Implementation

Development

For the development or implementation of the pilot, described below are the phases of implementation, where it will be necessary to make the necessary adjustments and planned to identify the potential risks, which the strategies to mitigate, them are 6 main axes:

1. Axis of Induction and Self-recognition: In this axis, the business challenge is to develop the personal brand where is the bootcamp is Self-e and The resources that will be used include, a digital tool, a simulation scenario, a clothing room and a digital platform.

2. Collaboration, teamwork and effective communication: Where the business challenge is Interdisciplinary team building and the bootcamp is Team Building, the resource to be used is the route of activities based on games, student park, legos, hoops, balls, ropes, digital platform, among others.

3. Adaptability, Emotional Intelligence:. Where the business challenge is the organizational transformation, the Bootcamp is the Catharsis and the resources to be used are the collaborative work room (Heuristics), digital platform, role-playing scenarios.

4. The Creativity and innovation and continuous learning axis: Addresses the STEAM business challenge through the CreInTIC Bootcamp. For this, various resources are used such as the Collaborative Work Room (Heuristics), laboratories and a digital platform that includes blogs and videos.

5. In the axis of Leadership and team management: The business challenge is Everest and the bootcamp is Let's go. The resources to be used include the collaborative work room (Heuristics), a digital platform and simulation software.

6. The Closing and Evaluation axis: Includes a socialization and closing event, the bootcamp will be Empowerment and questionnaires, an auditorium and a digital platform will be used to evaluate the experience and present results.

Required Resources

For the development or implementation of the UAM Dual Skills pilot, the necessary resources are: simulation scenarios for role-playing, costume room, digital platform, collaborative work room, legos, outdoor scenarios, computer lab, simulation software, among others.

Evaluation And Impact Measurement

Succes Criteria

a) Level of progression of competencies in the participating students according to the rubric applied.
b) Linking companies in order to identify business challenges.
c) Linking subject matter experts in the pilot.
d) Mentoring-oriented teacher training.
e) Percentage of students starting and completing the pilot.

Evaluation Methonds

The evaluation methods and tools to be used in the pilot program for expert entrepreneurs and mentors. Pre-test, post-test and Likert scale methods will be used. Instruments will include evaluation rubrics and attitude questionnaires. Data collection from students will include at the beginning and end of the pilot, as well as at the start and completion of the program. The goal is to show each participant's test results and Likert scale scores.

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IBERO 4JOBS

UNIVERSIDAD AUTÓNOMA DE MANIZALES UAM

UAM-Dual-Skills

NAME OF THE **PROGRAMS**

- *Industrial Design*
- *Fashion design*
- *Industrial engineering*

IBERO 4JOBS

General objective

Contribute to the development of professional competencies through the training of soft skills oriented to favor employability through the solution of business challenges.

Specific

1. Consolidate ethical competencies through critical and self-critical analysis and an attitude consistent with the dynamics of their profession based on the recognition of diversity.

2. Promote learning and responsibility in knowledge transfer scenarios through the mobilization of cognitive, emotional, communicative and social skills necessary for adapting to change and decision making in socio-professional contexts.

3. Facilitate the development of competencies for collaborative work and leadership of teams oriented to achievement and innovation.

4. Enhance the creative and innovative capacity mediated by technology to generate solutions to business challenges under sustainability criteria.

Pilot Design

Educational innovation is a participatory and systematic process that seeks to solve problems in pedagogical, didactic, evaluative and academic management areas. The UAM-Dual-Skills program is a pedagogical and methodological innovation that promotes comprehensive training through challenge-based learning, integrating students, teachers and employers. This initiative seeks to build a shared value between university and business, enhancing soft skills, and is structured in phases from enlistment to systematization of experiences.

The UAM-Dual-Skills program is divided into 6 phases:

Phase 1. Readiness

Formulation of initial activities such as strategy design and preparation of the pilot.

Phase 2. Contextualization

Identification of relevant companies and construction of an agenda to socialize the methodology.

Phase 3. Awareness and dissemination

Promotion of the participation of the university community, entrepreneurs and graduates.

Phase 4. Teacher training

Bootcamp professors will be trained in three learning circles with the participation of graduates and entrepreneurs, to create mentoring strategies in soft skills, based on UAM values such as autonomy and excellence.

Phase 5. Implementation

Execution of the program based on business challenges, focusing on the development of soft skills.

Phase 6. Systematization of lessons learned

The UAM-Dual-Skills program focuses on the systematization of learned experiences. This process involves documenting, categorizing and evaluating the experiences from the perspective of the actors involved, considering both the process and the scope of the program.

Participants

- UAM students, mostly in their last semester in Industrial Engineering, Industrial Design and Fashion Design.
- Teachers from the different academic departments of UAM.
- Entrepreneurs from the different companies identified in the business mapping.
- UAM Team .

Planned Actions

Inquiry activities

A. Induction and self-recognition.

B. Collaboration, teamwork, effective communication.

A. Adaptability, emotional intelligence.

Problem solving and application activities

D. Creativity and innovation and continuous learning.
E. Leadership and team management.

Completion activities

F. Evaluation and closing.