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UNIVERSAL SCHOOL AS A SOLUTION FOR THE CIVILIZATIONAL CRISIS

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Abstract: The study proposes an interpretation - comment and use of the very generous openings offered by the coexistent successions theory, the work of Professor Tudorel Postolache. Built as an explanation of the state of crisis that characterizes contemporary society, the theory provides an opportunity for innovative interpretations of the role of education and, above all, of the school.

This study examines the desire to build a new type of school, the Universal School.

Keywords: Coexistent successions theory, three-generational individual, universal school, school mafia, civilizational crisis.

Rezumat: Studiul propune o interpretare – comentariu și fructificare a deschiderilor deosebit de generoase pe care le oferă Teoria succesiunii coexistente, opera prof. Tudorel Postolache. Construită ca explicație a stării de criză ce caracterizează societatea contemporană, teoria oferă șansa unor interpretări novatoare cu privire la rolul educației și, în primul rând, al școlii.

Studiul de față analizează dezideratul construirii unui nou tip de școală, Școala universală.

Cuvinte cheie: Teoria succesiunii coexistente, individ trigenerațional, școala universală, mafia școlii, criza civilizațională.

1. School as an object of social life analysis

The society unveils itself and it requires a systematic approach from the researcher. It represents a large body of organizational and functional complexity in which the components and relationships are of great diversity and in an ever faster dynamic. In fact, this continuous acceleration is the critical factor that determines the inability to give a full and irrefutable theoretical content for social life. This content must always be reviewed, marking the draft of a static "picture" as a result of fighting with the fast passing of time which engages the joint property of changes.

Theories about the society born through sociologists' efforts to capture its final

contours and content (see D. Popovici, 2010) were challenged shortly after their appearance for at least two reasons: they were soon dispelled by the merciless flow of time and, on the other hand, none could remove the multi-paradigmatic character of sociology. But not only general theories on society, quite frequently forgotten, whose placement in the archive of knowledge occurred early in the twentieth century, but also the sociological theories dealing with sequences of social life, even after their expansion- which led to their formation of a new sociological content- had the same fate. The causes have not changed; they remained the same to ensure the futility of any attempt to theoretically ossify a reality that is naturally protected against this state.

In all components of social life, from its genesis in organized forms, education has not left the stage of the social game, its role forcing those who designed the poster of the social "play" to write it with capital letters. Understood as *"deliberate action of the social organization on information-processing capacity, specific to each individual, in order to guide it to a feasible direction, which was set before"* (D. Popovici, 2004), education is one of the main forces of social life reproduction. Its role was continuously weighed, compared with the economy, politics or social structure and with their components: production, consumption, war, power, sex or social classes.

I believe that behind of all these factors whose importance in the dynamics of social life we are not entitled to legitimately doubt, there is education, and thereby, its indubitable strength. War, power, sex, etc., are components worn by men endowed with a certain spiritual structure, the result of personal or educational efforts induced from outside which take the form and content dictated by the quality of spiritual structure held by their perpetrators. War is initiated, conducted or avoided by people, power is exercised by people appointed by the society, sex is humanized in accordance with the human quality of its practitioners, etc... From this perspective, education can not be ignored or denied in the dynamics of social dominance. It leaves its marks on all parts of society, the quality of its insertion in the spiritual configuration of the people who compose the society at a given time and determines the structure and functional state of society in which it manifests itself.

Complex social act that engages the key drivers of society, education is composed of certain elements and among them school is distinguished as an organization designed to operate for the benefit of training the processing capacity of those who go through it to follow the process that it proposes. The double potentiality of school, born and

consolidated over its becoming, productive on one hand (producing human and informational resources that help to structure successively the available information) and managing on the other hand (its own ability to match the processing possibilities of the individual with the socio-organizational requests), it gives it a powerful force in the panoply of education, being the main educogen agent in the logic preferred by today's society. Actually, school is the only social agent fully-oriented towards education, the other agents having other actionable availabilities: politics, church, the army, imposing media and other availabilities than the educational ones.

The social role of school was the subject of many theoretical approaches with diverse scientific horizons (sociological, pedagogical, historical, economic, etc.), various studies have made their mark on this vast problem spread on a field which starts with vehement denial and reaches the overstatement. It is undisputed that the school has been an object of reflection precisely because its social importance was and remained boundless. In this context the role of school in contemporary society – prisoner of a huge crisis – returns in actuality pushed forward by the need of a theoretically valid answer to the solution of the current crisis.

Reading through today's literature belonging to the humanist and social sciences we find a myriad of solutions filtered through theoretical devices of great diversity and undoubted accuracy where school is missing the call of the constructive role factors, the primer of rebalancing the drifted system. Therefore, no matter how complex and appreciated, we consider them partial and ennobled only by virtues that put into practice, delay a final confrontation that will irreversibly occur (see A. Giddens, 2007).

It is clear that solutions that are not excluding school from the theoretical explanatory formula of the causes of crisis occurrence and in its temperature until its disappearance from

the civilization stage, are worthy of attention. Even more, when school is considered the main vector, the essence of the solution to anaesthetize the sick social body and its desirable healing, the attention sociology and pedagogy must be revitalized.

It is the position that we try to take as a comment, a secondary text that *"On one hand, allows the construction of new discourses (in an indefinite way): projection of the first text, its permanence, its status as an always updated speech, multiple and hidden meanings that it considers to hold, hidden resources and essential riches that are assigned ... But, on the other hand, the comment has no other role, whatever the techniques employed, but to finally say what was articulated in silence ... there is nothing new in what is said but in the event of his return"* - Foucault, 2007) to a text written by Prof. Tudor Postolache (Postolache T., 2007) that we consider revolutionary.

2. The features of the Coexistent succession theory

Reading A. Toynbee, prof. Postolache finds in his work a very interesting concept, along the explanation of its origin and importance for the interpretation of the dynamics of social life – the tri-generational phenomenon. (Toynbee A.J., 2007). That is, the succession of societal stages is the result of two objective phenomena: the tri-generational triad and the secular cycle (Kondratiev). Our century is the witness of an important transformation regarding generations, the fact that a simple succession of generations is replaced by their overlapping succession (coexistent succession). Caused by this, on the stage of social dynamics there appears the tri-generation individual, *"which cumulates the spiritual thresholds of three generations, going through all the successive stages of the process of spiritual evolution - forming, creative maturity and reflection – thus turning the simple stage successions into coexistent successions. The same individual goes through all of them, reaching the tertiary threshold, the*

reflexive one – which is characteristic to a third generation and which begins after the age of 55 and goes on until 80-85 . (Bădescu I., 2009)"

Coexistent succession theory exploits the universal function of the third generation discovered by A. Toynbee and points to the current situation, including the crisis that grinds away the modern world is due to misunderstanding and / or ignoring an obvious reality; the current history is the witness of the apparition of coexistent generations and of the tri-generational individual. These concepts replace the successive generations and imprint a new dynamic and a new content for the inhabited territory. *"In the middle of the twentieth century there were two coexisting generations, today, a generational triad is a phenomenon already in existence, while in the second half of the XXIII-rd century the generational standard will be given by a structure of four generations"* (Postolache T., 2009).

It is certain that the pattern that structures the inhabitants of a social organization has significant influence on the destiny of the civilization that they are part of. The generation term is identified with the meaning explained by Mircea Vulcanescu : *"The essential nature of the term it seems to be of sociological order, thus it gives a sui-generis social unity, a " social will"- giving it the meaning from the sociological system by the Professor Gusti, whose application we gave in the analysis of this term- meaning a reaction unity, a definite/concrete and significant relationship between a group with dominant manifestations thoroughly structured (problematic similarities, similarities in materials and masters) and a group of genetic factors that makes them simultaneously conditioned: biological (age), psychological (self-awareness, influence) and historical (contact with a social event, social classification"* (Vulcănescu M., 2004)

The tri-generational phenomenon expands as a

reality and as an explanatory fact in all current social life domains, expressing itself through third generation social phenomena, which are found in several plans: individual (tri-generational individual), societal (coexistent civilizations, numbering six today, or according to other sources seven or eight, being different regarding their identity character : open or closed), psychic (the identity propriety flows from the archive of the collective unconsciousness “*which is a common and universal stock , which can be accessed personally*” – Postolache T., 2007 b), scientific (third-generation science) and education (third-generation school).

In this existential situation, the actual crisis is not a conjectural or partial one (usually, the studies emphasize the economic dimension and especially the financial one), it is a systemic, structural and a civilizational crisis according to professor Postolache , being this way because the dominant civilization crisis expands over all civilizations situated in the same temporal dimension and in different geographical locations.

To summarize, the structural and functional construction of the current world is fundamentally different from the construction of the worlds across history. It devolves upon new characteristics which generate new disorganizing sources that increase the system’s disorder.

Professor Postolache studies the quality of this new stage of social life and, wanting to find the sources of the pro-human functionality of society, searches the mediator of coexisting diversity. He starts from the idea that his discovery allows the action that will lead to the positive recovery of the role it plays in the dynamics of the whole system. The place in which the contemporary civilizations, both open and closed ones, can meet without the possibility of canceling each other is not economy or politics, but School and Faith. In other words, in the horizon of the coexisting succession theory, school represents a source of the crisis, but, at the same time, the solution meant to stop it. Apparently, the theory is

subjected to the same error that many sociologists weren’t able to avoid.¹

Prof. Postolache is certain that school’s anomalies are transmitted to the fragments of society and to the society as a whole. Not only that, the actual crisis and its perpetuation originates in breaking the law of coexisting generations, in one or all the areas it manifests itself.

3. Desirable school and its role.

It is clear that the current civilization is situated in a deep crisis.²

It calls for new installment, restructure, abolishment and construction which have not been part of the theoretical and practical arsenal of mankind. The essence of these changes, believes Professor Postolache, is to change the fundamental intellectual structure, meaning the mental formula that condenses the spiritual archive of humanity, which compels to the transformation of the instrument able to produce this effect, the school.

The emergence of writing, approx. 6000 years ago caused the crash of the traditional pattern of learning characterized by spontaneity and

¹ . M. Vulcanescu draws attention on it and writes: “*The social fact is a complex one, it involves the simultaneous existence of a number of conditioned and overlapping circumstances. The needs of analysis, the simplicity, the monistic structure of the scientists’ mind or the simple exigency of the latent uniformity principle in any scientific explanation push some not to consider, as a trigger factor in the explanation of social facts, but only in certain circumstances by a particular order. It’s the so-called unilateral sociology case, who seek to explain the social phenomena that are exclusively influenced by environment (Ratzel), either exclusively by race (Gobineau), or solely by psychological factors (Evening, Durkheim), or by historical factors (Lamprecht), either through economic infrastructure (Marx, Engels)*” (M. Vulcanescu , 2004).

² Since 1931 René Guénon considered that “*we can feel the real coming of the end of a world, meaning the end of an age whose historic cycle, maybe in concordance with the cosmic cycle, as all traditional doctrines teach us[...]*” and that “*we must try, as much as possible, to prepare the exit out of this gloomy age, whose end, more or less close, if not imminent, is already easy to foresee.*” (Guenon R., 1993).

guidance in the family (D. Popovici, 2000) which made the birth of the school necessary and possible as a suitable environment required for organizing and developing the learning process. Today the appearance is imposing itself in the organizational and functional structure of the society -what Professor School Postolache calls the Universal School. It appears as a necessity of the civilization successive movements that reached their coexistent state.

T. Postolache writes: *“The Universal School represents, consistent with tri-generational universal movement of civilizations, a third generation of School. The first generation of School begins with the advent of writing and lasts until the Renaissance ... They are the local schools, parishes. The second generation Schools begin with the Renaissance period and covers the gradual development that includes national schools generalization. The perfect intellectual environment for the third generation of School – The Universal School – feeds of great surprises of science and philosophy and its political landmark is the revolutionary year -1989”* (Postolache T., 2007 c).

This means that:

a. this type of school has its source in her own existence but its appearance is driven by two other aspects of the current content of civilization: the birth of the generational triad (of three coexisting generations) and its own universal school climate (mankind benefits of unifying books and the universal scientific spirit);

b. Solve universal school - plural schools report. The Universal School does not claim the right to uniqueness, does not cancel school pluralism, but is built by a syncretic aggregation of their characteristics becoming the school archetype. *“Universal School enjoys an advantage over other institutional settings. This is the archetype of schools; by their specific nature each school follows an irresistible movement from local to universal, while, in the same time, a reverse movement,*

from local to universal. School is essentially a reticular and subsidiary phenomenon: at national level, this character was discovered centuries ago” (Postolache T., 2007 d);

c. it represents the core that mediates the incontestable diversity of the six/seven civilizations coexisting today, the unifier of the centrifugal tendencies that each of the mentioned civilizations manifests. It fulfills the hope for social unity and warranties social progress.³

d. as a cosubstantial institution of the current society it cumulates four features:

-it's the origin of any new type of property, identity property –this being of a different quality, distinct of any other type of property that has ever marked the evolution of society: not subjected to distribution, re-distribution, expropriation or re –expropriation. It represents *„an organic, incorruptable extension of the long way of human property towards its horizon of individualization - universalization”* (Postolache T., 2007 e)

-it starts a new type of social mediator at an universal scale;

- it warranties organic collaboration between successive coexisting societies through the practice of permanent education. Today's coexisting generations group around a 90 years life

³Sure that it is necessary that the Romanian youth are united, M. Vulcanescu wrote: *“If the youth of this country can't manage, in this generation, to reduce the centrifugal ideals of Romanians from different corners of the country into one single face of the Romanian man, in which Romanians worldwide could find themselves, as in a good of their own; if the type of the Russian man, dostoevskian and tolstoian of the Basarabians and the latino-kantian man of the Transylvanian can't manage to synthesize with the French byzantine man of those from the Old Kingdom, a synthesis in which centrifugal tendencies to appear just as the temptations of universalizing that the same man of Eminescu and Creanga have – the political unity of this nation, which has been wanted for over a millennium and that when found was not recognized – feels threatened to me ”* (Vulcanescu M., 2004 a).

expectancy, out of which 45 are spent working, 10-15 years are dedicated to formation (in family and society), 12 years dedicated to vacations and the other 12 dedicated to health care (after 78-80 years old);

e. is the only way to open the path for "the second decolonization", the mental one.⁴ This need derives from the reality that the old colonization (as legal and political domination) was replaced by *colonialism* (cultural domination, political, economical in the absence of the colonial administration). The situation is originated in the fact that colonial thinking has been perpetuated in the postcolonial period, in instruments that seek to impose the spiritual configuration of the collective mind, meaning precisely the content that held the secondary decolonization role. The main force is the school that can not fulfill this role only when it will become the Universal School with tasks and competence for "*decolonizing the production of knowledge*" (see Encarnación Gutiérrez Rodríguez, Manuela Boatcă, Sérgio Costa, 2010).

The tri-generational structure creates very important social problems specific to the coexistence of generations: pensions, working time, social insurance, etc. which may endanger the desired relationship between generations. Following this line of thought, the Universal School represents the social frame designed to ensure the profitable networking for the functioning of society between the coexistent successive generations. It is clear that any political action embodied by administrative measures aimed at condemning

or eliminating of one generation from the constructive act of the society, has serious and undesirable consequences (see communism condemnation, lustration, retirement laws, promoting young people by removing old people, etc.).

The role assigned to Universal School is to build the fundamental intellectual structure of the world whose human carrier is the tri-generational individual. Characteristics that define this individual are of unifying essence, according to Professor Postolache, the balance being the dominant note: "*it is as scientific as it is religious, as modern as it is traditional, as universal as it is local, as global as it is national, and maybe the most difficult, as rich as it is poor*" (I. Badescu, 2009).

Universal school is not an utopia, but, separated from the theory of coexisting society, it represents a „feasible ideal” and it implies a continuous evolution, unlimited by time. The mission is exercised through taking on a content that allows it to fulfill its objective. The main content is the study of science paired with the study of religion, a duality of most importance in the formation of the spiritual structure of the tri-generational individual. Also of significant importance is the „*code of immunities, privileges and training of the Universal School*”. Out of these, the theory’s author names: acces to the resources of universal patrimony, a generation –balanced organisation of permanent education, the profane powers (police, justice) don’t have the right to intervene in school, unless solicited, ideational freedom etc. In other words, school must keep the interest for the divine mysteries of the universe that lie in the contents and its didactic development, unity between science, religion and academic freedom.

The partial seizure at societal level travels evolutionary cycles entering its maximum systemic phase, called civilization crisis which, in turn, registers an evolution. It reaches its maximum level when the only

⁴ Constantin Noica wrote: „when a nation fights for its good, to defeat tyranny, for unity or for independence, it makes, in a succession: economical, social, political and national movements. But when it rises to give, beyond all these, a new type of man, an authentic type of man, then it makes a spiritual reform...The spiritual reform is not for humans, but for the human. It is not satisfied with getting something for everyone; it wants to ask something of everybody” (Constantin Noica, 1991)

mediator, School (is the place where coexisting generations overlap) is affected by diseases that destroy its existence reason or disrupt the whole point of its necessary achievable objectives. It is the moment when school loses its own identity because of the obstacles that it can not circumvent because it is sapped of its immune energy. It falls as a prey to these, contributing to the expansion of the civilizational crisis. *"Let us therefore remember – Badescu warned- the only successful way of a civilization involves the enforcement of the succession coexisting law, and the path of slipping into crisis and disease involves the disintegration fundamental intellectual structure, school crisis ..."* (Badescu I. B. 2009)

4. Threats to universal school

Achieving the mission assumed by the Universal School as "the germ cell of human civilization" , it does not mean it is safe, any disruption caused by them having harsh effects on the entire social body.

First, the structural crisis of Western civilization, radicalized for about 80 years, is the main obstacle to the building of Universal School, and to completing its task -building the fundamental intellectual structure of mankind. The promoted options are not unifying or generating universal balance. The harmful mission that Western civilization carries originates in the fact of its completion, in the phase of coexisting sequence with the third generation, which is not suitable for the role it must play, that of carrier of the new desirable intellectual synthesis and that of Universal School architect : *"Instead of a creative movement, the synthesis generation proves to be an aged generation, responsible for the phenomenon of institutional perplexity, turns out to be strongly imitative and weakly creative. It shows a great adaptive power and also a gap, almost a lack of transforming power "(I. Badescu, 2009 c).⁵*

⁵ *The institutional perplexity* is a term of Pierre Werner (ecologist and politician, first minister of Luxemburg

The second danger comes from the crystallization of an increasingly non-Christian life, even anti-Christian. The obvious separation in real life of politics, economics, science and their developing into more autonomous frameworks have generated a decrease in religious receptivity. More than this *"a pure religious religion takes shape. This increasingly loses touch with the immediate practical life thus becoming poorer in worldly content, it limits more to the purely religious doctrine and practice and for many, it has only become a significance for providing a religious devotion to certain peaks of existence such as birth, marriage, death"* (Guardini Romano, 2004). In this way the foundation fund of the Universal School is jeopardized by lacking the essential components, the Christian faith, the guarantor of the desirable structuring of the three-generation human processing capacity

The third danger, maybe the biggest one, what Prof. Postolache calls „*School Mafia*”.

Three aspects must be taken into consideration, that characterizes this scourge of current school:

- School's open structure, illuminated by rays of deep culture and able to cover wide spaces around it is subordinated to the mean interest that makes its contribution impossible to the formation of new intellectual structure. On the one hand, these mean interests are made by interference of the interested media, business men, news agencies, parties and totalitarian governments who inoculate their own interests in the school's training program, turning students into sure victims of the mafia (which they represent). On the other hand, these

between 1959 and 1974 and between 1979 and 1984, initiator of the European Monetary Integration through the Werner plan, honorary member of the Romanian Academy since 1994) created to indicate the existence of the civilization's crisis. He accentuates the incapacity of the institutional frame to harmonize with the changes of the society and the situation in which it promotes solutions that are compatible with its decision-making structure, which gives it minimal problem-solving capacity.

interests are embodied by the monopoly on the intellectual thesaurus owned by an elite⁶ that doesn't want to leave school and, in turn, transforms it into an arena used to solve their own interests. The school is drastically limited to the possibility that results from the natural mission of its reason, that of opposing to the forms of political hegemony (socially, economically and culturally manifested), to preserve the power of truth. The task of the school intellectual is diverted, as Foucault himself acts (Foucault, 1972), from the discovery and acceptance of truth thus being directed towards participation in the battle for imposing a "set of rules that distinguishes what is true from what is false" in order to achieve the desired power effects. This way, school can not create and consolidate the important components of its *code of immunities* which is essential to exercising its purpose.

- school mafia lives and exercises its power by keeping the decay that mediocrity inoculates which plays an important role in the general structure of the school. It is also the intellectual and moral mediocrity who has a huge fructified force to deny the very essence of the facts that guard the school's *raison d'être* and to promote spiritual fracture within the three generations that coexistent inhabit the school; it preserves the forged and dissolutive environment against the true and constructive one. In this way, the unbalancing of school is triggered which exhaust its necessary energy;

- the non homogeneous composition of the school mafia inside of which purposes "live" and evolve in an establishment worthy of the best goals, these being types of great diversity from which Professor Postolache points out the pseudo-prophetic mafia, "a sad chapter of intellectual life ranking of the states as

⁶ *Elite level accumulates concupiscent, luxury, greed, consumerism, moral degradation, adulterous sensualists, abandoning the nations over which they dominate, the replacement of the spiritual direction with the voluntary's arbitrary and with the great vanities, with the installment of egotism etc... Elite's crisis is transmitted into a generalized institutional crisis, and further on, into a civilization jam, a chronic incapacity to universalize its own pattern.* (Bădescu I. 2009 e).

opposed to imitational models, as abstract as they are unnecessary, serving only the mafia, its goals and games that can keep it into power and guarantee its privileges, functions and positions. This pro-Soviet pseudo-prophetic mafia of yesterday, the European and American servility of today are the greatest evil of civilization being the spreading cancer of a society every time it reaches the school's body and the mind of the young generation. The Universal School triumph hits the school mob –as it hits the worst obstacle able to transform the landscape of the society into a swamp with dangerous quicksand "(Ilie Bădescu, 2009d).

Therefore, the reality of today's school crisis accompanies the civilization crisis by absorbing the essential aspects of its manifestation, requires a massive intellectual capital transfusion designed to stabilize the existing resources, but still endangered by the exhaustion and to add new human and cultural dimensions that can legitimize with the Universal School.

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AN IMPORTANT SUCCESSFUL FACTOR IN THE MODERN BATTLEFIELD

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Abstract: Obtaining success in the military action is a fundamental preoccupation of all the commanders and staff. This preoccupation comes in strong connection with the specific of the present-day and nearby future military action. Acknowledging the factors that ensure success in the modern battlefield becomes this way a fundamental problem for military domain. To put in other way, the officer's competence as military leader can influence, often decisively, the fulfillment of tasks in each military action in the battlefield.

In this paper, we assume the approach of some aspects specific of the place and role of the officer's competence as military leader in order to obtain the military action's success, as a new opening in the field of preoccupation of a major domain for the military theory and practice.

Key-words: officer, military leader, leadership, success, military operations, battlefield.

Rezumat: Obținerea succesului în activitatea militară reprezintă o preocupare fundamentală a tuturor comandanților și a personalului. Această preocupare apare în strânsă legătură cu specificul activității militare din zilele noastre și din viitorul apropiat. Conștientizarea factorilor care asigură succesul pe câmpul de luptă modern devine în acest fel, o problemă fundamentală în domeniul militar. Altfel spus, competența ofițerului ca și leader militar poate influența, adesea în mod decisiv, îndeplinirea sarcinilor în fiecare acțiune militară pe câmpul de luptă. În această lucrare, ne asumăm abordarea anumitor aspecte specifice privind locul și rolul ofițerului, ca și leader militar, în vederea obținerii acțiunii militare de succes, ca o nouă deschidere în câmpul preocupărilor unui domeniu important pentru teoria și practica militară.

Cuvinte-cheie: ofițer, leader militar, conducere, succes, operațiuni militare, câmp de luptă.

Argument

The paper refers to the leadership dimension of the officer as an important source of power and success in the military operations.

In our paper, we use a synthetic approach of the military leader competence that every commander has to take into consideration. From this perspective, we believe that our approach fills a gap in the research area of successful factors in the battlefield in the context of the modern military phenomenon.

The issue of primacy in the relationship between man, technical resources and other successful factors in the war, is not new or unimportant, it continued to be bitterly discussed by military experts, and not by them only.

Man is indispensable when it comes to making decisions on the battlefield (a more complex environment than land) where artificial intelligence is truly amazing. High technology is an extension, a prolongation, an extremely valuable aid for the human brain, however, in this process of making decisions, it is clearly outmatched by human intelligence.

So for a more realistic approach to the current and future warfare, we believe that specialists and researchers should take into account both man and technique. The two aspects are not mutually exclusive, but complete and reinforce each other, being in a complementary relationship.

Prefiguring the conduct of future warfare, military action - in general, the evolution of the military phenomena and the importance of leading it, occupied and continues to occupy a vast area of concern for many political analysts, scientists and military experts, covering the pages of many books, magazines, newspapers and being on the agenda of many meetings.

