

## **DIAGNOSIS -THE FUNDAMENT OF UNIVERSITY STRATEGY**

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### *Abstract*

*Any university, whether public or private, has a life cycle, from emergence to development, maturity, decline, and so on. At each phase of the life cycle, appears the necessity and opportunity of changes that, to the extent in which they are appropriately exploited, can produce real "inflection points" for the university in the sense of development or regress. Regardless of the situation, diagnosis is necessary to highlight the state of its existence, its viability potential for managerial, economic, educational and other fields. This research focuses on the methodological scenario for the realization of a university diagnostic study from the perspective of its use as an important basis for the global strategy, together with the market study (the labor market, focusing on the characteristics and trends of the profession market for which the university prepares specialists – economists, engineers, lawyers and so on), sectoral strategy (education strategy) and national strategy. As any diagnostic study, this one completes into causally determined hard points and weak points classification, into determining the internal viability potential and specifying strategic- tactical ways of enhancing the viability potential, focusing on causes generating atuas and dysfunctions. The main problem that arises is the way of capitalizing it in the elaboration of the global university strategy. The answer to all this issues is to be found in the lines of this article.*

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*Keywords: diagnosis, viability potential, SWOT analysis, recommendations, university strategy*

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### **1. Introduction**

The concept of "diagnosis" - a term taken from medicine - is of Greek origin and has the meaning "apt to discern". Diagnosis is the result of analyzing, respectively periodic consultation of the organization. If in human medicine, such a consultation goes through three distinct sequences - the symptomatology (the detection of the symptoms of the disease manifestation), the etiology (the explanation of the causes of the symptoms) and the therapeutics (prescribing the treatment) - at the organization level, diagnosis allows to identify its "health state" and the potential for managerial, economic viability s.o., respectively the ability to focus on mitigating or eliminating the causes of dysfunctions and generalizing or underlying the elements that lead to the positive aspects. The quality of the consultation depends on the doctor and his professionalism. The quality of the organization's diagnosis depends on the specialist or team of specialists conducting the diagnostic study, their professional competence.

At the International level, diagnosis appeared as a managerial method in the 1960s together with the publication of Business Policy, by a group of four professors at the Harvard Business School: A. Learned, N. Christensen, J. Andrews, S. Guth [2]. It is worth mentioning that the LCAF method (the name of the four authors, now known as the Diagnostic Grid of the Harvard School), a classic method of strategic diagnosis of the enterprise, refers to both the internal environment analysis, as well as to the analysis of the organization's external environment, known today as SWOT analysis [1]. In Romania, diagnosis has been known as a managerial method since the

1970s. The first known book was "Diagnostic Analysis of Economic Units", published by N. Oprea and G. Plesoianu in the Scientific and Encyclopedic Publishing House in 1975. A second book, focused exclusively on diagnostics, appeared in 2001 [3] and some of the chapters designed for the theoretical and methodological approach of the method are found in numerous management books published after 1990.

Diagnosis is a method of management focused on investigating and analyzing the organization from multiple points of view: managerial, economic, commercial, technical and technological, cultural, social, etc. It is well-known and indispensable in the practice of those organizations that carry out the overall or partial evaluation, being able to provide managers from all organizational levels with pertinent information regarding the functionality and effectiveness of the managed domains and the ways to considerably improve the parameters of their characterization. Diagnosis needs to be addressed in a three fold perspective:

- a. As a management method, located primarily in the perimeter of the control-evaluation function, but with direct implications on the prediction function;
- b. As the foundation for organizational strategy elaboration, together with the market research, sectoral and national strategy;
- c. As a starting point in any organizational or managerial change (managerial reengineering, restructuring, organizational transformation, retechnologisation, computerization of management and execution processes and so on.).

