

How universities institutionalize ‘good’ managerial practices? Some evidence on the Italian cultural sector¹²

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Claudio Nigro - Enrica Iannuzzi - Miriam Petracca

Abstract

Purpose of the paper: *This study aims to analyze the role of Italian universities in the ‘managerialization’ process of the cultural heritage sector, which is under a major process of change, merged in the recent reform of the Italian museums’ system.*

Methodology: *This work adopts the new-institutionalism perspective to draw a quali-quantitative analysis of the offer of masters in Management (at both first and second level) of the Italian Universities. In particular, it presents a content analysis of the most recurrent profiles of masters activated by Italian Universities that are consistent with the issues of the cultural heritage sector.*

Findings: *The main finding of the research is the presence of ‘window dressing’ in which the real contents of the master are not contextualized in the cultural sector.*

Research limits: *This work gives only the results of a first step of analysis. The group wishes for an extended time of work aimed at developing a longitudinal analysis of processes of formation.*

Practical implications: *This study, by bringing out the close interconnections between universities and the cultural heritage sector, reveals the necessity of a partnership that makes more coherent the educational path and the demands of the cultural sector.*

Originality of the paper: *This study presents a content analysis on the most recurrent profiles of masters activated by Italian Universities that are consistent with the issues of the cultural heritage sector, in order to observe the presence of “normative isomorphism”.*

Key words: cultural management; artistic-cultural heritage; neo-institutional perspective; decoupling; isomorphism

1. Introduction

University is an institution dedicated to carrying out a public function, at the service of the national community and the social and institutional reality operating in the same area. In addition, it is committed to play the role of central node within the dense plot of relations that constitutes the European

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transnational system oriented to the growth and knowledge sharing, to the critical transmission of it according to the quality and excellence orientation.

For this reason, Universities play a role of social utility, taking the character of a “political entity” in the process of cultural, social, and economic development with a natural tension to the quality of training. Hence, the need that the training action developed at the national and international level should be ineludibly planned and shared with other political and institutional actors participating, in a view of planning, to the identification of the trajectories of growth of a country and its community. The quality that qualifies the released service becomes an expression of the target market’s satisfaction, compared to the characteristics of the education offered and the research system. Therefore, the attention, for those who study and analyze the educational path, focuses on the ability of the university system as a whole to choose valuable targets and achieve them, adopting behaviors needed to measure and improve the affinity objectives/results (Sirilli, 2010).

However, the ability to plan and achieve ‘adequate’ and ‘with value’ goals/results for the university’s actors goes hand in hand with:

- the demands coming from the institutional bodies, responsible for planning the educational offer of the university (Ministry of Education, University and Research, henceforth MIUR);
- and, at the same time, the demands coming from other actors who, although are not part of the university system, are able to orient their address.

Therefore, it is required that universities adapt themselves to the ministerial directives, planning their offer in line with the provisions of the changed institutional framework and not initiate a program free from the expectations of the target market and, consequently, of the requests coming from the labor market.

Therefore, although the Italian universities are acting in compliance with their margins of *autonomy* and *responsibility*, recognized by the MIUR, they cannot be separated from the influence of actors, who seemingly are not part of the training field, but can exercise institutional pressures on educational planning. Actually, Italian universities operate within a system governed according to the principle of autonomy. Their autonomy, even if constitutionally guaranteed, is circumscribed by a number of regulatory constraints that guide the decision-making process, as well as by the action of the socio-political and institutional framework in which these constraints are formalized. The institutional pressure, used by these actors that ‘praise the change’, is widely formalized in the adjustment process of the choices made within the universities, when chasing the updating of legislation.

However, if on the one hand the alignment of universities, sometimes required as well as appropriate, to such contextual dynamic conditions at the level of strategic autonomy, combines itself with that of training’s responsibility, on the other hand it is possible to read such behavior in the universities’ governance as an attempt to exert pressure on the local context, to the point of influencing the configuration of the existing

institutional framework. That is to say that in the Italian university system can be recognized the power to define, in consultation with other political and institutional actors, the guidelines for the process of training and of the use of the knowledge acquired for the development of various economic sectors, particularly in reference to the public service sector (Nigro *et al.*, 2014a).

