

FIȘA DE ÎNDEPLINIRE A STANDARDELOR MINIMALE STABILITE DE CNADTCU

(Ordin nr. 6129/20.12.2017, Anexa nr. 28, Domeniul Psihologie)

STANDARDE MINIMALE PENTRU DOMENIUL PSIHOLOGIE

	<i>Criteriau</i>	<i>Indicatori esențiali/ Suma indicatorilor</i>	<i>Standard minimal profesor/ CS 1/ Abilitare</i>	<i>Punctaj abilitare dr. Oana Negru-Subțirica</i>
Realizări științifice (A 1)	C1	I 1	25	76.485
	C2	I 3 + I 4	12	24.000
	C3	Total A1 (I 1 +...+ I 15)	100	182.630
Vizibilitate și impact (A 2)	C4	I 16	15	27.000
	C5	I 27	9	22.500
	C6	Total A 2 (I 16 +...+ I 35)	60	89.700
	C7	Total general	160	272.330

DETALIERE PUNCTAJ

Indicator	Denumirea indicatorului	Punctaj	
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A1	Realizări științifice		Punctaj j	
Realizări științifice în calitate de autor principal				
I 1	Contribuții <i>in extenso</i> de tip <i>article</i> sau <i>review</i> , publicate în reviste indexate în Web of Science (ISI) al caror IF este mai mare sau egal cu p, realizate în calitate de autor principal	IF	Punctaj j = 3+(3 X IF)	Observații
	Negru-Subțirica, O., Pop, E. I., & Crocetti, E. (2017). A longitudinal integration of identity styles and educational identity processes in adolescence. <i>Developmental Psychology</i> . doi: 10.1037/dev0000325	3.228	12.684	Primit de revistă în 7 aprilie 2016

	Negru-Subtirica, O. , Tiganasu, A., Dezutter, J., & Luyckx, K. (2017). A cultural take on the links between religiosity, identity, and meaning in life in religious emerging adults. <i>British Journal of Developmental Psychology</i> , 35, 106-126. doi: 10.1111/bjdp.12169	2.841	11.523	Primit de revistă în 4 decembrie 2015
	Negru-Subtirica, O. , Pop, E. I., & Crocetti, E. (2017). Good Omens? The intricate relations between educational and vocational identity in adolescence. <i>European Journal of Developmental Psychology</i> . doi: 10.1080/17405629.2017.1313160	1.302	6.906	
	Negru-Subtirica, O. , Pop, E. I., Luyckx, K., Dezutter, J., & Steger, M. (2016). The meaningful identity: A longitudinal look at the interplay between identity and meaning in life in adolescence. <i>Developmental Psychology</i> , 52, 1926-1936. doi: 10.1037/dev0000176	4.141	15.423	Primit de revistă în 30 octombrie 2015
	Negru-Subtirica, O. , & Pop, E. I. (2016). Longitudinal links between career adaptability and academic achievement in adolescence. <i>Journal of Vocational Behavior</i> , 93, 163-170. doi: 10.1016/j.jvb.2016.02.006	2.764	11.292	Primit de revistă în 29 decembrie 2015
	Negru-Subtirica, O. , Pop, E. I., & Crocetti, E. (2015). Developmental trajectories and reciprocal associations between career adaptability and vocational identity: A three-wave longitudinal study with adolescents. <i>Journal of Vocational Behavior</i> , 88, 131-142. doi: 10.1016/j.jvb.2015.03.004	2.764	11.292	
	Negru, O. , Haragâș, C., & Mustea, A. (2014). How private is the relation with God? Religiosity and family religious socialization in Romanian emerging adults. <i>Journal of Adolescent Research</i> , 29(3), 380-406. doi: 10.1177/0743558413508203	1.455	7.365	
	TOTAL C1			76.485

I 2	Contribuții <i>in extenso</i> de tip <i>article</i> sau <i>review</i> , publicate în reviste indexate în Web of Science (ISI), al caror IF este mai mic decât p sau în reviste neindexate Web of Science (IF = 0), dar indexate în cel puțin 2 baze de date internaționale recunoscute, din care în cel puțin una se regăsește în format <i>in extenso</i> (full-text), realizate în calitate de autor principal	IF	3 + IF	ebSCO+ProQuest
	Negru, O., Mustea, A. (2009). Understanding spirituality: an exploratory study on Romanian youth and new methodological directions. <i>European Journal of Science and Theology</i> , 5(4), 53-66.	0.000	3.000	
	Negru, O., Pop, E.I., & Opre, A. (2013). Foreshadowing identities: The relation between achievement goals and educational identity in a sample of Romanian emerging adults. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 17(1), 1-13.	0.000	3.000	
	Negru, O. (2012). The time of your life: Emerging adulthood characteristics in a sample of Romanian high-school and university students. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 16(3), 357-367.	0.000	3.000	
	Negru, O. (2011). Methodological dimensions in the investigation of personal goals. <i>Cognition, Brain, Behavior</i> , 15(1), 1-17.		3.000	
	Negru, O., & Damian, L. (2010). Personal and classroom promoted achievement goals: interdependence between students and teachers. <i>Cognition, Brain, Behavior</i> , 14(2), 81-99.		3.000	
	Negru, O., & Băban, A. (2009). Positive development in school settings: School environment influences on perceived school adjustment in a Romanian adolescent sample. <i>Cognition, Brain, Behavior</i> , 13(3), 253-267.		3.000	
	Negru, O. (2009). Impact of achievement goals, normative feedback and task requirements on performance. <i>Cognition, Brain, Behavior</i> , 13(1), 11-30.		3.000	

