

ANEXA Nr. 4

INFORMAȚII PUBLICE PRIVITOARE LA CONCURSURI

	Română	Engleză
Universitatea	Universitatea Babeș-Bolyai din Cluj-Napoca	Babeș-Bolyai University
Facultatea / Structura organizațională de conducere	Facultatea de Psihologie și Științe ale Educației	Faculty of Psychology and Educational Sciences
Departamentul / Unitatea organizațională	Departamentul de Psihologie	Department of Psychology
Poziția în statul de funcții	15	15
Funcția	Conferentiar universitar dr.	Associate Professor
Disciplinele din încărcătura postului/ ariile de cercetare, așa cum figurează în statul de funcții	Tehnici de analiză de conținut în organizații; Coaching: metode și tehnici; Managementul cunoștințelor în organizații (în lb. engleză)	Content analysis in organizations Coaching: methods and techniques Knowledge management in organisations (in English)
Domeniul științific	Psihologie	Psychology
Descrierea postului scos la concurs	Acest post integrează competențe de predare și cercetare în psihologia organizațională, metodele de cercetare și a intervenției de tip coaching în mediul organizațional. Din perspectiva dimensiunii didactice, postul presupune predarea disciplinelor: Tehnici de analiză de conținut în organizații (Masterat, Psihologia Resurselor Umane și Sănătate Organizațională), Coaching: metode și tehnici (Masterat, Psihologia Resurselor Umane și Sănătate Organizațională), Managementul cunoștințelor în organizații (în limba engleză, program de licență – Psihologie-Științe Cognitive). Candidații trebuie să demonstreze experiență didactică în domeniile menționate, dovedită prin activități anterioare de predare/mentorat la nivel de licență și master într-o instituție de învățământ superior de prestigiu. De asemenea, candidații trebuie să prezinte expertiză de cercetare relevantă printr-un portofoliu solid de publicații, ca autor principal sau colaborator, în reviste	This position involves teaching and research competencies in the areas of organizational psychology, research methods and coaching intervention in organizational settings. From the teaching perspective, the position involves teaching the disciplines: Content analysis in organizations (in Romanian, Master's level, Psychology of Human Resource Management and Organisational Health), Coaching: methods and techniques (in Romanian, Master's level, Psychology of Human Resource Management and Organisational Health), Knowledge management in organisations (in English, Undergraduate programme – Psychology-Cognitive Science). Applicants must have teaching experience in the above fields, proven through previous teaching/mentoring activities at the undergraduate and graduate levels, in a well-renowned institution for higher education. The candidates must exhibit relevant research expertise and experience through a strong publication

	<p>științifice de prestigiu sau la edituri de renume, direct legate de psihologia organizațională și intervenții în mediul organizațional. Participarea la proiecte de cercetare naționale și internaționale relevante pentru domeniu este, de asemenea, o cerință. Experiența administrativă într-o instituție de învățământ superior de prestigiu reprezintă un avantaj semnificativ. Această poziție necesită deținerea unui doctorat în Psihologie.</p>	<p>record as a main author or collaborator in highly visible scientific outlets, such as peer-reviewed journals or reputable publishers, directly connected to organisational psychology and interventions in organisations. Additionally, the candidate must have proficiency in state-of-the-art research methods appropriate to their area of activity, as evidenced by publications and/or prior teaching experience. Participation in national and international research projects with a relevant to the field is also a requirement. Administrative experience in a prestigious higher education institution represents a significant advantage. This position requires a Ph.D. in Psychology.</p>
Atribuții	<p>Postul scos la concurs are la bază o normă didactică de 8.50 ore convenționale/săptămână ce subsumează activități de predare (cursuri și seminare) la nivel masterat și licență. La acestea se adaugă 492 ore/an dedicate activităților didactice, 491 ore/an dedicate activităților științifice și 491 ore/an dedicate activităților civice (total 1474 ore/an alte activități).</p>	<p>The position involves a teaching load of 8.50 conventional hours/week, covering teaching activities at Masters' level and undergraduate levels. In addition, 492 hours/year involve teaching, 491 hours/year research and 491 hours/year administrative or civic duties (a total number of 1474 hours).</p>
Perioada de înscriere la concurs	10.04.2025-28.05.2025	10.04.2025-28.05.2025
Data și ora susținerii probei orale	20.06.2025, 14:00	20.06.2025, 14:00 - (EEST GMT+3 - dd.mm.yyyy, hh:mm)
Locul susținerii probei orale (adresa Facultății/ Institutului și sala)	Facultatea de Psihologie și Științe ale Educației, Str. Sindicatelor nr. 7 , Cluj-Napoca, sala 19B.	Faculty of Psychology and Educational Sciences, Psychology Institute, room no. 19B, Sindicatelor Street, no. 7, Cluj-Napoca.
