

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing, Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management – C1

2. Discipline Information

Discipline Name	Managerial Economics			
Course Code	Course Type	Year of Study	Semester	Credit Number
		I	I	8
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
E	DF			
Course Teacher	Associate Professor PhD Cristina Tănăsescu			
Seminar/laboratory /project Teacher	Associate Professor PhD Cristina Tănăsescu			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1			3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
28	14			42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		40
Additional learning by using library facilities, electronic databases and on-site information		50
Preparing seminars/laboratories, homework, portfolios and essays		60
Tutorial activities		4
Exams		4
Total Number of Hours for Individual Study (NOSI _{sem})		158
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		200

4. Preconditions (if needed)

Disciplines needed to be passed	-
Competences	-

5. Conditions (if needed)

Course related	-
Seminar/laboratory related	-



6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> • Identify and apply principles of effective managerial decisions making • Distinguish between short-run and long-run production decisions • Describe demand, supply, costs, productivity, the nature of industry and different types of competition • Identify the cost drivers, examples of network and network externalities, conditions for a contestable market • Explain the role of the profit in a market economy • Explain the four basic properties of a consumer's preference ordering and their ramifications for a consumer's indifference curves • Apply the five forces framework to analyze the sustainability of an industry's profits • Apply present value, marginal analysis, cost and revenue functions, to identify the optimal managerial decisions • Calculate alternative measures of industry structure, conduct and performance • Illustrate how actions like 'buy one, get one free' deals and certificates impact on a consumer's purchase decisions
Transversal Competences	<ul style="list-style-type: none"> • Communication and language skills • Team work • Ethical and responsible behaviour

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	The main objective of Managerial Economics is to provide students with a basic understanding of the economic theory and analytical tools that can be used in managerial decision problems in an international context.
Specific Objectives	<ul style="list-style-type: none"> • to develop students' capacity to analyze the economic environment in which business entities operate and understand how managerial decisions can vary under different constraints • to apply modern principles and methods of microeconomics to real-world business problems in different contexts and eventually better deal with problems of practical relevance to managers. • to teach students to use economic models, to isolate the relevant elements of a managerial problem, identify their relationships, and formulate them into a managerial model to which decision making tools can be applied.

8. Content

Course		Hours
Course 1	Introduction to Managerial Economics	2
Course 2	The Fundamentals of Managerial Economics	2



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Course 3	Market Forces: Demand and Supply	2
Course 4	Quantitative Demand Analysis	2
Course 5	The Theory of Individual Behavior	2
Course 6	The Production Process and Costs	2
Course 7	The Organization of the Firm	2
Course 8	The Nature of Industry	2
Course 9	Managing in Competitive, Monopolistic, and Monopolistically Competitive Markets	2
Course 10	Basic Oligopoly Models	2
Course 11	Game Theory: Inside Oligopoly	2
Course 12	Pricing Strategies for Firms with Market Power	2
Course 13	The Economics of Information	2
Course 14	Advanced Topics in Business Strategy. A Manager's Guide to Government in the Marketplace	2
Total Course Hours:		28
Seminar/Laboratory		Hours
Sem 1	Introduction to Managerial Economics. The Fundamentals of Managerial Economics. Case Study: Red Team & White Team	2
Sem 2	Market Forces: Demand and Supply. Case Study: Marks and Spencer: Past, Present and Future	2
Sem 3	Quantitative Demand Analysis. Case Study: Estimating Demand in Emerging Markets for Kodak Express	2
Sem 4	The Production Process and Costs. Case Study: Ryanair – The Low Fares Airline: Whither Now?	2
Sem 5	The Organization of the Firm. Case Study: ZARA: Staying Fast and Fresh	2
Sem 6	The Nature of Industry. Case Study: Google Inc.; Apple's Iphone: Calling Europe or Europe Calling?	2
Sem 7	Basic Oligopoly Models. Case Study: Renault-Nissan Alliance: Success by Integration Pricing Strategies for Firms with Market Power. Case Study: Philips versus Matsushita: The Competitive Battle Continues	2
Total Seminar/laboratory hours		14



Teaching Methods

<p>Online teaching using the Google Meet platform</p> <p>Explaining; Debating; Demonstrating; Case studies; Team work</p> <p>Google Classroom for homework, posting, and communicating with students</p>	Cod : 7kcgs51	
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Bibliography

Recommended Bibliography	<ul style="list-style-type: none"> • Tănăsescu Cristina, Competing for monopoly: from industry structural analysis to disruptive competition, Ed. Techno Media, ISBN 978-606-616-332-3, 2018 • Michael R. Baye, Managerial Economics and Business Strategy, 9th edition, McGraw Hill International Edition, 2017 • David Besanko, David Dranove, Mark Shanley, Scott Schaefer, Economics of Strategy, John Wiley&Sons, 2010 • Luke M. Froeb, Brian T. McCann, Michael R. Ward, Mikhael Shor, Managerial Economics. A problem solving approach, Third Edition, South – Western Cengage Learning, 2013 • Cristopher Thomas. Charles Maurice, Managerial Economics: Foundations of Business Analysis and Strategy, 11th edition, McGraw Hill, 2012
Additional Bibliography	<ul style="list-style-type: none"> • Varian, Hal R., Intermediate microeconomics, 6e edition, De Boek, 2007 • Carlton, D., Perloff, J., Industrial economics, 2e edition, Groupe De Boeck, 2008

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Written exam	Final exam	60%	CEF CPE
Seminar/ Laboratory	Quizzes Essays, case/review presentation, active participation in the seminar discussion	Evaluation during the semester	40%	CEF nCPE
Minimum performance standard				



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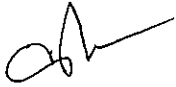
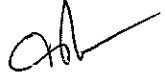
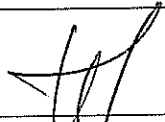
- The students know the main concepts, recognize them and can define them
- The students understand the terminology and they can use them in an appropriate way
- The students have read the minimum required bibliography

(*) **The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.**

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date:25.09.2020.....

Department Acceptance Date:.....05.10.2020.....

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Associate Professor PhD Cristina Tănăsescu	
Seminar/laboratory Teacher	Associate Professor PhD Cristina Tănăsescu	
Department Director	Associate Professor PhD Camelia Budac	



DISCIPLINE SYLLABUS*

1. Program Information

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master's degree
Study Program	Business Management

2. Discipline Information

Global Economic Policy and Governance				
Discipline Name				
Course Code	Course Type	Year of Study	Semester	Credit Number
	Compulsory	I	I	8
Evaluation Type	Discipline Category (DF=fundamental.; DD-domain; DS=specialty; DC=complementary)			
	DF			
Course Teacher	Conf. Univ. Dr. Ioana Negru			
Seminar/laboratory /project Teacher	Conf. Univ. Dr. Ioana Negru			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1	-	-	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
28	14	-	-	42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		44
Additional learning by using library facilities, electronic databases and on-site information		30
Preparing seminars/laboratories, homework, portfolios and essays		34
Tutorial activities		20
Exams		30
Total Number of Hours for Individual Study (NOSI _{sem})		158
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		200

4. Preconditions (if needed)

Disciplines needed to be passed	Not applicable
Competences	Not applicable

5. Conditions (if needed)

Course related	Powerpoint access, video projector; internet; the use of mobile phones by students strictly forbidden in the class
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Seminar/laboratory related	Powerpoint access, video projector; internet; the use of mobile phones by students strictly forbidden in the class
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6. Gained Specific Competences

Professional Competences	<p>The professional skills and abilities obtained by taking the discipline Global Economic Policy comprise the knowledge and understanding of the essential/basic concepts of the domain, and also the use of knowledge to explain and interpret certain events, situations, concepts:</p> <ul style="list-style-type: none"> • The identification of specific problems of the current global economy; • The identification of theories and arguments regarding the economics of inequality; • The identification of green and globally sustainable policies; • The identification of the role of international economic institutions within the global economy; <p>The analysis of the position and role that Romania plays within the global economy</p>
Transversal Competences	<ul style="list-style-type: none"> • Interdisciplinary skills and connections with political sciences, public policies and international relations; • Communication skills and team-work; • Critical thinking skills; • Synthesis and analysis skills; <p>Theoretical abilities, the art of argumentation and empirical skills;</p>

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	The deep understanding of challenges posed by economic policies in the context of the current global economy
Specific Objectives	<ul style="list-style-type: none"> • To understand and delimitate amongst rival theoretical perspectives in the implementation of economic policies; • To analyse and critically discuss essential matters regarding the economic policies in the global economy, history and actual challenges; • To understand essential issues regarding the design, implementation and evaluation of economic policies, at national and global level; <p>To demonstrate and apply basic abilities in the design of solutions for political and economic problems within the global economy.</p>

8. Content

Course		Hours
Course 1	The state of global economy: liberalism, mercantilism and globalization. The role of international institutions in the global economy. The role of UNCTAD in the global economy. How are economic policies decided – at national or global level. The impact of Covid-19 on the global economy	2
Course	European Union: origins, institutions, functions, budget. The Economic Theory of Integration	2
Course 3	Euro-area and the crisis in the Euro-zone. Potential entry of Romania in euro-area	2



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Course 4	Brexit and Trumpism and US Elections and how this impact the global economy. A new World order?	2
Course 5	Multinational Corporations and Foreign Direct Investments	2
Course 6	Global Elites and Global Social Responsibility	4
Course 7	Ethics in Business and Applied Ethics	2
Course 8	Green Economic Policies and sustainability. The climate change threat and the business response	2
Course 9	Competitiveness, innovation and productivity	2
Course 10	Capitalism and Inequality	2
Course 11	Doing Business in China. The Economy of China	2
Course 12	Doing Business in India. The Economy of India.	2
Course 13	Exam Revision	2
Course 14		
Total Course Hours:		28
Seminar/Laboratory		Hours
Sem 1	The state of global economy: liberalism, mercantilism and globalization. The role of international institutions in the global economy. The role of UNCTAD in the global economy. How are economic policies decided – at national or global level. The Impact of covid-19 on the global economy and Romania.	2
Sem 2	European Union: origins, institutions, functions, budget. The Economic Theory of Integration	2
Sem 3	Euro-area and the crisis in the Euro-zone. Potential entry of Romania in euro-area	2
Sem 4	Brexit and Trumpism; US economy and US elections discussed.	2
Sem 5	Multinational Corporations and Foreign Direct Investments	2
Sem 6	Global Elites and Corporate Social responsibility	4
Sem 7	Ethics in Business. Applied Ethics	
Sem 8	Green Economic Policies and sustainability. The climate change threat and the business response	2
Sem 9	Competitiveness, innovation and productivity	2
Sem 10	Capitalism and inequality	2
Sem 11	Doing Business in China. The Economy of China; North Korea versus South Korea	2
Sem 12	Doing Business in India. The Economy of India	2
Sem 13	Revision and exam preparation	
Sem 14		
Total Seminar/laboratory hours		28

Teaching Methods	Debate	Case-studies
Exposition		

Bibliography

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Recommended Bibliography	<ul style="list-style-type: none"> • Sarah Babb (2013), The Washington Consensus as transnational policy paradigm: Its origins, trajectory and likely successor, Review of International Political Economy, 20:2, 268-297; • Daly, E.H. (2009), "Beyond Growth: The Economics of Sustainable development", Boston: Beacon Press. • Cohn, T.H. (2016): Global Political Economy Theory and Practice, Routledge: London and New York; • Krugman, P. (1994): "Competitiveness: A dangerous Obsession", Foreign affairs, 73 March/April. • Baldwin, R. (2006), "Multilateralising Regionalism: Spaghetti Bowls as Building Blocks on the path to global free trade", The World Economy, 29(11), 1451-1518; • Joseph E. Stiglitz (2006). Globalizarea: sperante si deziluzii, Editura Economica, Bucuresti; • James K. Galbraith (2016). Despre Inegalitate: Teoria Inegalitatii economice pe intelesul tuturor, Editura Publica: Bucuresti. <p>Debra P. Steger (2007), "The Culture of WTO: Why it needs to change?", Journal of International Economic Law, 10(3): September.</p>
Additional Bibliography	<hr/> <hr/> <hr/> <hr/>

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	The examination of understood concepts and theories	Written evaluation/exam	40%	2 hours exam
	Practical evaluation of skills	Group Policy paper (min. 2000 words-max. 3000 words)	30%	Deadline 8 th of January 8 pm
Seminar/Laboratory	Practical evaluation of skills/ Art of argumentation during seminars and debate in class/attendance	Student presentations and discussion of papers/articles in the seminar	30%	

Minimum performance standard



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The student is aware and understands the main concepts and theories;

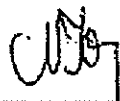
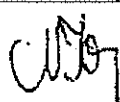
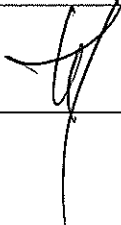
- The student is able to make analysis of data and masters the art of argumentation;
- The student knows sufficiently well the recommended bibliography.
- Students are able to work in groups for the policy paper.

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() CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;**

Filling Date: 28.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Conf. Univ. Dr. Ioana Negru	
Seminar/laboratory Teacher	Conf. Univ. Dr. Ioana Negru	
Department Director	Conf. Univ. Dr. Camelia BUDAC	

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name	Intercultural Managerial Communication			
Course Code	Course Type	Year of Study	Semester	Credit Number
		1	1	7
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
Course Teacher	Assoc. Prof. PhD. Lia-Alexandra BALTADOR			
Seminar/laboratory /project Teacher	Assoc. Prof. PhD. Lia-Alexandra BALTADOR			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1			3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
28	14			42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		40
Additional learning by using library facilities, electronic databases and on-site information		30
Preparing seminars/laboratories, homework, portfolios and essays		51
Tutorial activities		10
Exams		2
Total Number of Hours for Individual Study (NOSI _{sem})		133
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		175

4. Preconditions (if needed)

Disciplines needed to be passed	None
Competences	None



5. Conditions (if needed)

Course related	-
Seminar/laboratory related	-

6. Gained Specific Competences

Professional Competences	PC1: Scientific decision-making regarding the company's management policies, through the collection, analysis and interpretation of information on the interaction between the organization and its external environment
Transversal Competences	TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	Understanding the differences in culture and the implications thereof on Business Communication in the global marketplace
Specific Objectives	Identifying the origins of cultural differences Understanding the causes for misunderstanding in intercultural communication Overcoming Intercultural Communication Barriers in handling international business and developing an inclusive and open mindset

8. Content

Course	Hours	
Course 1	Intercultural Communication - Significance for the global business community	2
Course 2	Conceptual delimitations	2
Course 3	Global village – Risks and opportunities	2
Course 4	Socio-ideological differences and their implications on the global business environment (e.g. Culture and Marketing)	2
Course 5	Cultural Models (Iceberg, etc.)	2
Course 6	Geert Hofstede Cultural Model	4
Course 7	Other models: Schwartz Model, Trompenaars, Globe study	2
Course 8	Verbal Business Communication (high/low context)	2
Course 9	Non-verbal Communication	2
Course 10	Communicational Barriers	4
Course 11	Social and Business Standards	2
Course 12	Organizational Communication	2
Total Course Hours:		28



Seminar/Laboratory		Hours
Sem 1	Manifestations of culture	2
Sem 2	Intercultural competences required by the global market place	2
Sem 3	Global village or global metropolis	2
Sem 4	Doing Business in...	4
Sem 5	Seven deadly sins - Hofstede	2
Sem 6	Avoiding communicational barriers	2
Total Seminar/laboratory hours		14

Teaching Methods

Presentations, multimedia sources Debates and problem solving (in teams and individual) Discussions Case Studies		
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Bibliography

Recommend ed Bibliography	Baltador, L, Budac C., Belascu L., <i>Some intercultural considerations on corporate social responsibility case study: Romania and Hofstede's cultural dimensions</i> , Revista Economica, 65:1 (2013), http://economice.ulbsibiu.ro/evista.economica/archive/65113baltador&budac&belascu.pdf .
	Sadri, H., Flammia, M., <i>Intercultural Communication, A new approach to international Relations and Global Challenges</i> , The Continuum International Publishing Group, NY, 2011
	Chaney, L.H., Martin, J., <i>Intercultural business communication</i> , fifth edition, Prentice Hall, New Jersey, 2011.
	Holliday, A, Hyde, M., Kullman, J., <i>Intercultural Communication: An advanced resource book for students</i> , second edition, Routledge, New York, 2010
	Hofstede, G., Hofstede, J., Minkov, M., <i>Cultures and Organizations: Software of the Mind</i> , McGraw Hill Professional, 2010.
	Kiesling, S. F., ed., <i>Intercultural discourse and communication: the essential readings</i> , Oxford 2005
Additional Bibliography	Magnusson et all, <i>Breaking through the cultural clutter A comparative assessment of multiple cultural and institutional frameworks</i> , Emeraldinsights, 2008.
	Olsen, C. L, and Kent R. K., <i>Global Competency and Intercultural Sensitivity</i> , Journal of Studies in International Education 5, 2:116-137. 2001.
	Trompenaars, F., <i>Riding the Waves of Culture: Understanding Diversity in Global Business</i> , Irwin, Burr Ridge, IL., 1994.
	Trompenaars, F, Hampden-Turner, C. <i>Riding the Waves of Culture: Understanding Cultural Diversity in Global Business</i> , McGraw-Hill, New York, NY, 1998.

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.



10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Developing a questionnaire and Replicating Hofstede's Model - Cultural Dimensions in Romania compared to other country	Presentations	25%	nCPE
	Final assessment of theoretical and practical knowledge	Exam	25%	
Seminar/ Laboratory	Team projects	Presentations	25%	
	Essays/homework	Ongoing assessment during the semester using google calssroom	25%	

Minimum performance standard

Correct knowledge and usage of concepts, principles, elements
 Ability to understand cultural differences and communication barriers
 The student is able to proof that he/she recognizes recommended compulsory bibliography.

