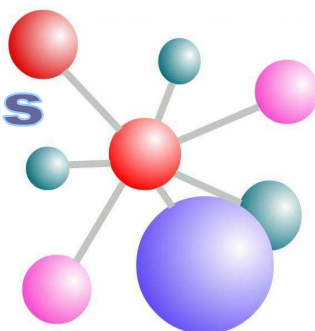


Inglês



Engenharias

Instruções

- | | |
|-----------|--|
| 1 | Confira se os dados contidos na parte inferior desta capa estão corretos e, em seguida, assine no espaço reservado para isso.
Se, em qualquer outro local deste Caderno, você assinar, rubricar, escrever mensagem, etc., será excluído do Exame. |
| 2 | Este Caderno contém 05 questões discursivas referentes à Prova da Língua Estrangeira escolhida pelo candidato. Não destaque nenhuma folha. |
| 3 | Se o Caderno estiver incompleto ou contiver imperfeição gráfica que impeça a leitura, solicite imediatamente ao Fiscal que o substitua. |
| 4 | Será avaliado apenas o que estiver escrito no espaço reservado para cada resposta, razão por que os rascunhos não serão considerados. |
| 5 | Escreva de modo legível, pois dúvida gerada por grafia, sinal ou rasura implicará redução de pontos. |
| 6 | Só será permitido o uso de dicionário INGLÊS/INGLÊS. |
| 7 | Use exclusivamente caneta esferográfica, confeccionada em material transparente, de tinta preta ou azul. Em nenhuma hipótese se avaliará resposta escrita com grafite. |
| 8 | Utilize para rascunhos o verso de cada página deste Caderno. |
| 9 | Você dispõe de, no máximo, três horas, para responder as 5 questões que constituem a Prova. |
| 10 | Antes de retirar-se definitivamente da sala, devolva ao Fiscal este Caderno. |

Assinatura do Candidato: _____

As questões de 01 a 05, cujas respostas deverão ser redigidas EM PORTUGUÊS, referem-se ao texto abaixo.

Reframing the development of corporate learning

Meredith Godat and Brian Atkin

Corporations are continually seeking to increase their share of the market in ways that are both profitable and sustainable. Learning in the corporate setting can be seen as a key to progress in these areas because it focuses on raising the competence of the professional workforce and its effectiveness in the workplace. Training in the conventional sense has a place in the drive towards improvement, but is generally limited to the short-term skills-updating of individuals and not the longer term development of co-workers as adaptable and capable units within the learning organization (Pedler et al., 1997). Universities have much to offer corporations from their deep understanding of the pedagogical base that underlies learning. Even so, they do not have a monopoly on this thinking and may have limited control over its implementation.

Partnerships between corporations and universities are an obvious and complementary arrangement, having the potential to reinforce strengths and overcome weaknesses in the drive towards learning and the empowerment of the workforce that is its natural consequence. Unlike models of workforce development that are built upon the premise of training as a 'quick fix' for shortcomings in skills, learning puts individuals in the position where

appreciation of the wider context within which they operate enables them to make value-based decisions. An ability to cope with unusual and novel situations, and to do so within limited timeframes, marks a further distinction between the usefulness of training and the value of learning.

This paper reports on two studies of collaboration between major international engineering corporations and an Australian university, the aim of which was to up-skill the workforce in response to changing markets. The purpose of this paper is to highlight differences between the models of learning adopted in the collaboration and those found in a more conventional, university-based environment. At the heart are learning programmes that combine the ADDIE (*analysis design, develop, implement and evaluate*) development and workplace learning models.

