

STRATEGII MANAGERIALE

MANAGEMENT STRATEGIES

**Revistă editată de
Universitatea „Constantin Brâncoveanu”
Pitești**

Anul XI, nr. IV (42) / 2018

**Editura
Independența Economică**

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Pitești, Calea Bascovului nr. 2A

Tel./Fax: 0248/21.64.27

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ISSN 2392 – 8123
ISSN–L 1844 – 668X

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SECTION: SECTION: STRATEGIC MANAGEMENT AND ENTREPRENEURSHIP

NEW APPROACHES REGARDING THE RECRUITMENT AND SELECTION OF THE EMPLOYEES

Abrudan Denisa¹

Abstract:

Performing employees are energetic and optimistic, flexible and creative, curious and interested in what is new. They do more than it's required in the job description, think in perspective, are constantly exploring and know to ask questions. Are daring and eccentric, are out of the team pattern when it comes to innovation but also know to comply, when the circumstances require so. They have initiative, are autonomous and always ready to involve themselves.

We are in a constant labor market dynamic.

Whether it's about a multinational company or a small one, the first thing that a company has to do nowadays is to win the battle on the talent market.

The companies that understood this and the fact that traditional recruitment methods don't have an effect anymore and have chosen innovative methods and more efficient recruitment methods, are now in the top economic development, having more talented, energetic and creative employees.

This paper aims to find answers for some questions as: What does the company do? What leaders do to develop talents and employee involvement? Which are the problems and the possible solutions that lead to performance the employees?

Key words: *millennials, creative recruitment, engagement, performing employees*

JEL Classification : J63, M52, M54

1. INTRODUCTION

Employee motivation, retention and engagement are currently the common concern of HR managers. Company's performance depends on the competition and employee involvement.

The goal of HR to find, develop and assign the right candidate at the right place becomes more complex because the classic recruitment methods and selection are not efficient anymore.

Today, more than ever, in order for the business to achieve success, talented people are needed, creative ones, willing to continuously learn and for this, new approaches in the recruitment and selection are needed.

2. THE REALITY THAT THE RECRUTEURS FACE ON THE LABOR MARKET

In present, Human Resources Department is facing with major changes. Nowadays, the HR department is not perceived anymore as an adjacent service which companies use, it is now a main part of the business.

Employers are starting to have difficulties in finding ideal candidates, implying there design of recruitment and selection process in a way that fits any change that appears on the labor market.

More than that, the fact that different generations perform together at the same work place, makes the HR managers' mission difficult.

The majority of conflicts are between employees of generation Y and Zoomers, that prefer to work under well-established hierarchies, based on the rules that they implement, without sharing their knowledge to their younger colleagues. On the other hand, generation Y

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do not agree with hierarchical organizations based on seniority or time spent at the office, preferring performance.

Cheryl Cran, consultant and author of four books, including “101 Ways to Make Generations X, Y and Zoomers Happy at Work”, considers that Zoomers generation must become more flexible, more adaptable, and those from generation Y must accept the fact that a certain structure must be implemented in a company (Mirea, 2013).

Generation X is having the mediator role between Zoomers and Y generations. They lived and worked in a structured environment created by Zoomers, but are wishing for a flexible environment, more family time and challenges at work, the same as generation Y. It is estimated that generation X is the one that will change the paradigm of workplace.

Recently, more and more challenges have appeared at the work place, especially regarding the way of working. Generation X does not want to work in a very structured manner, based on an individualist model. They are focused more on work based on projects, model which generation Y is accepting, but is very hard to be accepted by Zoomers. An interesting fact is that the most difficult generation to manage is not generation Y, the generation of which managers are afraid of, because they are not loyal or hard workers, but it is the Millennials generation, those who are up to 19 years old, because they will start to work from an early stage and will be even faster, more curious and better negotiators, and will know for what and also why they are working.

For the question: “How can we capture the attention of those who live their lives online?”, a possible answer can be: friendly technology!

Passionate about technology, generation Z is reinventing it, upgrading it day by day and depends on it. Therefore, working on Skype, Google Hangouts and other social media is a “must have”. When taking on new technologies in order to make HR departments more efficient, the companies must look for intuitive solutions, easy to use and accesible from any device. This will help to increase younger employee’s involvement and will lead to a better retention rate. Millennials are usedwoinstantly look and find information they need, to have control over them and not wait long to receive answers. They will be satisfied if they can find on their own information about company’s culture or benefits.

3. HOW DO WE RECRUIT MILLENNIALS? HOW CAN WE HAVE AN ENGAGED MILLENNIALS GENERATION?

On the mobile device. It is a reality: nowadays, teenagers spend the majority of their hours of their day and sometimes of their nights on their mobile devices. Nine out of ten job searchers say that they have used a mobile in their research. Therefore, the HR department can develop recruitment apps or a software that helps to create a dedicated site for recruitment (Enea, 2016).

Through recruitment personalization. Millennials do not want to be seen as numbers. The company must show that it is really interested in them, in their aptitudes and that they can bring added value to the company. Millennials want to develop a close relationship with the company, accepting questions related to their personal life, as their hobbies or special interests, this leading to a closer relationship.

Through non-conventional recruitment techniques. Millennials are attracted to companies that are “outside the box”. For them, standard interviews, face to face, with classic questions, are not attractive. Millennials expect job interviews to be conducted through mobile or video calls, having questions that puts the candidate in difficulty and provokes him/her.

Through elements related to organizational culture. When looking to be hired by a company, young people are interested in the way it keeps the balance between personal and professional life and how much it is active in community. More than half of employees are

more interested in flexible schedule, the possibility to work from home, medical and sports subscriptions than they are in a salary increase. Consequently, companies will have to take all these aspects into consideration, that can make the difference, when a candidate chooses the company that he/she wants to work for.

Regarding the involvement of Millennials in objective achieving, the HR manager's solutions take into account:

The formation of professional groups. According to Deloitte Millennial Survey, one out of four Millennials wants to show his/her aptitudes.

A good example would be the Coca-Cola company, that launched Cole Yung Professionals or CYP program. This program offers young employees the possibility for development, to collaborate and put into practice their strategies. Through this innovative program, a series of ideas have been generated that the company used and young employees had the possibility to affirm themselves and develop their leadership and mentorship abilities in front of seasonal employees.

Unexpected and unforgettable experiences. 78% of Millennials choose to spend their money on unforgettable experiences (Source: Eventrite). Square, mobile pay company, organizes an annual competition for its worldwide employees, namely "Square Games". The competition offers teams the possibility to compete not only physically, but also intellectually, strengthening the relationships among employees. The event includes a picnic, games such as: football, dodgeball, Scrabble and dance contests.

Flexible schedule and "Work-Life Balance". For half of Millennials, flexible work program is more important than salary (Source: Millennial Branding). Rior, a start-up from Atlanta, won in 2014 the award for "The best work place", for its policies related to the schedule, which is based on some simple principles: "You can work from anywhere, anytime!" or "You can have a vacation anytime you want!". This way, the company has developed among its young employees a relationship based on trust, because Millennials are loyal to those organizations that offer freedom and flexible work time.

Intrapreneur and innovation. The majority of Millennials choose to work in a company based on its innovation level (Deloitte Millennial Survey). LinkedIn, for example, has a program that allows young employees to come up with new ideas, which can be put into practice. The employees have at disposal three months to transform their "dream" into reality, in the company's benefit. Therefore, young people are encouraged to create, contribute to company's development and to innovate, the idea of entrepreneurship inside the company -INTRAPRENEURSHIP- is everything that they wish for.

Career development programs. The nr.1 reason why Millennials leave their jobs is the lack of career development (Source: Forbes). Zappos, online clothes and shoes shop, owned by Amazon, created a training and mentorship program through which they offer their employees the possibility to become senior leaders in 5-7 years. The company also has a skill set system, which offers employees the possibility to receive some certifications on some domains and salary increases, depending on their newly gained abilities. Millennials are known as the generation that wants to climb quickly into hierarchy and become CEOs in just a few years. The companies that offer this kind of opportunities can be sure that they attract and retain talents.

4. ATTRACTING AND RETAINING PERFORMING EMPLOYEES

It is important that employees that have valuable results, attitudes and abilities for the organization to be identified in order to receive the recognition and appreciation they deserve.

When a company knows its employees, knows what motivates them, it should be simple to develop C&B policies that are perfectly tailored to employee's needs. What is extremely important is the fact that these C&B policies must be a continuous updated process and not a sum of isolated actions.

•How do we find out which are the employees who achieve performance?

Employees with performance are energetic and optimistic, flexible and creative, curious and interested about what's new. Do not limit only on the job specifications, think into perspective, are in a constant exploration, know to ask questions. Are daring and eccentric, stand out from the team when there is need for innovation, but know how to comply when the situation requires so. Have initiative, are autonomous and seek involvement.

Employees with performance feel involved when they can adapt and be guided by company's values and strategy. Are focused on organization's ethics and need to work for a company that acts with integrity and has social sense of responsibility when it comes to community. Employees with performance have high expectations regarding the company, wishing it to be innovative and ready to anticipate market's requirements. Being themselves innovative, dynamic and competitive, they need bigger resources to be efficient in their work.

•What does the company do to grow employees' talent and involvement?

Nowadays, we are facing with an increasing need for efficient management teams, what has the right abilities and knowledge to identify and form talents. It is proven that the performing employees will involve in its activity if they have the chance to come up with ideas, to make recommendations, use their talents and perform at the level they are capable of.

Currently, the company's mission has new valences. The need for new instruments, resources and work conditions rises in order to generate results, as well as the need to create and develop communication programs that encourages feedback and exchange of ideas, mentoring programs, coaching, job shadowing, long-term development programs, with clear objectives, which should be revised and adjusted under mentor's or leader's guidance.

•What do leaders do to develop employee's talents and involvement?

The way in which leaders interact with their employees influences the long-term success of the organization. Leader's attitude regarding their employees can convey to them a sense of self-confidence in their potential, work with positive effects on the level of involvement and problem solving in the company.

Talents need opportunities. Leaders will have to actively listen to their employees, to offer support in their approach to performing. Managers must offer employees the opportunity to benefit from different leadership models- within and outside the organization. Sometimes they can exceed these boundaries. It is important to let them shine in a way that their performances will positively impact company's performance.

Employees need role models. Leaders must be present and available to offer guidance and provide a balance for employees on managing their own resources. Performing employees need guidance not to overuse their strong points, in order not to become a risk for organization. For example, too much empathy may affect judgment and the decision-making process. Passion may lead to intolerance and impatience. Employees that excel must know how and when to use their strong points in a way that maximizes their success and their own, but without generating excessive negative consequences.

Employees do not need to feel appreciated to the same extent. This way, they will understand their place in the organization and will strive to perform better. It is important that the organization disposes of a highly diverse talent pool, whose abilities are harmoniously developed. This way, the team power can exponentially increase.

4. ACTUAL PROBLEMS REGARDING THE RECRUITMENT PROCESS IN ROMANIA

86% of Romanian employers, participants at a study conducted by e-Jobs, the majority being small and medium businesses, are facing with an actual lack of valuable candidates when recruiting. e-Jobs study (Alexe, 2017) was conducted in August-September 2017 on a

sample formed by 180 companies, 60% having under 100 employees and 28% between 100 and 500 employees. At the study 1.794 candidates responded, out of which 62% women and 38% men, the majority (83%) aged between 26 and 55 years old and without a managing position (63%).

58% of the participant companies in the study claim that, for every open position they have, they have less than 50 candidates, while 26% receive between 50 and 100 CVs. Only 7% of the companies receive up to 200 candidates for an open position, and 9% have over 250 candidates, the majority of them being big and very big companies. However, even the candidate's offer in the market, in perspective, lowered in recent years, claim 77% of the respondent companies. Almost half of the participant companies at the study claim that the recruitment processes have become too long and in the same time more difficult compared to previous years.

Recruitment time for open positions is comprised, for almost half of respondents, between 30 and 60 days, and 14% claim that they manage to hire over 90 days and even more. One third of the companies, especially the small and medium ones, claim that the recruitment process does not exceed 30 days, and only 5% fulfill a position in less than two weeks.

When they start the recruitment process for a new position, companies rely mainly on online recruitment platforms as e-Jobs (93%), on the recommendations from the existing teams (67%), on social networks (40%), and also on direct applications on the company's website (26%).

However, in order to find valuable candidates, companies started to make the attractions methods more diverse. Half of the participant companies in this e-Jobs study look for potential candidates from a different city from that which they are recruiting and 49% look for candidates even in fields of activity related to the open job. In the same time, almost a quarter of them say that they offer a salary above the market level, and 9% invest in development programs to create an attractive employer brand.

The hardest to recruit are candidates for positions such as qualified workers (37%), IT specialists (26%) or sales specialists (26%). Managers, accountants or finance-banks specialists are, on the other hand, the categories that create the smallest problems for recruiters.

In the recruitment process of a new employee, employers place professional abilities (60%) in the top of the most convenient aspects when they evaluate a candidate, followed by their domain passion (44%) and level of involvement in their daily life (40%).

At the bottom of the ranking of aspects that employers find most convincing in a candidate, we find criteria such as studies and courses of specialty, the companies for which the candidates previously worked or professional plans.

In turn, candidates believe that their professional abilities are their main advantage (58%), followed by their gained experience in the labor market (54%) and the level of involvement in their daily activities (52%). In correlation with recruiter's opinions, candidates also think that aspects as previous jobs, professional plans and the previous companies for which they worked for are less important.

Even though employers complain about lack of candidates, 89% of them are interested in new job opportunities, according to e-Jobs' survey. The majority of them have ages between 19 and 45 and currently work in companies with maximum 10 employees or even companies with more than 1.000 employees.

The reasons that determine respondents in e-Jobs' survey to wish for a new job are the salary package (60%), lack of professional development (48%) and lack of motivation (43%).

The salary is not always an eliminatory criterion when it comes to choosing a new job. Therefore, half of respondents would not change their job only for monetary gains their career that makes them happy.

19% of them would place second the passion for the current job only if it is the case of doubling their current salary, and 14% would leave for an increase of 50%-80%.

•Young people from Romania and entry level Jobs- problems and solutions

A question rises more and more often among employers: Why nowadays more and more young people, especially those who are entering their career path, occupying entry-level positions, are less and less prepared?

Those who analyzed the situation (Human Resources, 2017) have reached the conclusion that the main reason is the Romanian educational system. It is an ineffective system, not suited for the dynamic changes in the business environment.

The fact that youngsters rapidly loose their interest for information received at school, information which is not related to what is happening, in everyday life, should raise concern among those responsible for education in Romania. There are cases in which young people are motivated to learn differently. This is the case of friendly school, school without constrains that comes with new learning experiences, inspirational, of communication, diversity and innovation in the educational plan. Young people are encouraged to work on projects, to believe in their ideas and put them into practice.

In the context of more and more youngsters being totally lost with regard to their career, a correlation is needed between employer's demands and what the educational system is delivering. This way, employers could find in young people, that are entering now the labor market, a package of abilities and attitudes that can form and develop competencies required by companies.

5. ORIGINAL EMPLOYEE RECRUITMENT CAMPAIGNS. THE IMPACT OF NEW GENERATIONS ON LABOR MARKET

Beside these aspects known by employers regarding current employee's needs, the presence of generation Z will stand out on the labor market. Born after 1995, they have grown up with technology. Therefore, employers will have to offer the kind of jobs that this generation is looking for. According to "WeAreHR" magazine (Dumitra, 2018), employers will have to consider some aspects related to the profile of generation Z.

One aspect is directly related to technology. The employer will have to find new ways that attract this new generation because they are always connected to technology. Always searching for new and getting bored fast, the new generation is hard to keep on a job. Recruitment strategies must be focused towards technology, apps or video content, that attract young people towards the work place.

Another aspect is related to the way young people tend to mix personal life with professional one. Most of the time, the new generation posts on social media almost everything about their lives. Previous generations are looking not to show off everywhere. In the same time, classic work spaces become less and less sought after and working from home becomes increasingly appreciated. Companies are starting to adopt „unlimited free time" type of work.

New generations take into consider authenticity and transparency of a company. Digital generation, finds really fast every answer to any question on Google. Generation Z prefers video presentations instead of classical texts. The employer brand is being taken more and more into account and how they manage this instrument in order to attract and retain new talents.

This generation is characterised by preferring individual work instead of team work. Open-spaces are becoming less and less attractive. The way to approach generation Z is through individual discussions and 1 to 1 coaching.

An important aspect that has to be taken into consideration is offering well-argued feedback. Young people are always looking for fast feedback, annual reviews becoming insufficient. They want monthly meeting with the manager because it related the relationship young people need. Generation Z wants an authentic relationship which they can trust and a work place that facilitates their career development.

•Employee diversity implies new creative recruitment methods

The effort that companies put into creating new innovative products and services ideas that they offer on the market should also be done when they intend to increase the number of employees.

There are many companies that pays special attention to recruitment process, believing that traditional hiring method is not sufficient anymore. Unique recruitment campaigns appear and unusual recruitment ideas that attract energetic and enthusiastic ones.

Starbucks campaign is one of the best examples. In a constant development, the company comes up with new creative recruitment campaigns. Therefore, to create a pleasant atmosphere and to avoid traffic and stress that appear inevitably in such situations, the interviews that Starbucks specialists organize, eliminates the formal elements as much as possible.

At Starbucks, meetings with possible employees include coffee tastes sessions, sessions in which seniors of the company discuss with job applicants the advantages and disadvantages of different coffee types. Moreover, those who applied for an interview, company's decision is communicated through telephone calls or hand-written letters, instead of standard form.

The deadline to receive an answer is predetermined, and those responsible for recruitment are encouraged to send applicants certain symbols, as a sign of cordiality, regardless if the person got the position or not.

Another example comes from Volkswagen company. The company needed mechanics. In order to find them, it had an unusual idea. It started to distribute damaged cars in some shops in Germany, leaving job ads on the car's chassis. Not long after that, those who were good at repairing cars seen this initiative as a professional challenge and were interested to take part in it. The best of them were hired by the company.

For jobs that require creativity, companies can think of interactive exercises to see which are the most creative candidates. A unique idea would be opening a company stand at an event and showing a problem at the stand. The persons that are interested in solving the problem and come up with unique ideas can be eligible for a job in the company.

An IT company from Romania found an unusual idea to approach candidates: through lyrics that have words such as: PHP, .NET, Agile, ITL, +CC, Drupal. The answers came immediately, IT specialists continued to communicate with recruiters through lyrics. Even though some of them denied the job offer, the company gained a level of notoriety (Human Capital, 2015).

6. CONCLUSIONS

Paraphrasing a Google advertisement: „...it is easier to find what you're looking for if people are really interested in it. We are looking for the best engineers in the world and you are here! We can say that, lately, a fierce battle for talents appeared. Regardless if it's a multinational company or a small one, the first thing that a company must do is to win the battle on the talent market.

It is a reality: we are in a constant change in the labour market.

The companies that understood this concept, especially that the traditional recruitment methods have no effect, and choose innovative and more efficient methods are now in top economical development, having very talented, energetic and creative employees.

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THE WELL-BEING OF EMPLOYEES, A CHALLENGE FOR ROMANIAN MANAGERS

Abrudan Denisa¹

Abstract:

Creating a program that will ensure the well-being of employees is quite difficult for managers because it involves a series of wage and non-wage motivation techniques, that are tailored to employee's needs so that they are willing to work more efficient and at high performance.

In order to ensure the well-being of those who work in a company, the managers, firstly, have to identify, understand and meet the needs of the employees.

Most of the companies have abandoned the traditional way of performance evaluation because they do not want only a system that generates employee performance, but one that generates it. Therefore, this approach is more suitable for the employee's mentality, that are currently on the labor market, as well as the way in which companies change themselves in order to be part of digital economy. The challenge for the companies means finding a new decision-making system regarding salary increases and developing the career.

The paper presents the new trends in benefits packages that influence the employees' well-being and the results of a research conducted in one of the top banks, about the implication impact of this organization in order to ensure its employee well-being by identifying the motivational factors that lead to the growth of job satisfaction.

Key words: employee, high performance, motivation, benefits, compensation, well being

JEL classification: M10, M52, M54

1. Introduction

Nowadays, a lot of changes occur on the labor market, which will affect both employees as well as employers. All these trends will lead to new employee needs and will also bring new challenges for employers. According to some data published by European Commission, the trends in Romania do not meet the workforce expectations because there is a high degree lack of personnel (<https://ec.europa.eu/info/sites/info/files/2018-european-semester-country-report-romania-ro.pdf>).

This is caused by two reasons:

- People who are highly qualified leave the country
- High number increase among people with no minimal education

Creating a program that will ensure the well-being of employees is quite difficult for managers because it involves a series of wage and non-wage motivation techniques, that are tailored to employee's needs so that they are willing to work more efficient and at high performance.

In order to ensure the well-being of those who work in a company, the managers, firstly, have to identify, understand and meet the needs of the employees.

More and more companies are concerned with increasing the level of gratification among employees. Every company strategy that aims to maximize the well-being of employees must be comprised of a combination of financial and non-financial incentives. Happy employees are loyal to the company, productive, motivated, focused on performance and achieving the company's objectives. This effect assures the company's success and the manager's happiness.

Currently, on the labor market there are three generations of employees:

1. Baby-boomers: born between 1945-1964, are employees that struggled to work hard in order to achieve something and they are the foundation on which young people build their construction.

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2. Generation X: born between 1965-1975, is the generation that fought to satisfy their professional wishes. They are always competing, are the most motivated by reward, the generation that faced the majority of mental changes.
3. Generation Y: born between 1977 and 1994, is the generation that has a different mentality in comparison with previous generations. Studies show that until 2015, 75% of the workforce will be comprised by generation Y (Bellu, Pascari, 2017).

How do candidates choose their employer?

According to a study named “The most wanted employers”, conducted by Catalyst Solutions, based on the results, among the top 5 priorities that candidates take into consideration when choosing a job, a pleasant work environment, salary package, benefits as well as promotion opportunities and training programs are among the most wanted criteria. The aim of this survey was to provide employers specific information regarding the target group, behaviors and candidates wishes. Based on the results, companies can efficiently develop their hiring strategy and Employer Branding.

Rob Markey, shows in an article for Harvard Business Review, the importance that the direct manager has on employee motivation and the quality of work environment (<https://www.managerexpress.ro/management/hr/patru-secrete-pentru-motivarea-angajatilor.html>). Therefore, he considers that the most successful heads are those who support their employees, supervise them, but also ask for feedback and keep in mind their employee’s concerns, because these aspects keep employees happy at work place.

2. The latest trends in benefits packages that influence the employees well-being

Most of the time, we believe that the salary is the most powerful instrument on employee motivation, but experts say otherwise. They claim that personalized wage packages are not a priority for employees anymore. Lately, employees prefer benefits that support the balance between personal and professional life. In this category we include: flexible work schedule, home office, restaurant discounts, special rates at certain hotels, special offers for purchasing certain vehicles, discounts on company’s products, personal development courses offered by employer, public merit recognition, words of thanks, appreciation, interesting and challenging work, the possibility to express creativity, friendly work place design, free parking places, free days for volunteering.

- ***Illustrative case: Atos IT Solutions and Services***

Atos is a European IT services corporation with its headquarters in Bezons, France and operated worldwide. Atos is focused on business technology that powers progress and helps organizations to create their firm of the future (<https://atos.net/ro/romania>).

For his employees, Atos offers: meal vouchers, private medical insurances, flexible work hours, work from home option, team trips, gym discounts, office massage sessions etc.

Home-Office Policy represents one of the most attractive benefits. It provides flexibility for employees and we, as a company, have the possibility to offer job opportunities all over the country, without requiring people to relocate but to offer the possibility to work from their homes.

Internal Recruitment Policy is dedicated to assist employees in achieving their professional goals, through internal promotion and lateral movements, in a fair and transparent manner. Internal First enables the all permanent employees working in Atos to apply for any open job across divisions/service lines, according to their professional goal and based on performance and skills. This keeps their motivation and engagement at high level and it’s a win-win situation for both employee and employer. There is flexibility and freedom in choosing their career path. It’s about creating a vibrant internal marketplace. The impact is

positive: an efficient source of candidates, a truly efficient plan for career path for ATOS employee. It developed a powerful culture/employer branding in Atos and created a strong connection between Training Programs, Career Path and Internal Opportunities.

Accolade combines public recognition and material award, which determinate the employees be more productive and increase their self-esteem. Based on it, any Atos employee, collaborator, stakeholder, regardless of position or role, can recommend any employee and publicly recognize his/her positive behavior and attitudes that reflect our business goals and values. It strengthens collaboration among colleagues and underlines recognition and excellence in our daily job.

Wellbeing work program- each month Atos organizes days full of activities, meant to maintain a balance between work and life. Atos organizes workshops that encourage healthy living as dancing, Yoga or Pilates classes, free talks about emotion, feelings management and about social acceptance. Moreover, it offers football, dance, fishing championships, meetings with Top management and encourage promotion of successful stories.

Atos has a wide range of learning opportunities within following areas: Technical skills, IT Processes, Security, Project management, Leadership, Soft skills, Foreign languages, covering over 15000 variety of content types such as e-learning, videos, articles, audio books.

- ***Benefits offered by Romanian employers***

In Romania, health insurances and wellness (health, crashes, life, mental health, dental insurances) occupy the second place among the top employee choices and are the most popular benefits provided by employers. Employees can choose their medical service provider and the employer will pay the expenditures (Ispas, 2017).

Courses for professional development (trainings, apprenticeship programs). In the category of professional development, employers can also include public speaking sessions, diction lessons, photography or design workshops or even massage or nutrition ones. In Romania, this category of benefits occupies the first place among the top employee preferences and the third place on the top of the most important benefits offered by employers in Romania.

Providing a flexible work schedule occupies the second place on the top concerns among Romanian employers and the third place on employees' preferences. Among these, vouchers and discounts at the company's partners, sports and relaxation facilities are popular in Romania. Besides the benefits presented above, we can also mention other ones that are offered by companies in Romania:

- Trust. Managers must demonstrate that they trust the employee's professionalism and therefore, provide them the opportunity to monitor their own activities and take some decisions by themselves.
- Representation of the organization. In order to feel appreciated, they must have the chance to represent the organization in some meetings or important events. Also, during the period in which the manager is not present at work, there is the possibility that one of the best employees from the team to replace the manager and to take over some of his/her attributions.
- Professional development. In order for employees to improve, they must continuously gain new abilities and competencies. Professional development is achieved through courses, trainings and the costs are covered by the company.
- Allotting of complex projects. In order to avoid monotony, it is necessary that the employees with potential to constantly solve professional challenges.
- The possibility to choose for themselves the projects that they will be part of. If they are offered this benefit, they will be certainly more satisfied.

- Employee involvement in decision-making process. In the context of a manager that will make a decision that implies the whole team, he must firstly discuss with “the wisest socio-cultural people in the team”.
- Assigning the responsibility of being part of the integration process of new team members. In this context, employees have the privilege of having the capacity to represent a model for their team members, validating their success.
- Promotion. When a vacant job is available in the company, for a superior position, the most important process is internal recruitment. Therefore, performant employees have the possibility to evolve professionally.

3. The digitalization effect on organizational culture

The digital era transforms the world around us. Digitalization is the process that consists of continuous transformation through innovation, creativity and technology. This process contributes to a company’s way of thinking. Digital transformation produces important effects on the company because everything changes. A new culture and mentality is adopted; changes occur in the HR process, especially in the recruitment process and employee motivation, in the way of organizing and functioning of the company, etc.

In the study conducted by Accenture Technology Vision, it has been shown that the organizations that are open towards digital era, can offer their employees the possibility to develop their abilities in a way that contributes to meeting company’s objectives and its success (https://www.accenture.com/t20180227T215953Z__w_/us-en/_acnmedia/Accenture/next-gen-7/tech-vision-2018/pdf/Accenture-TechVision-2018-Tech-Trends-Report.pdf).

Technological changes have a direct impact on companies regarding their competitiveness on the market. The best solution would be their orientation towards human resource, a strategy which will allow them to implement the new business models.

Currently, the HR managers are facing a series of challenges such as:

1. Retention of employees with high potential and of those with remarkable performances
2. Maintaining a high level of employee involvement
3. Creating of a new organizational culture that could represent an organizational competitive advantage
4. Creating and maintaining a learning environment that meets the development needs of employees, with the help of technology.

4. Good practices of employee motivation. A Romanian illustrative case

Most of the companies have abandoned the traditional way of performance evaluation because they do not want only a system that generates employee performance, but one that generates it. Therefore, this approach is more suitable for the employee’s mentality, that are currently on the labor market, as well as the way in which companies change themselves in order to be part of digital economy. Companies promotion means finding a new decision-making system regarding salary increases and promotions.

Starting from this point of view, we conducted a research, in one of the top banks, about the implication impact of this organization in order to ensure its employee well-being by identifying the motivational factors that lead to the growth of job satisfaction. Organized on 3 main business lines: IMM, Corporate, Retail, the company is the only Romanian brand that is found in the rankings of Brand Finance Banking 500, the top of the most valuable word banks in 2018.

Our research was based on a questionnaire, structured on 4 sections:

- Job security, organizational climate and work conditions
- Communication, team work, harmony among colleagues and superiors' relations
- Development opportunities and professional development
- Financial and non-financial motivation

The survey was distributed among the company's employees from 3 branches in Timisoara. Most of them are between 31 and 40 years old (40%), are professional employees, with sense of responsibility, offering stability for the organization and are always willing to learn something new. Besides them, there are the employees of ages between 18 and 30, young ones, wanting a job that offers professional and personal development opportunities and also some employees that are over 40 years old, that have a vast experience in the domain.

From available organizational climate and work conditions point of view, employees perceive their place of work as being an organization that promotes values such as: fairness, trust, motivation and appreciation. These aspects provide them a sense of belonging and generates their loyalty. It is essential that we realize the fact that employees perceive being treated fairly because this generates trust and stability, which results in their motivation to work as professional as possible and be proud of the team in which they belong.

By offering a pleasant work environment, promoting team work, offering support in difficult situations, taking into consideration employee's professional and personal needs, this bank institution knows the importance of its employees in company's success. Therefore, besides flexible work time, public merit recognition, appreciation words, the possibility of professional development, elements that relate to non-financial motivation, employees appreciate direct financial benefits offered by the institution. Regarding this, we mention besides the salary, life insurances and wellness, development courses, bonuses/incentives, advantages/discounts on bank's products and services.

Even though there are employees dissatisfied by the stress at work due to the high number of clients and work volume, the overall conclusion is that the 3 branches perform at ensuring the well-being of its employees.

However, we came up with some motivational solutions that could reduce the effects of stress at work place, as:

- Designing spaces in which employees have the possibility to relax during lunch breaks or at a 5-minutes break.
- Different activities organized with employee's families
- Developing a software application that constantly investigates the C&B package, knowing that the needs change in time.

When all employees from an organization feel that they have a role and are valuable in the company, they will have a higher implication and dedication in achieving individual and organizational objectives.

5. Conclusions

It is hard to control and maintain a stable workforce. Organizations are facing changes generated by increased competition, mergers and acquisitions, shifting markets and changing employee demographics. Therefore, it is crucial for organization to make their strategies regarding the competitive and benefits plans in order to attract appropriate talent, maximize return on human capital and increase employees job satisfaction.

The variety of employee benefits offered today is immense. All these benefits are welcome for the employees because are the main reason to attract the most capable employees from the labor market.

The good news is that the companies know and make more and more a lot of efforts to assure all these.

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THE RELATIONSHIP ORGANISATIONAL CHANGE – QUALITY IN PRE-UNIVERSITY EDUCATION

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Abstract

The issue of change in education has been researched by many specialists in the field and their approaches are varied (from an organizational and individual perspective), but lead to the idea that the success of teachers is influenced by their receptivity to the needs of the external environment in a continuous dynamics. The change in the school organization is very important. This can be generated by the manager, department managers, teaching staff and auxiliary teaching staff. They all need to have communication skills to show to those around them the beneficial effects of diminishing resistance to the new and accepting change. An effective education system has to be characterized by a high level of quality, and the latter is the result of effective change. The hypothesis behind the realization of this article was that quality education is the result of changes made at school level and this is to be demonstrated in two parts of a theoretical and practical nature. The most important conclusions of this research, reveal that change is a premise for increasing the quality of education at pre-university level.

Key words: quality, education, change, teachers

JEL Classification: M15

1. Theoretical approach

Change is an integrated part of an organization's lifecycle (regardless of its subject matter). A person, but also an organization, goes through several changes consciously or unconsciously (Tyssen A, 2013).

Hemamalini S, in one of his papers, presents the concept of such change (Hemamalini S, 2001):

- 1. a direction;**
- 2. a passage;**
- 3. undertaking a transformation;**
- 4. changes;**
- 5. transformations.**

Change obviously implies a variety of forms of manifestation, and this highlights the fact that there are more types of change. The first of these, the unscheduled change is characterized by the unexpected occurrence, while the programmed change is induced. (Wanberg C, 2003).

When change is imposed by senior management, it is done without the need of obtaining the agreement of the members of the organization.

Participatory change has as its main features: collaboration, involvement and empowerment.

Poor quality is the result of resistance to change, and this leads to educational failure that is reflected in high costs for society. The lack of education, of those attending educational establishments limits the ability to produce, grow and innovate (VroeijenstijnT, 2011).

The quality of education is influenced by the following factors (Shah A, 2009):

1. **Teacher.** The multidimensional nature of competencies sought by the direct beneficiaries of the educational act requires a wide range of teaching skills, both in terms of the themes approached, and in the methods and organization of the learning process. In order to train these skills, relevant training opportunities should be offered to teachers as an investment in their regular development.

Specific support and training are required in the case of (Stephens, 2003):

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- cultural diversity;
- socio-economic;
- religious;
- sexual;
- gender.

2. **Content and results.** The content of education must be consistent with the goals, objectives and expected results.

3. **Process.** Any educational process must be pupil-centered and guided by the principles: participation / cooperation and parity / reciprocity in the teacher / student relationship.

2. The impact of organizational change on the quality of education

2.1. Methodological context of research

The aim of the research is to identify the perception of the teachers in Dambovit County (secondary education) on the increase of the quality of education as a result of the organizational change.

Research objectives:

O1: Identifying respondents' response to organizational change;

O2: Identification of factors that cause change;

O3: Highlighting how change affects the quality of education.

Research hypotheses:

H1: Most respondents accepted the change in their schools, and the main motivation was to increase the quality of the educational process at the level of the secondary education;

H2: The teachers' education is not a condition of accepting change at school level;

H3: The psycho-pedagogical skills teachers and managers influence the quality of education.

Collective research - high school teachers.

The sample consists of 30 persons having the capacity of teaching staff working in 5 high schools in Dambovit County.

The tool used was the questionnaire and the application period was April 10th - July 10th 2018.

2.2. The results obtained

Applying the questionnaires, collecting them and creating the database facilitated hypothesis testing, and for this purpose the SPSS program was used.

H1: Most respondents accepted the change in school units and the main motivation was the increase of the quality of the educational process at the level of the pre-university education.

For the purpose of testing this first hypothesis, the association was used (the following tables).

Table 1. **Valid cases**

	Case					
	Valid		Missing		Total	
	N	%	N	%	N	%
Accepting change * increasing the quality of education	30	100%	0	0	30	100%

The above table highlights that all respondents' answers are valid.

Table 2. Accepting change* motivation

		Motivation		
		I am a person open to new	I am reticent but, if the situation asks for change, I accept it	I am aware that change is important for increasing the quality of education.
Accepting change	Yes	10		20
	No		0	0
	No answer	0	0	0

The persons who participated in this research, who stated that they accepted the organizational change, presented the following reasons:

- 10 respondents consider themselves open to new things;
- 20 respondents are aware of the impact of change on the quality of education.

The first hypothesis of research is verified.

H2: Studies graduated by teachers are not a condition of accepting change at school level

The following tables outline hypothesis testing.

Table 3. Valid Cases

	Cases					
	Included		Excluded		Total	
	N	Procent	N	Procent	N	Procent
Accepting change* studies	30	100%	0	0%	30	100%

All respondents' answers are valid.

Table 4. Accepting change according to completed studies

			Square amount	df	Square average	F	Sig.
Accepting change according to completed studies	Between groups	Combinations	3.283	1	3.283	7.195	0.008
	Outside groups		161.512	30	0.456		
	Total		164.795	30			

Table 5. Anova Model

			Square amount	df	Square average	F	Sig.
Accepting change according to completed studies	Between groups	Combinations	3.283	1	3.283	7.195	0.008
	Outside groups		161.512	30	0.456		
	Total		164.795	30			

The studies completed by respondents contribute with 0.03% to the differences.

Table 4.6. Association measure

	Eta	Square Eta
Accepting change according to completed studies	0.141	0.020

The Eta value of 0.140 points out that there are no significant differences.
The hypothesis number two is verified.

H3: Psycho-pedagogical skills of school and teacher managers influence the quality of education

Table 4.7 Correlation

		Abilities of teachers and managers	Quality of education
Pearson	Abilities of teachers and managers	Correlation coefficient	1.000
		Sig. (2-tailed)	0.80*
		N	0.035
	Quality of education	Correlation coefficient	0.80*
		Sig. (2-tailed)	1.000
		N	0.035
		30	30

*. The correlation is significant for level 0.05 (2-tailed).

In the presented situation, the coefficient = 0.80, there is a direct correlation between the two analysed variables, the result shows a strong bond.

The last hypothesis is verified.

Conclusions

Education influences not only the person concerned (pupil, student) but also the whole community. A state becomes more prosperous when it has effective schools and teachers, but also individuals who want to participate in the educational process.

Quality is a mirror of performance in learning institutions within a knowledge-based society that is directly influenced by how they manage to adapt to the changing environment, respond to the present needs of students and anticipate the future in order to satisfy them.

Schools are an important component of the educational system to educate and train the personality of the beneficiaries, but to ensure economic progress and community development. The evolution and change of the community are mainly related to education and social environments.

The hypotheses formulated in the research methodology were verified through the SPSS statistical analysis program.

In conclusion, all those presented in the theoretical and the case study, highlights the fact that the organizational change is a premise for the increase of the quality in the pre-university education.

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THE LEADER, THE GENERATOR OF CHANGE IN THE SCHOOL ORGANIZATION

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Abstract

The need for organizational change may appear as stimulus within the organization, although it may be produced by the idea of adapting to the requirements of the external environment. For any organization that does not intend to go bankrupt, it is very important to align with the changes around. The purpose of this paper is to present the process of change and to determine ways to reduce resistance to change.

Key words: leader, stress, school organization, change, resistance to change.

JEL classification: O15.

1. Introduction

The process of change requires momentum, stimulation, coordination, monitoring, prognosis and organization. Within the organizations in our country, the changes inevitably lead to natural changes and require adaptation to the requirements of the external environment (customers, suppliers, competitors, service providers, intermediaries).

Changing within an organization is a complex and dynamic process that involves a very good knowledge of external and internal influence factors.

Change is a means of adapting to the external environment in interdependence with the internal environment. It represents the path from the existing state of existence to the desired state.

"In Cummings's planned change model (1993), any organization maintains a balance between the forces that impose a change and those that oppose it - the change representing the change of forces that maintain the stability of the global behaviors of a system, so that change can occur, interfere either by increasing the intensity of the forces favoring change, or by decreasing the intensity of the forces opposing change, or by using combinations of increasing and decreasing between the intensities of the two types of forces." (R. Iucu, 2006) .

The leader can initiate the change process in order to improve the performance of the organization. They can become an agent of change provided they know how to lead the process of change. The leader must have skills to diagnose the need for change by collecting data, analyzing, correlating information. They need to identify the need for change by analyzing the forces of interaction that interact (positive forces and forces opposing change). The next step involves developing a clear, coherent and concise action plan for the process of change. But the leader can not act alone, they have to form a team to act effectively in this process.

"To achieve performance, the team that supports the leader has a very important role. A team, however, forms over time, following the stages identified by Tuckmann (training, storm, normalization, performance). Sometimes the team's work may be blocked, but the leader must be patient and recognize the steps a team can take to act effectively (that is, to carry out high-quality activities during the time spent on saving resources). The leader has a decisive role in choosing team members and in their formation" (Johnson D. W. , PAG Johnson F., 1994) .

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The team must set common goals, identify the necessary processes in the course of activities, focus on the objectives set. The team must have motivation, mutual respect and professional ethics. It can not function effectively without a balanced set of abilities of its members and without a clear organization.

"The leader must be able to recognize the role of each member of the team, to assess frequently the perception of change in the organization. The leader must build trust in the organization's own strengths, encourage dialogue by imposing a transparent communication and decision-making" (Trevor Bentley, 1996) .

Change then becomes a process based on participation, cooperation, communication and ongoing information that is based primarily on trust and superior motivation. This working atmosphere can prevent destructive conflicts.

The leader can exercise their power in the process of change as an expert, the power of the personal example. The leader is thus recognized in the organization as an agent of change, as the holder of the vision they share with other members of the organization. They describe the future state of the organization. The values underpinning their vision are accepted by those in the organization because they are clear, communicated and appropriate to the organization.

"The leader needs to know how to harmonize and include in the general vision an organizational vision specific to the change process, which is actually derived from the organization's vision and mission. The leader must best understand the organizational culture to determine only those changes that determines the evolution of the organization (the set of values, traditions, myths, etc. that help to understand the state of the organization and what is important for it)" (IRMED, 2003).

Here is how the leader is the key factor in choosing the best ways to go through the process of change, to choose the team to rely on in this delicate process by showing the skills appropriate to that goal.

2. Ways to reduce change resistance

Knowing and understanding the causes of resistance to change are essential to finding the most appropriate means of reducing or even defeating this resistance.

"One of the most important ways to reduce people's resistance to change is to involve them in planning change by focusing on their own feelings, their own uncertainties, their own resilience. When people are confronted with each other, when they have information instead of insecurity, they can participate in change rather than resist change. People should be given the opportunity to discuss and understand the nature of change and their own fears triggered by it." (Paul Marinescu, 2003).

Another way to reduce people's resistance to change addresses anxiety created by change. The focus must be on finding sources of discomfort for people who are afraid of change and not on using sanctions or threats as a means to persuade people to get involved in change.

In a process of change, as habits, routines are sources of resistance to change, behavioral patterns of work that have already been established or "institutionalized" should not be ignored.

Communication is one way to reduce resistance to change. "Resistance can be reduced by communicating with employees, helping them understand the need for change. This method is effective when the main cause of resistance is the lack of information of individuals about the change process. The time and effort involved in this tactic are its main disadvantages, especially when change affects a large number of people" (Paul Marinescu, 2003).

Handling is another way to reduce resistance to change. Deforming the facts and making them look more attractive by hiding some unpleasant information or spreading false

rumors to determine employees to accept change are examples of manipulation. This is a little expensive, but risky, if people find out they have been tricked, the credibility of the change agent decreasing to zero in this case.

The first step in initiating a process of change is diagnosis, ie finding answers to "What changes are needed in the organization to ensure more effective functioning?" We often see changes that no one needs. Is it often that we understand, just after a change has been made, that it did not respond to real problems?

"The organization is involved in a process of uninterrupted interactions with its environment. In this environment, besides the organization, there are other systems - suppliers, customers or end-users - which influence the organization and, in turn, are influenced by it." (Băcanu Bogdan, 2003)

Inside, the organization can be perceived as having four components in interaction: organizational tasks, structures and systems, culture and people - members of the organization:

- Tasks form the primary component of the organizational system. They include the activities to be performed, the characteristics of these activities, the quantity and quality of the services or products offered by the organization
- Organizational structures and systems include: responsibilities and subordination lines, information systems, monitoring and control mechanisms, job descriptions, formal pay and reward systems, meeting structures, operating procedures, etc. Even though these features of the organization are relatively easy to describe, they often come to be overcome, unable with the changing world.
- Organizational culture refers to the values, rituals, power sources, norms and loyalty of the organization, as well as to the informal reward or penalty system that determines the way in which the organization operates.
- People come with their different skills, knowledge, experiences, personalities, values, attitudes and behaviors.

The organization needs to make changes to survive in an increasingly unpredictable environment. The organization must consider change as a good opportunity because it helps it grow and thrive.

"Changes are part of managerial and organizational life. They can be important, they are becoming more and more frequent and can be decisive for the survival of the organization. Changes can offer the people involved different opportunities: increasing professional satisfaction, improving working conditions, improving adopted practices, increasing efficiency, etc." (Paul Marinescu, 2003) .

Foreign pressures favorable to change may be due to sociological, technological, economic and political factors (STEP) exerted by the external environment of the organization. Other external pressures stem from market requirements and offers, conditions of competition, and changing conditions. Foreign pressures favorable to change are beyond the control of the organization.

"Internal pressures favorable to change are often linked to external ones. These include: the need to increase productivity, improve quality levels, increase sales volume, improve services, increase staff motivation, and keep it in the organization. Internal pressures favorable to change are under the control of the organization. "

There are three common approaches to generating internal pressure for change:

- top-down approach;
- the bottom-up approach;
- an expert-based approach;

Each of them having different advantages and disadvantages.

In order to understand the present state of the organization and to describe the one that is prefigured for the future, we can use the diagnostic model of Nadler and Tushman.

"The essential components of this model are the tasks performed by the organization, its organizational structures and systems, its culture and the people working within it. In addition, the model highlights the need to identify the collective vision shared within the organization and the people (or groups) that can facilitate change

A change may occur at one or more of the levels listed below:

1. individual;
2. team;
3. group / division;
4. organizations.

"The length and difficulty of implementing a change depends directly on the level at which it occurs. The force field diagram (Lewin) is an analytical tool that can be used to identify opposing forces requiring change, their relative magnitude, and possible elements for change that might be attracted to forces that require change." (Păun Emil)

Among the common causes of opposition to change there are:

- narrow personal interest
- misunderstanding and lack of trust;
- differences in assessing the situation;
- low tolerance towards change;
- pressures exerted by peer groups;
- fear of stress associated with change;
- negative experiences related to past changes

Among the approaches that can be adopted to reduce the opposition there are:

- training and communication;
- participation and involvement;
- facilitation and support;
- Negotiation and agreement;
- handling and co-opting;
- Explicit and implicit coercion.

Peters and Waterman, in their book "In Search of Excellence" (1982), drew attention to the eight features that any organization that is open to change, innovative:

- action-oriented;
- customer proximity;
- autonomy;
- productivity through good human resource management;
- simple structures;
- centralize essential issues;
- decentralization of actions / implementation and daily control;
- concentration on strong points." (Peters T. J., Waterman R. H., 1982)

In essence, emphasis should be placed on giving middle management the greatest possible freedom.

Conclusions

Specifying the level of change, we can estimate the duration of the change and the complexity and difficulty of the process. It is also necessary to analyze our own responses to change and to determine the influence of our attitude towards change on our ability to direct it. So we have a way to analyze the forces that are manifesting and that can favor or hinder a proposed change. Thus, we find out which forces that impose change must be strengthened and what rejection forces must be weakened. Opposition to change is one of the usual rejection forces. To reduce or eliminate it, there are several possible approaches.

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MEASURING THE INTELLECTUAL CAPITAL OF AN ENTERPRISE

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Abstract

The question we are trying to answer is how we could evaluate the intellectual capital of an enterprise. In literature, there are several models, each with own advantages and disadvantages. The proposed model focuses on four perspectives: intangible assets related to the leader, intangible assets related to human resources, intangible assets related to the enterprise, intangible assets related to the relations of the enterprise and it's an attempt to offer a more comprehensive perspective on the intellectual capital.

Key words: *intellectual capital, intangible assets, goodwill, criteria, evaluation*

J.E.L. Classification: G32, M19

1. Introduction

Intellectual capital has begun to be approached since the 1980s, as the value gap between intangible and traditional production factors has grown. Those interested in this subject were trying to identify the cause that made businesses, which had essentially the same financial, physical and human resources, to achieve different results. This has led them to assume that there is another factor that explains variations in productivity and market value. As an example, the market value of S & P 500 enterprises (includes 80% of US corporations) was six times higher than the book value (Baruch, 2001). Approximately 90% of Microsoft's value was given by intangible assets, and for Ericsson and SAP, tangible assets accounted for only 5% of market value (Baum et al, 2000).

There is no unanimously accepted definition of intellectual capital - "intellectual capital is an extravagant term that economists and accountants use to describe knowledge" (Denning, 2000) and the terms used are diverse: intellectual capital, knowledge capital, intangible assets, invisible assets, hidden values, knowledge, goodwill, skills, capabilities, even technology.

When describing this phenomenon, we consider that all these terms tend to have the same meaning, the possible difference being the perspective of the approach.

Leif Edvinsson (Edvinsson, 2002) points out that intellectual capital is wrongly seen as the value of employees, human capital, the skills of employees within the enterprise. Intellectual capital is a combination of the human capital (the "brains", the skills, knowledge and potential of the people of the enterprise) and the structural capital (capital packaged in the form of customers, processes, databases, brands and the IT system). It is the ability to transform knowledge into valuable creative resources by multiplying human capital through structural capital. The challenge faced by the enterprise is to find the optimal way to transform human capital (what employees know) into structural capital.

2. Theoretical background

In literature we find numerous models of classification of intellectual capital components and attempts to evaluate it.

Brooking divides intellectual capital into four types of assets (Brooking, 1996): human centered assets, infrastructure-related assets, intellectual property assets and market-related assets.

Karl-Erik Sveiby (Sveiby, 2001) groups the elements of intellectual capital into three categories: the external structure, the internal structure and the competences of individuals. Bontis (Bontis, 1999) proposes a similar structure but, moreover, it emphasizes trust and culture as promoters of intellectual capital evolution.

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Leif Edvinsson (Edvinsson, 2002) divides intellectual capital into: process capital, innovation capital, and customer based capital.

Marr and Schiuma (Starovic et al, 2003) group under the umbrella of the stakeholders the relational capital, which they call the stakeholder relationships, as well as the human resources. By doing so, they reduce the composition of the intellectual capital structure to just two basic categories.

Mark W. McElroy (McElroy, 2001) proposes to improve the method created by Edvinsson by adding capital and repositioning the customers' capital

In another approach, Laurence Lock Lee (Nahapiet et al., 1998) proposes a different way of approaching intellectual capital, respectively, through the light of social capital.

From a more detailed perspective, Skyrme (Skyrme, 1999) identifies seven intangible groups (seven possible levels where knowledge is located): customers' knowledge, stakeholders' relationships, business environment scouts, organizational memory, process based knowledge, product and services based knowledge, human related knowledge.

By looking at assets, the knowledge behind the creation of new knowledge, thus of value of the enterprise, Nonaka and Takeuchi (Nonaka et al., 1995) propose a totally different approach to the previous ones: knowledge assets are inputs, outputs and moderating factors of the process knowledge-creation and enterprise-specific.

From the evaluation point of view, Sveiby (Sveiby, 2007) makes a classification of the identified models, according to the criteria: application level (organizational, departmental), financial or non-financial nature, and direct intellectual capital methods, scorecard methods, return on assets methods.

In another approach, they could be grouped in (Bailesteanu *et al.*, 2008):

- models for determining the global value of intellectual capital - "The invisible balance sheet" (Sveiby, 2001), "Market value added" (Stewart, 1999), "Calculated intangible value" (Stewart, 1995), "Knowledge-based earnings" (Starovic *et al.*, 2003), "Accounting for the future," (Humphrey, 1998);
- evaluation models from the point of view of intellectual capital efficiency – "Productivity of intellectual capital" (Pulic, 1993), "Knowledge Productivity" (Straussmann, 1996), "Knowledge value analysis" (Housel *et al.*, 2001);
- qualitative assessment models: "Balanced scorecard" (Kaplan *et al.*, 1992), "IC/Business philosophy" (Edvinsson, 1994), "Intangible assets monitor" (Sveiby, 2001), Holistic Value Approach (Pike, 2000), The Holistic accounts (Pedersen, 1999), Company IQ measurement system (Starovic *et al.*, 2003), Technology broker's IC audit (Bontis, 2000);
- models focused on certain components of intellectual capital - "Human Resource Costing & Accounting" (Flamholtz, 1985), Learning Curves (Nissen, 2006) Intangible Revenues (Sveiby, 2003).

3. Proposal of structure and evaluation of intellectual capital

We believe that any structure of intellectual capital must be useful at least in the following directions: identifying intangibles in order to be analyzed as evolution and for evaluation, grouping intangibles according to the source and location, developing and valuing the intangible asset of the enterprise. From any classification should not lack human assets, structural assets and relations assets:

- intangible assets related to human resources: they are owned by individuals and must be regarded as potential, capacity, action and not as an object. Human resources are the primary source of intellectual capital generation. They allow enterprises to operate, innovate, adapt, are those that determine the enterprise's ability to solve problems. Being the most dynamic form of intellectual capital, human resources allow the enterprise to be flexible and to adapt quickly to changes in the business environment, but, as well as

the reverse, can be very difficult to manage. The difficulty of defining and managing comes also from the fact that the vast majority of human knowledge and capabilities are inherently silent. Unlike the other classifications, we consider that the leader and the management team should be treated differently from human resources because of their importance to the enterprise;

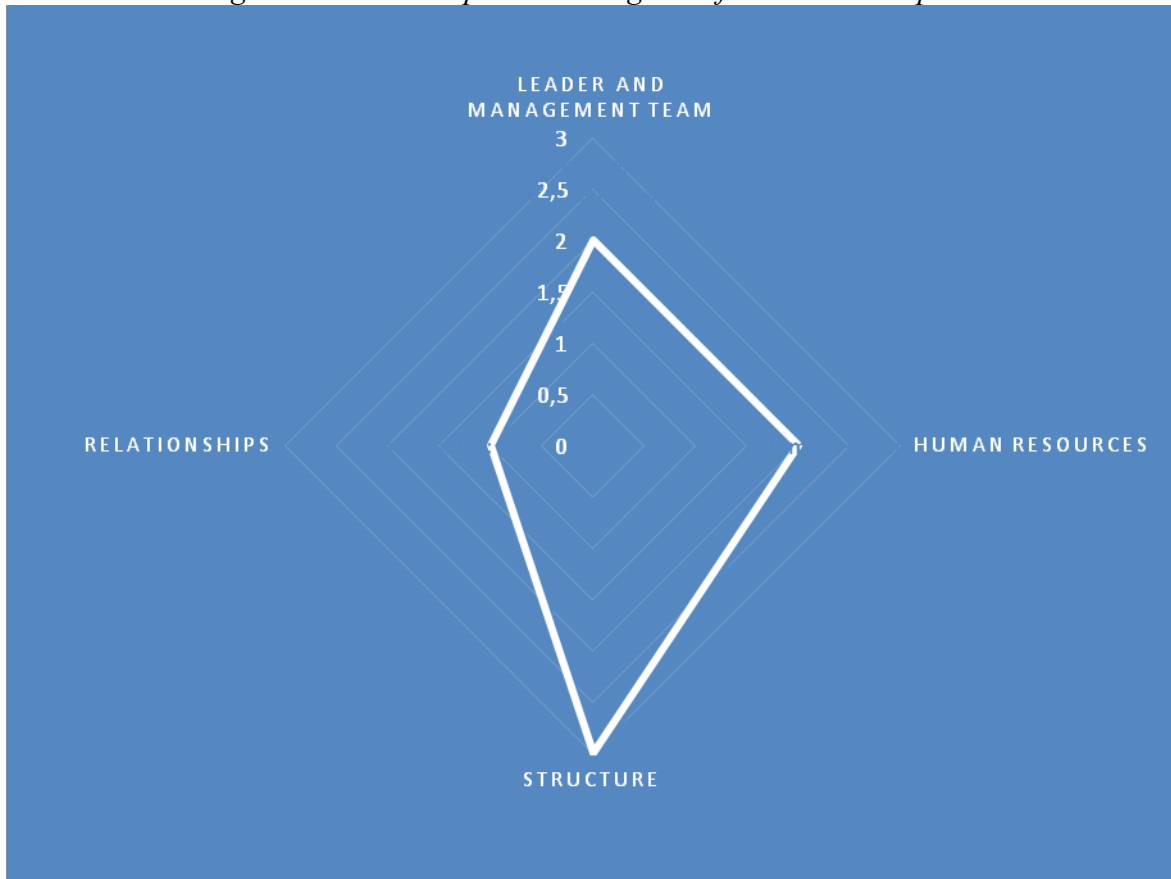
- intangible assets related to the enterprise/structure: they are owned by the enterprise, they generally have a routine nature and complement the human capital, providing the necessary means (infrastructure) to coordinate the efforts to transform knowledge into products (they are the ones that amplify the human resources capacity to solve problems). These assets, despite their seemingly intangible nature, are the easiest to manage;
- intangible assets relation based: in addition to human and structural capital, businesses also benefit from the potential of existing relationships with suppliers, customers, partners, etc. Relationships can have both a formal nature (contracts, strategic partnerships) and an informal one. Due to the complexity of relationships, these assets are difficult to achieve because they require a long time to form and improve and depend to a large extent on the company's history, position and reputation.

In synthesis, we present the profile graph of an enterprise's intellectual capital and radar potential diagram.

Table no. 1 The profile graph of an enterprise's intellectual capital

Intangible assets	1	2	3
Leader and management team			
Leader (cognitive, emotional, social and practical intelligence) Managerial team (cohesion, diversity, trust, involvement, etc.)			
Human resources			
General personal characteristics (intellect, education, experience, culture, personality etc.) Personal characteristics of relationship (communication, relationship, collective experience etc.) Activity based features (job-specific level of knowledge, level of knowledge about the business, awareness of the culture of the enterprise, etc.)			
Structure			
Organization (structures, networks, processes, etc.) Culture and leadership (culture, leadership style, managerial methods, strategies, etc.) Physical infrastructure (technical and technological solutions, documented information, lease, etc.) Protected assets (intellectual property, trade secrets, internally developed concepts, etc.)			
Relationships			
Customer relations Relationships with suppliers Relations with the media Relations with investors, financial markets Relations with strategic partners Relations with regulatory agencies Relationships with the community (in terms of characteristics - number, size, durability, diversity, profitability, depth; and quality - loyalty, knowledge, reputation, potential)			

Figure no. 1. Radar potential diagram of intellectual capital



4. Conclusions

Regardless of the method chosen, there are three approaches to the assessment of intellectual capital: quantitative indicators; qualitative assessments; qualitative assessments complemented by quantitative indicators. From the perspective of the scope, there are methods that aim to make a global assessment of intellectual capital and methods that aim at assessing the components of intellectual capital. The proposed model has the advantage of centralizing all the components of the intellectual capital found in literature, which facilitates their identification in practice. It also highlights the leadership and management team from the human resources category. The limitations of the proposed model of intellectual capital assessment consist in the possibility that not all components of intellectual capital had been captured and the subjectivity of their evaluation.

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THE INTEGRATED MODEL OF THE FACTORS WHICH INFLUENCE THE HUMAN RESOURCES MANAGEMENT WITHIN THE RAIL TRANSPORT COMPANIES

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Abstract

As a result of the current economic environment instability, the railway companies are determined to organize themselves in a new fashion, by searching management methods in order to control a potential crisis context, which turns up the current existing theories. An important characteristic of all the modern approaches is the idea according to which all human resources, both natural and especially human must be directed towards achieving organizational objectives. The globalization and internationalization phenomenon related to exploitation and consumption imposes human resources management reconsideration, implicitly leading to competition intensification and internationalization on the rail transport market. Under these circumstances, the human resources management within the Romanian state-owned railroad companies is powerfully affected from the perspective of the adjusting of the labour force to the concrete conditions related to the global economic-financial crisis, which has also affected Romania. Paying the appropriate attention to each activity carried out by the human resources management has become necessary under the conditions of the current administration actions, while preparing the shaping of the transformation and adapting rail transport system to the particularities of the ever-changing environment. In this work, the research carried out followed the direction of the identifying the socio-economic demands which influence the human resources management activities within the Romanian railroad companies.

Key words: management, railroad transport, human resources

JEL Classification: M12, R41

1. Introduction

Nowadays, the railroad companies in our country as the majority of the Romanian organizations are confronted with the recession conveyed by the global economic-financial crisis. Under these circumstances, taking into account only the aspects related to technology and the economic recovery imperative, without taking into account the social consequences, the employees' individual and collective motivations, cannot lead to a rapid solution for the socio-economic issues at hand where the effects born by the economic-financial crisis overlap the necessity to align the Romanian railroad system to the E.U. imposed standards and exigencies due to Romania's membership. One of the E.U.'s action directions is the rail transport system globalization, which involves, at the European level, the harmonization of the human resources management systems in different countries. Experts consider that, beyond the extension of the rail companies' activities outside the national borders, their success within the European context is provided by the efficient use of the human capital. This means that investing in human capital in view of the ensuring, developing, motivating the human resources represents the main ground that the rail companies must capitalize in order to ensure a competitive advantage.

In accord with a renowned specialist in the field, we consider that the economy of a country is composed of 3 large activity sectors: the primary sector, determined by the agriculture and farm products manufacture; the secondary sector, represented by industry along with all its subcomponents and the tertiary sector, respectively services. Perceived as a whole, the transport activity is part of the tertiary economic sector and represents the transportation of the elements handed over from a departure point to an arrival point (Jaba,

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2007, p.120). Transports, regardless of their type have as a main purpose the catering of the human needs related to circulation, serving the national and international economies, ensuring the economic exchange and the human and goods transferring. Roughly speaking, the transport demands coming from the economy and population are satisfied by various transport technical systems including rail, road, naval, air and pipe systems. In specialized literature in our country, the transport system is defined as the totality of the infrastructures represented by the transportation means and terminals, means of transportation and control systems allowing both people and items to be transported in space in due time in order to participate in a proper way in a required activity (Iancu, 2003, p.29).

For a long time the idea that the rail transport means the most exhaustive and best organized transportation system has been approved, yet through the explosive growth of the auto and air transport, things have been reconsidered without doubting the significance of the railways within the overall transport system. This significance imposes the present and future necessity to modernize the rail transport in order to handle the pressure of competition before the other transport means (Daneci-Patrau, 2013, p. 64).

The globalization of the markets and businesses has determined the extension of the human resources function role at the level of the rail organizations, which enforced a higher attention toward the development of the human resources strategies, integrated into the organization's overall strategy to allow the shaping of the human rail managers at a national level. Thus, a more and more important role was offered to the *human resources development* and *career management* activities. The frequent changes occurred in the rail companies' activity force a greater attention to be paid to the human resource field both at the level of the national company and its branches.

2. Analysis in Specialized Literature

As a result of the nowadays economic environment instability, the rail companies are forced to organize themselves in a new fashion, while searching for management methods in order to control a potential crisis context, which turns up current existing theories. An important characteristic of all the modern approaches is the idea according to which all the resources, both natural and especially human must be directed towards the achievement of the organizational objectives. According to the data provided by the UIC (International Union of Railways), in 2010 the European rail network was 238600 km long and in Romania, the 10820 km long rail network expressed 4.53% and was the eighth in Europe (UIC, 2017). Paying the right importance to each activity of the human resources management, particularly to the digitalized personnel administration has become necessary under the conditions of the current management actions preparing the adjustment of the changes and rail transport system adapted to the ever-changing environmental particularities.

The Romanian labor market has suffered significant transformations exhibited through the decline of the active and busy population, as a consequence of the demographic drop generated by the negative natural increment corroborated with an unfavorable migrating balance resulted from the unemployment rate oscillations and the long-term unemployment increase, being affected in particular by the limited capacity to create new jobs. The shifts in the professional status are a direct consequence of the property nature change in the direction of the private property extension to the detriment of the public one (Patache, 2010, p.147). The rail transportation effects are salient as it is a relevant component of the economic and social development of each country, frequently absorbing an enormous proportion from the national budgets. From this standpoint, there is a strong correlation between the distance recorded on the railway and the gross domestic product of a country (Simut, 2001, p. 65). This helps its development by easing out the trade both national and international by improving the population's access to employment, education, health and other services.

In a modern organization, through an appropriate human resources management the recruiting, selection, training, transfer, promotion and dismissal situations are solved in view of achieving strategic objectives. Each attribute of the human resources functions has implications in the implementation of the planned strategies. Therefore, the company restructuring strategy involves dismissal, reorganization strategy, without going bankrupt, imposes measures of professional reconversion and personnel transfer from one subunit to another while the development strategy involves all the attributes of the human resources function.

3. The Presentation of the Company - A Case Study

The “CREIR CF” Constanta branch, which is the object of the present research, is one of the eight regional subunits of CFR SA national company and has as activity the rail infrastructure management and train traffic organization under the safety conditions in the south-eastern area, on the eighth railway Bucharest – Constanta of the railway network. The eighth railway network along with the circulation units which represent the traffic distances between two important stations called final stations, are schematically illustrated in figure 1.

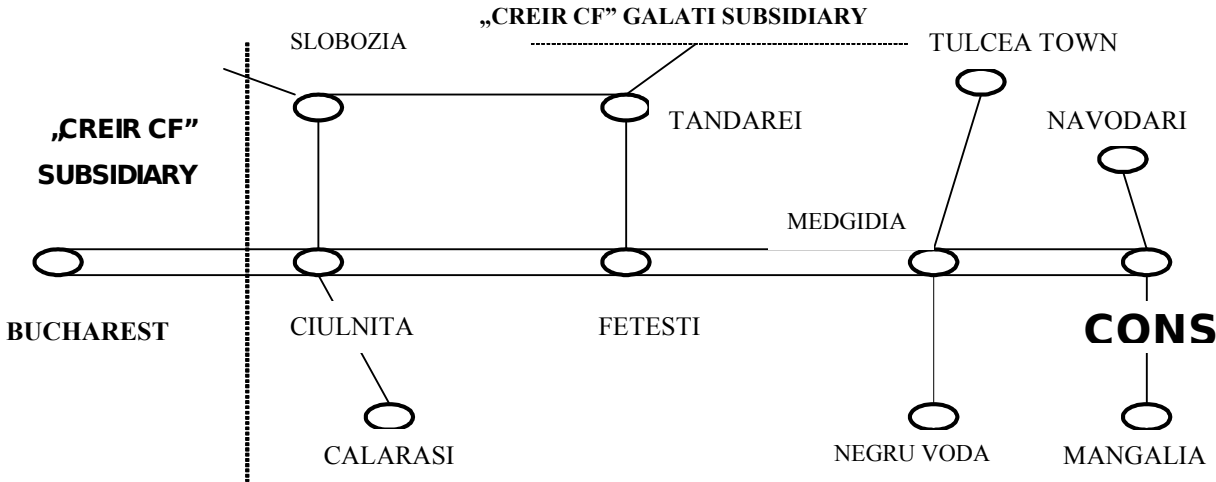


Figure 1. Circulation Sections within “CREIR CF” Constanta Subsidiary

The total number of the employees within the CFR Constanta branch, at the end of 2017 was 1995 people out of which 195 were employees working in management and execution within the main unit and 1800 were employees in the subunits in the area. The CFR Constanta subsidiary staff rises up to 7.4% of the total number of the employees of the CFR national company.

To smoothly carry out the activities related to the rail infrastructure administration and train traffic organization aligned with the conditions of the applying new restructuring and reorganization measures, the “CREIR CF” Constanta Subsidiary management must ensure the appropriate human resources requisite from both quantity and quality points of view. This implies, on the one hand, the assurance with the required number of the human resources by categories of staff with level of training and professional expertise in accordance with the activity type, and on the other hand, the assurance of an efficient management of these resources.

The most part of the human resources management research in the rail transport field has been focused on the Traffic Division activities within Constanta “CREIR CF” Subsidiary because it is the largest organization structure in terms of personnel and has different positions, duties and responsibilities in the rail production activity that allow the development

of the human resources analysis and synthesis, having a high degree of generalization at the unit and company level and at the national level, as well.

The company's personnel in charge with the traffic safety and licensed rail transport operators have a special status as they work in a specialized work climate, complying with the provisions under the work instructions and regulations specific to the rail field. Due to this the human resources assessment, diagnosis and analysis in the rail sector are more difficult to apprehend, all having as output a series of exigencies and perspectives specific to this sector, that we'd like to identify and gauge in this paper.

The activity of a railway station is complex and in on-run progress in some work divisions that, although differentiated through their functions concur together for the achievement of the cargo and passengers rail transport development. These divisions are divided by three *operation activities* in terms of traffic, goods and passengers and by *personnel and administrative activities* being joint when taken as a whole or separate according to each type of activity. As a result of the rail transport system restructuring and reorganization the rail transport activity was divided into sectors, subunits, branches, with major consequences over the management act at the railway station level, which is the fundamental subunit at the local rail company level.

4. The Influential Factors for the Human Resources Management Activities in the Rail Transportation

The company's staff in charge with the traffic safety and licensed rail transport operators have a special status as they work in a specialized work climate, complying with the provisions under the work instructions and regulations specific to rail field. Due to this the human resources assessment, the diagnosis and analysis in the rail sector are more difficult to apprehend, all having as an output a series of exigencies and perspectives specific to this sector, that we have identified and gauged in this work.

This work contains the research conducted to follow the direction of the identification of the socio-economic exigencies which influence the human resources management activities within the Romanian rail companies. The integrated model of the influential factors at the basis of the socio-economic exigencies for the HRM within the rail companies is explained in figure 2.

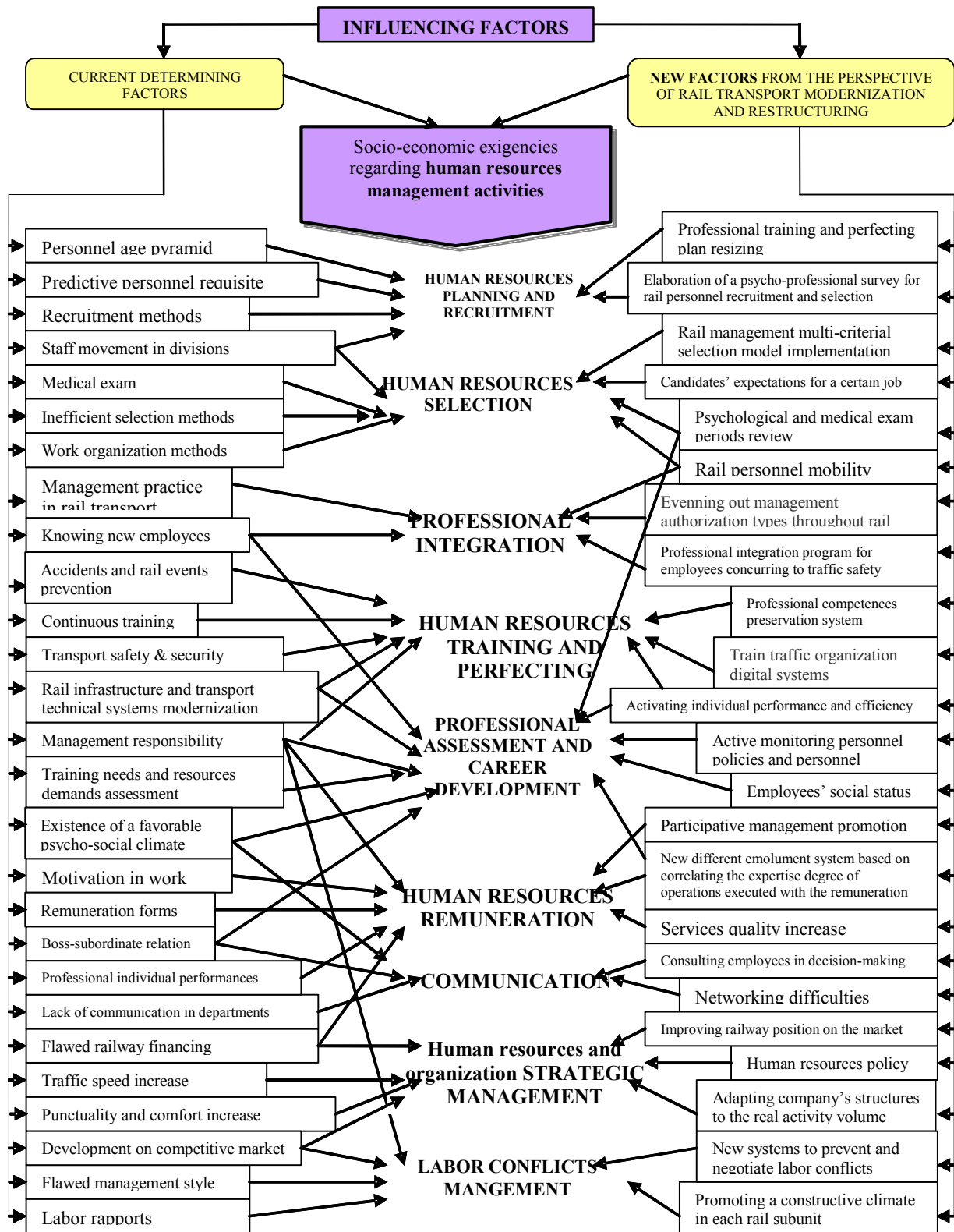


Figure 2. The integrated model of the factors influencing the socio-economic exigencies of the human resources management in the rail transport companies

Source: *Author*

An efficient rail transport decreases the input prices and based on this idea, it leads to higher economic prosperity. The enhancing of the transport services quality gives rise to the personnel mobility and enables economic growth. In exchange, these contribute to the *social*

development, and consequently the railways quantity and quality have effects over all the aspects of life. Following the same order of ideas, balancing the maintenance costs related to infrastructure and the rail transport operation may result in major economic benefits.

The rail transport is considered to be a special type of service rendering in the sense that it cannot be stored up, preserved, it must deal with peak moments, is performed under special conditions, implies the existence of a vast and complex business, which should exclude any unpredicted situation. The human resources management necessary for such a service is extremely important due to the dimension and importance of the effort required.

The benefits resulted from the rail transport are not problem free, there being sometimes, rail events or material damage because of the defective exploitation and employees' insufficient training. Thus, a determining current factor of the HRM activities is managers' responsibility in permanently training the rail personnel, the training being assured by the specialized practical professional trainings and duties which entirely regulate the rail operation norms. Other factors which contribute to the rail traffic safety are: technology, education and constraint.

The rail sector openness toward a competitive market economy compliant with the E.U. requirements coerces the Romanian rail companies into rising standards concerning the quality of the services provided, which in our opinion could be accomplished by hiring "the right person at the right time." Under these conditions, the human resources training must be a priority being considered the basis for the strategy regarding the human resources development at all the hierarchical levels. The implementing policies to improve competences and a solid professional training is vital, considering that this is an extra chance for any modern organization to ensure competitiveness and a base on which to build practical experience, *communication* and collaboration within a group.

Another determining factor of the socio-economic exigencies influencing the HRM activities with reference to the rail transport is the rail staff *motivation policy*. The research carried out in the rail transport subsidiary has proved that this very important side of the human resources management is not an essential preoccupation of the rail managers in our country.

To achieve the optimum economic correlation between the turnover increase index with the salary fund increase index and the employees number increase index, is necessary for you to organize a social control and watch the way of achievement of the set objectives in the human resources management.

In view of the exact knowing of the organizational objectives and the strengthening public rail transport companies' management it is necessary for you to apply administrative corrections of which major significance has the management training on different decision-making levels. Within the new organizational structures, by decentralizing decisions, the managers are encouraged to assume responsibilities and have initiative using as most efficient as possible the resources at hand. These resources may become some kind of a power source or of a constraint force, as well.

The main resources at the disposal of a rail manager are: people, installations, equipment, rail material, train traffic administration processes and telecommunications. From an organizational point of view, within the rail companies, most of these resources make the object of some specialized directorates where the information is organized according to the coordination and decision-making levels, the manager using resources that he needs to his advantage. Apart from profit making, as in most of the other jobs, the management offers satisfactions such as: creating visible changes in real life, work through others, overcoming obstacles, career and consideration in different social groups. Yet, sometimes these advantages also bring frustrations caused by the nature of the involvement in the rail process: ever-changing priorities, clashes of personalities, affecting health or neglecting family with the

inherent consequences. Referring to the *recruiting and selection* of the types of the successful managers there is no talking of a certain characteristic. There are more roads to achieve success in management as there are more types of personality. What we have achieved as a result of the research conducted has been a delimitation of a multi-criteria rail manager selection model revealing some traits and useful professional competencies in the decision-making regarding the rail personnel recruitment, selection, promotion, remuneration and dismissal.

As a follow-up of the qualification, authorization and perfection activities, the *professional performances assessment* takes place, in our eyes being highly significant for both the company's management interested in the maintenance of a certain quality standard of the human resource and also each individual employee, the assessment being a basic criterion for career development. The method used to determine the individual professional performance level for the contracted personnel in the rail transport system is envisaged and achieved according to the information listed in the job description corroborated with the criteria enlisted in the individual performance assessment sheet.

The rail personnel's refreshing courses and training are necessary for the maintenance of an adequate safety degree for the rail transport safety and especially for the increasing of the rail units competitiveness and productivity. This last aspect is crucial: investing in the human resources is the most lucrative long-term investment for both the employers and the employees, The objectives of the continuous training in the rail field converge towards the building of a joint reference framework for the personnel in charge with the traffic safety and are expressed through professional competences. The system preserving the rail transport human resources professional abilities is a key element of the goods and passengers traffic safety management system.

A major challenge for the rail management in an ever-changing world is not only that of minimizing the effects on the environment and identifying the best way to use the railway but especially to ensure and use certain appropriate human resources with high degree of expertise in order to enable the rail transport system operation as a mechanism to support the economic and social development. The research conducted aligned with this action axis and aimed at the identification and assessment of the human resources management activities and requirements which influence the rail transport management in view of the expanding and directing the benefits resulted for the final consumers.

