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REZUMATUL TEZEI DE DOCTORAT

IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCATIONAL PREUNIVERSITAR

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**-TÂRGOVIȘTE-
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Drd. Savu (Simionescu) Timeea-Alexandra

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I. CUPRINSUL TEZEI DE DOCTORAT

Introducere

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- 1.1. Conducerea- artă, știință, practică
- 1.2. Leadership- abordare teoretică
- 1.3. Liderii secolului XXI
- 1.4. Stilurile de leadership
- 1.5. Particularitățile leadership-ului din mediul educațional
- 1.6. Concluzii preliminare

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- 2.2. Particularitățile culturii organizației școlare
- 2.3. Elementele culturii organizației școlare
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- 4.2. Analiza și interpretarea rezultatelor
- 4.3. Corelații și modele
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- 4.5. Analiza SWOT a leadership-ului din mediul educațional preuniversitar din județul Dâmbovița

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4.6. Concluzii preliminare

CAPITOLUL 5. GHID DE BUNE PRACTICI ÎN DOMENIUL LEADERSHIP-ULUI CU IMPACT ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL

- 5.1. Buna practică
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- 5.3. Ghid de bune practici
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- 5.5. Instrumentar managerial pentru implementarea ghidului
- 5.6. Concluzii preliminare

CONCLUZII, PROPUNERI, CONTRIBUȚII PERSONALE, LIMITELE CERCETĂRII, DIRECȚII VIITOARE DE CERCETARE

Concluzii teoretice și practice

Sugestii/Propuneri

Contribuții, limite și direcții viitoare de cercetare

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ANEXE

II. CUVINTE CHEIE

- Leadership
- Cultură organizațională
- Climatul de muncă
- Performanță
- Competențe
- Organizație școlară
- Motivare

III. ACTUALITATEA, OPORTUNITATEA ȘI IMPORTANȚA TEMEI

Prezentul elaborat științific are ca titlu: „IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL PREUNIVERSITAR”.

Acesta nu urmărește să revoluționeze problematica leadership-ului, niciodată să emite noi teorii, ci să analizeze în profunzime fenomenul ca urmare a prezentării ideilor într-o manieră sistematizată. De asemenea, vizează explicarea elementelor care au incidentă cu comportamentul și acțiunile liderului la nivelul organizației educaționale.

Leadership-ul poate fi descris ca fiind acea abilitate deținută de o persoană de a implementa în cadrul unei organizații o atmosferă pozitivă, a unui mediu plăcut în scopul atingerii obiectivelor comune.

Dezvoltarea, indiferent de forma sa de manifestare, este legată de actul conducerii. Managerii ajutați de liderii educaționali perseverenți și cu încredere de sine ridicată, determină optimism și încredere, iar colaboratorii (cadrele didactice și elevii) devin mult mai competenți și percep munca ca fiind una interesantă, dar și satisfăcătoare. Nu mereu putem vorbi de managerul unei unități educaționale ca având și calitatea de lider al respectivei organizații.

Leadership-ul educațional a devenit o prioritate și joacă un rol crucial în influențarea motivațiilor și capacitaților profesorilor, a climatului (valori, norme, credințe) de muncă, dar și a mediului școlar.

Conducerea privită din perspectivă practică, nu a fost și nu este ușoară pentru că implică contactul direct cu oamenii (relaționarea), este dificilă deoarece caracterele și tipologiile indivizilor sunt diferite, iar liderii ar trebui să dețină o serie de trăsături de personalitate esențiale, cu ajutorul cărora să-i influențeze pe ceilalți în scopul atingerii obiectivelor organizaționale. Liderul educațional este un individ complex, cu o varietate de abilități și valori de natură socială și pedagogică.

Leadership-ul educațional reprezintă o variabilă relevantă în determinarea rezultatelor școlare. Acestea din urmă sunt generate și de calitatea procesului instructiv-educativ, de pregătirea cadrelor didactice, dar și a conducerii. Astfel, performanțele elevilor, cadrelor didactice și ale organizației sunt direct influențate.

Leadership-ul educațional deține un rol important în construirea unei culturi școlare pozitive. Cultura școlii este imediat evidentă și reprezintă un indicator major al eficienței sale.

Rolul liderilor este să promoveze și să susțină cultura, iar aceasta se poate înfăptui prin comunicarea: misiunii, viziunii, obiectivelor, valorilor și convingerilor.

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Liderii actuali trebuie să facă față unei lumi tot mai instabile, marcate de crize financiare, morale, dar și sanitare (pandemii).

Rolul liderilor din unitățile școlare este foarte important deoarece aceștia ajută la elaborarea, implementarea și dezvoltarea unei viziuni de succes pentru organizație. Astfel, se asigură la nivelul instituției educative un climat de muncă prielnic în care cadrele didactice își pot manifesta abilitățile, prezenta inițiativele și valorifica cunoștințele.

Calitatea leadership-ului face diferență între organizații. Specialiștii recunosc necesitatea leadership-ului în cadrul organizațiilor educaționale, iar în acest context cu cât organizațiile înțeleg și acordă o importanță cuvenită acestui concept, cu atât mai mult ele vor putea obține performanță și avantaj competitiv.

Liderii din organizațiile școlare au menirea de a cultiva o viziune (rezultatul inteligenței colective) și de a-i face pe colaboratori să adere la ea. De asemenea, încearcă să creeze un climat de susținere în rândul personalului educațional, încurajând o comunicare eficientă și relații interpersonale bune, bazate pe respect reciproc și încredere.

Construirea unui climat organizațional unic și pozitiv este una dintre cele mai bune și mai simple modalități de a-i determina pe angajați să-și investească pregătirea și tot bagajul lor de cunoștințe în organizația respectivă.

Relațiile solide dintre lideri, manageri și subordonați contribuie la creșterea stimei celor din urmă, la manifestarea dorinței de autodepășire, dar și la diminuarea sentimentului de neapartenență sau izolare, crescând dorința de implicare și colaborare în rândul adeptilor.

IV. OBIECTIVELE CERCETĂRII

OBIECTIVUL GENERAL AL TEZEI DE DOCTORAT

Obiectivul fundamental al cercetării îl constituie: *cunoașterea impactului leadership-ului asupra climatului de muncă*.

OBIECTIVE SPECIFICE

O1: *Identificarea climatului de muncă existent în cadrul unităților școlare din județul Dâmbovița.*

O2: *Cunoașterea valorilor și competențelor necesare unui lider eficient din mediul educațional preuniversitar.*

O3: *Stabilirea stilului de leadership existent în cadrul unităților școlare dâmbovițene și determinarea eficienței acestuia.*

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O4: Evidențierea impactului stilului de leadership asupra climatului de muncă.

O5: Observarea potențialei legături dintre climatul de muncă și randamentul cadrelor didactice în îndeplinirea sarcinilor și responsabilităților de acasă.

V. PROBLEMATICA ABORDATĂ ȘI IPOTEZELE CERCETĂRII

IPOTEZA CENTRALĂ ȘI IPOTEZELE DE LUCRU

Lucrarea „IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL PREUNIVERSITAR” abordează relația de cauzalitate dintre stilul de leadership, pe de o parte, și influența acestuia asupra climatului de muncă la nivelul organizației școlare, pe de altă parte, raportat la obținerea performanțelor.

Leadershipul este adesea descris ca fiind o forță indispensabilă care ajută educația să facă față multor provocări. Astfel, este important ca în cadrul unităților școlare să existe lideri constructivi, nu unii care manifestă diverse patologii care pot avea efect negativ asupra relațiilor, comunicării, dar și asupra performanței organizaționale.

Liderii eficienți oferă suport și îndrumare personalului educațional și beneficiarilor direcții ai demersului educațional, astfel încât scopul organizației să fie clar înțeles și ușor realizabil. El motivează resursele umane și conduce organizația în vederea îndeplinirii misiunii.

În cadrul unei organizații pot exista oameni cu diferite abilități, capacitate, performanțe. Liderul trebuie să aibă capacitatea să pună în valoare aceste abilități individuale în vederea atingerii obiectivului comun. Prin acțiunile personale el îi inspiră pe ceilalți prin puterea propriului exemplu. Motivarea personalului, coordonarea acțiunilor individuale și de grup din cadrul instituției sunt elemente importante în activitatea de conducere. Liderul duce organizația către performanță doar cu ajutorul adepților săi.

Pe baza obiectivelor stabilite au fost formulate patru ipoteze, astfel:

H1: *Participanții la studiu consideră că sarcinile, responsabilitățile de la muncă și cultura organizațională nu au impact asupra vieții personale (activităților casnice).*

H2: *Toți respondenții, indiferent de profilul unității școlare din care aceștia fac parte, sunt de părere că există o serie de competențe pe care trebuie să le dețină liderii.*

H3: *Stilul de leadership existent la nivelul fiecărei organizații școlare din mediul preuniversitar exercită influență semnificativă asupra climatului de muncă.*

H4: *Climatul de muncă are impact asupra vieții personale a respondenților.*

VI. STRUCTURA TEZEI DE DOCTORAT

Prezenta lucrare „IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL PREUNIVERSITAR” este structurată în cinci capitole (Capitolul 1 „Leadership- Stadiul cunoașterii conceptelor”, Capitolul 2 „ Cultura și climatul de muncă”, Capitolul 3 „Analiza statistică a educației din județul Dâmbovița”, Capitolul 4 „Impactul leadership-ului asupra climatului de muncă în mediul educațional preuniversitar din județul Dâmbovița”, Capitolul 5 „Ghid de bune practici în domeniul leadership-ului cu impact asupra climatului de muncă în mediul educațional”, la care se adaugă „Concluzii, propunerii, contribuții personale, limitele cercetării, direcții viitoare de cercetare”, Bibliografie și Anexe).

Lucrarea cuprinde 84 tabele, 155 figuri și 185 de surse bibliografice (cărți de specialitate, reviste de specialitate, surse web), prin intermediul cărora s-a urmărit evidențierea impactului leadership-ului asupra climatului de muncă în mediul educațional preuniversitar din județul Dâmbovița, pornindu-se de la o cercetare efectuată la nivelul mai multor instituții școlare preuniversitare din județul Dâmbovița.

Capitolul întâi - „LEADERSHIP- STADIUL CUNOAȘTERII CONCEPTELOR” este structurat în şase subcapitole care prezintă informații generale despre conducere- aceasta fiind privită din triplă ipostază (artă, știință, practică), leadership-ul și abordarea teoretică a acestuia, descrierea liderilor secolului XXI- competențe pe care aceștia trebuie să le posede ca urmare a presiunilor existente determinate de globalizare, tehnologie și mutațiile de la nivel social. De asemenea sunt prezentate stilurile de leadership și particularitățile leadership-ului din mediul educațional, pentru a se încheia cu concluziile preliminare reprezentative acestui capitol.

