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**IMPROVMENT OF THE SPORTS HIGH SCHOOL MANAGEMENT THROUGH THE  
PROFESSIONAL DEVELOPMENT OF LEADING STAFF**

**Specialty 533.04. Physical education, sport, kinetotherapy and recreation**

**Summary of  
the PhD thesis in education sciences**

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The doctoral thesis and the summary can be consulted at the Library of the State University of Physical Education and Sports and on the ANACEC website.

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## CONCEPTUAL GUIDELINES OF RESEARCH

### Actuality and importance of the topic addressed

In contemporary sports management, special attention is paid to the modern leadership style, which is characterized as a special, innovative style of personnel management, focused on identifying new opportunities for subordinates, on the ability to attract and use qualified human resources in order to achieve the planned objectives. However, in management theory and practice, there is still a tradition of separating the positions of leader and manager. In this sense, the huge transformations in Romania and the Republic of Moldova require, first of all, a change of views on the place and role of a different level manager within the organization, which actually updates their demand on the labor market. The process of modernization of higher education obliges us to permanently update the content of the professional training of sports different level managers, so that these specialists are able to understand and accept a certain type of leadership, which replaces the authority manifested by force and coercion of subordinates, with that stimulating the motivation and performance of human resources. For this, the sports manager must train/improve his professional and managerial skills continuously. This desire arises mainly from the significant role and importance of sports management reflected in the light of the following reasons: *his professionalism and efficiency* (since sport has become a highly competitive industry, and the management of teams and sporting events falls to sports managers, a fact for which understanding management will help them maximize the performance and efficiency of both the athletes and the administrative team); *economy and business* (sport is a complex business and studying sports management will help to strengthen the knowledge of sports managers, i.e. understanding the economic aspects of the industry, such as marketing, sponsorships, television rights and financial management, which are essential to the success of a team or events); *leadership and motivation* (in sports, the ability to lead and motivate a team is very important, and an effective sports manager have to understand the psychology and work dynamics of a team, inspire and coordinate to achieve optimal performance); *law and regulation* (sport is subject to complex rules and regulations, and knowledge of these is essential to properly manage all legal aspects, from athlete contracts to intellectual property rights and fair play rules); *personal and community development* (the study of sports management can contribute to the personal development of athletes and the community by promoting health, fair play and positive social values). At its core, sports management provides a complex and integrated perspective on how sports and business intersect, providing the tools needed to successfully manage the diverse aspects of a sports team or organization. Romania's integration into the European structures (December 1991) in the field of sports implies a series of essential adaptations from the point of conception view regarding the organization and development of sports activity. This fact determines that sports management is effectively applied in everything related to sports activity, training, sports competitions, school physical education, sports facilities and sports marketing". Moreover, Penciulescu V. states that "in sports activity in Romania, management is seen as a possibility to solve problems".

The theoretical analysis carried out showed that currently there are certain scientific premises for the development of the manager's leadership qualities. General ideas about leadership are reflected in the research of such scientific personalities as L. Bernard, W. Bingham, P. Drucker, E.V. Kudryashova, S. Cooley, B. Moore, R. Stogdill, O. Teed, J. Hemphill, S. Schenk.

The importance and relevance of the considered problem and its insufficient theoretical and practical elaboration determined the choice of the research topic. The development of management skills requires an internal training concept, to promote individually each member of the sports organization. The professional development of management staff comes to be necessary and useful for the managers of sports high schools, as it allows them to manage several aspects of the specific organizational culture, the sports association, from internal communication to accounting management. These aspects were successfully addressed in the national practice and that of the Republic of Moldova by the authors: [Voicu A.V., 1995; 1999; Nicolescu O., 2004; Manolachi V., Budevici A., 2007; Triboi V., Budevici-Puiu L.; 2006; Budevici-Puiu L., Manolachi V., 2016; Budevici-Puiu L., 2022]. Identifying the professional development needs of the

management staff within sports entities, and not only, has therefore become a priority in order to provide resources that respond to specific needs in a formula adapted to each one context. Thus, the selection of the research subject, as well as the objectives planned in this regard, made it possible to determine the different forms of professional development that would be favored by the managers of the sports entities monitored in this scientific approach.

**The purpose of the research** was the elaboration and application of the structural-sustainable model (SSM) of professional development of leading staff from high sports schools in order to perfect their practical skills, oriented towards the continuous improvement of institutional management.

**Research Hypothesis:** it was assumed that the development and application of the structural-sustainable model (SSM) of professional leading staff development in the high sports school monitored in the research, will contribute to the development of their practical skills in order to improve school management and performance increase as a whole.

**Research objectives:**

- the analysis of the specialized literature, theoretical and praxiological fundamentals regarding the process of directing the sports entity in achieving a final approach and concept with reference to the professional training/ development process of high school managers with a sports profile;

- the development and application of the structural-sustainable model (SSM) in the professional development process (continuous training) of leading staff in high schools with a sports profile;

- examination of the professional development process of specialists within physical education and sports institutions, in general, and of master's students in particular (training of coaching and leadership skills) and determining the need for their continuous training (especially of sports managers);

- validating and arguing the implementation of the structural-sustainable model and the continuous training program for leading staff in high schools with a sports profile;

- formulating recommendations for improving the management and development process of educational entities (in the case of the sports high school).

**Novelty and scientific originality.** In the research, there was developed and applied the structural-sustainable model, functional pedagogical concept for the development of the practical skills of leading staff in high sports schools. Its essence consisted in the training and development of the skills and qualities necessary for the management staff in the direction of ensuring the appropriate process of management, monitoring, correction, control and evaluation of activities, combined with the increase of their experience in strengthening managerial behavior for the improvement of institutional management. Within the model, a complex of organizational and pedagogical conditions was determined that aimed at the effective development of managerial skills, leadership qualities of future specialists in the field, theoretically grounded and experimentally tested. Also, an adaptive technology was developed and experimentally tested for the effective development of managerial skills and leadership qualities of future managers in the process of teaching leadership and coaching. We can call this approach "transformation", respectively: the change of a reality by changing the vision of continuous training of leading staff, which they possess, through and for a permanent individual transformation. This pragmatic concept is aimed at maintaining what works and suppressing what leads to the blockage in the process of continuous training of the leadership. Reality is a construction in which managers are actors of the path they want to follow.

**The new direction of research:** professional development of leading staff to improve management at the institutional level. This new direction of research can contribute to the foundation of the fundamental characteristics of the structural and sustainable components of the new model of professional development of management personnel, their qualities as good managers, which includes individual management components, professional - charismatic, socio-psychological and creative in correspondence with three levels of student-leader development;

presentation of the content of the functions of organization, planning, control and evaluation in relation to the improvement process of the sports entity monitored by us in the research. These materials make a significant contribution to the theory of professional education in the training of future sports managers and their development as organizational leaders. Also, this research direction contributes to strengthening the skills of leading staff, through their participation in continuous, flexible training programs focused on objectives based on the development of competences. This research direction aimed to improve the relevance and effectiveness of continuing education programs for specialists in the field to allow the educational sector to possess a sufficient number of managerial, competent and motivated staff to carry out the necessary work with a high level of performance and quality. Through this research, it was possible to obtain explicit and coherent results by combining theory and practice, developing the skills expected from managerial staff to complete the improvement of their skills. The improvement of school management is often the corollary of the workforce development of the educational institution, a function that covers, from our perspective, different realities in accordance with the needs identified in terms of the hierarchical role and activities (coordination, management, action, control, evaluation) for which the leading staff will have full or partial responsibility.

**The results obtained** which determined the solution of a scientific problem, practical of major importance for the field of reference were implemented within the teaching-learning process of the disciples, in articles published in the materials of the scientific conferences, as well as in their valorization and dissemination in educational practice.

**The theoretical significance** consists in the development and application of the new structural and sustainable model of professional development of leading staff in sports high schools. The methodology developed and implemented focuses on defining the problem, starting from a description, the most factual and objective possible, being centered on the purpose of highlighting the representations generated by subjective judgments and projections and not least on engaging in action, through certain specific work tools and with the support of the necessary research resources.

**Application value** involved the dissemination of scientific results and the validation of experimental data regarding the effectiveness of the structural-sustainable model and the continuous training program in which managerial staff were involved in order to develop their leadership skills in the direction of improving school management addressed directly.

**Implementation of scientific results.** The theoretical-methodological results of the research were implemented in scientific events in Romania (Iasi, Suceava, T.Jiu) and Chisinau, Republic of Moldova.

#### **Synthesis of research methodology and justification of chosen research methods**

During the research, different methods were used to solve the tasks and carry out the pedagogical experiment: *theoretical methods*: analysis of specialized literature (managerial, sociological, psychological and pedagogical regarding the research issue, including sources in a foreign language); *scientific and methodological analysis* of the continuous training programs for managers, the content of the qualification/occupational standards for the leaders of vocational education institutions, the specific standards; *modeling* the instructive-educational process aimed at the professional development of management personnel; *method of pedagogical monitoring* in conducting the study process in the system of continuous training of management personnel; *testing and the sociological questionnaire*; *the pedagogical experiment* (ascertaining, formative and control), in order to identify the levels of professional development of the management staff, achieved during the study; *statistical processing of experimental data and substantiation of conclusions* based on the results of the study. The methodology approached and its interactivity involved direct or mediated interrelationship with research subjects, the use of a variety of methods to explore how managerial approaches and creative processes influence performance in sport, and to identify best practices and strategies for success in this domain. These constructive actions allowed the accumulation of new experiences through the managers trained in the continuous training process, a fact that allowed them to discover and practice them in divergent situations. Interactivity implied creativity in research and could be approached individually or within the team. A specific

characteristic of the newly developed and implemented model was the interrelationship of continuous learning and training, which was established between the participants in the training process, as well as between the trainees and the trainers. The active and creative work of the manager, in his capacity as formable, was based on knowledge construction procedures, restructuring ideas, rethinking of thinking, i.e. metaconditions.

## **ANALYTICAL GUIDELINES REGARDING ORGANIZATIONAL MANAGEMENT AND PROFESSIONAL TRAINING OF MANAGERS IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS**

(basic content of chapter 1)

Sports management being one of the sectoral social management types, deals with the institutionalized organizations of physical culture and sports orientation. Physical culture in management theory is, first of all, a certain set of organizations of physical culture and sports orientation - sports schools, sports clubs, sports teams in sports (football, hockey, basketball, volleyball, etc.), stadiums, sports and center of recreation, sports federations, etc. An organization is a social system of activity, deliberately coordinated by two or more people to achieve a common goal. Management is usually associated with complex organizations that have a set of interrelated objectives and a multifunctional spectrum of activity. "Specialized institutions, public associations and non-commercial organizations of physical culture and sports are a classification unit and a main link in the industry of physical culture and sports" [5] ... They include sports clubs, sports schools of various types, team types of sports facilities and services, etc. All these are socially managed objects, with an internal structure, an external form and a legal confirmation. That is, physical culture and sports were instituted in special organizations of physical culture and sports orientation. The main point in any social management system is the object of management. The control object determines its subject, composition, structure, functions. "The task of scientific management is to reproduce the object of control in the subject as accurately as possible, otherwise the functioning and optimal development of the social system is impossible," noted academic V.G. Afanasiev "[6] ... If the control system is too simple and does not reflect the complexity of the object, will not be able to manage effectively.

As a rule, high school education with a sports program is organized for students who have certain sports skills with the aim of obtaining sports performance results within the national teams. Thus, it ensures the in-depth training of the sports disciplines selected by the students for the development program of their performance according to the legal variants of training: primary-secondary, secondary-high school, primary-secondary-high school. High school education in sports high schools is unique and focuses on two main components: academic education and high-level sports training. These high schools specialize in providing a traditional education alongside an intense sports program. Curriculum in high sports schools offer curricula similar to those of other high schools, covering areas such as mathematics, science, foreign languages, literature and other standard subjects, which are necessary to ensure a balanced education. Furthermore, to accommodate sports practices and competitions, some sports high schools offer a flexible schedule, allowing students to adjust their school hours to the demands of their sport. Students are also involved in regular and intense training for their chosen sport, and high schools have specialized facilities and coaches to develop the students' sporting skills. At the same time, students in sports high schools compete in regional, national or international competitions, representing their school in various sports and age categories.

The defining principle of leadership is the recognition of a person's ability to understand the interests of others and manage them accordingly. Leadership is the ability of a person to exert a certain influence, both on each individual individually and on a group of people, directing their joint efforts to achieve a planned goal. Understanding leadership in terms of personality and character traits has not yet lost its importance. Structural theories of leadership set themselves the task of

identifying the universal structure of the leader's personality, identifying the most important personality traits of the leader. Leadership theory reflects the earliest approach to the study and explanation of leadership. Researchers believed that leaders have a unique set of enduring qualities. A significant study of leadership qualities led to the allocation of the following qualities specific to some groups: physiological, psychological, intellectual and personal, presented in Table 1.1:

**Table 1.1. Leadership qualities**

<b>Group of qualities</b>	<b>Characteristics of qualities</b>
<b>Physiological qualities</b>	Pleasant appearance (face, height, figure, weight), voice, good health, high efficiency, energy, representativity.
<b>Psychological qualities</b>	Personality type: extrovert, introvert. Temperament: phlegmatic, sanguine, choleric. Strength, ambition, aggressiveness, superiority, balance, independence, courage, creativity, self-assertion, perseverance, courage
<b>Intellectual qualities</b>	High level of intelligence: intelligence, logic, memory, intuition, encyclopedic knowledge, breadth of perspective, insight, originality, quick thinking, education, prudence, conceptuality, sense of humor
<b>Business and personal qualities</b>	Business qualities: organization, discipline, reliability, diplomacy, economy, flexibility, commitment, initiative, independence, responsibility, risk. Personal qualities: kindness, tact, compassion, honesty, decency, vigilance, conviction, attentiveness, sociability, adaptability

The professional training of managers in the field of physical education and sport is crucial to ensure quality and efficiency in this field. Here we can highlight some key aspects:

- *academic education and specialization* (there are specialized study programs that focus on sports management, physical education and sports science and which provide a solid foundation of theoretical and practical knowledge; for those interested in continuing their studies, there are master's and doctoral programs that provide advanced academic training and allow in-depth research in the field);

- *continuing professional training* (physical education and sports professionals must attend courses and seminars to update their knowledge and stay abreast of the latest trends and research; there are organizations and associations that provide certifications and accreditations for various aspects of sports management or physical education, which can strengthen professional expertise);

- *practical experience and mentorship* (gaining hands-on experience is essential and internships are an integral part of training to provide a real insight into working in the field; experienced professionals can provide mentoring and coaching for those looking to advance their careers, interaction which can provide valuable insights and practical guidance);

- *development of sports management and leadership skills* (specialized courses focus on developing leadership and management skills specific to the sports field; working with a team is very important in sports and taking such courses that focus on human resource management and motivation are also essential).