5. Conclusions

Of all the management system inputs categories, the human resource is the one that expresses and synthesizes the best the specificity of the management as a human activity type. That is why one of the important characteristics of the organization's management is to turn the human factor into the main preoccupation, with all its complexity as the managers' subject and object in tight interdependence with the system means and resources in which it is integrated through the objectives falling under their responsibility.

Seen as having an interdisciplinary character as knowledge from different fields was used (human resources management, rail management, economic and financial analysis, strategic management), this article presents a diversified content conveyed by the increase in the complexity of the actions unfolded by the rail transport companies in the context of the new human resources management instruments.

Starting from the two fundamental elements that define the existence of the rail system, that is the strategic role that the national economy has, namely by the developing the public cargo and passengers transport operation activities, respectively the shareholders structure in the rail sector, the authors consider this company of a strategic interest for the Romanian state. To improve the global performance, the authors would like to consider that any company must

react to the evolution of all the aspects related to the human resources and be aware of their significance. The research conducted aligns with this logic and contributes to the enrichment of the information referring to the human resources strategies in the rail transport in the region.

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MANAGEMENT NEO COMPETITIVENESS AND ECONOMIC PERFORMANCE IN AGRICULTURE

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ABSTRACT

The modern economic life reveals the contribution of management to the improvement of performance in various fields. It could be considered as a factor that support progress and influence the activities by establishing how are them organized and co-ordinated, how resources are used and how cultural values guides the work of the employees engaged in operational and functional processes within and organization. Management also enables the change needed to adapt to the dynamic of the environment. A challenge for Romania was the state of the agriculture along time. In this context, it is useful a better knowledge regarding agricultural management. The paper focuses on a review, analysis, and pursues the steps to be followed by a performing agricultural management. The authors envisage both the experience from Romanian agriculture, and the experience from the EU Member States. The latest ones were considered because in their case the use of the agricultural policies' advantages combined with good management resulted in large production and exports of agricultural products.

Keywords: agriculture, management, agricultural management, knowledge.

INTRODUCTION

In the modern economy, management manifests, widely accepted, as a new factor of competitiveness and performance. The relevance of agriculture to the economy in general and the Romanian one, in particular, requires increasingly strong orientation towards management, generating new dimensions and ensuring its scientific aspect as predominant, being also needed a different attitude and a different mood based, inter alia, on the involvement and proactive thinking on the part of those managing farms, particularly when they have a commercial character, being so connected to national and even international economic flows, authority and responsibility being full based on private property.

Such a way of looking at things involves conducting training processes, enriching the knowledge and training, and consulting, as a result of the numerous problems facing farmers in the market economy. However, it is not without interest to know what was under the managerial aspect in various stages of relatively recent history of our country, with reference to tradition and transition of management as a result of fundamental changes in the nature of social and political regimes. Moreover, Romanian agriculture, in the interwar period and in the postwar until 1991 and beyond was the "case" for the management approach. Every time it was considered a matter that fall within either empirical or scientific management.

METHOD OF OPERATION

The development of this work was preceded by the formulation of its objectives, found inside of it and the choice of methods for investigating specific management processes and phenomena of the reference period.

Given the theme title and the period investigated, considered relatively long, it was necessary to perform an extensive documentation, using various bibliographic sources and observation and interpretation of contemporary management issues in agriculture to try to capture its specificity (what was done, by whom, how, etc.) from various periods, nature of the economy, driven by property type, putting his mark on managerial behavior of those with agricultural occupations, as appropriate: small producers, owners and administrators of estates managers (directors of agricultural enterprises, agricultural cooperatives presidents) that have holdings in the years of socialism or those created after 1991, having the status of companies or

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agricultural (associations). It is a very diverse "world" in many ways, general education, professional and managerial, distinguishing them greatly. Since it could not be achieved a comprehensive approach of the thematic area, given the size of the paper, were emphasized the trends considered essential. For this was used synthesis, operating it in the case of the final conclusions too.

RESULTS AND DISCUSSION

It is known that agriculture in Romania has known different regimes of land (property types) that have influenced one way or another, its manifestation in the economic, social and economic situation of those who were employed in agriculture. Since the early part of the nineteenth century, Nicolae Bălcescu referred to such matters (Bălcescu, 1849). Subsequently, numerous works have been developed, manifesting prosperity interest to agriculture. In the preface to his "Special agricultural policy of Romania" Gheorghe Ionescu - Sisești presented in a synthetic manner, numerous works by various authors, in which they addressed issues related to agriculture and the peasantry, pointing out that "peasantry Romanian life had to be entirely reconstructed after charters and authentic historical sources in the latest weather" (Ionescu-Sisesti), stressing in this regard, the role of the great historian Nicolae Iorga.

The agricultural situation is presented in a paper by Nicolae Xenopol (Xenopol, 2013) references covering a long period of time, covering the second half of the ninth century, until 1913. He notes that in general, the Romanian economy, with wealth, which plays its prosperity in time, it "can be seen terrible poverty." Highlighting the "bright side", we reckoned, as written, no umbrellas, including those in agriculture.

Table 1 1930 agricultural census

Category of holdings by area ha	Number of holdings	Area held by each holding category ha	Share in total number of farms %	Share in total agricultural area %
0-10, of wich:	3 020 000	9 490 000	92	48
0 - 5	2 460 000	5 535 000	74,9	28
10-50	235 000	3 895 000	7,2	19,8
Over 50	25 000	6 365 000	0,8	32,2

Source: INS

Prewar Romanian agriculture was dominated by small peasant farm, oriented, especially, for subsistence. From the total number of farms existing in 1930, which was 3.28 million, the holdings up to 10 hectares, representing 92% (those with up to 5 hectares accounted for 74.9%), their average agricultural area being of 3.1 ha (General Agricultural Census 1930) (Table 1).

Table 2 Farms and total area by size classes of the total area, by the legal status of holdings

Category of holdings by area ha	Number of holdings	Area held by each holding category ha	Share in total number of farms %	Share in total agricultural area %
0,1-10, of wich:	3 747 365	5 732 345,28	97,4	36,5
0,1-5	3 524 432	4 245 005,07	91,7	27,0
10-50	75 636	1 338 445,91	2,0	8,5
Over 50	22 244	8 624 236,22	0,6	55,0
Total	3845245	15 695 027,41	100,0	100,0

Source: INS

There is a better operating structure than occurred immediately the after application of the Land Law 18/1991, when there were over 5 million properties. Gradually, the number of farms has decreased, reaching in 2010 to 3,845,245 (General Agricultural Census 2010) being 17.2% higher than in 1930 (Table 2 and Table 3).

The average on a farm was, in 1930, 32.8% higher than in 2010 (Table 3).

Table 3 The average area per holding

	1930	2010	% (+/-)
Total holdings	3 280 000	3 845 245	+ 17,2
Agriculture area per holding ha	6,02	4,08	- 32,8
Surface resting on a holding of land use:			
ha			
- total	-	3,5	-
- Individual holdings	-	2,02	-

Source:

INS

What was in those households was marked by tradition on agriculture, its elements being repeated by rural communities for centuries to come. Mining economy was autarkic, so with little or no elements of openness to economic flows, progress and initiative. "People from Romanian villages, shows philosopher Constantin Radulescu Motru is under collective work tradition every villager is what will make everyone think . He has the courage to start a new job than the deadline set by custom. The world is out of line for Romanian villager, not merely a risk but insane. " (Motru Radulescu, 1998) However, the new initiative is needed for other attitudes.

Household productive behavior endorsement wearing rural communities experience, which was not entirely wrong, but it was certainly enough, if we consider the phenomenon of change that occurs in economic life, it is true, at different rates in different historical periods (much faster lately). Besides, who keeps the tradition says the author cited above, refuses to light. A household could also ensure the progress of agriculture and improving the living conditions of the farming population. Romanian leading personalities have highlighted this

and tried to formulate solutions to move to other organizational forms in order to ensure better implementation of land property value. In a mostly rural civilization as the Romanian of

the time, it was natural that great men, such as N.O. - Lupa Popovici, Gheorghe Ionescu Sisești, Virgil Madgaru, ND Cornățeanu Victor Slăvescu etc. to look upon agriculture, realizing its economic and social role. Issues area raised was large enough to highlight the contribution of it, as appropriate, regarding: managing estates, agricultural policy, intensification of agriculture (Cornățeanu, 1941), cooperation and association and more.

Along with small and medium-sized households (7.2 % of the total, with an average area of 16.6 ha) in structure and large mining operation (holdings), recognized as the estates, forming after formulation then big capitalist property. They were in number 25 000, had an average size of 254 acres and operated 32.2% of the total agricultural surface (General Agricultural Census 1930).

Gheorghe Ionescu Sisești, renowned agronomist and agricultural economist, was preoccupied with issues of agricultural policy (Parpală, 1995) and the administration (management) of large-scale mining operations, showing, among other things, that "there is neither matter nor private profitability the economic function of agriculture in the body, which is the quality leader exploitation (Ionescu-Șisești). Opting for version where the owner is the driver, seeming conflict with Frederick Taylor who claimed to lead the one who knows . It seems, however, that Ionescu Sisești need to lead knowledge was implicit as add, following the above statement that if the owner "wants to run one operation, but does not have the time or training necessary for this then he joined a specialist, an administrator (manager), leading the operation, according to the indications of the general, but in accordance with the technical and economic"(Ionescu-Șisești). He appreciated that if the hole initiative was not left to the manager, exploitation often suffer disunity in leadership. The outlined ideas about leadership (manager quality, holding, the knowledge to lead, management unit) are found today in Management Science, that is widely debated and developed. To them are added Ionescu Sisești concerns, and other authors, and other management issues in agriculture, such as: management of production factors, the size of the operation, including operation lesser forms of exploitation, etc. Some of their assessment remain valid today, if we consider that the current operating structure of our agriculture farms with large commercial nature, there are also many small, subsistence farms.

After World War II the Romanian agriculture has experienced since 1949 the movement to command economy, based on a type of property (socialist) fundamentally different from the one above. Occurs the transition to another management, being found excessive centralization for the one already existing, is exercising the leadership of the party at the time and in the economy.

For agricultural units, especially those belonging to the state, most decisions were taken outside of them, whether they concerned the determination of the activity, or the provide of inputs or the outputs (the destination of the products obtained). Although there were higher education teaching units, weak autonomy has limited their decision, not to speak of the enterprise. It is true that agricultural units were collective management bodies (participatory management of late) . With clearly delineated attributions, they must fit into what was called the "up". This limitation of the power of decision was to lose a potentially great creativity and initiative, the rigidity of the system are well known.

Agricultural cooperatives, although rightfully belongs to those who have been, fel some "pressure" such as price controls, centralized distribution of resources, selling products based on contracts, prohibition to process agricultural products, to hold technical means (the work being done by agricultural mechanization resorts, payment being kind) etc.

In the above conditions the management units of the period referred to sum up, as a rule, in the operative, in order to obtain products of vegetable or animal origin according to the profile of each unit. As known, however, that management is richer experience of those who exercise it could not expand since managerial tasks and thus their ability to work was limited. However, without action can not develop managerial skills.

After the transition to market economy was necessary, of course, little more than an operational management, the former managers being found in a world of agribusiness, which included: private initiative, negotiations, environmental awareness, with special reference to square, etc. It has been said, and perhaps rightly, that things are not going well in the economy, in general, we do not have managers. It is no wonder, because no practical work did not help, nor training, higher education, agriculture and economic position of the focus is on the organization and planning that is exercised in the context of known. Driving course introduced at a time, fold it all the specific concerns of the system. Another transition occurred after reconstitution management of private property, which has radically changed the "picture" of Romanian agriculture in terms of structures (Voicu, 2000): operation (types and forms of exploitations, production, marketing, etc.). Under the new type of property holdings acquired full autonomy. This opened new managerial and entrepreneurial perspectives. It was found that, though, in terms of ownership, agriculture corresponds to the new type of economy, however, there were issues that do not help realizing its advantage, enhancement of existing resources and the rapid progress of the industry, such as:" Atomization" and separation properties plot, insufficient financial means smallholdings, technical resources etc.

Contemporary period is specific operating structure, arising from the land reform initiated by the application of the Land Law No. 18/1991, based on farms .¹

Structural image of agriculture in terms of exploitation, is dominated by individual farms in 2010, accounting for 99.1 % of their total number (Romanian Statistical Yearbook 2012). The rest, about 1 % is the legal status of farms mainly agricultural societies and companies, which brings to mind the name of economic organizations and authorized individuals, individual enterprises and family businesses. Their share is insignificant, but their relevance comes from how agricultural practice, using technology and management, which may lead to higher performance, and with openness to economic flows of agricultural products.

Whatever type of holding, given that it uses human input and intervention work, it is necessary that to be made on the basis of efficiency and will obtain economic results (positive outputs) as a requirement of farm consolidation.

Achieving such things goes to exercise their management. Depending on the type and form of holding the level of expertise, economic and managerial responsibilities of those who have this kind of recourse to management is different, reporting being done mainly to its scientific content.

If **subsistence farms** prevalent not only among individual farms, but also in their total number, intervening actions of persons who hold management (heads of farms) as a result of the reconstruction and building of private property. According that such people have little knowledge assessments, and most are old as age (National Strategic Plan for Rural Development 2007-2013). In addition, these holdings:

- have a small area and increase a limited number of animals of different species;
- have low capitalization;
- operate as closed systems;
- have a poor economic power for farming resorting often to income from other sources;
- domestic agricultural produce and process, some of them to the food needs of the family;

¹ Named by the official statistics, there are, however, different views on their name: units, households, farms, ranches. It is important that the name is actually surprising that each type, and the use of a generic, whatever it may be, it can not cover, at least in case, for operating all parts of the structure, see, among others: Voicu, R., Dobre, Juliana, organization and development of agricultural units, ASE Publishing House, 2003 Bold, I., Claus, A., agricultural holding - organization, development, mining, Ed Mirton, Timisoara, 1995, Claus, A., agricultural holding - organization, development, mining, Ed Mirton, Timisoara, 1995.

- often use seed from their own production, uncertified, traditional technologies based on works carried out manually, and uses animal energy work but noticed some insertion of agricultural equipment in the sense of seeking some means of this kind to perform work requiring great effort (plowing, harvesting grain cereals etc .), which shows a certain openness for the purchase of inputs;

- in case of developed agriculture, farms have also disappeared or have a very poor area of representativeness, their place being taken by commercial family farms connected, so domestic economic flows, helping to ensure the operation of the routes of the various products and agri-food system countries.

Exercised management relies heavily on tradition, experience gained in the course of time, under the influence of that happening in rural communities. " Romanian rural populationstands in the tradition of collective work. Each villager makes what he believes will make everyone". In these circumstances, we can speak of a traditional management model, with a sort of back in time, to what happens in Romanian agriculture under socialism (Rădulescu-Motru, 1999).

Decisions taken are generated by concern for the needs of family food consumption and intermediate consumption insurance. Multiple activities of such holding, although not high volume, assume that such persons have knowledge of various kinds (technical, economical, managerial, etc.).

These farms are a reality of Romanian agriculture, producing food they have a social role and will continue to exist alongside other relevant holdings in greater or lesser practice of commercial agriculture.

If individual subsistence farms, the situation from the point of view of management, is similar, and these traits found in the case of subsistence, their names show that combines elements of the same kind as those on a certain openness to the environment, inducing some quantities of the channels, which meets the Romanian agrifood system operation, and purchasing certain quantities of inputs.

Opening to the environment, be it even partial, impose their decisions on the scope, to consider specific elements of the environment, with emphasis on the economic, market acting factor. It takes information from clients – individuals and / or businesses. Orientation activities (crops, livestock etc. categories obtained from the product) must be made according to customer requirements and quality standards, and other aspects of the environment.

Given the openness to economic flows, the heads of these holdings should focus more on highlighting the costs and revenues, to negotiate relationships with intermediaries or directly with clients to organization and planning, removing hazard related phenomena, gradually approaching to managerial behavior of a commercial family farms.

Agricultural societies (associations with legal personality) belong to associations with simple associative holdings. Their establishment was made for various reasons, the provisions of Law 36/1991 on agricultural companies and other forms of association in agriculture.(Law 36/1991)

The companies were formed by transforming state enterprises into joint stock companies, according to Law 15/1990, they suffered in the aftermath of privatization, in various forms or by showing the private initiative (limited liability companies), which works according to Law 31/1990 on trading companies.

Management of companies mentioned is of course other than the subsistence and semi-subsistence farms, although not commercial agricultural companies, some products satisfy addressing requirements of their members, while others make the sale.

Agricultural companies and trade actions functional organizational structure (management) and operational, and if the limited liability may be one or more associates.

Management bodies are created and have duties according to the law, participatory management, as for any business organization, being institutionalized (Nicolescu, 1999), operating above the laws for agricultural companies constituting the general meeting of shareholders, the Board of Directors, it may elect a steering committee and for limited liability companies, general meeting of shareholders, the Board and Committee. Laws provide as appropriate, each managerial body duties.

The existence of hierarchical management structures at different levels of their managers with higher education background and management, are essential for its functions to be performed according to the requirements of management science.

And in a more or less complex, with the different number of levels, where decisions are carried out and where functional and operational processes is necessary for senior management to use coordination to focus all efforts towards the goals and the "company, agricultural" to maintain the "path" established by the prediction function (which operates with plans, which are basic guidelines to follow and reporting achievement) .

The conditions under which the agricultural production, especially in the vegetable, raises its organizational work processes (displacement technical means labor on certain distances, works under the influence of climate, providing social elements), so coordination is difficult. Operative nature of management is assumed, since the work to be done in due time, otherwise the layout of the disorder, with negative impact on the production.

The control function is more relevant than other business organization as in agriculture, biotic processes can be found, can occur in the system due to disturbances such as pest and disease state which damages the plant growth and the growth of animals. It is the emphasis on active control (preventive), (Thietart , 1999) as the reagent not only help in another cycle of production and management, their conclusions on this occasion, changing how to proceed in the future.

The economic organization of agriculture such decision making is carried out on different parts of their business that require information, identified and collected from the environment, they aimed at: providers, beneficiaries, brokers, real and potential competitors, agricultural policy, labor market employment, financial institutions and insurance etc. Environmental knowledge, identifying trends in the different processes and phenomena, allows the organization to make appropriate decisions, regulatory actions taking place on its internal and connection to economic flows.

Some agricultural organizations of the nature of companies are large sizes, cultivating areas of tens of thousands of acres, concentrating large herds of animals or birds with vertically integrated business, are able to use the knowledge management methods offered, such as participative management and management by objectives, which can help improve their economic performance (Nicolescu, 2008).

TOWARDS ANOTHER MANAGEMENT IN ROMANIAN AGRICULTURE

It is necessary to move to another management, which is common to all farms, but it is necessary for individual farms, especially because they hold most of the agricultural land and arable, labor, livestock, etc.

What happens with these holdings determines the state of Romanian agriculture. The heads of these farms make decisions, even if they call it, with serious incidents on the economic situation of their families (family heritage and the holding coincide) and the broader social, referring to their contribution to providing food products population needed.

Attention to decision-making processes of these holdings increase, if we consider that decisions are one-man stating, that there is a single decision-making center, which is not the case for limited liability companies.

It is easy to assert the need for browsing "road" to the new management, but it is doable if we consider very large number of individual holdings and characteristics of those who manage them. The high age of the heads of farms can contribute to lack of interest by: (Voicu, 2003) strengthening and modernization of farms, diversification of activities and events entrepreneurship is known that the last aspect is stronger for young people. Issues relating to age, lack of funds and rising prices of inputs may lead them not to use new elements in the cultivation and animal husbandry, to a certain openness to flows of agricultural products exist and closed systems feature a subsistence holding . Might the time to eliminate many of these holdings and they will maintain a quasi isolation.

From the perspective of generational change, the installation of young farmers in rural areas, with financial support for this (measure 1.1.2. "Setting up of young farmers", the RDP 2007-2013) actions that are training farmers (measure 1.1.1 " training of farmers and foresters' of the RDP 2007-2013) are essential for management to incorporate as much knowledge, valuing the course, and some valuable items related to tradition and experience.

Opportunity for general training, professional and management is determined by elements of the type above, strengthened by the fact that when someone wants to take a holding is required, among others, to present a diploma certifying that they have knowledge at a certain level.

If elderly people can not be used in the training, because of understandable reasons, this can be replaced with guidance, advice, information and monitoring the functioning of certain agricultural activities, which would lead to use to good agricultural practice.

For young people, the general prior professional preparation training, advice and guidance, can improve the productive and managerial behavior seeking: methods of farming, choice of activities, opportunities to inform the manifestation of openness to the external environment, with respect to the negotiation and implementation of relationships with suppliers and recipients, etc connecting the flows of agricultural products.

Economic knowledge related to management issues with respect to expenses, revenues, gross margin, planning activities, development of budgets as benchmarks and reporting results are required and must, of course, be assured.

Information is also relevant to those who manage farms. Agricultural and Rural Strategy for EU aderation – 2003 appreciate that Romanian farmers were less informed or do not have information regarding: prices of agricultural products in different market segments (retailers, industrial process, etc.) And various locations of the national territory is available on different product attributes, price developments over a year of marketing.

They have, therefore, limited information, which creates difficulties for decision making on product choice (what to produce ?) and their involvement in the marketing phenomenon that diminishes their income.

Since the charges are made and collected revenue accounting as partnerships should be among the concerns of producers. In some cases, expenditure is assessed in a comprehensive way, claiming that they were large, which may be true, but financial education assumes otherwise, proceeding an exactly counting on.

In preparation producers can highlight the benefits of cooperation, even in its simplest forms, especially since, according to appraisals, individualism seems to characterize Romanian. Since then (the text was published in 1937 by the Romanian Bucharest psychological research Society), it is possible that things have changed, regarding economic and social dynamism. However, individualism, resumed conceptually, in the current period, adding the adjective "destructive" is not beneficial either in the social or economic life. In modern organizations are required cooperation, teamwork, cooperative efforts, such examples of our agriculture producers are represented by groups and associative forms.

CONCLUSIONS

Conducting research in agriculture has allowed noting the persistence of strong elements of traditional farm management in the interwar period, the households in the non-coexisting during socialist agriculture, the return, in the case of individual holdings after reconstitution of private ownership in the industry. However, concerns have found expression leading to large farms (estates) existing before the Second World War, the large scale management units specific to the period of application of the Land Law 18/1991 and its transition by type of property in agriculture. Greater emphasis was placed on agricultural management under current conditions, when we are dealing with an operating structure that coexists in diverse holdings, from subsistence farming to large companies, and agriculture is to develop and operate according to the requirements of market economy.

Below, we list the main conclusions of the paper.

- A good management is exercised overall competitiveness, making necessary an extension of a different attitude towards it, especially because there are manufacturers who consider that production is everything, but getting them right to consumer demands and economic efficiency involves many decisions correctly formulated and applied in real time.

- During the studied period, was found in farm management even if it was not named as such, but not in the proportions found in the economy since the second half of the twentieth century, when it was recognized in the current sense (Drucker, 1999).

- With all the changes in the political and social existing, reference period being specific and different political systems, there were elements of continuity of management in various forms, since any company, regardless of its ideological regime, legal and political management needs if you want the economy to thrive in innovative and creative rhythm (idea belonging to J. Burham, found in his managerial revolution cited by Petrescu, I. in Management Reporter Publishing Holding 1991).

- Fundamental social and political changes that saw Romania in the period studied, their mark on the functioning of the Romanian economy, including the management of organizations of various kinds, including agricultural. Management of different forms of expression, depending on several factors. For example, during the centralized management of the economy, agricultural units with limited autonomy and state interference manifests political factor in their management mainly being due at operational, many decisions regarding their relationships with upstream and downstream were considered to functions and powers of the managerial bodies (collective leadership).

- Changes have been mentioned as elements of continuity management are found only partially, from one period to another, requiring new knowledge to find solutions in other circumstances. Proved steadier management based on tradition.

- Due to different operational structures coexisted in each period management based on the empirical knowledge. Even in socialist agriculture, along with managers from large companies who had higher education were small farmers in areas that appealed more to the tradition of non-co.

- After application of the Land Law 18/1991, it was operating prewar structure, even emphasizing the " atomization " of land holdings and subsistence households resorted to tradition inherited.

- For over 20 years there have been structural changes, but slowly, that increased the farm who use knowledge of various kinds including the management.

- Managerial behavior in different periods shows the need for transmission and acquisition of knowledge along with the native person belonging Manager to be active in management exercise, especially that expands the role of knowledge in the economy.

- Aria managerial knowledge, and not only the broad and diverse and complex decision problems requires management consulting operation, farmers will be increasingly connected to rebuilding agriculture requirements.

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MANAGEMENT OF CHANGE AND EFFICIENCY OF INSTITUTIONAL ACTIVITY

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Abstract

The quality of educational activity at the level of the school institution designates all the characteristics of the school unit on a structural, organizational and functional level which gives it the opportunity to meet the education needs of a concrete population, expressed either directly or indirectly by it or by the community the population belongs to. School can be understood as a complex system of human, material, financial, spiritual, organizational, cultural, aesthetic, ethical, juridical factors that function in a permanent and dynamic interaction.

The key aspect of the organization and environment in which school operates in the school development process should be considered as a priority in school change projects. The organizational structure is a reflection of its value system, revealing the link with the school culture. The formulation of priorities, after completing a phase of their identification, hierarchy and then selection decision, is essential for development. The conditions, as a key aspect of school development, consist in the practical features of the organization and the school management, in the functioning framework, in the roles the responsibilities that make the activity take place. Finally, the school development strategy must be designed to ensure that the priorities are linked to the conditions.

Keywords: Management, change, efficiency, quality standards, performance.

Chapter 1 - Organizational orientation towards performance

1.1. Knowledge and competence

Their essential insurance because they depend on the entire development process of the institution. The following conditions are highlighted:

- Employing human resources and staff development;
- Involve all factors in school policies and decision-making;
- Transactional, adaptable to leadership;
- Attention to research and reflection on quality.

School development strategy must be designed to ensure continuity between priorities and conditions. In practice, strategies may overlap partially with the conditions when they are trying to be the target of change and become part of the routine of school practice. The institution's development strategy must be clear, involve change, be known, evaluated before being implemented and re-evaluated and adjusted if necessary.

own performance.

Organizational orientation towards performance and increasing the competitiveness of the education system is achieved through existing resources and compliance with quality standards. The steps towards a quality system are:

- more efficient control of individual and collective performance;
- continuous improvement of processes and activities;
- prevent potential deficiencies;
- increasing responsibility and engagement of all staff.

According to the UK research (IQEA) on improving the quality of performance from the perspective of the beneficiaries of educational services, five clear principles are outlined: the vision of a school (to provide the opportunity for all the actors involved to contribute to its construction and achievement of the derived task, and clear missions enable the organization

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to cope with the external factors that cause change by taking into account priorities, the school must create the conditions for all members to make progress in learning, develop and develop strategies that encourage collaboration to develop both to each individual and to the group, the mentality that the assessment of the quality of the activity is a responsibility of all will be outlined and developed.

Besides its major cultural role, which is exercised through intellectual creation, the school is also a service provider, the products being offered are knowledge and competence.

Novelty can be translated by initiating collaborations in European research programs, the mobility of teachers and pupils, for the diplomas issued to be recognized internationally. The novelty is given by the proactive attitude of the leadership of the pre-university education institutions in the quality problem. For quality management to be performance-oriented, we need to eliminate stereotypes and create a work environment that is appropriate to performance.

1.2. Management and quality

The management and quality assurance system aims to orientate the organization towards the quality of education offered to the beneficiaries. Quality assurance depends on the institutional development process. The process is carried out at several levels, namely: mission, diagnosis, strategic targets and approaches, operational plans and actions.

The institution must establish and maintain a quality management system and continuously improve its effectiveness according to standards. Quality management at the level of the school organization implies recording progress in quality assurance by supporting those involved through self-evaluation and resource utilization. To implement a Quality Management System, the following steps must be taken:

- Identify the processes required for the system and their application;
- Determining the sequence of processes;
- Determining criteria and methods to ensure processes;
- Ensuring the resources and information needed to monitor processes;
- Process monitoring and implementation of actions to achieve objectives.

The educational service can be considered as being a part of a quality to the extent that the products and the activity meet the requirements and expectations of the direct beneficiaries and of its external partners.

To meet this standard, the school organization must:

- Develop graduates with skills that meet the requirements of higher education;
- Through its products it contributes to the personal development of students;
- Create an environment of work and life adequate for performance in the institution.

Quality assurance aims to build trust among beneficiaries and other partners of the school, on the capacity and availability of the institution to meet their requirements and expectations.

According to Nicolescu O. and Verboncu I, "The dimensioning, structuring and combining of all processes and managerial relationships should take into account the maximization of quantifiable and non-quantifiable positive economic and social effects of the organization, the basis of ensuring a high competitiveness". (Nicolescu, Verboncu, 2008, p.37)

Trust is created by:

- External, independent evaluation of study programs, results;
- Independent external evaluation of the extent to which the internal organization of the school is appropriate to the quality function.

Quality assurance involves:

- Existence of external evaluation bodies, standards and procedures;

- The educational establishment should be able to provide evidence of the compliance of the internal quality management system with the accepted standards.

Quality management has as main purpose the orientation towards the performance of the institution on all dimensions of its activity. They are based on an internal organization (the quality management system). There are models based on visits followed by recommendations for improvement, but also structured models based on a system of requirements and criteria that allow an objective evaluation of the educational institution.

According to OECD studies, "education assessment aims at improving the teaching and learning process in a school in order to achieve better student outcomes." (Kithen, 2017, p. 196) The findings of this research recommend that the notion of "good school" be defined and schools aligned with the expected outcomes. Institutions that live the evaluation and improvement of school organizations will lead to efficiency and will ensure the achievement of common goals in the context of alignment and integration of efforts.

A quality management system assumes the same fundamental elements, regardless of the model chosen:

- Aiming to meet the needs of students, teachers and other stakeholders;
- The proactive attitude of the institution's management on the issue of quality, which is expressed by creating a suitable environment for performance on all dimensions of the activity;
- Addressing the quality problem in strategic terms: mission, vision, values, principles, policies, strategies, goals, activities.
- Keeping under control and continuously improving the processes in the institution;
- Employee involvement and accountability;
- Identification of relevant quality indicators and introduction of internal evaluation mechanisms;
- Documenting the system to provide objective evidence to create trust.

The quality management implementation system in the organization does not have a certain pattern. Each institution can make decisions to ensure an optimal process.

Steps to be taken to address such an approach:

Preparation:

- The manager is informed about the implementation of a quality system;
- The management of the unit adopts the decision to implement the quality management system, appoints a member invested with responsibility and authority in this respect, defines its policy axes and general quality objectives, communicates these decisions to the institution and initiates the release of the necessary resources;
- There is an implementation team, which is invested with the responsibility, authority and resources and is properly trained.

Implementation:

- The external environment is analyzed in terms of model, policy and objectives assumed in the Institutional Development Plan;
- A project is drawn up at the level of the organization containing: objectives, stages, responsibilities, resources, deadlines, results and evaluation modalities;
- Implementation teams are set up;
- The model is customized on compartments and domains;
- The staff is informed about the quality assessment exercise to be carried out in the institution;
- The implementation project is carried out by: identifying and analyzing the relevant processes, the links between them and the external environment, the resources and the environment necessary for carrying out the activities under the appropriate conditions,

identifying and applying the methods for measuring / monitoring the processes based on indicators;

- Identify and prepare the necessary documents for the proper functioning of the processes and the proof of this operation.

Internal evaluation:

- Forming a team of internal evaluators and training it;
- Elaboration of an internal evaluation guide;
- Planning internal assessments by: purpose, objectives, areas, resources and timing of their actual deployment;

- Running the assessment and reporting on constant improvement issues and opportunities;

- Analysis and hierarchy of issues at relevant levels of management;

- Planning for problem solving.

Solving possible malfunctions:

- Involve people from different levels or set up working teams on issues;
- Defining and analyzing each problem or category of problems, identifying the main causes and solutions considered optimal, drafting the proposals for decisions;

- Promoting decisions, implementing solutions, monitoring results and implementing improvement programs if needed;

- Generalization of good solutions at the institution level.

Continuous improvement:

- Implementing continuous improvement mechanisms in the institution by: establishing the main improvement directions and related objectives, their operational deployment, allocating responsibilities and resources, implementing plans and monitoring results by tracking predefined indicators.

External evaluation of the quality management system:

- Submitting the self-evaluation questionnaire together with the quality management system documentation to the evaluating organization;

- Receiving the assessment report, if necessary correcting the documents and sending them to the certifier;

- External visit of the assessment body;

- Decision of the evaluation committee and submission of the report;

- Periodic monitoring assessments.

The structure of the institutional assessment standards is represented on three areas:

- Educational management: institutional, administrative, managerial structures, material basis and human resources;

- Institutional effectiveness;

- Educational management.

Quality in education is achieved by meeting the quality standards by domains and subdomains, as follows:

- Domain: institutional capacity;

- Subdomains: strategic management, educational management, school spaces, administrative spaces, auxiliary spaces, materials and educational means, curricular auxiliaries, school documents, personnel management;

- Domain: educational effectiveness;

- Subdomains: educational offer of the school, curriculum, school performance, extracurricular performance, scientific and methodical activity, financial activity;

- Domain: quality management;

-Subdomains: institutional self-evaluation, organizational quality management, periodic review of school offer, optimization of learning evaluation procedures, teacher evaluation, optimization of access to educational resources, establishment and updating of the organization's database, provision of information to people and the institutions concerned, the functioning of the structures responsible for internal quality evaluation.

Gherguț A. points out that "the achievement of an efficient management highlights the role and importance of the 4C rule. According to this rule, the common features of any performance management are: consistency, courage, clarity and consideration." (Gherguț, 2007, p. 17)

1.3. Quality standards

The system qualifies a documentary system. The documentation is done through a series of documents in use:

- *The Quality Manual* synthesizes how the institution structured and organized its processes and activities to meet the requirements of quality. It also contains the Director's statement on the policy and general objectives of the institution in the field of quality. The manual refers to documents at lower levels (procedures, instructions, records and other documents of the institution).

- *Procedures* are documents describing the way in which important processes are carried out, identifying inputs and resources, activities in the order of conduct, responsibilities, expected results, performance and evaluation indicators. Examples of procedures: designing a study program, internal evaluation;

- *The instructions* contain detailed information on how to perform activities considered important by the impact they may have on the quality of the performance or on the external image of the institution. Examples: enrollment of candidates, admission of reports, etc. Specifications may refer to documents such as: curricula, lists of skills and abilities for a study program, analytical programs, laboratory sheets, etc.

- *Records* are intended to provide objective evidence of the activities performed and of the results obtained. They can refer to: results obtained by students, results of internal evaluations, etc. other quality documents can be listed: regulations, guides (teaching practices - learning, internal evaluation, etc.), quality plans for different activities, other forms etc.

- *A special category* is formed by the self-evaluation reports that form the documentation of processes of comprehensive and systematic analysis of the activities and results of the organization or its segment (study program).

The management is a social function, a process which implies the fulfilling of the goals that the institution has, based on planning and organizing the strategy. The organizational strategy states the goals on medium and long – term, the ways of achieving the goals and the resources needed considering the mission and the vision of the organization. The school achieves its goals if the strategy is relevant for both internal and external environments related to this organization. The strategy is an essential instrument in implementing the management and it is based on the analysis and the combination of procedural and structural components of the institution. The marketing strategy implies the improvement of the educational services which the organization offers to the beneficiaries.

Managerial performance is characterized in reality and achieved practically in two dimensions: effectiveness and efficiency. In his essay, *The Practice of Management*, Peter Drucker, "emphasizes the importance of experience in applying successful management; through the work of Managers not MBAs, Mintzberg points out this idea in fact, but he extensively depicts the "mix of art, science, craft to apply performance management." (Burciu, 200, p. 43) Efficiency is the ability to choose the right and appropriate goals and their

achievement, and the efficiency is the ability to make the best use of the resources available in the process of achieving and fulfilling the proposed objectives.

Gherguț A. and Ciobanu C. assert that "educational effectiveness can be understood as the extent to which the activity in the educational field has achieved all the proposed goals (in relation to the level of reporting), has achieved its training standards or the related instructional standards with specific objectives formulated at different levels of action." (Gherguț, Ciobanu, 2009, p. 20)

Essentially, organizations need to show the existence of both dimensions, namely effectiveness (making right, right things) and efficiency (right, right doing things) to be good performers. In practice, managers need to balance the need for efficiency with the need for effectiveness. Gherguț A. and Ciobanu C. emphasize that "educational efficiency is the achievement of the expected results at the level of the educated (in correlation with the fixed educational goals) in the conditions of low consumption of resources." (Gherguț, Ciobanu, 2009, p. 20)

The management is a social function, a process which implies the fulfilling of the goals that the institution has, based on planning and organizing the strategy. The organizational strategy states the goals on medium and long – term, the ways of achieving the goals and the resources needed considering the mission and the vision of the organization. The school achieves its goals if the strategy is relevant for both internal and external environments related to this organization.

The strategy is an essential instrument in implementing the management and it is based on the analysis and the combination of procedural and structural components of the institution. The marketing strategy implies the improvement of the educational services which the organization offers to the beneficiaries.

A particular importance are the manifestations of the managerial performances, respectively the performance indicators specific to each subsystem of the methodological, decisional, informational and organizational management.

Managerial performances are generated and achieved at the level of managers, to those who exercise management processes (predict, organize, coordinate, train, control and evaluate), while the performance of the organization is recorded in the field, in the application environment, through effective and active involvement of both managers and other members of the organization. The latter are in a position to initiate actions to operationalize managerial decisions. They ensure the link between managerial performance and educational organization. No education unit can deny the role that each employee's performance has in the long-term success of the action, and this performance is determined by personal goals.

The internal success of the school is essential in achieving the school's success abroad. Ultimately, success means getting everyone's agreement on the goals and realizing them. Among the various tasks of management, in the opinion of P. Drucker, some make a major difference between success and failure in business: establishing the company's objectives, organizing production and labor, motivating and communicating across the organization, establishing measurement methods the achievements achieved, the development of people's capabilities and performance. Given the variety of positions in an organization, as well as frequent exchanges in employee roles and responsibilities, achieving success is a more difficult issue and therefore, it is not necessary to set goals at the state of good intentions statement. Therefore, management must have a procedure in this respect, namely a performance management process.

The most successful organization is that where the system is based on combined criteria, results and behaviors apply. An efficient performance development system has to answer some questions:

- Does the existing system ensure that everything concentrates on activities with maximum impact on the beneficiaries and the organization?
- Are there defined clear standards for these activities so that everyone is located on the key imperatives?
- Maybe, or will the system be able to identify problems and find solutions before they negatively affect performance?
- Set performance standards and adjacent rewards for each person involved?

Thus, the quality of education represents a set of characteristics of a study program through which the expectations of the beneficiaries are met. Quality assessment consists of examining how the educational institution and its programs meet the standards and benchmarks. Quality assurance is achieved through a set of actions for the development of the institutional capacity of elaborating, planning and implementing study programs, through which the school organization meets the quality standards. Increasing the quality of education must become the basis of the entire design process, planning at school level, and the school's development cycle should be considered as a quality cycle. Thus, the constitution of the school's own quality system has as its essential sources the existing policies and strategies, but also the existing situation and the specificity of the local community in which the school is located.

1.4. Conclusions

The manager needs to develop an efficient internal and external communication system that allows fluent, fast and accurate information to be disseminated so as to ensure efficient operation. Managerial communication is an interpersonal process of information transfer. The communication system must be dynamic, adaptable to employees' information and response needs. Quality management implies systematization of progress, quality improvement, and support for those involved in self-evaluation and use of resources. Quality assurance procedures are an integral part of institutional development procedures. The school organization will implement self-evaluation mechanisms throughout the managerial process in designing, planning and implementing institutional development actions. The organization must establish, document, implement and maintain a quality management system and continuously improve its effectiveness in line with quality standards.

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SME' IMPACT ON ECONOMIC DEVELOPMENT

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Abstract

The development of the economic environment over the last decades has led to changes in ownership patterns and the emergence of new, independent private enterprises that have grown steadily. The evolution of these entities from temporary activities to companies that operate and develop both in domestic and foreign markets has contributed to their impregnation in the economic environment, having an impact on its evolution. SMEs are those companies with a high degree of flexibility and resilience that ensure stability both economically and socially. Their ability to adapt to continual changes in the market and to contribute to innovation determines the importance they have in developing the economic environment. The paper presents a study of the role of the SME sector in the EU economic environment.

Keywords: SME development, Economic growth, SME definition, SME opportunities

JEL Classification: L10, L25, L26

1. Definition of SMEs

Although the criteria for identifying an entity as an SME are similar and have dimensional characteristics as the primary object of measurement, the definitions accepted for SMEs differ from country to country. Below we present the definitions given by several countries.

SMEs in the EU sense

The first definition of SMEs set by the European Commission was adopted in a 1996 recommendation. This definition has been applied throughout the European Union. On 6 May 2003, the Commission adopted a new recommendation, taking into account economic development since 1996. This recommendation entered into force on 1 January 2005 and will apply to all policies, programs and measures initiated by the Commission for SMEs -hate.

For Member States, the use of the definition is optional, but the Commission recommends them, as well as the European Investment Bank and the European Investment Fund, to use it on a large scale.

The SME assessment is generally based on three criteria: the number of employees, the turnover and the total value of the assets (EC, 2009). Total assets include fixed assets, current assets and prepayments. The regulations specify that the average number of employees must be taken into account in the grouping of SMEs, while, with respect to the other two criteria, one can opt for one or the other. So, according to European legislation, micro-enterprises or small and medium-sized enterprises are enterprises with an average annual number of employees of less than 250 and achieve a net annual turnover of 50 million EUR, or hold total assets which do not exceed the EUR 43 million (Abrudan, I et. al (2003)).

Based on the above, SMEs are divided into three categories:

1. Micro-enterprises: have up to 9 employees and achieve annual net turnover or have total assets of up to EUR 2 million;
2. Small enterprises: have between 10 and 49 employees and a net annual turnover or total assets of up to EUR 10 million;

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3. Medium-sized enterprises: have between 50 and 249 employees and have a net annual turnover of up to EUR 50 million or have total assets not exceeding EUR 43 million.

The above can be schematically represented as follows:

Table 1. The SME categories

Company category	Staff headcount	Turnover	or	Balance sheet total
Medium-sized	< 250	≤ € 50 m		≤ € 43 m
Small	< 50	≤ € 10 m		≤ € 10 m
Micro	< 10	≤ € 2 m		≤ € 2 m

Source: COMMISSION STAFF WORKING DOCUMENT on the implementation of Commission Recommendation of 6 May 2003 concerning the definition of micro, small and medium-sized enterprises

The European Union regulates the classification of small and medium-sized enterprises in this category and their relationship with other enterprises. These relationships, especially if they create important financial links with other enterprises, can generate a situation where a particular enterprise that meets the requirements of the number of employees and total turnover / assets is not an SME. It is important for entrepreneurial owners of micro, small or medium-sized enterprises to know the status of their enterprise because they can often benefit from specific legislation for SMEs. As regards the connected undertakings, this type of relationship corresponds to the economic situation of the undertakings forming a group by direct or indirect control of the majority of the voting rights of an undertaking or by the ability to exercise a dominant influence over the undertaking. These cases are uncommon.

Linked enterprises are enterprises that have any of the following relationships:

1. An enterprise holds a majority of the voting rights of the shareholders or associates of the other undertaking;
2. An enterprise has the right to appoint or dismiss a majority of the members of the board of directors, management or supervisors of the other enterprise;
3. An enterprise has the right to exercise a dominant influence over the other under a contract with that undertaking or a clause in its statutes;
4. An enterprise is the shareholder or associate of the other enterprise and owns, by virtue of an agreement with other shareholders or members of that enterprise, the majority of the voting rights of the shareholders or members of that enterprise.

With certain exceptions provided by law, a company can not be considered small or medium if at least 25% of the capital or of the voting rights thereof are controlled, directly or indirectly, jointly or individually, by one or several public bodies or organizations. Also, a non-SME enterprise may not hold more than 25% of the share capital (or voting right) of an enterprise that is considered a small or medium-sized enterprise. If this happens, that enterprise is no longer considered to be part of the SME category.

It does not fall under the category of SMEs: banking companies, insurance and reinsurance companies, investment fund management companies, security companies and companies with exclusive foreign trade activities.

SMEs in the US sense

The US is a landmark for small business, being a country where large corporations are formed based on small family businesses. Whether we're talking about the Ford garage, the McDonald's brothers' tonette, or Bill Gates's computer, little business has found the ground here to become the big corporations known today.

In the United States, the Small Business Administration (SBA), a federal government agency specially designed to assist, advise and protect the interests of small businesses, operates. The SBA defines the small business as the independently owned business that acts to

profit, not being dominant in its business. The aforementioned agency classifies enterprises according to a definition using four delimitation criteria:

- field of activity;
- average sales volume over the last 3 years;
- profit;
- Average number of employees in the last 12 months.

SMEs in the Canadian sense

Canada defines SMEs in many ways, but the definitions used are usually based on turnover, value of assets and / or number of employees.

A definition says that SMEs have less than 500 employees and annual turnover below \$ 50 million. Another defines SMEs according to the number of employees, but also to the field of activity, as follows:

- small enterprise: - less than 100 employees if it produces goods, less than 50 employees if providing services;
- medium-sized enterprise: - less than 500 employees.

The Canadian Government attaches great importance to small and medium-sized businesses, considering that these small businesses offer large amounts of goods and services, and sometimes they appeal to them even for government procurement.

SMEs in Japan

Since 1948, Japan has set up a Small Business Agency (Small Business Agency), and in 1999, as a result of the unprecedented development of this type of business, a law that exclusively addresses SMEs has been voted.

Thus, for the implementation of SME support policies, 3 key factors were delineated:

- promoting business innovation and the creation of new small and medium-sized enterprises;
- Strengthening the performance management at the level of SMEs;
- facilitating the adaptation of SMEs to economic and social change.

SMEs in Romania

Small and Medium Enterprises are defined in Romania by Law no. 346/2004 -

Updated, which takes over exactly the definition of the European Union. Small and medium-sized enterprises are defined as those enterprises that meet cumulatively the following conditions:

a) have an average annual number of employees of less than 250;

b) has a net annual turnover of up to EUR 50 million, equivalent in lei, or holds total assets not exceeding the equivalent in lei of EUR 43 million, according to the latest approved financial statement. Total assets include: "fixed assets plus current assets plus prepaid expenses". The turnover ceiling may be changed, depending on the evolution of the macroeconomic indicators, by Government decision.

Small and medium-sized enterprises are classified according to the average annual number of employees and the net annual turnover or total assets they hold in the following categories:

- micro-enterprises - have up to 9 employees and have a net annual turnover or have total assets of up to 2 million euro, equivalent in lei;
- small enterprises - have between 10 and 49 employees and have a net annual turnover or have total assets up to 10 million, equivalent in lei;

- Medium enterprises - have between 50 and 249 employees and achieve a net annual turnover of up to EUR 50 million, equivalent in lei, or hold total assets that do not exceed the equivalent in lei of EUR 43 million.

Therefore, although there are no very large differences, each country uses a definition that preserves a specificity resulting from its own economic conditions. Reducing these definitions to one can only be desired for statistical reasons. Otherwise, a unique definition could be restrictive and irrelevant for those organizations that have emerged and developed independently, without following any predefined model. On the other hand, it is necessary to define the notion, because only in this way can realistic policies be established to support these enterprises.

SME dynamics are an impediment for researchers trying to develop a clear and stable definition for these organizations. Any attempt to redefine small and medium-sized enterprises is preferable to refer to several dimensional criteria. Without becoming restrictive of their development, these organizations are small and must remain small and the definition should highlight this. Taking into account the expansion of SMEs in the knowledge-based society, they could be defined taking into account the economic (profit) performances obtained in correlation with the economic sector in which they operate. The unanimous acceptance of the fact that SMEs are the most important in terms of jobs allows for the design of definitions that no longer refer to this issue first, and criteria such as the value of assets held are no longer up to date.

2. The SMEs peculiarities

Compared to large enterprises, SMEs are more flexible, responding better to changing business conditions and market demands. SMEs also offer real opportunities to implement the entrepreneur's creative capabilities and leadership. SMEs are the most widespread organizational form of business. And this, due to the fact that this sector, through its development, ensures the increase of prosperity and the living standard of the population. "Small Businesses are the main catalyst for economic growth" (*Drucker, P. 2014*). Small businesses contribute greatly to achieving the fundamental objectives of the national economy.

Growth of SMEs in developed countries is mainly due to the following factors:

- Diversity of demand in current markets;
- Massive changes in the organizational structure of large enterprises;
- Diversification of services becomes a requirement of current markets;
- Western governments policy in the field of SME support;
- Increasing the number of unemployed.

All these factors have helped to increase the role and importance of SMEs in the economies of developed countries, namely:

- Contributing to the creation of new jobs;
- Diversification of products and services on the market;
- Improving product quality and meeting consumer demand;
- Increasing the welfare of the population;
- Rapid adjustment of product and service assortments at market demand;
- Educating entrepreneurs;
- Formation of the middle class of owners, ensuring stability in society.

3. The role of SMEs in the development of the market economy

SMEs are contributing to economic growth, and through this increase state revenues are brought through the tax system. Subsequently, this revenue can be distributed to other members of the company.

The important role of SMEs in the economy is for many reasons, such as:

- Flexibility of structures, which give them a high capacity to adapt to the fluctuations of the economic environment;
- Small and medium-sized enterprises can integrate relatively easily into a regional industrial network, which contributes, on the one hand, to the economic development of the region and, on the other hand, to reducing unemployment and raising the standard of living, it offers jobs;
- Their small size, which helps avoid excessive bureaucracy and avoid dehumanization;
- SMEs form at the individual level a much easier to control and drive ensemble.

The European Union assesses the role of small and medium-sized enterprises in the economy in terms of three indicators, each having a distinct significance, as shown in Table 2 (Dinu, M. 2002):

Table 2 SMEs analyzing criteria

<i>Name of criteria</i>	<i>Signification</i>
<i>Number of enterprises</i>	Organizational development and competition
<i>Number of employees</i>	Reducing Unemployment
Turnover	Resource allocation

An analysis of the numerical criterion demonstrates a predominance of SMEs in almost all countries. Multi-country statistics show that SMEs are predominant in the economy and account for more than 99% of the total number of enterprises, as shown in Table 3 (Carta albă a IMM, 2006):

Table 3. Share of SMEs in the economy of several countries

<i>Nr.</i>	<i>Country</i>	<i>% of SMEs from all enterprises</i>	<i>% of SMEs in VAT</i>	<i>% of SMEs in providing jobs in the economy</i>
1	Austria	99,60	50,86	65,50
2	Belgium	99,80	64,49	68,90
3	Denmark	99,70	58,75	68,74
4	Finland	99,75	44,33	59,15
5	France	99,79	45,76	66,86
6	Germany	99,63	60,17	59,85
7	Greece	99,95	82,87	86,68
8	Ireland	99,59	33,02	69,59
9	Italy	99,94	71,38	80,34
10	Luxembourg	99,62	74,20	72,32
11	Netherlands	99,56	56,06	62,47
12	Portugal	99,87	66,80	78,87
13	Spain	99,89	55,30	79,45
14	Sweden	99,67	51,51	61,37
15	UK	99,80	38,40	55,30
16	UE-15	99,81	51,69	66,32

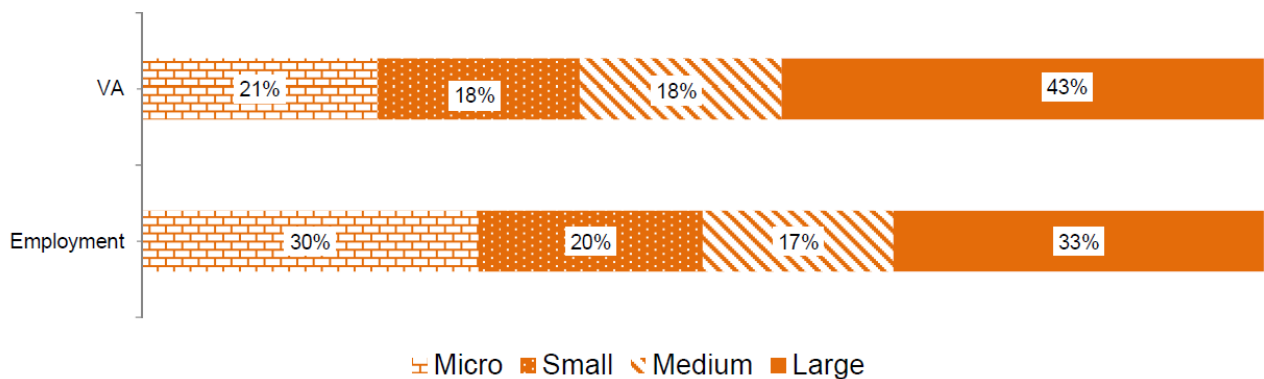
Numerical prevalence of SMEs, identifies as a driver of economic development and maintaining competitiveness in the market.

According to the studies, the most important fields of activity of SMEs in the EU are accommodation and catering, finance, construction, manufacturing and trade. These areas

generated 71% of the Added Value of total SMEs in 2015 and provided 78% of the total employment in the SME sector.

According to the same studio, the average number of SMEs per 100 inhabitants in the EU is 4.5 units. This figure varies, for example in the Czech Republic the average number is 9.4 enterprises, the highest indicator in the EU, while in Romania 2.2 lowest indicator enterprises. We can assume that there is a direct link between the SME's density in a country and the economic development of that country, but there are also exceptions such as Germany, where this indicator is 2.7 SMEs per 100 inhabitants.

Figure 1: Value added and employment in the non-financial business sector in the EU28 by enterprise size, 2015

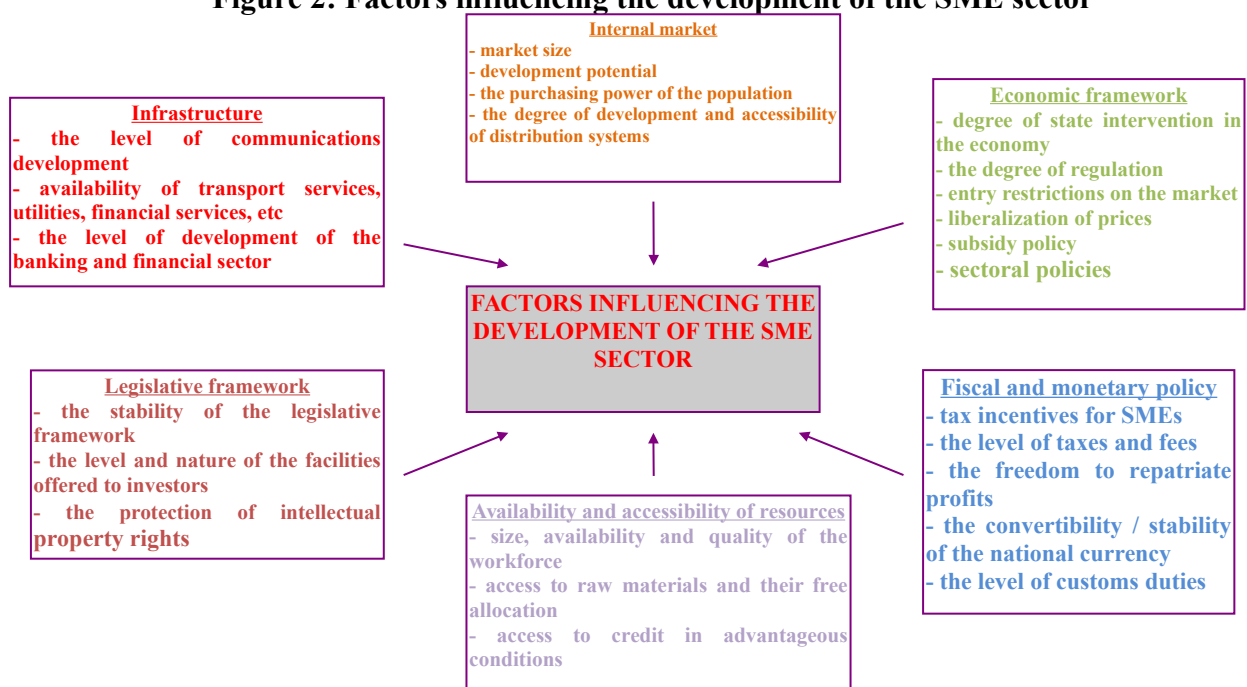


Source: Eurostat, National Statistical Offices and DIW Econ

For the EU as a whole, SMEs provide over 65% of jobs and achieve more than half of its GDP. The SME sector is the most active sector of the economy, it is a promoter of new skills and ideas.

At the same time, their activity is closely related to the environment in which they operate and their development is strongly influenced by a number of external factors, as shown in the scheme below:

Figure 2: Factors influencing the development of the SME sector



Conclusions

The SME sector is an important part of the EU's economic environment. The results of their activity are steadily increasing, both in terms of financial results and in terms of numbers. Because of the flexibility, SMEs are advancing to develop continuously, responding promptly and precisely to changes in the external environment, and as a result they can respond to market demand. The impact of SMEs on the economic environment is positively in several aspects on the development of the economic, social, innovation and scientific environment.

Addressing the importance of SMEs for the European economy, they are a major objective of EU policy. Currently, the development of the SME sector is supported by various government tax relief, promotion and funding projects to stimulate the realization of their potential in the globalized economy.

The rise of SMEs, especially in the last three decades, allows them to appreciate that they will be a major driver of economic progress both in developed countries and in countries still in transition.

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CONFLICT MANAGEMENT WITH DIFFICULTIES PERSONALITIES

Maria-Elena, Gheordunescu¹

Abstract:

Every person has his individual, emotional and conational particularities whose organized ensemble makes up the personality.

Each individual is similar to the other members of the group and different from them by the unique impression of his manifestations. Its singularity, the most original fraction of its Ego, is the essence of its personality.

We all have had, at least once in our life, conditions such as deep irritation, melancholy, aggression, or anxiety. However, there are certain human behaviors that have transformed these emotional states into permanent, perpetual, and harmful elements for daily activity. They define the so - called "difficult personality" If we do not know how to handle the relationship with such people correctly and preventively, conflict will emerge and frustration or other counterproductive behaviors will be created.

This paper aims to make a concise, but edifying analysis of these types of personality and their behavior in conflict

Keywords: personality, behavior, attitude, conflict

1. Introduction

Personality is a relatively stable configuration of mental attributes, which are constantly manifested in behavior, conferring uniqueness and individuality to the person. Personality traits are characterized by both the usual way of perceiving the environment and one's own person, as well as the way an individual behaves and reacts.

We often find around us people who we do not understand, we say that they have deviant behavior, that we fail to communicate with them, or that we do not know what attitude and behavior we must adopt to deal with. However, these traits can always be manifested, or only occasionally, in a particular situation.

A personality is considered to be difficult when certain features of it are very strong or rigid, inappropriate to situations, causing suffering and discomfort to the person concerned and others around him.

Collaboration with a difficult person can be influenced by several factors and depends on self-esteem, self-confidence, professional courage specific to the person in question, and the specifics of the organizational culture he is part of.

Dealing with difficult people means having to deal with difficult behavior; and also means recognizing that this kind of behavior can be accentuated by our own actions or manifestations.

Communication and conflict means the interaction between us and others. We react to one person, and that person reacts to us. Perhaps we are not in a position to directly control the behavior of others, but if we learn to control our own behavior and develop effective communication techniques, we can influence others in a positive way. We can transform their difficult behavior (and ours) into a civilized and constructive behavior that will bring us satisfaction. To learn to communicate with difficult people is to learn to address the part that comes from a two-way transaction. This gives the other the chance to work with you to resolve the conflict.

When we encounter a difficult person, many of us react in ways that only worsen the problem - for example, with a striking remark, adopts a defensive attitude instead of addressing the real problem, or treating the other's rage as an outburst affront personally. These natural but ineffective reactions reduce the chance of turning a negative encounter into a constructive one.

2. Methodological landmarks

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The main objective of this paper is to highlight the conflict management module for difficult personalities

The present paper is an exploratory research based on the qualitative method, for which various sources of information on personality, management and organizational conflict have been consulted: specialized literature, case studies, media articles, reports of some profile organizations, etc.

The hypothesis from which we started in the elaboration of this paper was the importance of this subject in the current period

3. General Considerations on Personality in Conflict

There are more and more current opinions that support the idea that personality is only a component in a complex of non-specific factors that modulate the individual's response to conflicting situations. Personality traits are part of a constitutional matrix and acquired during the individual's experience and manifested in the context of his insertion and interaction with the social network, as well as of concrete situations (conflictual events). Thus, one can outline a dimension of interpersonal relationships in which conflict and personality occur

The close intercolerance between conflict and personality is determined by the fact that the personality type itself can cause conflicts, can be a generator of conflicts or can lead to conflict resolution. Any form of behavior is actually a way of exteriorizing personality that varies from case to case and can generate various consequences

The type of personality influences the way we communicate and relate to others. But this influence is significant to the conflict only insofar as it fits into certain patterns. Of course, we relate differently to introverted (self-centered) than to extrovertists (those centered on the outside world). In a way we will have a relationship with a choleric or a melancholic, emotionally unstable temperament, and in a different way with a blood or a phlegmatic, stable types.

Much more relevant is how the personality type is expressed in collaboration with the other processes and psychic structures, a connection that evolved according to the experience of life, the evolution of the person. Some of us are flexible, charismatic, and we naturally succeed in having a good relationship with others, while others are difficult and often tired or upsetting others without necessarily having this intention. We tend to avoid them because we do not always have them, or we have the resources to deal with. There are situations in which we are forced to interact, and more so, to get out of a conflict with them well and to maintain a good relationship and after the differences have been resolved.

4. Types of difficult personality

Robert Zend said that we humans have one thing in common that we are all different. In a company, as in society, but on a smaller scale, you find types and types of personalities, each representing the sum of all educational influences previously exercised in your personal, social and professional life.

Thus, in the work "Dealing with People You Can not Stand: How to Bring Out The Best in People at Their Worst" Brinkman and Kischner (1994) described 10 types of people difficult:

Tank - is aggressive, confrontational, always blaming someone else and fails to master;

Perfid - attacks hidden, using malicious comments and sarcastic humor;

Grenada - exploded noisily about previously closed situations that are no longer related to what is present. Start the attack using present elements, then digest;

He's the scientist - he does not tolerate controversial discussions and corrections. Others are guilty of any wrongdoing;

As the imagined fiction - to gain the attention and respect of the people, it often makes exaggerations and statements that he has not checked. He knows enough about a subject to deal with a conversation, then draws on the known ones;

Satisfiable - they want to please others and often make promises or commit commitments that they will not be able to respect. Although they do not feel responsible for not meeting promises, they suffer when the consequences are negative. So they will offer excuses and explanations. They want to live in harmony, but they tend to repeat their behavior, despite the apologies and promises that it will not happen again;

Undetected - he is obsessed with the possible negative consequences of each decision, so he stays indefinitely hoping to get a better idea by the way;

Taciturn - has a passive attitude and can be two ways: the focus on pregnancy (convinced that it can not cause others to be as careful as he is, retreats and refuses to do anything) and taciturn person (withdraws silently when harmony with others is endangered);

Negativist - is the perfectionist who wants to perform the task without errors and, in his attempt to eliminate the possible errors and weaknesses of others, as well as all other negative aspects around them, diminishes their hope and destroys the motivation of the collaborators;

The healer - constantly complains about various aspects and situations in his life, but he does not have the slightest idea what he should change. We do not include people who complain to relieve stress, but those who have developed a way of being of this, who constantly wanders without seeking or accepting solutions.

If we refer to the types of difficult personalities encountered in an organization, we can say that we hit our career and job at work by at least one colleague with a difficult behavior that either slows down the pace of work or does not get involved in delegated tasks, etc.

In the following we will discuss some types of difficult personalities that are more common in an organization, which only stops the pace of activity and disturbs the balance of a team.

1. We all acknowledge that the Communist system gave birth to the phrase "at the state is standing" and has cultivated "professional" behaviors such as not having enthusiasm, initiative or opinion in an activity at work, shrugging off everything, to be as absent from the picture, and never to say that something is wrong. Let's not forget that difficult behavior can become a habit if it is not attacked early. Therefore, such employees will have to be encouraged to think about their own achievements as they happen. It is necessary to be praised when necessary and the type of feed-back transmitted to it: predominantly positive or predominantly negative should be taken into account.

2. We have often faced with that colleague who manages to put some of his job with other colleagues. In this situation, it is the manager who will have to set clear goals, the steps to be taken to achieve a project within certain given deadlines, and he will also have to encourage his initiative within the team

3. The most intolerable type of colleague is the one who hides the merits of your own labor, who has no scruples. He assumes the results of another's work in order to be well regarded by the hierarchical superior, to be promoted, to receive different advantages. And these cases are rare, especially in large companies and where information has to circulate through several links of the organizational chart until it reaches "up". In such a situation, it is recommended that the manager ensure that project / task managers come personally to present the reports or feed-backs of those activities.

4. Also, who does not recognize the busy employee and who constantly complains about absolutely everything and which is impossible to please. In his situation, there needs to be a four-eye discussion where the manager will ask him different questions to see clearly

what are the issues that bother him. And you will have to be asked to prioritize your service tasks and set deadlines to achieve your goals.

5. The non-constructive critic is another type of employee who has an affinity to hunt and criticize the mistakes of his colleagues. In his case, it is necessary to clearly specify what his / her responsibilities are, the goals must be set, the manager will have regular meetings with him / her to analyze the progress compared to the measurable objectives and give him / her the feed-back.

6. It is the trumpet who always wants to have the first and last word and to be one step higher than the others. In his case, a meeting agenda should be held, objected to be anticipated, and questions and objectives should be prepared to stimulate him; it is advisable to confirm in writing anything you have established with him.

7. We all feel terrified by the fellow who masses and constantly intimidates. The manager has no choice but to prove himself to be a very self-assured and assertive man, to express his point of view calmly and to ask questions that encourage the difficult employee to consider the consequences of his own actions.

Whoever does not recognize the type of "poisoning" colleague, always ready to bring a dark light to certain people in the department they do not like, especially in the relationship with new colleagues who at the point of knowing the interrelationships and culture of the department where I come tabula rasa

Having such a person, who can sometimes have good intentions in the background, but does not do the evil he does, the manager will have to have a four-way discussion (only if you discover a case in your department / organization) and you clearly identify with the person who is the place and role of each person in the department to avoid creating unconscious colleagues long-standing attitudes and states of mind that have nothing constructive in them and disarm and demotivate. The best thing is for everyone to discover reality.

Of course, there are so many other examples to be mentioned, the list remains open at all times. What is most important in the case of difficult personalities at work is the issue of their approach.

5. Management of conflicts with difficult personalities

Any team or group of people, irrespective of size, at some point inevitably faces a conflict situation generated by different factors.

The first step is really the stage of knowledge, because only by analyzing the grounds and motivations that underpin a behavior can one act to influence it. Once these issues have been taken into account, we can begin to act.

It is recommended that when the conflict erupts to avoid confronting that difficult person in public, to postpone for another date. If the postponement method is not effective, it will inevitably lead to direct confrontation. In this situation, it is advisable to avoid prolonged visual contact, to use a lot, an open posture and a relaxed mimic.

We need to be calm, listen carefully, and be assertive. Let's just talk 20%, leaving it the rest of 80%. Maybe he is just furious with himself, not with you. It is necessary to try to establish the actual situation because if the difficult employee does not realize that there is a problem, it can not go any further.

At the organizational level, whether we are talking about employees with difficult personalities or others, conflict resolution is based on two variables:

1.How the individual looks at the interests of the opponent. (Predisposition to co-operation).

2.How the individual defends his or her own interests (insistence on promoting personal interest)

Depending on these parameters, five styles can be identified to solve this type of conflict.

Competition (struggle) is where the party involved in the conflict strongly protects interest without paying attention to the interests of the opponent. To use such a style needs to have strength and physical advantages. Here the conflict has a winner and a defeated, the winner is the winner and the loss of the defeated.

Gathering or avoiding. If the sides do not pay attention to the opponent (they do not want to cooperate) and defeat their own interests, conflict can be avoided. If the conflict is subjective, such a way of solving is favorable, but if it is subjective, circumvention should not be accepted because time is lost and the conflict can only aggravate. Thus, this conflict approach ends with loss for both sides involved in the conflict

Collaboration involves accepting the ideas and goals of the opponent, but not neglecting their own interests. It manifests when both sides are as powerful, equally interested in solving the conflict. Collaboration turns opponents into partners, and problems are finally resolved by removing the causes of conflict. Both win

Accomodation - is a case when a weaker opponent is given a lot of attention. Accomodation involves giving up personal interests that are minor to the benefit of the conflict adversary. It is accommodated when the problem discussed is more important to the opponent than to us, ie in the case of unbalanced conflict. Accomodation has an aspect of altruism. The person who uses this style to solve the conflict is at risk of being perceived as weak, easily influenced.

Compromise - is the situation when problems are solved by finding a common denominator. When earnings and losses are roughly equal. It is the most commonly used strategy especially for people who are at the same hierarchical level or have roughly equal power. Compromise is indicated in situations where there is a lack of time to be resolved later.

On the other hand, Afzaher Rahim has developed a model of conflict management, starting from the concerns of the parties involved in the conflict: self-concern, concern for others. Thus, he identifies five styles of destructive conflict management: - integrative style, - friendly style, - avoidance style, - domineering style, - compromise.

Integrative style. This style requires the parties to identify the problem through co-operation, to generate alternative solutions to finally solve the problem in a manner that satisfies both parties. Integrative style is also recommended when the parties face a complex issue whose solving is hampered / prevented by wrong perceptions, erroneous interpretations. Instead, when the conflict has originally been incompatible in the parties' systems of values, the approach to this style is inadequate (it is impossible for the parties to cooperate in finding solutions).

The advantage of this is that it allows for a long-term stable agreement, as the parties, in their cooperative effort, try to solve the underlying problem, not just the symptoms.

The disadvantage of the integrative style lies in the long time that the debates involve in identifying the problem, generating solutions and adopting the solution that satisfies both sides

Nice style. Adopting this style involves ignoring or minimizing differences between the positions of the two parties and emphasizing common points.

The kind of style is adopted by one of the parties when it hopes that, for the concessions it makes, it will get something in return. It is not recommended, however, when the conflict addresses complex, serious problems

The advantage of friendly style is given by encouraging cooperation.

The disadvantage of this style lies in the temporary nature of the solution found (based on the temporary cession of one of the parties, the style does not solve the conflict).

Dominant style is based on the philosophy: "I win, the other loses". Negative needs are ignored and the issue in dispute is addressed in strength. Style is recommended when a quick decision has to be made, and the background issue is of minor importance. In an open, participatory climate, style does not give the expected results.

The main advantage is the speed at which a solution is reached.

The downside is that dominating style generates resentment that, over time, may lead to another conflict

Avoidance involves withdrawal, refusal to confront a problem that generated the conflict or, at most, the removal of symptoms. This style of management is used when assessing the costs of a confrontation leads to the conclusion that they outweigh the benefits of reaching an agreement. Avoidance, however, is not recommended in case of conflicts caused by serious, complex problems.

The advantage of this style is that it allows the adopting party to gain time in ambiguous situations underway.

The disadvantage lies in the temporary nature of the agreement as a result of the fact that the substantive issue is bypassed

Compromise involves a moderate approach, in which self-concern and concern for others are balanced. The compromise is used when the parties hold roughly equal powers. Usually, the result is a reduced earnings and a limited loss, both in terms of interpersonal relationships and achievement of goals. In cases characterized by an asymmetry of party power, this conflict management style is recommended: the weaker side has much less to offer to the strong party.

The advantage of this style lies in the fact that it involves a democratic process, at the end of which virtually no losers are recorded.

In general, it is said that once you correctly identified and formulated the cause of the conflict, the solution is half-found, its design and implementation being just a matter of time. However, this depends very much on the people involved in the conflict and their behavior. Of course, in the case of difficult personalities, the conflict resolution process may be longer and may require more effort than a common conflict situation

6. Conclusion

People do not distinguish between them only by the strong features of their nature, but also by their way of being. Even though they have no trait that distinguishes them from the general average, they are not the same. These are the peculiarities that transform a human being into an individuality.

It can be argued that a personality becomes difficult when some features of his character are too strong or rigid, inappropriate to situations, thus causing the suffering of one's own or another (or both).

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RESEARCH CONCERNING THE PSYCHOLOGICAL STRUCTURE OF THE CONFLICT WITHIN THE ORGANIZATION

Maria-Elena, Gheordunescu¹

Abstract:

In the current society and in a very contradictory period, conflict has become an increasingly obvious reality. The profound changes that take place within the organizations generate a series of tensions, clashes, situations that favor the occurrence and triggering of this phenomenon. Conflicts are directly determined by communication, and effective communication skills. Solving conflicts also involves extensive processes of thought and creativity. Conflicts is manifest in terms of temperament, character, self-image, perceptions and social representations.

At present, managerial practice shows that conflicting situations are used as strategies to obtain the best result at the expense of the progress of the other factors involved. On the one hand, the conflict is an abnormal state of activity, because it may have a dysfunctional character but, on the other hand, conflict is a natural element of the existence and evolution of the organization, functionally having a positive result when the conflicting situations are transformed into opportunities.

The paper treats the issue of the psychological structure of the conflict within the organization, where each individual has its own set of objectives that are not always consistent with those of the institution in which they work because the attachment and involvement of those who make up the company manifests itself differently from case to case .

Keywords: *conflict, organization, behavior, managers, employees, situation, approach*

JEL Classification: *I15*

1. Introduction

Human behavior manifests itself most often within the organizational framework, where people occupy different positions and positions. Functions and organizational positions are usually interdependent, so that a person's behavior is able to influence the behavior of the other person (s) who come into contact with it.

The concept of some authors about the organization is that it is a network of repetitive, reciprocal and predictable interactions between the individuals that make up that organization. Although an organization has a relatively stable framework of human interaction, conflict is an omnipresent element of its life.

The causes of this type of conflict in an organization can be multiple, from personal differences (the interaction of different people increases the chances of a conflict), passing through the perceived differences (individuals perceive inequitable redistribution of resources in the organization) and functional differences the causes of the conflict are the incompatible requirements of the roles of each member of the organization). Therefore, conflict can have beneficial effects in an organization until it is amplified by distrust, misunderstanding, and competition. When these limits are exceeded, the conflict becomes counterproductive and even destructive.

Coordination of each conflict and finding optimal methods of solving it contributes to the affective and cognitive development of the individual.

2. Research methodology

Conflict has been defined by a variety of formulations. Conflict usually means opposition, disagreement, dispute, litigation, misunderstanding, divergence, incompatibility, and in general, a conflict between the interests, concepts, or pride of some people amid conflict situations. So for a certain situation can be called conflicting, it requires two sides

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conscious of their positions, with incompatible wishes to enter into certain exchanges (physical, virtual, sentimental, etc).

The purpose of the research was to identifying the factors and sources of conflict within the real estate agency X of Rm. Valcea and analyzing this phenomenon from a psychological point of view.

In the current context has formulated the following hypothesis: *We assume that the analyzed company may have conflicts with and in various forms of manifestation that can be caused by various factors and sources, and the psihologic component of the conflict is particularly important in solving or extinguishing it.*

The main objectives of the research are: to determine the sources of conflict at the organizational level and to identify the interests of the employees of the studied company

The paper is an exploratory research that took place in October 2018 and uses the quantitative method exactly the questionnaire.

The questionnaire contains 12 questions, with different variants of the answer that emphasize the personal opinion of the employees.

2. Analysis and interpretation of data and research results

The socio-economic characteristics of the subjects

The research involved 12 employees, company X, of Rm Valcea aged between 23 and 43, of both sexes with different functions and attributions, having both pre-university and university studies. As far work age is concerned, it varies from one case to another, being generally between 1 and 6 years old.

Table no.1

Characteristics of investigated subjects			
Category	Features	Nr.	%
Sex	Male	2	20
	Female	10	80
	Total	12	100
Age	23-29	5	40
	29-35	4	25
	35-43	3	35
	Total	12	100
Studies	University	10	80
	Pre-university	2	20
	total	12	100

Figure 1 shows that 20% of the subjects are male and the remaining 80% are female

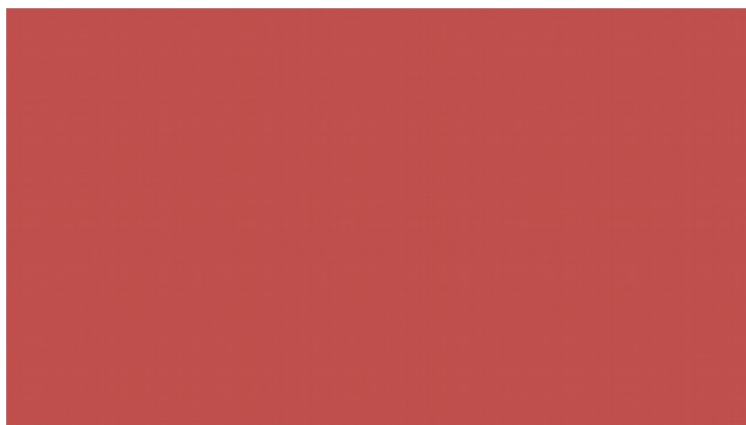


Figure no.1. The percentage of subjects by gender

Given the demographic characteristics, subjects are divided into the following age groups:

- group of 23- 29 years - 40% of the subjects;
- group of 29-35 years - 35% of the subjects;
- group of 35-43 years, 25% of the subjects.