În cuprinsul acestui capitol sunt prezentate noțiunile de leadership și management, din perspectiva mai multor specialiști din domeniile supuse analizei. Această parte este susținută și argumentată de literatura de specialitate. Totodată, s-a urmărit expunerea teoretică a conceptului de leadership, din perspectiva noțiunilor de: influență, viziune și valori umane, elemente care îl pun în evidență prin comparație cu caracteristicile specifice managementului (conform literaturii de specialitate între conceptele de management și leadership există numeroase deosebiri).

Cursul logic al lucrării continuă cu expunerea teoriilor, modelelor și stilurilor de leadership, iar partea finală prezintă câteva particularități ale leadership-ului la nivelul unităților școlare. Tot aici sunt evidențiate: competențele, abilitățile și valorile liderilor.

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Capitolul al doilea - „CULTURA ȘI CLIMATUL DE MUNCĂ” este divizat în cinci subcapitole: cultura organizațională, particularitățile culturii organizației școlare, elementele culturii organizației școlare, climatul de muncă și concluziile preliminare ale capitolului.

Acest capitol teoretic este dedicat conceptelor de cultură a organizației, climat de muncă și prezentării celor mai semnificative caracteristici ale acestora.

Următoarea parte a capitolului identifică caracteristicile culturii organizației școlare, diferențele dintre cultura pozitivă și cea toxică (negativă). De asemenea, sunt explicate detaliat elementele culturii organizaționale: *valori, ritualuri și tradiții*.

Am expus câteva trăsături esențiale în domeniul educației, cultura organizației școlare reprezentând un sistem de valori și credințe comune care modeleză identitatea organizației.

Rolul liderilor, în special al celor din unitățile școlare, este să promoveze și să susțină cultura organizației.

De asemenea, am prezentat modul în care climatul de muncă este influențat de cultura organizațională care se dezvoltă în cadrul său. Stilul de leadership exercitată influență asupra climatului de muncă, astfel liderii trebuie să fie capabili să evalueze climatul de lucru și să-și folosească experiențele pentru îmbunătățirea practicilor existente.

Au fost identificați trei factori care influențează climatul organizației școlare: factorii strucțurali, instrumentali și situaționali. De asemenea, am prezentat modul în care climatul de muncă poate constitui un factor care generează: siguranță, liniștea și confortul, crește motivația și poate avea impact asupra mediului de lucru.

În finalul capitolului au fost prezentate avantajele climatului de muncă pozitiv și constructiv care va determina creșterea motivației angajaților cu implicare asupra performanței și productivității muncii.

Putem concluziona că organizațiile în care există un climat pozitiv, se caracterizează printr-un nivel mai ridicat de încredere și eficacitate decât celele.

Capitolul al treilea - „ANALIZA STATISTICĂ A EDUCAȚIEI DIN JUDEȚUL DÂMBOVIȚA”, este structurat în trei subcapitole. În partea sa de început sunt conturate principalele aspecte care definesc sistemul național de învățământ (reforme, sistem de învățământ, învățământ preuniversitar), dar și structura sa. De asemenea sunt prezentate particularitățile sistemului educațional, cât și clasificarea învățământului preuniversitar în funcție de niveuri, forme de învățământ, filiere și profiluri.

Subcapitolul al doilea constituie o analiză statistică a indicatorilor învățământului preuniversitar din județul Dâmbovița, utilizând informații preluate de la Institutul Național de

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Statistică. Sunt prezentate *unitățile școlare, personalul didactic pe niveluri de instruire și infrastructura școlară (săli de clase, laboratoare, terenuri sportive, bazine de înot și numărul calculatoarelor)*.

Putem concluziona că există un număr suficient de cadre didactice implicate în procesul educațional la nivel preuniversitar, în județul Dâmbovița, care știu să folosească tehnologiile moderne în cazul predării- evaluării on-line, dar infrastructura din educație prezintă deficiențe privitoare la: terenurile de sport, bazinele de înot și calculatoare.

Capitolul al patrulea - „IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL PREUNIVERSITAR DIN JUDEȚUL DÂMBOVIȚA”, este structurat în șase subcapitole, astfel: cadrul conceptual și cel teoretic, analiza și interpretarea rezultatelor, corelații și modele, confirmarea/infirmarea ipotezelor, apoi se continuă cu analiza SWOT a leadership-ului din mediul educațional preuniversitar din județul Dâmbovița și se încheie cu concluziile preliminare ale subcapitolului.

În prima parte a acestui capitol sunt evidențiate rezultatele unui sondaj sociolog de opinie. Instrumentul folosit este chestionarul și a fost aplicat cadrelor didactice care își desfășoară activitatea în unitățile școlare din județul Dâmbovița.

Subcapitolul următor prezintă contextul teoretic și metodologic în care sunt relatate: obiectivele, ipotezele, metoda de cercetare, eșantionul și instrumentul folosit. În acest caz s-a optat pentru cercetarea directă, ancheta de opinie. Eșantionul este format din 300 de cadre didactice care predau în liceele dâmbovițene. Chestionarul aplicat respondenților, față în față, cuprinde trei secțiuni relevante pentru cercetare: *climatul de muncă, valorile, competențele, stilul de leadership, dar și profilul participanților*.

În continuare sunt prezentate rezultatele obținute din sondajul de opinie, dar din dublă ipostază, analiza pentru întregul eșantion și cea pe eșantioane în funcție de mai multe aspecte: *intervalele de vârstă, statutul cadrelor didactice, tipul unității școlare și vechimea în activitate*. S-a calculat, interpretat și reprezentat punctajele medii și globale ale fenomenului studiat. De asemenea, datele au fost prezentate pentru fiecare item atât grafic, cât și tabellar.

În penultimul subcapitol are loc testarea ipotezelor cercetării, iar în acest sens au fost folosite funcțiile și testele programului SPSS: *asocieri, comparații pe eșantioane și coeficientul Alpha de Cronbach*. Capitolul se încheie cu o analiză SWOT elaborată pe baza rezultatelor obținute. În urma studiului de caz s-au elaborat cele două matrici: *cea a factorilor interni și a cea a factorilor externi* prin care s-a obținut un scor, iar reprezentarea grafică a acestuia a

indicat tipul strategiei de urmat. Concluziile preliminare sunt prezentate în încheierea acestui capitol.

Capitolul al cincilea - „GHID DE BUNE PRACTICI ÎN DOMENIUL LEADERSHIP-ULUI CU IMPACT ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL” reprezintă valoarea adăugată, una dintre contribuțiile personale care urmărește elaborarea unui ghid de bune practici în domeniu și care este structurat pe mai multe secțiuni: *descrierea generală, domeniile sale, scopurile și termenele de implementare, rezultatele așteptate.*

În cadrul acestuia sunt prezentate: evaluarea de tip 360 de grade, un U răsturnat și un Scorecard. Se urmărește o posibilă evaluare a strategiilor organizaționale în domeniul leadership prin intermediul evaluării 360 de grade aplicată liderilor din unitățile școlare (evidențierea celor mai importante abilități) de către psihologul educațional în colaborare cu managerul organizației.

În plus, rezultatele obținute în urma evaluării de tip 360 de grade a liderilor din cadrul organizațiilor școlare sunt transpusă în cadrul unui benchmarking cu rol de obținere a indicelui de performanță (compararea valorii primite cu cea furnizată), dar și a analizei valorii acestuia.

Au fost utilizate șase instrumente manageriale pentru implementarea ghidului, pentru fiecare dintre acestea fiind prezentate caracteristicile și obiectivele specifice, etapele implementării, dar și avantajele și dezavantajele fiecărui. Elaborarea acestui ghid de bune practici este importantă pentru îmbunătățirea capacitații liderilor de a colabora cu celelalte cadre didactice, iar aceasta influențează climatul de muncă, implicit rezultatele obținute la nivel organizațional. În concluzie acest ghid poate fi aplicat cu succes în instituțiile din învățământul preuniversitar.

Elaboratul științific se încheie cu: „**CONCLUZII GENERALE, PROPUNERI, CONTRIBUȚII PERSONALE, LIMITELE CERCETĂRII, DIRECȚII VIITOARE DE CERCETARE**”. Teza conține o serie de anexe, lista bibliografică, dar și cea a figurilor și tabelelor.

VII. CONCLUZII GENERALE

La orice loc de muncă, oamenii socializează, colaborează, leagă relații de prietenie, însă aceasta nu garantează diminuarea, eradicarea: conflictelor, tensiunilor și neînțelegerilor.

Strânsa legătură dintre aceştia reprezintă un sentiment al identității comune, care ajută la asigurarea coeziunii grupului și a percepției față de liderii formali sau informali ai organizației.

Există o varietate de factori care pot afecta climatul de muncă, de la mediul fizic de lucru până la stabilitatea conducerii. Pentru ca o organizație să fie performantă, este important ca oricare dintre aceste probleme de bază să fie identificate și soluționate în timp util. Impactul și importanța mediului fizic sunt adesea trecute cu vederea, ceea ce poate avea influență negativă asupra performanței. Un spațiu confortabil și eficient la locul de muncă este esențial pentru creșterea implicării angajaților.

Fericirea, implicit starea de mulțumire a resurselor umane va fi mai mare dacă la nivel organizațional se consolidează o cultură a muncii pozitive în care aceştia sunt entuziasmați să facă parte din ea. Când angajații sunt satisfăcuți, împliniți de munca lor, este, de asemenea, mai probabil și să își dorească obținerea performanței. *Într-un mediu de lucru optim, oamenii se vor simți încurajați să-și cunoască colegii, să comunice, să colaboreze, să petreacă timp unii cu alții și să împărtășească: idei, opinii și sfaturi.*

Liderii sunt răspunzători de asigurarea bunăstării de la locul de muncă care este reflectată și de tratamentul egalitar (lipsa discriminării). Corectitudinea este direct afectată de tratamentul neechitabil și de lipsa respectului său față de oameni, iar aceasta presupune necesitatea conturării unui climat de lucru optim.

Liderul este considerat un model (comportamental și profesional) la care se raportează colaboratorii, iar folosirea de practici neloiale, a unui comportament lipsit de moralitate, implicit lacune în materie de etică și deontologie, va avea efecte nefaste care se vor resfrângă asupra climatului de muncă.

Concluziile studiului de caz

În urma cercetării efectuate la nivelul organizațiilor școlare analizate reiese că există un climat de muncă pozitiv, ceea ce denotă faptul că liderii alături de managerii unităților școlare au reușit să dezvolte adeptilor/colaboratorilor/subordonaților o cultură în care domnește respectul și încrederea, iar fiecare individ este consultat în procesul decizional.

