

**HIGHER UNIVERSITY TECHNICIAN IN AQUACULTURE
PROJECTS SPECIALIST**

COURSE SYLLABUS WITH BREAKDOWN OF THEMATIC UNITS

1. Course Name	Sociocultural Training II
2. Competences	To act with proactive, creative and entrepreneurial values and attitudes in their personal, social and organizational development, in harmony with their environment.
3. Fourth Month Period	Second
4. Theoretical Hours	29
5. Practical Hours	16
6. Total Hours	45
7. Week Total Hours Four Month Period	3
8. Course Objective	The student will be able to organize working teams, taking into consideration the analysis of its mechanics and dynamics to achieve the objectives of the course.

Thematic Units	Hours		
	Practical	Theoretical	Totals
I. Group Mechanics	5	10	15
II. Group Dynamics	24	6	30
Totals	29	16	45

WRITTEN BY: COMMITTEE OF DIRECTORS OF THE TSU
CAREER IN AQUACULTURE

APPROVED BY: C. G. U. T.

REVISED BY: ACADEMIC AND LIAISON COMMISSION OF THE
AREA

EFFECTIVE DATE: SEPTEMBER 2009

SOCIOCULTURAL TRAINING II

TEMATHIC UNITS

1. Learning Unit	I. Group Mechanics
2. Theoretical Hours	5
3. Practical Hours	10
4. Total Hours	15
5. Objective of the Learning Unit	The student will understand the dynamics of teamwork to generate collaborative synergy among its members.

Themes	Learning to know	Learning to do	Learning to be
Type of groups	Describe the concepts of group, team, and working group. Identify the types of working team: Formal and informal groups, working team and high performance working teams. Identify the differences between a working team and a working group.		Proactive Responsible Initiative Critical Analytical Respectful Mediator
Groups: ways of association	Describe the stages of competing, collaborating, contributing, and providing. Explain the benefits and stages of competing, collaborating and contributing, and providing.	Simulate the group's mechanics of the working team in its different stages.	Proactive Responsible Initiative Critical Analytical Respectful Mediator

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SOCIOCULTURAL TRAINING II

Evaluation Process		
Learning outcomes	Learning sequence	Instruments and type of reagents
<p>Write an essay based on a case, that includes:</p> <ul style="list-style-type: none"> -Type of group -group stages (competing, collaborating, contributing, and providing) - Critical analysis of advantages and disadvantages -Recommendations to make more dynamic. 	<ol style="list-style-type: none"> 1. Identify the concepts of working team and working group. 2. Understand the elements of the group's mechanics (types and stages of the group) 3. Analyze the advantages and disadvantages of each type and stage of group. 	<p>Essay Checklist</p>

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SOCIOCULTURAL TRAINING II

Teaching Learning Process	
Methods and teaching techniques	Media and didactic materials
Role play Directed Debate Research assignments	Video, posters, internet, library, magazines, newspaper, acetates, projector, computer, whiteboard, flipcharts.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		

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THEMATIC UNITS

1. Learning Unit	II. Group Dynamics
2. Theoretical Hours	24
3. Practical Hours	6
4. Total Hours	30
4. Objective of the Learning Unit	The student will form working teams, taking into consideration the dynamic, communication style and roles of its members, to promote collaborative synergy among them.

Themes	Learning to know	Learning to do	Learning to be
Features of the working groups	Describe the features of the working group: -size -cohesion -statutes - moral ethics, and group awareness -interpersonal and affective relationships -skills and attitudes -objectives and goals	Structure working teams considering its features and given objectives. Establish the goals of each member and the working team depending on the achievement of the given objectives.	Assertive Responsible Initiative Critical Analytical Respectful Mediator
Types of communication	Identify communication: effective, formal, informal, upward, downward, and horizontal.	Choose the type of communication that better suits the features of the working team.	Assertive Responsible Initiative Critical Analytical Respectful Mediator

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Themes	Learning to know	Learning to do	Learning to be
Roles	Identify the roles that take place within the working team: Natural leader Natural collaborator Distant support	Assign working roles to team members according to their characteristics and goals. Evaluate the results of the group's dynamics according to the achievement of the goals established	Proactive Responsible Initiative Critical Analytical Respectful Empathetic

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EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
<p>Based on a case, structure a working team proposal specifying:</p> <ul style="list-style-type: none">- features- goal definitions- types of communication- participation assigned roles- evaluation results	<ol style="list-style-type: none">1. Identify the dynamics of the working team (features, types of communication and member roles)2. Relate the team dynamics with the objectives given.3. Propose the structure of a working team according to the given objectives.	<p>Case analysis Checklist</p>

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SOCIOCULTURAL TRAINING II

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic material
Role play Direct debate Research assignments	Video, posters, internet, library, magazines, newspaper, acetates, projector, computer, whiteboard, flipcharts

LEARNING SPACE

Classroom	Laboratory/Workshop	Company
X		

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SOCIOCULTURAL TRAINING II

CAPACITIES DERIVED FROM THE PROFESIONAL COMPETENCES TO WHICH THE COURSE CONTRIBUTES

Capacity	Performance criteria
Identify opportunities for improvement in his/her economic, social and professional environment employing techniques for the development of creative thinking, to contribute to his/her personal and professional development.	Propose the solution to a situation that has arisen in a case study (in the social, economic and professional field) which includes: <ul style="list-style-type: none"> - Comparison of the problem current situation against the desired situation - Identification of indicators that underpin the current situation - Suggest an original solution proposal, non-conventional, not existing in the market or a modification or improvement to something already existing.
Evaluate the feasibility of novel proposals through the analysis of several of inventions (products and services), to meet needs with social responsibility.	Prepare an analysis report on the novel proposal of products or services, including: <ul style="list-style-type: none"> - Comparison with old and current proposals - Identification of similarities and differences through the variables functions, parts, materials and uses. - Determines the feasibility of the proposal.
Develop proposals for improvement through invention design techniques for approval of the prototype.	Compare the characteristics of the product or existing service with the novel proposal, and establish a links between them. <ul style="list-style-type: none"> -Express value judgements outlining the main characteristics of the prototype. -present a prototype of its proposal in a mockup, software or simulation.

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Capacity	Performance criteria
Develop a preliminary project of the proposal, to formalize and support the viability of the idea.	Develop a preliminary project of improvement including: <ul style="list-style-type: none"> -project background -productive process -market goal -market segmentation -product -consumption estimate -impacts of planned projects -financial aspect -conclusions

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SOCIOCULTURAL TRAINING II

BIBLIOGRAPHY

Author	Year	Title	City	Country	Publisher
Stephen P. Robbins, David A. de Cenzo	(1996)	<i>Fundamentos de Administración, Conceptos y aplicaciones</i>	D. F.	México	Prentice Hall
Terry & Franklin	(1985)	<i>Principios de Administración</i>	D. F	México	Cecsa
Stoner, Freeman, Gilbert	(1996)	<i>Administración</i>	D.F.	México	Prentice Hall
Robbins, Stephen	(1998)	<i>La administración en el mundo de hoy</i>	D.F.	México	Prentice Hall
Leslie W. Rue y Lloyd L. Byars	(1995)	<i>Administración Teoría y aplicaciones</i>	D.F.	México	Grupo Editor S. A.
Stephen P. Robbins, Mary Coulter	(1996)	<i>Administración.</i>	D.F.	México	Prentice Hall
Konz Stephen	(1996)	<i>Diseño de sistemas de trabajo</i>	D.F.	México	Limusa

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