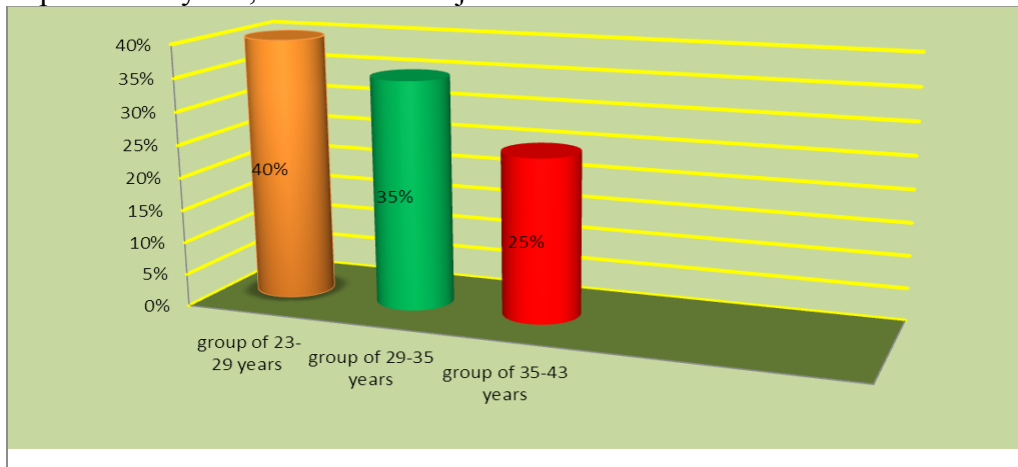


Figure no. 2 - Share of subjects by age

Regarding the studies, it is noted that 80% of the subjects have university studies, ie 10 persons, and 40% of the subjects, respectively 2 persons, pre-university studies.

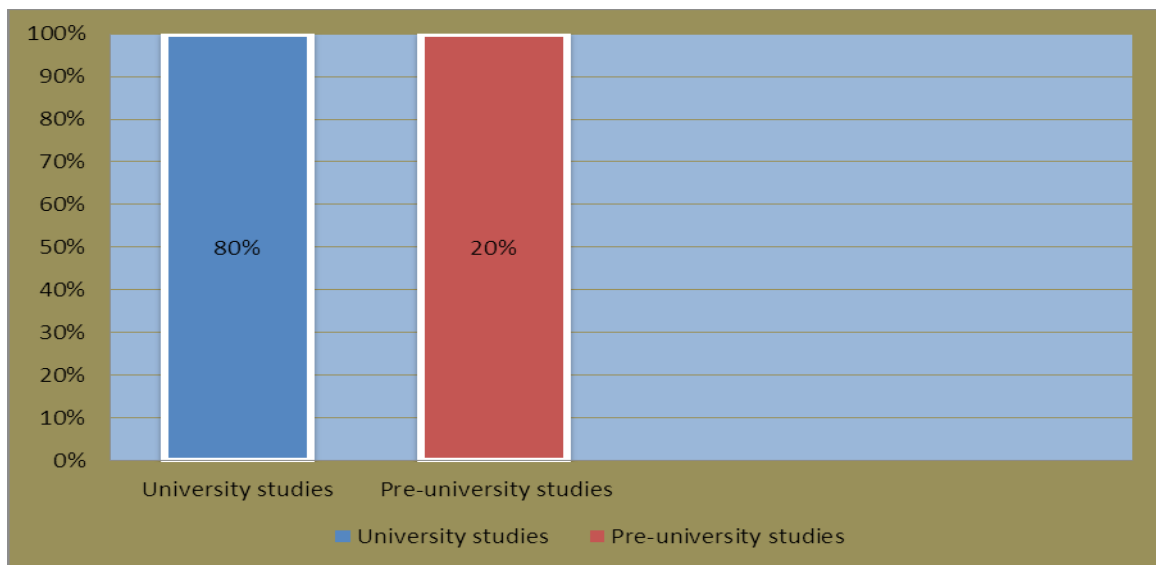
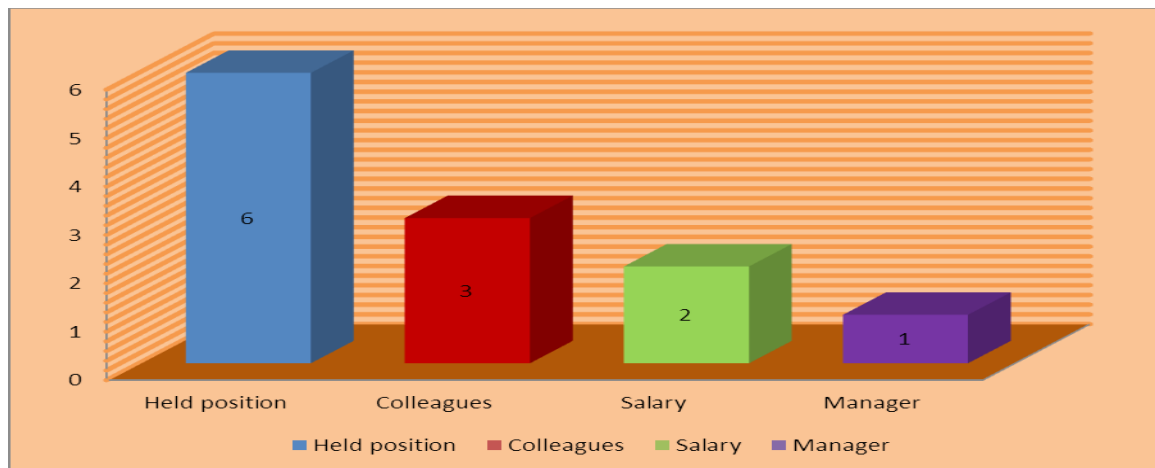


Figure no. 3 - Share of subjects by studies

The analysis of the results obtained after applying the questionnaire to the subjects illustrates the following:

In question no.1, (Figure 4), which wanted to highlight why employees are unhappy, the following answers were obtained:

- 6 persons - held position;
- 3 people – colleagues;
- 2 people - salary;
- 1 person-manager;

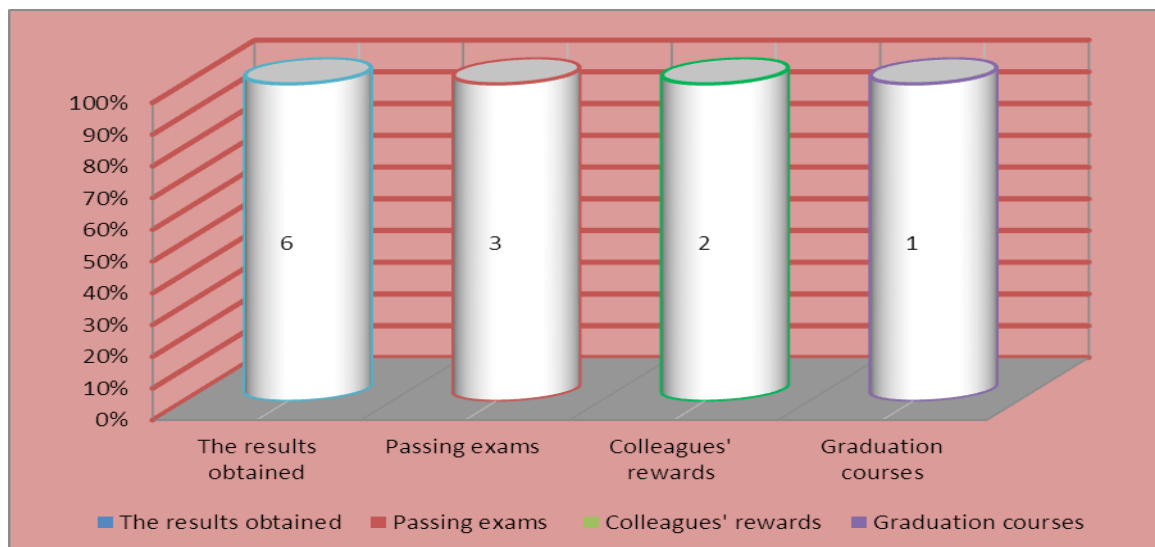


Question No 1 ,(Figure 4), *You are unhappy at work by:*

It is noticed that the biggest discontent is in principle related to the position held in the company, which shows that many of the employees would like to evolve professionally and occupy a better job.

To question no. 2, (figure 5), regarding the ways of promoting in the company the answers were as follows:

- 6 respondents opted for the results obtained;
- 3 consider that passing exams would be useful for promotion;
- 2 claimed that colleagues' rewards matter;
- 1 person went on graduation courses;

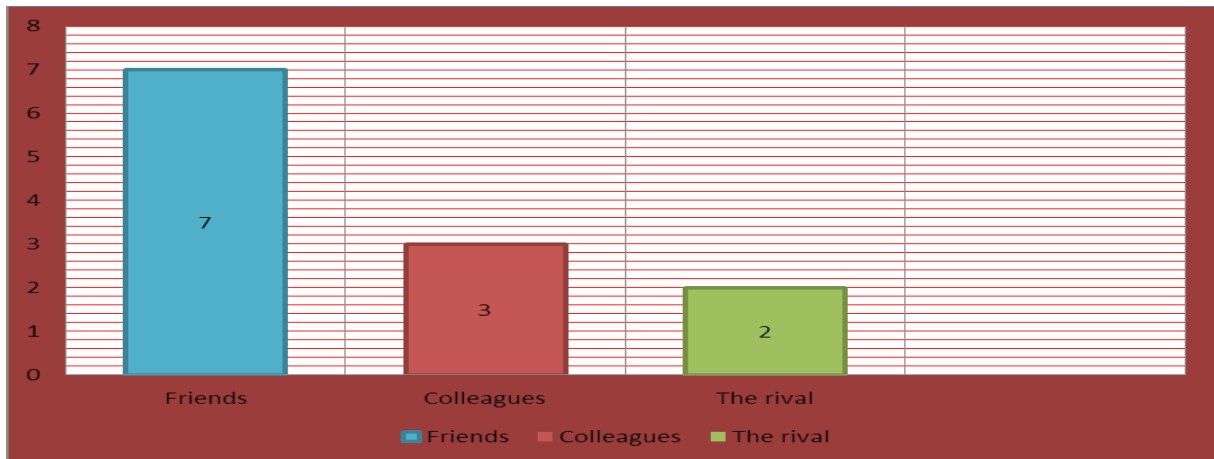


Question no. 2, (Figure 5), *In the company promotion should be done after?*

Thus, it is found that most employees consider that the results obtained can contribute to professional and personal development.

To question no. 3, (figure 6) regarding the way the employees perceive the other colleagues, the answers showed so:

- 7 of the respondents considered that they were regarded as friends;
- 3 claimed that they were only considered colleagues;
- 2 of them opted for the last variant, the rival;



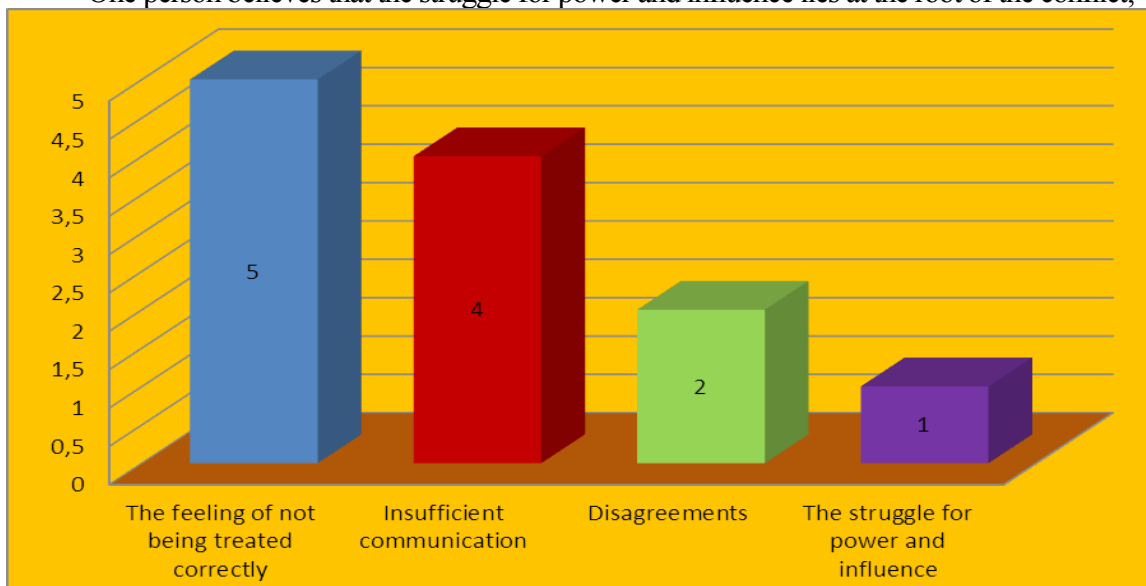
Question no. 3, (figure. 6), *Within your organization, consider that other employees will look at you as:*

Therefore, it can be said that at the level of the company studied, the employees usually have a close relationship with each other and the working climate is a quiet one.

In question no. 4 (figure 7), about the causes that generate the conflict in the studied organization, 5 of the respondents argued that most of the times the feeling of not being treated correctly generates the conflict, - 4 responded to insufficient communication;

- 2 people thought disagreements most often cause conflicts;

- One person believes that the struggle for power and influence lies at the root of the conflict;



Question no. 4, (figure 7) *A conflict in your organization is most often generated by:*

As you can see, opinions are divided and we can see that the sources of conflict depend on each employee's vision.

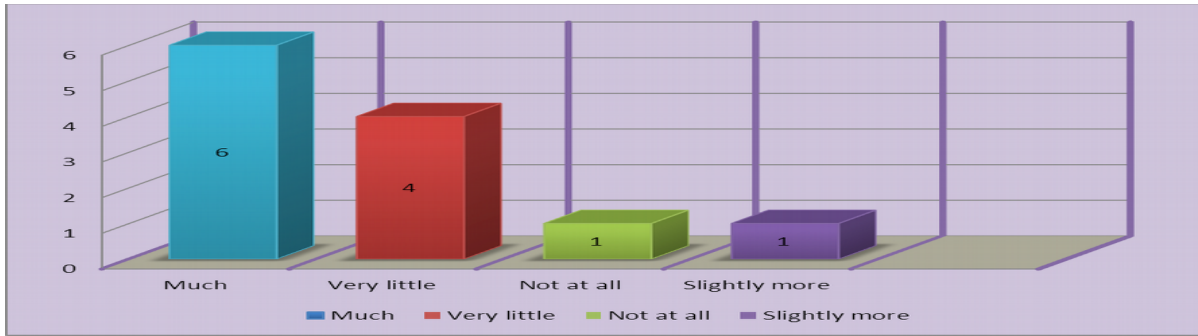
In question no.5, (figure 8), where it was wanted to highlight the extent to which the employees of the company studying the occurrence of a conflict were affected, the answers were the following:

- 6 - much;

- 4 - very little;

- 1 - Not at all;

- 1 - slightly more;

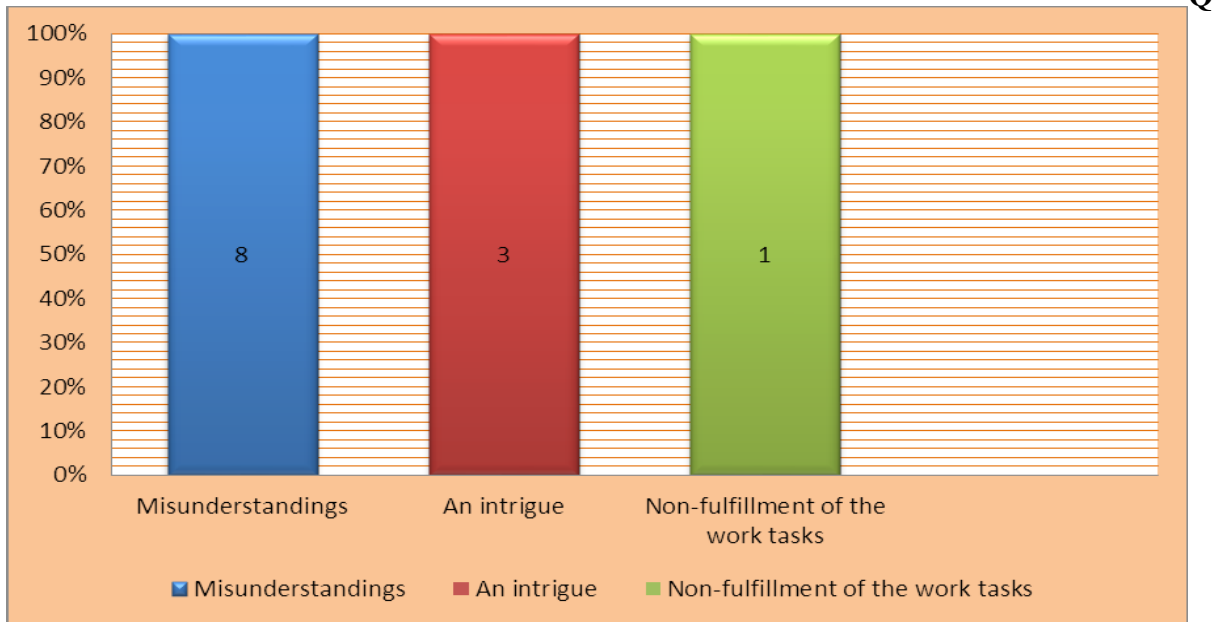


Question no. 5, (figure 8), *How much will affect / influence the occurrence of a conflict in the company?*

It can be understood that although they may not wish most of the employees of the company studied are affected by the occurrence of the organizational conflict.

Question no. 6, (figure 9), which referred to the last conflict situation with the manager and to the causes that provoked it revealed the following opinions:

- 8 subjects said they were due to misunderstandings;
- 3 of them - an intrigue;
- 1 person - non-fulfillment of the work tasks;

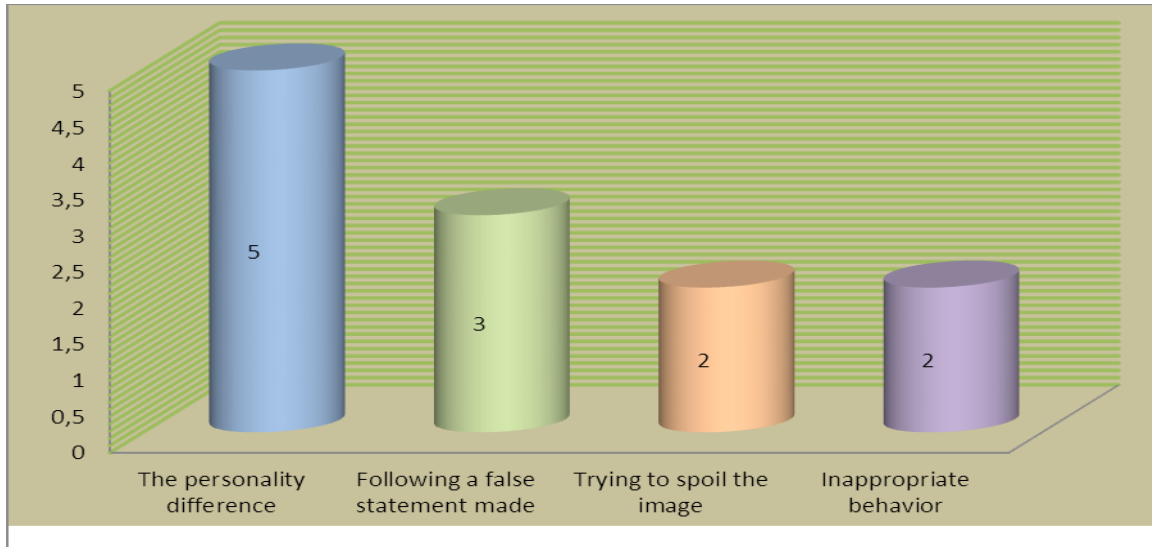


Question no. 6, (figure 9), *The last conflict situation you had with your boss was due:*

We can say that in general, the most conflicts with the manager are based on different misunderstandings, but there are also situations when conflicts erupt from intrigue or because of non-fulfillment of professional duties.

On the other hand, question no. 7 (figure 10), focused on the latest conflict situation between colleagues and the reasons that caused it, and the following responses were received:

- 5 of the subjects opted for the personality difference;
- 3 claimed that following a false statement made;
- 2 for trying to spoil the image;
- And 2 others due to inappropriate behavior;

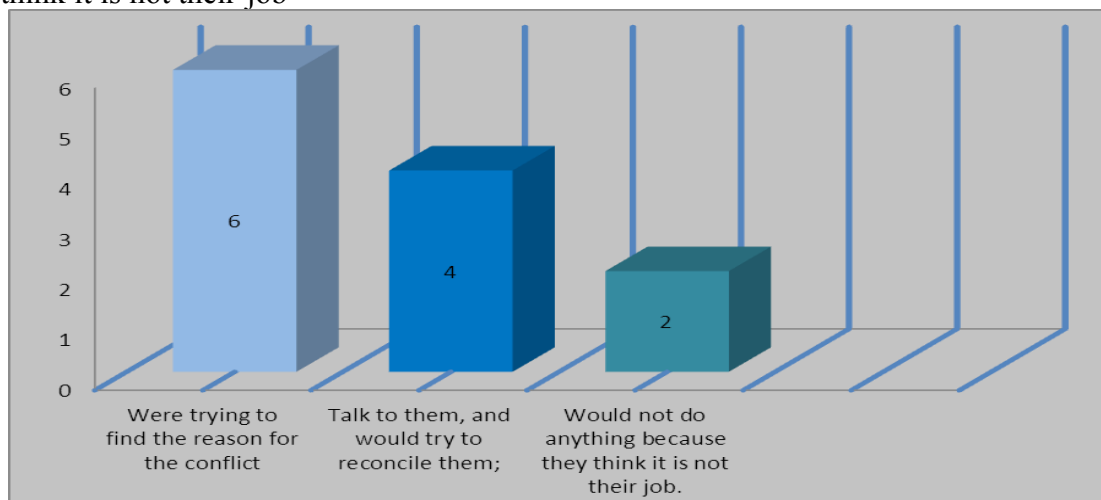


Question no. 7, (figure 10), *The latest conflict situation you had with a colleague was due to:*

As we can see the reasons for the conflicts are different and differ from case to case.

Question No. 8, (figure 11), which wanted to highlight the reactions of the employees of the company studied in a conflict between colleagues, received the following answers:

- 6 respondents said they were trying to find the reason for the conflict;
- 4 said they would talk to them, and would try to reconcile them;
- 2 people chose the option according to which they would not do anything because they think it is not their-job



Question no. 8, (figure 11), *How do you react if you are witnessing a confrontational situation between two colleagues?*

It can be concluded that at the level of the studied company the employees support the settling and extinguishing of the existing conflicts and these reactions are usually determined by the thinking of each employee.

Question no. 9, (figure 12), pointed out that in the company studied the employees generally have a good relationship with each other, fact confirmed by the obtained results. More specifically, 9 respondents think they have a good relationship with colleagues, 2 think they have a very good relationship ,and 1 person is of the opinion that he / she has a satisfactory relationship at the organizational level.

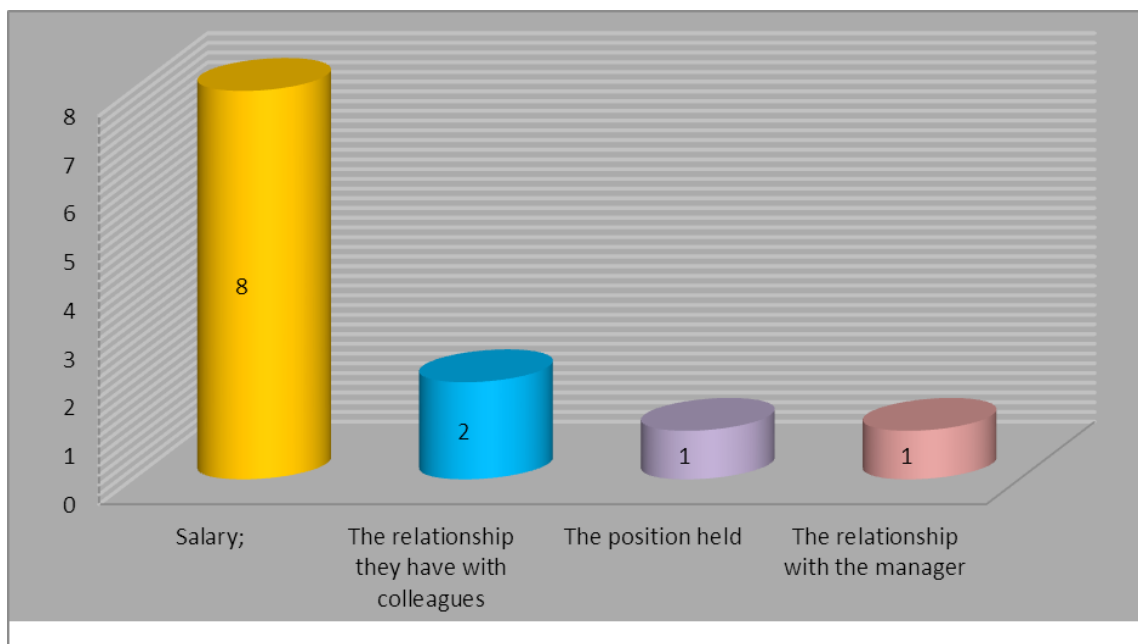


Question no. 9, (figure 12), *How do you react if you are witnessing a confrontational situation between two colleagues?*

It can be understood that as a whole there is a good collaboration between the employees and that they manage together to contribute to the success of the company

In question no. 10, (figure 13), where the subjects had to say for what the most appreciated post held, the following answers were given:

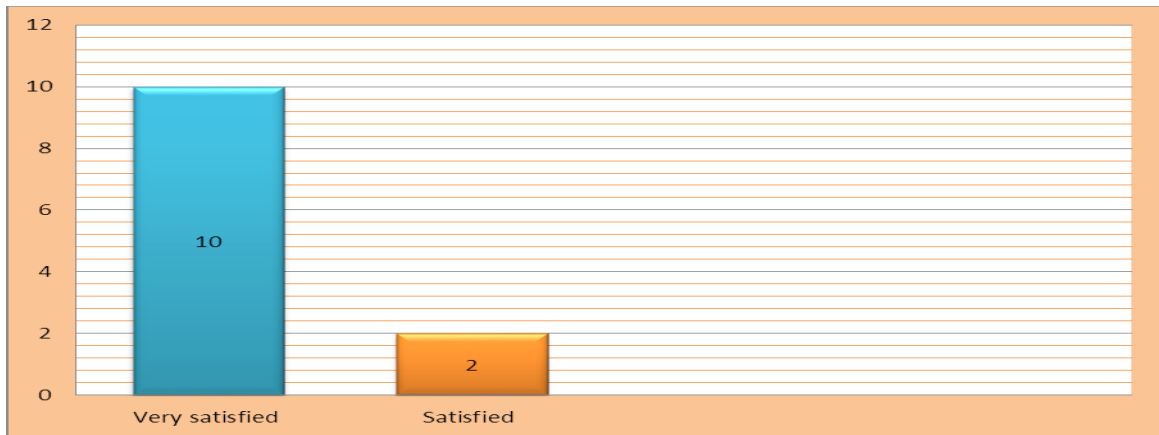
- 8 of them claimed for salary;
- 2 said that for the relationship they have with colleagues;
- 1 person answered that for the position held;
- 1 person for the relationship with the manager.



Question no. 10, (figure 13), *Why do you appreciate your current position in the organization?*

These results indicate that for most employees the material reward is the most important factor of gratitude and the strongest motivation.

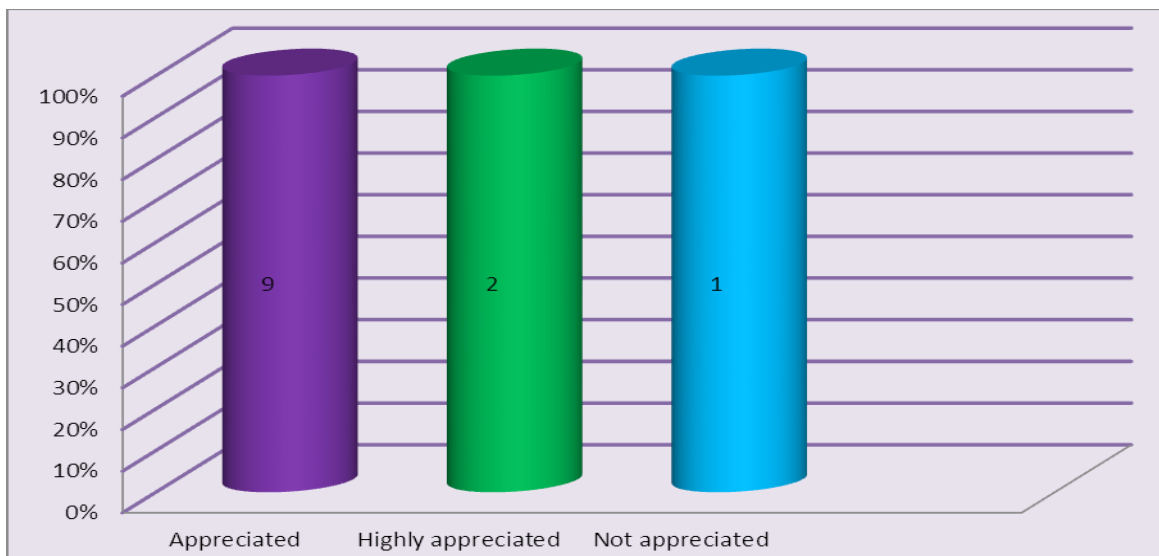
In question no.11, (figure 14), where the respondents had to express their opinion on the degree of satisfaction for the job, most of them namely 10 said they were very satisfied with what they were doing, while 2 were more reserved and have said they are satisfied with the current job.



Question no. 11, (figure 14), *Are you satisfied with the current job?*

It is concluded that, as a whole, the employees of the company surveyed are pleased with the current position

On the last question, (figure 15), where did the employees feel appreciated by the management of the organization out of the total number of 12 people, 9 said they feel appreciated, 2 people think they are highly appreciated and 1 person says they are not appreciated .



Question no. 12, (figure 15) *You are appreciated by the manager of the organization*

Taking into account the results, it can be seen that most of the employees feel appreciated by the company's management and their merits are recognized

4.Conclusions

Considering the results of the research, it can be appreciated that in the studied company there are sometimes conflicting states or cases, being enough elements that may lead to their appearance

Thus, the hypothesis from which we left, whereby we assumed that conflicts with and in various forms of manifestation that can be caused by various factors may be erupted in the analyzed company, the respondents confirm by supporting this fact and also the majority of them says they are affected by a possible conflict in the company.

Conflict is therefore part of life. He has existed since the world and will survive as long as man is on earth. Conflict is natural and inevitable in all human relationships because it originates in the differences between us, in perspectives, needs, goals or expectations.

In other words, we are talking about a complex multidimensional phenomenon involving variables that cover all aspects of human behavior, values, attitudes, beliefs, cognitive and social skills.

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THE IMPORTANCE OF REDUCING AND MANAGING RISKS IN EDUCATION UNITS

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Florentina Ciulei²

Abstract

This paper has the purpose of analysing the romanian specialty literature, in the field of internal managerial control system, in order to achieve both a theoretical and a practical approach. For this to happen, a method of research is needed, based on how to manage the risks that pre-university educational institutions faced and what techniques were used to alleviate them. These risks came from the conclusive facts that the heads of divisions found on each unit level. The advantage is to identify the risks and diminish, as much as possible, their effects. The identity was generated by a careful analysis of each institution problems and finding solutions to fix the real situation. The risk comes from future uncertain events that could influence the achievement of both strategic and financial objectives of the institution. The purpose of each institution is that of creating an instrument through which the evolution of internal control over the way of risk management in an institution can be achieved.

Keywords: *internal managerial control, internal control instruments, organizational culture, general and specific objectives, risk management*

1. Introduction

The internal managerial control includes all forms of control that are exercised on an institutional level, including the internal audit. They are established by management, based on the specific objectives, in order to ensure an economical, efficient and effective fund administration.

The internal control is based on some general objectives which generate, according to its specific structure and conditions, the intel to achieve an efficient and effective fund management, as well as providing accurate data and information for the management crew and for the external environment.

These risks come from the real data that the division leaders found on each unit level. The main advantages are those of identifying the risks and diminish, as much as possible, their effects. The identity is generated by an analysis of each institution specific problems and finding ways of fixing the real situation.

Risk management is a process of managing and understanding risks that an institution inevitably faces when trying to achieve its specific goals. When talking about the management field, the risks are divided into two categories: operational and financial. Each institution must know and comprehend its own mission and purpose and clearly state it. By doing so it becomes easier to identify the risks associated with the mission.

Once the institution identified its mission, risk evaluation can begin in order to identify and prioritize the major threats for it, so these can be solved first.

2. Original argument

In each educational institution, the risk is unavoidable and each division must manage it accordingly to the size and nature of each operation, because none of the educational institutions can manage long term risks. This is due to the fact that educational institutions are facing far bigger challenges than before because of a more intense economical, technological and legal interrelation. It is presumed that risk and internal control system management may vary from one institution to the other, based on the size of the institution. Risk management is fundamental for a successful daily functioning of any institution and for achieving its goals.

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At any given time, eventful situations, actions or inactions can occur that could either become opportunities, or, could have as a consequence the failure of a goal. All of the aspects that have influenced in a positively or negatively way obtaining the desired results are known as risks. Sooner or later, each institution faced these situations.

For a manager, internal control is the most adequate instrument, as far as implementing an institutional development politics regarding an efficient and effecting control goes.

It is essential to take into account the fact that the internal control system must contain:

- general internal control instruments (tools) addressed to general risks;
- specific internal control instruments addressed to specific risks;

Implementing an internal control system inside the educational institutions implies going through a number a phases:

1. general internal instruments control evaluation;
2. specific internal instruments control evaluation;
3. the analysis report between the additional risks and the expected effects;
4. the new internal control system implementation program being elaborated and approved;
5. monitoring the new internal control system implementation program.

3. Aims of the research

Further, the risks concerning two pre-university educational institutions will be analyzed: an extended program kindergarten and a secondary school.

Identifying risks and estimating the risk level – this phase concerns identifying and estimating risks on the educational activity level.

This paper is based on the risks that threaten achieving general objectives of the two educational institutions and had a great impact on the effects that occurred from not following minimal management rules.

After the risks were identified and their intensity was estimated, it was known that those were the main, most important risks and that one could not foresee all the events that could generate others. This is why, in order to be clear and precise in identifying and estimating risks, one should rely on professional experience.

4. Findings

For the educational activity, a comparative analysis on the curriculum was established to determine possible risks, and, in kindergarten, the main goal was a visible implementation of the curriculum based on age, professional and individual requirements and particularities of children.

Regarding the kindergarten, it was taken into account facilitating and adequately equipping the spaces that were destined for the preschoolers, as well as creating and efficiently planning all activities, providing educational and auxiliary materials necessary for an optimal performance of the activity.

The identified risk is based on the inefficiency of adapting the preschoolers educational needs to the curriculum and activity program offer and lack of educational and auxiliary materials. The circumstances which led to risk were as followed: the bad attrition of some equipment and educational materials, and weak planning.

A strategy was created to combat these risks: monitoring, developing some procedures, hiring more staff (teachers), financing projects outside the institution's budget to cover infrastructure expenses, educational and auxiliary materials, supplies and providing a socio-professional climate. Risk tracking files, identification form and a calculus basis for risk evaluation were planned as control instruments.

At the secondary school, the main purpose was a visible implementation of the curriculum and the schedule of the preparatory class in accordance with the student's age, psychosocial and individual needs and requirements. An educational offer was developed consistent with the existent school programs, student requirements and community needs, personalizing the educational process with a wide range of optional school programs, assuring the consistency between the formal and hidden curriculum.

For the secondary school, the identified risk is based on the inefficiency of adapting the student educational needs to the curriculum and activity program offer, lack of educational and auxiliary materials towards a precise and effective program implementation. The school offer did not satisfy all student needs (the options were created based on this issue), and also did not adapt and vary the curriculum accordingly to student demands and requests. All of this led to a drop of motivation to study harder and also to a lack of interest towards this educational unit.

4.1. Risk assessment process

„A company which incorporates the risk management into a management system can achieve better results”¹. Risk assessment is an extremely sensitive and responsible job that requires real expertise, but it also brings fabulous results with its introduction into the system. „During this analysis, it is very important to notice the relationship between processes and interaction with probability of occurrence and consequences”². Risk management implies risk assessment by allocating certain numerical or descriptive values, as well as, deciding on the value where the risk is unacceptable. It means that precautionary measures have to be done for risk minimization, avoidance, or prevention. Thus it is about making strategic decisions that contribute to the achievement of an institution overall corporate objectives.

To increase goal-achieving probability, we have identified the dangers that may arise and coordinated with internal norms and requirements. The internal parameters include organizational structure, policies, culture of the organization, information system and process of decision making. In addition, to get an insight into dependence of various risks and their sources, the individual elements and whole picture must be seen. By doing that, measures of dealing with the risk should be considered in relation to their costs and their effect.

Table 1. Secondary school

Risk description	Probability of occurrence	Consequences	Possible ways of management
Inefficiency of adapting the student educational needs to the curriculum and activity program offer	High	High	- Great professional experience; - Developing fun activities;
Inappropriate activity programs	Medium	High	- Frequent inspections;
Lack of materials	Medium	Medium	- Projects funded outside the institution's budget;
Wear of equipment and materials	Medium	Medium	- Appropriate treatment; - Optimal use;

¹ Ruzic-Dimitrijevic L, Dakic J, The risk management in higher education institutions, Online Journal of Applied Knowledge Management, Volume 2, Issue 1, 2014, p.137

² Idem

Table 2. Kindergarten

Risk description	Probability of occurrence	Consequences	Possible ways of management
Inefficiency of adapting the student educational needs to the curriculum and activity program offer	Medium	High	- Great professional experience; - Developing fun activities;
Inappropriate activity programs	Low	High	- Frequent inspections;
Lack of materials	Medium	Medium	- Projects funded outside the institution's budget;
Wear of equipment and materials	Medium	Medium	- Appropriate treatment; - Optimal use;

4.2. Assess the level of risk

Likelihood	Consequences		
	Low	Medium	High
High	Medium	High	High
Medium	Low	Medium	High
Low	Low	Low	Medium

A risk assessment can help determine:

- how severe a risk is;
- whether existing control measures are effective;
- what action you should take to control the risk;
- how urgently the action needs to be taken;

Frequently, the risks are ordered by the severity of impact. In order to carry out the risk management in any institution, all elements and processes have to be well known.

5. Discussions

The circumstances that led to risk were as followed: an inadequate infrastructure, professional stress, diminished time factor, program novelty and an insufficient training of the teachers, lack of materials and clear specifications from the Ministry of National Research, staff fluctuation, parents low availability to their children needs and problems, teachers disengagement in international and financing problems, lack of TIC and AEL equipment.

A strategy was created to combat these risks: monitoring, elaborating procedures, assuring teachers intense preparation, obtaining projects that were financed externally and not from the institution's budget (to cover infrastructural expenses, teaching material, supplies and auxiliaries), providing a socio-professional climate.

Risk tracking files, identification form and a calculus basis for risk evaluation were applied as control instruments.

6. Conclusion

The internal managerial control system for the two educational institutions, which was analyzed accordingly to the actual situation – practical and useful for the institution management – is focused on key aspects of the organization and on managing risks as accurately as possible. It was noticed that after the initiation, elaboration, proposal, implementation, progress and competition of an accurate management, a series of steps follow, that could be perceived as a general paradigm.

Institutional risks for kindergarten, as well as those for the secondary school, eventually imply crossing through stages that are very much alike. Same instruments are used, same managerial approach is needed.

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KEYNESIAN DOCTRINE AVATARS

Ec. Patrick Ștefan Mehedințeanu

Abstract

In my paper I take into consideration the role of all of famous Economists thinkers about Keynesian Doctrine, for example neo-keynesian Paul Samuelson and post-keynesian Minsky and also I consider very important the role of Keynesian doctrine for Romanian Public Infrastructure Development after 90's and as E.U. member state after 2006 on January 1st 2007.

Keywords: Keynesian Doctrine, Avatars, public infrastructure, smart investments.

JEL Classification: B19, B26, B29

Introducere: ce reprezintă Keynes și marea criză economică?

Răspunsul la această întrebare în istoria doctrinelor economice aș vedea-o ca punct de plecare în explicarea ulterioară a apariției neokeynesianismului lui Paul Samuelson și a postkeynesianismului lui Minsky și Hicks.

Legătura dintre Doctrina lui Keynes și marea criza economică se poate face ținând cont de faptul că încă din anul 1936 Keynes n-a găsit alt răspuns la Marea Depresiune Economică din 1929-33 decât o politică monetară ușoară și reducerea salariilor bănești. Contribuția keynesiană sugera faptul că guvernele trebuie să practice deficitul financiar cheltuiind pe lucrări publice de infrastructură. Acest argument și nu cele pur teoretice ale ideilor și ecuațiilor comportamentului a fost, pe drept sau în mod eronat considerat, esența contrastului dintre economia keynesiană și cea clasică.

Trebuie să ne întrebăm acum dacă descrierea economiei aplicate de către Keynes a fost cea exactă. Faptul că predecesorii lui Keynes au acordat mai multă încredere politicii monetare nu mai constituie o problemă discutabilă. Dar nu este adevărat că au ignorat necesitatea cheltuirii pe lucrări publice. Dar nici nu este adevărat că au pledat pentru reducerea salariilor drept mijloc de combatere a șomajului.

Influența lui Keynes asupra unor astfel de atitudini în problemele politice a fost una de grad și nu de tip: consecința teoriei economice keynesiene a fost susținerea cheltuirii în domeniul lucrărilor publice și obligarea acelor care susțin atenuarea șomajului prin reducerea șomajului să-și caute dovezi în sprijinul acestei afirmații.[1]

Recitindu-i doctrina lui Keynes atât Clower cât și Leijonhufvud au marcat fără îndoială un nou pas pe calea progresului științei macroeconomice, observi că ideile lor nu sunt justificate de cuvintele lui Keynes din Teoria generală, astfel multe lucruri spuse de Keynes au asemănări cu interpretarea modelului IS-LM a lui Hicks-Hansen, sau, ceea ce Leijonhufvud a numit „ Teoria venituri-cheltuieli”. Dacă Keynes a analizat într-adevăr problema dezechilibrului, de ce a insistat mereu asupra echilibrului șomajului?

De ce a invocat astfel de condiții de echilibru ca egalitatea dintre rata salariului și a produsului marginal al forței de muncă în definirea conceptului de *șomaj involuntar* și egalitatea dintre eficiența marginală a capitalului și rata dobânzii în menținerea cererii de investiții? Și de ce, la primirea unei copii a lucrării lui Hicks citez din Mark Blaug , Teoria economică în retrospectivă, Editura Didactică și Pedagogică, 1992 pag. 706, 707 „ Domnul Keynes și clasicii, „ fons et ovigo” al interpretării standard, Keynes a constatat că n-au nimic de spus în continuare criticilor?

Atât Clower cât și Leijonhufvud ne invită să interpretăm ideile lor urmându-l pe Keynes. Ei sugerează că Keynes trebuie să fii avut în minte ceva asemănător cu ipoteza deciziei duale dar fără îndoială construcția modelului IS-LM este o interpretare eronată a teoriei lui Keynes. Practic în cartea lui Leijonhufvud ni se spune unde se încheie teoria economică a lui Keynes și de unde începe teoria economică a lui Leijonhufvud, cea mai mare

parte a ideilor economice ale lui Leijonhufvud se bazează pe combinarea elementelor Tratatului asupra banilor în viziunea lui Keynes cu anumite pasaje scurte și ambigue ce ne apar ca în Teoria generală a lui Keynes.

În ceea ce privește Teoria generală a lui Keynes avem practic o carte dezordonată în care ne apar Principiile lui David Ricardo, Capitalul lui Karl Marx și Teoria pozitivă a lui Bohm-Bawerk cu modele de lucru ale economiei moderne.

Sinteza gândirii neoclasice macroeconomice în viziunea neokeynesiană a lui Paul Samuelson

În lucrarea sa din anul 1948 *Economics: An Introductory Analysis Paul Samuelson* [2] în Diagrama transversală keynesiană reușește să ne înfățișeze o egalitate între modul de formare al agregatului investiții și cel al economisirii.

Știința economică prin intermediul lui Keynes prin a sa teorie economică din 1936 despre forța de muncă, dobânzi și bani integrează teoria valorii tradiționale în teoria economiei monetare astfel: „o economie monetară este capabilă în viitor să influențeze numeric forța de muncă dar nu și direcția de orientare pe piață a forței de muncă. Prin metoda comportamentului economic din prezent se pot schimba idei în viitor ce depind de interacțiunea dintre cerere și ofertă care să exprime în final teoria fundamentală a valorii.” Astfel se explică de către Paul Samuelson cum se poate ajunge la Teoria generală a forței de muncă a lui Keynes pornind de la teoria clasică, sau altfel spus după economistul francez Pigou „Keynes reprezintă pentru știința economică ceea ce Einstein reprezintă pentru fizică.”

Pentru Keynes contează practic de exemplu în ce proporții factorii de producție au fost combinați și realizați și cum valoarea produsului final va fi distribuită.

Critica lui Lucas și importanța Curbei Philips și a modelului IS- LM [3]

Critica lui Lucas ca evaluare macroeconomică de politică economică a putut include și panta Curbei Philips prin conturarea perturbărilor varianței la estimarea parametrilor pe partea de cerere și ofertă monetară. În zilele noastre, acest lucru se întâmplă prin efectele așteptărilor la consecințele generate de noua politică economică incluzând aici de exemplu un deziderat pentru economia României: un nou sistem al ratei de schimb valutar, o nouă politică monetară (cu rate ale dobânzii joase la creditele pentru investiții publice de infrastructură publică sau prin atragere de fonduri europene pentru dezvoltarea realmente a infrastructurii publice cu școli, spitale, grădinițe, drumuri și șosele, canalizare, cfr infrastructură modernă de tip TGV sau MAGLEV, aerotube express tren super viteza Coanda în tub vidat, nanogeneratoare triboelectrice pentru consum casnic și industrial, poduri, ceea ce noi economiștii numim capital global), o reformă fiscală (predictibilitate fiscală de la un guvern la altul la impozite și taxe) și noi reguli privind fondul de șomaj.

Într-un articol de seminar din 1976 Lucas ne arată practic cum toate modelele macroeconomice existente au în ele incluse funcții de comportament ce depind în mare măsură de regimul de politici economice. Totodată, este evident faptul că valoarea parametrilor estimați ne conduce spre evaluarea unor alte regimuri de politică economică. În cazul economiei americane putem afla cum Banca Federală Americană prin Rezerva Federală poate salva economia americană de recesiune severă prin diminuarea ratelor dobânzii

Modelul IS-LM (Investments Savings-Liquidity Money)

Economistul britanic John Hicks când a introdus prima dată în anul 1937 modelul IS-LM s-a bazat și pe lucrarea economistului britanic John Maynard Keynes din 1936 *The General Theory of Employment, Interest and Money*.

În acest sens, e de menționat faptul că Hicks a dat o interpretare heuristică a teoriilor macroeconomice keynesiene.

Nu putem uita însă cele 3 variabile exogene din modelul IS-LM considerate critice precum. Lichiditatea, Investiția și Consumul. Conform teoriei lui Hicks, lichiditatea este determinată sau depinde de mărimea și viteza ofertei monetare.

Totodată, nivelurile de consum și investiții sunt determinate de decizii marginale ale persoanelor fizice.

Graficul modelului IS-LM presupune examinarea unei legături dintre producția reală, PIB și ratele de dobândă nominală.

Practic întreaga economie pe Bursă(Wall Street la americani) listată poate să descrească economic simultan pe 2 piețe cu caracteristici asemănătoare de comportament al producției reale, al banilor de pe piață și pe partea cererii și ofertei de monedă așa încât să se urmărească în final un punct de echilibru numit în literatura de specialitate economică The Keynesian Cross.

Este ceea ce economistul german William Sombart [4] numea în 1932 la Paris în cartea sa despre Apogeul capitalismului la capitolul despre funcționarea dinamică a capitalismului prin modul de satisfacere a nevoilor : fie prin schimbarea frecventă a obiectelor ce serveau satisfacerii nevoilor, schimbare care se făcea destul de bine asupra mijloacelor de producție decât asupra bunurilor de consum, fie prin reducerea actelor concurente de satisfacere a nevoilor, fie prin caracterul din ce în ce mai colectiv privind modul de satisfacere al nevoilor.

Caracteristici ale graficului modelului Hicks IS-LM

În această privință curba IS-LM ne prezintă un nivel de investiții și consum corelat negativ cu ratele dobânzilor dar corelat însă pozitiv cu nivelul producției brute.

Prin contrast, curba LM(Liquidity Money) ne înfățișează faptul că o cantitate de monedă este cerută și este corelată pozitiv cu nivelul ratelor dobânzii și al creșterilor per total privind veniturile și cheltuielile.

PIB ul notat Y pe axa orizontală o ia ca tendință spre dreapta pe grafic. Rata nominală a dobânzi se plasează pe axa graficului în mod vertical , iar punctele de pe grafic pot da multe scenarii în timp prin adăugarea curbilor IS sau LM. În unele situații aceste curbe pot prezenta pe grafic atât convexitate limitată cât și concavitate limitată.

Limitările pe care ni le oferă modelul lui Hicks IS-LM [5]

În primul rând e de remarcat faptul că mulți economiști adepți ai doctrinei economice keynesiene au considerat modelul IS-LM ca fiind un model simplist și nerealist în unele abordări macroeconomice. Hicks a admis acest fapt mai târziu desenând un cadru optim al modelului IS-LM. Astfel optimizarea modelului inițial a lui Hicks a condus la un set de politici economice care să includă politici fiscal-bugetare bine formulate și bine specificate în model cu limite semnificative funcționale în materie de inflație, în materie de așteptări raționale pe piețele internaționale dar neuitându-se faptul că în model se ignoră de către Hicks formarea de capital și productivitatea muncii.

Câteva considerații despre gândirea macroeconomică a lui Franco Modigliani

Franco Modigliani ca economist adept al doctrinei economice keynesiene e laureat Nobel pentru Economie în anul 1985 și a adus contribuții științei economice prin teoria ciclurilor de viață care pe scurt ne arată cum persoanele fizice economisesc ani de ani pentru anii viitori cu mențiunea că nu trec averea dobândită în conturile copiilor lor. Altă contribuție științifică notabilă e cooperarea sa științifică cu Merton Miller care a generat în econometrie Teorema Modigliani-Miller care a pus bazele unei analize structurale a capitalului din corporații și finanțele acestora.

Gândirea macroeconomică a lui James Tobin pentru modelarea investițiilor

James Tobin este un economist care a câștigat Premiul Nobel pentru Economie în 1981 pentru analiza piețelor financiare și în particular pentru dezvoltarea teoriei selecției portofoliului, care cuprinde în esență felul în care investitorii își reduc riscul în materie de investiții cu grad de risc ridicat și în preocupările sale științifice a avut în vedere și investițiile

cu grad de risc scăzut. Adept al doctrinei economice keynesiene Tobin a reușit în demersul său științific să includă atât rolul politicii fiscale cât și monetare pentru macroeconomie.

• **Teoria creșterii economice în viziunea lui Robert Solow(1956)** după cum afirma și Piketty în cartea sa *Le capital dans le XXI^{ème} siècle* Ed.Seuil 2013 ne arată cum citez „ se pot obține condițiile unei căi de creștere echilibrată adică traiectoria creșterii prin măreția sa cuprinzând producție, venituri, profituri, salarii, capitaluri, cursuri bursiere, imobiliare, progres în același ritm și totodată fiecare grup social beneficiază de o creștere în aceleași proporții fără divergență majoră adică mai exact contrar spiralei inegalitare ricardiene și marxiste din analizele apocaliptice ale secolului XIX”(a se vedea de asemenea **Robert Solow** *A contribution to the theory of economic growth, Quarterly Journal of Economics 1956*)

Monetarismul lui Milton Friedman Milton Friedman verifică tezele monetariste considera citez „că J.M.Keynes nu a observat de ce viteza de circulație a monedei rămânea stabilă în timp”. Friedman a propus o stabilitate a vitezei de circulație a monedei și a considerat că multiplicatorul monetar gândit de el e mai bun decât cel gândit de Keynes, deoarece se referea în 1957 la faptul că „nu este adevărat că atunci când avem un plan de cheltuieli al agenților ne bazăm pe ceea ce ei consideră venit pe termen lung sau permanent, ceea ce a condus la neutilizarea variațiilor neașteptate asupra venitului sub formă de variații automate ale consumului.”

Idei economice de la Hansen [6] despre gândirea keynesiană

Actualitatea mesajului keynesian ne apare în momentul în care economiștii timpurilor noastre reclamă mai multe curente de cercetare având ca declin al doctrinei imaginea profitului în analiza unor cauze evidente.

Opțiunile subiective sunt într-adevăr sursa conflictelor în același timp cu criteriile de apartenență în care cercetarea se vrea obiectivă la originea depășirilor și sintezelor ca urmare a cunoașterii.

Ca perspectivă în cursul celei de a doua jumătăți din secolul al XX-lea economiștii invocă atât fiziocrații care au conceput circuitul venitului și analiza fluxului la Malthus, Ricardo și Stuart Mill care au însemnat baza pentru dinamica unei perioade lungi de timp.

Unii mizează pe inspirația lui Walras și Pareto a căror interpretare remarcabilă a echilibrelor a alimentat reflexii precum cele care apar în studiile lui Marx asupra evoluției sistemelor și structurilor. De asemenea, e nevoie să amintim de renumele marilor marginaliști a căror influență este întotdeauna determinată și semnalată prin metodele folosite de Dupuit și Cournot în linii mari ca niște curente de gândire macroeconomică.

Aceste contribuții științifice pot constitui un fel de bun comun util contemporanilor noștri prin reflexiile utile ce pot apărea. La Alfred Marshall are loc reunificarea analizei economice a marginaliștilor precum Wicksel din Școala de gândire keynesiană suedeză la fel de importantă ca gândirea macroeconomică neokeynesiană a lui Paul Samuelson.

Keynes are în sinteză idei macroeconomice wickseliene ce reînnoiesc teme ale echilibrului monetar, unde atât propunerile mercantiliste asupra cheltuielilor(propuneri ce erau vecine teoriei malthusiene) cât și noțiunile fiziocraților în privința circuitului și fluxului monetar constituie o părțică dintr-un cadru macroeconomic care se înscrie în variațiile de volum ale cererii și ale producției.

Economistul francez Pigou avea o teorie reconciliantă cu neoclasicii, așa încât Lundberg scrie o carte în care partea pozitivă o reprezintă un eseu pentru a aplica metoda lui Wicksel și a succesorilor săi pentru care sistemul de valori unde era cuprinsă opțiunea lui Keynes mai exact e vorba de teoria expansiunii economice pentru care Hicks în teoria sa asupra valorii și capitalului se inspiră ca postkeynesian din opera macroeconomică a lui Walras.

Putem adăuga și Paradoxul Harod[7] care încearcă să depășească un anumit pesimism keynesian insistând pe variabile globale care cereau creștere economică și adăugau gândire neoclastică viziunii keynesiene a Teoriei Generale a mâinii de lucru.

În fine, Keynes demonstrează că esențialul economiei politice nu stătea în teoria repartiției ci în interpretarea producției.

Postkeynesianismul ca gândire macroeconomică în viziunea lui Minsky [8] și Hicks [9] (de exemplu la Minsky nu există o anumită obiecție în ceea ce privește agregarea cererii și ofertei sau a politicii de venituri bazată pe impozite și a interesului pentru analiza producției, a pieței mărfurilor sau a teoriei prețurilor, există doar o perspectivă asupra definirii instituțiilor financiare în capitalism prin formarea unei căi normale în economie pe care Minsky le numește probleme ale teoriei macroeconomice în descrierea proprietăților proceselor de ciclu economic intractabil). La Hicks ne apare în spiritul lui Kaldor un model neliniar al investițiilor rezultând în final neliniaritatea funcției de investiții Haos Keynesian Kaldor-Hicks. Practic, haosul keynesian s-a văzut la Day și Shafer(1985) ca înlocuire a funcției de comportament a investițiilor cu o funcție neliniară dependentă de venit.

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CASE STUDY: RICH HOLE : FROM MINERAIS INC. TO ESKOR INC.

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Abstract:

The corporate acquisitions and mergers represent a very present organizational reality in the Canadian mining sector. The case "RICH HOLE: FROM MINERAIS INC. TO ESKOR INC." describes the experience of a changing situation (due to an acquisition) of a mining company in northern part of the province of Quebec. This change, initially supposed to touch only the components of the remuneration system, comes with a lot of concerns and discontents on several levels. Addressing to undergraduate students in business administration, the resolution of the case requires advanced knowledge in both human resources and change management.

Key words: mining sector, acquisitions and mergers, human resources management, change management

JEL classification: M12 Personnel Management

Presentation of the context

For several years, the price of gold is constantly fluctuating. Gold mines in general are struggling to cope with these changes, such as the Minerais inc. Rich Hole Division, located in Quebec (Canada), in the Abitibi-Témiscamingue region. Due to the volatile price of gold and a hostile bid, the shareholders of this mining company explored the opportunity to sell it. In 2013, the mining company Minerais inc. accepted the tempting offer of the American mine Eskor inc. As a result, several changes took place and these were not made without questions or concerns.

At the beginning of 2013, the Rich Hole mine was doing very well. At that time, the price of gold was very good, at about \$ 1225 per ounce. Despite all the good intentions of the leaders, a decline was to be expected and they foresaw the decline because they knew that the mines must bear many costs such as exploration, exploitation, administration, labor costs, -work, etc. Knowing all the financial burden of the mine, the leaders knew they would not survive a big price drop. It was at the same time that the mining company received hostile offers for its acquisition.

Rich Hole is a division of Minerals inc. and the latter wanted to sell Rich Hole since it had only one mine to its credit with a few other projects with no real economic benefits. This situation meant that Minerais inc. had no financial protection and as a result, it was completely dependent on this famous gold price.

Minerals inc. received some offers and among these, there was that of Eskor inc. which was particularly interesting. The mine is American and has many projects and some mines to its credit, which means that it is less subject to the price of gold. Minerals inc. therefore accepted the offer of Eskor inc. which has had the effect of removing a lot of shareholder uncertainty and greater value maximization. The sale was priced at several hundred million dollars. With this acquisition, Minerais inc. ensured viability of the mine despite the decline in the price of gold that was more than conceivable at that time.

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A wind of change

Prior to the acquisition, the executives and human resources managers of Rich Hole's division had very little information on the subject. Moreover, they did not really have any power in the face of this change. This created a very difficult and disturbing climate for Rich Hole. A human resources manager also heard a discussion between Donald, a miner and Billy, his foreman, who left him thoughtful:

Donald - Hi Billy! I would like to talk to you about my job. In recent weeks, I and my teammates have heard rumors that our mining company will be bought by a big American company. Is it true? Why this change? What will he bring more to the mine? It really worries me.

Billy - Good morning, Donald! You know, I can not really answer your worries. Even though I am in the frames, I have very little information. I tried to go to human resources for more information, but they know almost nothing either. They receive information drop by drop! I just know that if the leaders want to sell, it's for the sake of mine, that's for sure!

Donald - Ah, okay. I'm not hiding that it's stressing me! I am afraid of losing my job if the rumors prove true.

Billy - For now, I can reassure you. I did not hear anything about the fact that employees would be thanked. In addition, I'll admit that for my part, I'm not worried. Nothing is done and no one has information to give us. It does not help much to stress at the moment, we can not do anything.

Donald - That's for sure! If you have news, let us know! We would really like to hear from you. This is a very stressful situation for many minors. Many of us have families and several payments, we hope we do not end up on unemployment insurance. Some, especially me, even think of going back to school to specialize in another occupation if the mine closes or returns employees. I must admit that this option is not tempting for me since I love working here. But hey, we have to think of a plan B!

Billy - As soon as I have information, I'll let you know. Have a good day!

Following this disturbing discussion, Billy went back to the human resources to see if there was anything new.

Following Donald's worries, Billy tried as best he could to go in search of information. Before these discussions with the employees, Billy was not really worried. He did not fear his dismissal like many other people and if it happened, he said he had a plan B since he had a shovel at home and he could, at that time, sell his services. He had already experienced similar situations of change in other mines which made Billy not at all stressed. Despite his calm, he tried to reassure the employees as best he could, since he had no training at this level.

When he arrived at Human Resources, Billy learned that the mine had actually been purchased by Eskor inc. Human Resources had the information earlier in the morning and they planned a meeting in the coming days, reassuring all employees and executives.

HR work

For their part, when Eskor's offer was confirmed, the job of the human resources agents was first to go in search of information and pass it on to the workers in order to make them aware of the situation, but especially to reassure them. In addition, they must listen to them. Knowing that rumors run quickly, it is better to avoid false rumors than having to put out the fires. On the other hand, the collection of information was not so easy. Even for them, it is difficult to have precise answers about this change in progress.

During the official acquisition, several meetings were planned with the senior management of Minerais inc. and Eskor to settle everything. During this time, human resources officers planned meetings with all employees, especially to inform and reassure employees.

As a result of the obligation to act, human resources have had no choice but to implement the decisions of the Eskor managers. Several changes were required to adapt to the needs of the new company. Since Eskor inc. is an American company, insurance, benefits and group RRSPs have not been affected, because of laws and regulations that are different between those of the United States and Canada.

In fact, the determination of wages has undergone some changes. Prior to the acquisition, Rich Hole had his own salary range. It was based on criteria such as schooling, experience, supervision, physical effort, autonomy, impact in decisions and budget management. Each criterion was rated on a scale of 1 to 5, which ultimately gave a salary scale index. After the acquisition, the company had to adapt by using an external firm. She had to make a comparison for all the positions of the mine and for future hires.

The bonuses offered to executives have also undergone changes. Before, the bonus was based firstly on monthly objectives, and secondly, on profit sharing (at the end of the year, if there were profits, it was redistributed to executives according to their year of service. which helps with retention). Now, the new bonus program offers an annual bonus for executive employees, instead of quarterly. The bonus is then based on three main components:

- Based on overall organizational results with other Eskor mines (includes Silverpower, Bright Metals Inc. and Rich Hole mines)
- Based on the annual results of the Rich Hole (achievement of qualitative objectives)
- Based on the individual performance of the employee (Performance Management)

Eskor has also introduced a performance management system that also changes motivation. In fact, each employee sets a goal at the beginning of each year. The latter will have an evaluation at the end of each year to check the evolution of its objective, as well as to set a second one for the following year. Human Resources officers had to put the whole thing in place.

In short, the human resources officers had to adapt by making a comparison for all the positions present within the mine. This comparison was done in collaboration with an external group. Then, the human resources agents redid all the bonus based on the three components mentioned above. For this part of the change, it was necessary for the officers to explain the purpose of this bonus so that all employees understand this new system and adapt to it by setting good annual targets.

Official announcement

Human Resources officers had to accompany senior executives to announce to employees the acquisition and the changes that would follow. This official announcement was made five times: in front of the four different teams of miners and one in front of the executives and surface employees. So it was five meetings in front of more than a hundred people each. The miners did not show a lot of reactions.

Human Resources officers then wanted to reassure employees by inviting them to their offices to share their concerns and answer their questions. Despite the invitation, few employees have been to see human resources managers to ask questions, since it is not easy for workers.

In fact, the miners work far from the human resources offices (a few kilometers away). To meet human resources agents, workers have to travel that distance by truck from the company. It is often difficult for employees to find someone who can offer him a place in their truck. In addition, miners have to come to the surface earlier, which has the disadvantage that they lose their production bonus until they are no longer underground.

In short, following this announcement, the agents gave as much information as possible in order to answer the various questions. They heard of some concerns with word of mouth, but had very few visits from employees with questions.

The end ... really?

With the major change in the mine, several employees were assigned, including foremen, warehouse clerks, miners, and so on. Obviously, the change had given rise to rumors that only increased the fears of some regarding their position.

Billy continued to think about the situation, but in the end he was happy that this change became official because the new leaders have several specialists who are available to the mine to help them during the difficulties encountered. He feels even safer about the survival of the mine. It is certain that with the change concerning the bonuses, it can happen that it is penalized because of the new method of comparison and that it disappoints it. Donald is not affected by this bonus change, Billy told himself. One less disappointment for his employee.

The employees continued their respective tasks following the acquisition of the mine despite the disappointment of some of them for various reasons. This change created worries, but increased the life expectancy of the mine.

Questions

1. What is the nature of change and what are the areas affected in human resource management?

2. Who are the actors affected by the change and how way are they affected?

3. Have they demonstrated resistance? Why?

4. Could the change have been achieved in another way? If yes, which one?

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¹ The authors can provide the model of Collerette *et al.* (2013) on demand.

THE EDUCATIONAL MANAGEMENT

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Abstract

Educational management is an approach with a social function oriented towards the objectives of the organization, the strategic goals having as a key element the planning and organization of the strategy. As the main element it can be said that the organizational strategy indicates the medium and long-term objectives as a whole, the ways in which it is realized and the resources allocated to its mission and vision. As a component of strategic management, we enumerate: the mission of the organization, the strategic targets and actions, the resources allocated for the realization of the actions, the analysis and the study of the environment in which the organization operates.

The school organization becomes performant if the strategy is in line with the direct and indirect environment. The strategy is the applicative side of management and involves the goal of long-term strategies, the ways in which it can be realized and the resources involved in the mission. The mission is to ensure the achievement of the targets. The implementation of plans and programs is directly influenced by the internal and external elements of the school organization, the management course involving decision making in several directions: ways of analyzing, assigning responsibilities by compartments, shaping the mission and vision of the organization, finalizing, establishing the implementation sequences of the programs, establishing the evaluation criteria.

Keywords: *management, school organization, education, strategic goals, mission, vision, objectives.*

1. The educational management

It can be said that the manager is one of the key factors in introducing any educational changes. That is why education, as a priority area of social life, needs a competent and efficient leadership. Without such competent, trained people, capable of quickly and efficiently deciding under the most diverse conditions, the educational reform will fail. In the approach of managerial activity, an activity that realizes the goals of the organization through others, the manager is the one who procures, allocates and uses physical and human resources to achieve these goals. "The competent and efficient leadership of education, when it comes to both the system and the educational institution, requires its scientific substantiation. The base of substantiation is the science of educational leadership or educational management." [1, p.31].

Educational management, as a management science, generally studies the principles, functions and strategies of targeting, organizing, managing and evaluating educational institutions.

Educational management is defined as "the science and the art of preparing human resources, of forming personalities, according to purposes accepted by the individual and society" [2, p.35].

Educational management consists in "studying the processes and relationships that take place within the educational institutions during the educational process in order to discover the laws that generate it and to develop some methods and management techniques based on them, which will ensure the efficiency of this process" [3, p.38].

Thus, in order to ensure high performance education, it is necessary to know and apply the science of educational management. So, to get the best results, any good manager in education needs to know the principles, levels and functions of educational management science. Any performance of both students and teachers is influenced by the overall activity of the school manager, how well the ideas for implementation are delivered and transposed.

That is why the persons who have the capacity of leader, of manager have an important role in society. Achieving an educational management is based on both rules and

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laws that make people act organized and legally. In this way, it is best to draw clear, precise responsibilities for each employee so as to create that climate of respect and responsibility. Today, the manager is more than a leader. His responsibilities are in the art and science of organizing, of making himself understood, transmitting and intervening in the work of an institution with major social impact that generates and shapes characters.

According to management specialists - Peter Druker, A. Mackenzie, Alexandru Puiu, educational management is the science and art of preparing human resources, of forming personalities. In the eighteenth century Emanuel Kant wrote in his "Pedagogy Treaty" that "man can only become man through education."

In specialty literature, when it comes to performing an efficient management, the role and importance of "the 4 C rules" is emphasized in the conduct and practice of each manager. Under this rule, the common features of any efficient management are: consistency, courage, clarity and consideration.

➤ Consistency: a) between words and deeds, that is, what is proposed or established to be implemented;

b) between decisions - contradictory decisions may lead to the exclusion of previous judgments, to destabilization,

c) between the proposed objectives and the allocated resources - the allocation of resources is an important act in the managerial process and must be done according to the priorities of everyone and these priorities must be very clearly defined.

➤ Courage - along with intelligence defines the first quality of the manager. Of course, it is not about physical courage, but about the intellectual and moral courage of the manager. So, for a manager, having courage means making decisions. However, deciding is a difficult act because it does not mean to say only what is desired, but also what is not wanted, to appreciate positively or negatively the activity of the members of the organization. Similarly, about courage, psychological and moral courage is highlighted, because maximum resistance to multiple pressures is needed both inside and outside the organization.

➤ Clarity - requires informing the staff in a clear way and transparency in relations between leaders and subordinates. This rule means: clarifying the organization's mission and "rules of the game"; specifying strategic options and goals to be pursued at each stage of activity; periodic communication on the performance of the activities and the results obtained (this means optimal transparency between the manager and the subordinate staff).

➤ Consideration - involves giving attention to subordinate staff, listening, respect, but also among subordinates.

Educational management is an approach with a social function oriented towards achieving the objectives of the organization, strategic goals having as a key element the planning and organization of the strategy. As the main element, the organizational strategy, it can be said that it indicates the medium and long-term objectives as a whole, the ways in which it is realized and the resources allocated to its mission and vision. As components of strategic management, we enumerate: the mission of the organization, the strategic targets, the strategic actions, the resources allocated for the realization of the actions, the analysis and the study of the environment in which the organization operates. The school organization is performing if the strategy is in line with the direct and indirect environment. The organizational strategy is the applicative side of management and involves the goal of long-term strategies, implementation modalities and the resources involved in achieving its mission and vision. The elements of the educational management are: the mission of the organization, the strategic goals and actions, the resources allocated for the realization of the actions, the analysis and the study of the environment in which the organization operates.

The organizational strategy must be consistent with the direct and indirect environment, and in order to have a high-quality educational management, it requires the

setting of long-term strategic goals, the modalities of implementation and the resources involved in achieving the mission. The mission is to ensure the achievement of the targets. It is worth mentioning that: the organizational strategy reflects the norms and values of the organization, aims at achieving the objectives and achieving the strategic targets for a period of 3-5 years set in the PDI or SAP.

The implementation of plans and programs is directly influenced by the internal and external elements of the school organization. The management course presupposes decision making in several directions: ways of analyzing, assigning responsibilities by compartments, shaping the mission and vision of the organization, finalities, establishing the implementation sequences of the programs, establishing the evaluation criteria. Thus, managerial design consists in developing the diagnosis and prognosis, setting strategic goals, objectives, directions of action and responsibilities, evaluation and control.

1.1. The functions of educational management

In an organization, the managerial act envisages several stages: planning, organizing, motivating, coordinating, controlling and evaluating. In the first stage, the planning, the operational objectives, the resources to be allocated and the ways to achieve them are established. All this is recorded in the institutional development plan, the managerial plan and the operational plan. *Organization* involves the set of tasks and responsibilities managed by structural units in order to achieve the fundamental objectives. This stage focuses on two directions: the overall organization carried out by the manager of the institution referring to the structural and functional form, and respectively the organization in detail, which is reflected at the level of the methodical commissions, the chairs, activity supported by the heads of the department in collaboration with the director of the unit. *Motivation* is an essential element in an organization where personal interests merge with those of the institution. It can be positive by creating a climate conducive to doing activities by meeting the interests and tasks of the job. This function directly influences both the work efficiency and the results of the organization. Another important function in the achievement of the objectives is *coordination*, which through management itself harmonizes decisions and actions, assuming concrete activities to manage and monitor them. Coordination can be done bilaterally between the director and the employee and involves feedback, but also unilateral coordination between the director and several employees in the sessions or other curricular activities. *Control* is the set of processes that determine how to achieve the general and specific objectives within the institution. The control can be done in several forms: **preventive**, eliminating possible deficiencies, **guidance** to remedy possible malfunctions and **coercive** control with the emphasis on remedying the problems encountered. For efficiency, control can be done permanently or at intervals, targeting a goal or more. *Evaluation* is the set of methods and techniques by which: information is obtained on the quality of managerial activity at the institutional level, the degree of achievement of the objectives in relation to the initial standards is established [4].

So, educational management focuses on several components: action through analysis and diagnosis of internal and external environment, organization, design, program implementation, final evaluation. For an objective analysis, managerial activity has as its primary objective the resource analysis correlated with the final evaluations. A successful educational management has the expected results if: managerial design aims at developing a real and beneficial diagnosis and prognosis with the institution's interests. In this direction, strategic goals, purposes, directions of action and responsibilities, capitalizing on strategic alternatives, strategic evaluation and control are established. The implementation of plans and programs is directly influenced by the internal and external elements of the school organization.

1.2. Tools for implementing educational management

The main elements and milestones in the development of a strategy are the SWOT analysis, the PEST (E) analysis, the institutional development project (PDI) as well as the managerial plans and operational programs. The SWOT analysis provides a diagnosis of organization evaluation, data on human resource quality, motivation, financial and material resources, and data on direct and indirect beneficiaries of educational services. This analysis targets two dimensions: strengths and weaknesses that refer to the internal environment; threats and opportunities that relate to the organization's external environment.. Strengths and opportunities are the strategic resources that support the institution, and weaknesses and threats are the disadvantages that can pose risks to the organization's operation. The PEST (E) analysis provides a radiography of several dimensions: political, economic, social, technological and environmental. In developing an institutional development plan, several steps are merged: the analysis of the existing situation at the organization level by identifying needs and dysfunctions, setting priorities in solving problems, initiating the project, defining the basic idea by consulting the interest groups, developing the mission of the institution and communicating it to all educational partners, setting strategic goals, setting out objectives and expected results, identifying material, financial and time resources, designing and implementing the project. The implementation, monitoring and reporting activity is detailed in the operational plans by time units taking into account all stages from fixing to evaluation and obtaining the expected results. The institutional development project is the main element of the implementation of the educational management at the organizational level and it is written for a period of 3-5 years. Operational plans are developed in the short term, one year and include: the operational objectives and the activities undertaken for each objective; the educational resources allocated; deadlines for achievement; the working steps; teachers' responsibilities and performance indicators. To reflect efficiency and quality, an organization's implementation tools for educational management must be achievable, applicable and realistic [5].

1.3. Principles of educational management

These principles are:

- *Principle of pedagogical communication*, aims to develop a coherent educational message and to direct it towards the educational subjects,
- *The principle of pedagogical knowledge*, aims to support the educational message through learning content as well as the distinction between pure specific knowledge and didactic knowledge;
- *The principle of pedagogical creativity*, aims at adapting the managerial action to the concrete conditions in the school institution, following the quality in the educational process, avoiding routine in the efficient management activity;
- *The principle of efficiency*, involves the use of managerial methods and techniques to ensure the achievement of the institution's objectives with maximum efficiency;
- *The principle of motivation*, can be achieved through the establishment and use of moral and material incentives by managers in order to capture everyone's interest in the achievement of the proposed objectives;
- *The principle of participatory management*, refers to the involvement of all employees in solving management processes and realities, regardless of their complexity (ascertaining that this involvement increases the degree of loyalty, motivation, participation in system functionality and increasing efficiency);
- *The principle of correlation between possibilities and requirements*, expresses the need to adapt the management system to the demands of external factors.

2. Educational manager

The importance of educational management is related to the delicacy of the resources the teacher operates with: the children, the school youth. Any managerial failure can have immediate and dramatic effects in students' career, causing slippages from the normal didactic route. From this perspective, the responsibility of the teacher must be considered. Learning in school is a progressive and planned activity that starts from the premise that pupils are different from adults and that they need to be trained to become adults but at the same time protected from the adult world.

Climate is very important for the analysis of educational management, both at school level and at class level, due to its impact on the behavior of teachers, pupils, but also because of its effect on the performance of the school. A healthy climate for effective and efficient educational management is built on the ability of both the manager and the teacher to help students and members of the school organization develop, maintain positive relationships necessary for the process of intellectual and social development. Thus, the educational climate must be a constant concern of both the educational management of the organization and the class.

2.1. The director as manager

The current conditions of the economic and social environment, the permanent transformations to which the educational institutions are subjected, determine a set of changes in the strategic and operational plan, the school becoming a main "actor" of the community. Currently, the performance of a school unit has to be assessed through a system of indicators, correlated and made up of specific information, both internally and externally, with priority from direct and indirect interaction. School management is, in the current state of affairs, a continuous challenge that can only be pursued to a high performance if the designated persons take into account the complex functionality required by a school, know and apply a knowledge management system, if they are able to use a series of techniques and methods that give the educational process consistency, dynamism and efficiency. For this, life experience is not enough, and a process of instruction in the art of school and educational management is necessary.

