



# Organization of seminar work for PhD students and publications

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## JUST TO REFRESH

### **TEACHING METHODS: What the teacher applies**

Frontal Lecture, Seminar (small group teaching); Tutorials; Exercise classes; Workshops; Case study; Problem based learning (PBL); Online/Distance learning.

### **LEARNING METHODS : What approach has applied the student to learn**

(Self-paced)  
Traditional learning , Problem Solving, Learning by Doing

### **ASSESSMENT METHODS : How the students evaluation has been operated.**

Written examinations: Essays, Multiple choice questions, Analyses of cases/data/texts, Open- book examination;

Oral examinations : Oral questioning, Demonstration of practical skill/set of skills

Examination forms (written and oral examination)

# What about Seminars

**Courses for professionals** are oriented to the education, up to date and refreshing of professional categories. Its aim is to increase competencies in the specific sector in which the professional operate delivering useful tools for practical appliance.

**Workshops** are monotematic educational events, normally organized in a day with two-hour meetings, when participants discuss on a specific topic . Workshops can be theoretical, practical or experiential and are directed normally to specific professional or researchers categories

**Laboratories** are organized as experiential spaces in which is possible to apply the learn by doing methodology with an extended use of different didactical approaches like buzz groups, brainstorming, snowballing, student presentations, role playing, quizzes )

*buzz g. one of the small groups of people that a large group can be divided into in order to discuss and give their opinions about a particular subject*

*brainstorming and snowballing is an interactive approach in which the group in a face to face environment or in distance learning freely discusses and develops an idea or a process submitted by the teacher.*

**Seminars** are information and popular meetings with the aim to create an opportunity to compare and to think over current issues .



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# TOPICS ON THE FLOOR

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## THE PHD PROFILE

- Ed.D. (*Doctor of Education*), D.A. (*Doctor of Arts*), D.B.A. (*Doctor of Business Administration*), D.Prof. (*Doctor in Professional Studies*),

## THE KNOWLEDGE TARGET WITHIN ECONOMICS AND MANAGEMENT

## BASIC TOOLS

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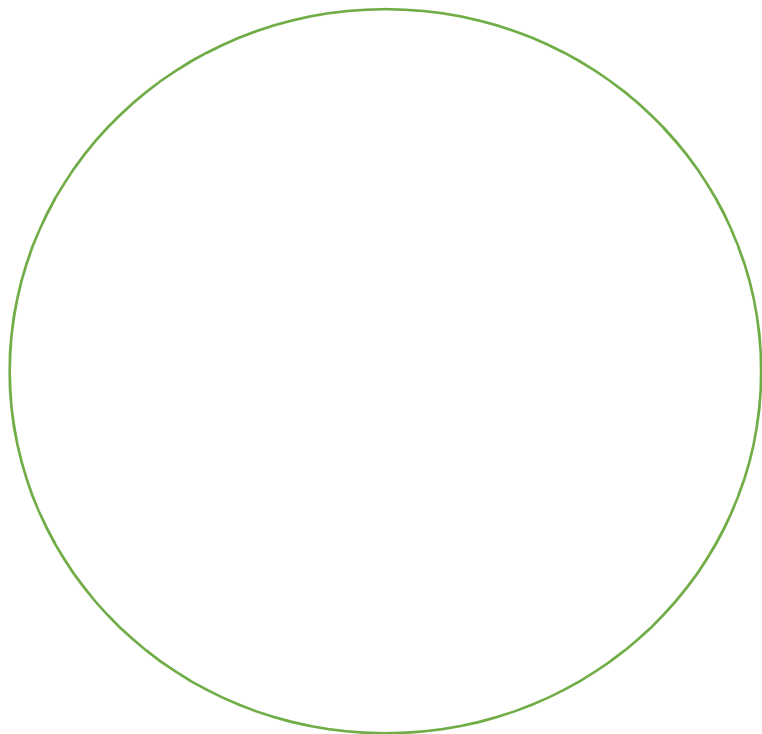


# What it means PHD in pictures.

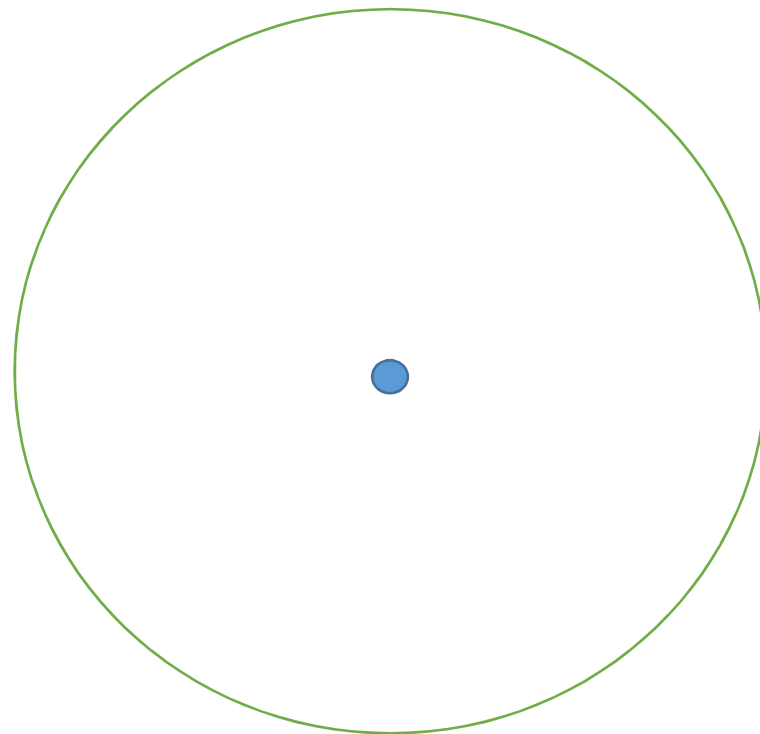
the illustrated guide to a Ph.D.

<http://matt.might.net/articles/phd-school-in-pictures/>

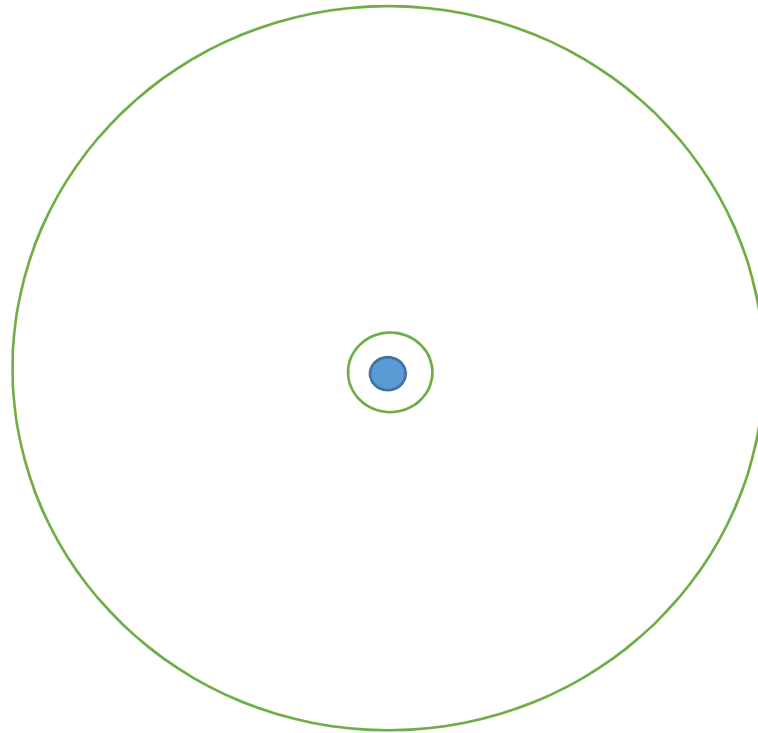
THE HUMAN KNOWLEDGE



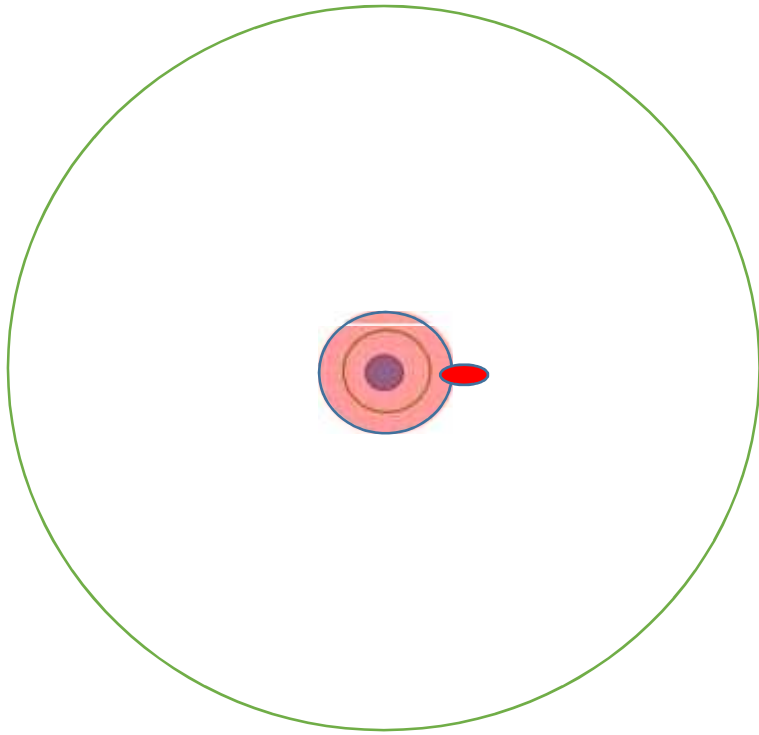
INDIV. KNOWLEDGE AFTER  
ELEMENTARY SCHOOL