Potrivit analizei și interpretării rezultatelor (percepțiile respondenților, scorurile medii, implicit stilul de leadership identificat) reiese faptul că *în instituțiile școlare nu există lideri distructivi*, ci mai degrabă unii vigilenți, care se dedică lor, dar și celor din jur. Aceștia își respectă convingerile și pun un accent ridicat pe valori. De asemenea, ei își trăiesc viața cu entuziasm și mulțumire față de munca lor.

Liderii eficienți de la nivel educațional, chiar dacă se confruntă cu numeroase provocări, tratează totul cu empatie și compasiune, îi inspiră pe colaboratori prin optimismul ridicat, dar și printr-o credință profundă în ei. Sunt conștienți că prin atitudinea și comportamentul lor ii pot influența și afecta pe profesori, le pot modifica starea de spirit a acestora și dorința de implicare în activitățile comune, afectând astfel climatul de muncă și performanța.

La nivelul organizațiilor din mediul educațional preuniversitar din județul Dâmbovița nu există neconcordanțe între stilul de conducere (democrat, participativ, autocrat și biocrat) și factorii climatului de muncă (colaborarea, entuziasmul, atmosfera destinsă, sprijinul din partea liderilor).

Studiul a evidențiat că la nivelul instituțiilor școlare, stilul de leadership este unul eficient, iar acest lucru reiese din procentul mare al respondenților care au ales această variantă ca fiind una particulară unităților școlare unde își desfășoară activitatea în momentul realizării cercetării.

Spre deosebire de liderii din organizațiile cu alte domenii de activitate, *cei din educație trebuie să dețină competențe pedagogice* dobândite în urma finalizării unui program de studii de licență sau de master. În lipsa acestora, cadrele didactice nu pot face față diferențelor situații neprevăzute care pot apărea la clasă pe parcursul procesului de predare-evaluare-însușire de cunoștințe și care necesită o intervenție rapidă.

Aplicarea testului T în vederea identificării infirmării / confirmării primei ipoteze a evidențiat faptul că efectul ariei curriculare asupra stilului de leadership existent la nivelul unității școlare nu este unul reprezentativ deoarece media nu prezintă diferențe semnificative. Percepțiile respondenților nu variază în funcție de disciplina predate.

Utilizarea funcției de corelație în vederea eșantionării după profilul unității școlare ilustrează confirmarea celei de a doua ipoteze. Competențele necesare ale unui lider eficient din mediul preuniversitar sunt percepute similar de către respondenți, indiferent de profilul unității școlare din care aceștia fac parte.

Itemul succesul de la locul de muncă influențează în sens pozitiv sprijinirea angajaților de către lider, o legătură directă între acestea, dar medie ca și intensitate. Sig (pragul de semnificație) în acest caz este de 0.000, iar probabilitatea de garantare a rezultatelor furnizate este de 99.9%.

Conform coeficienților de corelație, există legături de intensitate puternică între itemul mă simt obosit și itemul sunt mai pessimist, o valoare de 0.72, un prag de semnificație de 0.000 și o probabilitate de garantare a rezultatelor de 99.9%.

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De asemenea, s-a constatat și o asociere pozitivă între itemii: sunt trist și sunt mai pesimist, o valoare a pragului de semnificație de 0.000 și o probabilitate de garantare a rezultatelor de peste 99%.

Coeficientul asocierii variabilelor (cel al lui Pearson) arată că randamentul cadrelor didactice în îndeplinirea sarcinilor de acasă nu este în strânsă legătură cu sindromul bournout.

În concluzie, frecvența relativă și absolută, punctajele rezultate, coeficientul Alpha de Cronbach, testul T și coeficientul de corelație al lui Pearson, au scos în evidență că actualul stil de leadership este eficient și are impact asupra climatului de muncă, iar liderii dețin un rol important asupra bunei desfășurări a activității în cadrul organizațiilor școlare.

VIII. SUGESTII

Studiul de natură teoretică și practică a subliniat necesitatea existenței unor recomandări:

1. Realizarea periodică a studiilor de cercetare de către specialiștii din domeniul educației privind: climatul de muncă și stilul de leadership;
2. Aplicarea interviurilor individuale de tip semi-structurat aceluiași eșantion;
3. Liderii din unitățile școlare ar trebui să aibă o interacțiune mult mai mare, dar și o colaborare eficientă și permanentă cu Ministerul Educației, Inspectoratul Școlar Dâmbovița, ceilalți profesori, să îi facă pe cei din urmă să se simtă parte integrantă a școlilor în care își desfășoară activitatea, iar climatul de muncă va fi unul corespunzător;
4. Creșterea angajamentului liderilor din unitățile școlare prin:
 - Implicarea tuturor persoanelor în procesul de luare a deciziilor;
 - Stabilirea termenelor pentru finalizarea sarcinilor;
 - Analiza scenariilor.
5. Creșterea gradului de răspundere a liderilor prin:
 - Formularea în mod clar a obiectivelor și responsabilităților;
 - Realizarea periodică a verificărilor.
6. Creșterea încrederii în liderii educaționali:
 - Promovarea egalității și corectitudinii;
 - Dovedirea unui comportament etic;
 - Susținerea colaboratorilor;
 - Consolidarea unei comunicări deschise, transparente.

7. Organizațiile școlare ar trebui să fie dispuse să împrumute idei noi de la sistemele educaționale performante din întreaga lume prin care să urmărească eficientizarea procesului instructiv-educativ;

8. Ministerul Educației ar trebui să se axeze mai mult pe pregătirea cadrelor didactice, a liderilor educaționali (să ofere cursuri gratuite de formare pentru liderii și managerii unităților școlare).

IX. CONTRIBUȚII PERSONALE

Aportul adus de teză este atât în plan teoretic cât și în cel științific și se prezintă astfel:

1. *În plan teoretic.* În primele două părți ale tezei sunt prezentate stadiile cunoașterii conceptelor din domeniile: *leadership, organizații școlare și climat de muncă*, iar în acest sens s-a optat pentru mai multe tabele și reprezentări grafice, dar și pe abordările semnificative ale specialiștilor, teoreticieni și practicieni de la nivel național și internațional.

2. *În plan științific.* Pe parcursul celui de al treilea capitol sunt prezentate aspectele definitorii ale sistemului de învățământ românesc cu accent pe prezentarea celor mai importante indicatori statistici din domeniul educației (analiză atât la nivel național, cât și pentru județul Dâmbovița).

Are loc o abordare din dublă perspectivă: prezentarea rezultatelor la nivelul întregului eșantion (în funcție de punctajele medii și globale), dar și pe eșantioane, unde criteriile de segmentare au fost: *vârstă, tipul unității școlare și statutul cadrelor didactice*.

De asemenea, sunt prezentate corelațiile dintre itemii climatului de muncă folosindu-se funcții și instrumente precum: coeficientul de consistență, coeficientul de corelație a lui Pearson și testul T. Capitolul este întregit de un model statistic (curba ROC), dar și de o serie de asociieri ale variabilelor analizate. Finalul acestuia este realizat prin intermediul unei analize SWOT, în forma sa detaliată, reprezentarea grafică a scorurilor celor două matrici (a factorilor interni și a celor externi).

Are loc transpunerea a două modele statistice: unul liniar și unul de corelație. Ghidul cuprinde mai multe domenii de acțiune, dar și o serie de instrumente pentru studierea rolului liderilor în asigurarea climatului de muncă propice: matricea QSPM, evaluarea tip 360 de grade și benchmarking-ul destinat identificării nivelului de performanță (raportarea valorii percepute la cea preconizată).

X. LIMITELE CERCETĂRII

Limitele/ dificultățile întâlnite constau în:

- indisponibilitatea datelor privind rolul liderilor în asigurarea unui climat de muncă propice;
- numărul restrâns de studii empirice pe această temă;
- se rezumă exclusiv asupra percepțiilor subiective ale cadrelor didactice numai într-o anumită perioadă de timp și nu oferă posibilitatea observării comportamentale a acestora pe termen lung;
- deficiențele privind actualizarea bazei de date a Institutului Național de Statistică (informațiile privind evoluția unor indicatori statistici din domeniul educației nu sunt furnizate momentan publicului).

XI. DIRECTII VIITOARE DE ACȚIUNE ȘI CERCETARE

- Aplicarea chestionarului pe un eșantion mult mai reprezentativ din punct de vedere numeric, la formula de calcul a dimensiunii acestuia ar trebui să se ia în considerare numărul total al cadrelor didactice care își desfășoară activitatea la liceele din România, nu doar din județul Dâmbovița, extrapolarea de la nivel local la nivel național;
- Utilizarea coeficientului de consistență în cazul tuturor itemilor chestionarului în vederea nuanțării omogenității acestora, iar în situația unui rezultat negativ vor fi eliminați aceia care sunt direct răspunzători (variabile cauzale) de inexistența unei legături semnificative statistic;
- Utilizarea la nivelul organizațiilor școlare din județul Dâmbovița a fișelor de observare (a comportamentului liderilor, managerilor în relație cu: corpul profesoral, elevii, părinții și reprezentanții ai mediul economic) de către inspector și psihologii din domeniu;
- Identificarea măsurii în care proiectele privind creșterea colaborării dintre liderii din mediul educațional și alți parteneri sunt eficiente, pentru aceasta se va folosi formula RACE (susținută de către mulți specialiști din domeniu, de oarece aceasta pune accent pe următoarele aspecte: cercetare, acțiune, comunicare și evaluare).

