



UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT | Scienze Politiche e delle Relazioni Internazionali | | |
| ACADEMIC YEAR | 2023/2024 | | |
| MASTER'S DEGREE (MSC) | COMPLEX ADMINISTRATIONS AND ORGANIZATIONS SCIENCE | | |
| SUBJECT | DYNAMIC PERFORMANCE MANAGEMENT | | |
| TYPE OF EDUCATIONAL ACTIVITY | B | | |
| AMBIT | 50523-economico-organizzativo | | |
| CODE | 21175 | | |
| SCIENTIFIC SECTOR(S) | SECS-P/07 | | |
| HEAD PROFESSOR(S) | BIANCHI CARMINE | Professore Ordinario | Univ. di PALERMO |
| OTHER PROFESSOR(S) | | | |
| CREDITS | 10 | | |
| INDIVIDUAL STUDY (Hrs) | 180 | | |
| COURSE ACTIVITY (Hrs) | 70 | | |
| PROPAEDEUTICAL SUBJECTS | | | |
| MUTUALIZATION | | | |
| YEAR | 1 | | |
| TERM (SEMESTER) | 2° semester | | |
| ATTENDANCE | Not mandatory | | |
| EVALUATION | Out of 30 | | |
| TEACHER OFFICE HOURS | BIANCHI CARMINE Monday 18:00 19:00 Il ricevimento con gli studenti va sempre richiesto e confermato via email con il docente. Il ricevimento si terrà nella stanza del docente presso il Dipartimento DEMS oppure attraverso la piattaforma Microsoft Teams. Meetings with students must be always requested and confirmed by email. Meetings will be held at the DEMS Department or by Microsoft Teams. | | |

DOCENTE: Prof. CARMINE BIANCHI

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| PREREQUISITES | No prerequisites, except from: 1) continuous and active attendance to classes, and rigorous study of different readings supporting the learning process though the course. |
| LEARNING OUTCOMES | Modeling skills is feedback performance analysis through a sustainability perspective. Skills and capability in assessing organizational performance sustainability through the combined use of Outcome-based Performance Management through a System Dynamics perspective, with a specific focus on Public Sector organizations. |
| ASSESSMENT METHODS | <p>Student learning assessment is based on: (1) a written exam, (2) active participation of students in the development and presentation of case-studies during classes. A mid-term examination is also expected. (1) A two-hours written examination is to ensure the acquisition of skills, abilities and skills required. The written exam consists in the analysis of a case-study developed by each student at the end of the course. (2) During the semester students - divided into groups of up to three units and supported by professors - will develop case-studies based on a real public organizations and policy networks. In particular, it is asked to develop a performance management model to explore performance from the perspective of the Dynamic Performance Governance approach. Evaluation criteria (up to 30) - Excellent: 30-30 laude = very good knowledge of the topics, excellent communication skills language, good analytical ability, the student is able to apply knowledge to solve proposed problems - Very good: 26-29 = Good knowledge of the subjects, very good communication skills, the student is able to apply knowledge to solve problems proposed - Good: 24 - 25 = basic knowledge of the main topics, good communication skills, with limited ability to independently apply knowledge to solve the proposed problems - More than sufficient: 21-23 = limited knowledge of the main topics, basic communication skills, poor ability to independently apply the knowledge acquired - Sufficient: 18-20 = minimum basic knowledge of the main topics, very little or no ability to independently apply the knowledge acquired - Insufficient = the student does not have an acceptable knowledge of the contents of the topics covered in the course</p> <p>Written essay, based on a case-study analysis and the outlining of a Dynamic Performance Management Chart, supported by the analysis of a feedback loop diagram. Evaluation criteria: 1) methodological consistency/robustness, 2) logics and 3) innovativeness of the analysis.</p> |
| EDUCATIONAL OBJECTIVES | <p>Dynamic Performance Management (DPM) is a conceptual framework adopting a feedback view to frame dynamic complexity and deal with it, so to enhance policy design and implementation, leading to sustainable outcomes.</p> <p>Through facilitated modeling, DPM fosters performance dialogue, communication and learning in both organizational and inter-organizational settings (e.g.: city neighborhoods). This enables a major shift from performance measurement to performance management, which enhances the use of performance information by the involved stakeholders.</p> <p>By adopting a causal and outcome-oriented view of performance, DPM supports stakeholders to broaden the investigated system boundaries for policy analysis. This also enhances trade-off analysis in both time (about the effects of policies in the short vs. long term) and space (about the effects of policies on a subsystem vs. another subsystem).</p> <p>Through DPM, performance drivers and related strategic resources are modeled, to enable selective and prompt detection of "weak signals" of change, affecting performance outputs and outcomes in the long run. This also supports policy makers to design and implement policies to counteract the causes behind the detected adverse "weak signals", so to foster sustainable performance.</p> <p>DPM adopts a balanced view of performance measures, not only embodying the financial, but also the competitive and social dimension of the end-results.</p> <p>DPM challenges traditional performance analysis, based on a static, sectoral, and financial oriented view. It also fosters an interdisciplinary view of management. Not only the linkages between different business functions (e.g.: organization, strategy, human resource, finance, customer relationships) are captured by DPM, but also the perspectives provided by other disciplines (e.g.: psychology, sociology, law, and political science) are embodied in framing performance.</p> <p>Based on case-study analysis, by attending this course students will learn how to develop conceptual and insight computer simulation models rooted on a DPM approach.</p> <p>The course starts with six sessions aimed at introducing DPM in the broad</p> |