The future battle will take place in a multidimensional fluid space in which asymmetrical actions will take place characterized by mobility, flexibility, maneuverability, availability and decentralization, and one of the factors for success is undoubtedly the lead. To win, commanders will have to fully master the military actions and to quickly adapt to the new combat space.

The dramatic dynamics of change in the modern military phenomenon generate the necessity of officers like military leaders.

Also in the future, management will be a combination between art and science, but we consider that the importance of art will increase, as military commanders must apply some principles, must analyze scenarios and act in situations that could not be predicted with certainty. *"When you deal with the future ... is more important to have imagination and intuition than to be exactly one hundred percent."* and *when you forecast, it is better to make errors from great boldness than from too much **caution*** appreciates Alvin Toffler. [1]

But we have no goal to declare the superiority of the military leader on the manager or commander. Now, we intend and we follow to emphasize the necessity and the importance of the officer like military leader in obtaining victory and success in the military operations.

1. The land forces officer like military leader

One of the main issues of the officer refers truly to obtaining and practicing power to be successful in military operations.

We consider that the officer, a factor with major impact upon the military organization, may influence the success, efficiency and performance of each subordinate in particular, of each structure and military organization as a whole - in times of peace, crisis or war. To do this, from the perspective of successful management of military action, we strongly believe that the officer should benefit from three types of authority: the authority that gives him the position and rank – authority given especially by the commander competence; the authority conferred by held knowledge, abilities and technical skills – authority given especially by the manager competence; personality authority – the one that is ensured by the leaders military competence.

The officer – as a military leader, influences more and administrates less striving less to be boss, but without the total passing of moral values. He inspires and directs the organization in the right direction, has the ability to act on beliefs, values, attitudes, behavior or performance of subordinates to achieve a goal, is able to convince the subordinates and the associates to do everything they can, and more than that, to achieve a common goal in any situation – in time of peace, crisis or war.

Thus, leadership and military leaders act as key factors in the economy of the military leadership, important variables in the equation for the success of the organization and military action. So more than ever, nowadays there is an urgent need for leadership training and development of military competence (in addition to those of manager and commander) of military leaders. It is thus envisaged, a reconsideration of theoretical assumptions and methodological approach to science education and military science of human behavior under conditions of

imbalance, non-linear and discontinuous, with emphasis on the introduction of multi-criteria optimizations in the military leadership process.

In every industry, competence is an insurance condition for performance and efficiency [2], being supported both by internal factors related to the characteristics of the person performing the activity, but also by the external factors belonging the circumstances of the activity.

In general, it means the ability to appropriately resolve a problem, take appropriate decisions, to fulfill a mission or to practice a profession in good conditions with recognized results.

The military leader competence is not a one-dimensional concept, but relational, and can be defined as the relationship between the military commanders leading abilities and the characteristics of the military action.

The profession as officer is directly linked to the highest human values, and each officer must be sensitive to moral values, to show understanding and total adherence to them. [3] They are essential to healthy and coherent functioning of the military organization. Consequently, results the obligation of the officer to instill and shape these attributes to their subordinates.

War, more than a clash of material forces, is a clash of wills and characters. Therefore, soldiers should have that moral force to help them withstand not only the brutal shock they are subjected to by the extremely harsh reality of the battlefield, but also a spirit and design confrontation. [4] The moral force of an army is the synergetic result of all military personnel, but the officers are those responsible for training them (during peacetime), are those which set the tone, inspire, influence, focus, guide and release. They are the ones to build the state of mind needed to persuade the subordinates to do everything for the leader and for the mission set by them, even if it involves the supreme sacrifice.

What gives the officer the military leader competence is his ability to convince

his subordinates and associates to do whatever they can do, and beyond this, to achieve a common goal. He must possess not only the qualities expected from his subordinates, but also those needed by the working group and the military organization, and also to be an example for them. For example, physical courage – which is a military quality (and not a quality specific to the military leader) that can not turn you into a military leader, but if you do not have it, you can not be a leader in the army. To be a military leader, it is necessary - but not enough, to embody the qualities that all subordinates must have, and also the ones specific in the military organization.

The military history has proved that on the battlefield, the heads were those distinguished commanders who have strengthened the genius and science of leading in wars with the specific characteristics of leadership – which were those who had very well defined the military leader competence. In times of uncertainty, risk and extreme danger the officer as *military leader* is absolutely necessary for military organization.

2. The success in the battlefield

Success, leadership, military action – these are some very popular words in the military current vocabulary. Very often, military actions are extremely complex and strenuous ones, actions in which the concepts of risk and danger are taken to the extremes. Who or what influences success?

The military action is a type of human action which due to the peculiarity of the military organization it has a specific way of training and development but, beside the common elements with other human actions – agent, purpose, object, means and finality, the military action is characterized by a sum of elements specific to the military environment or by some that manifest totally different in this domain: information, conflicting connection, distinct motivations, rejection and risk. [5]

We consider the military action to be a specific human action developed by one or a couple of military or other agent – as a constitutive element of the action and having as a finality achieving the purpose: attaining the established objective or the mission they were assigned with.

To be successful in the military operations is a fundamental preoccupation of all the commanders. This preoccupation is a necessity of the present-day and nearby future military operations.

Success represents “*a good result of an action, achievement, victory*” [6], “*an achievement, triumph, performance obtained by a person or a group recognized by a collectivity*” [7].

The concept of success of military leadership was understood in many different ways, determined by the knowledge of psychic particularities and performances – the psychological profile, personality traits, the intellectual, physical, educational and behavioral level of development of the leader.

Success is a moral necessity of the officer – the symbol of his personal value. He depends on the intellectual capacity of the military leader, on the achieved knowledge, on the command and management capacities, on his abilities of applying his knowledge and of using his capacities and last but not least on the quality of leader and military leader.

War becomes a confrontation among professional and the real time command will make of the response speed of military systems a decisive step.

The informational opportunity and consequently, the rapidity and quality of military decision supported by an authentic military leadership complete most of the times the lack of forces and means. Although the modernization of endowment has an extremely important role in military organization success not less important is the endowment of human resource so as to rise at the expectations of modern battlefield. However, we wonder if we really need to give so much attention to this aspect once the existence of high-tech equipment and the endowment with technique

and armament. The answer will always be a positive one because wars have as a source the people and their involvement and not machinery. This idea is also supported by the American general J. Sutherland who claims that: “*The digitalization and equipment make progress rapidly in the general tempo of the modern battle. Despite all these rapid and big progresses which shuttered the battlefield, commander’s will still dominates the field. Human beings wage a war against others not machinery and computers*”. [8]

Success in military action represents a matter of will, of the capacity of surpassing the obstacles, of assuming risks, of confronting perils, of eliminating the artificial barriers etc. This makes us believe that the success of a military organization command and of the organization itself depends on the nature and action of the factors involved as well as on the understanding and the correct approach of the concepts and implications subscribing to it with the possibility of being explained by the means of an analysis of these variables.

The officer (as a leader) thinks about the future actions’ success as to activities with great achievements compared to a series of criteria imposed by the doctrine and the superior echelon. The factors of success of a military action are: *the commander, the subordinates, technology, doctrine and other (situational) factors*.

So, the success of leading an organization and military operations is the result of an assembly of factors, each and every of them contributing variably and dependent on their nature and functional relationships among them. The factors interact among them, each and every of them having a complementary role, supplying voids or quite rarely, creating difficulties in other’s actions. The influence of every factor is temporally modified as it modifies itself and models under the continuous influence of the others.

To conclude with, although there are many factors that influence the success of the military organization in the battlefield, military leadership is an important factor of the power struggle, the leading competence of the officer

being essential in the context of modern military phenomenon.

3. The competence as military leader of the officer – an important factor of the success in the modern battlefield

As we have just seen, success represents an effective action, with effects that exceed the ordinary. In practice, this is thought as success: all the results of the activity that have a maximum level, indicating the degree to which individual and collective achievements raises. If success in the military in times of peace is expressed by measures belonging to a standardized scale, in crisis and war success is expressed by measures, in general relative ones, belonging to more or less standardized scales. Specifically, if in times of peace every military unit, and more, each military action, is judged by well-defined indicators - such as military training, intervention, administrative activities, etc., it is not always the case in times of crisis and war. A relevant example is the very different findings, contradictory, even those referring to the results of the coalition in Iraq and Afghanistan. While some consider them to be a success, others consider them as a real failure. Why? Who is right? We believe that both sides, but each one reports itself to different reference marks.

Both competence and success are the result of knowledge, skills, abilities, capabilities, dexterities and character. But, while competence lies in those listed above, success can only be obtained by implementing them, in fact, from the application of competence.

Success is a function of competence; it is only one of the equation variables for success. The concept of the military leader's competence involves, in addition to the competence of manager and military commander, the one of the military leader. The military chief's competence is the synergic result of manager, commander and military leader competence.

When analyzing the success or failure in the management of military action it is important to understand that success depends on the competence and professionalized performance of the military chief who, in turn, result from the interaction of individual and situational variables.

Along with motivational factors, emotion is a component that can influence success, in a favorable, as well as unfavorable sense. In practicing the profession of military chief, emotion is particularly rich in meaning, generating a favorable attitude towards the mission of the military unit and mobilization missions of the subordinates for obtaining success. However, emotional excess harms the success of the military action, because when emotion is amplified, reason loses ground. The leadership competence is a key factor in managing emotion and, consequently, in obtaining success.

By its essence, the military leader profession is lying huge and numerous amounts of risks and dangers. In the military field, more than in other areas of social life, it can not be determined with certainty the development of future situations, not knowing precisely if the initiated action will be fully successful or it will be just partially filled with success. Military chiefs face both the decision risk issue – in case of adopting and executing a decision, as with the acting one - which expresses the possibility of appearance of less controllable factors and circumstances, or, adverse and uncontrollable ones.

As a leader, the officer is identified with the organization he leads, however, not at the expense of commitment of achieving the common goal. He can be tough and demanding, but never is he relentless and ruthless - only with him. This means human character, and these, care and trust in the subordinates are fundamental in the relationships between humans, attracting respect, earning trust and commitment, factors that potentiate the ability of the military organization to achieve the desired success.

Consequently, the military leader profession is rarely successful, unless applied

to all subordinates, giving priority to human relations. He must know very well his subordinates to use them very effectively, to train, motivate, provide value and create a conducive work environment for the initiative, creativity, efficiency, performance and success. Understanding people and treating them as such is a necessary condition for successful leadership and military action.

The ability to determine the subordinate to work with you and for you, to make them operate with the purpose of achieving common goals, of the military organization, is essential for a successful military action. The military leader determines his subordinates to use their intellectual and physical availabilities to their full potential for obtaining success.

An authentic military leader influences his subordinates, not by force, by dry orders, impersonal and cold, but through the formation of beliefs. These, as motivational structures represent ideas deeply implanted in the structure of personality, strong experienced emotional, which pushes, impulses to action. He aims to change way of thinking of his subordinates through capacity development and motivation to action, to achieve success.

He is capable to withstand the uncertainty and demonstrates patience in waiting for the right moment for action. He has a great power of persuasion, effectively using personal example, persuasive communication - by convincing arguments, and expressing strong point of views. He speaks from a strong inner conviction, knowing how to inspire enthusiasm towards his ideas and decisions. He does not impose his point of view by stressing formal pressures, authority, the appeal of his position of power etc, but by persuasion, discussion, arguments and, above all, a vision that inspires enthusiasm.

The military leader encourages the subordinates' initiative, awakening their interest for a purpose and allowing them to use their own judgment in solving missions. He maintains cohesion of the structure that leads, resolving conflicts that appear in the proper

moment. He is watching that all the subordinates perceive themselves as a single team, adhering to the same vision having consonant goals.

The competence of leader helps the officer to form and to ensure the cohesion of the subordinates and their action as a team, in strong connection and in an efficient and constructive manner, leading to increased chances of success in their actions. It also helps an officer to induce a high level of optimism among subordinates, who are guided by his leader virtues. Moreover, it assures him own confidence, increasing the willingness of the subordinates to pursue more active the direction indicated by the leader, helps develop new leaders - transferring the officers' visions and goals to the rest, even when he is not present - which leads to influence subordinates in a constructive manner and not alternative, to increase their chances of success in their actions. [9]

The military leader obtains adhesion, commitment and strong loyalty from subordinates, which allows him to exert a strong influence on them. When he gives them an order, the military leader points out the way in which he wants it to be fulfilled, he acknowledges them about the necessity and importance of it, he provokes and trains them in action. The confidences with which the military leader endorse his subordinates are converted into confidence, dedication and willingness to do whatever they can to fulfill their mission.

Military leaders with leading competence, offer something beyond the formal authority given by the manager and commander: the personal example, idealized influence and informal authority. Subordinates see in him, *the human face* of the system, the man who embodies the military commitment to be always ready for battle, sacrifice and caring for its people.

By personal example, the officer creates the spirit of team, where all soldiers are concerned and care for each other, because on the battlefield there are often situations where

the soldiers' life depends on the reaction of his comrades.

In the context of modern warfare, the military leading competence of the military chief is fundamental in obtaining success. The set of ethical and moral traits potentiates his ability to meet the demands of conflicts and crises that will arise in the future world. [10]

Thus, these enables the leader to adapt quickly and to be effective on the fund of huge psychological pressure caused by the risks and dangers of the modern battlefield, the speed, power and precision of many destructive factors, from the various and sudden changes that occur in carrying out military actions.

At the same time, all the ethical and moral values of the leader provides a strong cohesion within the structure that he leads - among subordinates, between the leader and subordinates and vice versa. Characteristics such as integrity, responsibility, loyalty, trust and fellowship is the foundation of creating a unit, solidarity and raising principles - all for one and one for all, always together - at the rank of religion.

There are several **qualities** which represent the hallmark of exceptional leaders and which are most often cited in studies on effective leaders: *intelligence, integrity, adaptability, professionalism, responsibility, loyalty, fairness, enthusiasm, warmth, welcoming attitude, spiritual opening, progressive thinking and courage.*

Military leaders from all times have faced with serious challenges in which concerns the achievement of permanent cooperation, active and flexible between combat units on the fund of huge tensions that arise during the conduct of military actions. Being characterized by self-control, awareness, teamwork, realism, the spirit of negotiation and empathy, the military leader surmounts more easily the difficulties created by the need for cooperation.

The leader stimulates creative thinking among team members and in the organization- at all levels – which leads to increased performance and efficiency, finding new ways,

techniques and procedures of action for carrying out missions. He accepts change, wants and determines it, using it as an advantage in achieving success: the change of the situation and subordinates, etc. The most difficult change the military has to make is that of the human resource. On the one hand, the officer - as military leader, seeks to change attitudes, and thus the behavior of the subordinates for the reason of engaging them into the task, for increasing performance and efficiency of the structure on the battlefield, and on the other hand, he prepares the subordinates not to significantly change their attitudes and behaviors to different unexpected eruptions present in the combat zone. Furthermore, whereas during the actions, soldiers are often placed in extreme situations - situations in which they are harshly tested, it is desirable for the officer-military leader that in the act of influencing and forming beliefs, attitudes and behaviors of the subordinates, to urge to emotions on a large scale, acting mainly on the emotional component.

Experts have shown that attitudes and behaviors influence each other. So if the military leader succeeds to determine his subordinates to change what they usually do, eventually he will be able to obtain the desired attitude and behavior from them, significantly increasing the structures chances of success.

The morale expresses the peoples mood for action, directly and significantly influencing the capacity of action (to fight) of the individual and the military structure. As a result, combat capacity is directly proportional to the level of morale, no matter that it involves a military or a military structure. In the military, the morale is an important factor which conditions the strength and cohesion of the army, the conduction and outcome of war. [11] The military leader is characterized by positive attitudes and high morale - a very important aspect from the perspective of the fact that the leaders' moral is transmitted to the subordinates, significantly influencing their behavior. While a fighter's morale influences more or less the moral and behavior of other

fighters, the morale of the military leader, surely, affects the morale of all subordinates.

At the level of military sub-units it is stated that, sometimes in similar situations, groups alike by composition and the tasks to be executed, obtain different performances and the atmosphere within these groups is different, and these differences are due to both the organizational capacity and action of each unit or subunit, professionalism of their members, and not alternative, and on the military leader. [12]

So, officer's competence as military leader is not the only factor of success in the battlefield, but the leader develops and conceptualizes the vision and goals of the organization, influences the subordinates to accomplish the mission, prepares teams, forms unit spirit, assures dynamicity of the structure he leads, allows a greater organizational flexibility and responsiveness to environmental changes, increasing group cohesion and stability with particular focus on the needs of the subordinates.

To conclude, the competence of military leader of officer is a key factor in the success of the organization's leadership and military operations in the context of modern military phenomenon.

4. Conclusions

We assume that our analysis is relevant for the conclusion that, to be successful, the military organization must have, in addition to high technology and weapons, structure and doctrine, a staff of value, led by elite officers – true military leaders, capable to form new leaders for all levels of command, with vision, and ensures the triumph of the organization not only in the present, but also in the future.

The conducted scientific approaches and the practical human activity highlight the fact that organizations and groups, especially the military, need leaders. Thus, in times of peace, an army that has a commander and has good managers can fulfill its mission, but in times of war it cannot do this successfully without leaders.

Nowadays, because of the complexity never seen before on the battlefield, and the unparalleled diversification of the missions, only a good management or a competent order exercised by the officers are no longer sufficient. There is a desperate need for leaders at all hierarchical levels, to transform the organizational culture and increase the efficiency of the military organization.

So, our short analysis reveals the fact that the military success depends not only on the intellectual skills, organizational and technical aspects of the manager, but also on his military leader competence.

In conclusion, the officer's competence as military leader is an important successful factor in the battlefield. The officer like military leader gives meaning to the leading process and the military operations, being an key factor in their success and getting the victory on the battlefield.

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INFORMATION SECURITY MANAGEMENT – WAYS OF ACHIEVEMENT

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Abstract: Making this article we aim to identify those procedures that can be used to provide information and to guarantee that security management systems obtain information products to support development of decision-making processes such as planning and operational management actions within each organization.

Activities within organizations increase their complexity and request more and more the use of optimization methods for management processes. These methods of management science should cover all processes carried out by organizations, including informational processes to provide a uniform, standardized environment that ensures optimal development of the full range of activities that can be achieved by organizations of any kind.

Keywords: information security, information system, information flow, security management, control information

Rezumat: Prin intermediul acestui articol ne propunem, să identificăm acele proceduri care pot fi utilizate, pentru asigurarea managementului securității sistemelor informaționale și garantarea obținerii produselor informaționale care sprijină desfășurarea proceselor decizionale, de planificare și conducere operațională a acțiunilor desfășurate în cadrul fiecărei organizații.

Activitățile desfășurate în cadrul organizațiilor își sporesc complexitatea și solicită tot mai mult utilizarea metodelor de optimizare a proceselor de conducere. Aceste metode, puse la dispoziție de știința managementului, trebuie să acopere toate procesele desfășurate de organizații, inclusiv pe cele informaționale, pentru a oferi un cadru unitar, standardizat, care să asigure desfășurarea optimă a întregii game de activități care pot fi realizate de către organizațiile de orice natură.

Cuvinte cheie: securitatea informațiilor, sistem de informații, fluxuri de informații, managementul informațiilor, controlul informațiilor, protecția informațiilor

Activities within organizations increase their complexity and request more and more the use of optimization methods for management processes. These methods of management science should cover all processes carried out by organizations, including informational processes to provide a uniform, standardized environment that ensures optimal development of the full range of activities that can be achieved by organizations of any kind.

We aim to identify those procedures that can be used to provide information and to guarantee that security management systems obtain information products to support development of decision-making processes such as planning and operational management actions within each organization.

1. Information security management

Information security management processes are customizing optimal management functions to regulate them. At present, when information, as the foundation of information superiority, becomes the central element of power; the need for detailed and science-based approach to information security processes is more striking. Starting from this hypothesis we will draw guiding elements of this activity, taking into consideration the specific development of the entire field of technology and information systems.

Foresight of information processes is the activity which projects the ways of obtaining the information necessary for planning and managing of activities. This means that based on the objectives to determine information needs and activities necessary to produce them, given the real opportunities available to the organization.

Forecasting the need for information is based on the activities performed and the objectives within the organization.

Information security planning process is carried out taking into consideration the centers of gravity and the important points of the specific activity carried out. Programming information security processes is made given the critical moments in the development of activities, when information needs are increasing, and given their correlation with the time required to process the course information so that duration of these processes is smaller than the duration of action planning process. During the operational management process safety information must ensure opportunity requirements imposed by the dynamics of activities combined with the security requirements necessary to ensure their activities.

Organization of information security processes required for planning and conducting activities within organizations has

purpose to establish the activities needed to ensure desired security of information products and distribution of forces and means for their implementation.

Organization of information security processes developed to support the management and running of the business is done in parallel with other actions. The main feature of this stage is dynamism, the rate of change being difficult to predict. Counterbalancing this is achieved by securing the time and resources that can ensure the principle of avoiding surprise.

In conclusion, we appreciate that security of information is a vital activity; requiring well-defined temporal allocation of resources to be included in the action plan.

Organization of information security processes is that activity through which tasks established as a result of the organization are communicated to staff and made clear and concise for each participant.

Important for everyone involved in the development of information security activities of the process is proper understanding of the activities and the rules and regulations in force.

It is very important in security management because it ensures plan implementation

Information security processes is characterized by high dynamics, and their timing should be based on actions / reactions of potential opponent. To achieve this goal must be selected strictly necessary information products together with related information resources, which will be subject to permanent securing and monitoring, whose viability should be maintained as a priority.

Information security control processes must be organized in every department to ensure accurate classification results in the set. Any deviation from the parameters set is to be remedied in a timely manner to limit leakage of information and to avoid error propagation in the upper levels of the organization.

Responsibility for the control of information security processes arising from the delegation of powers. Powers to exercise control and hierarchical relationships must be specified in the respective job duties, thereby offsetting the entropic tendency of system developments.

Application of processes information security management functions is the first stage of security management information systems within the organization. This ensures simple decomposition of the whole into parts to be easily managed in the context of information security management processes across multiple hierarchical levels. Based on the results of this phase there are established indicators to follow in order to ensure information security requirements and there may be determined necessary business information resources. Requirements and results analysis show that this activity requires the implementation of steps prior to receiving the directive that triggers actions, undertaken to create reserves of time, which can be used in planning and operational management of all activities.

2. Information resources security management

Information resources security management involves structuring information resources management for custom business process information security resources required for each compartment in the target organizations regardless of their activity. Information resources are differentiated by location and specific missions of each element of the forces involved in activities. The information sources are heterogeneous and information has a differentiated structure in relation to the level at which they are generated and the purpose for which they are used. The role of integrator of all the information and correlation of information sources is taking by the organization

management, the only place where the information is complete.

Higher level role is to regulate access to information resources that are shared by several departments, to establish user groups that have common elements, sequence, way and rate on which they access the resources, priorities depending on their tasks to achieve objectives. Because they are specific to each type of action, these items are subject to specific operating procedures that complement standard operating procedures.

Organizing information resources security is the activity by which these resources are classified in relation to specific criteria compartment. These criteria are chosen depending on the specific activities of the planning processes and operational management. Information classification is determined by the membership criteria of information sources, the priorities set by the higher level, the operating procedures established etc. The purpose of organizing the activity of security is to prevent excessive enlargement of information flows and the appearance of additional redundancies and security vulnerabilities on the line.

Organization of information security resources requires that personnel involved in information processes makes permanent the following activities:

- Correlation of necessary information with sources from which they are obtained;
- Correlation of the information obtained with the needs of beneficiaries;
- Correlation of beneficiaries with the sources of information.

By information resources security management are brought to the attention of all those involved in the generation and use of information: what are the procedures, critical points, predicted variants, etc.

Coordination of security information resources involves ongoing monitoring of

information resources during the operational management in order to timely detect trends of their transformation into a loss service or service with standby greater than decision-making cycles performed in each compartment.

Security coordination work is continuous synchronization of information sources and information circulated within the organization.

Coordination requires higher level intervention, especially where resources are vulnerable to security, inoperative and must be replaced.

Control of security of information resources is a component of relations system control - control of the organization. We will review this issue in two directions: control of sources of information and control of information circulating in the system.

Control of sources of information is done after each compartment is regulated through the earlier stages of the managerial process, because the sources are not always self-reliant entities, some must be shared with other departments. Regulation is achieved by the level holding the skills for employment, distribution, allocation, establishing actions and delegation of powers of command - control necessary.

These relationships command - control are regulated and enforced through appropriate job descriptions and organizational charts. Requirement that is necessary is that they are explicit to ensure understanding of access to sources of information to the involved parties given the necessary security requirements.

Information security control is the activity that ensures continued quality of information used in decision-making processes of policy makers, while achieving the level of protection necessary to preserve them unaltered.

Control information is simultaneously correlated with control of sources of information, by:

- Authorization of information sources used and information generated by them to avoid redundancy and reduction of quality parameters of the information used;

- Authorization of staff who works with information sources to avoid duplication or use of false sources;

- Prevention of unauthorized access to information to ensure their safety

- Guarantee of distribution of information to those entitled to know and authorized to use for planning and operational management of organizations of any kind.

Activities of information security management resources are not always explicit in existing documents. Personnel involved in the generation and protection of information should always be aware of its responsibilities and tasks and should implement custom management functions in relation to the level they occupy in the structure.