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XIII. CURRICULUM VITAE

INFORMAȚII PERSONALE



SIMIONESCU (SAVU) TIMEEA-ALEXANDRA

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Str. Republicii, Bl. B5, Sc. A, Et. 2, Ap. 10, Fieni, Db., RO
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Sexul F | Data nașterii 15/09/1986 | Naționalitatea Română

LOCUL DE MUNCA PENTRU CARE SE CANDIDEAZĂ

EXPERIENȚĂ PROFEZIONALĂ

- 2022 Manager administrativ IN&CO Bizoffice și departament RH Centre Medical Gribau mont, Avenue Louise 176/7, 1000 Bruxelles.
- 2020-2022 Gestionar administrativ Cabinet conseil administrativ IN&CO Bizoffice, Avenue Louise 176/7, 1000 Bruxelles.
- 2017- 2022 Antreprenor (conjoint-aidant maxi-statut), Bruxelles
- 2017-2020 Ajutor-contabil, contabilitate, contabilitate-primara, departament administrativ, Bruxelles, Belgia
- 2011-2015 Economist, Târgoviște, România

Tipul sau sectorul de activitate

Management
Consultanță
Contabilitate
Administrativ

EDUCAȚIE ȘI FORMARE

2017-2022

Doctorat - Univ. VALAHIA Târgoviște

Management | Târgoviște

2019-2020

Cursant-doctorand Proiect European EXCIA

2016-2017

Studenta a DPPD- Univ. VA LAHIA Târgoviște,

Studii postuniversitare, modul Psihopedagogic, nivel II comasat

2015-2016

Studenta a DPPD- Univ. VALAHIA Târgoviște,

Studii postuniversitare, modul Psihopedagogic, nivel I comasat

2008-2010

Masterat - Univ. VALAHIA Târgoviște

Management financiar-bancar | Târgoviște

2005-2008

Studentă - Univ. VALAHIA Târgoviște

Finanțe-bănci | Târgoviște

2001-2005

Absolventă – Colegiul National (Liceul Teoretic) Nicolae Titulescu

Matematica – informatica , intensiv engleză | Pucioasa

IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL PREUNIVERSITAR

Târgoviște, 2022

COMPETENȚE PERSONALE

		Română				
		ÎNTELEGERE				
		Ascultare	Citire	Participare la conversație	Discurs oral	
	Alte limbi străine cunoscute	Avansat	Avansat	Avansat	Avansat	Avansat
Engleză						
Franceză		Avansat	Avansat	Mediu	Mediu	Avansat
Olandeză (Neerlandeză)		Mediu	Mediu	Mediu	Mediu	Mediu
Spaniolă		Mediu	Mediu	Mediu	Mediu	Mediu

Competențe și abilități sociale	<ul style="list-style-type: none"> - persoană sociabilă - comunicativă - putere de muncă în condiții de stres și program prelungit - abilități de negociere - abilitatea de a asculta - abilități de planificare - persoană dinamică - persoana ambicioasă - capacitate de analiză logică a situațiilor.
Competențe și aptitudini organizatorice	<ul style="list-style-type: none"> - capacitate de coordonare, persistență, responsabilitate - spirit intuitiv, flexibilitate - stabilirea obiectivelor, găndire analitică, atenție la detaliu - delegare, automotivare - luarea deciziilor, planificare strategică - flexibilitate.
Obiective profesionale	<ul style="list-style-type: none"> - lucru într-un mediu dinamic, profesional care să-mi permită dezvoltarea și utilizarea cunoștințelor acumulate; - punerea în practică a aptitudinilor și a cunoștințelor mele în scopul atingerii obiectivelor pe care compania și le-a propus; - locul de muncă să reprezinte o provocare continuă și să ofere posibilitatea aplicării de idei și de metode noi de rezolvare a problemelor .
Competențe și aptitudini de utilizare a calculatorului	<ul style="list-style-type: none"> ● INFORMATICĂ: operator PC , atestat ● EXPERT ACHIZITII PUBLICE: curs de specializare prin Programul Operațional Sectorial pentru Dezvoltarea Resurselor Umane 2007 – 2013,
Permis(e) de conducere	<ul style="list-style-type: none"> - permis auto CAT. B

IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL PREUNIVERSITAR

Târgoviște, 2022

XIV. LISTA LUCRĂRILOR PUBLICATE ȘI PREZENTATE LA MANIFESTĂRI ȘTIINȚIFICE

PROCEEDINGS ISI

1. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Developing the Entrepreneurial Spirit among Young People*'-abstract (articol draft), 9th Teaching & Education Virtual Conference, Prague organized by the International Institute of Social and Economic Sciences in 23 June 2020 to 24 June 2020 in Prague, Czech Republic. IISES International Institute of Social and Economic Sciences University of Economics, Prague - Department of Economics, University of Economics, Prague, Czech Republic, June 23 - 24, 2020. 'Book of abstracts' of the 9th Teaching & Education Virtual Conference, Praga, Cehia, ISBN 978-80-87927-96-0, IISES, p. 10. Publicat în 30.06.2020.

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2. Timeea-Alexandra D. SIMIONESCU (SAVU), Doina TODORUȚ, "*The importance of management and communication in school units*", International Conference Globalisation, Innovation and Developement, Trends and Prospects (G.D.I.T.P.), 15-16 May 2018, Alexandria-Romania, ISSN (print): 2601-2510, ISSN (on-line): 2601-2529, ISSN-L: 2601-2510, ISBN: 978-1-910129-23-4, 2020, Volume 10, International Conference Globalisation, Innovation and Developement, Trends and Prospects(G.D.I.T.P.), pp. 44-50, publicat în data de 30.03.2020.

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3. Timeea-Alexandra D. SIMIONESCU (SAVU), "*Management of Change in the Context of School Organisation, Development and Adaptability*", International Conference « Global interferences of knowledge society », 16-17 noiembrie 2018, Revue Valaque d'Etudes Economiques (RVEE), Lumenproceedings, Târgoviște - România, ISSN (print): 2601 –2510, ISSN (on-line): 2601 –2529, ISSN-L: 2601 –2510, ISBN: 978-1-910129-20-3, (2019), M. Negreponti Delivanis (ed.), International Conference «Global interferences of knowledge society», November 16-17th, 2018, Târgoviște - România, (pp. 131-140). Iași, România: LUMEN Proceedings. Publicat în 01.08.2019.

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Târgoviște, 2022

<https://doi.org/10.18662/lumproc.130>

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INDEXARE BDI

1. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Entrepreneurial decisions in conditions of uncertainty as a result of the health and economic crisis caused by COVID 19*', 17th edition of The International Conference on „Present Issues of Global Economy”, 25-27 iunie 2020. Ovidius University Annals. Economic Sciences Series - Vol. XX, Issue 1/2020 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Scientific Indexing Services, INFOBASE INDEX, ResearchBib and Directory Research Journals Indexing international databases, inclusively ERIH PLUS – database agreed according to criteria established by the National Council for Higher Education Financing. Ovidius University Annals, Economic Sciences Series „Present Issues of Global Economy” (PIGE) – ediția a XVII, Volumului XX, nr. 1/2020, BDI INDEXING ISSN 2393-3127, ISSN-L 2393-3119, p. 496-499.

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XV. ALTE PREZENTĂRI ȘI PARTICIPĂRI

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3. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Leadership educational*' -PPT din cadrul Simpozionului Cercetarii Doctorale UVTDOC2019, 18-19 iulie 2019, organizat de Scoala Doctorala din Universitatea Valahia din Targoviste, in parteneriat cu Universitatea 1 Decembrie 1918 (Scoala Doctorala de Contabilitate), Academia de Studii Economice Bucuresti (Facultatea de Management), Academia de Studii Economice a Moldovei (ASEM), Universitatea de Stat 'Alecu Russo'R. Moldova, Universitatea de Stat a Moldovei.

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XVI. PARTICIPARE PROIECTE

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XVII. PARTICIPARE CONFERINȚE

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**MINISTRY OF EDUCATION
„VALAHIA” UNIVERSITY OF TÂRGOVIŞTE
IOSUD – DOCTORAL SCHOOL OF
ECONOMIC SCIENCES AND HUMANITIES**

FIELD: MANAGEMENT

DOCTORAL DISSERTATION SUMMARY

THE IMPACT OF LEADERSHIP ON THE WORK CLIMATE IN THE PRE-UNIVERSITY EDUCATIONAL ENVIRONMENT

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**IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL
EDUCAȚIONAL PREUNIVERSITAR**

Târgoviște, 2022

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II. KEYWORDS

- Leadership
- Organizational culture
- Work climate
- Performance
- Skills
- School organization
- Motivation

III. TIMELINESS, OPPORTUNITY AND IMPORTANCE OF THE TOPIC

This scientific paper is entitled: "THE IMPACT OF LEADERSHIP ON THE WORK CLIMATE IN THE PRE-UNIVERSITY EDUCATIONAL ENVIRONMENT".

It does not aim to revolutionize the issue of leadership, nor to issue new theories, but to analyze the phenomenon in depth as a result of the presentation of ideas in a systematized manner. It also aims to explain the elements that have an impact on the leader's behavior and actions at the level of the educational organization.

Leadership can be described as the ability possessed by a person to implement within an organization a positive atmosphere, a pleasant environment in order to achieve common objectives.

Development, regardless of its form of manifestation, is linked to the act of leadership. Managers helped by persistent educational leaders with high self-confidence, determine optimism and confidence, and collaborators (teachers and students) become much more competent and perceive work as interesting, but also satisfying. We cannot always speak of the manager of an educational unit as also having the quality of leader of that organization.

Educational leadership has become a priority and plays a crucial role in influencing teachers' motivations and capacities, the work climate (values, norms, beliefs), but also the school environment.

Leadership, seen from a practical perspective, was not and is not easy because it involves direct contact with people (relationship), it is difficult because the characters and typologies of individuals are different, and leaders should possess a series of essential personality traits, to influence others in order to achieve organizational goals. The educational leader is a complex individual with a variety of skills and values of a social and pedagogical nature.

Educational leadership is a relevant variable in determining school outcomes. The latter are also generated by the quality of the instructional-educational process, the training of teaching staff, but also of management. Thus, the performances of students, teachers and the organization are directly influenced.

Educational leadership plays an important role in building a positive school culture. The school's culture is immediately obvious and a major indicator of its effectiveness.

The role of leaders is to promote and sustain culture, and this can be done thru communication of: mission, vision, goals, values and beliefs.

The current leaders have to face an increasingly unstable world, marked by financial, moral and also sanitary crises (pandemics).

The role of leaders in school units is very important because they help to elaborate, implement and develop a successful vision for the organization. Thus, a favorable work climate is ensured at the level of the educational institution in which teachers can demonstrate their skills, present initiatives and capitalize on their knowledge.

The quality of leadership makes the difference between organizations. Specialists recognize the need for leadership within educational organizations, and in this context, the more organizations understand and give due importance to this concept, the more they will be able to achieve performance and competitive advantage.

Leaders in school organizations are meant to cultivate a vision (the result of collective intelligence) and get employees join it. It also seeks to create a supportive climate among educational staff, encouraging effective communication and good interpersonal relationships based on mutual respect and trust.

Building an unique and positive organizational climate is one of the best and easiest ways to get employees to invest their training and all their knowledge in that organization.

Solid relationships between leaders, managers and subordinates contribute to increase the esteem of the latter, the desire for self-improvement, but also to diminish the feeling of not belonging or isolation, increasing the desire for involvement and collaboration among followers.

IV. RESEARCH OBJECTIVES

GENERAL OBJECTIVE OF THE DOCTORAL THESIS

The fundamental objective of the research is: knowing the impact of leadership on the work climate.