	Negru, O. (2009). The dynamics of Romanian students' personal goals: influences of educational level, previous work experience and gender. <i>Studia Universitatis Babeș-Bolyai, Psychologia-Paedagogia Series</i> , 54(2), 3-17.		3.000	
	Negru, O., & Băban, A. (2009). Positive development in school settings: School environment influences on perceived school adjustment in a Romanian adolescent sample. <i>Cognition, Brain, Behavior</i> , 13(3), 253-267.		3.000	
	Negru, O. (2009). Impact of achievement goals, normative feedback and task requirements on performance. <i>Cognition, Brain, Behavior</i> , 13(1), 11-30.		3.000	
	Negru, O. (2008). Personal goals: structures and processes in adult development. <i>Cognition, Brain, Behavior</i> , 12(3), 265-283.		3.000	
	TOTAL I2		33.000	
I 3	Cărți publicate în calitate de autor principal în edituri clasificate A2 (m A2 = 1)	m	12 X m	
	Negru, O. (2012). <i>Growing up to be the best: Achievement motivation in the transition to adulthood</i> . ASCR Publishing House, Cluj-Napoca. ISBN 978-606-8244-54-9	1.000	12.000	
	Negru-Subțirica, O. (2017). <i>Formarea identității și rosturile vieții: Despre sens și direcție [Identity development and life's meanings: About purpose and direction]</i> . ASCR Publishing House, Cluj-Napoca. ISBN 978-606-977-007-8	1.000	12.000	
	TOTAL C2		24.000	
I 5	Contribuții in extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI) al caror IF este mai mare sau egal cu p, realizate în calitate de co-autor	IF	n	Punctaj = 3 + [(3 X IF)/n]

Luyckx, K., Duriez, B., Green, L. M., & Negru-Subtirica, O. (2017). Identity processes and intrinsic and extrinsic goal pursuits: Directionality of effects in college students. <i>Journal of Youth and Adolescence</i> , 46, 1758–1771. doi: 10.1007/s10964-016-0626-8	3.284	4	5.463
Damian, L. E., Negru-Subtirica, O. , Stoeber, J., & Băban, A. (2017). Perfectionistic concerns predict increases in adolescents' anxiety symptoms: A three-wave longitudinal study. <i>Anxiety, Stress, & Coping</i> . doi: 10.1080/10615806.2016.1271877	2.042	4	4.532
Damian, L. E., Stoeber, J., Negru-Subtirica, O. , & Băban, A. (2017). Perfectionism and school engagement: A three-wave longitudinal study. <i>Personality and Individual Differences</i> , 105, 179-184. doi: 10.1016/j.paid.2016.09.044	2.005	4	4.504
Damian, L. E., Stoeber, J., Negru-Subtirica, O. , & Baban, A. (2017). On the development of perfectionism: The longitudinal role of academic achievement and academic efficacy. <i>Journal of Personality</i> , 85, 565-577. doi: 10.1111/jopy.12261	3.590	4	5.693
Pop, E. I., Negru-Subtirica, O., Crocetti, E., Opre, A., & Meeus, W. (2016). On the interplay between academic achievement and educational identity: A longitudinal study. <i>Journal of Adolescence</i> , 47C, 135-144. doi: 10.1016/j.adolescence.2015.11.004	1.795	5	4.077
Crocetti E., Ciecuch, J., Gao, C-H, Klimstra, T., Lin, C.-L., Matos, P. M, Morsünbül, Ü., Negru, O. , Sugimura, K., Zimmermann, G., & Meeus W. (2015). National and gender measurement invariance of the Utrecht-Management of Identity Commitments Scale (U-MICS): A ten-nation study with university students. <i>Assessment</i> , 22, 753-768. doi: 10.1177/1073191115584969	2.879	11	3.785
Karaś, D., Ciecuch, J., Negru, O. , & Crocetti, E. (2015). Relationships between identity and well-being in Italian, Polish, and Romanian emerging adults. <i>Social</i>	1.452	4	4.089