From this perspective, we consider it necessary to recall that the school manager at the same time manages sequential and consecutive managerial functions centered on complex dimensions such as: analysis, diagnosis, organization, design, planning, program implementation. Managerial style is the personal equation that the manager puts into play in applying principles, presenting goals, making decisions, and preventing and resolving conflicts. The style types adopted in school management may be:

- democratic style;
- excessive authoritarian style;
- the liberal permissive style.

A director as a manager, in designing leadership, must demonstrate the following skills:

- knowing the problems of the school unit;
- the adoption of the school's management principles and methods;
- the efficient use of human and material resources.

A condition for success in any organization is the assignment of tasks by the manager, by category of staff. Thus, the performance of a unit needs to be assessed through a system of indicators, correlated and made up of specific information, derived from both internally and externally. From this perspective, we have to specify that "the school manager has at the same time managerial functions with sequential and consecutive action, focused on complex dimensions such as analysis, diagnosis, organization, design, planning, program implementation (operational management, control, the final evaluation). Nicolescu and

Năstase stated that the roles the school manager must fulfill require a suite of skills such as: communication and relationship, psychosocial, utilizing information technology, leadership and coordination, evaluation, management and administration of resources, thus emphasizing emotional development.

The activities proposed for this purpose have at least three distinct domains, which the school manager has to harmonize in order to ensure the overall performance, namely the educational, social and economic domains. So, in conclusion, the manager of the school unit must be: human, specialist, educator. His role is the expectations of the other members of the organization towards him. These expectations refer, in particular, to the degree of concordance between the activity of the school managers and their functional attributions stipulated by normative acts.

The director as a manager can best demonstrate the way in which manners interact in inter-human activity, namely, direct contact with people. They can evaluate the entire person of the manager - the way they dress, their facial expressions, and the way they speak, which is not possible when talking on the phone or using other forms of correspondence. There is no need for the director - manager to behave in the best possible way, but he should always be able to easily and confidently adopt the most appropriate manner for the staff or the people he is currently dealing with. So, a balance must be maintained between telling everyone what is going on and being secretive. Good managerial behavior and ethical observation is to think carefully of what is relevant and useful to the interests of others and then act accordingly. The director becomes and can be a trusted man when he treats each person correctly and efficiently regardless of their quality, and personal ties and respect follow the care of each other's interest. The key to building a successful link is to find the right balance between being efficient and being friendly.

"Managerial decision is the main component of the decision-making system. In essence, the qualitative level of the leadership of an organization best manifests itself through the elaborated and applied decisions. These are the course of action chosen to achieve one or more goals."

Of course, the power of each manager must be dimensioned and cultivated rationally, correlating it with the decision-making power of other decision-makers, developing rational power centers within the organization so that the entire management system functions harmoniously, directed towards achieving the objectives foreseen in consensus with the mission of the organization.

2.2. Teachers as managers

The teacher as an educator and manager carries out an overall, optimal and strategic management activity of the education system and process. He brings multiple arguments for change, either from the school or the class, as he sees and resolves the conflicts that appear; modifies the way of intervention in concrete situations, according to the expectations and peculiarities of the students. The teacher has the role of stimulating students for better participation in the learning process; encouraging and stimulating project development or decision-making; help in overcoming obstacles encountered during the educational process; offers more effective procedures and models that students can use to improve instruction, provides counseling and guidance when requested.

Sociologists assign roles to the teacher according to their professional status:

- organizer of the educational process;
- designs and plans the activity of the educational process;
- organizes and coordinates the activity;
- communicates, directs, controls, evaluates and improves,
- contributes to the development of pupils' personality, etc.

After the research by A.E. Woolfolk 1990 and I. Nicola 1996, the following roles are assigned to the teacher as educator and manager:

- *expert of the teaching-learning act*, because each teacher knows his / her class and adapts his / her teaching methods and procedures according to the level and ability of pupils to integrate;
- *motivating agent*, because he / she triggers and maintains students' interest in knowledge and learning, bringing various materials to stimulate the curiosity and willingness of students to research;
- *leader*, by exercising authority, but also by providing support, being a friend, a student confidant, a substitute for parents;
- *counselor*, because he/she is a sensitive observer of the pupils' behaviour, a persuasive guide;
- *model*, because he/she is a positive example for all students through his/her entire activity;
- *reflective professional*, because he/she knows, analyzes and understands the class problems;
- *manager*, through his supervision, guidance, decision-making, maintainer of order and discipline of the class.

The teacher's work as an educator and manager is complex, requires additional knowledge of psychology, pedagogy, management methodology and not only that for the optimal development of the educational process. The successful completion of the educational process and the success of the results obtained depend on the skill and talent of the teacher.

I believe that both the role of educator and manager and, implicitly, the combination of the two, aim to improve the educational approach, a free, integral, harmonious development of the young generation, the formation of an autonomous and creative personality. That is why one can say that man is not born with personality but becomes a personality. The essence of the teacher's managerial roles in classroom activity is the orientation and direction of the human and material resources available to the class and the instructional-educational process at a given moment, to the achievement of the projected objectives in terms of maximum efficiency.

The school is an institution specializing in the education of students, systematically, with specialized personnel, following a scientifically founded program.

The main functions or managerial roles of teachers can be grouped into the following components:

a) **Planning** refers to the compilation of written documents that include a system of decisions about the objectives and the future means, actions, resources and stages for their realization;

b) **Organization** requires the knowledge of the operative means, the place and role of each member of the class, his / her capacities to perform educational tasks. A very good solution in organizing the school is the Indoor Ordering Regulation. For the teacher as a class manager, it is very important to prepare the materials as a support for the educational and didactic activity, to organize the ergonomic space of the class;

c) **Control and guidance**. Through control, the class manager aims at working together, actively, rhythmically and thoroughly mentoring, stimulating initiatives, exchanging ideas and opinions in the interest of optimizing the educational process. The functions of control are:

- surveillance;
- reverse link;
- to prevent possible educational crisis situations;
- creation and refinement.

d) **Evaluating** at the class manager level to verify the extent to which the goals and objectives of a managerial stage have been reached.

e) **Counseling** is a special relationship developed between the teacher (the class manager) and the student in need, in order to approve it, and it is normal that the teacher, who knows him the best, can do this best. The main phases of counseling are:

- clarifying the student's problem, which will seek to initiate a relationship of trust, confidentiality, active listening, setting the time and duration of counseling, choosing the language of communication used;
- formulating the problem-defining the student's situation in order to overcome the crisis;
- the intervention that often does not overlap with the wording;
- ending, i.e. the final phase of crisis counseling, when the teacher and the pupil find the completion of the process, resuming the normal teacher-student or student-student relationship.

f) **Educational decision** - from a managerial point of view, it is a process of selecting a line of action from a number of alternatives to reach a certain objective result. All managerial roles operate in permanent interdependence. The teacher's responsibility involves summing up several roles: teacher, parent, counselor. The effort is considerable and often requires a lot of organization, dedication, patience and sacrifice.

"The satisfaction that occurs at the end of the four years of working with the students, when that bond is created between teachers and students, is the only source of energy necessary for the class manager to confirm this is a noble activity".

In order to ensure the quality of education, **in relations with students**, the persons responsible with training and education, especially teachers, have the obligation to know, observe and apply a set of **rules of conduct**. These take into consideration:

- protecting the physical, mental and moral health of students;
- responsibility for the students to reach the standards of performance provided by school documents;
- respect for docimological principles,
- prohibiting any activity that generates corruption;
- the exclusion of all forms of discrimination from student relationships, the provision of equal opportunities and the promotion of the principles of education;
- respect for dignity and recognition of each student's personal merit.

In relation to parents / legal guardians, those responsible with training and education, particularly teachers, will follow and enforce the following rules of conduct:

- giving parents / legal guardians advice on educating their own children and supporting parenting;

- establishing a trustworthy relationship, open and accessible communication;
- availability for solving educational problems raised by parents / legal guardians;
- informing parents / legal guardians on all aspects of student activity by providing explanations necessary for understanding and appreciating the content of the educational services;

- respect for the confidentiality of the data provided and the right to individual and family privacy;

- counseling all parents / legal guardians on the alternatives for the optimal training and development of their children from the perspective of psycho-pedagogical expertise and respect for the child's major interests.

In conclusion, it can be appreciated that quality management achieved both at the level of the educational institution and at the level of the class has repercussions on the performances of the teachers and pupils. The subjective states of education actors (teachers, pupils, parents) involved in the achievement of educational objectives influence the overall state of school performance. The class of students is an integral part of the educational process, therefore the development of didactic activities in an optimal climate will contribute to a good psychosocial

and professional training of the young generation. The good organization of the teaching activity will have superior effects in the results, but also in the socialization and the individual accumulation. Along with culture and management, climate is an essential variable that influences the quality of work and the performance of teachers and pupils.

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SOME ASPECTS REGARDING THE STATUS OF THE ROMANIAN ECONOMY AFTER THE SECOND WORLD WAR

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Abstract

The historical course of the Romanian post-war economy must be considered in the context of the consequences of the war and of the internal and external conditions characteristic of the stage, more or less favorable to Romania, as the case may be.

The aftermath of the Second World War affected the evolution of both national and world economies, triggering changes in economic life and world politics. There were concerns for the economic recovery and acceleration of the economic and social development, materialized in actions aimed at the creation of some international organizations and institutions with the role of ensuring the economic ties between states but also of development incentive.

The paper aims to highlight the consequences of the Second World War in Romania, both in economic and social terms, the losses recorded during the war, the given regulations and the effects of their application in the efforts to restore the economy.

Keywords: *economic recovery, integration, regulations, evolutions, The Second World War.*

JEL Classification: N40

1. Consequences of War

The aftermath of the Second World War, as well as the recovery efforts of the participating countries influenced the evolution of the economy, both on the level of those countries and on global level, causing changes of the economic life and world policy, in the general context of peace and prosperity aspirations of the people.

The war held between 1939 - 1945, which engaged in military operations, countries on the territories of three continents, caused fundamental imbalances of the economic and political order provided and maintained after the First World War, it generated great human (troops, civilians) and material losses, its end leading to the change of world order, establishing a new balance meaning a new force ratio and a new economic order.

1.1. Worldwide Developments, Measures to Restore the Economy

Within the preoccupations for recovering the economy and accelerating the economic-social development, measures can be found concerning the creation of certain international organizations and institutions with the role to ensure economic relations between states and constituting an incentive for development, political and ideological connotations also being associated to such economic interstate integration trends (Mureșan M., Mureșan D., 1998).

It was important for the coordination of efforts to stimulate economic and social development after the war to adopt the principle of interstate economic integration on regional and zonal level, concretized in constituting economic communities.

⇒ **Occidental interstate economic integration** manifested by creating certain bodies (organizations, associations, unions) designed to accelerate the economic recovery and development, respectively:

- Creating the Occidental European Union (OEU) in 1948 and the Council of Europe - in 1949 - political body;

- Constituting in 1948 the European Economic Cooperation Organization (EECO), designated to manage the American aid granted to countries in Western Europe through

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Marshall Plan (subsequently replaced by the Organization for Economic Cooperation and Development - OECD);

- The foundation in 1951 of the European Coal and Steel Community (ECSC), based on the Treaty concluded by six West-European countries;

- Constituting the European Economic Community (EEC) - based on the Rome Treaty, initiated by the six states that signed the ECSC treaty - organization representative for the occidental interstate integration that functioned in the alliance formula of six countries, in the period 1958 - 1972. The development levels and the economic growth rhythms of the EEC member countries were different depending on own economic particularities and interests, on their efforts supported by integration;

- The foundation in 1960 of the European Free Trade Association (EFTA), as a result of the treaty concluded with seven other occidental states, some of these countries having commercial relations with EEC countries.

⇒ **Eastern interstate economic integration** manifested between the countries in the sphere of influence of USSR, respectively:

- The constitution in 1949 of a multilateral economic and technical-scientific collaboration organization as Mutual Aid Council (MAC); its founding members were Bulgaria, Czechoslovakia, Poland, Romania, Hungary and USSR, subsequently joined by German D. R., Mongolia, Cuba and Vietnam.

Financial institutions were created and they functioned for the provision of services required for the development of trade and credit relations between the member countries, respectively the International Bank for Economic Cooperation (IBEC) in 1964 and the International Investment Bank (IIB) in 1970.

MAC functioned for about four decades until 1990, the economic development of the component countries experiencing different rhythms, depending on the internal possibilities and the efforts of each of them, as well as the international context.

In the second half of the ninth decade of the last century, a liberalization of relations in MAC and an opening to EEC took place, concretized in a Joint Statement signed in June 1988 by the representatives of the two organizations; the agreement regulated the possibility of each MAC member state to establish diplomatic relations, to enter into trade and cooperation agreements with EEC, measure that Romania acted upon in January 1990 (Mureşan M., Mureşan D., 1998, p. 317).

2. Elements Concerning the Second World War Aftermath (Political, Economical and Social)

The historic journey of the Romanian post-war economy must be considered in the context of war aftermath and internal and external conditionings characteristic to the stage, more or less favorable to Romania, as applicable.

The losses sustained by the economy, generated by the expenses for supporting the participation to war significantly increased in 1944, as a result of a higher demand of the German authorities, based on the treaties previously signed with the Romanian government, as well as the damages caused by the intensive bombings of the Allied Powers aviation, which led to material losses and reduced production.

Besides the oil industry and railways, which registered the greatest damages, other areas were affected as well, respectively the coal production, reduction of maritime, river and road transports, difficulties that were felt in reduced production of enterprises due to activity disruptions.

Agriculture also suffered from the destruction of grain stores, caused by military operations, of crops left unpicked on certain cultivated areas, due to the lack of workforce or seizure of certain quantities of grains.

On 23rd of August 1944, Romania emerged from the war supported by the powers of the Tripartite Pact, the Romanian army joining the one of the Allied Powers.

The **Armistice Convention between the Government of Romania and the Governments of the United Nations** of 12th of September 1944 (initialed in Moscow) sanctioned Romania joining the Allied Powers against Germany, the document establishing for Romania the legal status and treatment of defeated country.

The provided **clauses** (of military, political, economical, financial, administrative order) as well as the obligations imposed on Romania marked the country's economic evolution for a long time.

The Paris Peace Treaty of February 1947, signed between Romania and the Allied and Associated Powers recorded the end of the state of war and the armistice regime.

3. Efforts Concerning the Economy Recovery in the Period 1945 – 1950

The activity of the first years after the war (1945 – 1950) was devoted to the economy recovery, process covered in the context of the interference of economic, social, political elements characteristic to the era (Mureşan M., Mureşan D., 1998).

The war effort and the destructions that followed led to the reduction of material and financial resources, the disorganization of production due to difficulties in the transports field, to discrepancies between the demand and supply of individual consumer goods (Mureşan M., Mureşan D., 1998). The tightening working conditions, lower living standards entailed the economic and social polarization, in urban as well as rural environments (Constantinescu N. N. et. al., 2000).

The lack of raw materials, imported spare parts, fuel affected the industrial production, certain branches registering losses (carbon industry, oil industry) others, reduced production (food industry) (Constantinescu N. N. et. al., 2000).

The drought in 1946 and, partially, in certain areas in 1947 as well, generated insufficiency of food products, increase of prices and life cost, accentuating the negative effects on the standard of living. The state initiated a series of measures to support the population, subsidizing a part of the price of bread, rents, transport fees, without being able to stop the decreasing purchase power.

In order to cover the losses generated by weak crops in 1946 and reduced industrial production, it was proceeded to the issuances of the National Bank, the existence of an accentuated inflation being characteristic to the first post-war years (Constantinescu N. N. et. al., 2000).

3.1. Regulations and Effects in the Economic and Social Fields

In the context of economic obligations resulting from the Armistice Convention and the Peace Treaty and of the hardship to restart the economic activities in peace conditions, from the first year after the war it was proceeded to the state adopting certain regulations leading to the normalization of economic-social life: revival of production and trade, balancing money circulation, improving people's livelihood (Mureşan M., Mureşan D., 1998).

The laws adopted since the first year after the end of the war concerned fundamental fields of economy and were to be decisive for the economic-social evolution of the country (Costache B., 2012).

The first set of laws in 1945 and the first part of 1946 included regulations in the field of remuneration adopting standard employment contract between employees and employers, regulating the price regime and merchandise circulation, incorporating treasurership in enterprises in order to fight speculation (Mureşan M., Mureşan D., 1998, page 324; Constantinescu N. N. et. al., 2000).

The law concerning the circulation of agricultural products introduced the principle of mandatory delivery by the agricultural producers of the surplus of certain categories of agricultural products (beyond the consumption needs for household and sowing). The purpose of the government was to have the necessary products for the fulfillment of the obligations in the Armistice Convention for sowing, army consumption and civil population, constituting state reserves; the state's proxy for acquiring the vegetal agricultural products from producers was the National Cooperative Institute (Mureşan M., Mureşan D., 1998, page 325).

The adoption of the Agrarian Reform of 23rd of March 1945 by the Law Decree no. 187 and the application regulation was a substantive action that marked the subsequent directions and perspectives of the Romanian agriculture.

The following were expropriated:

- Lands exceeding 50 ha - owned by individuals;
- Lands above 10 ha of owners who had not cultivated the land in the last 7 consecutive years;
- Lands and agricultural properties belonging to collaborationists, persons guilty of the country's disaster, citizens refugees in countries for which Romania was at war;
- The agricultural inventory related to categories of expropriated properties was taken over by the state; the state subsequently incorporated county centers for rental of agricultural machines.

Peasant household that held less than 5 ha, as well as the ones with no land, *have been given land.*

State farms have been incorporated:

Land assets excepted by the Law of agrarian reform (belonging to clergy, monarchy, model farms and others) were subsequently taken over by the state.

The seizure of agricultural goods, as an effect of the law, was made without compensation. The appropriated persons had to pay to the state, for the received areas, annual rates for a period of 10 - 20 years; the unpaid rates have been cancelled in December 1959. The law application led to the dissolution of large land properties and the mincing of agricultural property; the category of smallholders has been increased (91.1% of the households held - each - maximum 5 ha) (Mureşan M., Mureşan D., 1998, page 338).

The structure of agricultural property per size category was, according to the agricultural census at the start of 1948, as follows (Table no. 1):

Table no. 1 Agricultural Property per Size Categories in 1948

Category Properties (ha)	Share in total (%)
Up to 0,5 ha	16,4
0,5 - 1 ha	20,0
1 – 2 ha	26,8
2 – 3 ha	15,2
3 – 5 ha	12,7
5 – 10 ha	6,6
10 – 20 ha	1,6
20 – 50 ha	0,4
Beyond 50 ha	0,3
	100

Source: Mureşan M., Mureşan D., 1998, pag. 337 quote A. Golopenţia, P. Onica , „Recensământul agricol în Republica Populară Română”, Bucureşti, 1948, pag. 11

The table reflects the high degree of grinding the agricultural property instituted by the reform - element not favorable to practicing agricultural performance.

In March 1949, the collectivization of agriculture started, process ended in 1962, action that marked the end of instituting state control in agriculture (Costache B., 2012).

The reforms that followed marked the increase of the state's role in economy, its control extending on other branches of the economy.

- The nationalization of the National Bank was regulated by the Law of 28th of December 1946 (Legea din 28 decembrie 1946 in Monitorul Oficial Partea I nr. 298, din 28 decembrie 1946 quoted in N. N. Constantinescu, Vasile Bozga, 2000, pag. 108, in N. N. Constantinescu et. al. 2000), as a result of which the state has a counseling, coordinating and control role on granted credits, through all credit institutions.

- The monetary reform of 15th of August 1947 - pursued the elimination of speculative activities in the financial field; measures to remove BNR (National Bank of Romania) banknotes, brass issued by the Ministry of Finances, Treasury bills and other forms of banknotes, payment certificates from circulation were taken, being replaced by new BNR (National Bank of Romania) banknotes, new MF bill (Constantinescu N. N. et. al., 2000). The gold content of LEU increased to 6.6 mg of gold 90%; one new LEU was the equivalent of 20000 old LEI, the conversion of amounts was made within certain limits; the currency circulation was reduced to new LEI 1377.6 mil. (C. C. Kiriteşcu, 1997, pp. 116 -125 quoted by Costache B., 2012).

- The restructuring, in 1947, of certain economic bodies, by joining them (Ministry of National Economy, Sub-secretary of Supply, Price Commissariat, the Commissariat for Foreign Trade, Sub-secretary of State Industry) in one ministry - Ministry of Industry and Trade that had coordination attributions in the field of industry, prices, trade (Constantinescu N. N. et. al., 2000).

- Constituting industrial offices (1947) by grouping certain enterprises that operated as public companies, consisting of state and private enterprises, under the state's supervision; they coordinated the activities of production, supply with raw materials, drafting of production programs, regulation of merchandise import and export (Constantinescu N. N. in Constantinescu N. N. et. al., 2000, pag 109, 110).

- The nationalization in 1948 regulated by Law no. 119 for the nationalization of industrial, banking, mining insurance and transportation enterprises, published in the Monitorul Oficial no. 133 bis of 11th of June 1948 (Legea nr. 119, M.O. no. 133bis, 11 iunie 1948 quoted in Constantinescu N. N, Axenciuc Victor, Creţoiu Gheorghe, pag. 118, in Constantinescu N. N. et. al., 2000).

Laws for the taking of control on other categories of goods not included in the Law 119/1948 followed, respectively banking and credit institutions, private institutions (Decree 197/August 1948) (Decretul nr. 197 in Monitorul Oficial nr. 186 din 13 august 1948, quoted in Constantinescu N. N, Axenciuc Victor, Creţoiu Gheorghe, pag. 119, in Constantinescu N. N, et. al., 2000), sanitary institutions, privately owned and taken over by the state (Decree 302/November 1948). (Decret nr. 302 în Monitorul Oficial nr. 256 din 3 noiembrie 1948 quoted in Constantinescu N. N, Axenciuc Victor, Creţoiu Gheorghe, pag. 119, in Constantinescu N. N, et. al., 2000), as well as railways.

- In 1949, the nationalization was extended on small enterprises with at least 10 workers, as well as on real estates in urban and rural areas, designated to lease (1950);

- The nationalization of pharmacies was the subject of decrees 134/1949 (Decretul nr. 134, în Monitorul Oficial 15 bis, din 2 aprilie 1949 quoted in Constantinescu N. N, Axenciuc Victor, Creţoiu Gheorghe pag. 120, in Constantinescu N. N et. al. 2000), and 92/1950

(Decretul nr.92 în Monitorul Oficial nr.36 din 20 aprilie 1950 quoted in Constantinescu N. N, Axenciuc Victor, Crețoiu Gheorghe pag. 120 in Constantinescu N. N et. al. 2000);

- State monopoly was instituted on foreign trade (in a decree in July 1949) concerning export, import and transit operations; the Chamber of Foreign Trade was founded whose business objective was the coordination of foreign economic relations (Mureșan M., Mureșan D., 1998).

As a result of such laws, the state held the weight in main economic areas (industrial, banking, sanitary, trade, pharmacies), the significant reduction of private property representing the reduction of its role and effects on the economic development of the country. The free market was restricted and the competition between producers disappeared and therefore, the free formation of market prices; standard products and prices appeared on the entire territory (Constantinescu N.N. et. al., 2000). The centralized planned command economy took the place of free market economy.

Thus, as shown by N.N. Constantinescu et. al. (2000) the state extended its field of action from the political and social spheres to the level of the entire economy, taking over new functions, “the economic-organizational function” or the “allocation, stabilization, distribution function” (Richard Musgrave 1959, Jacques Généreux, 1977, pag. 5 quoted in Constantinescu N. N, Axenciuc Victor, Crețoiu Gheorghe pag. 125, in Constantinescu N.N. et. al., 2000).

The recovery of economy and achievement of growth represented the application of new economic policies, setting the necessary objectives and resources, process that involves the restructuring of the entire economy, (Constantinescu N.N. et. al., 2000), the new institutions, through their business profile, having to respond to the new governing principles concerning the requirements of economic life (Mureșan M., Mureșan D., 1998, page 326).

An intensive organizational and legislative activity was developed (1948-1951) for the creation of the legislative framework for the planned management of the economy, as well as proper specialized bodies:

- The Great National Assembly - supreme legislative forum and supreme body of the state power.

- The Council of Ministers - liable for the elaboration of the national plan and budget, which were subjected to the approval of the Great National Assembly.

Other important events of 1948 and time perspective events must also be specified, respectively:

- The adoption in April 1948 of the Constitution of the People’s Republic of Romania;
- The State Planning Commission created in 1948 that subsequently became the State Committee for Planning, provided the elaboration of projects of the national plan on all levels of the national economy (Costache B., 2012, page 75);

- The National Bank, reorganized in 1948 - had the role to coordinate the currency circulation on national level, short term crediting;

- The emergence of banks specialized on fields: the Investment Bank, the Bank for Agriculture and Food Industry, the Romanian Foreign Trade Bank;

- The incorporation of the State Committee for Prices (Costache B., 2012, Constantinescu N.N. et. al., 2000).

- For supporting the industrialization it was proceeded to the concentration and specialization of production by merging small enterprises into large units, as well as the design of new modern enterprises (Costache B., 2012, Constantinescu N.N. et. al., 2000).

- Industrial centers were created for the guidance and control of enterprises on branches and sub-branches of the industry (Costache B., 2012, Constantinescu N.N. et. al., 2000).

- The organization and management of economy according to the principle of centralized planning concretized as annual plans in 1949 and, respectively 1950, after this date, the development of economic, social activities following the provisions of five-year plans.

In the actions for recovery of post-war economy, the priority position was held by the industry, the attention being oriented towards the reshaping and merger of certain enterprises, the refurbishment of enterprises, the development of new capacities.

4. Conclusions

The end of the fifth decade was considered by the specialty literature the end of economy recovery, expressed by certain indicators' level, respectively, national income and social product, achieved on the level of 1938 and of industrial production whose volume exceeded the one of 1938 (Mureșan M., Mureșan D., 1998, page 326).

In the decades that followed until 1989, the Romanian industry developed going through changes, new structures appeared, on branches and in territorial profile, new technological lines developed, the actions being supported by the resources available to the country. In the time passed, the Romanian industry developed in a sustained rhythm, the emphasis being, especially, on the quantitative side, to the detriment of quality. The characteristic element was the interest shown for the development, firstly, of heavy industry, based on intensive consumption of materials and energy, whose products did not have the domestic and export sales insured; thus, the orientation, especially to extensive and energy intensive types industry does not provide a balance between consumption and supply, often generating the risk of stock accumulation (Constantinescu N. N. et. al., 2000).

Acknowledgment *The paper is a part of the research theme "Rolul statului și parteneriatul public privat (1918 – 2018) (continuare din 2017), Institutul de Economie Națională, Academia Română, 2018, achieved by a team of researchers – Dr. Cornel Ionescu (coordinator), Dr. Florina Popa*

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WAYS TO REDUCE TECHNOSTRESS GENERATED BY ACCESS / LACK OF ACCESS TO DIGITAL MEDIA

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Abstract

Certainly, social media offers many benefits. However, access to digital media can also be a huge source of stress. Of people around the age of 20, those using their intense phones and computers are more likely to struggle with depression and have trouble sleeping, especially for those who see this technology as stressful from the start. Or on the contrary. Sometimes it can be so convenient to get past and touch the phone screen that having no access to digital technology can be another source of anxiety. Technological dependence is a growing problem, and some people have come to need adequate therapy. The purpose of this paper is to present the stressors associated with modern technology and to identify ways to reduce the technostress.

Key words: NICT, stress, stressors, technostress, digital media.

JEL classification: M15, O15.

Introduction

Technological progress in the field of IT and communications has improved the balance between work and private life by reducing transport time and increased autonomy in organizing working time. At the same time, it has led to longer working hours and a greater ambiguity between paid work and personal time available to the employer, which requires constant availability of people - all of which are associated with higher levels of stress. Looking ahead, as these new forms of work will intensify during the digitization era, working time regulations will need to reflect these new realities in an effort to harness the opportunities and benefits of IT, and to address any potential disadvantages and risks to well-being.

It is clear that digitization radically transforms the industry, bringing new products, services and business models to the forefront. This transformation takes time, pushing businesses to adopt and embrace new technologies to develop a sustainable business strategy. Technological evolution has brought about major changes in customer behavior and expectations. As more and more people are using the new technologies, business models also change radically. The use of smart phones for services is examples of technologies designed to make services more accessible to the general public.

Technology does not automatically make us more stressful, it's just about how we relate to it. Email, computer writing should not stress us, but it should be tools to help us connect with people when and how we want.

More than half of gadgets around the world suffered from anxiety and stress when they were forced to give up, according to a survey by FrontRange software firm. When people experience an unpleasant sense of withdrawal because they are not online, we know that the relationship with technology is not properly managed.

Unfortunately, unhealthy relationships with technology, such as phones, computers and games, can have destructive consequences, both physically and psychologically. People's lives can be affected by the prolonged and irregular time that they spend online in front of their computer or playing games.

1. Methods of reducing stress caused by technology

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Certainly, social media offers many benefits: on Facebook we can keep in touch with friends, on Twitter we can see the latest news about known people. However, access to digital media can also be a huge source of stress. Young people using intensive phones and computers are more likely to experience depression and insomnia, especially for those who feel NTIC as a stressful factor from the start. Sometimes, this technology can become so convenient that we get to touch the screen of the permanent phone, that having no access to digital technology can be another factor of anxiety. Moreover, technology addiction is a growing problem, and unions have come to need adequate therapy. Symptoms of technology addiction include loss of time or annoyance if your online time is interrupted by real-life activities, returning to online activities to cope with lack of affection, or if friends tell you that they see you more virtual than life real.

Those suspected of having such a problem should resort to specialized therapies. There are examples at the opposite pole. In a British study, nearly half of the respondents said they would be more stressed if they could not surf the Internet unless they were interrupted by their television or basic utilities. The worst part is that stress does not necessarily disappear in the minute we put our iPhone back in the pocket. People who feel overwhelmed by technology tend to be more dissatisfied with their lives in general. Thus, a plan for reducing technology in people's lives should be developed (Figure 1).

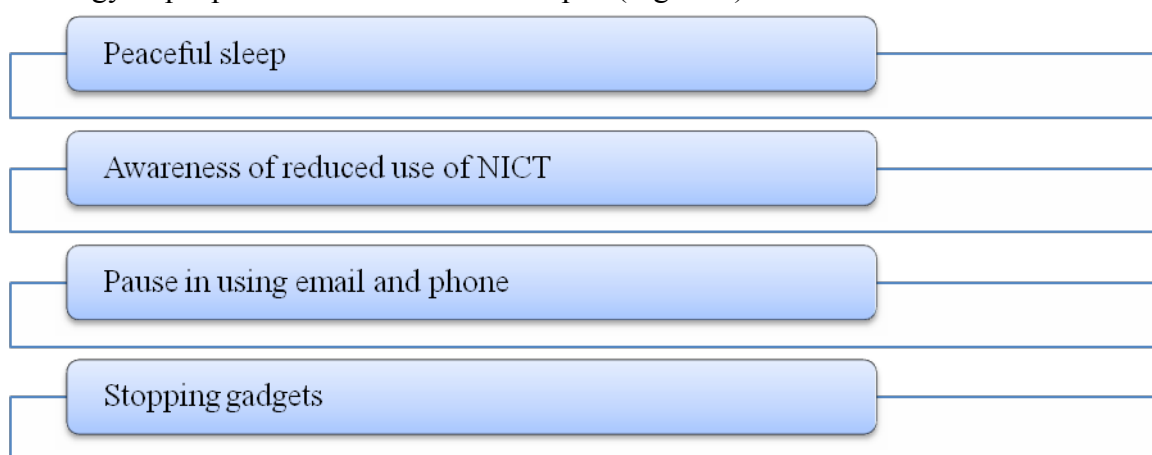


Figure 1. Plan to reduce NICT use

Source: developed by the author

Stop using your phone and computer a few hours before bedtime - light from digital devices may interfere with our sleeping capacity and sleep. When it finally comes to sleep, keep these gadgets somewhere where it will not be at your fingertips. To relax, better choose a book or magazine on paper.

Once you have designed those time periods without gadgets, you can be more daring than that - turn the phone off completely. If you do not expect an important phone or email, you probably just waste the battery by keeping it running all the time.

To reduce email time, apply filters based on address or topic. You can filter all except for relatively urgent messages, such as email from your boss, or make separate accounts for your work and for friends and family. Studies have suggested that you take an email vacation or spend a few days without looking at your inbox, may actually reduce your stress and increase your productivity. You can do this on a long weekend and make sure you tell people around. So while you're out with your friends, put the phones in the middle of the table, one over the other, and the first person to the phone has to pay the whole note.

However, despite the many tips here to ignore it, modern technology can be an important tool to help us stay calm and focused. For example, there are many stress

management applications that can make our relaxation quite simple. Those who feel that their habit of entering social media channels, for example, Facebook, makes them unproductive, perhaps they will feel frustrated at any time and check them out. Rather, try to think about social media as an extraordinary way to connect with people. Psychologist Paul Zak has discovered that 15 minutes of social networking can increase the level of oxytocin, the so-called hormone of love. When it's almost impossible to refrain from checking your social media channels like Facebook, try downloading a productivity tool like an application that blocks certain sites while working. There are ways in Facebook where you can set whose statuses and posts you want to see. So, you can choose not to see all the Emo songs and how some of your Facebook friends are crying out, without them knowing that you have checked this option.

Frequent use of cell phones and tablets can have unpredictable effects on the user's physical appearance, with different studies showing that keeping the head bent for consultation with these devices favors neck and chin wrinkles even in young people.

2. Technostress

Modern man feels the need to connect with the rest of the world more and more through new technologies, sometimes becoming dependent on them. Even the so-called "techno-stress" is reached.

"Technostress" is a term that defines what happens when technology starts to interfere with our health and happiness. A professor who studies the subject says that being "always" connected to the internet can lead to anxiety, depression and precarious physical health. Some experts say employers have the responsibility to limit the use of e-mail after work hours, but it is also , our duty. to reduce e-mail time.

Sir Cary Cooper, an organizational psychologist at Manchester Business School, claims that this permanent e-mail culture kills people. This culture leads to worry, anxiety, depression, and poor physical health. There is a whole field now called technostress, and the evidence is that unrestricted emails, where there are no instructions from employers, harm people's health.

Ron Friedman, a psychologist and author of the Best Workplace volume, says permanent checking of emails can affect both productivity and overall quality of life.

One study shows that employees are exhausted by the mere prospect of receiving a service email after program hours. Like Cooper, Friedman has indicated to employers that the solution to this problem may be growing.

I think managers would do well to put this research [on the benefits of limiting e-mail time] to the heart, "he said." They can start by asking employees to close their emails when they need to focus on work and to shape this behavior so that team members accept."

Some employers have already done so. For example, Porsche has decided that any mail sent to employees between 19:00 and 6:00. should be "returned to the sender". And French workers now have a "right to disconnect" from technology, which means negotiating with employers to decide when and how to disconnect.

Heidi Hanna, executive director of the US Stress Institute, recommends avoiding multitasking whenever possible.

3. Education, food and sport

Experts say the fight with stress actually goes without medication, miracle or anxiolytic remedies that can lead to addiction and other illnesses. "Weapons" against stress are as simple and accessible as possible. Moreover, it is, in fact, a normal conduct in life. Education is the main factor. "Education is the key to fighting stress. Knowing the environment we live in, the world in general, helps us to understand everything better and not

to let us down so easily. We do not have to react to the first impulse, analyze the causes of that stress, and, rationally, see what we can take. In the case of psychic distress, it is important to relax and try to find ways to eliminate stress. Walking, reading and music are most handy. We generally do activities that we know we like and relax.

Meditation can also help us," says Cornel Saradan. Doctors say a balanced diet helps us make it much easier for stress. So is the sport. "By sport, mental stress is eliminated very well," adds the doctor. Equally important is rest. "Rest helps us deal with stress effectively. Nothing can replace the rest. That is, eight hours of sleep per night and it is advisable to fall asleep before 24 o'clock," says Cornel Saradan.

Compared to the EU average, the daily computer use rate is much lower (38 vs. 63 percent among the general population), the lowest rate registered for one of the EU Member States (Chart 1). However, the gap is much lower among the young population aged 16-29 (69% in Romania vs. 79% in the European Union), disappearing when the indicator is calculated for the age group 16-19 years old, corresponding to the population in high school education.

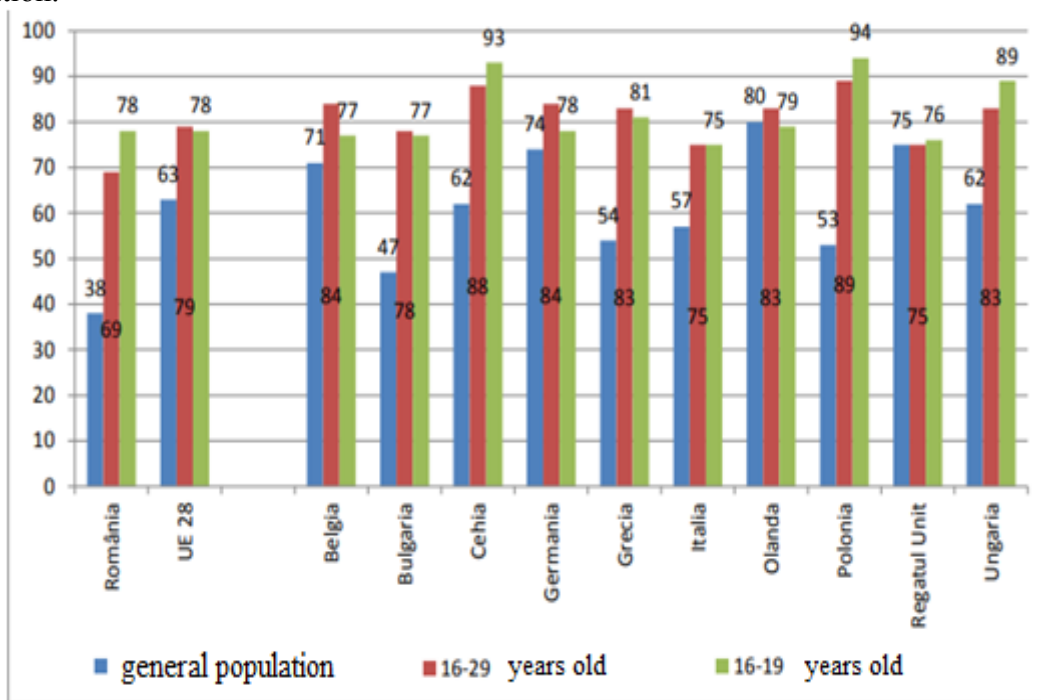


Chart 1. **Percentage of the population who daily use the computer in countries of the European Union**

Source: Eurostat, http://www.ise.ro/wp-content/uploads/2018/02/Internetul-si-mediile-de-socializare-virtuale-in-viata-liceenilor_Raport-final.pdf, accessed on 10.11.2018, 14.00.

The data show that the daily use of the computer by Romanian teenagers has a tendency to increase, increasing successively from a rate of 57 percent to the 78 percent recorded for the 16-19 age group.

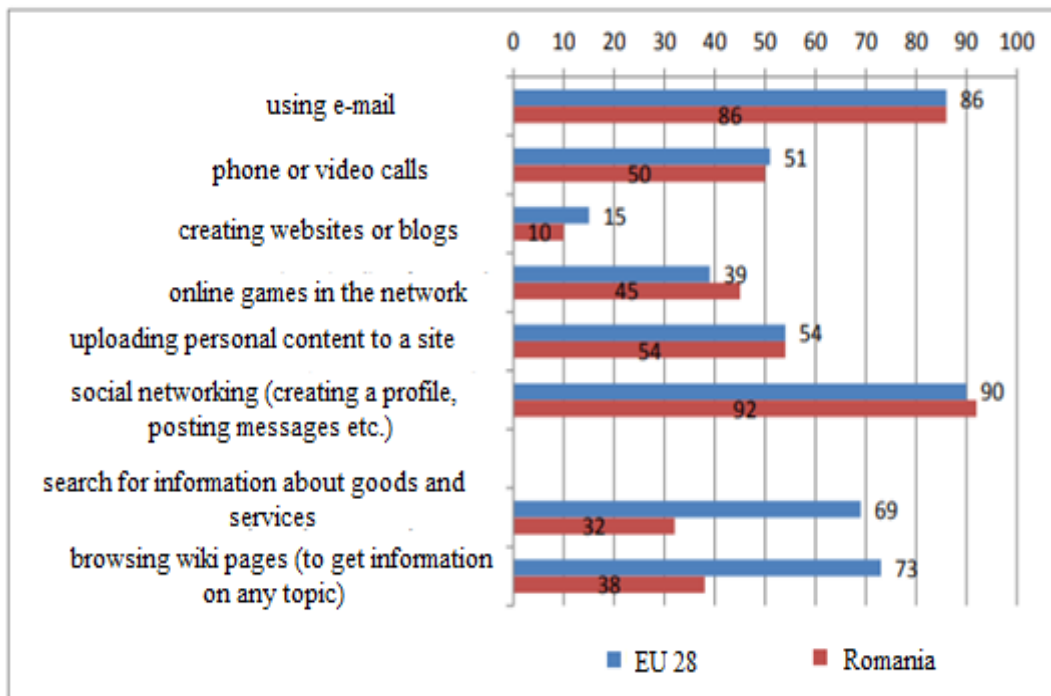


Chart 2. **Internet activities by young people aged between 16 and 19, percentage of all Internet users in the last 3 months, 2015**

Source: Eurostat, http://www.ise.ro/wp-content/uploads/2018/02/Internetul-si-mediile-de-socializare-virtuale-in-viata-liceenilor_Raport-final.pdf, accessed on 10.11.2018, 14.00.

A research done by the Romanian Institute for Evaluation and Strategy indicates the nature of the information that young Romanians are interested in on the Internet. Of respondents aged 15-25, one-third (33%) say they are most interested in entertainment information, and another third (32%) have the greatest interest in sports information. More specialized information such as utilities or related to politics, health or art and culture draws the attention of a smaller number of young people.

4. Virtual hazards

According to the researchers involved in the EU Kids Online study, how young people and children choose to manage online stress situations can be grouped into three types of strategies: fatalistic, communicative and proactive approach. The first approach is characterized by passivity, the young man letting the situation solve by himself, interrupting Internet consumption for a while, the second approach refers to trying to solve the problem by calling for social help - generally friends / colleagues, then parents and rarer teachers or specialists - and the expectation of external intervention, and the third approach is to manage the situation independently and effectively solve the problem by the means provided by the interfaces used or by specific mechanisms - confidentiality settings, blocking other users, installation of software, etc. The latter type of reaction is considered to be the most effective way to adapt to negative online experiences, through which young people develop their level of flexibility and resilience in the use of virtual environments. The first type of behavior is specific to younger children, those with less self-confidence, or psychological problems coming from disadvantaged social backgrounds or with low online experience. The communicative approach is often used by young people, especially those who do not use the Internet very often or engage in a limited number of online activities, especially among younger or younger people, or from lower social backgrounds. Young people with difficulties in self-confidence or other psychological issues do not talk about the negative situations encountered. Proactive attitude characterizes young people who have confidence in

themselves and those who are involved in diverse and frequent Internet activities or those who have felt very negative experiences in the virtual environment and feel motivated to solve them. The EU Kids Online study found that the most important factors influencing the strategy used by young people to manage risks are the individual, social and cultural differences in the countries included in the analysis.

5. Managing problematic online situations

The strategies for managing the unpleasant situations encountered on the Internet mentioned by the respondents were among the following:

a) Self-support versus outside support: the difference between situations where young people face the problems of one's own and the situations in which they decide to seek help in their social network (parent, colleagues, brothers, etc.) or in the institutional sphere schools, online help lines, counselors, etc.)

b) Proactive technical measures: young people often resort to tactics such as blocking online contacts, changing privacy settings, or deleting content and messages. These measures are often taken after an unpleasant situation and the intention is to avoid repeating it in the future. A typical example is changing the password after having a broken account.

c) Confronting the aggressor: engaging in personal confrontations, face to face, or online. In the prevention phase, these confrontations are generally non-violent in order to avoid escalating misunderstandings. In the reactive stage, both violent and non-violent confrontations occur.

d) Combined strategies: often a single strategy is not enough to solve the problem or prevent it from occurring; when a certain strategy turns out to be inefficient, young people are putting forward a more complex approach, based on a combination of strategies.

e) Disengagement: in some cases, young people have decided not to take any preventive or reactive action. Minimizing, mistrust, accepting or banalizing the situation were reasons for non-commitment.

Preventive measures are closely related to the awareness of online issues. This awareness of potentially problematic online situations motivates young people to think about ways to avoid negative experiences and makes it easier to make informed decisions about precautionary and preventive measures to adopt. Finally, given that awareness of online issues alerts them to the choices and practices they adopt to prevent such situations, the way young people understand the different specific risks has relevant policy implications: it is important that in the process to create a framework that pursues both the development of their digital skills and their awareness of the risks and consequences, to know and start from how they deal with online situations, and one of the main objectives to develop their ability to develop, and take effective preventive action.

Conclusions

Considering the current technological evolution as a significant event, from a sociological perspective, we can appreciate that digital age people reflect relatively similar values and practices regarding the use of the Internet and social networks, different from those of previous generations. Young people of today's generation can be characterized by the speed of information processing, interactivity, connectivity, and social networking. Regarding the influence of Internet and social networking on interpersonal relationships, it has led to two distinct perspectives: the normative critical perspective of adults (teachers and parents), who consider virtual communication a way to insinuation and isolation from social life and integrative-positive perspective of young people who see in virtual communication, rather a way of being permanently connected with others, of sharing experiences in a much easier and more efficient way than through face-to-face interaction. These young people resonate with

new online learning methods, the development of various educational products, including online platforms, being attractive to young people of the digital age. They perceive the digital world as a social space for communication, information and fun, a space in which they can express themselves as they feel, enjoying the attention of people and not a stress factor that leads to anxiety.

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VALUING LABOR PRODUCTIVITY IN AGRICULTURE

Phds, Mihaela ȚIFUI¹

Abstract

As a process that can be measured, labor productivity is important both as level and dynamics, the latter being expressed as absolute and relative spore. This paper reveals the concerns for labor productivity determination based on the method of effective costs of labor, method inspired by the question: "How much labor uses the agricultural producer (individual or collective) to produce goods for consumption?" The reasoning of this method has as basic elements salary cost and direct intermediate consumptions, with the aim of determining the indicator "full productivity of labor".

Key words: full productivity, intermediate consumption, salary price, potential labor

IMPACT OF LABOR PRODUCTIVITY ON THE FUNCTIONING OF THE ECONOMIC MECHANISM IN AGRICULTURE

Analysis of changes in labor productivity in terms of its effects on the processes of formation and distribution of agricultural income and the capitalization of this branch reveals: the existence of relations system of "feed-back", closely related to the efficiency of work (Fig. 1), so it is that as the driving force, labor productivity, although it is an economic category, belonging to the sphere of production, connects itself to the distribution process, especially in the case of agriculture, as primary branch, whose productivity depended and depends on the expansion of non-agricultural sectors.

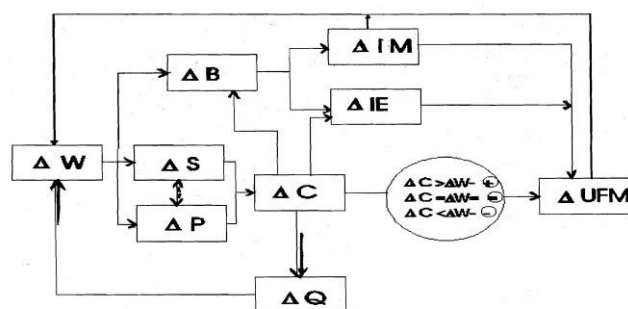


Fig.1. Impact of labor productivity on the functioning of the economic mechanism in agriculture

W = labor productivity, S = salaries, p = prices (real), B = profit, IM = investments for production modernization, IF = investments for production extension, C = demand of agricultural products, UMF = labor utilization, Q = production, = indicators variation, --> = explicit relationships, = => = implicit relationships, <---> = interconnected relationships

Implicit or explicit nature of the relationship between labor productivity and the various elements of the economic mechanism in agriculture has certain relativity, each variable having its multiple determinations.

THE METHOD „EFFECTIVE EXPENDITURE OF LABOR“

Using the concept of "effective labor expenditure" is inspired by the following question: how much work consumes agricultural producer (individual or collective) to produce goods for consumption? The answer can only reflect the finding that every farmer must submit, ultimately, an effort to make possible remuneration of labor and material resources necessary

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to achieve, through various combinations, productive objectives. As long as the monetary equivalent of this effort, be it at the level of one hour of work, is a salary price, one can take into account the idea of measuring with the help of all consumption caused by the production process. In fact, what the farmer is interested in is the efficiency with which his efforts are reflected in output obtained, either directly (through the labor process) and indirectly (through material means that it mobilizes). Of course, the work is important in terms of performance of material resources it delivers, but at the farm level it must be analyzed in equivalent work effort to get those material means without the agricultural products can not be obtained.

In a first conclusion, if the issue is to convert the materialized work in means of production, through a converter represented by physical and mental skills of farmer, the yield would be given by:

$$\text{equivalent in potential labor}^* \circ \frac{\text{prices of material factors of production}}{\text{Salary price per hour}}$$

*expressed in number hours-worker

In other words, extending the application of judgment in assessing the use of labor for agricultural production, we can associate to any resource or service, a multiple of salary price per hour, respectively a certain number of hours-worker: for example, the price to be paid for a tractor is "X" times higher than the salary per hour of a farmer "A", "Z" times higher than the salary per hour of farmer "B" etc. As a result, the need of work is "X" hours, respectively, "Z" hours. Whether hourly wage, due to the influence of the labor market, the level of social labor individual productivity, interprofessional relations, measured more or less correctly the effort of one hour of work, the reported above equivalence is intrinsic to economic mechanism, or the importance of labor productivity derives from the role that it has to adjust the economic mechanism and not one "abstract" or "absolute" mechanism.

The considerations set, which justifies the use of wage price (or real price) and, thus, enables the measurement in labor units of all materialized consumption embodied in agricultural production, put the method of effective expenditure of labor in the light of a reasoning respecting, in greater extent, the content of the concept of labor productivity expressed in this case by "full productivity of labor."

The main restrictions imposed by effective expenditure of labor method are related to the distribution of indirect inputs – labor consumption, intermediate consumption, capital services and services provided by third parties – on the different products and aggregate productivity corresponding to different products to obtain an acceptable information for the work efficiency for a group of products of agricultural activity on the farm or agricultural branch.

We believe that, depending on the farm's profile and specialization, the base of allocating indirect consumption may differ. What is important is how far the objective of locating the product consumption as close to reality is achieved. Such reporting may be based, taking into account its active role in the agricultural production, the direct intermediate consumption.

Regarding the measurement of labor productivity by product, farms and so on, as the aggregation is performed at higher levels, the ability of synthesis expressed by the labor productivity decreases.

Moreover, as long as the same product, similar or substitutable, compete on the market, not farmers, farms - "actors" which can lose or gain from competition – the major interest should not happen for measurement labor productivity at higher structural levels of the products or groups of products, including agricultural products on the world market do not face, for example, Romanian agriculture to agriculture of other countries, but Romanian agricultural products to those similar from other countries.

Finally, any assessment of the contribution of agriculture to overall economic developments will include distortions inherent in any system of aggregation of information,

even in the example below, the determination of labor productivity for five products (wheat, corn, barley, peas, milk) in wheat equivalent (based on the ratio of the price of other goods and the price of wheat) the share of productivity per product with coefficients of structure of total production in wheat equivalent. In comparison, aggregate information across agriculture, taking as a basis the weighting structure of turnover or gross and net value added, significantly reduce the "accuracy" of indicator: labor productivity.

The methodology of measuring labor productivity based on effective expenditure of labor implied the elaboration of a block diagram and a logical diagram of data processing, considering the particularities of agriculture imposes, in our approach, the following preliminary reasoning:

a. average wage price (per hour) will be a weighted average calculated on a while longer; in case of family labor, a net salary will be established by assimilating the salary of a worker in the area, working in the same conditions, or by a method of accounting;

b. agricultural land, as input, will be represented in the consumption of producing the rent actually paid by the agricultural producer (individual or collective) - if you come from farming, or by assimilating an average level of rent recorded in the respective zone – when it belongs to the own capital;

c. speaking about measurement of labor productivity per products, self-consumption is included in the input volume as equivalent work. For example, self-consumption of grain for livestock will be expressed on the basis of labor productivity in the equivalent hours-worker (by dividing the amount consumed in productivity that has been achieved). In this way, the influence of self-consumption on productivity at farm level is annihilated, as occurs once as effect - for cereal production - and twice as effort – for animal production;

d. capital services will be measured based on the discounted value, to meet the demands of reproduction. Direct capital services will be expressed first as time (usually in hours) based on the daily sheet of using machine, equipment, installation etc., then it will multiply the hourly depreciation, fixed with updated inventory value and service life measured in "hours";

e. in relation to debates on whether or not to include financial expenditure in calculating labor productivity (incurred by services provided by third parties for which payment takes the form of interest on loans, insurance premiums, taxes collected by the state budget, etc.), we consider that it is necessary to include them in the efforts of obtaining the volume of agricultural production. Excluding them would distort labor productivity in product development and strategic default of agricultural production can be extended to an undue level, agricultural branches characterized by long cycles of the production process and, accordingly, slow movement of capital, or which "conflict" the mechanism of agricultural policy (through the fees, taxes, etc.).

f. secondary production will be equated in man-hours (secondary output value at recovery price / wage price), deducting, to ensure comparability between effect (physical production) and, effort, total consumption in equivalent work.

Calculation for labor productivity per product is exemplified on “barley”, whose price is “free” (compared to prices of wheat and corn), for other products: wheat, corn, peas and milk, we indicate only the data needed for obtaining the aggregate indicator of labor productivity on farm level (Table 1, 2).

**Table 1 – Resource consumption for obtaining the barley
(wheat, corn, peas, milk) production**

No.	Specification	Type of consumption	Quantity / price		Value (Thousand lei)	
			t ₀	t ₁	t ₀	t ₁
1.	Labor (FM _{ij})	Direct (FMD _{ij})				
		Indirect (FMI _{ij})				
2.	Intermediate consumption (C _{ij})	Direct (CD _{ij})				
		Indirect (CI _{ij})				
	Of which: -fuel -fertilizers -seeds -water for irrigation -other consumptions ¹	Direct				
		Direct				
		Direct				
		Direct				
		Direct				
		Direct				
		Indirect				
3.	Services of capital (updated) (K _{ij})	Direct				
		Indirect				
4.	Other services ² (T _{ij})	Direct				
		Indirect				
5.	The balance of unfinished production (ΔP _{N_{ij}})	Direct				

1 including the rent related to cultivated area

2 including banking services (interest for credits), assurance and services provided by state (for which, duties and taxes are paid etc.)

Table 2 – Labor productivity per product and production obtained, expressed in wheat equivalent

No.	Product	Labor productivity kg/hour-man		Production in wheat equivalent (To.)			
		t ₀	t ₁	t ₀		t	
				abs	%	abs	%
1	Barley	4.34	4.22	486	14	540	12.5
2	Wheat	4.15	3.8	715	20.5	700	16.3
3	Corn	3.58	4	1406	40.4	1540	35.8
4	Peas	2.5	1.8	206	5.9	240	5.6
5	Milk	2.8	3.5	664.8	19.2	1277.5	29.8
	Total	3.587	3.716	3477.8	100	4297.5	100

$W_{i0} = 4.34 * 0.14 + 4.15 * 0.205 + 3.58 * 0.404 + 2.5 * 0.059 + 2.8 * 0.192 + 3.587$ wheat /
Kg

man-hour equivalent

$W_{i1} = 4.22 * 0.125 + 3.8 * 0.163 + 4 * 0.358 + 1.8 * 0.056 + 3.5 * 0.298 + 3.716$ Kg wheat / man-

CONCLUSIONS

We may conclude that the effective work expenses method has some limits, such as:

- the allocation of indirect product inputs, relying on direct intermediate consumption
- the aggregation of work productivity corresponding to different products
- the relevance of the indicator decreases of the as the aggregation level increases.

The fact the, on the market, the products are the ones that compete and not the actual farms that produce them, must not be omitted.

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INTERNET OF THINGS, DIGITALIZATION AND THE FUTURE OF BUSINESS MODELS

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Dragoş Tohănean²

INTERNET OF THINGS, DIGITALIZATION AND THE FUTURE OF BUSINESS MODELS

Dragos Tohanean¹, Sorin-George Toma²

Abstract: *Internet of Things (IoT) and digitalization are ultimately terms for one and the same phenomenon: objects we use everyday are becoming interconnected allowing for greater cooperation between systems, collaboration with humans and redefinition of daily activities that allow creation of new paths in business. The digitalization of the world of work is divided into various stages of development: computers, automation in production, mobile devices, cloud services, processes – all together becoming one of the main drivers of the business world with the Internet. Most companies have spent years on fine-tuning processes and getting them to work individually. Digitalization means merging processes, about enabling new business models, new revenue opportunities and encouraging service innovation.*

To investigate resulting impacts of IoT and digitalization, we draw on the existing business models, deduce specifics for the Internet of Things and analyse the digitalisation path. Building on this, in order to reach the aims of the paper the authors will use a descriptive research method to present the future business models in the era of IoT and digitalization.

Keywords: *Internet of Things (IoT), digitalization, business models*

JEL Classification: *M00*

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1. Introduction

More and more companies rely on the Internet of Things (IoT). However, its implementation is an enormous challenge for many companies. In the first instance, the technical implementation is usually not at all. On the contrary, strategic decisions have to be made that often cause uncertainty or are even overlooked because of the lack of experience.

The IoT opens up many growth opportunities, especially in the area of supply and market positioning: many companies are already upgrading their products with free digital additional services and developing new monetisable services or products for existing target groups in order to exploit new sources of revenue.

One of the most difficult questions in this context is: how can the existing business model be further developed or how can successful new business models be established? The answer to this question is complex, because the Internet of Things raises completely new demands on supply and market positioning, the configuration of the value chain and the orientation of the revenue model.

Starting from this point the paper tries to answer this question by analyzing the numerous sources of secondary data through a comprehensive literature review and by illustrating the impact of IoT in the current business processes.

The remaining subdivisions of the paper are organized as follows: Section 2 deals with the literature review. The research methodology is presented in Section 3. Section 4 and 5 provide a discussion of the findings. Paper ends with the conclusion on digitalization and the future of business models.

2. Literature review

The main concepts of the paper are Internet of Things, digitalization, business models and the Fourth Industrial Revolution. The Internet of Things is a concept, a vision, a new perspective [Fraunhofer Institute], a collective term for technologies of a global infrastructure of information societies, which makes it possible to network physical and virtual objects and to let them work together through information and communication technologies [Mark Weiser]. The concept of digitalization has been defined in different ways. Some researchers consider that the fresh thinking induced by digitalization leads to value creation [The Economist] while others see digitalization as the implementation of a new product/process, or a new way to think about business strategies [Kuczmariski]. A business model shows the way an organization creates, delivers, and captures value [Osterwalder]. On its turn, the Fourth Industrial Revolution refers to the fusion of several technologies (e.g., nanotechnology, quantum computing) and their interaction across the following three domains: physical, digital and biological [Schwab]. As Industry 4.0 creates an integrated relationship between business and technology, digitalization is increasingly representing a key element of today's business models [Mandapaty]. Moreover, successful business model digitalization leads to value creation [Wirtz]. Therefore, there is a link among Internet of Things, digitalization, business model and the Fourth Industrial Revolution.

3. Research methodology

In order to achieve the research objective, the authors used a quantitative research method combined with analyzing existing case studies. The information was gathered from numerous sources of secondary data, such as books and articles from the domains of management, IT, and digitalization, or corporate reports of IoT in different industries, through a desk research. The literature review was carried on mostly in the German libraries where the electronic databases (e.g., Elsevier, Cambridge University Press, Emerald Insight) were found and consulted.

4. Internet of Things (IoT)

So far, the Internet consists of a network of servers, laptops, desktops and smartphones. Everyone communicates with each other and exchanges information. This networking allows us to do online banking, read in Wikipedia or post on Facebook.

But the networking of computers was only the beginning. When it comes to the pioneers of digitization, soon all things from the washing machine to the bike will become part of the Internet. This concept is called the Internet of Things. As a result, everyday objects can communicate with each other or with central servers via the Internet. The range is broad and could even include the package for the post, a bottle of milk or your own keychain. They would all be part of the global digital network.

Some things have already happened in this direction. As an evolution of the well-known bar codes on product boxes you can, for example, view RFID chips [CHIP]. These can be read by radio without the need for direct visual contact between the scanner and the product. Such a technology has great advantages, especially in logistics: Packages can pass a measuring point on an assembly line or even on a forklift, without having to show the label directly to the scanner. A linked database then holds more information ready and is updated again and again with the current location or process step in which the package is located.

But the innovation goes even further: in the next step, the objects are to establish a direct contact to the Internet and communicate there with central computers, such as a production control. Of course, they need more computing power than the usual RFID chips provide. Also, the radio range must increase further. In addition, it requires additional technology, because the objects initially only know what they once told them. They know who they are, where they want to go, or what ingredients are in them. It will be interesting if these objects are equipped with a variety of sensors. These sensors can then, for example, measure the temperature or determine the location. This would provide real-time information about every item that could be used to generate added value. For example, a milk bottle could report that the cold chain has been broken on its way.

The basic idea behind the Internet of Things is, in addition to sensors, communicating the objects directly with each other - in such a way that no one needs it. Let's call the situation of a parcel delivery. Usually, the postman hands over the package to his recipient. If this is not found at home, the employee brings it to a warehouse, where it can be picked up later. The human is needed here to make appropriate inputs with a handheld scanner. But how about the package itself recognizing whether it arrived at the right place or found its way into the warehouse? This would require a GPS receiver that can determine the position. For example, if the package finds itself in the warehouse, it will automatically send a pick-up notification to the recipient - exactly when it's ready. Up to now, service providers have

often included buffer times so that staff have enough time to check in the packages. This unnecessarily prolongs the terms of a shipment.

Even medicine could benefit from this concept. This allows sensors to be placed in the human body that measure blood pressure or collect other vital signs. There are even already thought sensors that can test the blood. By means of the collected data, for example, insulin pumps could be operated which always supply the patient with the correct dose. The examples presented were relatively simple. There are endless possibilities to use the concept of the Internet of Things.

The Internet of Things (IoT) will access all areas of business and life. This is reflected in the sales forecasts. The consulting firm McKinsey [McKinsey&Company] estimates the global sales potential of IoT in the year 2025 at 4 to 11 trillion dollars (Figure no. 1). The largest shares are attributable to the manufacturing sector, "smart" systems in urban areas, such as traffic control, as well as applications in the fitness and health sector.

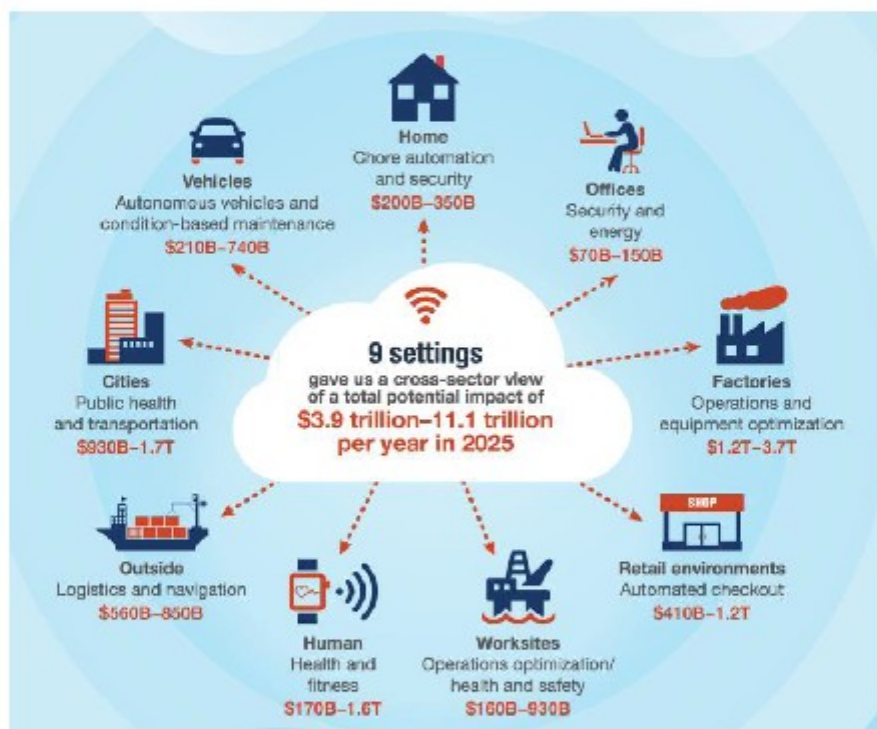


Figure no. 1 Global sales potential of IoT. Source: McKinsey

IDC's market researchers [IFS] estimate that the number of "IoT endpoints" [Watson IoT] will increase from 13 billion worldwide in 2015 to more than 30 billion by 2020. This is associated with a massive increase in the data that generate such components. According to IDC, the volume of data will skyrocket from 0.6 zettabytes (2015) to 4.4 zettabytes (2020). Cloud data centers are essential in order to process these amounts of data. Only they offer the option of storing this data avalanche at acceptable cost and consolidating it using IoT

platforms [Watson IoT]. In turn, big-data-and-analytics applications from the cloud make it possible to "translate" IoT data into business-relevant information.

According to a survey by Tata Consultancy Services (TCS) [TATA], providers of products and services can benefit from IoT in two ways. For example, the data that networked products provide to the manufacturer can be used to improve product quality. The information from machine tools shows, for example, which potential weak points the systems have and under which conditions of use it comes increasingly to wear phenomena. With the help of IoT platforms, providers can thus develop "tailor-made" solutions that are tailored exactly to the requirements of a customer.

An automatic IoT strategy that offers an economic success does not exist. Rather, several factors need to work together: companies must be prepared to engage with digital transformation and accept the Internet of Things as part of it. In addition, it is necessary to select the right IoT platform - and, above all, a technology partner who will assist the user with advice and assistance. A central role is played by "backend services" [SAP], which are often located in the cloud, frameworks and analytics platforms from cloud providers as part of IoT as a Service.

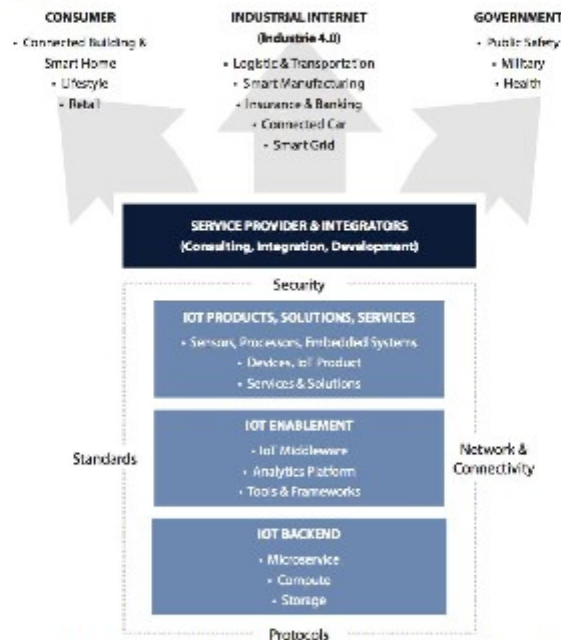


Figure no. 2 The components of IoT solutions. Source: Crisp Research

5. Industry 4.0: networking of production and logistics

Many expectations are made of the 4th Industrial Revolution (a.k.a. Industry 4.0). It aims to leverage the benefits of the Internet and digital networking to boost business competitiveness. The point is to link production even more closely with IT technology [Rodrig. J] and to use data streams for intelligent control of the overall process. As a result, more flexibility in production is to be achieved and efficiency will once again increase considerably.

Flexibility becomes more important as the trend is clearly towards individual products. Everything is to be tailored directly to the customer, from shoes to fashion to the car. Industrie 4.0 picks up on this trend towards individualization and sets itself the goal of achieving lot size "1" in an industrially organized production. This means that only one copy of the respective product is produced in parts, without having to forego the efficiency advantages of mass production. In the past, however, one had to decide to either produce a product in large numbers and thereby disregard individual customer wishes, or to work with very small quantities as a manufactory and thereby to make significant compromises on the cost side. Industrie 4.0 brings the advantages of both worlds together and enables a customer-specific product at reasonable prices. This promotes complexity (Figure no. 3). This is particularly impressive in the automotive industry. So manufacturers such as BMW [BMW IoT HUB] and VW [VW IoT] have over 1,200 model variants in their program. Each of them entails a multitude of components and alters the assembly process depending on the ordered configuration of the vehicle. Such a production could not be mastered without IT. For this reason, as in other phases of renewal of production, the automotive industry is a great beneficiary of the new possibilities.



Figure no. 3 Industrie 4.0. Source: Macrovector, Depositphotos

To achieve such diversity and flexibility in production, it is time to say goodbye to centralized production planning. So far, all work steps on the products have been completely controlled via a main system: Every little change in the production process had to be planned here. In the world of Industry 4.0, there is a vision that every component knows about its processing steps. Processing steps that it can independently request along the production line. The production plant is thus almost a big buffet.

When considering the impact of Industry 4.0 on a company's overall processes, the term is perhaps somewhat biased with a focus on production. It would be better to call the whole thing "Company 4.0" [Kerkhoff Consulting]. Because in order for Industrie 4.0 to work, all

processes in the company must be coordinated with each other in an increasingly close digital manner.

6. Digitalization and the future of business models

"Digitalization" is defined by Gartner [IT Glossary] as leveraging digital technologies to change business models and provide new revenue and value-producing opportunities. It is an evolutionary process that has been well underway across industry for some time and dovetails with Industry 4.0. Briefly, digitalization makes business future-ready with technology that enables: interoperability, information transparency, automated assistance and support and decentralized decision making.

These four goals are reflected in a digitalized business via systems, devices and people that connect and communicate with each other over the internet. A digitalized business information systems will enhance operations by collecting data and transforming it into insight and action that supports the business. Ultimately, digitalized business systems will be able to make many decisions without the need for human involvement and to perform specific tasks autonomously. These cyber-physical capabilities comprise a functioning industrial internet of things infrastructure, with everything from the tiniest sensors in manufacturing equipment to data-visualization dashboards used to perpetuate organizational health.

Successfully transforming a business to meet those criteria is not a simple process, but it results in an enormous competitive advantage. A recent study of digital transformation in over 400 companies conducted by The Massachusetts Institute of Technology Center for Information Systems Research [MIT CISR] and management consulting firm AlixPartners [MIT CISR] found that 23% of those businesses could be considered "future-ready." That means they had digitally transformed their business operations and customer interface. As a result, their net margins were 16% higher than the industry average.

Supporting such a service or process would require a vast network of people, device and systems connected over the internet, exchanging data and transforming it into specific action performed autonomously — that sounds a lot like the IoT. It also sounds like the future of business - digital transformation is rewriting business models.

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CHINA'S "GO GLOBAL" STRATEGY: AN OVERVIEW

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Dragoş Tohănean²

***Abstract:** In the last decade China has become not only the first world's largest exporter but also the world's second biggest economy. In this respect, the mighty Asian Dragon has made huge efforts to be a global player in the world economy. In view of China's "go global" strategy, numerous researches have been published especially since the early 2000s, following the rapid expansion of Chinese outward foreign direct investments. This paper proposes to present an overview of the "go global" strategy by taking into account three main frameworks (political, economic, financial). The methodological approach is based on a quantitative method. The paper shows that the "go global" strategy occupies a prominent place in the present and future development of China.*

Keywords: "go global" strategy, China, Chinese Communist Party, outward foreign direct investments

JEL Classification: F00

Introduction

Throughout its existence, China has created a profound and remarkable millennial culture, and made important contributions to the development of human society. After a period of isolation in the Maoist era, the most populous country in the world has increasingly gone global in its past three successful decades. The astonishing rise of China is seen as the big story of our time as it highly affects the entire world (Shambaugh, 2013). In recent years China has become not only the first world's largest exporter but also the world's second biggest economy (PricewaterhouseCoopers, 2015; Brown, 2017; Dieppe et al., 2018). In this respect, the mighty Asian Dragon has made huge efforts to turn into a global player in the world economy, especially in the contemporary era of globalization (Moore, 2008).

Starting from the increasingly complex nature of China's presence in the world economy numerous researches have been published especially since the early 2000s, following the rapid expansion of Chinese outward foreign direct investments (FDI). The main reason is the fact that almost anything that happens or is produced in China has a significant effect on the whole world because the size of the country (e.g., population, market, work force, surface) is huge (Studwell, 2013). China's considerable global economic footprint represents the cumulative effect of different factors such as its impressive production capacity, giant output and consumption, and the "go global" strategy. This fast-changing country is already seen as the world of superlatives in many sectors such as the transport infrastructure or manufacturing (Haour and Zedtwitz, 2016).

This paper proposes to present an overview of the "go global" strategy by taking into account three main frameworks (political, economic, financial). The methodological approach is based on a quantitative method. The rest of the paper is structured as follows. The next section briefly defines the concept of "go global" strategy. The following sections deal with the the political framework, the economic framework, and the financial framework of China. The paper ends with conclusion.

Defining the "go global" strategy

For several decades China succeeded in attracting huge FDI. In the last two decades China became a global investor as "restrictions on outward investment are lowered and government efforts to promote 'going out' are stepped up" (Zhang, 2005, p. x).

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The “go global” strategy was officially launched in 2001 and primarily aimed “to foster a closer relationship with commodity-producing countries and thereby secure the raw materials the country urgently required for its economic growth and huge programme of urbanization” (Jacques, 2012, p. 411). “Driven and shaped by complex domestic and international factors” (Wang, 2016, p. 3), China’s strategy has promoted its outward FDI and highly encouraged its companies to carry on overseas investments. In order to better understand the “go global” strategy it is worth to take into account three main frameworks of China: political, economic, and financial.

THE POLITICAL FRAMEWORK

China’s political system and its decision-making processes are rather opaque and, therefore, difficult to understand for the vast majority of foreigners (Dumbaugh and Martin, 2009). However, the Chinese Communist Party (CCP) has continuously ruled the country since 1949. By using “Marxism-Leninism, Mao Zedong Thought, Deng Xiaoping Theory, the Theory of Three Represents, the Scientific Outlook on Development, and Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era” (National Congress of the Communist Party of China, 2017, p. 1) as its guiding principles, the CCP leads the Chinese nation on its path to developing the “one country, two systems” philosophy and the socialist market economy.

Since the early 1990s the CCP has started to use the phrase “the great rejuvenation of the Chinese nation” (*zhonghua minzu de weida fuxing*). In other words, the new CCP’s main mission has become the restoration of China’s glory and position in the world. After becoming the President of the People’s Republic of China in November 2012, Xi Jinping spoke of reviving a deeply rooted concept in China’s history, the so-called “Chinese Dream” (*zhongguo meng*) or of accomplishing the goal of the great rejuvenation (*fuxing*) of the Chinese nation (Antholis, 2013; Wang, 2013). As a multifaceted and complex concept, the “Chinese Dream” embodies various aspects of the Chinese civilization (e.g., cultural, political, social, economic), refers to a multitude of goals (Figure no. 1), and has an universal relevance (Li, 2015).

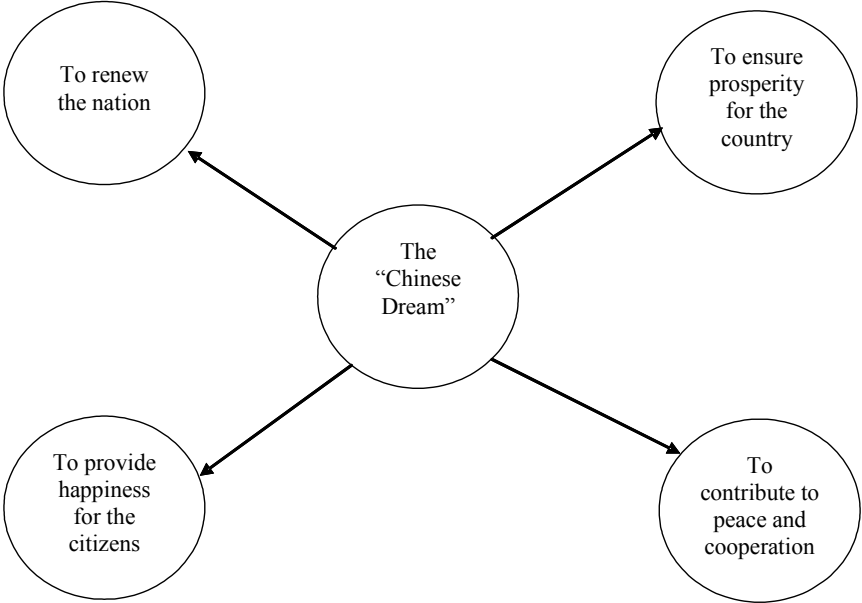


Figure no. 1. The goals of the “Chinese Dream”

The “Chinese Dream” represents a desire for happiness (Xi, 2014). It encompasses three key components as follows:

- The Chinese path, which is “the path of building socialism with Chinese characteristics” (Xi, 2014, p. 41).
- The Chinese spirit that puts at its core patriotism.
- The Chinese strength that is “the strength of unity among the people of all ethnic groups” (Xi, 2014, p. 42).

