

TEACHING GUIDE

Course information	
Full name	Performance Management and Performance Evaluation
Code	0000012195
Title	Máster Universitario en Gestión de Talento / Master in Talent Management por la Universidad Pontificia Comillas
Taught in	Master in Talent Management
Level	Postgraduate Official Master's Degree
Four month period	Quaterly
Credits	4,0 ECTS
Type	Mandatory
Person in Charge	Luis Sagi-Vela
Office hours	Continuous availability via email

Professor information	
Professor	
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SPECIFIC DATA OF THE COURSE

Contextualization of the course

Contribution to the professional profile of the degree

Any organization, whatever its type (business, social, political, etc.) seeks to obtain certain results in line with its mission, vision and strategic objectives. These objectives and expected results are transferred and specified through the organizational structure and processes of the organization. Finally, the people who are part of the organization are those who, with their abilities, their commitment and their work, achieve the achievement of the defined results to a greater or lesser extent.

For this reason, strategic performance management plays a key role in the management of people in any organization, since through it we can align the capacities or competencies of people and guide their work and effort towards achieving the objectives. strategic of the organization.

Evaluation systems

The way of structuring both the evaluation of competencies and the evaluation of objectives is part of the company's culture. Thus, there are more or less participatory models, models in which the individual or the collective, the short-term or medium-term result, the incentive or the reproach, the numerical result or the way in which it has been achieved, as well as as the importance of personal and organizational development and growth.

Management by objectives

Aligning the efforts of individuals with the strategic objectives of the organization is essential to maximize individual and collective performance, focusing the time and energy invested on those aspects that are most relevant to achieving the organization's goals. The way to achieve this alignment is determined by the management system by objectives that the organization implements, the quality of the defined objectives, the associated action plans and their monitoring.

Competency evaluation

The knowledge, skills and attitudes of a person applied to the performance of a certain function or task and in a certain organizational and cultural context, determine the result obtained. Knowing and measuring the level of competence of a person in a fair way, providing feedback correctly, as well as proposing actions to exploit, strengthen and develop said competences is key to the professional development of an organization's employees as well as to continuous improvement. organizational performance as a whole.

Competences- Goals		
Competences		
GENERAL		
CG2	Use critical thinking for decision making and problem solving in talent management processes.	
	RA2	Interpret, analyze, synthesize and evaluate ideas, and do so from a critical point of view.
CG3	Apply techniques and methodologies that promote teamwork and mutual collaboration in talent management projects to be carried out with companies and organizations.	
	RA3	Be committed and cooperate in defined roles to achieve goals related to the tasks, activities, projects and responsibilities defined and assigned.
CG7	Apply problem-solving and decision-making methodologies in the area of talent management.	
	RA7	Autonomously and agilely address the need to adapt to different environments, overcoming the difficulties that may be encountered, and finding mechanisms to achieve optimal and rapid acclimatization.
SPECIFIC		
CE6	Being able to assess the potential and performance of a person and relate it to the training and development of people in an organization.	
	RA1	Use measurement techniques and tools to assess the potential and performance of people in an organization.
	RA2	Relate potential and performance assessment results to training, development, and compensation processes.

THEMES AND CONTENT

Contents-Themes
Strategic Performance Management
<p>Purpose of performance management. Role of performance management in talent management and organization strategy.</p> <p>Characteristics and components of performance management.</p>
Performance evaluation systems
<p>Objects of the performance evaluation system: evaluation of skills, evaluation of objectives, evaluation of talent.</p> <p>Types of evaluation systems: self-assessment, 90/180/360°; matrix (9 boxes).</p> <p>Process and roles in performance appraisal. Evaluation systems and corporate culture.</p> <p>Link of the evaluation systems with other people management processes and systems.</p>
Management by objectives
<p>Structure and alignment of a system of objectives.</p> <p>Typology of objectives.</p> <p>How to define good goals.</p> <p>The goal-setting interview.</p> <p>Action plans and monitoring of objectives.</p> <p>Interview to assess the degree of achievement of the objectives.</p>
Competency evaluation
<p>Process and roles in the evaluation of competencies.</p> <p>How to give and receive feedback.</p> <p>The skills assessment interview.</p> <p>Action plans for the development of skills and their monitoring. Management by strengths.</p> <p>Tools for continuous improvement.</p>

Performance data digitization and analytics

Advantages of digitizing the performance management process.