	<i>Indicators Research</i> , 121, 727-743. doi: 10.1007/s11205-014-0668-9			
	Damian, L. E., Stoeber, J., Negru, O. , & Băban, A. (2013). On the development of perfectionism in adolescence: Perceived parental expectations predict longitudinal increases in socially prescribed perfectionism. <i>Personality and Individual Differences</i> , 55, 688-693. doi: 10.1016/j.paid.2013.05.021	1.861	4	4.396
			TOTAL I5	36.538
I 6	Contribuții in extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI), al caror IF este mai mic decât p sau în reviste neindexate Web of Science (IF = 0), dar indexate în cel puțin 2 baze de date internaționale recunoscute, din care în cel puțin una se regăsește în format in extenso (full-text), realizate în calitate de co-autor	IF	N	(3 + IF)/ n
	Damian, L. E., Stoeber, J., Negru, O. , & Băban, A. (2014). Perfectionism and achievement goal orientations in adolescent school students. <i>Psychology in the Schools</i> , 51, 960-971.	0.761	4	0.940
	Damian, L. E., Stoeber, J., Negru, O. , & Băban, A. (2014). Positive and negative affect in adolescents: an investigation of the 2 × 2 model of perfectionism. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 18(1), 1-16.	0.000	4	0.750
	Mustea, A., Negru, O. , & Opre, A. (2010). Morality and religion: a psychological perspective. <i>Journal for the Study of Religions and Ideologies</i> , 9, 18-35.	0.000	3	1.000
			TOTAL I6	2.690
I 8	Capitole în cărți publicate în calitate de co-autor principal în edituri clasificate A1 (m A1 = 3)		n	3 X m/n

	Damian, L. E., Negru-Subțirica, O. , Pop, E. I., & Baban, A. (2016). The costs of being the best: Consequences of academic achievement on students' identity, perfectionism, and vocational development. In: Montgomery, A. & Kehoe, I. (Eds.), <i>Reimagining the purpose of schools and educational organisations: Developing critical thinking, agency, beliefs in schools and educational organizations</i> (pp. 173-188). Springer International Publishing.	4	2.250
		TOTAL I8	2.250
Alte realizări științifice			
I 9	Lucrări in extenso (tip proceedings) indexate WoS sau altă BDI recunoscută, realizate în calitate de autor principal, publicate în volumele unor conferințe internaționale, cu relevanță pentru domeniul de abilitare, disponibile în format full-text în cel puțin o BDI		1 punct pe lucrare
	Negru, O. , Pop, I. E., Damian, L., & Moraru, C. (2011). Aspirations and identity processes in the meaningful development of future teachers. <i>Procedia - Social and Behavioral Sciences, 11</i> , 102-106.	1.000	1.000
	Negru, O. , Subțirică A., & Opre, A. (2011). The dynamics of aspirations in emerging adulthood. <i>Procedia - Social and Behavioral Sciences, 12</i> , 205-210.	1.000	1.000
I 10	Lucrări in extenso (tip proceedings) indexate WoS sau altă BDI recunoscută, realizate în calitate de co-autor, publicate în volumele unor conferințe internaționale, cu relevanță pentru domeniul de abilitare, disponibile în format full-text în cel puțin o BDI	n	1/n
	Pop, E.I., Negru, O. , & Opre, A. (2015). Challenging or conserving your beliefs: A person-centered approach of pre-service teachers' educational identity. <i>Procedia - Social and Behavioral Sciences, 87</i> , 147-152.	3	0.333
		TOTAL I9+I10	2.333

I 11	Alte articole in extenso publicate în calitate de autor principal/co-autor în reviste științifice, cu condiția ca revistele să fie indexate la nivel de rezumat în cel puțin o bază de date internațională recunoscută	n	1/n	
	Negru, O. (2009). The dynamics of Romanian students' personal goals: influences of educational level, previous work experience and gender. <i>Studia Universitatis Babeș-Bolyai, Psychologia-Paedagogia Series, 54(2)</i> , 3-17.	3	1.000	ebsco
	Mustea, A., Baba, T. C., & Negru, O. (2011). Personal goals: A new approach in studying religious motivation. <i>Society and Politics, 5</i> , 115-123.	3	0.333	doaj
	Mustea, A., Negru, O. , & Iovan, M. (2011). A transdisciplinary approach of E-learning and its implications for an authentic learning experience. <i>Journal of Educational Sciences and Psychology, 1</i> , 57-63.	3	0.333	proquest
	Negru, O. (2009). Achievement goals: defining competence and understanding performance. <i>Economy. Transdisciplinarity. Cognition, 2</i> , 71-79.	1	1.000	proquest
			2.667	
I 14	Autor/co-autor rapoarte de analiză de politici/strategii educaționale (14.1. rapoarte internaționale m = 3)	n	8 X m/n	
	Ramelow, D., Klinger, D., Currie, D., Freeman, J., Damian, L., Negru, O. , Samdal, O., Rasmussen, M., & Felder-Pluig, R. (2012). Social context. School. In C. Currie, C. Zanotti, A. Morgan, D. Currie, M. de Looze, C. Roberts, O. Samdal, O. Smith, & V. Barnekow (Eds.), <i>Social determinants of health and well-being among young people. Health Behaviour in School-aged Children (HBSC) study: international report from the 2009/2010 survey</i> (pp. 45-63). Copenhagen: WHO Regional Office for Europe (Health Policy for Children and Adolescents, No. 6).	9.000	2.667	

