

## SYLLABUS

### Competitive Environment and Company's Competitiveness 2020-2021

#### 1. Program information

1.1	Higher education institution	University of Pitești
1.2	Faculty	Faculty of Economics and Law
1.3	Department	Management and Business Administration
1.4	Field of study	Management
1.5	Cycle of studies	Master
1.6	Program of studies	Strategic Management and Business Development

#### 2. Course information

2.1 Name					Competitive Environment and Company's Competitiveness						
2.2 Course teacher					PhD Lecturer Elena JIANU						
2.3 Seminar teacher					PhD Lecturer Elena JIANU						
2.4	Year of studies	II	2.5	Semester	I	2.6	Evaluation type	E	2.7	Course type	Mandatory

#### 3. Total estimated time

3.1	Number of hours per week	3	3.2	of which course	2	3.3	<b>S / L / P</b>	1
3.4	Total hours from curriculum	42	3.5	of which course	28	3.6	<b>S / L / P</b>	14
<b>Time distribution of individual study</b>								hour s
Study the textbook, course support, bibliography and notes								50
Further reading in the library, on the online platforms and field								50
Preparing seminars, homework, portfolios and essays								50
Tutoring								4
Examinations								2
Other activities								2
3.7	Total hours of individual study	158						
3.8	Total hours per semester	200						
3.9	Number of credits	8						

#### 4. Prerequisites

4.1	of curriculum	Elements of management and strategic management
4.2	of competences	Capacities of analysis, synthesis and divergent thinking

#### 5. Requirements

5.1	for courses	- Classroom equipping with video-projector
5.2	for seminars	- Proper equipping of the seminar hall - The deadlines for homework' submission

#### 6. Specific acquired competences

Professional competences	<ul style="list-style-type: none"> <li>▪ C2. Making decision scenarios and forecasting their potential impact – 2 CP;</li> <li>▪ C5. Analyzing and interpreting market information for decision making in business – 3 CP;</li> <li>▪ C6. Substantiating strategic decisions to attract and retain customers, using modern sale methods and techniques – 3 CP.</li> </ul>
Transversal competences	

#### 7. Course objectives

7.1 General objective	To provide knowledge to students on specific aspects of the current business environment, understanding the world and European economic trends and management practices for creating and implementing companies' strategies in the current economic climate.
7.2 Specific objectives	<p><u>A. Cognitive objectives</u></p> <ol style="list-style-type: none"> <li>1. Knowledge of theoretical and methodological elements for a competitive environment and firm's competitiveness;</li> <li>2. Understand the need for a strategic approach by companies in the current economic context;</li> <li>3. Identify the types of strategies and the possibility of their application in companies' management practice;</li> <li>4. Develop strategic thinking of the future management specialists;</li> <li>5. Understand the terms such as: competitive, competitive advantage, competition and</li> </ol>

	<p>competition types and their use in managerial practice.</p> <p><u>B. Procedural objectives</u></p> <ol style="list-style-type: none"> <li>1. The ability to understand the influence of the external environment on the organization's strategy and performance;</li> <li>2. Apply acquired knowledge in initiating an developing business activity;</li> <li>3. Develop the capacity of scientific approach to process management: building organizational abilities, formulating strategic objectives, etc;</li> </ol> <p>Develop analysis and evaluation skills of the competitive environment and the firms' requirements for obtaining and increasing their competitiveness.</p> <p><u>C. Objective atitudinale</u></p> <p>Cooperation in teams, working to solve various tasks;</p> <p>Using specific methods of developing and maintaining a competitive organization</p>
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## 8. Course contents

8.1. Course		No. of hours	Teaching methods	Observations Used resources
1	Competition and relevant market; competitive position and competitive environment; relevant market – defining element to fight the competition. Barriers to market entry. Barriers to market exit.	2	- Lectures  - Debate with imaginary opponent  - Graphic organizer	Power –point presentation
2	Competitiveness - factors that ensure the company's competitiveness; types of competitive advantage. Ways forward to improve the company's competitiveness	4		
3.	Analysis of the company's competitive background. The company's external environment. Types of environment and company's behavior. Michael Porter's model of strategic diagnostics of the company's industry.	4		
4.	Company's internal environment. Distinctive organisational skills and resources. Competitive advantages and functional competences.	4		
5.	Company's effective functioning on the competitive market. Analysis of the company's strengths and weaknesses. Anticipation of competitor's reaction and valuing the informations.	4		
6.	Power of public influence on the company's industry. Role of the state in the economy. Impact of the public sector on the competitive environment. Role of the state in international competition.	4		
7.	Importance of the state fiscal policy for the economic environment and company's survival	4		
8.	Future characteristics of the company's environment and future strategic challenges.	2		
Bibliography: 1. Jianu Elena, <b>Competitional environment and company's competitiveness</b> , suport de curs in format electronic, 2017 2. <b>Porters' Five Forces. Strategy Skills</b> , Team FME, <a href="http://www.free-management-ebooks.com">www.free-management-ebooks.com</a> , 2013 3. Fleisher, C.S., Bensoussan, B.E, <b>Business and Competitive Analysis</b> , Second Edition, <a href="http://ptgmedia.pearsoncmg.com/images/9780133086409/samplepages/9780133086409.pdf">http://ptgmedia.pearsoncmg.com/images/9780133086409/samplepages/9780133086409.pdf</a> , 2015 4. Orsato, R.J., <b>Competitive Environmental Strategies</b> , C ALIFORNIA MANAGEMENT REVIEW VOL.48,NO.2 WINTER 2006, <a href="http://aeo.izt.uam.mx/cuerpo-eo/seminario/orsato.pdf">http://aeo.izt.uam.mx/cuerpo-eo/seminario/orsato.pdf</a> , 2008 5. Epure D.T, Micu A., <b>The international business environment</b> , Ovidius University Press, Constanța, 2012; 6. Gavrilă I., Gavrilă T. , <b>Competitiveness and competitive environment. Promotion and protection of the competition in the European Union</b> , second edition, Economică Publishing House, Bucharest, 2009; 7. Hoffman J. A., <b>Competitive Environmental Strategy: A Guide To The Changing Business Landscape</b> , 2 <sup>nd</sup> Edition, Island Press, USA, 2013; 8. Hitt A. M, Ireland Duane R., Hoskisson E. R., <b>Strategic Management: Competitiveness &amp; Globalization</b> , 9th Edition, South –Western, Cengage Learning, Canada, 2011; 9. Senior B., Swales Sph., <b>Organizational Change</b> , 4th Edition, Pearson Education Ltd. 2010; 10. *** The Global Competitiveness Report (2014/2015)				
8.2. Seminar		No. of hours	Teaching methods	Observations Used resources
1	Market strategies	2	- Dialogue - Discussion - Teamwork - Heuristic conversation	Case study, homework and project presentation
2	Innovation strategies	1		
3	Strategic analysis systems of the competitive environment: the Porter model	2		
4	Analisis of the company's internal environmen	2		
5	Competitive strategies	2		
6	Role of the state in the economy	1		
7	Fiscal policy	2		

8	Growth strategies	2		
Bibliography:				
1. Jianu Elena, <b>Case study: The competitive advantage generating</b> , material didactic in format electronic, 2017				
2. <b>Porters' Five Forces. Strategy Skills</b> , Team FME, <a href="http://www.free-management-ebooks.com">www.free-management-ebooks.com</a> , 2013				
3. Fleisher, C.S., Bensoussan, B.E, <b>Business and Competitive Analysis</b> , Second Edition, <a href="http://ptgmedia.pearsoncmg.com/images/9780133086409/samplepages/9780133086409.pdf">http://ptgmedia.pearsoncmg.com/images/9780133086409/samplepages/9780133086409.pdf</a> , 2015				
4. Orsato, R.J., <b>Competitive Environmental Strategies</b> , CALIFORNIA MANAGEMENT REVIEW VOL.48,NO.2 WINTER 2006, <a href="http://aeo.izt.uam.mx/cuerpo-eo/seminario/orsato.pdf">http://aeo.izt.uam.mx/cuerpo-eo/seminario/orsato.pdf</a> , 2008				
5. Prigoreanu A-G., <b>The assertion in the competitive environment; study of the benchmarking technique</b> , A.S.E., 2006				
6. Wignaraja G., <b>Competitiveness Strategy in Developing countries – a manual for policy analysis</b> , Routledge Studies in Development Economics, Taylor & Francis Group, 2009, U.S.A.				

**9. Course contents corroboration with the demands of epistemic community representatives, professional associations and related employers.**

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.

**10. Evaluation**

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- The accuracy and completeness of knowledge; - Logical consistency; - The degree of assimilation of specialized language.	- Final evaluation	50 %
10.5 Seminar	- attendance and active participation in the seminar, solving case studies;	- Student's free exposure; - Oral form of dialogue.	20%
	- admission to degree's requirements in terms of achieving homework	- Oral presentation of the homework and project	30%
10.6 Minimum performance standard	1. Communicating information using a correct scientific language of the topic 2. Knowledge of the main concepts specific to competitive environment and company's competitiveness topic 3. Pass mark 5 at the final evaluation		

Completion date  
September 14<sup>th</sup>, 2020

Course teacher,  
PhD. Lecturer Elena JIANU

Seminar teacher,  
PhD. Lecturer Elena JIANU

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

# SYLLABUS

## Organizational Change Management

### 2020-2021

#### 1. Program information

1.1	Higher education institution	University of Pitești
1.2	Faculty	Faculty of Economics and Law
1.3	Department	Management and Business Administration
1.4	Field of studies	Management
1.5	Cycle of studies	Master
1.6	Program of studies	Strategic Management and Business Development

#### 2. Course information

2.1	Name	<b>Organizational Change Management</b>			
2.2	Course teacher	PhD Assistant Professor Puiu GRĂDINARU			
2.3	Seminar teacher	PhD Assistant Professor Puiu GRĂDINARU			
2.4	Year of studies	II	2.5	Semester	I
2.6	Evaluation type	E	2.7	Course type	mandatory

#### 3. Total estimated time

3.1	Number of hours per week	3	3.2	of which course	2	3.3	S / L / P	1
3.4	Total hours from curriculum	42	3.5	of which course	28	3.6	S / L / P	14
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								56
Further reading in the library, on the online platforms and field								50
Preparing seminars, homework, portfolios and essays								40
Tutoring								6
Examinations								2
Other activities								4
3.7	Total hours of individual study	158						
3.8	Total hours per semester	200						
3.9	Number of credits	8						

#### 4. Prerequisites

4.1	of curriculum	The basics of Management and Human Resources Management
4.2	of competences	analysis, synthesis, divergent thinking

#### 5. Requirements

5.1	for courses	The lecture room should be equipped with a video-projector.
5.2	for seminars	The seminar room should be equipped with a video-projector and at least 10 computers.

#### 6. Specific acquired competences

Professional competences	<ul style="list-style-type: none"> <li>C1. Evaluating opportunities and risks specific to business environment in order to design organizational changes – 1 CP;</li> <li>C2. Making decision scenarios and forecasting their potential impact – 2 CP;</li> <li>C3. Applying strategic management systems under certainty, uncertainty and risk – 1 CP;</li> <li>C4. Revaluating the entrepreneurial skills in a competitive environment – 1 CP;</li> <li>C5. Analyzing and interpreting market information for decision making in business – 1 CP.</li> </ul>
Transversal competences	<ul style="list-style-type: none"> <li>TC1 - Applying the rules and values of professional ethics in decision making and achieving independently or in groups the complex tasks / objectives at work – 1 CP;</li> <li>TC2 - Planning and organizing human resources within a group or an organization, being aware of the responsibility for professional results – 1 CP.</li> </ul>

#### 7. Course objectives (based on the specific acquired competences)

7.1 General objective	Understanding of the topics and familiarization with the methodology of formulation and implementation of the planned organizational changes
7.2 Specific objectives	<p><b>A. Cognitive objectives</b></p> <ol style="list-style-type: none"> <li>Knowledge and understanding of the concept of organizational change</li> <li>Working with methodology for the formulation and implementation of organizational changes</li> <li>Explanation and interpretation of the forces that lead to change and of the ways of approaching the opposition to change</li> <li>Familiarization with the most efficient methods and techniques for the stimulation of the creativity in order to initiate the organizational changes</li> <li>Correct definition of the matter of study of "Organizational Change Management" and the establishment of its relations with other economic sciences</li> </ol> <p><b>B. Procedural objectives</b></p> <ol style="list-style-type: none"> <li>Drafting of a team project at the company's level and of its components</li> </ol>

	2. Solving of applications and case studies for each method and technique 3. Set up a pronounced systemic vision for the creation and use of the managerial tools 4. Use of some self-assessment methods of the learning activity  <i>C. Attitudinal objectives</i> 1. Respecting the rules of professional deontology, based on explicit value options of a specialist in management; 2. Cooperation and teamwork to solve various job tasks; 3. Using specific methods to develop plans of personal and professional development.
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## 8. Contents

8.1. Course		No. of course hours	Teaching methods	Observations Resources
1	<b>The concept of organizational change. Typology of organizational change. Management styles</b> 1.1 Step by step change 1.2 Radical change 1.3 Structural change 1.4 Types of managers in relation with organizational changes	2	Lecture  Heuristic conversation  Problem solving  Explanation  Debate	Demonstration using modern audio-visual means (short PowerPoint presentations)
2	<b>Specific strategies of organizational change</b> 2.1 Guiding strategy 2.2 Strategy expert 2.3 Negotiable strategy 2.4 Participatory strategy 2.5 Key ideas in change management	2		
3	<b>Methods of implementing change management based on creativity</b> 3.1 General methods 3.2 More specific ways 3.3 The models of behavior in the organization and spectrum of possible attitudes towards change	4		
4	<b>The use of methods to stimulate creativity in organizational change management</b> 4.1 Brainstorming 4.2 Delbecq method 4.3 Method book collective 4.4 Sinectic method 4.5 Technical Phillips 66 4.6 Matrix discoveries 4.7 Zwicky's morphological method 4.8 SCANLON Plan	4		
5	<b>Methodology of formulating and implementing organizational planned changes</b> 5.1 Definition of the factors that lead to change 5.2. Understanding of the need to change 5.3. Diagnosis of the problems that lead to change 5.4. Identification of the methods through which is made the change and of the type of change 5.5. Establishment of the ways of implementing the change 5.6. Overcoming of the resistance to change 5.7. Implementation of change 5.8. Strengthening of change	4		
6	<b>Change – the impulse for company reengineering</b> 6.1 The concept of reengineering (RGN) 6.2 Types of reengineering	4		
7	<b>Management of organizational culture - a key element of change</b> 7.1 Elimination of internal competition 7.2 Guide to creating a culture of success in an organization	4		
8	<b>The role of total management in processes of change and improvement from organizations</b> 8.1 The Total Management Concept (MT) 8.2 The pyramid of total management	4		
<b>Bibliography</b> 1. Grădinaru Puiu, Organizational change management, support de curs in format electronic, 2017 2. Linda Crafts, Change management. Body of knowledge, <a href="https://pmiivv.org">https://pmiivv.org</a> , 2013 3. Esther Cameron & Mike Green, MAKING SENSE OF CHANGE MANAGEMENT. A complete guide to the models, tools & techniques of organizational change, Kogan Page Limited,				

<a href="http://www.bms.lk/download/GDM_Tutorials/e-books/Making_Sense_of_Change_Management.pdf">http://www.bms.lk/download/GDM_Tutorials/e-books/Making_Sense_of_Change_Management.pdf</a> , 2009 4. Harold L. Sirkin, Perry Keenan, Alan Jackson, The Hard Side of Change Management, Harvard Business Review, <a href="https://hbr.org/2005/10/the-hard-side-of-change-management">https://hbr.org/2005/10/the-hard-side-of-change-management</a> , 2009 5. Thomas G. Cummings & Christopher G. Worley, South-Western Cengage Learning, <a href="http://otgo.tehran.ir/Portals/0/pdf/organization%20development%20and%20change.pdf">http://otgo.tehran.ir/Portals/0/pdf/organization%20development%20and%20change.pdf</a> , 2009				
8.2. Project		No. of seminar hours	Teaching methods	Observations Resources
1	<b>Presentation of the company</b> 1.1. Object of activity 1.2. Characterization of the products (services) of the company 1.3. Structural organization 1.4. Possible changes that took place within the company 1.5. Economical-financial situation	3	Conversation Problem solving Reflection exercises Debate Explanation Teamwork Project presentations	Case study, homework presentation, check list
2	<b>Application of the methodology for the implementation of the change management</b> 2.1. Definition of the factors that lead to change 2.2. Understanding of the need to change 2.3. Diagnosis of the problems that lead to change 2.4. Identification of the methods through which is made the change and of the type of change 2.5. Establishment of the ways of implementing the change 2.6. Overcoming of the resistance to change 2.7. Implementation of change 2.8. Strengthening of change	1 1 2 1 1 1 1 1		
3	<b>Proposals for the increase of the efficiency of the company by emphasizing the creative side of the management</b>	2		
<b>Bibliography</b> 1. Grădinaru Puiu, Organizational change management, support de curs in format electronic, 2017 2. Linda Crafts, Change management. Body of knowledge, <a href="https://pmiww.org">https://pmiww.org</a> , 2013 3. Esther Cameron & Mike Green, MAKING SENSE OF CHANGE MANAGEMENT. A complete guide to the models, tools & techniques of organizational change, Kogan Page Limited, <a href="http://www.bms.lk/download/GDM_Tutorials/e-books/Making_Sense_of_Change_Management.pdf">http://www.bms.lk/download/GDM_Tutorials/e-books/Making_Sense_of_Change_Management.pdf</a> , 2009 4. Harold L. Sirkin, Perry Keenan, Alan Jackson, The Hard Side of Change Management, Harvard Business Review, <a href="https://hbr.org/2005/10/the-hard-side-of-change-management">https://hbr.org/2005/10/the-hard-side-of-change-management</a> , 2009 5. Thomas G. Cummings & Christopher G. Worley, South-Western Cengage Learning, <a href="http://otgo.tehran.ir/Portals/0/pdf/organization%20development%20and%20change.pdf">http://otgo.tehran.ir/Portals/0/pdf/organization%20development%20and%20change.pdf</a> , 2009				

\* NOTES:

1. The seminars consists of projects, direct interventions, debates, teamwork etc., activities considered in the final evaluation.
2. The projects are conducted in teams.

