

MANAGEMENT EDUCAȚIONAL – standarde și resurse

UNIVERSITATEA DIN BACĂU
STUDII ȘI CERCETĂRI ȘTIINȚIFICE

Seria: Științe socio-umane

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SOLUȚIONAREA NONVIOLENTĂ A CONFLICTELOR DINTRE GRUPURI

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***Abstract:** The conflicts appear unavoidable in every school. They are very different and act between persons but also between groups. Sometimes they become very dangerous and their trend is increasing. It may say that the violence is scourge of the third century. Important is not the conflict itself, but the way in which it is used to obtain beneficent effects. In this paper are presented some important aspects of conflict management and some ways to avoid and settle the conflicts in schools, especially to make them non-violent.*

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„BĂIAT BUN – BĂIAT RĂU” SAU DOUĂ FEȚE ALE NEGOCIERII

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***Abstract:** Negotiation is a type of interaction, a process of oral communication whose characteristics (spontaneity, repetition, the use of elliptical structures and of nonverbal and paraverbal signs) and techniques (asking questions, active listening and argumentation) are to be found in all its stages. Any negotiation is based on (direct or indirect) strategies which, in their turn, contain various conflictual or cooperative tactics. Our paper analyses one tactic, called “Good guy – Bad guy”, trying to establish*

its stylistic, pragmatic and argumentative markers first of all on a general level and then on an example taken from a TV negotiation.

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INTEGRATION OF KNOWLEDGE MANAGEMENT AND E- LEARNING

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***Abstract:** E-learning and knowledge management are of increasing importance in the "knowledge-based economy," and lifelong learning issues will be of continuing significance. Although the integration of e-learning and knowledge management is in its early stage, there are numerous signs of the coming integration that will provide online learners with adaptive e-learning environments. An e-learning system designed to have a higher level of collaboration, adaptive learning processes, and learner control should better integrate the knowledge management processes. With a higher level of knowledge management integration, e-learning systems will have more opportunities to achieve e-learning effectiveness.*

The proposed relationships in this article between knowledge management enablers and knowledge management processes in e-learning, and between knowledge management processes and e-learning systems, can be viewed as a framework for the integration between knowledge management and e-learning.

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Gestionarea resurselor umane în școli

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***Abstract:** The study presents the way in which changing, as a necessary process for organic development of organization or as a structural and functional adaptation to the dynamic of external environment, determines variations within the structure of human resources department of an institution.*

The purposes of this paper are: describing the way in which a human resources department of an institution functions, illustrating the way in which this department functions within Evaluation Department of Education, analysing the legislative changes regarding the tasks of the school's manager and the administration board, presenting the results of a SWOT analysis concerning the human resources from a high-rated high school from Cluj-Napoca.

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STUDENȚII – POTENȚIALI BUNI MANAGERI

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***Abstract.** To be a good manager means, also, to dispose of personal style inventory which, if it is not improved, makes the art of its management and, when it is improved, becomes the science of its management. One of the tools determining the*

personal style inventory is the Myers-Griggs test which takes into consideration the dimensions: introversion-extraversion, intuition-sensing, thinking-feeling, perceiving-judging. In this paper are presented the results of applying the test Myers-Griggs on a group of students studying Educational Management from the Engineering Faculty.

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MANAGEMENTUL COMPORTAMENTAL ÎN CLASA DE ELEVI

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Abstract: The studies demonstrated that the majority of severe and chronic problem behaviors manifested by the school-aged children are preceded by specific behavior patterns during early childhood. That's why the early identification and proactive prevention/intervention is so important in order to prevent the further development of these problems.

The major objective of the research is the identification of the main strategies used by the Romanian teachers for preventing and managing disruptive behaviors of pupils. The research was conducted on 120 teachers (from primary and secondary school), age between 21 and 58, having different experiences in school environments. The study used a semistructured questionnaire and the results were analysed by cluster analysis. The study's hypothesis states that Romanian teachers prefer to ignore or to punish the undesired behaviors instead of promoting and stimulating desired/adaptative behaviors by a proactive intervention. The research's conclusion suggested the opportunity for formal training of teachers in emotional-behavioral disorders issues (identification and management).