

Guía Docente

DATOS DE IDENTIFICACIÓN

Titulación:	Integral Leadership Program (Título propio del Programa Excellens)		
Facultad/Escuela:	Ciencias Jurídicas y Empresariales		
Asignatura:	Mentoring Profesional		
Tipo:	Propia Obligatoria	Créditos ECTS:	2
Curso:	5	Código:	72130
Periodo docente:	Noveno semestre		
Tipo de enseñanza:	Presencial		
Idioma:	Castellano		
Total de horas de dedicación del alumno:	50		

Equipo Docente	Correo Electrónico
Belén Adelaida de Fontcuberta Fernández-Fontecha	

DESCRIPCIÓN DE LA ASIGNATURA

El mercado profesional ha sufrido una profunda transformación en los últimos años: nuevas industrias, nuevas potencias económicas, nuevas profesiones, nuevas competencias... Asimismo, las nuevas tecnologías han modificado radicalmente los procesos de selección (cómo se oferta el empleo) y las herramientas y estrategias de empleo (cómo se consigue el empleo).

En este contexto, la asignatura de Mentoring Profesional, integrada en el ILP (Integral Leadership Program) de Excellens (doble grado en Derecho y ADE), está dedicada a ayudar a los estudiantes de último curso de carrera a preparar su inserción en este nuevo mercado profesional.

En clase, los alumnos exploran y simulan las principales etapas de un proceso de selección, tanto a nivel individual como en grupo. Adicionalmente, cada alumno lleva a cabo una sesión individual de interview coaching en la que, tras seleccionar una oferta de prácticas/trabajo real, realiza una simulación de entrevista con su profesor (coach).

Además, la asignatura de Mentoring Profesional ayuda a los estudiantes a entender el mercado laboral actual para graduados y las opciones profesionales más comunes e interesantes a las que pueden tener acceso desde la formación de Excellens.

Finalmente, Mentoring conjuga este mayor conocimiento del mercado profesional actual con el mayor

conocimiento que los alumnos tienen sobre sí mismos, fruto del trabajo realizado en la asignatura Coaching Profesional I de 4º de carrera. Con ello, enseña a los alumnos a definir sus opciones profesionales preferidas, a planificar un posible itinerario de carrera (a medio plazo) y unas acciones (a corto plazo) que le permitan lograr que una de esas opciones se concrete con éxito.

The Professional Mentoring course is of a theoretical and practical nature and is divided into classes in groups and individual sessions, both of which are classroom-based. It is aimed at working on self-awareness and the development of skills and knowing the ways to have an impact on our professional development. The aim is to teach the student to produce a career plan according to their interests and to tackle the selection processes they are going to encounter. The student will be able to get to know the job market, clarify how to take their first steps and deal with the different interview techniques used by organizations. Presentations by the speaker, group and individual exercises, audiovisual material and mock interviews will be used.

OBJETIVO

The aim of the course is to stress the importance of building your career, being able to identify what opportunities the job market offers and what your added value is and how to deal with a job search and selection process. The decisions students make now have an impact on their professional future - who you are, what you want, what you contribute and how to find it. The aim is to teach students how to get to know themselves, the market and what companies expect from them. Find your place, not just a job!

CONOCIMIENTOS PREVIOS

This subject is based on the process of knowledge and personal growth carried out by the student through different subjects of the Integral Leadership Program (Workshop of personal development tools, team work workshop, Coaching I, etc.), as well as in the subject of Skills and Competencies of the person.

CONTENIDOS

Building your career and the importance of planning your professional development
Self-awareness - Identify your target position
The job market - The importance of exploring the market and its alternatives
Employers and skills - What do recruiters look for in young students or recent graduates?
Boost your job search
Create your network
The recruitment process step by step. Types of interviews and new recruitment techniques. How to manage and get through the selection process
Non-verbal language - business etiquette. Knowing how to behave in person and online
Face an interview without previous professional experience or without previous professional experience in the job being targeted
The Assessment Centre. What is an AC? How should you approach it?
The selection process step by step. Selection techniques
Interview preparation

ACTIVIDADES FORMATIVAS

Classroom-based Classes
Tutoring - One to One Interview Coaching
Practical exercises

DISTRIBUCIÓN DE LOS TIEMPOS DE TRABAJO

ACTIVIDAD PRESENCIAL	TRABAJO AUTÓNOMO/ACTIVIDAD NO PRESENCIAL
0 horas	0 horas
Lessons and Interview Coaching. 11,50h	Preparatory readings and personal study 9,50h

COMPETENCIAS

<p>Be able to plan strategies</p> <p>Be able to communicate and share with others</p> <p>Be able to network</p>

RESULTADOS DE APRENDIZAJE

<p>Plans the most suitable professional strategy for his objective and professional profile</p> <p>Analyses the job market and transfers his talent to his career goal</p> <p>Prepares for job interviews according to our professional objective</p> <p>Knows how to sell himself</p> <p>Strengthens body language and the importance of knowing how to behave</p> <p>Increases a network of contacts for job searches and professional development</p> <p>Learns how to use job search tools and applications</p>

SISTEMA DE EVALUACIÓN DEL APRENDIZAJE

<p>Evaluation</p> <ul style="list-style-type: none"> .- Attendance and progress at group sessions with active participation - 50% .- Attendance and progress at the individual session - 40% .- Completion of a project in relation to the contents of the course - 10% <p>Extraordinary Assessment - if the student does not attend classes or individual sessions</p> <ul style="list-style-type: none"> .- Completion of a project, agreed with the teacher, on some of the course content - Drawing up a career plan according to their skills and developing an action plan for the job search - 50% .- Conducted with the benefit of individual interview coaching - 50%

BIBLIOGRAFÍA Y OTROS RECURSOS

Básica

Tolley, H. & Wood, R., (2011), How to succeed at an Assessment Centre, Londres, Reino Unido: Kogan Page.

Pidgeon, S., (2013), How to Get a Job in Consulting: CreateSpace Independent Publishing Platform.

Gutmann, A., (2013), How to be an Investment Banker, Nueva Jersey, Estados Unidos: Wiley.