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*Training and Development*

Master: ORGANIZATIONAL AND OCCUPATIONAL HEALTH PSYCHOLOGY

1st year / second semester

<b>Coordinator</b>	<b>Associate Professor Ramona Palos, PhD</b>
<b>Type of discipline:</b>	Compulsory
<b>Number of allocated hours</b>	28C + 14S
<b>Credits</b>	7

### Short description

*“Training and Development”* is an applied discipline which emphasizes the importance of employees training and development in a learning organization and learning society. Training and development of the employees, through work-based learning and organizational learning, are solutions to the necessity of the quick re-training of the workforce required by the changes from the society, by the information explosion or experiences of the life transitions. The discipline offers the possibility to obtain a systemic perspective on training and employees development in a learning organization, to identify the learning needs and to select the appropriate methods for training them.

### Competencies (to be developed)

- to know and to understand specific concepts such as: learning, training, development, career planning etc.;
- to develop the capacity to interpret concrete situations from the organization, through the applicative nature of discipline;
- to develop the capacity to use methods, techniques and instruments specific to the discipline (for identify learning and training needs, to develop human resource, to plan and develop career);
- to valorize own abilities in practical situations which are create through exercises, with the possibility to transfer it in work environment.

### Objectives

- To explain the significance of human resource development, learning organization and knowledge management on the organizational level.
- To acquaint with methods and techniques for identifying learning and development needs.
- To acquaint with methods and techniques for human resource development.
- To understand the importance of career planning and development.

**Content of the course:**

<b>1</b>
<p><b>ORGANIZATIONAL LEARNING AND LEARNING ORGANIZATION</b> – conceptual delimitation.</p> <p><b>References</b>                  Avram, E., Cooper, C. L., (coord.) (2008). <i>Tendințe actuale în Psihologia Organizațional-Managerială</i>, pp. 872-883, Editura Polirom, Iași.                  Stone, R. (2005). <i>Human resource management</i>, pp. 332-334, John, Wiley and Sons, Australia, Ltd.</p>
<b>2</b>
<p><b>HUMAN RESOURCES IN ORGANIZATION</b> – systemic approach of training and employee development.</p> <p><b>References</b>                  Stone, R. (2005). <i>Human resource management</i>, pp. 335-350, John, Wiley and Sons, Australia, Ltd</p>
<b>3-4</b>
<p><b>PROCESS OF LEARNING NEEDS IDENTIFICATION:</b> organizational, job and individual levels analysis.</p> <p><b>References</b>                  Blanchard, P. N., &amp; Thacker, J. W. (2004). <i>Effective training. Systems, strategies and practices</i>, pp. 115-174. Second edition, Pearson Education, Inc. N.J.</p>
<b>5-6</b>
<p><b>METHODOLOGY OF LEARNING AND DEVELOPMENT NEEDS INVESTIGATION:</b></p> <ul style="list-style-type: none"> <li>• <b>Methods and techniques</b> for learning and development needs assessment;</li> <li>• <b>Methods and techniques</b> for performance assessment.</li> </ul> <p><b>References</b>                  Queeney, D. (1994). <i>Assessing needs in continuing education. An essential tool for quality improvement</i>, pp.117-143, pp. 177-199. Jossey-Bass Publishers, San Francisco.</p>
<b>7</b>
<p><b>DESIGNING TRAINING PROGRAMS</b> for employees, based on learning needs. Stages of the training programs.</p> <p><b>References</b>                  Bee, F. &amp; Bee, R. (1994). <i>Training needs analysis and evaluation. Developing skills series</i>, pp.102-127. CIPD House, U.K.                  Paloș, R., Drobot, L., Papuc, L. (2008). Management training programs at the level of organization. <i>Robotica and Management Internațional Journal</i>, 13(1), 50-53.</p>
<b>8-9</b>
<p><b>TRAINING METHODS</b></p> <p><b>References</b>                  Armstrong, M (2003). <i>Managementul resurselor umane. Manual de practică</i> (traducere), pp. 504-513. Editura CODECS.                  Stone, R. (2005). <i>Human resource management</i>, pp.334-358, John, Wiley and Sons, Australia, Ltd.</p>
<b>10</b>
<p><b>EVALUATION OF TRAINING PROGRAMS</b></p> <p><b>References</b>                  Bee, F. &amp; Bee, R. (1994). <i>Training needs analysis and evaluation. Developing skills series</i>, pp.173-290. CIPD</p>