3. Management of information flow security

The third stage that should be developed at all levels of management is the management of information flows necessary for security planning and operational management. It takes place, with the initial elements: the information needs, sources that generate the information and requirements from organization processes information.

The activity of provision of information flow has the purpose of developing models for format of the data, coupled with technical means of vehicular options, to ensure beneficiaries requirements.

In the forecast phase, based on the information resources and time requirements, the aim is to identify possible security vulnerabilities in informational flows.

Grouping information can be realized according to the responsibility of departments of the organization chart. We emphasize the need to respect the criteria of simplicity, teamwork, sources of information that have no

resources specifically for this activity and the principle of division of labor.

Grouping of information sources can be made given the destination of compartments depending on the scope of their activity.

Component that supports actions management has the following features: a vertical flow, permanent (real time), homogeneous and linear. It is circulated through operating systems based on specific hardware and software.

Security management of such hardware and software systems involved in managing these flows of information is vital for security information systems involved in multinational operations.

The component that supports the planning process runs in a not automated system (with the computerization of some procedures) and meets the following characteristics: oblique flow, periodic, heterogeneous, type arc.

Flow of command information contains all information about decisions made by control factors and is the result of solving problems aroused from resolutions and dispositions of higher echelons or of sudden problems during specific activities.

Flow of information related to results of actions carried provides information about the degree of fulfillment of objectives set by the organization necessary to control activity. This flow is vertical, regular, uniform and linear.

Information flow security planning is a complex activity which resolves the problem of correlation of the necessary security information in the security management information systems.

Programming involves associating these information flows with exact points in time. Based on these guidelines there will be developed some of the instructions contained in the decision makers instructions to the execution structures.

Organization of information flow security involves establishing the format of each stream so that it can be initiated by the source and can be completed on the route to the beneficiary. At this stage the points are set in the organizational structure, where the information is evaluated and elements are added to ensure its completeness. Throughout the route from source to customer information must be secured and managed according to specific instructions and safety. Any possible doubt on the security of these information flows will be presented through the chain quickly and any vulnerability will be remedied as soon as possible.

The order is the way that contractors notify the tasks set during the planning and organization. This activity can be contained in the instructions for coordination, but we think that there should be developed special documents such as plan for the protection and prevention of leaks.

Coordination of information flow security is the attribute of each department within the organization as their initiator. Security coordination is achieved through organizational measures and involves ongoing monitoring measures to ensure continuity of information flow or timely detection of possible causes of their break. An important aspect of information flow security coordination is the synchronization of general information flow initiated at the request of foreign beneficiaries. To simplify the information flows involved, during the organization it is recommended the delegation of powers.

Control of information flow security is an activity that is intended to maintain or correct the information flow characteristics. This work should be carried out simultaneously by both divisions: the leadership, initiating information flows and sources that generate them.

All activities related to information flow control security protection aim at both the

information flow security and the collecting of information for the development of information security management activities.

We propose that the managerial approach to information security as a significant source of work to be done in theory, normative documents, information technology support being much easier to accomplish based on the specifications arising from this approach. Organization issues using security management techniques require a thorough study, to adapt and implement existing scientific methods. This can lead to optimizing the generation and use of information, and provide support necessary to reduce uncertainty in decisions in this area. The purpose is to develop basic operating procedures, functional in any situation that can be completed with specific situational elements for a specific activities in any organization.

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WORK BY WORD - INSTRUMENT OF PASTORAL COUNSELING

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Abstract: Starting on the road of the...word it really is and intellectual and emotional “adventure” which releases attitudes, behaviors and psycho-pastoral standings-on. Knowing the “word” is synonym with seeing the light, with making the first steps on the road of belief but also knowing virtues and mysterious laws which rule the human being and its earthly periplus. To enframe the word into the cognoscible area of psychology and pastoral knowledge, represents cognition of the force and relevance of work through word, specific to many demarches of interpersonal relations.

We can know it as a fundamental base of human knowledge, the identity of “instrument” in the world of research, detaching and systemizing the inner worlds of the mind, replying to identity by: who? how? where? when? to whom? how much? by whom? why? the word?

Keywords: word, attitude, behaviour, psychology, pastoral counseling.

Rezumat: A porni pe drumul... cuvântului reprezintă cu adevărat o „aventură” intelectual-emoțională care declanșează atitudini, comportamente și luări de poziții psiho-duhovnicești. A „cunoaște” cuvântul este sinonim cu a percepe lumina, cu a face primii pași pe drumul credinței dar și cu a cunoaște virtuți și legi tainice care guvernează ființa umană și periplul ei pământesc. A încadra cuvântul în aria cognoscibilă a psihologiei și a cunoașterii pastorale, reprezintă o recunoaștere a forței și a relevanței lucrării prin cuvânt, specifică atâtor demersuri de relaționare inter-umană. Ce poate fi cuvântul?

Îl putem recunoaște drept piatră de fundament a cunoașterii umane, identitatea de „instrument” în lumea cercetării, despărțind și ordonând lumile interioare ale minții, raspunzând la identitatea prin: care? cum? unde? când? cui? cât? de cine? de ce? cuvântul?

Cuvinte cheie: cuvânt, atitudine, comportament, psihologie, consiliere pastorală.

After St. Gregory the Theologian "Priesthood is a therapeutic science: seeks to heal the man by all means that are offered by our Holy Church. This is actually the work of the priest. "In this context, **pastoral counseling** is a unique form of religious-theological field that appeals to the **spiritual and psychological resources** to determine spiritual healing and increasing psychological comfort of the faithful. It is offered by a pastoral counselor who departS from the belief that:

- a) all people are special, unique and valuable because God created them in love;

- b) each person is responsible for its own decision and free, whereas God Himself has invested trust and love.

In this regard, the prevailing attitude of the pastoral counselor must be a positive acceptance of the soul. Warm approach, sincerity and naturalness of communication, will help eliminate confinement or interior blockings. Also, you should insist on full freedom that interlocutor will have about the topics discussed, to listen patiently, helping to overcome moments of silence, making him understand that he is free to say all about himself and not be forced to talk about what does not want, while respecting the beliefs.

Even if in the literature there is the term **pastoral counselor therapist**, specifically, Vlachos H (2001) recalled that the priests' work is healing of man and that he should be with knowledge and more that is science the fact of guiding, the priest guiding the man, towards the union and communication with God. It is visible from a passage of St. Gregory, „because in reality it seems that science is the art of arts and sciences, to guide the man, being the most intelligent and most complex. Exercising the therapeutic method by the priest the saint calls it an "art of arts and science of sciences", the "theology, therapeutic science”.

In this conceptual contextuality, **work by word pastoral counseling** can begin from "decoding" it through its personal identity. Thus:

1. "What has chosen" = the intelligent vocation selection. Of the multitude of words is necessary to choose the one that justifies its value. Why this and not another? What is the message got to the essence and structure? It is truly the most representative word? And their inner logic, the questions converge to that **which** because this requires knowledge. I can not choose by hasard the word because it is not the chosen one.

Important is the "science" that highlights **the chosen word**.

What is special? Form? Composition? The message? Power? And we can continue without finding the prescription of both quality and value of the word, because for each of us **the chosen word** gets a different identity.

Thus, the emotional load of the word, its psycholinguistic conduct and not least, the personality of the one who chooses the word, determines the psycho-pastoral expression reported to the given complexity.

2. How formulated? = Art of „clothing” the real through word. The entire construction of the word must consider how it is formulated-**how**. It fulfills all items that certifies its understanding by the author? It is transmitted through **formating-how** the message? This

way-how, determines the speaker both to a knowledge and a folding tool on the reception of the word.

How - is formulated to be understood?

- determine communication?

- makes the change by its own formulating?

- does it involve us directly in knowing the word itself?

We believe that all these questions make that the relationship in a pastoral counseling having at its basis the word and also the resultant, depend on **how**, in the thought in which the modality structures the idea, behavior and purpose of the act itself.

3. Where spoken = interior space of perception of the word. The word must be said, must be spoken, finding his own space - **where** to perfect communication. Where the word contains more wisdom, faith and / or love? It is always needed the material space to be spoken or the spiritual-soul, may be that **where** for the word?

Resonance space - where it has its significance as a value? It is important **where** the word: heals, strikes, whips, comfort, hurt or heal? Certainly yes, because the reference to the interior space affects the decoding of the message contained by the word. I speak than , where I have to, **where** it belongs, **where** is found, especially **where** it knows it's necessary and welcome, bringing quietness, love and peace, but above all, **humility**.

4. When used = "times" of salvation and the emergency of renewing life. When you use the word? It is moment, time most suitable? Temporal **-when** covers the whole area of the word? In this regard, time-**when** used in pastoral conversation is particularly important from its meaning. Not the same message as is charged when you say "good morning" in his time (the day) or the same words to address a person in a critical condition of his health, when, at midnight, they hear them again after the crisis. Here, the sense of returning to life as a new day is

relevant. **When?** When the time during the day and night brings fulfillment and involvement, without forgetting its semantic impact. **When?** Exactly when it should be!

5. Who sent = word that "builds" versus the word that "is being built". After space and time the word has a **target**, meaning it is addressed to a certain person. The direct address-**whom**, makes a point of departure in pastoral counseling through word-a beginig having the quality of identity. It is actually declining a person-**whom**: to me, to you, to us, to you, her, their, his, those, those, other, even commonly known: that, his, those, etc, important is the fact that after time, space, concept and forms, the word-message is addressed to someone perceived as being exactly the one who was sent, taking into account all the elements of identity.

Therefore, the pastoral counselor must know its early therapeutic work, **to whom is addressing**, which is proved especially by strategy which proposes to follow along his spiritual exploration. Take care not to say "to whom makes good" but "to whom is addressed", without forgetting the personal matrix of that certain person. **Who? Him** that he needs!

6. How understood = the wisdom of communicating by sense. Amount may exceed the quality? There are such situations and there aren't few, which make us think to the Latin adage: "Non multa sed multum" (not everything that is abundant is also good), which we can see in this case, thinking that not the multitude of word gives to the meaning a reason.

In this context, pastoral counselor must show wisdom in knowing **how much** did the person **understood** from the message of the word. Is the **meaning** of the word "water" the same in the desert and seaside? **How** blue, clear, cold and good is the meaning of the word **water**? This is when the pastoral counselor will be aware not only of the quantity but the quality of **understanding-how much** from the message of the word. How often will I repeat it? How I will use it? Did I made myself

understood? Actually, how am I understood with myself to perceive the meaning of the given word? Can I make it to be understood? How much? That's the question!

7. Sent by who = the authority in the community of the broadcaster (emitter). From the periplus of the questions "managed" in essence and psychotherapeutic value of the word so far, by whom submitted offers in the balance of assessment, the other side-**by who perceived**, the counterpart maintaining the equilibrium.

Thus, in this context **who** is related with: for whom, to whom, still managing to identify the one who transmits the message. Who is that person? What are his qualities? What scale of values is he related to? To what extent the one that transmits the message is involved? Only the priest is the one who submits idea of teaching and/or example? May on his turn the receiver (R) to submit himself the message for the emitter (E)? Who is involved and what structures of communication and networking are used for both transmission and reception? I have the capacity to transmit? Actually, **who** am I to send word? And why?

8. Why this one? = reasons of word credibility in a word at a time of crisis of motivation. We come to close the circle of rhetorical questions, however, with the belief that they really find their place as well as word sense in pastoral counseling. **Why this** word? As it heals, strengthens heart, builds and is at its place, being well chosen.

It is important also to know the destructive part of the word knowing that this **why** can bring: anxiety, hopelessness, helplessness, hate and even unfaithfulness.

The question why always leads to knowledge and hence to an inner restlessness, reminding us that we become inert and amorphous when we are not ask questions, and the curious **why** does not occurs among one of our common words.

Why this? Because it is most appropriate, that is its place, there its trial is primordial, referring to us and to the others. Why, **why?** Magic

question that, with some torture of the word, we will surely find the answer, just good to arouse a new question: **why this?** Why?

Thus, using **the work by word as an instrument of pastoral counseling** is full of its load of daily beauty and nothingness, touch and helplessness.

For C-tin Noica (1996) said: "when one word can give to its myth so much wealth, collecting in it so many meanings of the world, it no longer belongs to only one language, but is the myth of a culture or human."

Concluding, in the same sense, man is also word and we gave life to the latter one, teaching him to walk, to think, but to suffer and enjoy, building ideals and dreams, all embodied in one who was from the beginning.

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DISSEMBLED BEHAVIOR OF PUPILS IN THE PRE-ACADEMIC LEARNING SYSTEM

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Abstract: Scholar discipline represents one of the most important components of didactic activities, which can create the premises for pupils' success and their effective integration in scholar and social life. This is the reason why professors pay more attention to scholar discipline and appreciate those pupils who have a moral, responsible or pacifist behavior in school. The majority of professors are very disturbed by those pupils who have aggressive or violent behavior and try to find different solutions in this sense. But also, another behavior problem happens when pupils try to lie or plagiarize in exams. Therefore, in the following paper we intend to approach this subject and to explain the way in which professors can reduce this kind of negative behavior.

Keywords: education, dissembled behavior, lie, plagiarism, moral system of values.

Rezumat: Disciplina școlară reprezintă una dintre cele mai importante componente ale activității didactice care poate crea premisele pentru succesul școlar al elevilor și integrarea lor eficientă în viața socială. Acesta este moticul pentru care profesorii dau mare atenție disciplinei școlare și apreciază elevii care au un comportament responsabil și liniștit în școală. Majoritatea profesorilor se simt deranjați de elevii având un comportament agresiv și violent și încearcă să găsească soluții pentru rezolvarea lui. Alte comportamente-problemă se produc atunci când elevii încearcă să mintă sau să copieze la diferitele evaluări scrise. De aceea, în următoarea lucrare vom încerca să abordăm subiectul și să subliniem câteva modalități prin care profesorii pot reduce asemenea comportamente negative.

Cuvinte cheie: educație, comportament disimulat, minciună, plagiere, sistem moral de valori.

In its largest sense, human behavior could be defined as an ensemble of reactions by which a person responds regarding environmental challenges. That complex of reactions is influenced by the biological characteristics of that person, by his own wishes, by his interpretations according to different life situations and also, by the specific particularities of the social class to which he belongs. According to this definition, the person makes a "selection" from his multiple choices for answers and chooses the best one regarding the specific situation. Human behavior has a few components, such as: structural, intellectual, intentional and emotional, which can express the interdependence between the cognitive dimension (the interpretation about

information), the affective (the wish to act in a certain way) and the volitional (starting a specific act). We have mentioned as well that those dimensions of human behavior are always perfectible (Ursula Schiopu, 1997, p. 164).

On the other hand, every violation of general acceptable scholastic norms could be considered as deviance behavior. The complex and numerous scholarly situations which confront pupils and professors make it extremely difficult to frame these reactions in specific categories. Another important contribution to this fact is represented by the high relativity level of scholarly legislation which regulates the pupils' behavior in school. Therefore, in the present paper, we intend to

describe dissembled pupils' behavior, seen as a specific form of deviant behavior in school with extremely negative consequences.

The lie represents a kind of behavior which pupils engage in and by which they try to falsify or hide the sense and signification of different messages. The reasons for which some pupils lie are extremely various, sometimes to obtain an advantage, to hurt somebody else, or on the contrary, to not humiliate or scare them. In other situations, the lie represents a purpose by itself. Therefore, professors must be very concerned about the way in which their pupils communicate different messages, trying as much as they can to stop their tendency to dissemble the truth. First, it is very important to evaluate the signification of spelled words by pupils and when it is wrong, the professors have to immediately intervene. But there exist some cases in which only analyzing a content message, professors cannot prove the existence of a lie. Therefore, professors have to be very concerned as well about any physiological reactions and non-verbal communication by their pupils. So, lying behavior very frequently can produce diverse stress reactions in that person, which can be measured using different objective and subjective methods. From the first category, we can mention those measurements made by technical devices and from the second one, we can use different questionnaires and their "scale for desirability", the interview and observations (which are more flexible and can easier identify any non-verbal reactions of pupils during the examination) (P. Derevenco et al, 41992, pp. 42-61). Of course, these kinds of methods are not accessible for professors who have various specializations, their possibility to investigate the pupils' lying behavior merely only observations of non-verbal reactions, or in a such specific circumstances at non-structural or semi-structural interviews. Other more complex methods are available exclusively for specialists.

Regarding professors' possibility to identify their pupils lying behavior, they can observe very easily any non-verbal and para-verbal

indicators of communication. This happens because those mentioned items express feelings or emotions which cannot be exposed using only verbal language, especially for the communication of cognitive information. From those indicators which can prove the lying behavior, R.B. Iucu (2006) mentioned: the strident intonation of voice, the pauses with no reason, the prolongation of words, the slip, the excessive verbal debit, the accent put on different syllables, the red color of the pupil's face, his hard, brief, specific movements and so on. It is very interesting that a few pupils have real "pleasure" in lying, or their honest conviction that what they say is true, which can explain why that they have no regret when they lie. In such circumstances, it becomes very difficult for teachers to identify the pupils' lying behavior only using the empirical observations.

Normally, this pupil's dissembled behavior should be rejected by all professors. But there exists a few interesting situations in which pupils have learned to lie for obtaining advantages. For instance, any professors asks their pupils that smiling, they will be able to obtain more advantages than if they would express their really feelings. It is a flagrant contradiction between what we teach and what we ask of our pupils. Sometimes, when they are kids and their system of values are not well-developed, this kind of attitude can be extremely dangerous, because the pupils will have large difficulties in making the difference between right and wrong and choose correct behavior. Therefore, it is better for professors in such situations, to avoid any ambiguous behavior and ask from their pupils exactly what they are able to offer them. Then, when they grow up and their thinking reaches an abstract level, teachers can explain to them what is the importance of compromise in scholar and social life.

In conclusion, the lie is a present phenomenon in daily school life which cannot be eliminated. In some specific circumstances, it can have a positive effect, but only in situations in which all involved people are aware about what has happened. However,

honesty and justice are values which must guide our life. Consequently, when professors observe any lying behavior in their pupils, they must make a prompt, pertinent and clear decision to correct it.

Another specific form of dissembled behavior is represented by **plagiarism** during written exams. Plagiarism represents a specific form of fraud in which a pupil /student presents as a result of his own work some knowledge which he doesn't assimilate, "borrowing" it from different other sources and breaking, in this way, one of the most important rules of scholar legislation regarding authentic learning of knowledge and forming of habits specified by scholar syllabus (Cristina Neamtu, 2003, p. 180).

The main form of the plagiarism is the follows (Cristina Neamtu, 2003, p. 181):

1. *individual plagiarism* – the pupil acts by himself, he assumes the entire risk, he "prepares" from time ago any traditional or modern sources which contain the necessary information, he finds a "strategic place" in exam-room, or contrary, he spontaneous adapts by himself to any circumstances, using different notebooks or manuals;
2. *group plagiarism* – means deliberate or spontaneous cooperation between two or more pupils to solve by fraud a subject for exams;
3. *collective plagiarism* – happens when all pupils from the classroom plagiarize the exam. This form of fraud is rare and it happens when a professor has difficulties supervising the evaluated pupils, or because he has a motor or sensitive problems, or because he is not motivate enough for his job, or, simply, he is corrupt.

This classification of plagiarism proves that fraud in school is being produced with the implicit or explicit complicity of more than one single pupil. It is very hard to believe that pupils don't know when somebody plagiarizes and, more, sometimes, sometimes they "cover" each other. Of course, they are aware that in plagiarizing during written exams, they break a specific norm made by scholar authority. We

can talk here about a phenomenon named "tolerated deviance", in which a group accepts the breaking of rules by their members, being aware of the negative effects. More than that, supporting and tolerating that deviant person are higher in cohesive groups, than in heterogeneous ones. The reasons which can explain this situation are multiple: the difference between explicit rules made by scholarly authorities and implicit ones made by pupils by which they try to express their "resistance" in front of adults' domination; the pupils intention to avoid any exclusion from scholarly groups if they would expose their colleagues who plagiarize; the pupils fear that, in a certain moment, they will need some illegal help from their colleagues; the absence of real competition between pupils and so on. All these reasons and, more, the ambiguity of scholarly legislation and its' consecutive sanctions, make plagiarism during written didactic tests tolerated by pupils (who are the first "beneficiary") and sometimes, by professors too (St. Boncu, 2000).

The most important factors which determine plagiarism in school are represented by supervision deficiency, permissive attitude of professors, content of evaluation and marking pupils according to the fidelity of memorizing knowledge. As we mentioned, the supervision problems could be determined on one hand, by different professors' disabilities which do not allow them to observe all students' movements, or to arrive in time in different "risk areas" from exam-rooms and on the other hand, by various and ever more sophisticated plagiarism strategies used by students. The permissive attitudes of professors are determined by their lack of motivation for didactic evaluation, by their psihopedagogic training deficiency, or, sometimes, by their corruption (knowing that every scholar mark obtained by pupils in current didactic evaluation becomes more and more important in their promoting in the following level of the learning system). Finally, professors who ask their pupils to memorize and reproduce different taught knowledge can be confronted more often with the pupils' plagiarism

comparative with teachers who ask their pupils to interpret, synthesize or, maybe, create some new knowledge *Cristina Neamtu, 2003, p. 181).

Trying to create a psycho-pedagogical profile of pupils exposed to the tendency to plagiarize, we will observe that it is a very complicated act. So, pupils who have some negative scholastic marks seem to be most vulnerable to this kind of deviant behavior, because their effective learning difficulties and lack of motivation for didactic activity can determine their scholastic results which must be improved to avoiding any conflicts with school or family. But pupils with good scholastic marks can plagiarize too, especially when their self-esteem depends on the level of scholastic results, or on professor and colleague appreciation. The tendency to plagiarize appears when their parents have great expectations from them regarding scholarly discipline, those pupils are uncertain about learned knowledge, they believe that scholastic marks depends on the fidelity of reproduced information, or, simply, they want to be at the “top” of their scholarly group. On the other hand, boys plagiarize more often than girls, because they are less-oriented towards learning activity, more pragmatic and know that good scholastic marks can be obtained by illegal ways as well, while girls are more conformist, anxious, industrious and, maybe, intelligent.

The consequences of scholarly plagiarism in current didactic evaluation are very diverse and include: the unfair hierarchy of pupils in a scholarly group; frustration of correct pupils who have the same scholastic marks with their colleagues who plagiarize; deterioration of socio-affective atmosphere in the class; lack of trust in teachers' evaluations and in the system of values promoted by school etc. However, the cases of exposure of this kind of behavior are rare and their reasons were presented in previous paragraphs. But on the contrary, pupils who plagiarized and were not caught plagiarizing have more respect from their colleagues, because they have some “special abilities” in this sense and represent a form of

“resistance” or protest in front of scholarly authorities. More than that, the tolerance and support of pupils who plagiarize at exams could be profitable, including for other colleagues. Because they have some specific features of personality which make them effective in illegal activities (courage, adventurous spirit, risk assumption so on), pupils who plagiarize are very often leaders of different informal scholar groups from inside or outside of schools. Keeping a good social relationship with them, any correct pupils can benefit in a certain moment and obtain a positive status in these mentioned groups. On the other hand, the pupils who plagiarize are caught in the middle of action, the sanctions are those mentioned in scholarly legislation and can generate an aversive style of the teachers evaluation. But professors should take disciplinary measures because in other cases, scholarly norms will lose their credibility in front of pupils (Cristina Neamtu, 2003, pp. 182-184).

In spite of the fact that plagiarism in school is well-known for a long time, just a very few scientific studies were made until now on this subject. One of the most recent research in this area was made by Monica Albu. In 2008, she showed that almost 50% of investigated pupils or students plagiarized at least one time at any current didactic evaluation, exams or other competitions. Starting with this, we can ask ourselves if plagiarism is a “fashion”, a “necessity” or a “normal” phenomenon in contemporary learning system. To answer this question, Monica Albu (2009, pp. 7-17) made a study to investigate the pupils' and students' attitude regarding to plagiarism. The sample was composed from 659 pupils and students from high-schools and faculties from Timisoara who were between 9 and 24 years old. The instrument for research was a questionnaire which had 3 categories of items: plagiarism of essay on the Internet, plagiarism at written test, exams or competitions and according the permission for others to plagiarize his own test. The entire group was shared in 3 sub-groups: 9-14 years old, 15-19 years old and 20-24 years old.

The results show that for all subjects there exists a concordance between ways in which they think and act. So, those subjects who don't plagiarize condemn the act and vice-versa. The highest scores are for plagiarism of essay from the Internet and for permission to plagiarized from his own test, while that, in the case of plagiarism from written exams, many students practice it, even though they do not consider this a fair act. The pupils from an inferior secondary school level plagiarize most often and their colleagues from high-schools do it the least often. The majority of investigated subjects have a negative attitude regarding plagiarism, even if some of them practice it. The main reasons are: not enough time for study, their wishes to obtain a good scholastic mark easily, their indolence and conformism of "scholarly norms of the group", their uncertainly regarding right answers, their intention to help other colleagues and so on.