Thus, the “Chinese Dream” represents both an internal and external policy statement, and follows the exceptional dynamism of the Chinese society and economy. In this respect, the President Xi Jinping has elaborated a two-stage development plan (Peters, 2017):

- The achievement of socialist modernisation (2020-2035), including the implementation of the “One Belt One Road” initiative.
- The transformation of China into a great modern socialist country (2035-2050).

The political “top-level design” launched under Xi’s rule emphasizes the centralised decision-making process. In contrast with the bottom-up “implementationism” promoted by Deng Xiaoping and continued by Jiang Zemin, the top-down “decisionism” illustrates the hierarchical, aggressive and autocratic leadership style of Xi Jinping (Heilmann, 2016). On the other hand, the Chinese foreign policy has become more proactive through the implementation of the “go global” strategy which is highlighted by the use of various syntagmes such as “be more active” (*gengjia jiji*), “take greater initiative” (*gengjia zhudong*) or “actively go in” (*jiji jinqu*) (Sørensen, 2015). In this sense, President Xi declared: “We will attract foreign investment and encourage companies to “go global” at the same time, and enhance international investment cooperation.” (Xi, 2014, p. 383)

THE ECONOMIC FRAMEWORK

The First Industrial Revolution emerged in Britain, led to a significant growth of the manufacturing output and generated rapid economic and social change. Thus, Britain became not only the first industrial nation of the world (Mathias, 1969) but also the workshop of the world. Learning from the British example of the XIXth century, China succeeded in positioning as the “world’s factory” in the global economy of the XXIth century. The “Made in China” label is omnipresent (Shenkar, 2006) and influences our daily lives (Fishman, 2006).

After the setting up of the People’s Republic of China in 1949, a highly centralized planned economic system was designed and implemented. Under Mao Zedong’s guidance four important economic goals were pursued:

I. There was a fundamental change in property rights, with three main targets: landlords, the national bourgeoisie (capitalists, merchants, bankers) and foreign interests (mostly in Manchuria and in the former treaty ports).

II. There was a big increase in state revenue to finance expanded administrative mechanisms, maintain a high level of military preparedness and raise the rate of “accumulation”. Investment was concentrated on industrial development, particularly heavy industry. Consumption was squeezed. Basic needs in terms of food, health and education were given priority, but clothing was drably conformist, housing and distributive services were minimal.

III. Market forces were replaced by regulatory devices for allocating investment funds and physical inputs, controlling movement of labor, fixing prices and wages.

IV. Foreign trade became a state monopoly whose goal was self-sufficiency. Imports were concentrated on essential producer goods, and the domestic economy was isolated from international market forces. Foreign direct investment disappeared and foreign borrowing was restricted largely to interstate transactions with the Soviet Union and other communist countries.” (Maddison, 1998, pp. 59-61)

Much later, the economic pragmatism of Deng Xiaoping put an end to the Chinese full command and planned economic system. By introducing the market mechanisms in the national economic system and allowing the transnational capital to relocate to China, the CCP brought up the matter of “the hybrid marriage of state power and global capital” (Ngai, 2005, p. 4). The open-door policy promoted by Deng allowed Chinese leaders and economic officials to learn from the successful experiences of neighboring economies (e.g., Hong Kong, Singapore, Taiwan) (Chow, 1994). The establishment of the special economic zones was a crucial step made by China in order to reform and open its economy at the end of the 1970s and the beginning of the 1980s (Ge, 1999). It was the starting point for a relentless economic development in spite of its substantial costs. The economic reform process initiated in China has been characterised by several features as follows:

- The deployment of a gradual and incremental process.
- The use of intermediate mechanisms in order to ensure a smooth transition from an economic system to another.
- The implementation of an increasing role of the market determination of resource allocation and prices.
- The initiation of a progressive decentralisation of economic decision-making.
- The preservation of the socialist character of the Chinese economy (Harvie, 2000).

A fundamental shift in the course of China’s economic reforms occurred in 1993 when the famous and historic “Decision on Several Issues in Establishing Socialist Market Economic System” was adopted by the Central Committee of CPC. The document highlighted the three main pillars needed for creating the socialist market economy:

- “1. establishing the market players with diverse economic sectors developing side by side and the modern enterprise system with “stock system” as the core;
2. forming the microscopic economic operation mechanism with prices determined by market, so that the market mechanism plays a basic role in allocation of resources; and
3. establishing the macroeconomic regulation and control means with finance and banking as the main leverage.” (Wu and Rong, 2014, pp. 28-29)

It is worth to emphasize that “in a socialist market economy, the word socialist is the adjective, and the goal is a market economy” (Yingyi and Jinglian, p. 36).

Since 2001, the Chinese economy has quadrupled (Brown, 2017) and the country has turned into a “new world actor of wealth creation” (Haour and Zedtwitz, 2016, p. 1). By abandoning “its former isolation in favor of deep engagement with world markets” (Brandt and Rawski, 2008, p. 2) and its increasing participation in the global economy (Kennedy, 2016), China understood the need to internationalize the activity of its companies. There was no surprise that in a relatively short period of time the Chinese companies entered the top largest corporations of the world. In 2017, three out of the first ten world’s largest corporations were Chinese: State Grid, Sinopec Group, and China National Petroleum (Table no. 1).

Table no. 1. The ten world’s largest corporations by revenues in 2017

No.	Corporation	Country	Revenues (\$bn)
1	Wal-Mart	United States of America	500.343
2	State Grid	China	348.903
3	Sinopec Group	China	326.953
4	China National Petroleum	China	326.007
5	Royal Dutch Shell	Netherlands	311.870
6	Toyota Motor	Japan	265.172
7	Volkswagen	Germany	260.028
8	BP	United Kingdom	244.582
9	Exxon Mobil	United States of America	244.363
10	Berkshire Hathaway	United States of America	242.137

Source: Fortune, 2018

On the one hand, China has been for a long period of time a huge recipient for FDI. On the other hand, the last decade has witnessed the increasing spread of Chinese outward foreign direct investments. In this respect, the pharaonic “One Belt, One Road” (OBOR) Initiative, one of President Xi’s most ambitious project, constitutes a valuable example. OBOR is going to support China’s effort to face several pressing economic challenges such as “encouraging regional development in China through better integration with neighboring economies, upgrading Chinese industry while exporting Chinese standards, and addressing the problem of excess capacity” (Cai, 2017, p. 6). It means that China has become one of the main drivers of world economic growth and a champion of economic globalisation (Dauderstädt and Stetten, 2005; Xi, 2017a), in full accordance with its “go global” strategy. However, China seems to be enough prepared to question the current Western economic order and to propose a globalisation with “Chinese characteristics” (Amighini, 2018).

The financial framework

The financial system is strongly connected with the economic system as it fulfills a key role in nourishing the global expansion of china. The chinese financial system comprises:

- The banking and intermediation sector,
- the financial markets,
- the shadow financial sector (e.g., informal financial institutions),
- the foreign sectors (FDI, capital flows). (Allen et al, 2017)

The Chinese banking sector serves as „an important mechanism in resource allocation and risk diversification” (Luo, 2016, p. 1).

Despite being criticized for its mercantilist policies, especially in the monetary and financial sectors, china has remained faithful to the accumulation of capital. In 2014, the foreign reserves of china attained the astonishing sum of almost 4 \$trn (song and xiong, 2018). Last year, president xi drew attention to complying the following four rules in the financial sector: “first, finance should return to its original purpose and serve the development of the economy and society. The ultimate goal of the financial sector is to serve the real economy...second, we should improve the structure, market, organizations, and products. Attention should be paid to quality development of the financial sector, which needs to grow in coordination with the economy and society...third, supervision should be strengthened to prevent and defuse financial risks...fourth, the financial sector should be market-oriented, and the market should play the decisive role in allocating financial resources.” (xi, 2017b, p. 305).

The five largest chinese banks (industrial and commercial bank of china, agricultural bank of china, china construction bank, bank of china, bank of communications) dominate the financial sector. They are “majority-owned by the central government and there are significant government stakes in many of the other banks” (elliott and yan, 2013, p. 3). As the chinese financial sector is playing an increasing role in the world’s financial system (tobin and volz, 2018), china obtained “recognition and approval as a systemically important and responsible global financial power” (he, 2016, p. 2). Also, its banking sector is already the biggest in the world (zhu et al., 2018). Moreover, the chinese banks have become very active on the international stage as they participate in several projects such as the obor initiative and renminbi, the chinese currency, has occupied a stronger position in international transactions (park, 2016).

Conclusion

China’s rising profile in the global economy is beyond dispute. Moreover, it is reshaping the world economy in a period of time when the world economic balance of power is changing. The “go global” strategy has played an important role in china’s meteoric rise.

The paper shows that the “go global” strategy occupies a prominent place in the present and future development of China. It also emphasizes the role played by the three frameworks (political, economic, financial) of China in designing and implementing this strategy.

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THE VOLUNTEER MANAGEMENT PROJECTS IN THE CONTEXT OF THE ECONOMIC AND FINANCIAL CRISIS IN THE EUROPEAN SPACE

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Abstract

As an activity of public interest, volunteering influences various fields: social assistance and services, protection of human rights, medical, sanitary, cultural, artistic, educational, scientific, humanitarian, religious, philanthropic, social and community-related, and so on, contributing to community with real benefits.

It is very important to study the causes and effects of the malfunctions that may occur in the volunteer organizations and the management of the projects carried out, in order to find solutions for their elimination. It is obvious that the emergence of economic crises influences the quality of volunteer activities, but on the other hand, these activities can facilitate the emergence of these crises.

Crises can be related to these malfunctions and can be analyzed by economists according to specific criteria, manifested by stagnation, recession, inflation, unemployment, etc.

The paper aims to identify how the volunteer management projects is affected in the event of an economic-financial crisis in the European space and to present some ways that can help to get out of the crisis.

A descriptive research focused on the study of official statistics and literature was used in this paper. Its purpose was to identify the vulnerabilities of volunteer management project in the context of the economic and financial crisis, as well as organizational behavior during times of crisis.

In conclusion, the economic and financial crisis has a major impact on education and on the labor market, producing demographic and economic changes in the context of globalization. Thus, the strategy of the European Union includes "voluntary activities" among priority areas that can maximize the social and economic benefits of the community.

Keywords: crisis management, economic and financial crisis, project management, strategy, volunteering

JEL Classification: G01, I290

1. Introduction

Volunteering is a generous area and a good opportunity to promote it among citizens as a general value at society level.

Volunteer organizations as part of civil society, which promotes responsibility, self-affirmation, transparency through a participatory process, are at the limit between private companies pursuing profit and state institutions that seek to satisfy the public interest, being prepared to meet the needs of the categories of population that are disadvantaged or excluded, but without substituting public service.

As an activity of public interest, volunteering influences various fields: social assistance and services, protection of human rights, medical, sanitary, cultural, artistic, educational, scientific, humanitarian, religious, philanthropic, social and community-related, and so on, real benefits to the community.

Volunteering is beginning to be a general and constant concern both among public opinion and politicians. Thanks to its mobilizing valences, volunteering takes on a larger scale in times of economic and financial crisis, wars, natural disasters, etc. It is obvious that the emergence of economic crises influences the quality of volunteer activities, but on the other hand, these activities can facilitate the emergence of these crises.

Crises can be related to these malfunctions and can be analyzed by economists according to specific criteria, manifested by stagnation, recession, inflation, unemployment, etc.

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Economists have formulated numerous theories about the emergence and development of economic crises, as well as how to prevent them, but have not reached a consensus.

It is very important to study the causes and effects of the malfunctions that may occur in volunteer organizations and the management of the projects that are being carried out, in order to find solutions for their elimination.

The paper aims to identify how the volunteer management projects are affected in the event of an economic and financial crisis in the European space, and to present some concrete ways that can help to get out of the crisis.

The paper is structured as follows: the theoretical framework is presented in the second part of the paper and highlights general aspects of volunteering, volunteer project management, economic - financial crises, and crisis management. The third part of the paper deals with the strategy of emerging from the crisis by adopting an interactive management of volunteer projects focused on three directions, namely education, public policies, entrepreneurship. The paper ends with conclusions.

2. Literature review

Volunteering papers address all people who have a civic spirit or want to form it, as well as volunteer organizations everywhere that are an active component of civil society, whose actions are geared to solving community problems and contribute to social cohesion.

The specialized literature focused on the study of volunteer management project is constantly developing due to the growing interest of the population in initiating and carrying out voluntary actions for the benefit of the community.

Table 1: Definition of volunteering

No.	Definition
1.	„Volunteering is the participation of a volunteer, a person, in activities of a public interest pursued for the benefit of other persons or of society, organized by legal or public law bodies, without remuneration, individually or in groups.” (According to art. 3 lit. a) of Law no. 78/2014)
2.	„Self-initiated activity by any individual for the benefit of others without receiving material consideration.” (National Volunteer Council, 2011)
3.	”Volunteering is a component of civil society. It inspires the most noble aspirations of mankind - peace, freedom, opportunity, safety and justice for all people. In this era of globalization and continuous change, the world is becoming smaller, more interdependent, more complex.” (The Universal Declaration on Volunteering, 2001)

According to the definitions (Table no.1), volunteering is a complex and multidimensional concept that encompasses the entire social spectrum and economic activities in various fields of activity.

Volunteering can be regarded as a socially, economically and ecologically responsible concern, as it is based on moral values, the preservation of natural resources, and aims to improve the quality of life and meet the needs of the community.

Volunteer management projects

In the recent decades, contemporary capitalism has been criticized for suffocating democracy and turning citizens into consumers. This fact led to the ethical approach of corporate capitalism and the consideration of its responsibility to the present society as well as to the future one.

In the period since the fall of communist regimes, a number of factors such as globalization, the revolution of information technologies have led to the development of the concept of volunteer management project.

In order to analyze the management of volunteer projects, it is necessary to define the project term. The theorist Harold Kerzner defines the project as "a series of tasks and tasks that have specific objectives to be met taking into account certain specifications with a well-defined beginning and end, having a limited budget and using human and material resources." (Kerzner, 2013). Projects are diverse, differing according to their objective, the field to which they are addressed, the nature of the activity and their beneficiaries. All projects have some common features (Fig. 1).

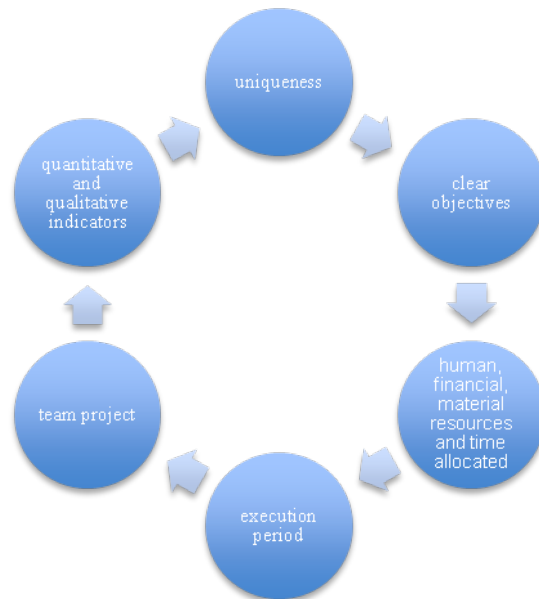


Figure 1. Common features of a project. Realised by the authors.

In the past decades, volunteer managements projects has been a major topic, because identifying effective methods, techniques and tools can help raise awareness and involve as many volunteers as possible in solving community social problems and building responsible to face the new challenges in the labor market, which are constantly changing. Volunteer management projects represents also formal methodology developed in order to manage the projects.” (Newton, 2006, p. 57) and ”the connection between the project manager and success still requires further study (Berssaneti & Carvalho, 2014, pp.638-649), ”particularity concerning a sustainable perspective.” (Martens & Carvalho, 2016, pp.1084 -1102)

Table 2: Definition of volunteer management projects

No.	Definition
1.	”Is a new way of thinking and relating to each other.” (Álvarez & Lozano, 2014)
2.	”A group of activities that are related in an organized way to achieve a goal.” McCollum & Banacu, 2005)
3.	”Set of principles, methods, and techniques that people use to effectively plan and control work within a project.” (Murch, 2001, p. 123)

According to the definitions (Table no. 2), it results that the volunteer management projects is a unique process that is based on the five functions (planning, organizing,

commanding, coordinating, controlling) of H.Fayol (1916) it allocates certain terms and resources, in order to achieve the planned objectives. Achieving fixed objectives means ensuring the quality (performance) of the service provided in relation to the costs and time allocated. In practice, it is difficult to equally measure the three parameters of the " Project Objectives Triangle , respectively cost-time-performance" (Lock, 2000, p. 9), and for this reason the project manager should consider one of them as a priority.

Economic and financial crisis

Crisis is a concept known to public opinion that affects the labour market, political, social, economic life and generates chain reactions due to globalization. The crisis can be approached from an evenimental point of view (the characteristics of the crisis being surprise, unpredictability, improbability) or processual (allows the determination of the origin of the crisis, the stages of the crisis, and the settlement).

There are several types of crises:

- *Social crises* (rising inflation and unemployment rates, increasing poverty);
- *Financial crises* (drop of stocks, deregulation of financial mechanisms);
- *Political crises* (conflicts that can lead to wars);
- *Crises caused by certain natural disasters*;
- *Economic crises* (a period of decline manifested by the decrease or stagnation of economic activities);
- *International crises*.

The National Bureau of Economic Research (NBER) defines the crisis as being "a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in real GDP, real income, employment, industrial production, and wholesale-retail sales."

Some economists appreciate the financial crisis as being "unique, each representing a historical accident, generated by specific factors, in a certain socio-economic and political context. Financial crises often lead to economic crises." (Haralambie, 2011, pp. 67-77)

The most important crises in history were:

- *Great Depression (1929 - 1933)*: originating in the United States., spread worldwide with the fall of the Black Friday Stock Exchange October 29, 1929. Overproduction, war debt, and unequal distribution of wealth were the main causes of the crisis;
- *Black Monday (1987)*: originating in Hong Kong, spread to the West of Europe and the United States. Pessimistic scenarios on inflation, contradictions in monetary policy led to the collapse of world stock markets;
- *International Financial Crisis (2008 - 2013)*: originating in the United States, based on the bankruptcy of Lehman Brothers. Poor monetary policy, evasion and tax fraud have been the main causes of the crisis;
- *The sovereign debt crisis (2009 - 2013)*: poor quality of public policies, over-indebtedness of governments by increasing public debt, the phenomenon of "tax contagion" (Pardau & Pascal, 2003) which quickly emerged in the European Union, due to the interconnection between member countries, were the main causes of the crisis.

Crisis management

Crisis management represents a plan developed by managers of the volunteer organization, whose purpose is the reduction of the impact that crisis-generating factors produce on volunteer organizations and the normal running of the organization's activities.

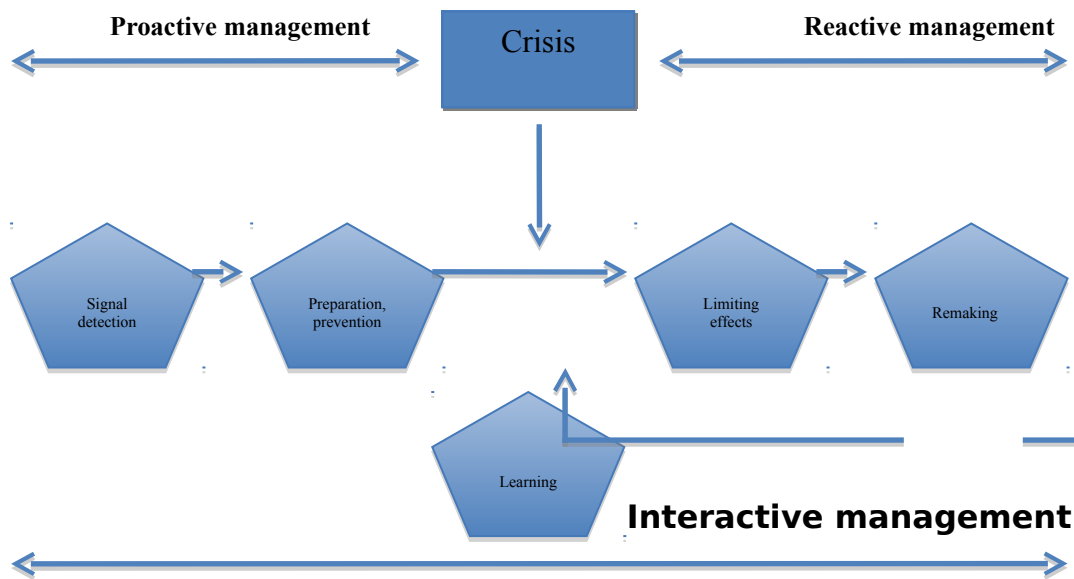


Figure 2: The three types of management used in crisis management, Adapted after: Chiciudean, & Tones, 2002, pg.45

According to I. Chiciudean and V. Țoneș, three types of management crisis are distinguished: "reactive management, proactive management and interactive management". There are five stages from the emergence to the end of the crisis, as follows: signal detection, preparation/ prevention, limiting effects, remaking and learning.

- *Proactive management* "characterizes the pre-crisis phase and consists of identifying crisis signals and preparing the crisis situation". (Marinescu & Toma, 2015, pg.184)
- *Reactive management* is based on limiting the effects of the crisis and restoring the normality situation.
- *Interactive management* is found in all stages of crisis evolution, which allows it to "refine their action to avoid repeating mistakes in the event of a new crisis." (Marinescu & Toma, 2015, pg.185)
- The crisis may affect the mission and organizational culture of volunteer organizations, can induce distrust among volunteers because of the subjective way of perceiving life and reality.

3. Ways to diminish the effects of the crisis through volunteer projects

After 1990, with the collapse of communism and the disappearance of opposing ideologies, we can talk about the phenomenon of generalized globalization that facilitated the expansion of the economy.

Financial globalization, as an instrument of economic globalization, was built on the mechanisms provided by financial and technological innovation, and cultural innovation, through the transmission of information throughout the world, made it possible to move the entire mechanism. Thus, "the world has become a vast casino where game tables are re-launched at all latitudes and latitudes."(Allais, 1999)

In terms of economic and financial theory, the financial crisis of 2008, subsequently transformed into an economic crisis, although it was felt in almost all countries, was not considered a novelty.

The main cause of the crisis was the saturation of the three engines of growth, namely credit, consumption and relocation.

The effects of the crisis in the European Union were analyzed by economists according to specific criteria and two conclusions were drawn:

- the unique currency was a stabilizing element for the economy;
- the demand for services and products that came from the former socialist states was a saving element.

Even if both liberal and interventionist systems generate comparable costs, but are allocated differently between the private and the public sector, they cannot meet all the expectations of the community.

Thus, volunteer organizations, as part of civil society, are at the limit of private companies, which pursue profit and state institutions that seek to satisfy the public interest, and are prepared to meet the needs of disadvantaged or excluded populations categories, but without replacing the public service.

Volunteer projects can be assimilated to "philanthropic acts, they are artifacts of immediate solidarity and enter into the basic structure of life styles" (Săulean, 2001).

The strategy used in volunteer projects, concerning the administration of the crisis, is based on interactive management.

In order to diminish the effects of the crisis, the volunteer management projects focus on three directions:

- *Information, promotion* (of formal and non-formal education, entrepreneurship concept, etc.);
- *Training* (organizing courses, trainings, mentoring, coaching, etc., in order to facilitate the insertion into the labor market);
- *Lobby* (concerning public policies).

Education

Education can be considered a national security element, as a trained population contributes to stability and deter external threats of any kind.

Reducing the gap between people with low levels of knowledge and those with a high level of knowledge has a positive impact on social and economic cohesion.

Given the rapid technological change in the European space, it is very important to promote formal learning, non-formal and informal, development of volunteer projects whose purpose is the formation of new competences for improving the quality of life, increasing employment opportunities on a globalized market and responding to new employer demands.

Courses conducted on various areas of activity, coaching, mentoring, or experience gained from the actions undertaken, contributes to vocational training.

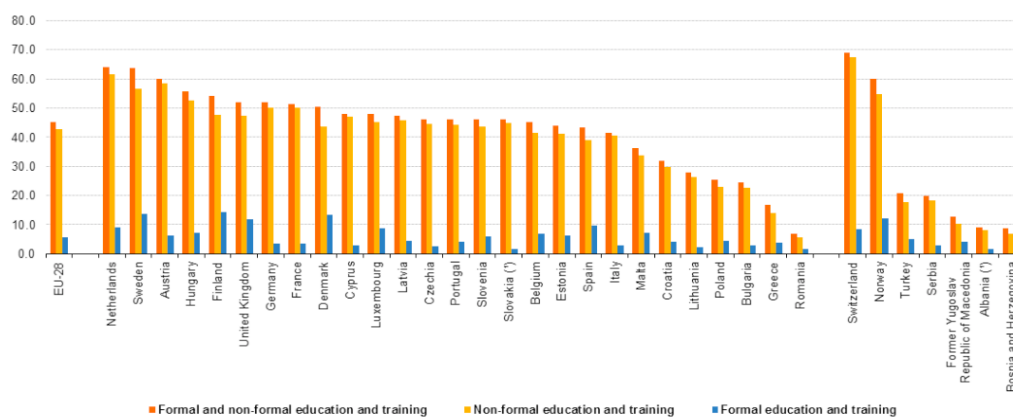


Figure 3: Participation rate in education and training (last 12 months) by type, 2016 (% of adults aged 25–64). source: eurostat (trng_aes_100)

As it can be seen, (Fig. 3) over 45% of older workers in the European Union participated in a form of education (formal or non-formal) in 2016. The highest share of the active population that participated in education and training, respectively 64.1%, was registered in the Lower Countries, while Romania had a participation rate of 7%. In Finland, Austria, Germany, France, Denmark, the participation rate was 50-60%.

One of the eight common objectives for the Member States, formulated in the Strategic Framework for European Cooperation in Education and Training (ET 2020), states that at least 15% of adults participate in the lifelong learning process, which demonstrates the importance the EU attaches to this process.

Public policies

Public policies are actions undertaken by authorities or institutions as a result of decisions taken by political actors to solve community problems.

The poor quality of public policies was one of the causes of the emergence and development of economic and financial crises. For this reason, it is very important to involve volunteer organizations in the establishment of the public policy agenda, thus:

- actively participating in the development of these policies by providing specialized information and structured arguments, which help in the adoption of alternatives and optimal decisions by specialists;
- monitoring the process of public policy implementation and evaluation.

Identifying major community issues and taking into consideration by the officials can be done through volunteer organizations and volunteer projects.

In the context of the economic and financial crisis, volunteer management projects can approach different policies, such as:

- *goal-oriented policies* (refer to general and complex issues that are materialized in medium-term objectives, eg.: Poverty Reduction Program, Sustainable Development Strategy, etc.)
- *problem-oriented policies* (refer to the specific aspects of a particular policy area that need to be solved, eg.: reducing the unemployment rate, improving the accreditation system of universities, etc.)

Entrepreneurship

In the recent decades, entrepreneurship has been promoted in business and university sector as an important factor in economic growth and competitiveness.

”The entrepreneur always seeks change, responds to it and exploits it as an opportunity”(Drucker, 1993).

In the context of an economic and financial crisis, entrepreneurship involves organizational behavior where innovation, creativity and risk-taking are basic elements in the conduct of economic activities.

Eurostat, the OECD and the partner countries created in 2007 the Eurostat-OECD Indicator Program on Entrepreneurship Indicators, which collects comparable statistics at international level. However, the work is underway, as statistics are limited and do not capture all the important aspects of entrepreneurship.

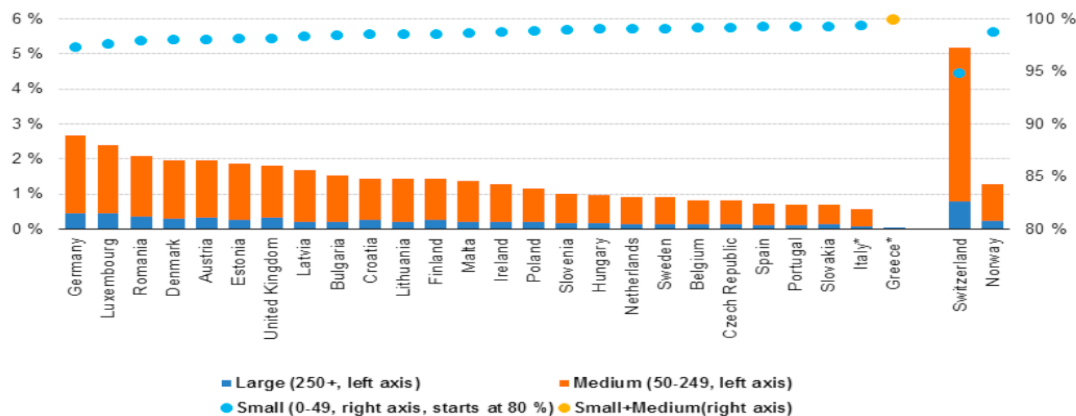


Figure 4: Distribution of the number of enterprises by size classes (persons employed), 2014
Source: Eurostat ([sbs_sc_sca_r2](#))

As it can be seen (Fig. 4), small enterprises (10-49 employees) represent the majority in the European space, with a share of 95% in Switzerland and 99% in Germany. Medium enterprises (50-249 employees) are more numerous in countries with a large share of large enterprises (over 250 employees).

The European Union recognizes that SMEs are the backbone of the European economy, and in this sense, E.U. allocated a budget of € 2.3 billion over the period 2014-2020, the C.O.S.M.E. Program for the Competitiveness of Small and Medium Sized Enterprises.

4. Conclusions

Volunteering in the context of the economic and financial crisis is a decisive factor in the development of vocational education and training, because it stimulates responsibility as an effect of work, self-esteem and respect for your fellows, initiative, promotion of personal ideas, courage and gives you the feeling of belonging to a group.

In the context of an economic and financial crisis, volunteer organizations can influence the quality of public policies, through active participation in their development, providing scientifically-based information and monitoring the process of implementing and evaluating these policies.

Non-governmental organizations have the mission to promote the concept of volunteering on a societal scale, as they are continually concerned with identifying the best solutions for ending the crisis, sustainable development and reducing poverty and social inequalities.

The standard of living of most people is directly proportional to the well-being of an economy, and philanthropic behavior, divided into two broad categories, donations and volunteering, varies according to fluctuations in the economy.

Under the economic and financial crisis, volunteer projects demonstrate that the process of moving goods and labor is unfolding on two levels, namely the market economy and the one belonging to civil society.

Entrepreneurship, a key factor for growth and competitiveness, may be another way of facilitating exit from the crisis. Its promotion in the business and academic environment can be done through volunteer projects.

The crises occur from time to time, and they are influenced by specific factors and develop in the context of a certain economic, social and political conjuncture. While economists should find answers to the question of changing or maintaining the current economic model, based mainly on monetary ideas, and financial constraints caused by the crisis, blocks the settlement of community problems, an accessible alternative to solving them remains the interactive volunteer management projects.

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ENTREPRENEUR AND BUSINESS RISK

Prof. ec. Elena Zemeili¹

Abstract

Before being an entrepreneur, a person has to give up the comfort of a job, be an entrepreneur. The success of the entrepreneur depends heavily on his personality, his culture, his previous professional knowledge and experience, the degree to which he accepts the risk, the way he exploits the opportunities, the external environment, the support that can count on his friends, the community Business. Entrepreneurship as an enterprise management process involves considerable initiatives and risk, and an entrepreneur must be willing to take risks and do business courageously and on a large scale. In most situations, the entrepreneur limits the risks to the extent possible, because their accumulation over time becomes dangerous, an imbalance that is too important or that ruins, leading the enterprise to bankruptcy, that is, when it ceases to work. In recent years, success in client risk management techniques, used to improve the perennial and enterprise performance, has led to their penetration and other components of the need for working capital.

In the context of the current market economy, entrepreneurship starts with courage, but it is an important opportunity for the development of the Romanian economy and society.

Let's say from the top of the page: Entrepreneur is born or not. Therefore, entrepreneurship is not about the graduate schools and the awarded diplomas!

We do not have an entrepreneurial economic culture today. Even if you feel and maybe you are an entrepreneur, society, the other players in this economic environment do not seem willing to value you.

The idea of an entrepreneur is to face the difficulties to get to success starting with business planning and ending with experimentation, using the steps:

- business modelling
- lean start-up
- design thinking

Any entrepreneurial start is hard, any entrepreneur knows that. If it's easy, it's not entrepreneurship, it's different.

Before being an entrepreneur, a person has to give up the comfort of a job, be an entrepreneur.

The entrepreneur is the person who takes the risk of entrepreneurship and seeks ways to organize the enterprise. He needs to know how to do entrepreneurial activity, the business environment, the problems with which he can collide, and the possibilities of solving it.

In order to make the right decisions, the entrepreneur must estimate the market situation and its actual position to the right value.

As a rule, such a person is sometimes willing to give up many things, to the previous lifestyle, to the basic profession, to overcome inertia, to have energy, power, ambition.

The success of the entrepreneur depends heavily on his personality, his culture, his previous professional knowledge and experience, the degree to which he accepts the risk, the way he exploits the opportunities, the external environment, the support that can count on his friends, the community Business.

We are currently witnessing changes in the labor market, from very dynamic and flexible working practices, new managerial and organizational models, collaborative working methods to advanced automation that put their mark on the entrepreneurial process.

Entrepreneurship as an enterprise management process involves considerable initiatives and risk, and an entrepreneur must be willing to take risks and do business courageously and on a large scale.

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More and more entrepreneurs discuss and apply the knowledge-based economy, which involves: increasing the level of education around the world; innovation as a key factor and competition factor; creating values based on data and knowledge; the new elite of global knowledge - the creative class and lifelong learning.

In addition, we cannot ignore the permanent presence of digital culture, from digital technologies that spread and link every aspect of everyday life to the new form of social communication, participation and organization, Web 3.0.

In a competitive economy, the conduct of business, irrespective of its profile and position on the market, is exposed to internal and external risks (major or minor, obvious or hidden) that permanently endanger its balance.

That is why the entrepreneur needs to know them, to anticipate them and to find ways to followed to avoid or mitigate the effects that I can trigger.

Economic risk, in a general definition, means any element of uncertainty that may affect the activity of an entrepreneur or the conduct of a particular operation.

In the economic and social sphere, depending on the possibilities of identification, evaluation or measurement and economic control, there are two ways of addressing risks: pure or accidental risk and speculative risk.

Pure risk represents the possible threat of an event (element of uncertainty) that, if it occurs, will cause harm (the element of certainty). The risk is then a potentially uncontrollable danger associated with a random accidental incident from the point of view of the considered entity.

Unwanted by the entrepreneur - especially because of the uncertain consequences he may trigger - but partly, predictably, this kind of risk incites protection, transfer and insurance behaviors against his effects.

However, speculative risk is a controllable, delimitable, and especially accepted, risk. In the case of speculative risk exposure, there is a probability of loss (in case of failure), but there is a much more attractive alternative to successful gains.

This type of risk is in fact a volunteer stake of risk-challenging individuals, either by competition (athletes) or by personal philosophy (trying to force good luck), - at risk jobs - either by accepting monetary losses (assuming a danger) in order to achieve, in case of success.

Behavior of the entrepreneur - renouncing some immediate but certain advantages in return for more substantial but uncertain uncertainties, is due to his perception of the existence of favorable circumstances for improving his own situation and influencing his option of affecting the resources at his disposal (intellectual, psychic, physical, material and financial).

So, the entrepreneur renounces the opportunity of financially safe incomes and personal comfort, if by the activity that he is going to perform, he anticipates that he will achieve a higher income than that obtained under other conditions.

In business practice, it is not easy to draw an indisputable boundary between accidental risk and enterprise-specific risk, as it moves according to the characteristics of the enterprise and, above all, the means it has to influence its environment.

So, for example, a small enterprise, due to its limited influence on its environment, may consider a pure risk what a more important economic society considers to be a speculative risk, taking into account its means of forecasting and action. This is the case for the risks of trade (supply and sales) relationships where negotiating partners can change the terms of trade without the consent of the partners.

In most situations, the entrepreneur limits the risks to the extent possible, because their accumulation over time becomes dangerous, an imbalance that is too important or that ruins, leading the enterprise to bankruptcy, that is, when it ceases to work.

Potential losses due to critical events focus on the following areas:

- company patrimony - property or rights owned or used;
- the net income from the performed activity;

- the commitments assumed;
- responsibility towards third parties;
- staff.

The four stages of risk management are:

- the analysis, which consists of identifying and assessing risks, through a systematic and exhaustive inventory, in which the pure risks separate from those resulting from the implantation of the enterprise's commercial policy;
- treatment, which involves the choice of prevention-insurance policy and the installation of adequate prevention devices;
- administration, which selects a mode of financing, for each identified risk in the following variants: the undertaking by the enterprise of a party or the integrity of the financial burden of its risk; transferring risks to a third party - banker, client, subcontractor, insurer, when the risk cannot be eliminated or taken over by the enterprise; control, which consists of applying preventive measures and updating them to avoid reproducing one of the risks.

In recent years, success in client risk management techniques, used to improve the perennial and enterprise performance, has led to their penetration and other components of the need for working capital. There is a progressive extension of these methods to the management of stock accounts and suppliers.

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SECTION: MARKETING AND TOURISM

PARTICULARITIES OF BALNEARY TOURISM IN ROMANIA

Bălan, Mariana¹

Abstract

Tourism is one of the main engines of any nation's economy and the national and regional capacity to provide attractive tourist products plays an important role in the local, regional and national economy.

Balneary tourism detaches itself from all other forms of tourism due to the multiple social and economic benefits generated as result of the positive effects on the physical and psychological health-state of individuals. The role of balneary tourism is becoming more and more important, as the aim is to replace current treatments with some less harmful, such as those based on natural cure factors.

Romania's effort to become an important tourist destination in the international tourist circuit, dominated by countries that excel in the variety and quality of services, must be sustained both materially, respectively by investments and from the managerial view point.

The paper presents a brief analysis about the evolution of Romanian tourism in general, and of the spa tourism in particular, in the post-crisis period. The impact of this sector is included regarding economic growth at the level of Romania's development regions.

Key words: balneary tourism, economic recovery, tourist capacity

Clasificare JEL: L83

Introduction

According to studies by tourism representative organisations, the development trend at world level of the touristic phenomenon is ascending and forecasts reveal the fact that in the next two decades the number of travelling persons will double against the current levels.

The evolution of tourism is marked at world level by a complex of economic, financial, technological, investment, political and military factors that by their independent or combined action contribute to the phenomenon's dynamics.

Romania's efforts to be acknowledged as an important tourism destination in the world tourism circuit dominated by countries excelling based on the variety and quality of services must be supported from the material, respectively investment, and managerial perspective as well.

The efficient and full exploitation and valuation of all natural and cultural resources in Romania that are characterised by diversity and harmoniously distributed throughout the country's territory might lead to a particular and expected progress in the tourism field and to the country's repositioning on a much better position in the touristic destinations' rankings.

A specific form of leisure tourism, the balneary tourism or treatment and balneo-medical cure tourism developed considerably in the last decades together with the increase in stress and professional illnesses triggered by the accelerated pace of modern life in large urban agglomerations. Thus, the need of health is the main motivation for the display of balneo-touristic activities demand. The role of balneary tourism is increasingly more important, because of the aim of replacing current treatments with other less toxic ones, such as those based on natural curative factors.

From the perspective of the following years, this form of tourism will have even higher volumes, constituting thus one of the greatest sources of incomes, especially for Romania a country with extraordinary richness of balneary-climatic resources in Europe.

The present paper is a brief analysis of Romanian spa tourism, of its characteristics and particularities.

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1. Developments of balneary tourism in the context of national tourism

The investments of the past years have led to increases in the total number of tourist accommodation structures located in spa resorts reaching a total number of 577 entities in 2017, the highest number recorded up to date in Romania (Fig. 1). The numbers for this type of entities underwent constant decline after 1994, and from a total of 532 entities, only 347 entities were recorded in 2002. The impact of the economic-financial crisis on the total number of tourist accommodation entities located in spa resorts was insignificant, and in the post-crisis period their number continued to grow (when a significant number of tourist accommodation entities were closed for modernisation works).

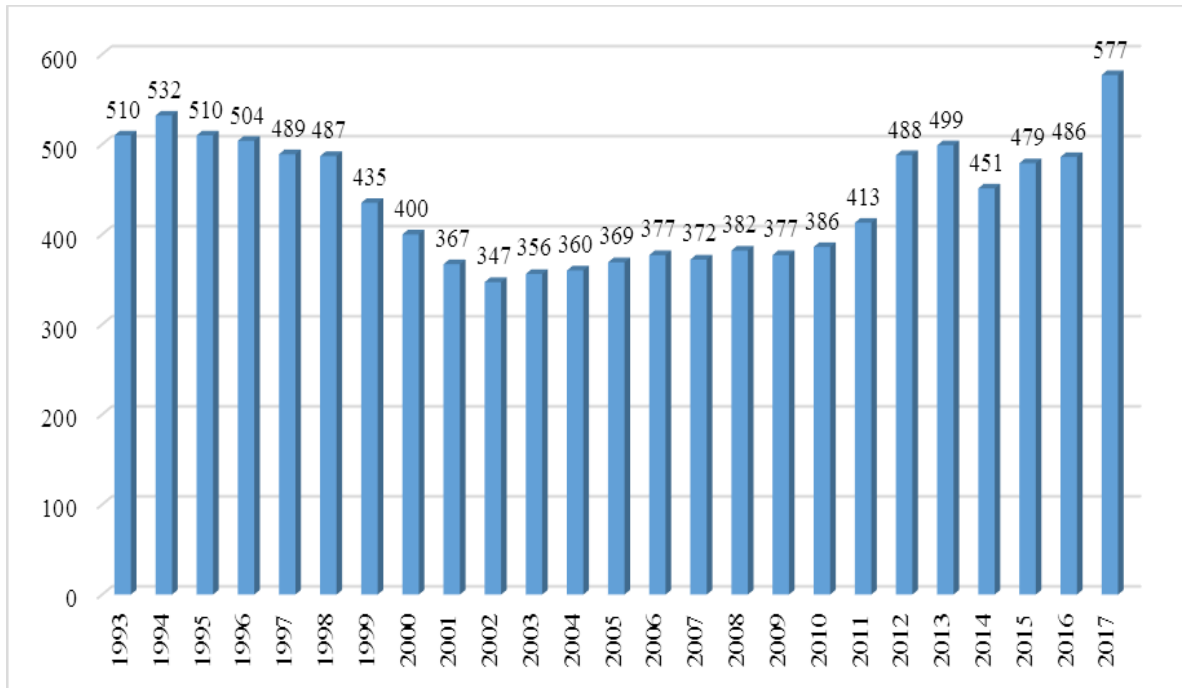


Figure no 1 Development in time in the total number of tourist accommodation entities located in spa resorts in Romania

Data source: TEMPO-online databank of the National Institute of Statistics, www.insse.ro

The investments of the last years in tourism in general, and the ones dedicated to entities located in spa resorts in particular, despite their unsatisfying share, have led to an increased interest of tourists, both Romanians and from abroad.

Thus, tourist arrivals recorded in tourist accommodation structures in May 2018 totalled a number of 1022,2 thousand persons, on increase by 4.3% against the ones of the same months for the preceding year. Even if in this period some categories of tourist accommodation structures registered decreases in the number of tourist arrivals (both Romanian and foreigners), the spas recorded only increases from 9% to 9.3% for Romanian tourists, and from 1.4% to 1.6% for tourists from abroad (Fig. 2).

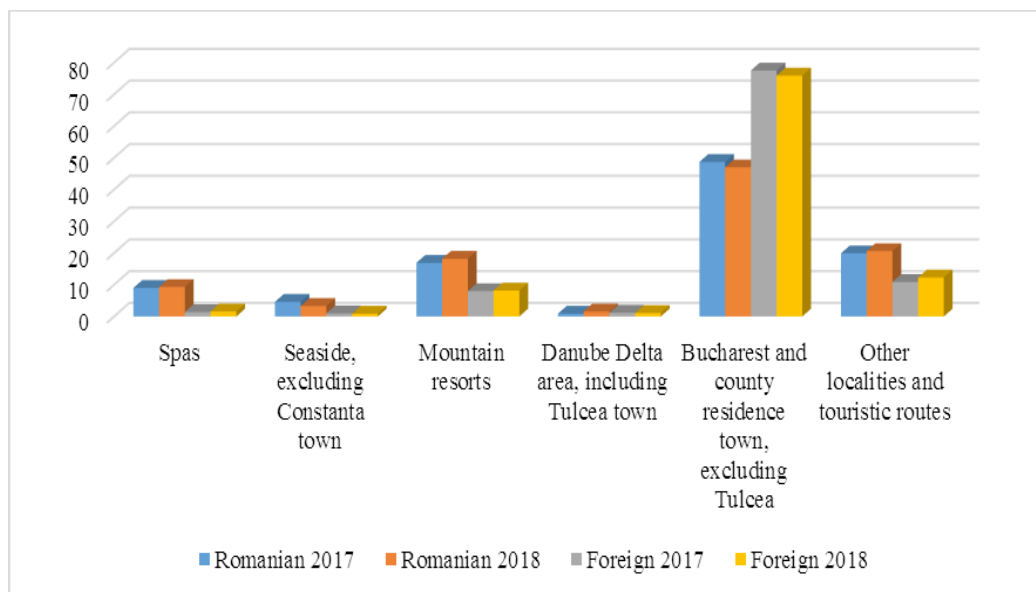


Figure no. 2 Distribution of Romanian and foreign tourist arrivals in tourist accommodation structures from Romania, in tourist areas for May 2018 compared with May 2017 (%)

Data source: TEMPO-online databank of the National Institute of Statistics, www.insse.ro

A high flow of tourists was generated in the balneary sector by the use of treatment vouchers paid by the National House of Public Pensions, and their quantitative evolution was relatively constant for the last years.

The investments regarding balneary tourism proposed during the debates for the draft of the National Strategy for Sustainable Development of Romania, Horizon 2013-2020-2030 include “the expansion and diversification, in balneary-climatic resorts of treatment procedures based on natural factors, on the development of a balneary parks network that will provide complex services of the wellness-type, and by promoting gerontology treatments with drugs and Romanian original recipes”.

At the same time, the development measures for health tourism are a priority on the list of major actions aimed in the framework of the Master Plan for investments in tourism, followed by other activities such as development of skiing domains, of the leisure tourism infrastructure, and the balanced and integrated development of the touristic area of the Danube Delta and of the Black Sea resorts, along with the development of the tourist infrastructure along the Danube river and in the high mountain area.

In order to develop health tourism, in the framework of the Master Plan for investments in tourism were considered investments for: “arrangement/rehabilitation/ creation of balneary parks, curative routes, construction/rehabilitation of kinetotherapy bases, construction/rehabilitation for valuation of curative theraml spas and mineral waters, construction/rehabilitation of aquaparks/acvatic parks, construction/rehabilitation of traditional baths, arrangement for tourism purposes of natural lakes with therapeutic properties, creation/rehabilitation of facilities for using mineral waters, beach arrangement (Resolution no. 558/2017 regarding the approval of the “Programme for developing investments in tourism – Master Plan for investments in tourism – and of the eligibility criteria of investment projects in tourism, 2017”).

Financing the proposed measures by accessing public national and European funds is facilitated and much easier to develop by positioning the National Authority for Tourism at the core of the action plan (Table no. 1).

Table no. 1 Action plan for developing balneary tourism

Main objective	Working topics	Actions to be implemented
Improving and promoting the offer	implementing an innovative approach and a public-private partnership	developing a balneary-touristic cluster at national level
	support for the development of medical tourism	Creating a DMO (Destination Management Organization) for the medical tourism in Romania
	innovative positioning on a new product “green balneary tourism”	improving the revitalisation of balneary resorts
		identifying measures for fiscal stimulation and financing opportunities for supporting the modernisation of the accommodation capacities and of treatment centres
		developing and implementing a communication plan
		creating a task force specialised on urban and touristic arrangements
	developing curative treatments in the field of combating ageing effects	creating an expert task force specialised on the segment of combating ageing effects
		natural encouraging the development of anti-ageing products based on thermal water or other natural elements
		creating and implementing a common anti-ageing charter

Source: *Updating the Master Plan for Developing Balneary Tourism*, the Government of Romania, Ministry of Tourism, the National Authority for Tourism, Bucharest, 2016

2. Balneary Tourism in Romania: characteristics, particularities

Romania has an important natural touristic potential which includes, among others also a wealth of mineral and thermal springs included in all the types known up to date (over 3000) which represents a third from the resources of mineral waters from Europe, ranking the country on the first position on the entire continent.

Mineral waters are spread out over more than 20% of the country’s surface at various depths and cover a wide range of physical-chemical and therapeutic properties, according to their genesis.

Isothermal and hyperthermal mineral waters called also thermal-mineral are not pure, as they display various concentrations of soluble salts, thus existing bicarbonated, sulphuric, and chlorinated waters. They have multiple uses in external cures and are found in the resorts: Baile Herculane, Calimanesti, Caciulata, Baile Felix, Calacea and Vata de Jos.

Romania has also an impressive total number of lakes, about 3500 with permanent character, from among which 63% have natural origins, and 27% are anthropic. From the viewpoint of their genesis they are divided into three distinct categories: liman/lagoon lakes (Techirghiol), flatland lakes (Amara, Slobozia, Strachina, Jirlău, Balta Amară, Câmpeni, Movila Miresii, Ianca și Sărat-Brăila) and lakes in the mountainous salt massives (Sovata, Tg. Ocna, Slănic, Ocelele Mari și Cojocna).

The therapeutic mineral substances are found both in mineral waters and in the one of therapeutic lakes, as well as in sapropelic muds and peats. Their use is for external spa cures with

sapropelic mud baths, and other procedures, the most requested resorts being Techirghiol, Bazna, Sovata, Amara, Ocna Sibiului, Vatra Dornei, Ocnele Mari, Govora. Regarding the treatments based on sapropelic muds Romania has a long tradition and experience.

Another resource is the one of moffette gases encountered in the area Harghita-Caliman, respectively Băile Tuşnad, Borsec, Balványos, Buziaş and Covasna. These are exclusively for external cures in treating peripheral circulatory disorders, high blood pressure disorders, disorders of the nervous system or in rheumatic disorders.

Sulphuric-moffette-type gases are another balneary resource as they are natural emissions of sulphuric hidroxide, a mixture of carbon and sometimes radon gases (in special mine caves). High altitude carbonated sulphurs that are unique in Europe and used for therapeutic purposes are found in the counties Covasna and Harghita in: Turia (Pucioasa Cave), Şugaş Baths and Harghita.

Therapeutic salt mines represent also an important resource, as Romania has some of the largest natural salt mines in Europe. Speleotherapy was described as medical procedure already in 1843, and is based on the benefic effects of dried salt aerosols and on the favourable mine environment due to temperature, low microbial load and the lack of allergenes in this environment.

The Black Sea shore is also regarded as an important resource good for therapeutic purposes based on thalasso therapy, psanotherapy, thermo therapy, or marine aerosols.

Practically, all types of main bioclimatic factors are found in various regions of Romania. Thus, the steppe bioclimate and the sea shore is valorised for helio-marine cures, the sedative-neutral bioclimate is recommended to individuals suffering from stress disorders and other persons who suffer due to the pressure of other climate factors, the tonic-stimulative mountain climate assists in improving cardio-respiratory and circulatory functions, in rebalancing the central nervous system, the metabolism and for increasing the immunologic capacity, and the salt mines and caves microclimate is another favourable bioclimate for obstructive and chronic respiratory disorders.

The varied landscape from Romania facilitated the existence of several natural curative factors that led to the emergence of a very high number of balneary-climatic resorts some of national interest, others of regional or only local interest.

Currently in Romania there is a number of 117 localities with natural therapeutic factors, and the accommodation capacities of the over 577 tourist accommodation entities placed in the most developed 13 balneary resorts from Romania represent an aggregated number of over 36631 permanent accommodation locations. In the post-crisis period, as well, the weight of balneary resorts in total touristic structures had a descending trend. If, as of 2012, the total capacity for tourist accommodation increased, nevertheless, the one of balneary resorts had an oscillating development, the weight of accommodation units in balneary resorts in total tourist accommodation structures being on continuing decrease (Fig. 3).

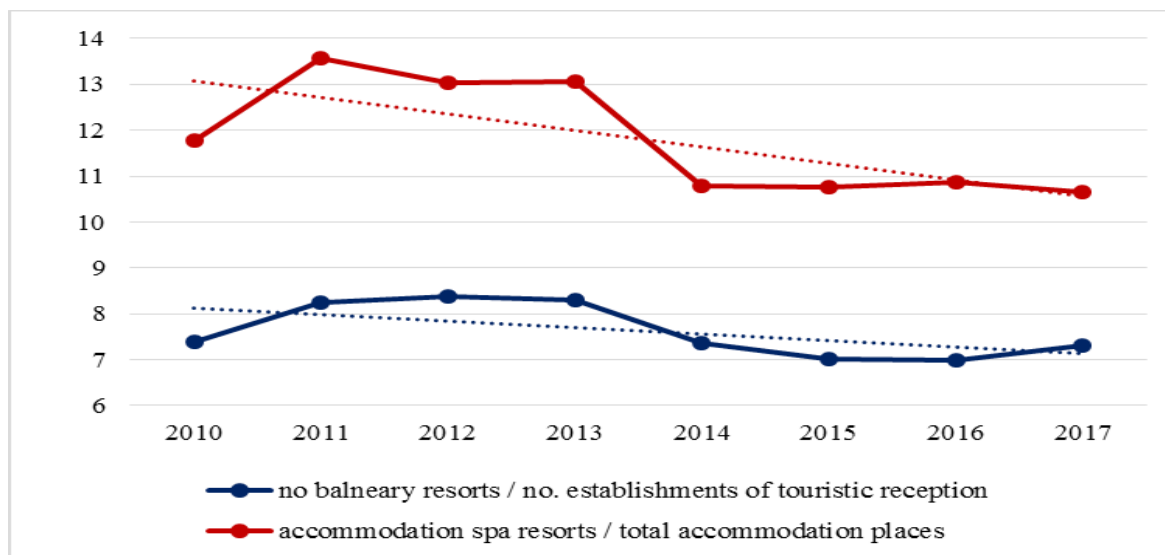


Figure 3 Weight of balneary resorts in the national tourist accommodation structure and in the tourist accommodation capacity (%)

Data source: TEMPO-online databank of the National Institute of Statistics, www.insse.ro

The arrivals of Romanian tourists in tourist accommodation structures with accommodation function in balneary resorts recorded a constant decrease in the period 2011-2014, followed by a slight increase. Regarding the number of foreign tourist arrivals in the touristic accommodation structures with tourist accommodation functions in balneary resorts from Romania, the situation is reversed and the increases were constant throughout the period 2010-2017 (Fig. 4).

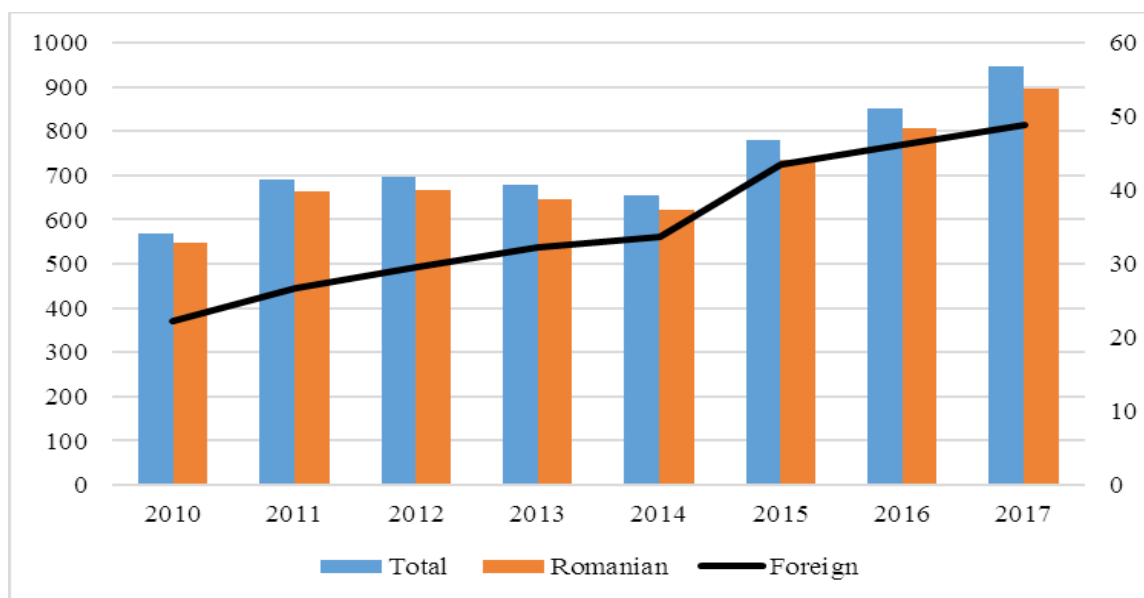


Figure 4 Evolution of Romanian and foreign tourist arrivals in tourist accommodation structures with tourist accommodation functions in balneary resorts from Romania, (thousand persons)

Data source: TEMPO-online databank of the National Institute of Statistics, www.insse.ro

Regarding the number of overnight stays in tourist accommodation structures with tourist accommodation functions in the balneary resorts from Romania, the weight of foreign tourists in the number of Romanian tourists is, on average, for the period 2010-2017 by 3.45 pp, and for the period 2014-2017 by 4.23 pp.

The index of accommodation capacity use in the balneary resorts from Romania had an oscillating evolution in the period 2010-2017, registering increases in 2010 and 2011, and thereafter decreases from about 45% in 2012 to 40% in 2013, and representing again 43.3% in 2017.

Based on the SWOT analysis (Table no. 2) it results that the sector of balneary tourism from Romania might represent an important element for revitalising Romanian tourism if the transport and tourist infrastructures are developed, and thus increasing competitiveness with respect to balneary tourist products also for foreign tourists (who arrive in small numbers).

Table no. 2 SWOT Analysis of the balneary sector from Romania

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ▪ important balneary tradition ▪ low prices ▪ the existence of natural-mineral resources as elements and an extremely rich and high potential curative framework ▪ the existence of a balneary resorts' network ▪ attractive and varied locations; ▪ competent and professionally dedicated staff, partially inherited from the past; ▪ varied range of curative procedures; ▪ considerable medical probity; ▪ balneary resorts that succeeded in diversifying the customer basis and in eliminating te dependency on treatment vouchers ▪ the existence of representative associations in the sector 	<ul style="list-style-type: none"> ▪ difficult access to some balneary resorts ▪ accommodation and treatment units of poor quality ▪ poorly maintained ambience of the resorts ▪ insufficient luxury or high quality services ▪ resorts depending almost entirely on treatment vouchers and cannot succeed in investing for the restoration and reparation of the infrastructure and in creating new balneary products ▪ a low level of services, in general ▪ poor food standards ▪ the corresponding staff for wellness and SPA products requires better training ▪ lacking medical staff in some treatment bases ▪ the increase in the weight of social tourism, respectively in the number of treatment vouchers simultaneously with a general decrease of demand ▪ the extremely imbalanced seasonality of 2-3 months in the summer, and by the end of the season which has extremely low demand ▪ decrease of tourist demand for resorts ▪ mic poor competitiveness of balneary tourist products for foreign tourists who arrive in very small numbers ▪ limited acknowledgement of the current modernisation and diversification needs

THREATS	OPPORTUNITIES
<ul style="list-style-type: none"> ▪ the anchoring of balneary tourism at legal and public policy level only in the medical-recovery area ▪ the difficulties encountered by local public authorities in accessing European structural funds dedicated to the balneary sector; poor administrative capacity, low resources for co-financing, few authorities having the effective ownership on balneary infrastructures; ▪ the repositioning towards wellness of some tourist operators in a sector dominated by the social component bears risks of too quick and strong decreases of their incomes ▪ the need of transport and utilities infrastructures in many resorts make difficult investments in new accommodation structures and balneary treatment structures 	<ul style="list-style-type: none"> ▪ the development of some balneary and wellness products that aim at the foreign customer base, and especially foreign insurers in the context of enforcing the Directive 2011/24/EU; ▪ the existence of European structural funds in the period 2014-2020 for developing the balneary infrastructure ▪ ensuring legislative coherence that would encourage the cooperation between responsible central and local institutions and that would allow for coordinated strategic investments

Conclusions

In the current conjecture, tourism represents one of the most important and dynamic sectors of the national and world economy. The resources that can be valorised by tourism, if managed in a sustainable manner by vast investments oriented on long-term based on the principles of sustainability contribute to ensuring prosperous and equitable regional development

Due to the significant impact on economy and on the local and regional society, tourism is an engine that renders dynamic the economic and social progress. A particularity of tourism is the one of being a sector of high importance and interest both for individuals and for the society.

.Required for satisfying the vital demands of the modern human, determined by the development in the living and health condition of the population, travelling for treatment and leisure is placed among the main objectives regarding tourist destinational all over the regions of the world. With a wealth of curative natural factors, Romania might become one of the most important destinations for the international balneary tourism.

For developing Romanian tourism in general, and balneary tourism in particular, it is necessary first to exploit efficiently the natural and anthropic exceptional potential from Romania. However, this effort presupposes also an important support provided by investments directed both towards the tourism field, but also to closely linked fields with direct or indirect influence on tourism.

For revitalising and modernising the Romanian balneary tourist product, consideration should be given to attracting new population segments, by implementing modern elements. Thus, persons from more age categories might be attracted to balneary cures and thus the age of tourists spending their holidays in balneary resorts could continue to decrease. This is mentioned because of the current state-of-affaires when balneary cures are regarded as a way of not only spending leisure time, but increasingly more as an option of preserving health also by healthy people, as well.

Romania should undertake more investment and institutional efforts for turning into a tourist destination just as important as the natural and cultural patrimony in this respect. Taking into account the resources of the country, it might be stated that balneary tourism by its potential is that branch of tourism that could create a favourable bias for Romania in the competition with the other countries for tourists, and its proper development could lead with certainty to positioning Romania as one of the most demanded balneary destinations and among the first such locations not only in Europe, but in the world.

At the same time, the development of balneary tourism has positive effects and contributes to increasing the gross domestic product, sales' volume, and to the creation of new jobs, increases to state-budget incomes, improvements in the payments' balance, and altogether to better quality of life.

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TOURIST SUPPLY - COMPONENT OF THE TOURIST MARKET

Adrian, Serban-Comanescu¹

Abstract

The market, an essential element of any economic activity, has a fundamental role in regulating the economic mechanism, in achieving its equilibrium and in its proper conduct, and verifies in the final process the extent to which the various activities are in line with the real needs of society.

Globally, the market becomes a barometer for assessing the coordinates of the evolution of any activity, and knowledge of the characteristics and understanding of the functioning of the market is the basis for accurate information on future achievements and chances.

Key words: marketing, strategies, tourism, tourism growth

J.E.L. Classification: A1

The market, an essential element of any economic activity, has a fundamental role in regulating the economic mechanism, in achieving its equilibrium and in its proper conduct, and checks in the final process the extent to which the various activities are in line with the real needs of the society.

Globally, the market becomes a barometer for assessing the coordinates of the evolution of any activity, and knowledge of the characteristics and understanding of the functioning mechanisms of the market is the basis for an accurate information on future achievements and chances.

The market is defined in the research literature in many variants in terms of form but essentially as the place where the act of selling or buying products or services is carried out:

In economic theory, according to the content attributed by the Dictionary of Political Economy, the market represents: "the economic category of commodity production which expresses all the acts of sale-purchase viewed in the organic unit with the relations it generates and in connection with the space in which they unfold."

Constantin Florescu presents a more complete definition of the market as "the economic sphere in which production (of material goods and services) occurs in the form of a supply of goods, and consumer (solvable) needs - in the form of demand for goods; the market is the sphere of manifestation and confrontation of supply and demand, of their realization through sale and purchase."

Raymond Barre points out that "the market is understood as the network of relationships that are formed between those who change and who are in close communication by any means."

Marc Benoun defines the market as "the set of people who consume or are likely to consume a given product or a service given in a particular geographic area."

Philip Kotler argues that the market is made up of "all customers capable and willing to make an exchange that would allow them to meet a need or desire through a product".

1.1. The content and characteristics of the tourist market

Named in the research literature tourist market, with specific definitions and features, it comprises two major components: demand and supply.

Tourism, as a socio-economic domain, belongs to the category of those offering "invisible" abstract products, that can be defined qualitatively and quantitatively only partially and indirectly.

„Tourism has a number of typical characteristics which influence to a large extent the economies of tourism or, with the other words, its impact on the economy, like that:

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- tourism is a particular industry, a sector which comprises firms that produce goods and services for the tourist's needs

- tourism product has elements like – accessibility, amenities at the destination (accommodation, catering, entertainment, transport and communication, touroperators etc.) and many intangible elements (atmosphere, ambiance, friendliness of the local population etc.)

- tourism is a service activity

- tourism products are perishable

- tourism demand is characterized by seasonality

- there are an interdependence of tourism products and services or of destinations and resorts

- tourism is a growth sector

- predominance of small and medium sized enterprises (SMEs) etc.”(Minciu R., Tourism Growth And Its Effects În The Economy, Amfiteatrul Economic, 2008, op cit, pg 272)

The tourist market is defined as the place where the tourist demand, materialized through consumption meets, specially arranged, where the buyers and sellers of tourist services meet to exchange their goods. Because the place of supply coincides with the place of consumption but not with the place where the demand is formed, the interference will become a time and space overlapping of the two factors through tourism consumption.

The tourist market is the total number of purchase acts the object of which is the tourist products, viewed in connection with the relations it generates, the geographical space and the time in which they take place.

The dimension of the tourist market can be achieved with these elements:

- the capacity of the tourist market $C = K * N$

where,

K - average consumption capacity

N - number of potential consumers

- the potential of the tourist market is the demand of all consumers for a particular tourist product, depending on their income and the prices charged for that product. Thus, we calculate the solvable demand for the tourist product, excluding from the market capacity those categories of consumers who either do not have financial means to acquire the respective tourist product or do not manifest actual demand for other reasons (lack of time, usages, conservatism);
- the volume of the tourist product market comprises the total of transactions made for a particular tourist product on a given market within a given time frame. When market volume is equal to its potential;
- the place on the market of a particular tourist product refers to that part of the volume of the market covered by the sales made for that product.

The tourist market has a wide variety of forms of manifestation; we can thus talk about the real or actual, potential and theoretical market, local, national, international ; about the markets differentiated by products, by consumers, by types of producers / bidders.

1.2. Conceptual elements regarding the tourist market

The supply is also defined as "the value of services and end-goods created by the tourism sector in a generally determined period of one year" or "all the attractions that may motivate tourists to visit them".

We can say that the tourist supply consists of:

- tourist potential (natural and anthropogenic attractions);
- the material basis – containing the accommodation, food, and leisure facilities, to the general infrastructure specific to tourism;

- the labourforce: number, structure, grade of experience, are in strict connection with production outcome numbers
- services, because tourism products are generally considered to be services; the tertiary sphere includes tourism production factors(labour force, resources, capital)

Comparing tourism production with tourism supply, we can see that the area of interest is much smaller, because tourism production incorporates all the services that include workforce, production equipment and goods that generate consumption in a designated target.

The tourist offer represents "the anthropic and natural potential, tourism equipment and services (including tourist production), food and industrial goods intended: (Cristureanu, C., *op.cit.*) tourism consumption, specialized workforce, tourism infrastructure, as well as its trading conditions (price, tariffs, etc.) "

The tourist supply presents a number of features: complexity and heterogeneity, diversified growth, stiffness, partial or imperfect adaptation to demand.

The supply refers to the structure of the supply and the structure of production and tourist producers. These characteristics are determined by the fact that the supply and tourist production are made up of a set of elements, which can be grouped as follows:

- according to their content, they are divided into:
 - attractive elements, composed of natural, socio-cultural, human resources, etc.;
 - functional elements, consisting of the equipment and services that make it possible to develop tourist production;
- based on their behaviour, the components of the tourist supply are grouped into:
 - rigid items - tourist attraction equipment;
 - variable elements - services.
- based on the sector of the economy they come from: natural, industrial, agricultural, transport, etc.

The tourist supply can be classified according to the dominant motivation of the consumers in 4 groups:

- holiday tourism supply: recreational, family, sports, spa;
- cultural tourism supply: tourism for studies, technical initiation, arts, festivals, religious tourism etc.;
- business tourism supply: itinerant tourism, congress tourism, stimulating tourism;
- supply for health care tourism includes - treatment tourism, prophylactic tourism.

Bidders of tourist products are the producers of various products and services, businesses in the commercial sector, associated carriers and social welfare bodies, various communities or territorial organizations. Tourist producers are specialized in activities such as accommodation and restaurants; transport; animation, information and leisure, tour operators.

The diversified growth represents a characteristic of the tourist supply resulting from the specific conditions of tourism, and it appears as a consequence of the concern of the producers (bidders), of approaching the tastes and desires of the consumers to stimulate the demand.

It is very important to have the data on the identification and delimitation of specific tourist and services activities outside the tourist area as well as the assessment of their percentage in meeting the needs of tourists. (Cristureanu C., *Strategii și tranzacții în turismul internațional*, Editura C.H.Beck, București, 2006, pg 28)

While in many areas of the economy demand is met by multiplying supply, by producing larger quantities of goods, in tourism this opportunity for multiplication is known to have some obstacles. Thus, the dependence on tourism's potential (attraction) makes the increase in supply by multiplication to be achieved only within certain limits, determined by its physical and ecological reception capacity.

This means that, in tourism, the increase in supply must be directed towards attracting new areas in the tourist circuit, thus towards diversification.

Rigidity is a feature of tourist supply that manifests itself in various forms and generates negative socio-economic phenomena. The rigidity of the supply is given by:

- the immobility of tourist supply and production, which cannot be shipped in order to meet demand and achieve consumption; for the achievement of consumption it is required to drive the consumer and not the product, which raises additional problems, especially with regard to international tourism;
- the impossibility of storing the supply in order to meet future needs or to cover sudden fluctuations of demand;
- rigidity in the localization of production capacities or equipment that are located at or near the attractive element.

These peculiarities of the tourist supply call for efforts to be made to mitigate the negative effects caused, among which the most important is the substitution of one type of supply with another complementary one. It is very important for the elements of the supply to have a polyfunctional character, to meet more needs without additional investment. Thus, existing capacities can be trained, in the absence of holiday tourism, through the production of business tourism or congress tourism, etc.

The impossibility of rapid adaptation to seasonal quantitative variations in demand and to qualitative changes in demand, driven by the diversification of motivations and interests, is another feature of tourist supply, namely partial or imperfect adaptability to demand.

The rigidity of the tourist supply is generating negative economic and social phenomena at a large scale. The under-utilization of the functional elements of the tourist supply determines the extension of the investment depreciation period, the moral wear and tear and the slowing down of the pace of renewal of their capacity.

1.3. The accommodation capacity remains the most significant characteristic of tourism's tehnico-material basis, also because the other elements of the material basis fulfill functions that are more heterogenous in function and, therefore, have relatively oscillating contributions to revenue from touristic activities. (Snak O., Baron P., Neacșu N., *Economia Turismului*, Editura Pro Universitaria, București, 2006, pg. 171.)

The material base has an strong role in the organization of tourism, being a unique component of the tourist supply; its dimensions and structure, the technical level of the equipment directly determines the access and presence of the tourists in a certain area, the extent of the flows and the degree of satisfaction of the passengers; at the same time, the increase and modernization of the material equipment leads to an increase in the tourist circulation.

The material basis of tourism is, in general terms, the whole of the technical means of production used in this field for obtaining specific goods and services destined for tourism consumption. (Minciu, R., *op.cit.*, pg.175)

In correlation with the broad scope of tourism, with its complex and synthesis branch, its technical and material basis includes both common means of other branches as well as specific equipment. As such, the economic content, characteristics, methods of classification dedicated to the technical capital are also found in the material basis of tourism.

Capitalizing on the tourist heritage of a country, region or geographical area implies, in addition to natural, anthropogenic resources. These means are known as the technical and material basis and are presented in the form of a diversified structure (accommodation and catering units, means of transport, recreational facilities).

The technical-material basis represents, in a general sense, all the technical means of production used in order to obtain specific goods and services for tourist consumption.

Due to the fact that the technical-material basis is in the form of a very diversified structure, as can be seen in Table 1, it is necessary to classify its components. One of the most used criteria is the main destination, which defines two categories: the specific tourist technical-material base destined exclusively for tourists and the general technical-material base (infrastructure), respectively the facilities with independent status in the field of tourism.

Table.1. *Components of the technical-material basis of tourism*

TECHNICAL-METERIAL BASIS OF TOURISM	
The specific tourist technical-material basis	General technical-material basis (infrastructure)
accommodation units	means of communication
catering units	means of public transportation
means of transport	telecommunication facilities
means (facilities) of cable transport	supply networks with: water, gas, electricity, thermal energy
leisure facilities	general and service units
treatment facilities	
tourist villages	
holiday villages	

Source: adapted after Rodica Minciu, *op.cit.* p 181

The material basis of tourism, diagnosed globally or in terms of components, presents important differences from different points of view (of size, typology, level and pace of development) from one area to another. This distribution is due to the interrelated action of several causes; first of all, it is the geography of the territory, namely the concentration of tourist attractions in certain perimeters, their value and the facility with which they can be exploited; secondly, it is the tendencies recorded over time in the evolution of demand, which determined a certain orientation of investments in the field; thirdly, territorial inequalities, especially in terms of general infrastructure, reflect the different level of economic and social development of the areas, the place and role of tourism in the structure of the regional economy. (Cândeș, M. și Simon, T., *Potențialul turistic al României*, Editura UNIVERSITARĂ, București, 2006, chapter IV, „Zonarea (regionarea) turistică a României”.)

We can say that there is a relationship between the territorial distribution of the material basis, the development of tourism and the meeting of the needs of the tourist services consumers. Thus, the inadequate, unbalanced, non-harmonious distribution of the material basis in the territorial profile has negative effects on the development of tourism and on consumer satisfaction, including the agglomeration of the resorts and the reduction of the quality of the services, accelerating the deterioration of the natural environment and decreasing the attractiveness of the areas, increasing pollution etc. As a result, ensuring the conditions for the progress of tourism and, in particular, for making full use of the potential, requires a balanced distribution of the material basis; it is not a matter of equalizing the areas in terms of material endowments, but of their rigorous correlation with the potential and trends of demand, with the requirements of sustainable development. In favour of a more balanced territorial distribution of tourist equipment there is also an argument that arises from the spatial and temporal concentration characteristic of tourist activity. As it is known, this is largely due to natural supply.

In this context, it is clear that the more balanced distribution of the material base can be a factor in reducing concentration and its negative effects, an incentive for the development of all areas and the mitigation of gaps.

The unequal distribution of the material basis of tourism in the territorial profile is specific to our country as well. Monitoring this phenomenon highlights the existence of significant disparities between tourist areas with a similar potential or a similar level of economic and social development.

The most important component of the specific technical and material base is the network of accommodation units, as it responds to the tourist's basic rest and leisure needs during the journey. The size, structure and spatial distribution of the means of accommodation determine the characteristics of all the other components of the technical-material basis of tourism, and also intervene in the orientation of tourist flows.

The network of accommodation units is diversified, comprising objectives of various types, classified according to criteria that have regard to the category of comfort, the function fulfilled, the period of operation, the form of ownership.

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CHANGES IN WORLD AGRICULTURAL MARKETS IMPOSED BY FOOD SECURITY

Mihai DORNEANU¹

Abstract

This paper aims to investigate the state of food security worldwide, trying to answer the questions: What are the changes of food demand and supply on the world market? What are the gaps in food availability between different regions of the world? Which are the future trends of food demand and supply? In pursuing these questions, statistical data from FAO data base have been gathered and analyzed. Forecasts of food consumption and production are made using graphical method. The results show that in regions where food consumption is low, Africa, Asia, it does not provide the nutrients necessary to maintain harmonious development and health. In contrast, there are countries in North America, Europe and Oceania, where consumption is sufficiently varied and nutritionally balanced.

Keywords: agricultural markets, food security, food crisis, hunger

INTRODUCTION

The research investigates the state of food security, emphasizing the differences among regions of the world, among developed countries and developing countries. It focuses on establishing whether changes in food demand and supply on the market have affected the state of food security and, if so, what are the future considerations of this issue.

The objectives of the research are to identify the dynamics of food consumption and production worldwide, in the last fifty years, the gaps in food security situation between regions, to forecasts the food demand and supply to draw appropriate conclusions about future trends of food security.

The differences in food security assurance between developed and developing countries issue from the gaps of resources spent per capita. It is estimated (Diamond, 2005) that 1 billion people in developed countries use, per capita, 32 times more resources compared to the developing countries.