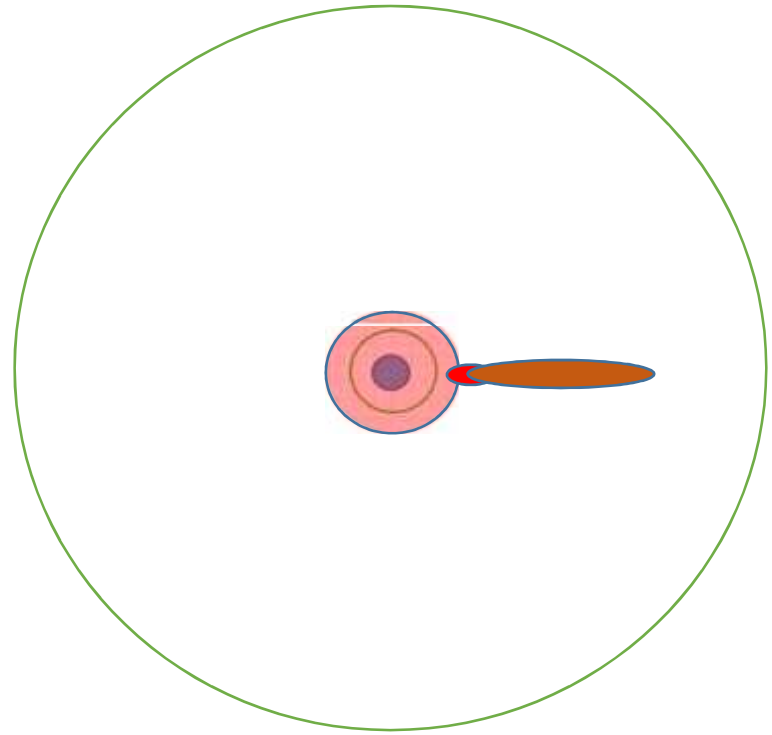
INDIV. KNOWLEDGE  
AFTER HIGH SCHOOL



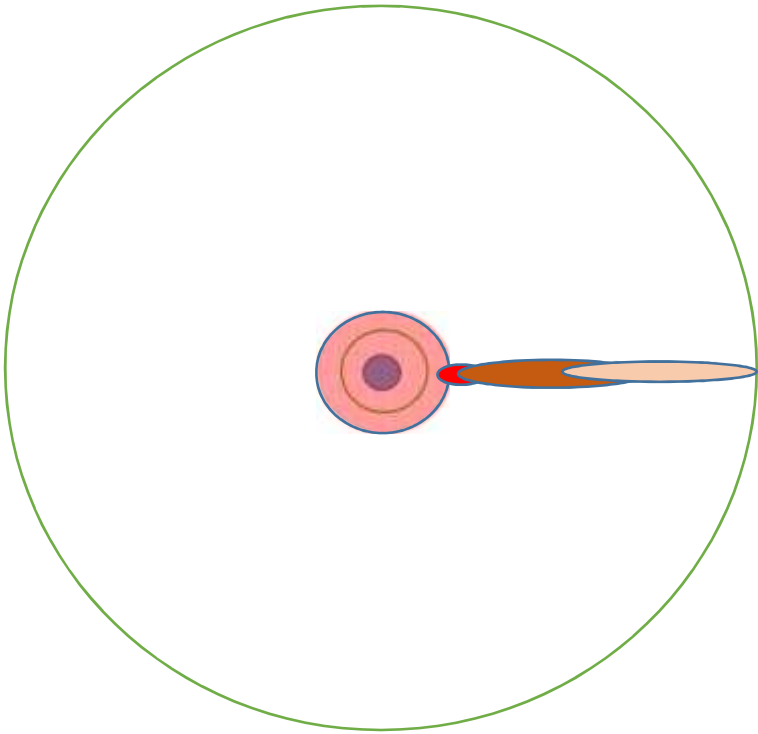
INDIV. KNOWLEDGE  
AFTER THREE YEAR DEGREE



