

SYLLABUS

1. Information about the study programme

1.1	Institution	The Technical University of Cluj-Napoca
1.2	Faculty	
1.3	Department	Psycho-Pedagogy
1.4	Field of study	Electronics and Telecommunications Engineering
1.5	Cycle of study	Bachelor of Science
1.6	Program of study/Qualification	Telecommunications Technologies and Systems/ Engineer
1.7	Form of education	Full time
1.8	Subject code	TST-E105.00

2. Data about the subject

2.1	Subject name	Personal and professional development									
2.2	Subject area	Psycho-Pedagogy									
2.3	Course responsible/lecturer	Dipl. Psy. Lecturer Dorin Stanciu, PhD (ionut.stanciu@dppd.utcluj.ro)									
2.4	Teachers in charge of applications	Dipl. Psy. Lecturer Dorin Stanciu, PhD (ionut.stanciu@dppd.utcluj.ro)									
2.5	Year of study	3	2.6	Semester	1	2.7	Assessment	Colloquium	2.8	Subject category	DC/FAC

3. Estimated total time

Sem.	Subject name	Lecture			Applications			Lecture			Applications			Individual study	TOTAL	Credit
		[hours/ week.]			[hours/ semester]			[hours/ week.]			[hours/ semester]					
		S	L	P	S	L	P	S	L	P	S	L	P			
III/1	Personal and professional development	2	-	-	-	28	-	-	-	24	52	2				

3.1	Number of hours per week	2	3.2	of which, course	2	3.3	applications	-
3.4	Total hours in the teaching plan	52	3.5	of which, course	28	3.6	applications	-
Individual study								Hours
Manual, lecture material and notes, bibliography								12
Supplementary study in the library, online and in the field								8
Preparation for seminars/laboratory works, homework, reports, portfolios, essays								3
Tutoring								-
Exams and tests								1
Other activities								-
3.7	Total hours of individual study			24				
3.8	Total hours per semester			52				
3.9	Number of credit points			2				

4. Pre-requisites (where appropriate)

4.1	Curriculum	-
4.2	Competence	Baccalaureate level of instruction and general knowledge Beginner literacy with desktop applications, including Internet utilization

5. Requirements (where appropriate)

5.1	For the course	Auditorium or large lecture room. Audio-video installation for on-screen presentations (with room speakers). WiFi or cable Internet connectivity.
5.2	For the applications	Auditorium or large lecture room. Audio-video installation for on-screen presentations (with room speakers). WiFi or cable Internet connectivity. Writing board (classical or interactive) / Flip chart

6. Specific competences

Professional competences	Personal and Professional development is a socio-humanistic discipline. As such, it does not contribute directly to the development of specific competences in the field of engineering. However, it enhances such competencies and their development by means of its own learning objectives, which include the development of specific individual traits.
Cross competences	The Personal and Professional development course targets the development of competencies regarding self-knowledge, self-assessment and self-optimization, operationalized as follows: Knowledge regarding: the meaning and applicability of self-constructs and their fundamentals, including self-assessment; the motivation and its role for the personal and professional life; learning style and information acquisition habits; the culture, including the organizational culture, and the role of social modelling; about rationality and irrationality, critical thinking and cognitive biases, pseudoscience, values, virtues, decision making; the available digital tools, including cognitive-support digital tools; professional development plans and corporate integration and functioning; social and professional networking. Skills: operate self-assessment tools, self-presentation tools, virtual networking (for social and professional purposes), strategic planning, selection and use of adequate decision-making tools.

7. Discipline objectives (as results from the *key competences gained*)

7.1	General objective	To provide the course graduate with a set of competencies, skills and level of knowledge about him/herself which allows the formation of a competitive advantage and to provide to course graduate with a better understanding of his/her current academic status and curriculum
7.2	Specific objectives	To facilitate domain-specific learning and knowledge acquisition by providing a larger perspective on personal and professional development; To enhance personal determination and academic engagement as a basis for future competitiveness; To allow the course graduate to acquire specific tools and skills needed for personal and professional assessment, engagement, planning, organizing, expression, and networking.

8. Contents

8.1. Lecture (syllabus)		Teaching methods	Notes
1	Key-concepts of personal and professional development. Self-concepts, qualities and virtues, self-awareness and self-knowledge (self-assessment versus external evaluations)	Interactive lectures: - Exposition - Discourse - Debating - Case studies - Problem-solving - Heuristic conversations - Role playing	
2	Motivation and self-determination. Goals, objectives, interests, needs, desires, ideals, aspirations, expectations and incentives.		
3	Learning and learning styles. Self-directed learning, adult learning and continuous learning (lifelong learning)		
4	Social modelling and key-persons/models. The basics of social learning and the significant others		
5	Rationality, control, self-regulation and decision making. Processes, strategies and decision making tools		
6	Critical thinking and scientific reasoning. Cognitive biases, logical fallacies and cognitive distortions		
7	Assertive communication, persuasion and negotiation		
8	Significant personal objectives: Qualities and virtues		
9	Significant personal and professional objectives: Health, safety, fulfilment, satisfaction and happiness		
10	Tools, means and methods for productivity enhancement: Strategic planning, Decision-making, Information management		
11	Tools, means and methods for productivity enhancement: Organization, scheduling, planning and budget management		
12	Tools, means and methods for productivity enhancement: CV building (principles, alternatives, instruments)		
13	Tools, means and methods for productivity enhancement: Social networking, Professional networking (virtual dedicated networks and communities)		
14	Personal and professional development plans. Design and presentation		

Bibliography

(Study materials: Course synthesis, Lecture presentations, additional multimedia presentations)

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- Larson, C. U. (2009). *Persuasion and Responsibility: Reception and Responsibility*: Cengage Learning.
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9. Bridging course contents with the expectations of the representatives of the community, professional associations and employers in the field

Competences acquired will be used in the following COR occupations (Electronics Engineer; Telecommunications Engineer; Electronics Design Engineer; System and Computer Design Engineer; Communications Design Engineer) or in the new occupations proposed to be included in COR (Sale Support Engineer; Multimedia Applications Developer; Network Engineer; Communications Systems Test Engineer; Project Manager; Traffic Engineer; Communications Systems Consultant).

10. Evaluation

Activity type	10.1	Assessment criteria	10.2	Assessment methods	10.3	Weight in the final grade
Course		Standardized written test with multiple choice questions.		Written test Duration: 1 hr.		50%
Applications		Collaborative and individual semester projects. Collaborative and individual homework. Assessment criteria include: accuracy/precision, completeness, fluency, and relevance		Individual portfolio		50%

10.4 Minimum standard of performance

The total weighed score exceeds the equivalent of 5/10 of the final grade.
 Each assessment exceeds 50% of the allotted grading.

Date
8.03.2015

Course responsible
Lecturer Dorin Stanciu, PhD

Teachers in charge of applications
Lecturer Dorin Stanciu, PhD

Date of approval in the department
8.03.2015

Head of department
Prof. Carmen Bal, Ph.D