The market economy has its limits, including international agricultural trade imbalances, debt of underdeveloped countries and food crises causing strong pressure characterizing the agricultural markets. In addition, adjustment of agricultural markets can not be achieved only on the "invisible hand" of competition, but requires interventions to support the supply and / or demand for certain agricultural products.

The world agricultural market show fluctuating trends, under the impact of imbalance between supply and demand, difficult to correct because of the lack of elasticity of agricultural production on the short term.

As trends, in recent decades in developed countries demand remains the same, and supply tends to exceed demand, although the geographical areas and countries remain major imbalances. As a result, prices are fluctuating and agricultural markets are unstable.

World agricultural markets are influenced by agro-dependence of developing countries, particularly in Africa, and in a number of major oil-producing countries, which have no agricultural resources (United Arab Emirates, Iran, Iraq).

MATERIALS AND METHODS

Demand for agricultural products on world markets

Demand for food supply is a complex economic category, reflecting the differences in consumer behavior, both between population groups within the same country and between

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countries. The size and structure of demand are influenced by economic factors (income and prices), demographic, social, geographical etc.

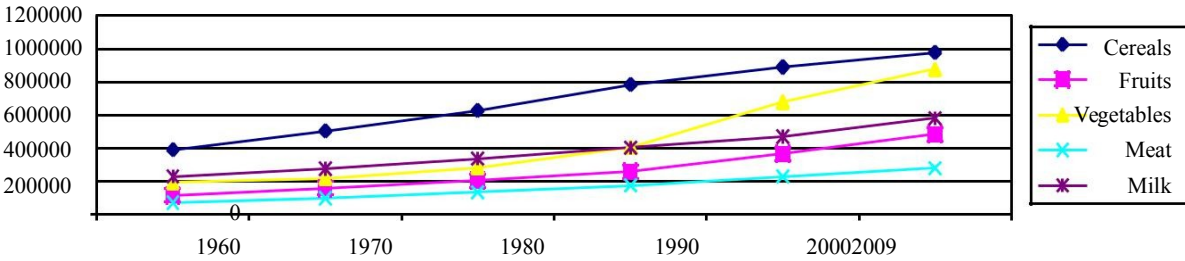
Among the mentioned factors, income has a significant influence on the structure and size of demand for agricultural products. For example, low income reduces consumption level, especially for products with high nutritional value: meat, milk, vegetables and fruits, and maintain or increase consumption of foods with low nutritional value cereals and cereal products, potatoes, vegetables etc.

To capture the changes in world agricultural demand and differences between countries, the food consumption in different regions of the world is analyzed in dynamic and structurally. Although, on short-term consumption does not vary greatly, in the long run, in the last 50 years, consumption of agricultural products increased 2.5 times in cereals and milk and 4 times in fruits, vegetables and meat (Table 1). The application not only increased intensively (consumption per capita), but also extensively due to increasing world population.

Table 1 Dynamics of world consumption for the main agricultural products, 1960-2009 (1000 tons)

Specification	1960	1970	1980	1990	2000	2009	2009/1960 (%)
Cereals	390527	503780	628141	783388	890409	976681	250.1
Fruits	114568	158569	205068	258991	366603	485446	423.7
Vegetables	193962	218763	283602	408140	679353	877489	452.4
Meat	70062	98185	133963	175665	229364	278863	398.0
Milk	229546	275908	337408	404000	469896	580868	253.1

Dynamics of world consumption for the main agricultural products, 1960-2009 (1000 tons)



Source: FAO, own calculations

There are structural differences between regions in per capita food consumption, an important indicator of food security (Table 2). The population of Africa, Asia and South America has a diet based on vegetable products and the population in North America, Europe and Oceania has a diet based on animal products: meat, milk, and products with high nutritional value : vegetables and fruits.

Table 2 Regional disparities of agricultural products per capita consumption for the main agricultural products, 2009

Specification		Africa	Asia	North America	South America	Europe	Oceania	World
Consumption per capita (kg / year / person)	Cereals	151	155	109	118	131	98	147
	Fruits	62	64	113	103	92	103	73
	Vegetables	65	161	122	52	122	99	132
	Meat	18	31	117	73	76	105	42
	Cow milk	44	54	250	130	219	178	87

Source: FAO, own calculations

In regions where food consumption is low, Africa, Asia, it does not provide the nutrients necessary to maintain harmonious development and health. In contrast, there are countries in North America, Europe and Oceania, where consumption is sufficiently varied and nutritionally balanced.

Supply of agricultural products on world markets

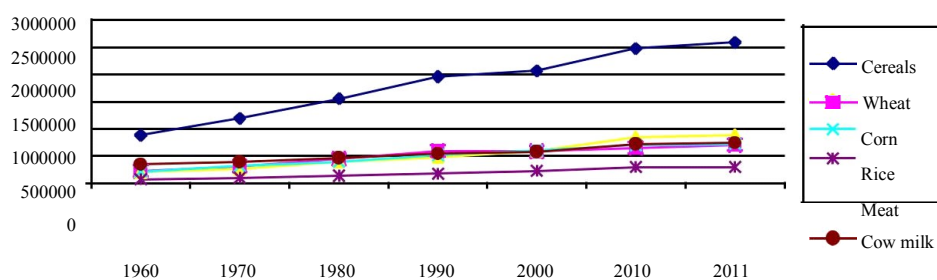
Although currently climate change, economic and social crisis occur, however, the world agricultural production has sharply increased, after the Second World War.

Total world agricultural production per capita for the main agricultural products, although it does not ensure domestic food demand in some regions has, however, an ascendant trend (Table 3).

Table 3 Dynamics of total world agricultural production and per capita for the main agricultural products, 1960-2012

Specification		1960	1970	1980	1990	2000	2010	2011	2012
Total production (1000 tons)	Cereals	876 874	1192508	1549913	1952458	2060595	2474121	2589143	2546631
	Wheat	222 357	310 740	440 187	592 311	585 690	651 906	701 395	674 884
	Corn	205 027	265 831	396 623	483 372	592 479	849 792	885 289	875 098
	Rice	215 646	316 345	396 871	518 568	599 355	701 047	722 559	718 345
	Meat	71 357	100 668	136 736	179 423	229 961	293 242	298 871	-
	Cow milk	344 184	391 820	465 657	542 739	578 986	722 963	739 363	-
Production per capita (kg / person)	Cereals	284.2	323.4	348.8	368.6	336.5			357.2
	Wheat	72.1	84.3	99.1	111.8	95.7			94.7
	Corn	66.4	72.1	89.3	91.3	96.8			122.7
	Rice	69.9	85.8	89.3	97.9	97.9			100.7
	Meat	23.1	27.3	30.8	33.9	37.6			-
	Cow milk	111.5	106.3	104.8	102.5	94.6			-

Dynamics of total world agricultural production, 1960-2012 (1000 tons)



Source: FAO, own calculations

The world currently produces three times more grain than in 60s, four times and two times more meat and milk. The highest production increases recorded to corn and meat (corn sustain, actually, livestock).

Although the production of meat and milk increased, availability per capita consumption remain low compared to normal diet (the availability of milk remained the same for over 40 years).

Increasing agricultural production and improve its global structure, by increasing livestock production, is a way of improving consumption and hence food security. In return, increased animal production depends on the degree of intensification of agriculture and fodder resources (especially cereals and soybeans).

RESULTS: WORLD AGRICULTURAL DEMAND AND SUPPLY – GAPS, TRENDS AND FORECASTS

Analysis of the global food security situation is based on comparisons of the level of agricultural production in different parts of the world and highlighting gaps between developing countries and developed countries. This, compared to the share of the main areas considered, highlight disparities and unequal distribution of agricultural production, the main source of food security.

In Africa, where lives 15% of the world population, only 6% of grain is produced, 3.6% of wheat and 13% of fruits, 6% of vegetables, 5% of meat and around 5% of milk. In Asia lives two thirds of the world population, but get less than half the production of cereals, fruits, meat, and cow milk. Only the share of vegetable production produced in Asia in total world production is greater than the share of population. North America produce two-three times more grains, wheat, meat and milk, than the needs of consumers. In South America and Europe the situation is more balanced: production of cereals, fruits, meat and cow's milk is even higher than consumption needs. Oceania produces more than consumer demand, excluding vegetables.

Table 4 **Regional disparities of total world agricultural production and per capita for the main agricultural products, 2012**

Specification	Africa	Asia	North America	South America	Europe	Oceania	Total world	
Share of area population in the world population (%)	15.4	60.2	5.0	5.7	10.4	0.5	-	
Share of area production in total world production (%)	Cereals	6.1	50	16.8	6.2	18	1.6	
	- Wheat	3.6	46.8	13.2	2.9	29th	4.5	
	Fruits	13.4	51.6	4.4	12.8	11.2	1	
	Vegetables	6.2	76.9	3.4	2.3	9.2	0.3	
	Meat	5.3	41.8	15.8	12.8	19.4	2	
	Cow milk	5.0	36.9	13.4	9.1	29.6	3.7	
Production per capita (kg person)	Cereals	153	302	1151	422	565	1164	351
	Wheat	22	73	251	48	264	794	94
	Fruits	81	76	79	201	97	170	84
	Vegetables	65	195	104	62	135	83	150
	Meat	15	29th	132	95	78	154	40
	Cow milk	38	64	275	163	290	707	101

Source: FAOSTAT, own calculations

More than half of production and supply of main agricultural products of vegetal origin are obtained in Asia (50% of cereal production, 51% of fruit, 77% of vegetable). But Asia is in the top of world producers for animal products as well: 37% of milk production and 42% of meat production.

The large geographical disparities arise between the share of population and the share of grain production, between Europe and North America and populated and poorest areas of the world.

Developed countries, which hold 16% of world's population, produce 36% of the grain, while the developing countries, which hold 84% of world's population, produce only 64% of the grain. The situation is not only due to the lower land resources of the developing countries, but also the gap in yields.

Solutions to increase agricultural production in developing countries aimed at both extensively approach – increasing the area cultivated – and intensively approach – additional allocation of factors per unit of production (per hectare and / or animal) and higher average yields.

In some developing countries, agricultural production increased as a result of the Green Revolution, so India has produced in the years 1986-1987, 160 million tons of grain, other countries in Central Asia, the Middle East and Latin America have notably increased production in the 80s.

However, the level of grain production per capita remains very low. Compared to the world average of 351 kg / capita, 1151 kg / capita in North America, and 1164 kg / capita in Oceania, in Africa it is only 153 kg / capita.

Imbalance between per capita grain production in different continents and groups of countries is obvious. Thus, the ratio between the grain production per capita between Africa and North America is 1: 7.5.

Increasing yield is the only way to solve the problem of cereals in developing countries. In Africa, doubling yields would improve the food situation of the population and reduce structural power imbalances.

Meat production per capita in the world is 40 kg. The higher per capita productions are obtained in Oceania, North America, South America and Europe. The ratio of the average meat production in Africa and Oceania is 1:10.

In 2012, Europe has 19% of global meat production to a population of 10% of humanity, and North America 15% to 5% of the population, while Africa and Asia holding 5% and 42% of production, for 15% and 60% of the population. Although there is surplus production of meat in rich areas of the globe, humanity still suffers from major imbalances due to the lack of animal protein.

World milk production is concentrated in Europe, where large surpluses occur. The average per capita production of milk varies depending on the area, as follows: in Africa 38 kg, 64 kg Asia, 163 kg in South America. Developed countries have the highest per capita production of milk, 2-3 times higher than the world average and 6-9 times higher than production per capita in developing countries. The gap between milk production per capita in Africa and Europe is of 1:7.6.

For better understanding the food market trends, we forecast supply and demand for the next period of time. Considering the data of table 1 Dynamics of world consumption for the main agricultural products, 1960-2009, and the data of table 3 Dynamics of total world agricultural production for the main agricultural products, 1960-2012, data for 2020 and 2030 result using graphical method of extrapolation.

Table 5 Forecasts of world consumption for the main agricultural products, 2020, 2030 (1000 tons)

Specification	2020	2030	2020/2009 (%)	2030/2009 (%)
Cereals	1120095	1241409	114.7	127.1
Fruits	518118	590473	106.7	121.6
Vegetables	935945	1076629	106.7	122.7
Meat	312274	354538	112.0	127.1
Milk	623454	692173	107.3	119.2

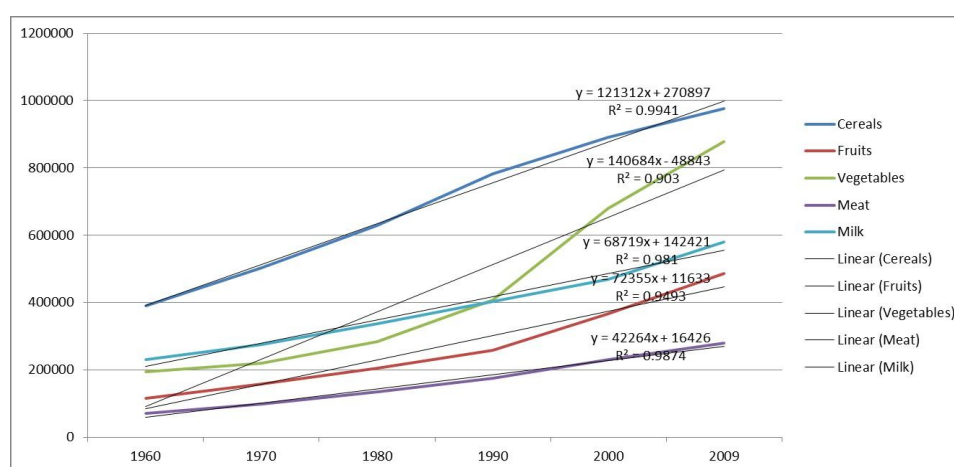
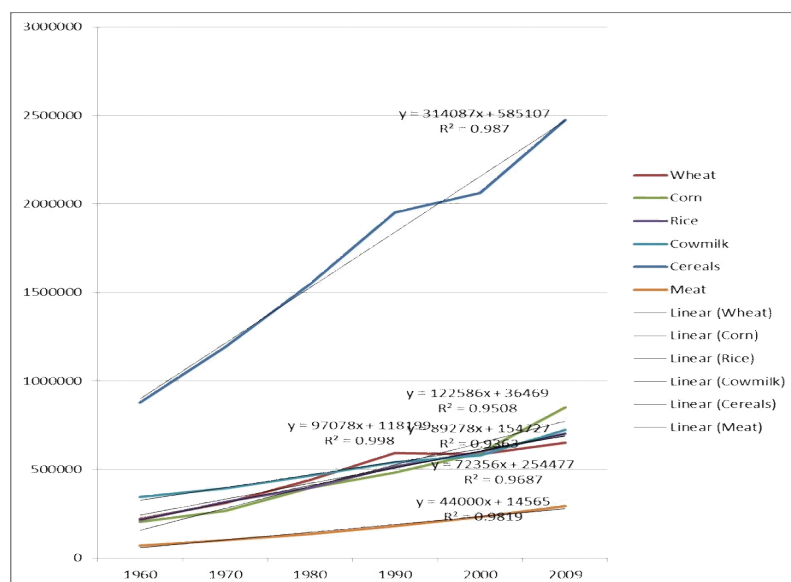


Table 6 Forecasts of total world agricultural production for the main agricultural products, 2020, 2030, (1000 tons)

Specification	2020	2030	2020/2009 (%)	2030/2009 (%)
Cereals	2783716	3097803	112.5	125.2
Wheat	779673	868951	119.6	133.3
Corn	895971	1018757	105.4	119.9
Rice	797745	894823	113.8	127.6
Meat	322565	366565	110.0	125.0
Cow milk	760969	833325	105.3	115.3



Both food production and consumption will increase, with about the same growth rates, in the next periods, continuing the linear trend. Although currently climate change, economic and social crisis occur, however, the world agricultural production increases. The food consumption grows as well, due to the increase of population.

CONCLUSION

The results show that in regions where food consumption is low, Africa, Asia, it does not provide the nutrients necessary to maintain harmonious development and health. In contrast, there are countries in North America, Europe and Oceania, where consumption is sufficiently varied and nutritionally balanced.

The low level of food security is some regions of the world, due to the gaps in resources allocation and effects of the food crisis, becomes apparent through drastic reduction of global food reserves, far beyond the minimum security, rising food prices on the world market, increasing developing countries' dependence on exports of developed countries.

Researchers (Wijkman, 2013) argue that a second green revolution could solve the food security, in the sense that resources could improve access to food for 1 billion chronically undernourished people, and in addition, provide food for a growing world population estimated 2 up to 3 billion people over the next 30-40 years. Food production should increase by 70% by 2050 to adequately feed a growing world population (IAASD, 2009). In the twentieth century, in the '60s, Asia held the first green revolution, which resulted in a doubling of production for major cereals – wheat, maize and rice. It was the result of modern agricultural policy based on hybrid perfected on chemical fertilizers on diesel pumps for irrigation and pesticides. These methods led to the growth of agribusiness food production, especially in India.

Currently, the food security is the lowest in Africa. A second green revolution should be sustainable in terms of environment, given that the first green revolution had negative effects, such as decreasing water reserves, soil erosion, chemical pollution of soil with pesticides and heavy overloading them with nutrients through fertilizers. As a result, the main feature of the second green revolution is durability. In addition, it must be based on management practices adapted to a warmer climate.

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PROSPECTS OF COMPETITION THROUGH QUANTITY AND COMPETITION THROUGH QUALITY

Florin Iordanoaia¹

Abstract

Classical competition patterns can no longer explain what is happening on the market in terms of competition. If standard models can be used to understand microeconomic, macroeconomic and globally international market, without significant barriers, is required a new approach and understanding of what is actually happening. The real issue is not the present, because we can not change much now, but it is very important to understand future developments and make accurate predictions to understand supply and demand developments in order to prevent major economic crises.

This paper analyzes the current, quantitative and qualitative competition situation at a macroeconomic level. In this sense, a series of solutions are sought to meet the demands of future economic developments.

Keywords: *competition, crisis, evolution, quality, forecasts.*

JEL classification: *A11, M31.*

1. Introduction

In the current market economy it is considered that all economic activities are carried out under competitive conditions, and economic agents, state or private-owned or joint-stock companies must face the market competitors. Competition is considered as a “regulator” of the market mechanism, the “engine” of economic development, which sets in motion the whole system of links between economic agents and conveys them to the requirements of objective economic laws (1). Competition is a reflection of the free initiative of economic agents, their freedom of action in a normal market, free of artificial barriers. This evidences the dynamic ratio of forces between the participants in the stock-purchase acts. Competition is the confrontation, the economic rivalry between economic agents to attract customers through convenient prices, the quality of goods or services to obtain the maximum profit (2). This competition is manifested between producers, traders, service providers, banks, insurers and intermediaries - individual and legal entity.

The specialized literature focuses on the study of all aspects of competition, the methods of measuring the size and economic power of competition, but not the intrinsic aspects of competition, and in particular how to eliminate or reduce the impact of competition activities distinctly on the two sides, quantity and quality. The papers studied approach competition as a whole, which I consider to be a gap in research in this field. The objective of this research is to determine the perspectives and strategies related to the existence of a large, fierce, strong competition, to which a firm on the market must resist, develop and diminish the impact of competition activities.

2. Research methodology used

The research for this work began with the study of specialized papers published in volumes or magazine articles, systematization of information and then centralization of the most important information necessary for this study. The methodology used consisted of a systematic, oriented and coherent study of the principles governing marketing research and investigation. The method of research used is that of “transfer of concepts”, consisting in taking over from the scientific papers those important definitions, methods, concepts and tools for study and then transferring them in the field of research of the competition types.

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3. Study and analysis of “classic” competition

Classical competition, as defined for a long time, was considered a “direct, open and loyal confrontation between firms as sellers of products or service providers” (1). But in recent years, new forms of unfair competition, illegal competition, masquerade competition, quantity competition and quality competition have emerged. These new forms of competition have changed the business world, which has become much more dynamic, more unpredictable, and with considerable negative effects for companies that have not adapted in time. By the effect of competition, the “vendors” economic agents learn through a continuous process of “bugs and errors” to improve their situation. Freedom of choice, which is in the form of the tendency of each person to receive money for himself, is regarded as a basis for competition (2). Competition is considered to be a “struggle” between economic agents, which is carried out through specific economic and extra-economic modalities (Table 1).

Table no. 1. Specific ways of fighting between competitors

Aspects concerned	Content	Economic effects
<i>A. Economic aspects</i>	-Reducing sales prices by reducing production costs.	-Growing sales. -Increase production.
	-Increasing the quality of products or services.	-Attract new customers. -Developing your business. -Entering new outlets.
	-Launching new products.	-Extending business.
	-Organizing effective sales services.	-Meeting customer requirements. -Removal of complaints.
	-Advertising and publicity.	- The general public will know the company.
	-Organizing after-sales services.	-Getting information about your own products. -Recording of defect notifications. -Rapid and quality resolution of customer notifications.
<i>B. Extra-economic aspects.</i>	-Theft of information.	-Criminal, illegal and immoral aspect, but can help the firm solve certain problems based on the information obtained.
	-Spreading false information about competitors.	-Unethical appearance, designed to undermine competition products or services.
	-Buying employees' competitors and hiring them at their own company.	-Theft of intelligence or specialized employees is an immoral aspect, made with the aim of completing the scheme of staff and using trained specialists.
	-Get government benefits to the detriment of others through corruption, blackmail and bribery.	-Fake auctions, grant funds, in order to obtain profits.
	-Destructive actions against competitors.	-Seeking to eliminate competitors by messages with false, truncated information.
	-Removal of competitors from market competition.	-Use of any means and ways, illegal or lawful, to eliminate competitors from the market and gain monopoly.

Source: Author's study, (3).

But competition raises a series of effects on economic activities (Table 2).

Table no. 2. Effects of competition on the economy

Positive effects	Negative effects
-Stimulate the promotion and introduction of technical progress (digital era), to improve production processes, to introduce modern techniques and technologies. -Improves production costs and sales prices, stimulates demand for the products or services in question, so the possibility of increasing production and obtaining higher profits. -Stimulates the improvement of the quality of products and services, which is an important element of competition between economic agents, with a particular role in imposing products on the market and attracting buyers. -It determines the renewal of production, increased	-Stimulate greed and search for illegal solutions to penetrate new markets. -Practices the theft of clients and the theft of information from competitors. -Introducing new low-quality products on the market with almost the same characteristics as competing products but at lower prices. -Use of a false marketing that deceives customers. -Practice concealing defects or product deficiencies. -The use of double standards, consolidated markets, restrictive legislation and effective control institutions bring high-quality products, and in poorly regulated

Positive effects	Negative effects
interest in research and spending on innovation and R & D activities. -Requires changes in management. -Asks for marketing finding new outlets, new customer target groups, and finding "niche" customers.	markets or inefficient corrupt control organs, offer lower products at the same prices as quality products higher. -Use a shelf price, at the product presentation and one more price at the cashier, but and other methods of cheating customers.
-Competition differentiates economic agents	
-Those who are victorious in the struggle of competition develop, accumulate riches.	-The least able, losing, poor, bankrupt.
-Legal regulations and rules	
- Permissive: -National competition rules, harmonized with Community rules, may have the beneficial effect of increasing fair market conditions for all economic actors. -The markets are more open to competition, the more beneficial the effects on competitiveness are more visible.	- Restrictive: -They have a negative impact on competitiveness, they are slowing down the process of technological modernization. -Lack of consistency in the application of competition law.

Source: Author's study, (3), (4).

Competitor is an individual and legal entity authorized to conduct an activity that competes with one another or another to achieve the same business objectives. There are several classifications of competition, among which one can distinguish between fair and unfair competition (Table 3). Another classification of competition is that which distinguishes between direct, indirect and potential competition (Table 4). Any kind of competitor would have his own company, he can enter into one of these categories. In the case of direct competitors, "battle" is more obvious. In the case of indirect competitors, more attention should be paid, as "war" goes on satisfying the same needs with the help of different products.

Table no. 3. Differences between fair and unfair competition

Type of competition	Characteristics	Remarks
1. Fair competition	-Comply with legal regulations. -Use correct working tools. -Promotional campaigns focus on their own products or services without making any appraisal of competition.	-Some companies make mutual arrangements to respect each other. -There are different forms of collaboration between competing firms.
2. Unfair competition	-Represents any fact or act contrary to honest practices in commercial activity. -Any means, whether legal or illegal, are used to eliminate competing firms on the market. -Promotional campaigns highlight the shortcomings, flaws or problems of competition products or services.	-Treaties and international conventions have been concluded against this type of competition. -National legislation has been adapted to eliminate this type of competition.

Source: Author's study, (3), (5).

Table no. 4. Differences between direct, indirect and potential competition

Type of competition	Features:		Remarks
	Own company	Competitors	
1. Direct competition	-Launches products or services. -Use your own name. -Prices are comparable, close.	-Provides similar products and services. -Launches nearby products and services at lower, very close or larger prices. -Use a proper name near or slightly modified (change only one letter, number or symbol). -Offers larger or smaller quantities of products or services on the market.	-Primary competitors (strongest). -Secondary competitors (who do not exert great pressure on the firm's business).
2. Indirect competition	-Has a portfolio of products and services.	-On the same market offers products and services that can easily be substituted for those of their own.	-It is strengthened on the market and does not seek to take over new segments.
3. Potential competition	-They have to make a list of their potential competitors, to keep track of their situation.	-There are companies that have not yet been set up, but there is information that they will appear in a specific field of activity within a foreseeable timeframe, due to the emergence of favorable market conditions. -There are firms that are currently on the market with areas of activity that are not currently considered to be similar to their own, but which is possible in the foreseeable future to reorient.	-It is predictable when the economy is on the rise, when new investments are made that require products and services nearby.

Source: Author's study, (5), (6).

Regarding potential competition, the situation is delicate, because the company's management needs to be aware of the changes taking place within the company's business environment and to anticipate, on the one hand, the emergence of new firms, which currently do not exist, and on the other hand, a lot of attention is needed on the movements of some companies, which are currently active in other areas of activity.

4. The tools for research and analysis of the quantitative and qualitative competition

A competitive market research offers trade fairs the opportunity to accurately identify direct and indirect competitors in the market in order to be able to determine their advantages or disadvantages to them. In essence, the competition analysis is a market research that has as main purpose the preparation of a company's commercial and marketing strategy. The main objective is to identify competitors (who are they?), then identify their strengths and weaknesses in order to be able to organize their activities, in order to gain competitive advantage and to differentiate themselves in the market. The tools that can be used to analyze market competition are benchmarking, quantitative market research, qualitative market research, marketing analysis, customer satisfaction research, documentary and statistical market research (7). For the purpose of this paper only the essential tools of market research, quantitative and qualitative competition are required.

A. Quantitative market research. This results in statistical, percentage or numerical data, which are measurable by the modern instruments of economic statistics (5). This research is used to obtain accurate data from large samples of individuals or firms. Through quantitative market research, ratings and hierarchies can be obtained, and this is behavior-oriented, notoriety research, customer satisfaction research, profile analysis, competition assessment, etc. This type of research is based on large samples and can be done on extensive geographical areas: local, regional, national and international. The tools used for this type of research are the telephone questionnaire (CATI study), the face-to-face questionnaire, the online survey (CAWI study), the market and panel survey (14). In table no. 5 are presented these tools used in quantitative market research, the definition and the differences between these instruments.

Table no. 5. Instruments used in quantitative market research

Important Elements	Research Tools
	1. The study "CATI" (Computer Assisted Telephone Interviewing)
Tool definition	The research method is used to find out what the target audience is about the company's products or services.
Research objectives	This study is recommended when the availability of respondents is low and the venue does not coincide with the one in which market research is conducted.
Target and research sectors	- Targets: Target B2B; Target B2C; Target B2B2C. - Services, industry, banks, pharmacies, tourism, IT and communications, etc.
Advantages of research	- Increased accessibility. - The response rate is high. - Rapid collection of data. - Efficient control of sample representativeness. - Relatively low costs.
2. The "face-to-face" interview	
Tool definition	The "face-to-face" interview is the most used tool for any type of market research. Personal communication makes it possible to get more information, but also to use visual materials to encourage answers.
Research objectives	The "face-to-face" interview interacts directly with the target audience to identify its expectations and opinions.
Target and research sectors	- Targets: Target B2B; Target B2C; Target B2B2C. - Services, industry, banks, pharmacies, FMCG, Horeca, tourism, IT & C, etc. The research is conducted at the sales points, at the company headquarters, at home, on the street.
Advantages of research	This research method is recommended if the target audience can be easily accessed and accessible from the point of view of accessibility.

Important Elements	Research Tools	
	1. The study “CATI” (Computer Assisted Telephone Interviewing)	
3. The study “CAWI” (Computer Assisted Web Interviewing)		
Tool definition	This study is an online method to conduct a market survey.	
Research objectives	Studies can be used by businesses to measure customer satisfaction and engagement. These allow for periodic surveys to track key business indicators.	
Target and research sectors	<ul style="list-style-type: none"> - Targets: Target B2B; Target B2C; Target B2B2C. - Services, industry, banks, pharmacies, tourism, IT and communications, etc. 	
Advantages of research	This kind of market research is accessible and facilitated by the technologies of designing the questionnaire, having the following advantages: <ul style="list-style-type: none"> - the large size of the sample, - low costs, - convenience for the respondent, - the speed of research, - ease of retrieval and processing of data. 	
4. Market survey		
Tool definition	The market survey is one of the basic methods used in market research to obtain information about a product or service.	
Research objectives	"Survey" market research is effective in obtaining precise information that refers to a particular target audience, starting with a simple sample survey.	
Target and research sectors	<ul style="list-style-type: none"> - Targets: Target B2B; Target B2C; Target B2B2C. - Services, industry, banks, pharmacies, tourism, IT and communications, etc. 	
Stages of a market survey	These are the following: <ul style="list-style-type: none"> - sampling, drawing up the questionnaire, applying the questionnaire, - centralizing and analyzing data. 	
Advantages of research	The essential condition for the market survey to be reliable is that the sample consulted is representative of the target audience studied.	
5. The Panel		
Tool definition	The panel allows the measurement of market evolution, behavior of consumers, products or competitors over a long period of time.	
Research objectives	The panel is distinguished from a point-by-point study that provides a picture of the market at a time or of a periodic survey that does not allow for the timing of individual behavior trends.	
Target and research sectors	<ul style="list-style-type: none"> - Targets: Target B2B; Target B2C; Target B2B2C. - Services, industry, banks, pharmacies, tourism, IT and communications, etc. 	
Types of panels	They are classified as follows: <ul style="list-style-type: none"> - consumer panel, - panel distributors, - mixed panel. 	
Advantages of research	The advantage of a panel is the speed of obtaining the desired information and the reliability of the results.	

Source: Author's South, (6), (7), (16), (17).

B. Qualitative market research. Qualitative market research allows precise information to be obtained, giving particular attention to each individual undergoing research. The objectives of the qualitative market research are oriented towards the definition and validation of the working hypotheses, the knowledge of the opinions regarding the products and services of the firms, the determination of the expectations of the clients of the company, the identification of the ideas for new projects or the testing of the projects in progress (8), (9). Qualitative market research generates the most effective results when complemented with quantitative research. The target of qualitative market research is limited samples but can be achieved in all geographic areas that correspond to a market research. The tools used in qualitative market research are concentration on group (Focus group) or group discussion; “face-to-face” interview (which was presented in table 5) and personalized phone interview. In table no. 6 are presented two types of instruments used in qualitative market research.

Table no. 6. Tools used in qualitative market research

Important Elements	Research Tools	
	1.Focus-group (Group discussion)	
Tool definition	A group discussion allows an expert to know the expectations and needs of a target audience of a business. The “Focus-group” method is generally used in qualitative research and can also complement quantitative research.	
Research	With the help of a “Focus group”, we aim to achieve precise qualitative results and bring depth to	

Important Elements	Research Tools
	1. Focus-group (Group discussion)
objectives	market research.
Target and research sectors	- Targets: Target B2B; Target B2C; Target B2B2C. - Services, industry, banks, pharmacies, tourism, IT and communications, etc.
Stages of research	- Recruitment based on a questionnaire, according to the research objectives. - Making the interview guide as the main tool within a "Focus-group". - Moderation, which contributes to the full success of a "Focus-group".
Advantages of research	- Immediate determination of public requirements. - Obtaining accurate, direct information from the source.
2. Personalized telephone interview	
Tool definition	It is a modern, easy-to-use tool for marketing research aimed at focusing on the subject and quickly obtaining information.
Research objectives	- Rapid quality and opportune information for the business in the research pursued.
Target and research sectors	- Targets: Target B2B; Target B2C; Target B2B2C. - Services, industry, banks, pharmacies, tourism, IT and communications, etc.
Stages of research	A. Preparation of research: - Prepare the list of phone numbers. - Establish a priority or alphabetical order. - Prepare the questionnaire list (questionnaire). - Setting the time for the interview. Usually a very short time must be followed, not to bore the interviewee. B. The conduct of research, which involves the following activities: - Calling the established numbers, presenting the name of the interviewer and the names of the company (firm) he represents. - Obtaining the interview agreement, specifying the confidential nature of the research and the need for the respondent's informed consent to participate in the research. - Short description of the purpose of the research. - Argumentation of the need for the respondent to participate in the research. - There are no questions that may lead to unwanted responses. - Using questions to impose standardized responses to ease the centralization of responses. C. Centralization of data and information. D. Analysis and synthesis of the obtained results. E. Making a marketing or management decision.
Advantages of research	- The low cost of research. - A large number of interviews with low resources can be achieved.

Source: Author's South, (8), (9), (11), (15).

A number of specialists believe that the main characteristic of qualitative research is based on interpretation (5), (8). But this means that in a qualitative research, objectivity, in the absolute sense of the word, can not be achieved, because the person or specialist conducting the research guides the interpretation process. Thus, qualitative research is meaningful. Unlike quantitative research, which is based on large samples of people, representative of larger groups, qualitative research does not seek generic information about groups but seeks to reach deeper information levels related to specific subjects. This “does not isolate the whole, focusing on only a few more important variables, but always presupposes a holistic approach” (8). Qualitative research becomes important ethnography issues. This analyzes the relationship between culture and behavior, through interviews and consumer sessions, in the natural context of the acquisition and use of a product or service. This methodology offers ample perspectives and an ability to gain an intuitive, accurate and profound understanding of a person, a thing or a situation (usually marketing) that is related to visions, actions of consumers, and the place where they is.

5. Study on prospects and strategies against quantity competition and quality competition

In order to understand the prospects for the two types of competition, I believe that it is necessary to know them precisely, the main elements that define and differentiate them, the

competition perspectives and the strategies that companies have to follow in order to compete regardless of its type.

A. Competition by quantity. This occurs when a manufacturer is launching a huge product offer on the market, reaching all areas of a country in all outlets that are found on all shelves in stores, warehouses, and more. Similar are a range of services, extended over a certain geographic, local, regional or national area. Products can be from food, non-food, cars, phones, computers, TVs, etc. Services can be in the banking, transport, logistics, consulting, wholesale and retail trade, hotels, pensions, restaurants, bars, gambling, car repair, telephone and electronic repairs, etc. The strategy of such a manufacturer (service provider), usually a very large multinational company, is to be present on all markets and to bring its products to all customers before other products. By quantity (or number of units) the company is found in all places, in all shops or areas inhabited by the population. In table no. 7 is presented the simplified situation of the markets or places in which the quantitative competition is manifested or encountered. When the first customers of the sales units, irrespective of their type, buy the same products of the different producers, there will be and will be found on the shelf for the next customers only the products of the manufacturer offering the largest quantity on the market. These products will cover the gaps in the market. More specifically, by the amount of products greater than that of the competitors, they will not allow stock breaks to occur on the shelf, in the warehouse or in any other location, so that customers can at any time find a product or product sought.

Table no. 7. Market of competition by quantity

Domain	Components of the movement of goods and distribution of services	Classification of distributors
1. Production and sales	- Deposits: national, regional, zonal, county, city, district. - Very large stores (malls), large specialized stores, small supermarket shops, general stores.	- Own distributors, business partners or customers, legal persons. (Primary Distributors)
	- Sales by phone, email, social networking, electronic search engines, robots and artificial intelligence. - Internet shops. On-line sales from which customers buy directly.	- Distributors of legal persons. (Primary and Secondary Distributors)
	- Individual agents or representatives, from whom customers buy directly.	- Distributors of legal or physical persons. (Primary and Secondary Distributors)
	- Local markets, fairs, fields.	- Distributors of small businesses, families or individuals. (Secondary and Tertiary Distributors)
	- Individual sellers, street vendors, or little publicity. Transactions are conducted directly, without intermediaries.	- Distributors individuals. (Tertiary Distributors)
	2. Services	- The distribution of banking and financial services has a different specification from that of other types of services. There is a widespread distribution, up to neighborhood affiliates in major cities or subsidiaries in communes and villages.
- Other types of services have disproportionate distributions, depending on type, features, target audience, and pricing.		- Distributors of small businesses, families or individuals. (Secondary and Tertiary Distributors)
3. Transport and Logistics	- International, national, regional, regional and local transport companies. - Logistics centers have a territorial spread depending on the convergence points between modes of transport, manufacturers and traders.	- Distributors of legal or physical persons. (Primary and Secondary Distributors)

Source: author study, (10).

Advantages of knowing and practicing “competition by quantity” are: a large number of products, a wide range of products, different prices, different prices for larger quantities (usually prices decrease with the increase of the purchased quantity), bonuses for the large

quantities purchased, the possibility of negotiate large quantities, transport, taxes and related services incurred by the manufacturer. The disadvantages are given by the large quantity produced, which generates high costs, a large number of similar products, close or different, at different prices, requiring adequate management, integrated logistics, flexible and adaptable management.

B. Competition through quality. In a market where more competitors appear, who present the same type of products or services, with the same prices or very close prices, the difference will make some aspects of the quality of the products or the way the services are delivered. In this situation we are talking about a qualitative competition, which appears between the offers of the producers or the suppliers. Some authors also speak of "fiscal" competition, which has certain market influences (13). Producers often copy the products of others, the differences being given by labels or their own names, but in terms of content or manufacturing mode, there are no real differences. However, qualitative competition, called the brand name, is of great importance, and often loyal customers prefer to buy their favorite products, which may be more expensive than others on the market. They often prefer not to buy other products and wait for the desired shelf to arrive. In table no. 8 the characteristics of competition through quality are presented.

Table no. 8. The characteristics of competition through quality

Methods of measuring the quality	Elements of the quality of goods and services	Remarks
1. Measurement of product quality characteristics.	<ul style="list-style-type: none"> - The quality characteristic of a product, service, process or system is its intrinsic distinctive feature relating to a requirement. - Measuring a quality feature is to obtain the numerical value by which the absolute value of that characteristic is expressed in certain units of measurement. 	The product quality features can be: <ul style="list-style-type: none"> - technical and economic, - social and availability, - psychosensory, - ergonomic and behavioral.
2. Determination of indicators, indices or quality coefficients.	<ul style="list-style-type: none"> - Represents the quantitative expressions of the characteristics of the indicators. - Describes the extent to which a particular product, during use, meets the conditions of its intended use. - The product quality indicators system consists of two groups: <ul style="list-style-type: none"> - indicators for performance appraisal quality, - indicators for assessing lack of quality. 	The quality level can be expressed as: <ul style="list-style-type: none"> - Quality rating: <ul style="list-style-type: none"> - exceptional, - appropriate level, - low level. - Quality indicator, index or coefficient.

Source: Author's study, (5), (6).

In the table no. 9 is presented the competition market through quality.

Table no. 9. The competition market through quality

Classification of competing companies	Recognition of quality
- Very large multinational, international companies in the field of production, extraction of raw materials, trade, services and transport.	- Names that are recognized and imposed internationally and nationally. (Brand well known)
- Medium-sized national, regional, regional and local companies.	- Nationally recognized names. (Brand known or relatively well known)
- Regional, county and local small companies.	- Names recognized locally and locally. (Little known companies)
- Individuals, family associations, micro-local firms.	- Names known only locally. (No Brand)

Source: author study, (5), (10).

The advantages of quality competition are:

- Name, which is a guarantee of quality.
- High-quality, expensive or very expensive luxury goods that are associated with the brand and as a premium brand.

Disadvantages are related to high production, transport and sales costs. The more expensive a product, the more it requires special security, shelter, storage, presentation and sales conditions. In view of the above, companies on a competitive market of both kinds must look for solutions to meet the demands of future economic developments, customer

requirements and increasingly restrictive legislation in all areas of economic activity. Firms in a fierce competition on the market need to track, study, analyze and then include in the strategic management and marketing plans, in the annual activity plans, to the smallest details, all the information and data about competitors. From the studies conducted on the national market and comparing with the situation in the neighboring countries and the European Union, a number of trends have been observed:

- Use large quantities of products to stay on the market. This eliminates the possibility of breaking stocks from "en-gross" deposits and from "en-details" stores.

- The "big factories" countries like Germany and Turkey, Europe or China in Asia have invested and continue to invest in the production of consumer goods that they send to all markets in the world.

- National markets in Europe are dominated by products in these countries, so a local producer faces competition that comes at very low prices and very large quantities of products because they have low raw material, energy, technology and strength for work.

- The use of product ranges, with regular changes in presentation, packaging and pricing, so that their name (brand) remains on the market.

- Shrinkage or disruption of the product lifecycle, removal from the market, even when demand for these products increases. This method is used to replace the known and required product with a seemingly new one, but with a higher price. If the demand for such a product is low, firms are bringing to the attention of customers that withdrawn product from the market, with the previous price or a lower price than the last product launched on the market.

Conclusions

The real problem of a company in production, sales, transport or services is to meet all the challenges of its present, even if it can not be changed too soon. It is very important to understand future developments in demand, supply, price and competition. Neglecting competition is the most risky and tough situation.

Competition removes from the market any kind of company that makes marketing mistakes. For all this, accurate forecasts must be made to understand market developments, competitors' evolutions, to prevent crises inside the firm and to meet major economic crises with the right measures. No one can accurately estimate economic developments, especially at the microeconomic level, most economic agents go from inertia, do not have plans to combat competition and, above all, unfair ones.

If the company does not consider competition, it does not follow it carefully, it does not mean that competing firms do the same. Even if some companies, in their struggle on the market, use the same methods as those of competition, the key to business success can not be beyond the correct forecasts, permanently updated marketing plans, combating competition by quantity, and ultimately making competition by quality, i.e. imposing a "brand name" on the market.

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GUIDANCE ON MEASURING PERFORMANCE IN THE HOTEL INDUSTRY

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Abstract

In the world of business, it is said that "if a certain process or phenomenon can not be measured, then it can not be driven." An efficient management, in order to make timely decisions, needs significant measurements of all processes running within the organization. Just that way the negative deviations from what is considered a natural course of business can be quickly corrected. Moreover, the relevant measurements will give the manager not only a picture of the company's performance, but also an explanation of this performance. The present paper proposes a series of performance indicators that can be used in the hospitality industry for a complex foundation of managerial processes.

Key words: hotel industry, organizational performance, key performance indicators

1. Introduction

The competitive environment, in which the majority of modern organizations operate, forces them to make permanent efforts to get to know their performance to compare it with that of similar organizations and, of course, to improve their performance. It is obvious that this approach is also needed in the hotel industry - a growing industry.

The tendency of competition intensify on this market is also evident in Romania. According with Eurostat data, between 2014 and 2017, the number of accommodation increased by over 25% and the number of nights spent at tourist accommodation establishments rised by over 31%. At the same time, the Romanian hotel market was, in 2017 the second most attractive in the region, after Poland, in terms of the transaction sector.

We consider, in this context, that it is very important to develop complex systems for measuring hotel performance usable by hotels of varying sizes. This paper proposes a number of specific indicators that can be used in the hospitality industry.

2. Organizational Performance – a complex dimension

Improving the company's performance has always been a fundamental managerial objective, thus defining, in fact, the organizational success. Obviously, in order to determine performance, this must be measured. Traditionally, organizational performance has been measured and expressed through financial / accounting results - profit, turnover - calculated at the end of a certain period (year, semester etc.), respectively through various financial rates. However, these financial records, unaccompanied by non-financial results or operational results, do not allow current managers to understand the the system they manage and to lead effectively. In order to remain competitive, companies must also pay attention to the non-financial dimension that defines the business and which is the foundation for achieving good financial results. Thus, dimensions such as service quality, consumer satisfaction, organizational flexibility, organizational culture, use of resources and technology etc. must be frequently used in assessing company performance.

The literature offers a range of business-class models for quantifying performance. One of these models is The Balanced Scorecard (Kaplan & Norton, 1992). The core of the model is that it provides a performance assessment method that combines both financial and non-financial indicators. Thus, the model allows managers to address the business from four major perspectives, namely: Customer perspective (*Which is the perception of our consumers about our business?*); Business perspective (*What are the characteristics of the business we excel at?*); Innovation and learning perspective (*Can we continue to create and improve the value of*

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the business?); Financial perspective (*Which is the perception of our shareholders about our business?*).

Another model is the Scoreboard, a model that aims to improve performance through a deep understanding of the systems and of the production processes. Managers using this model periodically gain a global perspective on the business they run, which allows them to make well-grounded decisions. Although initially (in the 50's) the model did not use non-financial indicators, several decades later it was completed to meet the needs of managers.

It should be noted that the models used in performance measurement have been developed in the context of the industrial sector, which makes them, to some extent, incompatible with the services sector and even more with hotel services.

That is why in the present study we propose a series of key indicators in terms of measuring performance in the hospitality industry, respectively in the entrepreneurial context and not in the context of the big hotel chains.

In this end, a number of issues need to be clarified, such as:

- *What are key indicators?*– Key indicators are those that enable the management team to lead the business, to base strategies, not just those indicators that reflect business performance from one period to the next. For this reason, indicators may differ from one organization to another, even in the context of the same market;

- *How many key indicators will be included in a performance measurement system?* - Developing a performance measurement system with many indicators, without highlighting which ones are essential, is almost of no help. On the other hand, it is impossible to specify an exact number of indicators applicable to any organization. However, it is estimated in the literature that a number ranging from 4 to 10 indicators is sufficient for most companies;

- *How inflexible is the choice of indicators?* - Although indicators once identified at company level can be modified / adjusted, it should be noted that they should be relevant for a long period of time.

- *If a number of key indicators are set, will others be calculated?* - Of course, in a system of measuring organizational performance, other indicators can be used for management.

3. Approaches of performance measurement in the South-East Region hotels

For an overall view of how the concept of organizational performance measurement is understood in the accommodation units in the South East Region, we organized a series of meetings with the management staff from 22 accommodations located in this region, specifically on the Black Sea Coast and Constanta. The meetings aimed to collect primary data on how the management teams of these accommodation units understood the issue of organizational performance, and for this purpose there were free discussions and a questionnaire was handed over. We believe that the results can be generalized without major errors, as the study includes a relatively homogeneous population.

The questionnaire contained questions to identify the organization and the respondent (age, education, function, work experience) and questions regarding the subject of the study, respectively about the extent to which the organization calculates and analyzes various aspects of the performance measurement in hotelier industry. The questions about the performance have been analyzed by assigning a 5-level scale, having the following significations:

- 1 – the aspect is not relevant and is not evaluated;
- 2 - the aspect is relevant but is not evaluated;
- 3 – the aspect is relevant, there are primary information that allows analysis, but is not analyzed;

- 4 – the aspect is relevant, it is analyzed, but using the manager's intuition, not key indicators

- 5 - the aspect is relevant, it is analyzed by management, using key indicators of which progress is presented during periodical meetings

The South-East region is relevant to the tourist services industry in Romania, with recent statistics showing the following: 18,5% of the accommodation in Romania in 2017 are located in this region (second place at national level) and within region, 77% of the accommodations are in Constanta; 24% of the Romanian hotels are in the Southeast Region (1st place nationwide) and about 84% of them are in Constanta; the number of tourists arriving in hotels in the Southeastern region represents 18.5% of the total number of tourists staying in hotels in Romania in 2015, which places the region on the third place in the country.

As far as the questionnaire is concerned, the questions addressed four categories of performance components, about which the respondents were asked if they analyzed and measured them, as follows:

I. Measuring performance from customer relationship perspective:

- Market-share progress;
- The level of customer satisfaction;
- Repeat purchase rate;
- Customer lifetime value.

II. Measuring performance from the perspective of the relationship with the employees:

- Number of employees per guest room;
- Labor costs;
- The average seniority;
- The level of knowledge in the organization;
- Individual performance of the employees.

III. Measuring performance from the perspective of internal processes:

- The efficiency of the reservation process;
- The efficiency of the accommodation process;
- The efficiency of the cleaning process
- The efficiency of the check-out process

IV. Measuring the financial performance of the firm:

- Average daily rate;
- Revenue per available room – RevPAR;
- Turnover;
- Profit;
- Break-even point;
- Operating Costs
- Liquidity rate.

Centralizing and analyzing the answers of the respondents reveal a clear imbalance between assessing financial performance and of the non-financial performance. Without specifying the results for each component, it is noted that the financial indicators are preferred by the managers of the accommodation units which were part of the study, although such indicators are not sufficient to explain the organizational trends, respectively the efficiency of the managerial decisions. None of the respondents were able to provide relevant data records sustaining a certain level of the financial performance. Thus, the results, regardless of their status, positive or negative, could not be considered as a consequence of the relationship with the clients, of the level of competence of the employees, of the relationship with the investors, with the suppliers etc.

4. Key performance indicators relevant for the hotel industry

Establishing a set of generally applicable industry-wide indicators is not possible and, above all, it is not relevant. What we present below is a series of indicators, structured in four areas of interest for hotel management, namely:

1. The overall activity of the hotel;
2. Relationship with the hotel customers;
3. The hotel position on the market;
4. Leisure services.

1. The overall activity of the hotel

The indicators included in this category are meant to highlight and explain the performance of the hotel on various areas of interest:

The overall activity of the hotel	
Key performance indicator	Explanation
<i>Key performance indicators from the financial perspective</i>	
Staff expenditure rate	It represents the weight of the personnel expenses in the turnover. This type of expenses has the greatest weight in the context of the hotel industry. In Romania the average value is 21.2%.
Revenue per Available Room (RevPar)	It measures revenue (or sales) per room relative to the total room inventory available.
Average Daily Rate (ADR)	It measures revenue per room relative to the number of rooms sold
Prime-cost Rate	It is a basic rate in the restaurant industry and is calculated as a percentage ratio between the prime-cost indicator and the turnover. Prime cost indicator is calculated by adding the cost of raw materials to the cost of labor directly associated with the production process for food and beverages. Values of the prime – cost rate differ according to the type of the food unit, but for medium-level restaurants (3 stars) the goal is up to 60%.
<i>Key performance indicators from the efficiency perspective</i>	
Reservations Rate	It measures the percentage of the accommodated rooms as a result of a reservation process. It is calculated as the ratio between the total number of rooms rented over a certain period of time and the number of rooms reserved for the same period of time. It can be analyzed in the structure: telephone bookings, on-line booking, etc.
Occupancy Rate	It is a commonly used indicator in the tourism industry, representing the relationship (or ratio) between the number of rooms sold and the number of rooms available in a certain period of time
Average length of stay	It is the average amount of days guests stay at the hotel during a particular period. It is a ratio between Number of roomnights an Number of bookings . This indicator can vary a lot from a hotel to another.
Number of employees per guest room	The indicator is computed using the ratio between number of full-time employees and total number of rooms available for sale. It is one of the critical factors in hotel industry because it influences the labor costs which is the biggest expense line item in a hotel Profit and Loss Statement. For most hotels in the European Union, this indicator ranges from 0.24 to 0.71.

<i>Key performance indicators from the human resources perspective</i>	
Employee turnover rate	Employee turnover refers to the number or percentage of workers who leave an organization and are replaced by new employees. Most companies calculate a quarterly or annual turnover rate as a ratio between number of employees who left and the the average between beginning and ending number of employees. is important to know because the costs of hiring (recruitment, selection, training, etc.) and integration of new employees can significantly affect the budget.
Competency level of employees	It refers to the extent to which employees know how to efficiently use various equipment specific to the hotel industry.
Payment for overtime work	It measures the additional costs in relation to the budgeted wage costs. High values of this indicator may reveal organizational weaknesses.
<i>Key performance indicators from the productivity perspective</i>	
Time dedicated to activities other than operational	It refers to the time spent by employees for activities such as meetings, planning, training etc.
Productive time	It is calculated as the difference between the planned working time and the previous indicator.

2. Relationship with the hotel customers

This category brings together those indicators that evaluate and help explain the hotel performance with respect to hotel customers.

Relationship with the hotel customers	
Key performance indicator	Explanation
<i>Key performance indicators from the attention paid to the customers perspective</i>	
Customer benefits	The real or perceived value that a customer experiences or believes he is receiving through interaction with a company. It quantifies what customers receive in addition to what they paid (accommodation, meal etc.). Benefits may include resolution of a problem, achievement of a desired outcome or fulfillment of a need through a purchase; a feeling of confidence following purchase; or satisfaction with post-purchase service.
Level of the services' personalization	It is determined by the existence of a system of collecting customer preferences in relation to as many aspects as possible, and then by determining the extent to which they are met.
Turn-around time for customer requests	It means the amount of time taken to complete a process or fulfill a request. Measures the time that elapses from when the customer addresses or wishes to make a request to hotel representatives and when they respond (for example, the phone response time)
<i>Key performance indicators from the feed-back perspective</i>	
Number of positive feed-backs	Measures the number of positive feed-backs received from customers, measured on a scale of 1 to 10.
Number of customers' complaints	Measures the number of complaints made by guests throughout their relationship with the hotel.
<i>Key performance indicators from the customers' profitability perspective</i>	
Customers retention costs	Customer retention is the cost of keeping an existing customer. For example: discounts, promotional giftsetc.

Relationship with the hotel customers	
Key performance indicator	Explanation
Customer Retention Rate	Customer retention rate is the percentage of customers maintained in a particular period, relative to the number of customers at the start of the period. The indicator reveals the number of customers remaining at the end of the period without counting the number of new customers acquired.
Cross-selling value	Cross-selling refers to the sell of the related products or services that complement a customer's main purchase. The indicator determines the extent to which customers were persuaded to buy other products than those they originally intended to buy. For example, the customer only wants accommodation, but is convinced to also buy the meal.
Up-selling value	Upselling is a sales technique used to get a customer to spend more by buying an upgraded or premium version of what's being purchased. For example, a room with enhanced comfort.
Average customer profitability	It is calculated as the multiplication of the net average profit of a transaction and the average number of the repeated transactions.

3. The hotel position on the market

The tourism industry is highly competitive, which makes it important to have an analysis of the organization's position related to the competitors. The main directions of analysis are presented below.

The hotel position on the market	
Key performance indicator	Explanation
<i>Key performance indicators to assess the relationship with competition from a financial perspective</i>	
Profit	It implies to compare the evolution of the organization's profit with the evolution of the competition's profit.
Labour costs	It is advisable to make a frequent comparison of the organization's labour costs with those of competitors.
Productivity	It is a comparison of the efficiency levels.
<i>Key performance indicators to assess the relationship with competition from the brand perspective</i>	
Brand performance	This indicator is measured on the basis of two major components: <i>Brand awareness</i> (refers to the extent to which customers are able to recall or recognise a brand) and <i>Brand preference</i> (measure of brand loyalty in which a consumer will choose a particular brand in presence of competing brands, but will accept substitute if that brand is not available).
Product usage	This indicator is the total of components such as: service usage frequency, average usage time, average purchase value
Market share	Represents the percentage of an industry, or market's total sales, that is earned by a particular company over a specified time period. Relative market share is a marketing metric used to compare the firm's market share to the largest competitor in the market.

<i>Key performance indicators to assess the relationship with competition from the product/service perspective</i>	
Top products/services	Identifying the most popular products / services of the competition and comparing the company's products with them, identifying the pluses and minuses.
Frequency of the products / services renewal	Compares the frequency with which the competition renews products / services in relation to the organization.

4. Leisure services.

This component includes those indicators to measure the performance of profit centers that can operate within the hotel. In order to exemplify, in the table below, we present the indicators related to a gym that can function in a hotel.

Gym performance analysis	
Key performance indicator	Explanation
<i>Key performance indicators from a financial perspective</i>	
Equipment investment	It refers to the value of the investments made for the endowment and arrangement of the gym.
Number and dynamics of the subscriptions	The value of the subscriptions over a year.
Income	Total income over a year
Expenditure	Total expenditure over a year
<i>Key performance indicators from a structural perspective</i>	
Gym surface	The size of the gym
Services variety	It refers to the the level of the services' diversity. For example: aerobics, massage etc.
Number of employees	It measures how many people work directly with the customers in the gym.
<i>Key performance indicators from an operational perspective</i>	
Qualification level of the employees	Certificates held by employees, attesting their competence.
Capacity of the gym	It refers to the maximum number of clients who can train in the gym at a time
Duration of a session	It refers to the way in which the activities taking place in the gym are divided and according to which the unitary tariff is set.
<i>Key performance indicators from the customer perspective</i>	
Average waiting time	Measures the average duration (expressed in minutes) of the customer's waiting time from the time it is ready to start and until it actually starts.
Customers' feedback	Represents the average value of the customer reviews

5. Conclusions

Improving organizational performance is the fundamental objective and responsibility of any manager. In the present paper we pointed out that, in order to highlight and explain this performance, most of the tourism managers use strictly financial indicators based on the accounting principles. However, many theorists and practitioners have expressed the view that

this kind of quantitative indicators can not explain the causes that determined a certain state of performance. Thus, the literature reveals that it is inappropriate to attempt to base exclusively or predominantly on financial indicators. The level of inadequacy is more evident in services. In order to overcome these shortcomings, it is necessary to act in two directions: on the one hand the diversification of the financial information used for the substantiation of the control and management decision process, on the other hand the identification of indicators of performance measurement with a different coverage area to surprise and qualitative assessments.

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ROMANIAN RURAL DEVELOPMENT THROUGH TOURISM ACTIVITIES

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Abstract:

In Romania, rural development through tourism activities has taken place under the background of the significant increase in recent years, both in number and in quality, of the accommodation units in the rural area, due to individual investors and funding received under the governmental programs, as well as to the activity of certain organizations that provide support to the rural suppliers of tourism services to enter the market and help the rural communities to appreciate the significance of tourism and understand the advantages that they can get from this activity. Taking this into consideration, the aim of the paper is to analyze the main measures and sub-measures under which eligible investments provide support to tourism development and promotion in Romania's rural area. The statistical data were completed by information from papers and studies published in specialty books and journals on tourism and rural development. The databases published by the Ministry of Agriculture and Rural Development and different organizations in the field were also investigated.

Keywords: rural development policy, rural tourism, tourism market, Romania.

JEL Classification: L83, R11.

1. Introduction

The rural tourism, agro-tourism and ecotourism are activities that contribute to better and more solid economic development of rural areas. For the rural communities, the support and consolidation of entrepreneurial environment and innovation in rural tourism represents one of the most important actions to identify and promote viable strategies, which should address the important economic changes produced in the rural areas, as well as to social needs in the countryside. (Burja, 2014, Dorobanțu, Nistoreanu 2012,)

Romania's efforts to develop and promote tourism in the rural area has been completed by the support provided by the European Union (EU) funds since the year 2000. In conformity with the priorities and rural development directions of the National Rural Development Program (NRDP), the European pre-accession programme 2000-2006 granted community financial support through the SAPARD fund (Special pre-Accession Programme for Agriculture and Rural Development), specially created for the pre-accession programme for agriculture and rural development) and the European post-accession programmes 2007-2013 and 2014-2020 have granted and still grant community financial support through the EAFRD funds (European Agricultural Fund for Rural Development) for *the development of tourism activities in the Romanian rural area.*

In this context, the aim of the paper is to analyze the implementation of the main measures and sub-measures whose eligible investments provide support to tourism development and promotion in the Romanian rural area, in the period 2000-2017.

The statistical data were completed with information from papers and studies published in specialty books and journals related to tourism and rural development and different organizations in the field. The databases published by the Ministry of Agriculture and Rural Development were also investigated. The statistical information mainly came from the National Institute of Statistics (NIS). The information provided by the Ministry of Agriculture and Rural Development (MARD) was also used.

2. Romanian rural tourism development through the European funds

The development of tourism in rural areas is an important political aim for the European Union member states. In Romania, according to the National Rural Development Programme

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(NRDP), co-financed by the European Agricultural Fund for Rural Development (EAFRD), the development of tourism activities in the rural area have allocated financial support through the following programmes:

- the SAPARD Programme 2000-2006, sub-measures of Measure 3.4 “Development and diversification of economic activities generating multiple activities and alternative incomes”, accredited in December 2003; payments to the beneficiaries of the measure started in October 2004;

- the NRDP 2007-2013, Axis 3 “The improvement of life quality in the rural areas and rural economy diversification”, Measure 313 “Encouragement of tourism activities” with 7 project submission sessions in the period September 2008 - May 2012, as well as the LEADER Axis which provides diversification of economic activities for creating alternative jobs and new income opportunities for farmers, multifunctional development of the rural space and its improvement for the benefit of future generations;

- the NRDP 2014-2020, which provides financial support to private investments for tourism supply diversification in the rural area. (Sima, 2016a)

Moreover, the indirect effects for specific activities in the rural tourism come from the following structural programmes:

- the Regional Operational Programme with Priority axis 5: “Sustainable development and promotion of tourism”; the key fields for intervention are: capitalization of the cultural heritage and modernization of related infrastructure; creation and modernization of specific infrastructures for the capitalization of specific natural resources; capitalization of the tourism potential and creation of the necessary infrastructure;

- the Sectoral Operational Programme “Increase of Economic Competitiveness” with the Priority axis 5 - “Romania – attractive destination for tourism and business”, which are two major national areas of intervention: tourism promotion and the development of the national network of Tourism Information and Promotion Centres;

- the Sectoral Operational Programme “Development of Human Resources”, for professional development and improvement activities,

- the Sectoral Operational Programme for “Environmental Infrastructure” for getting in line with the EU environmental standards, with reference to environmental protection and conservation.

3. Overview of accessed funds through the NRDP

The National Rural Development Programme (NRDP) is a document in which the Ministry of Agriculture and Rural Development details how specific investments are financed from European funds for agriculture and rural development. Rural development priorities and directions contained in the NRDP, in close relation to the Community's priorities, have been established on the basis of a comprehensive analysis of both the socio-economic and environmental situation.

One of the NRDP general objectives has been to develop the tourism activities in the rural areas, which can contribute to the increase of the number of jobs and alternative incomes growth, as well as to the increase of rural space attractiveness.

The specific objectives have been the following:

- to create and maintain jobs through tourism activities, especially for women and youth;
- to add value to tourism activities;
- to create, improve and diversify the tourism infrastructure and services;
- to increase the number of tourists and the duration of visits.

The operational objectives were and are the following:

- to increase and improve the small-scale tourism accommodation facilities;
- to develop the tourism information and promotion centres;

- to create leisure facilities in order to ensure the access to natural areas for tourism purposes.

The financial support envisages investments for:

- infrastructure related to accommodation facilities;
- leisure activities;
- small-scale infrastructure;
- development and/or marketing of tourism services.

Within those measures, the following operations can be covered;

- construction, modernization, extension and endowment of the tourism accommodation facilities (agro-tourism structures and others type of accommodation structures developed by a micro-enterprise) having up to 15 rooms;

- for investments in tourism accommodation structures other than agro-tourism structures, the comfort level and quality of the services proposed under the project should reach the quality standard of minimum 3 daisies;

- for investments in agro-tourism, the accommodation structure, the comfort level and quality of the services proposed under the project must reach the quality standard of minimum 1 daisy;

- for investments related to connecting to public utilities, as well as purchase of equipment for the production of energy from other renewable sources than bio-fuels;

- private investments in leisure tourism infrastructure (independently or dependent on the tourism reception structure), such as camping spaces, swimming places/pools, purchase of traditional vehicles for walking, horse-riding tracks, including the first purchase of horses for tourism (except for those for races and competitions) as well as securing shelters, rafting;

- construction, modernization and endowment of information local centres, for tourism promotion;

- development of local on-line booking systems for the tourist accommodation centres in the rural area connected to regional and national systems;

- investments for setting up and arrangement of rural thematic roads (the wine road, road of pottery, woodcraft road etc.);

- elaboration of promotional materials for promoting tourism activities such as first publication of leaflets, billposter etc.

The direct beneficiaries of the financial support are the following:

- natural persons (with the commitment that until the date of signing the financial contract to authorize themselves with a minimum status of authorized natural person);

- farmers or members of certain agricultural enterprises who wish to diversify their basic farm activity by developing a non-agricultural activity in the rural area within the already existing enterprise that falls under the category of micro-enterprises and small-sized enterprises, except for the non-authorized natural persons;

- existing and newly established micro- and small-sized enterprises in the rural area;

- local communities;

- non-governmental organizations and professional associations;

- local public authorities.

The indirect beneficiaries are tourists staying overnight and visitors who have benefited from financed recreational facilities.

The factors with implication potential in the Romanian rural tourism development can be classified as follows:

- governmental institutions,
- local public administrations,
- administrations of the protected areas,
- members of the private tourism sector,
- non-governmental organizations,

- local communities,
- financiers,
- university environment,
- tourists.

4. The consequences of European funds use to develop the tourism activities in the rural areas

In the period 2000-2006, the preference for rural tourism gradually increased and the project submissions reached 53.6% of the total allocated budget for Measure 3.4 “Development and diversification of economic activities generating multiple activities and alternative incomes”. The projects mainly refer to the modernization and the construction of new buildings used for tourist accommodation, restaurants and recreational areas.

At NRDP 2007-2013 level, rural tourism was approached directly through Measure 313 “Encouragement of tourism activities” from Axis 3: “The improvement of life quality in the rural areas and rural economy diversification”. Seven project submission sessions took place under Measure 313, in the period 2008-2012 (Table no.1). A number of 3703 projects were submitted with a public value of 569890.75 thousand euro. From the total submitted projects, 2586 projects were selected with a public value of 392288.78 thousand euro, out of which 1289 projects were contracted with a public value of 179867.78 thousand euro.

Table 1. The situation of projects under Measure 313 by project submission sessions

Project submission sessions		Submitted projects		Selected projects		Approved projects	
Year	Period	no.	public value (thousand euro)	no.	public value (thousand euro)	no.	public value (thousand euro)
2008	18.09-30.10.2008	121	22,571.38	100	19,839.17	41	7,4082.93
	17.11-17.12.2008	152	26,844.38	122	23,469.43	51	9,169.27
2009	12.10-06.11.2009	329	57,986.89	270	47,119.41	146	23,355.17
	16.11-11.12.2009	209	35,398.76	142	25,089.53	78	12,429.17
2010	01-30.07.2010	589	96,166.32	445	70,663.46	225	32,086.09
2011	01-31.03.2011	297	45,274.97	213	31,385.66	150	21,431.57
2012	17.04-16.05.2012	2006	285,648.05	1294	174,722.12	598	74,313.57
Total general		3.703	569,890.75	2.586	392,288.78	1.289	179,867.78

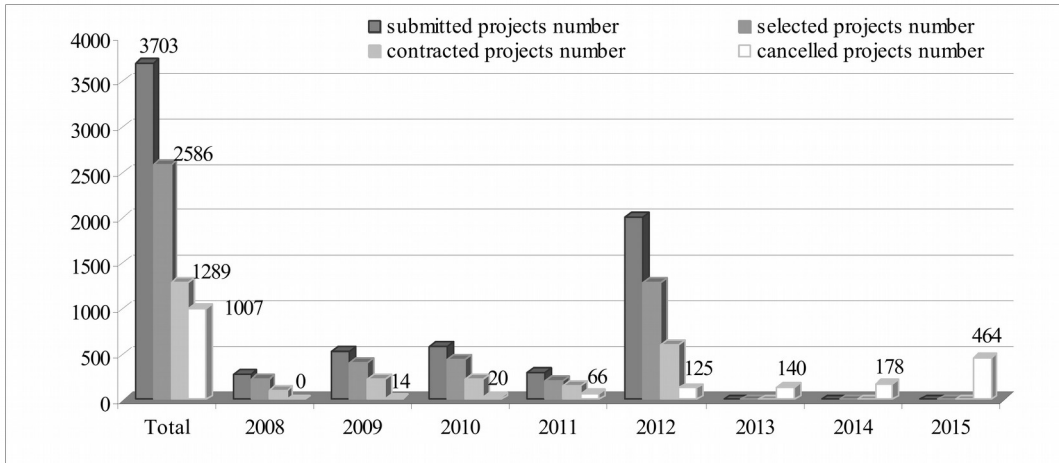
Source: Data from the “Annual Progress Report on the implementation of the NRDP in Romania, in 2015” <http://www.madr.ro/>

At NRDP 2014-2020 level, the financial support oriented to the development and promotion of rural tourism services, continued with the *transition procedure*, by which 199 projects were transferred for finalization, with a public value that remained to be paid of 8,805.90 thousands Euro under sub-measure 6.4 “Investments in creation and development of non-agricultural activities”, respectively 38 projects with a public value to be paid of 1,653.07 thousands Euro under sub-measure 7.2 “Investments in the creation and modernization of small-scale basic infrastructure”.

According to the MARD Progress Report on NRDP implementation in Romania, by the end of the year 2015, 1007 financing contracts were cancelled, out of which 729 at

beneficiaries' request, 261 due to non-compliance with contract clauses and 17 contracts were cancelled out of other reasons.

Figure 1. Measure 313 “Encouragement of tourism activities” in the period 2008-2015



Source: Data from the “Annual Progress Report on NRDP implementation in Romania, in 2015” <http://www.madr.ro/>

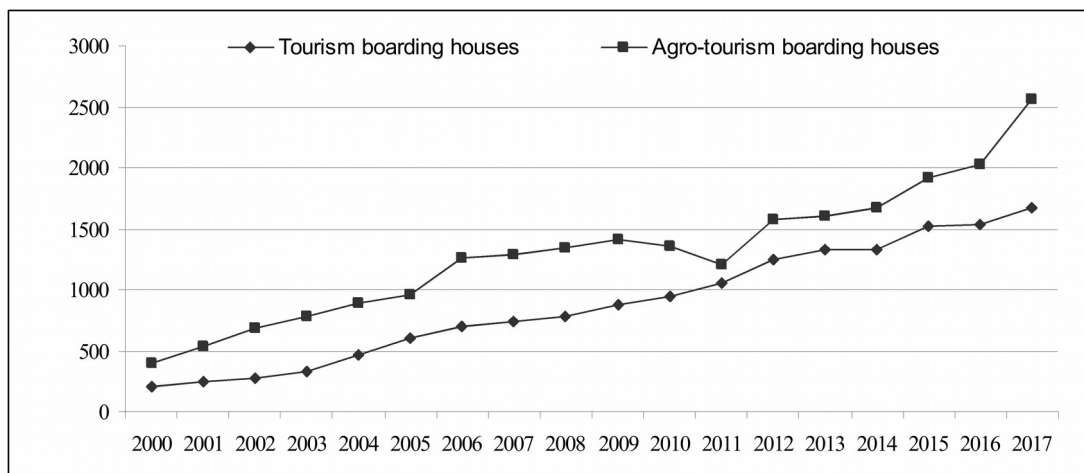
By the end of the year 2015, only 307 contracts were finalized, out of which 201 are in the category “Leisure infrastructure”, 103 in “Small size infrastructure” (information centers, signaling out the tourism sites, etc.) and 3 in “Development /promotion of rural tourism services”;

Finally, according to the “Ex-post-evaluation-of-NRDP-2007-2013”, for measure 313, the total number of direct beneficiaries of the measure was 1,289 and the total number of indirect beneficiaries of the measure was 50,421 (out of which 30,564 tourists staying overnight and 19,857 visitors/day who benefited from financed recreational facilities).

According to the National Institute of Statistics data, in the period 2000-2017, the number of tourist reception structures with accommodation functions in the rural area (tourism and agro-tourism boarding houses) continuously developed (Figure 2).

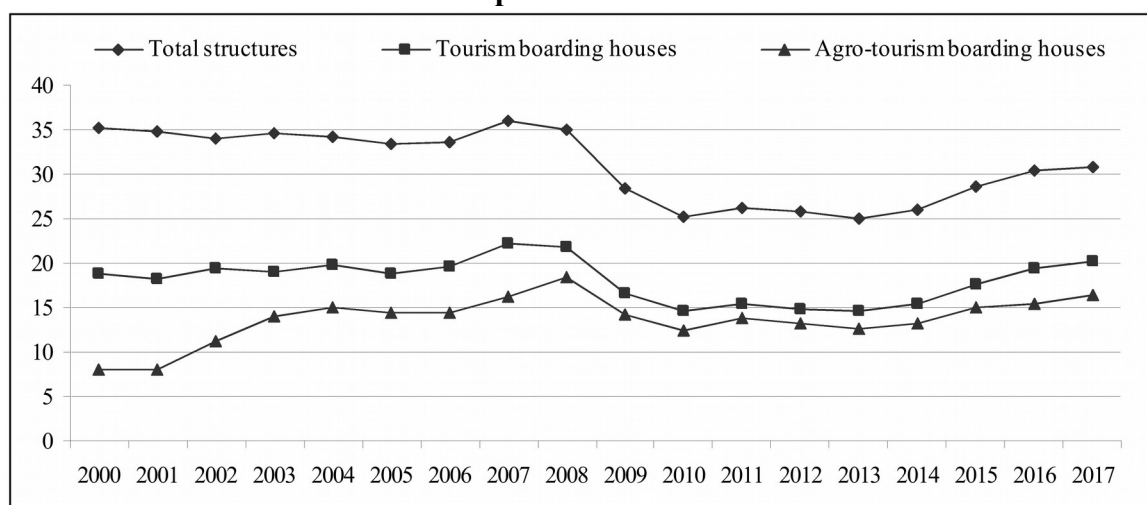
The analysis of the *net utilization indices of tourism accommodation capacity in use* (calculated by reporting the number of overnight stays to the tourism accommodation capacity in use in a certain period) reveals that by comparison to the other tourist accommodation structures, the agro-tourism boarding houses had an increasing trend from 2003 to 2008, followed by a slightly decreasing trend until 2010, with a slowly increasing trend after this year up to the present moment (Figure 3).

Figure 2. Evolution of the number of tourism and agro-tourism boarding houses, in the period 2000-2017



Source: Tempo-online database, 2018, <http://www.insse.ro/>

Figure 3. Evolution of the utilization indices of tourist accommodation capacity in use, in the period 2000-2017



Source: Tempo-online database, 2018, <http://www.insse.ro/>

5. Factors with potential impact on rural tourism development

The following objective and subjective factors affected the results of the actions targeting rural tourism development:

- Programme budget modifications:
 - Accessing the guarantee scheme by the beneficiaries of Measure 313 contributed to the development of a working relationship between the beneficiaries and the banking institutions;
 - Following the floods of 2010, the funds were transferred from Measure 313 to measure 322, sub-measure 322 d) Investment on rehabilitation works and modernization of road infrastructure damaged by floods;
- Programme administrative obstacles:
 - The complexity of the programme rules and procedures (e.g. reimbursement and payments);
 - The capacity of beneficiaries to understand the procedural implementation, poor advisory services provided;
- Financial obstacles:
 - Lack of collaterals for banking loans or lack of co-financing;
 - Lack of credit on the market to support NRDP projects, in particular investments, which created more difficult conditions for beneficiaries to implement / finalise their projects;
- Adverse macro-economic conditions:
 - Public administration investments did not increase from 2011 to 2014 and decreased afterwards, showing that the general conditions were not favourable to public investments;
 - The economic and financial crisis did not allow for a significant growth of the agricultural sector and exacerbated the financial conditions for public administrations in the rural areas;
- Other adverse conditions:
 - Low infrastructural facilities;
 - Decreasing public resources;
 - Depopulation trends;
 - Adverse weather conditions;
 - Low economic profitability of some agricultural activities;
 - Lack of transport infrastructure and services in the countryside.

6. Conclusions

The years that have passed since Romania joined the European Union was a time of radical change for the rural areas, with more or less positive effects. Romania received financial European support before and after its accession to the European Union related to the rural tourism and agro-tourism actions and recreational activities in the countryside.

According to our analysis, the reasons why the rural tourism is not considered a representative product for the Romanian tourism are the following: insufficient promotion of rural tourism activities, limited collaboration between the most important actors, lack of investments in this sector and absence of tourism policies, repeated blocking of local authorities' projects in local tourism, lack of coherence and absence of a strategy at central authorities level, lack of a coherent vision for the development of Romanian tourism, the lack of successive governments' interest in the development and promotion of Romanian tourism.

In order to obtain good results in the Romanian rural tourism activity, the following are necessary:

- improvement of infrastructure to support the rural tourism business;
- continuing to reduce bureaucracy in setting up and operation of agro-tourist boarding houses;
- a better information of the population with regard to the governmental programs for private initiative stimulation;
- popularization of the successful business examples of the Romanian entrepreneurs.

In the future, in order to improve the living standards in the rural areas, it is of utmost importance to create and maintain sustainable jobs, to initiate and consolidate businesses, to develop products, services and activities based on the existing potential.

The institutions responsible for the evaluation of NRDP implementation consider that the programme has been an important stage of accommodation and experience accumulation in accessing and implementing European projects. The applicants and beneficiaries have learnt lessons and gained experience that will be used for the next programming periods.