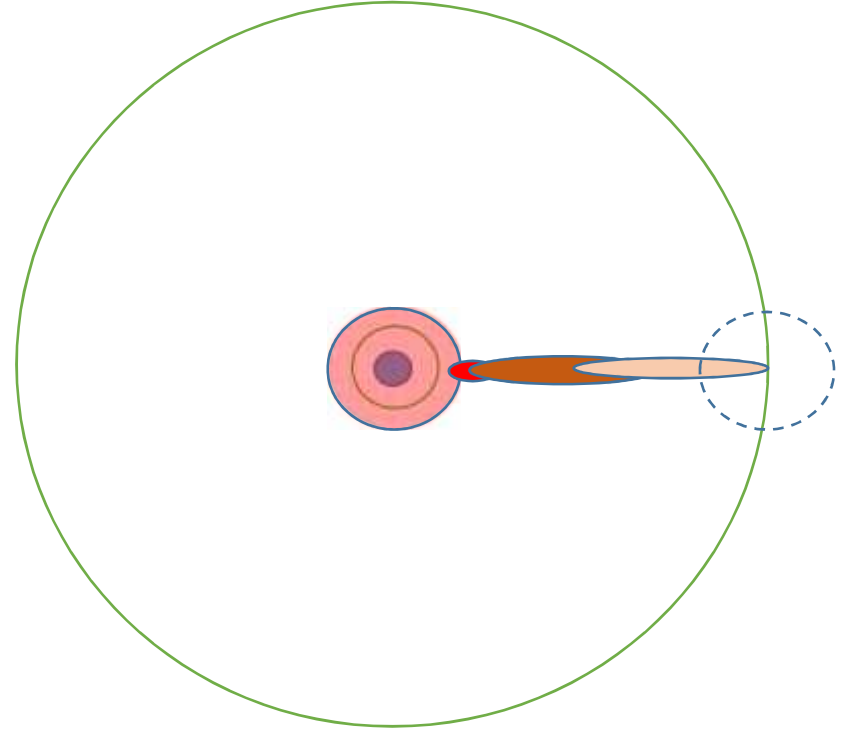
INDIV. KNOWLEDGE  
AFTER MASTER DEGREE



IF YOU STUDY HARDLY AND DEEPLY PUBLICATIONS  
YOU WILL ARRIVE ON THE BORDER OF HUMAN KNOWLEDGE

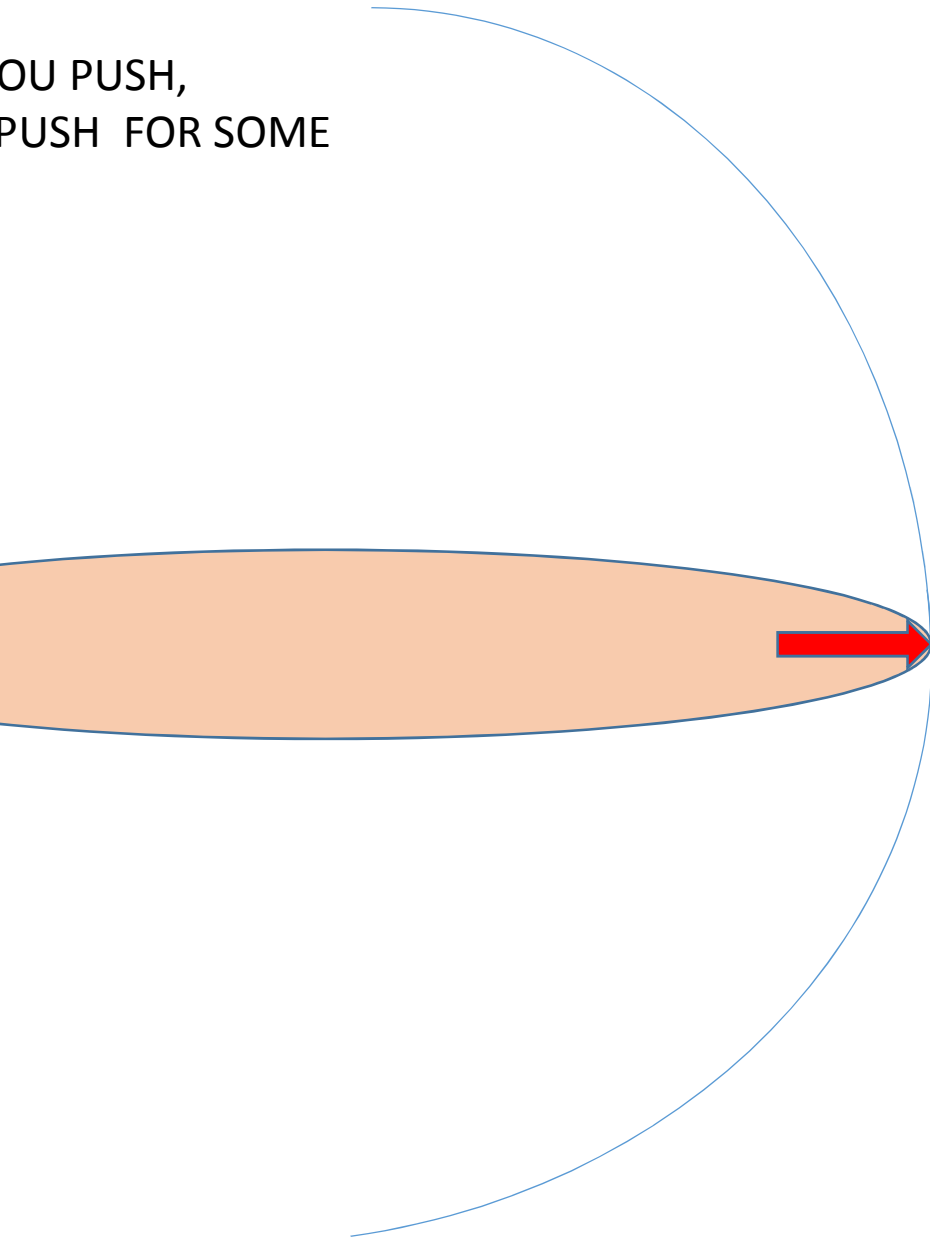


IF YOU FOCUS ON A PUNCTUAL  
AREA OF THE BORDER

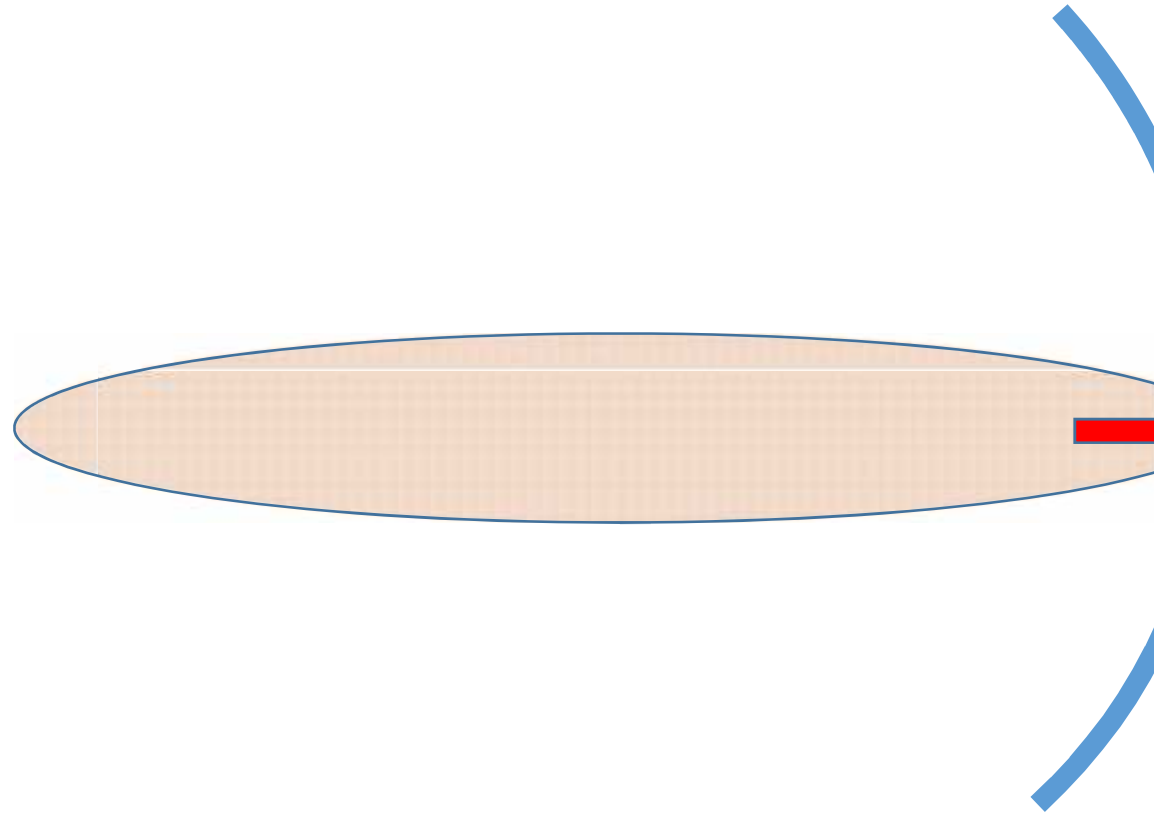




YOU PUSH,  
PUSH FOR SOME

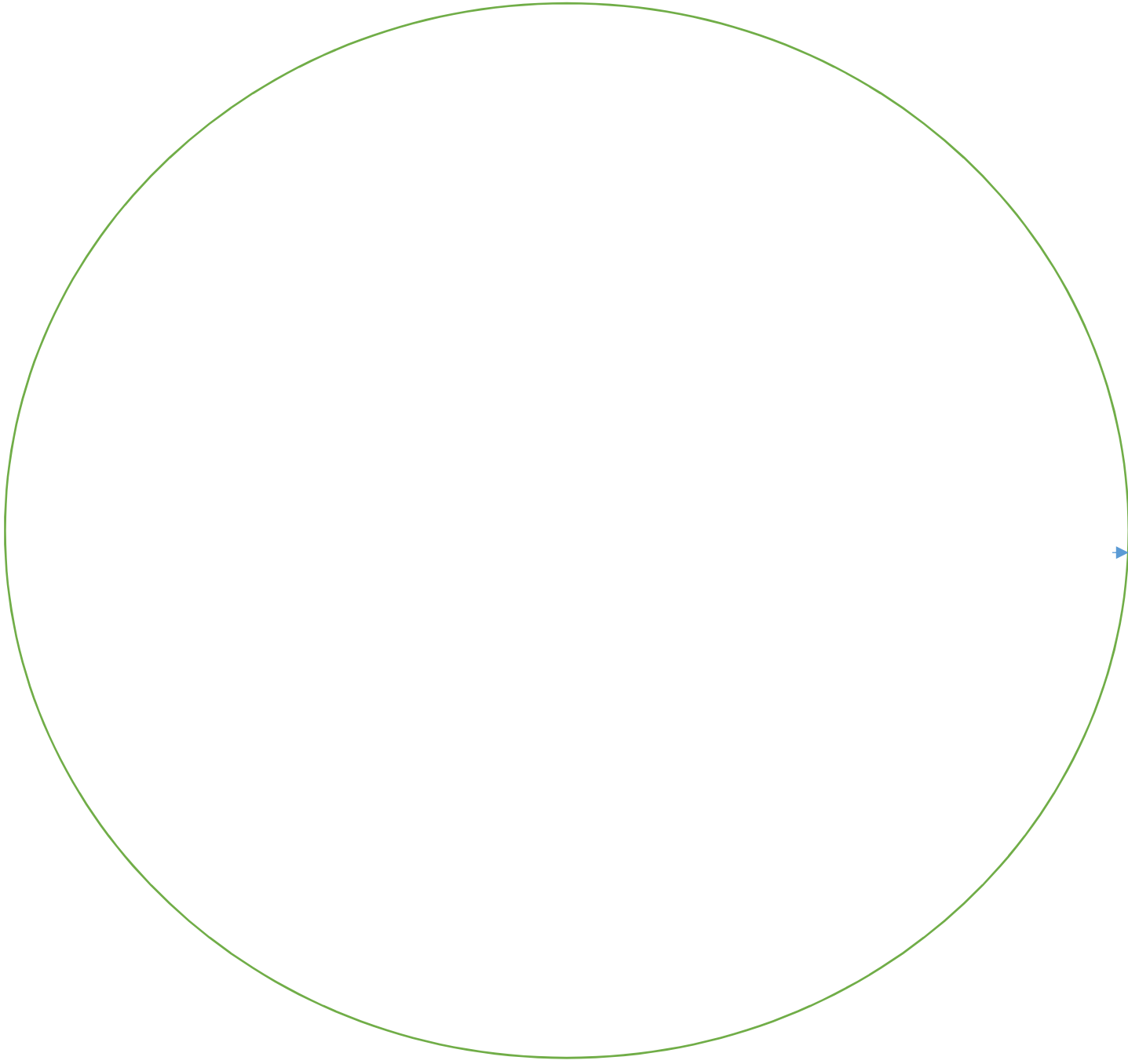


AND THE LIMIT CRACKS  
PRODUCING A LITTLE  
DENT

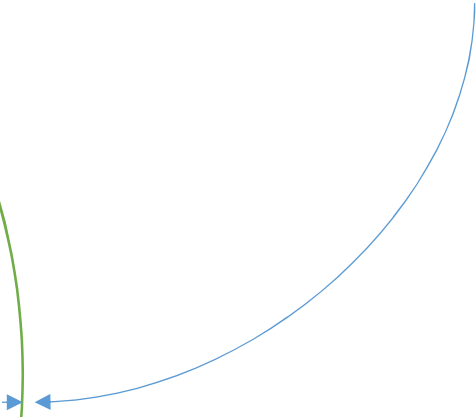


YOU WILL BECOME ( NOT GET )

**A PHD !**



BUT REMEMBER : YOU  
THERE



AND KEEP PUSHING

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# RESIDENTIAL Vs ITINERANT SEMINARS

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Itinerant Seminars started from experience in Historical Courses . As topics are frequently connected to monuments, museums or in general cultural heritage, the practice of travelling seminars was diffused. This allowed to participants to have a direct idea of the subject or presentations.