This is because Universities are, in a very broad sense, institutions whose mission is to promote and support the dissemination of knowledge and the development of new skills in the society. They do so essentially through research and teaching activities. At the same time, Universities, along with other institutional actors, “select” the knowledge to be transferred to the Students, via their undergraduate curricula and programs, and the practices to be applied to the workplace, via professional masters and similar educational schemes.

Universities, in this perspective, play a key role in the process of dissemination of knowledge, preventively selecting its effectiveness compared to the economic context in which the same will be used (Nigro *et al.*, 2013).

In this work, we refer to the process of professional training planned for the Italian cultural heritage sector. This sector is under a major process of change, merged in recent reform of the Italian museums’ system (Franceschini’s Museums Decree of 23 December 2014). This decree, arrival point of the Italian political debate on the museums’ governance, marked the transition from a governance and management system, although apparently, committed to experts to a system entrusted to ‘professionals’. Actually, the managerialization and, then, professionalization themes of human resource, intended to the protection, preservation, and promotion, have today become the leitmotif of the political debate. This has induced the Italian Minister Franceschini, Minister of Ministry of Cultural Heritage and Tourism (henceforth MiBACT), to declare that he will select the future directors/executives of museum organizations according to the possession of rewarding capacity of government and management, on the basis of the best practices of governance and management present in the territory (Nigro *et al.*, 2015).

In synthesis, this decree represents, for the Minister of MiBACT, the instrument to ‘revolutionize’ the organization and function of the national state museums, leading this organization to ‘modernization’; the ‘modern’ organizations will be characterized by a high degree of professionalization, which will ensure the dynamism in governance and management (Nigro *et al.*, 2014b; Nigro *et al.*, 2015).

The conciliation between the actions promoted by the universities in the process of dissemination of good managerial practices and the new institutional framework established by the Franceschini’s Decree in the field of cultural heritage, defines the reference scenario for the considerations that we are going to propose.

2. Research objective

The outlined scenario is characterized on one hand by both the action carried out by the Italian universities aimed at the dissemination of knowledge and the development of new skills in the society and, on the other hand, by the changed institutional framework related to the cultural heritage sector. This contribution intends to answer the following question:

How universities participate in the institutionalization process of 'good' managerial practices?

To answer this question, the research group decided to focus on the professionalizing training process developed by Italian universities. In particular, we focus on the 1st and 2nd level of professionalizing master, active in the 2014-2015 academic year. Based on the evidence of the proliferation of professional courses aiming at spreading the managerial culture into the Italian cultural sector, we adopt the new-institutionalism perspective to draw a quali-quantitative analysis on the offer of masters in Management. The main aim of the research is to observe if and how the dissemination of selected "good" managerial practices is attributable to isomorphic processes based on the pursuit of legitimacy and consensus in a certain institutional context.

To this end, the following sections contain: the preliminary part, composed by a brief reconstruction of political and scientific debates on cultural heritage governance; secondly, the methodology (new-institutional perspective); then, the reflections of the research group on the role that Universities currently have in the diffusion process of professions related to the cultural governance and management. In particular, in order to observe the presence of "normative isomorphism" in these processes, we will present the results of the content analysis on the most recurrent profiles of masters activated by Italian Universities that are consistent with the issues of the cultural heritage sector.

We expect to find the Italian University moving to a direction dedicated to the training needs of tourism and cultural heritage management. The research for a closer link between the need of specific skills for cultural management and the identification of appropriate structures and curricula is one of the main objectives of the legislator, as established by Franceschini's Decree.

The Italian Universities are currently interpreting these views of the legislator, regarding the managerialization and professionalization of cultural heritage; they participate, as actors of the organizational field, in the institutionalization of the new structure of governance of the Italian cultural heritage, contributing to the dissemination of its managerial practices.

