

THE STRATEGIC MANAGEMENT AS A PRIMORDIAL FACTOR TO OBTAIN PERFORMANCE IN AGRONOMIC HIGHER EDUCATION IN REPUBLIC OF MOLDOVA

Adrian SÎRBU

The State Agrarian University of Moldova, 44, Mircești, Chișinău, Republic of Moldova, Phone: + 373 22 432 395, E-mail: a.sirbu@uasm.md

Corresponding author: a.sirbu@uasm.md

Abstract

In this article we perform an analysis of the key aspects of strategic management which is one of the main factors that have a direct impact on obtaining performing results or nonperforming results of teachers in the agronomic higher education in Republic of Moldova. Directly, will be highlighted the aspects of the concept of organizational strategy, the guidelines and the approaches of strategic management at all hierarchical levels of agronomic higher education in Republic of Moldova. The same will be highlighted aspects of the basic functions of agronomic higher education institutions in Republic of Moldova, and aspects of organizational culture and at the same time which is the situation of innovation and introduction of new advanced technology necessary for obtaining performing results with the aim of creating a highly competitive environment of these institutions at national and why not international level.

Key words: agronomic higher education, agricultural research institutions, competitive, management, objectives, performance, pillars, strategy

INTRODUCTION

Competition in the market economy requires intensive use of existing resources - financial, material, technological, human, information etc.

Therefore, any organization - economic or institutional type, involves in the current information society, solving the needs of knowledge, which is based on strategies, principles, methods and modern investigation techniques, planning and organization.

Agronomic higher education and research institutions being characterized by different types of organization, coordination and planning resources, they need in today's conditions of information society, of new knowledge that is based on the strategies, principles, methods and modern investigation techniques, planning and organization.

All these have become possibilities of managers due to the development of information technology especially necessary for substantiation of decision.

MATERIALS AND METHODS

We will surprise you in this article, an

analysis of the essential ingredients of management's strategic elements, techniques and methods of identifying performing and competitive strategies of the institution of agronomic higher education and research institutions. In order to obtain a success in the era of globalization for contemporary and future professional life, taking into the alternative analysis of the effects that it has in offer services to higher agronomic education institutions quality.

The work is developed based on empirical research using the formulation of hypotheses, construction of systems theory and observation instrument. The research is also based on theoretical and scientific support using statistical methods and comparative.

RESULTS AND DISCUSSIONS

The term „strategy” comes from the Greek word „Strategya”. This term was first used by the Greek army and signifies a group of activities related to the preparation and execution of the fight to ensure victory.

The French have taken the term „stratégie” also in the army with the same signification.

Table 1. The main features of performance and realistic strategies awarded to an institution of higher agronomic education and research in the country.

The content of strategy	The specific feature of
- Achievement of objectives of a strategic mission.	The objectives represents motivational basis of the strategy and action, their quality being decisive for future performance of the institution.
- The periods in the life of an institution	Usually 3 - 5 years. It follows the high degree of risk and uncertainty.
- The strategy characteristics	It summarizes the essential elements, major, for the institution.
- Activity	The whole institution, agronomic higher education institution as a whole. Even when it relates directly to certain departments, it is based on consideration of the overall problems of the institution
- The existing environment	It is always considered the external environment of the institution and provides a very strong correlation between agronomic higher education institution and environment in which it operates. This is a feature and a condition for the success of the strategy; realization of strategic objectives is not possible without taking into account the evolution of the external environment.
- The interests involved.	It is always represented the interests of all parties involved in the educational process, the rector, vice-rectors, deans, heads of departments, teachers until the students.
- Behavior of the parties	You have to consider imposition of a behavior which will ensure higher education institution agronomic greater competitiveness. This behavior reflects the culture of the institution, expressing attitudes, believes attachments, aspirations and values of managers and executors.
- The competitive advantage.	A strategy that does not concern and ensures obtaining the competitive advantage does not present utility for a higher education institution and agronomic research

Source: Own calculation.

By the middle of twentieth century the term was taken and used by American companies on the assumption that in business „any market is a war” and the competitive battle to secure the survival and development of an organization should be based on a strategy.

Any strategy must provide the framework and the general coordinates of development and the future efficiency of an institution. The quality of the agronomic higher education and research institution depends on its degree of realism. In a realistic strategy and

performance the necessity of the main specific features which are considered the most important and are presented in Table 1.

Respecting and incorporating all the features of a performance strategy in agronomic higher education and research institutions will increase the competitiveness of both the institution as well as the state.

The term of competition has theoretical connotations, but also practical aspects. We will approach the competition and its result, competitiveness, of the competitor position. The features considered to provide better grade, can be classified into two categories: the effect (maximum) or effort (minimum).

Encyclopedic Dictionary defines the competitiveness as a characteristic of a product or a company to cope with the competition of similar products or companies in a particular market, or structural competitiveness which appreciates the degree of specialization of a country or structural competitiveness appreciates the degree of specialization of a country so that to be assured a surplus or a durable trade balance.

