

SYLLABUS

1. Data about the program of study

1.1 Institution	The Technical University of Cluj-Napoca
1.2 Faculty	Faculty of Automation and Computer Science
1.3 Department	Computer Science
1.4 Field of study	Computer Science and Information Technology
1.5 Cycle of study	Bachelor of Science
1.6 Program of study/Qualification	Computer science/ Engineer
1.7 Form of education	Full time
1.8 Subject code	49.2

2. Data about the subject

2.1 Subject name	Personal and professional development				
2.2 Course responsible/lecturer	Dipl. Psy. Dorin Stanciu PhD, Assoc. Prof. (ionut.stanciu@dppd.utcluj.ro)				
2.3 Teachers in charge of seminars/ laboratory/ project	-				
2.4 Year of study	IV	2.5 Semester	1	2.6 Type of assessment (E - exam, C - colloquium, V - verification)	C
2.7 Subject category	DF – fundamentală, DD – în domeniu, DS – de specialitate, DC – complementară				DC
	DI – Impusă, DOp – opțională, DFac – facultativă				DOp

3. Estimated total time

3.1 Number of hours per week	2	of which:	Course	2	Seminars		Laboratory		Project	
3.2 Number of hours per semester	28	of which:	Course	28	Seminars		Laboratory		Project	
3.3 Individual study:										
(a) Manual, lecture material and notes, bibliography										8
(b) Supplementary study in the library, online and in the field										8
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays										4
(d) Tutoring										-
(e) Exams and tests										2
(f) Other activities:										-
3.4 Total hours of individual study (suma (3.3(a)...3.3(f)))							22			
3.5 Total hours per semester (3.2+3.4)							50			
3.6 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	For online teaching: MS TEAMS; access to Internet and audio-video capable devices. For onsite teaching: Classroom, video presenter, speakers/sound system, Internet access.
5.2. For the applications	

6. Specific competence

6.1 Professional competences	C5 - Design, lifecycle management, integration and integrity of hardware, software and communication systems (2 credits) C5.1 - Specifying the relevant criteria regarding the lifetime cycle, quality, security and computing system's interaction with the environment and human
------------------------------	---

	operator C5.2 - Using interdisciplinary knowledge for adapting an information system to application domain requirements C5.3 - Using fundamental principles and methods for security, reliability and usability assurance of computing systems C5.4 - Adequate utilization of quality, safety and security standards in information processing C5.5 - Realization of a project including problem identification and analysis, design and development, while proving the understanding of the basic quality needs and requirements
6.2 Cross competences	TC1 - Honorable, responsible, ethical behavior, in the spirit of the law, to ensure the professional reputation (1 credit)

7. Discipline objective (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 Lectures	Hours	Teaching methods	Notes
Qualities and virtues. The desired personality profile	2	Interactive lectures: - Exposition - Discourse - Debating - Case studies - Problem-solving - Heuristic conversations - Role playing	In this academic year (2020-2021), the didactical (including evaluations) will be online .
Self-constructs. Self-identity, self-confidence, self-esteem,	2		
Self-constructs. locus of control, self-efficacy, independence vs interdependence	2		
Personality (classical approach). The triadic model	2		
Personality (modern approaches). The Big 5, MBI, OCEAN	2		
Emotional Intelligence.	2		
Rationality and mental balance. ABC	2		
Rationality and mental balance. GABS and the REBT model	2		
Rationality and critical thinking. Biases and logical fallacies	2		
Rationality and critical thinking. Critical Thinking	2		
Strategic planning. Instruments (SWOT, PEST, Fishbone)	2		
Communication. Assertiveness (vs. passivity and aggressivity)	2		
Networking and personal branding. CV building. Professional profiles	2		
Networking and personal branding. Professional and learning communities	2		
Bibliography			
Study materials: Course synthesis, Lecture presentations, additional multimedia presentations)			
Aggarwal, R. S. (2000). <i>A Modern Approach to Verbal & Non Verbal Reasoning</i> : S.Chand.			
Andrews, K. R. (1971). <i>The concept of corporate strategy</i> : Dow Jones-Irwin.			
Ariely, D. (2009). <i>Predictably Irrational: The Hidden Forces that Shape Our Decisions</i> : HarperCollins Publishers.			
Aspinwall, L. G., & Staudinger, U. M. (2003). <i>A Psychology of Human Strengths: Fundamental Questions and Future Directions for a Positive Psychology</i> : American Psychological Association.			
Bercovitch, J., Kremenyuk, V., & Zartman, I. W. (2008). <i>The SAGE Handbook of Conflict Resolution</i> : SAGE Publications.			
Bishop, S. (2013). <i>Develop Your Assertiveness</i> : Kogan Page.			
Bolt, M. (2004). <i>Pursuing Human Strengths: A Positive Psychology Guide</i> : Worth Publishers.			
Cameron, N., & Bogin, B. (2012). <i>Human Growth and Development</i> : Academic Press.			

Caputi, P., Viney, L. L., Walker, B. M., & Crittenden, N. (2011). *Personal Construct Methodology*: Wiley.

Cava, R. (2004). *Dealing With Difficult People: How to Deal With Nasty Customers, Demanding Bosses and Annoying Co-Workers*: Firefly Books, Limited.

Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence*: Taylor & Francis.

Clark, K. S., Murphy, M. M., & Banas, S. L. (2009). *Handling Peer Pressure*: Facts On File, Incorporated.

Deutsch, M., Coleman, P. T., & Marcus, E. C. (2011). *The Handbook of Conflict Resolution: Theory and Practice*: Wiley.

Dreher, J. C., & Tremblay, L. (2009). *Handbook of Reward and Decision Making*: Elsevier Science.