In conclusion, we can consider that plagiarism takes part in a scholarly culture, the majority of educational factors considering that it couldn't be completely eliminated from school. This fact supposes that it is very important to create a motivated environment for all pupils, to involve them as an active and responsible subjects of their own education,

to request of them different interesting didactic tasks (helping pupils to be aware of their importance), to use learned knowledge in daily life, to effective involve of school leaver on the labor market and so on. Because these purposes seems to be very difficult to put into practice, those professors who want to decrease the level of plagiarism have to create in their classes a moral environment, being severe, but having good intentions too. Their didactic evaluation has to be as objective as possible, asking their pupils to solve problems of creation and synthesis.

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SIGN LANGUAGE RESEARCH IN ROMANIA

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Abstract: Education is everyone in his native language. Sign language has long been considered to hear a pseudo-language, but linguists in countries with a tradition of research is considered a language gesture language independent. The deaf sign language "talking" about the world of their own conscience, independent of any words. For deaf people, it is necessary acquisition sign language as their first language and language acquisition hearing about teaching, with emphasis on the written side, just as a second language learner has heard.

Keywords: research, sign language, comparative languages: verbal and gesture, deaf, communication and education.

Rezumat: Educația oricărei persoane se face în limba sa maternă. Multă vreme limbajul mimico-gestual a fost considerat de auzitori un pseudo-limbaj, dar lingviștii din țările cu tradiție în cercetarea limbajului gestual îl consideră o limbă de sine stătătoare. Prin limbajul mimico-gestual surzii „vorbesc” despre lumea conștiinței lor, în mod independent de orice limbaj verbal. Pentru persoanele surde, este necesară însușirea limbajului mimico-gestual ca primă limbă și achiziționarea limbajului auzitorilor pe cale didactică, cu accente pe latura scrisă, întocmai după cum un auzitor învață a doua limbă.

Cuvinte cheie: cercetare, limbaj mimico-gestual, limbaje comparative: verbal și gestual, persoane surde, comunicare, educație.

1. Introduction

Formed in the social landscape of Romania only a few years ago, sign language research is now in front of key challenges on its way to scientific performance. Assuming that a social category that represented the deaf community in Romania can be considered a minority language and culture, sign language researchers are particularly motivated by the desire to solve a pressing national problem - the lack of services interpretation in sign language, so necessary in the relationship between public institutions and deaf people - and in Romania to recover at least part of what was lost in research in the field, compared with the other Union member countries European or worldwide.

Recently, more attention has been given special education in the gestures, whereas the use of oral language only proved to be insufficient, especially in the early years of the deaf child. I do not think it is appropriate to emphasize the great importance of communication for preschool children's psychological development. Some research shows that if deaf children are deprived of gesture communication early in the first years of life, they can not systematically develop a language to enable them to develop a better understanding and communication functions (Onu, C., 2003).

From some research that gesture language acquisition stages are approximately the same as the oral language acquisition stages. Therefore, deaf children develop their body language the same way and in the same period

of time optimal child develop verbal language heard. Of course, the essential condition of this development is that every form of language to be stimulated by an appropriate instrument. As to the age of four years is inefficient use of verbal language with deaf children, it is threatening to become a socio-culturally and intellectually disabled, if those around him (parents, relatives etc..) do not use a means of communication with him. And the most useful is body language. It is recommended therefore that parents adopt hear how gesture communication with their deaf children, at least in the first years of life, to take them out of communicative isolation in which they live. Refusing this solution, especially the desire to show off not having a deaf child, these parents in their child can lead to more serious weaknesses than deafness itself (Popa, M., 2001).

Until deaf child in a training unit equipped with highly qualified personnel for the recovery of hearing and language in complex social and professional perspective, needs deaf child to communicate through body language. This, used wisely, enables the child to know the environment and at the same time, to express desires, thoughts and opinions. Later, these acquisitions will contribute to fertilization gestures oral language learning. Moreover, being familiar with their shortages, these deaf will accept early and will make fewer psychological and social adjustment problems, will have superior writing skills and reading and a better labio-reading. Been found in school practice, that deaf children from families of the deaf have a richer stock of knowledge language and more developed in comparison with families of deaf children hear (Radu, 1999).

2. Materials and methods

Experience shows that, even with all the educational factors of teaching deaf child or adult to articulate properly, it is not done only in small measure. So the deaf can not be understood only by people coming into contact more often, communication between the deaf hear and are cumbersome and often difficult to

go beyond the conventional phrases. From here we can explain why most deaf people have a low motivation for oral speech, used less often articulated speech after coming into productive life in favor of using sign language for communication needs in social life (Străchinaru, 1994).

In a bid to increase the number of gestures, some "good will" gestures introduced many artificial, created by them, forcing the deaf to accept and use them. Of course, this is deeply harmful and does no service to the deaf community in the direction of increasing opportunities for communication.

Sign language can be defined as W. Welther as a specific form of interpersonal communication, via a feedback system associated with mimic gestures and pantomime, with between partners and received using sight (Manolache, 1980).

Indeed, between verbal and gesture language are some similarities but also fundamental differences, this being due, in particular auditory directions, respectively, which have evolved visual language between the two forms. It is estimated that, in general, sign language has something similar to parts of speech, has no means of marking their grammar. It can only classify lexical gestures as meaning the cast. However, sign language should be regarded as a true language, since most of its essential features, so it fulfills the general function of a corporate communication between individuals, having a social character, operates with notions (albeit with a lower level of generality) as an instrument of thought. Some research has shown that both forms of language use strategies like coding and decoding of the sentence, the interpretation of the meaning (Dragan Văcărescu, 2002).

The comparative research revealed several deficiencies especially gesture language, just omitting the crucial fact that both forms of language have developed in different directions and body language has many visual characteristics, it is addressed to the ear not the eye. We highlight below some of the most

striking opposition between the two forms of language raised by BT Tervoort:

- verbal language has a high content of the conventional to the reality that it denotes the gesture, however, is closely tied to concrete;
- communication is face to face gestures, eye perceive the mimic gesture and every movement. Consequently, gestures have a greater freedom of expression, being less limited by strong grammatical structured organization;
- visual communication in adverse conditions (at night, large remote transmitter or counter-light), gesture dialogue is not possible, while verbal communication can take place without hindrance;
- the same amount of information can be circulated in about the same amount of time conversational, two forms of language. However implementation of gestures requires, on average, longer than when issuing verbal words;
- usually require fewer gestures than words to express the same content. This does not mean that the sentence is abbreviated gesticulated, by a single gesture can express one or more concepts.

Representations which give rise to these undifferentiated gestures can create confusion in the minds of those who seek to interpret them. This does not happen, meaning being able to deduct these concepts clearly and differentiated from the context in which they are used (Sima, 1998).

Literature we found that the vocabulary of a language developed comprises hundreds of thousands of lexical units, and the most developed body language gestures not exceed 7,000 units. It follows that body language is 75-100 times poorer than verbal language. For

example, for the 56 568 words of the "Dictionary of Modern Romanian Language" in 2250 found that there are appropriate gestures. Furthermore, comparative research has found about gestures. 9000 gestures common to several national languages, which gives the language a relative universality, which could not be overcome until now by any language (Popa, M., 2001).

The value and effectiveness of communicative gestures can grow when demutation deaf and trained using verbal language, can work with abstract concepts, which helps him to attend school or higher, with those with normal hearing. By their very nature, gestures can express complex or abstract situations, using the concept for this area of the figurative processes. Movement that made a gesture (slow, fast, and repeated), settlement direction in space or gesture is similar forms of communication to specify the meaning of gestures (Sima, 1998).

Like any language, gesture communication and gestures show an evolution over time, depending on the environment, region, education level of those who use gestures (Calbris, 1990). Pufan states that the basis for changing the content and gestures are often abandoned for social reasons. Changing traditions, habits, increase training of the deaf, urbanization, advances in science and technology, etc.. lead to changes in appearance and meaning of gestures. They become more "convention" and also less evident in communication between deaf people by running them all the finer, more economical and refined. Since gestures can be used not only between deaf or who have the same code to communicate, is unanimously considered it useful for more people to know the code (Popovici, 1999).

Therefore, sign language research in our country was based on the following main objectives: to fund development of lexical gesture Romanian sign language, developing a descriptive study outlining the grammatical rules used in communication by sign language Romanian Organizing and setting up a Centre

for Research and Promotion of sign language, strengthening the national mechanism to promote deaf culture and community in Romania, promoting social dialogue to improve regulatory and institutional framework of social and religious assistance for the deaf, defining priorities key that will guide the development of joint programs and projects to promote culture and the status of fully deaf person, to find its answers to social needs, setting the stage for collaboration, exchange of information and assistance (Onu, C., 2003).

Since 1996, this research activity has focused on the following directions for development: identification of gesture language fund, by analyzing patterns of gesture communication of deaf people and develop a compendium of gestures as larger units in order to cover a range as various situations of communication, language development fund gesture by gesture capitalization now in the history of human culture and civilization as well as a detailed analysis of the various training components signs in the context of a coherent argument to express the principles underlying the key concepts specific communication, translation usual experimental texts and other specific texts, with the purpose to propose viable alternatives translation of gestures in communication, identification of grammatical rules for translating statements from Romanian into sign language by studying various construction underlying the transmission of meaning in an utterance, but also by structural analysis of morphological and syntactic components specific to visual communication channel (Onu, C., 2007).

In this context of research, specializing in Communication and ministries through sign language "and began work in the academic year 1999-2000 (as the primary and secondary schools doubled in the period 1999-2004, the first class of deaf students at the seminary Theological Voda Basarab of Arges). University of Pitesti, the Faculty of Orthodox Theology Filoteia Martyr "has provided students and the deaf hear of this specialization a laboratory that contains

adequate facilities, such as overhead signs to view other sign language letters or proposals coming from the students, at times mirrors to track the movement choir cameras to allow discussion of how to express certain concepts more difficult. Teachers' participants agreed the presence of these students and understood the need for an interpreter of the deaf heard colleagues. In short, students in other sections have shown the presence of natural sympathy and found their deaf colleagues (Onu, C., 2003).

In 2002, following steps taken by the University of Pitesti, Ministry of Education accepted the following specific disciplines reflecting the sign language on the diploma students of specialty "Communications and ministries through sign language" To be able to support the recognition of the quality examination of sign language interpreters. Also, the Ministry of Labour and Welfare has confirmed the registration in the Classification of Occupations in Romania profession as an interpreter, the group of "linguists, translators and interpreters." Graduates of this specialization will practice as interpreters for the hearing and based deficiencies nr.519/2002 Act (later repealed by publishing nr.448/2006 Act, as amended and supplemented) relating to permit conditions and training interpreters (Onu C., 2007).

Since autumn 2009, the State University of Pitesti - Faculty of Orthodox Theology Filoteia Martyr, operates a postgraduate program to train interpreters in sign language allowed, entitled Theology - Mission and ministry through sign language Prepared in accordance with EU standards and accredited ARACIS fruit of collaboration between the institution and the Deaf National Association of Romania, and endeavors to offer researchers in deaf communities across Romania performers with special training, knowledge of sign language Romanian and gesture, which operate in public institutions of local and national administrative structures.

The aim of this postgraduate program, developed in accordance with Ministry of

Labour, Family and Equal Opportunities, the President of the National Authority for Disabled Persons and the Minister of Education and Research for the approval to authorize and sign language interpreters Specific language interpreters deaf blind person, published in the Official Gazette 662 / 27 September 2007, is the training of authorized personnel, knowledge of sign language, to act as interpreters at public institutions, clergy and church musicians in the local communities of deaf Orthodox monasteries guided historical monuments or museums have within the enclosure, interpreters translate in sign language television stations broadcasting centers and teachers in special schools for deaf and hearing.

3. Results and discussion

The information resulting from scientific research of sign language are available to the public mainly by printing books and publishing studies and articles, but also by participating in seminars and conferences at local, national and international on the theme of gesture communication or related topics. It is also constantly working on maintaining and updating a web page dedicated to scientific research in sign language (<http://www.iffatta.ro>) by submission to all aspects of scientific research (announcements of scientific events, information relating to national and international programs for the award of research grants and contracts, the results of scientific research).

4. Conclusion

To support this research, since 1996, the book for research of sign language has grown steadily through the purchase of books and publications in the field, both from home and

abroad, amounting to Currently over 300 books and magazines (mostly printed in Romanian and English, but French, Spanish and Russian) and forming a thematic library can be made available to researchers involved in research. The contents of the book is encyclopedic and includes reference works of authors in the fields of theology, pedagogy, linguistics, dictionaries and manuals and sign language, interactive and multimedia materials, photos and video collections. Currently, continuous enrichment of the book by monitoring and acquiring new editorial publishing industry, and long-term objective is envisaged the systematic organization of the book on the reference domain, in order to improve access target volumes.

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VALUE GROWTH IN YOUNG STUDENT EVENTS

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Abstract: Time always brings with itself a review of system values, especially the current (passing from a system value to another randomly), at the new millennium, is less certain, is in a permanent crisis and devoid of any stability. We can anticipate that contemporary doesn't impose just an observation of value orientation, but also their conditioning in case of necessity, reason which made us determine hierarchical orientation of values at the age at first maturity. In applying the Rokeach test of hierarchy values and Osgood semantic differentiator there were established many changes, from which more substantial is the decrease of knowledge and increase of aspiration,

Keywords: Social value, age at first maturity, Rokeach test, Osgood semantic differentiator.

Rezumat: Timpul întotdeauna aduce cu sine o revizuire a sistemului de valori, îndeosebi cel actual (trecerea de la un sistem valoric la altul aleatoriu) care, la început de mileniu, este mai puțin cert, este într-o criză permanentă și lipsit de orice stabilitate. Contemporaneitatea, anticipăm noi, nu ne impune doar o constatare a orientărilor valorice, ci și o condiționare a lor în caz de necesitate, considerent care ne-a făcut să determinăm orientarea ierarhică a valorilor la vârsta primei maturități. Aplicându-se testul Rokeach de ierarhizare a valorilor și a diferențiatorului semantic Osgood au fost stabilite mai multe schimbări, dintre care mai substanțială este scăderea celei de cunoaștere și creșterea aspirațiilor.

Cuvinte cheie: valoare socială, vârsta primei maturități, testul Rokeach, diferențiatorul semantic Osgood.

To talk about values was and always will be a difficult work, given that different branches of science give notions and different connotations, then propagated into common language. The most spread sense is the one from humanities where the term tends to have a regulatory effect. Values become criteria on which people and organizations distinguish between good and bad, beautiful and ugly, desirable and undesirable and so on.

Another difficulty lies in the fact that any age brings a review of system values (Maciu, 1995), especially the recent which at the new millennium, is less certain, located in a permanent crisis and completely devoid of any stability. Or this is the new theme and actuality theme from the assumption that values are a dynamic barometer of social life and requires an exploration and continue completing. Destruction of the social base of

values has led to a situation of impact: destruction of a single ideology, a single system of values and unsubstitution with another have facilitated the appearance of individual value systems who use default anonymization.

Embedding of values in determining the social value systems and becoming more pronounced leads to their determination, fact that values don't change from day to day, they need a period of time to restructure, any change affecting every sphere of life. This means that, for studying the dynamics of values, need to be longer intervals of time (5-10 years), so that any fluctuation can become visible (Voicu, B., Voicu M., 2007).

The psychological context, values act as an engine in the choices we make in daily life, serving individuals in arranging priorities and ones life. "The individual not only absorbs

– continuous filtering symbolic data (ideational) of reality, but also melts them, converts and sublimates in the delicate retort of subjectivity ... in agreement with a number of parameter of its own personality, including, preliminary values that it holds, but also the way that it evolves its own physical qualities , intellectual and emotional” (Ilut, 2004). So it can be concluded that the values are motivational constructs of social-psychological orientation of personalities, efficient operator of control behavior, of self-evaluation and self-realization, as binders and mobilizing factors for social actors of acting offices. At individual level they consistently structure in system values, values from a certain field (ex: religion, social relationship, work, etc) determined and determining values from the other areas of life. Even more, it’s not just about values but also about value orientations, having a high level of generality, acting as ,organized concepts and generalization, influencing behavior on nature, and the place that human lie in it, the human relationship with others the desirable and undesirable, the way that they can be connected with the environment and interpersonal relationships.

We ca predict that the present doesn’t impose only a finding of specific value orientations of youth, but also their conditioning in case of necessity reason which made us determine the hierarchy of values orientation at the age of first maturity. Our concern about social values and products of way of social organization and economical, as an element which constitutes the mix of social development . We are interested in dynamics, in how values, mentalities have changed in this post communist period.

The analysis of research results is the basic idea that values, individual attitudes and behaviors are in a direct correlation. In the view of the romanian psychologist, professor Petru Ilut (2004): “By analogy with the hierarchical structure of personality ... we could consider even the axiological profile of individuals has such a form : located in the middle and above, values as general principals

about desirable are transcribed in norms and attitudes, and attitudes specify and express in opinions... Both at individual level but also at group level or macro-social level, it can be said that the degree of stability is: values, norms, attitudes and opinions. Latter they are much more fluctuating and vesatile ” .

Usefulness of the study in terms of continuity and transdisciplinarity refers to the establishing of a axiological picture, it ca serve as an base guide for teachers in building school curricular programs, for parents to educate and promote values.

In this study we focused our attention on the young adult (19-30/35 years according to the stadiality of psychological development by Erickson) – 19-21 years in relation to mature age (30/35-50/60 years) including subject between 35 and 44 years. In the sample selection I was guided by the idea that “Incorporating values and ideals make young people work independently and as a whole. Feels valuable, worthy, develop a sense of self-appreciation. New cognitive capabilities are gained in the relationship with maturity ” (Muntea, 2009). Once the transition to early adulthood, the personality is more independent of outside influence and suggestions so we can say that from this age, the ID mechanism contributes to the assimilation of values of orientation rumored with the actual value orientation . It ca be confirmed that only at the beginning of youth age we can talk about authentic axiology, we ca assume that the probability that members of a group of age to posses common value features, to relate to that another age group have the same feature in a larger proportion, smaller or equivalent, in the transition to a economic market, the young adult is to crystallize the dominant values related to personal wealth.

I applied the arranging technique (M. Rokeach test) to check the hypotheses in the order of their significance and a semantic type differentiator grid scale Ch. Osgood, proposed methodology as recommended by professor Septimiu Chelcea (2004, 2005).

Technical study of “Value orientations” of M. Rokeach rely on the idea

that the world around us, to others, to oneself, becoming in essential the concept about the world, a “life philosophy”.

M. Rokeach splits values in two classes: terminal and instrumental. They actually highlight the tendency of the individuals – purpose and value of their achievement – values means.

Launching the semantic differentiator was made at the same time in 1957 as the publication of Ch. Osgood of “The measurement of meaning”. The new approach to studying attitudes is based on attributes or characteristics of individuals. Based on the principle of congruence that govern cognitive processes, the cited author proposes an approach towards attitudes to determine the connotations of the words of the individuals themselves. It’s about indirect determination by measuring the subjects subconscious feelings towards certain concepts or things. It consists of a list of bipolar adjectives scaled graph. Scales recommended with 7 steps (1= negative pole and 7= positive pole), allows finding the direction and intensity of attitudes in response to a given stimulus. The 4th step of the scale represents a neutral attitude.

Samples tend to find the guidelines in the proposed assessment values, statistically we calculated the arithmetic average weighted value representative mathematics, according to the formula:

$$\bar{x} = \frac{\sum x_i f_i}{\sum f_i}$$

Statistical comparison of values similar environments in both samples was calculated according to the formula:

$$t = \frac{|\bar{x}_1 - \bar{x}_2|}{\sqrt{\frac{\sum (x_i - \bar{x}_1)^2 + \sum (x_i - \bar{x}_2)^2}{n_1 + n_2 - 2} \cdot \frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

To check if the distribution terms for each person, there is a consistent, calculated according to the Spearman rank correlation coefficient.

$$r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

In the context above, the data obtained through the Rokeach hierarchy of values come to demonstrate that:

at any age (tab.1), in the foreground are required values related to health, emotionality, conservation and personality.

Tab. 1

The weighted average terminal values, their distribution and deference rank

N	Valorile	\bar{X} 19- ani	R	\bar{X} 33-44 ani	r	D	t
1	active life	8,96	7	9,80	9	2	0,66
2	life wisdom	9,56	9	7,16	5	4	1,80
3	health	2,56	1	3,00	1	0	0,21
4	passionate work	12,04	13	13,00	16	3	0,65
5	Beauty of nature and art	13,60	18	10,96	11	7	1,79
6	Love	3,68	2	6,40	3	1	1,59
7	Material support	9,12	8	8,64	7	1	0,37
8	Accompany of friends	8,16	5	9,88	10	5	1,33
9	Social recognition	8,88	6	11,08	12	6	1,69
10	Knowledge	10,20	10	7,40	6	4	2,11
11	Effective life	10,92	12	9,20	8	4	1,33
12	Personal development	12,80	15	11,48	14	1	0,92
13	Fun	12,16	14	15,32	18	4	1,87
14	Independence	10,56	11	11,44	13	2	0,66
15	Happy family	5,04	3	3,22	2	1	0,94
16	Happiness of others	12,84	16	13,20	17	1	0,23
17	Creativity	12,84	17	12,24	15	2	0,41
18	confidence	6,80	4	6,56	4	0	0,17

in the above mentioned values can be found for young adults that love is more valuable as a current phenomenon, while the family is seen in a perspective as it follows. For adults: emotional expression passes through a favorable climate requirement for all members.

Another natural regularity, from our point of view, is the need in friends and social recognition in the younger age and wisdom in life and knowledge need to adulthood.

in terms of providing material, hypothetically, we expect it to become, if not

the first or second in the hierarchy of value, especially for young people, it has proven to be ranked in the lower places and close both samples - 8 and 7.

- As it is natural for youth activism, role in life is more important, we suspect that it would be a success in terms of the struggle for higher social status
- The weighted average terminal values show us that, if friendship for young adults is a current value, for adults it loses valences for which it was ranked 10th in comparison with those aged 5 to 19-21 years.
- In relation to young adulthood (rank 17) is definitely in terms of requirements to occupations under pressure, which is why they were ranked 13th.
- The largest distance between the psychosocial values are found to reflect the aesthetic, the beauty of nature and art: the youth has no claim in this regard, it is the last place hierarchy.
- According to research young people do not really give meaning knowledge, for which the significance of this hierarchy is ranked 10th against the 6th place in adults.
- Figures show us that, regardless of age, man is dominated by selfishness, he is indifferent to the lives of others, the happiness of others. In comparison with his own happiness (rank 3rd and 2nd), the happiness of others is ranked that of attitude at 16th and 17th.
- As irrelevant to both groups are developing their own personalities and creativity, they being distributed between 14 and 16 out of 18 places possible.
- Media comparison t, for $p = 0.5$ (Table 1) reveals that the same values for both samples contained no distinct changes found. In relation to the distribution of Student tabular values (2.06) of new findings are much lower. Thirst for knowledge is an exception: as a value it is far more important to adulthood (2.11), which leads us to predict that when you need and you do not or can not cope when you realize the role of the progress of knowledge. In fact we may assume the role of these values

in its manifestation as a motivation for sample maker of 33-44 years to study at an older age.

Similar result were also obtained by comparing the averages of two samples in pairs of small volume for $t = 0.576$ $p = 0.05$

Rank correlation coefficient of the samples studied gives us a very low coefficient $r = 0.077$ $p = 0.05$, which actually proves that within 10 -13 years the value system of individuals in the sample studied did not undergo very significant changes.

The only significant change in the value system that has proven to be related to the attitude of the book (2:11) - it fell, which can be found by most academic works.

To analyze the performance demonstrates that the terminal values :

Rank difference instrumental values (Table 2) hardly differs from that of terminal values (Table 1)

Tab.2 The weighted-average instrumental values, their distribution and ranking difference.

N	Valorile	\bar{X} 19- 1ani	r	\bar{X} 33-44 ani	r	d	t
1	accuracy	7,88	7	8,74	8	1	0,66
2	educability	6,56	2	6,52	2	0	0,03
3	High aspirations	10,60	13	14,04	17	4	2,28
4	optimism	7,36	5	8,92	10	5	1,18
5	conscientiousness	9,56	11	6,96	3	8	1,93
6	independence	9,20	9	11,48	14	5	1,73
7	intransigence	13,72	17	15,40	18	1	0,94
8	erudition	13,04	16	11,88	15	1	0,79
9	responsibility	5,80	1	4,92	1	0	0,54
10	rationalism	9,52	10	7,92	6	4	1,23
11	self control	7,48	6	7,56	5	1	0,06
12	audacity	7,24	4	8,80	9	5	1,17
13	will	6,96	3	8,08	7	4	0,82
14	tolerance	11,36	14	10,12	13	1	0,94
15	vision	13,96	18	12,44	16	2	0,97
16	honesty	8,56	8	7,52	4	4	0,78
17	effectiveness	12,00	15	9,72	12	3	1,70
18	ensitivity	10,32	12	9,08	11	1	0,97

As for the terminal values for both samples, although at a 13-year age difference, we have numerical equivalents: subjects of the investigation said the predominant role of responsibility and education in achieving goals.

Approximation is clear and self-assessment and reliability as important values in developing personality and social relationships.