3. Literature review: the recurring theme of managerialization/ professionalization in the cultural heritage sector

The scientific debate on the professionalization of cultural heritage has been enriched over time with interesting contributions that have explored

the traits, both traditional and innovative, characterizing the governance and management of the artistic and cultural heritage of the country. In particular, in recent years, has gradually emerged a deep attention to the managerialization process of cultural organizations, particularly of museums, consistent with the guideline that has oriented the current change of direction of the public decision-makers in the field of cultural governance.

This is to say that it is possible to find an in-depth analysis of this theme in the scientific debate, read and interpreted in the light of the evolutionary process that has affected and is still affecting the institutional framework of the sector³.

The reference is to the prevailing economic and managerial literature that has repeatedly shown to managerialization the direction to be taken to overcome the difficulties that characterize the dynamics of governance of the Italian artistic and cultural heritage (Zan, 1999; Wizemann and Alberti, 2005; Nigro *et al.*, 2011). The managerialization process, that is not new in the public sector, is proposed as a way out of a system traditionally centered on the protection-conservation of the artistic-cultural heritage. At the same time, it is also proposed as the opportunity to make concrete the promotion of 'culture' and 'territory' on which the same is established, especially if we analyze the state museum sector.

These few summary notes on the debate provide an immediate perception of the directions of the scientific debate that clearly reinterpret the guidelines of the political debate. These guidelines include traditional governance, suited to the protection and preservation of heritage, in view of an innovative one, therefore 'modern', suited to the promotion of the same; close interdependence between culture and territory, i.e. between culture-resource and socio-economic development of territory. Both of these guidelines converge in the managerialization of culture, with important reflections on the profile of the responsible for the organization and promotion of its professionalization (Grossi, 2006; Tamma, 2010; Franch, 2010; Montella, 2009, 2012).

The introduction of the concept of promotion in the regulatory framework calls for the creation of *culture management*. This is a discipline that is not defined by terms of positioning in relation to the managerial, administration, strategic planning, management control, organization, and marketing studies (Franch, 2010), although it is closely linked to the role of 'professionals of culture' and on the related skills aimed at value creation (Dragoni, 2005, 2010; Petrarola, 2010; Golinelli, 2012; Montella 2009, 2012) in terms of the territory's sustainability and, then, of the cultural heritage (Segre, 2005). The cultural manager is, therefore, one that: produces the 'context of culture-user interaction' where he manages and controls effectively the process of socialization (Tamma, 2010); rediscovers in art and culture "the local development factors in the same way of the availability of material factors or specific environmental resources" (Franch, 2010, p. 98); and enhances the cultural resources of the single museum, in line with the territory, making unique the 'cultural experience'.

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³ The evolution of the regulatory framework of the cultural heritage sector can be found in CABI volume, to be published within the 2016.

Nonetheless, the result of the managerial scientific debate, in an attempt to propose corrective actions to critical issues, is consisted in the transfer of interpretive schemes and a language typical of the traditional managerial to the museum sector. By giving, however, a short-sighted and, at the same time, rhetoric vision, focuses its attention to the strategies adopted by organizations designated to the promotion in order to analyze the effective 'ability to create value' (Dragoni, 2010).

It is worth stressing, to complete the outlined framework, that the recent scientific debate has been enriched by business management studies, focused on the organizational and economic-financial autonomy recognized to the museum organizations by the current regulatory framework. This field of study describes the main features of the organization and management of the museums according to the efficient and effective use of scarce resources (Bagdadli, 2003; Bagdadli and Paolino, 2005; Jalla, 2000; Lord and Lord, 1997) and links the success of management to the improvement of economic performance (Chiriélison, 1999; Solima, 1998).

These features take on higher value since the organizations are, still today, heavily dependent on public financing (Zan, 1999). The rapid evolution of the social, economic, legal, and institutional context, the change in the demand for culture, the spread of information technology, the reduction of State support to the cultural sector, and the lack of services for visitors call for the definition of new professional profiles. These professionals should be in possession of new skills and competencies that can ensure the performance of conscious, competitive and, therefore, strategic conducts.

The different positions taken by scholars who took part in the scientific debate appear to converge on the theme of professionalization/managerialization of actors designated to the governance and management of cultural sector. The convergence on the recurring theme is the starting point of the study conducted by the research group. Its early results are proposed in the following sections.