SPECIFIC OBJECTIVES

O1: *Identification of the existing work climate within school units in Dâmbovița county.*

O2: *Knowledge of the values and skills necessary for an effective leader in the pre-university educational environment.*

O3: *Establishing the existing leadership style within Dambovița school units and determining its effectiveness.*

O4: *Highlighting the impact of leadership style on the work climate.*

O5: *Observing the potential link between the work climate and the performance of teaching staff in the performance of tasks and responsibilities at home.*

V. ISSUES UNDER CONSIDERATION AND RESEARCH HYPOTHESES

CENTRAL HYPOTHESIS AND WORKING HYPOTHESES

The paper "THE IMPACT OF LEADERSHIP ON THE WORK CLIMATE IN THE PRE-UNIVERSITY EDUCATIONAL ENVIRONMENT" addresses the causal relationship between the leadership style, on the one hand, and its influence on the work climate at the level of the school organization, on the other hand, in relation to achieving performance.

Leadership is often described as an indispensable force that helps education meet many challenges. Thus, it is important that within school units there are constructive leaders, not those who manifest various pathologies that can have a negative effect on relationships, communication, but also on organizational performance.

Effective leaders provide support and guidance to the educational staff and the direct beneficiaries of the educational endeavor, so that the organization's purpose is clearly understood and easily achievable. He motivates human resources and leads the organization to achieve the mission.

Within an organization there can be people with different abilities, capacities, performances. The leader must have the ability to value these individual abilities in order to reach the common objective. Through personal actions he inspires others through the power of his own example. Staff motivation, coordination of individual and group actions within the institution are important elements in management activity. The leader leads the organization to performance only with the help of his followers.

Based on the established objectives, four hypotheses were formulated, as follows:

H1: *Study participants believe that tasks, work responsibilities and organizational culture have no impact on personal life (household activities).*

H2: *All respondents, regardless of the profile of the school they belong to, believe that there are a number of competencies that leaders must possess.*

H3: *The leadership style existing at the level of each school organization in the pre-university environment exerts a significant influence on the work climate.*

H4: *The work climate has an impact on the respondents' personal life.*

VI. STRUCTURE OF DOCTORAL THESIS

The present paper "THE IMPACT OF LEADERSHIP ON THE WORK CLIMATE IN THE PRE-UNIVERSITY EDUCATIONAL ENVIRONMENT" is structured in five chapters (Chapter 1 "Leadership – The state of knowledge of concepts", Chapter 2 "Work culture and environment", Chapter 3 "Statistical analysis of education in Dâmbovița", Chapter 4 "The impact of leadership on the work climate in the pre-university educational environment in Dâmbovița", Chapter 5 "Good practice guide on leadership with an impact on the work climate in educational environment", to which are added "Conclusions, proposals, personal contributions, research limits, future research directions", Bibliography and Annexes).

The work includes 84 tables, 155 figures and 185 bibliographic sources (specialized books, specialized magazines, web sources), through which the impact of leadership on the work climate in the pre-university educational environment of Dâmbovița county was sought to be highlighted, starting from a research carried out at the level of several pre-university school institutions in Dâmbovița.

The first chapter - "LEADERSHIP – THE STATE OF KNOWLEDGE OF CONCEPTS" is structured in 6 subchapters that present general information about leadership - this being viewed from the triple perspective (art, science, practice), leadership and its theoretical approach, the description of leaders of the 21st century - skills which they must possess as a result of the existing pressures determined by globalization, technology and social changes. Leadership styles and the particularities of leadership in the educational environment are also presented, to end with the representative preliminary conclusions of this chapter.

In this chapter, the notions of leadership and management are presented, from the perspective of several specialists in the fields under analysis. This part is supported and argued by the specialized literature. At the same time, the theoretical exposition of the concept of leadership was followed, from the perspective of the notions of influence, vision and human values, elements that highlight it by comparison with the specific characteristics of management (according to specialized literature, there are numerous differences between the concepts of management and leadership).

The logical course of the paper continues with the exposition of leadership theories, models and styles, and the final part presents some particularities of leadership at the level of school units. Also highlighted here: the skills, abilities and values of leaders.

The second chapter - "WORK CULTURE AND ENVIRONMENT" is divided into five subchapters: organizational culture, particularities of the culture of the school organization, the elements of the culture of the school organization, work climate and preliminary conclusions of the chapter.

The second theoretical chapter is dedicated to defining the concepts of organizational culture, of the work climate, presenting their most significant characteristics.

The next part of the chapter identifies the characteristics of school culture, the differences between positive and toxic (negative) culture. The elements of school culture are also explained in detail: values, rituals and traditions.

I have exposed some essential features in the field of education, school culture representing a system of common values and beliefs that shape the organization's identity.

The role of leaders, especially those in school units, is to promote and sustain culture.

I also presented how the work climate is influenced by the organizational culture that develops within it. Leadership style influences the work climate, so leaders must be able to assess the work climate and use their experiences to improve existing practices.

Three factors influencing the climate of the school organization were identified: structural, instrumental and situational factors. It was presented how the work climate can be a factor that generates: safety, peace and comfort, increases motivation and can have an impact on the work environment.

At the end of the chapter, the advantages of a positive and constructive work climate were presented, which will increase employee motivation with involvement in work performance and productivity.

We can conclude that organizations in which there is a positive climate are characterized by a higher level of trust and effectiveness than the others.

The third chapter - "STATISTICAL ANALYSIS OF EDUCATION IN DÂMBOVIȚA", includes three subchapters. In its beginning, the main aspects that define the national education system (reforms, education system, pre-university education) and its structure are outlined. The particularities of the educational system are presented, as well as the classification of pre-university education according to levels, forms of education, streams and profiles.

The second subchapter constitutes a statistical analysis of the indicators of pre-university education in Dâmbovița county using information taken from the National Institute of Statistics. The following are presented: school units, teaching staff by training levels and school

infrastructure (classrooms, laboratories, sports fields, swimming pools and the number of computers).

We can conclude that there is a sufficient number of teachers involved in the educational process at the pre-university level, in Dâmbovița county, who know how to use modern technologies in the case of online teaching-evaluation, but the educational infrastructure presents deficiencies regarding: sports fields, swimming pools and computers.

The fourth chapter - "THE IMPACT OF LEADERSHIP ON THE WORK CLIMATE IN THE PRE-UNIVERSITY EDUCATIONAL ENVIRONMENT IN DÂMBOVIȚA ", is structured in six subchapters, as follows: the conceptual and the theoretical framework, the analysis and interpretation of the results, correlations and patterns, the confirmation/refutation of the hypotheses, then it continues with the SWOT analysis of leadership in the pre-university educational environment in Dâmbovița and ends with the preliminary conclusions of the subchapter.

The first part of this chapter presents the results of a sociological opinion survey. The instrument used is the questionnaire and it was applied to teachers working in school units in Dâmbovița.

The following subchapter presents the theoretical and methodological context in which: the objectives, the hypotheses, the research method, the sample and the instrument used are related. In this case, direct research, an opinion poll, was chosen. The sample consists of 300 teachers who teach in Dambovița high schools. The questionnaire applied to the respondents, face to face, includes three sections relevant to the research: work climate, values, skills, leadership style, but also the profile of the participants.

The results obtained from the opinion poll are presented below, but from a double hypothesis, the analysis for the whole sample and the one on the samples according to several aspects: age ranges, status of teaching staff, type of school unit and length of service. Average and global scores of the studied phenomenon were calculated, interpreted and represented. Also, the data was presented for each item both graphically and tabularly.

In the penultimate subchapter, the research hypotheses are tested, and in this sense the functions and tests of the SPSS program were used: associations, sample comparisons and Cronbach's Alpha coefficient. The chapter ends with a SWOT analysis developed based on the results obtained. Following the case study, the two matrices were elaborated: that of internal factors and that of external factors, through which a score was obtained, and its graphic

representation indicated the type of strategy to follow. Preliminary conclusions are presented at the end of this chapter.

The fifth chapter - "GOOD PRACTICE GUIDE ON LEADERSHIP WITH AN IMPACT ON THE WORK CLIMATE IN EDUCATIONAL ENVIRONMENT" represents the added value, one of the personal contributions aimed at developing a best practices guide in the field and which is structured in several sections: *general description, its areas, goals and implementation deadlines, expected results*.

Within it are presented: the 360-degree evaluation, an inverted U and a Scorecard. A possible evaluation of organizational strategies in the field of leadership is pursued through the 360-degree evaluation applied to leaders in school units (highlighting the most important skills) by the educational psychologist in collaboration with the manager of the organization.

In addition, the results obtained from the 360-degree evaluation of the leaders within school organizations are transposed within a benchmarking with the role of obtaining the performance index (comparing the value received with the one provided), but also the analysis of its value.

Six managerial instruments were used for the implementation of the guide, for each of which the specific characteristics and objectives, the stages of implementation, but also the advantages and disadvantages of each are presented. The development of this best practices guide is important for improving the ability of leaders to collaborate with other teaching staff, and this influences the work climate, implicitly the results obtained at the organizational level. In conclusion, this guide can be successfully applied in institutions in pre-university education.

The scientific paper ends with: "***GENERAL CONCLUSIONS, PROPOSALS, PERSONAL CONTRIBUTIONS, RESEARCH LIMITS, FUTURE RESEARCH DIRECTIONS***". The thesis contains a series of annexes, the bibliographic list, as well as that of figures and tables.

VII. GENERAL CONCLUSIONS

At any workplace, people socialize, collaborate, build friendships, but this does not guarantee the reduction, eradication of: conflicts, tensions and misunderstandings. The close bond between them represents a sense of shared identity that helps ensure group cohesion and perception of the organization's formal or informal leaders.

There are a variety of factors that can affect work climate, from the physical work environment to the stability of management. For an organization to perform well, it is important that any of these underlying issues are identified and addressed in a timely manner. The impact and importance of the physical environment is often overlooked, which can have a negative influence on performance. A comfortable and efficient workplace is essential for increasing employee engagement.

Happiness, implicitly the state of contentment of human resources will be greater if a positive work culture is strengthened at the organizational level in which they are excited to be part of it. When employees are satisfied with their work, they are also more likely wanting to achieve their performance. *In an optimal work environment, people will feel encouraged to get to know their colleagues, communicate, collaborate, spend time with each other and share: ideas, opinions and advices.*

Leaders are responsible for ensuring workplace well-being, that is reflected also in equal treatment (non-discrimination). Fairness is directly affected by unfair treatment and its lack of respect for people, and this implies the need to shape an optimal working climate.

The leader is considered a model (behavioral and professional) to which the collaborators refer, and the use of unfair practices, a behavior devoid of morality, implicitly gaps in ethics and deontology, will have adverse effects that will reverberate on the work climate .

The conclusions of the case study

Following the research carried out at the school organizations analyzed, it appears that there is a positive work climate, which denotes the fact that the leaders, together with the managers of the school units, have managed to develop for followers/collaborators/subordinates a culture in which respect and trust reign, and each individual is consulted in the decision-making process.