In this context, we can affirm with certainty that continuous training and specialization of management staff are essential to remain competent in a dynamic and ever-changing field such as physical education and sport. This professional training ensures that leaders in this field are trained to address challenges and lead effectively in a variety of sporting and educational contexts. Training sports leaders is essential to develop the skills and knowledge needed to lead teams, organizations or projects in the sports field.

In this context, we note that the training of sports leaders involves a combination of practical experience, formal education and the development of personal skills. The holistic approach to training helps these leaders successfully navigate the world of sports and confidently lead their teams to success. The central role that the principal plays in the functioning of a school is recognized and valued in the specialized literature. Its basic objective consists in providing the



necessary support for the good functioning and development of the educational institution it directs in the face of the complexity of the tasks to be performed and the multiple responsibilities resulting from them.

The improvement of school management (in this case the sports high school) depends on the policies and practices implemented at the institutional level by the manager and the team under his command. As most states strive to reform their education systems and help improve student outcomes, management remains a priority in government agendas. School managers, including those who ensure the management process of sports high schools are put in a position to follow the difficult path towards personal transformation, especially in order to be categorized as modern managers. Thus, they must acquire the managerial leadership qualities, develop continuously to be able to make the most effective managerial decisions in the group, develop qualities that ensure their ability to change the reward system based on the result and to identify opportunities to provide additional material incentives for employees. All this will greatly facilitate the activity, including the institution that leads (the sports high school, in research), thus contributing to the provision of support for the training of teachers' responsibility.

## **2. RESEARCH METHODOLOGY AND DETERMINATION OF THE NEED FOR PROFESSIONAL DEVELOPMENT OF SPORTS MANAGERS THROUGH THE APPROACH OF INNOVATIVE TRAINING TECHNOLOGIES**

(basic content of chapter 2)

In the analysis of the training/professional development of specialists in the field, we were guided by the concepts related to the professional-pedagogical activity of the teacher (Н. В. Кузьмина, 1970, 1980; М. Епуран, 1976, 1990; С. Cucos, 1996; R . Candea, 1996), the professional activity of the physical education teacher (Е. Huberman, 1978; В. М. Моторин, 1980; О. В. Петунин, 1984; V. Е. П. Каргаполов, 1990; В. М. Vydryn, 1991; Gh. Carstea, 1993, 2000; М. Stoica, 1995; S. N. Danail, 1996; С. Сiorba, 2000; А. Dragnea, 2000), the formation of pedagogical skills and their levels (О. А. Абдуллина, 1978 , 1989; Н. В. Кузьмина, 1980; V. Mandacanu, 1993, 1994), evaluation in education (G. de Landsheere, 1975; I. T. Radu, 1994; С. Cucos, 1996; P. Lisievici, 2002). The research methodology is represented by a complex of research methods used to fulfill the established objectives. These included: analysis, synthesis and generalization of specialized literature data; analysis and interpretation of data obtained in research; sociological questioning (examination, discussions); pedagogical observation; the pedagogical experiment; mathematical processing of statistical data and their graphic presentation.

The analysis of the specialized literature was selected to create the possibility of documentation regarding the issue addressed in the research, as well as to achieve a final approach and concept with reference to the training/professional development process of managers in high schools with a sports profile. The basis of the theoretical approaches of the research was the conceptions about: professional activity, the training of skills and abilities in the students of the faculties of physical education and sport through coaching and leadership in order to train and develop the leadership qualities of sports managers. In order to obtain information regarding the efficiency of the status of a sports manager, as well as in the direction of the development and improvement of the managerial professional training process in the university education system, we applied sets of 20 questions that were divided into three directions, regarding obtaining some information essential regarding the need for training/professional development of sports managers, to identify ways to optimize and improve the leader's activities in order to ensure the effective management process of the sports organization. Also, managers in the field of physical education and sports were offered the option to present the knowledge related to sports management, coaching and leadership applicable in physical culture and to present their impact on the efficiency and attitude of the managerial team, as defining elements in obtaining performance and achieving the proposed objectives.

In the survey for all groups of respondents, questions were included, the subject was the possibility of training/developing managerial skills, as well as the formation of a new

methodological concept of using coaching and leadership in the management of the sports entity. The materials of the sociological questionnaires were supplemented with information obtained during the communication process with the groups of respondents and specialists in the field of physical education and sports.

Pedagogical observations with ascertaining character were carried out for the purpose of analyzing and researching this issue in practice. The observations were carried out in stages as follows:

In the first stage, (2017 – 2018) the specialized literature was studied; the analysis of analytical programs and study plans, the analysis of the transition process, its relatively distinct, predictable and identifiable phases, which deserve to be studied and even traced in order to allow each student/specialist to go through it as well as possible, step by step, to teach leaders to foresee these stages, to lead as well as possible and to form guides and consultants able to give them the best advice; analysis of the opinions of specialists in the issue of managerial training of future specialists in the field. Also, within this stage, the object, the subject, the purpose, the tasks were determined, and the elements of the literature tools were clarified. The first stage had as its purpose the establishment of pedagogical observations on setting the didactic contents of the pilot program (workshop) - "Professional development of specialists in the field versus the improvement of organizational management" based on fundamental elements of the structural and sustainable model (SSM). The results of the observations contributed to the formation of the concrete picture in terms of theoretical and practical knowledge, necessary for the level of training and improvement of students and adults in order to develop leadership qualities.

In the second stage (2018 – 2019) the research approaches were realized through the elaboration of the new structural model for the development of the leadership qualities of future managers in the professional training/development process; the set of organizational and pedagogical conditions and technology were identified, substantiated and tested experimentally, as components of the designed model, programs and methodological recommendations, exercises and tasks, rules, situations, etc. were developed. This stage also involved the elaboration of the content of the theoretical-practical guidance on "Professional development of specialists in the field versus the improvement of organizational management". We also verified the innovative content, form and conditions of the continuous training program for specialists (managers in particular). The results of the observations allowed us to determine the influence of an implemented training program, of the new scientific-didactic material made available to the participants, on their level of professional development, respectively on the accumulated theoretical-practical knowledge. At the same time, we introduced the SSM model aimed at making theoretical knowledge more efficient by using coaching and leadership as an innovative methodology to assess the level of development of the respective theoretical knowledge, which contributed to highlighting the direct correlation between the quality of the instructional - educational process from the theoretical and practical didactic contents in the context of methodological-scientific assurance.

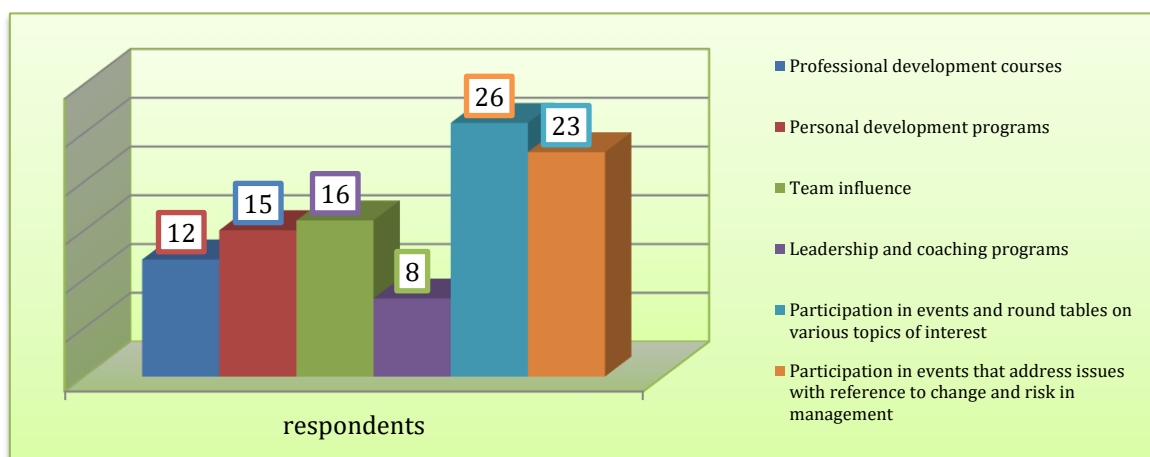
The third stage (2020 – 2021) included the implementation of the pedagogical experiment during two semesters with a number of about 145 subjects, as well as the systematization and processing of the data obtained during the experiment, the formulation of conclusions and recommendations. Also, the processing, analysis and interpretation of the experiment results were carried out, the training/development programs were clarified, the methodological recommendations were corrected, the main conclusions were summarized, the thesis material was systematized and formalized.

In order to determine the need to approach continuous learning and the professional development of leading staff throughout their lives in order to achieve individual and organizational performance, we have carried out an ascertaining research whose objectives were: to identify the factors that impose the need for the professional development of management staff; the development and application of the theoretical and praxiological model of transformational leadership (TPMTL) to generate the development of individual and organizational performances; obtaining the necessary data and information to establish the competences of management staff in

the direction of stimulating change and the degree of achievement of individual and organizational performance.

To the question: Can you list the factors that can generate the professional development of sports managers? (Figure 2.1).

No. Crt.	Answer options	Number of respondents	Percentage
1.	Professional development courses	24	12%
2.	Personal development programs	29	15%
3.	Team influence	32	16%
4.	Leadership and coaching programs	16	8%
5.	Participation in events and round tables on various topics of interest	51	26%
6.	Participation in events that address issues with reference to change and risk in management	45	23%



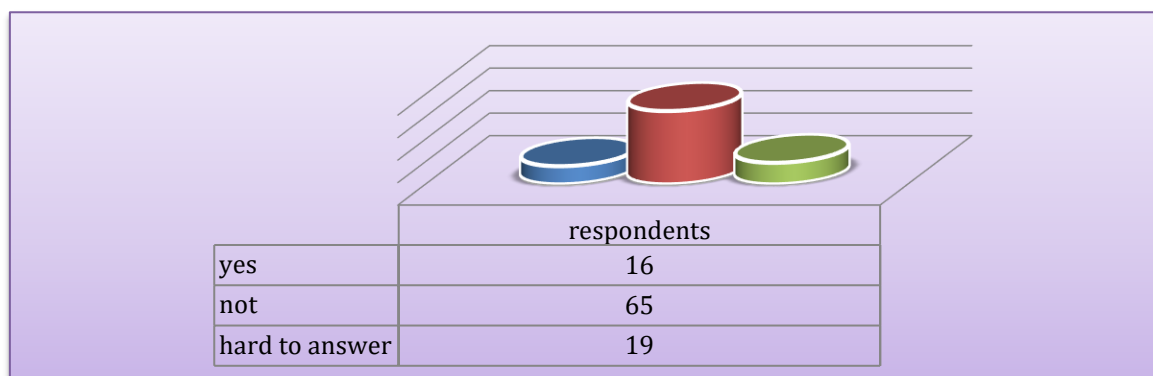
**Figure 2.1. Graphical representation of the answers regarding the factors that can generate the professional development of sports managers**

From the analysis of the factors that can stimulate the professional development of managers in the system of physical education and sports, we have identified that there are also situations that can lead to negative attitudes among specialists, oriented towards certain perceptions and desires not to produce change at a personal / organizational level.

Stimulating factors mentioned by respondents in varying percentages: professional development courses (12%); personal development programs (15%), team influence (16%), leadership and coaching programs (8%), participation in events with different themes of interest (26%) or those that address change and risk management (23 %) can make up a well-established system of methodical activity in the training and professional development programs of sports managers. The availability of specialists (training courses and continuous training) from whom one can continuously learn throughout life put into operation models of good educational practices, their example and influence, the ability to gain recognition in the team, the novelty of the activity and the experience in the field, providing the necessary support and attention to a certain issue of interest from the sports manager, the need for self-improvement and last but not least the creation of an atmosphere of study, cooperation and development support.