(*) **The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.**

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 25.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Assoc. Prof. PhD. Lia-Alexandra Baltador	
Seminar/laboratory Teacher	Assoc. Prof. PhD. Lia-Alexandra Baltador	
Department Director	Assoc. Prof. PhD. Camelia Budac	

**DISCIPLINE SYLLABUS*****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Faculty of Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Business Management - MBM

2. Discipline Information

Discipline Name	Negotiation and Public Relations			
Course Code	Course Type	Year of Study	Semester	Credit Number
	DA	I	I	7
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
E	DD			
Course Teacher	Ph.D. Sorin Terchila			
Seminar/laboratory /project Teacher	Ph.D. Sorin Terchila			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1			3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
28	14			42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		70
Additional learning by using library facilities, electronic databases and on-site information		38
Preparing seminars/laboratories, homework, portfolios and essays		22
Tutorial activities		-
Exams		3
Total Number of Hours for Individual Study (NOSI _{sem})		133
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		175

4. Preconditions (if needed)

Disciplines needed to be passed	Marketing, Management, Negotiation
Competences	Business Communication, Analytical Capability

5. Conditions (if needed)

Course related	
Seminar/laboratory related	



6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> • Detailed explanation of the specific concepts of public relations • Application of specific concepts, theories and methods • Skills on information management, business communication, communication through media, specific of media channels and the impact of these on the economy and society. • Ability to lead teams or departments of the organizations and communicate in different contexts • Developing analytical capabilities in PR and sales departments • Collection, analysis and interpretation of data and information in terms of quantity and quality of various alternative sources • Ability to understand the interests of the business in dealing with business people • Ability to identify, detect, assess and interpret the situation at issue in the field of business management and resolve problems through negotiation strategies
Transversal Competences	<ul style="list-style-type: none"> • Applying the principles, norms and values of professional ethics within your own rigorous, efficient and responsible work strategy • Capacity of assessment, analysis and creative problem solving of concrete economic situations at work in business communication and crisis communication. • Ability to integrate and adapt to the requirements of professional institutions and international companies and teamwork • Ability to negotiate independently, creative and proactive in solving managerial problems or communication problems at any level • Research management skills and the ability to put into practice the knowledge acquired • Accumulation of a substantial amount of new knowledge and business information • Application creative and innovative research methods in management and business communication • Developing the ability to present projects, in front of teams or in front of a company's management team

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	The profound understanding of the negotiation process and the communication process within a PR department
Specific Objectives	<ul style="list-style-type: none"> • To understand the concept of business communication and its usefulness • Presenting the importance of the negotiation process within public and private companies • Operating with the methods, the techniques and the fundamental algorithms within this field • To understand the advantages and disadvantages of using public relations in the business environment

8. Content

Course		Hours
Course 1	Introduction of Negotiation and Public Relations	2
Course 2	Communication and negotiation in today's economic world	2
Course 3	The Public Relations activity, Techniques used and a typology of definitions.	2
Course 4	The negotiation process: strategies and techniques in business	2
Course 5	Mass Media offline vs Mass Media online – audience, impact and feedback	2



Course 6	External communication within public and private organizations	2
Course 7	The global negotiation. Impact in social, economic and politic environment	2
Course 8	International media organizations. Story, culture, strategies.	2
Course 9	Human resources involved in developing and implementing PR strategies within the public and private sectors	2
Course 10	Public Relations in crisis situations	2
Course 11	Conflicts in business negotiation	2
Course 12	Public relations department in a private company / public institution.	2
Course 13	General review and final conclusions	2
Course 14	General review and final exam preparation	2
Total Course Hours:		28
Seminar/Laboratory		Hours
Sem 1	Introduction and seminar requirements	1
Sem 2	Handling techniques in communication through the media	1
Sem 3	Direct and indirect communication relationship between public/private institutions and individuals/legal entities	1
Sem 4	Negotiating a business contract	1
Sem 5	Media channels and means to achieve the external communication process within public and private organizations	1
Sem 6	Types of messages sent by public and private organizations	1
Sem 7	Negotiation and Communication Strategy during Election Campaign	1
Sem 8	Freedom of expression in the media - with or without limits?	1
Sem 9	Budgets invested in PR strategies – public institutions versus private companies	1
Sem 10	What journalists expect from PR Specialists in crisis situations	1
Sem 11	Role of media in conflict mediation process	1
Sem 12	Protocol activity and public relations activity. Organizing a press conference	1
Sem 13	Presentations and open discussions	1
Sem 14	Open discussions and Q/A	1
Total Seminar/laboratory hours		14

Teaching Methods

Exposure and lecture	Debate	Comparison
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Bibliography

Recommended Bibliography	Oancea D. – Golden Book of Romanian Public Relations. Forum for International Communications. 2017
	Dima I.C., Vladutescu S. - Persuasion Elements used in logistical Negotiation. Lap Lambert Academic Publishing. 2016
	Rotariu I. - Negotiation and public relations, Universitatea Lucian Blaga din Sibiu, 2013
	Moore C., Woodrow P. – Handbook of Global and Multicultural Negotiation, San Francisco Josey-Bass, 2010
	Foster J. – Effective Writing Skills for Public Relations, London Kogan Page Ltd, 2005
Additional Bibliography	Luecke R. – Negotiation: your mentor and guide to doing business effectively, Harvard Business School Publishing, 2003
	Watson T., Noble P. – Evaluating PR: a best practice guide to PR planning, Kogan Page Ltd, 2005
	Wilcox D., Cameron G. – PR: Strategies and tactics, Pearson Education, 2004
	Parsons P. – Ethics in Public Relations: a guide to best practice, Kogan Page Ltd, 2004



Moss D., Vercic D. – Perspectives on public relations research, New York Routledge, 2004
Oliver S. – Public relations strategy, Kogan Page Ltd, 2004

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Performance and active participation	Final Exam	40%	CPE
	Specific business language			
	Originality and topical			
Seminar/ Laboratory	Involvement during the semester	Continuous evaluation during the semester and quality of the involvement	25%	CEF
	Team work			
	Individual presentation on a case study	Presentation of a case study, practical application	20%	CEF
	Quality of presentation			
Presence	Media of course and seminar	15%	CEF	

Minimum performance standard

Learning the specific course vocabulary;
 Recognizing principles, laws, and theories bound to the course;
 Understanding basic concepts;
 Seminar presentation
 Final exam / Elaboration and presentation the project

(*) **The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.**

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 28.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Ph.D. Sorin Terchila	
Seminar/laboratory Teacher	Ph.D. Sorin Terchila	
Department Director	Assoc.Prof.PhD. Camelia Budac	

DISCIPLINE SYLLABUS

1. Program Information

1.1 Higher Education Institution	„Lucian Blaga” University of Sibiu
1.2 Faculty / Department	Economic Sciences/Management, Marketing and Business Administration Department
1.3 Department	Management, Marketing and Business Administration Department
1.4 Study domain	Management
1.5 Study Level	Master
1.6 Study Program/ Qualification	Business Management

2. Discipline information

2.1 Course name		English for Business Communication					
2.2 Course teacher		Assistant professor Arina Greavu					
2.3 Seminar teacher		Assistant professor Arina Greavu					
2.4 Year of Study	I	2.5 Semester	I	2.6 Evaluation Type	V	2.7 Discipline Type	DA

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	4	Out of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours from the learning plan	42	Out of which: 3.5 course	28	3.6 seminar/laboratory	14
Learning time schedule					Hours
Learning by using course materials, references and personal notes					35
Additional learning by using library facilities, electronic databases and on-site information					30
Preparing seminars/laboratories, homework, portfolios and essays					40
Tutorial activities					15
Exams					5
Other activities					8
3.7 Total individual study hours			133		
3.9 Total hours per semester			175		
3.10 ECTS			7		

4. Preconditions (if needed)

4.1 curriculum	English language
4.2 competences	Upper-intermediate English level

5. Conditions (if needed)

5.1. course related	- audio device - PC and Internet connection - data projector	
5.2. seminar/laboratory related	- audio device - PC and Internet connection	

6. Developed competences

Professional competences	<p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> • communicate fluently and accurately in business settings • produce and understand various oral and written messages • use the formal and informal registers appropriately • integrate specialist knowledge from other subject areas into Business English learning • use new vocabulary independently and creatively in various professional settings • use specialized dictionaries 	
Transversal competences	<ul style="list-style-type: none"> • appreciate cultural diversity manifested as communicative differences between English and Romanian • apply the principles of professional ethics to their own work strategy • identify opportunities of professional development and employ learning resources and techniques efficiently • have an ethical behaviour 	

7. Course objectives (resulting from developed competences)

7.1 Main course objective	<ul style="list-style-type: none"> • To communicate accurately and fluently in professional settings 	
7.2 Specific course objectives	<ul style="list-style-type: none"> • To write effective emails, letters, memos, reports, and proposals. • To participate in dialogues on everyday and professional topics • To use the formal and informal registers according to the communicative situation. 	

8. Content:

8.1 Course	Teaching methods	Notes
1. Common forms of business writing: letters, emails, memos, reports, proposals.	- presentation - conversation	4
2. Planning and drafting business documents	- presentation - exercises - conversation	2
3. Revising business documents–Principles of wording and phrasing	- presentation - exercises	4

	- conversation	
4. Revising business documents–Sentence structure	- presentation - exercises - conversation	4
5. Revising business documents–Principles of tone and punctuation	- presentation - exercises - conversation	2
6. Socializing	- presentation - listening to recorded dialogues - conversation	2
7. Telephoning	- presentation - listening to recorded dialogues - conversation	2
8. Negotiations	- presentation - listening to recorded dialogues - conversation	2
9. Meetings	- presentation - listening to recorded dialogues - conversation	2
10. Presentations	- presentation - listening to recorded presentations - conversation	4
<p>Bibliography:</p> <ul style="list-style-type: none"> ● Insley, Robert- <i>Communicating in Business</i>, Kendall Hunt Publishing Company, 2013 ● Garner, Bryan- <i>Better Business Writing</i>, Harvard Business Review Press, 2012 ● Bly, R and R.A. Kelly: <i>The Encyclopedia of Business Letters, Faxes and E- mail</i>, Career Press, 2009. ● Geffner, A: <i>Business English – A Complete Guide to Developing An Effective Business Writing Style</i>, Barron’s, 2010 ● <i>Business Communication</i>, Harvard Business School Press, 2003 ● <i>Longman Business English Dictionary</i>, Longman, 2007 		
8.2 Seminar		
1. Writing a letter to a prospective customer; Letter expressing interest in business approach	- exercises - pair work - writing practice	1
2. Writing request letters and replies–enquiries/enquiry replies, orders/order acknowledgements.	- exercises - writing practice	1
3. Writing and replying to an email or memo	- exercises - pair work - writing practice	2

4. Writing a letter of complaint; Writing a letter of apology	- exercises - writing practice	1
5. Writing a sales report based on a chart	- exercises - writing practice	1
6. Writing a proposal for investigating new markets	- exercises - pair work - writing practice	1
7. Greetings and introductions; opening small talk; getting to know each other; requesting favours; invitations, polite responses.	- listening to recorded conversations - pair/ group work - role-play - conversation	1
8. Connecting; messages; making appointments; wrong numbers; making enquiries; placing orders; bookings. Indirect Speech.	- listening to recorded dialogues - conversation - role-play	1
9. Discussing corporate problems and deciding what action to take; A memo summarizing action points	- conversation - brainstorming - group work	1
10. Negotiating a sales contract; Conditional Clauses; Email summarizing results of negotiation	- conversation - brainstorming - group work - role-play	1
11. Making a presentation	-pair/ group work	3
<p>Bibliography:</p> <ul style="list-style-type: none"> ● Brook-Hart, Guy- <i>Business Benchmark</i>, Cambridge University Press, 2014 ● Sweeney, Simon- <i>Communicating in Business</i>, Cambridge University Press, 2005 ● Littlejohn, Andrew- <i>Company to Company. A task based approach to business emails, letters and faxes</i>, Cambridge University Press, 2005 ● MacKenzie, Ian- <i>English for Business Studies</i>, Cambridge University Press, 2010 ● <i>Longman Business English Dictionary</i>, Longman, 2007 ● Business English http://www.bbc.co.uk/worldservice/learningenglish ● The Economist - http://www.economist.com ● Financial Times - http://www.ft.com 		

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
10.4 Lecture	- final assessment	- final assessment (written exam)	60%
10.5 Seminar	- seminar activity, ongoing assessment - final presentation		
		- ongoing assessment (seminar activity, homework)	20%
		- final presentation	20%
10.6 Minimum performance standard			
● effective oral and written communication			

Fill-in Date

28.09.2020

Signature of Lecture Teacher



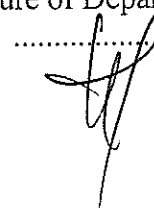
Signature of Seminar Teacher



Department Acceptance Date

05.10.2020

Signature of Department Director



**DISCIPLINE SYLLABUS****1. Program Information**

1.1 Higher-Education Institution	„Lucian Blaga” University of Sibiu
1.2 Faculty	Economic Sciences
1.3 Department	Management, Marketing, and Business Administration
1.4 Study Domain	Management
1.5 Study Level	Master
1.6 Study Program/ Qualification	Master in Business Management

2. Discipline Information

2.1 Discipline name	Marketing Management						
2.2 Course Teacher	Lect. Univ. dr. Mihai Țichindelean						
2.3 Seminar Teacher	Lect. Univ. dr. Mihai Țichindelean						
2.4 Year of Study	1 st	2.5 Semester	2 nd	2.6 Evaluation Type	E	2.7 Discipline Type	DD

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	3	Out of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours from learning plan	42	Out of which: 3.5 course	28	3.6 seminar/laboratory	14
Learning time schedule					Hours
Learning by using course materials, references and personal notes					50
Additional learning by using library facilities, electronic databases and on-site information					30
Preparing seminars/laboratories, homework, portfolios and essays					73
Tutorial activities					2
Exams					3
Other activities					-
3.7 Total individual study hours					158
3.9 Total hours per semester					200
3.10 ECTS					8

4. Preconditions (if needed)

4.1 curriculum	- Marketing - Microeconomics
4.2 competences	-

5. Conditions (if needed)

5.1. course related	Internet connection
5.2. seminar/laboratory related	Internet connection

**6. Developed competences**

Professional	<ul style="list-style-type: none"> - Adequate definition of the concepts and principles specific for the economic theory, as well as for commerce, tourism, and services; - Interpretation and analysis of data and information from a quantitative and qualitative perspective through stating arguments and taking decisions specific for commerce, tourism, and services; - Solving simple, well defined problems related to product selling, including tourism services, by consulting the client in his decision taking; - Gathering and analyzing data from alternative documentation sources and from the current activity for evaluating the factors which influence service provision in commerce, tourism, and services organizations.
Transversal	<ul style="list-style-type: none"> - Applying professional ethic's principles, norms, and values within the personal working strategy in a rigorous, efficient, and responsible way; - Identification of roles and responsibilities within a multi-specialized team and application of relational techniques and efficient work within the considered team.

7. Course objectives (resulted from developed competencies)

7.1 Main course objective	Understanding and applying the basic concepts of Marketing Management
7.2 Specific course objectives	<ul style="list-style-type: none"> • Understanding and performing a marketing research (exploratory, qualitative and quantitative researches) for developing marketing strategies, plans and programs; • Developing communication skills (oral and written) in the English language for by debating on various Marketing Management topics; • Developing both analytical, and creative thinking.

8. Content:

8.1 Course	Teaching methods	Observation
1. Defining Marketing for the 21 st Century	Lecture/Debate	2
2. Collecting Information and Forecasting Demand	Lecture/Debate	4
3. Conducting Marketing Research	Lecture/Debate	4
4. Creating Long-Term Relationships	Lecture/Debate	2
5. Analyzing Consumer Markets	Lecture/Debate	2
6. Creating Brand Equity	Lecture/Debate	2
7. Crafting the Brand Positioning	Lecture/Debate	2
8. Setting Product Strategy	Lecture/Debate	2
9. Developing Pricing Strategies and Programs	Lecture/Debate	2
10. Designing and Managing Integrated Marketing Channels	Lecture/Debate	2
11. Managing Mass Communications: Advertising, Sales Promotion, Event and Experiences	Lecture/Debate	2
12. Managing Personal Communications: Direct and Interactive Marketing, Word-of-Mouth, and Personal	Lecture/Debate	2

Bibliography:

- Kotler, Ph., Keller, K.L. – Marketing Management, 15th Edition, Pearson Education, 2016;
- Lilien, L., Gary, Rangaswamy, Arvid, De Bruyn, Arnaud– Principles of Marketing



ULBS

Universitatea "Lucian Blaga" din Sibiu

Ministerul Educației Naționale și Cercetării Științifice

Universitatea "Lucian Blaga" din Sibiu
Facultatea de Științe Economice

Engineering and Analytics. 3 rd Edition, DecisionPro Inc., 2017; <ul style="list-style-type: none"> • Malhotra N.K., - Marketing Research. An Applied Orientation, 6th Edition, Pearson Education, 2010 • Solomon, M.R. – Consumer Behavior, 10th Edition, Prentice Hall, 2013 • HBS Case Studies 		
8.2 Seminar/laboratory	Teaching methods	Observation
1. Conducting Marketing Research – Case Study	Case Study	2
2. Analyzing Consumer Markets – Case Study	Case Study	2
3. Crafting the Brand Positioning – Case Study	Case Study	2
4. Setting Product Strategy – Case Study	Case Study	2
5. Developing Pricing Strategies and Programs – Case Study	Case Study	2
6. Designing and Managing Integrated Marketing Channels Case Study	Case Study	2
7. Managing Mass Communications: Advertising, Sales Promotion, Event and Experiences – Case Study	Case Study	2
Bibliography:		
<ul style="list-style-type: none"> • HBS Case Studies 		

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations, and significant employers of the specific teaching program

For developing the content and the teaching methods for the present course, education platforms of other domestic and foreign universities were consulted. Moreover, dialogs with employers were undertaken for knowing their expectations regarding the desired skills students should have for being performant employees.

10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
10.4 Course	Knowing and understanding the course's topics	Exam (oral)	40%
	Knowing and understanding the course's topics	Course tests	20%
10.5 Seminar/laboratory	Developing and presenting seminar project	Individual evaluation	40%
10.6 Minimum performance standard			
<ul style="list-style-type: none"> - For graduating this discipline, the final grade should be minimum 5 (five); - The student should know the discipline's basic concepts evaluated through the final oral exam which is considered passed if the student obtains a minimum grade of 5 (five); - The student should have the ability of using the theoretical concepts into practice – seminar activities and projects. 			

Fill-in Date

28.09.2020

Signature of Course Teacher

Signature of Seminar Teacher

Department Acceptance Date

05.10.2020

Signature of Department Director

**DISCIPLINE SYLLABUS****1. Program Information**

1.1 Higher-Education Institution	"Lucian Blaga" University of Sibiu
1.2 Faculty	Economic Sciences
1.3 Department	Management, Marketing and Business Administration
1.4 Study Domain	Management
1.5 Study Level	Master
1.6 Study Program / Qualification	Master in Business Management

2. Discipline Information

2.1 Discipline name				Knowledge Management			
2.2 Course Teacher				Associate Professor Ph.D. Ramona TODERICIU			
2.3 Seminar Teacher				Associate Professor Ph.D. Ramona TODERICIU			
2.4 Year of Study	I	2.5 Semester	2	2.6 Evaluation Type	E	2.7 Discipline Type	DO

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	3	Out of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours from learning plan	42	Out of which: 3.5 course	28	3.6 seminar/laboratory	14
Learning time schedule					Hours
Learning by using course materials, references and personal notes					70
Additional learning by using library facilities, electronic databases and on-site information					50
Preparing seminars/laboratories, homework, portfolios and essays					35
Tutorial activities					1
Exams					2
Other activities					
3.7 Total individual study hours				158	
3.9 Total hours per semester				200	
3.10 ECTS				8	

4. Preconditions (if needed)

4.1 curriculum	Management, Human Resources
4.2 competences	Communication skills, team work

5. Conditions (if needed)

5.1. course related	
5.2. seminar/laboratory related	



6. Developed competences

Professional	<ul style="list-style-type: none"> PC1: Scientific decision-making regarding the company's management policies, through the collection, analysis and interpretation of information on the interaction between the organization and its external environment
Transversal	<ul style="list-style-type: none"> TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development

7. Course objectives (resulted from developed competencies)

7.1 Main course objective	<ul style="list-style-type: none"> This course will give an introduction to and an overview of the field of Knowledge; Develop intellectual skills: study independently carry out scientific research.
7.2 Specific course objectives	<ul style="list-style-type: none"> Familiarizing students with concepts related to specific Knowledge management; Proper use of concepts, categories, subject-specific concepts.