The clear and unequivocally inflow of EU funds contributed to the development of services related to rural tourism and to the increase of the living standard of the rural people, through the development of the rural economy and of the entire rural space.

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SECTION: SOCIAL AND EDUCATIONAL POLICIES

COMMUNICATION WITHIN A SCHOOL ORGANIZATION

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Abstract:

Communication regarded as an essential element of human existence ensures the transfer of information, ideas, feelings with the help of certain communication processes and networks.

Human communication is not limited to uttering words and transmitting information: when words are uttered, one's voice and tone are involved, then body language adds to the words and the tone, then one's appearance, mimic, posture, gestures, clothing quality and colour, etc. are added to the words and tone. This complex set of stimuli is divided into two categories: analogue language and digital language, accordingly carrying analogue information and digital information.

At school level, it is communication that facilitates the educational act itself, being the basis of the teaching-learning process as well as of the various relationships that arise in such a context. The trainer-trainee relationship remains a major issue for any performance-based education system.

Key Words: communication, education system, education, performance

JEL Classification: I2

1. Introduction

Communication as a relational process consists in exchanging information between two or among several interlocutors, based on certain codes: word, gesture, image, motion, sound; in such a context, interlocutors become, in turn, both senders and receivers of information.

Human communication performed in complex languages is a social deliberate or involuntary act, a conscious or non-conscious act, with the purpose of mutual influence. The need for communication is based on several needs: identity, social, relationship, affection, desire for authority, etc. In other words, communication is a process of conveying information in the form of symbolic messages between two or among several people, some of whom have the status of senders, others have the status of receivers, via specific channels.

Human communication does not only mean uttering words and conveying information. When words are uttered, voice and tone intervene; words and tones are accompanied by body language, physiognomy, mimics, posture, gestures, appearance, clothing quality and colour, etc. That complex set of stimuli is divided into two categories: analogue language and digital language, respectively carrying analogue information and digital information.

Analogue language is direct, plastic and suggestive, based on similarity, association and communication of messages without decoding them in one's consciousness. It is accessible to both humans and animals.

Digital language is symbolic and abstract. A classic example is verbal language, based on the words of a language. It can only be understood if it is decoded and processed at the level of one's thinking and consciousness. As far as it is known today, digital language is typical of man. Body language and voice tone are typical forms of analogue communication. The information thus conveyed is not always acknowledged.

Human communication is performed in order to:

- inform (when the sender has information to be conveyed to others);

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- convince;
- impress;
- cause a reaction;
- amuse, etc.

Communication itself consists in sending and receiving messages, namely a process involving:

- a sender (the one that triggers the process, prepares the message, chooses the means of communication and the receiver);
- a message (the way a sender encodes the information);
- language in several forms resulting in communication languages: verbal (written or oral) language, non-verbal (body, space, time) language and paraverbal (tonality, voice inflections, speech rhythm, accentuation of words, etc.) language);
- communication channels (formal channels with the purpose of performing specific tasks and informal channels that facilitate communication among individuals or groups);
- means of communication;
- a receiver;
- a context (which may influence the effects of communication).

Types of Communication

Table 1

By interaction level	<ul style="list-style-type: none"> ➤ intra-individual; ➤ interpersonal; ➤ group; ➤ mass; ➤ public.
By code type	<ul style="list-style-type: none"> ➤ verbal (oral and written); ➤ paraverbal; ➤ non-verbal.
By channel	<ul style="list-style-type: none"> ➤ direct; ➤ mediated.

Source: prepared by the authors

Communication behaviours can be predominantly verbal, non-verbal, or mixed, with time and sense relationships among the three types above.

During the communication process, communication barriers may occur along with disturbances that can reduce the fidelity or efficiency of a conveyed message. What is important, however, is the impact that such barriers have on the message; there are situations where, due to the disturbances, the information received by the receiver is completely different from that transmitted by the sender.

Specialized studies present the following categories of communication barriers:

- language barriers generated by words or phrases that are confusing or have different meanings to those involved in the act of communication. The way of understanding a conveyed message and implicitly the way of decoding it are influenced by the education level of those who communicate; the emotional state of a receiver may influence communication negatively;
- environmental barriers are the most common and are related to the improper work environment characterized by high noise pollution;

- barriers caused by the position of the sender and the receiver generated by the image which the sender or receiver has about themselves or the interlocutor, which is a false one, accompanied by preconceptions or too strong feelings;
- conception barriers - assumptions, ungrounded conclusions, routine, wrongly expressed message, the receiver's lack of interest in the message can contribute to inefficiency in the communication process.

Impossible to avoid, communication barriers can be removed by using certain methods based on a number of essential issues:

- communication must be planned;
- precise determination of purpose is impetuous;
- communication time must be carefully chosen;
- ideas to be communicated must first be clarified;
- language must be appropriate to the situation but also to the communication partner.

Minimizing the influences of the disturbing factors existing in any communication process can ensure the latter's effectiveness.

2. Communication in a School Organisation

Pedagogical communication is what mediates the educational phenomenon as a whole. Pedagogical competence, creativity, mastery are the foundations of education; school development is based on teachers' abilities to get closer to students, giving them curiosity for knowledge. The instructional-educational process can only be achieved through communication in its various forms.

Pedagogical communication implies an educational message that starts from the teacher to the student in order to generate a formative reaction, which demands the former to resort to continuous improvement, responsible intelligent behaviour, to create a favourable psycho-pedagogical environment which is absolutely necessary .

Specialists in the field appreciate pedagogical communication as a "prerequisite, source and effect of education" which starts from regulating one's own feelings, emotions, mental states, even psychological barriers, in order to create positive emotions.

Pedagogical communication, unlike simple communication, consists in professional communication in the instructional-educational process, it is based on certain didactic functions, aimed at creating a favourable environment for the development of teacher-student relationships.

The pedagogy dictionary defines didactic communication as part of the educational process in which students, under the guidance of their teacher, acquire new knowledge, rules, formulas, laws. As a process, didactic communication consists in: the teacher's conveying a didactic message, the student's receiving the message, the student's formulating the answers, and the teacher's possible corrections and additions.

Features of Didactic Communication

Table 2

<i>Teacher</i>	➤ message clearness;
	➤ adequate and accessible language;
	➤ logical structure of messages;
	➤ attractive presentation of lessons;
	➤ adequate communication environment.
	➤ ability and focus;

Student	➤ motivated to learn;
	➤ knowing the adequate language.

Source: prepared by the authors

A teacher is the one who educates, breeds and conveys values by planning, organizing, coordinating the entire teaching activity. Didactic communication takes place between at least two partners (teacher-student, student-student), a message aims at influencing individual and group behaviours and it generates education and development by involving the student in the act of learning.

The main purpose of didactic communication is to form beliefs by effectively organizing didactic performance and resorting to the specific processes that concern all areas of human cognition and practice.

The main functions of didactic communication are:

- to inform, namely conveying a didactic educational message;
- to train, pursuing the stimulation of thought and imagination;
- to educate;
- to assess and adjust;
- to solve educational matters.

Generating efficiency in the communication process involves overcoming some obstacles such as emotivity, globalist approaches, lack of basic knowledge, permanent adjustment to any circumstance or context that may occur in the instructional-educational process. In order to ensure communication efficiency, any teacher must:

- be prepared to listen;
- be interested in listening;
- be open-minded to any idea.

Communication requirements at school level have been increasing lately, which generates multiple communication forms.

3. Conclusions

The complex development of individual personality begins in a school: it is here that people become educated, trained, shaping the future. At school level, it is communication that facilitates the educational act itself, being the basis of the teaching-learning of knowledge in an institutionalized framework and among partners having determinant roles: teacher, students, and also the various relationships that arise in such contexts. It is a type of interpersonal and group communication where explicit and implicit actions take place. What specializes didactic communication is the transfer of cultural values and standards.

The teacher-student relationship is particularly complex, involving a permanent dialogue between the two parties concerned, mutual communication where the personality of those involved is predominant. The teacher-student relationship remains a major issue for any performance-based education system. Through the changes made at individual and society level, the educational process generates progress.

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EXAMPLES OF GOOD PRACTICE IN FINANCIAL EDUCATION

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Abstract

Financial Education is a topical issue for the Romanian society as well, as the globalisation manifested in the economical field has generated a diversification of services and financial products, a matter which calls for the diversification of knowledge in this area.

The increasing importance of the subject of financial education is due to the fact that a higher level of financial education increases the level of savings. Based on these considerations, the present study aims to highlight some examples of societies where the level of financial education is raised by the qualitative research of specialty papers, reports and studies in this field.

Keywords: *financial education, savings, financial literacy, skills*

Jel Classification:

Introduction

The year 2005 brings a definition of the term „financial education” as issued by OECD (2015), namely the process by which consumers/ financial investors develop a level of understanding of financial products, concepts and risks, and through specific actions of informing, training and/ or counselling, manage to develop the skills and the confidence necessary to become more aware of financial risks and opportunities, to be able to make conscious choices, to know where to ask for help and take other effective actions to improve their financial well-being. The term ”financial education” takes into consideration three elements: competence, information and education regarding money management, assets, investments and insurance; understanding the concepts of money and assets management; the ability to use these concepts when planning, implementing and evaluating financial decisions.

2. The research stage

The relationship between financial education and economy has undergone numerous studies in the literature of specialty. Thus, it shows that the level of financial education influences the population’s decision of saving in order to ensure a decent pension (Lusardi, 2003) because when reaching it, people have a low saving level (Lusardi, 2004).

Bernheim and Garrett (2003) show that a high level of financial education can be correlated with the existence of a predisposition for saving. Fox J. et al (2005) points out that the Americans have a high level of debt, low saving rates and a high level of bankruptcies being the result of a low level of financial education. According to these facts, financial education takes into account any program that provides the knowledge, attitude and/or individual behaviour in relation to financial concepts.

Furthermore, Lusardi and Mitchell (2007) show that there is a low level of consumer information regarding financial instruments, which is actually quite serious since they cannot make informed choices, they cannot make conscious decisions, for example to identify the most suitable products which could ensure welfare at the age of retirement. The study conducted by Lusardi and Mitchell identified as vulnerable the categories of people who have low income, low education or come from disadvantaged groups.

In 2008, the ONU General Secretary considered that public authorities, communities, associations and international organizations should be more interested in increasing the degree

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of understanding regarding financial education, thus, the population to have the necessary knowledge, abilities and competences for any financial problem and furthermore to adopt the best decisions. According to OECD, financial education generates economic growth due to the existence of financial services which have higher quality but also due to the growth of the individual abilities to use these services in order to satisfy personal interests. It is believed that there have been several factors which made it possible to increase interest in financial education, among which we can mention:

- The growth and development of financial markets, deregulation, globalization and technological progress manifested in these markets-elements which have generated the variation of financial instruments;

- The increased risks due to transfer of ownership;

- The development of emerging economies;

At the level of OECD, 2003 marks the start of financial education programs, resulting in achieving throughout 2005 certain principles regarding financial education, whose goal was to assist authorities to create and implement financial education programs.

3. Examples of good practice on financial education in the global economy

The 2008 UN meeting was a good opportunity for some participating countries to provide examples of good practice. I have chosen to present some of them as they can be multiplied in Romania as well, taking into consideration the fact that the new curriculum contains such elements.

The study “*Financial Capability in the UK: Establishing a Baseline*” conducted by interviewing 5300 people in 2006 in the UK, resulted in achieving strategies that had in view 10 million people who, in the following 5 years had to become better informed, educated and confident in their own strengths, in order to take more responsibility regarding financial affairs and also to play a greater part in financial services. Achieving this challenge meant the allocation of £ 90 million by 2011, on the following levels:

- Learning Money Matters – a program for teachers which was applied in England, Scotland, Northern Ireland and Wales;

- Money for Life – a program that included elements of financial education in the curriculum;

- Money Doctors – a program created for university education;

- Young People and Money – a program that offered training courses for organizations which had as target NEETS people; etc.

It can be seen that the program has been designed to target different social classes but the information was meant to reach everyone concerned. The program contained elements to educate parents or future parents: Parent’s Guide to Money; dedicated directly to consumers through the website *MoneyMadedclear* and to non-profit organizations: Partnership Development. All of these were backed by guides which were provided to consumers for free, materials and seminars for employees in UK (*Making the Most of Your Money* program).

At present, FSA has become FCA (Financial Conduct Authority) which governs the industry of financial services in UK and PRA, part of the Bank of England, which is responsible with the development of prudential rules and supervision of banks, insurance companies, credit units and investment companies.

Australia is an example of good practice in the field of financial literacy, being among the first countries to create a national strategy in this field. The concerns regarding financial literacy began in 2004, when the Australian Government created a working group that had as purpose to achieve a program through which people would acquire the skills they needed to adopt more appropriate financial decisions. In 2005 the Financial Literacy Foundation FLF

was created as part of the Australian Treasury. Furthermore, in 2006, FLF initiated a professional development strategy (the Professional Learning Strategy), that aimed to develop the teachers' skills and values, which were needed in order for them to be involved in financial literacy programs in schools. The strategy started to be implemented in 2008. In the same year, ASIC, Australian Securities and Investment Commission had the responsibility to manage financial literacy issues. ASIC'S program, MoneySmart Teaching Program, which was based on the National Strategy for Financial Literacy, aimed to improve the teachers' ability to deliver financial education programs.

Between 2014 and 2017, the main strategic priorities of this strategy were the following (ASIC, 2014):

A. Targets for individuals, families and community:

1. Educating future generations through formal education;
2. Increasing the use of information, tools and resources freely and in a fair manner;
3. Providing quality guidance and support;

B. Strands dealing with support programs and specific policies:

1. Improve effective partnerships;
2. Improve systems concerned with research, measurement and the evaluation of the phenomenon known as financial literacy;
3. Evaluating the achievement of these objectives involved defining specific indicators:

Objective 1

- The number of students involved in the process of financial education;
- The number of teachers participating in the professional development program

ASIC'S Money Smart Teaching;

- The number of VET people who participated in financial education programs;

Objective 2

- The number of people who visited the ASIC'S MoneySmart website and read the printed materials;

- The number of people who used other sources for free and impartial information;

- The existence of positive changes in the financial area proven by research and evaluation studies which were carried out;

Objective 3

- The number of people counselled by national guidance and support programs;

- Feedback on counselling and support;

- The existence of a better situation regarding the level of financial education of the people counselled, proven through research and evaluation;

The Australian experience generated an orientation of efforts concentrated to achieve a relevant analysis on the concrete realization of financial education programs in schools. Start Smart is a program meant to develop financial skills for students of 12 years old or less but also for students from vocational educational establishments.

The programs which were created throughout this program are organized as workshops and aim to modify the target group's attitude and knowledge, thus to make them understand the relevant concepts and also the efficiency and confidence needed in order to achieve the desired results and induce an appropriate behaviour.

From an evolutionary point of view, the program begins in 2007, having as target groups children aged 9-12 and expands in 2010, as a result of its success to primary school. In 2012, START Smart is developed with Pathways and it is destined to people with ages between 18 and 25.

The year 2016 represents for START Smart the progress of 19000 workshops in over 2000 schools for about 540,000 students. These results make SMART Start be considered the largest financial education program in the world.

BE CLEVER WITH YOUR COINS is intended for primary school pupils (up to 6 years old) and it is organized and structured as follows:

Year 1

In this step, students learn about money as a concept, therefore, they learn about coins and banknotes, how to recognize Australian currency, methods to insure money safety, the difference between need and want and how to use money as currency for goods and services.

Year 2

The program, organized as a game continues with the so called space school mission through which students, by using addition and subtraction, buy supplies for Space School. Workshops are focused on acquiring skills to count money, developing abilities to create connections between addition and subtraction, the most complete expression of needs and desires, exploration of ideas, characteristics and norms in a community.

Year 3

Activities conducted under the name Coach Cash are organized so students become “cashletes”, thus to develop financial skills by taking decisions of correct saving. The exercises performed enable students to acquire knowledge and skills regarding credit and debit cards, to acquire abilities of spending by analyzing prices and to maximize savings.

Year 4

Workshops are dedicated to strengthening and developing the concepts of savings, credit cards and expenses. This stage uses concepts such as monetary value, simple accounting transactions, solving problems regarding purchases and budget items.

Year 5

The program organizes activities aimed at acquiring skills for creative and smart saving. In an equal manner, it is aimed to develop the students’ ability to achieve short and medium term vision regarding their money.

Year 6

Workshops are intended to develop students’ creativity in identifying the most appropriate ways to achieve financial objectives. By organizing school events, students manage a budget and find new sources of funding.

The program continues with BE CONFIDENT WITH CASH for pupils aged 7-12 and it is organized on two levels:

- 7-8 years old: the program organizes activities through which children learn to become more financially responsible, understand the difference between need and wants, identify the elements that influence personal expenses but also elements of intrinsic motivation that affect financial decisions.
- 9-12 years old: workshops focused on concepts of earning, saving, spending, investment, enterprise. Students also find out about the first job, employment rights and responsibilities, salaries, taxes, saving value, setting goals for savings, bank accounts, saving strategies, the value of investments, shares, financial market, basics of pension management and employee rights, small businesses in Australia, the way to generate a business idea, market needs and costs to start a new business.

BE CONFIDENT WITH YOUR CASH is designed as an interactive learning experience that aims to increase the students’ confidence in the ability to adopt sound financial decisions. Students in vocational schools went through the financial education program START SMART PATHWAYS that targeted 330,000 people and ended on 30th June 2018.

In 2017 the Start Smart report demonstrates the program’s effectiveness in the sense that the number of participants reached 574.246 students from 2048 schools. The report also

shows that 62% of all those who participated in the program, applied, in different situations what they had learnt, the application being made within six weeks from the time of completion.

Moreover, from 2007 to 2017, 2.560.182 students registered as participants. In the United States, the organization known as FLEC (The Financial Literacy and Education Commission) was created. This entity is composed of 23 entities supporting the federal government in an effort to improve financial literacy. Developing a strategy is generated by the observation according to which Americans experienced higher stress levels after the economic crisis triggered in 2008 as a result of financial elements. Furthermore, in the USA, 1 in 5 families registers spending levels higher than income levels.

These elements have generated the development of a national strategy since 2011, which had the following objectives:

1. Improve access to financial education and its level of perception;
2. Establish and integrate financial skills;
3. Infrastructure development on financial literacy;
4. Identify, improve and disseminate examples of good practice;

Year 2016 brings improvements on strategies by focusing on youth, therefore the program Starting Early was created. This program recognizes the need to develop the financial capacity of young people.

In Europe, the Financial Education study-National Strategies in Europe, carried out by European Money Week provides an accurate picture of the actors involved in financial education across Europe.

The analysis conducted in this research stopped on Romania's neighbouring countries and on those which could be considered examples of good practice. For example, in Austria, the main actors involved in raising financial education are: the government – through Fit for Money, a program dedicated to young people aged 10-18 and through the television show Spanfroh TV, in partnership with Austria Bank, which promotes financial education for children and students; The National Bank of Austria, that made the educational package Schulkoffer, containing books, records and short movies on financial literacy offered free of charge to schools the so called Eurokids tour package, destined to all students from elementary school. In 2014, the National Bank of Austria organized activities for students aged 13-14 once a week. The Austrians did not include elements of financial education into the curriculum.

Bulgaria- The data provided by the European Money Week study, conducted in 2015, indicate a lack of a national strategy on financial literacy. In 2012, FSC (Financial Supervision Commission), together with the High School of Insurance and Finance and the Ministry of Education, Youth and Science conducted a 2 day training stage on financial education. In 2013, FSC also created a website dedicated to financial literacy. Other actors involved in financial education in Bulgaria are: banks which created dictionaries, training programs and NGOs such as Junior Achievement and Financial Literacy Initiative Foundation.

In the Czech Republic, the strategy regarding financial education defines financial literacy as an accumulation of knowledge and skills that enable the individual to ensure his and his family's welfare. Financial literacy gives people the opportunity to have sufficient financial information which allows them to take appropriate decisions regarding budget. The study conducted by Opletalova A. (2014) on financial education in the Czech Republic shows that people did not focus enough on financial education in schools because teachers did not have the necessary skills to teach it at an academic level. Furthermore, the study shows that 73% of the teachers, who participated in the study, underwent a financial education course in the last 12 months.

A fundamental development of financial education was to transform the financial competence into a mandatory part of primary education from 1st September 2013. However, financial literacy is not usually a separate course but it is incorporated in Social Studies and Citizenship Education. Mathematics is conducted through projects, part of these courses' curriculum. The training form and allocation of hours remain voluntary. Some primary schools allocated to financial education only 10 hours during the four years in which students receive higher education.

4. Conclusions

The financial phenomenon is extremely diverse and diversified which implies the existence of appropriate expertise, adapted to new economic realities. The data published by Standard & Poors shows that Romania occupied, in 2016 the last place regarding financial education in Europe and that only 21% of the population has knowledge on financial education, fact that makes it more necessary to develop contents which could be easily communicated and understood by young people and not only, as to give them an opportunity to make decisions in full knowledge of facts. The examples presented throughout this article can be used to develop a strategy which can involve different social classes.

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ANALYS OF THE DEGREE OF SATISFACTION WITH THE EDUCATIONAL OFFER

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Abstract

The educational, curricular and extracurricular offer is the most conspicuous part of the institutional development project, the basic component in the formulation and management of the educational institutions' strategy. The educational offer allows individualizing schools and creating their own personalities. The success of the instructive-educational process, carried out within the educational units, is conditioned by the access of teachers and pupils to information resources.

The study on the analysis of pupils' satisfaction with the educational offer highlights the importance of adapting vocational and technical education schools to the needs of its beneficiaries. Quantitative research was carried out on a sample of 140 pupils both at the high school level and at the professional level, using the interview technique and the questionnaire as a research tool.

Keywords: *satisfaction, educational process, educational strategies*

Jel classification: I23

1. Introduction

A dynamic process that proposes changes to permanently adapt the organization to changes in the environment in which it evolves, process strategic management is established in a set of decisions and actions management which defines direction and results on the long term of the organization school. Students will need to learn everywhere in the European space to renew, innovate and develop societies and economies in the future. The national policies at the educational level are yet insufficient designed and capable to ensure qualifications we required on the labor market. Also, in relation with the need for training or professional reconversion, funds and other resources are limited. To solve such problems, it is recommended to exchange good practices, open to other organizational cultures, cooperation in education, and direct contact with higher performing systems.

2. Theoretical approach

Strategic educational management is a form of modern leadership, focused on anticipating changes and amendments to be made to the school organization and in interactions with the environment in which it operates, in order to avoid situations where the services provided by the organization to become outdated or inconsistent with the proposed changes. (Ghergut A., 2007)

While in reality planning and implementation tasks can be separated, there is a strong interdependence between the two. Planning influences execution and implementation of the strategy influences the changes that will be made over time in strategy and planning. (Hrebiniak L., 2009)

Changing circumstances and ongoing management efforts to improve the work challenge organizations to continually evolve - a condition that makes the task of achieving a strategy a work in progress rather than a momentary event. (Gamble John E., Peteraf Margaret A., Thompson Arthur A, 2015)

Into the design of the curricular offer may take into account the following milestones/criteria:

- the harmonization of social and individual requirements

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- the integration of courses with an inter- and transdisciplinary character, with special formative valences, with pragmatic orientation, and with special social implications
- providing optional subjects for specialized training, differentiated according to the specialization
- combining tradition with the innovative spirit to create the opportunity to apply new learning and evaluation techniques
- the need to master a foreign language, as well as information and communication technology
- attractiveness, timeliness, diversity - in order to increase the possibility of capitalizing on the pupils' resources, the availability of learning, the interests, the abilities and capacities of each pupil
- creating an appropriate framework to allow for an advantageous school-community collaboration, attracting community support, and capitalizing on the opportunities offered by the community
- harmonize their interests with those of his school's and parents shavings
- the harmonization of regional cultural values with national and universal values
- completing the curricular offer through a rich extra-curricular offer to create opportunities for student development/development

3. Studiul gradului de satisfacție privind oferta educațională

3.1. The methodological framework of the research

The size of the sample: the sample consists of 140 students of Economic College Ion Ghica of Targoviste, of which 60 respondents are enrolled at the professional level and 80 at the high school level.

Method of sampling - For this research, we have been using non-randomized sampling. The research was conducted through surveys and its quantitative, using a face-to-face interview method based on a questionnaire.

The questionnaire contains 13 questions. Processing of the questionnaire was done in the database created in the EXCEL program.

Research objectives

- Awareness of the importance of schools adaptation and professional education Technical requirements beneficiaries its.
- observation relationship from school and beneficiaries direct

Research hypotheses

H1 Safety provided by the environment school influences positive degree of satisfaction of students looking educational offer

H2 Methods of teaching-learning-assessment influences positive the degree of satisfaction of students.

H3 Information offered by the school influences positive degree of satisfaction of students

3.2 . The results

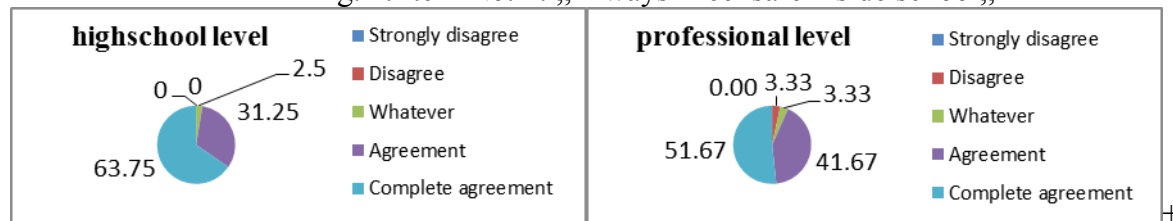
It is used in the questionnaire Likert's method of scaling, where respondents were required to submit their agreement/disagreement with a series of statements in the questionnaire. Through the presentation of the results for each item, the authors sought to achieve all the objectives in the research methodology.

Use comparative analysis of the two educational levels researched, professionally and legally, highlights both discrepancies and similarities between the two educational levels.

The item,, I always feel safe inside school,, 63.75% of high school respondents said they completely agreed with the statement, while 31.25% agree with the statement, and 2.5 % of respondents feel indifferent to this situation. Also, for the respondents at the professional level, the majority percentage of 51, 67% is completely consistent with the

statement, while 41, 67% agree and 3.33% do not feel safe within the school. No respondent, both at the high school level and at the professional level, expressed their total disagreement with the presented statement (fig.1)

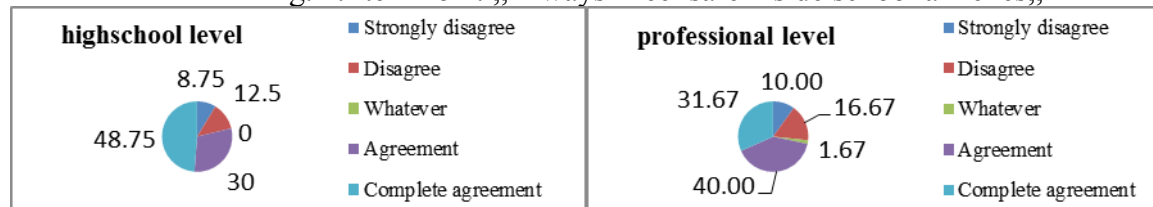
Fig. 1. Item No. 1: „Always I feel safe inside school,,



Source: data processed by the author

The item, always I feel safe in annexes school (gymnasium, workshops, yard school, etc.), percentage majority for the high school, 48.75% of respondents consider themselves completely agree regarding the safety into the annexes school, 30% agree with the statement, and 12.5% of respondents disagree with the statement, while 8.75% have expressed the total agreement for this item. At the professional level, the percentage majority 40% of respondents are agree with the statement while the maximum rating is in line with the assertion and it is given by 31.67% of respondents professional level and 16.67% of respondents disagree with the statement and 10% have expressed a total disagreement, they not feel safe at all in the school annexes. There is a perceptible increase in disagreement responses for professional level responders, which may be due to the increased time they spend in school annexes, for example, practical training in the school canteen requires additional safety and protection measures for students. (Fig. 2)

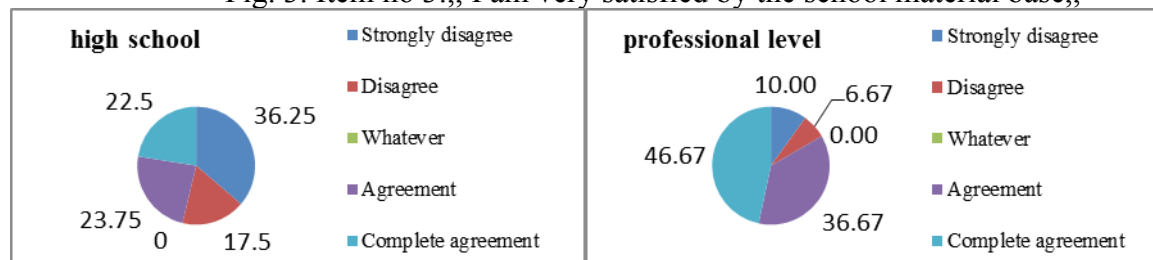
Fig. 2. Item no 2: „Always I feel safe inside school annexes,,



Source: data processed by the author

At the item "I am very satisfied with the material basis of the school, the differences in the answers of the high-school and the professional level students are also highlighted by the level of their expectations towards the professional career. That is why 46.67% of the professional level students are fully satisfied with the material base compared to 22.5% of the highschool level students. In fact, the majority of 36.25% of the respondents are totally unsatisfied with the material basis or consider it obsolete, without any significant progress compared to the previous school year, a reality that schools face in general because of the lack of the budget allocated for such investment. (fig.3)

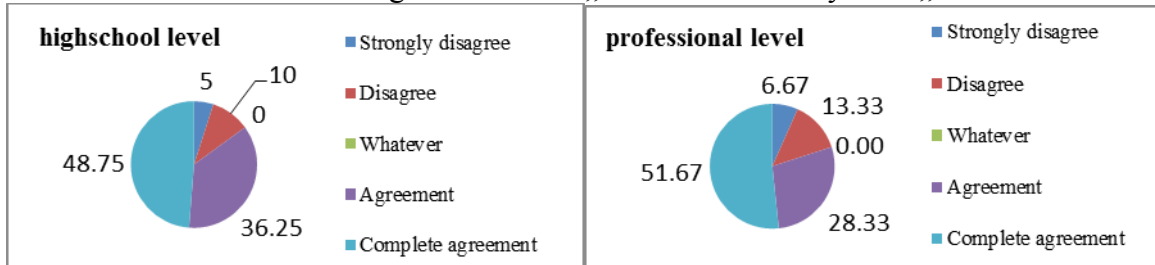
Fig. 3. Item no 3: „I am very satisfied by the school material base,,



Source: data processed by the author

For “School is very clean” respondents from high school and professional level responded in a majority of 48.75%, respectively 51.67%, that they are totally satisfied with this aspect of school cleaning. There are similar percentages for agreeing to this statement. For the two levels is characteristic the decreasing trend in responding, the lowest percentages are recorded for total dissatisfaction with school cleanliness, 5% for high school respondents and 6,67% for professional level responders.(fig.4)

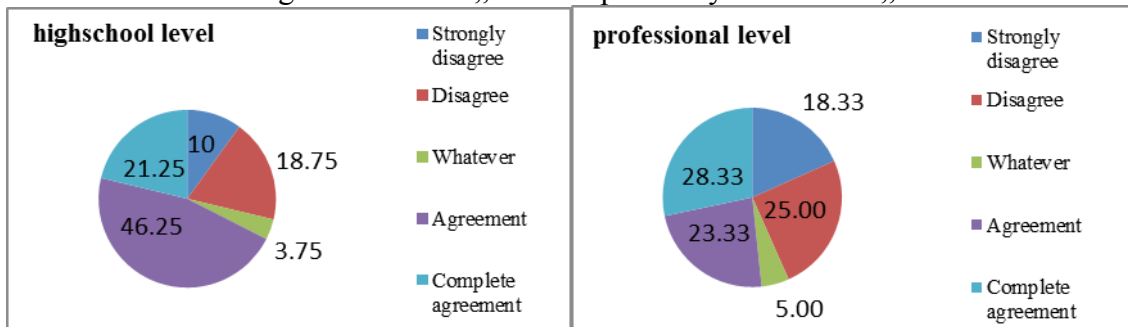
Fig. 4. Item no 4:., The school is very clean,,



Source: data processed by the author

For the item "I am respected by the school staff, the majority percentage of 46.25% for high-level respondents refers to the agreement regarding the presented statement, while the majority percentage for professional level respondents 28.33% refers to total agreement on the situation. There is, however, a high percentage of 25% among professional-level respondents who consider themselves to be inadequate by school staff and 18.33% are even totally disagreeable with the statement. Also 18.75% of the respondents think they are not respected by the school staff and 10% are totally disagreeable with the statement. (fig.5)

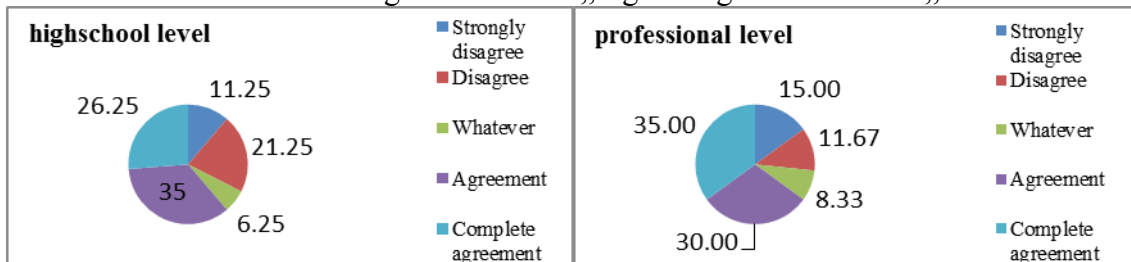
Fig. 5. Item no 5:., I am respected by school staff,,



Source: data processed by the author

For the item "I get the grades I deserve”, the high-level respondents responded mostly 35% that are agree with the statement and 26.25% are completely in agreement with the statement, while the professional level respondents 35% majority answer that are agree with, and 30% totally agree with the statement. With regard to opinions in total disagreement, for high school the percentage is 11,25% and for the professional level of 15%. There are high-level respondents in a significant percentage of 21.25% who disagree with the statement, in other words, they feel that they don’t get the grades corresponding to their performance. (fig.6)

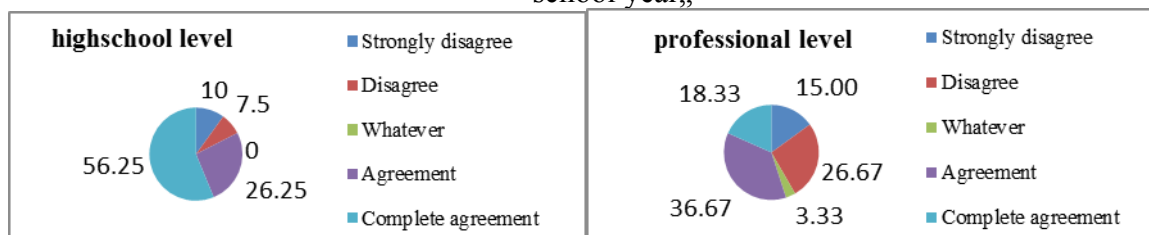
Fig. 6. Item no 6:., I get the grades I deserve,,



Source: data processed by the author

For the item "I am very satisfied with the personal progress achieved during the last school year", the high school respondents were fully in agreement of 56.25% and 26.25% agreed with the presented statement. For respondents at the professional level, the majority percentage of 36.67% is considered to be consistent with the statement, while it is entirely consistent with the assertion that it is only 18.33% very low compared to the answers of the pupils at the lyceum level. A major difference is also found in the percentage of those who consider themselves unsatisfied with the personal progress achieved during the last school year, 26.67% for professional responders, compared to only 7.5% for high-level respondents, as well as for those who they are completely unsatisfied with the personal progress made during the last school year the percentages are different, the highest being the respondents of professional level of 15% versus 10% for the high-level respondents. (fig.7)

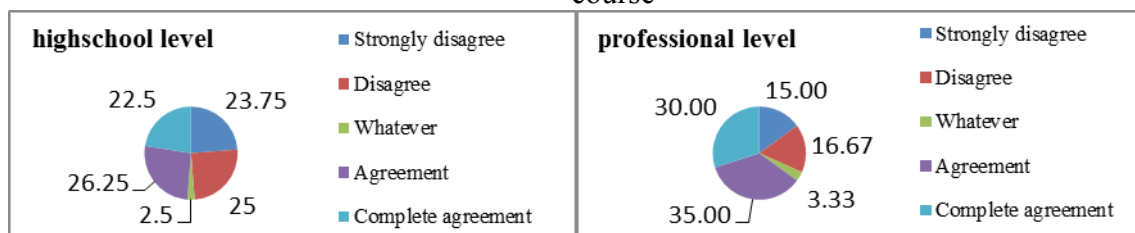
Fig. 7. Item no 7:,, I am very satisfied by the personal progress made during the last school year,,



Source: data processed by the author

For the item, Modern Methods of Evaluation / Learning are applied during the course hours, 22.5% of the high-level respondents are totally in agreement with the statement, while the majority percentage of 26.25% is in line with the statement . And at the professional level, 35% of the majority responds in the sense of the agreement with the statement, while 30% respond that I fully agree with the fact that during modern classes modern methods of learning and evaluation are applied. There is, however, a fairly high percentage of 23.75% among high-school respondents who have expressed their disagreement about the existence of modern methods of learning, assessment applied during the classroom hours in terms of level responders professionally they expressed their total disagreement about this situation at 15%.

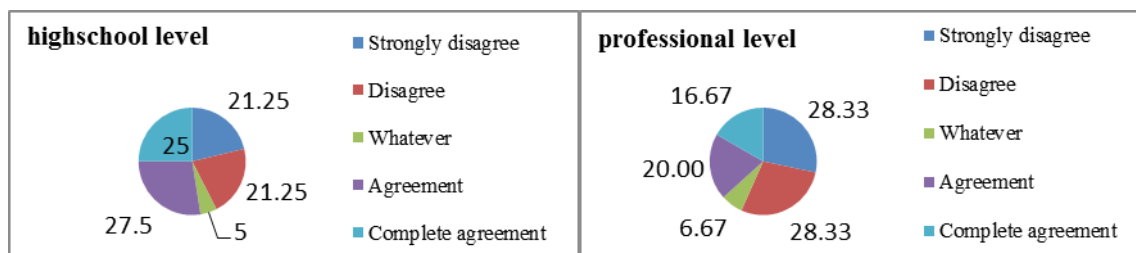
Fig. 8. Item no 8: Modern assessment and learning methods are applied during the course



Source: data processed by the author

For the item "All teachers respond positively to my individual help requests in understanding notions", there are discrepancies between the two categories of respondents, the majority percentage, 27.5%, of the high-level respondents agrees with the statement while for the level professionally, the majority percentage of 28.33% is recorded for total disagreement and disagreement with the statement.(fig.9)

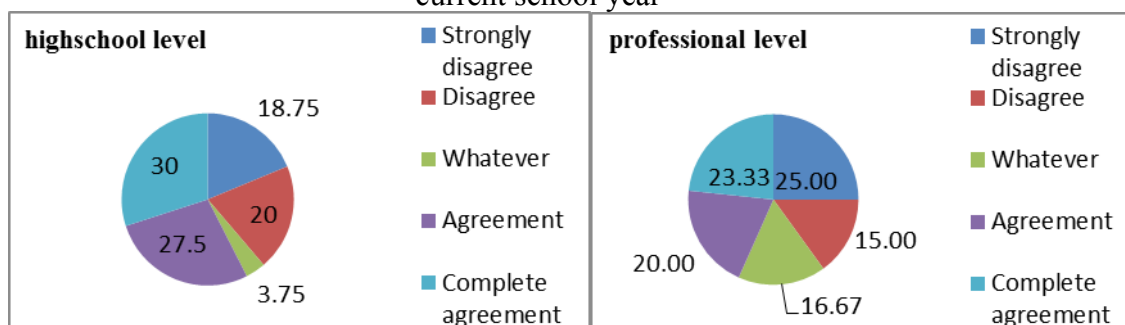
Fig. 9. Item no 9: All teachers respond positively to my individual help requests in understanding notions



Source: data processed by the author

At the item "I was consulted on the optional disciplines introduced in the current school year", the majority share of 30% of the respondents at the highschool level is completely consistent with the statement, while 23.33% of the professional level respondents are totally agree with this statement. Very close to this percentage is also the majority level of 25% of professional level responders who are totally disagreeing with the presented item. (fig.10)

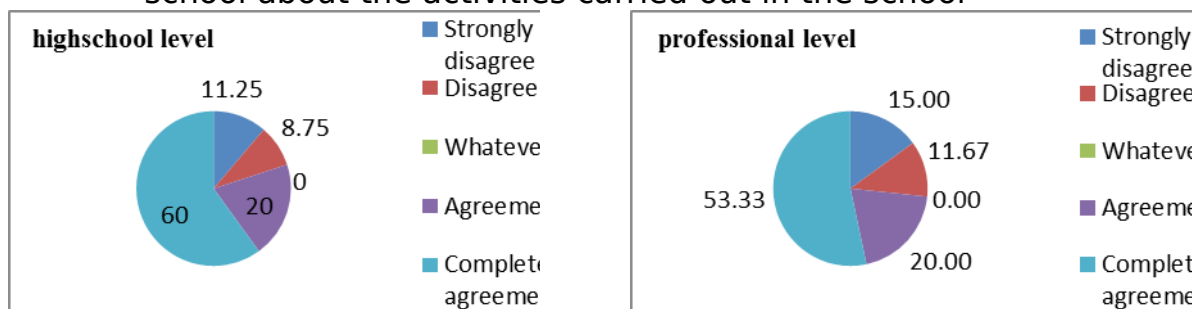
Fig. 10. Item no 10: I was consulted on the optional disciplines introduced in the current school year



Source: data processed by the author

Regarding the assertion about the activities related to school activities, the majority percentages for both categories of respondents reflect the good information of pupils through all the possible means of the school regarding the development of curricular and extracurricular activities. (fig.11)

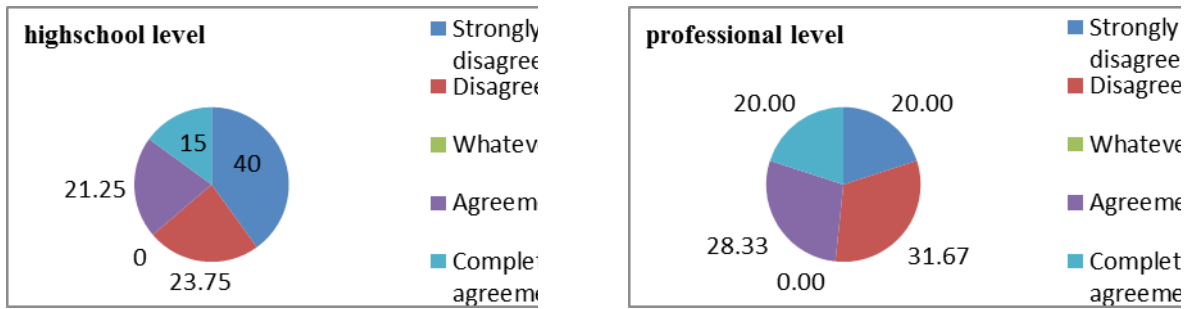
Fig. 11. Item no 11: I have access to all the information provided by the school about the activities carried out in the school



Source: data processed by the author

Regarding the item related to the provision of information by the school on the continuation of studies, the majority of 40% for high-level respondents and 31,67% for professional-level respondents who declare total disagreement or disagreement with the statement reflect a negative situation in relation to the information provided by the school for the continuation of studies.(fig.12)

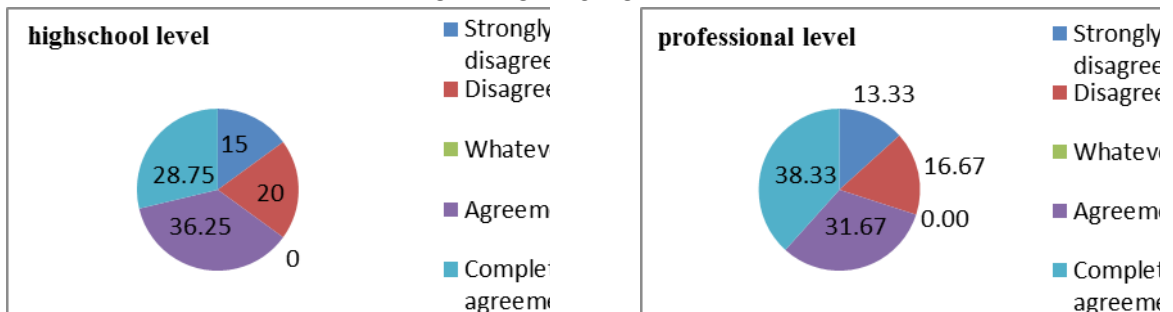
Fig.12 Item no 12: I have access to all the information provided by the school about the continuation of my studies



Source: data processed by the author

Concerning the last item of the questionnaire, the respondents at the Lyceum level agreed with the assertion in a majority of 36.25%, while the respondents at the professional level were totally in agreement with the assertion of 38.33%. The lowest percentages were recorded for both types of respondents regarding the total disagreement with the presented statement (fig.13)

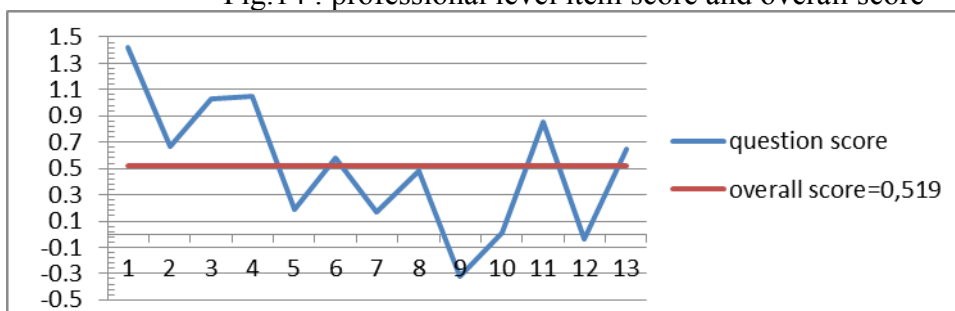
Fig.13 Item no 13: School staff respond in a timely manner to requests for information



Source: data processed by the author

For the validation or invalidation of the assumptions, the scores for each item, as well as the overall score, have been calculated for each educational level, respective high school level. The H1 hypothesis is verified for the professional level, the scores obtained by each item corresponding to the hypothesis surveyed being over the total score of 0.519, as follows: for item 1 the score is 1.416, for item 2 the calculated score being 0.666 and for item 3 the calculated score being 1.033 and item 4 the score being 1.05. Concerning the hypothesis H2, the majority of the scores obtained for each item in the questionnaire are below the overall score, the score for item 5 being 0.183, the score for item 7 being 0.166, the score obtained for item 8 being 0.483, the score for item 9 records negative values of -0.316, the score for item 10 being 0.016, which leads to the invalidation of the hypothesis, despite the fact that a score of 0.583 above the overall average was obtained for item 6. The hypothesis H3 is partially validated, the scores being as follows: 0.85 for item 11, -0.03 for item 12, 0.65 for item 13. (fig. 14)

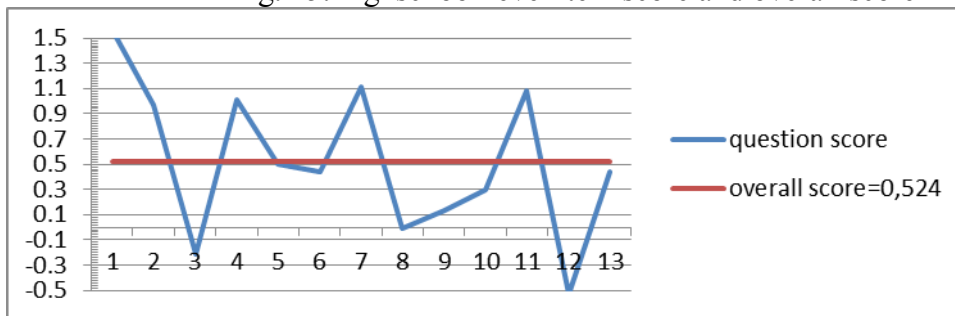
Fig.14 : professional level item score and overall score



Source: data processed by the author

For the highschool level, the H1 hypothesis is checked, the scores for each item being: 1,562 for item 1; 0,975 for item 2; -0,212 for item 3; 1,012 for item 4, the average score being over the overall score. The H2 hypothesis is partially checked, the scores obtained for each item being: 0.5 for item 5; 0,437 for item 6; 1,112 for item 7; -0,012 for item 8; 0.137 for item 9; 0.3 for item 10. With respect to the H3 hypothesis, the scores obtained for the corresponding items record the following values: 1,087 for item 11; -0,525 for item 12; 0.437 for item 13, which in general determines a general average below the overall score, which invalidates the assumed hypothesis. (Figure 15)

Fig. 15: highschool level item score and overall score



Source: data processed by the author

Conclusions

The success of the educational-educational process carried out within the educational units is conditioned by the access of pupils and teachers to informational resources. In order to increase the satisfaction of direct beneficiaries, the school should promote the integration of inter- and transdisciplinary courses with special formative valences, pragmatic orientation and with special social implications. Also, the attractiveness, the timeliness, the diversity in order to increase the possibility of capitalizing on the pupils' resources, the willingness to learn, the interests, the abilities and the capacities of each pupil are a particularly important step in obtaining the highest degree of satisfaction. An important goal is to improve the education, research and innovation system in this area of national interest, so that young graduates are prepared for the labor market and to cope with any economic fluctuations. The change should start with the young, especially by improving pedagogical methods, as teachers are the main pioneers on which the success of youth education depends. Achieving higher standards will also increase the intrinsic value of youth education. As regards the new educational policies, they have proposed reducing school drop-out, developing knowledge transfer, progressing foreign language learning, and developing skills. This vision becomes operational in the context of developing managerial capabilities at the institution level by integrating and implementing strategic management. The main objective of the management model through strategic management is to obtain a competitive advantage by investing in human capital.

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INTEGRATION OF MOBILITY PROJECTS INTO EDUCATIONAL MANAGEMENT

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Abstract

The study focuses on how schools in Argeș County have added a European dimension to implementing educational management strategies by accessing educational programs funded by the European Union. Professionals working in educational management who act as policy-makers, researchers or consultants attempt to develop ways for further enrichment and enhancement of the educational system at all levels. Erasmus Plus is an opportunity to study, gain work experience, volunteer abroad or foster innovation in pedagogy. A significant number of students and teachers have been involved in mobility projects of various types and, therefore, have benefited from one of the four fundamental European freedoms, respectively the freedom of movement for EU citizens.

Key words: European Union, integration, mobility projects, ERASMUS +

JEL Classification: D83,F02

Introduction

Given the crucial role that education plays in the future well-being of citizens, nations and Europe as a whole, European Union has set out an ambitious program: *Erasmus Plus* that aims to support education, training, youth and sport in Europe. According to official data published by European Commission, the program has a budget of € 14.7 billion which is due to finance more than 4 million Europeans to gain experience and to have access to education, training and volunteering abroad. The *Erasmus +* program, whose motto is "Changing lives, opening minds", will run until 2020, bringing together 7 previous programs and offering opportunities for different categories of people and organizations.

In the nearly 30 years since European Union founded the Erasmus program, over three million students were able to attend courses or internships in universities or organizations from other European countries. Now the program has an even broader scope, proposing new opportunities for students, staff, trainees, teachers, volunteers and beyond. Moreover, it now has a global dimension by encouraging the participation of those outside the Union. All those working in education (didactic and non-teaching staff) can benefit from periods of training abroad, either through job shadowing or by attending specific courses.

Erasmus + also addresses all young people, not just those enrolled in a form of education. For example, the program supports voluntary activities with an international component and youth exchanges between different European countries. Youth workers are encouraged to develop professional networks and to access training abroad through courses, study visits, job shadowing, or observation periods within relevant organizations.

General aims of Erasmus Plus

Erasmus + aims to contribute to the objectives of the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the ET 2020 strategic framework for education and training. The program also aims to promote the sustainable development of higher education partners and to contribute to the achievement of the objectives of the EU Youth Strategy by addressing the following targets:

- Reducing unemployment, especially among young people;
- Promoting adult education, especially in the area of new skills and competencies required in the labour market;
- Encourage young people's participation in European democratic life;

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- Supporting innovation, cooperation and reform;
- Reducing school dropout;
- Promoting cooperation and mobility with the partner countries of the EU

Erasmus + proposes a three-pronged approach: strategic, integrated and impact-oriented. The integrated direction relies on lifelong learning and implies that a person has different experiences in different sectors whether it is school, university, and work, social or personal activities. Thus, in order to better meet the needs of end-beneficiaries, the categories of targeted persons, the organizations involved in learning and education process are supposed to address this "integrated" process, complementarily and in cooperation with partners from other sectors. The strategic direction enables organizations from different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training and youth. The impact oriented approach provides grants for a wide variety of actions aimed at stimulating innovative policy development, policy dialogue and implementation, and the exchange of knowledge in the fields of education, training and youth.

Mobility Projects in Argeş County

In the school-year 2015-2016, according to the National Agency for Community Programs in the field of Education and Vocational Training, a total of 631 projects worth €54.97 million were financed in Romania. The greatest number of approved projects was in Bucharest and in the counties of Iasi, Timis, Dolj and Dambovița. According to data provided by Argeş County Inspectorate, 4 out of 9 projects approved in this county were Key Action-1, action that is based on the integrated direction, as presented in Table 1.

Table 1. Beneficiaries of Erasmus KA-1 projects in 2015/2016 school year, Argeş county.

No.	Institution	Title	Reference number	Budget(euro)
1.	“Marin Preda” School, Pitești	A School of Skills	2016-1-RO01-KA101-023724	45,385
2.	School no.1, Poienarii de Muscel	Go for I.T.(C.)!	2016-1-RO01-KA101-024077	11,400
3.	NationalCollege "Zinca Golescu", Pitești	Innovative approaches of institution	2016-1-RO01-KA101-023901	25,100
4	Technical College „Costin D.Nenițescu”, Pitești	Developing professional skills	2016-1-RO01-KA116-	VET Charter

The other five were Key Action-2, strategic partnerships for school education which focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries. Table 2 presents the situation of the European-funded projects type KA-2 developed in the school year 2015 - 2016, in Argeş County.

Table 2. Beneficiaries of Erasmus KA-2 projects in 2015/2016 school year, Argeş county.

No.	Institution	Title	Reference number	Budget(euro)
1.	Technical High School, Costeşti	European schools without stereotypes promoting the European inter-culturality	2016-1-RO01-KA219-024675	24,300
2.	„Mircea cel Bătrân” School, Curtea de Argeş	Broadening horizons by discovering unique cultures and seasons in European countries	2016-1-EL01-KA219-023473_6	19,800
3.	College of Economics „Maria Teiuleanu”, Piteşti	Plan your career, plan your future	2016-1-FR01-KA219-023891_4	23,305
4.	Băiculeşti School	Save my life with my rights	2016-1-TR01-KA219-033936_5	20,925
5.	„Ion Pillat” School, Piteşti	Embracing everyone	2016-1-UK01-KA219-024393_3	24,130

At European Union level, in the same reference year, 16,266 projects out of 36,349 proposals were approved and benefited from a grant of €1.316 million, involving 678,047 participants.

In the 2016-2017 school-year, 20,828 projects out of 55,039 proposed were approved at the EU level and they benefited from a grant of €2.074 million, involving a total of 284,208 participants, according to the official data published by the European Commission. In Argeş County, eight projects were approved, three of which are KA-1 type, while five of them are KA-2 strategic partnerships in the school field, as shown in Table 3 and Table 4:

Table 3. The results in the 2017 Erasmus + call for all actions, KA-1.

No.	Reference number	Applicant institution	Project Title
1	2017-1-RO01-KA116-035823	Technical College „Costin D.Nenişescu”, Piteşti	Developing professional skills
2	2017-1-RO01-KA102-036291	Technical High School „Constantin Brâncuşi”, Piteşti	European experience in the training of students in the field of wooden products
3	2017-1-RO01-KA102-035942	Technical High School, Costeşti	The skills of the agricultural mechanic to practice a modern agriculture

Table 4. The results in the 2017 Erasmus + call for all actions, KA-2.

	Reference number	Applicant institution	Project Title
1	2017-1-IT02-KA219-036472_2	„ Ion Minulescu” School, Piteşti	Analysing Moral Values in Films and Acting out
2	2017-1-LV01-KA219-035419_7	School No. 1 Vlădeşti	EUROMOSAICA
3	2017-1-PL01-KA219-038701_2	National College "Zinca Golescu", Piteşti	Career Based Opportunities
4	2017-1-RO01-KA219-037428_1	Technical High School, Costeşti	Open Gates to the Knowledge of Entrepreneurship

5	2017-1-SE01-KA219-034566_2	National College "Al. Odobescu", Pitești	Let'S make A difference bY combating xeNOphobia!
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Achievements and rewards

Erasmus was launched in 1987 in the form of a program to help students study in another European country, granting formal recognition for the period spent at the partner institution. In 1995, *Erasmus* became a subcomponent of the *Socrates program* of the European Union. Between 2007 and 2013, it was part of the *Community Lifelong Learning Program*.

Romania has been an active participant in the "*Leonardo da Vinci*" program as a full-fledged partner starting with September 1, 1997. In 2017, the Technical College "Costin D. Nenițescu" celebrated 20 years of collaboration with partner institutions from Germany such as Berufskolleg Uerdingen, Bayer AG, Stockhaus, Siemens, Alberdingk Boley, Krefeld as part of the European *Leonardo da Vinci*, *Lifelong Learning Program* and *Erasmus +* training projects. On this occasion, the educational unit received from ANPCDEFP the *Diploma of Excellence* for pioneering the development of European educational projects in Romania, as well as the *Diploma of Honour* from the Romanian Parliament, the Commission for Education, Science, Youth and Sport. During this period, more than 600 students benefited from mobility flows and the institution was granted more than 2 million euro to carry out these projects. Certainly, the very good results obtained in running European Community-funded Mobility projects contributed to the award of the *European School* title in the 2017 edition to the "Costin D. Nenițescu" Technical College in Pitești.

In 2015, the "Costin D. Nenițescu" Technical College from Pitești received the VET Erasmus + Mobility Charter number 5-1-RO01-KA109-015626 from the National Agency for Community Programs in the Field of Education and Vocational Training, acquiring a status of excellence in the absorption of European funds. The VET Charter comes as recognition of the institution's operational capacity to manage high-quality mobility projects and supports the school's efforts to increase the internationalization of VET through the *Erasmus +* program. The VET Mobility Charter also recognizes the high quality of projects implemented in the past, the long-term commitment to continuously improve mobility activities and the strategic approach of the institution to include international mobility in current activities. The VET Charter gives the organization the right to submit eligible mobility projects by 2020.

Conclusion

Mobility projects are an integral part of the school management in Argeș County. School unit managers apply strategies designed to stimulate the involvement of a larger number of teaching staff in the development of such projects. *Erasmus +* represents an opportunity for institutional and personal development that contributes decisively to the modernization of the educational process. Erasmus + brings together seven EU funding programs in the field of education, training, youth and supports, for the first time, sport.

Through the *Europe 2020 Strategic Program*, the European Union provides the states member with multinational partnerships for education, training and youth, exchange schemes and learning opportunities in other countries, innovative teaching and learning projects, academic expertise networks and a framework for the exchange of information on new technologies in education and the international recognition of diplomas, a platform for dialogue and consultation on policy comparisons in the field of education. Erasmus also supports the development of the European dimension of university and postgraduate studies, the program covering all disciplines and fields of study, emphasising the importance of mobility in acquiring the necessary skills on the labour market

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VIOLENCE IN THE ROMANIAN AUDIOVISUAL - COMPARATIVE OVERVIEW

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Abstract:

Media research specialists have long drawn society's attention to the excessive presence of social violence in newscasts of television and radio stations. Fictional violence forms the basis of artistic content, real violence in informative programs, for example, is found in a different dimension and requires a special approach. Thus, it is noticeable that the elaboration of the news programs obviously gives more attention to the sensational events, which satisfy the extraordinary taste of the information beneficiaries. This paper aims to demonstrate that, compared with a decade ago, the results of a specialized study conducted by the National Audiovisual Council can still be found today.

Keywords: *violence, audio-visual, media, content, people*

JEL Classification: L82

1. Introduction

Few aspects attract attention to the specialists who analyse the press and, in particular, the audio-visual field, as much as violence on the small screen and on the big screen does. Some violence is undoubtedly inevitable in any drama, comedy and melodrama. But the unstoppable growth of violent crimes in everyday life, many of them committed by young people, has often been linked to the harsh, agitated lives of characters playing high-profile roles, such as bloody sports practitioners, animated superheroes whose gallery continues to widen. It is believed that what a young man sees, becomes too easily what he also does. Since society can't accept the anarchy of criminal rules, it must act to eliminate the causes (Clifford, Fackler, Rotzoll, McKee, 2001).

On the other hand, those who censure violence are in opposition to the defenders of freedom, passionate fighters, who insist that any expression should be protected. They also think that violent programs do not necessarily give rise to violent behaviours.

Over the past decades, numerous researches have been carried out by specialized committees, including content analyses, active observations, case studies, interviews and experimental studies, in particular recommending the more severe application of existing laws, increasing the degree of control and constraint, in the idea of reducing the level and frequency of viewing violent content that tends to create an incentive for crimes, and to develop a destructive social link in the minds of people who can, under certain pressure circumstances, show new attitudes.

Real violence, often publicized on television and radio journals, is not considered by media professionals as a media product, compared to fictional violence that abounds in artistic films, serials, criminological and cartoon programs, but is accepted as a „reality of reality”, which has an important coefficient in the content of informative broadcasts.

When this violence comes from reality, therefore it is a true mirror of the events that really happen; the interest of the public for real violence is superior to the interest in fictional violence. From this point of view, the news broadcasts present a predominant reality under the impact of violence of various types and the most diverse forms, and journalists pay particular attention to the positioning of violent news in the structure of the journals (Rusnac, 2010).

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Besides, the interest of the stations for the coverage of violent events is considerable. By complying with the unwritten rules of competition and being under the mark of the rating they are required to take into account, journalists continue to respect the remarkable opinion that „the best news are the bad news”, which is why information programs tend to focus in the informational process, on the exploitation of the spectacular aspect of the events, amplified by the use of styling techniques and linguistic means stylistically marked, transferring the information from the information-cognitive sphere to the information-expressive sphere.

At the same time, we cannot even say that the reality proposed, especially by television, does not objectively express reality, even if it is organized on the basis of a hierarchical or other principle. In this respect, media reality only expresses fragments of real reality. Therefore, the intense and systematic coverage of violent events creates the false impression that in reality there are more negative and less positive events (Rusnac, 2010).

2. The context of a specialized study development in our country

As Romania entered a new age after 1989, our way of life has changed completely. One of the most desired and appreciated changes is freedom of expression and, with it, the emergence of an unprecedented offer of television, national and international TV stations that provide to viewers a wide range of programs. Along with the quantity, today the Romanians having electronic, etheric, or online access to more than 200 channels, obviously the problem of quality came up. Diversity did not always mean quality, so it was and still is a concern of the authorities to “clean” the television of what George Pruteanu bitterly said in 2004: *“The culture of the elite does well, but the mass culture degraded creepily, infuriated by rudeness, slumber sexuality, grobian humor, trickery, agramatism, ignorance. In the houses of culture there are casinos, in cultural houses - crawling. Books are seven times more expensive than in 1989. Televisions offer 0.01% culture. It is as if this nation is to be conquered, dupery. That's the situation.”* (Pruteanu).

The first specialized, scientifically conducted attempt to tell the truth about the content of the television programs was made in 2004. But a first-ever study of the media in our country was the comparative research report (from the year 2008) carried out by the program initiated and funded by the National Audiovisual Council (CNA). The project was the approach as a topic and methodology of television violence. It was called **“Measuring the degree of violence present in the Romanian audiovisual programs”**, the authors being a group of PhD students, coordinated by Prof. Ioan Drăgan and Prof. Poliana Ștefănescu (Center for Media Studies and New Communication Technologies).

The present paper aims to demonstrate that 10 years after the publication of that study, today, in 2018, the situation is not much different. It is true that there are positive developments, for example, the disappearance of some television stations (eg OTV) that strongly advocated violence, or programs from other TV’s grids. At the same time, other stations (eg KANAL D broadcasting WOW BIZ) or other shows on known posts (eg ANTENA 1 - Direct Access) appeared.

At the same time, the most important aspect, in our opinion, was that its results led to the elaboration of the **Audiovisual Content Regulatory Code** – CNA - Decision no. 220/2011, a document that successfully completes Broadcasting Law 504/2002 and which includes clear regulations, detailing aspects that broadcasters have an obligation to respect. This Code is permanently updated, the last version being applicable as of March 26, 2017, and a new amendment proposal is currently under public debate (<http://www.cna.ro/Proiect-de-decizie-entru9045.html>).

All such research has helped to establish national, European and international policies for the protection of minors and human dignity in the audiovisual field. The most important key pursued factors are (<http://www.cna.ro/Development-project-for909045.html>):

1. The content, characteristics and “contexts of meaning”, i.e. the production of meanings and meanings of acts / scenes of violence;
2. The duration of exposure for children, teenagers, young people to TV programs;
3. The context and the socio-cultural environment of producing and receiving messages;
4. The psychological characteristics of the receiving individual - from child to young - starting from the premise that young people, even if they look at the same programs as adults, see “something else” and “different” in the contents of TV shows.

We recognize the context without being specialists in the field, it is visible to the naked eye: the explosive development of the media industries and the phenomenon of media coverage of violence in two forms: “real violence” (in news and televised) and “fictional violence” (cinemas also broadcast by television, telefilms, serials, TV films or reality-shows).

The project had and undoubtedly has a scientific, deontological and support value for concerted action among broadcasters, community, school and family to delimit and limit television violence. It falls into the broad directions of the European and international theme. Its negative impact on juveniles and youngsters has been demonstrated, and more than 5,000 studies have been conducted in the US since the 50s and 60s and later in the Western European countries. Contents on 13 TV channels have been analysed through quantified and rigorous quantitative and qualitative methods - of which the Public Television and three children’s channels - for a week (October 13-19, 2008), six genres and program categories / programs.

It should be noted that the CNA did not leave the job of chance to happen, it has its own control tools. One of these is known as monitoring and done through its own staff in the Monitoring Directorate and Control and Digitalization Directorate. But monitoring is a standard, simplifying, periodic project. The term “monitoring” refers in particular to the object being investigated (issues, timeframes and time intervals - quantitative aspects). Qualitative research methods, such as the method of content analysis (iconic and verbal) or the semio-discursive (content-centred) method of analysis, are used, but that, given the very large number of channels and programs; it is difficult to encompass all of them. Most often they are used when the Council receives petitions / complaints from viewers, who are often helpful in identifying irregularities, skirmishes or violence presented and promoted in the visual media.

3. Brief presentation of the CNA study

The sample included the main types of television channels in Romania: public and private; generalist and thematic; with a balanced distribution of editorial identity - covering relatively the three major genres of broadcasting - informative, fictional and entertaining, with editorial orientation mostly targeted to certain target audiences, or proposing significant programs for scenarios of violence.

Compared to the 2004 project, the number of channels increased and diversified to 13 channels (obviously, in four years, new channels have emerged, many of which are for children). For financial reasons, the analysis period was reduced from two to one week, and the hourly volume to about half the one from 2004. This restriction was compensated by better defined channel selection criteria, broadcast genres, distributed over main time slots, and audience indicators.

Essentially, the results of the study are similar to those of other US research, or countries in the European Union. Two are the elements that give the similarity:

- the editorial model of Romanian televisions broadly reproduces the model of American and Western European televisions;
- the programs broadcast by the Romanian televisions (mainly fiction, movies, telefilms, serials, cartoons, etc.) are in large proportions import productions or domestic productions on import formats (entertainment shows, music clips, serials, etc.).

4. Comparative analysis of the violence situation in the Romanian audio-visual

In the following, an analysis was made between the results found in the study conducted by CNA in 2008 and what is recorded today in the broadcasting in our country.

Trend found in the study at the level of 2008	Author's opinion for 2018
<p>1. There has been a double trend in countries that inspired television in Romania, as a result of the actions of the broadcasting regulatory and anti-violence campaign of civil society:</p> <ul style="list-style-type: none"> - a positive, progressive reduction in the number, weight and duration of programs of "real" and "fictional" scenarios; - a negative one, to amplify the intensity / negativity of the mediated violence <p>- In Romania, TV violence was maintained at high levels in all aspects mentioned. Explanation: at the level of Romanian television, the primary model of sensational and consumerist television dominated. There is a parallel evolution between the diversification and increase of violence in everyday life and the staging of violence on TV screens, but especially a more dramatic and spectacular presentation of real violence in informative programs and an increasingly spectacular aestheticisation of fictional violence. Violence was presented as a socially acceptable conduct; as a source of normal pleasure; scenarios provided an overwhelmingly conflicting picture of social relationships and the role of violence as a way of regulating social relationships.</p>	<ul style="list-style-type: none"> - In Romania, the Audiovisual Content Regulatory Code (Decision 220/2011, amended and completed in 2017, currently in the process of being amended) appeared. Its emergence, the severe sanctioning of large fines and the involvement of civil society has led to the manifestation of our two tendencies in our country. - the share of violence in the programs has decreased. But there is a more dramatic and spectacular presentation of real violence in informative broadcasts and an increasingly spectacular aestheticisation of fictional violence (increasingly sophisticated films). Also, reality-show shows, fictitious fiction, etc. are still in progress, with content of fictional violence (Direct access, Life lessons, etc.). - a post that excessively promoted violence in all forms (OTV) disappeared, but another one appeared, which does the same thing (Romania TV).
<p>2. The presentation of violence on television, almost as a "natural given" - amplifies and even hides classical narrative models, emphasizing action rather than character: thus violent action was at the center of the structure, and violence was represented as a natural law (rather than as a cultural law). This is how violence is instigated, the law of the strongest being in accordance with a law of nature.</p>	<ul style="list-style-type: none"> - still valid today, with an oversight of the fight between Good and Evil. It is mainly seen in TV series. The model of representation of violence in film and TV is consistent with the American cultural-value model and Hollywood-developed cultural code. Violence does not only appear as legitimate, but also as something natural, something that depends on the nature of things. (Grimm, A Teenage Werewolf etc.) - as in Western European countries, private televisions have higher ratings and market shares than public television, that the spectacular-sensationalist model impregnated with elements of the "culture

Trend found in the study at the level of 2008	Author's opinion for 2018
	<p>of violence" has become dominant in Romania as well.</p> <ul style="list-style-type: none"> - movies are being rebroadcast, numerous series of these movies are being filmed, positive or negative heroes are brought back to life etc. (From sunset to sunrise etc.)
<p>3. The schemes, codes and meanings of the presentation of violent television content highlighted by US and European reference research, conducted on <i>fiction</i> and also on <i>informational</i> (televisual, information), were frequently found in TV programs in Romania.</p> <ul style="list-style-type: none"> - in cartoons, the mixture of the real and fictional elements of the universe presented was significant. Violence indicators, correlated with the degree of authenticity of the universe presented, increased the degree of harmfulness of the violence in cartoons. - the images of violence were more direct, more persistent, more repetitive, such as the presentation of the most dramatic violent scenes in the ad bands, promotions broadcast at contra-indicated hours for children, suggesting an overrepresentation of television violence. 	<p>They also remain at the level of 2018.</p> <ul style="list-style-type: none"> - Many parents claim that cartoons are violent. But they have the means to block children from accessing them through password and encrypted access. They also have a greater diversity of children's channels, from where they can choose. - Movie promotions keep the mark of over-representation of violence.
<p>4. Banalizing the violence representation in fiction works</p>	<p>- still valid</p>
<p>5. The analytical schemes applied in the study in Romania proved to be relevant, being similar to those from other studies abroad.</p> <p>A qualitative analysis of the representations of violence was carried out following the appreciation:</p> <ul style="list-style-type: none"> - the context of TV violence; - the level of gratuitousness of violent scenes; - the way of narrative integration in the discursive tram; - Forms of unacceptable violence representation for Americans, involving those included in cartoons that value violence excessively (Batman, X-Men, Power Rangers) or internationally broadcast 	<p>- still valid</p> <ul style="list-style-type: none"> - combining content analysis with a psycho-sociological study of behaviors, American researchers conclude that juveniles and young people massively exposed to violent tv-shows are the most inclined to violent behaviors, to fear and insecurity or to desensitization. According to them, the main "negative" elements of violent programs reside not only in the frequency and duration of the violent acts presented, but also in the way of making violent scenarios / defining / signifying violence: - the presentation of attractive characters involved in violence as an author or victim;

Trend found in the study at the level of 2008	Author's opinion for 2018
<p>series.</p> <p>- there was a tendency to reduce the violence in programs broadcast during the first part of the evening (protection of minors), but on the other hand, in general, the series produced in the 1990s contain more and more violence.</p>	<ul style="list-style-type: none"> - the use of weapons; - realistic scenario of violence; - the absence of sanctions for acts of violence; - avoiding the suffering and the real consequences of violence; - the mixture of violence and humour. <p>The last four forms of contextualization and making scenarios of violence mark the TV violence in Romania more significantly.</p>
<p>6. The results of the study in Romania were consistent with the data obtained in other studies abroad (US, UK, Germany)</p>	<p>- still valid, our televisions also import formats, movies, etc. or foreign channels are broadcast in Romania</p>
<p>7. The presentation of violence, at least at fictional level, saw the TV channels in our country in 2008 in a more negative position compared to the European and American ones.</p> <p>USA, Canada, France and Romania violence programs have been compared, which have negated a current assumption at that time: contrary to what was believed to be based on the <i>two basic indicators</i> (the percentage of violent broadcasts and the frequency of violent scenes per hour) , the share of violence was lower in TV programs. North American, compared to the French ones (somewhat representative of Europe), especially in high audience and Canadian audiences. The share of violent content was lower in the respective countries than in Romania, although some indicators showed some decreases in violent content in 2008 compared to 2004.</p> <p>The number of violent sequences per hour continued to decline in the US, while in France (and other European or extra-European countries) their number increased due to imported programs containing more violence, especially those from the USA.</p>	<ul style="list-style-type: none"> - better protection measures have been imposed through audiovisual legislation - without taking measurements, based on opinions, the presentation of violence of all kinds tends to decrease.
<p>8. Real violence, that is, the one present in the journalism (considered by journalists not as a media product - as in fictions - but as a given of the real world) has an important weight in the information broadcast economy, as American studies show, but</p>	<p>- still valid</p>

Trend found in the study at the level of 2008	Author's opinion for 2018
<p>systematically and the 2008 Romanian study: <i>Topics Selected from TV journals:</i> 1. Violent crime 2. Tragedies and catastrophes 3. Conflicts without violence 4. Social, collective (ethnic) conflicts 5. Wars, military conflicts</p>	
<p>9. The mechanism of the relationship between "virtual, series, repetition", irreversibility (death and injuries are irreversible), shock show and images - that excite emotion and overshadow the mechanisms of "psychological defense" make television violence "unilateral and reductionist, seemingly unavoidable, as only the process of violent interaction is represented" (according to psychology specialists). It had a dominant significance of the scenes of television violence in our country, especially from fiction and cartoons.</p>	- still valid
<p>10. Another important conclusion of foreign research - which was also supported by our team's studies - was to dismantle the argument (with the defence of broadcasters and programmers) that the taste and requirements of the public are responsible for the share of violent programs. By doing a parallel "between violent and non-violent program audiences" (running in parallel), it was found that audiences of the most violent programs were not superior, but rather non-violent programs. Examining the television consumption preferences during the evening, it was found that the public showed their predilection for non-violent programs running in parallel.</p>	- still valid
<p>11. The study of advertising videos for the release of "new" discs and albums is also of interest: the US study (1986) by Sherman and Dominick identified violent scenes in 57% of the video clips. Musical videos broadcast in Romania contain a similar proportion of violence.</p>	
<p>12. Comparative study to highlight the level of violence in programs (tv series, telefilms,</p>	- the authors' opinion is that these weights have fallen based on regulatory

Trend found in the study at the level of 2008	Author's opinion for 2018
<p>etc.) <i>imported</i>, particularly from the US, was brought to attention in 2008. All transcultural comparative studies on television violence have shown that programs imported from the US were much more violent than those produced in other countries.</p> <p>As comparative differences:</p> <ol style="list-style-type: none"> 1. between programs of the same gender from different countries; 2. The dosage of the different types of imported programs was not only the intensity of violence in the same type of programs, but also the proportion of tv series, dramatic programs and imported cartoons, especially those in the USA, which tended to amplify the level of television violence at certain time intervals, including prime time, when “family television” is more present. The comparison referred to the proportion of violence in series and action, adventure, and police films. <p>- It is important to compare the situation in Romania with those in other countries (on these subjects) such as England (where violent fictions occupy about 19% of the program grid compared to 37% in the USA and where, as a result of the measures taken, the share of violence has been reduced, in the BBC case, from an average of 2.1 violent acts per hour to 1.4 acts); with Canada, where violent episodes were mostly from the USA (96% of episodes and 88% of programs); with the situation in Western European countries (like France), where the “quota” regime, adopted by the European Union under the “Television without Frontiers” Directive, has considerably reduced the share of imported overseas programs, especially those of the violent ones. Our research indicates a very high proportion of violence in US action films (53%) and in domestic production (41%).</p>	<p>regulations. Moreover, the hours they are broadcasting are at the time of the day (night) when it is supposed that young people and children do not watch or are under parental control.</p>
<p>13. Concerning the televised debates, the highest frequencies of violent interactions (especially psychological, as "humiliation",</p>	<p>- most of TV stations take protective measures because they have paid fierce fines. They w</p>

Trend found in the study at the level of 2008	Author's opinion for 2018
<p>“ridicule” and “downgrading” of protagonists as well as verbal ones) were identified in debates, some with pre-election (tense electoral year).</p> <ul style="list-style-type: none"> - verbal violence registered the highest share in 2008 compared to other types. - the manifestations of verbal violence are certainly the amplification of a phenomenon called “violence of violence” more and more prevalent in the media and everyday interactions. Some authors even believed that verbal language violence, so frequent on screen (but also in everyday life, may be more shocking and potentially more dangerous) (adding “and words can kill”), so more violent than violent images. - the average duration of verbal violence generally exceeded all other types of violence. Exceptions made the TVR1 public channel where psychological violence is stronger than verbal. Compared to debates without candidates for political positions, electoral debates have proved less violent than verbal but more violent at the psychological level. Forms of violence from candidates' debates have a higher potential for human dignity (insults, physical labels, humiliation of opponents, plus a form of psychological violence not seen in unaddressed debates: ridiculing). 	<p>arn and intervene if any such manifestations occur.</p> <ul style="list-style-type: none"> - political candidates now have, with some exceptions, another political education. - there are slippages and discrimination, especially gender.
<p>14. The contextualization of adopted acts of violence has proven its relevance and pertinence by allowing to determine the proportion of categories of significance adopted:</p> <ul style="list-style-type: none"> • “Free” acts and scenes of violence; • Horror scenes; • “Legitimate” acts and scenes of violence; • Acts and self-defence scenes; • Acts and scenes logically included in a narrative drama; • Violence as a game and amusement; • The acts and scenes of "exaltation" of violence; • Presence and use of weapons; • Acts and scenes that overshadow the 	<p>- still valid.</p> <ul style="list-style-type: none"> - presentations go from the most atrocious forms of physical brutality (homicides) to verbal aggressions, often referred to as mere transgressions of morals or just as “irrational irritations”. - significantly, in the programs broadcast by Romanian televisions, the first place is held by verbal violence rather than by physical, with some differences between “real” and “fictional” violence. - legislation prohibits the explicit presentation of situations. Blurred images or faces are also used.

