

WORK-INTEGRATED LEARNING AN ANTI-CRISIS POLICY TO EMPOWER ECONOMIC GROWTH

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Abstract: *The occurrence of financial and economic disruption along with major disorders in economic activities generated, the labor market, a major unemployment rate sizing, effect which required finding new solutions in order to restore the economic balance.*

Therefore the European strategies to develop a knowledge-based economy promote the work-integrated learning policy that acts in synergy with the financial-economic cohesion policy and with the information society development initiative in order to highly capitalize new informational technologies, action that can create the socio-economic progress preconditions.

Key words: *economic disruption, anti-crisis policy, economic balance, work -integrated learning policy, informational technologies.*

1. Introduction

Work-integrated learning is one of the most frequently globally invoked concepts used in the past decade, primarily in the international political language.

Work-integrated learning exceeds the scope of economic relations, including the political field, information and even culture.

Work placements are supported by employers who are recruiting, valued by students who wish to be work-ready, and initiated by academics who want students to experience theory in practice. [1]

Economic and financial crisis inevitably falls into this trend, even if it has been changing its causes, factors and its features. Characterized, on the one hand, by globalization - genuine and

inevitable trend, but overrated in some respects, even hastened by certain forces and circles – and, on the other hand, by work-integrated learning is a general aspiration, natural and legitimate of all people, to progress and welfare, contemporary world economy became more complex, more dynamic and unpredictable.

Work-integrated Learning or Cooperative Education is a form of learning whereby periods of study are alternated with periods of related work within business, industry or a governmental agency. In this way, students are given the opportunity to effectively integrate the theory of the classroom with the practice and the responsibility of the workplace. [3]

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Given that work-integrated learning depends on the approaches, methods, techniques of companies focused on production and use of knowledge, which provides superior recovery as compared to the previous period, with multiple facets of knowledge, developing a knowledge-based society is a vital condition for economic and financial evolution of the states.

Work-integrated-learning is a strategy of applied learning that integrates the rigor of an accredited academic program with periods of supervised and relevant experience in the workplace. [2]

Following these assumptions the contents and modalities of work-integrated learning, human resources in organizations must be able to use information leading techniques, to assume new tasks at work, to operationalizing new approaches, methods and techniques in business them.

So, we find **emerging more than a trend**, a new organizational culture is characterized by size and innovative information management.

Evolution of work-integrated learning premises is ensured by opening the national markets to European and global levels, requiring new rules of competition. The **emergence and development of computer networks expand their global trend and empower the economic growth**.

Knowledge - based society can substantiate on three pillars: human capital, digital information and, and -last but not least- some expert systems to assist management decisions.

2. The Praxis of Work Integrated Learning Policies

As a practical, work-integrated learning as an anti –crisis solution lies within the approaches, methods, techniques of companies focused on production and use of knowledge, which provides superior

recovery as compared to the previous period, with multiple facets of knowledge.

Therefore, work-integrated learning occurs in all areas related to the new organization, and highlighted the practice before the theory. Moreover, in developed countries in particular, thousands of firms have developed practices focusing on knowledge management in various forms, which offers a substantial addition of functionality.

Work-integrated-learning provides a context for learning— even after their first work placement, students engage in a different form of learning, one that is informed by their understanding of the work place and of their future role in it.

Operationalized work-integrated learning has some characteristics which confer functionality and efficiency.

Thus, work-integrated learning implies: [4]

- building a culture of knowledge;
- manifestation of leadership;
- practice partnerships;
- acting as a learning organization;
- use teamwork;
- developing knowledge-based communications;
- knowledge sharing between employees and other stakeholders;
- knowledge mapping;
- use database incorporating knowledge;
- learning from positive and negative practices.

Simultaneously, work-integrated learning produces changes in the training of staff working in the organization, acquiring a minimum of computer knowledge and skills are a major component of training and development processes. In more and more countries, considerable knowledge and skills about computers are acquired in elementary school.

Proliferation in the last period of work-integrated learning practices, easily assimilated and used, contributes

substantially to employee job training and computerization of the organization. [5]

Increasingly frequently leading companies have outlined a **new model of Internet-based communications and intranet**, the main initial motivation, which facilitated the crystallization of determining new ways of communication, are the increasing dependence large commercial operations strategies and external information via the Internet and increasing the content and performance conditioning specialist organization contacts with new suppliers exogenous knowledge and information, the volume and speed of access and use information specialist.

Communication systems within the modern organizations are based on combining work-integrated learning practices.

Moreover, **work-integrated learning is centred around the below mentioned conditions:**

- upgrade the technical and material system;
- scale and pace of introduction of products, technologies, organizational systems, information modules, new or improved services etc;
- size of financial resources available for economic management system that projected goals.

The **work-integrated learning benefits from a higher volume of resources are in a favourable structure** - a natural result of a higher effective management of the previous period - with both its economic and financial situation is strong, decisive influence quality and effectiveness of current and future decisions, overall management of the system involved.