4. Methodology

4.1 The new institutional theoretical approach: focus on isomorphic process

According to the new institutional perspective, the choice of organizational solutions or the adoption of better practices of management responds to pressures of isomorphism, a source of political power and legitimacy (DiMaggio and Powell, 1983). In this section are individuated the persistent institutional pressures on organizations and individuals.

The reflections that are proposed in this paragraph have their roots in an earlier essay on new institutionalism: in a society thickly populated by institutions, "organizations are induced to incorporate behaviors and procedures defined by prevailing concepts of institutionalized organizational work. Organizations acting in this way increase their legitimacy and their survival regardless immediate effectiveness of the rules of conduct and acquired procedures" (Meyer and Rowan, 2000). Actually,

the new-institutional perspective, focusing on the material and symbolic conditioning that institutions pose against individuals and organizations, puts at the center of its analysis isomorphic processes. Through it, the actors, searching legitimacy, tend to look alike, joining institutionalized rules, often leaving aside their immediate effectiveness.

To be clearer, it is appropriate to specify that:

- the 'institutionalized rules' are classifications built within the company as typifications or shared interpretations (Berger and Luckmann, 1969). For example, norms, moral principles, codes of conduct, procedures, and conventions;
- the 'research of legitimacy' leads the organizations to obey to the pressures of the institutional environment to act in an appropriate and adequate way for the purposes evaluated positively by the community (Meyer and Rowan, 2000); not infrequently organizations, searching legitimacy, make efforts conflicting with the demands of efficiency.

In this way, the organization obtains benefits from isomorphism: looking at the competitive and institutional dynamics, a greater compliance can facilitate relations with other organizations, increase the chances of attracting highly motivated staff and obtain financing. Looking at the intra-organizational relationships, the isomorphism reduces internal disorder, because the conformity to the legitimized rules also solves the internal conflict on the objectives of the organization, while maintaining the stability of the *pro-tempore* dominant coalition.

It is necessary to specify that when we say 'institutional pressures', we refer to institutional isomorphism and, so, to 'coercive', 'mimetic' and 'normative' isomorphism (DiMaggio and Powell, 2000; Mastroberardino *et al.*, 2013). In particular:

- coercive isomorphism derives from the pressures exerted on formal and informal organizations by other organizations considered influential. These pressures are perceived by the actors as impositions, demonstrations of force and persuasion;
- isomorphism is mimetic when companies, facing the uncertainty of the environment, start spontaneously imitative processes. In this case the imitation acts as a surrogate of certainty, that is to say "if all act in this way, it means there is a reason";
- normative isomorphism is connected to the professionalization and the role that it has in the institutionalization of rules. Formal education creates professionals for a certain position, 'interchangeable' for way of thinking, acting, and schemes to meet.

Compared to these processes, Universities and professional training institutions have a crucial role in the development of new skills related to the themes of the efficient and effective use of scarce resources, promotion of cultural heritage, sustainability of the territory and so on.

The search for legitimacy is the basis of the homogenization process for all types of institutional isomorphism. In the first case it is obvious that if the organization does not comply with the imperatives of the environment, it will exclude itself from the competitive environment.

In the mimetic isomorphism, uncertainty is an important factor that encourages imitation. When the competitive conditions are unclear,

organizations may model themselves to other organizations to avoid the risk of 'being wrong'.

In the normative isomorphism, to appear professional, actors are called to conform their behavior to institutionalized rules: this produces a normative and symbolic framework for the category. The compliance with this framework makes the actors 'rational', legitimizing their act. The adoption of a 'deviant' behavior creates conditions for the failure of themselves and the organization. Memberships of professional associations of managers is undoubtedly the cause for the spread of practices considered legitimate, but not necessarily effective (Ghoshal, 2005).