Descrierea probei orale	Prezentare publică pe un subiect relevant, ales de fiecare candidat din lista anunțată de subiecte, în limba engleză.	An oral public presentation on a relevant topic selected by each candidate from the announced list of topics, in English.
Tematica și bibliografia probelor de concurs	<p>Tehnici de analiză de conținut în organizații</p> <ol style="list-style-type: none"> 1.Abordarea calitativă în cercetarea și practica din domeniul psihologiei muncii și organizațională 2.Demersul și asumptiile designului calitativ 3.Metode de colectare a datelor în cercetarea calitativă 	<p>Content analysis in organizations</p> <ol style="list-style-type: none"> 1.Qualitative approach in work and organizational psychology research and practice 2.Qualitative design approach and assumptions 3.Data collection methods in qualitative research

	<p>4. Interviu și principiile de colectare de date pe bază de interviu</p> <p>5. Aspecte etice în datele calitative</p> <p>6. Analiza de conținut</p> <p>7. Analiza tematică</p> <p>Bibliografie:</p> <ul style="list-style-type: none"> • Aguinis, H., & Solarino, A. M. (2019). Transparency and replicability in qualitative research: The case of interviews with elite informants. <i>Strategic Management Journal</i>, 40(8), 1291–1315. • Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. <i>Academy of Management Review</i>, 36(2), 247–271. • Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research? <i>Academy of Management Journal</i>, 55(3), 509–551. • Benet-Martínez, V., Lee, F. & Leu, J. (2006). Biculturalism and Cognitive Complexity: Expertise in Cultural Representations. <i>Journal of Cross-cultural Psychology</i>, 37(4), 386-407. • Borah, P. (2011). Seeking More Information and Conversations: Influence of Competitive Frames and Motivated Processing. <i>Communication Research</i> 38(3) 303 –325. • Braun, V., & Clarke, V. (2014). What can “thematic analysis” offer health and wellbeing researchers?[Editorial]. <i>International Journal of Qualitative Studies on Health and Well-being</i>, 9, Article 26152. • Bredal, A., Stefansen, K., & Bjørnholt, M. (2024). Why do people participate in research interviews? Participant orientations and ethical contracts in interviews with victims of interpersonal violence. <i>Qualitative Research</i>, 24(2), 287–304. 	<p>4. Interview and principles of interview-based data collection</p> <p>5. Ethical issues in qualitative data</p> <p>6. Content analysis</p> <p>7. Thematic analysis</p> <p>References:</p> <ul style="list-style-type: none"> • Aguinis, H., & Solarino, A. M. (2019). Transparency and replicability in qualitative research: The case of interviews with elite informants. <i>Strategic Management Journal</i>, 40(8), 1291–1315. • Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. <i>Academy of Management Review</i>, 36(2), 247–271. • Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research? <i>Academy of Management Journal</i>, 55(3), 509–551. • Benet-Martínez, V., Lee, F. & Leu, J. (2006). Biculturalism and Cognitive Complexity: Expertise in Cultural Representations. <i>Journal of Cross-cultural Psychology</i>, 37(4), 386-407. • Borah, P. (2011). Seeking More Information and Conversations: Influence of Competitive Frames and Motivated Processing. <i>Communication Research</i> 38(3) 303 –325. • Braun, V., & Clarke, V. (2014). What can “thematic analysis” offer health and wellbeing researchers?[Editorial]. <i>International Journal of Qualitative Studies on Health and Well-being</i>, 9, Article 26152. • Bredal, A., Stefansen, K., & Bjørnholt, M. (2024). Why do people participate in research interviews? Participant orientations and ethical contracts in interviews with victims of interpersonal violence. <i>Qualitative Research</i>, 24(2), 287–304.