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| | <p>performance management domain. To this end, students are asked to analyze a set of papers and discuss them over the sessions through different slots of debating points. This helps them to frame main evolution patterns that the performance management discipline and practice have been portraying in the last six decades. They will perceive how the changing and growing level of dynamic complexity of the contexts where (public, private, profit, non-profit) organizations operate has been a primary factor requiring major innovations in performance management systems design, leading to corresponding shifts of focus in the discipline. Students will also experience how each evolutionary stage in the field has embodied the logics of the prior stages. They will also discover how major issues which are today considered as new trends in performance management systems design were addressed by researchers since the '70s as potential factors of failure, or "pseudo" control. They will reflect on how, since then, major risks of performance management systems failure were reported as an effect of using mechanistic, static, narrow, and myopic views focused on financial measurement and input control, which are still a major cause of behavioral distortions, leading to unintended outcomes.</p> <p>This conceptual framework prepares the field for the subsequent learning sessions, during which students learn the DPM principles and methods and apply them to cope with the potential problems associated with such mechanistic views in performance management systems design, which are still a recurring problem today.</p> <p>As an outcome of the course, students will develop modeling skills that will enhance advanced skills in designing and implementing "intelligent" performance management systems in organizational contexts characterized by dynamic complexity.</p> <p>This is a preparatory course for the following courses: -"Dynamic Performance Management for Public Sector Organizations", and -"Dynamic Performance Governance"</p> |
| TEACHING METHODS | Lectures, modeling Lab, and case-studies discussions |
| SUGGESTED BIBLIOGRAPHY | Bianchi C. (2016), Dynamic Performance Management, Springer, 2016 |

SYLLABUS

| Hrs | Frontal teaching |
|------------|---|
| 12 | Physiology and Pathology as Patterns of Organizational Life |
| 8 | The Structure and Functioning of Planning & Control Systems |
| 4 | Designing Planning & Control Systems in their Organizational Contexts |
| 4 | Planning & Strategy |
| 4 | Towards Outcome-Based Performance Management |
| 4 | Designing Planning & Control Systems in Inter-Organizational Settings |
| 8 | Introduction to Dynamic Performance Management |
| 8 | Conclusion of Intro sessions: Performance management under conditions of uncertainty |
| 4 | Co-existing performance regimes in contemporary public administration: a transition perspective |
| Hrs | Practice |
| 12 | Saturday Evening Post case-study |
| Hrs | Workshops |
| 8 | Introduction to stock-and-flow DPM modeling – ABC Manufacturing case-study |
| 8 | Systems Gear Case study |
| 8 | System Dynamics and Performance Management |
| 8 | Framing Dynamic Performance Management |
| 4 | Cascading Strategic goals and linking them to outcomes: City of Glenville case-study |
| 4 | Sketching Dynamic Balanced Scorecards through DPM – from a static to an outcome-oriented BSC: Town of Hillsborough case-study |
| 4 | Outcome-based performance management through DPM: Crime control in Malaysia case-study - Towards Dynamic Performance Governance |
| 4 | Class discussion and group presentations on Behavioral implications of performance measurement (assignment) |
| 4 | Framing the "Market Growth model" through DPM |