#### 9. Course contents corroboration with the demands of epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- accuracy and completeness of knowledge - logical coherence - degree of assimilation of the specialized language	- Final assessment	50 %
10.5 Project	• Attendance and periodical assessment	• Free presentation of the student and the oral questioning in the form of dialogue	20%
	• Project – applications proposed by the teacher on the methodology of implementing the changes will be solved. The level of complying with the requirements will be assessed	• Test - Oral presentation of the homework - Oral questioning	30%

10.6 Minimum standard of performance	1. Communication of information using correctly the scientific language with respect to the field of the organizational change management 2. Knowledge of the basic concepts pertaining to the discipline “ Organizational Change Management ” 3. The ability to use the methods of stimulating creativity in the organizational change management ” 4. Grade 5 in the final assessment. Student must : - define and explain forces that lead to planned organizational changes - explain methodology of the formulation and implementation of the planned organizational changes
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Completion date,  
September 14<sup>th</sup>, 2020

Course teacher,  
PhD Associate Professor  
Puiu GRĂDINARU

Seminar teacher,  
PhD Associate Professor  
Puiu GRĂDINARU

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

# SYLLABUS

## Ethics and Academic Integrity

### 2020-2021

#### 1. Program information

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

#### 2. Course information

2.1	Name					Ethics and Academic Integrity					
2.2	Course teacher					PhD Lecturer Crenguța Ileana SINISI					
2.3	Seminar teacher					-					
2.4	Year of studies	II	2.5	Semester	I	2.6	Evaluation type	E	2.7	Course type	mandatory

#### 3. Total estimated time

3.1	Number of hours per week	1	3.2	of which course	1	3.3	S / L / P	-
3.4	Total hours from curriculum	14	3.5	of which course	14	3.6	S / L / P	-
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								10
Further reading in the library, on the online platforms and field								10
Preparing seminars, homework, portfolios and essays								10
Tutoring								3
Examinations								2
Other activities								1
3.7	Total hours of individual study	36						
3.8	<b>Total hours per semester</b>	<b>50</b>						
3.9	<b>Number of credits</b>	<b>2</b>						

#### 4. Prerequisites

4.1. of curriculum	-
4.2. of competences	analysis, synthesis, divergent thinking

#### 5. Requirements

5.1. for courses	The lecture room should be equipped with a video-projector and at least 10 computers.
5.2. for seminars	-

#### 6. Specific acquired competences

competencesProfessional	
competencesTransversal	<ul style="list-style-type: none"> <li>TC2 - Planning and organizing human resources within a group or an organization, being aware of the responsibility for professional results – 1 CP;</li> <li>TC3 - Assuming the need for continuous training to create the premises for career development and adapting the professional and managerial skills to a dynamic economic environment – 1 CP.</li> </ul>

#### 7. Course objectives (based on the specific acquired competences)

7.1. General objective	Understanding the importance of the course in the university environment and
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	learning the specific characteristics of ethics and academic integrations in the perspective of developing a professional career.
<b>7.2. Specific objectives</b>	<p><i>A. Cognitive objectives</i></p> <ul style="list-style-type: none"> <li>▪ Explanation, interpretation and proper use of different concepts regarding ethics and academic integrity</li> <li>▪ Acquiring the main knowledge of ethical and academic integrations issues in scientific research and dissemination of the results of their professional activity</li> </ul> <p><i>B. Procedural objectives</i></p> <ul style="list-style-type: none"> <li>▪ Developing skills for using the methods and techniques for evaluating the phenomenon of integration in the university environment</li> <li>▪ Familiarization of students with the methodology and working tools of the systems and means of ensuring ethics and academic integrations</li> </ul> <p><i>C. Attitudinal objectives</i></p> <ul style="list-style-type: none"> <li>▪ Ability to work in a team in scientific research, under ethical conditions and academic integrity</li> <li>▪ Cultivating constructive attitudes in the context of ethics and academic integrations</li> <li>▪ Encouraging moral behavior at the level of partnerships</li> </ul>

## 8. Contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1.	Introductory elements. Necessity and reality. Concerns at national and international level.	2	- lecture - explanation - discussion	Computer  Power Point presentations
2.	Definition of concepts and concepts: morals, ethics, integrity and academic deontology, corruption.	2		
3.	Fundamentals and standards of integrity in the didactic and research activity in higher education.	2		
4.	Teamwork: deontological issues, results, dissemination, relativity / ambiguity.	2		
5.	Writing a scientific paper.	2		
6.	Plagiarism and self-plagiarism: definition, forms.	2		
7.	Software dedicated to the verification of scientific works: limitations, advantages.	2		

### Bibliography:

1. Boyd, W.E., Healey, R.L., Hardwick, S.W., Haigh, M., Klein, P., Doran, B., Trafford, J., Bradbeer, J. 2008. None of Us Sets Out To Hurt People': The Ethical Geographer and Geography Curricula in Higher Education, *Journal of Geography in Higher Education*, Vol. 32, No. 1, 37-50. [DOI: 10.1080/03098260701731462](https://doi.org/10.1080/03098260701731462)
2. Cargill, M., O'Connor, P. 2013. Writing Scientific Research Articles: Strategy and Steps, John Wiley & Sons, 240 pp.
3. Chelcea, S. 2003. Metodologia elaborării unei lucrări științifice, Edit. Comunicare, București, 287 pp.
4. Jordan, S.R. 2013. Conceptual Clarification and the Task of Improving Research on Academic Ethics, *J Acad Ethics*, 11:243-256. [DOI 10.1007/s10805-013-9190-y](https://doi.org/10.1007/s10805-013-9190-y)
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6. Papadima, L. (coord.) 2017. Deontologie academică, Curriculum-cadru, Universitatea din București, 82 pp.
7. Șarpe, D., Popescu, D., Neagu, A., Ciucur, V. 2011. Standarde de integritate în învățământul universitar, Unitatea Executivă pentru Finanțarea Învățământului Superior, a Cercetării, Dezvoltării și Inovării.
8. Șercan, E. 2017. Deontologie academică. Ghid practic, Editura Universității din București, 61 pp.
9. Wendy Sutherland-Smith, W. 2008. Plagiarism, the Internet, and Student Learning: Improving Academic Integrity, Routledge, 240 pp.
10. Whidby, M.A. 2012. Citation handling: processing citation texts in scientific documents, Thesis, ProQuest LLC, 64 pp.
11. The law of national education no. 1/2011. [http://www.dreptonline.ro/legislatie/legea\\_educatiei\\_nationale\\_lege\\_1\\_2011.php](http://www.dreptonline.ro/legislatie/legea_educatiei_nationale_lege_1_2011.php)
12. Law no. 206/2004 on good conduct in scientific research, technological development and innovation. <https://lege5.ro/Gratuit/gu3donrv/legea-nr-206-2004-privind-buna-conduita-in-cercetarea-stiintifica-dezvoltarea-tehnologica-si-inovare>
13. Law no. 398/2006 amending and supplementing Law no. 206/2004 on good conduct in scientific research, technological development and innovation. <https://lege5.ro/Gratuit/geydamjrqq/legea-nr-398-2006-pentru-modificarea-si-completarea-legii-nr-206-2004-privind-buna-conduita-in-cercetarea-stiintifica-dezvoltarea-tehnologica-si-inovare>
14. Law no. 319/2003 regarding the Statute of research and development personnel. [http://www.cdep.ro/pls/legis/legis\\_pck.http\\_act\\_text?id=49472](http://www.cdep.ro/pls/legis/legis_pck.http_act_text?id=49472)
15. Order no. 211/2017 regarding the approval of the Regulation for the organization and functioning of the National Council for Ethics of Scientific Research, Technological Development and Innovation, as well as

of its nominal composition. <https://lege5.ro/Gratuit/ge2tqmrthe3a/ordinul-nr-211-2017-privind-aprobarea-regulamentului-de-organizare-si-functionare-al-consiliului-national-de-etica-a-cercetarii-stiintifice-dezvoltarii-tehnologice-si-inovarii-precum-si-a-componentei->

16. Order no. 6085/2016 regarding the constitution of the University Ethics and Management Council and the approval of the Regulation for the organization and functioning of the University Ethics and Management Council. <https://lege5.ro/Gratuit/geztqzsguya/ordinul-nr-6085-2016-privind-constituirea-consiliului-de-etica-si-management-universitar-si-aprobarea-regulamentului-de-organizare-si-functionare-a-consiliului-de-etica-si-management-universitar->

## 9. Course contents corroboration with the demands of epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- written exam: the quality and consistency of treating subjects; - logical coherence; - assimilation degree of specialized language.	- Test papers during the semester;	20 %
		- Final evaluation.	50%
10.5 Homework	- compliance with the requirements of the project.	- Evaluating student's products, attendance and interventions; - Evaluating student's participation in project making (homework) and presentation.	30%

10.6 Minimum performance standard	Knowledge of the basic concepts of the discipline and the explanation of the interdependencies between them.
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Completion date,  
September 24<sup>th</sup>, 2020

Course teacher,  
PhD Lecturer Crenguța-Ileana SINISI

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

**SYLLABUS**  
**Discursive Practices in Business. Applied Competencies**  
**2020-2021**

**1. Program information**

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

**2. Course information**

2.1	Name	<b>Discursive Practices in Business. Applied Competencies</b>									
2.2	Course teacher	PhD Lecturer Smaranda TOMA									
2.3	Seminar teacher	PhD Lecturer Smaranda TOMA									
2.4	Year of studies	II	2.5	Semester	I	2.6	Evaluation type	colloquy	2.7	Course type	mandatory

**3. Total estimated time**

3.1	Number of hours per week	2	3.2	of which course	-	3.3	<b>S / L / P</b>	2
3.4	Total hours from curriculum	28	3.5	of which course	-	3.6	<b>S / L / P</b>	28
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								10
Further reading in the library, on the online platforms and field								14
Preparing seminars, homework, portfolios and essays								14
Tutoring								4
Examinations								2
Other activities								3
3.7	Total hours of individual study	47						
3.8	<b>Total hours per semester</b>	<b>75</b>						
3.9	<b>Number of credits</b>	<b>3</b>						

**4. Prerequisites**

4.1. of curriculum	Business English, Business Communication, Rhetoric and Argumentation in the Organizational Environment
4.2. of competences	analysis, synthesis, divergent thinking

**5. Requirements**

5.1. for courses	-
5.2. for seminars	The seminar room should be equipped with a video-projector and one computer (laptop) with speakers.

**6. Specific acquired competences**

competences	
Professional	
Transversal	<ul style="list-style-type: none"> <li>TC1 - Applying the rules and values of professional ethics in decision making and achieving independently or in groups the complex tasks / objectives at work – 1 CP;</li> <li>TC2 - Planning and organizing human resources within a group or an organization, being aware of the responsibility for professional results – 1 CP;</li> <li>TC3 - Assuming the need for continuous training to create the premises for career development and adapting the professional and managerial skills to a dynamic economic environment – 1 CP.</li> </ul>

**7. Course objectives (based on the specific acquired competences)**

7.1. General objective	As the global economy grows, companies from different countries increasingly have
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	<p>to work, trade and communicate with each other. Therefore, communication in an international language becomes imperative. English is often the language used for this communication.</p> <p>These seminars helps students to understand the principles of business communication; to produce accessible, well designed every day writing and compelling presentations and speeches; to prepare and project high quality presentations and speeches; to listen and speak during normal business activities such as meetings, interviews, telephone conversation or negotiations; to adapt written and oral communication skills for achieving leading strategic business goals.</p> <p>These seminars help students improve their written and oral communications so they will be better equipped to accomplish their educational and professional goals. Students master effective business communication in multiple forms: from written materials to oral presentations and command of body language.</p>
<b>7.2. Specific objectives</b>	<p>The seminars also cover discursive techniques, the composition, structure and how to deliver presentations. They also address other issues like body language, visuals, and interaction with the audience.</p> <p>Students master the elements of business rhetoric and become adept at strategies for successfully conveying valuable knowledge and a leadership vision that persuades readers and motivates organizations.</p> <p>Students learn powerful and innovative techniques drawn from multiple sources, including media, quantitative and visual narratives. Each student produces written projects and oral presentations, and each student receives critical feedback and individual support.</p>

## 8. Contents

<b>8.2. Seminar</b>		<b>No. of hours</b>	<b>Teaching methods</b>	<b>Observations Resources</b>
1.	<b>INTRODUCTION IN DISCURSIVE PRACTICES IN BUSINESS</b> 1.1. Reading: Understanding the Principles of Business Communication 1.2. Essential Principles for Successful Results in Business Communications (informing and influencing your target audience by building skills in writing, speaking, negotiation, media and leadership) 1.3. Vocabulary Practice 1.4. Comprehension Check 1.5. Assessment	<b>4</b>	Conversation  Listening, reading, writing and vocabulary exercises, role-plays, comprehension questions, individual work	Demonstration using modern audio-visual means (short PowerPoint presentations, videos etc.)  Computer assisted instruction, modeling
2.	<b>WELCOMING YOUR AUDIENCE</b> 2.1. Audio: Introducing Yourself and the Topic 2.2. Audio: Opening a Presentation. Structuring a Presentation 2.3. Audio: Getting the Audience's Attention 2.4. Vocabulary Practice 2.5. Comprehension Check 2.6. Assessment	<b>4</b>	Reflection exercises  Debate  Explanation  Teamwork	
3.	<b>GIVING PRESENTATIONS AND CONDUCTING MEETINGS</b> 3.1. Reading: Writing a Winning Presentation 3.2. Reading: Designing Effective Visual Aids (charts and illustrations) 3.3. Communicating the Narrative or Corporate Storyline 3.4. Video: Clear and to the Point: Psychological Principles for Compelling PowerPoint Presentations 3.5. Vocabulary Practice 3.6. Comprehension Check 3.7. Assessment	<b>4</b>	Project presentations  Demonstration using specific teaching materials	
4.	<b>TONE, DICTION, PERSUASION, CLARITY AND BODY LANGUAGE</b> 4.1. Reading: Active versus Passive Communication 4.2. Discussion: Purpose, Audience, Discourse Communities 4.3. Video: Body Language 4.4. Audio: Tone, Diction, Persuasion, and Clarity 4.5. Vocabulary Practice 4.6. Comprehension Check	<b>4</b>		

	4.7. Assessment			
5.	<b>PRESENTATION TOOLS</b> 5.1. Introducing Visuals. Types of Visuals 5.2. Creating Effective Visuals. Presenting Visuals Effectively 5.3. Interpreting Visuals. Describing Graphs and Charts 5.4. Emphasizing Important Points 5.5. Making Contrasts and Describing Results	4		
6.	<b>CONCLUDING A PRESENTATION</b> 6.1. Reading: Strategies for a Good Conclusion. Phrases for Effective Conclusions 6.2. Audio: Summarizing the Main Points 6.3. Audio: Making Recommendations 6.4. Audio: Using your Voice Effectively (stressing words, making pauses) 6.5. Comprehension Check 6.6. Vocabulary Practice 6.7. Assessment	4		
7.	<b>HANDLING THE QUESTION AND ANSWER SESSION</b> 7.1. Reading: Dealing with Questions 7.2. Role-plays and Video: Asking Polite Questions 7.3. Audio: Anticipating Questions. Dealing with Interruptions. Reforming Questions 7.4. Comprehension Check 7.5. Vocabulary Practice 7.6. Assessment	4		

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#### \* NOTES:

- The seminars consist of projects, direct interventions, debates, teamwork etc., activities considered in the final evaluation.
- The projects are conducted in teams.