In Management this concept is applied with visits in premises of Public and Private organizations and involving Managers or the Staff of the host organizations who can perform their presentation and the next debate with a location on the ground. This make more stimulant the seminar and embedd the personal experience of participants in the operative situation. This is particularly useful in courses focused on entrepreneurship and enterprise start up.

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# Publishing Basic Methodology

## APPROACHES

Quantitative : Hypothesis from the Research Question have to be strictly submitted to a validation process mostly using two variable

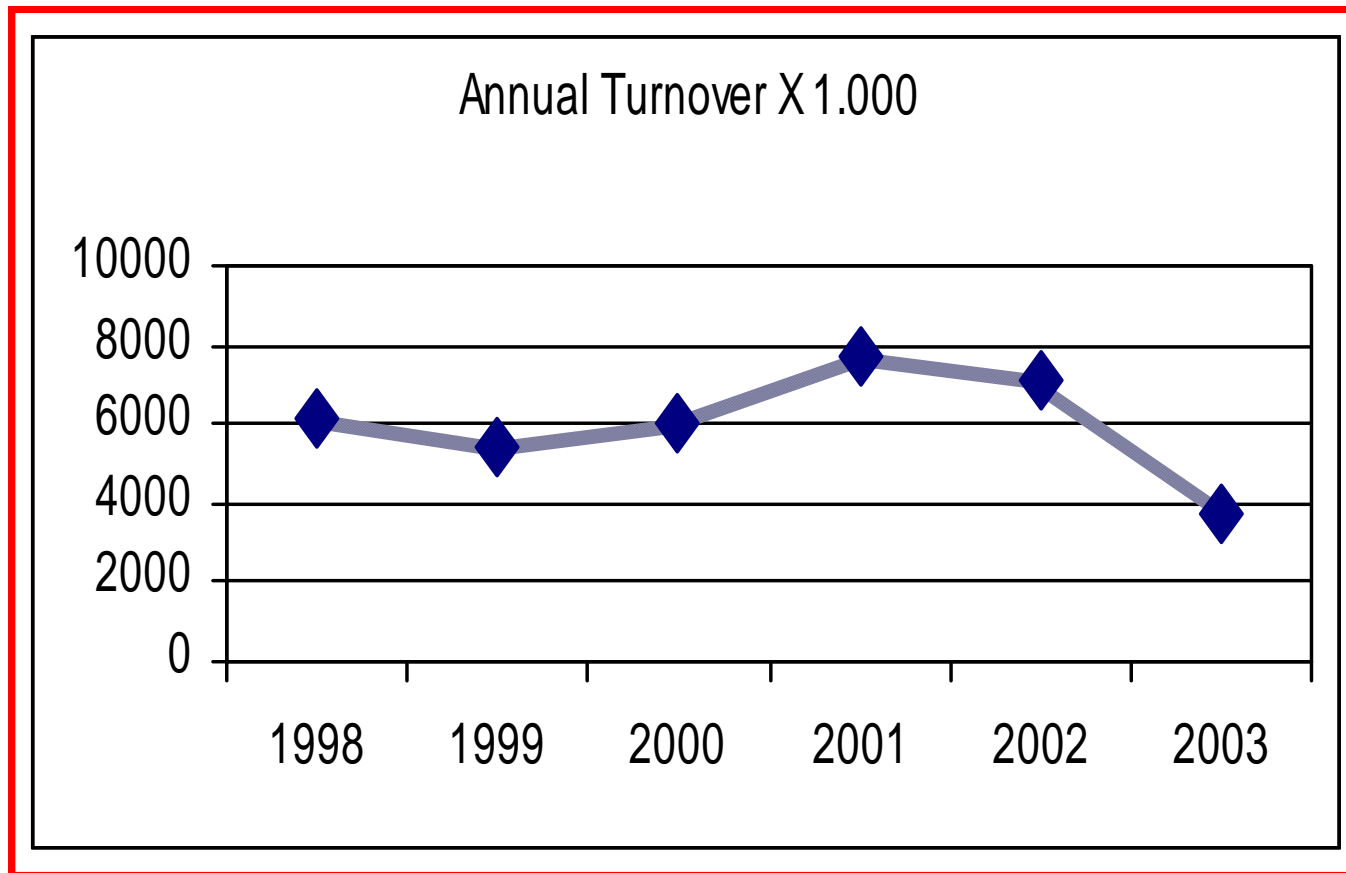
Quali-Quantitative : The Hypothesis are structured in a system connected to Managerial Theory and source itself of detectable phenomenon

# QUANTITATIVE APPROACH

To make evident less obvious items (1)

An Enterprise  
Yearly Turnover.

1998	1999	2000	2001	2002	2003
6170	5395	6075	7735	7155	3720



To make evident less obvious items (2)

Customer	1998	1999	2000	2001	2002	2003	SubTotal	Years of Business	Average
A		115					115	1	115,0
B	140		180				320	2	160,0
C			225	315	210		750	3	250,0
D				120			120	1	120,0
E	1000	980	900	1200			4080	4	1020,0
F	550	680	670	470	360	520	3250	6	541,7
G	1200	1320	1800	2600	1560		8480	5	1696,0
H			180				180	1	180,0
I					125		125	1	125,0
L	2700	1850	1900	2800	4300	3200	16750	6	2791,7
M	500	450			600		1550	3	516,7
N			220				220	1	220,0
O	80			230			310	2	155,0
	6170	5395	6075	7735	7155	3720	36250	36	1006,9

To make evident less obvious items (3)

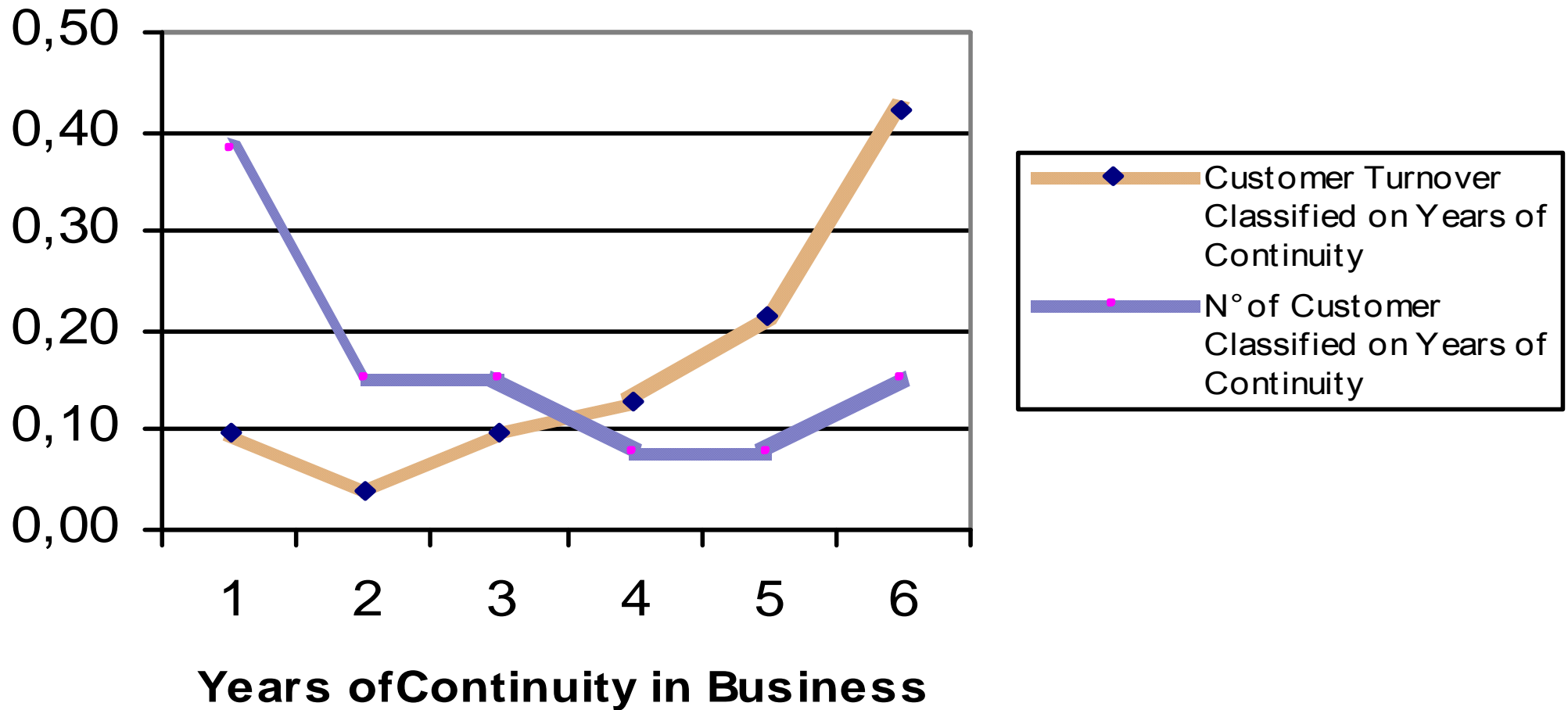
### Customer Turnover Classified on Years of Continuity

