IT&C AND THE PERSONAL DEVELOPMENT

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In this paper I explore the phenomenon of personal development in an „unconventional" way. The contribution of this paper is to use a different method (i.e. in –depth interviews) to focus on a different unit of analysis (i.e. managerial couples) in a different context. In addition the information and communication technologies (IT&C) are entering all the fields: business, state institutions, education and the day-by-day life. This paper contributes to the field by suggesting a different theoretical approach to personal development conflict as a decision-making problem. I propose using social exchange theory to explain personal development conflict as a complex evaluation of cost and benefits of exchanges between multiple actors on the basis of personal values and beliefs. The critical thinking is one of the most popular learning objects in the English speaking countries and they are also offering most of hopes to distance learning and also the critical thinking is a reflective one. This paper suggests that the field may be overlooking some fundamental variables. Content analysis of the interview transcripts reveals the crucial importance of implicit values and benefits, immanent or tacit actions such as decision-making and learning and communication and mutual understanding. Communication and personal development is essential in this respect. It's difficult to separate work, family and personal development and communication is fundamental in all directions. To conceptualize personal development conflict as a decision-making problem while taking into account exchanges and interactions between multiple actors and we can draw on equity theory or social exchange theory.
Future research should test whether decision making is central for the understanding of personal conflict only in managers or in other collectives as well. I recommend the couple as the best unit of analysis to address issues such as accommodation within couples and complex decision-making in both individuals and couples. Future research should draw on boarder and different samples to replicate our study and check the generalizability of its findings - because if it can be generalized it may have strong implication for theoretical development.

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Introduction

The information and communication technologies (IT&C) are entering all the fields: business, state institutions, education and the day-by-day life. Applying the Internet technologies the whole learning concept is changed reducing a lot the costs regarding the preparation and learning, and the costs of displacement of the professors an student as well. The forums and discussions are allowing the fast information exchange between students and between professors and students as well. The possibility to have on-line courses at scheduled days and hours, by multimedia facilities offered by the Internet infrastructure: on-line image (video camera), sound, chat can be done either by an independent treatment of students taking into account their aptitudes and results or by very high audience courses (hundreds/thousands of students simultaneously).

The extremely low costs level of a course is that it' not necessary to have a classroom, the number of students it's not limited because of the classroom's capacity, the teaching materials are virtual (photos, films, sounds, and so on) but also every student's or professor's possibility to customize the used interface to meet his needs of an easy administration at any level of detail and anywhere a computer connected to the Internet is available offers the possibility of the access to use or administrate both in fixed positions (computer, desktop connected to the Internet) and mobile ones.

In this study I will focus on managers because I expect that they are a group that, because of nature of their work, experience high level of personal development conflict. More specifically, I will study managerial couples, i.e. couples of which one or both members have managerial reponsabilities. Managers may be expected to experience more time-based personal development conflict because they have to devote more time to work and show a high degree of availability and flexibility in their job. They can also be expected to experience more strain-based work-family conflict because of their responsibility for resources and people.

1.The critical thinking in the field of personal development.

The critical thinking is often associated with the philosophy but it can be closely associated with informal logic. The critical thinking is one of the most popular learning objects in the English speaking countries and they are also offering most of hopes to distance learning. The critical thinking is a reflective one. The one who thinks critically thinking's(interferes, deliberates) reflectively. But what does it mean to be reflective thinking so that it is also critical?

The critical thinking is reflective due to the fact that it follows its own progress, it evaluates each of its steps to decide if it is or not justified then it corrects its own mistakes. The critical thinking is not perfect because the one who thinks critically also makes mistakes. But the process of self-observations and self-correction through which always passes the one who practice the critical thinking makes him to commit fewer mistakes than those who don't think critically. The critical thinking is often erroneously considered to be a negative and destructive thinking. If we look at the relationship between the critical thinking and belief we can notice that the purpose of critical thinking is not to destroy the belief; what is wanted is to get to a reasonable belief. The critical thinking is not the negative thinking opposite to the positive or creative thinking. The one who thinks critically asks questions but it asks them to decide what's reasonable to believe.