## **2. The degree of investigation of the problem currently, and purpose of research**

Within recent years, both in Romania, as well as in the management practice of other countries, specialists oscillate between diagnosis (or diagnostic analysis) and SWOT analysis, with a slight inclination towards the latter. The similarities and the differences between the two managerial methods are summarized below, although it would have been more appropriate to approach them after presenting the methodological elements that characterize them [5]. Regarding "similarities", we observe the following:

- both can be considered important cornerstones of the organization's strategy, providing valuable information on the functioning, efficiency and effectiveness, or regarding procedural or structural and organizational components investigated and analyzed;
- both can be considered important bases for the design and operationalization of organizational and managerial changes, such as restructuring, privatization, management redesign, retrofitting, etc., with major impact on the future economic, commercial and managerial level;
- both provide an overview of the configuration and functionality of the organization at the time "t", requested by its top management;
- both are made in a specific typology, depending on the socio-professional configuration and the origin of the study developers, the mixed ones, the result of the involvement of professional teams from inside and from outside the investigated organization being more attractive in terms of content;
- both involve using a variety of tools for collecting, recording, processing and interpretation of data and information relating to the investigation, such as questionnaires, interviews, direct observation, study of documents (information situations) etc.;

- both use methods to stimulate brainstorming-type creativity for identifying and defining strengths, weaknesses, opportunities and threats;
- both highlight the organization's competitive advantage.

The major difference between diagnosis and SWOT analysis are, in our opinion, the following:

- the much higher complexity of a diagnostic study, compared to the SWOT analysis;
- the causal highlighting of the main strengths and weaknesses is specific to diagnosis; moreover, a serious diagnosis, carried out by professionals, deepens the cause-effect analysis to the smallest detail. We thus call such a diagnosis "in cascade", extremely beneficial for study users (organization managers);
- the SWOT analysis is completed by a matrix, in which strengths, weaknesses, opportunities and threats are inventoried; a diagnostic study is completed by strengths and weaknesses, causally addressed, by determining the organization viability potential regarding domestic, foreign and global aspects and making recommendations related to increasing its focus on the causes of the strengths and shortcomings. From this perspective, the diagnosis detaches from the SWOT analysis in complexity and value for managers and other stakeholders.
- strengths and weaknesses are defined, characterized in quantified diagnostic study by specifying the period of comparison, the causes and implications of their manifestation; in the case of SWOT analysis, strengths and weaknesses are highlighted as such without substantiation likely to bring additional elements of understanding;
- a diagnostic study may "suffer" regarding external diagnostics, where its makers focus only on internal environment;
- the recommendations focused on the reasons causing strengths and weaknesses in the strategy are found mainly in the form of strategic options, while the strategic dimension of SWOT analysis is provided by the combination of the strengths, weaknesses, opportunities and threats;
- frequently, SWOT analysis summarizes the SWOT matrix, whose recovery and interpretation does not say much for an unprofessional manager; a diagnostic study highlights the appropriate tabular forms, strengths and weaknesses of a causal manner, much easier to interpret, including insufficient managerial competence of managers; also, the recommendations developed on causes facilitate the decisional intervention of managers and their transformation into solutions to the problems faced by the organization or a component thereof at the time of the analysis;
- the combinations of the inventories of the four quadrants are, indeed, more suggestive of the types of strategies to be adopted and promoted in the "life" of the organization compared to the findings of a diagnostic study; suitable answers to questions like "how can we use strengths to capitalize on identified opportunities?" or "how can we take advantage of opportunities to overcome weaknesses?" cannot be discovered only by harnessing the SWOT matrix; for diagnosis, the choice for a certain type of strategy can only be given by the potential for global sustainability, whose size allows a choice between a strategy for recovery, consolidation or development.

At university level, the habit of carrying out diagnostic studies is relatively recent in our country, especially in the last 10 years, since we have become a member of the European Union. Why? Because since 2007 we have begun to develop university strategies, overlaid with the intervals available for accessing the European Structural Funds. This explains why most strategies