	1	2	3	4	5	6	
	115	160	250	1020	1696	542	
	120	155	517			2792	
	180						
	125						
	220						
Total	761	317	770	1024	1701	3340	7913
<b>% on Tot.</b>	<b>0,10</b>	<b>0,04</b>	<b>0,10</b>	<b>0,13</b>	<b>0,21</b>	<b>0,42</b>	

### N° of Customer Classified on Years of Continuity

	1	2	3	4	5	6	
Total	5	2	2	1	1	2	13
<b>%</b>	<b>0,38</b>	<b>0,15</b>	<b>0,15</b>	<b>0,08</b>	<b>0,08</b>	<b>0,15</b>	

To make evident less obvious items







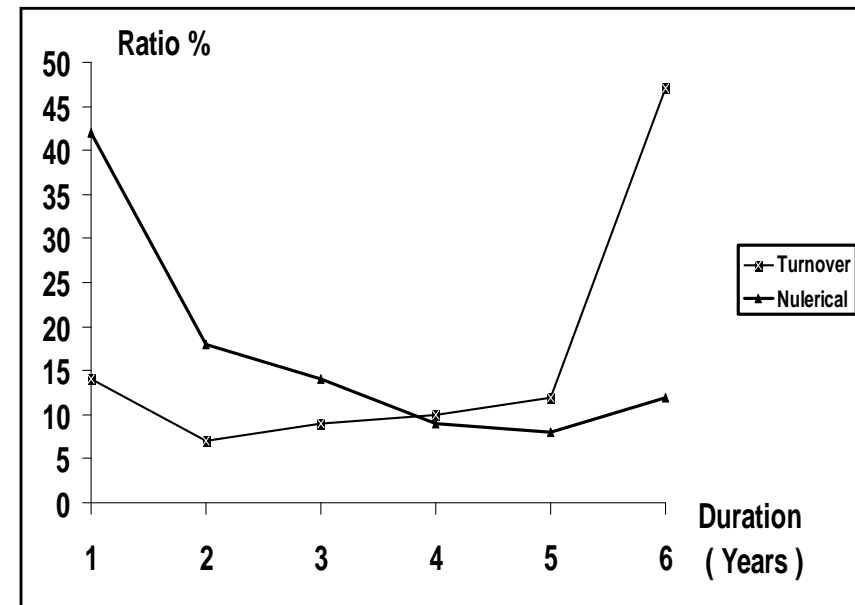
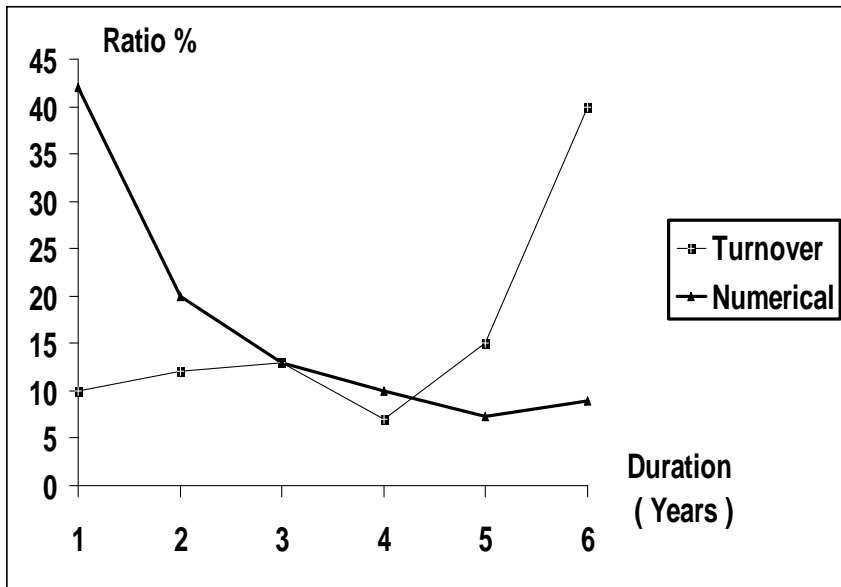
# The Results of an Empirical Research on a Sample of E.R. SMEs of # Sectors

bms2

bms2

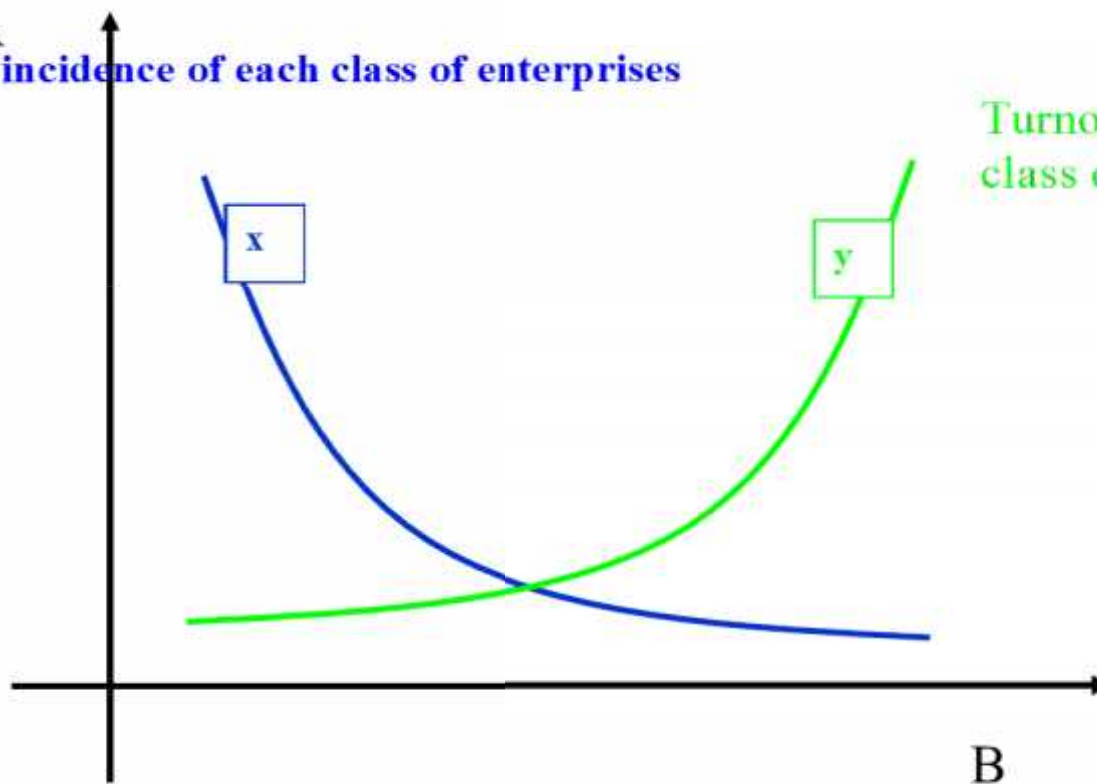
## LINKS WITH CUSTOMERS

## LINKS WITH SUPPLIERS





A  
Numerical incidence of each class of enterprises



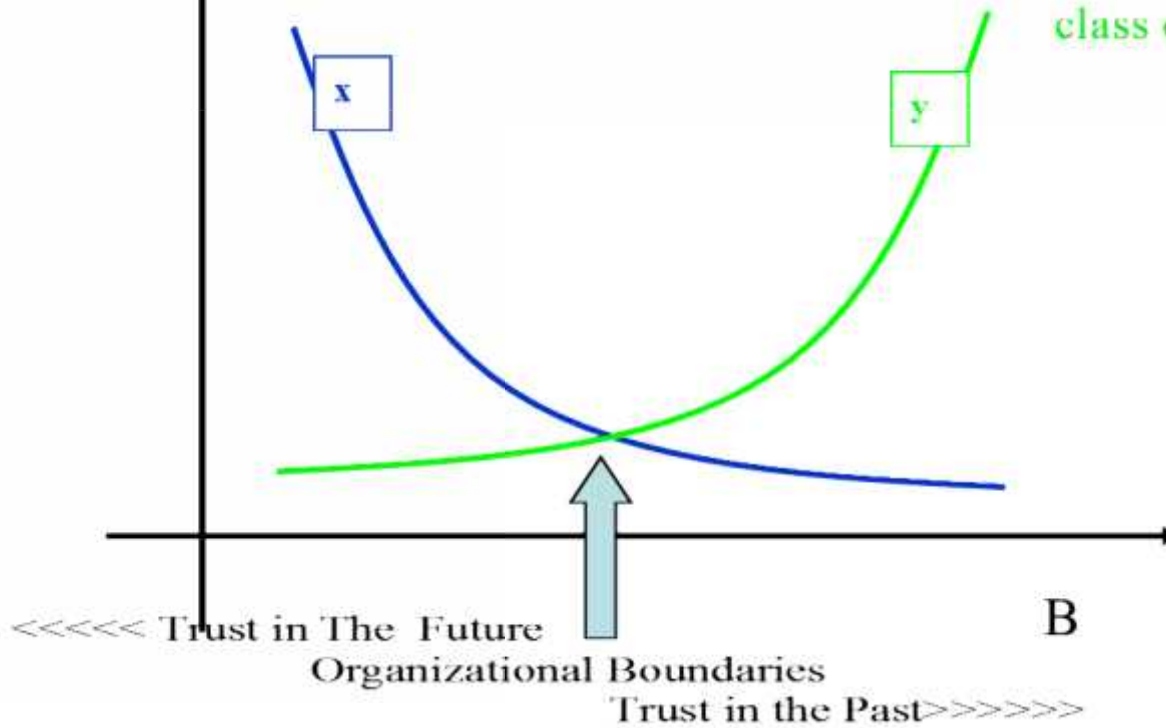
Turnover incidence of each class of enterprises