The early new institutionalism, however, has not only provided a classification of institutional pressures, but has also carried out the study of the transmission of the rules in the network of organizational relationships. Meyer and Rowan identified the reasons in the 'rationalized myths', bearers of beliefs and practices socially approved, because they are believed to be rationally effective or to have a legal basis. The professions were raised to rationalized myths, as it is believed that they check a series of behaviors and effects, through the requirements of a role and the expectations of a company (Meyer and Rowan, 2000). The myth of the profession then becomes an instrument of external evaluation of its performance. The spread of the myths is a consequence: if an organization has to adopt certain technologies, is essential to train people for that purpose; training, in a vicious circle, leads firms to organize themselves according to the institutionalized rules, the control of certain institutionalized rules asks the law to intervene on the same, and so on.

For Powell and DiMaggio the reason of homogenization has to be found in 'organizational fields'. They define these as the "organizations which, in the aggregate, constitute a recognized area of institutional life: key suppliers, resources and product consumers, regulatory agencies, and other organizations that produce similar services or products" (DiMaggio and Powell, 1983; p. 148). The concept of 'organizational field' does not refer to any geographical area. Rather, it is configured by the relational dynamics that are developed in it. Literature describes it as a recognized area of institutional life that carries out actions of standardization and controls on organizational actions, exerting pressure so that they conform to shared standards of performance (isomorphism). These standards find their legitimacy by being adopted over time, rather than by their own rationality (DiMaggio and Powell, 1983; Scott, 1987; DiMaggio and Powell, 2000; Bonazzi, 2002), directing the operation of social organizations inserted in institutionalized contexts, limiting *de facto* alternative behaviors. To the organizational fields belong all the actors that even indirectly contribute to define certain standards in management, technology, research and new product development, human resource management and personnel policy.

Another issue to consider is the effect of institutional pressures on organizations. This depends on the degree of institutionalization of the rule. Zucker (DiMaggio and Power, 2000) argues that the processes of institutionalization have different forces in preserving and transmitting certain cultural content: the more an institutionalized act shows high degree of formality and solemnity, the more effective and lasting will be

the transmission of its cultural content and less freedom will be left to the parties in breaking and rebuilding the framework of rules and standards. The exogenous shocks that interrupt the process of reproduction of institutionalized patterns, enabling change, can be identified as opportunities to be exploited for the recovery of margins of maneuver by actors. It can be said, therefore, that the margins of intervention on the institutional framework are a function of the degree of 'cultural persistence'. This means that some organizations respond to external pressures faster than others, becoming homogeneous more quickly, while others change only after a long period of resistance.

In the outlined scenario, the dynamics of professionalization and the diffusion of managerial practices in governance and management of cultural heritage must be addressed to the processes of social legitimacy and institutional isomorphism known as processes, rather than to be understood through the analysis of the elements of intrinsic technical rationality (DiMaggio and Powell, 1983). In particular, we refer to the processes of normative isomorphism, through which there is a spread of professional standards and procedures on organizational characteristics. The higher the degree of institutionalization of such standards, due to the spread in the field of management practice as well as the influence of the relevant professional groups, the higher the number of actors that will conform to these standards, adopting legitimized practices.

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4.2 Sample description

The research group has investigated the presence of normative isomorphism (connected to the professionalization and its role in the institutionalization of the rules) starting from the assumption that Universities have a crucial role in the development of new skills. For this reason, the group has tested its research questions on a sample of masters (first/second level) related to the professionalization in the cultural heritage's field. The sampling process followed four steps:

- 1) it individuated all the professional masters currently activated by universities and training institutions (approximately 1650);
- 2) it selected the masters regarding the 'managerialization' of the cultural sector (105);
- 3) it chose the masters referring to the 2014/2015 academic year (74);
- 4) it considered only the masters having a detailed brochure available for download (34).

4.3 Categories of analysis

In order to observe the presence of "normative isomorphism" in the processes of dissemination of selected "good" managerial practices, based on the pursuit of legitimacy and consensus in a certain institutional context, the analysis was divided into two categories:

- *descriptive analysis*: used to describe the basic features of the data;
- *content analysis*: used to distil words into fewer content-related categories.

4.3.1 Descriptive analysis

The descriptive analysis was conducted for all the professional masters activated for the 2013/2014 academic year. In particular, the analysis was conducted for the 'Region', 'Edition', and 'Field' items (Tables 1-3). This analysis offers a synthesis of the data reported. In this case, the descriptive analysis of the above-mentioned items is limited to the measures of frequency and percentage.

