 1. Responsibility

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

**Description:**  

### 2. Communication

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

**Description:**  

### 3. Climate

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

**Description:**  

### 4. Leadership

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

**Description:**  
The methodology seeks student involvement in the academic process. It performs essentially a formative evaluation, which allows a feedback system that serves to assimilate what is being done. A final exam is done where the teacher assesses whether students have reached to obtain some conceptual knowledges and some skills. In addition, by means of the final exam are searched some conclusions obtained in a reflective manner related to the treated topics.

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%)