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	<p>framework. <i>The Leadership Quarterly</i>, 21(4), 585–599.</p> <ul style="list-style-type: none"> • Farh, C. I. C., & Chen, G. (2018). Leadership and member voice in action teams: Test of a dynamic phase model. <i>Journal of Applied Psychology</i>, 103(1), 97–110. • Feldman, D.C., & Lankau, M.J. (2005). Executive Coaching: A Review and Agenda for Future Research. <i>Journal of Management</i>, 31, 829-848. • Hackman, J. Richard, Ruth Wageman, and Colin M. Fisher. 2009. Leading teams when the time is right: Finding the best moments to act. <i>Organizational Dynamics</i> 38(3): 192–203. • Hackman, J.R & Wageman, R. (2005). A theory of team coaching. <i>Academy of Management Review</i>, 30, 269-287. • Jones, R.J., Woods, S.A, & Guillaume, Y. R: F. (2015). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching, <i>Journal of Occupational and Organizational Psychology</i>, 89(2), 249-277. • Krasikova, D. V., & LeBreton, J. M. (2012). Just the two of us: Misalignment of theory and methods in examining dyadic phenomena. <i>Journal of Applied Psychology</i>, 97(4), 739–757. • Kruger, F., & Terblanche, N. H. D. (2024). The coaching flipside: Factors underlying unsuccessful workplace coaching interventions and the implication for human resource development. <i>Human Resource Development Quarterly</i>. • Ladegard G., Gjerde S. (2014). Leadership coaching, leader role-efficacy, and trust in subordinates. A mixed methods study assessing leadership coaching as a leadership development tool. <i>The Leadership Quarterly</i>, 25(4), 631–646 • London, M., Sessa, V. I., & Shelley, L. A. 	<p>leadership coaching: A review and integrated framework. <i>The Leadership Quarterly</i>, 21(4), 585–599.</p> <ul style="list-style-type: none"> • Farh, C. I. C., & Chen, G. (2018). Leadership and member voice in action teams: Test of a dynamic phase model. <i>Journal of Applied Psychology</i>, 103(1), 97–110. • Feldman, D.C., & Lankau, M.J. (2005). Executive Coaching: A Review and Agenda for Future Research. <i>Journal of Management</i>, 31, 829-848. • Hackman, J. Richard, Ruth Wageman, and Colin M. Fisher. 2009. Leading teams when the time is right: Finding the best moments to act. <i>Organizational Dynamics</i> 38(3): 192–203. • Hackman, J.R & Wageman, R. (2005). A theory of team coaching. <i>Academy of Management Review</i>, 30, 269-287. • Jones, R.J., Woods, S.A, & Guillaume, Y. R: F. (2015). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching, <i>Journal of Occupational and Organizational Psychology</i>, 89(2), 249-277. • Krasikova, D. V., & LeBreton, J. M. (2012). Just the two of us: Misalignment of theory and methods in examining dyadic phenomena. <i>Journal of Applied Psychology</i>, 97(4), 739–757. • Kruger, F., & Terblanche, N. H. D. (2024). The coaching flipside: Factors underlying unsuccessful workplace coaching interventions and the implication for human resource development. <i>Human Resource Development Quarterly</i>. • Ladegard G., Gjerde S. (2014). Leadership coaching, leader role-efficacy, and trust in subordinates. A mixed methods study assessing leadership coaching as a leadership development tool. <i>The Leadership Quarterly</i>, 25(4), 631–646
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	<p>performance: Cross-level moderating role of a climate for innovation. <i>Leadership and Organization Development Journal</i>, 43(2), 211–224.</p> <p>Managementul cunoștințelor în organizații (în limba engleză)</p> <ol style="list-style-type: none"> 1. Organizațiile ca sisteme socio-cognitive 2. Cunoașterea ca resursă strategică în organizațiile moderne 3. Procesele de achiziție, selecție, creare, internalizare, externalizare a cunoștințelor 4. Abordări ale managementului cunoștințelor 5. Rețele sociale și rețele de cunoștințe 6. Inovația în echipe <p>Bibliografie:</p> <ul style="list-style-type: none"> • Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state of-the-science review, prospective commentary, and guiding framework. <i>Journal of Management</i>, 40(5), 1297-1333. • Biggiero, L. (2009). Organizations as Cognitive Systems: is Knowledge AN Emergent Property of Information Networks?. In <i>Processes Of Emergence Of Systems And Systemic Properties: Towards a General Theory of Emergence</i> (pp. 697-712). • Chen, Q., Liu, Y., & Dong, Q. (2023). Knowledge digitization: Characteristics, knowledge advantage and innovation performance. <i>Journal of Business Research</i>, 163, 113915. • Chuang, C.