Trend found in the study at the level of 2008	Author's opinion for 2018
<p>violent representation of the world, society, groups, individuals;</p> <ul style="list-style-type: none"> • Acts that render life and the dangers that threaten it, exercising a warning function; • Violence, robbery, homicide; • Violence as punishment or reward; • Attractive violence acts (rescue heroes, etc.); • Languages: adult, pornographic, jargon, slang, naughty, insolent (from swearing to suburb jokes). 	
<p>15. The study has allowed ratings to be classified as likely to produce effects on minors and young people:</p> <ul style="list-style-type: none"> • Imitation and social learning (identifying children with aggressive characters); Impregnation (assimilation, even unconscious, of the violent style of human relationship); • Disinhibition (images that can greatly promote the passing of minors to violence); • Frequent desensitization and repetition of violent scenes reduces children's awareness of violence and increases their degree of accommodation with violent acts; • Catharsis (release of aggressive pulses); Incubation (fear, terror, insecurity). <p>- the most damaging aspect is represented by the scenarios of the ambivalent report of the individual with violence, on the one hand fear and rejection, and on the other, fascination, pleasure, television emphasizing attraction and fascination through the spectacularization of violence.</p> <p>- if in the case of fictitious violence the difference between public and private channels was net in favour of premiums, in terms of real violence (frequency, weight and duration), public and private televisions were very close. Fictive violence has high odds and high-risk potential of harmful influence.</p>	<p>- still valid.</p> <p>- the context of significance differs: in the case of private channels, the focus is on the spectacular and "diverse" nature of the violent news, while the public channels are more careful in terms of valorizing the prevention and warning dimension, sanctioning the media coverage of violence .</p>
<p>16. In the case of cartoon channels, the weight of the duration and frequency of the violence in an hour of broadcasting was extremely high.</p>	<p>- not based on measurements, but taking into account the views of parents, they are now large, but there is the possibility of blocking children's access to them.</p>

5. Conclusion

It can be noted that although we have just taken over and synthesized the conclusions of the 2008 study, they are still valid, although efforts to reduce or even abolish the violence in the audiovisual are very large and concerted.

The reiterative trend of violence in TV / radio programs in the world and in Romania is confirmed by the observations of specialists, based on the scientific data collection and processing, but also on the conclusions of the large audience to which the programs are addressed. It expresses them both individually, through the voice of each individual, or collectively, through the voice of the community or of various organizations: associations, schools, etc.

The “actuality” reason seems to be dictated by financial and audience reasons! The reason is, however, too big, often paid at the cost of human lives and not only. It is an alarm that tells us that although it is very heavy, this fight must be continued, and the sanction must be more severe.

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THE EVOLUTION OF COMMUNICATION UP TO THE CONTEMPORARY PERIOD

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Abstract

Human communication is the basis of society; it is the transmission of ideas, thoughts, and feelings. Throughout time the human manners of communication have become more numerous and more complex. On the one hand, they were supported but also influenced by the new inventions from the technical field.

The process of the communicational act started from the invention of words and language, written text on clay plates and reached till the use of advanced technology like computers, tablets or smart phones (with Internet connection). The classical typology of communication assumed new features in the light of the introduction of the new means of communication.

In this article we shall provide a short analysis of the human communication act, of its evolution and diversification under the pressure of globalization during the contemporary period.

Key words: communication, computer, information, ICT, Internet, WWW.

JEL Classification: <http://www.aeaweb.org/jel/guide/jel.php> : I200, O310

1. Introduction

Communication is an essential feature of human existence without which the human species may not have continued or at least not evolved to what it is today. It can be found in some forms in plants and animals, but only to support the survival or continuation of the species.

The notion of communication has deep roots, probably concomitant with the appearance of man. Through this, people have exchanged information (for example where to find food sources or find out about dangerous places), the idea (how to use a tool to cultivate more effectively). For man, communication meant both survival and progress.

Communication has various definitions depending on the field of activity to which it relates. Thus it can be regarded as a physical phenomenon, indispensable through which the exchange of notions is fulfilled, as a social function of union, relationship or as a way of intellectual enrichment of the individual.

Technological discoveries have given rise to the concept of "media". Generally speaking, the term designates media institutions and organizations (radio, television, print media), but it can also refer to interactions between new technologies and classical communication.

2. Aspects of human communication

One of the most quoted definitions could be the following: "communication is a process in which people share information, ideas and feelings" (Hybels, S., & Weaver, R.). Another perspective analytically analyzes the problem by claiming that "communication is the process by which a party (called the transmitter) transmits information (a message) to another party (called receiver)" (Baron, R.).

An attribute of communication is that the interacting parties cause mutual changes, so that is why we consider that each act of communication is unique. Given that the information transmitted could be the same, but with different actors or in a different situation – it results a way of interpretation filtered through the personal socio-intellectual spectrum - "the field of experience" (DeVito, J.) is different. What has been said can not be withdrawn, deleted or modified, so communication has permanent effects.

From the analytical point of view, the act of communication implies the existence of the following actors: *the transmitter* (the originator, the source) and *the receiver* (receiving the

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respective information). In order to fulfill its communication purpose, *the message* passes through *a channel* that is under the influence of disturbing factors (fig.1).

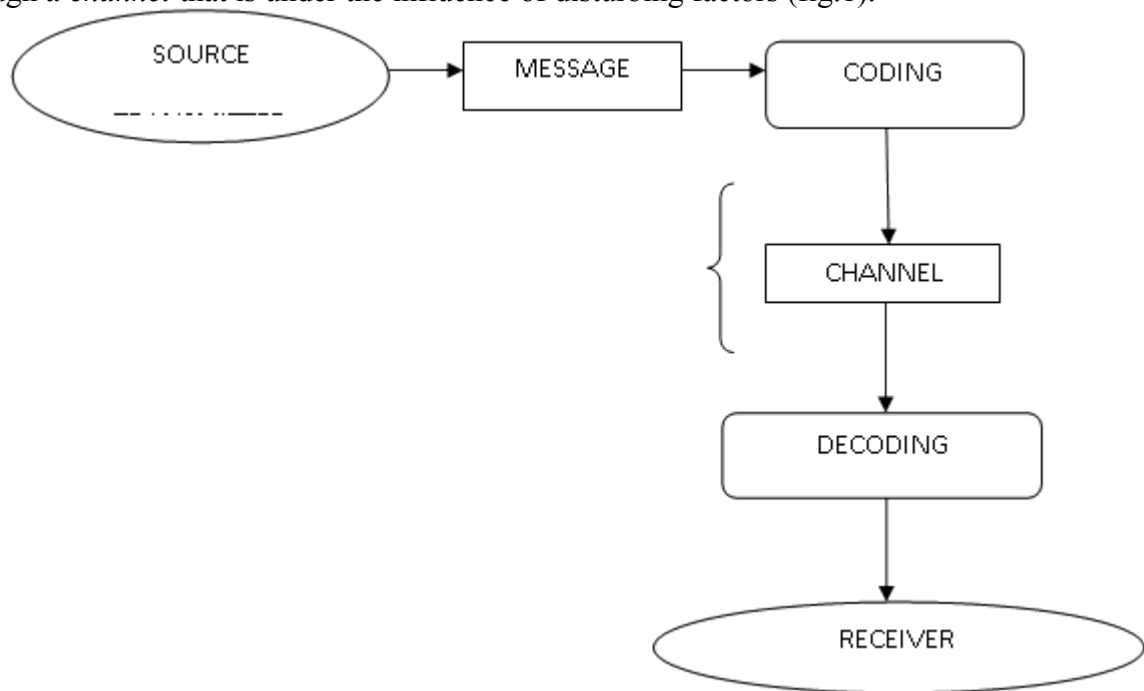


Fig.1. Conduct of the communication act
(Adaptation from Shannon and Weaver model).

Communication is a complex phenomenon characterized by the following aspects (elaborated by Paul Watzlawick, J. Helmick Beavin and Don D. Jackson according to Dinu M.):

- a) Communication has two functions: an informational one (the transmission of information) and a relational one (the social dimension);
- b) It is irreversible (once it has been sent, the message cannot be retired);
- c) It evolves and adapts itself to the fact that in a communication situation in which the participants know each other, they decode messages faster and using fewer elements over time;
- d) From the perspective of social status, the way of communication is adjusted by respecting the relations either vertically or horizontally (for example, if we communicate with a person in a similar social position, the language used will be less formal);
- e) A communication sequence can not be studied separately because every communication act comes from all the communication situations in which the actors were involved, "we communicate by implying our entire past, including the original spiritual dowry" (Henri Bergson);
- f) Can be in "digital or analogue" format (Bogdan Nadolu). Digital is neutral, easy to understand for anyone and digital means that in order to decode its message, we must also take into account paraverbal and nonverbal clues;
- g) Lack of communication is presumed to be impossible (in the absence of a receiver, communication is considered to be internal verbalization, also a communication act is when we say nothing but transmit through physical occurrence, gestures, etc.).

3. Classifications of the communication act

a) Depending on the context in which they are taking place, we classify *formal communication* (specific to some areas of activity and involves compliance with protocols) and *informal* (natural, independent of certain formalities).

b) The context of the communication establishes a new way of classification *direct* (the transmitter and the receiver are in direct contact) and *indirect* (made through telephone calls, letters, television, radio or the Internet).

c) Taking into account the number of actors we have:

1. *Intrapersonal communication*, that is mental verbalization of thoughts,
2. *Interpersonal communication* between two people. This can be done directly face-to-face or mediated;
3. *Group communication*, materializes in the form of direct or indirect debates. Organizations can make use the Internet in order to achieve this.

4. *Mass communication* - the transmission of messages from an institutional media within a collectivity. This is a social activity specific to the contemporary age which is manifested through specific visual and auditory means.

d) Another angle from which the communication activity can be regarded is the relation to the way of coding and transmitting the message. From this perspective, we observe the existence of the following types of communication:

1. *Verbal* - is the most widespread, representing, moreover, a template for other ways of fulfilling the act of communication. It can only be conveyed through words.

2. *Paraverbal*, is characterized as *the message behind the words* because it is manifested by elements (prosodic) that are meant to influence such as volume, tone, accent, pauses, diction, rhyme, rhythm.

3. *Nonverbal communication* is manifested by non-verbal clues, which can be deliberately expressed to influence or unconsciously the transmitter transmits indices of his inner state (gestures, mimics, body position). A special approach to communicating through non-verbal expression is *NLP - Neuro-linguistic Programming*.

e) The communication act after its realization, receives a reverse result from the receiver to the transmitter, called *feed-back*. Depending on the time interval until it manifests, we can indicate two other types of communication.

1. *Synchronous* - information sharing is done concurrently, in real time (either face-to-face or telephone conversation via live communication via an Internet connection);

2. *Asynchronous* - it is done by written messages (for example letters, sms, e-mail, etc.) which imply a delay of the answer.

4. The evolution of the ways of transmitting information

At first people communicated through various sounds, then, from the need to convey more complex information, people invented words, and thus the language was born. Researchers in the field have come to the conclusion that the basis of all languages is a single, Indo-European one spoken by all people 5000 years ago.

Over time, along with man's evolution, the ways of communication also evolved. **Books** were an effective way of transmitting information to a large number of people. The first cards were in the form of clay tablets, evolving into wooden pads tied together with leather straps or silk threads (China). It followed the papyrus and soon the parchment. Cards were very expensive and rare and copied by hand. In the Middle Ages they could only be found in churches and rich nobles.

The invention of the printing press accompanied by the development of postal services in the major cities promoted the circulation of books and the emergence of the first newspapers (the 15th century, Johann Gutenberg).

Telecommunications have been introduced as a result of the new inventions in the technological field. The technological *boom* in the 19th century, the discovery of electricity and electromagnetic waves, has also been mirrored in the field of telecommunications. The

means of communication have been enriched, diversified being terrestrial (by automobile, by train), sea (by ship), aerial (by airplane) or remote by wire.

The Telegraph (1837, S. Morse,) used electricity to send textual or symbolic messages (through the Morse Alphabet). Man is no longer limited by the space-temporal feature. It has been extensively used by large companies after being adopted by US postal services and railways.

Along with the telegraph, and following closely, **the phone** (1876, G. Bell - an electrical device that could transmit the human voice) became very popular. Telegraph and telephone wire systems were created, air lines and submerged ocean cables were installed. The first attempts to transmit the image through television followed. The phone (Graham Bell) has made it possible to transmit information without using a code.

Informatics, *the science of systematic information processing, especially computer-based processing* (Wikipedia) emerged as a reaction to the growing need for people to perform complex calculations as quickly as possible. Over time, this new science has increased its applicability from the mathematical field to many other scientific, research, entertainment, or household activities.

A number of other scientific discoveries in the field of electronics have led to the invention and installation of the first microprocessor, which later materialized in **the personal computer** or **microcomputer**. Nowadays it has become an indispensable object that we can find in almost every house.

The first microcomputer, manufactured in series (1981 by IBM, the main computer manufacturer), was called the personal computer (PC- *personal computer*), which was considered to be very complicated by the beginner users. Apple introduces the small Macintosh computer created specifically for those with limited computer knowledge (1984). The computer screen displays icons that illustrate different computer functions. For the user, it is enough to simply click on the mouse what he is interested in to activate them. *The software* is installed in the disk memory.

We can have editing programs that serve to write and correct texts. Using tables, the computer can compute, compile statistics, and make predictions. Graphics programs are used to draw on the computer screen, attach photos and texts in the document, edit or retouch pictures, etc. Programmers make programs so that they are as accessible as possible to the general public.

When computers are connected to each other, we say that they are in network, which makes it possible to make a quick exchange of information regardless of the physical distance between them.

The first network, Arpanet (in the late 1960s), had a military purpose. The objective of the US Army was to build a wartime telecommunications network and if a part of the network was destroyed, the information would still reach the recipient using another way.

Meanwhile, other networks have been built, and because they wanted to connect all networks to each other, it was necessary to create a common "TCP / IP" language. **The Internet** represents the multitude of computer networks, the network of networks.

At first, only present in universities for the exchange of information in the early 1990s, it became accessible to the public. However, the use of the Internet involved the existence of a provider (an institution facilitating Internet access at a charge) and a computer equipped with a modem, or simply a user can visit *a cyber cafe*. Some of the services offered by the Internet are *electronic mail* or *e-mail*, participation to conferences or discussions organized on a site where you can communicate on a specific topic with users from all over the world (in writing) or video conferencing (live video and audio)

The Web (World Wide Web "World Spider Canvas") is the entire array "of linked sites / documents and hypertext related information that can be accessed through *the World Wide*

Web" (Wikipedia). "Browsing" on the Web is when the user selects an underlined word or images, it is linked with documents (texts, still or moving images, sounds) located on another Web site.

5. Communication through new multimedia technologies

The role of new multimedia technologies is to simplify inter-human communication and to "make friends" with the "machine". Researchers are working on developing new means of communication, continuously developing multimedia tools that are used by more and more people. Their intention is to produce miniature "devices" that are as easy to use as to transport.

For example, we can use **portable computers** that can be equipped with a mobile phone to make calls easily, receive and send faxes or we can "browse" the Internet.

A Personal Digital Assistant (PDA) combines the features of an electronic agenda with Internet access. All data recorded on a PD can be transferred onto a computer.

Over the past 10 years, the PDA has lost ground in front of **smart tablets** and **smart phones**.

A smart phone is a device that combines the functions of a PDA with many others, for instance: photo camera, email, GPS navigation, computer, video camera, entertainment and most importantly equipped with Internet connection. With a smart phone or tablet you can do almost anything you can do by using a computer.

The tablet is a miniaturized portable computer, wirelessly connected to the Internet and the GSM network, and is part of the *Mobile Internet Devices* (MID) category.

Nowadays, no matter what type of device we use, we increasingly relate to having the possibility to establish an Internet connection. In addition to classic virtual mail or web search for information, the Internet provides us with a wide range of variations (chat lists, FAQ - frequently asked questions, IRC chat, video chat, instant messaging, portals, telephony, and more) with real-time response. Surely, as new devices will be introduced, new ways of communicating will be created or adapted.

The ways of modern communication keep the classical typology of the communication act, combining it according to the means of communication used. For example, using instant messaging, we can use both verbal communication (short recordings transmitted to the recipient and / or live transmissions) and paraverbal communication and / or nonverbal communication through the *emoticons* (*GIFs* or others) provided by the respective programs or applications (some combining the image with the sound), so that the user is guaranteed that the message is transmitted together with all its connotations.

Conclusions

For human beings communication is that important as it is widely considered that the essence of a person is the result of all of the acts of communication we have received or witnessed during our lives.

The manners of human communication have developed in time and have been improved together at the same time with the evolution of society and maintained themselves on the same axis of values.

The technological progress has led to the emergence of new ways of communicating (for instance: phone calls, sms texting, and online communication). These, in turn, entail the emergence of new types of communication.

The online communication, although initially it had a military purpose, that is to guarantee the stability and protection of military communications in the event of war, has created a bridge between "anyone" and "anywhere" either in real time or "anytime" (audio or video recordings).

The information and communication society is the result of the digital technology explosion; information through modern means of communication is characterized by accessibility, simplicity in use, and it also implies low costs.

New communication techniques are currently used in all areas of activity to facilitate the transmission of information (military, economic, media, scientific, educational etc.), having a great success among young people for education, research or entertainment (Facebook, blogs, games online, chat groups, etc.) purposes.

The future of communication may hold inventions like The Internet of Things (IOT – hardware devices communicating with the Internet to create the business of the future or the house of the future; partly exists nowadays but is still in the process of perfecting) and voice activated technology.

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Lista figurilor:

- Fig 1. Desfășurarea actului de comunicare (adaptare după modelul lui Shannon și Weaver).

NEW MANNERS OF ACCOMPLISHING EVALUATION IN EDUCATION THROUGH ICT

Mariana - Viorela, Grigore - Filip (Șerban)¹

Abstract

Evaluation is an essential component of the teaching process in respect that it assists us in measuring the degree in which the student reaches the set objectives and expresses academical progress in relation to a target previously established.

This activity has a continuous characteristic throughout the study years and for each step new goals are established. Due to the fact that it is a complex and delicate process, it requires thorough organization involving: planning, analysis, evaluation strategies, precise and coherent implementation and last but not least, the development and the applying of measures as to increase the outcome of the educational action.

Owing to the expansion of technology and the use of the new information and communication technology in all sectors of live, the evaluation of the teaching process has acquired new forms of expression, forms that have easily been embraced by students because of their interactive features.

In this article we shall deal with aspects concerning the organization and performance of evaluation in education and we shall present manners of introducing the new information and communication technology in order to successfully accomplish it.

Key words: education, evaluation, ICT, Internet.

JEL Classification: <http://www.acaweb.org/jel/guide/jel.php> : I000, I210, O310

Introduction

Educational environments imply setting goals that, over a definite period of time, the student must reach them. In order to test the degree of achievement of the educational objectives it is necessary to make an assessment.

According to Ioan Jinga, assessment in education is a complex approach that compares the effects of educational activity with planned objectives (qualitative assessment) taking into account resources (checking the effectiveness of the educational act) and / or referring to the results obtained previously (to show progress against the original state).

Evaluation is a stage of the pedagogical process; it is knowledge control, but also an opportunity for intervention and refinement. In the last decades evaluation has received special attention, insisting on its role of regulation with the aim of increasing efficiency in education. Gradually the evaluation *focusing on the teacher* (according to the classical model) was replaced, as is also the case of the teaching activity, with *pupil centered evaluation* (fig. 1).

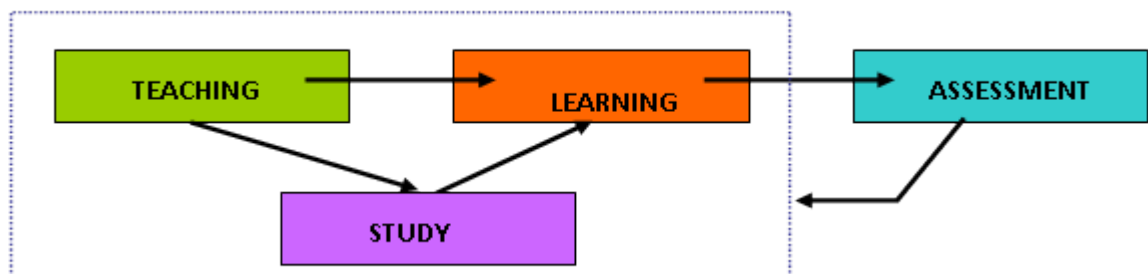


Figura 1. *Învățarea centrată pe elev*

Sursă: prelucrat după Radu, I. T., *Evaluarea în procesul didactic*.

This new perspective on evaluation has generated competency implications in proficiency; the roles and forms of evaluation relate, in particular, to the assessment of

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competences (and less to knowledge) in order to regulate the learning process (giving marks being a mere consequence of evaluation).

As learning has to be differentiated, adapted to students' understanding capacities, in the same way, we plead for *individualized assessment*. These changes in curriculum design dictate the transformation of some traditional "functions" of the evaluation, which primarily aimed at classifying, differentiating, selecting pupils (Depover, Ch.).

Evaluation is part of the educational process and it is important *to make the pupil responsible*, the teacher has to present the situation to the pupil, the way to improve the its results and the student - in turn - to proceed accordingly.

As a consequence, it is necessary to involve a variety of evaluation methods in relation to the pursued goals, the evaluation during the whole schooling period, the verification of the important objectives of the teaching units, the assessment of *the higher level of thinking processes* and the involvement of the students in the evaluation activity.

Formative assessment and summative assessment

The evaluation guides us in learning what the students know (or know how to do) helps us to constantly improve the educational act, that is why we affirm that it is an integral part of learning.

The initial assessment is done through oral, written or practical tests in order to establish the starting point of the training (at the beginning of the study year, of the semester, a chapter, etc.) and to design a course of the educational act.

The summative assessment is done at the end of a stage, chapter, and unit and at the end of the semester or the school year; the themes achieved have to cover all the issues addressed so far. It also bears the name of cumulative or balance sheet evaluation.

The formative evaluation, also called continuous, because it is carried out permanently during the studies, utilized at short intervals. It provides feedback on how well the student knows the material and the frequent mistakes, which gives the teacher the opportunity to make a recovery plan or to adapt the didactic approach.

Following the materialization of the formative assessment, both students and parents receive feedback on pupils' outcomes and how they can improve. The teacher "makes adjustments according to the individual differences in learning, to ensure that all students understand, practice and perfect each component as they progress towards the ultimate goal" (Ascher, F.).

Students become aware of their own learning and are motivated to increase their performance. "This ability to monitor one's own learning can be the most important asset of formative assessment." (Bellier, S.).

The marks will not disappear in time, as it is necessary to classify the school results, but the emphasis should be on the idea of permanent personal and educational development.

2. The design and planning of the evaluation

The evaluation is done through a variety of tools, which together with methods will be found in a more elaborate *evaluation plan*. (Carre, P.).

The design of the evaluation is based on strategies:

- *Strategies for analyzing students' learning needs;*
 - *Strategies to encourage the direction of learning and collaboration;*
 - *Strategies for monitoring progress;*
 - *Strategies for verifying understanding and encouraging metacognition; and*
 - *Strategies for demonstrating the understanding and skills training.*
- a) *Strategies for analyzing students' learning needs.*

"What influences most the learning process is the knowledge the student possesses when he leaves. Make sure of what he knows and train him accordingly! "(David Ausubel).

These strategies refer to *the initial assessment* aimed at establishing students' level of training both in the mastery of knowledge and the skills / abilities required before going through the next educational segment and also identifying typical mistakes. That's why we say it performs a *diagnostic function*. It also has a *prognostic function* because it provides the teacher with information on how to organize the didactic activity, according to the situation.

Among the evaluation methods / tools used for this purpose, we mention:

- examining the student's activity;
- the student's portfolio;
- Graphic organizers (conceptual charts, grading charts, sequential activities, priority lists);
- the *I know - I want to know - I have learned* Maps

The graphic organizers illustrate the elements of a concept or a process, but also the relationships between them. They result in encouraging students to verbalize their knowledge and verify their understanding; allow students to use both brain hemispheres and retain information in both linguistic and graphic form.

Graphic organizers also have the advantage of making abstract ideas more visible and concrete, thus allowing a better assessment of the thinking habits. Research demonstrates the significant improvement of results when students create different types of charts and maps demonstrating their understanding. The creation of graphic organizers *at the beginning of the training*, and their completion by the students, leads to revealing previous knowledge from areas of interest and typical mistakes.

By activating students' previous knowledge by helping them make personal connections before browsing new content, like the map *I Know - I Want to Know - I have Learned* (*K-W-L* Map) allows students to build meaning about what they have learned, compare new knowledge of what they already knew and to clarify their ideas; is one of the most common graphic organizers, recognized for illustrating the students' previous knowledge. Students generate ideas through brainstorming in the *I Know* section. Next, it generates content-related questions in the "*I want to know*" section. Finally, as students begin to answer these questions, they record the information in the section *I have Learned*.

The map can be used at any level of education. It can be used to start a new unit and refer to these tools throughout the unit. Usually, the map is not used for scoring; it is a way of expressing ideas and questions freely, without fear of students being judged. These maps can help organize pupils by groups, depending on the level of previous knowledge or the expressed interests.

The initial evaluation is useful at the beginning of the school year, at the beginning of some learning units (in the familiarization / updating phase) after holidays; prepares to enter a learning activity through a fertile context for building new knowledge.

b) *Strategies to stimulate learning and collaboration*. These correspond to the *formative assessment* and consist of the following activities performed by students: planning, understanding the tasks without the teacher's help, using various resources and learning from their own mistakes.

The methods applicable in this case are: *observation, self-evaluation, inter-evaluation, reflection*. Through *self-evaluation*, students have the opportunity to check their own learning product, become aware of their more independent results in the study.

Students are evaluating each other through *interevaluation*. By using the two methods, it's about empowering, understanding the weaknesses and motivating them to improve them.

In the metacognition plan, *the reflection* supports the involvement of students in their own learning by indicating activities that will help them to learn.

Various education-specific tools are used to guide learning and collaboration. For example, *the checklist* is used in independent work through undisclosed documenting or

discovery activities or project type. Similarly, the *rating grid* (verifying compliance with standards, self-evaluation) that is less accurate than the scoring guide. Another tool is *the reflection journal*, which, like the above mentioned, supports the self-evaluation and empowerment of pupils (learning partners) in the educational process.

c) *Progress monitoring strategies* - formative assessment. Students receive the necessary data to self-assess themselves during unreserved research or discovery activities by the teacher, who in turn register the student's evolution from the point of view of assimilating new notions and acquiring specific skills.

Feedback is used to draw attention to common mistakes and other learning difficulties. These strategies are used: *observation, progress reports, project meetings, checklists, or learning logs*.

Observation is an informal type of activity, records on attitudes, behaviors, how to solve work tasks, collaborating with colleagues, results, etc. At the end of a stage (unit of study, semester or even school year), these may indicate the progress of the student.

The Learning Diary records in a formal way information such as records of daily results, books read, themes, projects. The objectives are scored and checked at the end of the learning unit to reveal the understanding of the subject matter up to that point.

d) *Strategies for understanding the degree of understanding and supporting metacognition* in order to stimulate students to think by themselves, to be aware of the role they play in their own education act. Characteristic of formative assessment is based on the following tools: journals (written, video or photo), observation, interview, informal questionnaire, conferences and written or oral verification.

e) Questioning as a strategy is manifested by asking students questions to stimulate them, involve them, establish logical links between interdisciplinary topics and their reflection in everyday life. For this strategy to work effectively, the following indications are considered:

- it is recommended that after teaching a lesson item, students to be allowed to review what has been discussed for a few minutes, then check whether they have understood and continue the lesson or resume the item as appropriate;
- Multiple questions are not used, as there is not enough time to think and students would be in difficulty;
- if the answer is not the best, it is not criticized but asks whether there is another person with another answer, in order not to discourage and finally, the teacher clarifies the question whether he or she still needs to do this;
- During this activity verbal reward is avoided to stimulate as many participants as possible to the discussion;
- Pupils have to support their ideas through detailed explanations, examples;
- It is required to summarize the main idea of the material taught;
- the teacher listens to students' explanations; when necessary the teacher repeats what the student said to say something is wrong or just to check if the students were being careful.

When the student attempts to formulate an explanation, the teacher must be careful not to interrupt or comment on the response received. Non-verbal communication (for example, visual contact, and warm expression, patient) is used. The teacher also follows the activity of the other students (high-handed, looking at the teacher, willingness to communicate, etc.) to engage them in the debate.

The written form of assessment stimulates students to overcome emotional barriers and to present their ideas in an explicit way, and the teacher can better observe how each student thinks (against a debate when a student's response can be influenced by the presence of class).

f) *The failure to understand and verify the formation of skills* is done through a summative assessment and is characterized by providing students with opportunities to demonstrate progress.

The evaluation is materialized by presenting the papers and outcomes of the practical activities carried out by the students, supporting portfolios or initiating conferences.

It can be done by making reports, presentations using NTIC or role-playing games. The student builds up and structures his own speech, becomes an active participant and assumes responsibility for the facts presented by conferences. This is supported and guided by the teacher. An advantage of this is to increase confidence and achieve educational activity in a positive and pleasant way.

3. Performing evaluation through the usage of the computer

The new information and communication technologies applied in the field of education aim at: stimulating thinking and issuing quality judgments, developing technical skills ("the informational era"), encouraging creativity and innovation. Technology supports the educational act, especially by increasing student motivation as these new means of achieving learning and, implicitly, evaluation are very attractive to pupils and, last but not least, ICT can be adapted to the level or educational needs while respecting the goals previously set.

Another great advantage is the time-saving in the evaluation and the wide range of technical tools at the disposal of anyone. Both the teacher (especially if we refer to programs that are not specifically created as educational software) that can transform any tool in the educational medium (eg. a movie on youtube) and students can access, use for educational purposes or can work home / online for projects.

Computer assessment has two main components:

- *Appreciation of multimedia products generated by students;*
- *Appreciation of students' practical performance.*

Appreciation of multimedia products generated by students. In the assessment, pupils may be required to carry out various projects using NTIC (new information and communication technologies). These are called multimedia products and can take the form of: posters, multimedia presentations, brochures, sites, blogs, etc. This type of student's work has the benefit of not being dependent on the existence or availability of certain educational software in the school unit, and can even work from home with a computer connected to the Internet and with the Microsoft Office array of programs installed (or other similar software).

The benefits are numerous, including the students' inclination to new technologies, which makes the activity a "pleasant work", the pupils to be more enthusiastic and more involved than to classical forms of assessment.

We can qualitatively evaluate products of this type by using *checklists, rating grids, and scoring guides*. Once the project theme is established, the teacher presents the objectives, scoring criteria, standards to be achieved. In this way students can evaluate themselves the resulting product by becoming responsible and motivated to increase their own performance. The teacher can give them the choice of how to make the theme, the type of format, the subject, etc. depending on the student's preferences, abilities or inclinations.

Appreciation of students' practical performance. Except for written assessments, and in the light of new information and communication technologies, we come across the notion of "performance assessment". This is the assessment through practical tasks with well-defined tasks and carried out through the use of specific tools or equipment or materials for the assessment of factual, conceptual or procedural knowledge.

This reflects discovery based on practical activities. It is attractive for all who perceive a discipline not only as a corpus of knowledge, but also as a product of inquiry, dependent on the use of utensils and technology (Hadzilacos, T.).

The new information and communication technologies support learner-centered learning / assessment as they allow the modification or development of training practices to facilitate the development of all students through their mechanism: the use of predefined criteria, the observation of the process but also of the product, all of which lead to a careful analysis of student performance.

The assessment is based on the creation of a more realistic life environment, it can create a hypothetical situation requiring the use of certain skills or competences on the part of the student (also the teacher has to present certain technical skills otherwise he can not use these new educational methods).

Conclusions

Any educational approach must present a measurable outcome, quantified from a quantitative and qualitative point of view. Evaluation is a constituent part of the educational process with multiple roles and implications.

Collecting information about learners' understanding at the beginning of a learning unit supports the teacher in examining pupils' learning needs and also in planning their teaching activities. The learning process must be observed and adapted throughout its lifetime, aiming at the continuous improvement, motivation and support of students, and finally, materializing through examinations aimed at directing future specialists to the appropriate fields of activity according to the requirements of the labor market.

Modern education is concretized by engaging during classes in the usage of gadgets (for example: projector, whiteboard, computer, tablet, etc.) in order to ease learning through the multitude of tools and devices available at all times and with numerous benefits listed in chapters above. Virtually everything we could achieve through traditional means and methods can be exponentially met by new information and communication technologies but with the advantage of being attractive by increasing motivation for study and success.

Through the usage of the new technology means during school classes, students can self-assess and get feedback on their results.

In the context of exam testing, student assessment through new information and communications technologies saves time and improves confidence in the objectivity of correcting results.

The new technologies environment is full of useful, attractive and exciting possibilities and options that are expected to be used, combined or interpreted for educational purposes.

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Figura 1. *Învățarea centrată pe elev*. Sursă: prelucrat după Radu, I. T., *Evaluarea în procesul didactic*.

THE IMPACT OF LEADERSHIP SKILLS ON THE ORGANISATIONAL CHANGE

Muraru (Pahome) Daniela¹

Abstract:

The social dimension of the school organisation, the quality-related expectations of the education beneficiaries and the contradictory changes in the pre-university system are factors which underline the imperative of the educational leadership.

In operational terms, the research is relevant by the analysis of the impact of cognitive leadership elements on the process of organisational change.

The sample includes 446 active persons who take the role of formal/informal leader within 156 school organisations that hold legal personality in Dâmbovița County.

The results conclude that the set of leadership skills formulate a positive response to the multiple expectations of the school organisation members. Therefore, educational leadership, seen as the teachers' competence to function as part of a learning organisation, represents a vital element in building the future.

Key words: *leadership, skills, values, organizational change*

JEL Classification: *I20, M15*

1. Introduction

Based on skills (self-knowledge, self-control, social conscience and relationship management), leadership is present, in terms of change, in the following sectors: education, health, politics, army and religion.

The vast issues of leadership are broadly reflected in the scientific environment; the studies highlight the resonant impact of the leadership on both organisational changes (by understanding the roles assumed and the complexity of the interactions among the members of the organisation) and the quality of the organisation's performances (by sharing the same vision).

As a generically human action, leadership initiates and triggers the activities of an organisation, laying emphasis on the volitional context of the human mind.

2. Research relevance

Over the last two decades, the researchers throughout the world have studied and defined the concept of leadership from a broad psychological perspective, with strong social tones.

The definitions have a common point: *leadership is a process of building relationships which involve the dynamics of the organisation members; the challenge is launched when the change starts and the relational interpersonal values are implemented.*

In humanistic terms, the process of leadership is important, as human nature in its essence needs direction. People's activities carried out within organisation require a leading function, thus leadership.

In pragmatic terms, the various representations of people in relation to their roles and functions, refer to the notions of the leader and the follower.

Leadership falls under the scope of the phenomenon of social influence; its main axis is power and influence (Stegăroiu, I., Pahome, D., 2017).

As a promoter of change, the leader "influences other people towards achievement of organisational goals" (Peretti, J.M., 2011). He/she has a crucial role in the development of collective skills by building the group identity around some organisational values and aspirations, implementing collaborative work instruments and constantly exercising the vision co-building approach.

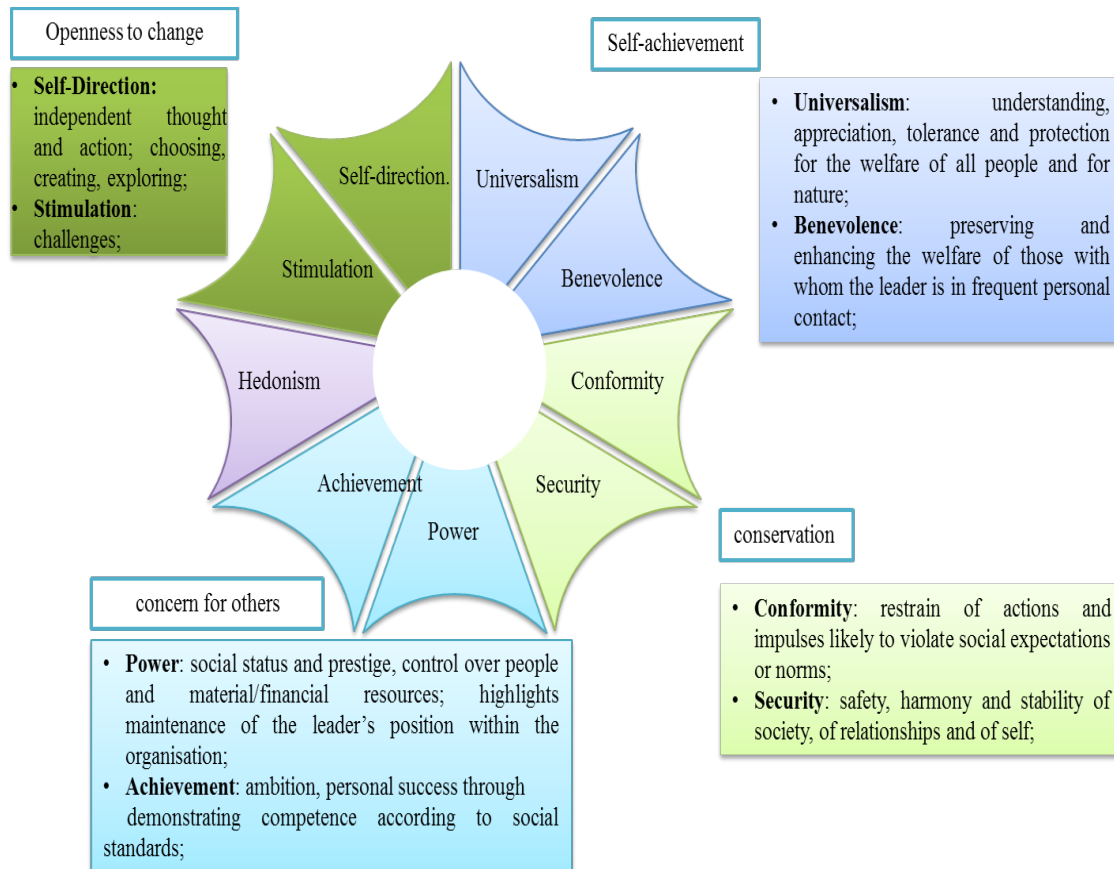
Following the evolution of social organisations, the educational leadership is exercised by co-built vision, values and skills (Pahome, D., 2015).

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In school organisations, the vision shared provides direction, meaning, and formulates collective aspirations.

The theoretical inventory of higher-order values in relation to which the organisation members have a specific orientation, is represented on polar axes: openness to change/ conservation/ achievement/ benevolence (figure 1):

Figure 1. Theoretical model of relations among motivational values



Source: Schwartz, S. H. 2006

Created by knowledge, *the values* have educational dimensions. Their framing in school organisations leads to the formation of the leader's desirable skills.

Under the circumstances of globalisation, the characteristics of the society continue to determine, to a great extent, the value orientations of the organisation members, namely: power distance, uncertainty avoidance, individualism/collectivism, gender equality and orientation (Hofstede, G., 2001).

Starting from the premise that leadership pursues change at organisational level, the leader will identify the level to act upon, both in the field of knowledge and in the field of organisational behaviour (National Group for Quality Assurance, 2015).

2. Materials and methods

The paper “The impact of leadership skills on the organisational change” aims to identify the challenges of the educational space which may find answers in leadership. The approach of the scientific research focuses on the causality between leadership skills and the process of change.

The objective of the research approach is: *the analysis of the impact of the leadership skills on the process of change occurred within school organisations.*

The unit of observation was represented by 156 educational establishments holding legal personality in Dâmbovița county. The survey unit consists of 446 respondents.

In percentage terms, 67% of the respondents were primary and secondary teachers, 15.7% leaders, other categories (school inspectors, methodologists within Teaching Staff Resource Centers), with weights ranging from 1.6 to 7.2%. The respondents involved in this study have university degrees (56.7%) and master’s degree (36.8%) and are mainly between 40 and 49 (51.8%).

3. Results

The variables of leadership skills are measured on an ordinal scale.

With regard to the role taken by the leader within the organisation, we analysed the variance of the statements made in this respect (table 1):

Table no. 1. Analysis of the variance of statements on taking the position of leader within the organisation

	The leader clarifies the role by formulating answers to current difficulties within the organisation	The leader inspires confidence to collocutors	The leader manages (personal and collective) emotions and directs them to accomplishment of goals	Proactive individual in relation to superiors, the leaders refuses certain requests
N Valid	446	446	446	446
N Missing	0	0	0	0
Mean	4.76	4.78	4.76	4.61
Median	5.00	5.00	5.00	5.00
Std. Deviation	.474	.430	.472	.712
Variance	.224	.185	.223	.508

Source: processed by author

Taking the leader role involves a high level of proximity to the organisation members, and the legitimacy should not be mistaken for influence or statutory authority. By taking this position, the leader captures the set of skills underlying his/her legitimacy within the organisation (positive self image, encouraging members’ autonomy, assuming risks) and secures alert and internal monitoring functions. The respondents feel that the leader manages (personal and collective) emotions and ensures coherence between the objectives set by the organisation and its actual actions, because the leader is able to create a vision and to innovate.

Sharing a common vision within the organisation represents another relevant aspect relating to leadership skills.

In this respect, we analysed the variance of the statements which are important to the research approach (tabelul 2):

Table no. 2. Analysis of the variance of statements on sharing common vision within the organisation

	Liderul creates a concise vision	The leader's values are closely related to organisational values	The leader's vision determines every organisation member to surpass oneself
N Valid	446	446	446
Missing	0	0	0
Mean	4.74	4.75	4.71
Median	5.00	5.00	5.00
Std. Deviation	.488	.458	.515
Variance	.238	.210	.265

Source: processed by author

The creation of a vision requires energies generated by motivational and inspirational processes. Building a future shared by the organisation members and accomplishing the common goals ensure an efficient conduct of actions intended to optimise the change. Therefore, the leader proves to have the following competencies: stating the will, cross contributions and creation of synergies within the organisation.

The analysis of the variance of statements on the advocates' coming together around the organisational vision proposed by the leader is shown in table 3:

Table no. 3. Analysis variance of statements on the members' coming together around the organisational vision proposed by the leader

	The leader adapts his/her style to the members' thinking	The leader has levers of influence favouring biunivocal relationships	The leader encourages members to approach critical thinking
N Valid	446	446	446
Missing	0	0	0
Mean	4.70	4.65	4.70
Median	5.00	5.00	5.00
Std. Deviation	.494	.557	.513
Variance	.244	.310	.264

Source: processed by author

The combination of the leader's profile and the members' profiles requires flexibility, which will actually enhance members' coming together around a shared vision and also formalise roles, objectives, expectations, needs and stakes of each and every member of the organisation. The four criteria by which a project of organisational change gets successful are: *certainty regarding the result, permanent innovation, identity levels and complete change of paradigm.*

Therefore, we analysed the variance of the statements on the change of the reference framework within the organisation (table 4):

Table no. 4. Analysis of the variance of statements on the change of the reference framework of the organisation

	The leader defines the dynamics of the change within the organisation	The leader implements new emotional practices	In social terms, the leader acts responsibly	The leader is the only one responsible for the potential failure of the change proposed
N Valid	446	446	446	446
Missing	0	0	0	0
Mean	4.76	4.74	4.72	1.68
Median	5.00	5.00	5.00	1.00
Std. Deviation	.502	.498	.516	1.286
Variance	.252	.248	.266	1.653

Source: processed by author

The leader analyses the strong signals coming from the organisational environment/interpersonal environment and translates the future-bearing signals into a mobilising vision.

Predominant characteristic of exercising leadership (table 5), the influence was broken down by three statements:

Table no. 5. Analysis of the variance of statements on the leader's influence

	The leader creates the conditions for freedom of speech of all members	The leader motivates each member in relation to the activity carried out within the organisation	The leader ensures the conditions for constructive settlement of issues
N Valid	446	446	446
Missing	0	0	0
Mean	4.75	4.69	4.69
Median	5.00	5.00	5.00
Std. Deviation	.476	.524	.552
Variance	.227	.274	.305

Source: processed by author

The items indicate the extent to which the leader manages the activities of the members around the optimisation of the organisational change, by choosing a listening level adapted to each person. The leaders of the school organisations have to diagnose the members' perceptions concerning expectations and valences and therefore favour the cooperation behaviours among the members.

Another characteristic of the leadership skills relating to the process of change was valorisation of the members' contributions (tabelul 6):

Table no. 6. Analysis of the variance of statements on valorisation of members' contributions

	The leader recognises each member's individual contribution which led to success within the organisation	The leader's feedback encourages each member's behaviour
N Valid	446	446
Missing	0	0
Mean	4.71	4.69
Median	5.00	5.00
Std. Deviation	.528	.521
Variance	.279	.272

Source: processed by author

Given the respondents' perceptions on valorisation of the members' contributions, one may conclude that the leader encourages the actual participation of and initiatives taken by the members of the organisation, the common activities carrying huge value requirements.

Conclusions

Following analysis of the data in school organisations, it is absolutely necessary to use skills in exercising educational leadership.

The educational leadership represents a valuable predictor of change optimisation in school organisations under the pre-university education system.

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MUSLIM MINORITIES IN A CHANGING EUROPE. A RETROSPECTIVE ON EDUCATIONAL SYSTEM FOR MUSLIM MINORITY IN ROMANIA

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Abstract:

Bringing together the actual challenges of Muslim minorities in Europe and reality appropriation of cultures that are considered remote in terms of time and geography is an important challenge. Linking the study of Muslim world with minority world is a new way of approaching the issue of cultural and educational appropriation.

This study aims to analyze the dynamics of the educational system of the Muslim minority in Romania.

This research attempts to focus on Muslim minority social issues rather than on historical and political environment, but they cannot be separated.

This research is based on face-to-face interviews conducted in February, July and August 2016, in order to identify the influence of indicators as – social, educational and political environment, to underline educational issues, and how they influenced community's day-to-day life.

The body of the paper is based on documents, which are part of the heritage of the Başbakanlık Osmanlı Arşivi (The Ottoman Archives of the Prime Minister's Office), content analysis of documents with the National Archives of Romania, Bucharest and National Archives of Romania, Constanța County District DJCAN and Constanta County Library "Ioan N. Roman".

A special place in this paper is dedicated to the ethnic minority of Crimean Tatars and some of their social and educational challenges. Also, I identified the European Charter for Regional or Minority languages and its educational policies.

Finally, my paper shows the community challenges in keeping its cultural identity and emphasizes Muslim minority's struggle to protect its traditions and popular culture.

Key words: *changing Europe, cultural and educational approach, educational system, Muslim minority, Romania.*

1. Introduction

Muslim minorities in a changing Europe provides a comprehensive overview of the history of the educational system for Muslim minority in Romania, starting with 1880 to the present. Based on personal and official archives, memoirs and press writings I analyze the multiple aspects of the Muslim educational, cultural and intellectual affiliations in different time periods in Romania.

A lot of ink has been spilt on the complex issue of minority protection at international and European level, but less about the educational system for Muslim minorities. Today, there is a legal framework addressing non-discrimination and special minority rights provisions in documents pertaining to the United Nations (UN), the Council of Europe (CoE), the Organisation for Security and Co-operation in Europe (OSCE) and to the European Union, as well.

It is not the intention of this paper to consider in depth the international and European standard-setting documents regarding the protection of minorities, as there already exists a reach literature in that respect. However, since national policies cannot be de-contextualized as they are shaped by international and European developments, there is essential a short overview on the issue of educational system for Muslim minority in Romania.

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1.1. Methodology

From a methodological point of view, this research is based on interpretive understanding of data gathered through qualitative methods and documentary analysis of documents, which are part of the heritage of the Başbakanlık Osmanlı Arşivi (The Ottoman Archives of the Prime Minister's Office) fund Sâdaret Mektûbî Kalemi Nezaret ve Devair Evrakı (MKT.NZD.) and Sâdaret Mektûbî Kalemi Umum Vilâyet Evrakı (A.MKT.UM.) which provide information about Crimean refugees and their settlement in Dobruja. This study is based on content analysis of Romanian language press published after 1880 with Constanța County Library "Ioan N. Roman" Constanța County and the Romanian National Archives, Department of National Archives, Constanta County regarding the relations of Turk minorities.

In this study I will analyze only educational and cultural issues because they have a major influence on community's native language and on their social and cultural identity.

All these works were studied in an attempt to understand the Crimean Tatars' past and socio-educational challenges in day-to-day life. In doing so it was necessary to read as widely as possible and use examples to illustrate discovered findings. The details that follow this brief introduction provide resources for further in-depth explanations about this research method.

2. A short presentation on Muslim minority's history

2.1. Minorities - definition

It is difficult to provide one generally accepted definition of the term "minority". This lack of definition has also been acknowledged in relation to various international conventions and treaties. Francesco Capotorti, in his role as Special Rapporteur to the United Nations, proposed a definition that is now commonly used "A group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language" (Capotorti, 1979: 586)¹.

In the European context, all parties seem to agree on most elements of Capotorti's definition.

2.2. Short survey of Muslim minority in Romanian newspapers and Archives

A feature of Muslim minorities in Romania is the lack of academic publications in Romanian language dedicated to Turk minorities.

Studying the written press in Romanian language, published in Romania and Dobruja from 1877 to 1935, my research brought to light the followings: there is only one study of Gagauz Turks and Ottoman Turks of Dobruja, *Study on the Turks from Dobruja and southern Bessarabia* published by Roman M., in 1935. There aren't articles about the Nogay community. The exception is the article published in 1877 in the newspaper "Carpathian Albina" dedicated to Circassians.

The study focuses more on the overall image of Gagauz Turks, Circassians and Nogay communities in Dobruja with less information about the history or day-to-day life of communities.

It is difficult to find the correct terminology, as the Romanian sources of that time never referred to the people, which are subject of this study as refugees, fugitives or victims of war. No document with the National Archives of Romania, Bucharest (hereinafter named ANR) mentions the terms Turk, Crimean, Nogay or Circassian, excepting the document with the Interior Ministry Fund, Administrative Division, File 509/1889, page 62 ("*Nici un amestec n'are Ministrul Domeniilor în viile sădite până la 1879 și nici idei nu este că viile acestea ar fi embaticare. Ast-fel discutată cestiunea, Excelență, în parlament aduse ast-fel dovedi*

¹ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:61978CC0120&from=EN>, accessed on 14 October 2018

lămurite asupra fie cărui fapt avansat, suntem convinși că s'ar fi specificat limpede, că viile sădite cu doi ani înaintea ocupării Dobrogei, nu sunt supuse legei noi din 7 Aprilie 1889") about the fees that Muslim population had to pay (Ismail, 2014: 388).

Romanian documents with ANR, Fund Interior Ministry, The Administrative Division, file 265/1878, file 60/1879, file 509/1889 do not mention terms as Turk, Crimean, Nogay or Circassian. Among the refugees along with many Crimeans and Nogays were Caucasians, who to avoid military conflicts in the area fled into the Balkan region. Romanian documents with ANR, Fund Interior Ministry, The Administrative Division, file 509/1889 "Folder relative to Training Committee to investigate the needs of people of Dobruja, page 5 (*"În ședința de astăzi Joi 3 August 1889, luând în deliberațiune referatul Domnului Ministru de interne sub No.15082, prin care se spune starea în care se află populațiunea din Dobrogea (...). Consiliul, avînd în vedere cele espuse prin sus zisul referat și de acord cu părerea Domnului Ministru de Interne, decide a se instrui o comisiune compusă din delegații Ministerelor de Interne, de Finance, de Resbel, de Lucrări publice, de Justiție, de Culte și Instrucțiune Publică și de Domenii care să examineze la fața locului cu deamănuntul toate trebuințele și neajunsurile populațiunei din Dobrogea și care, ținînd compt de condițiunile economice excepționale în care se află acea parte a țări și de starea de cultură a diferitelor elemente din care se compune populațiunea, să propună sistemul de organizare administrativă")*) give details about shortcomings and needs of the Muslim community, herein named "*various elements making up population*", and because the Turks of Dobruja did not speak Romanian language Romanian authorities used to say "*state of culture*". Crimean Tatars and Nogays settled in Dobruja just because they had not encountered linguistic and religious problems (Ismail, 2017: 91).

2.3. Ottoman Turks in the early 19th century in the Balkans

The rise in Muslim refugees, especially at the end of the 19th century and after the Crimean War between 1853 and 1856, is a sufficient issue to understand the difficulties encountered by the Ottoman State. As a result of the Ottoman-Russian war of 1877-1878, which can be considered as the greatest defeat of the Ottoman State in the Balkans, when the Ottoman Turks were subjected to a massive massacre most of the population of the occupied territories had to leave their homes fleeing the war. Between 1806-1812, as a result of political and military situation, nearly 500,000 Muslims of the Balkans faced the refugee status (Ağanoğlu, 2001: p. 32).

2.4. Short survey of Crimean Tatars minority in Romania

For this study I used Crimean Tatars, even though in documents with the Başbakanlık Osmanlı Arşivi (The Ottoman Archives of the Prime Minister's Office) they are named *Kırım ahalisi* and the Nogays are named *Nogay kabilesi* because alongside with the Crimeans there are many Nogays in Dobruja, even though the Romanian census never had a separate entry for Nogays. (Ismail, 2017: 66). The Crimean Tatars living in today's Dobruja have a difficult history of tragic displacement, which makes their case unique. Their modern history is one of the most unique examples in the Eastern European history. No other ethnic minority has so obvious differences between its origins of Central Asian Turks and the secular ethnic-minority with a strong cultural identity. In accordance with the documents of the Ottoman Archives of the Prime Minister's Office (BOA) we can only estimate that there was a huge volume of refugees who settled in Dobruja (on that time Ottoman territory).

3. Educational system for minorities in Romania after 1878

3.1. The process of Romanianization after 1880s

The Berlin Congress (1878) decided to incorporate Dobruja to the Romanian Principalities, thus creating a new state. Romania, as state entity appears in 1881, and the

Kingdom of Romania is the creation of the 1880s. Dobruja, a former territory of the Ottoman state, had only an ethnic minority: the Romanians. During the parliamentary sessions of the late September 1878, Mihail Kogălniceanu helped the vote in favor of the annexation of Dobruja, with speeches that promised a swift process of Romanianization (Ismail, 2014: 160). In between 1878 and 1913, Dobruja had an *extra-constitutional administrative organization* and its inhabitants enjoyed a local type of citizenship. In a few years, there was a great action of Dobruja's "Romanianization". The purpose of the new government in Bucharest was to assimilate Dobruja's population, as nationalism was on the rise (Iordachi, C., 2001:130).

3.2. Confessional schools for Muslim minority

The aim of this part of my study is to locate the history of Muslim minority among other nationalities in Romania, to analyse the consequences of their interaction with Muslim and non-Muslim institutions and the experiences of Muslims in Romania.

By focusing on Muslims living and interacting with the Romanian society, the central focus of this research is to analyse the probable and possible coincidence of Muslims' image, social and educational conditions.

After 1878, the new Romanian regime began the process of *Romanianization*. Language and schools were the main tools to change the educational system "*Another central pillar of the Romanian administration in Dobrogea was the educational system. The school was regarded as the main institution for fostering cultural homogenization, and for overcoming the local parochialism and segregation that characterized the life of ethnic communities in the province. Under Romanian rule, the 1880 law provided for state-sponsored primary education. It also allowed the functioning of local schools in minority languages, provided that they teach courses in Romanian, too. Supported by the central administration, the network of Romanian state schools in Dobrogea increased, while that of confessional schools gradually decreased* (Iordachi, 2001: 64).

A central issue in the study of Muslim minority is education. In a close connection with religion are the confessional schools for Turk minority. Despite its acknowledged importance, the issue of confessional schools remains insufficiently explored. Minorities' confessional schools were supported and administrated by the community itself, as was the confessional school Ghazi Ali, of Babadag established in 1610 as a *vakıf* by a *Ferman* issued and signed by the Sultan himself. During the communist regime „Muslim Theological School of Medgidia” was transferred to “Vocational High School” in Constanța, where it worked out from 1950 to 1963 (Mehmet, 1997: 243).

As a result of my summer research did in 2015 with Direcția Județeană Constanța a Arhivelor Naționale (*National Archives County Departments of Constanta*), herein after named DJCAN, I found out that there was no file for “Muslim theological school of Medgidia” or “Vocational High School” of Constanța, Direcția Județeană Constanța a Arhivelor Naționale (*National Archives County Departments of Constanta*), DJCAN, fund 38, inv. 3, 1902-1916. Analysing some documents we found out that the school changed its name and its seal several time from 1903 to 1920. In 1902, they used Ottoman writing, even if the school's Principal was a Romanian citizen - Paul PAȘA. After 1907 they changed the seal and Ottoman writing with Romanian alphabet. From Fund Școala mahomedană Constanța, file 21/1920-1929, we found out that there was a confessional school for girls, *Școala mahomedană de fete, Constanța* and one confessional school for boys *Școala mahomedană de băieți, Constanța* where pupils attended classes of Ottoman and Turkish languages besides Romanian language; history and geography in Romanian language.

In 1916, my grandfather graduated „Muslim Theological School of Medgidia”, we still hold his Diploma, which was issued in Romanian language, by the Ministry of Education. Based on this personal document and archives showed above we argue that classes were performed in Romanian language, and not in mother tongue.

3.3. Romanian framework protecting minorities' right in the interwar period

The First World War has enormously complicated the ethnic structure in Romania - Ardeal, Crișana, Maramureș, Banat, Dobrogea (with Cadrilater), and Bessarabia or Bucovina. The resolution of the National Assembly in Alba Iulia (18 November - 1 December 1918) stated "Full national freedom for all the co-inhabiting peoples. Each people will study, manage and judge in its own language by individual of its own stock and each people will get the right to be represented in the law bodies and to govern the country in accordance with the number of its people¹". Obviously, this promise remained just another unfulfilled promise.

Romanian Constitution of March 1923 states, at art. 7: "All Romanians, irrespective of ethnic origin, language or religion, are equal before the law and are obliged to contribute without distinction to public taxes and duties²". But, in fact, these kind of written references were contradicted by the means of different laws and regulations.

This part of my paper is dedicated to information about the policy of *Romanianization* executed by the Romanian government beginning with the mid-1890s. The process reflects the strategic importance of establishing an educational infrastructure in the national language, as mentioned in the article *Limba* published in *Gazeta Dobrogei*, nr. 349/7 noiembrie 1893. *Romanianization* institutionalized the right to seek education in Romanian language and made it mandatory for the non-Romanian citizens to take distance from their own confessional schools.

4. Educational policies in Romania in the mid. 20th century

4.1. Historical memory during the communist regime

How did they survive to communist regime? What do we know about their collaboration with the communist rulers as long as some Romanian ideological works about nationalities alike demonstrate that a sense of nationhood among the minorities was forged entirely during the communist years? Another important issue to explore about Muslim minority during communism regime is the unique manner in which communist rulers used a mix of 'emancipatory' measures that furthered the diffusion of modernity, development and progress on the one hand, and ideological control and co-optation on the other hand, in order to get the loyalty and support of the Turk Muslim communities, as we noticed with DJCAN, fund Comitetul Democrat Turco-Tătar, file 5/1948 which includes files referring to 1948-1952, the beginning of the Communist regime.

During communist regime properties were confiscated, all intellectuals and people with a good financial situation were sent to prison. Many people became informers, and no one could trust anyone, even relatives.

Around 1960s many people moved from village to town, to find a job and their situation became even worse.

4.2. Educational policies in Romania during the communist regime

There are some information for the second half of the 20th century, during the Communist regime. At the beginning of the Communist regime, Muslim minority faced the beginning of a gradual reduction period, when the collective rights of the national minorities and the institutions designed to foster their cultural specificity had to face many changes. All the events started with the reforms in education, the Law of Education, 1948, 175 Decree. There were many unbearable deeds, but among them was closing the "Muslim theological school" of Medgidia, which performed its classes for the last time in 1949-1950. Later it was transferred to "Vocational High School" in Constanța, where it worked out from 1950 to 1963 (Mehmet, 1997: 243).

¹ http://www.cimec.ro/Istorie/Unire/rezo_eng.htm, accessed on 15 October 2018

² http://www.cdep.ro/pls/legis/legis_pck.http_act_text?id=1517, accessed on 15 October 2018

At the beginning of the school year, 1949-1950 the new Communist regime opened schools in Tatar language in addition to those in Turkish, in accordance with the rules and regulations of the Ministry of Education. Beginning with 1951 up to 1955, the Ministry of Education brought textbooks from the Soviet Republic of Kazan, for students attending courses in the Tatar language. However, the textbooks were issued in Kirill alphabet, and soon they had to give them up.

During my stage research, summer 2016, with DJCAN, fund 28/1955-1956, inv. 450, I found out that between 1953-1956, for a short time *Școala pedagogică Mixtă tătară* opened its doors for Muslim children with the purpose to instruct teachers for primary schools in Tatar language, but it soon closed its doors. Very interesting, classes were performed in Romanian language and Russian language.

In 1956, the Institute of History together with the Romanian Institute of Linguistics and the Ministry of Education established a committee of scholars, who delivered a new alphabet for the Crimean Tatars. The new established alphabet for Crimean Tartars used the Latin alphabet, in accordance with the Romanian and Turkish alphabet. The new alphabet compared with Turkish language alphabet had some differences, was accepted by the Romanian Academy of Science (1956-1959), and it was named the alphabet of Crimean Tatar language. That alphabet was the foundation for the textbooks issued in the Crimean Tatar language for primary and secondary schools.

In 1957, the University of Bucharest, the Faculty of Oriental languages started new departments, one for Tatar language and literature and another one for Turkish language and literature. In accordance with the new Law of Education, the department of Tatar language and literature was closed in 1972.

Although we might refer to a systematic “closure” of Crimean Tatars schools from the 1950s onwards, there are no archival data or policy statements offering details on how the measure was executed. This suggests that the closure of confessional schools, or conversion into vocational ones, was a gradual process and the momentum came from local officials, rather than from Bucharest. Romanian local press refer to how the socialist system granted them the possibility of selecting what was often the only available option. However, it was vital for the Crimean people to be fluent in Romanian in order to not be seen as illiterate people. In Amzacea village, Constanta County, near the Mosque of Amzacea in the Tatar neighbourhood, once there was the confessional school with tuition in Tatar language. Currently the land is unused, and is invaded by weeds. During communist regime were many unbearable deeds, but among them was the abolition of the Muslim theological school of Medgidia (*Mecidiye Medresi*), which performed its classes, for the last time in 1949-1950¹.

4.3. Educational policies for minorities in Romania after 1990

Romanian Ministry of Education and Scientific Research by its Department for Education in Minorities Languages, I. Department for minorities states “(2) In the context of the Government’s strategic options for education, the Department for Education in Minorities Languages pursues the following priority objectives of the current education: ensure effective access of children and youth of national minorities to different forms and types of education for minorities; ensuring equal opportunities in education (*În contextul opțiunilor strategice ale Guvernului României, pentru domeniul educației, Direcția Generală Învățământ în Limbile Minorităților urmărește realizarea următoarelor obiective prioritare ale învățământului actual: asigurarea accesului real al copiilor și tinerilor din rândul minorităților naționale la diferitele forme și tipuri de învățământ pentru minorități; asigurarea șanselor egale la educație*); (3) In order to achieve these objectives, the Department for Education in Minority Languages has responsibilities in the following areas:

¹ Interview with Burhan Abduraman, b. 1932, Grăniceru village; B.A. couldn’t graduate “Muslim theological school”, as in 1949 the courses were suspended and the school closed.

1. Organizing education in minority languages at all levels and forms of education and native language in schools with tuition in Romanian language or other than mother tongue (where there are requests) (*În vederea realizării acestor obiective, Direcția Generală Învățământ în Limbile Minorităților are atribuții și competențe în următoarele domenii: 1. Organizarea învățământului cu predare în limbile minorităților naționale la toate nivelurile și formele de învățământ și a predării limbii materne în școli cu limbă de predare română sau alta decât limba maternă, (unde există solicitări)*)¹

Between brackets is mentioned “where there are requests”, and because there are no requests for Crimean Tatar or Turkish language we do not have schools in our native language. As regarding the public instruction, starting with the primary school up to high school or higher education it is performed in the official language of Romania, in Romanian language. Nowadays only people with a certain age, older than 45 years, speak the Crimean Tatar language. The young generation do not speak either Crimean Tatar or Turkish, neither at home nor at school, and many of them are ashamed of being different from the majority.

In conclusion, was the Romanianization process a success? Is the life that these people have today worth the price they paid, the price of losing their homeland and becoming refugees? What would have happened if their ancestors had stayed in Crimea. Would they have survived the Russification process and the Soviet Union? They have substantial concerns about the conditions in which Crimean Tatars across the border are living, even if they do not have relatives there.

5. Conclusions

In conclusion, it is difficult to understand Muslim community’s educational changes without taking into account the capacity of the society to be opened to outside cultural penetration.

During communism period the state attempted to monopolize all the responsibilities and to create a genuine paternalism. The communism regime has deeply affected the evolution of the Muslim community in Romania. Effective participation has only recently become the focus of debate on minority rights, and it is firmly rooted in the standards of international human rights law.

In Romania, for Muslim community, the full and effective participation in political, cultural, economic and social life can be considered a “next generation” minority right.

Muslim community’s participation to social life is essential to ensure that their particular concerns are taken into account and to enable them to influence the general direction of the development of society, while their participation in cultural and economic life enables them to take care of their needs through their own active contribution. Effective social participation is needed in the allocation both of opportunities and of benefits. There is a wide range of mechanisms in Romania in connection with minority participation and representation, adjusted to the relevant situations in practice. These mechanisms vary from proportional electoral systems and guaranteed minority seats in parliament and on advisory boards to various committees and commissions.

By studying the processes of culture transfer and border crossings of Muslim in Europe, this study offers a more global understanding of the European educational system past, one that goes beyond the histories of defined entities such as nations or ethnicities. Such an approach widens our sense and scope of educational system and social history by producing a more dynamic history of all those who identified themselves - or have been identified against their will - as “Muslims” within Europe and leads to a deeper reflection on their place in European and global history.

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SUSTAINABILITY UNIVERSITY EDUCATION SYSTEM IN PERSPECTIVE 2019

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Motto: "Education is the most powerful weapon which you can use to change the world"
(Nelson Mandela)

Abstract

The study of the labor market is important because of its proper functioning is vital for economic competitiveness, both now and in the future. When competitiveness is seen as potentially increasing the size and effective use of their available resources are essential.

In research conducted, we started to focus on human resource contribution to economic competitiveness is determined by the size of the labor supply, its qualification and labor market flexibility.

The current dynamics of the global economy, human capital is the most important pillar for a competitive and valorization should consider the creation of conditions for development to ensure equality in access to essential services related to quality of life and programs to support labor mobility based on economic needs.

Education is a key factor with direct impact on the economy through the crucial role it plays in workforce training to meet current market requirements. One of the most important tasks is to bridge the gap between supply and demand by creating a university economic.intelligent.

Developing and maintaining a competitive regional economy depends on increasing training and adaptability of labor and based on a better correlation and interdependence between work and training process.

Regarding South region, creating a healthy market and performance of the workforce is vital for the sustainable development of the region, following our proposal in this regard, providing key strategic actions needed to increase performance and economic competitiveness of the region.

To test the statistical significance of the regression model ANOVA was used methodology for a significance threshold of $\alpha = 0.05$ (95% Confidence Level). In order to study dependencies between GDP and MMR in the first phase were analyzed time evolution of the two indicators. The period 2004-2008 is a period of significant upward trend GDP. The second period, between the years 2008 - 2011 is a period of development characterized by alternating a drastic reduction in 2008-2009 and gradually recover in 2009-2011. In the third period, 2011-2017, the regional GDP registered a bottom-up process. Regional GDP evolution was linear.

Key-words: *sustainability, educational system, market indicators, labor market, university graduates.*

JEL Classification: *A, A2, A23.*

REL Classification: *4B, 12B, 4D, 8G, 12I.*

INTRODUCTION

At the university level, sustainable development (sustainability) refers to management processes and specific activities, taking into account at all times the fundamental objective of sustainable growth and quality of services offered by universities.

Finally, this will result in graduates of this institution well prepared, both theoretically and practically, to meet the real needs expressed on the labor market needs are changing (is in an accelerated change), due to technical and technological progress which manifests itself in all areas.

As a result, in all areas it requires highly trained specialists, theoretical and practical, informed, properly trained since the period of the studies.

For an activity to be effective, it must be provided / scheduled / addressed from a global perspective, taking into account the four types of capital development: human, economic, social, environmental.

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In this way, higher education institutions addressing holistically activities can be characterized as having a responsible action, ensuring a high level of competitiveness in the long term. Education is recognized worldwide as a critical platform to enable all sectors of society to learn to manage change and make the transition to sustainable practices.

Therefore, put increasingly more emphasis on the role of the formal education sector, in partnership with the community, as a key player in facilitating the education of society to respond to the growing challenges arising from environmental and social components of sustainable development.

In addition, there is an expectation from society that universities play an important role in facilitating education that allows current and future generations their personal and professional redesign their activities to create a sustainable future.

It is worth mentioning that during the research carried out, we asked the question "What does a university sustainable?" Reaching the natural response, namely that an academic institution dedicated to achieving sustainability would help students to understand the origin degradation environment and would motivate them to find sustainable practices, while teaching them about the origins of contemporary injustice.

It is known that at the moment, education and the labor market is sustainable development opportunities for businesses in Romania. At present, companies in Romania are particularly good at converting quality education and the job market in the context of growth in business opportunities.

1. The actuality of research

In research conducted, the author has turned its attention to analyzing the relationship model of insertion of graduates in the labor market and regional GDP.

2. Timelines of the research

The analysis made led to the expected results, namely finding a correlation between the degree of socio-professional insertion of graduates in the labor market and the regional GDP.

3. Research method and techniques

The research methodology used in elaborating scientific achievement is evidenced by the following:

- The proposal aims in research;
- Making a plan of analysis;
- Analysis and interpretation of data;
- Correlation performed using the proposed model.

To start scientific research sources used for research were studies and research based on a rich bibliography of articles and papers (attached work), consulting Web site and databases Eurostat, National Statistics Institute (INS), the National Prognosis (CNP), Statistical Yearbook, Eurostat, the National Agency for Employment (NAE), documents from the universities of South-Muntenia and participation in scientific and professional dedicated analyzed domain.

4. The purpose and objectives in research

The main objective of the survey is to radiography system capabilities of university education related to employers' expectations in relation to GDP.

This insight on key areas of interest (very valid) hopefully lead to finding and implementing action measures designed to put Romania on the path of sustainable development, which would be translated in the language of economics, the convergence of the GDP to the level of social insertion of young university graduates.

In this respect, we need to, firstly, a better use of the one of the main factors that are part of potential GDP, namely, labor as the only way to stimuli, sustainably increase economic.

5. Experimental results and discussion

The number of graduates was adjusted by taking into account a degree of graduation exam license decreased by 97% and foreign graduates who presumably left for the most part the system after graduation.

$$N_{aip2} = N_{aip1} + N_a \quad (1)$$

where:

N_{aip2} = number of university graduates in the active and inactive at the time $t_2 = 2017$;

N_{aip1} = number of university graduates in the active and inactive at time $t_1 = 2004$;

N_a = number of graduates during 2004-2017.

The calculation took into account only license graduates to avoid duplications for master programs (or doctorate).

$$N_{ae} = N_{aip1} - N_{aip2} + N_a = N_a - (N_{aip2} - N_{aip1}) \quad (2)$$

where:

N_{ae} = people with higher education emigrated permanently or temporarily.

In the model were analyzed several variables (GDP and degree of insertion), account for university graduates who migrated and were absorbed on the external labor market. This model was simulated by estimating the total employed population for the period 2004-2017.

To test the time evolution of GDP and of the evolution of regional employment rate (MMR) were used as models:

$$Y(t) = a + b \cdot t + \varepsilon; \quad t_{2004} = 0 \quad (3)$$

where a is the intercept (the intersection of the regression line with the axis OY), b is the slope of the regression line (derived from first order function) and the number of units that changes $Y(t)$ in the modification by one of t , and the residual ε is variable.

In the analysis, it was tested dependence of regional GDP and ROR. To this, it was also used a linear model of the form:

$$PIB(ROR) = a + b \cdot ROR + \varepsilon \quad (4)$$

Following these results was possible in the analysis to obtain forecasts for the GDP at the regional level. Forecasted values for 2018 are determined based on the value of regional GDP in year 2017 as follows:

$$PIB_{2018,x}(ROR) = PIB_{2017} + b_x \cdot \Delta ROR_x + \varepsilon \quad (5)$$

Projected regional GDP figures for 2019 were determined by the pattern:

$$PIB_{2019,x}(ROR) = PIB_{2018,x} + b_x \cdot \Delta ROR_x + \varepsilon \quad (6)$$

Analyzing developments expected on the medium and long term, the development of Gross Domestic Product and employment of university graduates in the perspective of 2019, we consider that both GDP and employment rate higher level of education, Nestle regional fluctuated irregularly period.

Conclusions:

Taking such a perspective, we dare to advance the following conclusion:

➤ the forecast for 2019 is that it is based on the predicted values for 2018, values determined for a confidence level of 95%. Given this level of confidence for regional GDP figures forecast for 2019 is over 90% ($0.95 * 0.95$).

Precisely for this reason, incidence level of socio-professional insertion of young university graduates cause the creation of self, that maturity.

Making an X-ray of the education system and the labor market met four functions simultaneously, namely that university education is intelligence:

1. a communication channel and social environment (battery inexhaustible information) between young graduates and the labor market;

2. a management tool symbolic present and future

3. fuel that enables reproduction of social integration of young university graduates on the labor market;
4. confirmation of each young graduate.

Authors' Contributions

Made personal contribution to research is to analyze the relationship model of insertion of graduates in the labor market and regional GDP.

Proposals and recommendations

Economic development, like any other type of development requires human resource efficiency measures in particular, but also other types of resources in general. The concept of sustainable development should be implemented throughout society, the role of education in general and higher education in particular is crucial. In this regard, universities must become sustainable, then to achieve a sustainable society.

Universities must allocate resources wisely to become sustainable and to give students experience life in a sustainable environment. They must be the catalyst necessary changes throughout society and their graduates are the tools that transform the entire society towards sustainable development is possible.

Medium and long term, put into practice the principles of sustainable development in Romania is a priority of strategic importance and radical improvement and diversification of the entire system of education and training.

It is envisaged that the reform of the system and investment of effort and resources in this area has a high degree of inertialitate absorption capacity is a key factor, and the rate of return is lower short-term tangible results become evident only after a significant number of years.

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