8. Content

8.1 Course	Teaching methods	Observation
<p>1. Introduction: importance and timeliness of the concept; Why should we be interested in Knowledge Management today.</p>	<p>Lecture, interaction with master students, presenting examples from real business. Lectures are focused on the use of power-point support and access to multimedia resources.</p>	<p>Master students receive all the necessary materials at the beginning of the course (course support, articles, case studies, books, etc.). All these materials are posted on the intranet from where students can download. Recommended course support preparation prior to attending to easily interact with the professor and peers in the classroom</p>
<p>2. Lisbon Strategy 2000; Europe 2020: A European Strategy for Smart, Sustainable, and Inclusive Growth; Challenges and Opportunities: The Need for a New Economic Strategy. Debate course, questioning, explanation, exercise, case study, heuristic conversation, conversation catechetical methods and techniques of critical thinking</p>		<p>Idem</p>
<p>3. The innovation process, Romania - major problems; The</p>	<p>Lecture,</p>	



<p><i>the most common way of presenting a knowledge map; how to use; the importance for the company, the difficulty to replace it; The key principles of knowledge mapping; Benefits of Knowledge Mapping;</i></p>		
<p>Bibliography</p> <ul style="list-style-type: none"> • Curteanu, R.S (2011), <i>Managementul cunoașterii în societatea informațională</i>, Editura Economică, București • Dalkir, K. (2005), <i>Knowledge Management in Theory and Practice</i>, http://books.google.ro/books?id=QcC6lan8glkC&printsec=frontcover&hl=ro#v=onepage&q&f=false • Drucker, P.F. (2003), <i>Managing in the Next Society</i>, St. Martin's Griffin • Drucker, P.F. (2004), <i>Managementul viitorului</i>, Editura ASAB, București • Mishra, J.K. (2009), <i>Knowledge Management</i>, http://books.google.ro/books?id=IxNrWLzE36sC&pg=PR3&hl=ro&source=gbs_selected_pages&cad=3#v=onepage&q&f=false • Nicolescu, O., Nicolescu, L. (2005), <i>Economia, firma și managementul bazate pe cunoștințe</i>, Editura Economică, București • Nonaka, Ikujiro; Takeuchi, Hirotaka (1995), <i>The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation</i>, Tokyo, https://books.google.ro/books?id=B-qxrPaUI-MC&printsec=frontcover&dq=inauthor:%22Tokyo+Hirotaka+Takeuchi+both+Professors+of+Management+at+the+Institute+of+Business+Research+both+at+Hitotsubashi+University%22&hl=ro&sa=X&ei=tJv_UveAJIOGywO65YHYAQ#v=onepage&q&f=false • Oprean, C.; Tatu, M.; Bucur, V. (2011), <i>Managementul global al organizației bazate pe cunoștințe</i>, Ed. Agir, București 		
<p>8.2 Seminar/laboratory</p>	<p>Teaching methods</p>	<p>Observation</p>
<p>Romania and the Lisbon Agenda- the entrance in the EU and economic competitiveness.</p>		<p>Students are advised to read all the recommended materials and prepare the case studies prior to attending the seminar</p>
<p>The impact of the Europe 2020 strategy on the evolution of the knowledge economy in Romania</p>		<p>idem</p>
<p>The Impact of intellectual capital on the organization's performance. The development of the intellectual capital - the current Romanian context The investment in human capital - priority in the development strategy</p>	<p>Debates on topics presented during the course, questioning, case study, presentations of papers</p>	<p>idem</p>
<p>Knowledge creation, acquisition, codification, classification - organization The importance of knowledge in the development of organizations The importance of identifying, developing and using knowledge in the organizations</p>		<p>idem</p>
<p>The knowledge worker in the context of management, organization and culture</p>		<p>idem</p>



<p><i>challenges for the managers of Romanian organizations; Horizon 2020 - EU research and innovation.</i></p>	<p>interaction with master students,</p>	
<p>4. Intangible assets: <i>Definition, Components, Features, Importance;</i> Intellectual capital: <i>Definition, Components, Importance, Strategies for Managing Human Capital; The investment in human capital - priority in the development strategy; Universities and the development of human capital; Maximizing the intellectual capital of the organization.</i></p>	<p>presenting examples from real business. Lectures are focused on the use of power-point support and access to</p>	<p>Idem</p>
<p>5. Knowledge – a perspective of the 21st century: <i>the three concepts: data, information and knowledge and the relationships between them; the typology of knowledge, the categories of knowledge; the importance of knowledge in the 21st century.</i> <i>Managing Tacit and Explicit Knowledge; SECI model</i> <i>Best Ways to Transfer Tacit Knowledge; Knowledge Transfer at the Workplace Knowledge Sharing</i></p>	<p>multimedia resources.</p>	<p>Idem</p>
<p>6. Knowledge society: <i>the importance of the concept; the definition; the characteristics;</i> Knowledge based economy: <i>the importance of the concept; the definition; the characteristics, the principles of the new economy and the opportunities; the threats for the organization created by the new economy;</i> <i>The global objectives for the transition of Romanian to the knowledge economy;</i> <i>Workforce Development in a Skills-Based Economy.</i> <i>Leadership in the Knowledge Society</i></p>		<p>Idem</p>
<p>7. Knowledge-based organization: <i>definition; characteristics of the knowledge-based organization; features of the knowledge-based organizations;</i> <i>Why is it important for an organization to become a learning organization?</i> <i>What were the barriers for organizations to become learning organizations?</i> <i>Creating a Culture of Innovation</i></p>		<p>Idem</p>
<p>8. Knowledge worker: <i>Knowledge Workers and Knowledge Work;</i> <i>Redefining knowledge work and knowledge workers;</i> <i>The job characteristics of knowledge workers;</i> <i>Mapping networks of experts;</i> <i>Managing Knowledge worker.</i></p>		<p>Idem</p>
<p>9. Knowledge Management: <i>definitions; principles; methods and techniques; goals and objectives;</i> <i>Knowledge Management System - step by step; The Stages of Development of KM; KM Issues; How to implement knowledge management in an organization; Benefits Of Knowledge For The Enterprise; Knowledge Management Roles and Responsibilities.</i></p>		<p>Idem</p>
<p>10. Knowledge Maps: <i>brief description; history; when to use;</i></p>		<p>Idem</p>



Knowledge worker performance in the organization's strategy	Debates on topics presented during the course, questioning, case study, presentations of papers	idem
The transition to the knowledge based economy in Central and Eastern Europe Romanian and the knowledge based economy The knowledge based economy in the emerging countries		idem
Knowledge management and organizational development Measurement of KM performance and benefits		idem
Map the knowledge in your organization and identify your knowledge and skills		idem
<p>Bibliography</p> <ul style="list-style-type: none"> • Al-Hakim, L.A.Y.; Hassan, S. (2011), <i>The role of middle managers in knowledge management implementation for innovation enhancement</i>, International Journal of Innovation, Management and Technology, Vol. 2, No. 1, pp. 86-94 • Allameh, S.M., Zare, S.M.; Davoodi, S.M.R. (2011) <i>Examining the Impact of KM Enablers on Knowledge Management Processes</i>, Procedia Computer Science, Vol. 3, pp. 1211-1223 • Altaher, A.M. (2010), <i>Knowledge Management Process Implementation 2011</i>, International Journal of Digital Society (IJDS), Vol. 1, Issue 4, December, pp. • Andreeva, T.; Ikhilchik, I. (2011), <i>Applicability of the SECI Model of knowledge creation in Russian cultural context: Theoretical analysis</i>, Knowledge and Process Management, Vol. 18, Issue 1 • Baren, A. (2011), <i>Skills for Knowledge Management Leaders</i>, retrieved 12 October 2012 from http://alanbaren.blogspot.dk/2005/09/skills-for-knowledge-management.html • Danesh, S.Y.S., Rad, N.S., Mobasher, S. N.; Danesh, M. M. S. (2012), <i>The Investigation of Mutual Relations of Success Factors of Knowledge Management in Project-Centered Organizations</i>, Journal of Basic and Applied Scientific Research, Vol. 2, No. 4, pp. 3888-3896 • Doan, Q.M.; Rosenthal-Sabroux C.; Grundstein M. (2011), <i>A Reference Model for Knowledge Retention within Small and Medium-sized Enterprises</i>. KMIS, pp. 306-311 • Liebowitz, J. (2011), <i>Knowledge retention: What practitioners need to know</i>, retrieved October 2012 from http://www.kmworld.com/Articles/ReadArticle.aspx?ArticleID=73363 • Mohanta (2010), <i>Knowledge worker productivity improvement processes, technologies and techniques in defence R&D laboratories: an evaluative study</i>, Bharath University, School of Management Studies • Tan, C.N.L. (2011), <i>Knowledge Management Acceptance: Success Factors amongst Small and Medium-Size Enterprises</i>, American Journal of Economics and Business Administration, Vol. 3, No.1, pp.73-80 • Yaghoubi, N.M.; Maleki, N. (2012) <i>Critical Success Factors of Knowledge Management (A Case Study: Zahedan Electric Distribution Company)</i>, Journal of Basic Applied Science Research, Vol. 2, No. 12, pp. 12024-12030 • Yazdani, B, O.; Yaghoubi N, M.; Hajiabadi, M. (2011), <i>Critical Success Factors for Knowledge Management in Organization: An Empirical Assessment</i>, European Journal of Humanities and Social Sciences, Vol. 3, No.1, pp. 95-117 • Yip, M.W., Ng, A.H.H.; Lau, D.H.C. (2012), <i>Employee Participation: Success Factor of Knowledge Management</i>, International Journal of Information and Education Technology, Vol. 2, No. 3, pp. 262-264 		

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

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ULBS

Universitatea "Lucian Blaga" din Sibiu

Universitatea "Lucian Blaga" din Sibiu
Facultatea de Științe Economice

10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
10.4 Course	Class participation	Questions & Answers	30%
10.5 Seminar/laboratory	Case studies, work during the semester (realization and presentation of six papers)	Team Presentation	60%
	Assessment of acquired knowledge	Final exam	10%
10.6 Minimum performance standard			
To promote students must obtain at least 65 points (65%) of 100 (100%)			

Fill-in Date

29.09.2020

Signature of Course Teacher

Signature of Seminar Teacher

Department Acceptance Date

05.10.2020

Signature of Department Director

**DISCIPLINE SYLLABUS****1. Program Information**

1.1 Higher-Education Institution	„Lucian Blaga” University of Sibiu
1.2 Faculty	Economic Sciences
1.3 Department	Management, Marketing and Business Administration
1.4 Study Domain	Business Management
1.5 Study Level	Master
1.6 Study Program/ Qualification	Master in Business Management

2. Discipline Information

2.1 Discipline name	Managerial Finance						
2.2 Course Teacher	Professor PhD., Livia ILIE						
2.3 Seminar Teacher	Professor PhD., Livia ILIE						
2.4 Year of Study	I	2.5 Semester	2	2.6 Evaluation Type	E	2.7 Discipline Type	DO

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	3	Out of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours from learning plan	42	Out of which: 3.5 course	28	3.6 seminar/laboratory	14
Learning time schedule					Hours
Learning by using course materials, references and personal notes					50
Additional learning by using library facilities, electronic databases and on-site information					21
Preparing seminars/laboratories, homework, portfolios and essays					56
Tutorial activities					4
Exams					2
Other activities					
3.7 Total individual study hours					133
3.9 Total hours per semester					175
3.10 ECTS					7

4. Preconditions (if needed)

4.1 curriculum	Accounting, Data Analysis (Statistics), Economics
4.2 competences	

5. Conditions (if needed)

5.1. course related	
5.2. seminar/laboratory related	

6. Developed competences



Professional	<ul style="list-style-type: none"> PC1: Scientific decision-making regarding the company's management policies, through the collection, analysis and interpretation of information on the interaction between the organization and its external environment PC5: The management and employment of data, information and knowledge bases for the application of the company' management and marketing methods, techniques and tools
Transversal	<ul style="list-style-type: none"> TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development

7. Course objectives (resulted from developed competencies)

7.1 Main course objective	<ul style="list-style-type: none"> Learning the concepts and tools used in the finance department of a company
7.2 Specific course objectives	<ul style="list-style-type: none"> Knowledge of general principles in making financial decisions. Understanding investment decision, financing decision and the dividend policy. Understand the key factors that determine the value of the company. Develop knowledge and skills for analyzing the performance of a company.

8. Content:

8.1 Course	Teaching methods	Observation
Managerial finance: general overview	Exposure; Debate and questioning; Case study; Demonstration	2 hours
Economics, Accounting, Finance: connections		1 hour
The financial system and its role in company's decision		1 hour
Financial analysis based on financial statements		4 hours
Cash-flows		4 hours
Investment decision		4 hours
Financing decision: theory		2 hours
Financing decision: practice		2 hours
Dividend policy		2 hours
Short-term financial management		4 hours
Risk management		2 hours

References:

- Brealey, R. A. and Myers, S. C., Markus, A., Principles of Corporate Finance, McGraw-Hill, 2012
- Dragota, V., Mitrica, E., Catarma, D., Novac, L E. Basic Finance, Editura ASE, 2009
- Emery, D., Finnerty, J., Stowe, J., Corporate Financial Management, Prentice Hall, 2004
- Halpern, P., Weston, J.F., Brigham, E.F., Finanțe manageriale – modelul canadian, Editura Economică, 1998
- Harrison, W., Horngren, Ch., Financial Accounting, Prentice Hall, 2006.
- Fox, J., The Myth of the Rational Market: a History of Risk, Reward, and Delusion on Wall Street, Harper Business, NY, 2009
- Ilie, L., Dividend Controversy: a theoretical approach. Studies in Business and Economics. vol 6.3., 2011, ISSN 1842-4120
- Ilie, L., Belascu, L., Ilie, A.. Trends in the Investment Banking Industry. Proceedings of the 18th International Economic Conference Crises after the Crisis. Inquiries from a national, European and global perspective, ULB Sibiu, May 2011, ISBN 978-606-12-0139-6
- Keown, A., Martin, J., Petty, W., Scott, D , Financial Management: Principles and Applications, Prentice Hall, 2002
- Rainhardt, C., Rogoff, K., De data asta e altfel: opt secole de sminteață financiară, Ed. Publica, 2012
- Revsine, L., Collins, D., Johnson, B., Financial Reporting and Analysis, Prentice Hall, 2005.



<ul style="list-style-type: none"> Stancu, D., Stancu, I., Finanțe corporative cu Excel. Editura Economica. 2012 		
8.2 Seminar/laboratory	Teaching methods	Observation
Managerial finance – evolutions	Applications; Debate and questioning; Case study; Demonstration; Exposure; Team work	1 hour
Finance department – structure and functions		1 hour
Understanding financial statements		1 hour
Ratio analysis		2 hours
Cash-flows		2 hours
Investment decision		1 hour
NPV criteria		1 hour
Optimal capital structure		2 hours
Dividend policy		1 hour
Financial decisions and the value of the company		1 hour
Risk management		1 hour
References: <ul style="list-style-type: none"> Case studies provided to students, related articles in the current financial press 		

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Managerial finance discipline acquisition provides the fundamentals necessary for any economist, is the theoretical basis upon which the most specific and transversal competences in the field of business administration are developed.

10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
10.4 Course	Participation in class	Class participation	10%
	Understanding and applying the concepts related to managerial finance	Exam with two components: written and oral discussion	60%
10.5 Seminar/laboratory	Participation in class	Class participation	10%
	Case studies, application in teams	Team projects	20%
10.6 Minimum performance standard			
<ul style="list-style-type: none"> The student knows which are the main concepts, recognizes and defines them correctly; The student knows at least some of the formulas and uses them properly; The student has a specialized language is simple but properly used; The student proves knowledge of compulsory literature recommended. 			

Fill-in Date
28.09.2020

Signature of Course Teacher

Signature of Seminar Teacher

Department Acceptance Date
05.10.2020

Signature of Department Director

**DISCIPLINE SYLLABUS****1. Program Information**

1.1 Higher-Education Institution	„Lucian Blaga” University of Sibiu
1.2 Faculty	Economic Sciences
1.3 Department	Management, Marketing and Business Administration
1.4 Study Domain	Management
1.5 Study Level	Master
1.6 Study Program/ Qualification	Master in Business Management

2. Discipline Information

2.1 Discipline name	Mergers and Acquisitions						
2.2 Course Teacher	Assistant professor PhD. Diana Marieta MIHAIU						
2.3 Seminar Teacher	Assistant professor PhD. Diana Marieta MIHAIU						
2.4 Year of Study	1	2.5 Semester	2	2.6 Evaluation Type	E	2.7 Discipline Type	DA

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	3	Out of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours from learning plan	42	Out of which: 3.5 course	28	3.6 seminar/laboratory	14
Learning time schedule					Hours
Learning by using course materials, references and personal notes					40
Additional learning by using library facilities, electronic databases and on-site information					40
Preparing seminars/laboratories, homework, portfolios and essays					49
Tutorial activities					2
Exams					2
Other activities					
3.7 Total individual study hours			133		
3.9 Total hours per semester			175		
3.10 ECTS			7		

4. Preconditions (if needed)

4.1 curriculum	Corporate Finance	
4.2 competences	Team working	

5. Conditions (if needed)

5.1. course related	• Laptop, projector	
5.2. seminar/laboratory related	• Laptop, projector, PCs for students	

6. Developed competences

Professional	<ul style="list-style-type: none"> PC1: Scientific decision-making regarding the company's management policies, through the collection, analysis and interpretation of information on the interaction between the organization and its external environment PC5: The management and employment of data, information and knowledge bases for the application of the company' management and marketing methods, techniques and tools
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Transversal	<ul style="list-style-type: none"> • TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy • TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team • TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development
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7. Course objectives (resulted from developed competencies)

7.1 Main course objective	<ul style="list-style-type: none"> • The course will present in a gradual approach the general notions about M&A; the stages of the M&A process; aspects of post-M&A integration and why these transactions frequently fail; how to determine the selling price of a company; aspects about bankruptcy versus restructuring.
7.2 Specific course objectives	<ul style="list-style-type: none"> • understanding the M&A types and the reasons behind the M&A decisions; • understanding the legal, accounting and fiscal aspects of M&A; • analysis of the M&A process; • identifying the restructuring options of a firm in financial difficulty.