Tab. 1: Distribution of professional masters by Region

<i>Region</i>	<i>Frequency</i>	<i>Percentage</i>
Lazio	21	28,4
Lombardia	13	17,6
Emilia Romagna	6	8,1
Veneto	6	8,1
Toscana	6	8,1
Campania	5	6,8
Calabria	5	6,8
Puglia	3	4,1
Piemonte	2	2,7
Sicilia	2	2,7
Trentino	2	2,7
Abruzzo	1	1,4
Friuli Venezia Giulia	1	1,4
Marche	1	1,4

Source: personal elaboration

Tab. 2: Distribution of professional masters by Edition

<i>Edition</i>	<i>Frequency</i>	<i>Percentage</i>
Not available	35	47,3
1 st	16	21,6
8 th	4	5,4
5 th	3	4,1
10 th	2	2,7
11 th	2	2,7
12 th	2	2,7
13 th	2	2,7
3 rd	2	2,7
4 th	2	2,7
15 th	1	1,4
17 th	1	1,4
35 th	1	1,4
9 th	1	1,4

Source: personal elaboration

Tab. 3: Distribution of professional masters by Field

Field	Frequency	Percentage
Management	34	45,9
Humanities	13	17,6
Communication	8	10,8
Architecture and design	6	8,1
Economics and financial	5	6,8
Social science	3	4,1
Political science and international relations	2	2,7
Law disciplines	1	1,4
ICT	2	2,7

Source: personal elaboration

4.3.2 Content analysis

The content analysis followed two steps: 1) it was conducted on the title of the professional masters active in the 2014-2015 academic year (74 masters); 2) it regarded the analysis of the available brochure (22 masters). In particular, the latter was divided in two parts: firstly, it refers to the analysis of the same code utilized for the masters' titles; secondly, it focuses on the search of codes that better explain the managerialization/professionalization process. Those sections aim to draw an early picture about the use of some 'code' in the title and program of professional masters. These were analyzed through a conventional content analysis, which is a qualitative research method used to interpret the content of text data through a systematic classification process, involving coding and identifying themes (Krippendorff, 2004). The results of content analysis on the masters' titles and on the master's brochure, on the repetition of codes qualifying the managerial matrix of professional training in the tourism and cultural heritage sector, are presented in Tables 4 and 5.

Tab. 4: Content analysis on the a.y. 2014-2015 masters' titles

Codes	Frequency
Management/gestione	44
Cultura/culturale/culturali/cultural	32
Turismo/turistica/turistico/turistici	23
Territorio	11
Art/arts/arte/arti	8
Comunicazione	7
Patrimonio	7
Beni culturali	6
Valorizzazione	6
Patrimonio culturale	4
Heritage	4
Eventi/evento/event	3
Archeologia/archeologico/archeologica	2
Museum/musei/museo	2
Museologia	2
Tutela	1
Curatore	1

Source: personal elaboration

Tab. 5: Content analysis on the a.y. 2014-2015 masters' brochures

<i>Codes</i>	<i>Frequency</i>
Cultura/culturale/culturali/cultural	654
Management/gestione	629
Turismo/turistica/turistico/turistici	502
Art/arts/arte/arti	288
Museum/musei/museo	195
Eventi/evento/event	159
Comunicazione	150
Territorio	95
Valorizzazione	79
Heritage	70
Patrimonio	70
Beni culturali	64
Curatore	31
Tutela	24
Archeologia/archeologico/archeologica	19
Patrimonio culturale	15
Museologia	4

Source: personal elaboration

The repetition of 'Cultura/culturale/culturali/cultural' and 'Management/gestione' codes in the brochures, as well as in the masters' titles, confirms the desire of the trainer to underlie the promotion of professional and managerial nature of the educational paths offered to the market. At the same time, it may provide a first indication with respect to the alignment between the trainers and the language used in the brochure, which as a communication tool to the potential user, is dedicated to making the educational path more attractive.