-H & Jackson, S. & Jiang, Y. (2016). Can Knowledge-Intensive Teamwork Be Managed? Examining the Roles of HRM Systems, Leadership, and Tacit Knowledge. <i>Journal of Management</i>. 42(2), 524–554. • Chuang, C.-H & Jackson, S. & Jiang, Y. (2016). 	<p>of managerial coaching on employees' creative performance: Cross-level moderating role of a climate for innovation. <i>Leadership and Organization Development Journal</i>, 43(2), 211–224.</p> <p>Knowledge management in organisations (in English)</p> <ol style="list-style-type: none"> 1. Organizations as socio-cognitive systems 2. Knowledge as strategic resource in modern organizations 3. Processes of knowledge acquisition, selection, creation, internalization, externalization 4. Knowledge management approaches 5. Social networks and knowledge networks 6. Innovation in teams <p>References:</p> <ul style="list-style-type: none"> • Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state of-the-science review, prospective commentary, and guiding framework. <i>Journal of Management</i>, 40(5), 1297-1333. • Biggiero, L. (2009). Organizations as Cognitive Systems: is Knowledge AN Emergent Property of Information Networks?. In <i>Processes Of Emergence Of Systems And Systemic Properties: Towards a General Theory of Emergence</i> (pp. 697-712). • Chen, Q., Liu, Y., & Dong, Q. (2023). Knowledge digitization: Characteristics, knowledge advantage and innovation performance. <i>Journal of Business Research</i>, 163, 113915. • Chuang, C.-H & Jackson, S. & Jiang, Y. (2016). Can Knowledge-Intensive Teamwork Be Managed? Examining the Roles of HRM Systems, Leadership, and Tacit Knowledge. <i>Journal of Management</i>. 42(2), 524–554.
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	<p>Can Knowledge-Intensive Teamwork Be Managed? Examining the Roles of HRM Systems, Leadership, and Tacit Knowledge. <i>Journal of Management</i>. 42(2), 524–554.</p> <ul style="list-style-type: none"> • Curşeu, P. L. (2006). Emergent states in virtual teams: a complex adaptive systems perspective. <i>Journal of Information Technology</i>, 21(4), 249-261. • Dalkir, K. (2023). <i>Knowledge management in theory and practice</i> (4th ed.). The MIT Press. • Dayan, R., Heisig, P., & Matos, F. (2017). Knowledge management as a factor for the formulation and implementation of organization strategy. <i>Journal of Knowledge Management</i>, 21(2), 308-329. • De Spiegelaere, S., Van Gyes, G., De Witte, H., & Van Hootehem, G. (2015). Job design, work engagement and innovative work behavior: A multi-level study on Karasek's learning hypothesis. <i>Management Revue</i>, 123-137. • Hinsz, V. B., Tindale, R. S., & Vollrath, D. A. (1997). The emerging conceptualization of groups as information processors. <i>Psychological bulletin</i>, 121(1), 43. • Hislop, D., Bosua, R., & Helms, R. (2018). <i>Knowledge management in organizations: A critical introduction</i> (4th ed.). Oxford University Press. • Hojbota, A. M., Rusu, A., Curşeu, P. L., & Constantin, T. (2020). Membership change and group cognitive complexity: the moderating role of normative interventions. <i>Knowledge Management Research & Practice</i>, 1-10. • Jiang, Y., & Chen, C. C. (2018). Integrating knowledge activities for team innovation: effects of transformational leadership. <i>Journal of Management</i>, 44(5), 1819-1847. • Ju, X., Wang, G. and Fu, Y. (2023). Linking 	<ul style="list-style-type: none"> • Chuang, C.-H & Jackson, S. & Jiang, Y. (2016). Can Knowledge-Intensive Teamwork Be Managed? Examining the Roles of HRM Systems, Leadership, and Tacit Knowledge. <i>Journal of Management</i>. 