Through coverage rate of exports and coefficient of specialization. This definition represents a viable point of view for identifying specific ways to improve competitiveness in a particular field. [7]

If we look at the conceptual approach of the Global Competitiveness Report - RGC (Global Competitiveness Report - GCR), published by the World Economic Forum, which defines, „competitiveness” as „a set of institutions, policies and factors that determine the level of productivity of a country” organized into 12 basic pillars, directly systematized for Republic of Moldova, reference year 2014, as follows, and are outlined in table 2. [5]

If we refer to the 12 pillars that contribute to competitiveness, we note that „technology” places us in position 64, being the highest position of the state in this classification, in accordance with this there is also just „macroeconomic stability” which is positioned on 77 places. It emphasized that „institutions”, „efficient on the market” and „financial market”, „market size”, „business

sophistication” and „innovations” are located on 105 place, context where „technology” and „macroeconomic stability” is already a major performance.

Table 2. The position of Republic of Moldova in 2014, on pillars that contribute to the competitiveness

Basic requirements	Position	Efficiency enhancer	Position	Innovation and sophistication factors	Position
1.Institutions	122	5.Higher education and training	90	11.Business sophistication	125
2.Infrastructure	88	6.Goods market efficiency	107	12.Innovation	138
3.Macroeconomic environment	77	7.Labor market efficiency	95		
4.Health and primary education	93	8.Financial market development	105		
		9.Technological readiness	64		
		10.Market size	124		

Source: Own calculation.

Table 3. Institutions of agronomic higher education and research in Republic of Moldova

Agronomic higher education institutions (Legal address)	Agronomic research institutions (Legal address)
The State Agrarian University of Moldova (44 Mircești, Chișinău, Republic of Moldova)	Practical Scientific Institute of Biotechnology in Animal Husbandry and Veterinary Medicine. (rayon. Anenii Noi, s. Maximovca)
Technical University of Moldova. (168, Stefan cel Mare Blvd., MD-2004, Chisinau, Republic of Moldova)	Research Institute of Field Crops „Selectia”. (28, Calea Ieșilor, Balti, Republic of Moldova)
Moldova State University (str. Alexe Mateevici, 60, Chisinau, MD-2009, Republic of Moldova)	Institute of Crop Production „Porumbeni”. (rayon. Criuleni, s. Pascani)
Moldova State University of Comrat (17, Galatana, Comrat, Republic of Moldova)	Institute of Soil Science, Agrochemistry and Soil Protection „Nicolae Dimo”. (100, Ialoveni, Chișinău, Republic of Moldova)
“Alecu Russo” State University of Balti (38, Puskin, Balti, Republic of Moldova)	Institute Scientific - Practical Horticulture and Food Technology. (59 str. Vierul, city Codru, Chișinău, Republic of Moldova)
	Institute of Agricultural Technique Institute (ITA) „Mecagro” (The Republic of Moldova, Miron Costin 7, Chișinău)
	Institute of Microbiology and Biotechnology of the Academy of Sciences of Moldova. (mun. Chișinău, str. Academiei, 1)
	Institute of Zoology, Academy of Sciences of Moldova (mun. Chișinău, str. Academiei, 1)
	The Institute of Genetics and Plant Physiology of the Academy of Sciences of Moldova (mun. Chișinău, str. Pădurii, 20)
	Institute of Plant Protection and Ecological Agriculture. (26/1, Pădurilor, Chișinău, Republic of Moldova)

Source: Own calculation.

Somewhat paradoxically, the ability of selling „labor market” have position 95 and „health and primary education” have position 93 and „higher education and training” on 90, although under the requirements and potential, but are quite good.

Analyzing the 12 pillars of competitiveness we highlight the major importance of strategic management that assumes an approach coherent of internal and external factors which

affect agronomic higher education institutions and research and hence the elaboration and implementation of rigorous and explicit strategies to enable institutions of agronomic higher education and research to reflect the susceptible changes to occur in the environment, to enable them to survive and adapt to new market conditions. [8]

Table 4. 5 key areas for establishing objectives awarded research activities, education and innovation in agronomic higher education and research in the country.

Domain - Key	The characteristic domain
- Physical and financial resources.	It needs to establish specific objectives for the rational use of physical resources materials and capital by agronomic higher education institutions and research.
- Performance management and development.	It should be set goals for developing present and future managerial talent in agronomic higher education institutions and research.
- Performance and attitude of teaching and research staff.	Objectives must be set on the performance and attitude of employees who have leadership positions;
- Innovation	Must be observed all requirements concerning quality, which is a key to success must set goals for improvement, development and improvement in terms of academic Curriculum, teaching methods, learning and innovation for students and master the material presented in many specialties and specializations that are exposed by agronomic higher education institutions;
- Public responsibility (social).	All higher education institutions must determine agronomic limit to be involved in various activities involving directly service of the interests of all citizens in society.

Source: Own determination.