Repetition of links  
(On a six years basis )



A  
Numerical incidence of each class of enterprises

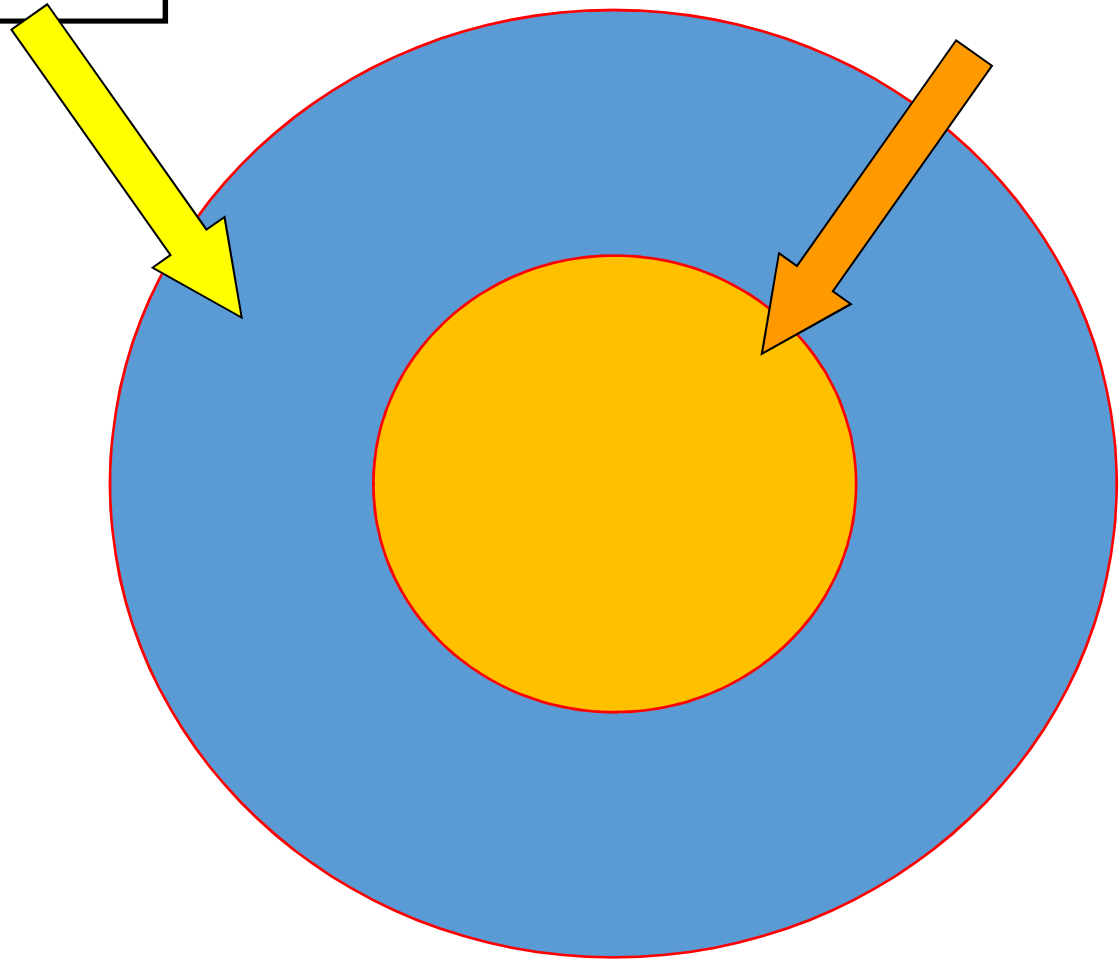
Turnover incidence of each class of enterprises





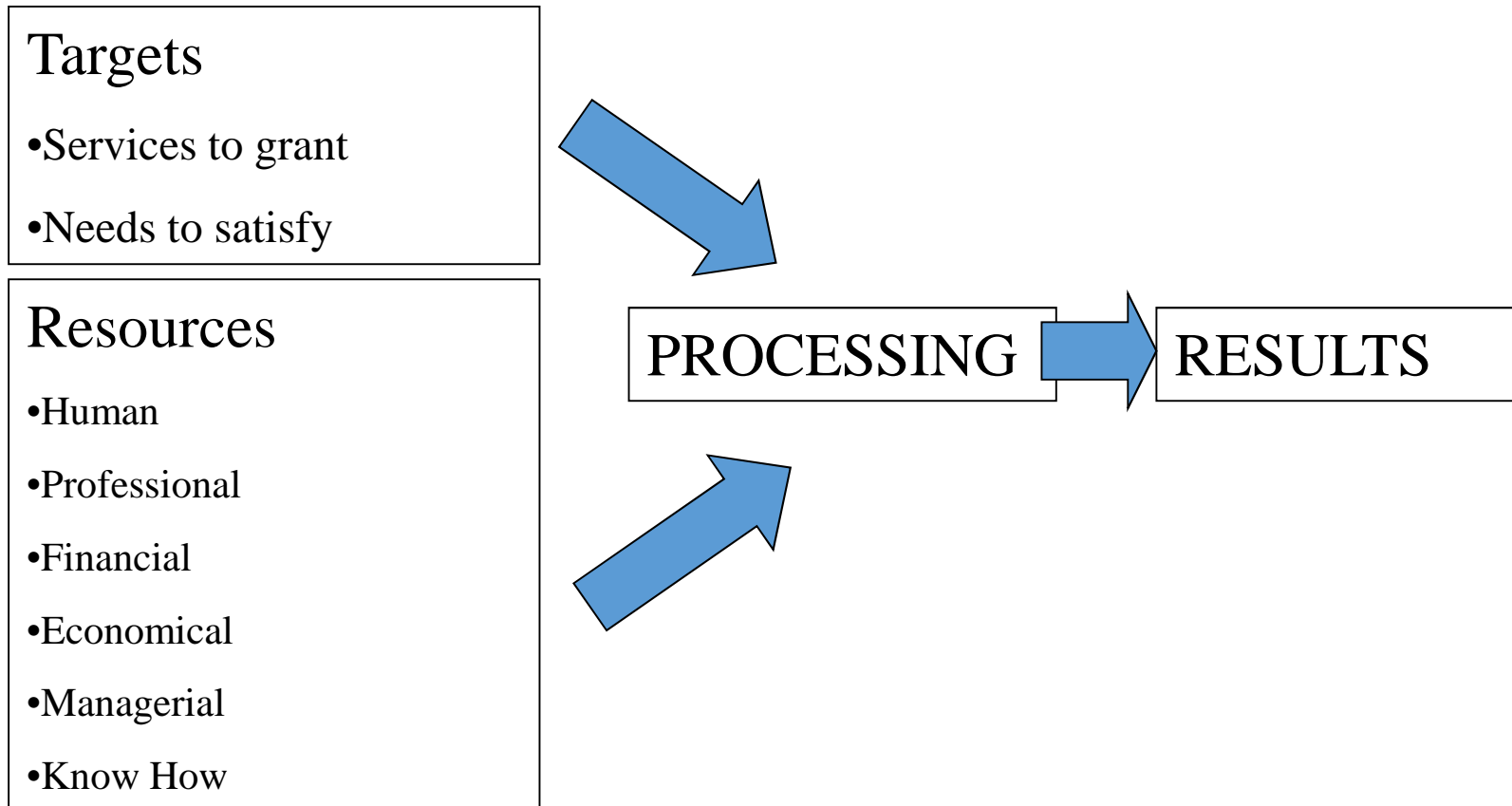
**High  
Renewal-  
Weak  
Economic  
Relevance**

**Low  
Renewal  
Strong  
Economic  
Relevance**





# A Quali-Quantitative Challenge The Performance Evaluation





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# EFFICACY

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*How we fulfilled the scheduled objective ( Or target ) ?*

▶ Progress index ( Or report )

▶ Punctuality

▶ Performance

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# EFFICIENCY

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*How many Resources we used to obtain the results ?*

