

## SYLLABUS

### 1. Information on academic programme

1.1. University	“1 Decembrie 1918”
1.2. Faculty	Faculty of Sciences
1.3. Department	Department of Economics and Business Administration
1.4. Field of Study	Business Administration
1.5. Cycle of Study	undergraduate
1.6. Academic programme / Qualification	Business Administration

### 2. Information of Course Matter

2.1. Course	Practical Training			2.2. Code	BA224		
2.3. Course Leader/ Seminar Tutor							
2.4. Seminar Tutor							
2.5. Academic Year	II	2.6. Semester	II	2.7. Type of Evaluation (E – final exam/C-examination /VP)	C	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	S

### 3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	30	3.2. course	-	3.3. seminar, laboratory	-
3.4. Total number of hours in the curriculum	90	3.5. course	-	3.6. seminar, laboratory	-
Allocation of time:					Hours
3 weeks X 5 days X 6 hours per day					90
Examination					2
Other activities.....					-

### 4. Prerequisites (where applicable)

4.1. curriculum-based	1. Management – BA 114
4.2. competence-based	

### 5. Requisites (where applicable)

5.1. for practical training development	Company headquarter’s (optional: classroom with video projector)
5.2. seminar/laboratory-based	-

### 6. Specific competences to be acquired (chosen by the course leader from the programme general competences grid)

Professional competences	<p><b>C1.</b> Knowledge and understanding of the fundamental concepts, theories and methods in the field and specialty area; adequate use in the professional communication;</p> <p>C1.1. Description of the economic paradigms, concepts and theories about the</p>
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	<p>influence of external environment on enterprise/organization</p> <p>C2.1. Identification of the concepts and economic theories associated to the enterprise</p> <p>C3.1. Identification of the economic implications associated to a unit functioning and administration in enterprise/organization</p> <p>C4.1. Identification and description of the concept of planning, organization, coordination and control of human resource activity</p> <p>C5.1. Description of the concepts, theories and methodologies for database administration specific to the field of business administration</p> <p><b>C2.</b> Use of the fundamental knowledge in order to explain and interpret various types of concepts, situations, processes, projects, etc. associated to the field</p> <p>C1.2. Explanation and interpretation of the relation of economic influence exerted by the external environment upon enterprise/organization</p> <p>C2.2. The explanation and interpretation of the relations between the entities of an enterprise/organization</p> <p>C3.2. Explanation and interpretation of the social and economic implications associated to a unit functioning and administration in an enterprise/organization unit</p> <p>C4.2. Explanation and interpretation of the concept of planning, organization, coordination and control of human resource activity</p> <p>C5.2. Quantitative and qualitative explanation and interpretation of the items of information from databases</p> <p><b>C3.</b> Application of fundamental problem solving methods and principles for well defined, typical situations in the field, with qualified assistance</p> <p>C1.3. Application of adequate tools to analyse the influence of the external environment on enterprise/organization</p> <p>C2.3. Application of adequate tools for solving problems about the relations between the enterprise/organization units</p> <p>C3.3. Application of specific tools for analysis of an enterprise/organization unit functioning</p> <p>C4.3. The problem solving process or the solving process for specific situations in the human resource activity: recruitment, selection, motivation, salary, work program, forming</p> <p>C5.3. Appliance of adequate tools for specific data analysis in the field of business administration</p> <p><b>C5.</b> The process of drawing up projects with methods and principles in the filed</p> <p>C1.5. Drawing up of a research project about the influence of external environment on enterprise/organization</p> <p>C2.5. Drawing up an analysis about the relations with economic implications established between the enterprise/organization units</p> <p>C3.5. Drawing up of a study about an enterprise/organization unit functioning and administration</p> <p>C4.5. Project substantiation in human resourse recruitment, selection, motivation, and payment in the field of business administration</p> <p>C5.5. Drawing up of a research project associated to the field of business administration with specific databases</p>
Transversal competences	<b>TC1</b> Application of principles, norms and values of business ethics within one's

7. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	To know the concrete conditions under which the tourism activity or other service activity is developed, to become aware of the usual operations employed in the field, and the students' familiarization with specific documents, etc.
7.2 Specific objectives of the course	<p>The practical training program aims to complete and deepen the knowledge acquired, to familiarize the students with the application of theoretical knowledge assimilated during their education process, and to form new practical skills connected with the specific problems in the field of business initiation, development and administration</p> <p><b>Knowledge and understanding</b> (knowledge and adequate use of specific concepts of the discipline)</p> <ol style="list-style-type: none"> <li>a. To familiarize the students with the economic environment (mainly services), to identify the connections between the theoretical and practical knowledge, and to initiate them in the complex issues of the economic activity;</li> <li>b. To explain and interpret (ideas, projects, processes, the course theoretical and practical content</li> <li>c. To develop communication and orientation competences in the real economic area;</li> <li>d. To use the documents correctly and to fill them in in appropriate manner;</li> <li>e. To form critical and reflexive thinking, to stimulate the formulation and argumentation of personal views upon the practical reality.</li> </ol> <p><b>Instrumental - applicative</b> (management, design and assessment of specific practical activities; use of investigation and application instruments, methods, and techniques) - to develop intellectual and practical activities: independent study at the economic unit, carrying out documented works comprised in a portfolio for practical training;</p> <p><b>Concerning attitude</b> (to manifest a positive and responsible attitude towards the scientific field / to cultivate a scientific environment oriented towards values and democratic relations / to promote a system of cultural, moral and civic values/ to valorify one's own potential in the scientific activity in an optimal and creative manner / to involve oneself in institutional development and promotion of scientific innovations /to employ partnership relations with natural persons or institutions with similar responsibilities/to participate in one's own professional development</p> <p>Team work development</p>