Regarding the question: Do you know what the concept of transformational leadership entails? (Figure 2.2)

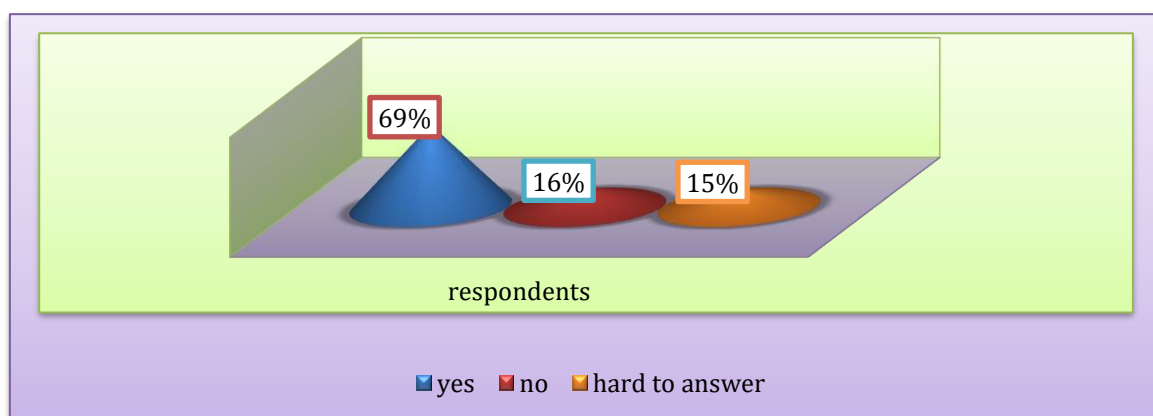
No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	31	16%
2.	Not	129	65%
3.	Hard to answer	37	19%



**Figure 2. 2. Graphical representation of the answers with reference to the concept of transformational leadership**

Regarding the answers to the question: Do you think that the development and application in professional development programs of a theoretical-praxeological model of transformational leadership could stimulate the improvement of the individual performance of the sports manager and the sports entity? (Figure 2.3)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	136	69%
2.	Not	32	16%
3.	Do not know	29	15%

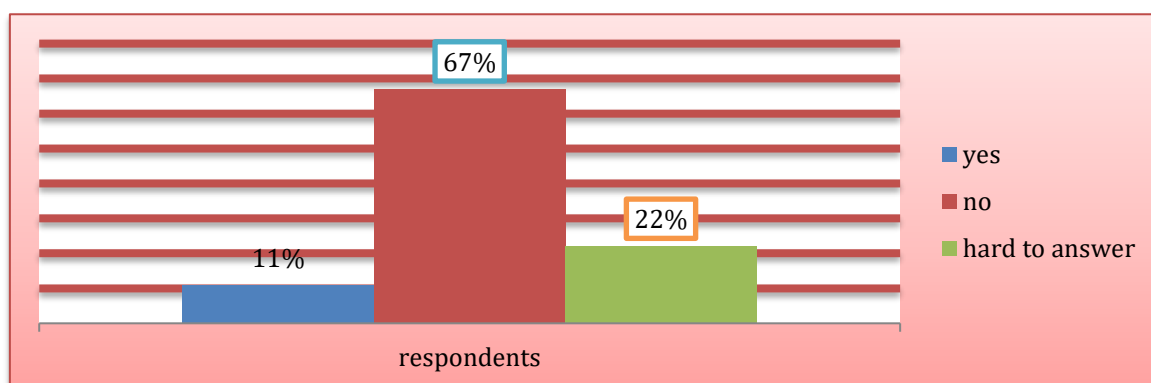


**Figure 2.3. Graphic representation of the answers with reference to a theoretical-praxeological model of sports managers transformational leadership**

From Figure 3 we can see that the majority (69%) of those interviewed gave affirmative answers regarding the need to develop and apply a new professional training/development model centered on the transformational leadership of sports managers.

Regarding the question: Do you know what charismatic leadership entails? (Figure 2.4)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	22	11%
2.	Not	132	67%
3.	Hard to answer	43	22%

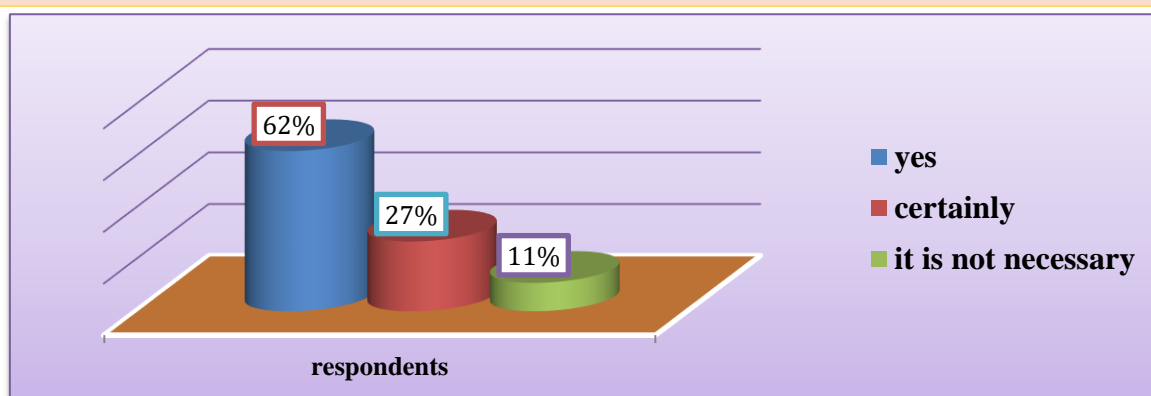


**Figure 2.4. Graphical representation of responses with reference to charismatic versus transformational leadership**

From the graphic representation of those interviewed, we can see that 67% of them do not know the meaning of the term charismatic leadership compared to transformational leadership. According to specialist literature, the comparison between transformational and charismatic leadership actually indicates a similarity between them. However, according to B. Bass, there are also important differences between them.

To the question: Do you consider it necessary, in the current conditions, that the modernization processes of the profile higher education should intentionally update the training/professional development of sports managers of different levels in sports entities? (Figure 2.5)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	122	62%
2.	Certainly	53	27%
3.	It is not necessary	22	11%



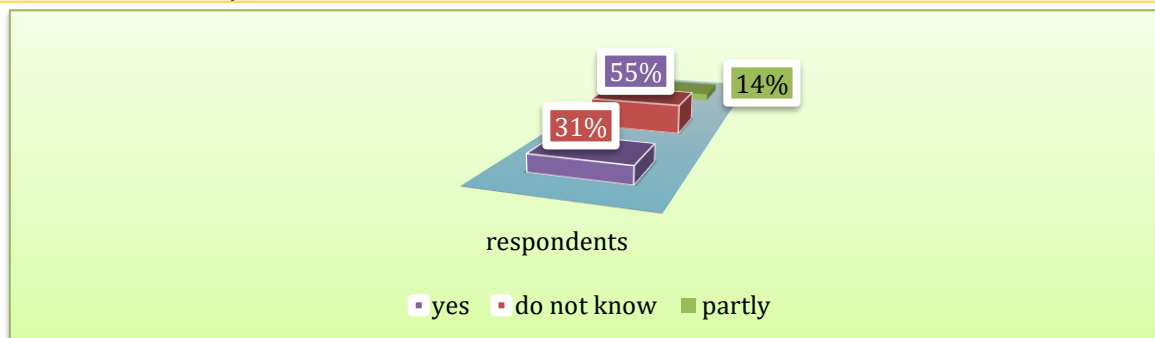
**Figure 2.5. Graphical representation of the responses regarding to update the professional training/ development of sports managers**

Moreover, the analysis of specialized literature and educational practice shows us that the graduates of higher education institutions of physical education and sports do not possess an effective managerial training, and moreover they do not have a diploma in sports management. Thus, the data reflect a relatively low level of the management staff potential in sports and an ineffective development through participation in continuous training/improvement programs of these categories of professionals (lack of a continuous training program, accredited by sports management, both in Romania, as well as the Republic of Moldova). In addition, a significant proportion (56.43%) of young people manifest in practice certain stereotypes of an administrative and authoritarian management style. A percentage of 2.68% of young managers are oriented

towards the economic management style approach at the expense of the attention paid to the professional development of employees. According to the data accumulated in the research, only a small part (22.08%) of the sports managers with professional experience of up to two years have a sufficient level of effective leadership development. These data update the issue addressed in the research, if we also take into account the fact that, in the process of professional training of future sports managers, due attention is not paid to the managerial training component.

Regarding the answers to the question: Can you mention what are the skills needed to stimulate the process of individual and organizational change/development for performance? (Figure 2.6.)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	61	31%
2.	Do not know	109	55%
3.	Partly	27	14%



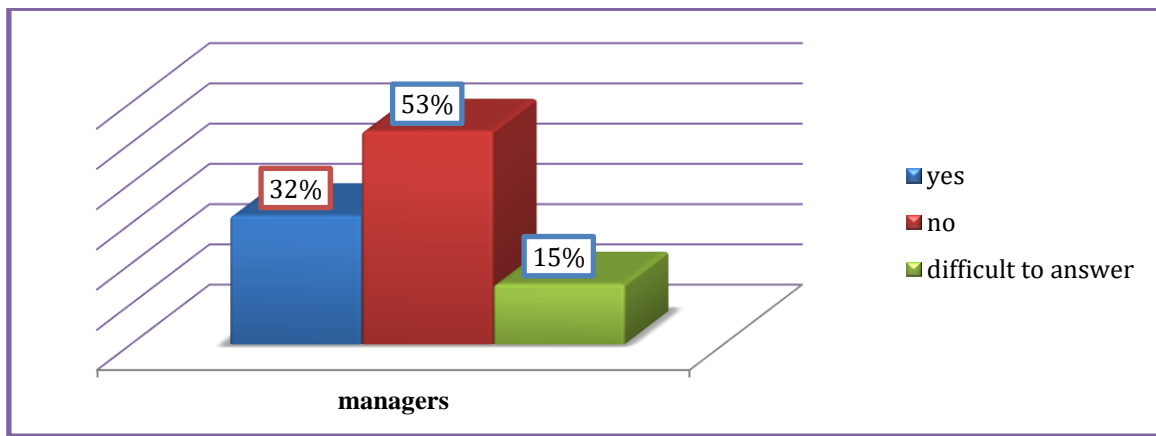
**Figure 2.6. Graphical representation of the responses regarding the competencies needed to stimulate the process of individual and organizational change/ development of sports managers**

According to the data reflected in Figure 5, it can be seen that 55% of the respondents do not know what the profile of the skills needed to address individual and organizational change would be. Management theorists present a series of skills necessary for a manager and divide them into three main groups: conceptual, social (humanistic) and technical. At the same time, it is stated that the ratio between the main types of skills changes as a person climbs the career ladder.

Another relevant study in the research was the one regarding the analysis of the essence, structure, content, state and dynamics in accordance with the ways of optimizing and improving the activities approached by the leader of the sports organization to ensure the process of its effective management. Research objectives were: the analysis of the theoretical fundamentals of the interaction process between a manager and a leader in the process of managing a sports organization and the particularities of their implementation in a sports organization (Sports High School in Targu Jiu); analysis of the state and dynamics of this interaction in the management process approached in modern conditions; determining ways to optimize and improve the activities of the manager and the leader in the management process of the monitored Sports High School; formulating some practical recommendations for improving the management and development process of the Sports High School.

To the question: Are you familiar with the standards of professional competence of the management staff of a sports organization? (Figure 2.7)

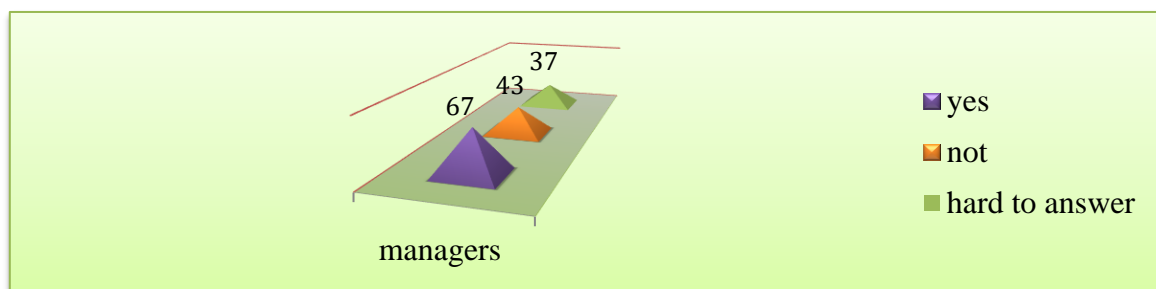
No. Crt.	Answer options	Number of respondents	Percentage
1.	YES know the specifics of these professional standards	47	32%
2.	DO NOT know the specifics of these professional standards	78	53%
3.	Difficult to answer this question	22	15%



**Figure 2.7. Graphical representation of answers regarding professional standards**

With reference to the answers given by the interviewed managers to the question: Can you identify some strengths of the professional profile of the management staff of a sports entity? (Figure 2.8)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	67	46%
2.	NOT	43	29%
3.	Hard to answer	37	25%

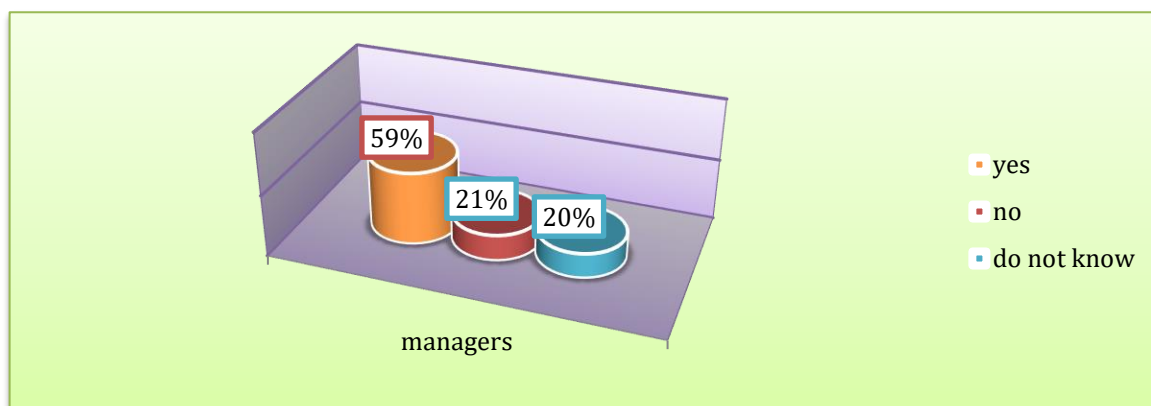


**Figure 2.8. Graphical representation of the answers regarding the strengths of the professional profile of management staff**

From Figure 2.8 it can be seen that a percentage of 46% gave affirmative answers, 29% negative answers, and for 25% of them it was difficult to formulate answers and identify certain strengths of the professional profile of the management staff. Thus, we can mention that currently, as the experience of the management of various sports organizations in developed countries shows, we are witnessing an increase in the stimulation of specific methods of collective/joint creative activity. This process, if viewed from the point of organizational and sports approach view, can be interpreted as phases of the formation of a participative organizational culture.

