

TEACHING GUIDE

Course Information	
Full name	Talent and Employee Experience Mapping
Code	0000012197
Degree	Master's Degree in Talent Management
Taught in	Master in Talent Management
Level	Postgraduate Official Master's Degree
Term	Quarterly
Credits	3,0 ECTS
Type	Mandatory
Person in charge	Isis Olalla Córdoba
Office hours	Continuous availability via email

Professor Information	
Professor	
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SPECIFIC COURSE INFORMATION

Course contextualization

Contribution to the professional profile of the degree

1. Talent and employee experience mapping

1.1. Talent mapping:

Within the talent cycle, one of the key aspects is knowing how to identify and develop the organization's talent.

In this course we will proceed to explain to the student the different steps to follow:

- 1.1.1. Talent map.
- 1.1.2. Potential identification.
- 1.1.3. Career plan.
- 1.1.4. Succession plan.

1.2. Employee experience

In this course, the student will learn how to develop a human resources strategy with an alternative methodology to the one traditionally used. The following topics will be covered:

- 1.2.1. Talent Cycle vs. Employee Experience
- 1.2.2. Engagement vs. Employee Experience
- 1.2.3. How to develop a strategy for the HR department. Traditional model (Balanced Scorecard) vs. Employee Experience Model
- 1.2.4. Phases in the creation of a quantitative employee experience model
- 1.2.5. Measurement and Listening Methodologies
- 1.2.6. Communication plan
- 1.2.7. Linkage with employer branding
- 1.2.8. Linkage with customer experience
- 1.2.9. Measuring tools/platforms

Competences – Objectives

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.
CG6	Be able to analyze and make decisions in talent management, based on the combination of a global perspective and orientation to adapt to global markets and another, more local, adapted to the idiosyncrasies of each country, respecting in all cases and orientation to adapt to global markets and another, more local, adapted to the idiosyncrasies of each country, respecting in all cases the economic, regulatory, social and cultural aspects in force.	
	RA6	Ability to analyze current problems in the local and global environment, taking into consideration economic, cultural and social aspects involved in the management of human talent in organizations.

SPECIFIC

CE7	Design career paths according to the needs of the organization and the principles of the employee experience of each company	
	RA1	Understand the benefits of career planning for the organization and employees, and to design and implement it for an efficient use of available resources in accordance with organizational needs and implement it for an efficient use of the available resources according to the organizational needs.
	RA2	Conduct an employee experience process design and determine the competitive advantages of improving people loyalty.

THEMES AND CONTENT

Contents-Themes
Talent mapping
Talent mapping
<ul style="list-style-type: none"> • Talent ranking based on performance and potential • Action plan related to talent classification • Talent Pool
Potential identification
<ul style="list-style-type: none"> • Characteristics and attributes of people with high potential • Identifying high potentials • Difference between performance and potential • Development plans linked to high potential • Retention of high-potential employees
Career plan
<ul style="list-style-type: none"> • Definition of a career plan • Elements of a career plan • Types of career plans • Individual development plans
Succession plan
<ul style="list-style-type: none"> • Succession plan objectives • Identification of successors • Readiness and plans to accelerate development • Succession plan follow-up
Employee Experience
Talent cycle vs. employee experience

- Review of the traditional talent cycle seen previously
- Employee Experience Explained Differences between the two management models

Engagement vs. employee experience

- Explanation of each measurement model
- Differences between the two models

How to develop a strategy for the HR department. Traditional model (Balanced Scorecard) vs. Employee Experience Model

- Review of the Balanced Scorecard
- Explanation of how a strategy can be created from the employee experience model
- Differences

Phases of creating a quantitative employee experience model

- Diagnostic
- Relationship model Implantation Recurring measurement

Measuring and listening methodologies

- Ad hoc (1 time/year)
- Ad hoc (1 time/year) + pulses
- Always on + pulses

Additional relevant aspects

- Communication plan
- Linkage with employer branding
- Linkage with customer experience
- Measuring tools/platforms

TEACHING METHODOLOGY

General methodological course aspects**Presential Methodology: Activities**

Cooperative work of students who, in pairs or small groups, are given a task, case or scenario that requires the sharing of information and resources among members in order to achieve a common goal. Based on the project-based learning (PBL) method, students will research, define and argue a model generated in each group and presented in general session.

This methodology stimulates inductive learning. From the analysis of concrete examples, the different tools of analysis are built and general rules of application 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 is essential.

Presentations on projects related to the contents of the course.

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

Non-presential Methodology: Activities

- Individual study
- Individual reading of texts of different types (cases, books, magazines, articles, press, Internet publications, reports on practical experiences, etc.) related to the courses of study
- Cooperative work of students who, in pairs or small groups, are given a task that requires the sharing of information and resources among members with a view to achieving the common goal
- Specific tasks for the PBL project

SUMMARY OF STUDENT WORK HOURS**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	12	12	0	1	0

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	42	20	1	3

ECTS CREDITS: 3,0 (96,00 hours)

EVALUATION AND GRADING CRITERIA

Graded Activities	Evaluation Criteria	% of total grade
Proof of individual knowledge	Work adequacy to the objectives set On time delivery Goal adequacy and focus Reached goals Deadline achievement	25
Collective applied assignments that may or may not be presented publicly	Presentations and defence of projects applied to companies, course projects, resolution of practical cases	60
Active in-class participation by the student.	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 grade corresponds to the sum of the graded activities, evaluation criteria and % of total grade described in the Evaluation and Grading Criteria section.
3. Individual and group work must be delivered on time and in the manner planned 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 passed at the time of set exams.

The Evaluation Criteria to enroll for a second year

The student enrolled in the course for the second year must comply with the individual and group tasks set by the course professor. The same evaluation criteria described in the Evaluation and Grading 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**

- Reichheld, Fred . *Winning on purpose*. Ed. Harvard Business School Press
- Randolph, W. Alan. *Understanding and managing organizational behavior*. Ed. Irwin
- Fernández-Aráos, Claudio. *It's not the How or the What but the Who*. Ed. Harvard Business Review Press
- W.Allen, Robert & W. Porter, Lyman. *Organizational Influence Processes*. Ed. Scott, Foresman and Company
- Collins, Alan. *The new HR Leader's first 100 days*. EdAmazon Italia Logistica
- Barrett, Richard. The new leadership paradigm. Ed. Amazon fulfillments
- Kinley, Nik & Ben-Hur, Schlomo. Changing employee behavior. Ed. Palgrave Macmillan
- Korn Ferry, FYI For your Improvement. Ed. Korn Ferry
- Pereda Marin, Santiago. Gestión de recursos humanos por competencias. Ed. Universidad Ramon Areces

Web Resources

- ♦ <http://www.areas.com/>
- ♦ <http://www.cnmv.es>
- ♦ <http://www.equipostrytalento.com/>
- ♦ <http://www.fororecursoshumanos.com/>
- ♦ <http://www.gestiopolis.com/>
- ♦ <http://www.humanresources.com/index.html>
- ♦ <http://www.hr.com>
- ♦ <http://www.hrmagazine.co.uk/>

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".

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