developed at the level of organizations, including universities, are targeting the 2007-2013 or 2014-2020 horizons, although the period for a strategic projection is 3-5 years. Without emphasizing too much of this anomaly (accepted at European level), we must not overlook the fact that the university strategy focuses on the same major components - mission, strategic objectives, strategic options, resources, deadlines and ways of obtaining competitive advantage - which need to be superiorly grounded to impart realism and security to the future of the higher education institution. Even though there is a managerial program of the rector who wins the election (in the cases when the rector is elected as the result of a vote) and the nominated managerial team has to ensure its implementation, it is appropriate to develop a more complex institutional, managerial strategy, capable of capitalizing both the results of the diagnosis, as well as those of the market survey or the ones obtained in regard with the sectoral strategy (in the field of education), if the latter exists. The methodological mechanism and the pragmatic aspects of the diagnostic study, developed in one of the following three hypostases (by the specialists of the university, in which case we can invoke self-diagnosis, specialists from outside the university – pure diagnosis, or mixed teams of specialists within and outside the university - mixed diagnosis) will demonstrate that this is undoubtedly the most important foundation of the strategy and, implicitly, the starting point for any complex, large scale change in the life of the academic community. The detailed knowledge of these issues is also the main purpose of our research.

### **3. Methods and materials applied**

The research focused on data and information provided by several sources: documentary research, which involved the study of the specialized literature on managerial tools and mainly diagnostics, empirical research carried out at the university level, investigated using the questionnaire, the interview or the study of informational situations conveyed by the current informational university system and the applicative research, in the sense of operationalization of the diagnostic methodology at the university level and issue of generalization elements.

One also used the results of scientific research obtained as a university professor from competitive research grants, contracts with the Romanian business environment (over 40 contracts which, regardless of the issue, included a global or partial diagnosis study ) or the experience gained from implementing projects supported from European funds. To all this, one adds the managerial experience gained within a prestigious higher education institution, where one participated as a specialist in teams especially formed for the diagnosis of managerial, educational and scientific university research [4].

### **4. Results and discussions. University Diagnosis - Methodological and Pragmatic Aspects**

Before starting, a diagnostic study should take into consideration some preparatory aspects, such as: setting the area of research - global diagnosis, at the university level, partial diagnosis, at procedural or structural component level and specialized diagnosis at the level of the problem (naturally, it starts with global diagnosis, partial diagnostics and, finally, specialized diagnostics, the process is called "flow diagnosis"), the specification of the study's developers, the setting of the diagnostic objectives, the methods of collection, recording, transmission and processing of data

and information (questionnaire, interview, study of documents, direct observation, instantaneous observations, etc.), establishing the period under investigation and so on. The methodological scenario of diagnosis includes:

- a. Preliminary documentation, materialized in: highlighting the typological characteristics of the university (name, normative act of establishment, legal status, sectoral membership, subordination, institutional relations, some dimensional characteristics); the presentation of the constructive and functional particularities of the training system (education), the scientific-investment research, the economic-financial situation, the patrimonial situation; the presentation of the management system through its major components and their interdependencies (it should be noted that at the level of a university, there is a co-existence between academic management and administrative management; the first area, that of academic management, gives consistency to the object of activity of the institution, through educational and scientific research processes that are predicted, organized, coordinated, trained, controlled and evaluated in order to achieve the objectives, while the administrative management is a service provider for the first area). The five managerial subsystems found in a public or private university, obviously with constructive and functional features, are:
  - the methodological component, in which can be found the specific managerial tools (management through objectives, also called management based on performance objectives, project management, participatory management, budget management - when the management of the university opted for managerial and economic decentralization at faculty and/or at department level, each organizational subdivision having its own budget - delegation, diagnosis, meeting) and methodological elements of design / redesign and maintenance of its management and its subsystems (methodologies, standards, norms and normative, procedures). We state that the university is certified in quality management systems, so it has a quality manual, which contains numerous procedures, compulsory for didactic and non-teaching personnel;
  - the decisional component found in the decisions making process at all university organizational levels, but only recorded at the level of the University Senate, the Board of Trustees, the Rector, the Faculty Councils, the Deans, the Board of Management of the departments, as well as the used decision making mechanisms (decisions and decisional processes);
  - the informational component, reflected in the data, the information, the flows and the information circuits, the information procedures, as well as the means, used for processing them, manually and automated;
  - the organizational component, reflected in the process organization and structural organization; process organization ensures the delimitation of process components with a different degree of aggregation, such as functions, activities, attributions and tasks. Unlike an enterprise, the university has some specific functions, such as education (with Bachelor programs, masters, postgraduate programmes and doctoral studies) and scientific research-investments (with scientific research and investment), financial and accounting function (with financial activities, accounting, budgeting, audit), commercial function (procurement, supply, sales) and human resources (with HR recruiting, payment, teaching and non-teaching personnel evaluation, promoting, teaching training, secretarial assistance); the organizational structure is different in the two "areas" already mentioned:

academic management has faculties, departments, scientific research centers, and, as structural components, directions, services and offices.