• Profitability

• Cheapness

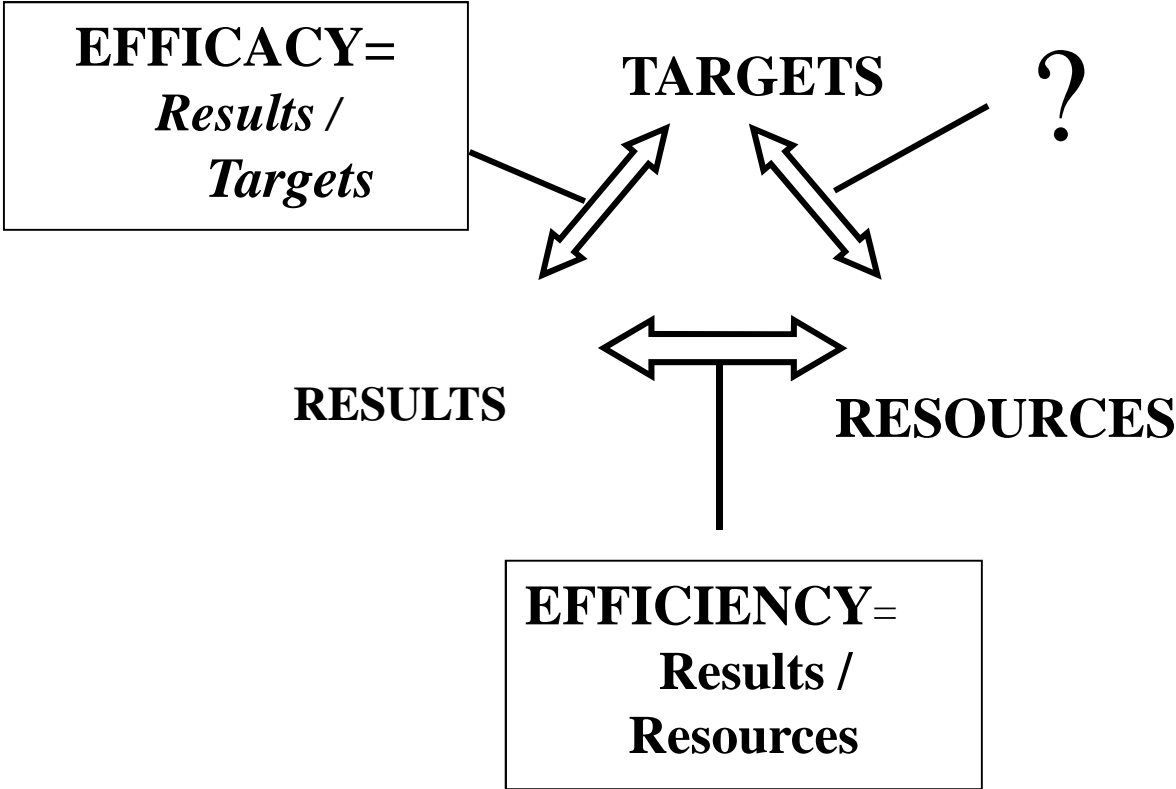
• Effectiveness ( As it concerns managerial approach)

• Cost per unit ( of result )

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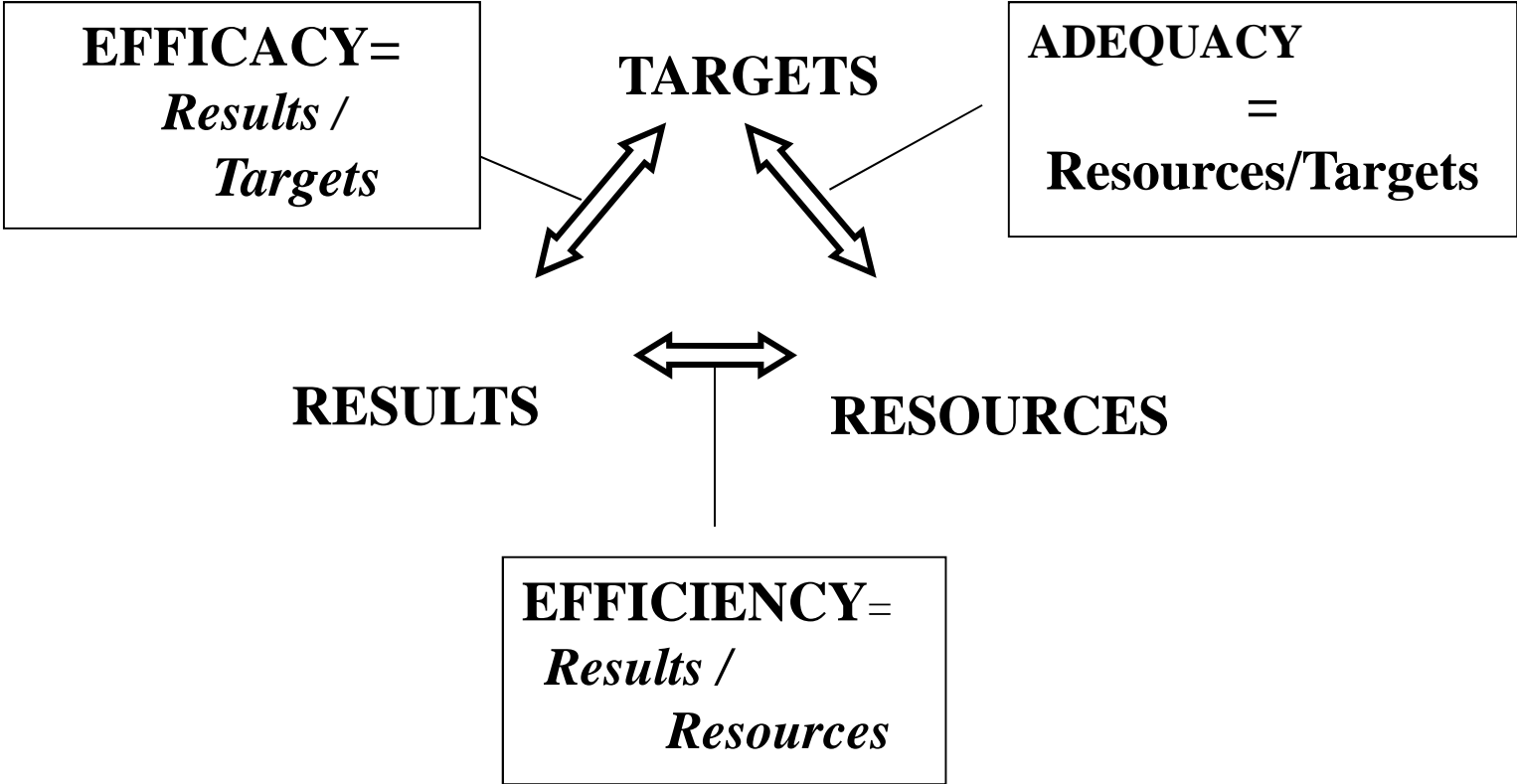
# The Hidden Side of Performances







**The problem of evaluation in the improvement of entrepreneurial projects.**

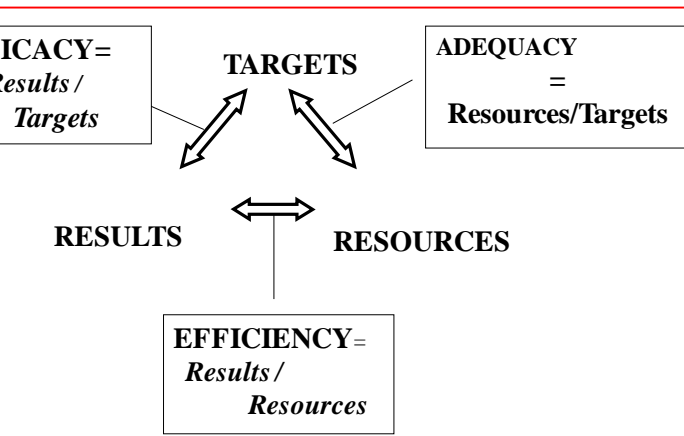


# THE EVIDENCE IN PRACTICE

Parametri vuota Prof.Massimo Bianchi Università di Bologna	<b>PARAMETERS INDEXES</b>								
<b>Business Unit</b>	<b>Target/ Objective</b>	<b>Resource</b>	<b>Result</b>	<b>EFFICACY</b>		<b>EFFICENCY</b>		<b>ADEQUACY</b>	
<b>Foods refrigerating and storing ( Technical I)</b>	scheduled h.k.of food refrigerat ed/stored	c.m. of refrigerating space	effective h.k. of food refrigerated/ stored	eff. h.k. of food refrigerated/stored	eff. c.m. of refrigerating space sold (or occupied)	eff. h.k. of food refrigerated/stored	eff. c.m. of refrigerating space sold (or occupied)	sch. h.k.of food refrigerated/stored	sch. c.m. of refrigerating space sold ( or occupied )
	scheduled c.m. of refrigerati ng space sold ( or occupied )	electric power consumption	effective c.m. of refrigerating space sold (or occupied )	sch. h.k.of food refrigerated/stored	sch. c.m. of refrigerating space sold ( or occupied )	c.m. of refrigerating space	electric power consumption	c.m. of refrigerating space	electric power consumption