42(2), 524–554. • Curşeu, P. L. (2006). Emergent states in virtual teams: a complex adaptive systems perspective. <i>Journal of Information Technology</i>, 21(4), 249-261. • Dalkir, K. (2023). <i>Knowledge management in theory and practice</i> (4th ed.). The MIT Press. • Dayan, R., Heisig, P., & Matos, F. (2017). Knowledge management as a factor for the formulation and implementation of organization strategy. <i>Journal of Knowledge Management</i>, 21(2), 308-329. • De Spiegelaere, S., Van Gyes, G., De Witte, H., & Van Hootehem, G. (2015). Job design, work engagement and innovative work behavior: A multi-level study on Karasek's learning hypothesis. <i>Management Revue</i>, 123-137. • Hinsz, V. B., Tindale, R. S., & Vollrath, D. A. (1997). The emerging conceptualization of groups as information processors. <i>Psychological bulletin</i>, 121(1), 43. • Hislop, D., Bosua, R., & Helms, R. (2018). <i>Knowledge management in organizations: A critical introduction</i> (4th ed.). Oxford University Press. • Hojbota, A. M., Rusu, A., Curşeu, P. L., & Constantin, T. (2020). Membership change and group cognitive complexity: the moderating role of normative interventions. <i>Knowledge Management Research & Practice</i>, 1-10. • Jiang, Y., & Chen, C. C. (2018). Integrating knowledge activities for team innovation: effects of transformational leadership. <i>Journal of Management</i>, 44(5), 1819-1847.
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	<p>networking capability and ambidextrous innovation strategies: the mediating roles of knowledge assimilation application and knowledge transformation application", <i>Journal of Knowledge Management</i>, Vol. 27 No. 6, pp. 1534-1561.</p> <ul style="list-style-type: none"> • Lin, M., Ling, Q., Yin, X. and Zhang, M. (2025). How and when does differentiated empowering leadership enhance group knowledge hiding?, <i>Journal of Knowledge Management</i>. • Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative leadership: A multi-context conceptualization. <i>The Academy of Management Annals</i>, 9(1), 393-482. • Nonaka, I. & Nishiguchi, T. (Eds.). (2001). <i>Knowledge emergence: Social, technical, and evolutionary dimensions of knowledge creation</i>. New York: Oxford University Press • Phelps, C., Heidl, R., & Wadhwa, A. (2012). Knowledge, Networks, and Knowledge Networks: A Review and Research Agenda. <i>Journal of Management</i>, 38(4), 1115-1166. • Shen, Y., Lythreath, S., Singh, S. K., & Cooke, F. L. (2025). A meta-analysis of knowledge hiding behavior in organizations: Antecedents, consequences, and boundary conditions. <i>Journal of Business Research</i>, 186, 114963. • West, M. A., Hirst, G., Richter, A., & Shipton, H. (2004). Twelve steps to heaven: Successfully managing change through developing innovative teams. <i>European journal of work and organizational psychology</i>, 13(2), 269-299. • Zappa, P., & Robins, G. (2016). Organizational learning across multi-level networks. <i>Social Networks</i>, 44, 295-306. 	<ul style="list-style-type: none"> • Ju, X., Wang, G. and Fu, Y. (2023). Linking networking capability and ambidextrous innovation strategies: the mediating roles of knowledge assimilation application and knowledge transformation application", <i>Journal of Knowledge Management</i>, Vol. 27 No. 6, pp. 1534-1561. • Lin, M., Ling, Q., Yin, X. and Zhang, M. (2025). How and when does differentiated empowering leadership enhance group knowledge hiding?, <i>Journal of Knowledge Management</i>. • Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative leadership: A multi-context conceptualization. <i>The Academy of Management Annals</i>, 9(1), 393-482. • Nonaka, I. & Nishiguchi, T. (Eds.). (2001). <i>Knowledge emergence: Social, technical, and evolutionary dimensions of knowledge creation</i>. New York: Oxford University Press • Phelps, C., Heidl, R., & Wadhwa, A. (2012). Knowledge, Networks, and Knowledge Networks: A Review and Research Agenda. <i>Journal of Management</i>, 38(4), 1115-1166. • Shen, Y., Lythreath, S., Singh, S. K., & Cooke, F. L. (2025). A meta-analysis of knowledge hiding behavior in organizations: Antecedents, consequences, and boundary conditions. <i>Journal of Business Research</i>, 186, 114963. • West, M. A., Hirst, G., Richter, A., & Shipton, H. (2004). Twelve steps to heaven: Successfully managing change through developing innovative teams. <i>European journal of work and organizational psychology</i>, 13(2), 269-299. • Zappa, P., & Robins, G. (2016). Organizational learning across multi-level networks. <i>Social Networks</i>, 44, 295-306.