To confirm this language alignment, the research group decided to develop a second phase of content analysis on masters' brochures, focusing on the use of codes that had shown better the attempt of Italian universities to bring out the professionalizing nature of their courses (Table 6).

Tab. 6: Content analysis on the masters' brochures (professionalizing/managerialization codes)

<i>Codes</i>	<i>Frequency</i>
1. Professionale/professionali/professional/professionals/ Professionalizzazione/professionalizzante/professionalizzanti/ professionalization/professionalizing	180
2. Competenza/competenze/skill/skills	177
3. Stage/stages/tirocinio/tirocini	158
4. Attestato/attestati/certificazione/certificazioni/certification/ certifications/certificate/certificates/certificazione/certificazioni	77
5. Manageriale/manageriali/managerial/managerials/ managerialization/managerializzazione/formazione manageriale	50
6. Figura professionale/figure professionali/profilo professionale/ professional figure	35
7. Placement	19

Source: personal elaboration

We chose the codes for the following reason: 1 and 5 were chosen because they qualify the process of professionalization/managerialization currently underway, while 2, 3, 6, and 7 were chosen because they have a structural nature compared to the supplied formative service.

In order to better investigate the professionalization/managerialization process, we developed a cross tabulation (Table 7), crossing the codes of Table 6 with respect to a single brochure, not considering codes having a frequency of less than 50.

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Tab. 7: Cross tabulation of masters' brochures and professionalization/managerialization codes⁴

Master's brochures	Professionalizing Professional etc	Stage Tirocinio ect	Managerializzazione Managerialization etc	Attestato Certificato etc
1	9	18	10	0
2	3	2	2	0
3	4	0	0	2
4	14	1	1	0
5	1	3	0	0
6	1	0	0	2
7	3	4	1	0
8	3	4	1	0
9	2	9	1	1
10	12	1	7	1
11	5	0	5	13
12	3	4	1	0
13	5	3	1	0
14	3	4	0	0
15	27	0	2	3
16	1	6	0	0
17	1	5	3	0
18	1	3	2	1
19	1	3	0	0

⁴ 1) Economia e Management dell'Arte e dei Beni Culturali; 2) Gestione dei Beni Culturali; 3) Art; 4) Tourism e Mangement; 5) MEMATIC; 6) Arti, Architettura, Città; 7) Management-Promozione-Innovazioni Tecnologiche nella Gestione dei Beni Culturali; 8) Valorizzazione turistica dei beni ambientali e culturali; 9) World Natural Heritage Management; 10) MAMA; 11) EMHM; 12) Valorizzazione turistica dei beni ambientali e culturali; 13) Turismo e ICT; 14) Servizi Educativi per il Patrimonio Artistico, dei Musei Storici e di Arti Visive; 15) Arts Management; 16) Diritto dell'ambiente e del territorio; 17) Economia e gestione del turismo; 18) MaBAC; 19) Sviluppo creativo e gestione delle attività culturali; 20) Tourism Quality Management; 21) PITT; 22) Design dei Servizi Turistici; 23) Management del turismo; 24) MAGPA; 25) MAGPA II; 26) World heritage and cultural project for development; 27) MEC; 28) Progettare cultura. Interventi d'arte, cultura e design per città, imprese e territory; 29) Culture Simboliche per le Professioni dell'Arte, dell'Educazione e della Cura; 30) Esperto Management Aziende e Servizi Turistici (base); 31) Esperto Management Aziende e Servizi Turistici (avanzato); 32) Economia della Cultura: Politiche, Governo e Gestione (indirizzo generale)/International Master in Economics of Culture: Policy, Government and Management (Indirizzo internazionale); Marketing e organizzazione di eventi; 34) Progettazione e promozione degli eventi artistici e culturali (PPEAC).