		TOTAL C3	182.630
A 2. Vizibilitate și impact științific			
I 16	Citări ale publicațiilor candidatului în lucrări indexare Web of Science (0.5 puncte/citare)		
Negru-Subțirica, O., & Pop, E. I. (2016). Longitudinal links between career adaptability and academic achievement in adolescence. <i>Journal of Vocational Behavior</i>, 93, 163-170.			
	Lifshitz, C. C. (2017). Fostering employability among youth at-risk in a multi-cultural context: Insights from a pilot intervention program. <i>Children and Youth Services Review</i> , 76, 20-34.	0.500	
	Oliveira, Í. M., do Céu Taveira, M., & Porfeli, E. J. (2017). Career preparedness and school achievement of Portuguese children: Longitudinal trend articulations. <i>Frontiers in Psychology</i> , 8, 618.	0.500	
	Autin, K. L., Douglass, R. P., Duffy, R. D., England, J. W., & Allan, B. A. (2017). Subjective social status, work volition, and career adaptability: A longitudinal study. <i>Journal of Vocational Behavior</i> , 99, 1-10.	0.500	
	Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. <i>Journal of Vocational Behavior</i> , 98, 17-34.	0.500	
	Lechner, C. M., Tomasik, M. J., & Silbereisen, R. K. (2016). Preparing for uncertain careers: How youth deal with growing occupational uncertainties before the education-to-work transition. <i>Journal of Vocational Behavior</i> , 95, 90-101.	0.500	
Negru-Subțirica, O., Pop, E. I., & Crocetti, E. (2015). Developmental trajectories and reciprocal associations between career adaptability and vocational identity: A three-wave longitudinal study with adolescents. <i>Journal of Vocational Behavior</i>, 88, 131-142.			
	Guan, Y., Zhuang, M., Cai, Z., Ding, Y., Wang, Y., Huang, Z., & Lai, X. (2017). Modeling dynamics in career construction: Reciprocal relationship between future work self and career exploration. <i>Journal of Vocational Behavior</i> , 101, 21-31.	0.500	
	Lannegrand-Willems, L., & Perchee, C. (2017). Vocational identity processes from adolescence to emerging adulthood: French validation of the Vocational Identity Status Assessment (VISA).	0.500	

	<i>European Review of Applied Psychology-Revue Europeenne de Psychologie Appliquee</i> , 67(2), 91-102.		
	Bowles, T. V., & Brindle, K. A. (2016). If ego identity is the envelope then adaptive change is the note to self: scaffolding the career choices of adolescents. <i>International Journal for Educational and Vocational Guidance</i> , 1-14.	0.500	
	Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. <i>Journal of Vocational Behavior</i> , 98, 17-34.	0.500	
	Meeus, W. (2016). Adolescent psychosocial development: A review of longitudinal models and research. <i>Developmental Psychology</i> , 52(12), 1969-1993.	0.500	
	Ginevra, M. C., Pallini, S., Vecchio, G. M., Nota, L., & Soresi, S. (2016). Future orientation and attitudes mediate career adaptability and decidedness. <i>Journal of Vocational Behavior</i> , 95, 102-110.	0.500	
	McKenna, B., Zacher, H., Ardabili, F. S., & Mohebbi, H. (2016). Career Adapt-Abilities Scale—Iran Form: Psychometric properties and relationships with career satisfaction and entrepreneurial intentions. <i>Journal of Vocational Behavior</i> , 93, 81-91.	0.500	
	Lannegrand-Willems, L., Perchee, C., & Marchal, C. (2016). Vocational identity and psychological adjustment: A study in French adolescents and emerging adults. <i>Journal of Adolescence</i> , 47, 210-219.	0.500	
	Lee, B., Porfeli, E. J., & Hirschi, A. (2016). Between- and within-person level motivational precursors associated with career exploration. <i>Journal of Vocational Behavior</i> , 92, 125-134.	0.500	
	Zacher, H. (2015). Daily manifestations of career adaptability: Relationships with job and career outcomes. <i>Journal of Vocational Behavior</i> , 91, 76-86.	0.500	
Negru, O., Haragâș, C., & Mustea, A. (2014). How private is the relation with God? Religiosity and family religious socialization in Romanian emerging adults. <i>Journal of Adolescent Research</i>, 29(3), 380-406.			
	Kim, S. S., Kim-Godwin, Y. S., & Koenig, H. G. (2016). Family spirituality and family health among Korean-American elderly couples. <i>Journal of religion and health</i> , 55(2), 729-746.	0.500	