### 9. Course contents corroboration with the demands of epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	-	-	-
10.5 Seminar	- attendance and active participation during the seminars; - assimilation degree of specialized	Evaluating student's products and interventions during the seminars	50%

	language; - compliance with the requirements of the project ;  - an oral and written examination: the quality and consistency of treating subjects.	Evaluating student's participation in project making and presentation  Colloquy	20%  30%
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10.6 Minimum performance standard	Minimum requirements: the pass mark 5 is granted provided that the student demonstrated mastery of basic knowledge of discursive practices in business, throughout the semester.
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Completion date,  
September 18<sup>th</sup>, 2020

Seminar teacher,  
PhD Lecturer Smaranda TOMA

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

# SYLLABUS

## Internship

### 2020-2021

#### 1. Program information

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

#### 2. Course information

2. Course information											
2.1	Name					Internship					
2.2	Course teacher					-					
2.3	Seminar teacher					PhD Assistant Professor Puiu GRĂDINARU					
2.4	Year of studies	II	2.5	Semester	I	2.6	Evaluation type	colloquy	2.7	Course type	mandatory

#### 3. Total estimated time

3.1	Number of hours per week	6	3.2	of which course	-	3.3	<u>S / L / P</u>	6
3.4	Total hours from curriculum	84	3.5	of which course	-	3.6	<u>S / L / P</u>	84
<b>Time distribution</b>								ore
Study the textbook, course support, bibliography and notes								-
Further reading in the library, on the online platforms and field								-
Preparing seminars, homework, portfolios and essays								-
Tutoring								-
Examinations								-
Other activities								-
3.7	Total hours of individual study	-						
3.8	<b>Total hours per semester</b>	<b>84</b>						
3.9	<b>Number of credits</b>	<b>3</b>						

#### 4. Prerequisites

4.1. of curriculum	-
4.2. of competences	Analysis, synthesis, divergent thinking, drafting reports, drafting analysis, and being able to put into practice concepts and theories. Have knowledge about management, marketing, techniques and tools for business diagnostics and assessment, business planning and development techniques and tools, organizational policies and strategies in the context of sustainable development, business management.

#### 5. Requirements

5.1. for courses	Is not the case
5.2. for seminars	Is not the case.

#### 6. Specific acquired competences

competencesProfessional	<ul style="list-style-type: none"> <li>▪ C6. Substantiating strategic decisions to attract and retain customers, using modern sale methods and techniques – 1 CP.</li> </ul>
competencesTransversal	<ul style="list-style-type: none"> <li>▪ TC1 - Applying the rules and values of professional ethics in decision making and achieving independently or in groups the complex tasks / objectives at work – 1 CP;</li> <li>▪ TC3 - Assuming the need for continuous training to create the premises for career development and adapting the professional and managerial skills to a dynamic economic environment – 1 CP.</li> </ul>

## 7. Course objectives (based on the specific acquired competences)

<b>7.1. General objective</b>	Students' skills and competences development regarding the application of the theoretical concepts, theories and aspects within the real life contexts.
<b>7.2. Specific objectives</b>	<p><b>A. Cognitive objectives cognitive</b></p> <ol style="list-style-type: none"> <li>1. Ability to interpret through logical thinking issues related to the organization and functioning of commercial companies;</li> <li>2. Acquiring by the trainees the know-how necessary to manage the enterprise through methods and techniques used by the practice to develop their spirit of action as well as the ability to manage the work process within the organizations;</li> <li>3. Capacity to design and manage processes;</li> <li>4. Selection of relevant economic information to solve various concrete problems in and to adopt the optimal decision.</li> </ol> <p><b>C. Attitudinal objectives</b></p> <ol style="list-style-type: none"> <li>1. Respecting the rules of professional deontology, based on explicit value options of a specialist in management;</li> <li>2. Cooperation and teamwork to solve various job tasks;</li> <li>3. Using specific methods to develop personal and professional development plans.</li> </ol>

## 8. Contents

Applications: Seminars / Labs / Homework		No. of hours	Teaching methods	Observations Resources
1.	Presentation, description and characterization of the company and current activity: <ul style="list-style-type: none"> <li>- the company identification, the legal framework, the legal status, the company's share capital;</li> <li>- short history of the company;</li> <li>- the business scope of the firm;</li> <li>- production capacity (if it is a production company), services rendered (if it is a service company);</li> <li>- how to organize and manage the firm;</li> <li>- analysis of current business activities;</li> <li>- System of organizing and coordinating activities.</li> </ul>	8	discussions presentations drafting applying	The companies' documentation /reports.  Discussions with tutors on the focused topics.  Tutors guidance.
2	Marketing environment – definition, components and analysis tools. <ul style="list-style-type: none"> <li>- analysis of the external stakeholders</li> <li>- analysis of STEP factors</li> <li>- analysis of the industry</li> <li>- reviewing the analysis results</li> <li>- SWOT profile drafting.</li> </ul>	8		
3	Analyzing the organization of the company's activity: <ul style="list-style-type: none"> <li>- organizational structure of the company and organization chart of the unit: number of employees (permanent and seasonal, level of training, positions held, age groups), attributions;</li> <li>- the organizational structure of the main subdivisions of the company;</li> <li>- organizational relationships involved;</li> <li>- management and execution personnel, job descriptions, organization and operation regulations, other internal regulations;</li> <li>- organization of the firm;</li> <li>- the functions of the firm - the way of manifestation and exercise (research and development, production - where appropriate, commercial, financial and accounting personnel)</li> <li>- the contribution of the main components of the process organization to achieving the company's objectives.</li> </ul>	10		
4	Market research – managerial tool. <ul style="list-style-type: none"> <li>- drafting a research plan for company usage;</li> <li>- collecting data;</li> <li>- data analysis;</li> <li>- research report drafting;</li> <li>- discussions with the company management on the report results.</li> </ul>	8		
5	Analysis of the company's internal environment: <ul style="list-style-type: none"> <li>- current status, malfunctions, improvement proposals;</li> <li>- general about the financial situation of the firm;</li> </ul>	8		



	<ul style="list-style-type: none"> <li>- description of products / services, technological processes developed; company logistics; equipment: office equipment, means of transport; spaces for the provision of services, storage and others;</li> <li>- the company's profitability threshold, as well as the profitability threshold for a product or service provided by the firm;</li> <li>- analyzing the performance of the commercial strategy;</li> <li>- the human resources involved;</li> <li>- describing the climate and organizational culture;</li> <li>- processing documents within the company;</li> <li>- interpreting the dynamics of the internal environment.</li> </ul>		
6	<p>Formulating business development alternatives based on the SWOT analysis of the DIY firm / shop and demonstrating their relevance, referring to the national, European and global economic realities:</p> <ul style="list-style-type: none"> <li>- internal factors analysis / business potential assessment - materialized in the identification of strengths and weaknesses;</li> <li>- analysis of external factors, detailing the opportunities and threats the organization faces;</li> <li>- formulation of strategic alternatives based on the SWOT strategic diagnostic matrix.</li> </ul>	8	
7	<p>Analyzing the business model.</p> <ul style="list-style-type: none"> <li>- the business canvas drafting;</li> <li>- market segments analysis and targeting strategies;</li> <li>- the value proposition for the companies' customers;</li> <li>- business operations and value chain;</li> <li>- the business strategy.</li> </ul>	8	
8	<p>Identifying and substantiating the company's strategies into the external environment point of view</p> <ul style="list-style-type: none"> <li>- vision and mission of the firm;</li> <li>- presentation of the fundamental objectives;</li> <li>- strategic options of the company (means of achieving the objectives);</li> <li>- necessary resources;</li> <li>- intermediate and final milestones;</li> <li>- the competitive advantage of the organization.</li> </ul>	8	
9	<p>The use of some methods to stimulate creativity in organizational change management</p> <ul style="list-style-type: none"> <li>- brainstorming;</li> <li>- Delbecq method;</li> <li>- book collective method;</li> <li>- Sinectic method;</li> <li>- technical Phillips 66;</li> <li>- matrix discoveries;</li> <li>- Zwicky's morphological method;</li> <li>- SCANLON Plan.</li> </ul>	8	
10	<p>Organizational culture analysis:</p> <ul style="list-style-type: none"> <li>- description of the organizational culture content, and function;</li> <li>- Identifying the influence factors and characteristics,</li> <li>- Identifying the organizational culture type.</li> </ul>	8	
11	Final evaluation	2	

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## 9. Course contents corroboration with the demands of the epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during the internship will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	-	-	-
10.5 Seminar / Project	- attendance and active participation and the tasks fulfilling degree during the internship	Involvement in internship activities	20%
	- project elaboration and presentation	project evaluation (the content project)	50%
	- participation in final debates on project analysis and interpretation	project evaluation (final presentation)	30%
	- compliance with the requirements of the project .		
10.6 Minimum performance standard	The student accomplished the internship tasks according to the internship portfolio. His/hers attendance to the internship activities was over 75%. The student presented his/hers internship project.		

Completion date,  
September 16<sup>th</sup>, 2020

Course teacher,  
-

Seminar teacher,  
PhD Assistant Professor Puiu GRĂDINARU

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

**SYLLABUS**  
**ANALYSIS OF CONSUMER SATISFACTION**  
**2020-2021**

**1. Program information**

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

**2. Course information**

2. Course information											
2.1	Name					Analysis of Consumer Satisfaction					
2.2	Course teacher					Associate Professor Duțu Amalia					
2.3	Seminar teacher					Associate Professor Duțu Amalia					
2.4	Year of studies	II	2.5	Semester	I	2.6	Evaluation type	colloquy	2.7	Course type	Optionally

**3. Total estimated time**

3.1	Number of hours per week	3	3.2	of which course	2	3.3	S / L / P	1
3.4	Total hours from curriculum	42	3.5	of which course	28	3.6	S / L / P	14
<b>Time distribution</b>								ore
Study the textbook, course support, bibliography and notes								36
Further reading in the library, on the online platforms and field								30
Preparing seminars, homework, portfolios and essays								36
Tutoring								4
Examinations								2
Other activities								-
3.7	Total hours of individual study	108						
3.8	<b>Total hours per semester</b>	<b>150</b>						
3.9	<b>Number of credits</b>	<b>6</b>						

**4. Prerequisites**

4.1. of curriculum	-
4.2. of competences	analysis, synthesis, divergent thinking, drafting reports, drafting analysis, being able to put into practice concepts and theories

**5. Requirements**

5.1. for courses	The lecture room should be equipped with a video-projector.
5.2. for seminars	The seminar room should be equipped with a video-projector and at least 10 computers.

**6. Specific acquired competences**

competencesProfessional	C5 - Analyzing and interpreting market information for decision making in business – 2 CP; C6 - Substantiating strategic decisions to attract and retain customers, using modern sale methods and techniques – 4 CP.
competencesTransversal	

**7. Course objectives (based on the specific acquired competences)**

7.1. General objective	Knowledge dissemination, aprofundate, explanation, interpretation of the concepts, theories, methods and tools specific for the domain;
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	Evaluation and diagnosis of the marketing environment based on analysis methods and tools. Presenting the usage of the quantitative and qualitative methods for assessing the customer satisfaction.
7.2. Specific objectives	<p><i>A. Cognitive objectives cognitive</i></p> <ol style="list-style-type: none"> <li>1. Understanding the role of assessing the customers satisfaction;</li> <li>2. Understanding the principles and methods used for customers satisfaction assessment</li> <li>3. Familiarizing students with the methods and tools used in marketing research</li> <li>4. Familiarizing students with the research plan drafting and implementing</li> <li>5. Familiarizing students with research report drafting</li> </ol> <p><i>B. Procedural objectives</i></p> <ol style="list-style-type: none"> <li>1. students should be able to use customers feedback for improving marketing strategies;</li> <li>2. Collecting and processing data from documentary sources and primary sources, developing skills to use the methods, techniques and research tools for making strategic choices of sustainable business development.</li> </ol> <p><i>C. Attitudinal objectives</i></p> <ol style="list-style-type: none"> <li>1. Respecting the rules of professional deontology, based on explicit value options of a specialist in management;</li> <li>2. Cooperation and teamwork to solve various job tasks;</li> <li>3. Using specific methods to develop plans of personal and professional development.</li> </ol>

## 8. Contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1	Introduction in the topic of the course, objectives, exam requirement. Customers' satisfaction assessment - introduction into the topic.	2	Lecture	Power Point presentations Didactical short movies Working forms
2	Introduction in customers' behavior.	6	Heuristic conversation	
3	The process of customers' satisfaction assessment –how to plan and report into the process.	4	Problem solving	
4	Quantitative research methods used into the customers' satisfaction assessment process	6	Explanation	
5	Qualitative research methods used into the customers' satisfaction assessment process	6	Debate	
6	Business performance assessing using customers' satisfaction, customers' loyalty and customers retaining rates.	4		

### Bibliography:

1. Duțu Amalia, Understanding Consumers' Behaviour Change in Uncertainty Conditions: A Psychological Perspective, in Handbook of Research on Retailer-Consumer Relationship Development, editori: Fabio Musso and Elena Druică, DOI: 10.4018/978-1-4666-6074-8, IGI Global, SUA, 2014
2. Duțu Amalia, Quantitative and qualitative methods for customers' satisfaction assessment – theory and practice., suport de curs pe suport electronic, 2015.
3. Ramees Rahman. M, Safeena P., Customer Needs and Customer Satisfaction, Research Gate Platform, [https://www.researchgate.net/publication/303813023\\_Customer\\_Needs\\_and\\_Customer\\_Satisfaction](https://www.researchgate.net/publication/303813023_Customer_Needs_and_Customer_Satisfaction), 2016
4. NTHIJS, N., STAES, P., Customers Satisfaction Management, European Primer on Customer Satisfaction Management, [http://www.eupan.eu/files/repository/20101215131727\\_EU\\_Primer\\_English\\_FINAL\\_LR.pdf](http://www.eupan.eu/files/repository/20101215131727_EU_Primer_English_FINAL_LR.pdf), 2008
5. Greener S., Business Research Methods, Ventus Publishing ApS, [http://gent.uab.cat/diego\\_prior/sites/gent.uab.cat/diego\\_prior/files/02\\_e\\_01\\_introduction-to-research-methods.pdf](http://gent.uab.cat/diego_prior/sites/gent.uab.cat/diego_prior/files/02_e_01_introduction-to-research-methods.pdf), 2008

8.2. Project		No. of hours	Teaching methods	Observations Resources
1	Seminar minimum requirements and final mark calculation. Discussions on the projects' guide.	2	Heuristic conversation	Power Point presentations
2	Quantitative research methods usage form customer satisfaction assessment. How to draft a research plan. Dissections on the topic.	4	Problem solving	
3	Data analysis using SPSS – descriptive statistics (fervencies, mean values, crosstabs, case reports, graphics and tabs). Research report drafting.	4	Case studies Roll playing	Scientific articles SPSS
4	Qualitative research methods usage form customer satisfaction assessment. How to draft an in-depth interview guide and research report. Dissections on the topic.	2		Short didactic movies
5	How to use customers' feedback to improve the marketing strategy. How to use customers' satisfaction, customers'	2		

loyalty and customers retaining rates for business performance assessment.			
<b>Bibliography:</b> <ol style="list-style-type: none"> <li>1. Duțu Amalia, Understanding Consumers' Behaviour Change in Uncertainty Conditions: A Psychological Perspective, in Handbook of Research on Retailer-Consumer Relationship Development, editori: Fabio Musso and Elena Druică, DOI: 10.4018/978-1-4666-6074-8, IGI Global, SUA, 2014</li> <li>2. Duțu Amalia, Project guide- Drafting a market survey plan and a final research report material didactic in format electroni, 2015.</li> <li>3. Ramees Rahman. M, Safeena P., Customer Needs and Customer Satisfaction, Research Gate Platform, <a href="https://www.researchgate.net/publication/303813023_Customer_Needs_and_Customer_Satisfaction">https://www.researchgate.net/publication/303813023_Customer_Needs_and_Customer_Satisfaction</a>, 2016</li> <li>4. Greener S., Business Research Methods, Ventus Publishing ApS, <a href="http://gent.uab.cat/diego_prior/sites/gent.uab.cat/diego_prior/files/02_e_01_introduction-to-research-methods.pdf">http://gent.uab.cat/diego_prior/sites/gent.uab.cat/diego_prior/files/02_e_01_introduction-to-research-methods.pdf</a>, 2008</li> <li>5. Oancea, Olimpia, Mihaela Diaconu, and Amalia DUȚU. "Analyzing The Consumer Profiling For Improving Efforts Of Integrated Marketing Communication." <i>SEA-Practical Application of Science</i> 4 (2014): 101-108.</li> </ol>			

\* NOTES:

1. The seminars consists of projects, direct interventions, debates, teamwork etc., activities considered in the final evaluation.
2. The projects are conducted in teams.