Regarding the answers to the question: Do you think that the performance of the leading staff can contribute to the improvement of the sports organization? (Figure 2.9)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	87	59%
2.	NOT	31	21%
3.	Do not know	29	20%



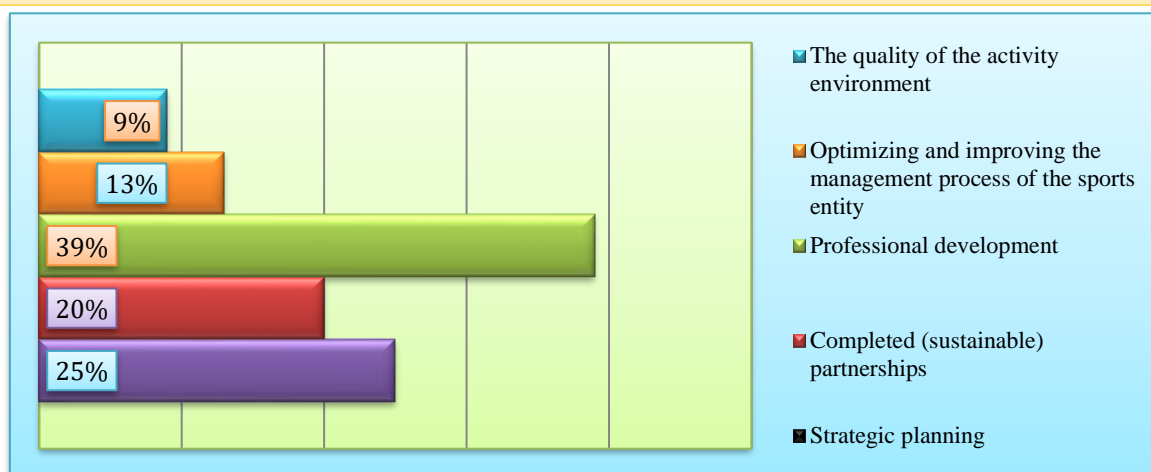
**Figure 2.9. Graphical representation of the answers regarding the strengths of the professional profile of the managers**

From the data reflected in Figure 2.9. we can see that a percentage of 59% believe that the performance of leading staff can have a positive effect on the development of the sports entity, 21% gave negative answers in this regard, while 20% did not know how to answer this question.

Thus, we can mention that the effectiveness of the sports entity can be determined according to the objectives set in accordance with the planned results to be achieved and the financial resources allocated and spent for it.

To the question: What do you think are the main indicators and descriptors that can contribute to the improvement of institutional management? (Figure 2.10)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Strategic planning	37	25%
2.	Completed (sustainable) partnerships	20	14%
3.	Professional development	58	39%
4.	Optimizing and improving the management process of the sports entity	19	13%
5.	The quality of the activity environment	13	9%



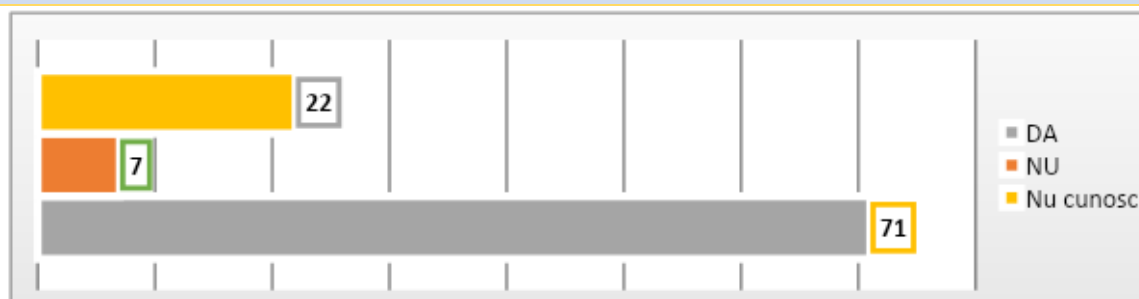
**Figure 2.10. Graphical representation of the responses regarding the main indicators and descriptors that can contribute to the improvement of institutional management**

From Figure 2.10 it can be seen that the majority, namely a percentage of 39%, mentioned that the professional development of management staff is important for ensuring an adequate and effective management of the sports entity; 25% of them considered that strategic planning also has an essential role for achieving organizational efficiency. Also, 20% believed that concluded and sustainable partnerships can ensure a dynamic evolution of the sports organization, as well as its continuous improvement (13%).



Regarding the answers given to the question: Do you consider that the continuous professional development of the management staff has a significant role in the evolution of the sports entity? (Figure 2.11)

No. Crt.	Answer options	Number of respondents	Percentage
1.	Yes	105	71%
2.	NOT	10	7%
3.	Do not know	32	22%



**Figure 2.11. Graphical representation of the answers regarding the continuous professional development of management staff**

The data represented in Figure 2.11 show us that the majority of managers (71%) believe that continuous professional development can provide them with substantial theoretical and practical knowledge that can serve as essential support in managing the sports entity, and programs of this type can contribute substantially to the development of managerial skills. At the same time, only a percentage of 7% gave negative answers, and 22% do not know the importance of this issue versus the management process of the sports organization.

**ARGUMENTATION AND EXPERIMENTAL VALIDATION OF THE STRUCTURAL-SUSTAINABLE MODEL OF THE PROFESSIONAL DEVELOPMENT OF THE LEADING STAFF OF SPORTS HIGH SCHOOLS**  
(basic content of chapter 3)

The research problem contributes, from our perspective, to a new theoretical and praxeological understanding of the specifics of the continuous professional development of management personnel, embodied in the SSM concept, as well as in the construction of a system of indicators that will allow each manager of the sports entity to transform the behavior adaptive professional, in one of professional self-development through leadership-oriented training and coaching. In Table 3.1 we present the structural- sustainable model applicable in the training program - of the management staff involved in the experiment, and in Table 3.2. we reflect the content of the program organized in the form of a workshop in order to perfect the managerial, coaching and leadership skills of the managers participating in such activities.

The professional development of management personnel in the continuous training system is an effective means of self-development, subject to the fulfillment of certain basic conditions, which include: the operation of a specialist according to the qualification in the field and the exercise of the profession in a professional environment; knowledge and application of the normative framework that regulates the field, training, acquisition and development of professional, managerial and pedagogical skills, building a system of criteria for motivating professional self-improvement with continuous updates and changes in accordance with the dynamics of changes in value orientations and professional reflection at different stages of professional, sustainable development of management personnel.

**Table 3.1. The structural- sustainable model applicable in the continuous training program for the managers involved in the experiment**

<b>THE STRUCTURAL – SUSTAINABLE MODEL OF THE PROFESSIONAL DEVELOPMENT OF LEADING STAFF</b>		
<b>Expected results</b>	<b>Objectives</b>	
<b>Increasing the level of management personnel training</b>	<b>Training the competitive, flexible, democratic, systemic sports manager with critical and strategic thinking</b>	
<b>Target groups</b>		
<b>Master's students, PhD students, sports managers (directors of sports schools and federations), high school directors with a sports profile, department managers of sports entities, coaches</b>		
<b>Approaches to curricular activity</b>	<b>Principles of training activity within continuous training programs/specialized trainings/workshops/round tables</b>	
Training and development of praxeological skills, priority of pedagogical and managerial ones	<ul style="list-style-type: none"> <li>the principle of awareness of ensuring the sustainability of the sports entity;</li> <li>the principle of management and self-governance;</li> <li>the principle of managerial evaluation, self-evaluation and reflection in the process of developing the professional skills of management staff;</li> <li>the principle of realizing the path (planned once every 5 years) of individual development and training of professional skills</li> </ul>	
<b>Performance conditions</b>		
<b>Organizational</b>	<b>REGULATORY</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>organization of the professional development process of management staff, their professional qualifications in accordance with their level of competence;</li> <li>identification of trainers and trainees;</li> <li>the use of interactive methods in the process of teaching, learning and professional development;</li> <li>the development, piloting and implementation of the new professional development program for management staff in the field of physical education and sports;</li> <li>creating the structure and materials of the management training workshops and the new professional development program;</li> <li>piloting the new program to ensure that it is of high quality in presentation and content, being also applicable in the activity of the participants;</li> <li>training trainees based on updated curriculum content and in accordance with international requirements;</li> <li>evaluating and improving management training workshops;</li> <li>evaluating and improving the results expected from the trainees;</li> <li>implementing the professional development program to improve the institutional management of the entities monitored in the research</li> </ul>	<b>Normative acts in force regulating the organization and performance of these activities</b>	<b>Humanity financial Material Digital</b>
<b>The level of professional competence</b>		
<b>Efficient (The competitive manager oriented towards leadership and coaching)</b>	<b>Adequate (The traditional manager)</b>	<b>Trainee manager (The critical manager)</b>
<b>Minimum Level 7 qualification, including completion of specialized training in the field</b>	<b>Minimum Level 6 qualification, including completion of specialized training in the field</b>	<b>Secondary education, including specialized training in the field</b>

**Table 3.2. The content of the continuous training program (workshop) aimed at the professional development of managers in the field of physical education and sports**

No. Crt.	Modules	Learning and improvement units
1.	<b>Management of sports entities</b>	<ul style="list-style-type: none"> <li>• The specifics of sports organizations and the regulatory framework that regulates their legal and sustainable operation</li> <li>• The manager and approach to effective communication in different contextual situations.</li> <li>• Modern guidelines of human resource management in sports entities. Professional development of employed human resources</li> <li>• Organizational culture and its orientation towards new values in the context of the social and economic reform of society</li> <li>• The strategic management and performance of the sports organization</li> <li>• Management of resources specific to the sports entity</li> <li>• Improvement and innovative development of sports entities</li> </ul>
2.	<b>The leadership of sports entities</b>	<ul style="list-style-type: none"> <li>• The essence of management and leadership</li> <li>• Transformational Leadership</li> <li>• Management versus leadership</li> </ul>
3.	<b>Coaching</b>	<ul style="list-style-type: none"> <li>• Coaching elements applicable in the field of physical education and sports</li> </ul>

The curricular contents were grouped into 3 thematic units (Sports Management, Leadership and Coaching), being structured in three achievement stages and two training modules (initiation in SSM and development through SSM):

- Stage I: Initiation into SSM technology.
- Stage II: Planning training in SSM.
- Stage III: Realization of SSM activities. Assessment and self-assessment of the trained/developed skills.

The structural - sustainable model applicable in the continuous training program of management staff focuses on a series of principles: the principle of awareness of ensuring the sustainability of the sports entity; the principle of management and self-governance; the principle of managerial evaluation, self-evaluation and reflection in the process of developing the professional skills of management staff; the principle of realizing the path (planned once every 5 years) of individual development and training of professional skills. Starting from the applicability of these principles in the process of professional development of management staff, we can say that an increase in the creative production of employees in the system can be produced, and ultimately it will contribute to providing strength and energy to the sports organization ( in the case of sports high schools). They also lead human resources to: develop their needs and look for opportunities to satisfy them; development of communication between employees and their individual responsibility; control over the activities of employees and an individual approach to them; independence of employees in decision-making; orientation towards the consumer and last but not least towards the improvement of the management process at the organizational level.

**Table 3.3. Analysis of specialists involved in research (with management positions at different levels) aged between 25 and 70 by ISCED education levels in the period 2017-2022**

Level of training	2017-2018	2018 -2019	2019-2020	2020-2021	2021-2022
<b>ISCED 3-4</b>	23.0%	27.2%	29.0%	30.3%	32.3%
<b>ISCED 6-7</b>	12%	15%	18,5%	19,3%	35,7%
<b>ISCED 8</b>	-	-	-	-	9%

The experiment was carried out on a number of 145 subjects (managers, teachers in the field of physical education and graduates of higher education programs in the field of training: physical education and sport), 73 the control group and 72 the experimental group from Targu Jiu, Romania and Chisinau, Republic of Moldova. We can see that the two experimental groups are homogeneous.

The analysis carried out at the ascertaining stage allowed us to find that no training or continuous education program in the field has in its curricular content elements of leadership and coaching for the accumulation of knowledge in improving the performance of the sports entity. In this context, we reflect in Table 3.4. the level of managerial and pedagogical training of those surveyed, at the ascertaining stage.

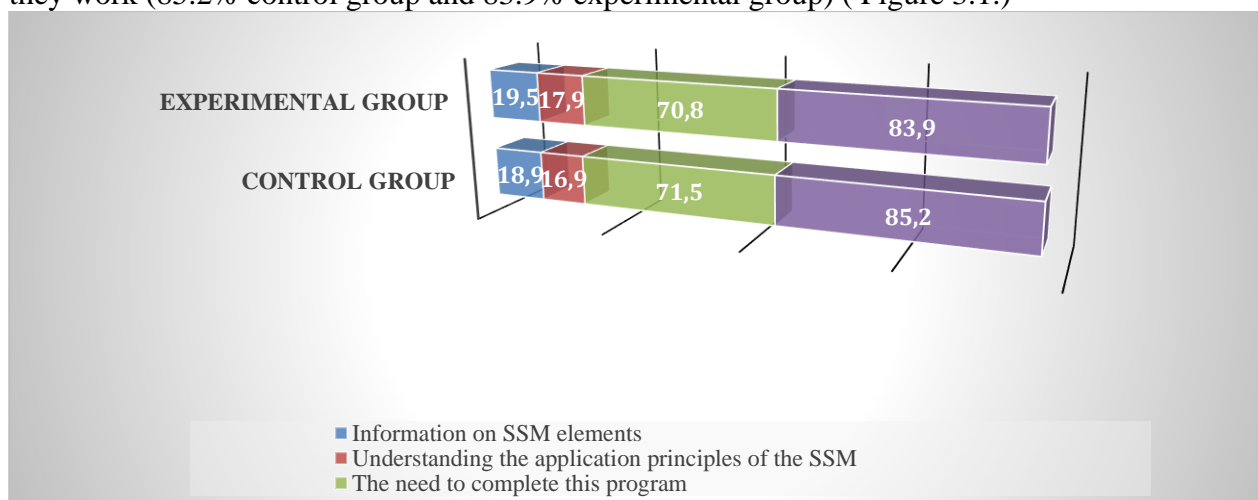
**Table 3.4. The level of managerial and pedagogical training of those involved in the sociological survey**

During the study/improvement programs you completed, did you acquire knowledge of leadership/coaching in the learning process oriented towards the formation of pedagogical and managerial skills?	0%
- accumulated	76%
- no such study subjects are provided;	24%
- learning objectives in this direction are partially or tangentially achieved.	