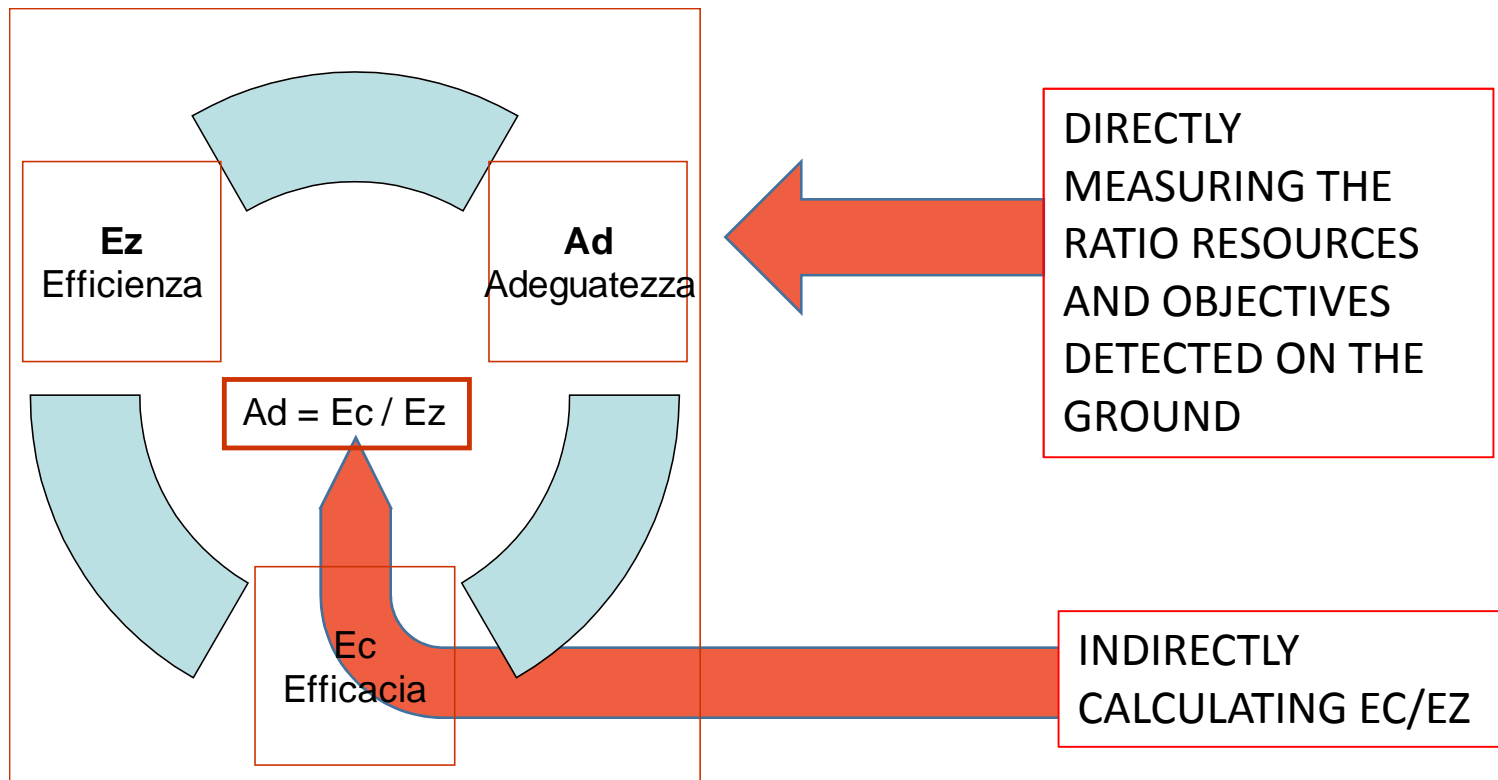
# New Perspectives



Does it possible to exploit interdependencies among three indexes?

$$\text{Adequacy} = \frac{\text{Resources}}{\text{Objectives}} = \frac{\text{Effectiveness}}{\text{Efficiency}} = \frac{\cancel{\text{Results}}}{\text{Objectives}} \cdot \frac{\text{Results}}{\cancel{\text{Resources}}}$$

So we enrich the implications of the system indexes with the possibility to have two ways to get the measure of Adequacy .





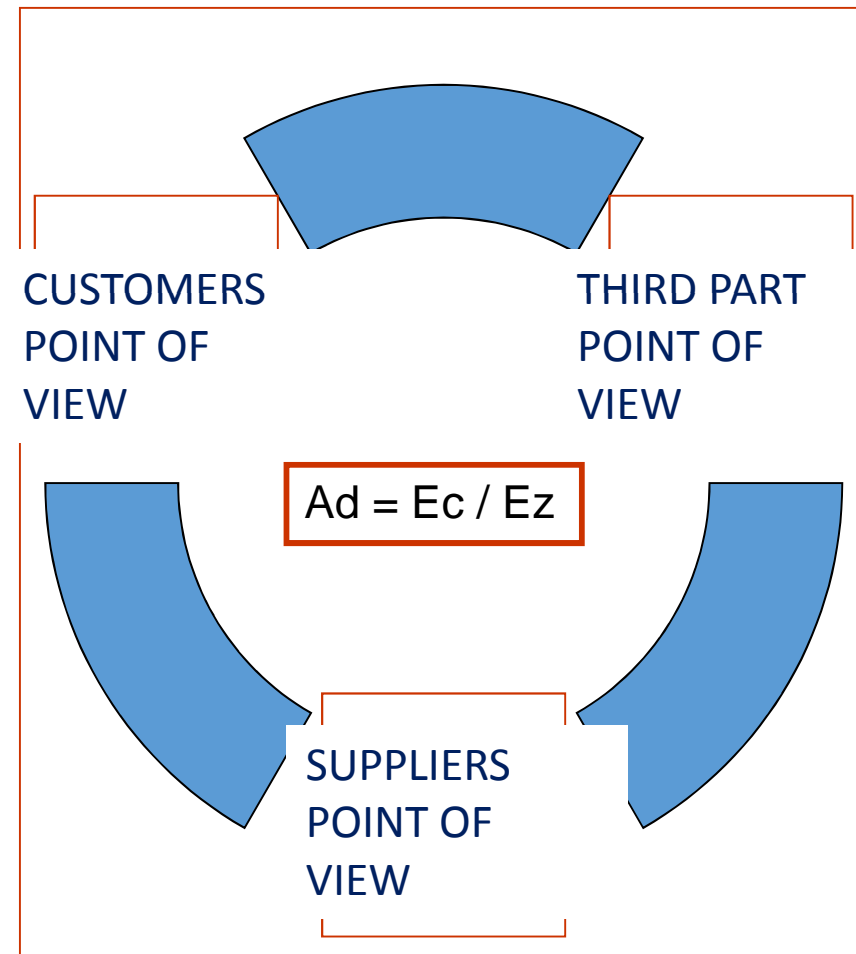
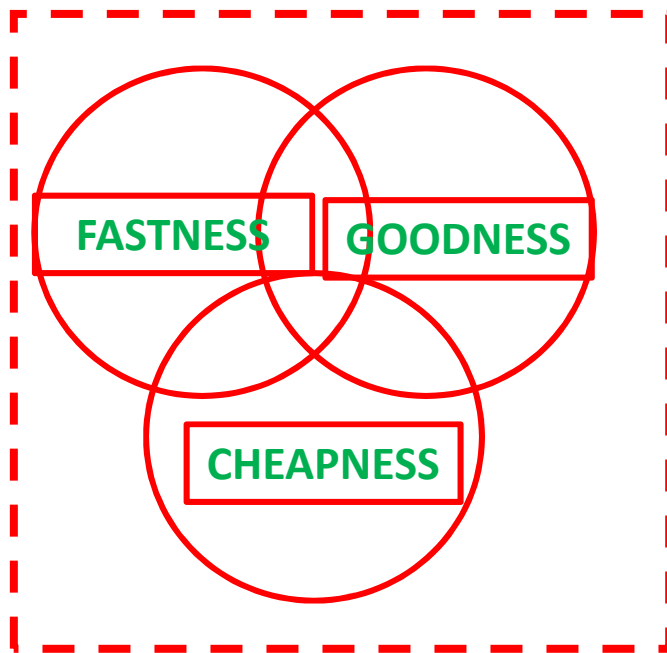
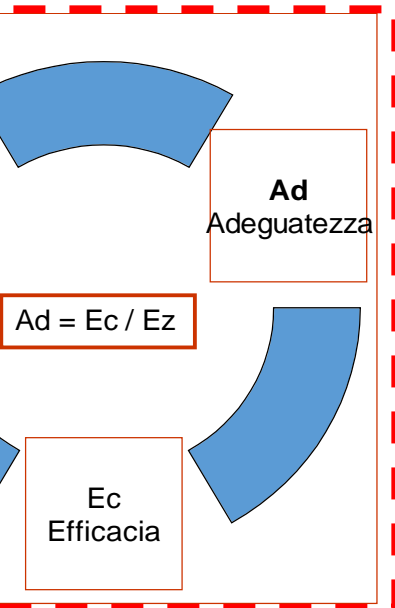
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# NOW A LITTLE LET'S MAKE A LITTLE JUMP FROM QUANTITATIVE ANALYSIS TO QUALITATIVE ONE

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CONSIDER THE ADEQUACY DIRECTLY MEASURED  
AS **THE PERCEIVED ADEQUACY**  
AND THE ADEQUACY DERIVED FROM A  
CALCULATION AS **THE REAL ADEQUACY**

# Another qualitative effort !





## Comparison of Effective and Perceived Performance with Previous Researches

Subject	$Ad_e$	$Ad_p$	$\langle \rangle$	$\frac{Gap\ Ad_p}{Ad_e}$
Durres Project Work (2005)	0,91	0,6	$\vee$	-0,31
Public Management –Humanitarian Business (2006)	1	0,2	$\vee$	-0,8
Public Services Local Government (2006)	1,01	0,5	$\vee$	-0,51
Unione Valconca Municipalities (2007)	0,997	0,111	$\vee$	-0,886
CHTMBAL Master (2013)	1,02	0,88	$\vee$	-0,14
European Project Management (2008)	0,94	0,74	$\vee$	-0,2
DOCSMES PhD (2014)	0,98	0,88	$\vee$	-0,1
Practice Management (2014)	0,83	0,9	$\wedge$	0,07