Performance management software.

Performance management data analytics. Reports and micro and macro analysis of results.

Practical application of performance management – Development of a project

Presentation of the organization object of the project and its purpose.

Approach and development of the implementation project of a performance management system.

Presentation of the applied performance management project.

TEACHING METHODOLOGY

General methodological course aspects

Presential Methodology: Activities

Cooperative work of students who, in pairs or small groups, receive a task, case or assumption that requires sharing information and resources among members with a view to achieving the common goal. Based on the project-based learning method (PBL), students will investigate, define and argue a model generated in each group and presented in a general session.

This methodology stimulates inductive learning. From the analysis of specific examples, the different analysis tools are built and general rules applicable to all types of companies and sectors are induced. For this reason, prior study of the cases and active participation in the discussions of the general sessions are essential.

Exhibitions on projects linked to the contents of the course.

The presentations must be evaluated by the rest of the classmates or by the professor in order to go deeper into the course. There will always be feedback sessions for each activity. Also, depending on the topic, there will be lectures of an expository nature for the introduction of theoretical concepts necessary for subsequent individual or group work.

Non-presential Methodology: Activities

Single study.

Individual reading of different types of texts (cases, books, magazines, articles, press, Internet publications, reports on practical experiences, etc.) related to the study courses.

Cooperative work of students who, in pairs or small groups, receive a task that requires sharing information and resources among members with a view to achieving the common goal.

There will be specific tasks for the PBL project.

SUMMARY OF HOURS OF WORK OF THE STUDENT

PRESENTIAL HOURS					
Professor Exposition	Student exhibition. Debates and group dynamics	Exercises and problem solving. Elaboration of applied work	Analysis and documentation	Tutorial sessions	Development of real projects for organizations
5	17	16	0	1	0,75
NON-PRESENTIAL HOURS					
Professor Exposition	Student exhibition. Debates and group dynamics	Exercises and problem solving. Elaboration of applied work	Analysis and documentation	Tutorial sessions	Development of real projects for organizations
0	0	36	10	1	1,25
ECTS CREDITS: 4,0 (88,00 hours)					

EVALUATION AND GRADING CRITERIA

Graded Activities	Evaluation Criteria	% of Total Grade
Individual knowledge test.	Adequacy of the work to the objectives set. Delivery on time. Adaptation and orientation to the objectives. Results achieved. Deadlines.	25
Collective applied works that may or may not be presented publicly.	Presentations and defenses of projects applied to companies, course projects, resolution of practical cases.	60
Active participation of the student in the classroom.	Quality and timeliness of interventions, predisposition and commitment, initiative, assistance.	15

Grades

The evaluation criteria of the course are governed by the following regulations:

1. All students must comply with 100% attendance on the days set for this course. Any absence must be justified.
2. The final mark corresponds to the sum of the evaluation activities, evaluation criteria and weight described in the Evaluation and Qualification Criteria section.
3. Individual and group work must be delivered on time and in the manner provided by the course professor.
4. A final mark below 5 implies the completion of an extraordinary test. The final grade in this exam may not be higher than the median of those approved in the ordinary call.

Evaluation criteria to apply to the second enrollment

The student enrolled in the course for the second year must comply with the individual and group tasks set by the professor of the course. The same evaluation criteria expressed in the Evaluation and Qualification Criteria section will be maintained.

For those circumstances not foreseen in this Teaching Guide, the Advantere School of Management Regulations and the Comillas General Regulations will apply.