According to the analysis and interpretation of the results (perceptions of the respondents, average scores, implicitly the identified leadership style) it emerges that in school institutions there are no destructive leaders, but rather some vigilant ones, who dedicate themselves to themselves, but also to those around them. They respect their beliefs and place a high emphasis on values. They also live their lives with enthusiasm and satisfaction towards their work.

Effective educational leaders, even when faced with numerous challenges, treat everything with empathy and compassion, inspire collaborators with high optimism, but also with a deep belief in them. They are aware that through their attitude and behavior they can influence and

affect the teachers, they can change their mood and the desire to be involved in common activities, thus affecting the work climate and performance.

At the level of the pre-university educational organizations in Dâmbovița County, there are no inconsistencies between the leadership style (democratic, participative, autocratic and bureaucratic) and the work climate factors (collaboration, enthusiasm, relaxed atmosphere, support from leaders).

The study highlighted that at the level of school institutions, the leadership style is an effective one, and this is evident from the large percentage of respondents who chose this option as one particular to the school units where they operate at the time of the research.

Unlike leaders in organizations with other fields of activity, those in education must have pedagogical skills acquired following the completion of a bachelor's or master's degree program. Without them, teachers cannot deal with various unforeseen situations that may arise in the classroom during the teaching-assessment-knowledge acquisition process and that require a quick intervention.

The application of the T-test in order to identify the refutation / confirmation of the first hypothesis highlighted the fact that the effect of the curricular area on the existing leadership style at the level of the school unit is not representative because the average does not show significant differences. Respondents' perceptions do not vary according to the discipline taught.

Using the correlation function to sample by school unit profile illustrates the confirmation of the second hypothesis. The necessary competences of an effective pre-university leader are perceived similarly by the respondents, regardless of the profile of the school they belong to.

The item success at the workplace positively influences the support of employees by the leader, a direct link between them, but medium as intensity. The sig (threshold of significance) in this case is 0.000, and the probability of guaranteeing the results provided is 99.9%.

According to the correlation coefficients, there are links of strong intensity between the item I feel tired and the item I am more pessimistic, a value of 0.72, a significance threshold of 0.000 and a probability of guaranteeing the results of 99.9%.

A positive association was also found between the items: I am sad and I am more pessimistic, a significance threshold value of 0.000 and a probability of guaranteeing the results of more than 99%.

The variable association coefficient (Pearson's) shows that the performance of teaching staff in the performance of homework is not closely related to the burnout syndrome.

In conclusion, the relative and absolute frequency, resulting scores, Cronbach's Alpha coefficient, T-test and Pearson's correlation coefficient, showed that the current leadership style is effective and has an impact on the work climate, and leaders have a role important on the good performance of the activity within school organizations.

VIII. RECOMMENDATIONS

The theoretical and practical study emphasized the need for some recommendations :

1. Periodic realization of research studies by specialists in the field of education regarding: work climate and leadership style;
2. Applying semi-structured individual interviews to the same sample;
3. The leaders of the school units should have a much greater interaction, but also an efficient and permanent collaboration with the Ministry of Education, the Dâmbovița School Inspectorate, the other teachers, to make teachers feel an integral part of the schools in which they work, and the work climate will be an appropriate one;
4. Increasing the commitment of school unit leaders by:
 - The involvement of all people in the decision-making process;
 - Establishing deadlines for completing tasks;
 - Scenario analysis.
5. Increasing the degree of responsibility of leaders by:
 - Clearly formulating objectives and responsibilities;
 - Carrying out periodic checks.
6. Increasing confidence in educational leaders:
 - Promoting equality and fairness;
 - Evidence of ethical behavior;
 - Supporting collaborators;
 - Consolidation of open, transparent communication.
7. School organizations should be willing to borrow new ideas from high-performing educational systems around the world in order to improve the efficiency of the instructional-educational process;
8. The Ministry of Education should focus more on the training of teachers, educational leaders (offer free training courses for leaders and managers of school units).

IX. PERSONAL CONTRIBUTIONS

The contribution brought by the thesis is both theoretical and scientific and is presented as follows:

1. *Theoretically*. In the first two parts of the thesis, the stages of knowledge concepts in the fields: *leadership, school organizations and work climate* are presented, and in this sense, several tables and graphic representations were chosen, but also on the significant approaches of specialists, theorists and practitioners from national and international level.

2. *Scientifically*. During the third chapter, the defining aspects of the Romanian education system are presented with an emphasis on the presentation of the most important statistical indicators in the field of education (analysis both at the national level and for Dâmbovița).

There is a double perspective approach: the presentation of the results at the level of the entire sample (depending on the average and global scores), but also on the samples, where the segmentation criteria were: *age, type of school unit and status of teaching staff*.

Also, the correlations between the work climate items are presented using functions and tools such as: the consistency coefficient, the Pearson correlation coefficient and the T test. The chapter is completed by a statistical model (ROC curve), but also by a series of associations of the analyzed variables. Its end is achieved through a SWOT analysis, in its detailed form, the graphic representation of the scores of the two matrices (of internal and external factors).

The transposition of two statistical models takes place: one linear and one correlation. The guide includes several areas of action, but also a series of tools for studying the role of leaders in ensuring a conducive work climate: the QSPM matrix, the 360-degree evaluation and benchmarking aimed at identifying the level of performance (reporting the perceived value to the expected one) .

X. RESEARCH LIMITS

The limits/difficulties encountered are:

- the unavailability of data regarding the role of leaders in ensuring a conducive work climate;
- the limited number of empirical studies on this topic;
- it summarizes exclusively on the subjective perceptions of teaching staff only in a certain period of time and does not offer the possibility of observing their behavior in the long term;

- deficiencies regarding the updating of the database of the National Institute of Statistics (information regarding the evolution of some statistical indicators in the field of education is not currently provided to the public).

XI. FUTURE DIRECTIONS OF ACTION AND RESEARCH

- Applying the questionnaire to a much more numerically representative sample, the formula for calculating its size should take into account the total number of teaching staff working at high schools in Romania, not just from Dâmbovița county, the extrapolation from local to national level;

- The use of the consistency coefficient in the case of all questionnaire items in order to highlight their homogeneity, and in the event of a negative result, those that are directly responsible (causal variables) for the lack of a statistically significant link will be eliminated;

- The use at the level of school organizations in Dâmbovița county of observation sheets (of the behavior of leaders, managers in relation to: the teaching staff, students, parents and representatives of the economic environment) by the inspector and psychologists in the field;

- Identifying the extent to which projects regarding the increase of collaboration between educational leaders and other partners are effective, for this the RACE formula will be used (supported by many specialists in the field, because it emphasizes the following aspects: research, action, communication and assessment).

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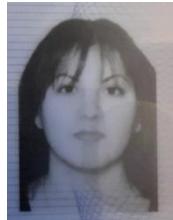
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XIII. CURRICULUM VITAE

PERSONAL INFORMATIONS



SIMIONESCU (SAVU) TIMEEA-ALEXANDRA

📍 Ursulinenstraat 10, 1730 ASSE, BE
Str. Republicii, Bl. B5, Sc. A, Et. 2, Ap. 10, Fieni, Db., RO
📞 +32 466 477 213
✉️ alexa_timeea@yahoo.com

Sex F | Date of birth 15/09/1986 | Nationality Romanian

THE JOB FOR WHICH YOU APPLY

WORK EXPERIENCE

- 2022 Administrative manager IN&CO Bizoffice and HR department Centre Medical Gribau mont, Avenue Louise 176/7, 1000 Bruxelles.
- 2020-2022 Administrative manager Consulting and administration office IN&CO Bizoffice, Avenue Louise 176/7, 1000 Bruxelles.
- 2017- 2022 Entrepreneur (conjoint-aidant maxi-statut), Bruxelles 2017-2020 Accounting assistant, accounting, primary accounting, administrative department , Bruxelles, Belgia
- 2011-2015 Economist, Târgoviște, România

Type or sector of activity

Management
Consulting
Accounting
Administrative

EDUCATION AND TRAINING

- 2017-2022** PHD. Student - Univ. VALAHIA Târgoviște
Management | Târgoviște
- 2019-2020** PhD student European Project EXCIA
- 2016-2017** Student of DPPD- Univ. VALAHIA Târgoviște,
Postuniversity studies, Psyhopedagogical module, combined level II
- 2015-2016** Student of DPPD- Univ. VALAHIA Târgoviște,
Postuniversity studies, Psyhopedagogical module, combined level I
- 2008-2010** Master's Degree - Univ. VALAHIA Târgoviște
Financial-banking management | Târgoviște
- 2005-2008** Student - Univ. VALAHIA Târgoviște
Finance and Banking | Târgoviște
- 2001-2005** Graduate – National College (Theoretical High School) Nicolae Titulescu
Mathematics - computer science, intensive English | Pucioasa

IMPACTUL LEADERSHIP-ULUI ASUPRA CLIMATULUI DE MUNCĂ ÎN MEDIUL EDUCAȚIONAL PREUNIVERSITAR

Târgoviște, 2022

PERSONAL SKILLS						
Mother tongue	Romanian	UNDERSTANDING		SPEAKING		WRITING
Other languages		Listening	Reading	Spoken interaction	Spoken production	
English		Advanced	Advanced	Advanced	Advanced	Advanced
French		Advanced	Advanced	Medium	Medium	Advanced
Dutch (Nederlands)		Medium	Medium	Medium	Medium	Medium
Spanish		Medium	Medium	Medium	Medium	Medium

Social skills and competences	<ul style="list-style-type: none"> - sociable person - communicative - ability to work under stress and a long schedule - negotiation skills - the ability to listen - planning skills - dynamic person - ambitious person - ability to logically analyze situations.
Organisational skills and competences	<ul style="list-style-type: none"> - coordination capacity, perseverance, responsibility - intuitive spirit, flexibility - setting objectives, analytical thinking, attention to details - delegation, self-motivation - decision making, strategic planning - flexibility.
Professional objectives	<ul style="list-style-type: none"> - work in a dynamic, professional environment that allows me to develop and use the accumulated knowledge; - putting into practice my skills and knowledge in order to achieve the objectives that the company has proposed; - the workplace should represent a continuous challenge and offer the possibility of applying new ideas and methods for solving problems.
Computer skills and abilities	<ul style="list-style-type: none"> ● IT: PC operator, certified ● PUBLIC PROCUREMENT EXPERT: specialization course through the Sectoral Operational Program for the Development of Human Resources 2007 – 2013.
Driving licence	<ul style="list-style-type: none"> - CAT. B

XIV. LIST OF SCIENTIFIC PAPERS PUBLISHED AND PRESENTED AT SCIENTIFIC EVENTS

PROCEEDINGS ISI

1. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Developing the Entrepreneurial Spirit among Young People*'-abstract (articol draft), 9th Teaching & Education Virtual Conference, Prague organized by the International Institute of Social and Economic Sciences in 23 June 2020 to 24 June 2020 in Prague, Czech Republic. IISES International Institute of Social and Economic Sciences University of Economics, Prague - Department of Economics, University of Economics, Prague, Czech Republic, June 23 - 24, 2020. 'Book of abstracts' of the 9th Teaching & Education Virtual Conference, Praga, Cehia, ISBN 978-80-87927-96-0, IISES, p. 10. Published on 30.06.2020.