### 9. Course contents corroboration with the demands of the epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- written exam: the quality and consistency of treating subjects; - logical coherence; - assimilation degree of specialized language.	Final evaluation	30%
10.5 Project	- attendance and active participation during the seminars, solving the case studies;  - compliance with the requirements of the project .	Involvement in seminar activities (case studies, roll playing)	10%
		case study	30%
		project evaluation (quantitative research)	30%
10.6 Minimum performance standard	Minimum requirements for the pass mark 5: achieving the following minimum skills: C6. The students should be able to analyze and interpreting customer feedback and incorporate this into strategic decisions.		

Completion date,  
September 21<sup>st</sup>, 2020

Course teacher,  
Associate Professor Duțu Amalia

Seminar teacher,  
Associate Professor Duțu Amalia

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

## SYLLABUS

### Cercetări cantitative și calitative utilizate în studiul pieței (*Quantitative and Qualitative Market Research*) 2020-2021

#### 1. Program information

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

#### 2. Course information

2.1	Name	<b>Cercetări cantitative și calitative utilizate în studiul pieței (<i>Quantitative and Qualitative Market Research</i>)</b>									
2.2	Course teacher										
2.3	Seminar teacher										
2.4	Year of studies	II	2.5	Semester	I	2.6	Evaluation type	colloquy	2.7	Course type	Optionally

#### 3. Total estimated time

3.1	Number of hours per week	3	3.2	of which course	2	3.3	S / L / P	1
3.4	Total hours from curriculum	42	3.5	of which course	28	3.6	S / L / P	14
<b>Time distribution</b>								ore
Study the textbook, course support, bibliography and notes								36
Further reading in the library, on the online platforms and field								30
Preparing seminars, homework, portfolios and essays								36
Tutoring								4
Examinations								2
Other activities								-
3.7	Total hours of individual study	108						
3.8	<b>Total hours per semester</b>	<b>150</b>						
3.9	<b>Number of credits</b>	<b>6</b>						

#### 4. Prerequisites

4.1. of curriculum	-
4.2. of competences	analysis, synthesis, divergent thinking, drafting reports, drafting analysis, being able to put into practice concepts and theories

#### 5. Requirements

5.1. for courses	The lecture room should be equipped with a video-projector.
5.2. for seminars	The seminar room should be equipped with a video-projector and at least 10 computers.

#### 6. Specific acquired competences

competences	Professional	C5 - Analyzing and interpreting market information for decision making in business – 2 CP; C6 - Substantiating strategic decisions to attract and retain customers, using modern sale methods and techniques – 4 CP.
competences	Transversal	

## 7. Course objectives (based on the specific acquired competences)

<b>7.1. General objective</b>	Knowledge dissemination, explanation, interpretation of the concepts, theories, methods and tools specific for the domain; Market research based on analysis methods and tools. Presenting the usage of the quantitative and qualitative methods for assessing the markets.
<b>7.2. Specific objectives</b>	<p><i>A. Cognitive objectives cognitive</i></p> <ol style="list-style-type: none"> <li>1. Understanding concepts used in market research;</li> <li>2. Understanding the principles and methods used for market assessment;</li> <li>3. Familiarizing students with the methods and tools used in marketing research</li> <li>4. Familiarizing students with the research plan drafting and implementing</li> <li>5. Familiarizing students with research report drafting</li> </ol> <p><i>B. Procedural objectives</i></p> <ol style="list-style-type: none"> <li>1. students should be able to use market information for improving marketing strategies;</li> <li>2. Collecting and processing data from documentary sources and primary sources, developing skills to use the methods, techniques and research tools for making strategic choices of sustainable business development.</li> </ol> <p><i>C. Attitudinal objectives</i></p> <ol style="list-style-type: none"> <li>1. Respecting the rules of professional deontology, based on explicit value options of a specialist in management;</li> <li>2. Cooperation and teamwork to solve various job tasks;</li> <li>3. Using specific methods to develop plans of personal and professional development.</li> </ol>

## 8. Contents

<b>8.1. Course</b>		<b>No. of hours</b>	<b>Teaching methods</b>	<b>Observations Resources</b>
1	Introduction in the topic of the course, objectives, exam requirement. Marketing research – what is it? How should be used?	2	Lecture	Power Point presentations
2	How to use the quantitative data and qualitative data in market analysis. Quantitative methodology vs. Qualitative methodology.	6	Heuristic conversation	Didactical short movies
3	Quantitative research methods used for market analysis	6	Problem solving	Working forms
4	Qualitative research methods used for market analysis	2	Explanation	
5	Drafting a research plan using a qualitative methodology	4		
6	Statistical analysis of market information by using SPSS	8	Debate	
<b>Bibliography:</b> <ol style="list-style-type: none"> <li>1. Duțu Amalia, Understanding Consumers' Behaviour Change in Uncertainty Conditions: A Psychological Perspective, in Handbook of Research on Retailer-Consumer Relationship Development, editori: Fabio Musso and Elena Druică, DOI: 10.4018/978-1-4666-6074-8, IGI Global, SUA, 2014</li> <li>2. Duțu Amalia, Quantitative and qualitative methods for customers' satisfaction assessment – theory and practice., suport de curs pe suport electronic, 2015.</li> <li>3. Ramees Rahman. M, Safeena P., Customer Needs and Customer Satisfaction, Research Gate Platform, <a href="https://www.researchgate.net/publication/303813023_Customer_Needs_and_Customer_Satisfaction">https://www.researchgate.net/publication/303813023_Customer_Needs_and_Customer_Satisfaction</a>, 2016</li> <li>4. NTHIJS, N., STAES, P., Customers Satisfaction Management, European Primer on Customer Satisfaction Management, <a href="http://www.eupan.eu/files/repository/20101215131727_EU_Primer_English_FINAL_LR.pdf">http://www.eupan.eu/files/repository/20101215131727_EU_Primer_English_FINAL_LR.pdf</a>, 2008</li> <li>5. Greener S., Business Research Methods, Ventus Publishing ApS, <a href="http://gent.uab.cat/diego_prior/sites/gent.uab.cat.diego_prior/files/02_e_01_introduction-to-research-methods.pdf">http://gent.uab.cat/diego_prior/sites/gent.uab.cat.diego_prior/files/02_e_01_introduction-to-research-methods.pdf</a>, 2008</li> </ol>				

<b>8.2. Project</b>		<b>No. of hours</b>	<b>Teaching methods</b>	<b>Observations Resources</b>
1	Seminar minimum requirements and final mark calculation. Discussions on the projects' guide.	2	Heuristic conversation	Power Point presentations
2	Quantitative research methodology. How to draft a research plan. Dissections on the topic.	2		Scientific articles
4	Data analysis using SPSS – descriptive statistics (fervencies, mean values, crosstabs, case reports, graphics and tabs). Research report drafting.	6	Problem solving	SPSS
5	Qualitative research methods usage. How to draft an in-depth interview guide and research report. Dissections on the topic.	2	Case studies	Short didactic movies
6	How to use customers' feedback to improve the marketing strategy. How to use customers' satisfaction, customers'	2		



loyalty and customers retaining rates for business performance assessment.			
<b>Bibliography:</b> <ol style="list-style-type: none"> <li>1. Duțu Amalia, Understanding Consumers' Behaviour Change in Uncertainty Conditions: A Psychological Perspective, in Handbook of Research on Retailer-Consumer Relationship Development, editori: Fabio Musso and Elena Druică, DOI: 10.4018/978-1-4666-6074-8, IGI Global, SUA, 2014</li> <li>2. Duțu Amalia, Project guide- Drafting a market survey plan and a final research report material didactic in format electroni, 2015.</li> <li>3. Ramees Rahman. M, Safeena P., Customer Needs and Customer Satisfaction, Research Gate Platform, <a href="https://www.researchgate.net/publication/303813023_Customer_Needs_and_Customer_Satisfaction">https://www.researchgate.net/publication/303813023_Customer_Needs_and_Customer_Satisfaction</a>, 2016</li> <li>4. Greener S., Business Research Methods, Ventus Publishing ApS, <a href="http://gent.uab.cat/diego_prior/sites/gent.uab.cat/diego_prior/files/02_e_01_introduction-to-research-methods.pdf">http://gent.uab.cat/diego_prior/sites/gent.uab.cat/diego_prior/files/02_e_01_introduction-to-research-methods.pdf</a>, 2008</li> <li>5. Oancea, Olimpia, Mihaela Diaconu, and Amalia DUȚU. "Analyzing The Consumer Profiling For Improving Efforts Of Integrated Marketing Communication." <i>SEA-Practical Application of Science</i> 4 (2014): 101-108.</li> </ol>			

**\* NOTES:**

1. The seminars consists of projects, direct interventions, debates, teamwork etc., activities considered in the final evaluation.
2. The projects are conducted in teams.

**9. Course contents corroboration with the demands of the epistemic community representatives, professional associations and related employers.**

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- written exam: the quality and consistency of treating subjects; - logical coherence; - assimilation degree of specialized language.	Final evaluation	30%
10.5 Seminar	- attendance and active participation during the seminars, solving the case studies;  - compliance with the requirements of the project .	Involvement in seminar activities (case studies, roll playing)	10%
		case study	30%
		project evaluation (quantitative research)	30%
10.6 Minimum performance standard	Minimum requirements for the pass mark 5: achieving the following minimum skills C 6. Analyzing and interpreting market information for decision making in business.		

Completion date,  
September 18<sup>th</sup>, 2020

Course teacher,

Seminar teacher,

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

**SYLLABUS**  
**Decision Making by Methods of Operational Research**  
**2020-2021**

**1. Program information**

1.1	Higher education institution	University of Pitești
1.2	Faculty	Faculty of Economics and Law
1.3	Department	Management and Business Administration
1.4	Field of studies	Management
1.5	<b>Cycle of studies</b>	Master
1.6	Program of studies	Strategic Management and Business Development

**2. Course information**

2. Course information												
2.1	Name					Decision Making by Methods of Operational Research						
2.2	Course teacher					PhD Associate Professor Doruleț GRĂDINARU						
2.3	Seminar teacher					PhD Assistant Professor Doruleț GRĂDINARU						
2.4	Year of studies	II	2.5	Semester	II	2.6	Evaluation type	E	2.7	Course type	mandatory	

**3. Total estimated time**

3.1	Number of hours per week	4	3.2	of which course	2	3.3	<b>S / L / P</b>	1 + 1
3.4	Total hours from curriculum	48	3.5	of which course	24	3.6	<b>S / L / P</b>	12 + 12
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								40
Further reading in the library, on the online platforms and field								40
Preparing seminars, homework, portfolios and essays								40
Tutoring								4
Examinations								2
Other activities								1
3.7	Total hours of individual study	127						
3.8	<b>Total hours per semester</b>	<b>175</b>						
3.9	<b>Number of credits</b>	<b>7</b>						

**4. Prerequisites**

4.1	of curriculum	The basics of Management and Mathematics Applied in Economics
4.2	of competences	Capacity of analysis, synthesis, divergent thinking

**5. Requirements**

5.1	for courses	Endowment of the lecture rooms with video projectors
5.2	for seminars	This seminar room should be equipped with a video projector and computers

**6. Specific acquired competences**

competences	Professional	<ul style="list-style-type: none"> <li>▪ C1. Evaluating opportunities and risks specific to business environment in order to design organizational changes – 2 CP;</li> <li>▪ C2. Making decision scenarios and forecasting their potential impact – 2 CP;</li> <li>▪ C3. Applying strategic management systems under certainty, uncertainty and risk – 2 CP;</li> <li>▪ C4. Reevaluating the entrepreneurial skills in a competitive environment – 1 CP.</li> </ul>
competences	Transversal	

**7. Course objectives (based on the specific acquired competences)**

7.1 General objective	The course <b>Decision Making by Methods of Operational Research</b> transmits the students the need to implement sustainable development strategies and policies, evaluated in a coordinated way and taken into account in decision making. Developing students' abilities and skills of using the main methods of operational research in decision making on mathematical bases.
7.2 Specific objectives	<b>A. Cognitive objectives</b> 1. Knowing and understanding the concept of operational research;

	<p>2. Working with algorithms specific to decision theory and optimization processes;</p> <p>3. Acquiring linear programming models, graph theory, game theory and decision theory;</p> <p>4. Explaining, interpreting and approaching scientifically the complex problems that occur in company management, in order to develop the best decisions;</p> <p>5. Defining correctly the subject of "Decision Making by Methods of Operational Research" and establishing its connections with other economic sciences.</p> <p><b>B. Procedural objectives</b></p> <p>1. Solving applications and case studies related to decision making using algorithms of operational research;</p> <p>2. Identifying concrete situations to apply the methods of operational research;</p> <p>3. Familiarizing students with completing the steps of operational research in solving the problems of an organization;</p> <p><b>C. Attitudinal objectives</b></p> <p>1. Ability to work in a team</p> <p>2. Respect in the rules of professional deontology based on explicit value</p>
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## 8. Contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1	<b>THE THEORY OF DECISION</b> 1.1 The economic decision-making process 1.2 Methods and management techniques using elements of theory of decision	2	- lecture - debate with fictitious opponent - graphic organizer	(Other) resources used: Short presentations in Power Point for the stimulation of the reflection
2	<b>LINEAR PROGRAMMING AS MATHEMATICAL METHOD OF SOLVING OPTIMIZATION PROBLEMS</b> 2.1 Economic problems leading in linear programming models 2.2 The mathematical form a problem of P.L. 2.3 Elements on vectorial space 2.4 Solutions of a linear programming problem	2		
3	<b>SIMPLEX PRIMAL ALGORITHM</b> 3.1 The mathematic bases of the Primal Simplex method. Simplex tabel. Algorithm description 3.2 Simplex algorithm for different types of problems	4		
4	<b>DUALITY IN LINEAR PROGRAMMING. SIMPLEX DUAL ALGORITHM</b> 4.1 Duality in linear programming 4.2 Simplex dual algorithm	4		
5	<b>THE USE OF LINEAR PROGRAM IN THE PRACTICAL SOLVING OF TRANSPORT PROBLEMS IN LOGISTICS OF THE ENTERPRISE</b> 5.1 Solving transport problems unbalanced type 5.2 Solving balanced type transport problems	4		
6	<b>FORRESTER SIMULATION METHOD IN THE MANAGEMENT OF DYNAMIC SYSTEMS</b> 6.1 Economic-mathematical modeling, the bases of foundation and decision-making 6.2 The Forrester simulation	4		
7	<b>THE USE OF FORRESTER TECHNIQUES IN THE MODELING OF TRANSPORT PROBLEMS</b> 7.1 Transport of primary materials, materials and goods 7.2 The use of Forrester techniques in the management transport undertakings	4		

