QUESITO 1)

L'attività di valutazione e reporting alla direzione generale dei dati economico finanziari e della qualità

QUESITO 2)

La programmazione del personale e i riflessi sul budget annuale e triennale

QUESITO 3)

L'Assicurazione della qualità nel modello AVA3 e le risorse economiche-strumentali

QUESITO 4)

La gestione della Tesoreria unica e del fabbisogno dell'ateneo: azioni organizzative e tecniche per disporre di una situazione mensile in tempo reale

QUESITO 5)

La performance dell'area dirigenziale e le tecniche di raggiungimento degli obiettivi

QUESITO 6)

Gestione dei rapporti con gli Organi accademici nell'ambito della gestione del bilancio unico, tra autonomia e responsabilità

QUESITO 1)

Immagini di essere il dirigente di un'Area in cui è stato appena implementato un nuovo sistema tecnologico che ha generato resistenze tra i dipendenti. Alcuni si rifiutano di adattarsi, mentre altri stanno avendo difficoltà ad acquisire le nuove competenze. Quali strategie adotterebbe per gestire il cambiamento, ridurre le resistenze e assicurare che l'intero team si adatti rapidamente al nuovo sistema?

QUESITO 2)

Come dirigente, potrebbe trovarsi a mediare tra interessi contrastanti tra stakeholder interni ed esterni all'organizzazione, inclusi partner politici o istituzionali. La recente attribuzione dell'FFO 2024 determina una situazione

complessa in cui dovrai gestire problematiche che coinvolgono poteri e interessi economici e politici. Quali approcci e proposte avanzerebbe alla direzione generale?

QUESITO 3)

Un'organizzazione si trova di fronte a una crisi che mette a rischio non solo la reputazione, ma anche la sostenibilità finanziaria e operativa. Lei, in qualità di dirigente, deve guidare il suo team durante questa crisi. Come affronterebbe la pressione di prendere decisioni rapide, in condizioni critiche, preservando al contempo l'integrità etica dell'organizzazione? Quali soft skill riterrebbe più importanti per mantenere la fiducia del suo team e degli stakeholder in un contesto di forte stress e incertezza?
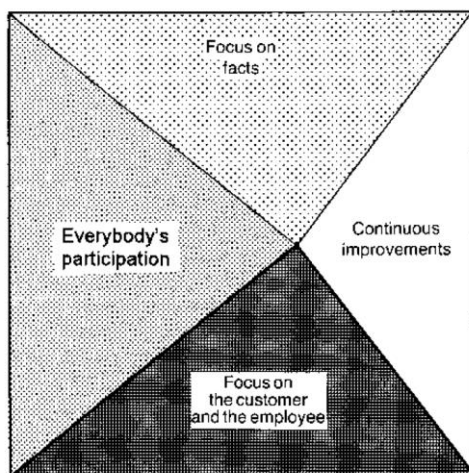
Extract 1 (pp. 446-447)

Figure 1. *The TQM pyramid.*

Management commitment (leadership)
Everybody agrees that leadership is important but opinion varies widely on what leadership entails in relation to Total Quality Management (TQM). Dahlgaard's leadership model follows the basic concept for quality improvements, i.e. the Deming cycle (the plan – do – check – act or PDCA cycle) which has been used since 1950 by the Japanese to improve the quality of their products and services.
Quality improvements will only be continuous and effective if the improvements start with a good plan (P). After good planning the activities necessary to achieve the plan have to be done (D). After the doing phase the results have to be checked (C), and in this phase it is important to understand the causes of the results and so learn from the results. Having understood the results, it is possible to act (A) in order to improve the processes. (…)

When implementing TQM, a vital task for any management is to outline quality goals, quality policies and quality plans in accordance with the four sides of the TQM pyramid. Therefore, it is essential that top management review the institution' s quality goals and policies, and if necessary reformulate them to conform with the four sides of the TQM pyramid. It is necessary that these goals and policies are clear and meaningful to all employees and all students of the educational institution. It is also extremely important that the overall quality goal, i.e. to satisfy customers, is understood and accepted by the employees.