Obviously, the critical thinker is not so stupid to believe in all he's told but he's not so skeptical to believe in nothing he's told. What's doing the one who thinks critically is to distinguish between reliable and questionable witness and he weighs the evidence to decide what's reasonable. When we bring evidence and arguments in favor of an opinion or belief, the result is reasoning (an argument). The opinion or conviction is the conclusion of reasoning. The activity to analyze if the conviction is in fact supported by the evidence or the invoked reasons is called the analysis of the argument.

The critical thinking is dealing with reasoning and arguments. On the one hand, it analyzes the already made arguments seeking to discover their mistakes and, by the other hand; it builds reasoning or counterarguments. The model is the Socratic method: to critically think is to primarily learn to listen to the other ones. To listen to what the other says means attention, concentration and also respect. Critical thinking is also to try to understand what the other one is trying to mean. The criticism is not made for the sake of destroying the other one's arguments but for the sake of clarifying them. These arguments are sometimes wrong and that's what critical thinking teaches us to detect. Once again the model is the Socratic conversation. We listen, understand, respond, discover mistakes and, finally, we are building ourselves (or together) the right reasoning.

"To misunderstand", to make a mistake is not only frequent, is – however paradoxical it may seem – necessary and so the knowledge begins. You cannot start by knowing, only your own ignorance's achievements can make you look for. If the answer I find to a question is wrong where is the right answer? The true knowledge starts when you realized that the error was an old lesson. Nobody taught it better than Socrates. The Platonic dialogues called "Socratics" are a wonderful example of the essential value for knowledge that has the recognition of own ignorance. Socrates' demonstration of *Alcibiade* you cannot know a thing unless you have learnt it (it's about how to become a politician); you haven't learnt it from others during school because it's not taught in school; you've had no democracy teacher. You haven't learnt it by yourself because there was no moment when you realized you didn't know it and so you start looking for it. So you cannot become a politician because you have no skills for that. This is an argument. Socrates shows Alcibiade that he cannot become a politician because he doesn't know what a politician has to do (or not to do), because he's unprepared and he has never thought about that.
Different ways to express an argument by which not every attempt to convince is an argument. The reasoning or arguments are some special forms of human communication, different by the others by the fact they are organized according to logic rules (or laws). Therefore, we are saying about arguments that they are *correct* (if the persons who formulate them know the rules or laws after which they are formulated) or otherwise *incorrect.* In logic, at this point, the discussion should be ended. If we formulate a wrong reasoning there's no place for discussions an interpretations. However, in day-by-day life things are more nuanced and there are situations in which the formulation of a wrong argument doesn't close the discussion. This is happening in almost every dialogue and sometimes the simple incorrectness doesn't stop to argument but it's insisting to convince and to eventually have the possibility to repair mistakes which are realized by education and self-learning.

2.E-learning – way to personal development

By promoting a digital image of the information society, in learning subsystems the hardware component is represented by computers and the infrastructure obtained depending on the way of interconnection, the software component is reflected through learning system while firmware will be the impress of the institution providing learning services.
More broadly, by e-learning is represented the totality of learning circumstances in which the means of the information and communication technology are significantly used. The term, took over from Anglo-Saxon literature has been extended from the basic etymological meaning to learn by electronic means and it is now covering the area of intersection of educational activities with modern electronic means. So defined, more that e-educational, the semantic area of e-learning concept interferes with and infinitely variable overlaps a lot of terms that capture the variety of teaching experiences that can benefit from technological support: assisted instruction: computer – mediated, digital/mobile/on-line learning education, training through multimedia and so on.
Known as educational teaching software, a wide range of electronic materials (on digital media) are developed to make easier the procees of learning; maps, dictionaries, encyclopedias, educational films, presentations in different formats, books (e-books), tests, tutorials, software simulations that form skills, software practice, educational games and so on. The computer and the multimedia electronic materials are used as a support in teaching, learning, evaluation or as a mean of communication (to carry out some individual tasks and so on).
Children are increasingly earlier taught to use the computers in ontogenesis. What and how will the computer influence the child's cognitive and social development? There's a series of fears of addiction or social isolation, phenomenons influenced by the use of the computer but these ones