8. Content:

8.1 Course	Teaching methods	Observation
Mergers and acquisitions (M&A): definition, types, reasons	Lecture, Debate, analysis	2 hours
History of mergers		2 hours
Stages of mergers and acquisitions process		4 hours
Hostile takeovers		4 hours
Valuation of M&A transactions		4 hours
Legal framework regarding M&A process		4 hours
Restructuring in bankruptcy		4 hours
Alternative Business Strategies and Restructuring		4 hours
Bibliography		
<ul style="list-style-type: none"> • Ciobanu Radu – <i>Achiziții, fuziuni și restructurări corporative</i>, Editura ASE, 2013. • Donald de Pamphilis – <i>Mergers, acquisitions and other restructuring activities</i>, Editia a șasea, Elsevier, 2012. 		



- Huma Elena – *Managementul proceselor pe piata de fuziuni, preluari si achizitii*, Editura ASE, 2013.
- Hurduzeu Gheorghe – *Achiziții și fuziuni de firme: cazuri celebre*, Ed. Economică, 2003.
- J. Fred Weston, Samuel C Weaver – *Mergers and acquisitions*, McGraw Hill Series, 2001.
- William J. Gole, Paul J. Hilger - *A mergers and acquisitions best practices guide*, JOHN WILEY& SONS, INC., 2008.
- *Patrick A. Gaughan - Mergers, acquisitions and corporate restructurings, Editia a cincea, John Wiley&Sons, 2011.*

8.2 Seminar/laboratory	Teaching methods	Observation
Recent trends in M&A. Case study	lecture, debate demonstration, exercises, case study	2 hours
The importance of the integration plan in the M&A success.		2 hours
Case study: Cultural Alignment - Implementing an Appropriate Culture		
Hostile takeovers case studies		2 hours
Valuing a M&A transaction		4 hours
Case study: Maximizing value when selling a business		
Exercises regarding financial accounting and tax implications in M&A		2 hours
Bankruptcy and reorganization versus liquidation. Case study.		2 hours

Bibliography

- Ciobanu Radu – *Achiziții, fuziuni și restructurări corporative*, Editura ASE, 2013.
- Donald de Pamphilis – *Mergers, acquisitions and other restructuring activities*, Editia a 6-a, Elsevier, 2012.
- Huma Elena – *Managementul proceselor pe piata de fuziuni, preluari si achizitii*, Editura ASE, 2013.
- Hurduzeu Gheorghe – *Achiziții și fuziuni de firme: cazuri celebre*, Ed. Economică, 2003.
- J. Fred Weston, Samuel C Weaver – *Mergers and acquisitions*, McGraw Hill Series, 2001.
- William J. Gole, Paul J. Hilger - *A mergers and acquisitions best practices guide*, JOHN WILEY& SONS, INC., 2008.
- *Patrick A. Gaughan - Mergers, acquisitions and corporatere structurings, Editia a cincea, John Wiley&Sons, 2011.*
- ChandrashekarKrishnamurti, Vishwanath S.R – *Mergers, acquisitions and corporate restructuring*, SagePublications, 2008.
- Patriche Iulian – *Managementul tranzactiilor comerciale, negocierilor, contractarilor si achizitii*, EdituraUniversitară, 2008.
- www.qfinance.com
- KPMG – *Achiziții și fuziuni*



9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

- The discipline syllabus is correlated with the content of international courses in the field.
- The content of the discipline is corroborated with the requirements of the professional bodies: CECCAR and CAFR, to which the teacher is a member.

10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
10.4 Course	Business valuation report	project	30%
10.5 Seminar/laboratory	Analysis of a case study in the field of acquisitions, mergers and restructuring of firms.	Case study	30%
	Final exam	Written exam	40%
10.6 Minimum performance standard			
- solving correctly 50% of written exam applications			
- business valuation report			

Fill-in Date

25.09.2020

Signature of Course Teacher

Signature of Seminar Teacher

Department Acceptance Date

05.10.2020

Signature of Department Director

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Faculty of Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master of Business Management (english)

2. Discipline Information

Discipline Name	International Projects Management			
Course Code	Course Type	Year of Study	Semester	Credit Number
	DA	I	2	7
Evaluation Type	Discipline Category (DF=fundamental.; DD-domain; DS=specialty; DC=complementary)			
E	DD			
Course Teacher	Lect. PhD. Dumitru TROANCA			
Seminar/laboratory /project Teacher	Lect. PhD. Dumitru TROANCA			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1	-	-	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (<i>NOAD_{sem}</i>)
28	14	-	-	42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		25
Additional learning by using library facilities, electronic databases and on-site information		50
Preparing seminars/laboratories, homework, portfolios and essays		50
Tutorial activities		5
Exams		3
Total Number of Hours for Individual Study (<i>NOSI_{sem}</i>)		133
Total Hours per Semester (<i>NOAD_{sem} + NOSI_{sem}</i>) = credits x 25		175

4. Preconditions (if needed)

Disciplines needed to be passed	Management, Mathematics
Competences	

5. Conditions (if needed)

Course related	Classroom with computer and video-projector
Seminar/laboratory related	Classroom with computer and video-projector



6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> ✓ Identification of the concepts related to planning, organizing, coordinating and controlling the activity of human resources in the context of business administration labor market specificity. ✓ Explanation and interpretation of concrete situations/processes of business administration for the correct interpretation of labor market developments and trends within companies regarding employees. ✓ Develop alternative calculations for different situations (decision variants) in the allocation of resources. ✓ Establishing the necessary of material and financial resources in relation to the volume and efficiency requirements of trade and tourism organizations. ✓ Participation in substantiation of prefeasibility and feasibility studies for business investment.
Transversal Competences	<ul style="list-style-type: none"> ✓ Identifying roles and responsibilities in a multi-specialized team and application of networking techniques and effective work within the team.

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	Learning the concepts, methods and techniques related with management of changes, using projects
Specific Objectives	<p>Developing students' ability to organize and lead teams responsible for implementing various projects at the organization level.</p> <p>Getting students used with an applicative leading teams approach</p>

8. Content

Course		Hours
Course 1	Projects - nature and purpose	2
Course 2	Place and role of the projects in the strategic system of a company	2
Course 3	Project choice - numerical and non-numerical techniques	2
Course 4	Project organization - methods and structures	4
Course 5	Project planning	2
Course 6	Organizing the project. Project teams	4
Course 7	Project costing and budgeting	2
Course 8	Projects and change	2
Course 9	Resolving project problems	2
Course 10	Conflicts related to the project	2
Course 11	Projects monitoring and controlling	2
Course 12	Project completion	2
Total Course Hours:		28
Seminar/Laboratory		Hours
Sem 1	Projects - nature and purpose	1
Sem 2	Place and role of the projects in the strategic system of a company	1
Sem 3	Project choice - numerical and non-numerical techniques	1
Sem 4	Project organization - methods and structures	2
Sem 5	Project planning	1
Sem 6	Organising the project. Project teams	2



Sem 7	Project costing and budgeting	1
Sem 8	Projects and change	1
Sem 9	Resolving project problems	1
Sem 10	Conflicts related to the project	1
Sem 11	Projects monitoring and controlling	1
Sem 12	Project completion	1
Total Seminar/laboratory hours		14

Teaching Methods

Course: Lecture, explanation, heuristic conversation, debate.

Seminar: Brainstorming, explanation, problem solving, case studies, graphic organizers.

Bibliography

Recommended Bibliography	Griffith, T., The plugged-in manager, Jossey-Bass, Wiley, San Francisco, 2012
	Heagney, J., Fundamentals of Project Management, 4th Edition, AMACOM, 2012
	Kerzner, H., Management de proiect, vol. 1 și 2, Ed. CODECS, București 2010
	Kerzner, H., Project management case studies, John Wiley & Sons, New Jersey, 2017
	Opran, C., Managementul proiectelor, Ed. Comunicare.ro, București, 2014
Additional Bibliography	Troanca, D., Managementul proiectelor, Suport de curs ULBS, 2015
	Pickerdn, A., Planning and managing your work based project, bookboon.com, 2015
	Schwalbe, K., An Introduction to Project Management, 2013

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

After a series of meetings and professional debates with the stakeholders, the course content has been correlated with the requirements of the Romanian business environment.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Pre-examination	Written online test	20%	nCPE
	Final examination	Oral online evaluation	30%	
Seminar/ Laboratory	Progressive evaluation	Seminar activity evaluation	20%	nCPE
		Project sustained during seminar	30%	nCPE
Minimum performance standard 50%				
<ul style="list-style-type: none"> knowing the key concepts which discipline is operating with the ability to apply learned theoretical concepts in projects 				



ULBS

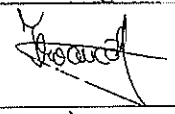
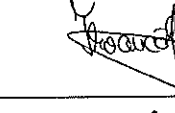

Universitatea "Lucian Blaga" din Sibiu

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: Oct., the 25.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Lect. PhD. Dumitru TROANCA	
Seminar/laboratory Teacher	Lect. PhD. Dumitru TROANCA	
Department Director	Assistant Prof. Phd. Camelia BUDAC	

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing and Business Administration Department
Study Domain	Management
Study Level	Master
Study Program	Business Management

2. Discipline Information

Discipline Name	Brand Strategies			
Course Code	Course Type	Year of Study	Semester	Credit Number
	M	II	I	7
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
E				
Course Teacher	Associate professor Ph.D Camelia BUDAC			
Seminar/laboratory /project Teacher	Associate professor Ph.D Camelia BUDAC			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1	-	-	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (<i>NOAD_{sem}</i>)
28	14	-	-	42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		30
Additional learning by using library facilities, electronic databases and on-site information		35
Preparing seminars/laboratories, homework, portfolios and essays		40
Tutorial activities		2
Exams		2
Total Number of Hours for Individual Study (<i>NOSI_{sem}</i>)		133
Total Hours per Semester (<i>NOAD_{sem} + NOSI_{sem}</i>) = credits x 25		175

4. Preconditions (if needed)

Disciplines needed to be passed	• Marketing
Competences	• Proper use of marketing concepts, methods, techniques and instruments • Marketing-mix development • Collecting, analyzing and interpreting marketing information regarding the company and its environment



5. Conditions (if needed)

Course related	• Classroom with multimedia equipment and internet access
Seminar/laboratory related	• Classroom with multimedia equipment and internet access

6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> • PC1: Scientific decision-making regarding the company's brand policies, through the collection, analysis and interpretation of information on branding strategies • PC2: The implementation, evaluation and control of the organization's brand strategies and policies, in their interdependence and according to the trends in the external environment • PC4: The effective, efficient and integrated performance of brand strategies activities at company level and at that of its strategic business divisions/ units
Transversal Competences	<ul style="list-style-type: none"> • TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy • TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team • TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	The aim of this course is to provide students with all relevant theoretical dimensions of successful Brand Strategy. Further they will become acquainted with branding tools and will learn how to use them effectively.
Specific Objectives	<p>Students are required to demonstrate a critical reflection of the theories and concepts presented in the course. By writing a scientifically based assignment essential skills for scientific working will be improved. Further students train their rhetorical and didactical competences and develop self-awareness and critical ability, attitudes, which characterize effective researchers.</p> <p>The course is also concerned with putting Brand Strategy theory into practice by examining a number of real-world brands and case studies. Students will develop an understanding of the complex reality and process of Brand Strategy. They will learn how to generate creative and original solutions to strategic branding problems and to communicate these efficiently. Further soft skills like personal initiative, teamwork, attitude of responsibility, self-awareness and critical ability will be trained.</p>

8. Content

Course	Hours
Course 1	2
Course 2	4



Course 3	Identifying and Establishing Brand Positioning	2
Course 4	Brand Resonance and the Brand Value Chain	2
Course 5	Creating the Brand Experience: Verbal Identity, Visual and Sensory Identities	4
Course 6	The Four Vectors of Brand's Tangibility	2
Course 7	Designing and Implementing Brand Architecture Strategies	4
Course 8	Brand Audit	2
Course 9	Measuring Sources of Brand Equity	4
Course 10	Measuring Outcomes of Brand Equity	2
Total Course Hours:		28
Seminar/Laboratory		Hours
Sem 1	Delivery organizational information about the discipline, the way of work, duties and responsibilities etc What are the strongest brands?	2
Sem 2	Brand knowledge. Associative network memory model	2
Sem 3	Points-of-parity and points-of-difference Brand Report Card	2
Sem 4	Choosing brand elements	2
Sem 5	Creating customer value Brand associations use in building brand equity	2
Sem 6	Delivering the brand experience Delivering the brand promise	2
Sem 7	Final team projects' presentations	2
Total Seminar/laboratory hours		14

Teaching Methods

Interactive lecture		
Case study		
Debates		
Presentations		

Bibliography

Recommended Bibliography	<ul style="list-style-type: none"> Keller, Kevin Lane, Strategic Brand Management, 4th edition, Pearson Education 2013
	<ul style="list-style-type: none"> Landor, The Essentials of Branding, McGraw-Hill, 2010
	<ul style="list-style-type: none"> Olins, Wally, The Brand Handbook, Thames&Hudson, 2008
	<ul style="list-style-type: none"> Wheeler, Alina, Designing brand identity: An Essential Guide for the Whole Branding Team, 4th edition, John Wiley&Sons, 2012
Additional Bibliography	<ul style="list-style-type: none"> Muzellec, L. and Lambkin, M. C., Corporate Rebranding: the art of destroying, transferring and recreating brand equity, European Journal Of Marketing, 2006
	<ul style="list-style-type: none"> Neumeier, Marty, The Brand Gap: How to Bridge the Distance Between Business Strategy and Design, New Riders Publishing, 2005
	<ul style="list-style-type: none"> Trout, Jack, Rivkin, Steve, Repositioning: Marketing in an Era of Competition, Change and Crisis, McGraw-Hill, 2010
	<ul style="list-style-type: none"> Olins, Wally, Brand new: The shape of brands to come, Thames&Hudson, 2014



9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

The aim in developing the course contents was to ensure compatibility with similar programs taught abroad. Experts of the private sector were also consulted for this material. The table of contents of the course is regularly updated based on new topics arising in this field of study.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	In class participation	Final test/ Evaluation during semester	10%	
	Understanding the topics presented	Final test/ Team case lead	20%	
Seminar/ Laboratory	Class overall performance	Final test/ Debates	10%	
	Individual Case Analysis	Debates	30%	CEF
	Team Project	Presentation and debates	30%	CPE
Minimum performance standard				

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 26.09.2020

Department Acceptance Date: 30.09.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Assoc. Prof. PhD. Camelia Budac	
Seminar/laboratory Teacher	Assoc. Prof. PhD. Camelia Budac	
Department Director	Assoc. Prof. PhD. Camelia Budac	

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name	Competitive Strategies			
Course Code	Course Type	Year of Study	Semester	Credit Number
	DO	II	I	7
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
Exam				
Course Teacher	Associate Professor PhD Silvia Mărginean			
Seminar/laboratory /project Teacher	Associate Professor PhD Silvia Mărginean			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1	-	-	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (<i>NOAD_{sem}</i>)
28	14	-	-	42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		49
Additional learning by using library facilities, electronic databases and on-site information		30
Preparing seminars/laboratories, homework, portfolios and essays		50
Tutorial activities		2
Exams		2
Total Number of Hours for Individual Study (<i>NOSI_{sem}</i>)		133
Total Hours per Semester (<i>NOAD_{sem} + NOSI_{sem}</i>) = credits x 25		175

4. Preconditions (if needed)

Disciplines needed to be passed	None
Competences	None

5. Conditions (if needed)

Course related	None
Seminar/laboratory related	None



6. Gained Specific Competences

Professional Competences	<p>CPI - Scientific fundamentation of decisions by identifying, analyzing and interpreting information concerning the interaction between the organization and its environment</p> <ul style="list-style-type: none"> • Understanding competitive strategy, the basic concepts and the tools necessary to develop and implement competitive strategy • Understanding and explaining competitive advantage of the firm, how firms in an industry compete over time, particularly across the industry life cycle • Learning about vertical integration, outsourcing and partnering • Explaining the impact of globalization on competitive strategy
Transversal Competences	<p>CT2 - Identifying and defining roles and responsibilities in a multi-specialized and independent team</p>

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	<ul style="list-style-type: none"> • The course will provide the students basic knowledge about competitive strategy
Specific Objectives	<ul style="list-style-type: none"> • Understanding the fundamental concepts in competitive strategy: industry analysis, firm and industry evolution, strategic boundaries, partnering • Developing an awareness of the dynamic impact of the firm strategic actions on the industry • Building habits of analytical thinking, and skills in reporting conclusions effectively in written and oral form

8. Content

Course		Hours
Course 1	What is Competitive Strategy?	4
Course	Competitive Advantage. Creating the Superior Market Position: Value and Cost	2
Course 3	Competitive Advantage. Defending the Superior Market Position: Isolating Mechanisms	2
Course 4	Industry Analysis. Defining Industry Boundaries. How Industry Forces Influence Profitability. Industry Forces That Drive Profits Down: The Five Forces	2
Course 5	Industry Analysis. Industry Forces That drive Profits Up: The Value Net	2
Course 6	Strategy over Time: Growth and Innovation. The Stages of Industry Evolution	4
Course 7	Strategic Boundaries. Vertical Integration and Outsourcing	2
Course 8	Strategic Boundaries. Partnering. Recent Trends in Partnership Formation. Motivations Behind Partnerships. The Disadvantages of Partnerships.	2
Course 9	Strategic Boundaries. Partnering. Partner Selection. Partnership Form. Managing Alliances. Alliance Dynamics	2
Course 10	Global Strategy. Why Do Regions Matter? Why Do Countries Matter?	2
Course 11	Global Strategy. Porter's Diamond Model. A framework for Global Competition.	2
Course 12	Global Strategy. Modes of Entering Foreign Markets. Organizing for Global Competition in a Single Business	2
Total Course Hours:		28
Seminar/Laboratory		Hours
Sem 1	Relevant market and industry – key concepts in competitive strategy	2
Sem 2	Measuring the market power. Concentration rate & HHI and competition	2



	policy.	
Sem 3	Competitive advantage. The Farmgirl Flowers Podcase, Harvard Business Publishing, June 2020 (HBP No. 7194)	2
Sem 4	The Five Competitive Forces That Shape Strategy, Michael Porter, Harvard Business Review, 2008. Applying the Five Forces: Some Industry Analysis. Chicago Hospital Markets	2
Sem 5	The Stages of Industry Evolution. Cases – Netflix, Uber, McDonalds, Coca Cola	2
Sem 6	Strategic Alliances. Amazon and Future Group: rethinking the alliance strategy, W16382, Ivey Publishing, 2016	2
Sem 7	Global Strategy. Cases	2
Total Seminar/laboratory hours		14

Teaching Methods

<p>Online teaching using Google Meet Lectures & PPT presentations, discussions, cases, in-class assignments, team project Google Classroom – for assignments, teaching materials and communication</p>	Code: sk5sqcz	
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Bibliography

Recommended Bibliography	<ul style="list-style-type: none"> • Gordon Walker, Tammy L. Madsen, Modern Competitive Strategy, 4th edition, McGraw Hill Education, 2015 • Porter, Michael, On competition, The Harvard Business Review Series, 2008 • Porter, Michael; The Five Competitive Forces That Shape Strategy, Harvard Business Review, 2008 • Motta, M. (2009). Competition Policy. Theory and Practice (11th printing ed.): Cambridge University Press. • Perloff, J. M., Karp, L. S., & Golan, A. (2007). Estimating Market Power and Strategies: Cambridge University Press. Spulber, Daniel F.; Global competitive strategy, Cambridge University Press, 2007 • The antitrust revolution: Economics, Competition and Policy. (2009). Oxford University Press.
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- Amazon and Future Group: rethinking the alliance strategy, W16382, Ivey Publishing, 2016
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- Braun, Michael; Latham, Scott; Mastering Strategy. Workshops for Business Success, Praeger, 2014
- Brennan, Luis; How Netflix Expanded to 190 Countries in 8 Years, Harvard Business Review, Oct. 2018
- Coca-Cola India's Frozen Dessert Plan Heats up Competition, W18455, Ivey Publishing, 2018
- Facebook, Inc., MH0030, Rev. April 2015
- McDonald's Corporation, Frank T. Rothaermel, John Kim, MH0050, Rev. Sept 2017
- Netflix in India: The Way Ahead, W17100, Ivey Publishing, 2017
- Nintendo Switch: Shifting from Market-Competing to Market-Creating Strategy, Michael Olenick, INSEAD Blue Ocean Strategy Institute, IN1575, 2019
- Porter, Michael; The Five Competitive Forces That Shape Strategy, Harvard Business Review, 2008
- Shopclues: turning logistics into a competitive advantage (2017)
- Social Strategy at Nike, 9-712-484, Rev. March 2014
- Starbucks Coffee Company: Transformation and Renewal, HBS 9-314-068, Rev. June 2014
- The Case Of KLM And Northwest Airlines
- The taste of LIME: competitive dynamics and strategies in the telecommunications industry (2011)
- Uber in Colorado – Seeking Regulatory Certainty, Paul R. Seaborn, Peter Scott, Will Miller. Case Research Journal. NA0417, 2017
- Walker, Gordon; Madsen, Tammy L.; Modern Competitive Strategy, McGraw Hill Education, Fourth Edition, 2016
- YouTube, Google, and the Rise of Internet Video, KEL403
- Zara: Fast Fashion, HBS 9-703-497, Rev. Dec.2006

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
	Knowing and understanding of the concepts, categories and theories of the course	Final exam	30%	CEF CPE



	Required reading and homework	Before/After class assignments, answers and course participation	20%	CEFnCPE
Seminar/ Laboratory	Applying the theory, cooperation and team work, communication skills	Team project	30%	CEFCPE
	Required reading (case studies, articles and reports) and assignments	Before/After class assignments, answers and seminar participation	20%	CEFnCPE

Minimum performance standard

The final exam is based on the theoretical tools and cases from the class

- o Book, selected chapters (available in the first PPT presentation - week 1)
- o Available Cases: Zara, Starbucks, Nike, Apple, Facebook, Nintendo, McDonalds, Uber, Netflix, etc (see the Bibliography).