- Although at a step lower (positions 17, 18) is hierarchical significance to their own uncompromising demands, and also for the deficiencies of those around here is finding an approximation of value of the samples.
- The biggest difference is found for the value ranking of consciousness (Table 2). For the sample aged 19-21 years it is lower in relation to its significance for adult age (respectively 11 and 3).
- According to statistical data comparing the averages of two independent samples, the most significant cause to the aspirations of distribution ($t = 2.28$, $p = 0.05$). Youth aspirations are higher than adults, which is essentially natural. Wake confusion that, according to today's youth terminal values knowledge, personal development are not very fashionable. And then we wonder, to what extent the aspirations can be realized? If we do not deal with a contradiction between the desires and possibilities? If we take into account that consciousness has little stake, doesn't the saying "the aim justifies the means" becomes or already is a social norm?
- And youth is of course, he is more optimistic (7.36) compared with older sample, who probably realizes a greater extent of the problems, while the sample as young adulthood.
- As in the preceding generation, young people do not really give meaning to such values as an uncompromising, clear-sightedness and effectiveness. Perhaps it is the lack of Romanian uncompromising to be more conformist, even subservient, to not see the point effort in changing social situation and their own situations, not to seek insight.
- As for terminal values, in 17 cases, correlation is not significant instrumental values, it is well below the numerical values. Coefficient Student $t = 2.064$, ($n-1$ for sample volume and $p = 0.05$).
- Rank correlation coefficient of instrumental values is displayed on the prevalent $r = 0.085$, $p = 0.05$.

The general conclusion arising from the use of arranging Rokeach values test shows that in 13 years occurred in the terminal values of a single mutation in value - has significantly decreased the role of knowledge as a means of personal and social realozare. Within the tool, statistically this is in contradiction with high aspirations and low conscientiousness (Table 2).

New approach to studying attitudes using the semantic differentiator Osgood (3), and is based on number of bipolar adjectives (one negative and 7 representing the positive pole). Thus it is possible to determine the orientation and intensity of attitudes towards the attributes or characteristics of study subjects. For these reasons the semantic differentiator may be used as an instrument for measuring the connotative meaning of various concepts. Under this guidance the majority of respondents showed positive, except suffering.

Our results show that the cross examination that included ages between 19 and 21 show a stronger positive bias in relation to adulthood (446 v \ s 369). Of the total assessment, only 49 are oriented to the negative pole, while in the older group this number is much higher - 72.

The largest dispersion is found to 3 scale assessments: happiness, money and freedom. The fact is what those man really need, if not exactly in these necessities? How well are 'caught' this semantic differentiator techniques. Both groups have reacted positively to these scales, only youth proved to be more "united" in this regard, especially on what concerns the happiness and money (the latter probably seen as equivalent to ensure the pleasures of happiness, although Romanian song says vice versa).

The result also indicates that as you get older money and personal happiness no longer maintain the status it once had - they reduce the psycho-individual significance (perhaps for some of them are listed in psychosocial order). We suspected that care for children switches the value of money, but especially for there happiness. The children reduce the degree of freedom of adults (Table 3).

Tab.3 The weighted-average values for both samples scales.

N	Scalele	\bar{X} 19-21ani	\bar{X} 33-44 ani	t
1	Career	6,32	6,20	0,26
2	health	6,84	6,20	1,30
3	happiness of others	5,80	3,00	7,41
4	spiritual	4,56	4,24	1,02
5	love	6,68	6,84	0,31
6	happy family	6,80	6,44	0,71
7	independence	5,40	5,12	0,77
8	intelligence	6,00	5,40	1,49
9	entertainment	5,96	5,64	0,78
10	social relationship	5,88	5,88	0,00
11	respect	6,16	6,44	0,60
12	friends	6,52	6,33	0,39
13	success	6,00	5,32	1,70
14	wisdom	6,20	6,32	0,26
15	trust	6,52	6,68	0,32
16	purpose	5,96	6,52	1,22
17	suffering sincerity	6,24	5,84	0,91
18	Career	6,72	6,56	0,32

Results suggest that people in the second group - the adult, they are not so optimistic about success and realize that very little is concerned with times or were concerned about health.

This study recorded that young people perceive themselves as healthy, prefer to be surrounded by friends, have fun, see family life in pink, wise and optimistic in achieving goals.

The semantic differentiator technique can also be used to structure a set of attitudes which are Assessment, individual Power and Activity. In terms of statistical averages of the structure EPA demonstrates that there are differences at both scales, and the size. On the scales (Table 3), the biggest difference is found ($t = 7.41$) to the personal happiness, yours or others. According to statistics group is more adult-oriented direction, assuming the conditions for the close: grandparents, parents, children. Perhaps, with age, empathy, altruism becomes more pronounced in individual psychology.

Arises confusion, as one does not perceive pain in both samples (in the psychological aspect of course, not physically) as the driving force psycho-individual development. The scale is manifested more strongly on to young people (10 people at three in April, compared with the older group,

made the investigation which was designated as positive pleasure).

Referral to change attitudes about the grammatical structure grouped EPA report shows that the activity (-0.44), the biggest differences we have on the horizontal and vertical dimension of critical evaluation (-2.44)

Mathematical comparison of the values obtained to assess the dimensions of zero distances (Table 4) revealed that older age group is more critical (-4.28 compared with -2.44 in those enrolled between 19 -21 years old) Conditioners, probably demands more from himself or from his skills in terms of meeting the demands in the labor market.

As for the positive evaluation, both groups have similar values, with one exception. If the report size numeric value of young student is close 1 (12.36/12, 22; 12.22 / 12.84, 12.36 / 12.84), then the adult group showed a more pronounced focus on scales that express jobs (12.24 / 13.72) (Table 4).

Cartesian distribution of size scales EPA values in the assessment demonstrates that we have the largest negative bias. For it is more mature than those enrolled aged 19-21 years (Table 4). Other sizes do not give significant differences.

Regarding the positive values of EPA dimensions, they are more pronounced in the activity. Only in this dimension the adult group, compete on the younger generation. The other two dimensions - evaluation and power, those of 19-21 years are "strong ". The figures in Table 4 speak for themselves.

The general conclusion caused by summer use Rokeach technique of arranging figures show that in the past 13 years, teaching terminal values was a single mutation - has significantly decreased the amount of knowledge as a means of achieving personal and social. Face to face, in the instrumental values, this statistic is at odds with high aspirations and low conscientiousness.

By attempting to notify changes in attitudes about the grammatical structure grouped EPA finds that the biggest differences

in our evaluation of the critical dimension both horizontally and vertically.

Findings from the cardinal point distances (Table 4) revealed that older age

group increased from demanding manifests itself or about their own abilities in terms of the demands on the labor market.

Tab.4 Cartesian breakdown by age scales of dimension values

Dimensions	-3	-2	-1	0	1	2	3	19-21 ani	33-44 ani	19-21 ani	33-44 ani
Evaluation	1	1	1	1	10	54	82	-2,44		+12,36	
	18	20	13	1	7	24	67		-4,28		+10,24
Power	3	9	3	1	17	63	54	-1,20		+12,22	
	7	11	6	4	9	52	61		-1,96		+11,84
Activity	-	4	3	2	19	67	56	-0,44		+12,84	
	-	4	4	3	10	54	75		-0,48		+13,72

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FACING TRANSCULTURAL COMMUNICATION: INSIGHTS FROM THE ROMANIAN AND THE GREEK PRACTICE

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Abstract: Given that in the recent years there is a large debate among researchers occupying with different aspects of intercultural and transcultural communication, there is still a scarcity of texts about the way South-East Europeans are managing their situational identity in interpersonal conflict settings. The aim of the present study was to investigate cultural differences in communication among two cultural collectivistic groups: native Greeks and Romanians. More specifically, having as paradigm S. Ting-Toomey's face-negotiation theory (1998), we intended to test the assumption that face concerns and facework are an explanatory mechanism for culture's influence on interpersonal conflict-handling styles. As a part of a larger study, in this communication we analyzed the implication of locus of face (self, other, mutual) on conflict communicative strategies. Data were collected through questionnaires applied to two samples: one sample consisted of 432 adults Greeks and the other of 435 Romanians. Our major findings point to a picture where the two cultural groups do differ when communicating, as follows: Romanian participants use more direct and dominating strategies, such as aggressiveness and defend facework in dispute conversation. Also, in line with our assumptions, data depicted strong relationships between face and conflict styles, as Romanian respondents were concerned more with self-face maintenance, proved to be a mechanism which mediates and explains their direct conflict management predilections. Whereas both groups manifest interest for the other in conversation, this tendency is more prevalent among the Greeks, who registered more mutual face concern. Implications of the study for transcultural communication in these two national cultures are been discussed.

Keywords: face, facework, transcultural communication, Romania, Greece.

Rezumat: Deși în ultimii ani există o mare dezbateră printre cercetătorii preocupați de diferitele aspecte ale comunicării interculturale și transculturale, există totuși un deficit în cercetarea privind modul în care europenii din sud-est își gestionează identitatea lor situațională în situația unui conflict interpersonal. Obiectivul prezentei lucrări este acela de a investiga diferențele culturale în comunicarea dintre două grupuri colectiviste culturale: grecii nativi și românii. Mai exact, luând paradigma teoriei lui S. Ting-Toomey (1998), intenționăm să analizăm presupunerea conform căreia preocupările și reacțiile față în față reprezintă un mecanism ce explică influența culturală asupra modurilor de gestionare a conflictelor interpersonale. Datele au fost colectate prin chestionare aplicate celor două eșantioane: un eșantion a constat din 432 adulți greci și celălalt din 435 români. Principalele noastre rezultate ne arată faptul că cele două grupuri culturale se deosebesc în timpul comunicării, după cum urmează: participanții români folosesc strategii mai directe și dominante, cum ar fi: agresivitate și apărare în conversația contradictorie. De asemenea, conform presupunerilor noastre, datele au ilustrat legături puternice între stilurile conflictuale. În timp ce ambele grupuri manifestă interes pentru celălalt în timpul conversației, această tendință predomină la greci, care au dovedit mai multă preocupare reciprocă. Se analizează astfel implicațiile studiului privind comunicarea transculturală ale acestor două culturi naționale.

Cuvinte cheie: față, facework, comunicare transculturală, Romania, Grecia

1. Introduction

Nowadays, the study of cross-cultural communication become a must, given the

growing number of inter- or transcultural communities and organizations, in the core of which indubitably conflict occurs. When stating to research the topic of culture's influence on interpersonal conflict, we started from the presumption that the way we are "pre-programmed" (Hofstede, 1997) to understand the other's behavior in dispute settings is given by our "cultural standards". In other words, what means correct in our culture could be misunderstood from the counterpart's cultural prototype. In this direction, there are plenty of studies treating the way "cultures", as generic term, do differ in their conflict behavior (e.g. Morisaki, S. and Gudykunst, W.B. (1994); Gao, G. and Ting-Toomey, S. (1998); Ting-Toomey, S. (1993), Ting-Toomey S. et al., (1991); Trubinsky et. al, (1991); Oetzel, J. (1999); Ting-Toomey, S. et. al. (1991). However, the main limitation of most of the texts consisted mainly in the scarcity of explaining dissimilarities (Ting-Toomey et al., 1991) or in covering a greater number of national cultures. In this direction, the aim of our study was to address these gaps and to investigate the relationships among face concern and facework behavior in interpersonal dispute conversation across two collectivistic national cultures: Romania and Greece.

Our research is supported by Stella Ting-Toomey's face-negotiation theory (Ting-Toomey and Kurogi, 1998), a culture-based situational model which addresses the concept of face-concern, in order to value and explain the influence of native culture on conflict communication behavior. Given that the current paper is a part of a larger research, we have structured it as follows: firstly, we briefly drew the theoretical framework of face concern, facework and face-negotiation theory. Secondly, we described the data collection methods and procedures and thirdly, we presented the main findings of our terrain data. We took as a point of depart Stella Ting-Toomey's definition of conflict. For the author, conflict is "the perceived and/or actual incompatibility of values, expectations, processes, or outcomes between two or more

parties over substantive and/or relational issues" (Ting-Toomey's 1994, p. 360). In supporting and explaining conflict management preferences, across cultures she considers our public presentation plays a crucial role in understanding social behavior. This self-presentation is what several scholars call "face".

Face represents a speaker's claimed sense of positive social worth (Ting-Toomey and Kurogi, 1998), associated with concepts such as respect, status, competence and loyalty (Ting-Toomey and Kurogi, 1998). Also it is a vulnerable resource, because it can be lost or enhanced in any uncertain social situations and is thus, something that should be constantly attended to during interaction (Brown and Levinson, 1978; Ting-Toomey and Kurogi, 1998; Oetzel et al., 2000). At the same time, it includes affective feelings such as pride or shame, cognitive appraisal like how much to give and receive face and behavioral layers. (Ting-Toomey and Kurogi, 1998; Oetzel et al., 2000). To worry about one's own image is covered here under the term *self-face concern*, whereas caring for counterpart's image implies *other-face concern*. *Mutual-face concern* is understood as the interest for both parties' images and or the image of the relationship.

Facework refers to the communicative strategies individuals use to perform self-face or to uphold, support, or challenge another person's face (Ting-Toomey, 2005, 2008). In the field literature there are plenty of facework behaviors. The simplest typology uses a threefold category model, including integrating, avoiding and dominating (Putnam and Wilson, 1983; Kim et al. 2004). Our larger study utilizes the complete model of eleven facework strategies organized by the three underlying factors mentioned before. Consequently, the typology includes: the avoiding facework strategies - give in, pretend and third-party -, the dominating facework strategies - aggression, defend and express emotion - and the integrating facework strategies - apologize, private discussion, remaining calm, problem solve, and respect. In

the present paper we are occupying only with the dominating facework strategies.

Face-negotiation theory (1998) briefly argues that people in all cultures try to maintain and negotiate face in all communication situations. Also, the concept of face becomes especially problematic in uncertainty situations when the situated identities of the communicators are called into question. Moreover, cultural variability, individual-level variables, and situational variables determine cultural members' selection of face concerns and, subsequently, face concerns influence the use of various facework and conflict strategies in intergroup and interpersonal encounters. The version of face-negotiation theory we used has thirty-two propositions, centered around individualism versus collectivism (propositions 1-20), or posited around the relationship between individual-level variables (e.g. self-construal) and conflict styles (propositions 21-32) (Ting-Toomey and Kurogi, 1998, Oetzel et al., 2001; Oetzel and Toomey, 2003). These statements have been largely supported in earlier research from the theory pioneer on individual (Singelis and Brown, 1995), cultural (Ting-Toomey et al., 1991; Ting-Toomey and Kurogi, 1998; Triandis, 1995), and situational determinants (Oetzel, 1999; Oetzel et al., 2001; Ting-Toomey et al., 2000). Indeed, no research was made in Balkans and or East European cultures.

In order to reach such aim and based on theoretical sources of the face-negotiation theory and our preliminary studies (Raulea, C. and Stefanel, D., 2007; Stefanel, D., 2008), we posited three hypotheses.

Hypothesis

Hypothesis 1: Among Romanian participants is registered a higher self-face concern than among Greek respondents.

Hypothesis 2: In both samples, aggression, emotional expression and defending are more strongly

associated with self-face, than with other-face and mutual-face.

Hypothesis 3: Romanians manifest higher concern for direct and dominating facework strategies in conflict situations, than Greeks do.

2. Materials and methods

Participants

Data were collected through questionnaires applied to 867 young members of the Romanian and the Greek society (N=867).

The Romanian sample

The first group consisted of 435 Romanian young adults (n=435), with a mean age in years of 22.9 ($SD = 5.09$), 22.5% males, 77.5 % females. All were highly educated, 89.7% having undergraduate studies and 10.3% postgraduate studies. A percentage of 79.5% of the respondents did not benefited from an experience abroad. 80.7 % of them come from urban areas, whereas 19.1% from rural ones.

The Greek sample

There were 432 (n=432) Greek young adult participants who responded to the questionnaire utilized in the current study. Their mean age was 23.31 years ($SD = 2.95$), 39.8% males, 60.2% females; the majority attended higher education, 70.6% being enrolled in undergraduate programs and 5.6% following master courses.

Instruments and procedures

A larger questionnaire was utilized for the investigation of the manner in which individuals perceive themselves and interact in interpersonal conflict situations. The questionnaire asked participants to recall a particular dispute and respond to a series of

questions about the conflict experience they encountered. Conflict was described for them, in general terms, as “a way of interpersonal interaction”. For the present study, the independent variables were the orientation of face concern in conflict communication whereas the dependent variables were facework behaviors.

We measured *face concerns* with 22 items, from an adapted version of the instrument proposed in Ting-Toomey and Oetzel (2001). The items were aimed to measure three locus of face: self-, other- and mutual-face orientation.

Self-face maintenance factor consisted of seven items, which appear to give interest to a high concern for person identity preservation and to threaten the other person’s image (e.g. I was concerned with not bringing shame to myself”. The second factor, other-face need, comprised eleven items attempted to emphasize the other party’s image during conversation (e.g. “I was concerned with helping the other person to preserve his/her self-image”).

The third factor, mutual face concern comprised four items designed to measure the

interest for preserving both parties imagines in conflict conversation (e.g. “Relationship harmony was important to me”). For the current study, the cultural reliabilities were as follows: .90 for other-face, .86 for self-face and .79 for mutual-face. Items were assessed using a 5-point Likert scale.

Facework behaviors were measured an instrument that included 63 items, representing an adapted and abbreviated version of the questionnaire presented in Ting-Toomey and Oetzel (2001).

For the current study we presented items designed to measure only the dominating faceworks (aggression, emotional expression and defending).

The reliabilities of the scales employed in assessing these three dominating facework for both groups varied from $\alpha = .64$ (verbal expression), $\alpha = .82$ (aggression) to $\alpha = .86$ (defending). All items were measured on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Table 1.1 provides a brief representation of Alpha Coefficients for each national reliability scale and several items for each variable.

Examples of items	Cronbach's Alpha	
	Romania	Greece
<i>Self-face</i> I was concerned with not bringing shame to myself I wanted to maintain my dignity in front of the other person	,84	,85
<i>Other-face</i> My primary concern was protecting both of our feelings I was concerned with maintaining the poise of the other person	,89	,88
<i>Mutual face</i> I was concerned with respectful treatment for both of us A peaceful resolution to the conflict was important to me	,81	,73
<i>Defending</i> I tried to be firm in my demands and didn't give in I tried to persuade the other person that my way was the best way	,83	,85
<i>Aggression</i>	,86	,71

I yelled at the other person to be disrespectful
 I said bad things about the person behind his back

<i>Emotional expression</i>	,68	,57
I was direct in expressing my feelings		
I avoid to expressed myself in a vague way (reverse coded)		

Table1.1. Scales, examples of used items and national culture Cronbach' Alpha

The questionnaire layout, for the present analysis, was organized as follows: 1) face concern items, 2) facework strategies items, 3) demographic items and 4) items describing the conflict and their counterpart, according with a set of criteria. There were several items asking the respondents to describe the person and conflict they recalled. Therefore, we asked participants to describe the nature of the relationship with the other person (parent, friend, sibling, relative, teacher, classmate, boss, partner, unknown person, etc.), the nature of the conflict (task/relationship-oriented or both), its intensity, the sex of the other person, the degree of closeness and status discrepancy in the relationship and its ethnicity/nationality and their feelings and the emotional appraisal during conflict. We translated the questionnaire from English into Romanian and Greek, with the equivalent of both languages in mind, in order to ensure equivalency and, to be completed in respondents' native language. Participants were recruited via graduate and postgraduate courses, without being given any extra credit for participation. The questionnaire was anonymous and self-administrated.

3. Results and discussion

In accordance with the set of criteria designed to portray the conflict and the person they had to cope with, we registered the following data. Romanians' orientations during the conflict episode they recalled were mainly towards: stranger 44.4 %, same status 73.6%, colleague 25.3%, partner 8.7%, friend 29.7%, relative 6.4%, boss 4.6%, teacher 2.3%, the cause of the conflict being more a specific task to achieve 43.2%, rather than the affective aspects of their relationship. 28.5% from the

Romanian respondents revealed us that the specific conflict situation damaged to a great extend their relationship afterward

As for the Greek participants, their preferences when being in conflict could be portrayed as following: close person 63%, same status 72.5%, stranger 8.1%, colleague 10.2%, partner 22%, friend 21.1%, parent 4.6%, relative 12.3%, boss 10.2%, teacher 1.4%, the cause of the conflict being more the affective aspects of the relationship 52,3%, than a specific task to achieve 26.6% and the most frequent feeling they went through being angry 66.7%.

Test of the hypotheses

Differences in locus of face between the Romanian and the Greek group

The first hypothesis states that among Romanian respondents is registered a higher self-face concern than among Greek respondents.

Table 1.2 indicates means and standard deviations of Romanian and Greek respondents, in relation with their interest for face orientation dimension. For verifying if there are any significant differences between the means of the two cultural groups (table 1.2.), independent *t*-test were realized.

Data reveled us that there are statistical differences between the two groups regarding self-face maintenance ($t = 10.698$, $df = 865$, $p < .001$) and other-face maintenance, ($t = 4.85$, $df = 865$, $p < .001$), and mutual-face ($t = -9.615$, $df = 865$, $p < .001$).

Thus, this hypothesis is supported by our data.

	Sample	N	Mean	Std. Deviation	Std. Error Mean
<i>self face</i>	Romanian	435	3,97	,760	,036
	Greek	432	3,38	,849	,040
<i>other face</i>	Romanian	435	2,95	,404	,019
	Greek	432	2,81	,429	,02
<i>mutual face</i>	Romanian	435	3,43	,977	,046
	Greek	432	4,00	,746	,035

Table 1.2 Means and standard deviation of the variables face concern and subjects' nationality.

Face-concerns predicting Interpersonal Conflict Communication

The second hypothesis posited that aggression, emotional expression and defending are more strongly associated with self-face than either other- or mutual-face, in both samples.

In order to test this presumption we used multiple regression analysis models. As indicated by Oetzel et. al (2008, p. 392) "for each facework, self-, other- and mutual-face were entered all at once into the regression equation [...] each face concern is then evaluated in terms of what it adds to the predictive value of the facework strategy being tested in the regression equation. After the independent variables were entered into the formula, each independent variable had to produce a significant change in the dependent variable at the 0.05 probability level to be retained in the equation". Hence, following these prescriptions, the regression model, in

the case of aggression included self-, other- and self-face, $F = 34.95$, $p < 0.001$. Since more than one face concern was proved to be a significant predictor for aggression, as mutual face was also significant, but in a negative way, t -tests for differences between the unstandardized regression coefficients have been conducted. Other-face was found to be a better determinant for aggression ($t = 6.48$, $p < 0.001$), even if, for self-face the tendency is in the same direction. The regression model for verbal expression showed self-face to be the only sustainable predictor. $F = 82.84$, $p < 0.001$. Mutual-face concern was also a significant factor for verbal expression, but in a negative way. The first regression model for defend facework strategy included all three face concerns $F = 203.01$, $p < 0.001$, but after t -test comparisons self-face was the major predictor ($t = 20.41$, $p < 0.001$). Hence, as predicted, self-face is strongly and positively determining defending, verbal emotional expression and partially aggression strategies. Thus, the second hypothesis is supported by our comparative data, as self-face concern is, in a significant manner, positively associated defend, verbal expression and partially with aggression. The regression models are presented in the table 1.3.

Therefore, it can be concluded that persons who are concerned with self-face maintenance tend to express emotions and defended strategies as well as use them in order to name their behaviour in conflict communication situations.

Primary factors	Facework	Face concern	B	Std.Error
β				
0.075**	Aggression	Self-face	0.698	0.025
0.291*		Other-face	0.540	0.051
-0.556*		Mutual-face	-0.476	0.024

Dominating 4.55** 0.029(ns) -0.071***	Verbal expression	Self-face	0.393	0.026
		Other-face	0.051	0.053
		Mutual-face	-0.058	0.025
20.41* 3.397* -10.189*	Defend	Self-face	0.532	0.026
		Other-face	0.179	0.053
		Mutual-face	-0.250	0.025

Table 1.3. Regression models for facework strategies following by locus of face in the Romanian and the Greek sample

* $p < 0.001$, ** $p < 0.01$, * $p < 0.05$

Difference in conflict communication behaviour between the two collectivistic groups

In the third hypothesis we predicted that Romanian and Greek respondents, even both coming from collectivist cultures do differ in their predilection for facework handling styles in dispute conversations. In the table 1.4 are presented the means and standards deviations for the two national samples, when

dissimilarities about using facework strategies in conflict settings are called into question. In order to verify if means differences between the two groups are significant, independent sample *t*-tests were conducted. This hypothesis is largely supported by the following data: aggression ($t = 7.677$, $df = 865$, $p < .001$); verbal expression strategy ($t = 8.139$, $df = 865$, $p < .001$) and defend, ($t = 11.600$ $df = 865$, $p < .001$).