## Bibliography

1. Grădinaru, D., **Decision making by methods of operational research**, Lecture Notes in Electronic Form, 2017
2. Sven Ove Hansson, Decision Theory. A Brief Introduction, Royal Institute of Technology (KTH) Stockholm [http://web.science.unsw.edu.au/~stevensherwood/120b/Hansson\\_05.pdf](http://web.science.unsw.edu.au/~stevensherwood/120b/Hansson_05.pdf), 2013
3. James A. Brickley, Clifford W. Smith, Jerold L. Zimmerman, Managerial economics and organizational architecture, McGraw-Hill / Irwin, 2009
4. Denis Bouyssou Didier Dubois Marc Pirlot Henri Prade, Decision-making Process, Concepts and Methods, John Wiley & Sons, Inc. London, UK, <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470611876.fmatter>,

2009

5. Giovanni Parmigiani, Lurdes Y. T. Inoue, Hedibert F. Lopes, Decision Theory Principles and Approaches, John Wiley & Sons Ltd, United Kingdom, [https://www.webdepot.umontreal.ca/Usagers/perronf/MonDepotPublic/stt2100/Decision\\_theory.pdf](https://www.webdepot.umontreal.ca/Usagers/perronf/MonDepotPublic/stt2100/Decision_theory.pdf), 2009

8.2. Seminar		No. of hours	Teaching methods	Observations Resources
1	The mathematical form a problem of P.L. Solutions of a linear programming problem Methods of solving decisional, multicriterial problems in conditions of certainty, without utilities	1	<div>- Questioning</div> <div>- Debate</div> <div>- Working group</div> <div>- Conversation</div> <div>- Heuristic approach</div>	<div>Case study, homework presentation, check list</div> <div>Computer assisted instruction, modeling</div>
2	Forms of presentation of a linear programming problem Combined use of the variable variables and artificial variables to obtain the standard work form Switching from canonical form to standard form	2		
3	Simplex algorithm for initial solution problems Simplex algorithm without initial solutions and form restrictions Simplex algorithm without initial solutions and form restrictions $Ax = b, b \geq 0, x \geq 0 / 59$ Simplex algorithm for problems without initial solutions and form < restrictions $Ax=b, b \geq 0, x \geq 0 /$ >	2		
4	Determining the Optimal Solution of a P.L. through its duality The dual simplex algorithm for dual-core solutions - basic issues Dual simplex algorithm for problems without dual possible basic solution	2		
5	Determining the optimal solution Determining a possible basic, non-generated, initial solution	1		
6	Microstructure of the feedback loop, consideration of the time factor and axioms of the structure Other examples of Forrester simulations The equation model of a dynamic system and basic structures used in building dynamic Flow diagram of a dynamic system	2		
7	The use of Forrester techniques in the management transport undertakings	2		
<b>Project</b>				
<b>1. Presentation of the company</b> 1.1. Object of activity 1.2. Characterization of the products (services) of the company 1.3. Structural organization 1.4. Possible changes that took place within the company		4		
<b>2. Application of management methods and techniques using the decision theory</b> 2.1. . Models of LP problems. Explaining a linear program 2.2. The dual simplex algorithm. Obtaining a dual explicit form 2.3. Getting the starting solution. Determining the optimal solution 2.4. Hamiltonian roads and circuits. The problem of optimum value tree 2.5. Deterministic and stochastic models of storage. Determining the safety stock		4		
<b>3. Proposals for the increase of the efficiency of the company by emphasizing the creative side of the management</b>		4		
<b>Bibliography</b>				
1. Grădinaru, D., <b>Decision making by methods of operational research</b> , Lecture Notes in Electronic Form, 2017				
2. Sven Ove Hansson, Decision Theory. A Brief Introduction, Royal Institute of Technology (KTH) Stockholm <a href="http://web.science.unsw.edu.au/~stevensherwood/120b/Hansson_05.pdf">http://web.science.unsw.edu.au/~stevensherwood/120b/Hansson_05.pdf</a> , 2013				
3. James A. Brickley, Clifford W. Smith, Jerold L. Zimmerman, Managerial economics and organizational architecture. McGraw-Hill / Irwin. 2009				

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5. Giovanni Parmigiani, Lurdes Y. T. Inoue, Hedibert F. Lopes, Decision Theory Principles and Approaches, John Wiley & Sons Ltd, United Kingdom, [https://www.webdepot.umontreal.ca/Usagers/perronf/MonDepotPublic/stt2100/Decision\\_theory.pdf](https://www.webdepot.umontreal.ca/Usagers/perronf/MonDepotPublic/stt2100/Decision_theory.pdf), 2009

9. **Course contents corroboration with the demands of epistemic community representatives, professional associations and related employers.**

- The precision and the accuracy in the use of the concepts and theories learned within the discipline – will meet the expectations of the epistemic/academic community representatives within the field of education sciences
- The procedural and attitudinal qualifications to be acquired through this discipline - will meet the expectations of the professional associations representatives and of the employers in the business environment.

*Note: Periodically, it will be assessed the degree in which the expectations of the representatives of the academic community and of the employers regarding the professional and transversal qualifications are met by the graduates of the Decision making by methods of operational research program*

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	<ul style="list-style-type: none"> <li>- accuracy and completeness of knowledge</li> <li>- logical coherence</li> <li>- degree of assimilation of the specialized language</li> </ul>	<ul style="list-style-type: none"> <li>- Final assessment</li> </ul>	50 %
10.5 Seminar / Project	<ul style="list-style-type: none"> <li>• Attendance and seminar activity - assessment of responses to the questions raised by the teacher and of active participation of each student in the solving of the case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Free presentation of the student and the oral questioning in the form of dialogue</li> </ul>	20%
	Test – solving applications	<ul style="list-style-type: none"> <li>• Test</li> </ul>	10%
	<ul style="list-style-type: none"> <li>• Project – applications proposed by the teacher on the methodology of implementing the changes will be solved. The level of complying with the requirements will be assessed</li> </ul>	<ul style="list-style-type: none"> <li>- Oral presentation of the homework</li> <li>- Oral questioning</li> </ul>	20%
10.6 Minimum standard of performance	1. Communication of information using correctly the scientific language with respect to the field of the methods of operational research 2. Knowledge of the basic concepts pertaining to the discipline “ Decision making by methods of operational research 3. The ability to use the methods of stimulating creativity in the modeling of managerial decision 4. Grade 5 in the final assessment		

Completion date,  
September 17<sup>nd</sup>, 2020

Course teacher,  
PhD Associate Professor  
Doruleț GRĂDINARU

Seminar teacher,  
PhD Associate Professor  
Doruleț GRĂDINARU

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAILESCU

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAILESCU

# SYLLABUS

## Business Plan for Entrepreneurs

### 2020 – 2021

#### 1. Program information

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

#### 2. Course information

2: Course information											
2.1	Name					Business Plan for Entrepreneurs					
2.2	Course teacher					PhD Lecturer Olimpia OANCEA					
2.3	Seminar teacher					PhD Lecturer Olimpia OANCEA					
2.4	Year of studies	II	2.5	Semester	II	2.6	Evaluation type	E	2.7	Course type	mandatory

#### 3. Total estimated time

3.1	Number of hours per week	3	3.2	of which course	1	3.3	S / L / P	1
3.4	Total hours from curriculum	24	3.5	of which course	12	3.6	S / L / P	12
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								24
Further reading in the library, on the online platforms and field								24
Preparing seminars, homework, portfolios and essays								16
Tutoring								4
Examinations								4
Other activities								4
3.7	Total hours of individual study	76						
3.8	<b>Total hours per semester</b>	<b>100</b>						
3.9	<b>Number of credits</b>	<b>4</b>						

#### 4. Prerequisites

4.1	of curriculum	The basics of Management Techniques and Tools, Marketing Strategies and Politics, Business Development Strategies Through Projects, Negotiation and Partnership
4.2	of competences	analysis, synthesis, divergent thinking

#### 5. Requirements

5.1	for courses	-
5.2	for seminars	-

#### 6. Specific acquired competences

Professional competences	<ul style="list-style-type: none"> <li>▪ C1. Evaluating opportunities and risks specific to business environment in order to design organizational changes – 1 CP;</li> <li>▪ C2. Making decision scenarios and forecasting their potential impact – 1 CP;</li> <li>▪ C3. Applying strategic management systems under certainty, uncertainty and risk – 1 CP;</li> <li>▪ C5. Analyzing and interpreting market information for decision making in business – 1 CP.</li> </ul>
Transversal competences	

#### 7. Course objectives (based on the specific acquired competences)

7.1. General objective	The course transmits the master students the need to recognize the positive contributions of entrepreneurship to society, to describe the characteristics of successful entrepreneurs and to develop the business plan.
7.2. Specific objectives	<p><i>A. Cognitive objectives cognitive</i></p> <p>1. Familiarizing master students with social entrepreneurship and social responsibility.</p> <p>2. Developing entrepreneurial skills in the development of a business plan.</p>

	3. Assuming the business decision and planning its implementation. <b>B. Procedural objectives</b> 1. Evaluating opportunities and risks specific to business. 2. Identifying the strategies for business growth. 3. Developing constructive attitudes in various organizational contexts. 4. Analyzing and interpreting market information for decision making in business <b>C. Attitudinal objectives</b> 1. Cooperation and teamwork to solve various job tasks; 2. Using specific methods to develop plans of personal and professional development.
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## 8. Course contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1	Craevity and innovation process. Typology of innovations	2	Lecture	Demonstration using modern audio-visual means (short PowerPoint presentations)
2	The characteristics of successful entrepreneurs. Creation of the business idea	2	Heuristic conversation	
3	Business Model & Business plan - structure and content.	2	Explanation	
4	Strategies for business growth	2		
5	Entrepreneurial leadership	2	Debate	
6	European entrepreneurship education and knowledge entrepreneurship	2		
<b>Bibliography:</b>				
1. Barringer, B., Ireland, R.D., <i>Entrepreneurship Successfully launching new ventures</i> , Pearson Education Limited, 2012				
2. Burkus, David, <i>Under new Management: The Unexpected Truths About Leading Great Organizations</i> , London : Pan Books, UK, 2017,				
3. Hisrich, R., Peters, M., Shepherd, D., - <i>Entrepreneurship</i> , McGraw-Hill Irwin, New York, 2013.				
4. McKeever, Mike, <i>How to Write a Business Plan</i> , Delta Printing Solutions, INC., USA, 2008, disponibil la: <a href="http://kolegijfama.eu/materialet/Biblioteca%20Elektronike/How%20to%20Write%20a%20Business%20Plan.pdf">http://kolegijfama.eu/materialet/Biblioteca%20Elektronike/How%20to%20Write%20a%20Business%20Plan.pdf</a>				
5. Micu Cristina, Toma Smaranda, <i>Business plan for entrepreneurs</i> – course support, 2018,				
6. Osterwalder, Alexander, <i>Business Model Generation</i> , John Wiley & Sons, Inc., Hoboken, New Jersey, USA, 2010 <a href="https://profesores.virtual.uniandes.edu.co/~isis1404/dokuwiki/lib/exe/fetch.php?media=bibliografia:9_business_model_generation.pdf">https://profesores.virtual.uniandes.edu.co/~isis1404/dokuwiki/lib/exe/fetch.php?media=bibliografia:9_business_model_generation.pdf</a>				
7. Sriram Narayan, <i>Agile IT Organization Design: For Digital Transformation and Continuous Delivery</i> , New York : Addison-Wesley, USA, 2015,				
8. <a href="https://europa.eu/youreurope/business/index">https://europa.eu/youreurope/business/index</a>				

8.2. Project		No. of hours	Teaching methods	Observations Resources
1	Organizing seminar: presenting the course objectives and competences, distributing project themes and methods to make them.	1	Heuristic conversation  Explanation  Debate  Project presentations	-
2	Presenting, describing and characterizing the company	1		
3	The opportunity, industry and market description	1		
4	Description and explanation of the strategies implemented in the company	1		
5	The business model explanation	1		
6	Analyzing the current management system of the company	1		
7	Analyzing the organisation of the company	1		
8	Analyzing the marketing plan of the company	2		
9	Analyzing the operational plan of the company	1		
10	Analyzing the financial plan. Sources of finance.	1		
11	Opinions and suggestions of the business plan.	1		
<b>Bibliography:</b> 1. Barringer, B., Ireland, R.D., <i>Entrepreneurship Successfully launching new ventures</i> , Pearson Education Limited, 2012 2. Burkus, David, <i>Under new Management: The Unexpected Truths About Leading Great Organizations</i> , London: Pan Books, UK, 2017, 3. Hisrich, R., Peters, M., Shepherd, D., - <i>Entrepreneurship</i> , McGraw-Hill Irwin, New York, 2013. 4. Mike McKeever, <i>How to Write a Business Plan</i> , DELTA PRINTING SOLUTIONS, INC., USA, 2007, disponibil la: <a href="http://kolegijfama.eu/materialet/Biblioteca%20Elektronike/How%20to%20Write%20a%20Business%20Plan.pdf">http://kolegijfama.eu/materialet/Biblioteca%20Elektronike/How%20to%20Write%20a%20Business%20Plan.pdf</a> 5. Osterwalder, Alexander. <i>Business Model Generation</i> . John Wiley & Sons, Inc.. Hoboken. New Jersey.				

USA, 2010 <a href="https://profesores.virtual.uniandes.edu.co/~isis1404/dokuwiki/lib/exe/fetch.php?media=bibliografia:9_business_model_generation.pdf">https://profesores.virtual.uniandes.edu.co/~isis1404/dokuwiki/lib/exe/fetch.php?media=bibliografia:9_business_model_generation.pdf</a> 6. Sriram Narayan, Agile IT Organization Design: For Digital Transformation and Continuous Delivery, New York: Addison-Wesley, USA, 2015, 7. <a href="https://europa.eu/youreurope/business/index">https://europa.eu/youreurope/business/index</a>
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**9. Course contents corroboration with the demands of the** epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Cours	The quality and consistency of knowledge	Written exam: the quality and consistency of treating subjects.	50 %
10.5 Project	Analyzing student's products and interventions during the projets + student's participation in project making and presentation.	<ul style="list-style-type: none"> <li>• Project</li> <li>• Attendance and interventions during the projects</li> </ul>	40%  10%
10.6 Minimum performance standard	Understanding the principles, criteria and directions of business plan; Presentation of project.		

Completion date,  
September 24<sup>th</sup>, 2020

Course teacher,  
PhD Lecturer Olimpia OANCEA

Seminar teacher,  
PhD Lecturer Olimpia OANCEA

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI



**SYLLABUS**  
**STRATEGIES, METHODS AND TECHNIQUES OF SALES DEVELOPMENT**  
**2020-2021**

**1. Program information**

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

**2. Course information**

2.1						Name						Strategies and Policies for Sustainable Business Development											
2.2						Course teacher						PhD Assistant Professor Mădălina BRUTU											
2.3						Seminar teacher						PhD Assistant Professor Mădălina BRUTU											
2.4		Year of studies		II		2.5		Semester		II		2.6		Evaluation type		colloquy		2.7		Course type		mandatory	

**3. Total estimated time**

3.1	Number of hours per week	3	3.2	of which course	2	3.3	S / L / P	1
3.4	Total hours from curriculum	36	3.5	of which course	24	3.6	S / L / P	12
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								36
Further reading in the library, on the online platforms and field								36
Preparing seminars, homework, portfolios and essays								36
Tutoring								2
Examinations								2
Other activities								2
3.7	Total hours of individual study	114						
3.8	<b>Total hours per semester</b>	<b>150</b>						
3.9	<b>Number of credits</b>	<b>6</b>						

**4. Prerequisites**

4.1. of curriculum	The basics of Management, Commercial Management and Marketing Strategies and Politics.
4.2. of competences	analysis, synthesis, divergent thinking

**5. Requirements**

5.1. for courses	The lecture room should be equipped with a video-projector.
5.2. for seminars	The seminar room should be equipped classically.