<https://iises.net/current-conferences/teaching-and-education/9th-teaching-education-conference-prague>.

2. Timeea-Alexandra D. SIMIONESCU (SAVU), Doina TODORUȚ, "*The importance of management and communication in school units*", International Conference Globalisation, Innovation and Developement, Trends and Prospects (G.D.I.T.P.), 15-16 May 2018, Alexandria-Romania, ISSN (print): 2601-2510, ISSN (on-line): 2601-2529, ISSN-L: 2601-2510, ISBN: 978-1-910129-23-4, 2020, Volume 10, International Conference Globalisation, Innovation and Developement, Trends and Prospects (G.D.I.T.P.), pp. 44-50. Published on 30.03.2020.

<https://doi.org/10.18662/lumproc/gidtp2018/06>

<https://proceedings.lumenpublishing.com/ojs/index.php/lumenproceedings/article/view/200>

3. Timeea-Alexandra D. SIMIONESCU (SAVU), "*Management of Change in the Context of School Organisation, Development and Adaptability*", International Conference « Global interferences of knowledge society », November 16-17th 2018, Revue Valaque d'Etudes Economiques (RVEE), Lumenproceedings, Târgoviște - România, ISSN (print): 2601 –2510, ISSN (on-line): 2601 –2529, ISSN-L: 2601 –2510, ISBN: 978-1-910129-20-3, (2019), M. Negreponti Delivanis (ed.), International Conference «Global interferences of knowledge

society», November 16-17th, 2018, Târgoviște - România, (pp. 131-140). Iași, Romania: LUMEN Proceedings. Published on 01.08.2019.

<https://doi.org/10.18662/lumproc.130>

<https://proceedings.lumenpublishing.com/ojs/index.php/lumenproceedings/article/view/138>

<https://proceedings.lumenpublishing.com/ojs/index.php/lumenproceedings/issue/view/5>

BDI INDEXING

1. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Entrepreneurial decisions in conditions of uncertainty as a result of the health and economic crisis caused by COVID 19*', 17th edition of The International Conference on „Present Issues of Global Economy”, June 25-27th 2020. Ovidius University Annals. Economic Sciences Series - Vol. XX, Issue 1/2020 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Scientific Indexing Services, INFOBASE INDEX, ResearchBib and Directory Research Journals Indexing international databases, inclusively ERIH PLUS – database agreed according to criteria established by the National Council for Higher Education Financing. Ovidius University Annals, Economic Sciences Series „Present Issues of Global Economy” (PIGE) – ediția a XVII, Volumului XX, nr. 1/2020, BDI INDEXING ISSN 2393-3127, ISSN-L 2393-3119, p. 496-499.

<http://stec.univ-ovidius.ro/html/anale/ENG/ovidius-university-annals-economic-sciences-series-volume-xx-issue-1/>

<https://stec.univ-ovidius.ro/html/anale/RO/2020/Section%203/40.pdf>

https://web.archive.org/web/20201124220358id_/http://stec.univ-ovidius.ro/html/anale/RO/2020/Section%203/40.pdf

<https://web.p.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnln=23933127&AN=146384713&h=NAKBPlb2DOXVM877RbCcZ83b4qbSj78CYa%2fIzatilQsxDNQjsWDhugv6N9w2GhBrIjHnamYm5VC5qS%2fe nz%3d%2bww%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnln%3d23933127%26AN%3d146384713>

<https://ideas.repec.org/a/ovi/oviste/vxxy2020i1p496-499.html>

2. Timeea-Alexandra D. SIMIONESCU (SAVU), '*The impact of the health crisis on the business environment*', 17th edition of The International Conference on „Present Issues of

Global Economy” held between June, 25th-27th 2020. Ovidius University Annals. Economic Sciences Series - Vol. XX, Issue 1/2020 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Scientific Indexing Services, INFOBASE INDEX, ResearchBib and Directory Research Journals Indexing international databases, inclusively ERIH PLUS – database agreed according to criteria established by the National Council for Higher Education Financing. Ovidius University Annals, Economic Sciences Series „Present Issues of Global Economy” (PIGE) –XVII Edition, Volume XX, nr. 1/2020, BDI INDEXING ISSN 2393-3127, ISSN-L 2393-3119, p. 492-495.

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<https://web.p.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23933127&AN=146384712&h=pLT3Weob57tWjhq2eXxuShWkP5bn1Y7nXfIJHO1Wmfh64%2bNEScFSLhM%2b1n2bWV4zbYpEFw%2fYpMGqjG1ZPYtsLQ%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrINotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d23933127%26AN%3d146384712>

3. Doina TODODRUT, Timeea-Alexandra D. SIMIONESCU (SAVU), ‘*The impact of conflict in organization communication in school units*’, International Conference, VIII-a edition, ‘The International Conference on „Global Economy under Crisis”’, GEUC, November, 14th-15th 2019, Constanța, România.

Ovidius University Annals. Economic Sciences Series - Vol. XIX, Issue 2/2019 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Scientific Indexing Services, INFOBASE INDEX, ResearchBib and Directory Research Journals Indexing international databases, inclusively ERIH PLUS – database agreed according to criteria established by the National Council for Higher Education Financing. Ovidius University Annals, Economic Sciences Series Volume XIX, Issue 2 /2019 , ISSN 2393-3127, ISSN-L 2393-3119, p. 598-601.

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<https://web.s.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23933127&AN=142315425&h=u%2fnQ7gj7oKDbkf2oWuT4Mwq%2fpv1OZUgq5vuESCIpP0OeRtx%2bURkA3u7pirb5SIZnuneqEAWyfAY8QzpchNTUA%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlnotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d23933127%26AN%3d142315425>

4. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Entrepreneurship for young people*', International Conference VIII-th edition, 'The International Conference on „Global Economy under Crisis'', GEUC, November, 14th-15th 2019, Constanța, România.

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<https://web.p.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23933127&AN=142315421&h=4L7drzcyrX%2b7tWFCPnN6Zx%2bvEHK066q1tm2CHeN8Tgjgt17EUt%2fhxMhFmmo9upoj4oJhiuHs9OKHd9yFjYR7fg%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlnotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d23933127%26AN%3d142315421>

5. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Management and school education*', International Conference 'Present Issues of Global Economy', 16th Edition, June 13-15th 2019. Constanța, România, Ovidius University Annals. Economic Sciences Series - Vol. XIX, Issue 1/2019 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Index

Copernicus, Scientific Indexing Services, INFOBASE INDEX, ResearchBib and Directory Research Journals Indexing international databases, inclusively ERIH PLUS – database agreed according to criteria established by the National Council for Higher Education Financing. Ovidius University Annals, Series Economic Sciences 2019, Vol. 19 Issue 1, p529-532. 4p.

<https://stec.univ-ovidius.ro/html/anale/RO/wp-content/uploads/2019/08/27-1.pdf>

https://web.archive.org/web/20200713180729id_/http://stec.univ-ovidius.ro/html/anale/RO/wp-content/uploads/2019/08/27-1.pdf

<https://ideas.repec.org/a/ovi/oviste/vxixy2019i1p529-532.html>

<https://web.p.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23933127&AN=138041095&h=tXHboS4aJfpW40FBnxMw2K5mX2AzaXnyYM4S2E%2bb8scILXaMgaNdE45T9XfBSyH%2bcjqle%2b0xDrpem%2f%2bkpz65Mw%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d23933127%26AN%3d138041095>

6. Timeea-Alexandra D. SIMIONESCU (SAVU), ‘*Managing the Issue of School Deviance*’, International Conference ‘Present Issues of Global Economy’, 16th Edition, June 13-15th 2019, Constanța România, Ovidius University Annals. Economic Sciences Series - Vol. XIX, Issue 1/2019 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Index Copernicus, Scientific Indexing Services, INFOBASE INDEX, ResearchBib and Directory Research Journals Indexing international databases, inclusively ERIH PLUS – database agreed according to criteria established by the National Council for Higher Education Financing. Ovidius University Annals, Series Economic Sciences 2019, Vol. 19 Issue 1, p524-528. 5p.

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<https://web.s.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23933127&AN=138041094&h=hwLCjPWvD%2bD6jogMFcy8MAjQ0OBaMzxtmq7KHyfs%2bri0%2fMvQSD3SH%2bulH6yWuvktM2tdQGfoJ7aLA3GDfw%2brBA%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d23933127%26AN%3d138041094>

<https://ideas.repec.org/a/ovi/oviste/vxixy2019i1p524-528.html>

7. Timeea-Alexandra D. SIMIONESCU (SAVU), Doina TODODRUT, “*Coordination of Human Resources - Effectiveness of leadership*”, International Conference „Global Economy Under Crisis” (GEUC) – VII edition., Constanța, November 28-29th 2018, Ovidius University Annals. Economic Sciences Series - Vol. XVIII, Issue 2/2018 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Index Copernicus, Scientific Indexing Services, INFOBASE INDEX and ResearchBib international databases, inclusively ERIH PLUS, Ovidius University Annals, Series Economic Sciences 2018, Vol. 18 Issue 2, p533-536. 4p.

<https://ideas.repec.org/a/ovi/oviste/vxviiiy2018i2p533-536.html>

<https://stec.univ-ovidius.ro/html/anale/RO/wp-content/uploads/2019/02/31-1.pdf>

https://econpapers.repec.org/article/ovioviste/v_3axviii_3ay_3a2018_3ai_3a2_3ap_3a533-536.htm

<https://web.s.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23933127&AN=134922469&h=4H3NyidBNGZ0tn19EsGzLE8V1VBtZzINfL%2bBL7RR%2fGUrc4j%2bVz2ccQtbT2Firi2COE1TRoYT9Cj%2fLmOENGlgw%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d23933127%26AN%3d134922469>

8. Timeea-Alexandra D. SIMIONESCU (SAVU), Doina TODORUT, “*Effective Strategic Management - Manager Performance*”, International Conference „Global Economy Under Crisis” (GEUC) – VII-th edition., Constanța, November 28-29th 2018, *Ovidius University Annals. Economic Sciences Series* - Vol. XVIII, Issue 2/2018 indexed in the RePEc, DOAJ, EBSCO, CABELL, ULRICH'S, J-GATE, Index Copernicus, Scientific Indexing Services, INFOBASE INDEX and ResearchBib international databases, inclusively ERIH PLUS, Ovidius University Annals, Series Economic Sciences 2018, Vol. 18 Issue 2, p529-532. 4p.