Pop, E. I., Negru-Subtirica, O. , Crocetti, E., Opre, A., & Meeus, W. (2016). On the interplay between academic achievement and educational identity: A longitudinal study. <i>Journal of Adolescence, 47C</i> , 135-144.			
	Crocetti, E. (2017). Identity Formation in Adolescence: The dynamic of forming and consolidating identity commitments. <i>Child Development Perspectives, 11(2)</i> , 145-150.	0.500	
	Meeus, W. (2016). Adolescent psychosocial development: A review of longitudinal models and research. <i>Developmental Psychology, 52(12)</i> , 1969.	0.500	
	Beyers, W., & Luyckx, K. (2016). Ruminative exploration and reconsideration of commitment as risk factors for suboptimal identity development in adolescence and emerging adulthood. <i>Journal of Adolescence, 47</i> , 169-178.	0.500	
Crocetti E., Ciecuch, J., Gao, C-H, Klimstra, T., Lin, C.-L., Matos, P. M, Morsünbül, Ü., Negru, O. , Sugimura, K., Zimmermann, G., & Meeus W. (2015). National and gender measurement invariance of the Utrecht-Management of Identity Commitments Scale (U-MICS): A ten-nation study with university students. <i>Assessment, 22</i> , 753-768.			
	Crocetti, E. (2017). Identity Formation in Adolescence: The dynamic of forming and consolidating identity commitments. <i>Child Development Perspectives, 11(2)</i> , 145-150.	0.500	
	Crocetti, E., Branje, S., Rubini, M., Koot, H. M., & Meeus, W. (2017). Identity Processes and Parent–Child and Sibling Relationships in Adolescence: A Five-Wave Multi-Informant Longitudinal Study. <i>Child Development, 88(1)</i> , 210-228.	0.500	
	Topolewska, E., & Ciecuch, J. (2017). Empirical verification of the circumplex of identity formation modes and its potential to integrate different models of identity development in the Erikson–Marcia tradition. <i>Self and Identity, 16(2)</i> , 123-142.	0.500	
	Becht, A. I., Nelemans, S. A., Branje, S. J., Vollebergh, W. A., Koot, H. M., Denissen, J. J., & Meeus, W. H. (2016). The quest for identity in adolescence: Heterogeneity in daily identity formation and psychosocial adjustment across 5 years. <i>Developmental Psychology, 52(12)</i> , 2010-2021.	0.500	
	Hatano, K., Sugimura, K., & Crocetti, E. (2016). Looking at the dark and bright sides of identity formation: New insights from adolescents and	0.500	

	emerging adults in Japan. <i>Journal of adolescence</i> , 47, 156-168.		
	Beyers, W., & Luyckx, K. (2016). Ruminative exploration and reconsideration of commitment as risk factors for suboptimal identity development in adolescence and emerging adulthood. <i>Journal of Adolescence</i> , 47, 169-178.	0.500	
	Sugimura, K., Niwa, T., Takahashi, A., Sugiura, Y., Jinno, M., & Crocetti, E. (2015). Cultural self-construction and identity formation in emerging adulthood: a study on Japanese university students and workers. <i>Journal of Youth Studies</i> , 18(10), 1326-1346.	0.500	
Karaś, D., Ciecuch, J., Negru, O. , & Crocetti, E. (2015). Relationships between identity and well-being in Italian, Polish, and Romanian emerging adults. <i>Social Indicators Research</i> , 121, 727-743.			
	Crocetti, E. (2017). Identity Formation in Adolescence: The dynamic of forming and consolidating identity commitments. <i>Child Development Perspectives</i> , 11(2), 145-150.	0.500	
	Crocetti, E., Branje, S., Rubini, M., Koot, H. M., & Meus, W. (2017). Identity Processes and Parent–Child and Sibling Relationships in Adolescence: A Five-Wave Multi-Informant Longitudinal Study. <i>Child development</i> , 88(1), 210-228.	0.500	
	Topolewska, E., & Ciecuch, J. (2017). Empirical verification of the circumplex of identity formation modes and its potential to integrate different models of identity development in the Erikson–Marcia tradition. <i>Self and Identity</i> , 16(2), 123-142.	0.500	
	Sugimura, K., Niwa, T., Takahashi, A., Sugiura, Y., Jinno, M., & Crocetti, E. (2015). Cultural self-construction and identity formation in emerging adulthood: a study on Japanese university students and workers. <i>Journal of Youth Studies</i> , 18(10), 1326-1346.	0.500	
	Kłym, M., & Ciecuch, J. (2015). The Early Identity Exploration Scale—a measure of initial exploration in breadth during early adolescence. <i>Frontiers in Psychology</i> , 6, 533.	0.500	
Damian, L. E., Stoeber, J., Negru, O. , & Băban, A. (2014). Perfectionism and achievement goal orientations in adolescent school students. <i>Psychology in the Schools</i> , 51, 960-971.			