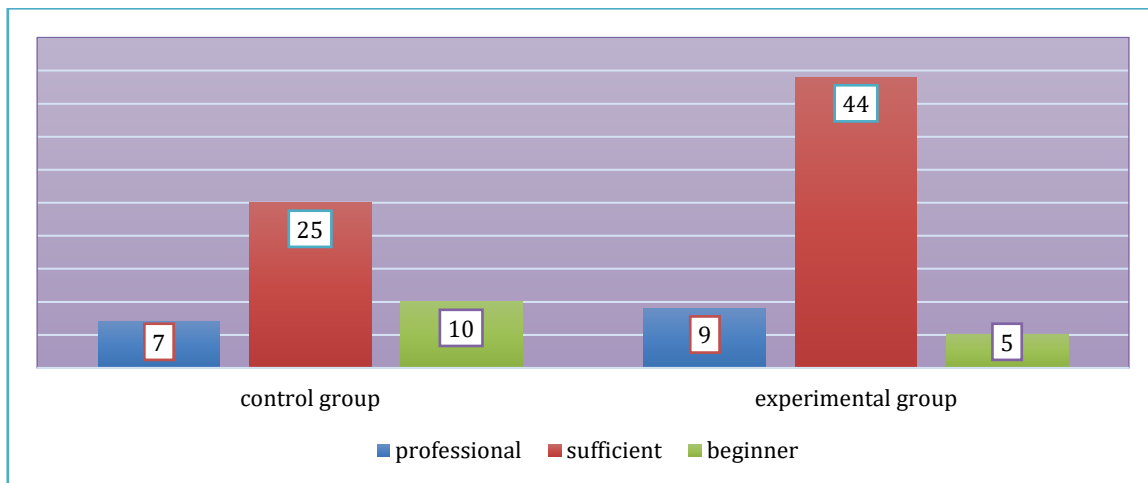
**Table 3.5. Data with reference to the professional development program focused on SSM**

Level of training	Control group	Experimental group
● Information on SSM elements	18,9%	19,5%
● Understanding the application principles of the SSM	16,9%	17,9%
● The need to complete this program	71,5%	70,8%
● Subjects' suggestions regarding participation in this training program	85,2%	83,9%

From Table 3.5 we can see that a small number of subjects know the elements of the program to be piloted among them with the generic "Professional development of specialists in the field versus improvement of organizational management", respectively 18.9% (control group) and 19, 5% (experimental group); 16.9% of the control group subjects understand the principles of SSM application, including 17.9% of the experimental group members. At the same time, within the two groups they showed a special interest in the necessity of completing such a training program (71.5% - control group and 70.8% experiment group) or even the desire to participate in acquiring knowledge in order to improve their skills in the direction of improving the teaching process (pedagogical skills) or management, as necessary (managerial skills) of the sports entity in which they work (85.2% control group and 83.9% experimental group) ( Figure 3.1.)



**Figure 3.1. Graphical representation of responses regarding SSM**

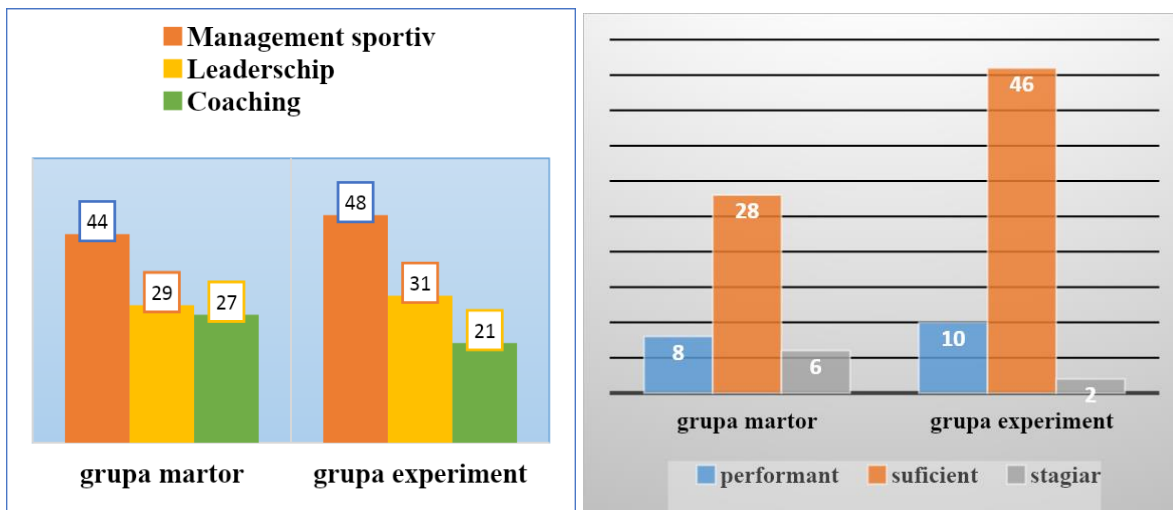


**Figure 3.2. The level of subjects training at the ascertaining stage of the pedagogical experiment**

From Table 3.6 and Figure 3.3 we can see that the level of subjects training involved in the research at the training stage of the experiment, respectively the evaluation according to the three items for the implementation and management of the continuous training program "Professional development of specialists in the field versus the improvement of organizational management" based on fundamental elements of the structural and sustainable model (SSM), the following percentage data were recorded: in the "Sports Management" item, they possess specialized knowledge with reference to the specifics of sports entities, the regulatory framework that covers their proper functioning, the specifics of the categories of human resources engaged at institutional level, about the strategic and performance management of the sports organization, as well as about the improvement and innovative development of sports entities in a percentage of 44% (control group) and insignificantly higher in terms of value in the experiment group , respectively 48%.

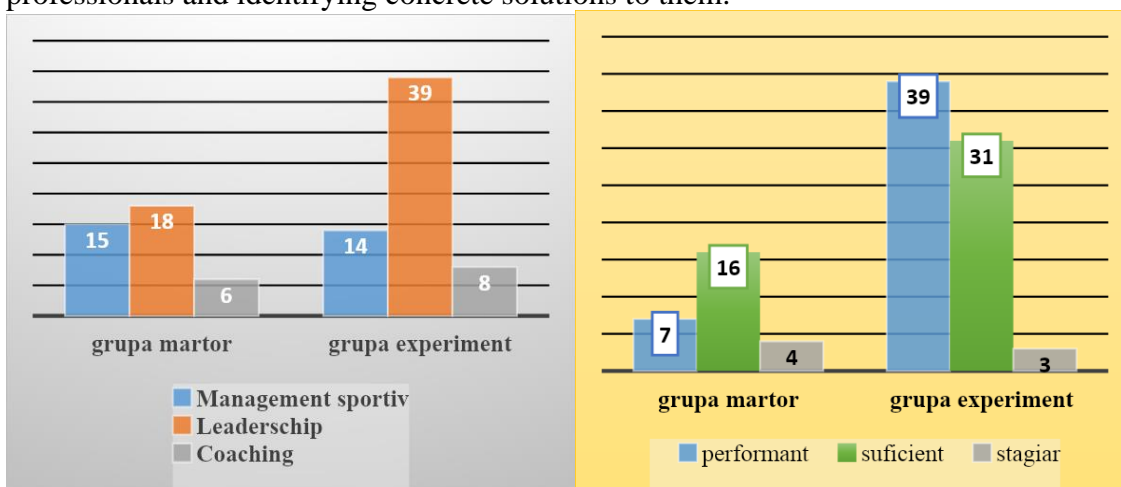
**Table 3.6. Statistical data regarding the level of subjects training at the ascertaining stage of the pedagogical experiment**

Items	Training level	Control group	Experimental group
Sports management	<ul style="list-style-type: none"> <li>• The specifics of sports organizations and the regulatory framework that covers their legal and sustainable operation</li> <li>• Modern guidelines of human resource management in sports entities. Professional development of employed human resources</li> <li>• The strategic and performance manager of the sports organization</li> <li>• Improvement and innovative development of sports entities</li> </ul>	44%	48%
Leadership	The essence of management and leadership Transformational leadership Management versus leadership	29%	31%
Coaching	Leadership coaching Coaching for performance	27	21%



**Figure 3.3. The training level of the subjects at the training stage of the pedagogical experiment**

From Figure 3.4 we can see that the recorded data were higher for the experimental group for the "Leadership" item compared to "Sports Management" and approximately equal for the "Coaching" item. Thus, for the Leadership item at the control stage, a value of 39% was recorded in the experimental group compared to the training one, which was 31%. This fact is due to the addition of knowledge with leadership elements, which means an improvement of the support given to them in the direction of discovering some secrets of the "job" of a leader or coach, their roles in the sustainability process and degree of efficiency of a sports organization. Moreover, the experimental subjects participating in this continuous training workshop were able to discover through the theoretical-practical examples of solving problems within sports entities, with direct addressing to professionals and identifying concrete solutions to them.

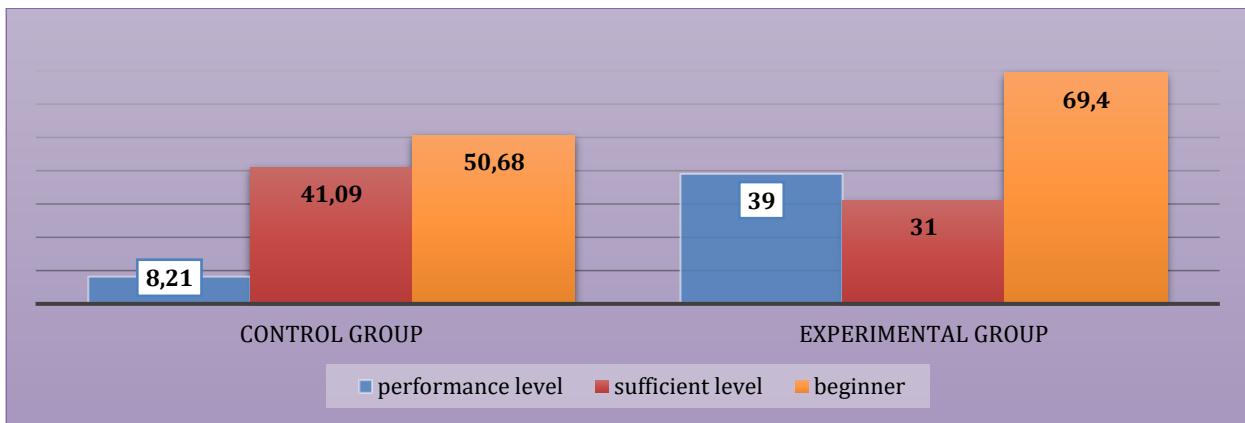


**Figure 3.4. The training level of the subjects involved in the control stage of the pedagogical experiment**

The training level of the experimental group reached significant values at the control stage compared to the training stage, respectively it can be seen that the performance level increased from a value of 10 to that of 32. At the same time, based on the questionnaires administered and the evaluation items applied, the levels of competence were identified in the control and experimental groups (Table 3.7 and Figure 3.5).

**Table 3.7. Skill levels in control and experimental groups**

Groups	Number of subjects	Performance level		Sufficient level		Trainee level (beginner)	
		No.	%	No.	%	No.	%
Control	73	6	8,21	30	41,09	37	50,68
Experiment	72	28	39	22	31	50	69,4



**Figure 3.5. Skill levels in control and experimental groups at the control stage of the pedagogical experiment**

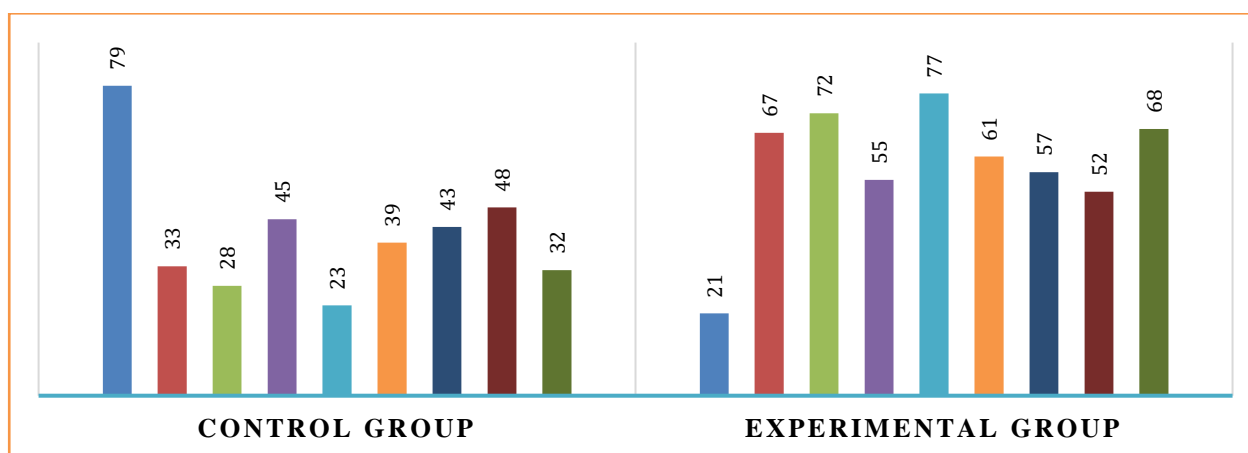
Starting from these data, we were able to further identify the needs for continuous training within the program (organized workshop) for the three items, reflected in Table 3.8.