**6. Specific acquired competences**

competences	<ul style="list-style-type: none"> <li>▪ C5. Analyzing and interpreting market information for decision making in business – 2 CP;</li> <li>▪ C6. Substantiating strategic decisions to attract and retain customers, using modern sale methods and techniques – 4 CP.</li> </ul>
Transversal	

**7. Course objectives (based on the specific acquired competences)**

7.1. General objective	Familiarizing master students with the strategies, methods and techniques of sales development.
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7.2. Specific objectives	<p><b>A. Cognitive objectives</b></p> <ol style="list-style-type: none"> <li>1. Learning the techniques of sales force sizing;</li> <li>2. Familiarizing students with the tools of developing sales strategies;</li> <li>3. Assuming the most effective sales strategies;</li> <li>4. Learning the techniques in prospecting sales activity;</li> <li>5. Identifying ways to rationalize the sales process;</li> <li>6. Presenting modern sales methods: direct sales and Internet sales;</li> <li>7. Familiarizing students with the methods and techniques of improving sales activity: strategic diagnosis, Six Sigma, TPS.</li> </ol> <p><b>B. Procedural objectives</b></p> <ol style="list-style-type: none"> <li>1. Managerial theories specific to the field of sales.</li> <li>2. Identifying some concrete situations to apply the methods and techniques of sales development.</li> </ol> <p><b>C. Attitudinal objectives</b></p> <ol style="list-style-type: none"> <li>1. Respecting the ethics in the profession of seller</li> <li>2. Cooperation and teamwork to solve various job tasks;</li> <li>3. Using specific methods to develop plans of personal and professional development.</li> </ol>
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## 8. Contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1	The sales activity - an essential factor of company competitiveness: the place and role of sales within a company, defining the activity of sales, marketing versus sales	2	Lecture Heuristic conversation Problem solving Explanation Debate	Demonstration using modern audio-visual means  (short PowerPoint presentations)
2	Types of sales: the main classifications of sales types	2		
3	The philosophy of strategic management of sales: defining the sales strategy, defining the strategic management, approaching the strategic process in sales	2		
4	Forecasts in sales – an essential component of strategic management of sales: the importance of forecasts, their beneficiaries, forecasting methods and models	2		
5	Methods and techniques used in developing sales strategies: SWOT analysis, analysis of competitive external environment, BCG, General Electric, Arthur D. Little	4		
6	Developing some modern types of sales: direct sales and Internet sales	2		
7	Developing sales by the method of diagnosing the managerial resources of the sale subsystem	2		
8	Developing and improving sales activity by the method Total Performance Scorecard	4		
9	Six Sigma – a technique to redesign the sales system	2		
10	Final evaluation	2		

### Bibliography:

1. Brutu M., Managementul vânzărilor (Sales Management), Sitech Publishing House, Craiova, 2009
2. Brutu M., Strategies, Methods and Techniques of Sales Development, electronic support, 2016
3. Brutu M., Tehnici de vânzări (Sales Techniques), University of Pitești Publishing House, Pitești, 2016
4. Burkus D., Under New Management: The Unexpected Truths About Leading Great Organizations. London: Pan Books, 2017
5. Fender M., Pimor Y., Logistique Supply Chain, 7e édition., Dunod, 2016
6. Heiman, S. E., Sanchez, D., The New Strategic Selling. London: Kogan Page, 2008
7. Morgan J., Brenig-Jones M., Lean Six Sigma for Dummies, 3rd Edition, John Wiley & Sons Chichester, 2016
8. Outi Ihanainen-Rokio, Value of the Balanced Scorecard for Organizational Communication in Knowledge-Intensive Firms, Jyväskylä University Printing House, Jyväskylä 2014, <https://www.pdfdrive.net/value-of-the-balanced-scorecard-for-organizational-jyx-d9147230.html>
9. Pande P., Neuman R., Cavanagh R., Six Sigma, ALL Publishing House, Bucharest, 2009
10. Popescu Nirvana., Electronic Commerce. Basics and More, Universitară Publishing House, București, 2012
11. Rampersad H.K., Total Performance Scorecard, Didactic and Pedagogical Publishing House, Bucharest, 2005.

12. Robinson-Easley, Christopher Anne. Beyond Diversity and Intercultural Management., First edition.. New York : Palgrave Macmillan, 2014
13. Rumelt, Richard P., Good Strategy, Bad Strategy : the Difference and why it Matters. Richard Rumelt. London : Profile Books, 2017
14. Sales Management - Teamwork, Leadership, and Technology 6th ed. Instructor's Manual.doc, <https://www.scribd.com/doc/146769958/Sales-Management-Teamwork-Leadership-and-Technology-6th-ed-Instructor-s-Manual-doc>
15. Shaffie S, Lean Six Sigma (McGraw-Hill 36-Hour Courses), 2012
16. Surinder Singh Kundu, Sales Management, <https://www.topfreebooks.org/free-sales-and-marketing-books/>
17. Tauseef A. , Total Quality Management and Six Sigma, Published by InTech Janeza Trdine 9, 51000 Rijeka, Croatia, 2012, <https://www.pdfdrive.net/total-quality-management-and-six-sigma-d15310003.html>
18. \*\*\*\* MTD Trening, Sales Presentation Techniques, <https://www.pdfdrive.net/sales-presentation-techniques-d10528425.html>
19. <http://asq.org/sixsigma/>
20. <http://www.balanced-scorecard.ro/>
21. <http://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma/>
22. <http://www.productivity.ro/ro/six-sigma/>
23. <http://www.rma.org.in/editor/uploads/files/six-sigma.pdf>
24. [www.balancedscorecard.org](http://www.balancedscorecard.org)

8.2. Seminar		No. of hours	Teaching methods	Observations Resources
1	Organizing seminar: presenting the course objectives and competences, distributing themes and essays. Presenting project themes and methods to make them	1	Conversation	
2	Simulating a strategic sales process	1	Problem solving	
3	Testing SWOT analysis model and the analysis of competitive external environment within a commercial company	1	Reflection exercises	
4	BCG, General Electric, Arthur D. Little methods	1	Debate	
5	Methods of sales force sizing	1	Explanation	
6	The practical sales-simulation process	1		
7	Internet sales	1	Teamwork	
8	Direct sale and its relation with direct marketing	1		
9	Method to diagnose the managerial resources of the sales subsystem - practical simulations	1	Project presentations	
10	Analyzing TPS concept	1		
11	Making balances of Scorecard	1		
12	Six Sigma - examples of companies that have successfully applied this technique	1		

#### Bibliography:

1. Brutu M., Managementul vânzărilor (Sales Management), Sitech Publishing House, Craiova, 2009
2. Brutu M., Strategies, Methods and Techniques of Sales Development, electronic support, 2016
3. Brutu M., Tehnici de vânzări (Sales Techniques), University of Pitești Publishing House, Pitești, 2016
4. Burkus D., Under New Management: The Unexpected Truths About Leading Great Organizations. London: Pan Books, 2017
5. Fender M., Pimor Y., Logistique Supply Chain, 7e édition., Dunod, 2016
6. Heiman, S. E., Sanchez, D., The New Strategic Selling. London: Kogan Page, 2008
7. Morgan J., Brenig-Jones M , Lean Six Sigma for Dummies, 3rd Edition, John Wiley & Sons Chichester, 2016
8. Outi Ihanainen-Rokio, Value of the Balanced Scorecard for Organizational Communication in Knowledge-Intensive Firms, Jyväskylä University Printing House, Jyväskylä 2014, <https://www.pdfdrive.net/value-of-the-balanced-scorecard-for-organizational-jyx-d9147230.html>
9. Pande P., Neuman R., Cavanagh R., Six Sigma, ALL Publishing House, Bucharest, 2009
10. Popescu Nirvana., Electronic Commerce. Basics and More, Universitară Publishing House, București, 2012
11. Rampersad H.K., Total Performance Scorecard, Didactic and Pedagogical Publishing House, Bucharest, 2005.
12. Robinson-Easley, Christopher Anne. Beyond Diversity and Intercultural Management., First edition.. New York : Palgrave Macmillan, 2014
13. Rumelt, Richard P., Good Strategy, Bad Strategy : the Difference and why it Matters. Richard Rumelt. London : Profile Books, 2017

14. Sales Management - Teamwork, Leadership, and Technology 6th ed. Instructor's Manual.doc, <https://www.scribd.com/doc/146769958/Sales-Management-Teamwork-Leadership-and-Technology-6th-ed-Instructor-s-Manual-doc>
15. Shaffie S, Lean Six Sigma (McGraw-Hill 36-Hour Courses), 2012
16. Surinder Singh Kundu, Sales Management, <https://www.topfreebooks.org/free-sales-and-marketing-books/>
17. Tauseef A. , Total Quality Management and Six Sigma, Published by InTech Janeza Trdine 9, 51000 Rijeka, Croatia, 2012, <https://www.pdfdrive.net/total-quality-management-and-six-sigma-d15310003.html>
18. \*\*\*\* MTD Trening, Sales Presentation Techniques, <https://www.pdfdrive.net/sales-presentation-techniques-d10528425.html>
19. <http://asq.org/sixsigma/>
20. <http://www.balanced-scorecard.ro/>
21. <http://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma/>
22. <http://www.productivity.ro/ro/six-sigma/>
23. <http://www.rma.org.in/editor/uploads/files/six-sigma.pdf>
24. [www.balancedscorecard.org](http://www.balancedscorecard.org)

**\* NOTES:**

1. The seminars consists of projects, direct interventions, debates, teamwork etc., activities considered in the final evaluation.
2. The projects are conducted in teams.

**9. Course contents corroboration with the demands of the epistemic community representatives, professional associations and related employers.**

- Learning correctly the specific concepts of strategies, methods and techniques of sales development in order to meet sales employers' requirements.
- The procedural and attitudinal competencies to be acquired during this course will meet the expectations of sales employers.

Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.

**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- written exam: the quality and consistency of treating subjects;	Test papers during the semester	20%
	- logical coherence;	Final evaluation	30%
10.5 Seminar	- assimilation degree of specialized language.		
	- attendance and active participation during the seminars, solving the case studies;	Attendance Evaluating student's products and interventions during the seminars	20%
10.6 Minimum performance standard	- compliance with the requirements of the project .	Evaluating student's participation in project making and presentation	30%
	Minimum requirements for the pass mark 5: achieving the following minimum skills: A1, A2, A3, B1, B2, C1.		

Completion date,  
September 16<sup>th</sup>, 2020

Course teacher,  
PhD Associate Professor Mădălina Brutu

Seminar teacher,  
PhD Associate Professor Mădălina Brutu

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

**SYLLABUS**  
**Management of Technology Transfer in the Context of Globalization**  
**2020 – 2021**

**1. Program information**

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

**2. Course information**

2.1	Name	<b>Management of Technology Transfer in the Context of Globalization</b>							
2.2	Course teacher	PhD Lecturer Crenguța Ileana SINISI							
2.3	Seminar teacher	PhD Lecturer Crenguța Ileana SINISI							
2.4	Year of studies	II	2.5	Semester	II	2.6	Evaluation type	E	2.7 Course type mandatory

**3. Total estimated time**

<b>3.1</b>	Number of hours per week	2	<b>3.2</b>	of which course	1	<b>3.3</b>	<b>S / L / P</b>	1
<b>3.4</b>	Total hours from curriculum	24	<b>3.5</b>	of which course	12	<b>3.6</b>	<b>S / L / P</b>	12
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								20
Further reading in the library, on the online platforms and field								24
Preparing seminars, homework, portfolios and essays								20
Tutoring								2
Examinations								4
Other activities								6
3.7	Total hours of individual study	76						
<b>3.8</b>	<b>Total hours per semester</b>	<b>100</b>						
<b>3.9</b>	<b>Number of credits</b>	<b>4</b>						

**4. Prerequisites**

4.1. of curriculum	Elements of Management and Economics
4.2. of competences	Capacity of analysis, synthesis, divergent thinking

**5. Requirements**

5.1. for courses	Endowment of the lecture rooms with video projectors
5.2. for seminars	This is not the case

**6. Specific acquired competences**

Professional competences	<ul style="list-style-type: none"> <li>▪ C1. Evaluating opportunities and risks specific to business environment in order to design organizational changes – 1 CP;</li> <li>▪ C2. Making decision scenarios and forecasting their potential impact – 1 CP;</li> <li>▪ C3. Applying strategic management systems under certainty, uncertainty and risk – 1 CP;</li> <li>▪ C5. Analyzing and interpreting market information for decision making in business – 1 CP;</li> </ul>
Transversal competences	

**7. Course objectives (based on the specific acquired competences)**

7.1. General objective	Understand the effects of technological change on the global economic structure.
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7.2. Specific objectives	<p><i>A. Cognitive objectives</i></p> <ol style="list-style-type: none"> <li>1. Correct definition of the matter of study <i>Management of Technology Transfer in the Context of Globalization</i> and establishment of its relations with other economic sciences.</li> <li>2. Knowledge and understanding of the the impact of technology transfer on manufacturing employment and skills;</li> <li>3. Understanding the consequences of technological change and its direct and indirect impact on the dynamics of labour markets;</li> </ol> <p><i>B. Procedural objectives</i></p> <ol style="list-style-type: none"> <li>1. identification and discussion of the driving technologies of the current era, for example, in materials, information, and manufacturing;</li> <li>2. evaluation of how technological advances are transforming industrial sectors such as telecommunications and construction;</li> <li>3. exploration of how in turn the global economy is affecting technology and production through such factors as marketing strategies, intellectual property rights, and financial markets;</li> <li>4. clarification of regional and national consequences of globalizing industries for several geographical areas.</li> </ol>
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## 8. Course contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1	<b>Concepts and basic knowledge of management</b> 1.1. Multidisciplinary Nature of KM 1.2. Organizational Perspectives on Knowledge Management 1.3. KM for Individuals, Communities, and Organizations	1	Lecture  Heuristic conversation  Problem solving  Explanation  Debate	Demonstration using modern audio-visual means (short PowerPoint presentations)
2	<b>Innovation process</b> 2.1. What business processes are involved in the design of a new surveillance technique? What should co-investigators and collaborators read in order to understand how new products are conceived, designed and produced? 2.2. How might combinations of new and existing knowledge produce specific innovations in technology, which then become accepted into practice? 2.3. What possible innovations are ruled out or silenced? At what bureaucratic level does this “weeding out” process occur?	2		
3	<b>Innovation management</b> 3.1. Modeling 3.2. The ideation sandbox 3.3. Creative combination	1		
4	<b>Creativity in the context of innovation</b> 4.1. Design 4.2. Evolution of ‘Design’	1		
5	<b>Technology transfer process</b> 5.1. Unravelling the process 5.2. The power of people	1		
6	<b>Technology transfer management</b> 6.1. Technology and the learning process 6.2. Types of transferred technology and assessing its impact 6.3. Technology and competitiveness 6.4. Factors influencing successful technology transfer to enterprises 6.5. Technology and creation of wealth 6.6. On globalization 6.7. Competitiveness	2		
7	<b>The tools and technology transfer</b> 7.1. Five tools to optimize technology transfer 7.2. A Support Model 7.3. Technology Transfer Is Driven by Domain-Specific Problems 7.4. A Procedure for Tracking Technology Transfer Needs	1		

	7.5. A Project for Improving the Documentation		
8	<b>Technology transfer organizations</b> 8.1. Concepts, Process, and Contextual Factors. Technology Transfer between Science and Industry 8.2. Technology Transfer and Economic Development 8.3. The Technology Commercialization Process: A Simplified View 8.4. The Potential Benefits 8.5. Contextual Factors 8.6. Institutional and Market Failures 8.7. Incentive misalignment problem in a principal-agent context 8.8. Access to specialized resources and supportive mechanisms	1	
9	<b>Project Planning innovation or technology transfer (ITT)</b> 9.1. Definitions 9.2. Organizational theory foundations 9.3. Technology transfer process types	1	
10	<b>Specific occupations innovation and technology transfer</b> 10.1. Industry and research institution working together towards a knowledge economy 10.2. Promoting research institutions – SME interactions 10.3. Measuring progress	1	