Class discussions are an integral part of the learning and evaluation process. The overall participation grade will depend on answers and class participation; short cases, written answers, questions and answers during the case presentation: evaluation for individual and group assignments during the class

Minimum performance standard:

- Students know the main concepts, recognize them and can apply them in real life business context
- Students have read the minimum required bibliography
- Students should accumulate at least 50% of the total score. Final exam and team project are compulsory

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

() CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;**

Filling Date: 28.09.2020

Department Acceptance Date:..... 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Associate Professor PhD Silvia Mărginean	
Seminar/laboratory Teacher	Associate Professor PhD Silvia Mărginean	
Department Director	Associate Professor PhD Camelia Budac	

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Faculty of Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name	E-Business Management			
Course Code	Course Type	Year of Study	Semester	Credit Number
	DD	2	1	7
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
Course Teacher	Associated Professor Razvan Sorin Serbu, Ph.D			
Seminar/laboratory /project Teacher	Associated Professor Razvan Sorin Serbu, Ph.D			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1			3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
28	14			42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		42
Additional learning by using library facilities, electronic databases and on-site information		42
Preparing seminars/laboratories, homework, portfolios and essays		40
Tutorial activities		5
Exams		4
Total Number of Hours for Individual Study (NOSI _{sem})		133
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		175

4. Preconditions (if needed)

Disciplines needed to be passed	
Competences	Knowing and understanding of the basic concepts in business

5. Conditions (if needed)

Course related	Videoprojector, laptop & internet connection
Seminar/laboratory related	Videoprojector, laptop & internet connection



6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> • Identifying, describing and explaining the main concepts, categories and theories of electronic commerce – in order to use them in specific contexts; • Define and describe the main concepts of opportunity in electronic commerce; • Applying the most appropriate tools in electronic commerce related problems; • Identify and describe the necessary strategy in starting and operating an electronic business. • Applying the most appropriate tools to optimize the strategic process within the organization in an electronic environment
Transversal Competences	<ul style="list-style-type: none"> • Familiarize students with situations arising in electronic commerce thus ensuring a better perception of electronic business in a global economy. • Presenting concepts of electronic commerce and interpret different situations; • Analysis of case studies and the ability to correlate the theoretical elements and studied cases in electronic commerce; • It also develops the student's ability to apply the acquired knowledge in practice, research skills, creativity and ability to create projects and run them; • Identifying roles and responsibilities in a multi-specialized team and applying networking and effective work techniques within the team in creating an electronic business; • Identifying training opportunities and effective use of resources and learning techniques for personal and professional development; • Working with electronic commerce specific vocabulary in English.

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	<ul style="list-style-type: none"> • For students to know e-business management, why is it crucial for any kind of organization and how can they determine a company's (sustainable) competitiveness;
Specific Objectives	<ul style="list-style-type: none"> • Understanding the electronic business process and the key-role of strategy within it; • Developing the ability to work in teams and to lead working teams in order to elaborate – formulate – implement – control and evaluate a company's e-business management; • The acquisition and developing of knowledge and skills enabling creative and critical thinking, fast and timely decisions, and proactive behaviours;



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8. Content

Course		Hours
Course 1	Introduction to e-business	2
Course	The impact of electronic communication on traditional business .The difrence between e-commerce and e-business	2
Course 3	E-business opportunities	2
Course 4	E-business risks and barriers to business adoption	2
Course 5	Business models for e-commerce	2
Course 6	Assessing e-business	2
Course 7	Managing e-business infrastructure	2
Course 8	E-environment	2
Course 9	Management response to e-business, strategy and aplications	2
Course 10	Management response to c-business, strategy and aplications	2
Course 11	E-business security	2
Course 12	Architectural design of e-business system	2
Course 13	The challenges of e-business transformation - Change management	2
Course 14	The future of e-business	2
Total Course Hours:		28
Seminar/Laboratory		Hours
Sem 1	Introduction. links. e-business capabilities	1
Sem 2	What is the difference between e-commerce and e-business; Real world	1
Sem 3	Advantages and disadvantages of e-business.	1
Sem 4	Project presentation 1	1
Sem 5	A short history of Facebook, Instagram, Alibaba, Amazon, Ebay	1
Sem 6	Project presentation 2	1
Sem 7	Evaluating an organization's e-business capabilities	1
Sem 8	Drivers and barriers of consumer Internet adoption	1
Sem 9	Drivers and barriers of consumer Internet adoption	1
Sem 10	Internet governance	1
Sem 11	Project presentation 3	1
Sem 12	Focus on web services, benefits and challenges	1
Sem 13	Popularity of mobile aplications	1
Sem 14	Project presentation 4	1
Total Seminar/laboratory hours		14

Teaching Methods

Lecture, Explanation; Classroom discussion; Case Study;		
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Demonstration; Collaboration, Classroom Action Research

Bibliography

<p>Recommended Bibliography</p>	<p>David Chaffey – "Digital Business and E-Commerce Management", Financial Times/Prentice hall 6 edition, 2016 David Chaffey – "E-Business and E-Commerce Management", Financial Times/Prentice hall 5 edition, 2011 Steve Case- The Third Wave, An entrepreneur's vision of the future", Simon and Schuster Inc, 2016 Schneider Gary – "E-Business", Course Technology, 2013. Turban Efraim, Dave King, Jae Kyu Lee and Dennis Viehland – "Electronic Commerce: Managerial Perspective", Prentice Hall, 2006. "International Conference on E-Commerce, E-Business and E-Government", Association for Computing Machinery, 2017 Ogrea, C., & Herciu, M. (2015). A Dynamic Model for the Global Corporation: The Triad Networks—Coevolution—Competitiveness. <i>Global Enterprise Management, Volume I: New Perspectives on Challenges and Future Developments, 1</i>, Palgrave Mac Millan, 1079. The Economist</p>
<p>Additional Bibliography</p>	<ul style="list-style-type: none"> • "Tool of titans", Tim Ferris, Houghton Mifflin Harcourt, 2016 • "E-commerce will make the shopping mall a retail wasteland" ZDNet, January 17, 2013 • "'Free Shipping Day' Promotion Spurs Late-Season Online Spending Surge, Improving Season-to-Date Growth Rate to 16 Percent vs. Year Ago" Comscore, December 23, 2012 • "The Death of the American Shopping Mall" The Atlantic — Cities, December 26, 2012 <ul style="list-style-type: none"> • Frederic P. Miller, Agnes F. Vandome and John McBrewster – "Mobile commerce: Location-based service, Mobile banking, Mobile browser, Memetic engineering, Mobile payment, Electronic commerce, Mobile ticketing", Alphascript Publishing, 2010.

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Knowing and understanding of the concepts, categories and theories of the course	Exam	50%	
Seminar/ Laboratory	the ability to apply in practice theoretical notions learned periodic assessment by oral and / or written mock examinations	• Final project evaluation	30%	nCPE
	continuous assessment throughout the semester	Continuous evaluation	20%	CPE
Minimum performance standard				



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- The student to identify and classify the basic concepts
 - The student to define, recognize and enumerate the fundamental categories of electronic business
 - The student to conceptualize and to operate with the basic concepts, to identify them into case studies;
- The student to develop a proper and coherent representation of the significance of electronic business

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 25 septembrie 2020.....

Department Acceptance Date: 05.10.2020.....

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Associated Professor Razvan Sorin Serbu, Ph.D	<i>Razvan</i>
Seminar/laboratory Teacher	Associated Professor Razvan Sorin Serbu, Ph.D	<i>Razvan</i>
Department Director	Associated Professor Camelia Budac, Ph.D	<i>[Signature]</i>

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name	Business taxation			
Course Code	Course Type	Year of Study	Semester	Credit Number
BT	DA	II	I	6
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
E	DS			
Course Teacher	I.ect. univ. dr. Liliana Barbu			
Seminar/laboratory /project Teacher	Lect. univ. dr. Liliana Barbu			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
1	2	0	0	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
14	28	0	0	42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		42
Additional learning by using library facilities, electronic databases and on-site information		25
Preparing seminars/laboratories, homework, portfolios and essays		22
Tutorial activities		4
Exams		15
Total Number of Hours for Individual Study (NOSI _{sem})		108
Total Hours per Semester (NOAD_{sem} + NOSI_{sem}) = credits x 25		150

4. Preconditions (if needed)

Disciplines needed to be passed	Public Finances Taxation Accounting
Competences	<ul style="list-style-type: none"> Understanding the basic concepts in taxation field (tax, tax policy, tax return, tax control, tax avoidance etc. Identifying the interference between accounting and taxation



5. Conditions (if needed)

Course related	<ul style="list-style-type: none"> students cannot use the phone during courses and seminars (conversations, SMS, video recording and instant messages are prohibited); aggressive behavior is not accepted, insulting other persons is prohibited, discussions will take place in a civilized manner with verbal expression alternating with active listening; presence is not mandatory at courses / seminar;
Seminar/laboratory related	<ul style="list-style-type: none"> students are required to list materials provided electronically to them by the teacher; projects will be presented oral, by using a poster in PPT, in the last week of course and seminar

6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> PC1: Scientific decision-making regarding the company's management policies, through the collection, analysis and interpretation of information on the interaction between the organization and its external environment PC5: The management and employment of data, information and knowledge bases for the application of the company' management and marketing methods, techniques and tools
Transversal Competences	<ul style="list-style-type: none"> TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	Develop both practical and theoretical skills in taxes' management
Specific Objectives	<ul style="list-style-type: none"> Understand and apply specific concepts of business taxation (corporate income tax, VAT, price transfer, tax avoidance, small enterprises income taxation, deductions, allowances, intra-community acquisitions, intra-community delivery, tax havens etc.) Determine the value of taxes owed by a Romanian company (mostly corporate income tax, VAT, excises, local taxes and social contributions) Develop communication skills in Business English (written and orally) by using a specific terms from taxation area



	<ul style="list-style-type: none"> Assimilation of knowledge on international business taxation
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8. Content

Course		Hours
Course 1	Taxation from theory to economic reality	2
Course 2	Corporate income tax in Romania – in depth	2
Course 3	Romanian value added tax - in depth	2
Course 4	Employees' remuneration and fiscal responsibilities of companies	2
Course 5	Excises and movement of excisable products in EU	2
Course 6	Tax debts of companies to local authorities	2
Course 7	Tax control and tax avoidance	2
Total Course Hours:		14
Seminar/Laboratory		Hours
Sem 1	The role of tax systems in decision-making process	2
Sem 2	Corporate income tax case studies	4
Sem 3	Romanian VAT & Intra-community VAT case studies	4
Sem 4	Wages taxation case studies	2
Sem 5	International trade and customs duties	2
Sem 6	Local taxes owed by companies case studies	2
Sem 7	Other taxes owed by companies	2
Sem 8	Relationship between taxpayers and tax administration institution	2
Sem 9	Tax hell versus tax haven	2
Sem 10	Double taxation and price transfer	2
Sem 11	International business taxation (EU)	2
Sem 12	Project presentations	2
Total Seminar/laboratory hours		28

Teaching Methods

lecture, conversation, brainstorming, debate, case study, problem-solving, computer use		
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Bibliography

Recommended Bibliography	Law no. 227/2015 on New Romanian Tax Code, updated 2020
	Law no. 207/2015 on Tax Procedural Code, updated 2020



Additional
Bibliography

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- Creative Tax Strategies for Creating Financial Freedom, Kara Krystina Ostroski-francis Esq, Createspace Publisher, 2012
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- VAT Rates Applied in the Member States of the European Union, European Commission, 2020, https://ec.europa.eu/taxation_customs/sites/taxation/files/resources/documents/taxation/vat/how_vat_works/rates/vat_rates_en.pdf
- Worldwide Corporate Tax Guide, Ernst & Young, 2020, https://www.ey.com/en_gl/tax-guides/worldwide-corporate-tax-guide-2020
- Worldwide Tax Guide, PKF, 2021-21, <https://www.pkf.com/publications/tax-guides/pkf-international-worldwide-tax-guide-1/>
- Worldwide VAT, GST and sales tax guide, Ernst & Young, 2020, https://www.ey.com/en_gl/tax-guides/worldwide-vat--gst-and-sales-tax-guide-2020

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.



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10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Final evaluation (theory and case study)	Exam	50%	CEF
Seminar/ Laboratory	Correctness in solving case studies and active participation in discussions during seminars	Checking workhomes, continuous evaluation during learning process	20%	nCPE
	Knowledge of business taxation of other country	Individual project	30%	CPE

Minimum performance standard

- The final grade is calculated as an average of the three evaluation criteria.
- For passing the exam is required to obtain minimum 5 at the written exam.
- The minimum grade covers corporate income tax, VAT, local taxes and excises knowledge.
- Weekly homework is optional and it does not influence passing the exam.
- The project is mandatory for all students.
- Students must prepare a project in accordance with the requirements.
- For project's evaluation the following aspects are taken into consideration: content, design, requirements compliance, presentation quality, students' answers.

(*) **The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.**

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 25.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Lect. univ. dr. Liliana Barbu	
Seminar/laboratory Teacher	Lect. univ. dr. Liliana Barbu	
Department Director	Conf. univ. dr. Camelia Budac	



DISCIPLINE SYLLABUS *

1. Program Information

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Faculty of Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Business Administration
Study Level	Master studies
Study Program	Business Management

2. Discipline Information

SALES FORCE AND LOGISTICS				
Discipline Name	Course Type	Year of Study	Semester	Credit Number
Course Code	optional	II	I	6
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
E	DA			
Course Teacher	Lecturer Alma Pentescu, Ph.D.			
Seminar/laboratory /project Teacher	Lecturer Alma Pentescu, Ph.D.			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
1	2	-	-	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
14	28	-	-	42

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		35
Additional learning by using library facilities, electronic databases and on-site information		35
Preparing seminars/laboratories, homework, portfolios and essays		35
Tutorial activities		0
Exams		3
Total Number of Hours for Individual Study (NOSI _{sem})		108
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		150

4. Preconditions (if needed)

Disciplines needed to be passed	<ul style="list-style-type: none"> Marketing, Statistics
Competences	<ul style="list-style-type: none"> Basic knowledge about customer expectations and distribution channels; Basic statistical knowledge (distributions, regressions, correlations, etc.).

5. Conditions (if needed)

Course related	<ul style="list-style-type: none"> Laptop or smartphone with internet access
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Seminar/laboratory related	<ul style="list-style-type: none"> Laptop with internet access
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6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> Knowledge, understanding and correct use of specific, sales- and logistics-related concepts; The ability to forecast sales; A basic know-how about the recruitment and selection process, about different methods of motivating and compensating the sales force, as well as measures of evaluating sales performance; A basic know how about warehouse organization; A basic know-how about inventory planning and management; The ability to calculate transport problems; The ability to understand current challenges faced by sales managers and supply chain professionals and to provide a basis for handling these challenges.
Transversal Competences	<ul style="list-style-type: none"> A positive reaction to feed-back and requests; The development of research abilities; The development of ethical behavior; The development of cross domain/interdisciplinary collaboration abilities; The development of problem-solving abilities; The ability to plan projects and manage time effectively; The ability to use applied data analysis skills to make business decisions.

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	<ul style="list-style-type: none"> This course aims to examine the attributes of an effective sales force and to provide students with the skills and knowledge in aspects of logistics in a sustainable supply chain. The instructor will familiarize students with the activities involved in managing the sales force and will involve students in specific learning exercises that simulate "real world" activities that sales and logistics managers partake in on a regular basis.
Specific Objectives	<ul style="list-style-type: none"> To gain a basic understanding of sales force management and logistics principles, as well as a specific, sales- and logistic-related vocabulary; To introduce students to the key activities performed by the sales department (recruitment and selection, methods of motivating and compensating the sales force, measures of evaluating sales performance, sales forecasting, etc.); To introduce students to the key activities performed by the logistics function, including distribution, transportation and inventory control; To refine applied data analysis skills by analyzing and using sales / supply chain data to make business decisions.