Dunne, G. (2003). *Anger and Conflict Management: Personal Handbook*: Personhood Press.

Fells, R. (2012). *Effective Negotiation: From Research to Results*: Cambridge University Press.

Freeley, A. J. (2012). *Argumentation and Debate, 13rd ed*: Wadsworth/Cengage Learning.

Gigerenzer, G. (2000). *Adaptive Thinking : Rationality in the Real World*: Oxford University Press, USA.

Gilbert, D. (2006). *Stumbling on Happiness*: Knopf Doubleday Publishing Group.

Gilovich, T. (2008). *How We Know What Isn't So*: Free Press.

Glickman, R. (2002). *Optimal Thinking: How to Be Your Best Self*: Wiley.

Hammond, J. S., Keeney, R. L., & Raiffa, H. (1999). *Smart Choices: A Practical Guide to Making Better Decisions*: Harvard Business School Press.

Haslam, N. (2007). *Introduction to Personality and Intelligence*: SAGE Publications.

Hunter, D. (2013). *A Practical Guide to Critical Thinking: Deciding What to Do and Believe*: Wiley.

Johnson, G., & Whittington, R. (2009). *Fundamentals of Strategy*: Pearson Education, Limited.

Kahneman, D. (2011). *Thinking, Fast and Slow*: Farrar, Straus and Giroux.

Kuhn, D. (2009). *Education for Thinking*: Harvard University Press.

Larson, C. U. (2009). *Persuasion and Responsibility: Reception and Responsibility*: Cengage Learning.

Lau, J. Y. F. (2011). *An introduction to critical thinking and creativity: Think more, think better*. Hoboken, N.J.: Wiley.

Lilley, R. (2013). *Dealing with Difficult People*: Kogan Page.

Lopez, S. J. (2008). *Positive Psychology: Discovering human strengths*: Praeger.

Macnamara, J. (1986). *A Border Dispute: The Place of Logic in Psychology*: A Bradford Book.

MTD Training. (2010). *Dealing with Conflict and Complaints*: MTD Training & Ventus Publishing ApS.

Mynatt, J. (2009). *Encyclopedia of Management*: Gale.

Narvaez, D., & Lapsley, D. K. (2009). *Personality, Identity, and Character: Explorations in Moral Psychology*: Cambridge University Press.

Oliver, D. (2010). *How to Negotiate Effectively*: Kogan Page.

Peterson, C., & Seligman, M. E. P. (2004). *Character Strengths and Virtues: A Handbook and Classification*: Oxford University Press, USA.

Raiffa, H., Richardson, J., & Metcalfe, D. (2002). *Negotiation Analysis: The Science and Art of Collaborative Decision Making*: Belknap Press of Harvard University Press.

Rechner, A. (2009). *The in Crowd: Dealing with Peer Pressure*: Compass Point Books.

Schick, T., & Vaughn, L. (2013). *How to Think About Weird Things: Critical Thinking for a New Age*: McGraw-Hill Education.

Seligman, M. E. (2011). *Learned Optimism: How to Change Your Mind and Your Life*: Knopf Doubleday Publishing Group.

Smith, J. C. (2011). *Pseudoscience and Extraordinary Claims of the Paranormal: A Critical Thinker's Toolkit*: Wiley.

Staley, C. C. (2007). *Focus on college success*. Boston, MA: Wadsworth Cengage Learning.

Stanciu, I. D. (2013). *Raționalitate și control în autoreglarea învățării la studenți. Modelare conceptuală și intervenții experimentale de validare*. Cluj-Napoca: Presa Universitară Clujeană.

Stanovich, K. E. (2009). *Decision making and rationality in the modern world*: Oxford University Press.

Sternberg, R. J., & Zhang, L. (2001). *Perspectives on Thinking, Learning, and Cognitive Styles*: Taylor & Francis.

Tavris, C., & Aronson, E. (2008). *Mistakes Were Made (But Not by Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*: Houghton Mifflin Harcourt.

van den Brink-Budgen, R. (2000). *Critical Thinking for Students: Learn the Skills of Critical Assessment and Effective Argument*: How To Books.

Zhang, L., Sternberg, R. J., & Rayner, S. (2012). *Handbook of Intellectual Styles: Preferences in Cognition, Learning, and Thinking*: Springer Publishing Company.

8.2 Applications – Seminars/Laboratory/Project	Hours	Teaching methods	Notes
-			
Bibliography			
-			

*Se vor preciza, după caz: tematica seminariilor, lucrările de laborator, tematica și etapele proiectului.

9. Bridging course contents with the expectations of the representatives of the community, professional associations and employers in the field

By completing this course, the course graduate is expected to have acquired a series of specific and general declarative and procedural knowledge, as well as have built a series of competencies, which, in their togetherness contribute to an increased capacity to find employment, communicate professionally and informally, collaborate and work closely with other professionals and non-professional, and an increased ability to promote and capitalize upon personal and professional traits and activities.

10. Evaluation

Activity type	Assessment criteria	Assessment methods	Weight in the final grade
Course	Standardized written test with multiple choice questions. Collaborative and individual semester projects. Collaborative and individual homework. Assessment criteria include accuracy/precision, completeness, fluency, and relevance	Written tests (quizzes) Individual portfolio (all assessments take place online)	40% 60%
Seminar			
Laboratory			
Project			
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 of filling in:	Titulari	Titlu Prenume NUME	Semnătura
	Course	Dipl. Psy. Dorin Stanciu PhD, Assoc. Prof.	
	Applications	-	

Date of approval in the department	Head of department Prof.dr.ing. Rodica Potolea
Date of approval in the Faculty Council	Dean Prof.dr.ing. Liviu Miclea