#### Bibliography:

1. Sinisi Crenguța-Ileana, Management of Technology Transfer in the Context of Globalization– support de curs in format electronic, 2017 (disponibil de platform e-learning).
2. New Trends in Technology Transfer. Implications for National and International Policy, Barton, John H, Issue Paper No.18. Published by ICTSD, Geneva, 2010
3. Filipoiu I.D., Meier M., Kunz A., Müller St., Manufacturing technologies and technological equipment costs, Editura PRINTEH București, 2009
4. Sönmez, Alper, Multinational Companies, Knowledge and Technology Transfer, Editura Springer, 2013
5. \*\*\* Japan Science and Technology Agency, PROMOTING TECHNOLOGY TRANSFER AND INNOVATION, Japan Science and Technology Agency, <https://www.jst.go.jp/tt/EN/promoTechTransInnovation.pdf>, 2012
6. \*\*\* Understanding technology transfer, Apax Partners Ltd, [http://www.wipo.int/export/sites/www/sme/en/newsletter/2011/attachments/apax\\_tech\\_transfer.pdf](http://www.wipo.int/export/sites/www/sme/en/newsletter/2011/attachments/apax_tech_transfer.pdf), 2005
7. \*\*\* Technology Transfer Handbook An Introductory Guide for Researchers, Heriot-Watt University, [https://www.hw.ac.uk/documents/IP\\_Handbook.pdf](https://www.hw.ac.uk/documents/IP_Handbook.pdf), 2015
8. \*\*\* UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT (UNCTAD), TRANSFER OF TECHNOLOGY, UNITED NATIONS New York and Geneva, 2001, <http://unctad.org/en/docs/psiteitd28.en.pdf>

8.2. Seminar		No. of hours	Teaching methods	Observations Resources
1	Getting started in management of technology transfer in the context of globalization Debates on knowledge characteristics include the following: - Use of knowledge does not consume it. -Transferal of knowledge does not result in losing it. - Knowledge is abundant, but the ability to use it is scarce. The focus of intellectual capital management (ICM), on the other hand, is on those pieces of knowledge that are of business value to the organization — referred to as intellectual capital or assets Knowledge — the insights, understandings, and practical know-how that we all possess — is the fundamental resource that allows us to function intelligently.	2	Conversation  Problem solving  Reflection exercises  Debate  Explanation  Teamwork	Demonstration using modern audio-visual means (short PowerPoint presentations, videos etc.)      Computer assisted instruction, modeling
2	Presentation of project structure. Example: Case Study	2	Project presentations	
3	Creativity - Warning - New Mode Decision Making	2		
4	Case studies on the effects of technological change on the global economic structure and the transformations in the way	2		

	companies and nations organize production, trade goods, invest capital, and develop new products and processes		
5	Presentation of the project	2	
6	Final evaluation	2	

#### Bibliography:

1. Sinisi Crenguța-Ileana, Management of Technology Transfer in the Context of Globalization– support de curs in format electronic, 2017 (disponibil de platform e-learning).
2. New Trends in Technology Transfer. Implications for National and International Policy, Barton, John H, Issue Paper No.18. Published by ICTSD, Geneva, 2010
3. Filipoiu I.D., Meier M., Kunz A., Müller St., Manufacturing technologies and technological equipment costs, Editura PRINTEH București;2009
4. \*\*\* Japan Science and Technology Agency, PROMOTING TECHNOLOGY TRANSFER AND INNOVATION, Japan Science and Technology Agency, <https://www.jst.go.jp/tt/EN/promoTechTransInnovation.pdf>, 2012
5. \*\*\* Understanding technology transfer, Apax Partners Ltd, [http://www.wipo.int/export/sites/www/sme/en/newsletter/2011/attachments/apax\\_tech\\_transfer.pdf](http://www.wipo.int/export/sites/www/sme/en/newsletter/2011/attachments/apax_tech_transfer.pdf), 2005
6. \*\*\* Technology Transfer Handbook An Introductory Guide for Researchers, Heriot-Watt University, [https://www.hw.ac.uk/documents/IP\\_Handbook.pdf](https://www.hw.ac.uk/documents/IP_Handbook.pdf), 2015
7. \*\*\* UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT (UNCTAD), TRANSFER OF TECHNOLOGY, UNITED NATIONS New York and Geneva, 2001, <http://unctad.org/en/docs/psiteitd28.en.pdf>

#### \* NOTES:

1. The seminars consists of projects, direct interventions, debates, teamwork etc., activities considered in the final evaluation.
2. The projects are conducted in teams.

9. Course contents corroboration with the demands of the epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- written exam: the quality and consistency of treating subjects; - logical coherence; - assimilation degree of specialized language.	Test papers during the semester  Final evaluation	10%  50%
10.5 Seminar	- attendance and active participation during the seminars, solving the case studies;  - compliance with the requirements of the project .	Attendance and activity at the seminar Evaluating student's products and interventions during the seminars  Evaluating student's participation in project making and presentation	20%  20%
10.6 Minimum performance standard	Understand the effects of technological change on the global economic structure and the transformations in the way companies and nations organize production, trade goods, invest capital, and develop new products and processes.		

Completion date,  
September 23<sup>rd</sup>, 2020

Course teacher,  
PhD Lecturer Crenguța Ileana SINISI

Seminar teacher,  
PhD Lecturer Crenguța Ileana SINISI

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI



**SYLLABUS**  
**Methodology of scientific research in order to elaborate the dissertation thesis**  
**2020-2021**

**1. Program information**

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

**2. Course information**

2.1	Name	<b>Methodology of scientific research in order to elaborate the dissertation thesis</b>									
2.2	Course teacher	-									
2.3	Seminar teacher	Professor PhD PÎRVU Daniela									
2.4	Year of studies	II	2.5	Semester	II	2.6	Evaluation type	colloquy	2.7	Course type	mandatory

**3. Total estimated time**

3.1	Number of hours per week	1	3.2	of which course	-	3.3	S / L / P	1
3.4	Total hours from curriculum	12	3.5	of which course	-	3.6	S / L / P	12
<b>Time distribution</b>								hours
Study the textbook, course support, bibliography and notes								10
Further reading in the library, on the online platforms and field								10
Preparing seminars, homework, portfolios and essays								12
Tutoring								2
Examinations								2
Other activities								2
3.7	Total hours of individual study	38						
3.8	Total hours per semester	50						
3.9	Number of credits	2						

**4. Prerequisites**

4.1. of curriculum	-
4.2. of competences	Capacity of analysis, synthesis, divergent thinking

**5. Requirements**

5.1. for courses	-
5.2. for seminars	Endowment of the room with table, video projector, PC, software

**6. Specific acquired competences**

competences	<ul style="list-style-type: none"> <li>■ C1. Evaluating opportunities and risks specific to business environment in order to design organizational changes – 1 CP;</li> <li>■ C5. Analyzing and interpreting market information for decision making in business – 1 CP.</li> </ul>
Transversal competences	

**7. Course objectives (based on the specific acquired competences)**

7.1. General objective	Acquiring skills for developind a scientific reasearch project
7.2. Specific objectives	A. <i>Cognitive objectives</i>

	1. Understanding and learning the basic problems of the scientific research methodology; 2. Acquiring the main methods of scientific research in the field of economic sciences. <i>B. Procedural objectives</i> 1. Developing skills for applying scientific research techniques and instruments to concrete situations; 2. Self-evaluation of learning and results of scientific research activity. <i>C. Attitudinal objectives</i> 1. Respecting the ethics; 2. Developing a proactive attitude towards the role of research activity.
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## 8. Contents

8.2. Project		No. of hours	Teaching methods	Observations Resources
1.	Scientific research theory	1	Conversation	Short PowerPoint presentations
2.	Ethical issues in research	1		
3.	The structure of a scientific paper	1		
4.	Defining the research problem	1	Debate	Personal computers and software
5.	Documenting the research and the literature review	1		
6.	Research methods in economics	2	Explanation Reflection exercises	
7.	Collecting and analyzing data	2		
8.	Qualitative and quantitative data analysis	2		
9.	Formulating conclusions	1		
<b>Bibliography:</b> 1. Blumberg, B., Cooper, D.R., Schindler, P.S., Business Research Methods, McGraw Hill, 2011 ( <a href="https://allbookserve.org/downloads/cooper_and_schindler_business_research_methods.pdf">https://allbookserve.org/downloads/cooper_and_schindler_business_research_methods.pdf</a> ) 2. Kumar, R., Research methodology. A step-by-step guide for beginners, 3 <sup>rd</sup> edition, SAGE Publications, 2011 ( <a href="http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf">http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</a> ) 3. Walliman, N., (editor), Research Methods: The Basics, Taylor & Francis e-Library, 2011 ( <a href="https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%20_Research%20Methods%20The%20Basics.pdf">https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%20_Research%20Methods%20The%20Basics.pdf</a> )				

## 9. Course contents corroboration with the demands of epistemic community representatives, professional associations and related employers.

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	-	-	-
10.5 Project	- the ability to use assimilated knowledge; - the correctness and completeness of the used knowledge.	Homework and project	60%
		Student attendance and evaluating student's products and interventions during the seminars	10%
		Final evaluation	30%
10.6 Minimum performance standard	Knowledge of the basic concepts of the discipline and the explanation of the interdependencies between them.		

Completion date,  
September 23<sup>rd</sup>, 2020

Seminar / Project teacher,  
Professor PhD Daniela PÎRVU

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Luminița  
ȘERBĂNESCU

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI

## SYLLABUS

### Strategies and Policies for Sustainable Business Development, 2020-2021

#### 1. Program information

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

#### 2. Course information

2. Course information												
2.1	Name					Strategies and Policies for Sustainable Business Development						
2.2	Course teacher					PhD Lecturer Smaranda TOMA						
2.3	Seminar teacher					PhD Lecturer Smaranda TOMA						
2.4	Year of studies	II	2.5	Semester	II	2.6	Evaluation type	colloquy	2.7	Course type	Optional	

#### 3. Total estimated time

3.1	Number of hours per week	2	3.2	of which course	1	3.3	<b>S / L / P</b>	1
3.4	Total hours from curriculum	24	3.5	of which seminar	12	3.6	<b>S / L / P</b>	12
<b>Time distribution</b>								76 hours
Study the textbook, course support, bibliography and notes								30
Further reading in the library, on the online platforms and field								20
Preparing seminars, homework, portfolios and essays								20
Tutoring								2
Examinations								2
Other activities								2
3.7	Total hours of individual study	76						
3.8	<b>Total hours per semester</b>	<b>100</b>						
3.9	<b>Number of credits</b>	<b>4</b>						

#### 4. Prerequisites

4.1. of curriculum	The basics of Environmental Management, Quality Management, and Strategic Management, studied during the Bachelor cycle.
4.2. of competences	analysis, synthesis, divergent thinking

#### 5. Requirements

5.1. for courses	The lecture room should be equipped with a video-projector.
5.2. for seminars	The seminar room should be equipped with a video-projector and at least 10 computers.

#### 6. Specific acquired competences

competencesProfessional	<p>C1. <i>Evaluating opportunities and risks specific to business environment in order to design organizational changes</i> – 1CP;</p> <p>C2. <i>Making decision scenarios and forecasting their potential impact</i> – 1CP;</p> <p>C3. <i>Applying strategic management systems under certainty, uncertainty and risk</i> – 1CP;</p> <p>C4. <i>Revaluating the entrepreneurial skills in a competitive environment</i> – 1CP.</p>
competencesTransversal	

#### 7. Course objectives (based on the specific acquired competences)

7.1. General objective	The course Strategies and Policies for Sustainable Business Development transmits
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	the students the need to implement sustainable development strategies and policies, evaluated in a coordinated way and taken into account in decision making. By adopting sustainable practices, companies can gain competitive edge, increase their market share, and boost shareholder value. The growing demand for 'green' products has created major new markets in which sharp-eyed eco-entrepreneurs are reaping rewards. This course explains the strategies and tools that companies can use to translate an aspiration for sustainability into practical, effective solutions; the seminars provide case studies from around the world.
7.2. Specific objectives	<p><u>A. Cognitive objectives cognitive</u></p> <ol style="list-style-type: none"> <li>1. Understanding the role of sustainable strategies and policies in business development;</li> <li>2. Understanding the principles, criteria and directions of sustainable development in business;</li> <li>3. Familiarizing students with the methods and tools of analysis specific to the sustainable development management of a company</li> <li>4. Familiarizing students with the development and implementation stages of some reports and studies necessary in the sustainable management of organizations.</li> </ol> <p><u>B. Procedural objectives</u></p> <ol style="list-style-type: none"> <li>1. Identifying some concrete situations to apply the theories and principles of strategic management in sustainable development of organizations;</li> <li>2. Collecting and processing data from documentary sources and alternative current activity, developing skills to use the methods, techniques and research tools for making strategic models of sustainable business development.</li> </ol> <p><u>C. Attitudinal objectives</u></p> <ol style="list-style-type: none"> <li>1. Respecting the rules of professional deontology, based on explicit value options of a specialist in management;</li> <li>2. Cooperation and teamwork to solve various job tasks;</li> <li>3. Using specific methods to develop plans of personal and professional development.</li> </ol>

## 8. Contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1	<b>Principles and criteria for sustainable development in business: briefings on specific sustainable development topics from a business perspective</b> <ol style="list-style-type: none"> <li>1.1. Business and sustainable development               <ol style="list-style-type: none"> <li>1.1.1. What is a sustainable business?</li> <li>1.1.2. A three-stage journey from environmental compliance, through environmental risk management, to long-term sustainable development strategies</li> </ol> </li> <li>1.2. Corporate social responsibility (CSR)</li> <li>1.3. Integrated Product Policy</li> <li>1.4. Climate Change and Energy               <ol style="list-style-type: none"> <li>1.4.1. Voluntary schemes</li> <li>1.4.2. The Greenhouse Gas Protocol</li> </ol> </li> <li>1.5. Trade: multilateral environmental agreements (MEAs) and the WTO.</li> </ol>	2	Lecture  Heuristic conversation  Problem solving  Explanation  Debate	Demonstration using modern audio-visual means (short PowerPoint presentations)
2	<b>Strategies and tools: how to incorporate the principle of sustainability into everyday business activities</b> <ol style="list-style-type: none"> <li>2.1. Guiding principles               <ol style="list-style-type: none"> <li>2.1.1. The CERES principles</li> <li>2.1.2. The International Chamber of Commerce (ICC) Business Charter</li> <li>2.1.3. The GoodCorporation accreditation scheme</li> <li>2.1.4. Sustainable business practices: IISD's checklist</li> <li>2.1.5. Factor four</li> <li>2.1.6. The triple bottom line</li> </ol> </li> <li>2.2. Business tools               <ol style="list-style-type: none"> <li>2.2.1. By-product synergy and industrial ecology</li> <li>2.2.2. Cleaner production</li> <li>2.2.3. Design for environment</li> <li>2.2.4. Eco-efficiency</li> <li>2.2.5. Energy efficiency</li> <li>2.2.6. Environmentally-conscious manufacturing</li> <li>2.2.7. The four Rs</li> <li>2.2.8. Green procurement</li> </ol> </li> </ol>	2		

	2.2.9. Performance contracting 2.2.10. Pollution prevention 2.2.11. Zero-emission processes 2.3. Systems & standards 2.3.1. Environmental management systems (EMSs) 2.3.2. The ISO 14001 standard 2.3.3. The European Eco-Management and Audit Scheme (EMAS) 2.3.4. Environment, health and safety (EHS) programs 2.3.5. SA 8000 2.3.6. Life-cycle assessment 2.3.7. Total cost assessment 2.3.8. Total Quality Environmental Management (TQEM) 2.3.9. The Natural Step program 2.3.10. Value-driven approaches: Hoshin Kanri, Kaizen, Poka-Yoke, Multi-disciplinary optimization (MDO) 2.4. Business Strategy for Sustainable Development 2.4.1. Sustainable development: a business definition 2.4.2. Implications for business 2.4.3. Practical considerations 2.4.4. Positive signs of change 2.4.5. Enhancing management systems 2.4.6. Management leadership		
3	<b>The market of ecologic products and sustainable consumption: business opportunities arising from sustainable development</b> 3.1. The eco-entrepreneur 3.1.1. Demand 3.1.2. The supply side: finding and assessing new technologies 3.1.3. Business incubators 3.2. Green consumers 3.2.1. Marketing 3.2.2. How to compete 3.2.3. Leadership 3.2.4. Action plan for a competitive strategy 3.3. Eco-labeling 3.3.1. Benefits of eco-labeling 3.3.2. Challenges to eco-labeling 3.3.3. The eco-labeling scheme for the European Union: the 'Flower' mark 3.3.4. The ISO 14000 series of environmental standards 3.4. Raising money for sustainable enterprises	2	
4	<b>Sustainable banking and investment: how sustainable development is being approached by the financial services industry</b> 4.1. Sustainable banking 4.2. Sustainable investment	2	
5	<b>Objectives and principles of the economic pillar of sustainable development in Romania. Implementing the National Strategy for Sustainable Development in Romania and Agenda 2030</b> 5.1. EU Sustainable Development Strategy 5.2. The National Strategy for Sustainable Development of Romania Horizons 2013-2020-2030 5.3. The 2030 Agenda for Sustainable Development	2	
6	<b>Standardization in environmental management in Romania. The advantages of implementing the environmental management system and ecolabelling</b> 6.1. Standardization in environmental management: ISO 9000, ISO 14000, ISO 14001 certificates in Romania 6.2. The European Eco-Management and Audit Scheme (EMAS) as a tool for improving environmental performance and business performance 6.3. The European Ecolabel (the Flower mark) in Romania	2	

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- \*\*\*Transforming our World: The 2030 Agenda for Sustainable Development, United Nations, 2015.
- \*\*\*www.mae.ro, Ministerul Afacerilor Externe, Agenda 2030 pentru dezvoltare durabilă.
- \*\*\*www.responsabilitatesociala.ro, Florin Vasiliu, Vice President - Association of Environmental Experts, Provocarile ISO 14000 pentru companiile romanesti.