	Sample	N	Mean	Std. Deviation	Std. Error Mean
Verbal expression	Romanian	435	3,7511	,74788	,03586
	Greek	432	3,3565	,82151	,03953
Defend	Romanian	435	2,4064	,74788	,03586
	Greek	432	2,0105	,82151	,03953
Aggressiveness	Romanian	435	3,6997	,74788	,03586
	Greek	432	3,0796	,82151	,03953

Table 1.4 Means and standard deviation of the facework strategies and nationality

So, compared with Greeks, Romanians dominating facework strategies in conflict manifest higher concern for direct and situations. Also, the perceived tendency for

Romanian participants to use to a greater extent the contending, competitive style is characterized in terms of a general individualistic tendency, assertiveness and aggressiveness, of a power employed to win

over or stand up for his own rights and interests in a conflict situation.

The correlations between these variables sustain the above mentioned statements and are presented in the table 1.5.

	1	2	3	4	5	6
<i>other face</i>	,071*	1				
<i>mutual face</i>	-,139*	,130*	1			
<i>aggressiveness</i>	,173*	,224*	-,528**	1		
<i>defend</i>	,584*	,093*	-,334**	,333**	1	
<i>verbal expression</i>	,467*	,052	-,131**	,274**	,624**	1

Table 1.5. Correlations between face concern and facework strategies

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

4. Conclusions

The purpose of the current study was to investigate if there are or not cross-cultural dissimilarities in perceiving conflict communication between Romanian and Greek young respondents, starting from a relatively new paradigm in the field of interpersonal communication across-cultures - Ting-Toomey's face negotiation theory. The originality of the present research consists in that it identifies a clear relationship between face concern and facework. Although this interrelationship was assumed in previous empirical studies in several cultures (Chinese, Japanese, German or USA), it still has limited support in Central and East European countries.

In a nutshell, the major findings of our study point to a picture where: among Romanian participants is scored a higher self-face concern than among Greek respondents. Contrary, Greek respondents seem to manifest concern for minimizing dominating facework strategies, which appear more evident among

native Romanians. Besides, our study reveals a picture where Romanians are more individualist in their communication and behavioural attitudes than Greeks do.

Furthermore, all three dominating strategies are positively associated with self-face in the two similar collectivistic groups. Though these associations among face concern and facework strategies register some minor cultural discrepancies, these are still largely consistent for the pan-cultural relationships among face and facework previously researched (Toomey et al. 2001; Oetzel and Ting-Toomey, 2003; Oetzel et al., 2008). Our findings primarily indicate that the manner in which individuals demonstrate concern for the other are quite alike and, in this way, incite scientists demonstrate the validity of making cross-cultural comparisons and, without any doubt, to assume that such explanations become pertinent across a large variety of individualistic and collectivistic national cultures. Additionally, our findings help us conclude, in the context of our collectivistic countries, the validity of the instruments used

in measuring face-construals and facework strategies. Furthermore, our demonstrations notice differential aspects within and between Romanian and Greek cultures, insisting thus on the decisive role situational identity plays in conflict contacts. In sum, the present study contributes to the field, as providing a further step in understanding the complex nature of situational identity in choosing and explaining how and why people with different cultural background chose to handle in a specific manner interpersonal conflict.

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STRATEGIC ENVIRONMENTAL ASSESSMENT

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Abstract: Strategic environmental management approaches long-term view of trends which is translated in a set of tangible results, objectives and quantified targets. Strategic environmental assessment, in particular and strategic environmental management, in general can contribute to the integration of environmental considerations into the preparation and adoption of plans and programmes with a view to promoting sustainable development while providing a high level of protection of the environment.

The strategic environmental assessment is a comprehensive, systematic and formal process aiming to supply the taking into consideration of the impact upon environment, when developmental suggestion at policy, plan, programme or project levels are elaborated, before the final decision concerning their promotion will be taken. The activity of strategic environmental assessment takes into consideration the final results of the planning process and can improve the quality of the policy, plan or programme elaboration process while minimizing the risks and the negative impact upon the environment. Strategic environmental assessment helps to eliminate some development alternatives which once implemented would be unacceptable, thereby preventing some expensive mistakes and increasing the efficiency of the decisional process.

Keywords: strategic environmental assessment, strategic management, policy/plan/programme/project, sustainable development

Rezumat: Managementul strategic de mediu abordează o analiză, pe termen lung a tendințelor, ce se traduce printr-un set de rezultate tangibile, obiective și ținte cuantificate. Analiza de mediu strategică, în particular și managementul strategic de mediu, în general, pot contribui la integrarea observațiilor privind mediul în pregătirea și adoptarea de planuri și programe, în vederea promovării dezvoltării durabile, obținându-se în același timp, un nivel ridicat de protecție a mediului.

Analiza strategică de mediu este un proces complex, sistematic și formal, ce are ca scop luarea în considerare a impactului asupra mediului atunci când se elaborează sugestii de dezvoltare a politicii, planului, programului sau a etapelor proiectului, înainte de luarea deciziei finale de promovare a lor. Activitatea de analiză strategică de mediu ia în calcul rezultatele finale ale procesului de planificare și poate îmbunătăți calitatea elaborării politicii, planului sau a programului și în același timp, reduce riscurile și impactul negativ asupra mediului. Analiza strategică de mediu ajută la eliminarea anumitor alternative de dezvoltare care odată implementate ar fi de neacceptat, prevenindu-se astfel niște greșeli costisitoare, prin sporirea eficienței în procesul decizional.

Cuvinte cheie: analiza strategică de mediu, management strategic, politică, plan, program, proiect, dezvoltare durabilă

1. Introduction

The goal of environmental management is the responsible use of natural, economic and human resources so that the environment is protected and improved. It intends to protect valuable ecological goods, to

provide local areas solutions and to build a relation between the population and the natural environment. Nowadays, the main objective of environmental management is to follow the fundamental principles of sustainable development which intend to replace

economies with the environment, so that the needs can be met not only in the present, but also for generations to come.

In this context, environmental protection has become one of the most important concerns of the XXIst century and it is considered a serious challenge for this millennium. The international community confronted a series of events that had a serious impact on the environment: the shipwrecking of the Torrey Canyon supertanker in 1967, the Exxon Valdez oil spill in 1989, the Prestige oil spill in 2002, the Sandoz chemical spill or the Bhopal disaster, the Chernobyl disaster in 1986, the Deepwater Horizon oil spill in the Gulf of Mexico in 2010 and, last but not least, the Fukushima nuclear disaster, in 2011.

All these unfortunate events have made the international community more aware of the importance of the environment, not only for the humankind, but for the survival of the planet. Thereby, the human society-environment relationship reached to concrete dimensions. It is not the issue of „taming the nature”, but realizing that humans are part of the environment. That is why environmental protection and conservation, actually, refers to providing a habitat, necessary for the humankind’s existence.

Among these issues, a special attention is given to the techniques and instruments that concern prevention and precaution. Their role grew along with the transition from the „end of pipe” techniques of environmental protection to the preventive ones. The diversity, complexity and acceptance of these legal mechanisms have developed in the last years due to the interaction between national and international legislation. One of these mechanisms is considered the strategic environmental assessment.

The strategic environmental assessment is an instrument, systematically used in high-level decision making, that facilitates the early stage integration of environmental considerations into the decision making process, helps identify the specific measures in order to ameliorate the effects and to establish a framework for a further assessment in terms of

environmental protection.

If it is applied to policies, plans and programmes, the strategic environmental assessment represents a method that guarantees sustainable development. For this purpose, an international instrument was developed, *The Protocol on Strategic Environmental Assessment*, which refers to plans, programmes, policies and legislation in the domain of environmental assessment. The document was also adopted by Romania in Kiev, in 2003.

The strategic environmental assessment evolved as a measure of precaution at a high-level decision making due to the fact that impact assessment of a project proved to be limitative and ineffective and, as a consequence, insufficient. This happens because, during the decision-making process for a certain project, the stage of environmental impact assessment (EIA) occurs much more later. Hereby, the answers to important questions, for example „what kind of development has to be implemented, where and if it really has to take place”, were not enough underlined in terms of environmental protection.

2. Description of the technique

Strategic environmental assessment (SEA) is a systematic process for evaluating the environmental consequences of proposed policy, plan or programme initiatives in order to ensure that they are fully included and appropriately addressed at the earliest stage of decision-making, on a par with economic and social considerations.

SEA is intended to integrate the environment into strategic decision-making, as distinct from Environmental Impact Assessment (EIA), which is directed at projects. SEA's origins can be traced both to the natural resource management foundations of EIA and to methods of policy analysis and appraisal techniques. The international trend suggests an evolution from SEA being seen as an extension of EIA into the strategic arena towards it being used in the early stages of formulation of policies and programmes.

As SEA operates at a strategic level in a variety of operational circumstances, and stresses process rather than detailed technical analysis, the nature of the tool, and the practical steps involved, vary from context to context. In comparison to EIA (which is typically regulatory, with clearly defined steps), SEA is by nature more open-ended, consultative and iterative. It does not in general demand sophisticated and expensive data gathering and modelling capacity. The process that delivers the final product is important, with inter-institutional cooperation and public participation both being key determinants of success.

3. The purpose of the technique

SEA is a response to the challenge of integrating environmental concerns into strategic decision-making. The intended output is more sustainable plans, programmes and policies. The process of working through the SEA brings together the various institutions involved in the formulation of plans, programmes and policies to work through an agenda that explicitly addresses the sustainability aspects of the proposed actions.

SEA encourages the consideration of environmental issues early in the conceptualisation or planning phase. By operating at a strategic level it addresses some of the limitations of project-based EIAs which cannot, for instance, capture adequately the cumulative effect of an overall investment programme, or see these effects being evaluated only after the programme is in place. SEA responds to the need for more sustainable macro-economic, sector or area-wide development policy choices.

One of the purposes of the SEA is to identify the significant environmental effects of a plan or programmes and identify reasonable alternative ways of meeting the same objectives. The explicit consideration of alternative routes to the same outcome is integral to the approach. The SEA process is thus intended to improve decision-making by identifying:

The positive and negative environmental

effects of a policy, plan or programme, and The means to accentuate the positive effects, and reduce or avoid the negative ones.

The SEA model applied in the EU also puts an emphasis on promotion of public participation in policy-making - with open access to the draft plan and SEA report being a key part of the process.

4. Circumstances in which it is applied

SEA is in principle applicable to all plans, policies and programmes where there is a prospect of significant environmental impact. Compared to cost-benefit analysis, EIA and other evaluative tools it is a comparatively new approach and the situation is fluid, with both the extent of SEA usage and the nature of the methods applied still undergoing evolution.

Worldwide there is variation in the way in which SEA principles are applied. For policy-making a flexible form is needed; processes already in place may offer elements to support SEA. Some governments have adopted comparatively simple SEA tools for the preliminary screening of policies. These are backed by more detailed guidelines for use where a comprehensive assessment is required. The extent of public participation varies by tool, location and context.

As a general case the SEA should be carried out by a multi-disciplinary and multi-stakeholder team of experts, with a mandate sufficient to grant access to necessary information and the right to propose changes to the plan/programme.

It is desirable for the SEA team to work in parallel with the planning team, and start as early as possible in the planning process. The SEA should be based on thorough public participation, and the report be made available to the public.

In the absence of resources and data needed to build complex models, the SEA should draw on the collective expert judgment of a qualified multi-disciplinary and multi-stakeholder team. Impacts should be evaluated on the basis of fit to policy goals and public concern. The SEA should focus on impacts that are identified as priority concerns by the

population concerned. It should also address national and transboundary/global issues, and involve transboundary consultation where necessary.

A pan-European study of SEA practice found that key success factors are that:

- SEA needs to be a transparent process that allows environmental considerations to be highlighted;
- Successful SEA assesses the impacts of alternative options rather than option alternatives;
- There is widespread involvement of stakeholders, policy makers and the wider public;
- It needs to be a systematic process involving different institutions in a common reporting framework;
- The most successful SEA generally occurs where there is a legal obligation to require it;
- Wide use and dissemination of baseline and assessment information is helpful;
- It helps to have an independent body to review or audit the assessment process;
- A successful SEA becomes the start of a process of integration, not the end, an iterative process in which the decision-maker is updated with the consequences of the implementation.

The SEA Directive (2001/42/EC) requires systematic environmental assessment be considered for plans and programmes prepared for agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use and which set the framework for future development consent of

projects listed in Annex I and II to the EIA Directive (85/337/EEC) or which, in view of the likely effect of sites, require an assessment under Article 6 or 7 of the Habitats Directive (92/43/EEC). The exclusions are plans for national defence and civil emergency, and financial or budget plans.

5. The main steps involved

The detailed method of an SEA varies according to the nature of the policy, plan or programme. These are highly variable in their potential impacts, which may range from the speculative to the readily quantifiable. Depending on the situation, and the potential for environmental effects, the SEA may be brief and non-technical, or extensive and use sophisticated analytical tools. There are therefore some general principles to be considered, but detailed guidance tends to be context-specific.

A typical SEA would include:

- Scoping - Description of proposal under consideration;
- Consideration of alternatives, including the no action option;
- Evaluation of impacts and proposed mitigation measures;
- Stakeholder involvement and transparency through consultation and dissemination;
- Communication of decisions, with explanation/justification;
- Proposals for implementation/monitoring/evaluation.

It is important that the ownership of the SEA is clearly defined at the outset - who is responsible for its delivery and which organisations are expected to contribute.

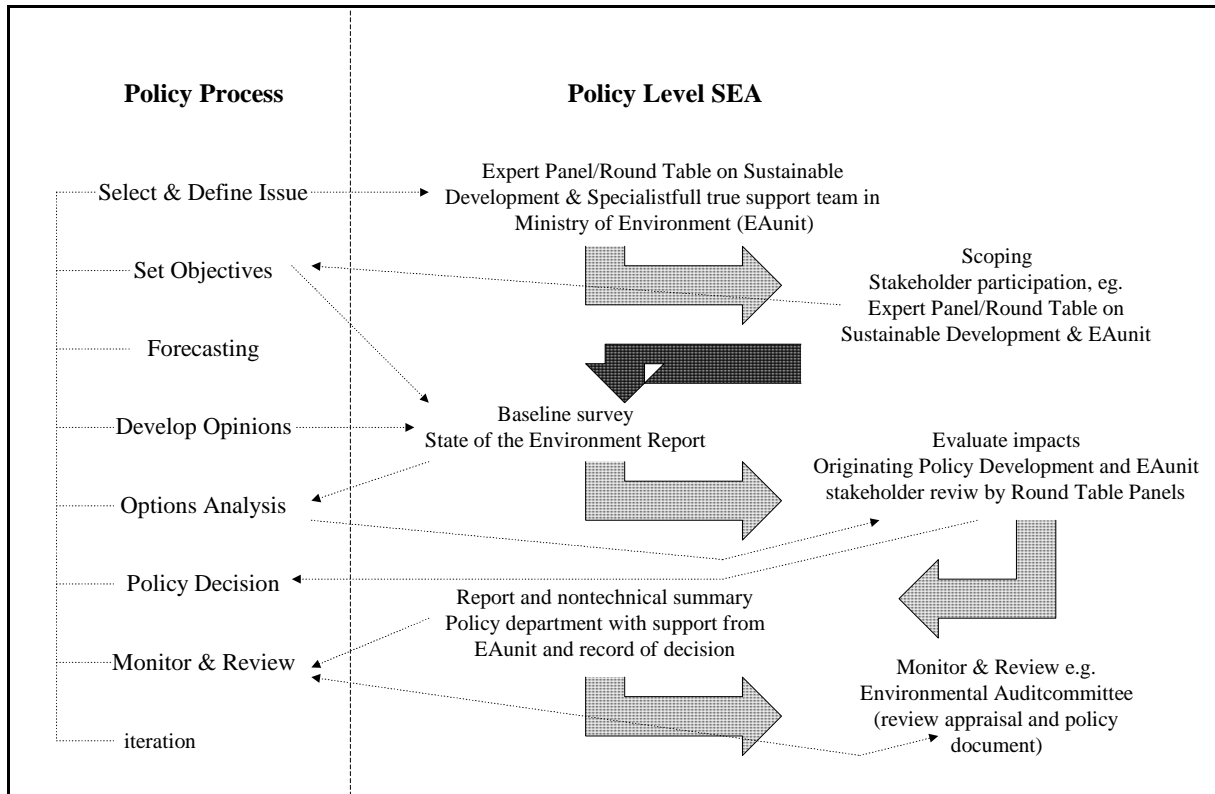


Fig.1 – Stages for Strategic Environmental Assessment

The following provides a summary of the main steps involved in conducting an SEA of a regional development plan and or EU Structural Funds programme.

Step 1. Assessment of the environmental situation

Define the area to be covered by the SEA. Baseline environmental information is collected on the state of the environment and natural resources of the area, and on the interactions between these and the main development sectors being funded through the Structural Funds.

Step 2. Identify objectives, targets and priorities

Environmental and sustainable development objectives, targets and priorities which the Member State and region should achieve through the development plan or SF programme are identified.

Step 3. Draft development proposal and identification of alternatives

The objective of this stage is to ensure that environmental objectives and priorities are fully integrated into the draft plan/programme, the initiatives to be funded, the main

alternatives for achieving the given development objectives and the financial plan.

Step 4. Environmental assessment of the draft proposal

This stage involves assessment of the environmental implications of the development priorities within the plan/programme and the degree of environmental integration in their objectives, priorities, targets and indicators. A view needs to be formed on the extent to which the strategy will contribute to sustainable development in the region. The draft is also reviewed for conformity with relevant regional, national and EU environmental policies and legislation.

Step 5. Identify indicators

Environmental and sustainability indicators need to be identified, preferably indicators that promote understanding among public and decision-makers of the interaction between the environment and key sectoral issues. They should be quantifiable and help in the monitoring of change.

Step 6. Integration into final plan/programme

The final step involves the incorporation of the SEA findings into the drafting of the final plan or programme.

6. Strengths and limitations of the approach

The strength of SEA lies in its potential to avoid downstream costs (and delays) by developing more sustainable policies and programmes. The benefits are delivered through the way in which SEA influences the formulation of the plan and the decision-making process, rather than through a discrete product (the report). The SEA tool cannot be readily divorced from the process and institutional context it was designed for.

Benefits identified in surveys include:

- A systematic review of the relevant environmental issues;
- A better understanding of the environmental effects of the plan;
- A better balance between environmental, social and economic factors;
- Enhanced transparency in the decision-making process, helping to win public support;
- Guidance on mitigation proposals;
- Avoidance of subsequent delays in implementation;
- Simplifying later project EIAs.

Analysis of European experience to date suggests that benefits are generally larger than costs. The costs of an SEA are typically carried by the public sector, whereas EIA costs are borne by the promoter - often a private sector developer. The bulk of the costs of an SEA are staff and consultancy costs.

Delivery of the benefits on offer is more difficult if:

- The SEA process is not well “positioned”, such that stakeholder cooperation does not work effectively or accountability is unclear. What is the partnership “vehicle”?
- The participants are unfamiliar with the methodologies and lack sufficient guidance or training - do the institutions have the capacity and the resources to deliver an SEA?
- The SEA begins late in the development of the plan.

There is no set of consistent, reviewed environmental objectives that can be adopted as sustainability criteria.

Where policy-making has been traditionally beyond the public domain a change in culture may be needed before SEA can help catalyse attitudes towards integrating environmental concerns.

In practical terms it can be hard to predict environmental effects at the most strategic level and difficult to develop quantifiable targets.

Another area of potential weakness in achieving integration is if there is an ineffective tiering system by which formal links are established to policies or plans above, and projects below the level at which the SEA takes place.

7. The strategic environmental assessment – European and Romanian legislation

The communitarian legislation concerning the strategic environmental assessment is the basis of the experience in the field and good practice at the level of the member states of the European Union, where it is already adopted.

In European context, the most important juridical initiatives which aim the conception and implementation of the strategic environmental assessment are: the SEA Directive, adopted in 2001 and transposed by the member states in national legislation up to July 21st 2004 and SEA Protocol of the Convention concerning the impact on the environment in cross-border context, adopted at the extraordinary meeting of the signatory parts of the Espoo Convention (May 21st 2003) at the Ministerial Conference “One Environment for Europe” from Kiev, Ukraine.

Even at national level, official regulations concerning the SEA implementation do not yet exist, the Romanian legislation was aligned to the European one mainly by adopting the HG 1076/2004, and other normative acts: OM 117/2006 for approving the manual of implementation of the HG 1076/2006; OM 480/2006 concerning the construction and function of the special

Committee at central level involved in the stage of framing of the EMPP procedure and OM 985/2006 for approving the informative list of plans and programmes, which are under the incidence of the HG 1076/2004.

8. Conclusions

The advantages of the SEA implementation consists in: achievement of a sustainable management from the environmental point of view, improvement of the quality of the process of politics, plan or programme elaboration, increase of the efficacy and efficiency of the decisional process, strengthening of the leading system and institutional efficiency, strengthening of the EIM process for projects, facilitation of the cross-border cooperation.

In implementation of the strategic environmental assessment, the differentiation between the concepts of environmental assessment for plans and programmes (SEA) and evaluation of the impact on the environment (EIM) is necessary.

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PROPER SELECTION OF ACTIVE-PARTICIPATORY METHODS FOR TRAINING DESIGN ENGINEER FROM LIGHT INDUSTRY

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Abstract: Application of active participatory methods has many formative facets; it contributes to developing creativity, involves students in learning, putting them in situations to think, to make logical connections and express their ideas and reasoned opinions, etc.

The selection of methods is not simple, it requires time, patience and practice. They should be selected and used rigorously, creatively, according to objectives and the specific educational group. Therefore, the option for a particular teacher's method is a very complex decision for teaching.

Keywords: active learning, application, teaching instrument, training.

Rezumat: Aplicarea metodelor activ-participative de instruire au multe valențe formative; contribuie la dezvoltarea creativității, implică studenții în învățare, punându-i în situații de a gândi, de a realiza conexiuni logice și de a exprima idei și opinii proprii argumentate, etc.

Selectarea metodelor nu este simplă, ci necesită timp, răbdare și exersare. Ele trebuie să fie selecționate și utilizate în mod riguros, creativ, în funcție de obiectivele propuse, de specificul grupului educațional. Prin urmare, opțiunea profesorului pentru o anumită metodă, este o decizie de mare complexitate pentru actul didactic.

Cuvinte cheie: învățare activă, aplicare, act didactic, formare.

Introduction

A teaching method is the process for the attainment of educational objectives. The method is selected by the teacher and is implemented in lectures, seminars and practical applications with the benefit of students and their means in all cases, a collaboration between teacher and student participation in seeking solutions to distinguish between truth and error and the form of options and / or methods selected is used for the assimilation of knowledge, values and experiences to stimulate the creative spirit.

When choosing a method it is needed to take account of the aims of education, the content of the training process, the peculiarities of the age and individual students, groups universities, the group composition, the nature

of the means of education, experience and competence of the teacher.

In agreement with a formative education, focused on skills is required active use of participative methods.

The mentioned methods are listed because they have formative effects on light textile design engineers, evident not only in cognitive level (because it involves students in an effort to search, selection, analysis and comparison of information), but also socially (develop a spirit of collaboration, effective communication with colleagues) and even staff (working with fellow students can realize their own resources, possibilities and limits, may be learning resources for their peers can learn from others).

In recent years, "grew up unprecedented interest in so-called active-participatory

methods. This interest is generated by the current school open to new goals and content, to new experiences of knowledge, experience and action»

To be able to involve, indeed, the learner, active-participatory methods focus on the processes of knowledge (learning) and not on knowledge products. They are, therefore, methods that help students to search, investigate, only to find knowledge and to assimilate them, to find single solutions to problems, to handle knowledge, to come to rebuild and re-systematization of knowledge, they are, therefore, methods which teaches students to learn to work independently.

Can be considered active, participatory methods those that bring students into direct contact with real life situations and practical problems of life, giving the opportunity to participate in solving practical problems of life, labor, students, resulting in the creation of goods materials.

In general, active-participatory methods are distinguished by their request; they implement the action from multiple perspectives, intellectual forces of the student - thinking, imagination, memory, and involuntary. Due to this request, they make an extensive process of education and genuine exercise of intellectual and physical capacities.

Starting from the fact that there is a "recipe» of an effective strategy in itself, the teacher through the experience and expertise is the one that determines how best to conduct the business of taking into account a series of "critical factors" underlying the strategy of training (Panțuru, 2002, p. 160): types of targets covered, level of education: primary, secondary, particular group of pupils / students, types of learners in terms of those teams: the nature of school motivation, intellectual capacity, cognitive style, personality factors, the nature of the discipline of education / logico-theoretical structure, the time available, equipment and materials, features of the teacher.

Here are that the adaption some teaching of strategies is a matter of responsibility and competence, especially as, in the context of education reform, we must regard the formation of skills, attitudes and values towards high school, life, work.

In a praxiological way I. Cerghit shows that the method has the meaning "of an effective way of action and, by extension, of a professors of practical way of working with pupils / students, a realization of the action techniques of teaching and learning" (Cerghit I., 2002).

In short, the method is an effective way of learning, organizing and leadership, a common way of acting that meets in an all familiar the efforts of the teacher and his students.

Vaideanu G. (1986, p.3-4) captures some features of the method of training / education, which is shown in Figure 1, in a form adapted to higher education institutions.

Many educators point out methods are that used multiple purposes: knowledge (mastery of standards and methods of thinking), training (assimilation of knowledge, skills and work tasks), and formative (training and development of personality traits).