	Kim, S. L., Kim, M., & Yun, S. (2017). What do we need for creativity? The interaction of perfectionism and overall justice on creativity. <i>Personnel Review, 46(1)</i> , 154-167.	0.500	
	Stoeber, J., Haskew, A. E., & Scott, C. (2015). Perfectionism and exam performance: The mediating effect of task-approach goals. <i>Personality and Individual Differences, 74</i> , 171-176.	0.500	
Damian, L. E., Stoeber, J., Negru, O. , & Băban, A. (2013). On the development of perfectionism in adolescence: Perceived parental expectations predict longitudinal increases in socially prescribed perfectionism. <i>Personality and Individual Differences, 55</i> , 688-693.			
	Yang, H., Guo, W., Yu, S., Chen, L., Zhang, H., Pan, L., ... & Chang, E. C. (2016). Personal and Family Perfectionism in Chinese School Students: Relationships with Learning Stress, Learning Satisfaction and Self-Reported Academic Performance Level. <i>Journal of Child and Family Studies, 25(12)</i> , 3675-3683.	0.500	
	Harvey, B. C., Moore, A. M., & Koestner, R. (2017). Distinguishing self-oriented perfectionism-striving and self-oriented perfectionism-critical in school-aged children: Divergent patterns of perceived parenting, personal affect and school performance. <i>Personality and Individual Differences, 113</i> , 136-141.	0.500	
	Flett, G. L., Hewitt, P. L., Besser, A., Su, C., Vaillancourt, T., Boucher, D., ... & Gale, O. (2016). The Child-Adolescent Perfectionism Scale: Development, psychometric properties, and associations with stress, distress, and psychiatric symptoms. <i>Journal of Psychoeducational Assessment, 34(7)</i> , 634-652.	0.500	
	Madigan, D. J., Stoeber, J., & Passfield, L. (2016). Motivation mediates the perfectionism-burnout relationship: a three-wave longitudinal study with junior athletes. <i>Journal of Sport and Exercise Psychology, 38(4)</i> , 341-354.	0.500	
	Margot, K. C., & Rinn, A. N. (2016). Perfectionism in Gifted Adolescents: A Replication and Extension. <i>Journal of Advanced Academics, 27(3)</i> , 190-209.	0.500	
	Rasmussen, K. E., & Troilo, J. (2016). "It Has to be Perfect!": The Development of Perfectionism and the Family System. <i>Journal of Family Theory & Review, 8(2)</i> , 154-172.	0.500	
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	Nešić, Z., & Radojičić, M. (2012). Study of the Influence of Academic Success on the Choice of Professional Specialty. <i>Hrvatski časopis za odgoj i obrazovanje</i> , 14(4), 933-950.	0.500	
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	TOTAL C4	27.000	
I 17	Alte citări ale publicațiilor candidatului indexate în Scopus (m = 1)	m/10	
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	Crocetti, E. (2016). Systematic Reviews With Meta-Analysis Why, When, and How?. <i>Emerging Adulthood</i> , 4(1), 3-18.	0.100	
	Nelson, L. J., Willoughby, B. J., Rogers, A. A., & Padilla-Walker, L. M. (2015). "What a view!": Associations between young people's views of the late teens and twenties and indices of adjustment and maladjustment. <i>Journal of Adult Development</i> , 22(3), 125-137.	0.100	
	Crocetti, E., Tagliabue, S., Sugimura, K., Nelson, L. J., Takahashi, A., Niwa, T., ... & Jinno, M. (2015). Perceptions of emerging adulthood: A study with Italian and Japanese university students and young workers. <i>Emerging Adulthood</i> , 3(4), 229-243.	0.100	
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	Damian, L. E., Stoeber, J., Negru, O., & Băban, A. (2014). Positive and negative affect in adolescents: an investigation of the 2 × 2 model of perfectionism. <i>Cognition, Brain, Behavior. An Interdisciplinary Journal</i> , 18(1), 1-16.		
	Vicent, M., Inglés, C. J., Sanmartín, R., González, C., & García-Fernández, J. M. (2017). Perfectionism and aggression: Identifying risk profiles in children. <i>Personality and Individual Differences</i> , 112, 106-112.	0.100	
	Gaudreau, P., Franche, V., & Gareau, A. (2016). A latent mediated moderation of perfectionism, motivation, and academic satisfaction: Advancing the 2× 2 model of perfectionism through substantive-methodological synergy. <i>Journal of Psychoeducational Assessment</i> , 34(7), 688-701.	0.100	
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	Affrunti, N. W., & Woodruff-Borden, J. (2016). Negative affect and child internalizing symptoms: the mediating role of perfectionism. <i>Child Psychiatry & Human Development</i> , 47(3), 358-368.	0.100	
	Stoeber, J., & Corr, P. J. (2016). A short empirical note on perfectionism and flourishing. <i>Personality and Individual Differences</i> , 90, 50-53.	0.100	