can be counteracted by a series of researches whose conclusions can be summarized by the advantages of a more productive and motivational learning.
E-learning represents a kind of distance learning, as a planified and organized teaching-learning experience. The mediation is done by the new information and communication technologies – mainly by the Internet. The Internet represents both the medium of material's distribution and the communication channel between the involve actors. For the time being functional only in the higher education and in adult's education, the systems of Internet training adapt the components of the traditional teaching approach/ face to face: planning, specific content of methodology, interaction support and evaluation. The extensions brought by the technological medium, insufficiently explored and used, refer to:
(a) *student orientation* by custom training course – the different composition of learning objects depending on the needs of each beneficiary – by *training individualization* – non-linear structure of the information, with the possibility of returning to more difficult content following the automatic identification of gaps – *autonomy* by eluding a pace, spatial independence and induction seminars;
(b) distributed resources, using and integrating access to electronic libraries and media by training specialists in student's discussions;
(c) fluidity of roles by the continuos balance of the educated-educator role within the learning group, by the continuos restructuring of learning teams depending on interests or task's efficiency criteria.
The training within the field of information technology and after that the training using this technology is different stages within the process of the information society's development. The development of some specific training solutions led to the foundation of new concepts in this field, which started from the solving of traditional problems with new tools (electronic manual – ebook) getting to the development of some new problems linked to the replacement of the bureaucratic structures with educational organizations and the construction of some specific mediums such as e-learning, promoted as a paradigm of e-learning. An e-learning system (of distance training or virtual education) consists in a planned teching experience – learning, organized by an institutions that provides materials in sequential and logical order to be assimilated by students in their own way without any constraint on the co-presence or synchronicity activity. Mediation is done by different ways, from media materials (memory sticks, CD/DVD or eventually by classical correspondence) to transmission technologies of the contents via Internet.
The education and training task based on the latest information and communication technologies is not to prove that it has immediate results in a race with other types of educational systems but to substitute a part of the current structures with a new, probably superior performances spectrum in meeting of inherent changes taking place in culture and civilization.
The new medium created by the Internet and supported by current technologies permits the improvement of traditional teching an learning principles by bringing to them a series of innovations:
- asynchronous learning;
- synchronous learning, where students and professors are learning on their own or in supervised groups;
- learning focused on student or professor, depending on whether the student or the professor occupies a position which determine the pace of progress;
- individual or group learning, benefit of the advantage either of the unidirectional attention or of the benfits and iinfluence of a group;
- informal communication, create opportunities and 'institutions' on the online learning platform in order to exhange information (cafeteria);

- the online library which not only allows books and magazines but also links to internal and external databases, to audio and video flows, and so on;
- online exams similar with extemporals and tests that are created by professors and scheduled either by professor or student, depending on learning system;
- the management of learning is achieved through modern methods of controlling the process of teaching and learning that adapts to a large public.

By the strategy of Lisbon which has as horizons the years 2020 is wanted to be ensured an employment rate of labor of 70%. In terms of global economic crisis the demand for manpower in Romania expressed by the indicator „quarterly rate of job vacances" continued the downward trend.

The European e-learning market will reach USD 10 billion until 2012. The content market will be the dominant segment for the next period. The next segment as dimension will be the services one which will have the highest growth. Analysts believe that as the market consolidates instruments will become common and they will be a part of end-to-end solutions. European market for IT training services, however, remains fragmented, the number and variety of providers being huge in all the countries. Many alliances and partnerships between companies with complementary skills in e-learning are created -and some of the major providers of e-learning has expanded on the market both geographically and in terms of e-learning offer. It is expected that these trends continue, however pointing out that the market will remain fragmented so that approximately 75% of corporations will have developed platforms LMS (learner management system).