- The number of hierarchical levels varies according to the dimensional characteristics of the university, and hierarchical weights are different from one organizational level to another. Regardless of the size of the university, there are several hierarchical levels on which participatory management bodies or individual managers are placed, according to the legislation, so that the tendency to flatten the organizational structure is more difficult to be operationalized (on the first hierarchical level there is the University Senate, on second, the Board of Directors, on the third is the Rector, Level Four, Vice-Rectors, and General Administrator, Level Five, Faculties Councils, Sixth, Deans, Next Level, Dexterity, Seventh, Eighth, heads of departments and on the last level, in the case of academic management, the executive (teachers or non-teaching personnel). A similar situation is found in the administrative area of management where directors, heads of departments or heads of the offices are located in different hierarchical levels. In conclusion it is easy to observe that it is virtually impossible to reduce the number of hierarchical levels without bringing the slightest prejudice to the legislation. Consequently, the improvement of management must be sought in the functional characteristics of the university, not in the dimensional ones. It should be noted that both procedural and structural components are highlighted in organizational documents such as the organization and functioning regulations, the organizational chart and the job descriptions;
  - the human resources management component, made out of the total number of personnel and its structure (teachers, administrative personnel, structured by profession, teaching degree, seniority, etc.), income (salaries and other income), aspects of organizational culture s.o.
- b. The university's viability analysis focuses on analyzing and interpreting the data and information gathered and recorded in the previous step. The main approached issues reffers to:
- The analysis of the education viability: the number of students per form of education, years of study, faculties, forms of financing, number of teachers in each faculty, the evolution of the study group size, promotion, correlation between the training capacity and the requirements of the labor market;
  - The analysis of the scientific research viability: the number and value of research grants obtained through competition, research projects funded from European funds, research contracts with the business environment, scientific output (specialized books, ISI articles, articles published in IDB indexed magazines, participations to international scientific events); all these are analyzed at university level, faculties and departments;
  - The analysis of investment viability: value and structure of investments made for education, research, social infrastructure and so on;
  - Economic viability analysis: income - expenditure ratio, evolution of budget allocation overall and on each student, budget execution analysis at university and faculty level;
  - The analysis of the managerial viability: the analysis of the methodological, decisional, informational, organizational and human resource management components functioning, in terms of dimensional and functional characteristics, design / redesign principles (in the case of informational and organizational subsystems), qualitative parameters, the analysis

of personnel (didactic and administrative personnel), the analysis of organizational documents and so on.

- The analysis of other aspects (university's relations with the economic and social environment, with alumni, inter university relations within consortia, international relations, national and international visibility, etc.).

The analysis phase is completed by identifying positive and negative symptoms, according to which strengths and weaknesses will be defined in a causal way. In the category of symptoms, there can be reported:

- University decline in the number of students and, implicitly, graduates;
- Improvement / worsening of the economic-financial situation of the university due to the increase / maintenance / decrease of the budget allocation;
- Increase / reduce costs for development / maintenance of infrastructure for education and research;
- Strengthening / diminishing research revenues, on one hand, due to the maintenance / disappearance of research grants and the competition for obtaining them, and, on the other hand, due to the increase / decrease of contracts with the business environment;
- Organizational culture favorable / unfavorable to achieving performance;
- The involvement degree of each academic community component and that of the groups we are part of is favorable / reduced;
- The university's needs degree of financial coverage by the relevant ministry is constantly / steadily decreasing;
- Managerial and economic decentralization at faculty / department level is a success / failure of the institution's academic management;
- Major imbalances / balance between academic and administrative personnel, service provider for education and research (report 1: 1);
- Balanced / very loaded, cumbersome, favorable to change / bureaucratic organizational structure;
- Solid relationships with the economic and social environment and partnerships with other universities in the country and abroad.