**Table 3.8. The training needs of the two control and experimental groups**

No. Crt.	Continuous training needs	Control group	Experimental group
1.	Management and leadership of human resources	79%	21%
2.	Management and leadership of financial resources	33%	67%
3.	Improvement and innovative development of sports entities	28%	72%
4.	Leadership models applicable to the sports entity	45%	55%
5.	Leadership styles	23%	77%
6.	The cognitive-behavioral approach to coaching	39%	61%
7.	Intervention and diagnostic tools	43%	57%
8.	Leadership coaching	48%	52%
9.	Coaching for performance	32%	68%

From Table 3.8 and Figure 3.6. it can be observed that in most of the subjects, the needs of continuous training, their grievances stood out in this direction in the experimental group, which was otherwise more actively involved in eliminating the non-conformities and gaps identified in the individual development process. Thus, percentage values of the needs were identified within the framework of knowledge completion with reference to: Management and leadership of financial resources (67% - experiment group); Improvement and innovative development of sports entities (72%); Leadership styles (77%); Cognitive-behavioral approach to coaching (61%) and Coaching for performance (68%).





**Figure 3.6. Graphic representation of the training needs of the two groups (control and experiment)**

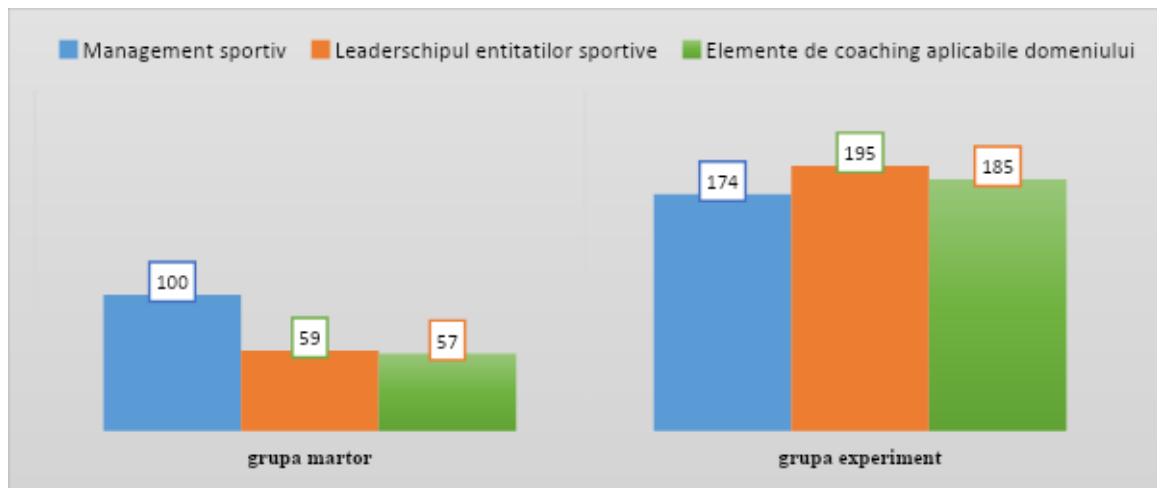
The purpose of implementing the training program centered on the fundamentals of the structural and sustainable model (SSM) , was mainly to improve the professional training of the management staff who ensure the managerial process of sports high schools by participating in the continuous training workshop with the generic "Professional development of specialists in the field versus the improvement of organizational management". The training experiment was carried out during the 2018-2019 academic years, and the control experiment in 2019-2020. The experimental group was made up of 72 school managers, participants in the continuous training program specially organized online and carried out within the Sports High School in Targu Jiu, Romania. The conceptual-methodological dimension of the training of management staff to improve the management of sports entities and determine the effectiveness of training is represented by the structural-sustainable model developed and implemented in the teaching-learning-evaluation process and by the curricular content of the program centered on learning/development units , oriented on principles of sports management, leadership and coaching in order to achieve performance by the sports high school monitored in the research. Also, the conceptual-methodological framework was oriented towards obtaining a new vision regarding the quality of the services provided by the sports high school involved in the research, in conjunction with the improvement of the management provided by the manager.

**Table 3.9. The values recorded by the expert committee for the two groups (control stage)**

No. crt	Items	Recorded values of the group	
		Control group	Experimental group
1	<p><b>Management of sports entities</b></p> <ul style="list-style-type: none"> <li>• The specifics of sports organizations and the regulatory framework that covers their legal and sustainable operation</li> <li>• The manager and approach to effective communication in different contextual situations.</li> <li>• Modern guidelines of human resource management in sports entities. Professional development of employed human resources</li> <li>• Organizational culture and its orientation towards new values in the context of the social and economic reform of society</li> <li>• The strategic and performance manager of the sports organization</li> <li>• Management of resources specific to the sports entity               <ul style="list-style-type: none"> <li>• Improvement and innovative development of sports entities</li> </ul> </li> </ul>	10 15 11 26 18 11 9	35 25 36 27 20 16 15



		<b>Total score</b>	<b>100</b>	<b>174</b>
<b>2</b>	<b>The leadership of sports entities</b>			
	• The essence of management and leadership		18	66
	• Transformational Leadership		12	56
	• Management versus leadership		29	73
		<b>Total score</b>	<b>59</b>	<b>195</b>
<b>3</b>	<b>Coaching</b>			
	• Coaching elements applicable in the field of physical education and sports			
	- for management		28	98
	- for performance		29	87
		<b>Total score</b>	<b>57</b>	<b>185</b>



**Figure 3.7. Graphical representation of responses at the control stage of the experiment**

Thus, the values of the registered items are: for the item "Sports management (100 points - control group, respectively a minimum level was reached and 174, performing level of the experiment group)"; the item "Leadership of sports entities" (59 points – the control group, just below the criterion value established by the expert committee for the minimum level and 195, the performing level of the experimental group); and for the "Coaching" item, the recorded values are 57 points (control group) and 185 (experiment group).

Through the conducted experiment, we could observe that in most of the participating managers, there was an increase in interest in sports management, leadership and coaching activities, accompanied by the reorganization of operational and managerial processes, which make full use of the access and utilities of the SSM model and the new methodologies of learning/development, as vectors of change and continuous improvement of sports entities.

The completion of the research was achieved through the control experiment, which took place during the 2019-2020 academic year. Its main purpose was to determine the effectiveness of the SSM and the workshop organized and implemented to proceed with the ongoing training of the participants as trainees. The objectives pursued by the committee of experts at this stage took shape in the evaluation of the developed skills, complemented by the pedagogical monitoring of the assigned tasks to verify the application and implementation of the SSM. Thus, the specialists involved in the experiment had to implement the SSM elements, develop a strategic, sustainable development project of the sports high school and establish the benefits of the SSM.

In Table 3.15 we present the comparative results data of the final evaluation of the experimental and the control group.

**Table 3.15. Validation of experimental data at initial stage**

Items	Content evaluated by expert committee	Control group	Experimental group
Implementation of SSM (ISSM)	<ul style="list-style-type: none"> <li>● Expected results</li> <li>● The gratification of sports high school employees</li> <li>● Social responsibility</li> <li>● Individual and collective performance</li> <li>● Team work</li> <li>● Feedback</li> </ul>	53%	47%
Elaboration of a strategic, sustainable development project of the sports high school (SSDP)	<p>Analysis of the situation in the field</p> <p>Strategic objectives and actions</p> <p>Finalities</p>	62%	38%
Benefits of SSM (BSSM)	<p>Leadership coaching</p> <p>Performance coaching</p>	46%	54%

From Table 3.16 we can see that the validation of the results by the expert committee at the initial stage with monitoring the established items and the threshold reached by the two groups, recorded the following data: the control group reached the item (ISSM) a threshold of 53%, and experimental group 47%; for the SSDP item a threshold of 62% (control group), and the experimental one 38%; for the BSSM item - a threshold of 46% (control group), and the experimental group 54%.

**Table 3.16. The threshold set by the expert committee according to the classical method**

Stage	The description	Threshold
<b>PLAN</b>	There is a plan to implement the SSM	<b>10-25</b>
<b>DO</b>	SSM has been implemented	<b>25-45</b>
<b>CHECK</b>	Analyzes of the SSM implementation and the determination of the sustainable strategic development project of the sports high school	<b>45-65</b>
<b>ACT</b>	As a result of the analysis carried out, it is determined which actions were applied in order to achieve sustainable benefits	<b>65-100</b>

With reference to the detailed method, the expert committee granted the thresholds based on the certainty that the data should be closer to reality where, for example, educational institutions do things (DO) but there is not always a plan (PLAN) or a subsequent evaluation of the results. The expert committee formulated the statement that the present method provides more knowledge with reference to the priority dimensions of SSM implementation in order to achieve the expected improvement.

In table 3.17 we present the comparative data of the validation of the results at the final stage of the experiment.

Items	Content evaluated by expert committee	Control group	experimental group
Implementation of SSM (ISSM)	<ul style="list-style-type: none"> <li>• expected results</li> <li>• The gratification of sports high school employees</li> <li>• Social responsibility</li> <li>• Individual and collective performance</li> <li>• Team work</li> <li>• Feedback</li> </ul>	21%	79%
Elaboration of a strategic, sustainable development project of the sports high school (SSDP)	<p>Analysis of the situation in the field</p> <p>Strategic objectives and actions finalities</p>	12%	88%
Benefits of SSM (BSSM)	<p>Leadership coaching</p> <p>Performance coaching</p>	27%	73%

From Table 3.17 we can see that the validation of the results by the expert committee at the final stage with the monitoring of the established items and the threshold reached by the two groups, recorded significantly higher data by the experimental group: the control group reached the item (ISSM) a threshold of 21%, and the experimental group 79%; for the SSDP item a threshold of 12% (control group), and the experimental one 88%; for the BSSM item - a threshold of 27% (control group), and the experimental group 73%.

In this context, we can mention that the results obtained by the two groups demonstrate that the ongoing training program implemented meets the professional development needs of the management staff in the field and ensures the achievement of the improvement objectives provided in its curricular content.

**Table 3.10. The conditions for improving the management of sports high schools**

<i>The quality of the management staff and the services provided by the sports high school</i>	<i>Requirements and compliances</i>
<b>BASIC QUALITY</b>	<ul style="list-style-type: none"> <li>• <b>Basic technologies and methodologies:</b> operating principles; sustainable strategic objectives; digitization, hardware, software.</li> <li>• <b>Basic knowledge:</b> pedagogical, managerial (management of sports entities and educational and sports services).</li> <li>• <b>Basic techniques</b> applicable in the process of leading the sports entity</li> </ul>
<b>IMPROVED QUALITY</b>	<ul style="list-style-type: none"> <li>• <b>High-performance technologies and methodologies:</b> program (workshop) continuous training to improve management sports high schools; structural - sustainable model of staff professional training/ development; procedure for the rapid identification of problems/nonconformities; procedure for identifying the non-conformities causes; management improvement program and operation of the expected strategic changes.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Extended knowledge:</b> curriculum content centered on learning elements and units, oriented towards sports management, leadership and coaching for leading and performance; multidisciplinary that allow the rapid identification of consumer needs and requirements.</li> <li>● <b>Improved techniques</b> applicable in the process of directing the sports entity.</li> </ul>
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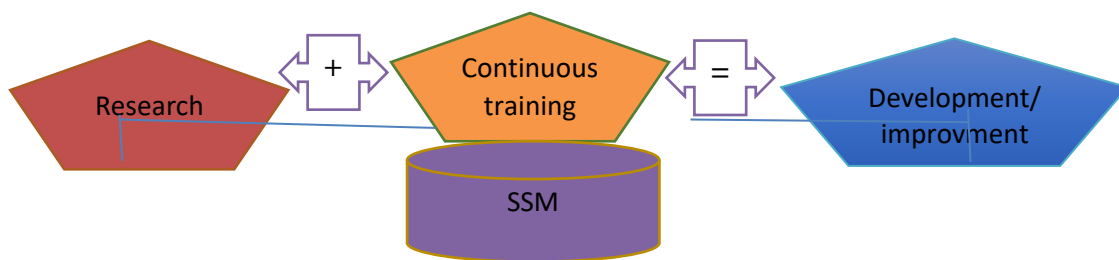
The new vision regarding the improvement of the management of sports high schools and the quality of the services provided by them is based on a more comprehensive definition of quality, namely "the degree of satisfaction of the needs of the beneficiaries of educational/sports services through technical, relational, organizational, economic, environmental services ". In the approach carried out in the research, in order to identify the degree of satisfaction of the beneficiaries interested in the pedagogically monitored sports high school, we proceeded to determine the quality levels of the services reflected in Table 3.11.

**Table 3.11. Levels of the service quality provided by the sports high school subject to pedagogical monitoring**

<i>Requirements taken into account to improve the management of the monitored sports high school</i>	<i>Results</i>
<i>QUALITY OF SUITABILITY</i>	
<b>The explicit expectations of the beneficiaries of educational/sports services Explicit promises of the service provider</b>	Service suitability
<i>PERCEIVED QUALITY</i>	
<b>The explicit and implicit expectations of the beneficiaries of educational/sports services Competitor's offer</b>	The promises of the service provider are adapted to all the expectations of the beneficiaries and more attractive compared to the competitor's offer
<i>QUALITY OF GRATIFICATION</i>	
<b>The explicit and implicit expectations of the beneficiaries of educational/sports services Current and future needs of beneficiaries Competitor's offer</b>	The promises of the service provider are adapted to all the expectations of the beneficiaries and more attractive compared to the COMPETITOR'S offer, anticipated promise of the service provider meets the needs of the beneficiaries  The services provided are in line with those promised

The gratification of the quality, including the management of the leading personnel applied in the management of the sports high school monitored in the research is not easy to measure and achieve. Thus, we can refer to an arbitrariness between several independent variables or to the resultant of three forces: beneficiaries of services (customers), providers of services (providers) and competition. In the present research, it was particularly taken into account that the term quality in communication with direct beneficiaries represents an intrinsic priority of the services provided and important to be addressed in the specialized language (both pedagogical and managerial), and the dimension of continuous training of leading staff, an important element in achieving the desired improvement of the sports high school management process, monitored in the study carried out and argued. These features must meet requirements that address needs and expectations, including continuous improvement.