8.2. Seminar		No. of hours	Teaching methods	Observations Resources
1	Debates on international concerns on sustainable development: - The first UN conference on environmental issues, Stockholm, 1972 - Brundtland Report of the World Commission on	2	Conversation  Problem solving  Reflection	Demonstration using modern audio-visual means (short PowerPoint

	Environment and Development (CMED), 1987 - United Nations Conference on Environment and Development, Rio de Janeiro, 1992: Earth Charter declaration and action plan Agenda 21 - National Action Program on environmental protection in Central and Eastern Europe, Lucerne, 1993 - World Summit on Sustainable Development, Johannesburg, UN 2002 - The European Union Strategy on Sustainable Development - The Lisbon strategy on sustainable development - The three Es of sustainable development - The 2030 Agenda for Sustainable Development and the new global sustainable development goals		exercises  Debate  Explanation  Teamwork  Project presentations	presentations, videos etc.)   Computer assisted instruction, modeling
2	Developing reports and studies necessary in the sustainable management of organizations - applications	2		
3	Methods to correlate the organization strategy with the management system of sustainable development: the SWOT analysis, the Balanced Scorecard (BSC) and the Goal-Question-Metric (GQM)	2		
4	Model of strategic map on sustainable business (perspectives on organizational performance and pillars of sustainable development)	1		
5	Case studies on standardization in environmental management (ISO 9000, ISO 14000, ISO 14001 certificates)	1		
6	Designing studies, plans and programs to improve the activity of the manufacturing companies / distributors of organic products – applications	1		
7	Performance indicators of the European Union on sustainable consumption and production	1		
8	Analyzing indicators of sustainable development (UN, Eurostat, EUROSTAT existing in Romania) - applications	1		
9	Debates and case studies regarding the implementation of the National Strategy for Sustainable Development in Romania - The National Strategy for Sustainable Development of Romania Horizons 2013-2020-2030 - The regional development policy and the sustainable development. Local Agenda 21 and Agenda 2030 - Sustainable development and the structural funds	1		
<b>Bibliography:</b> Danchian Anca, Evaluări ale dezvoltării durabile în România (Reviews of Sustainable Development in Romania), ASE Publishing House, Bucharest, 2003. Danciu V., Marketingul ecologic. Etica verde a producției și consumului (Environmental marketing. Green Ethics in Production and Consumption), Economic Publishing House, Bucharest, 2006. Florescu Margareta et al., Managementul proiectelor. Dezvoltare durabilă (suport de curs) Project Management. Sustainable Development (course support), University Babeș-Bolyai Cluj-Napoca. Gheorghe Moisii Maria, Târziu Eugenia, Managementul strategic al dezvoltării durabile în organizații (Strategic Management of Sustainable Development in Organizations), Romanian Journal of Information and Automation, vol. 22, nr. 1, p. 45-60, 2012. Kaplan R.S., Norton, D.P., Using the Balanced Scorecard as a Strategic Management System, Harvard Business Review, 2007. Nicolau Margareta et al., Balanced Scorecard și strategia durabilă a întreprinderii (Balanced Scorecard and the Sustainable Strategy of a Company), National Research and Development Institute for Industrial Ecology - ECOIND, Bucharest, 2013. <b>Simoni Smaranda, Strategies and Policies for Sustainable Business Development – Course Support for the Master Program Strategic Management and Business Development, 2017 (disponibil pe platforma e-learning).</b> Vatanen, L., EU Sustainable Development Strategy, Vlewa-Liaison Agencz Flanders Europe, 2009. Vasile, V., Zaman, Gh. (coord.), Dezvoltarea durabilă (Sustainable Development), Expert Publishing House, Bucharest, 2005. ***IISD's Business and Sustainable Development: A Global Guide, BSD Global, International Institute for Sustainable Development, 2002. ***The National Strategy for Sustainable Development of Romania Horizons 2013-2020-2030, The Ministry of Environment and Sustainable Development, The United Nations Development Programme, the National Centre for Sustainable Development, Bucharest, MO 828/8.12.2008.				

\*\*\*Agenda 21: Programme of Action for Sustainable Development; United Nations, New York, 1990.  
 \*\*\*EU EUROSTAT, Measuring Sustainable Europe.  
 \*\*\*The Rio Declaration endorsed by the UNGA in resolution 47/190 of 22 December 1992.  
 \*\*\*OUG 34/17.04.2000 on organic food.  
 \*\*\*Transforming our World: The 2030 Agenda for Sustainable Development, United Nations, 2015.

\* NOTES:

1. The seminars consists of projects, direct interventions, debates, teamwork etc., activities considered in the final evaluation.
2. The projects are conducted in teams.

**9. Course contents corroboration with the demands of the epistemic community representatives, professional associations and related employers.**

- the accuracy of using concepts and theories learned during this course will meet employers' requirements;
- the procedural and attitudinal competencies to be acquired during this course will meet the expectations of business professional associations and employers.

*Note: The University of Pitești evaluates periodically the degree of satisfaction of the employers' representatives towards the professional and transversal competences acquired by our graduates.*

**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share of final mark
10.4 Course	- written exam: the quality and consistency of treating subjects; - logical coherence; - assimilation degree of specialized language.	Test papers during the semester	10%
		Final evaluation	30%
10.5 Seminar	- attendance and active participation during the seminars, solving the case studies; - compliance with the requirements of the project .	Evaluating student's products, attendance and interventions during the seminars	30%
		Evaluating student's participation in project making and presentation	30%
10.6 Minimum performance standard	Minimum requirements for the pass mark 5: achieving the following minimum skills: A1, A2, B2, C1.		

Completion date,  
September 18<sup>th</sup>, 2020

Course teacher,  
PhD Lecturer Smaranda TOMA

Seminar teacher,  
PhD Lecturer Smaranda TOMA

Approval date in  
Department Council,  
September 30<sup>th</sup>, 2020

Head of Department,  
(provider)  
PhD Associate Professor Daniela MIHAI

Head of Department,  
(beneficiary)  
PhD Associate Professor Daniela MIHAI



## SYLLABUS

## Tertiary Sector Development Strategies, 2020-2021

## 1. Program information

1.1. Higher education institution	University of Pitești
1.2. Faculty	Faculty of Economics and Law
1.3. Department	Management and Business Administration
1.4. Field of studies	Management
1.5. Cycle of studies	Master
1.6. Program of studies	Strategic Management and Business Development

## 2. Course information

2.1	Name	Strategies and Policies for Sustainable Business Development									
2.2	Course teacher										
2.3	Seminar teacher										
2.4	Year of studies	II	2.5	Semester	II	2.6	Evaluation type	colloquy	2.7	Course type	Optional

## 3. Total estimated time

3.1	Number of hours per week	2	3.2	of which course	1	3.3	S / L / P	1
3.4	Total hours from curriculum	24	3.5	of which seminar	12	3.6	S / L / P	12
<b>Time distribution</b>								76 hours
Study the textbook, course support, bibliography and notes								30
Further reading in the library, on the online platforms and field								20
Preparing seminars, homework, portfolios and essays								20
Tutoring								2
Examinations								2
Other activities								2
3.7	Total hours of individual study	76						
3.8	<b>Total hours per semester</b>	<b>100</b>						
3.9	<b>Number of credits</b>	<b>4</b>						

## 4. Prerequisites

4.1. of curriculum	The basics of Economics, Economy of Services and Economics of Tourism.
4.2. of competences	analysis, synthesis, divergent thinking

## 5. Requirements

5.1. for courses	The lecture room should be equipped with a video-projector.
5.2. for seminars	Classical seminar room facilities.

## 6. Specific acquired competences

competences Professional	<p>C1. <i>Evaluating opportunities and risks specific to business environment in order to design organizational changes</i> – 1CP;</p> <p>C2. <i>Making decision scenarios and forecasting their potential impact</i> – 1CP;</p> <p>C3. <i>Applying strategic management systems under certainty, uncertainty and risk</i> – 1CP;</p> <p>C4. <i>Revaluating the entrepreneurial skills in a competitive environment</i> – 1CP.</p>
competences Transversal	

## 7. Course objectives (based on the specific acquired competences)

7.1. General objective	The course "Tertiary Sector Development Strategies" provides the master students with a conceptual framework on the basics of the tertiary sector development strategies, highlighting the priority areas and strategic objectives for the sustainable development of services in Romania.
7.2. Specific objectives	A. <i>Cognitive objectives</i>

	<ol style="list-style-type: none"> <li>1. Knowing and understanding the different concepts specific to the macroeconomic policies in the tertiary sector.</li> <li>2. Describing the concepts, theories and methodologies to collect, process and analyze the data regarding the development strategies of the tertiary sector.</li> <li>3. Applying strategic and tactical actions within the company, according to its core policy.</li> </ol> <p><b>B. Procedural objectives</b></p> <ol style="list-style-type: none"> <li>1. Developing systems, capabilities and strategies for sustainable service development.</li> <li>2. Developing comparative analyzes for a project of service development project.</li> <li>3. Applying macroeconomic policies to different development regions.</li> </ol> <p><b>C. Attitudinal objectives</b></p> <ol style="list-style-type: none"> <li>1. Respecting the rules of professional deontology, based on explicit value options of a specialist in services.</li> <li>2. Managing a positive and responsible attitude toward the role and importance of services in the economic and social activity.</li> <li>3. The ability to have an ethical behavior in front of tourists, business partners, employees.</li> </ol>
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## 8. Contents

6. Contents

8.1. Course		No. of hours	Teaching methods	Observations Resources
1	The content of development and the importance of development strategies 1.1. The concept of development. Evolution of theories and development models 1.2. Indicators to measure the economic development 1.3. Development strategies: definitions, importance, delimitations	2	Lecture  Heuristic conversation  Problem solving	Demonstration using modern audio-visual means (short PowerPoint presentations)
2	Developing development strategies for the tertiary sector 2.1. The political and legal environment 2.2. The economic environment 2.3. The socio-cultural environment 2.4. The technological environment	2	Explanation  Debate	
3.	Development services and strategies 3.1. Services - a major component of modern economies 3.2. Analysis of tertiary sector evolution in Romania 3.3. The importance of services and the strategic objectives to develop the tertiary sector in Romania	2		
4.	Local (regional) development strategies and their impact on services 4.1. Objectives of strategies and specific types of local economic development programs 4.2. General rules to develop regional strategies 4.3. Romania's regional economic development	2		
5.	Marketing strategies in services 5.1. The market strategy 5.2. Strategies specific to the marketing mix 5.3. Strategic marketing planning	2		
6.	The sustainable development of services 6.1. Definitions and strategies in the field of sustainable development 6.2. Services and sustainability 6.3. The sustainable tourism	2		
<b>Bibliography:</b> 1. Anghelache, Constantin, <i>România 2010, Starea economică sub impactul crizei</i> , Ed. Economică, București, 2010. 2. Anghelache Stoica, Matei Lucica, <i>Dezvoltarea locală. Concepte și mecanisme</i> , Ed. Economica, București, 2009. 3. Antonescu Daniela, <i>Dezvoltarea regională – tendințe, mecanisme, instituții</i> , Editura Top Form, București, 2011 4. Băc Dorin Paul, <i>Turismul și dezvoltarea durabilă: realități, provocări, oportunități</i> , Ed.Economică, București, 2013 5. Bobîrcă Ana, <i>Serviciile în economia dematerializată. De la model de dezvoltare la strategii de firmă</i> , Ed. Economica, București, 2011. 6. Cojocariu Steliana, <i>Strategii în turism și servicii</i> , Editura Universitară, București, 2010 7. Dincă Dragoș Valentin, <i>Serviciile publice locale din România. Evoluție și reforme</i> , Ed. C.H.Beck, București, 2013. 8. Ghizdeanu Ion, <i>Prognost regională</i> , Editura Mustang, București, 2010 9. Ionescu Maria, Services specialization (a possible index) and its connection with competitiveness. The case of				

Romania, The Service Industries Journal, 2010, Marea Britanie

10. Sava Cipriana, *Strategii de dezvoltare a activității de turism*, Editura Eurostampa, Timișoara, 2010

11. Sava Cipriana, *Turismul în contextul dezvoltării regionale durabile*, Editura Eurostampa, Timișoara, 2010

12. Tanțău Adrian Dumitru, *Managementul strategic. De la teorie la practică. Ediția a III-a*, Editura C.H.Beck, București, 2011

13. [www.europa.eu](http://www.europa.eu)

14. [www.gdrc.org](http://www.gdrc.org)

15. [www.wto.org](http://www.wto.org)

8.2. Seminar		No. of hours	Teaching methods	Observations Resources
1	Organizational seminar: presenting the objectives of the course, the competencies and the project	2	Conversation Problem solving Reflection exercises Debate Explanation Teamwork Project presentations	Studiu de caz, aplicații practice, Project presentations
2	Calculating and interpreting the human development index	2		
3	The correlation between the degree of economic development by regions	2		
4	Calculating and interpreting the economic indicators of service specialization and competitiveness	2		
5	Calculating and interpreting the financial indicators for substantiating a service development project	2		
6	Final evaluation	2		

**Bibliography:**

1. Anghelescu Stoica, Matei Lucica, *Dezvoltarea locală. Concepte și mecanisme*, Editura Economica, București, 2009.

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3. Cojocariu Steliana, *Strategii în turism și servicii*, Editura Universitară, București, 2010

4. Constantin Daniela Luminița, *Economie regională. Teorii, modele, politici*, Editura ASE, București, 2010

5. Ghizdeanu Ion, *Prognoză regională*, Editura Mustang, București, 2010

6. Sava Cipriana, *Strategii de dezvoltare a activității de turism*, Editura Eurostampa, Timișoara, 2010

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8. Ministerul Dezvoltării Regionale și Administrației Publice, *Strategia Națională pentru Dezvoltare Regională 2014-2020*

9. World Bank, *Human Development Report*

10. [www.europa.eu](http://www.europa.eu)

11. [www.insse.ro/cms/rw/pages/index.ro.do](http://www.insse.ro/cms/rw/pages/index.ro.do)

12. [www.gdrc.org](http://www.gdrc.org)

13. [www.wto.org](http://www.wto.org)

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Seminar teacher,

September 18<sup>th</sup>, 2020

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Head of Department,  
Department Council,  
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Head of Department,  
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