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Descrierea procedurii de concurs	<p>Pentru participarea la concursul de conferențiar universitar este necesară îndeplinirea condițiilor specificate în Metodologia de concurs pentru ocuparea posturilor didactice vacante pe perioadă nedeterminată. În acest scop, candidații depun la Dosarul de concurs documentele specificate privind ocuparea postului de conferențiar universitar. Concursul pentru ocuparea postului de conferențiar universitar constă în evaluarea dosarului de concurs și în susținerea unei prelegeri publice de minimum 30 de minute, pe un subiect relevant pentru postul scos la concurs, ales de fiecare candidat din tematica anunțată. În cadrul acestei probe, fiecare candidat va răspunde întrebărilor venite din partea comisiei și a publicului. Comisia de concurs, în urma evaluării întregii activități didactice și științifice, a prelegerii prezentate și a răspunsurilor la întrebările adresate, decide ierarhia candidaților și nominalizează candidatul care a întrunit cele mai bune rezultate. Președintele comisiei de concurs întocmește un raport asupra concursului, pe baza referatelor de apreciere redactate de fiecare membru al comisiei de concurs și cu respectarea ierarhiei candidaților decisă de comisie. Raportul asupra concursului este aprobat prin decizia comisiei de concurs și este semnat de fiecare dintre membrii comisiei de concurs și de către președintele comisiei. Comisia va evalua: 1. Prestația științifică a candidatului (80%) 2. Prelegerea susținută de candidat (20%). Rezultatele concursului pentru fiecare candidat, inclusiv media obținută, vor fi afișate la avizierul și pe pagina web a facultății, imediat după încheierea lucrărilor comisiei.</p>	<p>To apply for this Associate Professor position, candidates must fulfil the requirements specified in the Job Application Methodology for tenured positions. Candidates will include in their Application Portfolios all the required documents. The assessment will consist in the evaluation of each candidate's portfolio and in a 30-minutes oral public presentation. For the second assessment component, the candidates will respond to all questions from the committee and the public. The assessment committee, after evaluating the entire teaching and research activity of each candidate, the quality of the oral presentation, and the responses provided to the committee's questions, will nominate the candidate who has the best score. The president of the assessment committee will elaborate a report on the overall evaluation process, based upon the individual evaluation forms from all members. The final report will be approved and signed by all members and the president. The committee will appraise: 1. Each candidate' scientific portfolio (80%) 2. The oral presentation (20%). Results will be announced on 20.06.2025, at the Faculty of Psychology and Educational Sciences (webpage and on-site).</p>
Perioada de comunicare a rezultatelor	19.06.2025-20.06.2025	19.06.2025-20.06.2025
Perioada de depunere a contestațiilor	23.06.2025-25.06.2025	23.06.2025-25.06.2025

Salariul minim de încadrare a postului la momentul angajării	10103	10103
Lista completă a documentelor pe care candidații trebuie să le includă în dosarul de concurs	https://www.ubbcluj.ro/ro/infoubb/posturi_vacante/posturi_didactice_perioada_nedeterminata	https://www.ubbcluj.ro/ro/infoubb/posturi_vacante/posturi_didactice_perioada_nedeterminata
Adresa la care trebuie trimis dosarul de concurs	Registratura Universității “Babeș-Bolyai”, (camera P20), str. M. Kogălniceanu nr. 1, Cluj-Napoca	Registratura Universității “Babeș-Bolyai”, (camera P20), str. M. Kogălniceanu nr. 1, Cluj-Napoca