This reveals specific functions (Cerghit, 1980, p.12-17) held by them and which methods are:

1. cognitive function (the method is the students gateway to truth, the procedures for action to acquire science and technology, culture and human behavior, making it a curiosity for it - research, discovery);
2. formative-educational function (method does practice and development of various mental and physical functions of the student, is formed skills, abilities, behaviors);
3. instrumental function (serving as a technical method of execution);
4. regulatory function (method shows how it should proceed to obtain the best results).

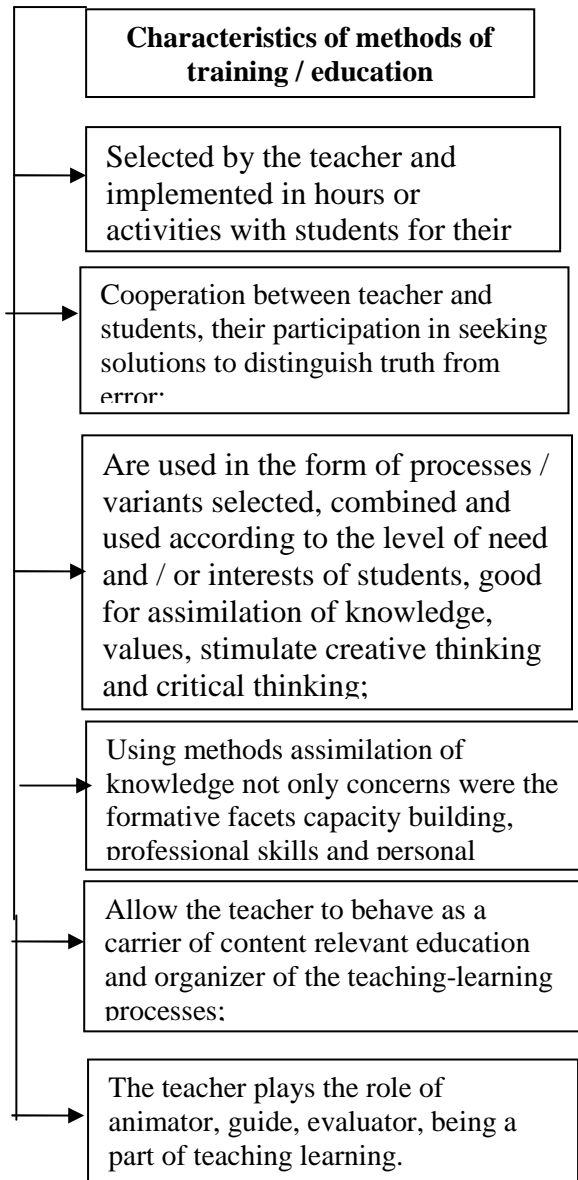


Figure 1. Feature four schedule training methods / preparation of design engineers in the light industry

By modern active-participatory methods tends to a new approach to selected content in a new way of teaching strategy, which involves all students in individualized and differentiated learning, they were placed in a position to not only learn certain concepts, but also to discover, to join them, creatively applying them at different times.

The method has a multifunctional character, because it can participate simultaneously or successively in several educational objectives.

Option for a particular teacher's teaching method is a very complex decision.

Selection criteria for active - participatory methods

Specifying methodological system of educational activities is an integrated approach to conception and design of training strategies, but it must take into account the criteria for selecting training strategies, and other specific teaching methodology. The phrase "methodological system" highlights the fact that the methods and procedures to be capitalized in a training situation are influenced, to support and complement each other, between the components of teaching strategies, thus establishing a close correspondence. Thus, teaching methods system is are developed in vision systems and is closely correlated with the means of education, forms of organization of educational activity, with the approach of learning by students, etc. Table 1 summarizes the main criteria underlying the choice of teaching methods and system (Chiş, p. 36).

Table 1. Criteria for selecting teaching methods and procedures

Nr. crt.	Nature factors	Examples
1.	Objective factors	<ul style="list-style-type: none"> ♣ fundamental objective; ♣ the operational objectives; ♣ general education system principles and system of study discipline specific teaching principles; ♣ systemic analysis of scientific content; ♣ unity between content and method; ♣ means of education; ♣ internal logic of science; ♣ regularities learning process.

2.	Subjective factors	<ul style="list-style-type: none"> ♣ students' psychological resources; ♣ characteristics of the class / group of students; ♣ personality and competence of the teacher; ♣ social human context of the application method.
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If the methods and processes they choose will be the right ones this will lead to the operationalization of learning, to ensure mobility in the teaching-learning-evaluation at the request appropriate and differentiated student learning density, stimulate and motivate the participants in this process, causing academic success.

Assuming that if the teacher chooses higher education, combines and develops active-participatory methods and processes in teaching, then learning becomes individualized and differentiated, on this basis is chosen for the application of participatory methods in dealing with active-content engineering design in clothing.

Most active-participatory methods based on cooperation and joint work in dealing with learning tasks. This means that, the work group is especially geared towards the social aspect of learning, students pursuing the development of social behavior, future design engineers. For group work to develop more effective organization design and practical applications, the following methodological steps:

- examine themes and tasks of training and self-training;
- dividing tasks among group members;
- documentation on themes and issues of interest by researching various sources;
- assumptions and opinions on the issue of probable outcomes;
- investigation of practical and theoretical

- applications;
- record results;
- interpretation of results;
- drawing "the report" final;
- assessment and evaluation.

Conclusions

One way is not good or bad in itself, but by reporting them to the teaching situation that the criterion whether or suitability to a particular fact is one that can do more or less effective. At the same time, not only external adequacy is an indicator of the relevance of the method, but also a component matching sequences (respectively, learning processes) and alternation, fireworks successively methodological quality of coordination and articulation between the methods of a process and a method etc.

From this we conclude, that methodological quality is a matter of convenience, dosage, between the facets of combinatorial methods or methods is a matter qualitative of articulation and less of prominent or extension of a method at the expense of another. To say a priori that one method is better than another (or a method is desired), without taking into account the context in which the method that is (or becomes) effectively constitutes a hazardous assertion and even meaningless.

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SUGGESTOPEDY – AN ALTERNATIVE OF A TOTAL LEARNING

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Abstract: Suggestopaedia is one of the most original methods of teaching and learning. Constructed on the neurological science, Suggestopedia offers one of the most adequate visions concerning learning, as well as the learning in school. The essence of this educational alternative, consisting in the stimulation of the both cerebral hemispheres by specific means, has a positive effect on the whole personality, not only on the intellectual aspects. Dr. G. Lozanov's method draws out man's inner potentialities, helping him by very specific techniques, to learn and develop.

Keywords: global approach, brain reserve, learning, educational alternative, Reservopedia.

Rezumat: Suggestopedia este una dintre cele mai originale metode de predare și învățare. Construită pe baza științei neurologice, Suggestopedia oferă una dintre cele mai adecvate viziuni în ceea ce privește învățarea în general, cât și învățarea în școală. Esența acestei alternative educaționale, constând în stimularea ambelor emisfere cerebrale, prin mijloace specifice, are un efect pozitiv asupra întregii personalități și nu numai asupra aspectelor intelectuale. Metoda dr G.Lozanov extrage potențialul interior al omului, ajutându-l pe acesta, prin procedee specifice, să învețe și să se dezvolte.

Cuvinte cheie: abordare globală, rezerva creierului, învățare, alternativă educațională, Reservopedia.

1. Introduction

The discoveries in the neurological field as well as the acquaintances with some spiritual techniques have shaped a new attitude toward the teaching methods in school.

The man who tried to change radically the traditional vision about learning is a Bulgarian physician and psychotherapist Georgi Lozanov. Since 1960s Lozanov carried out investigations and experiments at an institute in Sofia, Bulgaria. The central topic of the Institute was Suggestopaedia – learning with a greater speed and quality. Since then Lozanov has achieved world-wide recognition and has taken part in an important number of international symposia, lecturing on and explaining his activities. On 11 December 1978 UNESCO organized a large international expert panel of specialists who should study in situ suggestopedia in all age groups and present their conclusion: There was a

consensus that Suggestopaedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods.

Dr. Georgi Lozanov was the director of the International Centre for Desuggestology, in Vienna. The International Association of Desuggestology and Suggestopedagogy, has also its headquarters in Vienna and has been established for the promotion of the practical application and scientific development of Dr. Georgi Lozanov's ideas. Coming back to Bulgaria, Dr. Lozanov currently lives in Sliven, Bulgaria.

It is also necessary to add that, developing its theory and practice, he found a new name for the science of the suggestopedia, name expressing better the processes inside, that is, reservopedia which is, as the title of his last book affirms: "theory and practice of the liberating-stimulating pedagogy on the level of

the hidden reserves of the human mind”.(Lozanov, 2009)

2. The science of Suggestopedia / Reservopedia

Suggestology, as its creator says, is the science of suggestion, a newly developing science. Suggestion, notices Lozanov, is a common part of everybody’s life.

The daily life, the everyday communication, considered from the rational point of view (or not) includes several *suggestive factors* acting through the unconscious channels as emotional background, peripheral perception, automated details, associating, symbolization and coding on the basis of which authority is most often built, previous suggestive setup, attitudes, motivation and expectancy. (Lozanov, 1978, p.60)

Therefore there are suggestive patterns within the everyday life that direct more or less strongly, the individuals’ actions, opinions and attitudes.

Building up his theory of suggestion and pedagogy, Dr. Lozanov’s intention was to demonstrate the existence of the unused capacities of the brain and also the possibility to recuperate and use efficiently these abilities if the right context is offered.

What is *Suggestopaedia*? The main aims of suggestology/suggestopedya as stated by Lozanov are:

1. *To demonstrate that the human personality possesses potential capabilities far exceeding those recognized by generally accepted social norms;*
2. *To analyze the extent to which various individual achievements could be expected from all or from most members of society;*
3. *To promote interest in the search for methods of exploration.* (Lozanov, online ed., p.9)

The positive effects of the suggestopaedic courses are visible not only with what concerns the memory, attention, cognition and

of course, information. Not in the last, there are effects over the whole personality.

Suggestopaedia uses a certain group of teaching tools. They are:

a) *psychological means*

They refer firstly to the overall organization of the teaching-learning communication and to the whole classroom atmosphere; the room must be clean and arrange aesthetically and not decorated with unnecessary objects or pictures. The visual material (posters, charts) with the study content is done also aesthetically.

The teacher contributes in a very large measure to the classroom atmosphere; s/he should be animated, inspiring, calm, enjoying the work; his/her voice itself has to be fresh and melodious.

b) *didactic means*

They refer to several elements:

- the hierarchical structure of the material: part-whole relation with the prevalence of the holistic
- the quantity of the information: the material used in a suggestopaedic hour is two to ten times more than the amount of material used in a ‘traditional’ teaching hour.
- the methods used are communicational: the students’ attention is directed to the whole sentence, to its meaningful communicative aspect, to its place and role in the given amusing situation. The grammar aspects remain on a second plane but not overlooked. Most of the grammar elements are learned along with the whole structure without any special attention given to them. (Lozanov, 1978, p.262)

c) *artistic means*

Suggestopaedia uses in the teaching-learning learning process music, literature, visual material, with a double aim: “ The artistic means are used both to create a pleasant atmosphere during the process of receiving, memorizing and understanding the principal information given in the lesson and to enhance

the suggestive set-up for reserves, attitude, motivation, and expectancy. Through the artistic means part of the material is immediately assimilated.”(Lozanov, online ed., pp.70-71; Loz., 1978, p.262) The scientific explanation of this phenomenon is found in the differentiated functions of the two cerebral hemispheres.

No doubt, the teaching activities in a traditional or alternative school are familiar with these kind of tools. What is most original is the structure, the way and the conditions all these didactic tools are introduced and used.

The suggestopaedic *teaching-learning activity* (the reference is made to a foreign language class) has also a very special structure as it follows:

a) preparation: Preparation is related to the setup of the room and to giving students information about what to expect in the course of the teaching. There are no specific relaxation exercises to prepare the students for the class.

b) presentation: The students receive the materials for the first cycle. They are usually organized in dialogue form, with some explanations of vocabulary and grammar. From time to time are presented other materials, such as prose texts, songs, poems or grammar.

After the entire text has been introduced, the concert session follows. This session has two parts: the active and the passive concert.

During the active concert the students sit in their chairs with the texts in front of them. The teacher who is standing reads the text in the target language while an entire piece of classical music is playing in the background.

During the passive concert, the students and the teacher are seated. The students have no texts to refer to. The music is taken from the pre-classical (baroque) period, such as works by Bach, Handel and Vivaldi aiming to create an atmosphere of contemplation and detachment from the everyday problems. No new materials are introduced during this stage,

being read only the materials presented in the session of the active concert.

c) review and elaboration: The next day the first revision of the materials takes place. Dr. Lozanov stresses that the material must be read on the next day or at least within 48 hours after the passive concert.

The suggestopaedia/reservopaedia requests also a *trainer* of a very special kind. There is a multitude of skills that someone needs to acquire in order to become a “suggestopaedic” teacher. Here there are few things the teacher needs to know:

- how and when to vary the intonation and behaviour to convey the study material.

- how to master the “laughter” system in a practical way.

- how to practically master the “song” system.

- how to vary the intonation during the concert session.

- how to apply the dynamic global principle at each moment of teaching; how to make the transition from the whole to the part and from the part to the whole.

- how to prepare illustrative material and make it stimulating at the same time.

- how to organize and utilize the three means of desuggestive teaching: didactic,

psychological and artistic in their unity;

- how to understand and to apply love for human beings.(Lozanov, online ed.2, p.126)

Concluding a study on the qualities requested from a suggestopaedic trainer, G. Mateva formulated several traits that can shape the desired personality of the suggestopaedic teacher:

1. Suggestopedic teacher’s behaviour is generally determined by his/her value system and entire educational philosophy. Teacher treats the learner as a whole person. S/he believes in the learner’s unique personality and vast potential abilities for learning and overall development.

2. Suggestopaedic teacher employs conscious and subconscious, verbal and non-verbal stimuli to enhance the effectiveness of learning. Her/his teaching style can be broadly defined as communicative, experiential, holistic, artistic and stress-free.

3. Suggestopedic teaching styles and techniques function at their best in original suggestopedic setting but recent experience suggests that some of them can be incorporated into existing pedagogic practice. (Mateva, 1997, p. 66)

The last affirmation was confirmed by studies involving students in pedagogy, kindergarten and primary teachers. If the quality of the suggestopaedic teacher requests both a special training and certain inner qualities, the 'common' teacher can use certain suggestopaedic techniques, but developing compulsorily, her freedom of thinking and creativity.

3. Conclusions

Suggestopaedia is one of the most complete educational theories based on the reality of the global functioning the human being. It takes into consideration simultaneously, the biological, psychological and social aspects of the learner. Its outstanding results in the learning field were confirmed by scientists and international institutions and consequently,

should bring changes in the world educational politics.

The suggestopaedic/reservopaedic theory is still developing, new facts and research results being continuously added. Unfortunately, this creative science-creative in a double sense-as it's characteristic and as the characteristic of the educational product, is still unknown and therefore, misunderstood. So, a change in attitude, if not at the educational policies level but at least among teachers and parents is most than desirable.

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PARTNERSHIP WITH FAMILY IN INCLUSIVE EDUCATION

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Abstract: The concept of inclusive education is one of the directions of reform to combat socio-economical exclusion and cultural marginalization. Economic crisis deepens the problems facing this change in education in Romania.

By a qualitative approach - interviews applied the relevant actors, the article analyses relationship between family and other institutions: school, Department of Child Protection. There have noted in this relationship some positive aspects (parents to get involved and participate in activities, by counseling, parents become aware of problems and needs of the child and take appropriate decisions regarding the child's schooling), but also difficulties (mechanisms of denial, poor social conditions, disinterest in education). This article aims to propose strategies to better work with families with children with special needs.

Keywords: children with special needs, special school, inclusive school, advising parents, social inclusion.

Rezumat: Conceptul de educație incluzivă reprezintă una din direcțiile reformei de combatere a excluziunii socio-economice și marginalizării culturale. Contextul crizei economice adâncește problemele cu care se confruntă această schimbare în cadrul învățământului din România.

Printr-o abordare calitativă, interviuri aplicate actorilor relevanți, articolul realizează relația între familie și alte instituții: școală, Direcția Generală de Asistență Socială și Protecția Copilului etc. Vor fi scoase în evidență atât aspectele pozitive (părinții se implică și participă la activități, în urma consilierii conștientizează problemele și nevoile copilului și iau decizii potrivite în privința școlarizării lui), dar și dificultățile (mecanismele de negare, condiții sociale precare, dezinteres față de educație). Articolul propune strategii pentru a îmbunătăți munca cu familiile care au copii cu nevoi speciale.

Cuvinte cheie: copii cu cerințe educative speciale, școala specială, școală incluzivă, consilierea părinților, incluziune socială.

1. Introduction

In the last two decades, the world is promoting the concept of integrated education refers to "integration into mainstream schools of children with special education needs (children with sensory, physical, intellectual, or language, socio-economically and culturally disadvantaged, children in care and foster care, children with mild psycho-emotional and behavioral disorders, children with HIV, etc)

to provide a climate conducive to the development of harmonious and balanced personality as their " (Cozma, Gherguț, 2000, p. 77). School aims to facilitate access to education for all children and better meet the needs, potential, their aspirations, including those with special educational needs.

Cooperation between school, family and community facilitates integration in mainstream schools for children with special educational needs. Partnerships between these

institutions involve building "relationships between individuals or groups of individuals who are characterized by mutual responsibility and cooperation in order to reach targets" (Agabrian, 2006, p. 50). The roles of these partnerships are: to be to support teachers, to improve school students' skills, to create a positive school climate, educational skills, to train parents, to provide family support (Agrabrian, Millea, 2005, p. 7).

A well organized program of partnership between families and school community can benefit students (Epstein, Salinas, 2004, pp. 12-13). The authors describe six ways in which schools can help parents become more involved in raising children:

- *Parenting*. Parents receiving help from school to better understand children's needs. In this way teachers will get to know them better parents, their socio-cultural values and interests that they inoculated children.

- *Communicating*. It involves sharing of curriculum expectations, discussing progress and plans for future children to them.

- *Volunteering*. Refers to recruit parents as volunteers in some school activities

- *Learning at Home*. It involves parents in fostering children's academic skills and in their future educational setting.

- *Decision Making*. Includes parents' opinion regarding the decisions taken at the school and the education of children on.

- *Collaborating with the Community*. Refers to the close connection that must exist between students, families, schools and other institutions and organizations at the community level.

The present research aims to identify how the family works for children with special educational needs and other institutions involved in assessment and intervention on this category of children.

For a better understanding of the analysis to follow we consider appropriate to describe how to describe how work the

integrated and special education in the Iasi County.

At the beginning of each school year in September-October, is carrying out the assessment of children that the teachers suspect that they have special educational needs. In inclusive schools is an Internal Evaluation Commission, which includes support teacher, school counselor, speech therapist, other teachers, and this committee, after testing the children, whether they need support.

For a confirmation of the "official", which is required of the School Inspectorate Iasi are sent to parents with children at the complex evaluation services of the Department of Child Protection where children can receive a certificate of school and vocational education for special education or integrated and, if applicable, a certificate of admission to degree of disability. Under the legislation, parents have the right to choose which school is best for their child and a child can be enrolled in a special school only if the parent agrees with this.

Child assessment procedure is quite complex, involving making a file with medical records, school documents, social investigation of the child's home and some parents do not understand why so many institutions must go. However those who are motivated by the idea of doing something for their child come with all required documents.

2. Materials and methods

The research is based on a qualitative approach because it offers "a great diversity for analysis" if it is treated as "one aspect of a multifaceted reality" (Pinçon, Pinçon-Charlot, 2003, p. 59). Main techniques of data collection in-depth interview and observation were accrued thereon because "the conditions and framework within which the interview takes place and how that's going and they are an intrinsic part of the document not only information obtained" (Lungu, 2003, p. 113). Interviews were conducted face to face and

recorded with the consent of subjects. We used a semi-directive interview guide, a question that has been launched and the subjects were allowed to freely express themselves and intervened only to channel the discussion, to start new questions or to clarify some issues.

The research was conducted in Iasi County and is based on 30 semi-directive interviews with:

- professionals involved in assessing children with special needs working on complex evaluation services of the Department of Child Protection
- teachers working in inclusive schools
- school managers
- support teachers, employees of the Special School "Constantin Păunescu" Iași
- parents of children with special educational needs.

As the sampling method we used "snowball" that I came from a number of correspondents and they recommended I have other people willing to participate in research.

3. Results and discussion

Dimensions examined in this study are: problem students enrolled in school inclusion program, typology of families of these students, description of working with parents, school choice for children and identify the main ways in which the family can be assisted to meet the special needs of children.

Students enrolled in the inclusion program

The support teacher interviews showed that the priority in integration have children who are enrolled in degree of disability or who have certified school guidance for integrated education. Some of these children had diagnoses of serious and may attend special schools, but parents refuse the idea.

A second category of children enrolled in the program are those who do not meet the educational requirements for various reasons:

- learning difficulties related to more emotional and behavioral problems: children in care, in foster care, come from abroad who do not know the language well, with parents abroad
- are children with cognitive delay, mentally limited, or even moderate mental deficiency
- medical problems and do not accumulate knowledge because the students are hospitalized
- have autistic spectrum disorders
- motor disabilities
- have hearing loss
- are visually impaired

Teachers support describe in this way the children with whom they work:

- *Are children abandoned by fate because they are because they have mental disabilities but most are abandoned and the family of origin* (interview no 3, support teacher);
- *Most disabilities are associated, social and mental. Many of them need special attention* (interview no 5, support teacher)
- *that would be not included in the program would remain or would have graduated of pity, but at some point would block all* (interview no 10, support teacher);
- *some children I work with Roma are, with high absenteeism, high-risk of school dropout; have extraordinary goals because they do not learn, my opinion is that there are deficiencies induced because one of them was not concerned* (interview no 2, support teacher);
- *many do not necessarily have a congenital deficiency, is more a deficiency created by failing to provide the necessary environmental* (interview no 8, support teacher);
- *they have extremely distorted self-image are emotionally abused in the family*

and school and circle of friends, because they put the label (interview no 1, support teacher);

It is noted that the integrated education from Iasi is rather a "prophylactic role", thus avoid school failure, which again would lead to school dropout (Bolea, 2007, p. 244).

Family

From the perspective of economic and educational function of the family has identified the following typology of families:

1. A first group of families from which students with special educational needs is the dysfunctional families, with material difficulties, with a low socioeconomic status, who are not interested in children's learning.

- most families have terrible material hardship, living in very difficult conditions, working parents with the day on which grabs. Children come to school poorly dressed, their luck is that a day care center and go there and eat a hot meal (interview no 1, school manager)

- child is totally neglected, not even ensure minimum living conditions, fights between parents, cohabitation of these, today one, tomorrow another, very much alcohol. Under these conditions is normal for children to have emotional trauma. (interview no 2 support teacher);

Some parents who live in rural areas do not accept enrolling children in special school, because they would lose some entitlements if the child should remain in placement center during schooling.

Specialists in Complex Evaluation Service met extreme situations of children with special educational needs who were severely abused and neglected in the family and has been proposed *removal from family and custody of a rehabilitation center* (interview no 1, specialist in Complex Evaluation Service)

2. Another group of families who ensure material conditions for child, but do not give the importance of the child's education:

- parents from the point of view of material conditions they assure any but when it came to homework help ... did not (interview no 1, inclusive school teacher)

- parents are more interested to earn bread, and then the home does not really have time to deal with children (interview no 5, support teacher)

Some of these parents entrusts for school child education:

- so I can help him, more is your job (interview no 1, school manager);

- they are parents who expect their children to be helped, even insist that children go to support teacher, school counselor, are interested in after-school (interview no 2, inclusive school teacher);

- parents rely heavily on school and rarely go to school and children remain only with their work at school (interview no 4, support teacher).

Some parents have a pessimistic attitude and show a lack of confidence in the educational establishment and opportunities to progress that parents do not want to give him at school.

3. Other parents are prisoners of prejudice and deny the child's problems, proving that he does not understand the needs. Some parents refuse to include child in support teacher program. Others do not want to go with him to Complex Evaluation Service. Others refuse enrollment in special schools, although children have big problems and not progressing in mainstream schools:

- parents refuse to go to the complex evaluation services to children are not put a label and they ask me whether the fact that he comes to me will remain somewhere in the anal and will be a stain on their child. They refuse the idea that their child has some special needs, they will not help him and refuse to accept it as is. (interview no 6, support teacher)

- Some parents are just pleased that their child is to school in a public school and not in

a special school and if his goal was achieved is OK. No matter what problems the child. (interview no 3, specialist in Complex Evaluation Service).

4. A fourth category of parents who have a realistic attitude: understanding child's diagnosis, it accepts, forward it to others. They trust the professionals and collaborate with them:

- we cooperate with parents who realize that their children have a problem. Come and stay here with us at work, talking on the phone whenever you need (interview no 7, support teacher).

Unfortunately, this category of parents is the least represented in inclusive education.