The strategic dimension of agronomic university management and research should be ensured by the existence of strategic thinking and a positive organizational culture change and performance in a competitive and competitive external environment. All of agronomic higher education institutions and research practice directly impacts on the 12 pillars of increasing the competitiveness of Republic of Moldova are presented in Table 3. [6]

To achieve the objectives, agronomic higher education institutions and research from Moldova should perform a set of activities and actions. The stages of effective realization of the objectives are numerous; respectively university management must take a clear decision-making series actions, opportune and

efficient in terms of how to achieve strategic objectives. Strategy of agronomic higher education institutions and research represents the result of strategic choice of top university agronomic management on the ways they will follow the alternative means that they will use to achieve the objectives submitted.

During the development of human society, there have been numerous attempts to identify areas for which an organization must set goals; the known list of key areas was made by Peter Drucker. [2] Which identified eight key areas for setting goals across the organization, the organizations which aim making a profit much as possible, of course, if we are talking about commercial, manufacturing, service delivery and so on instead if we talk about non-profit organizations such as higher education and agronomic research we can identify the five key areas for establishing objectives directly related to research, education and innovation in these institutions, which are presented in Table 4. [1]

The role of the objectives is to produce change. They should cover all important aspects of labor (the main areas of result) and not just focus on one area or aspect at the expense of others. It is very important that objectives are SMART.

SMART is an acronym of the features considered essential for the correct formulation of a goal. The most common versions of the acronym SMART are:

S: Specific / Applicant - means that an object must be clear and unambiguous, easy to understand and apt to require existing potential;

M: Measurable - means that an object can be quantified: quantitative, qualitative, in time, in money. A measurable objective is the one „that allow the establishment exactly that has been reached or not” or „what extent was reached”. It also allows a measurable objective of achieving progress monitoring;

A: Adorable - means that an object can be difficult, but not impossible to reach by a competent person and decided to take a conscious engagement;

R: Relevant - means that contributes to

achieving the overall objective so that specific goal is aligned overall goal;

T: Temporal – sized in time that is achieved within a time limit of commonly agreed. [3]

In addition to those five basic objectives we consider it will opportunely to complete two significant objectives when deciding future development strategy within an institution of higher education and agronomic research, and respectively acronymic could be:

SMARTER. Respectively:

E: Efficient - means that achievement of the objective should aim at enhancing and rationalization of all activities and processes within the institution which will mean that objective;

R: Regulatory - the target should be within the legal parameters, to respect current legislation on the activities of the institution which will address this objective.

Strategic management is a modern form of management of agronomic higher education institutions and research, based on anticipating change of the environment, on evaluation of the internal potential of agronomic higher education and research the changes that are necessary in order to harmonize with the environment to which they belong, to performance of the tasks and objects set to ensure its survival and sustainability.

In other words, strategic management represents a quite complex process foreshadowing the future of agronomic higher education institutions, their long-term evolution in which occurs in strategy formulation, implementation and monitoring-evaluation of her permanently strategic management is not just a process of strategy formulation (which overlaps institution management system), but a new form of management based on strategy. [7]

CONCLUSIONS

Through the implementation and management of qualitative strategic management in agronomic higher education institutions and research will be obtained a number of long-term benefits related to:

1. Adaptation of agronomic higher education institutions and research, of rapid environmental changes, anticipating them or even their generation;

2. Generation of routing long-term agronomic activities of higher education institutions and research;

3. Allowing a consistent and accurate correlation of all agronomic higher education institutions activities and research;

4. Providing a coherent framework for action at all hierarchical levels of management;

5. The production of modifications in concept, attitude and action of top management;

6. Permanent involvement of all decision makers, at all hierarchical levels;

7. Agronomic higher education institutions and research will receive its own identity;

8. Agronomic higher education institutions and research will become more efficient and competitive. [9]

The practice of strategic management produces within an institution of agronomic higher education and research a number of changes terms of its conception, climate, its functioning mechanisms, with beneficial effects on the performance and competitiveness of these institutions.

The practice by an institution of agronomic higher education and research strategic management allows them to acquire the competitive advantage or herself compared competitors offer. [4]

The link between strategic management and competitive advantage is explained by the that the strategy always involves innovation process, either in terms of university management, human resources, information technology, financial resources and the material existent in the institutions of agronomic higher education and research, where the possibility of a competitive advantage. Therefore, as long as the strategy involves the use of innovation in one area or another, strategic management allows assimilation of competitive advantage. [7]

Competitive advantage can be temporary (when capitalize a temporary opportunity or a favorable environment) and durable (it can be sustained for a long period of time). In

conclusion, the competitive advantage is invisible component of the strategy gives ultimately, sustainability and competitiveness of agronomic higher education institutions and research in the long term. Competitiveness is the best way to improve permanent performances. Being the essence of progress, it stimulates permanently set standards of quality, increases the number of graduates in agronomic higher education institutions, support innovation, research and perfection. [7]

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