BIBLIOGRAPHIES AND RESOURCES

Basic Bibliographies

- Dick Grote (2011), *How to Be Good at Performance Appraisals: Simple, Effective, Done Right*,
- Edward M. Hallowell (2011), *Shine: Using Brain Science to Get the Best from Your People*,
- *HBR Guide to Delivering Effective Feedback*, by Harvard Business Review
- Richard Thorpe, Jacky Holloway (2008), *Performance management: Multidisciplinary Perspectives*
- Ingrid J. Guerra-Lopez (2008), *Performance Evaluation: Proven Approaches for Improving Program and Organizational Performance*
- Martha Alicia Alles (2017), *Desempeño por competencias (3ra edición): Estrategia, Evaluación De Personas: Desarrollo 360*
- David Rock, Beth Jones, and Camille Inge (2015), *Reengineering performance management: How companies are evolving PM beyond ratings*, NeuroLeadership Institute.

ARTICLES

- <https://hbr.org/2016/11/lets-not-kill-performance-evaluations-yet>
- <https://www2.deloitte.com/global/en/insights/focus/human-capital-trends/2017/redesigning-performance-management.html>
- <https://www2.deloitte.com/global/en/insights/focus/human-capital-trends/2015/performance-management-redesign-human-capital-trends-2015.html>
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- Lisa Barry, Andrew Erhardt-Lewis, Stacia Garr, and Andy Liakopoulos (2014), *Performance management is broken: Replace “rank and yank” with coaching and development*, Deloitte University Press, March 4, 2014
- “OKR,” Wikipedia, <http://en.wikipedia.org/wiki/OKR>
- Stacia Sherman Garr (2013), *Reengineering for agility: How Adobe eliminated performance appraisals*, Bersin by Deloitte, September 2013,
- Stacia Sherman Garr (2013), *How Juniper moved beyond performance scores to align performance management to organizational values: Part 4 of the Abolishing Performance Scores webinar series*, Bersin by Deloitte, December 5, 2013.
- Shira Ovide and Rachel Feintzeig (2013), “Microsoft abandons ‘stack ranking’ of employees: Software giant will end controversial practice of forcing managers to designate stars, underperformers,” Wall Street Journal, November 12, 2013.
- Brian Hoffman, Charles E. Lance, Bethany Bynum, and William A. Gentry (2010), “Rater source effects are alive and well after all,” *Personnel Psychology* 63, no. 1 (spring 2010): pp. 119–151.
- Josh Bersin, Tiffany McDowell, Amir Rahnema, and Yves van Durme (2017), “The organization of the future: Arriving now,” 2017 Deloitte Global Human Capital Trends: Rewriting the rules for the digital age, Deloitte University Press, February 27, 2017.
- Juliet Bourke and Bernadette Dillon (2016), *The six signature traits of inclusive leadership: Thriving in a diverse new world*, Deloitte Insights, April 14, 2016.
- Candace Atamanik and Stacia Garr (2017), *Identifying and addressing unconscious bias in the workplace*, Human Capital Platform: Research and Sensing, Deloitte Consulting LLP, 2017.

RECURSOS WEB

<http://www.areas.com/>

<http://www.equipo talento.com/>

<http://www.fororecursos humanos.com/>

<http://www.gestiopolis.com/>

<http://www.humanresources.com/index.html>

<http://www.hr.com> <http://www.hrmagazine.co.uk/>

<https://www2.deloitte.com/global/en/insights>

<http://www.bersin.com/library>

<http://www.hrvillage.com/>

<http://www.monografias.com/>

<http://www.rrhhdigital.com/>

<http://www.rrhmagazine.com/>

<https://hbr.org/>

Further reading

In compliance with current regulations regarding the **protection of personal data**, we inform you and remind you that you can consult the aspects related to privacy and data protection that you have accepted in your registration by entering this website and pressing "download".

[https://servicios.upcomillas.es/sedelectronica/inicio.aspx?csv=02E4557CAA6F4A81663AD10CED66792](https://servicios.upcomillas.es/sedeelectronica/inicio.aspx?csv=02E4557CAA6F4A81663AD10CED66792)