<https://ideas.repec.org/a/ovi/oviste/vxviiiy2018i2p529-532.html>

<https://stec.univ-ovidius.ro/html/anale/RO/wp-content/uploads/2019/02/30-1.pdf>

<https://web.s.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=23933127&AN=134922468&h=NovoLLsdwCltxU6tc5aylKqTXXlwpjTrP38CZWUWfW5U7C1LGRDPv%2bB32LkUbYnC5bVys%2f8k0zuAiLdDKpPHiw%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3d>

[true%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrn1%3d23933127%26AN%3d134922468](https://econpapers.repec.org/article/ovioviste/v_3axviii_3ay_3a2018_3ai_3a2_3ap_3a529-532.htm)

https://econpapers.repec.org/article/ovioviste/v_3axviii_3ay_3a2018_3ai_3a2_3ap_3a529-532.htm

XV. OTHER PRESENTATIONS AND PARTICIPATIONS

1. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Entrepreneurship- a new perspective of young people*', 3nd International Conference, "GLOBALIZATION, INNOVATION AND DEVELOPMENT. TRENDS AND PROSPECTS"(G.I.D.T.P.), November 28-29th 2019, organized by the Faculty of Sciences and Engineering from Alexandria, in collaboration with "Valahia" University from Târgoviște. ISBN-assigned volume with Lumen Publishing House indexed in the following databases: EBSCO, ECONLIT, REPEC, CEEOL, ISI Thomson Proceedings. Globalization, Innovation and Development, Trends and Prospects (GIDTP 2019), vol. 18, **ISSN (print):** 2601 – 2510, **ISSN (on-line):** 2601 – 2529, **ISSN-L:** 2601 – 2510, **ISBN:** 978-1-910129-33-3.

<https://doi.org/10.18662/lumproc/gidtp2022>

2. Timeea-Alexandra D. SIMIONESCU (SAVU), "*Management and adaptability to change*"-PPT from the UVTDOC2019 Doctoral Research Symposium, July 18-19, 2019, organized by the Doctoral School of the Valahia University of Targoviste, in partnership with the 1 Decembrie 1918 University (Doctoral School of Accounting), Academy of Economic Studies Bucharest (Faculty of Management), Academy of Economic Studies of Moldova (ASEM), State University 'Alecu Russo' R. Moldova, State University of Moldova.

3. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Educational Leadership*' - PPT from the UVTDOC2019 Doctoral Research Symposium, July 18-19, 2019, organized by the Doctoral School of the Valahia University of Targoviste, in partnership with the 1 Decembrie 1918 University (Doctoral School of Accounting), Academy of Economic Studies Bucharest (Faculty of Management), Academy of Economic Studies of Moldova (ASEM), State University 'Alecu Russo' R. Moldova, State University of Moldova.

4. Doina TODODRUT, Timeea-Alexandra D. SIMIONESCU (SAVU), '*Emotional intelligence is an important mean of managing conflict*', International Conference held between 31.05.2019-01.06.2019, organized by the 'Transilvania' University in Brașov, in collaboration with the Romanian Academy and Global Labor. Third edition of the International Conference „Inclusive and sustainable economic growth. Challenges, measures and solutions” (ISEG 2019), ISBN 978-88-85813-51-9, p. 256.

https://iseg.unitbv.ro/wp-content/uploads/2016/11/EBOOK_D531_ISEG_2019-1-10.pdf

5. Timeea-Alexandra D. SIMIONESCU (SAVU), Doina TODODRUT, '*School manager and the challenges of the educational system*', International Conference held between 31.05.2019-01.06.2019, organized by the 'Transilvania' University in Brașov, in collaboration with the Romanian Academy and Global Labor. Third edition of the International Conference „Inclusive and sustainable economic growth. Challenges, measures and solutions” (ISEG 2019), ISBN 978-88-85813-51-9, p.220.

https://iseg.unitbv.ro/wp-content/uploads/2016/11/EBOOK_D531_ISEG_2019-1-10.pdf

6. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Teacher-Organizer and Manager in the Educational Process*' International Conference ‘Information Society and Sustainable Development’ ISSD 2019, VIth Edition, Târgu-Jiu, Gorj, Romania, May 10th – 11th, 2019, 27/p.11.

<http://www.ecoforumjournal.ro/index.php/eco>

http://issd.rau.ro/wp-content/uploads/2019/05/PROGRAMME_ISSD-2019.pdf

7. Timeea-Alexandra D. SIMIONESCU (SAVU), '*Educational Management*', International Conference ‘Information Society and Sustainable Development’ ISSD 2019, VIth Edition, Târgu-Jiu, Gorj, Romania Information Society and Sustainable Development, 10–11 mai 2019, 26/p.11.

<http://www.ecoforumjournal.ro/index.php/eco>

http://issd.rau.ro/wp-content/uploads/2019/05/PROGRAMME_ISSD-2019.pdf

8. Doina TODODRUT, Timeea-Alexandra D. SIMIONESCU (SAVU), '*Trends of change adopted by the manager in relation to subordinates*', AOSR Spring Scientific Conference, April 4-6, 2019, Bucharest, published in 'Book of abstracts', volume 1 issue1, 2019, ISSN 2601-5102,

Volume of abstracts. ECONOMIC, LEGAL AND SOCIOLOGICAL SCIENCES SECTION
April 5, 2019, p. 65.

<http://www.aosr.ro/wp-content/uploads/2019/04/PROGRAM-si-VOLUM-DE-REZUMATE.doc.pdf>

XVI. PROJECT PARTICIPATION

1. The project "Excellence in interdisciplinary doctoral and postdoctoral research, career alternatives through entrepreneurial initiative (*EXCIA*)", 2019-2020.

XVII. ATTENDING CONFERENCES

1. Timeea-Alexandra D. Savu (Simionescu), '*Entrepreneurial decisions in conditions of uncertainty as a result of the health and economic crisis caused by COVID19*', 17th edition of The International Conference on „Present Issues of Global Economy”, University of 'Ovidius' from Constanța, June, 25th-27th 2020, Constanța, România.
2. Timeea-Alexandra D. Savu (Simionescu), '*The impact of the health crisis on the business environment*', 17th edition of The International Conference on „Present Issues of Global Economy” , Universitaty of 'Ovidius' from Constanța, June, 25th-27th 2020, Constanța, România.
3. Timeea-Alexandra D. Savu (Simionescu), '*Developing the Entrepreneurial Spirit among Young People*'-abstract, 9th Teaching & Education Virtual Conference, Prague organized by the International Institute of Social and Economic Sciences in 23 June 2020 - 24 June 2020 in Prague, Czech Republic. IISES International Institute of Social and Economic Sciences University of Economics, Prague - Department of Economics, University of Economics, Prague, Czech Republic.
4. Timeea-Alexandra D. Savu (Simionescu), '*Entrepreneurship- a new perspective of young people*', 3nd International Conference, "GLOBALIZATION, INNOVATION AND DEVELOPMENT. TRENDS AND PROSPECTS"(G.I.D.T.P.), organized by the Faculty of

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Science and Engineering from Alexandria, in collaboration with the "Valahia" University from Târgoviște, November 28-29, 2019, Alexandria, România.

5. Todoruț Doina, Timeea-Alexandra D. Simionescu (Savu), '*The impact of conflict in organization communication in school units*', International Conference VIII-th edition, 'The International Conference on „Global Economy under Crisis”, GEUC University of ‘Ovidius’ from Constanța, November, 14th-15th 2019, Constanța, România.
6. Timeea-Alexandra D. Savu (Simionescu), '*Entrepreneurship for young people*', International Conference VIII-th edition, 'The International Conference on „Global Economy under Crisis”, GEUC University of ‘Ovidius’ from Constanța, November, 14th-15th 2019, Constanța, România.
7. Timeea-Alexandra D. Simionescu (Savu), '*Management and adaptability to change*'-PPT, UVTDODC2019 Doctoral Research Symposium, organized by the Doctoral School of the Valahia University of Târgoviște, in partnership with the 1 Decembrie 1918 University (Doctoral School of Accounting), the Bucharest Academy of Economic Studies (Faculty of Management), the Academy of Economic Studies of Moldova (ASEM), State University 'Alecu Russo' Republic of Moldova, State University of Moldova, July 18-19, 2019, Târgoviște, Romania.
8. Timeea-Alexandra D. Simionescu (Savu), '*Educational leadership*' –PPT, UVTDODC2019 Doctoral Research Symposium, organized by the Doctoral School of the Valahia University of Târgoviște, in partnership with the 1 Decembrie 1918 University (Doctoral School of Accounting), the Bucharest Academy of Economic Studies (Faculty of Management), the Academy of Economic Studies of Moldova (ASEM), State University 'Alecu Russo' Republic of Moldova, State University of Moldova, July 18-19, 2019, Târgoviște, Romania.
9. Timeea-Alexandra D. Simionescu (Savu), '*Management and school education*', International Conference 'Present Issues of Global Economy', 16th Edition, University of ‘Ovidius’ from Constanța, June 13-15th 2019, Constanța, România.

10. Timeea-Alexandra D. Simionescu (Savu), '*Managerierea problematicii devianței școlare*'/'*Managing the Issue of School Deviance*', International Conference 'Present Issues of Global Economy', 16th Edition, University of 'Ovidius' from Constanța, June 13-15th 2019, Constanța, România.
11. Todoruț Doina, Timeea-Alexandra D. Simionescu (Savu), '*Emotional intelligence is an important mean of managing conflict*', Third edition of the International Conference „Inclusive and sustainable economic growth. Challenges, measures and solutions” (ISEG 2019), University of 'Transilvania' from Brașov, 31.05.2019-01.06.2019, Brașov, România.
12. Timeea-Alexandra D. Simionescu (Savu), Todoruț Doina, '*School manager and the challenges of the educational system*', Third edition of the International Conference „Inclusive and sustainable economic growth. Challenges, measures and solutions” (ISEG 2019), University of 'Transilvania' from Brașov, 31.05.2019-01.06.2019, Brașov, România.
13. Timeea-Alexandra D. Simionescu (Savu), '*Teacher-Organizer and Manager in the Educational Process*', International Conference 'Information Society and Sustainable Development" ISSD 2019, VIth Edition, University of 'Constantin Brâncuși' from Târgu-Jiu, May 10th – 11th 2019, Târgu-Jiu, Gorj, România.
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