	Stoeber, J., & Corr, P. J. (2015). Perfectionism, personality, and affective experiences: New insights from revised Reinforcement Sensitivity Theory. <i>Personality and Individual Differences, 86</i> , 354-359.	0.100	
	Gaudreau, P. (2015). Self-assessment of the four subtypes of perfectionism in the 2x 2 model of perfectionism. <i>Personality and Individual Differences, 84</i> , 52-62.	0.100	
	Sirois, F. M. (2016). Perfectionism and health behaviors: A self-regulation resource perspective. In F. M Sirois, & D. S. Molnar (Eds.), <i>Perfectionism, health, and well-being</i> (pp. 45-67). Springer International Publishing.	0.100	
	Molnar, D. S., Sirois, F. M., & Methot-Jones, T. (2016). Trying to be perfect in an imperfect world: Examining the role of perfectionism in the context of chronic illness. In F. M Sirois, & D. S. Molnar (Eds.), <i>Perfectionism, Health, and Well-Being</i> (pp. 69-99). Springer International Publishing.	0.100	
		1.400	
I 19.1	Referent științific pentru evaluarea și selecția lucrărilor unei conferințe internaționale (m = 3)	1 X m	
	Society for the Study of Emerging Adulthood 7th Biennial Conference, Miami, Florida, 14-16 octombrie, 2015	3.000	
	American Educational Research Association 2015 Annual Meeting, Chicago, Illinois, 16-20 aprilie, 2015	3.000	
		6.000	
I 21.1	Premii pentru activitatea științifică oferite de către instituții sau asociații științifice / profesionale naționale de prestigiu (m = 1)	4 X m	
	Premiul „Horia Pitariu” decernat prin concurs de Asociația de Psihologie Industrială și Organizațională (APIO) pentru cea mai bună cercetare din România în domeniul psihologiei industriale și organizaționale în anul 2015	4.000	
I 24.2	Membru în comitetul editorial al unei reviste indexate în cel puțin 2 BDI (m = 1)	4 X m	
	Cognition, Brain, Behavior. An Interdisciplinary Journal (2010-2014)	4.000	
	STUDIA PSYCHOLOGIA-PAEDAGOGIA http://studia.ubbcluj.ro/serii/psichologia/ (2014 - prezent)	4.000	

		TOTAL	8.000	
I 25.1	Referent științific pentru reviste indexate Web of Science (0.3 / articol recenzat)			
	Child Development;	0.300		
		0.300		
	Journal of Personality;	0.300		
	Developmental Psychology;	0.300		
	European Journal of Personality;	0.300		
	Journal of Research on Adolescence;	0.300		
		0.300		
	European Psychologist	0.300		
	British Journal of Developmental Psychology;	0.300		
	Plos One;	0.300		
	International Journal of Psychology;	0.300		
	Archive for the Psychology of Religion;	0.300		
	Learning and Individual Differences;	0.300		
	Gender and Education;	0.300		
	Journal of Adolescent Research;	0.300		
		0.300		
	Asia Pacific Journal of Education	0.300		
	Child & Youth Care Forum;	0.300		
	Journal of Rational-Emotive & Cognitive-Behavior Therapy	0.300		
	Psychologica Belgica;	0.300		
	Emerging Adulthood;	0.300		
	TOTAL	6.300		
I 27.2. A	Director de grant de cercetare cu relevanță publică largă obținut prin competiție națională (m = 1)	9 X m		
	2010 – 2012 Director de grant post-doctoral cu titlul “Intenționalitate, scopuri și autoreglare în maturizarea tinerilor din România: dezvoltarea și implementarea unor metodologii complexe” (PN2 PD nr. 412/2010), finanțat în cadrul programul PNII Resurse Umane implementat de Unitatea Executivă pentru Finanțarea Învățământului Superior și a Cercetării Științifice Universitare (UEFISCU) - finantare de aprox. 309.320 lei	9.000		