The continuous training of the specialists involved in the experiment, respectively for the elaboration, determination of the program content and implementation of the SSM, allowed the managers to be able to make effective decisions in the process of directing the sports entities (in this case and the sports club subject to pedagogical monitoring) in the most varied conditions, to solve some problems identified in the management of the organization, using information and knowledge accumulated through RESEARCH + CONTINUOUS TRAINING = DEVELOPMENT/IMPROVEMENT activities (Figure 3.8) carried out individually or in a team. The continuous training and development of the pedagogical and managerial skills of the managers of sports entities have as their objective the participation in obtaining performances in the direction of improving the management of the leading staff.



**Figure 3.8. Implementation of the manager development/improvement program based on SSM**

Moreover, the training/development of the pedagogical and managerial skills of management staff is an innovative process carried out within the continuous training program (workshop). In this context, the program was conceptualized, intended for the training of management staff, the SSM module being introduced and the optional curricular content of the workshop developed to improve the management carried out at the level of educational/sports institutions. It was primarily oriented towards the training of professional skills necessary for school/sports managers for the development and implementation of the SSM. The determination of competences was carried out taking into account the training objectives, which identified the stages of improvement, acquiring knowledge at the level of: knowledge and use of specific terminology, understanding, application, analysis, synthesis and evaluation thereof. In Table 3.12 we reflect the competences determined by the expert committee that need to be developed for the management staff to ensure the improvement of the management of the reference institutions.

**Table 3.12. Skills developed after piloting the SSM**

<b>Knowledge and understanding skills</b>	<b>Application skills/ability to perform (skills and cognitive strategies)</b>	<b>Analysis skills (for selecting the organization principles of SSM)</b>	<b>Synthesis skills for the development and implementation of the SSM and the curriculum content of the program</b>	<b>Monitoring and evaluation skills</b>
The ability to know how to relate the new knowledge to the previous ones with reference to sports management, the leadership of sports entities and those of coaching for leadership and performance	The ability to classify specialist knowledge	The ability to select and analyze the organizing principles of SSM	Ability to plan implementation of SSM and program content	The ability to monitor, evaluate and report the organization of continuous training activities for management staff to achieve the SSM
The ability to know how to use the new knowledge in different contexts of directing sports entities	Application of managerial and pedagogical knowledge based on qualification standards and performance indicators	The capacity of applying the SSM model in the continuous education program	Capitalizing on the methodology implemented to improve the management provided by the management staff of the school/sports entity	The ability to modify the SSM according to the training needs of teachers and management

The ability to know how to communicate effectively in the leadership process and in crisis situations	Applying the principles of leadership to improve the efficiency of the managerial activity of the management staff	The ability to analyze optional specialties, own training needs in the direction of development/improvement in order to generate improvement in the management process of school/sports entities	Synthesis capacity for the use of models specific to the management process based on the definition and use of the management principles of sports entities	The ability to argue implementation and realization of SSM
The ability to know how to formulate successful institutional strategies and plan resources in a sustainable way	Implementation of formulated strategies and monitoring of the fulfillment of general and specific objectives at the planned deadlines	The ability to manage complex activities in the field of sports organization management with the application of leadership and coaching elements	The ability to synthesize self-assessment/evaluation, as an effective way to identify the improvement of quality and performance achieved	The ability to compare and report the results obtained
The ability to know how to improve the quality of the management process of school/sports entities as appropriate	Meeting the demands expected to improve the management of the monitored sports high school (quality of suitability, perceived, gratification)	Analysis of the results achieved, explicit and implicit expectations and their compliance with the current and future needs of the beneficiaries of educational/sports services	Synthesis of results after processing and analysis of SSM implementation stages with identification of errors/obstacles	The ability to disseminate the results obtained to improve the quality of the organization monitored in the research

The contents of the continuous training of the managers participating in the pilot program through the use of SSM were determined in accordance with the key concepts of the development of professional skills established for the elaboration and implementation of the SSM, the training level of the managers, the development strategy of the sports entity, and last but not least order to improve their management.

In Table 3.13, we present the values recorded after the skill assessment carried out by the expert committee (consisting of 2 university professors, 1 university lecturer and 1 school manager).

**Table 3.13. The share of learning performance, skills acquired by the control and experimental groups following their evaluation by the expert committee at the initial stage**

No. crt.	Skill assessment according to the items	The frequency of the degree of learning					
		Control group			Experimental group		
		scores			scores		
		6,5 - 7,5	7,5-8,5	8,5-10	6,5-7,5	7,5-8,5	8,5-10
		Sufficient level	Medium level	High level	Sufficient level	Medium level	High level
1.	<i>Knowledge and understanding skills (C1)</i>	65	87	16	78	101	187
2	<i>Application skills/ability to perform (skills and cognitive strategies) C2</i>	55	67	72	55	110	169
3.	<i>Analysis skills (for selecting the organization principles of SSM C3)</i>	26	32	83	77	117	182

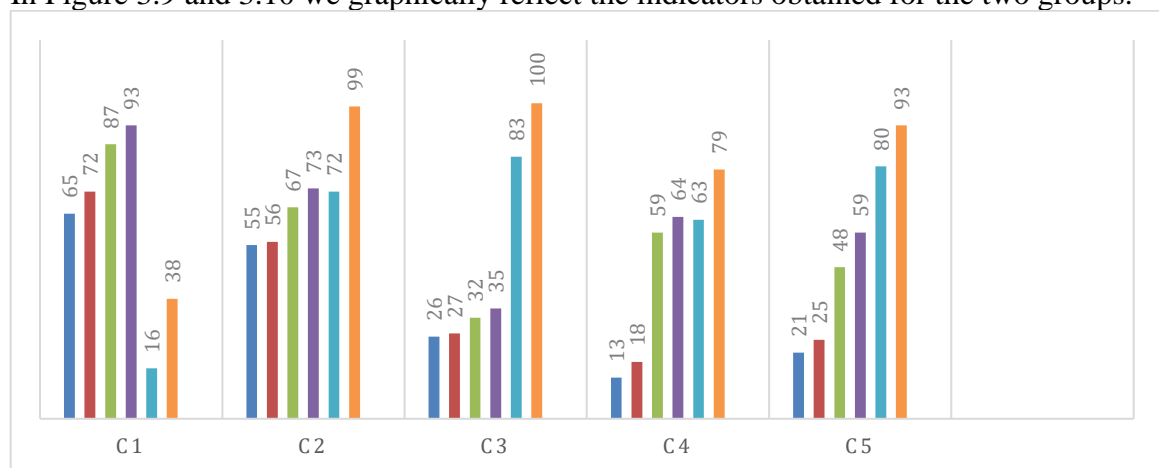
4.	<i>Synthesis skills for the development and implementation of the SSM and the curriculum content of the C4 program</i>	13	59	63	68	121	179
5.	<i>Monitoring and evaluation skills C5</i>	21	48	80	91	104	165

**Table 3.14. The share of learning performance, the skills acquired by the control and experiment groups following their evaluation by the expert committee at the final stage**

No. crt.	Skill assessment according to the items	The frequency of the degree of learning					
		Control group			experimental group		
		scores			scores		
		6,5 - 7,5	7,5-8,5	8,5-10	6,5-7,5	7,5-8,5	8,5-10
		Sufficient level	Medium level	High level	Sufficient level	medium level	High level
1.	<i>Knowledge and understanding skills (C1)</i>	72	93	38	87	123	192
2.	<i>Application skills/ability to perform (skills and cognitive strategies)- C2</i>	56	73	99	25	163	187
3.	<i>Analysis skills (for selecting the organization principles of SSM C3</i>	27	35	100	57	145	192
4.	<i>Synthesis skills for the development and implementation of the SSM and the curriculum content of the C4 program</i>	18	64	79	37	168	195
5.	<i>Monitoring and evaluation skills C5</i>	25	59	93	101	152	183

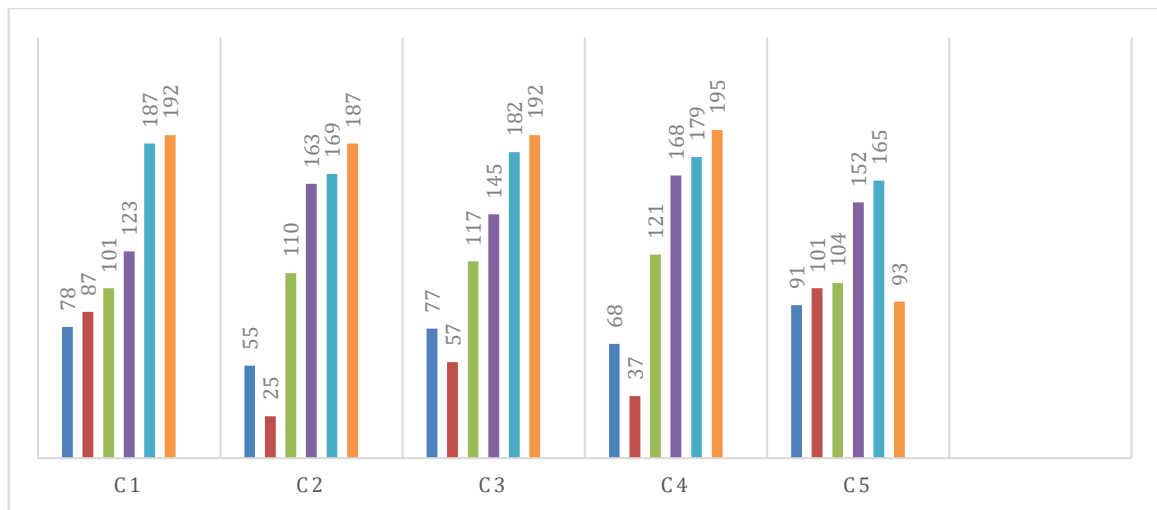
From the data reflected in Table 3.13 and Table 3.14 we can see that the indices recorded for the skills developed by the experimental group at the final stage of the experiment, respectively after the implementation of the SSM model and the participation in the online continuous training program, specially organized and carried out, being significantly higher.

In Figure 3.9 and 3.10 we graphically reflect the indicators obtained for the two groups.



**Figure 3.9. Graphical representation of the skill assessment of the specialists in the control group at the initial and final stage**





**Figure 3.10. Graphic representation of the skill assessment of the specialists in the experimental group at the initial and final stage**

The level of training of specialists' skills was determined by the following criteria: educational, motivational-personal and activity. Thus, the continuous training of the skills of specialists in the field, with priority of managers, constituted a mandatory part of the research in the conditions of the modern economy and education.

### **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

1. The analysis of the specialized literature, the theoretical and praxeological fundamentals regarding the process of directing sports entities allowed us to carry out a scientific approach with reference to the process of training/professional development of managers in order to improve the management approached at the level of the monitored sports high school. Thus, we can affirm that the central role played by the director in the functioning of a school is recognized and valued in the specialized literature.

2. The analysis of specialized literature and educational practice shows us that the graduates of higher education institutions of physical education and sport do not possess effective managerial training, without a diploma in sports management. The data accumulated in the research reflect a relatively low level of the potential of management personnel in the field and a low participation of them in continuous training/improvement programs aimed at the development of managerial, leadership and coaching skills (lack of a continuous training program, accredited by sports management , both in Romania and the Republic of Moldova.

3. Transformational leadership and the culture of the sports organization are two essential elements that can strongly influence the performance and success of a sports team or organization. Transformational leaders in sport define a clear and compelling vision for the team, inspiring athletes and team members to push their limits; manage to motivate and support athletes to reach their maximum potential; encourages personal development and professional growth; serve as role models and exemplify the values and behaviors that encourage in the team; demonstrates commitment and dedication to shared goals. When transformational leadership and organizational culture are aligned and mutually sustained within a sports team or organization, they can create a conducive environment to performance and long-term success. These aspects can positively influence the attitude, motivation and performance of the athletes, contributing to the achievement of the objectives and the growth of the team as a whole.



4. In this context, in the framework of the ascertaining study with reference to determining the need for learning and continuous professional development of management staff, we could find that the stimulating factors mentioned by the respondents in this direction recorded varying percentages: professional development courses (12%) ; personal development programs (15%), team influence (16%), leadership and coaching programs (8%), participation in events with different themes of interest (26%) or those that address change and risk management (23 %) can make up a well-established system of methodical activity in the training and professional development programs of sports managers. Also, the majority of those interviewed (69%) responded affirmatively regarding the need to develop and apply a new professional training/development model centered on the transformational leadership of sports managers.

5. The preliminary research regarding the diagnosis of the level of training and professional development of managers in the field of physical education and sports allowed us to find that a high percentage, with over 54% of the total of those interviewed, have professional training, at least high school and post-high school, higher education completed by advanced courses in the field, and graduates of higher education - 35.7% of the total of those aged between 15 and 64. Also, the ascertaining experiment reflects that a small number of subjects know the elements of the program to be piloted among them with the generic "Professional development of specialists in the field versus the improvement of organizational management", respectively 18.9% (control group) and 19.5% (experimental group); 16.9% of the subjects of the control group understand the principles of applying the structural-sustainable model, including 17.9% of the members of the experiment group. At the same time, within the two groups they showed a special interest in the necessity of completing such a training program (71.5% - control group and 70.8% experiment group) or even the desire to participate in acquiring knowledge in order to improve their skills in the direction of improving the teaching process (pedagogical skills) or management, as necessary (managerial skills) of the sports entity in which they work (85.2% control group and 83.9% experiment group). At the formative stage of the experiment, most of the subjects expressed their need for continuous training. Thus, percentage values of the needs were identified in the context of completing knowledge with reference to: Management and leadership of financial resources (67% - experiment group); Improvement and innovative development of sports entities (72%); Leadership styles (77%); Cognitive-behavioral approach to coaching (61%) and Performance Coaching (68%).