8. Content

Course		Hours
Course 1	Sales management in the 21 st century	2 hours
Course 2	The strategic role of information in sales management: Methods of sales forecasting	2 hours
Course 3	Sales force recruitment and selection	2 hours
Course 4	Salesperson performance: motivating the sales force	2 hours
Course 5	Compensating the sales force and evaluating sales performance	2 hours
Course 6	Warehouse organization	2 hours
Course 7	Handling and picking systems	2 hours
Total Course Hours:		14
Seminar/Laboratory		Hours
Sem 1	Introductory seminar	2 hours
Sem 2	Retail trends	2 hours
Sem 3 & 4	Using simple linear regression and correlation to forecast sales – guest speaker	4 hours
Sem 5	Using multiple regression to forecast sales	2 hours
Sem 6	Sales force recruitment and selection	2 hours
Sem 7	Setting sales quotas and determining the sales force size	2 hours
Sem 8	Compensating the sales force and evaluating sales performance	2 hours
Sem 9	Introducing logistics	2 hours
Sem 10	Transport problems – guest speaker	2 hours
Sem 11 & 12	Warehousing, handling and picking systems	4 hours
Sem 13 & 14	ABC & XYZ analysis	4 hours
Total Seminar/laboratory hours		28

Teaching Methods

Lectures, Class discussion, Debates, Case studies, Problem solving, Projects

Bibliography

Recommended Bibliography	<ul style="list-style-type: none"> Gleissner H., Femerling J. C. (2013), <i>Logistics. Basics – Exercises – Case Studies</i>, Springer Johnston M. W., Marshall G. W. (2016), <i>Sales Force Management: Leadership, Innovation, Technology</i>, 12th Edition, Routledge
	<ul style="list-style-type: none"> Cichelli D. J. (2018), <i>Compensating the Sales Force. A Practical Guide to Designing Winning Sales Reward Programs</i>, 3rd Edition, McGraw-Hill David P. A. (2017), <i>International Logistics: The Management of International Trade Operations</i>, 5th Edition, Cicero Books Ingram T. N. (2015), <i>Sales Management: Analysis and Decision Making</i>, 9th Edition, Routledge Richards G., Grinsted S. (2016), <i>The Logistics and Supply Chain Toolkit: Over 100 Tools and Guides for Supply Chain, Transport, Warehousing and Inventory Management</i>, 2nd Edition, Kogan Page Winston W. L. (2014), <i>Marketing Analytics: Data-Driven Techniques with Microsoft Excel</i>, Wiley
Additional Bibliography	



9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

- The selected case studies and exercises will provide a good insight on the specific aspects of sales force management and logistics;
- Also, for a more hands-on approach, two guest speakers (a HR manager, a buyer or the representative of a logistics company, for example) will give a presentation, emphasizing real life examples.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Knowledge of the topics discussed	Written exam, online	40%	CEF
	Class participation (course + seminar)	Oral questions	30%	CEF
Seminar/Laboratory	Research on a sales force management related topic	Team project	30%	CEF

Minimum performance standard

- A final grade of 5 (five) is needed for graduating this discipline
- The student should know the basic concepts of this discipline, evaluated by written exam and by project presentation

(*) **The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.**

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 28.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Lecturer Alma Pentescu, Ph.D.	
Seminar/laboratory Teacher	Lecturer Alma Pentescu, Ph.D.	
Department Director	Associate Professor Camelia Budac, Ph.D.	



DISCIPLINE SYLLABUS

1. Program Information

1.1 Higher-Education Institution	„Lucian Blaga” University of Sibiu
1.2 Faculty	Economic Sciences
1.3 Department	Management, Marketing, and Business Administration
1.4 Study Domain	Management
1.5 Study Level	Master
1.6 Study Program/ Qualification	Master in Business Management

2. Discipline Information

2.1 Discipline name	Specialty Practice						
2.2 Course Teacher	Lect. Univ. dr. Mihai Tichindelean						
2.3 Seminar Teacher	Lect. Univ. dr. Mihai Tichindelean						
2.4 Year of Study	2 nd	2.5 Semester	1st	2.6 Evaluation Type	C	2.7 Discipline Type	DO

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	6	Out of which: 3.2 course	-	3.3 seminar/laboratory	6
3.4 Total hours from learning plan	84	Out of which: 3.5 course	-	3.6 seminar/laboratory	84
Learning time schedule					Hours
Learning by using course materials, references and personal notes					-
Additional learning by using library facilities, electronic databases and on-site information					-
Preparing seminars/laboratories, homework, portfolios and essays					-
Tutorial activities					2
Exams					82
Other activities					
3.7 Total individual study hours					-
3.9 Total hours per semester					84
3.10 ECTS					3

4. Preconditions (if needed)

4.1 curriculum	-
4.2 competences	-

5. Conditions (if needed)

5.1. course related	-
5.2. seminar/laboratory related	-



6. Developed competences

Professional	<ul style="list-style-type: none"> - Acknowledge the purpose and resources involved in the different departments of a global company; - Understanding an applying learned theoretical concepts regarding the planning, organizing, coordination and control activities within a/several department/departments of a company; - Understanding and solving problems within a/several department/departments of a company;
Transversal	<ul style="list-style-type: none"> - Applying professional ethic's principles, norms, and values within the personal working strategy in a rigorous, efficient, and responsible way; - Identification of roles and responsibilities within a multi-specialized team and application of relational techniques and efficient work within the considered team.

7. Course objectives (resulted from developed competencies)

7.1 Main course objective	The Internship Purpose is to get the Master's in Business Management students familiar with way the learned theoretical concepts can be applied in a real global business environment.
7.2 Specific course objectives	<ul style="list-style-type: none"> • Understand and apply the corporate culture in their daily work • Understand and use de company's ERP • Propose and implement solutions for the possible company's problems • Assess and present some internal/external business context of the company; • Apply and develop formal and informal communication skills

8. Content:

8.1 Course	Teaching methods	Observation
<p>8.2 Seminar</p> <p>Managing the Specialty Practice: The Specialty Practice will be assessed through a Colloquium in which the master-student will present/defend his/her Specialty Practice Project.</p> <p>Tentative Structure: The Specialty Practice Project should have a logical structure, should identify business-related problems and propose solutions in this regard.</p> <ol style="list-style-type: none"> 1. Introduction (motivation, project objectives) 2. General data about the business considered for the Specialty Practice 3. Case- Study <ol style="list-style-type: none"> 3.1. Executive summary 3.2. Short presentation of the company (vision, mission, business strategy, business objectives, organigram) 3.3. Situational Analysis (internal and external environment analysis, at the end SWOT Analysis) 3.4. Decisional problem identification 3.5. Research methods used for gathering the needed data for solving the decisional problem 3.6. Data analysis and results 	-	-



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Facultatea de Științe Economice

3.7. Solutions for the identified decisional problem		
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9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

For developing the content for the present Internship, dialogs with employers (Internship partners) were undertaken for knowing their expectations regarding the Internship activities and desired skills master-students should have after attending this program.

10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
Internship	Internship Project	Colloquium	100%
10.6 Minimum performance standard			
- For graduating this discipline, the final grade should be minimum 5 (five).			

Fill-in Date

25.09.2020

Signature of Course Teacher

Signature of Seminar Teacher

Department Acceptance Date

05.10.2020

Signature of Department Director



DISCIPLINE SYLLABUS *

1. Program Information

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	of Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name	STRATEGY AND STRATEGIC MANAGEMENT			
Course Code	Course Type	Year of Study	Semester	Credit Number
	DO	II	II	6
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
	DS			
Course Teacher	CLAUDIA OGREAN			
Seminar/laboratory /project Teacher	CLAUDIA OGREAN			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
2	1	-	-	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
24	12	-	-	36

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		30
Additional learning by using library facilities, electronic databases and on-site information		30
Preparing seminars/laboratories, homework, portfolios and essays		32
Tutorial activities		12
Exams		10
Total Number of Hours for Individual Study (NOSI _{sem})		114
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		150

4. Preconditions (if needed)

Disciplines needed to be passed	Managerial Economics
Competences	Knowledge and understanding of the basic concepts of Management

5. Conditions (if needed)

Course related	Google Classroom & [Google Meet / Videoprojector]
Seminar/laboratory related	Google Classroom & [Google Meet / Videoprojector]



6. Gained Specific Competences

Professional Competences	<p>PC1 - Identifying and analyzing the plethora of information on the (dynamic) interconnections between a firm and its strategic environment, in order to scientifically substantiate the strategic choices required by the strategic management process;</p> <p>PC2 - Elaboration, formulation, coordination of implementation, and control-evaluation of the firm's strategic system – in a coherent, integrated and consistent manner, able to support the co-evolution between a firm and its environment;</p> <p>PC3 - Designing and implementing a firm's strategic management system (together with all its components), as well as leading the firm and its strategic business units (by effectively and efficiently exercising the management functions);</p> <p>PC4 - Using big data analytics, business and competitive intelligence tools and instruments in managing a firm's strategic journey.</p>
Transversal Competences	<p>TC1 - Applying the ethical principles, standards and values in students' work;</p> <p>TC2 - Identifying roles and responsibilities in a multi-specialized team and applying networking and effective work techniques within the team;</p> <p>TC3 - Identifying training opportunities and effective use of resources and learning techniques for personal and professional development;</p> <p>TC4 - Working with the Strategy and Strategic Management's specific vocabulary in English.</p>

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	To provide students with an integrated and comprehensive approach of the theory and practice of strategy – as essential tool for companies in their search for sustainable competitiveness within the extremely complex business environment of nowadays – from a strategic leadership perspective
Specific Objectives	<p>For students to:</p> <ul style="list-style-type: none"> ✓ Know what strategy and strategic management are, explain why they are crucial for any kind of organization and how can they determine a company's (sustainable) competitiveness; ✓ Understand the strategic management process and the key-role of strategy within it; ✓ Acquire and develop (strategy and strategic management related) knowledge, competencies and skills which enable: creative and critical thinking, fast and timely decisions, proactive attitudes and behaviors, and strategic leadership; ✓ Gain of the necessary knowledge, and the main abilities and competencies needed in order to perform a strategic audit.



8. Content

Course	Hours
Course 1	2
Part I. ANALYSIS What Is Strategy? <ul style="list-style-type: none">- What Strategy Is: Gaining and Sustaining Competitive Advantage - <i>What Is Competitive Advantage?; Industry vs. Firm Effects in Determining Firm Performance</i>- Stakeholders and Competitive Advantage - <i>Stakeholder Strategy; Stakeholder Impact Analysis</i>- The AFI Strategy Framework- Implications for the Strategist	
Course 2	2
Strategic Leadership: Managing the Strategy Process <ul style="list-style-type: none">- Vision, Mission, and Values- Strategic Leadership - <i>What Do Strategic Leaders Do?; How Do You Become a Strategic Leader?; Formulating Strategy across Levels</i>- The Strategic Management Process - <i>Top-Down Strategic Planning; Scenario Planning; Strategy as Planned Emergence: Top-Down and Bottom-Up</i>- Implications for the Strategist	
Course 3	2
External Analysis: Industry Structure, Competitive Forces, and Strategic Groups <ul style="list-style-type: none">- The PESTEL Framework - <i>Political Factors; Economic Factors; Sociocultural Factors; Technological Factors; Ecological Factors; Legal Factors</i>- Industry Structure and Firm Strategy: The Five Forces Model - <i>Competition in the Five Forces Model; The Threat of Entry; The Power of Suppliers; The Power of Buyers; The Threat of Substitutes; Rivalry among Existing Competitors; A Sixth Force: The Strategic Role of Complements</i>- Changes over Time: Industry Dynamics- Performance Differences within the Same Industry: Strategic Groups - <i>The Strategic Group Model; Mobility Barriers</i>- Implications for the Strategist	
Course 4	2
Internal Analysis: Resources, Capabilities, and Core Competencies <ul style="list-style-type: none">- Core Competencies- The Resource-Based View - <i>Two Critical Assumptions; The VRIO Framework; Isolating Mechanisms: How to Sustain a Competitive Advantage</i>- The Dynamic Capabilities Perspective- The Value Chain Analysis- Implications for the Strategist- <i>Using SWOT Analysis to Generate Insights from External and Internal Analysis</i>	
Course 5	2
Competitive Advantage, Firm Performance, and Business Models <ul style="list-style-type: none">- Competitive Advantage and Firm Performance - <i>Accounting Profitability; Shareholder Value Creation; Economic Value Creation; The Balanced Scorecard; The Triple Bottom Line</i>	



	<ul style="list-style-type: none"> - Business Models: Putting Strategy into Action - <i>Popular Business Models; Dynamic Nature of Business Models</i> - Implications for the Strategist 	
Course 6	<p>Part II. FORMULATION</p> <p>Business Strategy: Differentiation, Cost Leadership, and Blue Oceans</p> <ul style="list-style-type: none"> - Business-Level Strategy: How to Compete for Advantage - <i>Strategic Position; Generic Business Strategies</i> - Differentiation Strategy: Understanding Value Drivers - <i>Product Features; Customer Service; Complements</i> - Cost-Leadership Strategy: Understanding Cost Drivers - <i>Cost of Input Factors; Economies of Scale; Learning Curve; Experience Curve</i> - Business-Level Strategy and the Five Forces: Benefits and Risks - <i>Differentiation Strategy: Benefits and Risks; Cost-Leadership Strategy: Benefits and Risks</i> - Blue Ocean Strategy: Combining Differentiation and Cost Leadership - <i>Value Innovation; Blue Ocean Strategy Gone Bad: "Stuck in the Middle"</i> - Implications for the Strategist 	2
Course 7	<p>Business Strategy: Innovation and Entrepreneurship</p> <ul style="list-style-type: none"> - Competition Driven by Innovation - <i>The Innovation Process</i> - Strategic and Social Entrepreneurship - Innovation and the Industry Life Cycle - <i>Introduction Stage; Growth Stage; Shakeout Stage; Maturity Stage; Decline Stage; Crossing the Chasm</i> - Types of Innovation - <i>Incremental vs. Radical Innovation; Architectural vs. Disruptive Innovation; Open Innovation</i> - Implications for the Strategist 	2
Course 8	<p>Corporate Strategy: Vertical Integration and Diversification</p> <ul style="list-style-type: none"> - What Is Corporate Strategy? - <i>Why Firms Need to Grow; Three Dimensions of Corporate Strategy</i> - The Boundaries of the Firm - <i>Firms vs. Markets: Make or Buy?; Alternatives on the Make-or-Buy Continuum</i> - Vertical Integration along the Industry Value Chain - <i>Types of Vertical Integration; Benefits and Risks of Vertical Integration; When Does Vertical Integration Make Sense?; Alternatives to Vertical Integration</i> - Corporate Diversification: Expanding Beyond a Single Market - <i>Types of Corporate Diversification; Leveraging Core Competencies for Corporate; Diversification: Corporate Diversification and Firm Performance</i> - Implications for the Strategist 	2
Course 9	<p>Corporate Strategy: Strategic Alliances, Mergers and Acquisitions</p> <ul style="list-style-type: none"> - How Firms Achieve Growth - <i>The Build-Borrow-Buy Framework</i> - Strategic Alliances - <i>Why Do Firms Enter Strategic Alliances?; Governing Strategic Alliances; Alliance Management Capability</i> - Mergers and Acquisitions - <i>Why Do Firms Merge with Competitors?; Why Do Firms Acquire Other Firms?; M&A and Competitive Advantage</i> - Implications for the Strategist 	2
Course 10	<p>Global Strategy: Competing Around the World</p>	2



	<ul style="list-style-type: none"> - What Is Globalization? - <i>Stages of Globalization; State of Globalization</i> - Going Global: Why? - <i>Advantages of Going Global; Disadvantages of Going Global</i> - Going Global: Where and How? - <i>Where in the World to Compete? The CAGE Distance Framework; How Do MNEs Enter Foreign Markets?</i> - Cost Reductions vs. Local Responsiveness: The Integration-Responsiveness Framework - <i>International Strategy; Multidomestic Strategy; Global-Standardization Strategy; Transnational Strategy</i> - National Competitive Advantage: World Leadership in Specific Industries - <i>Porter's Diamond Framework</i> - Implications for the Strategist 	
Course 11	<p>Part III. IMPLEMENTATION</p> <p>Organizational Design: Structure, Culture, and Control</p> <ul style="list-style-type: none"> - Organizational Design and Competitive Advantage - <i>Organizational Inertia: The Failure of Established Firms; Organizational Structure; Mechanistic vs. Organic Organizations</i> - Strategy and Structure - <i>Simple Structure; Functional Structure; Multidivisional Structure; Matrix Structure</i> - Organizational Culture: Values, Norms, and Artifacts - <i>Where Do Organizational Cultures Come From?; How Does Organizational Culture Change?; Organizational Culture and Competitive Advantage</i> - Strategic Control-and-Reward Systems - <i>Input Controls; Output Controls</i> - Implications for the Strategist 	2
Course 12	<p>Corporate Governance and Business Ethics</p> <ul style="list-style-type: none"> - The Shared Value Creation Framework - <i>Public Stock Companies and Shareholder Capitalism; Creating Shared Value</i> - Corporate Governance - <i>Agency Theory; The Board of Directors; Other Governance Mechanisms</i> - Strategy and Business Ethics - Implications for the Strategist 	2
Total Course Hours:		24
Seminar/Laboratory		Hours
Sem 1	Case study Analysis & Strategic Audit – essential tools for learning and operationalizing Strategic Management	2
Sem 2	Identifying and assessing the firm's Vision, Mission, Values and Strategic Objectives	2
Sem 3	Analyzing the external environment – general and competitive – and the internal one; measuring firm performance, identifying its business model and the fundamentals of its competitive advantage	2
Sem 4	Formulating the Business Strategy and the Corporate Strategy	2
Sem 5	Implementing the strategic system – suggestions, scenarios and forecasts	2
Sem 6	Strategic Audit – Project Presentation	2
Total Seminar/laboratory hours		12

Teaching Methods

- Explanation	- Problematizing	- Mosaic
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- Lecturing	- Case studies	- Cognitive map
- Demonstrating	- Debates	- Brainstorming
- Collaborating – classroom discussion	- Problem solving	- Class participation
- Lesson development	- Role playing	

Bibliography

Recommended Bibliography	Barney, J.B., Hesterly, W.S. (2015). <i>Strategic Management and Competitive Advantage: Concepts and Cases</i> . Pearson.
	Borza, A., Bordean, O., Mitra, C., Dobocan, C. (2008). <i>Management strategic: concepte și studii de caz</i> . Cluj Napoca: Editura Risoprint.
	David, F.R., David, F.R. (2015). <i>Strategic Management: Concept and Cases: a Competitive Advantage Approach</i> . Pearson.
	Hill, C., Jones, G., & Schilling, M. (2014). <i>Strategic Management: Theory. An Integrated Approach</i> . Cengage Learning.
	Hrebiniak, L. G. (2013). <i>Making strategy work: Leading effective execution and change</i> . FT Press.
	Ogrea, C. (2015). <i>Strategic Management Facing the Challenges of Sustainable Development and Competitiveness in a Globalized World – an Integrated Approach</i> . Editura Universitatii "Lucian Blaga".
	Peng, M. (2013). <i>Global strategy</i> . Cengage Learning.
Additional Bibliography	Rothaermel, F.T. (2019). <i>Strategic Management</i>. McGraw-Hill Education. (559 pp.) – in UI.BS Library: Rothaermel, F.T. (2013). <i>Strategic Management</i> . New York: McGraw-Hill Irwin. (911 pp.).
	Augier, M., & Teece, D. J. (Eds.). (2018). <i>The Palgrave Encyclopedia of Strategic Management</i> . Palgrave MacMillan.
	Eden, C., & Ackermann, F. (2013). <i>Making strategy: The journey of strategic management</i> . Sage.
	Lasserre, P. (2017). <i>Global strategic management</i> . Macmillan International Higher Education.
	Ogrea, C. & Herciu, M. (2015). A Dynamic Model for the Global Corporation: the Triad Networks – Coevolution – Competitiveness. In Camillo, A. <i>Global Enterprise management, Vol. I</i> . Palgrave Mac Millan.
	Popa, I. (2004). <i>Management strategic</i> . Bucuresti: Editura Economică.
	<i>Harvard Business Review</i> – Collection of Case Studies
<i>STATISTA</i> – Dossiers, Statistics, Forecasts, and Studies	