	2015-2017 Director de grant, cu titlul "Adaptarea în adolescență: Rolul longitudinal al dimensiunilor personale și parentale ale identității și perfecționismului" (PN-II-RU-TE-2013-4-1061), finanțat în cadrul programul PNII Resurse Umane, tip grant Proiect de cercetare pentru stimularea constituirii de tinere echipe de cercetare independente, implementat de Unitatea Executiva pentru Finantarea Invatamantului Superior, a Cercetarii, Dezvoltarii si Inovarii (UEFISCDI) - finantare de aprox. 549.470 lei	9.000		
I 27.3. A	Coordonator partener pentru un grant de dezvoltare instituțională (ERASMUS+) m = 0.5	9 X m		
	2016-2018 Coordonator pentru România în proiectul Erasmus+ K2 Strategic Partnership Project "Innovative Curriculum for Strong Identities in Diverse Europe" (Acronim: INSIDE, n°2016-1-LT01-KA203-023220), coordonator Universitatea Mykolas Romeris, Vilnius, Lituania, valoare totala a finantarii 224.558 EUR	4.500		
	TOTAL C5	22.500		
I 28.2	Membru în echipa unui grant de dezvoltare instituțională obținut prin competiție națională (m = 0.5)	3 X m		
	2015 Expert consiliere vocațională în proiectul "Formarea profesională – cheia pentru dezvoltarea în carieră și un acces egal pe piața muncii" (POSDRU/144/6.3/S/135227), director de proiect prof. dr. Ghitulica Cristina - valoare totala finantare aprox. 9.407.765 lei	1.500		
	2014-2015 Cadru didactic expert psihologie școlară și educațională în proiectul "ETIC – Cariere de Impact Social, program de consiliere profesională și practică studentă" (POSDRU/161/2.1/G/138622), director de	1.500		

	proiect conf. dr. Bologa Gabriela, - valoare totala finantare aprox. 2.170.822 lei			
	2011 – 2013 Expert dezvoltare/implementare programe educaționale în proiectul “Definirea calificării de psiholog și a descriptorilor sectoriali de învățare, în vederea adaptării programelor de master în psihologie la nevoile pieței muncii din România” (POSDRU/86/1.2./S/58717), manager de proiect conf. dr. Violeta Rotaescu - valoare totala finantare aprox. 19.171.865 lei	1.500		
	2010 – 2011 Expert consiliere în carieră în proiectul “Fereastră spre ocuparea forței de muncă cu studii superioare” (POSDRU/104/5.1/G/78225), director de proiect conf. dr. Codruta Osoian - valoare totala finantare aprox. 2.127.190 lei	1.500		
	2009 – 2012 Responsabil practică (specializarea psihologie școlară), în cadrul proiectului “Convergența pregătirii universitare cu viața activă” (POSDRU/7/2.1/S/1), director de proiect prof. univ. dr. Cristina Ciumas, - valoare totala finantare aprox. 5.000.000 Euro	1.500		
	2007 – 2009 Cercetător – Proiect de inovare „Soluții integrative de asistență psihologică a angajaților (SIAPA)”, contract nr. 74/25.09.2007, unitatea contractantă AMCSIT Politehnica, director de proiect prof. univ. dr. Mircea Miclea - valoare totala finantare aprox. 1.800.000 lei	1.500		
	TOTAL	9.000		
I 29.1	Membru în comisia de îndrumare a tezelor de doctorat (0.5 puncte / doctorand)			
	Lavinia E. Damian, coord. Prof Adriana Baban, Universitatea Babes-Bolyai	0.500		
	Eleonora Ioana Pop, coord. Prof. Adrian Opre, Universitatea Babes-Bolyai	0.500		
	Raluca Szekely, coord. Prof Andrei C. Miu, Universitatea Babes-Bolyai	0.500		

	Daniela Dumulescu, coord. Prof. Adrian Opre, Universitatea Babes-Bolyai	0.500		
	Alexandra Huh, coord. Prof Andrei C. Miu, Universitatea Babes-Bolyai	0.500		
	Carina Matei, coord. Prof. Adrian Opre, Universitatea Babes-Bolyai	0.500		
	Bogdan Glavan, coord. Prof. Oana Benga, Universitatea Babes-Bolyai	0.500		
	TOTAL	3.500		
I 30.3	Introducerea unor discipline noi în planul de învățământ (0.5 / disciplină)			
	Motivatie si performanta: Dezvoltare si interventii aplicative - curs introdus incepand cu anul 2012 in curricula programului masteral Consiliere si interventii psihologice in dezvoltarea umana, Departamentul de Psihologie, Universitatea Babes-Bolyai (coordonator de program masteral prof. dr. Adrian Opre)	0.500		
I 32	Evaluator proiecte în competiții internaționale (m = 3)	1 X m		
	Expert evaluator pentru National Science Centre, Polonia, in 2016	3.000		
TOTAL C6 (I16 +...+ I32)		89.700		
TOTAL C7 GENERAL		272.330		