6. The conceptual-methodological dimension of training management staff to improve the management of sports entities and determine the effectiveness of training is represented by the structural-sustainable model (SSM) developed and implemented in the teaching-learning-evaluation process and by the curricular content of the program centered on units of learning/development, oriented on principles of sports management, leadership and coaching in order to achieve performance by the sports high school monitored in research. The conceptual-methodological framework was oriented towards obtaining a new vision regarding the quality of the services provided by the sports high school involved in the research, combined with the improvement of the management provided by the manager. The scores obtained by the experimental group versus the control group are significantly higher, after the implementation and completion of the learning/improvement content of the piloted program oriented on principles of sports management, leadership and coaching in order to achieve performance by the sports high school monitored in the research, including for continuous training of management staff in order to improve the management of sports entities focused on the structural-sustainable model developed and implemented in the teaching-learning-evaluation process. Thus, the values of the registered items are: for the item "Sports management (100 points - control group, respectively a minimum level

was reached and 174, performing level of the experiment group)"; to the item "Leadership of sports entities" (59 points – the control group, just below the criterion value established by the expert committee for the minimum level and 195, the performing level of the experimental group); and for the "Coaching" item, the recorded values are 57 points (control group) and 185 (experiment group).

7. Through the conducted experiment, we could observe that for most of the participating managers, there was an increase in interest in sports management, leadership and coaching activities, accompanied by the reorganization of operational and managerial processes, which make full use of the access and utilities of the SSM model and the new learning/development methodologies, as vectors of change and continuous improvement of sports entities. The objectives pursued by the committee of experts at the control stage of the experiment were realized in the evaluation of the developed skills, complemented by the pedagogical monitoring of the assigned tasks to verify the application and implementation of the structural-sustainable model. The validation of the results by the expert committee at the initial stage with the monitoring of the established items and the threshold reached by the two groups, recorded the following data: the control group reached a threshold of 53% for the item (ISSM - SSM implementation), and the experimental group 47 %; for the SSDP item (elaboration of a strategic, sustainable development project of the sports high school) a threshold of 62% (control group), and the experiment 38%; for the BSSM item (SSM benefits) - a threshold of 46% (control group), and the experimental group 54%. The validation of the results by the expert committee at the final stage with the monitoring of the established items and the threshold reached by the two groups, recorded significantly higher data by the experimental group: the control group reached the item (ISSM) a threshold of 21%, and experimental group 79%; for the SSDP item a threshold of 12% (control group), and the experimental one 88%; for the BSSM item - a threshold of 27% (control group), and the experimental group 73%.

8. The results obtained by the two groups demonstrate that the continuous training program implemented meets the professional development needs of management staff in the field and ensures the achievement of the improvement objectives provided in its curricular content. At the same time, in order to improve the management process of the sports high school, both the students/athletes/parents, in their capacity as final beneficiaries of the services provided by the reference sports high school, must have confidence in the institution's ability to provide them with the required and expected quality, to maintain or improve it continuously. The indices recorded for the skills developed by the experimental group at the final stage of the experiment, respectively after the implementation of the SSM model and the participation in the online continuous training program, specially organized and carried out, were significantly higher as follows: for the skills C1 (the values recorded were by the control group - 72 (sufficient level), 93 (medium level) and 38 (high level) and 87 (sufficient level), 123 (medium level) and 192 (high level) for the experimental group. By evaluating the skills C2 the values recorded were by the control group - 56 (sufficient level), 73 (medium level) and 99 (high level) and 25 (sufficient level), 163 (medium level) and 187 (high level) for the experimental group. Assessing the skills C3 specialists, the indices obtained by the two experimental groups were: control group - 27 (sufficient level), 35 (medium level) and 100 (high level) and 57 (sufficient level), 145 (medium level) and 192 (high level) for the experimental group. By evaluating C4 and C5 the indices obtained were: C4 control group 18 (sufficient level), 64 (medium level) and 79 (high level) and 37 (sufficient level), 168 (medium level) and 195 (high level) for the experiment group and C5 respectively - 25 (sufficient level), 59 (medium level) and

93 (high level) and 101 (sufficient level), 152 (medium level) and 183 (high level) for the experimental group.

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1. We recommend that higher education institutions with training departments to accredit training programs specialized in sports management, leadership and coaching.
2. Institutions and managers are called to assume the formulation of strategies, objectives and priorities as an integral part of the managerial activity, and the improvement of the personnel recruitment and selection system will ensure the selection of leaders who possess the skills required by the job and the corresponding labor market with their praxeological skills.
3. Establishing and regulating a system for evaluating the individual performance of managers/directors centered on an analysis of work results from a quantitative and qualitative point of view, as well as that of a specialist's potential (knowledge, skills, initiative, creativity, organizational capacity) will contribute to the continuous monitoring of institutional performance, an important factor for its continuous improvement.
4. The development of an ambient environment (physical and psychological), teamwork carried out in an ambient and ergonomically organized environment, will contribute to the increase of competitiveness and institutional productivity, including the improvement of the management process.
5. The procedure for ensuring the professional and managerial competences of the management staff, the management style approached by the director is advisable to be based on the specific elements of the structural – sustainable model, developed and implemented in research, oriented towards leadership, teamwork, coaching, inclusive and on the stimulation of responsible and performing behavior in employees.

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### List of author's publications on the topic of the thesis

**CERNITOIU, C.** The sports manager and the issues of his professional activity. În: *Annals of the "Constantin Brâncuși" University of Târgu Jiu, Economy Series*, Issue 4, 2021, p. 135-139. ISSN 1844-7007, categoria B+

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**CERNITOIU, C.** The sports organisation performance and training by means of management concepts. In: *Actualities and Perspectives of Physical Education and Sport Sciences: Proceedings of the International Scientific Conference*. Bucharest, 2022, p. 213-217. ISSN 2734-8512 ISSN-L 2734-8512

**CERNITOIU, C., BUDEVICI-PIUIU, L.** Improving Managerial Performance in Preuniversity Sports Institutions. In: *Book of Abstracts: "Sports, education, culture - interdisciplinary approaches in scientific research"*, 7 iulie 2019, Galați. Galați: 2019, Ediția 4, pp. 9-10. ISSN 2457-3094.

**CERNITOIU, C.** The training and development needs of sports organizations by applying management principles. In: *2. International Social Sciences and Innovation Congress: Congress Book*. 24-25 May 2021, Ankara, p. 29. ISBN 978-625-7636-94-0

## ADNOTARE Cernitoiu Cosmin

**Îmbunătățirea managementului liceelor sportive prin dezvoltarea profesională a cadrelor de conducere:**  
teză de doctor în științe ale educației, Chișinău, 2024

**Structura tezei:** Lucrarea cuprinde adnotări în limbile română, rusă și engleză, introducere, trei capitole, concluzii generale și recomandări, bibliografie (146 surse), 4 anexe, 117 pagini text de bază, 31 figuri, 15 tabele. Rezultatele cercetării obținute au fost publicate în 7 articole.

**Cuvinte-cheie:** management, dezvoltare, licee cu profil sportiv, cadre de conducere, model structural și sustenabil.

**Scopul** studiului constă în elaborarea și aplicarea modelului structural și sustenabil (MSS) de dezvoltare profesională a cadrelor de conducere din liceele cu profil sportiv în direcția îmbunătățirii continue a procesului de management abordat la nivel instituțional.

### **Obiectivele cercetării:**

- analiza literaturii de specialitate, a fundamentelor teoretice și praxiologice cu privire la procesul de dirijare al unei entități sportive, precum și pentru a realiza un demers și concept final cu referire la procesul de pregătire/dezvoltare profesională a managerilor din liceele cu profil sportiv;
- determinarea problemei obiectivității examinării și evaluării din contextul activității de învățare și perfecționare, în calitate de componentă de bază în structura organizațiilor sportive, ceea ce ne-a permis să stabilim obiectul și subiectul, ipoteza, scopul și sarcinile cercetării;
- elaborarea și aplicarea modelului structural și sustenabil (MSS) de dezvoltare profesională a cadrelor de conducere din liceele cu profil sportiv;
- examinarea procesului de dezvoltare profesională a specialiștilor din cadrul instituțiilor de educație fizică și sport, în general, și a masteranzilor în particular (formarea competențelor de coaching și leadership);
- determinarea necesității învățării continue și a dezvoltării profesionale a managerilor sportivi;
- identificarea modalităților de optimizare și îmbunătățire a activităților liderului pentru asigurarea procesului de gestionare eficientă a organizației sportive (liceul sportiv);
- validarea și argumentarea modelului structural – sustenabil de dezvoltare profesională a cadrelor de conducere din liceele cu profil sportiv;
- formularea unor recomandări practice pentru îmbunătățirea procesului de dirijare și dezvoltare a Liceului Sportiv.

**Noutatea și originalitatea științifică.** În cadrul cercetării a fost elaborat și aplicat modelul structural și sustenabil structural și funcțional de dezvoltare a cadrelor de conducere din liceele cu profil sportiv, a cărui esență a constituit-o calitățile necesare pentru a asigura procesul adecvat de conducere, monitorizare, corecție, control și evaluare a activităților, experiența de conducere și consolidare, de formare a comportamentului de dirijare la stagii în procesul de luare a deciziilor și de gestionare a grupului. În cadrul modelului dezvoltat, a fost determinat un complex de condiții organizatorice și pedagogice care au vizat dezvoltarea efectivă a competențelor manageriale, a calităților de conducere ale viitorilor specialiști din domeniu, fundamentate teoretic și testate experimental. De asemenea, s-a dezvoltat și testat experimental o tehnologie adaptivă pentru dezvoltarea eficientă a competențelor manageriale și a calităților de conducere ale viitorilor manageri în procesul de predare a leadershipului și coachingului.

**Rezultatele obținute** care au determinat soluționarea unei probleme științifice, aplicative de importanță majoră pentru domeniul de referință au fost implementate în cadrul procesului de predare-învățare al discipolilor, în articolele publicate în materialele conferințelor științifice, precum și în diseminarea acestora.

**Semnificația teoretică** constă în elaborarea și aplicarea noului model structural și sustenabil de dezvoltare profesională a cadrelor de conducere din liceele sportive.

**Valoarea aplicativă** a presupus diseminarea rezultatelor științifice și validarea datelor experimentale cu privire la modernizarea managementului de curriculum.

**Implementarea rezultatelor științifice.** Rezultatele teoretico-metodologice ale cercetării au fost implementate în cadrul evenimentelor științifice din România (Iași, Suceava, Tîrgu Jiu) și Chișinău, Republica Moldova.

## ANNOTATION Cernitoiu Cosmin

### **Improvement of the sports high school management through the professional development of leading staff: PhD in education sciences, Chisinau, 2024**

**Structure of thesis:** The paper includes annotations in Romanian, Russian and English, introduction, three chapters, general conclusions and recommendations, references (146 sources), 4 appendices, 117 pages of basic text, 31 figures, 15 tables. The obtained research results were published in 7 articles.

**Keywords:** management, development, sports high schools, leading staff, structural and sustainable model.

**The purpose of the research** consists in the elaboration and application of the structural-sustainable model (SSM) of professional development of leading staff from sports high schools in order to perfect their practical skills, oriented towards the continuous improvement of institutional management process.

**Research objectives:**

- the analysis of the specialized literature, theoretical and praxeological fundamentals regarding the management process of a sports entity, as well as to achieve a final approach and concept with reference to the process of training/professional development of managers in high schools with a sports profile;
- determining the problem of the objectivity of the examination and evaluation in the context of the learning and improvement activity, as a basic component in the structure of sports organizations, which allowed us to establish the object and subject, hypothesis, purpose and tasks of the research;
- developing and application of the structural and sustainable model (SSM) for the professional development of sports high schools leading staff;
- examining the professional development process of specialists within physical education and sports institutions, in general, and of master's students in particular (coaching and leadership skills training);
- determining the need for continuous learning and professional development of sports managers;
- identifying ways to optimize and improve the leader's activities to ensure the effective management process of the sports organization (sports high school);
- validating and argumentation of the structural - sustainable professional development model of sports high schools leading staff;
- formulating some practical recommendations for improving the management and development process of the Sports High School.

**Novelty and scientific originality.** In the framework of the research, the structural and sustainable structural and functional model for the development of sports high schools leading staff was developed and applied, the essence of which was the qualities necessary to ensure the appropriate process of management, monitoring, correction, control and evaluation of activities, leadership experience and consolidation, training of leadership behavior in trainees in the process of decision-making and group management. Within the developed model, a complex of organizational and pedagogical conditions was determined that aimed at the effective development of managerial skills, leadership qualities of future specialists in the field, theoretically grounded and experimentally tested. Also, an adaptive technology was developed and experimentally tested for the effective development of managerial skills and leadership qualities of future managers in the process of teaching leadership and coaching.

**The obtained results** that determined the solution of a scientific, applicative problem of major importance for the field of reference were implemented within the teaching-learning process of the disciples, the articles published in the materials of the scientific conferences, as well as their dissemination.

**The theoretical significance** consists in the development and application of the new structural and sustainable model of professional development of sports high schools leading staff.

**The applicative value** involved the dissemination of scientific results and the validation of experimental data regarding the modernization of curriculum management.

**Implementation of scientific results.** The theoretical-methodological results of the research were implemented within the scientific events in Romania (Iasi, Suceava, Tirgu Jiu) and Chisinau, Republic of Moldova.

**CERNITOIU Cosmin**

**IMPROVMENT OF THE SPORTS HIGH SCHOOLS MANAGEMENT THROUGH THE  
PROFESSIONAL DEVELOPMENT OF LEADING STAFF**

**Specialty 533.04. Physical education, sport, kinetotherapy and recreation**

**Summary of  
the PhD thesis in education sciences**

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