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Participation – in an argumentative and creative way – to class discussions and debates	Continuous in class evaluation	10%	nCPE



	Knowledge and understanding of the specific concepts, categories, tools and instruments	Final exam	30%	CEF
Seminar/ Laboratory	Understanding the particular contexts; Problematizing; Identifying and formulating strategic solutions; Applying specific strategic management tools for problem solving	Case studies Homework	30%	CEF
	Covering the main aspects and issues; Collecting, analyzing and interpreting data, substantiating strategic decisions, identifying alternatives, formulating and implementing of strategic choices; Making connections between sections; Team work and coordination; Project written style and oral presentation	Final project	30%	CPE

Minimum performance standard

- The student to identify, categorize, define, and understand the main concepts and tools of Strategy and Strategic Management;
- The student to recognize and use the fundamental (theoretical & operational) categories of Strategy and Strategic Management in case studies and applications;
- The student to develop a coherent representation of the significance of Strategy and Strategic Management when performing the Strategic Audit of a corporation

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 28.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Prof. univ. dr. Claudia Ogrea	
Seminar/laboratory Teacher	Prof. univ. dr. Claudia Ogrea	
Department Director	Conf. univ. dr. Camelia Budac	

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	„Lucian Blaga” University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name	International Standards for Financial Reporting			
Course Code	Course Type	Year of Study	Semester	Credit Number
	DO	II	2	5
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
Course Teacher	Associate professor PhD., Raluca SAVA			
Seminar/laboratory /project Teacher	Associate professor PhD., Raluca SAVA			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
1	2	-	-	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
12	24	-	-	36

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		40
Additional learning by using library facilities, electronic databases and on-site information		23
Preparing seminars/laboratories, homework, portfolios and essays		24
Tutorial activities		
Exams		2
Total Number of Hours for Individual Study (NOSI _{sem})		89
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		125

4. Preconditions (if needed)

Disciplines needed to be passed	Not needed
Competences	Not needed

5. Conditions (if needed)

Course related	Financial Accounting Knowledge
Seminar/laboratory related	Financial Accounting Knowledge



6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> • PC1: Scientific decision-making regarding the company's management policies, through the collection, analysis and interpretation of information on the interaction between the organization and its external environment • PC5: The management and employment of data, information and knowledge bases for the application of the company' management and marketing methods, techniques and tools.
Transversal Competences	<ul style="list-style-type: none"> • TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy • TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team • TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	The course represents an overview of the main topics in international accounting. Particularly, it presents the international dimensions of financial statement analysis, the differences in financial measurement and reporting practices. Moreover, the course details the reasons for these differences, their resulting financial statement effects and the methods that can be employed to cope with such differences. Lastly, the international financial reporting standards (IFRS) movement and the implications of reading financial statements based on IFRS will be considered.
Specific Objectives	<ul style="list-style-type: none"> • understand and explain the structure of the framework of IFRS • apply relevant financial reporting standards to key elements of financial reports • identify and apply disclosure requirements for companies in financial reports and notes • prepare individual financial statements

8. Content

Course	Hours	
Course 1	International Accounting Standards Board (IASB): structure, role The IASB "Framework for the preparation and presentation of financial statements"	1
Course 2	Intangible assets (IAS 38)	1
Course 3	Property, Plant and Equipment (IAS 16)	1
Course 4	Impairment of assets (IAS 36)	1
Course 5	Investment Properties (IAS 40)	1
Course 6	Inventories (IAS 2)	1
Course 7	Borrowing costs (IAS 23)	1
Course 8	Leases (IAS 17)	1
Course 9	Expenses, revenues - Expenses and its Recognition Revenue (IAS 18); Construction	1



	contracts (IAS 11);	
Course 10	Income taxes (IAS 12)	1
Course 11	Presentation of Financial Statements and preparation of Financial Statements (IAS 1)	1
Course 12	Statement of cash flows (IAS 7)	1
Course 13		
Course 14		
Total Course Hours:		12
Seminar/Laboratory		Hours
Sem 1	Conceptual framework of financial statements	2
Sem 2	Case studies on reporting intangible assets (IAS 38)	2
Sem 3	Case studies on reporting property, plant and equipment (IAS 16)	2
Sem 4	Case studies regarding impairment of assets (IAS 36)	2
Sem 5	Case studies on reporting investment properties (IAS 40)	2
Sem 6	Case studies on reporting inventories (IAS 2)	2
Sem 7	Case studies regarding borrowing costs (IAS 23)	2
Sem 8	Case studies regarding leases (IAS 17)	2
Sem 9	Case studies regarding expenses and revenues	2
Sem 10	Case studies regarding Financial Assets and Financial Liabilities	2
Sem 11	Analysis and Interpretation of Financial Statements (Balance Sheet, Income Statement, Cash Flow Statement, Statement of Changes in Equity, Annual Report).	4
Sem 12		
Sem 13		
Sem 14		
Total Seminar/laboratory hours		24

Teaching Methods

Interactive, using the projector, power-point presentations, discussion of course topics and establish the keywords case studies, multiple choice questions		
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Bibliography

Recommended Bibliography	Van Greuning, Hennie. 2009. International Financial Reporting Standards: A Practical Guide, 5th Edition. World Bank.
	Deloitte - IFRS in your pocket 2016
	www.iasplus.com - IAS Plus—Deloitte
	www.ifrs.org - official website of IFRS Foundation and IASB
Additional Bibliography	

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.



ULBS

Universitatea "Lucian Blaga" din Sibiu

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	<ul style="list-style-type: none"> explain the regulatory framework governing the preparation of financial statements and corporate reports; identify and apply the correct treatment for transactions in accordance with International Accounting Standards (IASs); analyze the position and performance disclosed by the financial statements of a non-group enterprise. 	Written exam	60 %	
Seminar/ Laboratory	<ul style="list-style-type: none"> prepare financial statements for non-group enterprises; 	Case study	40 %	

Minimum performance standard

50% from written exam, 50% from case study

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 28.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Associate professor PhD., Raluca SAVA	
Seminar/laboratory Teacher	Associate professor PhD., Raluca SAVA	
Department Director	Associate professor PhD Camelia Budac	

**DISCIPLINE SYLLABUS *****1. Program Information**

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Facultatea de Științe Economice
Department	Departamentul de Management, Marketing și Administrarea Afacerilor
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name				
Course Code	Course Type	Year of Study	Semester	Credit Number
	OB	II	I	4
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
	DD			
Course Teacher	Prof. Univ. Dr. Liviu Mihăescu			
Seminar/laboratory /project Teacher	Prof. Univ. Dr. Liviu Mihăescu			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
1	1			2
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
7	7			14

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		50
Additional learning by using library facilities, electronic databases and on-site information		14
Preparing seminars/laboratories, homework, portfolios and essays		18
Tutorial activities		2
Exams		2
Total Number of Hours for Individual Study (NOSI _{sem})		86
Total Hours per Semester (NOAD _{sem} + NOSI _{sem}) = credits x 25		100

4. Preconditions (if needed)

Disciplines needed to be passed	Management
Competences	

5. Conditions (if needed)

Course related	Internet connection, laptop, videoprojector, graphic tablet/whiteboard;
Seminar/laboratory related	Internet connection, laptop, videoprojector, graphic tablet/whiteboard;



6. Gained Specific Competences

Professional Competences	<ul style="list-style-type: none"> • Identification, explanation and interpretation of the concepts, theories, methods and tools specific to operational management; • Understanding the way of preparing, organizing and managing; • Harnessing the knowledge and experience of the performances for the management plan.
Transversal Competences	<ul style="list-style-type: none"> • carrying out a complex project, by assuming with responsibility the tasks specific to the role in a multi-specialized and self-directed team; • real-time solution, under conditions of decisional independence, of a real / hypothetical operational management problem at the workplace.

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	<ul style="list-style-type: none"> • To analyze the role of business technology and operations management
Specific Objectives	<ul style="list-style-type: none"> • To study and apply the most important concepts about production and operational management

8. Content

Course		Hours
Course 1	Operations strategies for obtaining competitive advantages	1
Course 2	Designing products, services and processes	1
Course 3	Planning capacity. Operational capacity	1
Course 4	Enterprise Layout Planning	1
Course 5	Job design. Production and operations standards	1
Course 6	Enterprise resource planning. Programming systems and overall production planning	1
Course 7	Scheduling work, Production planning and control	1
Total Course Hours:		7
Seminar/Laboratory		Hours
Sem 1	Operations strategies for obtaining competitive advantages	1
Sem 2	Designing products, services and processes	1
Sem 3	Planning capacity. Operational capacity	1
Sem 4	Enterprise Layout Planning	1
Sem 5	Job design. Production and operations standards	1
Sem 6	Enterprise resource planning. Programming systems and overall production planning	1
Sem 7	Scheduling work, Production planning and control	1
Total Seminar/laboratory hours		7

Teaching Methods

Lecture, Presentation, Interactive methods		
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Bibliography



<p>Recommended Bibliography</p>	<ul style="list-style-type: none"> • BUFFA, Elwood S., <i>Modern Production Management</i> / 1993 • CARAMIA, Massimiliano, <i>Effective Resource Management in Manufacturing Systems: Optimization Algorithms for Production Planning</i> / (2006) 3. • EVERETT ADAM, RONALD EBERT, <i>Managementul producției și al operațiunilor</i>, Editura Teora, 2008 • HILL, TERRY, <i>Production/operations management: Text and cases</i> / 2016 • ANIL KUMAR - <i>Production and Operation Management</i>, 2017 • MIHAESCU LIVIU, I.C.Dima (coord) – <i>Metode si tehnici operaționale folosite în managementul industrial</i>, Ed. Arves, Craiova, 2007 • NIGEL SLACK, ALISTAIR BRANDON-JONES, ROBERT JOHNSTON - <i>Operations management</i>, Pearson Education Limited, Edinburgh Gate, Harlow 2016 • WILD, Ray, <i>Essentials of Production and Operations Management</i> / 2016 • WILD, Ray, <i>Essentials of Production and Operations Management : Text and Cases</i>, 2016 <p>▪ <i>New Scientific articles in the field.</i></p>
<p>Additional Bibliography</p>	<ul style="list-style-type: none"> • BUFFA, Elwood S., <i>Modern Production Management</i> / 1993 • CARAMIA, Massimiliano, <i>Effective Resource Management in Manufacturing Systems: Optimization Algorithms for Production Planning</i> / (2006) 3. • EVERETT ADAM, RONALD EBERT, <i>Managementul producției și al operațiunilor</i>, Editura Teora, 2008 • HILL, TERRY, <i>Production/operations management: Text and cases</i> / 2016 • ANIL KUMAR - <i>Production and Operation Management</i>, 2017 • MIHAESCU LIVIU, I.C.Dima (coord) – <i>Metode si tehnici operaționale folosite în managementul industrial</i>, Ed. Arves, Craiova, 2007 • NIGEL SLACK, ALISTAIR BRANDON-JONES, ROBERT JOHNSTON - <i>Operations management</i>, Pearson Education Limited, Edinburgh Gate, Harlow 2016 • WILD, Ray, <i>Essentials of Production and Operations Management</i> / 2016 ▪ WILD, Ray, <i>Essentials of Production and Operations Management : Text and Cases</i> 2016 <p>▪ <i>Case studies offered in support of seminars.</i></p>

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course	Exam	Write exam	50%	CEF



ULBS

Universitatea "Lucian Blaga" din Sibiu

Seminar/ Laboratory	Tests during the semester	Periodic evaluation through oral and / or written checks	40%	CPE
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Minimum performance standard

- The student knows the main concepts, recognizes them and defines them correctly;
- The student proves the knowledge of the compulsory bibliography recommended;
- The specialized language is simple, but correctly used.

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

() CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;**

Filling Date: 15/09/2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Prof.univ.dr. Liviu Mihăescu	
Seminar/laboratory Teacher	Prof.univ.dr. Liviu Mihăescu	
Department Director	Conf.univ.dr. Camelia Budac	



DISCIPLINE SYLLABUS*

1. Program Information

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, marketing and business administration
Study Domain	Management
Study Level	Master
Study Program	Business Management

2. Discipline Information

Discipline Name	Business Simulation			
Course Code	Course Type	Year of Study	Semester	Credit Number
DD	M	II	2	6
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
P/EXAM	DS			
Course Teacher	Prof. univ. dr. Mihaela Herciu			
Seminar/laboratory /project Teacher	Prof. univ. dr. Mihaela Herciu			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
I	2	0	0	3
Discipline Extension within the Curriculum – Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (NOAD _{sem})
I2	24	0	0	36

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		30
Additional learning by using library facilities, electronic databases and on-site information		32
Preparing seminars/laboratories, homework, portfolios and essays		30
Tutorial activities		12
Exams		10
Total Number of Hours for Individual Study (NOSI _{sem})		114
Total Hours per Semester (NOAD_{sem} + NOSI_{sem}) = credits x 25		150

4. Preconditions (if needed)

Disciplines needed to be passed	Managerial Economics, Managerial Finance
Competences	Students are expected to use at this course concepts and techniques garnered before during the master program from fields like: management, finance, marketing, human resources, and sales.

5. Conditions (if needed)

Course related	
Seminar/laboratory related	Computers and Applications (Games)



6. Gained Specific Competences

Professional Competences	CP1 - Scientific fundamentation of decisions regarding management strategies and policies - by identifying, analyzing and interpreting information concerning the interaction between the organization and its environment
Transversal Competences	CT2 - Identifying and defining roles and responsibilities in a multi-specialized and independent team

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	Developing the capacity to take decision and act synergistic in a competitive business simulated environment and achieving business skills by using computer and business simulation games in decision analysis
Specific Objectives	Applying models and tools of analysis, evaluation and forecasting in order to identify the factors (internal and external) that influence the firms' dynamic processes; Developing studies and analyzes for strategic, tactical and current decisions at the company/business level

8. Content

Course		Hours
Course 1	Course introduction. Requirements and Policies	1
Course 2	Business simulations: concepts and practices	2
Course 3	Decision making system/flow	2
Course 4	Advantages and limitations of business simulations	2
Course 5	Firm's global performance	2
Course 6	Sensitivity analysis	2
Course 7	Optimizing business process performance	1
Total Course Hours:		12
Seminar/Laboratory		Hours
Sem 1	1. For individual participation: discussions and debates of some case studies in order to understand concepts that are used in business, on one hand, and to simulate business scenarios, on the other.	10
Sem 2		
Sem 3		
Sem 4		
Sem 5		
Sem 6	2. For group business simulation: students will be placed in management teams and will run their own company. The created companies will compete one against other in a given industry. At the end of each period (seminar) the company performance will be measured using ROE, ROA, ROA, earnings per share, bankruptcy risk, CSR, market value.	14
Sem 7		
Sem 8		
Sem 9		
Sem 10		
Total Seminar/laboratory hours		24

Teaching Methods

Case studies		
Gamification		

Bibliography



Recommended Bibliography	Balsco, f., Tercero, MM, (2011), An experimental study of business simulation games as a marketing learning method. Coppens, A., Gamification in Business, 2015, www.bookboon.com, free. Hunter, H., (2013). Shift: using business simulations and serious games, USA. Laguna, m., Marklund, J., (2013). Business Process modeling, simulation and design, CRC Press, Taylor&Francis Group Turkle, s., (2009), Simulation and its discontents, MIT, USA.
Additional Bibliography	<ul style="list-style-type: none"> Glo-Bus, https://www.glo-bus.com/ CAPITALISM, http://www.capitalismlab.com/ CESIM, https://www.cesim.com/

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course		Complex case study	100%	CEF
	Final examination	Scenarios development based on a case study	30%	nCPE
Seminar/ Laboratory	Individual participation	Attendance and class participation – solving case studies	30%	nCPE
	Group business simulation	Company Report	40%	nCPE
Minimum performance standard				

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 25.09.2020

Department Acceptance Date:..... 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	Prof. univ. dr. Mihaela Herciu	
Seminar/laboratory Teacher	Prof. univ. dr. Mihaela Herciu	
Department Director	Conf univ. dr. Camelia Budac	



DISCIPLINE SYLLABUS *

1. Program Information

Higher-Education Institution	Lucian Blaga University of Sibiu
Faculty	Economic Sciences
Department	Management, Marketing and Business Administration
Study Domain	Management
Study Level	Master
Study Program	Master in Business Management

2. Discipline Information

Discipline Name	Research Seminar			
Course Code	Course Type	Year of Study	Semester	Credit Number
	DF	II	2	3
Evaluation Type	Discipline Category (DF=fundamental.; DD=domain; DS=specialty; DC=complementary)			
Course Teacher	-			
Seminar/laboratory /project Teacher	Associate prof dr. Ioana Negru			

3. Estimated Total Time

Discipline Extension within the Curriculum – Number of Hours per Week				
Course	Seminar	Laboratory	Project	Total
-	12	-	-	12
Discipline Extension within the Curriculum - Total Number of hours within the Curriculum				
Course	Seminar	Laboratory	Project	Total (<i>NOAD_{sem}</i>)
-	12	-	-	12

Time Distribution for Individual Study		Hours
Learning by using course materials, references and personal notes		39
Additional learning by using library facilities, electronic databases and on-site information		10
Preparing seminars/laboratories, homework, portfolios and essays		10
Tutorial activities		2
Exams		2
Total Number of Hours for Individual Study (<i>NOSI_{sem}</i>)		63
Total Hours per Semester (<i>NOAD_{sem}</i> + <i>NOSI_{sem}</i>) = credits x 25		75

4. Preconditions (if needed)

Disciplines needed to be passed	Not applicable
Competences	Not applicable

5. Conditions (if needed)

Course related	Not applicable
Seminar/laboratory related	Need for PowerPoint access and access to internet and sound



6. Gained Specific Competences

Professional Competences	<p>The professional skills and abilities obtained by taking the Research Workshop comprise the knowledge and understanding of the essential/basic concepts of the domain, and also the use of knowledge to explain and interpret certain events, situations, concepts:</p> <ul style="list-style-type: none"> • The identification of specific problems regarding research issues and methods; • Identification of theories and arguments regarding induction, deduction and retrodution; • The analysis of qualitative and quantitative methods; • The writing of the research report; • The accumulation of basic skills to elaborate the dissertation
Transversal Competences	<ul style="list-style-type: none"> • TC1: The application of ethical principles, norms and values in one's own rigorous, efficient and responsible work strategy • TC2: The identification of roles and responsibilities in a multi-specialized team and the application of efficient relationship and work techniques within a team • TC3: The identification of opportunities for professional development and the effective use of learning resources and techniques for one's own development

7. Discipline Objectives (as resulted from the matrix of gained specific competencies)

General Objective of the Discipline	The purpose of the Research Workshop is to prepare the students for the academic research process and to build the necessary skills and abilities for the writing and elaboration of the dissertation project
Specific Objectives	<ul style="list-style-type: none"> • To build awareness for students regarding the research process and the qualitative and quantitative methods; • To build awareness for students regarding methods of logical argumentation and science fundamentals; • To build knowledge regarding literature review and the reference systems and the avoidance of plagiarism; • To build knowledge regarding the qualitative/quantitative analysis of data

8. Content

Course		Hours
Total Course Hours:		
Seminar/Laboratory		Hours
Sem 1	What is the research process and how can we set research questions?	2
Sem 2	Basic concepts in research and links Ontology-epistemology-methodology. Qualitative and quantitative Research	2
Sem 3	Quantitative research methods and statistics	3
Sem 4	Qualitative research methods (interviews, questionnaires, content analysis, focus-group, observation)	3
Sem 5	Literature Review, Plagiarism	1
Sem 6	The writing of the research project	1
Total Seminar/laboratory hours		12

Teaching Methods



Exposition	Debate	Case-study
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Bibliography

Recommended Bibliography	<ul style="list-style-type: none"> Uma Sekaran and Roger Bougie (2013). Research Methods for business: A Skill Building approach. 6th ed. Wiley. New York; Mark N.K. Saunders. Adrian Thornhill and Phillip Lewis. Research Methods for Business Students. Pearson UK; Boris Blumberg. Donald R. Cooper and Pamela Schindler (2008). Business Research Methods. second European ed.. McGraw Hill: Maidenhead.