Master's brochures	Professionalizing Professional etc	Stage Tirocinio ect	Managerializzazione Managerialization etc	Attestato Certificato etc
20	37	33	5	24
21	2	1	0	0
22	6	9	0	3
23	11	14	1	18
24	0	0	2	0
25	0	0	2	0
26	4	0	0	0
27	3	8	0	1
28	4	8	0	0
29	0	2	0	0
30	4	1	1	0
31	4	1	1	0
32	4	2	0	2
33	1	6	0	0
34	1	3	1	0

Source: personal elaboration

5. Discussion and conclusions

According to the supporters of the 'modernization' process of the Italian cultural system, the professionalization theme has become the central item of the recent institutional and scientific debates. This theme is related to the process of formal education, coherent with the new institutional perspective and with particular reference to the role of the isomorphic dynamics in the institutionalization process (dissemination) of 'good' and 'new' management practices.

Hence, the role played by Universities and professional training institutions, important centers for the development of organizational norms, is shared by professional managers and their collaborators. The definition of the new professional profile reveals the role played by these actors in the institutionalization process of artistic-cultural heritage' 'managerialization'. The strategic objective of these actors has become the plan for training goals which will be able to make available at the market, as soon as possible, an expert figure of a professional manager.

This implies that the stronger the commitment of the training institutions to the direction of creating professional profiles, the greater the homogenization of capacity and skills possessed by actors trained for the purpose. Therefore, the quicker the process of professionalization of cultural managers, the faster the process of dissemination of new management models.

Therefore, is it consistent to assert that training institutions, first of all public, contribute to the spread of such managerial practices in the field of cultural heritage, thus contributing to the institutionalization of the new regulatory framework in terms of professionalisation of the cultural sector?

Not entering into the merits of the real opportunities offered by the processes of professional training, the research group is currently attempting to give answer to these questions.

From the study emerges, limited to the first results obtained from the analyses conducted on 74 professional masters, the following:

A) *Descriptive Analysis*

- the largest commitment in professional training has been in the Regions of Lazio (28,4% active course) and Lombardia (17,6%). The result from Lazio is due to the high concentration of artistic-cultural heritage in the territory. Moreover, the two regions have a cumulative frequency of 46%;
- the data available regarding the masters' edition show that most of them are a first edition (21,6%) and, just a 5,4%, are at the 8th. However, the lack of information about the editions (47,3%), has not allowed us to read and give an interpretation about the beginning of the courses respectively to the evolution of the regulatory framework;
- the distribution of professional masters by field reveals that Management is the most popular area of studies (45,9%), followed by Humanities (17,6%) and Communication (10,8%).

B) *Content Analysis:*

- the prevalent use of the terms 'Management/gestione' and 'Cultura/culturale/culturali/cultural' has allowed us to hypothesize the educational content, connecting them to 'good' economic and managerial practices. On the other hand, the 'label' may configure the so-called 'window dressing' in which the real contents are not contextualized in the cultural sector. This condition creates a mismatch between the declared and realized educational objectives (decoupling). This aspect could be further confirmed by the repetition of the same codes with respect to the content of a master's brochure, by definition 'window' of educational content;
- tables 6 and 7 show an interesting characteristic of the managerialization process promoted by universities, that is a clear intention to emphasize the qualifying nature of the educational offer. The Managerializzazione/ managerialization/etc. code is used in 60% of the brochure, even in the masters not belonging to the economic area. Finally, must be noted that about 40% of the brochures refer to a process of certification of the skills acquired.

The group is aware of the research limitations but believes that these results can already orient the reader towards the ideas proposed in the early stages of this work. The research group wishes for an extended time of work aimed at developing a longitudinal analysis of processes of formation, to verify the commitment, over time, of Italian universities to the process of dissemination of managerial practices in the field of cultural heritage. Later on, this commitment will be related to the mutations that have covered the regulatory framework related to the cultural heritage sector.

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Claudio Nigro
 Enrica Iannuzzi
 Miriam Petracca
 How universities
 institutionalize ‘good’
 managerial practices?
 Some evidence on the
 Italian cultural sector

Academic or professional position and contacts

Claudio Nigro
 Full Professor of Management
 University of Foggia - Italy
 e-mail: claudio.nigro@unifg.it

Enrica Iannuzzi
 Researcher of Management
 University of Foggia - Italy
 e-mail: enrica.iannuzzi@unifg.it

Miriam Petracca
 Researcher of Management
 Giustino Fortunato University Benevento - Italy
 e-mail: m.petracca@unifortunato.eu



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