Collaboration with family

One of the job task to support teachers is to advise parents of children with special educational needs. Sometimes collaboration with parents is described by them as very good: *I have met at least once a month with parents and I communicated by phone (interview no 7, support teacher), I gave them cards to work at home with children (interview no 9, support teacher), parents are interested, just come and attend the activity (interview no 9, support teacher). Support Teachers are satisfied when the parents are aware of the child problems and after the discussions they pay more attention to child (interview no 2, support teacher). Sometimes, though parents are aware that the child has problems, they are overwhelmed with responsibilities, priority is to ensure minimum living conditions and has no time to collaborate with school professionals. In some situations are reported difficult situations in which parents refuse to accept that having a child with problems, they feel put in a disadvantageous social situation and use denial as a defense mechanism (*child is well, he has nothing*) or others in which generally parents do not come to school (interview no 3, support teacher).*

School Choice

A very important point is choosing the most appropriate school for the child because inclusion should not be viewed as a way to tolerate a child in the classroom, but he must acquire a minimum knowledge. This may involve working with qualified people. It is generally desirable that a child can learn in school closest to home, in community where it is already known and accepted. Sometimes this is not possible because the school does not have specialist. For this reason it is proposed to enroll in a special school or a school, further from the child's home, but has support teacher.

Sometimes parents themselves, they seek the most appropriate school, where children are accepted:

- I went to kindergarten where the other girl was also higher. I spoke with the director to see if it is received and agreed, but advised me to speak with the teacher that she is dealing with the child (interview no 2, mother). .

In other cases, parents require support from other specialists with whom they collaborate or specialized inspectors from the School Inspectorate Iasi:

- speech therapist took me to a teacher who has accepted Alina, had previously worked with other children with disabilities and even in the same class there was a young boy with hearing loss (interview no 1, mother)

- I went to the School Inspector and from there I was directed to this school. It was difficult because it was away from home, but it was a good choice (interview no 1, mother).

Greater importance in future cooperation with the school is the attitude of parents. Some parents are successful because they adopt a "low position": *please, help me, ... a tear impress anyone, a pain of a mother impresses everyone.* (interview no 1, school manager).

Other parents resort to other means of persuasion, such as authoritarian attitude: *you're forced to educate the child in this school* (interview no 1, school manager). This

attitude is often not favorable because it causes riots in the teacher who expects to be treated with respect by the parent.

Sometimes parents of children applying for registration but are refused by management in a brutal way *and from these ... uh ... school is full* (interview no 1, school manager), or they rely on objective reasons:

- *It generally does not deny enrollment to children, because we are inclusive school, but in a group of 38 children, where they are already 3-5 children with special needs, to accept another child with autism is really terrible and then to put the issue humanely and I was forced to redirect the child to a school where they could work more easily, the teacher would otherwise have to take sick leave.* (interview no 3, school manager)

Strategies to strengthen family capacity to support children's education:

From interviews with professionals working with pupils with special educational needs have emerged following ways they strengthen family capacity to support the education of these children:

1. offers parents the decision-making regarding children's schooling

- *I try to keep in mind that parents are experts in their children's problems, because they know exactly how the child reacts* (interview no 2, specialist in Complex Evaluation Service).

2. provides information on how to help their children at home

- *parents want to assist in activities to help their children at home* (interview no 4, support teacher)

- *give them some cards to work with parents and children at home* (interview no 11, support teacher)

3. reinforces the understanding of family on children's abilities

- *I convinced the parents to come and talk to them better understand the children, to try to give them more attention, sometimes*

claims to not have much from them, because some children can not learn more (interview no 2, support teacher)

4. oriented to other social services in the community where appropriate

- *I sent many children to a pediatrician, many believe that almost everyone that I evaluated were sent to the pediatrician, and on some have discovered an iron deficiency, which correlates with academic achievement than that leads to disability concentration* (interview no 8, support teacher).

4. Conclusions

The close collaboration between families and other institutions involved in educating children with special educational needs provides a positive climate conducive to their development. This study shows that few parents take a realistic attitude and open collaboration, so that requires hard work and support their education.

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APPRECIATIVE TEACHING OF APPRECIATIVE INQUIRY

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Abstract: The introduction of appreciative intervention methods at the organizational level as a discipline in the academic curriculum of the masters program "Supervision and Social Planning" is a starting point for the development of this methodology in various areas of social practice. The experimental educational program "Appreciative Seminars" was implemented within the discipline Appreciative intervention methods at the organizational level in the program noted above. The initiative came from Mr. Ph.D. Antonio Sandu, of the Faculty of Philosophy and Social and Political Sciences, "Al. I. Cuza" University in Iasi, who has supported in the academic year 2008-2009 and 2009-2010 the mentioned discipline in close collaboration with Mr. Assoc. Professor Ph. D. Ștefan Cojocaru, head masters program and at the same time the one who introduced the appreciative methods in the academic curriculum from Romania.

Keywords: appreciative inquiry, appreciative teaching, appreciative seminars.

Rezumat: Introducerea metodelor apreciative de intervenție la nivel organizațional ca disciplină în curriculum academic al programului masteral Supervizare și planificare socială constituie un punct de plecare pentru dezvoltarea acestei metodologii în diversele arii ale practicii sociale (Sandu, 2010). Programul educațional experimental "Seminarii apreciative" a fost implementat în cadrul predării disciplinei metode apreciative de intervenție la nivel organizațional în cadrul programului amintit. Inițiativa a fost a Domnului dr. Antonio Sandu, cadru didactic asociat a facultății de Filosofie din cadrul Universității "Al. I. Cuza" din Iași care a susținut în anul universitar 2008-2009 și respectiv 2009-2010 disciplina amintită în strânsă colaborarea cu domnul conf. univ. dr. Ștefan Cojocaru, conducătorul programului masteral și în același timp cel care a introdus metodele apreciative în Curriculum academic din România.

Cuvinte cheie: ancheta apreciativă, educație apreciativă, seminarii apreciative.

1. Introduction

The concept of appreciative inquiry was launched by David Cooperrider and Suresh Srivatsva in the work *Appreciative inquiry in organizational life* ", published in 1987. Appreciative Inquiry is a particular way of interviewing subjects of organizational development and in the same time to foreshadow future by adopting positive

relations from fundamental inherent positivity of the person, organization or a situation, increasing system capacity to cooperate and change. The method has as fundamental assumption the individuals' commitment to improve, change and focus on performance (wikipedia.org/wiki/Appreciative_inquiry). Cooperrider proposes the following operational definition of appreciative inquiry: a research (co-) transforming of positivity in

individuals and organizations. Appreciative inquiry is a transforming discovery generating sources of vitality of living systems in their moments of maximum efficiency and maximum capacity created in the economic, environmental and human domain. Appreciative inquiry is a central way based on interrogative art on strengths of the system to make them understand, predict and maximize the creative potential. Is a mobilization capacity of questioning based on unconditional positive questions. Research is correlating with the size of the intervention by unchaining innovative potential of creative imagination rather than denial and criticism (Cooperrider, 2005:3).

2. Methodology

Social constructionist pedagogy states that the learning activity is primarily an active and ongoing process of "construction" of new knowledge from social interaction in peer groups, or a sustained interaction with the social environment. Bandura believes that imitative learning is achieved if the subject appropriates enough new behavioural patterns that will appear later independently in his conduct (1961:571-572). Learning is effective when knowledge and skills acquired by trainees are systematically used in social situations different than those in which they were taught. Educational partnership between the educator and the educated replaces the social construct called learning, on a self-discovery dimension, which catalyzes the motivational and cognitive abilities of the student to maximum update their potential, both for the educated and the teacher.

2.1. The appreciative pedagogy

The appreciative pedagogy model has two fundamental dimensions:

- the social – constructionist dimension of education,
- education focused on appreciation and success .

Education focused on appreciation and success has the following elements:

- Focusing on the personal experience of the educated and trainers, especially the positive element of the experience,
- Focusing on the successes and winning strategies,
- Educational partnership relationship.
- The teacher's role is changing from the transmitter of information to facilitator of their own curriculum design for consumers of education services (O'Connur and Yballe 2000).

The guiding line of implementation of Appreciative Teaching is:

- Confidence in the ability of learners to self- development through knowledge and encouraging them to use their maximum creative potential.
- Directing the questions to help students to focus on personal success and maximum efficiency. Corollary here we consider as necessary the transformation of the vision on lesson from a teaching-learning-assessment technology in an educational interview type. Teaching act itself becomes an appreciative action research.
- Building a relationship with students based on mutual support and an atmosphere of collegial cooperation.
- Using language for creating powerful images in the minds of students.
- Securing positive learning objectives.
- Facilitate reflection by participants on the issue under consideration, and guiding them through discovery learning content set through learning goals.

- Using metaphors in education. Focus on metaphors used by students in speech.

- Encourage students to conduct their own analysis of the issues.

- Centring on positivity and on continued dialogue. (Madrid, 2005).

3. Results and discussions

Appreciative seminars

Developing the appreciative methods in all these areas is based on giving up the deficiency paradigm and focus of the students on a successful paradigm centred on the positive, both in social practice and in their own development (Sandu, 2010). To be trained for the purposes of the paradigmatic transformation mentioned, the educational process envisages an innovative teaching methodology which comes from appreciative pedagogy and andragogy and named by Mr. Antonio Sandu "appreciative seminars through collaborative creative strategies." The principles envisaged in the construction of the appreciative seminars through collaborative creativity were:

- Learning as Celebration;
- Research as Celebration;

Empowerment through partnership in education (student is seen as the central character of the educational process based on co-creation of excellence in education) (Sandu, 2010). Students and teachers are partners with legal rights in a collaborative creative process with the purpose of generating knowledge and value in the sphere of knowledge.

The student's seminar task was to achieve a theoretical or practical research focusing on the side of the applied appreciative methodology in the most varied aspects of it. Students were offered to carry out this research leaving from academic standards, namely: the existence of a methodological design of research for articles with applicative nature, the existence and clear

presentation of the critical apparatus and bibliography in a scientific manner based on specific citation standards APA Style. To provide a scientific contribution students were asked to support public research to the colleagues in the manner expected of a scientific conference having as pattern the academic standards, so each paper must be accompanied by two Peer Reviews from some colleagues who expressed their views (we suggesting it upon all undergraduate as the Peer Review to exercise their appreciative intelligence pointing where applicable the innovations and value addition made by the article) (Sandu, 2010).

The representative articles were published in a volume called *Appreciative Seminars*, under coordination of Ph.D. Antonio Sandu. The articles of the students regarded:

- Theoretical issues on appreciative inquiry (Baciu, 2010), about the advantages of using appreciative inquiry and the applicability of this model,

- Developing an appreciative methodology called *Appreciative Socialization Group* designated for working with vulnerable people (Ponea, 2010). This new method brings a new perspective on the concept of partnership in "self-development" of the organizing team and the group and intervention group clients.

- *Appreciative Theology* (Nicăi, 2010), analysis of the Biblical text, highlighting the importance of happiness in social transformation theology, generated by the prospect of salvation (Nicăi, 2010). The author argues that "appreciative inquiry is a progressive search and recovery of what is best in people, and even more than that "is the most faithful expression and well articulated appreciative approach in the daily life of a Christian, but also the famous sermon of Jesus Christ known as *The Nine Beatitudes*".

- *Appreciative Public Discourse* (Bradu, 2010) is a brief analysis of the frequency of appearance of "negative news"

versus "positive news" highlighting some of their effects.

- Appreciative management of the employer (Ailincăi, 2010), appreciative leadership, the correlation between the Placebo, Hawthorne and Pygmalion effects and the appreciative reconstruction of reality.

- Transformation of attitudes, personal development, career management and "destiny", cognitive transformation by removing the deficiency paradigm and using creative autosuggestion (Vlasă, 2010).

- Appreciative parental education (Croitoru, 2010). Family, like any other social systems of reference of the society "needs help and support." Achieving this through identifying appreciative methods maximizes the strengths, opportunities and ways to "become better parents for our children.

- Appreciative education (Nicolaescu, 2010) and appreciative pedagogy focusing on successful experiences of students and trainers, a model in 12 steps for school success through positive appreciative thinking (Nicolaescu, 2010).

- The development of this volume was an „exercise of appreciative assessment of potential of the young students, many of whom could later become a valuable researcher in social sciences”. In preparing the volume, the students participated in a specific manner of collaborative creativity as authors of (co-authors), peer reviewers, editors and book publishers. Rallying to the specific of collaborative creativity, the coordinator of the volume, Mr. Ph.D. Antonio Sandu made in addition to a theoretical introduction to a series of appreciative methods, a series of "appreciation exercises" of the new and innovative elements of each article and the research perspectives described by it. Comments are inserted immediately into the edge of the text in a special column to deliver to the reader the image of appreciative dialogue underlying the collaborative creativity seminars (Sandu, 2010).

In the same "program of developing research skills and appreciative intervention" Master students had the opportunity to apply appreciative interviews and to conduct appreciative focus groups, in the research of the "occupational standard model for the occupation of supervisor in social services" in the framework of group supervision practice, achieved in collaboration with the Romanian Association of Supervision in Social Domain – ARSDS - where many of the masters program students are members. The students involved in the experimental program, had the opportunity to participate in a training of trainers program with elements of appreciative inquiry, implemented by Lumen Association under coordination of Simona Ponea, assistant researcher at Lumen Research Centre, also one of the subject of the Appreciative Program, and under the supervision of Ph.D. Antonio Sandu and of Associate Professor Ph.D. Stefan Cojocaru. The intervention research programme has among it's objectives to adapt appreciative methods to informal teaching environment. The programme was made in partnership with ARSDS and Culture House of students, with funding from the Ministry of Youth and Sports.

In the same area of implementing Appreciative Adult Education Miss Bianca Vlasă was designated to coordinate, under supervision of Ph.D. Antonio Sandu and Ph.D. Stefan Cojocaru, a development of curricula of Appreciative entrepreneurship ability.

Master program students were also involved in some other research on appreciative methods such as: Evaluarea apreciativă a programelor de training. Studiu de caz: Centrul de Consultanță și Training Lumen [Appreciative evaluation of training programs. Case study: Lumen Consulting and Training Center] (Sandu, Ponea, Cojocaru, 2010) and Appreciative pragmatic - public discourse (conference) (Sandu, Bradu, 2009) etc.

Many of the students that participate in these appreciative seminars through collaborative creativity techniques, were also involved in preparing the Dissertation Thesis

with themes from appreciative methods including: Supervision meeting – an appreciative approach (Vlasa, 2010), and Appreciativity and the evaluation of the appreciative degree (Bunea, 2010), Appreciative Socialization Group (Ponea, 2010) etc.

4. Conclusions

Appreciative methodology generates in the educational plan a vision according to which education is a process of constructive and collaborative creation of reality in the process of communication and language tools, each individual influencing and shaping the responses to others.

In light of experience, the first year students of the same program master are involved in a new cycle of appreciative seminars based on collaborative creativity, making already a theoretical or applicative research in appreciative methods domain.

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ANALYSIS OF PROFESSIONAL COMPETENCIES IN SUPERVISION FIELD OF SOCIAL SERVICES

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Abstract: In this research was realized a secondary data analysis obtained from the research "*Analysis of practical purposes of supervision*", research that was developed under the theme "*Analysis of Occupational Standard for the Supervisor Occupation*". After analyzing the research data were highlighted the main competencies of a supervisor, and also were outlined the necessary principles for the activity developed in the area of social services.

Keywords: supervision, supervisor, supervisees, social services, Grounded Theory, principles, competencies, professionalism.

Rezumat: În cadrul cercetării s-a realizat o analiză secundară de date obținute în cadrul cercetării *Analiza scopurilor practice de supervizare*, realizată în cadrul temei de cercetare *Analiza Standardului Ocupațional pentru Ocupația Supervisor*. În urma analizei datelor de cercetare au fost expuse principalele competențe ale unui supervisor, precum și principiile necesare pentru desfășurarea activității în domeniul serviciilor sociale.

Cuvinte cheie: supervizare, supervisor, supervizat, servicii sociale, Grounded Theory, principii, competențe, profesionalizare.

1. Introduction

Supervision of social services in Romania is still in its infancy phase. From the experience of other countries we can see that this occupation can be helpful in improving the social services offered in our country. We can use a lot of information that is available to us due to the specialized studies, but it is also important to identify the competencies and the principles that are required in applying supervision process as found in the Romanian social system.

1.1. Research Objectives

During this research we proposed to highlight the following:

- Outline the competencies of a successful supervisor;
- Proposing a set of guiding principles for the supervisor occupation in the social field.

2. Methodological Design. Techniques and Methods

2.1. Research Sample

On the research (Unguru and Sandu, 2010, Ailincăi *et al.*, 2010) had participated professionals of organizations that provide social services in the county of Iasi. In the choice made, had been taken into account the predominance of female staff in the structure of social services, and aged between 25 and 45 years, with experience either as supervisor or as supervised.

Also in the sample investigated were included two researchers from social sciences, three social workers from NGOs, selected on the base of theoretical and practical expertise in social services.

2.2. Research Techniques

For the identification of the competencies and the guiding principles for the supervisor occupation, we used as research techniques following:

- Documentation - in this regard we have been submitted to a number of literature works (Cojocaru, 2010b, 2007, 2006; Ponea, 2009; Bluckert, 2008; Muntean, 2007; Kadushin and Harkness, 2002; Bernard and Goodyear, 1998; Brashears, 1995; Kadushin, 1992);
- Interview (Sandu, 2009a; Neamtu, 2004);
- Focus group (Hatos, 2009; Cojocaru, St., 2005b; Krueger and Casey, 2005; Cojocaru, D, 2003).

2.3. Research Methods. Grounded Theory

According to Grounded Theory research type, knowledge evolves during the research process itself, and is a product of continuous interplay between data collection and analysis. Therefore, unlike many other

methods, theorists do not wait until all data are collected before analysis begins, but rather seek meaning through early data query (Goulding, 1999).

This research evolves over the course of obtaining data, and also intercalation / confronting them with existing information in the literature (Sandu *et al.*, 2010).

Strauss and Corbin (1998:5) refer to constructions generated by Grounded Theory as being changeable, open and negotiable. Grounded Theory itself represents a research strategy which aims to generate new theories or models based on actual data (Sandu, 2010). In this sense, the elements of Grounded Theory used in our research aims the permanent reorganization of the implementation structure of the proposed model.

Data interpretation was realized through the successive inductions method (Sandu, 2009a) that is specific to Grounded Theory (LaRossa, 2005).

Specialized literature defines *Grounded Theory* as an inductive approach that starts with general observations and during the analytical process creates conceptual categories that explain the theme explored (Sarker, *et al.*, 2001, Allan, 2003, Walker, 2006). The research insists on the role of sociological theory in managing the data research and provides ways of conceptualizing the descriptions and explanations (Branc, 2008).

2.4. Data interpretation

The qualitative analysis of focus group consisted in selecting and interpreting the most significant semantic constructions presented by the participants at this technique (Sandu, 2009b).

We elected the relevant phrases to the purposes and objectives of the research, and then we extract the *framework categories* through three successive inductive stages. In the first place we choose a set of keywords

derived from the subjects' expressions. In the second level we identified the major categories we consider that the subjects' answers fit. In the third induction we operationalised elements of Occupational Standard. The triangulation encoding process was conducted with Researcher Ph.D. Antonio Sandu, Research Assistant Elena Unguru and Researcher Assistant Simona Elena Ponea, from the Research Lumen Centre in Humanistic Sciences, utilizing the procedure of obtaining a consensus interpretation.

3. Research results

Analysis carried out after the successive inductions of research data allows us to formulate a series of professional competencies necessary for performing the supervisor's duties, and also the good-practice principles.

3.1 Professional competencies required to carry out the supervisor's attributions

Field of competence	Unit's Title
Skills common to several occupations	The supervisor has the competence to learn.
	The supervisor has the ability of team working.
	The supervisor has administrative and management skills.
General skills in the workplace.	The supervisor will establish with his colleagues, including those supervised, a relationship based on collaboration, equality and engagement.
	Supervisor adheres to a set of specific values of his profession including:

	respect, collaboration and potentials stimulation of the supervisees.
	The supervisor has the ability to direct the supervision process toward results.
	The supervisor adheres to the norms and values of the organization, demonstrating ethical conduct.
	The supervisor develops the communication and collaboration processes within the organization by facilitating the exchange of ideas.
	The supervisor uses a positive speech.
Fundamental skills for the occupation of supervisor.	The supervisor always develops activities for professional standards improvement, both its own ones and general on profession level.
	The supervisor seeks permanent the increasing of professional skills and performance of the supervisees.
	The supervisor manifest the ability to achieve the transfer of knowledge through discussions, examples, case studies, generally using adult learning techniques in a working atmosphere based on trust, cooperation and mutual appreciation.
Specific competencies to the occupation of supervisor.	The supervisor has the ability to perform a process of transfer of competencies to those supervised.

(Frameworks of supervision)			they then discuss with the supervisees.
	The supervisor manifests towards the supervisees an attitude of support, encouragement, active listening and valuation of positive experiences.		The supervisor shows respect for the profession and for the beneficiaries.
	The supervisor prepares the evaluation reports and supervision reports and other documents imposed by the general methodology or by the specific organization rules to which it belongs.	<p style="text-align: center;">3.2. Good-practice principles in supervision of social services</p> <p>After analyzing the interviews and focus groups conducted within the research, and taking into account the professional requirements expressed in the literature we formulated the following good-practice principles in supervision (Unguru and Sandu, 2010; Congress and McAuliffe, 2006) of social services:</p> <ol style="list-style-type: none"> 1. The principle of partnership between the supervisor and supervised. <p>During the supervision process the two professionals should consider each other as partners (Ponea, 2010; Ponea and Sandu, 2010) in providing social services for the beneficiaries and not hierarchically subordinate. Regardless the employment status of each of the two parties, in the supervisory relationship they have to consider each other as equal partners and not to apply a kind chief-subordinate relationship. The control dimension of the supervision must be exercised within the meaning of the proper use of methodologies, and not in the sense of administrative control. Thus the introduction of supervision in an organization separate the relationship of coordination of that of control.</p> <ol style="list-style-type: none"> 2. The principle of professional collegiality between the supervisor and supervised. <p>Involves treating the partner, both supervisor or supervised, with respect, courtesy, fairness and good faith (NASW, 1999).</p>	
	The supervisor has the ability to adapt the methodology to new situations.		
	The supervisor develops supervision sessions such as individual supervision, group supervision or case supervision.		
	The supervisor applies a specific methodology, which involves behavioural interpretations and changes in the situation analysis through the supervision interview.		
Specific competencies to the occupation of supervisor. (Frameworks of supervision)	The supervisor acts for the professional development of the supervisees, confidence increasing, facilitating collaboration and communication.		
	The supervisor shows efficiency in resource management.		
	The supervisor has the ability to issue its own interpretations upon the supervised cases, which		

3. The principle of centring on the client's interest.

The supervision process it is not carried out in order to resolve any emotional issues of the social worker (although neither is neglected), nor of the supervisor. During the supervising meetings, the two specialists will focus their activity on the analysis of each case / client, where the social worker calls for support and guidance (Smith, 2005).

4. The principle of offering feedback.

Both the supervisor and the social worker must give feedback to his dialogue partner regarding the development of the process of supervision. The feedback's role is to assure that both partners follow the same line, avoiding in this way "the supervision's games" (Cojocaru, 2005a). This feedback can be achieved through techniques such as paraphrasing, active listening, etc.

5. The principle of maximizing professional efficiency.

The supervisor must be attentive to the social worker exposure to identify how to manage the case analyzed, and also to observe any methodological adequacy can be made. For example, in the case of counselling a pregnant teenager, to whom were presented by the social worker only a part of the possible solutions after childbirth (adoption, foster care, family support for the reintegration of the child), the supervisor can ascertain the fact that the counselling process has not explored sufficiently all the opportunities and risks of the abortion's option.

6. The principle of professional confidentiality.

It refers to maintaining confidential the data, both regarding the social worker's clients and the experiences revealed by the supervised to the supervisor. For example the confession during a process of supervising of various

difficulties had in solving a case should not attract administrative sanctions, unless the social worker made errors in managing the case.

7. The principle of respect for professional ethics.

The supervisor must accede to professional ethics of the social worker. Should consider the following ethical dimensions of professional practice: ethical standards and values, specialized practice standards, standards for referral the case, standards for referral of cases, standards of accessibility to customers, standards relating to confidentiality, standards relating to supervision and advisory, standards regarding the work environment and procedures, standards of professional development standards for cultural competencies, standards of private practice, standards related to use of technology in healthcare practice.

8. Principle of emotional non-involvement.

The relationship between supervisor and supervised must be maintained at a professional level based on empathy and not on compassion for the social worker to its customers.

9. The principle of rejecting negative action.

In essence, this principle corresponds to that of the Hippocratic Oath "first do no harm" In the case of supervision and case management (Cojocaru, 2005a) should be avoid worsening social situation of the client, their vulnerabilities and dependencies.

4. Conclusions

We consider social work as a major component of social protection, focusing on a system of values, principles and moral

standards as required by a professional code of ethics. The entire social practice, as perfectionist could be, is still without real effectiveness in the conditions in which supervision is in an early stage in the entire country.

We consider the proposed competencies and principles as being a part of the beginning of the road in the continuous improvement of the field in question.

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