8. Course contents

8.1 Course (learning units)	Teaching methods	Remarks
8.2 References		

### **Section: trade, non-financial services**

1. Service supplier presentation (unit name/settlement/category; year of emergence; propriety; form of propriety)
2. Unit flip chart: number of employees (permanent and seasonal, level of training, functions, age groups, tasks);
3. Endowment: birotics, cars for transport, service development areas, storage, etc;
4. Study and presentation of the laws governing the service provider's activity;
5. Field of unit activity and service details (mention should be made about specific activities as well);
6. Mode of unit organisation and functions according to the department/compartment organisation;
7. Mode of organisation of the relations between company and suppliers (pre-contractual, contractual, and post-contractual relations) – in the field of trade;
8. Level and fixing for: company commission, prices, tariffs; Turn over evolution for the last 5 years;
9. Unit clients: number for the last 5 years (suggestive graphic in this respect); their structure according to social categories (age, sex, income, training, abode, etc.), mode and frequency of acquisition, etc;
10. Promotion (examples with brochures and other materials, promotion activities for special offers, etc.);
11. Presentation of the main competitors of the company;
12. Performance indicator evolution. Future unit projects;
13. SWOT analysis.

### **Section: insurance**

1. Service supplier presentation (unit name/settlement/category; year of emergence; propriety; form of propriety);
2. Unit flip chart: number of employees (permanent and seasonal, level of training, functions, age groups, tasks);
3. Study of the legal regulations on insurance company organisation;
4. Mechanism and technique for each product insured by the company where the student is trained. It is necessary to briefly describe the insurance mechanism, and to provide examples for various forms of insurance contracted by the company where the student is trained, about damage cases and compensation (for goods insurance and insurance against civil liability) or cases when the insured event occurred and the calculation for compensation is done (third-party insurance). Students should use corresponding documents and draw up appropriate conclusions;
5. Details for 2-3 case studies providing the following items of information:
  - a) case presentation;
  - b) case circumstances and their reflection in the compensation file;
  - c) damage evaluation;
  - d) compensation. The case study should be sustained with various documents, and students should draw up conclusions;
6. Information, technical, operative, accounting and financial insurance flux: relation flux, document circuit, accounting organisation;
7. Participation in the commission that keeps the records for insured cases, demonstrated by the description of the procedure employed in the commission;
8. Promotion (examples with brochures and other materials, promotion for special offers, etc.);
9. Presentation of the main competitors of the company;
10. Performance indicator evolution. Future unit projects.

### **Section: banking services**

1. Presentation of the banking service provider (unit name/settlement/category; year of emergence; propriety; form of propriety)
2. Unit flip chart: number of employees (permanent and seasonal, level of training, functions, age groups), tasks of main compartments/departments of the bank unit;
3. Study of the legal regulations on bank organisation;
4. Presentation of credit products provided by the bank where the student is trained; operations and documents needed for credit granting, use and reimbursement;
5. Description of various types of cards issued by the bank where the student is trained; the technique employed for debit card issuing - examples for a certain type of card with justificatory documents in this respect; the technique employed for credit card issuing - examples for a certain type of card with justificatory documents in this respect;
6. Concrete modes of opening a bank unit current account. Example for a natural person and for a legal person with justificatory documents;
7. Techniques for clients' bank account opening, functioning and closing. Example with support documents
8. Promotion (examples with brochures and other materials, promotion actions for special offers, etc.);
9. Presentation of the main competitors of the company;
10. Evolution of performance indicators. Future unit projects.

### References

- Achim, I.M., Hinescu, A. Bele I., Managementul resurselor umane, Risoprint, Cluj-Napoca, 2007
- Nicolescu, O., Verboncu, I., Management” (3rd edition), Economic Publishing House, Bucharest,
- Păunescu, I., Managementul resurselor umane. Studii de caz, Eficient Publishing House, Bucharest, 2000
- Ursu, D. (coord.), Hinescu, A., et.al., Managementul resurselor umane, Dacia, Cluj Napoca, 2001
- Dănuleşiu Dan Constantin, Dănuleşiu Adina Elena, Asigurări comerciale, Series Didactica, Alba Iulia, 2008;
- Stremţan F., Bolog A., Elemente de marketing în servicii, Series Didactica, “1 Decembrie 1918” University, Alba Iulia, 2008;
- F. Stremţan, Bazele comerţului, Series Didactica, Alba Iulia, 2008;
- IUGA IULIA, Operaţiuni preliminare acordării creditelor bancare, Aeternitas, Alba Iulia, 2004;
- IUGA IULIA, *Monedă și credit. Îndrumar. Caiet de lucrări practice*, Risoprint, Cluj Napoca, 2005;
- D. Patriche – Politici, programe, tehnici și operaţiuni de comerţ, Economic Publishing House, Bucharest, 2002;
- Piedelievre Stephane, *Instruments de credit et de paiement*, 5 edition, Dalloz, 2007
- Kotler Ph., Managementul marketingului, Teora, Bucharest, 2005

### 1. Corroboration of course contents with the expectations of the epistemic community’s significant representatives, professional associations and employers in the field of the academic programme

*The course content is adapted to the present legislative framework and might contribute to the formation of specialists in the field of Economics. The course content corresponds to the employers’ current practical needs.*

### 2. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
	<i>Final evaluation</i>	<i>Oral examination</i>	70%
	-	-	
	<i>Final Project Report</i>	<i>Final Project Report</i>	30%

### 10.6 Minimum performance standard:

**C1.** Knowledge and understanding of the fundamental concepts, theories and methods in the field and speciality area; their adequate use in professional activity.

Remarks: .....

Submission date

Course leader signature

Seminar tutor signature

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Date of approval by Department members

Department director signature

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