#### c. Causal highlight of key strengths

Further, we present some examples of strengths, together with the generating causes and the implications (effects) of their manifestation.

- Definition: Education, aligned to the labor market requirements and European standards  
Causes: the existence of bachelor, master, doctorate cycles, according to the "Bologna Process"; a curriculum tailored to labor market demands and European standards.  
Effects: increased national and international visibility; High attractiveness of high school graduates for university; High attractiveness of university graduates for business.
- Definition: Stabilization of an initial and continuous education formula that responds to the present and future needs of society and the economy  
Causes: typology and content relevant to study specialties; masters and doctorate at high standards; training and continuous professional development through postgraduate courses adapted to the needs of the labor market.  
Effects: Maintain a high degree of attractiveness for the university, among the education providers in the country; creating appropriate conditions for improving the institution's economic and financial situation.

- **Definition:** Organizing numerous international scientific events at the university level, together with the existence of numerous magazines indexed by IDB  
**Causes:** the active involvement of university management in its international recognition; The practice of prestigious European universities in this field.  
**Effects:** Enhancing national and international visibility; Creating favorable conditions for the dissemination of scientific research results in their own magazines.

d. Causal highlight of major weaknesses (dysfunctions)

- **Definition:** Continuous decrease of students number over the last 3 years  
**Causes:** decrease in school population; the high level of tuition fees in relation to supporters' income; strengthening and developing new universities with a similar profile.  
**Effects:** diminishing the financial potential of the institution; The appreciable reduction of investment sources in infrastructure modernization, salary improvement and so on.  
**Definition:** Visible discrepancies between job dynamics and teaching and administrative personell, on one hand, and student dynamics, on the other  
**Causes:** personell policy disagreeing with reality; the commitment of the university's leadership not to abolish posts and to dismiss some of the personell.  
**Effects:** diminishing the financial potential of the institution; the alarming rise in wage bill in total spending.
- **Definition:** High degree of managerial methods, not in the way of managerial tools used and promoted, but due to excessive procedures, standards, methodologies, normative and other methodological elements  
**Causes:** Excessive number of procedures, standards, normative, methodologies s.o., mandatory for managerial and execution personnel; the predominantly bureaucratic character of the structural organization; visible desynchronicities between the official authority (posts) and the personal authority (of the post holders), at the management level of the administrative area.  
**Effects:** increase bureaucracy; decisional and action freedom of managers and executors is seriously diminished; difficulties in achieving the goals.

e. Determining the university's viability potential

The strengths and weaknesses identified in the previous two stages allow the determination of the university's viability potential in each field (education, research, management, etc.) and internal viability potential. Based on the opportunities and threats highlighted by the external environment analysis, the external viability potential and, subsequently, the global potential can be determined. The recommended model for this purpose is that of the internal and external factors evaluation matrix and the used matrix format is presented below [3]:

Table 1. Educational Field

No	Name of strengths/weakness	Evaluation level	Importance coefficient	Weighted coefficient (final score)
0	1	2	3	4
1				
2				
.				
TOTAL SCORE			1,00	



Note: In determining the viability potential in a particular field (education, research, management and so on), the following conditions are required:

- The rating level assigned to each strength is 3 or 4 (the most significant strengths will be rated 4), while weak points get 1 or 2 (the most significant weaknesses will be rated 1);
- The importance coefficient assigned to each strength or weak point may be the same (if the evaluator considers that for the organization being investigated all the strengths and weaknesses identified are equally important) or different depending on the strength / weakness of the economy strengths and weaknesses; the sum of all the coefficients of importance is 1;
- The contribution of each strength or weakness to the viability potential of the domain for which the matrix is drawn is determined by weighting the rating level with the coefficient of importance. the university's viability potential for the analyzed field (education, research, management and so on) is determined by summing up the obtained values.