Here the quality goals of the institution give all employees a clear direction for their overall quality policy whereas quality policies, on the other hand, describe in more detail how the institution is to achieve that goal. The quality policies must also conform to the four sides of the TQM pyramid.

Quality goals and quality policies must be followed by meaningful action plans. Experiences from world class TQM organizations show that organizations must concentrate on both short-term plans (1-year plans) and longer, often 3-year plans which are revised annually in connection with an annual quality audit. We believe that the same holds true for educational institutions.

Once TQM has been incorporated into the planning, it will be necessary to communicate the strategy to all the employees so that they can be put into practice through delegation.

Extract 2 (p. 449)

Focus on the customer and the employee

Focus on the customer deals with the problem of identifying the different customers and their expectations. The customers are internal as well as external customers.

The external customers are the students, the society and the different organizations where the graduates continue their career. The internal customers are the students and the employees. So the students are classified both in the external customer group as well as in the internal customer group, depending on which role the students have in the specific situation. It is important for the students to realize that they are customers as well as suppliers of the educational system. Hence, students cannot leave total responsibility for their education to the teachers. They must take equal responsibility in order to fulfil that commitment. However, the students can also be categorized as products of the educational institution. We will expand this aspect of the student in the section on continuous improvements.

Focusing on the customer, and the customer' s requirements and expectations, is neither new nor revolutionary. This is precisely what the service management movement of the 1980s was about. The new message in TQM is

> In addition to focusing on external customers and their expectations and demands, it is necessary to focus on so-called internal customer and supplier relations. (Dahlgaard *et al.*, 1994)

This message is meant to show that both employees and students are part of the educational institution' s processes, and that improving quality continuously can only be achieved if the educational institution has good, committed and satisfied employees and students.

Before you can satisfy external customers, however, you must first eliminate some of the obstacles acting as barriers to continuous improvement for internal customers. It is also necessary to create the

conditions for them to produce and deliver quality. One such obstacle that must be eliminated in an organization is fear. (…)

Other obstacles to be removed and conditions to be instituted can be found in Dahlgaard *et al.* (1994a). In order to produce and deliver quality, employees and students need to know what both internal and external customers want/ expect of them. Only when employees and students have this information will they be able to start improving processes, which is a first step towards becoming a TQM educational institution.

Extract 3 (pp. 450-451)

Focus on facts

Any educational institution can be described as a collection of connected processes producing some 'result' – either input to subsequent processes (internal customers) or output to external customers. We can measure the quality of the result of any process, i.e. ascertain whether we are satisfied with a particular result. To measure the quality of the result from a process, we must establish a quality control point.

Examples of quality control points vary with the type of educational institution, and therefore with the process or function concerned. Furthermore, quality control points depend on how much detail is involved in the processes looked at. For example, an educational institution can be seen as a process which, on the basis of input (= resources and new students), produces one type of output (the graduated students) for external customers. This output thus becomes the only potential quality control point in the educational institution. However, looking at processes in this way is insufficient in connection with TQM. As mentioned above, TQM is a process-oriented activity which means that management, employees and students must be aware of, and deal with, the many failures or problems in the internal processes, and in particular with their causes. The most common internal quality measurement that can be used as a control point in most processes is

Number of failures per unit = number of produced failures/number of units produced.

A failure is anything which causes dissatisfaction for internal or external customers. A unit may be any unit of work.

Imai (1986), in his book *Kaizen*, recommends supplementing quality control points (which he calls 'R[esult] criteria') with so-called quality check points (which he calls 'P[rocess] criteria') These names clearly describe the difference between quality control points and quality check points. While a quality control point, as mentioned above, measures a given process result, a quality check point measures the state of the process. Of the many different states that can be measured, it is important to choose one, or a few, which can be expected to have an effect on the result.

QUESITO 1)

Cos'è e come si utilizza una tabella pivot in Excel per analizzare i dati?

QUESITO 2)

Quali sono le funzioni presenti in Excel per analizzare i dati?

QUESITO 3)

Quali sono le funzionalità avanzate di Microsoft PowerPoint per creare presentazioni interattive?