Adaptations of these models, which have added value for the industry partners, are discussed and recommendations made as to how they can be evolved to cope with change. Success in today's corporate climate is dependent upon achieving optimal advantage over competitors, establishing strategies to align with business demands and capability development to meet organisational objectives within a growing global economy. Corporations are continually challenged to change, adapt and innovate in order to remain in the market and be ahead of the game. These demands involve increasing the capabilities of the workforce and organisational functions to lie within defined strategic directions. Kay (1993) exemplified BMW, Honda, Microsoft and Glaxo as having achieved corporate success by matching their external relationships with their own distinctive capabilities, coupled with their ability to sustain competitive advantage. Corporations such as these thrive in economically challenging climates where the impetus is on management to ensure that workforce development programmes align with strategic business needs and the promotion of a culture of lifelong learning in the workplace (Eiter, 2009; Capelli, 2008). The drivers continue to extend from organisational imperatives to support individual motives for skill development (whether for the purposes of promotion or to enhance job satisfaction and performance), the continuum of which may tip the balance between staff retention and losing talent to competitors.

Fonte: Engineering Education, Volume 6, Issue 1, 2011

Questão 1

O que diz o texto sobre a parceria entre empresas e universidades?

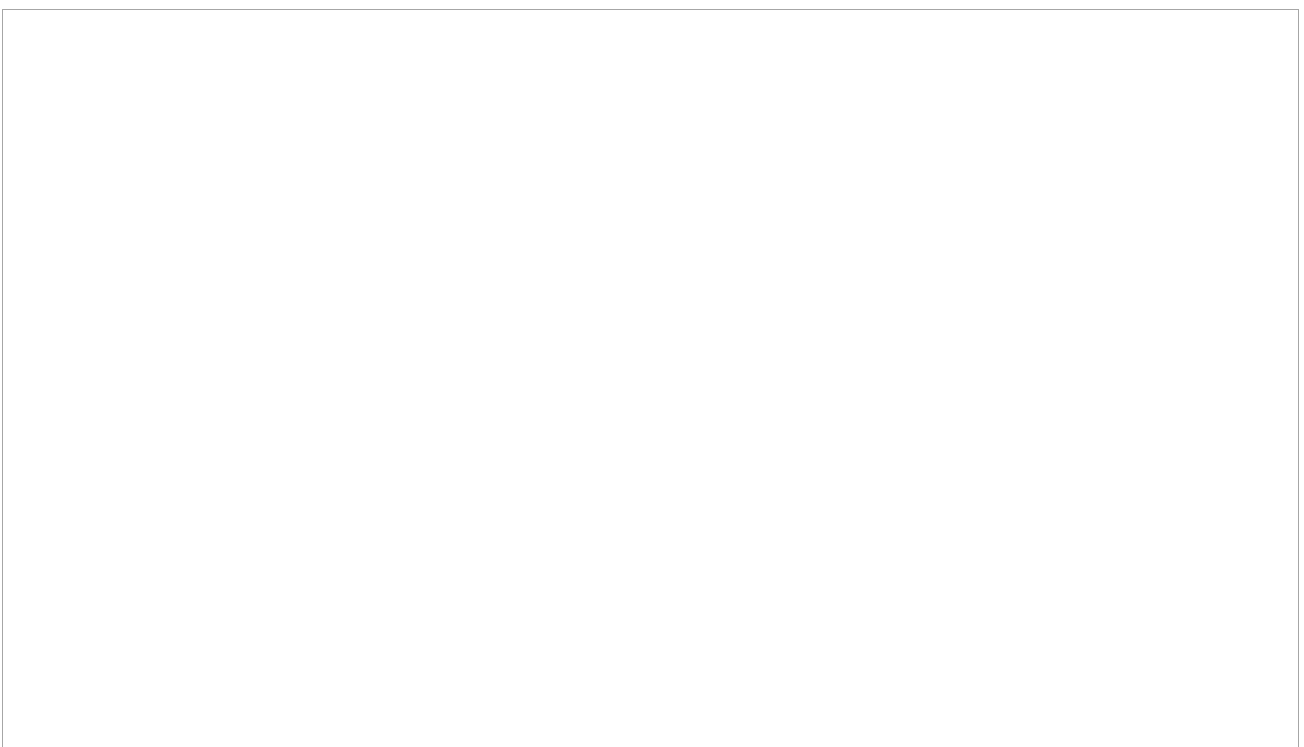
Espaço para Resposta



Questão 2

Descreva a diferença apontada entre aprendizagem e treinamento (modelos de força de trabalho).