In order to determine the university's internal viability potential, a synthesis matrix (table no.2) is recommended, in which, in column 1, there are the 7 domains for which the viability potential was determined, on the second column - the viability of each domain (determined by the previous matrices, no. 1-7) and on column 3 - the importance coefficients associated with each domain. The weighting of the score of each domain with the importance coefficient reveals the contribution of each of the 7 domains to the internal viability potential, market in the total column.

Table 2. The Internal viability potential

No	Field	Score	Importance coefficient	Total
0	1	2	3	4
1	Education			
2	Scientific research			
3	Management			
4	Economic			
5	Relations with the economic and social environment			
6	International Relations			
7	Infrastructure			
TOTAL			1,00	

Table 3. The External viability potential

No	Opportunities/Threats	Evaluation level	Importance coefficient	Weighted coefficient (final score)
0	1	2	3	4
1				
2				
.				
TOTAL SCORE			1,00	

The procedure for determining the external viability potential is similar to the one used in each of the previous matrices, but instead of strong points / weak points, opportunities and threats will be inserted in column 1, alongside each other. Opportunities are rated 3 or 4 points, while threats are given 1 or 2.

Table 4. The Global viability potential

No	Field	Score	Importance coefficient	Total
0	1	2	3	4
1	The Internal Potential		0.7	
2	The External Potential		0.3	
TOTAL			1,00	

We recommend the weights of 0.7 and 0.3 respectively for the coefficients of importance given to the internal and external potential in determining the overall viability potential. The total obtained in column 4 represents the overall viability potential; it will fit into a viability class as follows:

- Very low (1–1,60)
- Low (1,61-2,20)
- Medium (2,21-2,80)
- High (2,81-3,40)
- Very high (3,41-4).

In relation to the university's inclusion in one of these viability classes, the recommendations that conclude a diagnostic study will have a certain intensity and will be prioritized in such a way that the potential for viability will be sensitively improved.

#### f. Recommendations development

Strategic-tactical recommendations for enhancing the viability potential should focus on causes that generate strong and weak points. They are not having a decision character, but represent only some problems to be solved through the decision-making intervention of the managers of the two "areas" - the academic management and the administrative management of the university. As an example, we present some of these recommendations:

- Qualitative enhancement of bachelor, master and doctoral programs;
- Intensifying promotional actions, both nationally and internationally, to find new opportunities for education and research; in this context, a special place is given to the substantiation of the university objectives, depending on the training capacity, the labor market and the economic interests of the stakeholders;
- Attracting a significant number of foreign students as a solution to improve the economic and financial situation of the university, as well as its international recognition;
- Organizing and conducting continuous training and professional development programs by involving the departments;
- Managerial and economical-financial decentralization at the level of faculty and department (by promoting, with high methodological rigor, the management through objectives and the management through budgets);
- Improving organizational and managerial culture;
- Professionalization of managers and management, the administrative one with priority, by improving human resources management, continuous managerial training and careful managerial methodologies;
- Increasing the degree of computerization of management and execution processes (supporting processes), with immediate consequences on the size and structure of non-teaching personnel;
- Promoting motivational policies that will enhance the involvement, participation of teachers and other categories of employees in achieving the objectives;

- Review of the ROF, the organizational chart and the job descriptions under the conditions of major procedural and structural-organizational changes (abandoning the current job description template used in public institutions in Romania and promoting a job description concept, in which the central element is the individual objectives; the tasks, competences and responsibilities shall be delimited and dimensioned in a permanent quantitative equilibrium, called the "golden triangle" of the organization);
- Eliminating imbalances between the number of posts and the number of teachers, the number of teachers and the non-teaching personnel;
- Maintaining a growing trend of scientific production as a prerequisite for increasing the international and national visibility of the university;
- So on.