Effective programmes require access to quality learning environments, preparation and support for supervisory staff and establishment of appropriate risk management and minimisation processes. [6]

A strong economic potential of work-integrated learning allows a high rate of renewal of equipment, tools. Through investments we are orienting **towards the development and modernization of technical and informational materials that forms the managerial system.**

Simultaneously, the pace of introduction of technical progress, information, organization, etc.. is fast, which makes easier the increase in quality and competitiveness of products and services, strong anchoring domain resulted in satisfying diverse internal and external market.

If we underline the work-integrated learning high efficiency, reflected in substantial increases profits made in a given period we can see that it is a prerequisite to economic risk of adopting decisions, without which it can achieve a dynamic management, firms engaged in contemporary. Shorter product life cycle and the uptake in manufacturing new products, operational performance, technical, economic and higher dimensional, high technology and advanced advertising promoting the adoption of offensive strategies from companies. Under this strategy, life cycle has an important position, each of its phases - launch, growth, maturation, saturation and decline - have raised the light effects that give rise to producers and consumers.

Digital economy represents a new form of organization based on values entered by the new technologies are central to digital information and techniques in the dismissal of its global network. The new company is based on the convergence of technological support up to three sectors: information technology, communications technology, digital content production.

European Union aims towards ensuring the transition to knowledge-based society, which rests on three basic

pillars: research and innovation, technical infrastructure and learning. To achieve this strategic goal, the Lisbon strategy was developed, which acts in synergy with economic and social cohesion policy and information society development initiative. [7]

3. Anti-Crisis Economic Growth Policies to Empower

Work-integrated learning is therefore another step in tackling current global crisis causes, introducing a new lifestyle that involves intensive use of digital information in all spheres of human existence and activity. The increased importance and volume information widely and quickly provides access to information of all actors of contemporary society, which implies a new way of working and knowledge evolution recorded in the technical unprecedented resulted in the emergence of new services telematics and multimedia applications that combine sound, image and text, using various means of communication: telephone, fax, television, computers.

The created context by work-integrated learning as an anti-crisis solution, provide scope to develop new types of business, to increase the competitiveness of companies active in the economic sphere, offering new opportunities to increase productivity and efficiency of all activities. New perspectives generate significant changes.

As a result, there are now attempts to increase the prevalence of work placements as either a requirement or as electives in more generalist programmes.

This trend is potentially problematic because, implemented well, work placements can be a heavy drain on scarce resources. [8]

Such as an anti-crisis solution, work-integrated learning is focused around the following rules:

- use investment as long as a better adaptation to changing people's work;
- avoid rigid solutions, setting a time of adjustment;
- motivation and sustained participation in the work of employees;
- individual work rhythms, according to people and tasks;
- decentralized individual changes;
- anticipating future planning changes: change must be reversible;
- a strategy of negotiation between employees and management organization, the negotiation may have effects on both the minimum wage and the working conditions;
- facilitate high mobility and adaptability of employees, depending on their versatility;
- integration of environmental influences (political, legal, social, etc.) In the work plan;
- willingness to act.

Widening concerns of human resources management was determined by socio-economic development, that technical change in an organization (mechanization, automation, etc.). Based on prior study on human resource implications (impact on the numbers, working conditions, qualification, motivation etc.) and an action plan for human resources to accompany the application of new technical solutions (eg organizing job qualification programs for employees, information system and communication between participants, program organization work, etc.).

In conclusion, we can say that work-integrated learning is an important contribution to the development of staff and duties in human resource development, in particular, concerns that were determined in relation to the scientific

organization of labor, skills development, there over effective employees and establish the work program and socio-economic development.

4. Conclusion

European Union must also deal with a shortage of working population, due to low rates of population growth and its aging.

This could have **long-term repercussions, both on economic growth and social cohesion.** Under these conditions, Europe must focus to ensure increased productivity and the number of active people.

Current trends, of the potential growth of the European economy will halve over the coming years which will mean an increase of just over 1% per year. [9]

It is noted in this regard points of divergence from EU competitors which have risen higher productivity and greater investment in research and development. The main challenge for Europe is to better anticipate and manage change in the economy and society.

European Commission presented the strategic objectives vital to relaunch economic growth to allow an increase in employment of labor is the basis for social justice and opportunity for all. To ensure economic growth and employability of the workforce, it must develop a dynamic European economy to mobilize all available resources to be adapted to the requirements of globalization. [10]

Work placements are supported by employers who are recruiting, valued by students who wish to be work ready, and initiated by academics who want students to experience theory in practice. [11]

Quantifying the influence of work-integrated learning has positive impact on efficiency efforts in terms of accuracy

and impact achieved, the indicators used in their expression level.

Theoretical achievements and especially pragmatic work-integrated learning recorded in the last period in the global economy, showing that during the economic importance it has in determining efficiency. It is found in one form or another, the indicators for evaluating the effectiveness of content, determined with various methods and techniques.

All these methods and techniques are expressions of entering work-integrated learning in management and highlights the need for substantiation decisions and actions of the three phases of management with regard to achieving high levels of efficiency compared to previous periods.

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