Espaço para Resposta



Questão 3

Qual é o propósito do artigo?

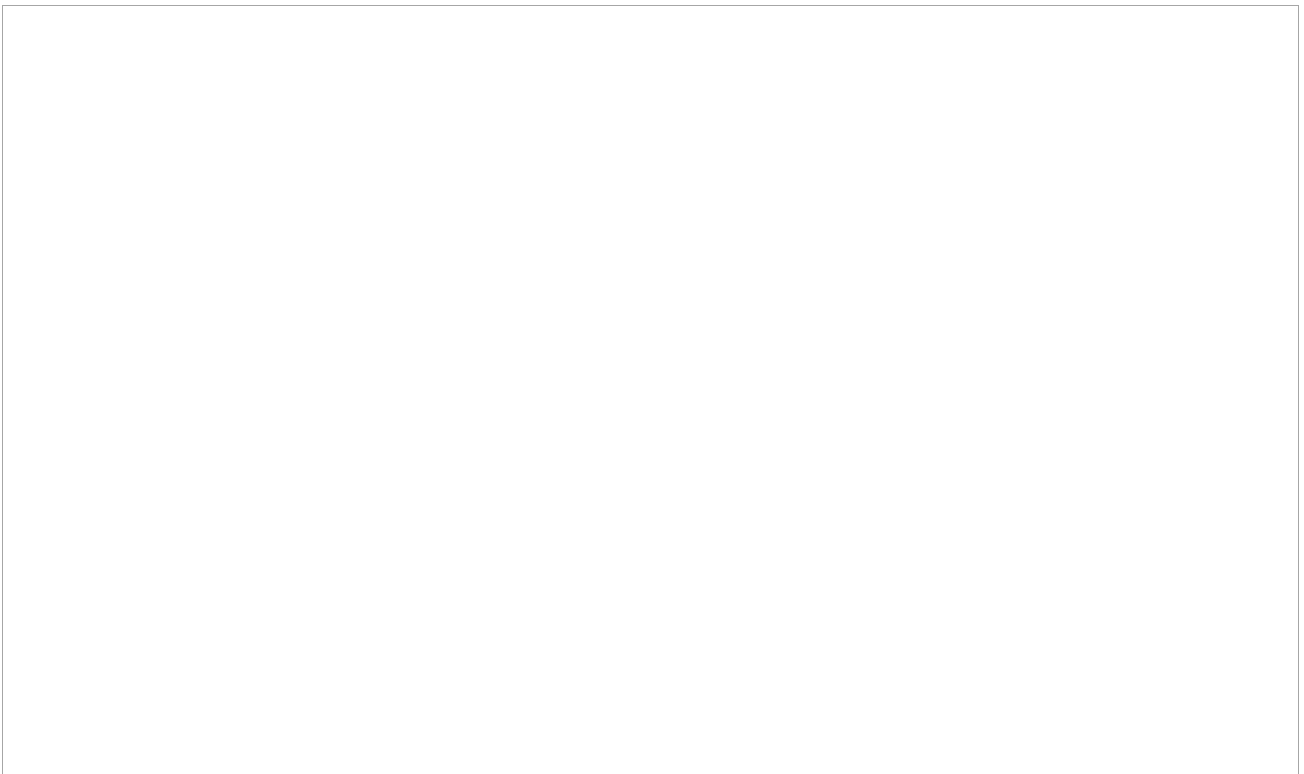
Espaço para Resposta

A large, empty rectangular box with a thin black border, intended for the student to write their answer to Question 3.

Questão 4

O texto cita como exemplo de sucesso corporativo algumas empresas internacionais. A quais fatores são atribuídos tal sucesso?

Espaço para Resposta

A large, empty rectangular box with a thin black border, intended for the student to write their answer to Question 4.