## 5. Conclusions

It is not possible to assure a truly scientific dimension to university management without appealing to modern managerial tools and managerial methodologies. A special place is assigned to the diagnosis, a managerial method capable of detecting the university state of health and prefiguring the changes to be made in its configuration and operating mechanisms. The most important results of the diagnostic study are strengths and weaknesses, both causally highlighted, the viability potential and the recommendations made to amplify this potential. From the approach of diagnosis as the basis of strategy development, all these results will be used in determining the strategic objectives, shaping strategic options, and identifying new ways to gain competitive advantage. The condition of using diagnostics not only at university level, but also at faculty, department or functional department level, is the existence of the objectives in a systemic view, starting with the fundamental objectives and ending with the individual objectives. Regular diagnosis of the institution's health will demonstrate, through the analyzed and interpreted results, the realism of the objectives thus established. The elaborators of the diagnostic study should take into consideration the particularities of the university as a public or private organization, the particularities of the main processes carried out within it (education and scientific research), the way of ensuring resources, especially financial, as well as the particularities of "products" offered by the university to the economy and society. In this way, diagnosis becomes a useful and effective tool, not only in the projection of the university's future, reflected into the strategy, but also in ensuring its daily functionality, materialized in the achievement of results and knowledge of the causes for overtaking the available timeline or lack of fulfillment of the assumed objectives.

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**Rezumat**

Orice universitate, publică sau privată, are un ciclu de viață, de la apariție la dezvoltare, maturitate, declin ș.a.m.d. În fiecare fază a ciclului de viață apar necesitatea și oportunitatea unor schimbări care, în măsura în care sunt valorificate corespunzător, pot genera adevărate "puncte de inflexiune" pentru universitate, în sensul de avânt sau regres. Indiferent de situație, diagnosticarea este necesară pentru a evidenția stadiul în care aceasta se află, potențialul său de viabilitate managerială, economică, educațională și în alte domenii. Cercetarea noastră pune accentul pe scenariul metodologic de realizare a unui studiu de diagnosticare universitară din perspectiva folosirii acestuia ca important fundament al strategiei globale, alături de studiul de piață (piața muncii, cu accent pe caracteristicile și tendințele pieței profesiei pentru care universitatea pregătește specialiști – economiști, ingineri, juriști etc.), strategia sectorială (strategia în domeniul educației) și strategia națională. Cum orice studiu de diagnosticare se finalizează în puncte forte și puncte slabe, determinate cauzal, în determinarea potențialului intern de viabilitate și precizarea unor recomandări strategico-tactice de amplificare a potențialului de viabilitate, axate pe cauzele generatoare de atu-uri și disfuncționalități, problema principală ce se ridică este aceea a manierei de valorificare a acestuia în elaborarea strategiei universitare globale. Răspunsul îl aflăm din lecturarea articolului de față.

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**Cuvinte-cheie:** diagnosticarea, potențial de viabilitate, analiza SWOT, recomandări, strategia universitară

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**Аннотация**

Любой университет, государственный или частный, имеет определенный жизненный цикл: возникновение, развитие, зрелость, закат... На каждом этапе жизненного цикла необходимы и актуальны изменения, которые, при их осуществлении должным образом, могут генерировать настоящие «точки перегрева» для университета, т. е. рост или спад. В любом случае, диагностика необходима для выявления конкретного этапа жизненного цикла университета, выявления его управленческого, экономического, образовательного и других потенциалов. Наше исследование сосредоточено на методологии проведения диагностического анализа университета, с точки зрения его использования в качестве глобальной стратегии, наряду с исследованием рынка (рынка труда, для которого университет готовит специалистов - экономистов, инженеров, юристов и т. д., с ориентировкой на характеристики и тенденции рынка профессий), стратегии сектора (стратегии в области образования) и национальной стратегии. Так как любое диагностическое исследование призвано выявить сильные и слабые стороны, пофакторно, при определении внутреннего потенциала жизнеспособности и уточнении некоторых стратегических и тактических рекомендаций по максимизации потенциальной жизнеспособности, сосредоточенных на первопричинах плюсов и неудач, главная возникающая проблема заключается в манере валорификации диагностики в разработке глобальной стратегии университета. Ответ можно узнать прочитав эту статью.

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**Ключевые слова:** диагностика, потенциал жизнеспособности, SWOT-анализ, рекомендации, стратегия университета

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