House, U.K.
<b>11</b>
<b>INDUCTION PROGRAMS</b> – key element in training and development programs. Induction plan, stages.
<b>References</b> <a href="http://www.acas.org.uk">www.acas.org.uk</a> Recruitment and induction – booklet.
<b>12</b>
<b>CAREER PLANNING AND DEVELOPMENT</b>
<b>References</b> Armstrong, M. (2001). <i>Managementul resurselor umane. Manual de practică</i> . Editura Codecs. București. Capitolul 37, pp. 517-523. Papuc, L., Paloș, R., Drobot, L. (2008). Career management – a factor in the successful development of human resources. <i>Robotica and Management Internațional Journal</i> , 13(1), 54-58. Stone, R. (2005). <i>Human resource management</i> , pp. 371-386, John, Wiley and Sons, Australia, Ltd
<b>13</b>
<b>MANAGERIAL DEVELOPMENT</b>
<b>References</b> Stone, R. (2005). <i>Human resource management</i> , pp.334-358, John, Wiley and Sons, Australia, Ltd.
<b>14</b>
<b>PORTFOLIOS EVALUATION</b>

#### Content of the seminar:

<b>1</b>
<b>IMPACT OF SOCIAL, ECONOMIC AND TECHNOLOGICAL CHANGES ON ORGANIZATION AND THE NECESSITY FOR ADAPTATION</b> – <i>exercises.</i>
<b>2-3</b>
<b>THE EQUATION OF TRAINING AND DEVELOPMENT NECESSITY IN ORGANIZATION</b> – exercises.
<ul style="list-style-type: none"> <li>• Methods used in learning needs identification to the organizational and job level.</li> </ul>
<b>4</b>
<b>Learning and employees training – characteristics of adult learner</b> – <i>exercises.</i>
<ul style="list-style-type: none"> <li>• Experiential learning, work-based learning;</li> </ul>
<b>5</b>
<b>ON THE JOB TRAINING AND OFF THE JOB TRAINING</b> – <i>exercises.</i>
<b>6</b>
<b>TRAINING TRANSFER ON THE JOB</b> – <i>exercises.</i>
<b>7</b>
<b>PERSONAL DEVELOPMENT PLAN</b> – <i>exercises.</i>

#### EVALUATION

Evaluation to this discipline is doing during the semester and is based on portfolio, which contains the follow three tasks:

1. *Professional development level's identification, based on Dreyfus & Dreyfus model* – 30 points;
2. *Learning needs identification* for three persons (from different work environment, different age, gender and educational background) with a given questionnaire – 30 points;

3. *Designing a training program* – for two days with eight hours/day – for the three persons starting from the identified learning needs – **40 points**;

The condition to enter in the final evaluation is to have **minimum 6 (six) attendances** to the course/seminars during the semester.

**The final mark\*** to this discipline could be obtained by adding all the points from each task portfolio, in accordance with the next system:

Obtained points	Mark
<b>At the outside 50 points</b>	<b>Not promoted</b>
51-58	<b>5</b>
59-66	<b>6</b>
67-74	<b>7</b>
75-82	<b>8</b>
83-90	<b>9</b>
91-100	<b>10</b>

\* see the specification for the attendances during the semester.

### System evaluation for arrears sessions

For arrears sessions it will be keep the same system with the following changes:

1. **The tasks from the portfolio are the same and they are marked with the same points;**

- See the explanations from above;

*We consider arrears the situation when student didn't accumulate at least 51 points from tasks evaluation during the semester. When the student didn't deliver all the tasks but he succeed to accumulate at least 51 points, the exam is promoted, which means that the tasks are missing couldn't be delivered in the arrears session.*

In the arrears session, will be delivered those tasks which are missing from the portfolio, as well as those tasks delivered during the semester but marked at the outside half of the points.

2. **For that students who delivered some tasks from portfolio**

- The tasks delivered in the first session will be considered with the obtained points;
- The tasks delivered in the first session which didn't obtain at least half of the points will be renewable;
- The tasks didn't delivered in the first session will be accomplish now and will be evaluated in accordance with the same established criteria;
- These tasks and those renewable will represent the evaluation portfolio for the arrears session;
- The number of the attendances influences the final mark.

3. **For that students who didn't deliver any tasks from portfolio**

- The portfolio will contain all the tasks which will be evaluate in accordance with the established criteria;
- Final mark is the result of the sum of points from all the tasks;
- The number of the attendances influences the final mark.

### System evaluation for raising the mark

For this kind of situation, the student will get a new assignment which needs information from the entire content of the discipline. The obtained points represent the final mark, which is not influenced by the points accumulated by solving the tasks during the semester.

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