It is believed that these platforms of education will become just as prevalent as CRM and ERP systems are in present. The sectors which most rapidly embraced the e-learning are the industry, healthcare, education, government sector, banking system, followed by transport, telecommunications and media. Economic difficulties stimulate investment in education and IT training. According to analysts annual rate of growth in global revenues from IT education and training will be 55 billion USD in 2012. But growth rates will widely vary depending on region. It's considered that in their tendency to reduce costs some companies, will invest more and more in training IT specialists as having well-trained specialists in the latest technologies is essential for companies to reinvent their business model, make Internet strategy, reorganize their supply chain and try to remove one of the biggest problem of IT departments, the lack of sufficiently trained staff. Worldwide the United States and Western Europe will remain the largest market for IT training. Together, these two regions will represent approximately 75% of revenues from IT training. It is estimated that e-learning will determine much of the market's growth of IT training because the providers develop an ever-growing high-quality offerings and more end users have access to these offerings.

3.Globalization in the Information Society

The information society is the society based on the Internet. Globalization is also a consequence of the Internet as a priority. Then we can say that globalization is a phenomenon specific to information society. Because of the link between information society and globalization, which justifies the claim that globalization is a natural consequence of the information society, whereas the information society is proved to be a process that can not be stopped, globalization is also an inevitable process.

Along with the increased data processing speed and their storage capacity, have led to the development of custom user, and as a key factor, they have been interconnected, ensuring communication between two users, then at the group level and after that between community users developed by Intranet, Extranet or globally, in an open system, resulted as digital a reflection of the social system through the Internet.

The complexity of the information systems and their quite long making timescale are causing a series of problems which have to be taken into account and solved so that, the expected results are finally got.
First, during the development cycle of the information system changes occur within the managerial team of the beneficiary. In case a new managerial team has another vision upon the agreed indicators on which its decisions are based, changes in specifications occur, involving modifications of the information system's structure.
Secondly, the latest information technologies that appear require the ongoing adaptation of the information systems development team. Changes occur in the approach of the assistance tools and in the use of the options. Using the latest resources, a series of components are finally designed. The information system becomes inhomogeneous in terms of technologies of development.
Thirdly, the development of the company by purchasing new equipments, the reorganization of the production flow, the transition to the making of new products, the introduction of the elements of total quality management come to influence the structure and functions of the information system in terms of quality and amount. The problem of data acquisition acquires a new dimension when it comes of tools with programmed command or in case of robotic production lines.
Fourthly, during several years, the team of programmers, web designers, testers and implementers undergoes itself modifications. Different specialists reunify the team. All these fluctuations are reflected in the working system, in the quality of components or stages of the information systems.
Fifthly, the economic environment, the legislation and the dynamics of the processes of the information society leads to evolutions that have to be reflected in the information systems. The modifications of some calculation algorithms, the need to use new coefficients, the appearance of some information exchange between the company and the public institutions of state also have to be reflected in the information systems being designed.
The Internet was also the result of social interaction among experts, institutions, states and an extremely large number of users worldwide, and only in this context it was possible as a technological and social invention, only in this context he acquired today's form. It is natural to think that globalization, as a result of the Internet takes the form at which all the globalization participants are involved. This is the lesson of the Internet, which has proved to be great success in technological and social history of mankind, showing the path to be followed by the globalization process so that all participate in ways that will have to be largely generated by the users of globalization. Like the Internet, globalization cannot be strictly hierarchical to be a success for human being. If the Internet is not hierarchical, the globalization, naturally, will not be hierarchical, ensuring, as with the Internet, general coordination forms to establish rules of conduct acceptable to all, which could only be possible in a knowledge and perhaps consciousness society.

4.Conclusion

The premises of creation of the information society were insured by producing a massive and rapid spread of electronic computers, which allowed the individual, organization, nation and society the processing of a growing volume of data in an increasingly lower time and in an open space.
The globalization process has not found its balance and natural course, although he is driven by the increase of the Internet and its use in the economic, cultural and social life of the world.

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