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

Will be achieved through periodical meetings with the mentioned stakeholders.

10. Evaluation

Activity Type	Evaluation Criteria	Evaluation Methods	Percentage in the Final Grade	Obs.**
Course				
Seminar/ Laboratory	Understanding specific concepts, the coherence and structure of the research report	Research Report (2500 words maximum)	90%	
	Attendance at workshops	Workshop activities	10%	
Minimum performance standard				
the student is aware and understands the main concepts and theories:				
<ul style="list-style-type: none"> The student is able to make analysis of data and masters the art of argumentation; The student knows sufficiently well the recommended bibliography. 				

(*) The Discipline Syllabus will encompass components adapted to persons with disabilities in accordance with their type and degree.

(**) CPE – Conditions Exam Participation; nCPE – Does Not Condition Exam Participation; CEF – Conditions Final Evaluation;

Filling Date: 28.09.2020

Department Acceptance Date: 05.10.2020

	Academic Rank, Title, First Name, Last Name	Signature
Course Teacher	-	-
Seminar/laboratory Teacher	Associate professor dr. Ioana Negru	
Department Director	Associate professor PhD Carmelia Budac	

**DISCIPLINE SYLLABUS****1. Program Information**

1.1 Higher-Education Institution	„Lucian Blaga” University of Sibiu
1.2 Faculty	Economic Sciences
1.3 Department	Management, Marketing and Business Administration
1.4 Study Domain	Management
1.5 Study Level	Master
1.6 Study Program/ Qualification	Master in Business Management

2. Discipline Information

2.1 Discipline name	Ethics and Academic Integrity						
2.2 Course Teacher	Associate Professor PhD Cristina TANASESCU						
2.3 Seminar Teacher	Associate Professor PhD Cristina TANASESCU						
2.4 Year of Study	II	2.5 Semester	2	2.6 Evaluation Type	E	2.7 Discipline Type	DO

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	1	Out of which: 3.2 course	1	3.3 seminar/laboratory	0
3.4 Total hours from learning plan	12	Out of which: 3.5 course	12	3.6 seminar/laboratory	0
Learning time schedule					Hours
Learning by using course materials, references and personal notes					12
Additional learning by using library facilities, electronic databases and on-site information					12
Preparing seminars/laboratories, homework, portfolios and essays					5
Tutorial activities					12
Exams					10
Other activities – research					12
3.7 Total individual study hours					63
3.9 Total hours per semester					75
3.10 ECTS					3

4. Preconditions (if needed)

4.1 curriculum	None
4.2 competences	None

5. Conditions (if needed)

5.1. course related	Video projector & projection screen
5.2. seminar/laboratory related	-

6. Developed competences

Professional	<ul style="list-style-type: none"> Documenting, developing and presenting studies, reports, research and professional analysis in accordance with the principles and norms of academic ethics and integrity Embracing, internalizing and displaying professional attitudes and behaviors that incorporate the imperatives of ethics and academic integrity Substantiating, making and implementing professional decisions that take into consideration the standards of academic ethics and integrity Use of databases in compliance with ethical and integrity standards
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Transversal	<ul style="list-style-type: none"> Knowing the principles and norms of ethics and academic integrity Assessing and managing ethics and integrity-related challenges, problems and dilemmas – in professional circumstances Developing and implementing codes of ethics, systems and procedures aimed to support and enhance ethics and integrity in organizations
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7. Course objectives (resulted from developed competencies)

7.1 Main course objective	<ul style="list-style-type: none"> Providing the necessary knowledge and skills to perform/conduct the academic – professional and research – activity in accordance with the requirements of university ethics and deontology
7.2 Specific course objectives	<ul style="list-style-type: none"> For students to understand the contents and meanings of academic ethics and integrity For students to be able to recognize the situations and/or behaviors that (might) represent misconducts/deviations from academic ethics and integrity For students to avoid/prevent misconducts/deviations from the norms of academic ethics and integrity

8. Content:

8.1 Course	Teaching methods	Observation
1. Academic ethics and integrity - content and meanings <ul style="list-style-type: none"> Professional ethics & the ethics of scientific research; academic ethics & ethics in academia - conceptual delimitations Academic integrity – an essential constituent of ethics in academia Dimensions of the approach: Academic ethics and integrity in the professional/teaching activity; Academic ethics and integrity in scientific research; Management of academic ethics and integrity The importance of (studying) academic ethics and integrity 	<ul style="list-style-type: none"> Explanation & clarification Demonstration - through examples & mini cases Participation & debate 	2 hours
2. Academic ethics and integrity in the professional/teaching activity <ul style="list-style-type: none"> Fundamental values, principles and norms of academic conduct Theories of (academia-related) ethics and (theoretical) frameworks for analyzing ethical behavior in academia Ethics-related challenges, problems and dilemmas <ul style="list-style-type: none"> ✓ Harassment/bullying, discrimination, conflicts of interest, corruption, favoritism, insult, lack of fairness and/or transparency, tolerance and respect ... Contextual and individual factors of academic ethics and integrity The ethical decision-making process (to solve ethical issues) 	<ul style="list-style-type: none"> Explanation & clarification Demonstration - through examples & mini cases Participation & debate 	2 hours
3. Academic ethics and integrity in the scientific research activity <ul style="list-style-type: none"> Frameworks for addressing academic integrity <ul style="list-style-type: none"> ✓ Similarities and differences – considering the cultural/national perspective and different fields of research Ethics and responsibility of scientific research 	<ul style="list-style-type: none"> Explanation & clarification Demonstration - through examples & mini cases Participation & debate 	2 hours



<ul style="list-style-type: none"> ✓ Particularities in the field of economic sciences - Guidelines for academic writing and quoting sources ✓ General principles, norms and rules ✓ Dedicated support resources (for different types of research projects) 		
<p>4. Forms of deviations/misconducts from academic ethics and integrity</p> <ul style="list-style-type: none"> - Deception and theft (classic and electronic methods) - Plagiarism and other forms of assuming the work of others - Forging and / or manufacturing of data - Ethical issues raised by the use of humans (animals / harmful or dangerous substances) in research - Violation of rules regarding privacy, anonymity and (individual and organizational) data protection - Lack of honesty in publishing - author/co-authorship issues 	<ul style="list-style-type: none"> - Explanation & clarification - Demonstration - through examples & mini cases - Participation & debate 	2 hours
<p>5. Management of academic ethics and integrity – preventing deviations/misconducts</p> <ul style="list-style-type: none"> - Creating a (strong & shared) culture of academic ethics and integrity in organization ✓ Participation, transparency, information, learning, internalization - Institutionalizing ethics and academic integrity – through regulation & self-regulation ✓ National and international bodies and regulations - National Council for Ethics in Scientific Research, Technological Development and Innovation (Guidelines for plagiarism identification in scientific papers); Romanian Government (the National Anticorruption Strategy 2016 - 2020) ✓ The role of codes of academic ethics and integrity ("Lucian Blaga" University of Sibiu – Code of University Ethics and Deontology) - Assimilation of best practices ✓ Effective initiatives to support academic integrity and reduce fraud 	<ul style="list-style-type: none"> - Explanation & clarification - Demonstration - through examples & mini cases - Participation & debate 	2 hours
<p>6. Management of academic ethics and integrity – dealing with deviations/misconducts and preventing their recurrence</p> <ul style="list-style-type: none"> - Internal organisms, systems and procedures for surveillance and intervention ✓ The role of Ethics Committees and Whistleblowers ✓ Procedures for reporting offenses/misconducts, analyzing reported situations, making decisions, and monitoring their implementation - Consequences and sanctions/punishments: ✓ Disciplinary sanctions applied in case of violation of academic ethics and/or misconduct in scientific research – according to legal and internal regulations and procedures, and concerning: (a) the organization's staff (admonishment, salary cuts, disciplinary dismissal, etc.); and (b) the students (not passing the exam, not entering into the final exam, expelling, etc.) 	<ul style="list-style-type: none"> - Explanation & clarification - Demonstration - through examples & mini cases - Participation & debate 	2 hours

Bibliography

- Boehm, P. J., Justice, M., & Weeks, S. (2009). Promoting academic integrity in higher education. *The*



<i>Community</i>	<i>College</i>	<i>Enterprise,</i>	<i>15(1),</i>	<i>45-61.</i>
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.581.4956&rep=rep1&type=pdf .				
• Bretag, T. (Ed.). (2016). <i>Handbook of academic integrity</i> . Singapore: Springer. https://link.springer.com/referencework/10.1007%2F978-981-287-098-8 .				
• Caldwell, C. (2010). A ten-step model for academic integrity: a positive approach for business schools. <i>Journal of Business Ethics</i> , 92(1), 1-13. https://link.springer.com/content/pdf/10.1007/s10551-009-0144-7.pdf .				
• Gîbea, T., Vica, C., Mihailov, E., Socaciu, E., Muresan, V. (2018). <i>Etică și integritate academică. Instrumente suplimentare</i> . București: Editura Universitatii din Bucuresti. https://deontologieacademica.unibuc.ro/wp-content/uploads/2018/12/Etica-si-integritate-academica_instrumente-suplimentare.pdf .				
• H.G. Nr. 583/2016 din 10 august 2016 privind aprobarea Strategiei naționale anticorupție pe perioada 2016 – 2020. https://static.anaf.ro/static/10/Anaf/Informatii/R/SNA_2016_2020_28112016.pdf .				
• Macfarlane, B. (2010). <i>Researching with integrity: the ethics of academic enquiry</i> . Routledge. https://www.taylorfrancis.com/books/9781134109319 .				
• McCabe, D. L., Trevino, L. K., & Butterfield, K. D. (2001). Cheating in academic institutions: a decade of research. <i>Ethics & Behavior</i> , 11(3), 219-232. https://www.tandfonline.com/doi/abs/10.1207/s15327019eb1103_2 .				
• Papadima, L. (coord.). (2017). <i>Deontologie academica. Curriculum – cadru</i> . Universitatea din București. https://mepopa.com/Pdfs/papadima_2017.pdf .				
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9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

- It is realized through:
 - The specific knowledge, skills and competences acquired / developed / assimilated – which are likely to essentially contribute to the development of an ethical and honest professional profile of future graduates;
 - The (additional) transversal skills acquired by students as regards: critical and creative thinking; communication / debate / argumentation; making connections - with all the other subjects of the master program curricula and with organizational realities; individual study and personal / professional development.

10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
10.4 Course	- Effective participation to discussions & debates	- Continuous evaluation	- 50%
	- Knowledge, understanding and application of the	Final Exam (essay)	- 50%



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	principles and norms of academic ethics and integrity	
10.5 Seminar/laboratory	-	-
10.6 Minimum performance standard		
<ul style="list-style-type: none">Making an essay – on a business ethics related topic – by following and complying with the principles and norms of academic ethics and integrity		

Fill-in Date

28.09.2020

Signature of Course Teacher

Signature of Seminar Teacher

Department Acceptance Date

05.10.2020

Signature of Department Director



DISCIPLINE SYLLABUS

1. Program Information

1.1 Higher-Education Institution	„Lucian Blaga” University of Sibiu
1.2 Faculty	Economic Sciences
1.3 Department	Management, Marketing, and Business Administration
1.4 Study Domain	Management
1.5 Study Level	Master
1.6 Study Program/ Qualification	Master in Business Management

2. Discipline Information

2.1 Discipline name				Elaboration of Dissertation Thesis			
2.2 Course Teacher				-			
2.3 Seminar Teacher				Thesis Coordinator			
2.4 Year of Study	2 nd	2.5 Semester	2 nd	2.6 Evaluation Type	C	2.7 Discipline Type	DO

3. Estimated Total Time (hours/semester for teaching activities)

3.1 Hours/Week	-	Out of which: 3.2 course	-	3.3 seminar/laboratory	-
3.4 Total hours from learning plan	60	Out of which: 3.5 course	-	3.6 seminar/laboratory	-
Learning time schedule					Hours
Learning by using course materials, references and personal notes					-
Additional learning by using library facilities, electronic databases and on-site information					-
Preparing seminars/laboratories, homework, portfolios and essays					-
Tutorial activities					2
Exams					58
Other activities					-
3.7 Total individual study hours					-
3.9 Total hours per semester					60
3.10 ECTS					3

4. Preconditions (if needed)

4.1 curriculum	-
4.2 competences	-

5. Conditions (if needed)

5.1. course related	-
5.2. seminar/laboratory related	The dissertation thesis is the result of the graduate's research activity and not of any other person, institution or entity. Candidates for the dissertation exam are responsible for the content's originality, and the quality of the elaborated and sustained works. Each dissertation paper will be evaluated before the presentation, in terms of content originality and quality. If evidence of plagiarism is detected, the candidates concerned will be penalized with exclusion from the dissertation exam.



6. Developed competences

Professional	<p>PC1 – Scientific decision-making regarding the company’s management policies, through the collection, analysis and interpretation of information on the interaction between the organization and its external environment</p> <ul style="list-style-type: none"> • The explanation and interpretation of company phenomena and processes based on management concepts, principles and theories, and on the understanding of the mutations which take place in the global business environment; • The critical and constructive analysis of data and information on company processes and phenomena, in close connection with the developments and trends in the external environment; <p>PC2 – The implementation, evaluation and control of the organization’s management strategies and policies, in their interdependence and according to the trends in the external environment.</p> <ul style="list-style-type: none"> • The definition of the concept of strategy, of its main components and of the company’s management strategy system; • The devising of the company’s marketing strategy and its operational integration into the company’s global strategy; <p>PC3 – The design and implementation of the company’s managerial system and subsystems, and the exercise of management functions at the level of the organization and at that of its strategic business divisions/ units</p> <ul style="list-style-type: none"> • The description, understanding and explanation of the interdependence existing between the concepts and methods of the managerial system and those of its subsystems; • The drafting of studies/ papers regarding the functioning of the managerial system and its subsystems, and the performance of management functions in the organization.
Transversal	<p>TC1 – The application of ethical principles, norms and values in one’s own rigorous, efficient and responsible work strategy</p>

7. Course objectives (resulted from developed competencies)

7.1 Main course objective	Assessing the graduates’ ability to process and use acquired knowledge and information as resulted from the studied bibliography. Moreover, the practical part of the thesis (either case-study or application solving) should be supported with logical arguments, and the thesis’ conclusion should be scientifically based.
7.2 Specific course objectives	-



8. Content:

8.1 Course	Teaching methods	Observation
<p>8.2 Seminar</p> <p>The dissertation paper can address any topic consistent with the Management domain. The fulfillment of the conditions of structure and editing of the Dissertation's thesis should respect the Bachelor and Dissertation Elaboration Rules - specific for the academic year 2018-2019, published on the site of the Faculty of Economic Sciences.</p> <p>The mandatory structure of the dissertation thesis is as follows:</p> <ul style="list-style-type: none"> • content; • the theoretical component (presentation of the topic approached and its classification in the relevant literature) - 30-60% of the thesis; • presentation of the original contributions; • development of the case study, depending on the thesis' subject; • highlighting the main conclusions and proposals; • the bibliographic list in the alphabetical order of the authors; • Annexes. <p>Norms for editing the paper:</p> <ul style="list-style-type: none"> • The dissertation paper will have 50-70 pages; • A4 format, single spaced, alignment left, 2.5 cm left margin, 2 cm all the other margins; • Times New Roman, Font of 14, single-spaced, justify; • Tables and figures are numbered and have titles, indicating the reference source; • Bibliographic sources will be quoted in one of the accepted academic styles (Harvard, Oxford, APA, MLA) or as footnotes; • In the bibliography the references appear in the alphabetical order of the author's name. The author, the title of the paper, the publishing house, the year, the page must be indicated; • The annexes will have an appropriate extension, which will not exceed half the volume of the main work; • The paper can be plastic coiled or classic with a cardboard cover; • The cover and the first page of the dissertation paper must respect the formatting requirements of the Bachelor and Dissertation Elaboration Rules - specific for the academic year 2018-2019, published on the site of the Faculty of Economic Sciences. 		

9. Conjunction of the discipline's content with the expectations of the epistemic community, professional associations and significant employers of the specific teaching program

The structure of the dissertation thesis contains a chapter dealing with practical aspects of the economic activity of the private / public entity chosen for the analysis.



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10. Evaluation

Activity type	10.1 Evaluation Criteria	10.2 Evaluation Methods	10.3 Percentage in the Final Grade
-	Elaboration of the dissertation thesis	Colloquium	100%

10.6 Minimum performance standard

For graduating this discipline, the final grade should be minimum 6 (six).

- The thesis should respect the requirements of the Bachelor and Dissertation Elaboration Rules - specific for the academic year 2018-2019, published on the site of the Faculty of Economic Sciences., as well as the submitting deadlines.
- The dissertation work should contain results of the graduate's own researches in the field of chosen subject, and the relevant literature review in this regard. Moreover, the thesis should have scientific and methodological rigor, a logical structure, be written coherently, in a scientific style.

Fill-in Date

25.09.2020

Signature of Course Teacher

Signature of Seminar Teacher

Department Acceptance Date

05.10.2020

Signature of Department Director