

HABILITATION THESIS

Educational perspectives on individual and organizational behavioral change in adults through learning and continuous development

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SUMMARY

The habilitation thesis titled "Exploring educational dimensions of behavioral transformation in adults and organizations through lifelong learning and development" encapsulates a comprehensive overview of the academic, scientific, and professional accomplishments achieved during the post-doctoral journey, commencing from the attainment of a Ph.D. in Psychology in 2016 from Babeş-Bolyai University of Cluj-Napoca, Faculty of Psychology and Educational Sciences, under the guidance of Professor Mircea Miclea.

In terms of its structure, the habilitation thesis comprises two primary sections: the initial section delineates the post-doctoral scientific and pedagogical accomplishments, coupled with adeptness in leading research teams, orchestrating educational activities, and encapsulating the investigations and studies undertaken from 2016 to 2024. The subsequent section delineates forthcoming research trajectories and outlines the trajectory for professional, scientific, and academic advancement and growth.

The outcomes of the scientific pursuits have been consolidated into various forms of publications, including but not limited to sole-authored or primary-authored books, contributions in collective volumes, chapters or studies, papers indexed by WOS or other international databases. Additionally, involvement in both national and international scientific conferences or workshops, as well as participation in national and international projects, have contributed to the dissemination and application of research findings.

The initial section is organized around two main research topics. The first research direction envisages the impact of continuous training on workplace skill development. Through a series of studies and research endeavors, the focus has been on understanding how continuous training and development programs influence the evolution of individual skills and adaptability to workplace changes. Additionally, self-directed learning strategies and the integration of digital technologies into adult continuous learning have been explored to grasp their contributions to behavioral change in the workplace. Furthermore, motivational factors encouraging continuous learning have been investigated, alongside the development of methods to evaluate the effectiveness of learning programs in fostering positive behavioral changes.

The second research direction has centered on exploring the relationship between organizational culture and the capacity of organizations to learn and adapt to change. Analyses have been conducted on how organizational values, norms, and practices shape the learning process. Additionally, attention has been given to examining the role of leaders and managers in fostering an environment conducive to organizational learning. Moreover, studies have focused on understanding the process of organizational change and strategies employed by organizations to manage resistance to change. Effective approaches for engaging and mobilizing employees in the transformation process through learning have been identified. Furthermore, investigations into the connection between innovation and educational performance have been conducted, examining innovative strategies and practices adopted by educational institutions to enhance the quality of the teaching-learning process and educational outcomes. Additionally, various workplace learning strategies and practices have been analyzed for their impact on organizational development and behavioral change.

The exploration of individual and organizational behavioral change within the realm of continuous learning and development unveils a complex dynamic of factors. At the heart of this inquiry lies an examination of pivotal concepts such as learning organizations and the significance of wisdom in organizational functioning, particularly from the perspective of educational sciences.

Learning organizations, a cornerstone concept in organizational theory, epitomize entities committed to fostering learning at multiple levels to adapt and flourish amidst evolving landscapes. These organizations prioritize the acquisition and utilization of new knowledge and skills to enhance effectiveness. From an educational sciences viewpoint, the notion of learning organizations extends beyond mere operational efficiency to underscore the alignment between

organizational processes and educational principles. Drawing from educational psychology, learning organizations emphasize the creation of supportive environments conducive to individual and collective learning, prioritizing social interaction, scaffolding, and reflective practices for knowledge construction. By nurturing contexts that facilitate continuous learning and knowledge sharing, learning organizations embody educational ideals of fostering intellectual growth and skill development.

Complementing the discourse on organizational learning is the notion of wise organizations, which accentuates the ethical, moral, and value-based dimensions of organizational conduct. Scientific literature delineates wise organizations as those that judiciously apply knowledge, coupled with ethical considerations, to promote collective well-being. In educational sciences, the emphasis on wise organizations underscores the imperative of nurturing ethical leadership, social responsibility, and values-driven organizational cultures. From this perspective, educational institutions transcend their traditional role as centers of knowledge dissemination to become moral communities that cultivate virtues such as empathy, compassion, and integrity. By fostering environments characterized by ethical conduct, social justice, and sustainability, educational institutions contribute not only to intellectual growth but also to moral and ethical development. In conclusion, the examination of learning organizations and wise organizations within the framework of educational sciences sheds light on the symbiotic relationship between organizational processes and educational principles. By prioritizing continuous learning, ethical conduct, and collective well-being, educational institutions emerge as catalysts for individual and societal transformation in a rapidly changing world.

The future research directions encompass two key areas: individual behavioral change based on process, and learning organizations. The first direction, focusing on individual behavioral change, aims to analyze the impact of continuous training on skill development in the workplace, examining how ongoing learning initiatives influence individual competencies and adaptability in dynamic work environments. Additionally, it explores self-directed learning strategies among adults, aiming to understand how adults plan, organize, and evaluate their own learning processes, and how these strategies affect behavioral change and performance in the workplace. Furthermore, it aims to investigate the integration of digital technologies into continuous adult learning, assessing how platforms like e-learning and mobile applications can support and enhance adult learning processes and their impact on behavioral change. It will also examine motivational factors

in promoting continuous learning in the workplace, exploring the role of motivators such as professional recognition, career satisfaction, and personal development in encouraging and sustaining adult participation in continuous learning programs. Lastly, research will focus on evaluating the effectiveness of continuous learning programs in behavioral change in the workplace, analyzing methods and tools used to assess the impact and efficacy of such programs in producing positive behavioral changes and achieving organizational objectives.

The second direction, centered on learning organizations, explores various aspects related to organizational learning and change. Research will investigate the relationship between organizational culture and the capacity of organizations to learn and adapt to change, examining how organizational values, norms, and practices influence the learning process. Additionally, it examines the role of leadership in facilitating organizational learning, exploring the skills and behaviors required to create an environment conducive to organizational learning, including knowledge and experience sharing within the organization. Furthermore, research will focus on organizational change and resistance management, analyzing the process of organizational change and effective strategies for engaging and mobilizing employees in the change process through learning initiatives. Research will also explore the connection between innovation and educational performance, investigating innovative strategies and practices adopted by educational institutions to improve the quality of teaching-learning processes and educational outcomes. Finally, it will examine the study of learning strategies in the workplace, investigating and analyzing various strategies and practices of workplace learning, including their implementation and impact on organizational development and behavioral change at both individual and collective levels.

The habilitation thesis not only reflects on past achievements but also serves as a roadmap for future research advancements. With a commitment to ongoing scholarly inquiry and a dedication to educational excellence, the journey continues, guided by a vision of contributing meaningfully to the advancement of knowledge and the enhancement of educational practices. Through continued research endeavors, teaching innovations, and collaborative partnerships, the aim is to further enrich the academic landscape and inspire future generations of scholars and practitioners in the field of educational sciences.